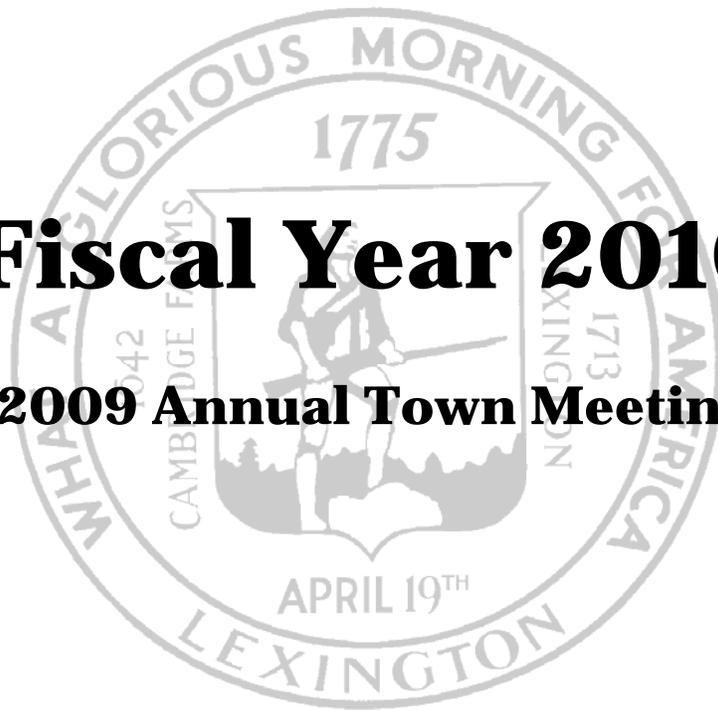


Lexington School Committee  
Recommended Budget

**Fiscal Year 2010**

**2009 Annual Town Meeting**



Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420



**Lexington Public Schools**  
*2010 School Committee Recommended Budget*

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# Table of Contents

<b>BUDGET OVERVIEW</b> .....	<b>1</b>
BUDGET SUMMARY	1
SALARY & WAGES	8
<i>Personnel by Category</i> .....	8
<i>Personnel FTE Summary</i> .....	13
<i>Additional Personnel Notes</i> .....	16
<i>Personnel Changes</i> .....	17
EXPENSES BY PROGRAM	19
<b>REVENUE OFFSETS (GENERAL FUND)</b> .....	<b>21</b>
OTHER REIMBURSEMENT PROGRAMS	22
<i>Circuit Breaker</i> .....	22
FEE PROGRAMS	24
<b>PROGRAM HIGHLIGHTS</b> .....	<b>26</b>
<i>K-12 Technology Program</i> .....	26
STUDENT SERVICES	28
<i>Early Childhood Education</i> .....	29
<i>K-8 Student Services</i> .....	33
<i>9-12 Student Services</i> .....	37
<i>Special Education Transportation</i> .....	39
<i>Special Education Out-of-District Budget</i> .....	40
LEGAL SERVICES	41
FINANCE AND OPERATIONS	42
<i>Prior Year Unpaid Bills</i> .....	47
<i>Telephones/Cell Phones</i> .....	47
<b>SCHOOL CAPITAL PLAN</b> .....	<b>48</b>



**Lexington Public Schools**  
*2010 School Committee Recommended Budget*

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# BUDGET OVERVIEW

## *Budget Summary*

Last fall, the School Committee voted the FY10 budget guidelines and requested the Superintendent present a level-service budget. On December 10, 2008, the superintendent recommended an FY10 level-service budget for 2009-2010 requiring an additional \$3,601,547, which is an increase of 5.59% over the FY09 Appropriation at the Spring Town Meeting. Based on available funds, on February 24, 2009, the School Committee voted a budget of \$66,958,293, which requires an additional \$2,544,154, or 3.95%.

### *School Committee Recommended Budget*

	FY07 Actual	FY08 FTE	FY08 Actual	FY09 FTE	FY09 ADJ STM	FY10 FTE Budget	FY10 SC Request	% Change
Salaries & Wages	\$ 46,266,396	852.35	\$ 49,786,875	871.62	\$ 54,407,961	867.51	\$ 55,926,576	2.79%
Expenses	\$ 10,490,306		\$ 10,406,905		\$ 10,006,178		\$ 11,031,717	10.25%
Total Budget	\$ 56,756,702	852.35	\$ 60,193,780	871.62	\$ 64,414,139	867.51	\$ 66,958,293	3.95%

The budget recommendation is driven by two 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 tuition account is projected to increase by approximately \$752,211 or 16.78%, net of circuit breaker funding.

During the past two years, the cost of out-of-district tuition increased by 3.6% and 1% respectively due to the expansion of programs that allowed more students to be educated in-district. Next year's increase of 20.63% is caused by a reduction in state aide, an increase in the high cost placements, and the use of one-time offsets no longer available in FY10.

The district continues to participate in a pilot transportation plan to collaborate with other LABBB Collaborative member districts. In FY08 Lexington Public Schools began a collaboration with Arlington and Burlington and combined routes so that students who attend the same school could share one vehicle. Currently there are ten routes in the collaboration plan. It is anticipated that the collaboration will continue in FY10, although the routes have not been established to date. The district anticipates a modest savings from this collaborative effort. At this time, it is not possible to predict how many students and routes will participate in the collaboration, although an increase in the number of routes is anticipated.

The State "Circuit Breaker"<sup>1</sup> law partially reimburses school districts for out-of-district special education placements that cost four times the foundation budget (approximately \$37,328 per student for FY09). In FY09, we expect to receive \$1,914,856 from our FY08 claim submittal. In FY10, we expect to receive \$1,720,001 from our projected FY09 claim submittal in July 2009, based on November 2008 eligible students.

The budget includes a description of the current service delivery model for the Fiske Intensive Learning Program (ILP) and a recommended new service delivery model. This new model is anticipated to increase the overall quality and effectiveness of the program, avoid high costs of contracted ABA services and save

<sup>1</sup> See Revenue section of this document for more information about Circuit Breaker or <http://finance1.doe.mass.edu/seduction/>



**Lexington Public Schools**  
*2010 School Committee Recommended Budget*

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out-of district tuitions. The new model includes the addition of a Board Certified Behavior Analyst (BCBA) and five additional student support instructors. The BCBA will provide services currently being provided through contracted agencies. The additional student support instructors will increase the convert of 16.2 FTE to 24 FTE. These additional support instructors will provide mandated in-school and home services, currently being provided by some district staff and numerous outside agencies. We project the overall cost avoidance to be approximately \$172,532.

**2. Personnel Salaries:**

The FY10 budget includes funds for all step increases for all bargaining units. Since six collective bargaining contracts will expire at the end of the 2008-2009 school year, the budget includes funds for all required salary step increases and the projected cost of collective bargaining. The personnel budget is based on current personnel on January 1, 2009 plus any known vacancies. It is assumed that all teachers on a leave of absence will return next fall.



## Elementary K-5 Summary

In FY10, the K-5 enrollment is projected to decrease from 2,699 students in FY09 to 2623 students in FY10, which is a decrease of 76 students. Currently, there are 130 classrooms in the six K-5 schools. With seventy-six fewer students, we will need 128 teachers in FY10 to maintain the same level of service, which represents a decrease of two teachers. It is important to note that currently, three of Fiske School’s classes have over-max aides, since there are no available classrooms to add another teacher this year. In FY10, the plan is to allocate 126 teachers at this time and hold two teachers in reserve until late spring. Since enrollment numbers will change, we need two unallocated teachers in the budget in order to respond to shifting enrollment numbers.

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 \$54.00 per student. The principals reallocate their school’s allotment to the various needs within their building.

### Elementary and PreK Staffing Changes:

<i>Program</i>	<i>Position Title</i>	<i>FTE</i>	<i>Description/Rationale</i>
General Education	Specialist Positions	(0.40)	Enrollment of existing students moving along continuum of services – Music, Art, Physical Education,
General Education	Classroom Teacher	(2.00)	Enrollment of existing students moving along continuum of services
Student Services	Special Education Teacher (ILP )	0.30	Replacing 0.70 FTE Resource Room Teacher with 1.0 FTE Special Education Teacher
Student Services	Instructional Assistants (LCP)	(4.80)	6 positions at 32 hours each for the redesign of Early Child Hood ILP Program
Student Services	Instructional Assistants	(0.80)	1 position at 32 hours for the redesign of Hastings ILP programs, goes with Unit A, Replacing 0.70 FTE Resource Room Teacher with Special Education Teacher
Student Services	Instructional Assistants	(9.40)	11 positions at 32 hours each for the redesign of Fiske ILP programs
Student Services	ABA/BCBA	(2.00)	Redesign of Fiske, Early Childhood and Hastings ILP programs



## Middle School Summary

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 schoolteachers 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.

	Clarke Projected FY09	Clarke Actual FY09	Diamond Projected FY09	Diamond Actual FY09	TOTAL Actual FY09	Clarke Projected FY10	Diamond Projected FY10	TOTAL Projected FY10
Grade 6	262	236	211	229	465	251	275	526
Grade 7	263	260	243	249	509	241	234	475
Grade 8	261	267	261	260	527	260	249	509
<b>Total</b>	<b>786</b>	<b>763</b>	<b>715</b>	<b>738</b>	<b>1501</b>	<b>752</b>	<b>758</b>	<b>1510</b>

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

### Middle School Staffing Changes:

<i>Program</i>	<i>Position Title</i>	<i>FTE</i>	<i>Description/Rationale</i>
General Education	Mandarin Teacher	0.50	Students continuing on the program implementation from FY08 with the introduction of Mandarin at the Middle School Level
Student Services	Intensive Learning Program (ILP ) Special Education Teacher	0.50	Enrollment of existing students moving along continuum of services – FY09 Add
Student Services	Intensive Learning Program (ILP ) Special Education Teacher	1.00	Enrollment of existing students moving along continuum of services – FY09 Add



## High School Summary

For FY10, the high school enrollment is projected to decrease from 1,991 students to 1,980 students, which is a reduction of eleven students. The FY09 budget was based on an enrollment of 1,999. The overall school expense budgets for the high school is based on a per pupil expenditure of approximately \$170.37 per student. The principal reallocates her school's allotment to the various department needs within their building

Grade	FY09 Projected	FY09 Actual	FY10 Projected
9	532	527	522
10	496	495	522
11	468	460	485
12	503	509	451
<b>TOTAL</b>	<b>1999</b>	<b>1991</b>	<b>1980</b>

### High School Staffing Changes:

Program	Position Title	FTE	Description/Rationale
Student Services	Occupational Therapy Asst	(1.00)	Incorrect categorization in FY09 Budget of adding an OTA instead of an Occupational Therapist.



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

The Office of Curriculum, Instruction, and Professional Development supports high quality educational programs for Lexington students and serves its 609 PK-12 teachers. The FY10 goals include the continuation of the 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 expert teachers and using common formative assessments to assist in closing the achievement gap and advancing overall student achievement.

During the 2008-2009 school year, new K-5 teachers are participating in the Scott Foresman Literacy initiative. During these focused workshops, teachers are training in skills-based teaching related to teaching reading in the elementary schools. K-12 teachers also are participating in embedded professional development in building Professional Learning Communities within grade level teams, or within content-specific teams. This embedded professional development will focus on increasing student learning, and working to assure that all students reach academic proficiency. Additionally, K-12 teachers are working collectively to develop formative assessments to inform their instruction in a timely way and provide for appropriate interventions for our most at-risk students.

The Curriculum Review/Program Evaluation process will be completed for both Mathematics and Physical Education/Wellness. During the 2008-2009 school year, curriculum writing will be completed, budgetary implications will be finalized, sharing of information with stakeholders will be completed, and final implementation recommendations will be made. Furthermore, additional professional development, lesson modeling, coaching, and pilot curricula will be finalized.

Additionally, a group of teachers, administrators, and community members continue to work on Year 2 of the Curriculum Review/Program Evaluation Process in the area of K-12 Science, Engineering & Technology. During the 2008-2009 school year, this Task Force continues to align and write the K-12 curriculum, identify appropriate pilot implementations, and identify and plan appropriate professional development for teachers.

Finally, in 2009-2010, we plan to begin Year 1 of the Curriculum Review/Program Evaluation process in the area of English Language Arts. It is critically important that we continue to add academic areas to the curriculum review cycle annually, since the entire cycle takes 6-8 years. 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 insure that we are offering the very best programs to our students.

### **Staffing Changes:**

<i>Program</i>	<i>Position Title</i>	<i>FTE</i>	<i>Description/Rationale</i>
ELL	English as a Second Language	1.00	Enrollment of existing students moving along continuum of services
Secretaries	Unknown	(2.00)	After review of the positions against the contract and position control it was determined that the budget was carrying 2.0 FTEs on paper than was actually being filled. No positions were cut except on paper. The original FTE was modified from the FY07 budget document and refined each year as new information became available
Technology	Technology Facilitator	(1.00)	Employee role and responsibilities reclassified to Technical Specialist
Technology	Technical Specialist	1.00	Employee role and responsibilities reclassified from Technology Facilitator



## *K-12 Student Services Summary*

### **Staffing Changes:**

<i>Program</i>	<i>Position Title</i>	<i>FTE</i>	<i>Description/Rationale</i>
Student Services	Occupational Therapist	1.00	Address services required as part of student IEP, correction from FY09 OTA
Student Services	Psychologist	0.40	Address testing and assessment for referrals to IEPs
Shift from Grants	Social Worker, Psychologist, Special Education Teacher, Reading Specialist, Math Specialist, Nurse are some of the positions that could be absorbed	TBD	As salaries and wages rise, and anticipated grant awards are level funded or reduced, the operating budget requires additional FTEs to be absorbed. Program review and requirements have taken place to validate these as essential services to be continued.
Student Services	Instructional Assistants	(10.00)	Reduce Instructional Assistant time by 375 work hours system wide
Shift from Grants	Instructional Assistant	TBD	As salaries and wages rise, and anticipated grant awards are level funded or reduced, the operating budget requires additional FTEs to be absorbed. Program review and requirements have taken place to validate these as essential services to be continued.
Student Services	Unknown	(0.89)	After review of the positions against people actually in positions, departments who are hiring this category, and position control it was determined that the budget was carrying 0.885 FTEs higher on paper than was actually being filled. No positions were cut except on paper. The original FTE was modified from the FY07 budget document and refined each year as new information became available.
Student Services	Student Support Instructors	18.00	Redesign of Fiske ILP programs
Student Services	Student Support Instructors	6.00	Redesign of Early Childhood ILP programs
Student Services	BCBA	2.00	Enrollment of existing students moving along continuum of services
Special Education	Special Class Aides	(1.52)	During FY09, a thorough review occurred to align the actual Special Class Aide hours and schedule to the FTE definition. Pay rates, and hour worked were also clarified. During the review 1.52 FTE emerged as being unnecessary to continue in the budget. No existing employees were impacted. All programs are fully staffed.



## Salary & Wages

### Personnel by Category

Personnel costs (exclusive of benefits) make up 83.5% of the school budget. The table below provides a comparison of personnel costs from FY07 to FY10. The FY10 personnel budget is based on 2.40 fewer positions grades K through 5, and no personnel reductions grades 6 through 12.

LINE No	ROLL UP	FY2007 Actual	FY08 FTE	FY2008 Actual	FY2009 FTE Budget	FY2009 Budget	FY2010 FTE Budget	FY2010 SC Request	% Change
1	UNIT A - LEA	36,356,347	600.03	\$38,769,572	609.73	\$42,328,842	612.03		
2	UNIT A - STIPENDS	199,738		225,909		292,089			
3	UNIT A - COACHES	491,001		443,421		508,967			
4	LESA - SECRETARIES	2,197,666	67.41	2,273,517	69.46	2,475,814	67.46		
5	CO - SUPPORT	310,952	7.00	365,838	7.00	387,835	7.00		
7	UNIT C - INSTR ASST.	2,386,535	112.83	2,643,760	110.40	2,705,887	85.40		
7.1	PARAPROFESSIONAL				4.76	305,336	3.87		
7.2	STUDENT SUPPORT INSTRUCTORS						24.00		
8	ABA TUTORS	80,169	5.60	117,867	9.60	460,582	9.60		
9	OT ASSISTANTS	125,704	3.33	106,397	4.33	153,511	3.33		
10	SCHOOL AIDES	411,435	15.30	335,993	14.54	411,359	13.02		
13	TECHNOLOGY UNIT	370,938	8.75	425,972	9.50	556,538	4.50		
13.1	TECHNOLOGY NON-BARGAINING						4.00		
13.2	TECHNOLOGY ADMINISTRATION						1.00		
14	CO - ADMINISTRATION	745,588	6.10	836,989	6.30	848,643	6.30		
15	PRINCIPALS	1,135,753	9.00	1,084,573	9.00	1,099,191	9.00		
16	ALA - ASST PRINC/SUPVR	1,407,320	17.00	1,400,612	17.00	1,653,684	17.00		
17	NURSE SUBS	71		8,404		10,000		10,000	
	TEACHER SUBSTITUTES			711,897		124,683		128,423	3.00%
18	SECY SUBS	37,085		35,545		35,000		35,000	
	INSTRUC. ASST. SUBS					50,000		50,000	
20	SICK LEAVE BUY BACK	10,094							
	Staffing Costs due to anticipated Federal grant reductions								
TOWN	SHARED EXPENSES			609					
<b>WAGES Total</b>		<b>\$46,266,396</b>	<b>852.35</b>	<b>\$49,786,875</b>	<b>871.62</b>	<b>\$54,407,961</b>	<b>867.51</b>	<b>\$55,926,576</b>	<b>2.79%</b>

Exact amounts hidden due to ongoing negotiations with all bargaining units

### Categorization of Positions and Work Year:

The School Department often receives questions about the definition of an FTE (full-time equivalent) and presented budgets in the past with a mix of head counts and FTEs.

Elimination of Head Counts: 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. Below in Table A 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 Week Hours	Work Year (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 <sup>2</sup>	37.5 or 40 hours	12 month
	LESA – Secretaries <sup>3</sup>	37.5 hours	10 month
5	Central Office Support	40 hours	12 month
7	Unit C - Instructional Assistants	37.5 hours	182 days
7.1	Paraprofessional	40 hours	10 month
7.2	Student Support Instructors (new FY10)	40 hours	12 month
8	ABA/BCBA Services	40 hours	10 month
9	Occupational Therapy Assistants	37.5 hours	10 month
10	School/Class Aides	37.5 hours	182 days
13	Technology Unit: Technology Facilitators	37.5 hours	194 Days
	Technology Unit: All others	37.5 hours	12 month
13.1	Technology Non-Bargaining	37.5 hours	194 days
13.2	Technology Administration	40 hours	12 month
14	Central Office Administration	40 hours	12 month
15	Principals	40 hours	12 month
16	ALA – HS Deans, MS Asst Principal, Dir. Guidance, HS Assoc Principal	No set work day or week in hours	12 month
	ALA – SPED Supervisors, MST Coordinator	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		

Budget Assumptions and “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.

**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.

**Level 1:** HS Science Team<sup>4</sup> HS Math Team<sup>5</sup>

**Level 2:** Policy Debate Director, Lincoln-Douglas Debate Director, HS Music Director<sup>\*6</sup>, HS Drama Director<sup>7</sup>, Marching Band<sup>8</sup>

**Level 3:** HS Yearbook College Testing

<sup>2</sup> The above definitions require a recalculation of all FY10 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.

<sup>3</sup> *Ibid.*

<sup>4</sup> The dollar amounts listed are the total of the yearly stipends for the Director of the activity and any Assistant Directors. The Director will determine the need for and the number of any Assistants. Assistants must be paid minimally at level 6, but may receive more as determined by the Director of the activity.

<sup>5</sup> *ibid.*, same as above.

<sup>6</sup> *ibid.*, same as above.

<sup>7</sup> *ibid.*, same as above.

<sup>8</sup> *ibid.*, same as above.



**Lexington Public Schools**  
**2010 School Committee Recommended Budget**

- Level 4:** MS Math Team, MS Science Team, Pit Orchestra, HS Newspaper, HS Science Fair, HS Drama Club, Assistant Policy Debate Coach, Assistant Lincoln-Douglas Debate Coach
- Level 5:** 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
- Level 6:** MS Yearbook MS Publications
- Level 7:** Foreign Language Exam Coordinator: per language

**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 our School Committee recognized sports teams.

**COACHES' SALARY GROUPS**

**Level I**

Head Football  
 Director of Athletics  
 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



**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. All salary tables and pay rates have been reviewed and an alignment of job titles in the contract and job titles in MUNIS have been reviewed and updated. Along with the above, salary tables were created to match our 40 hour employees to ensure correct and accurate pay. In addition, the School Committee and the School Department are implementing a multi-year reduction plan for our Student Support Personnel. These positions cover lunch and recess duty and light office work. The model being implemented is to have two (2) thirty hour positions and two (2) fifteen hour positions per week in each of the elementary schools. The middle schools each have a part-time position.

**Line No. 5 Central Office Support (formerly CO-Support):** This has included many different types of employees over the years. This categorization is currently being used as the category of employees who are equivalent to executive administrative assistant, confidential employees (those that handle confidential personnel information and labor negotiations materials), junior level managers, and non-union central office employees.

**Line No. 6:** Formerly assigned to Facilities employees.

**Line No. 7 Unit C – Instructional Assistants:** Members of this unit provide in classroom support and instruction to students. The majority of students served are special education students. Under previous administrations, 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. Review of the positions coded to this unit found that many, while being paid the same rate at this unit, were not under the recognition clause. The function these employees were providing were different and required a different skill set. Much of the confusion may have been due to the employment of the same individual into multiple positions. The most common of which was that in order to provide a consistency of services, an employee would be hired both as an instructional assistant in the classroom and as a home-based service provider. Both positions require different skills. To our benefit, we have talented instructional assistants that are available to provide varied and critical services. However, from a categorization, pay scale, job function perspective, it allowed a “graying” of the actual members of the unit and consequently promoted lack of clarity in roles and pay.

**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. 7.2 Student Support Instructors:** 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 and will address the recurring home-based services and consistency of services for special education students. The staff in these positions will be trained to provide a higher level of instructional skills allowing for consistency of services beyond the school year. They will be providing services on-site and home-based, and at a higher-level of instructional responsibility than what our special class aides or instructional assistants provide.



**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. 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. 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. 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. 13.1 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.

**Line No. 13.2 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. 14 Central Office Administration (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.

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

**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.

**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 has not historically broken out the cost of substitutes for certain staff members. 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 hired for ten or more continuous days to cover a classroom for a teacher who is on a short-term leave of absence.



**Lexington Public Schools**  
**2010 Superintendent of Schools' Recommended Level Service Budget**

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3. Nurse Substitutes: All of our school nurses are provided with 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. 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 or in another employee contract a Sick Leave buyback payment. This line will generally be going away since much of that language has been removed from contracts. Only certain employees are eligible based on original hire date.

### **Personnel FTE Summary**

The Personnel FTE Summary Chart is a three page chart which only shows staffing funding by the operating budget. Line number and Roll Up description break it down consistent with the previous section.

- Department of Public Facilities: On July 1, 2008, the Department of Public Facilities became its own stand-alone department within the overall Town's budget structure. The School Superintendent has removed the Department of Public Facilities from his budget request and moved it into the Town's Shared Expenses.
- Unit C: Instructional Assistants: The new contract includes an additional day prior to the first day of school, as per the new contract.
- Elementary classroom teachers are budgeted at 127.7 FTE. Two of the Kindergarten positions are funded from the tuition fees paid by parents.
- Since we expect some grants to be reduced or level-funded, \$141,565 was added to the personnel budget for FTEs associated with grants. We project the ongoing support of the 94-142 special education grant to be level-funded next year. Recently, we learned that the new Federal Recovery Act includes for Lexington a one-time special education payment of 1.45 million dollars, in addition to the on-going special education grants. More information regarding the possible use of these funds will be presented at Town Meeting, since final regulations have not yet been promulgated. We anticipate a 10% reduction in our METCO grant.
- Substitutes: The district has not historically broken out the cost of substitutes for certain staff members.
  1. Line 17: Long-Term Teacher Substitutes: These 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. We have combined these expenses with the Nurses substitute line for reporting purposes.
  2. Line 18: Instructional Assistant Substitutes: The district has not been budgeting for these substitutes. These costs have been shown against the Unit C: Instructional Assistant Line.

Lexington Public Schools  
FY 2010 FTE Summary Report

Sum of FY10 FTE		LOC_DESC														Grand Total
Line Number	Line Description	JOB_DESC	EARLY CHIL	BOWMAN	BRIDGE	ESTABROOK	FISKE	HARRINGTON	HASTINGS	ELEM CURR	CLARKE	DIAMOND	LHS	SPED	SYS WIDE	Grand Total
1	Unit A - LEA	BEHAV SPCL				1.00										1.00
		Business Teacher										1.10				1.10
		COORD	0.50							2.80			5.30		1.75	10.35
		Debate Teacher											1.00			1.00
		DEPT CHAIR									1.25	1.25				2.50
		Drama Teacher									1.00	0.55	2.00			3.55
		ELEM TCH		20.00	17.00	19.00	19.00	17.00	16.00							108.00
		ELL TCH		1.45	1.00	1.00	1.15	0.80	1.00			0.65	0.70	0.40		8.15
		English Teacher										9.00	9.50	21.25		39.75
		EVALUATION TEAM LEADER		0.50	0.50		0.50	0.50	0.50						1.00	3.50
		Foreign Language									7.50	7.75	18.40			33.65
		GUIDANCE		1.00	1.00	1.00	0.90	1.00	1.00			3.00	3.00	10.00		21.90
		Health Teacher											3.00			3.00
		Instructional Technology									2.00	1.90				3.90
		K TEACHER		2.70	3.00	4.00	3.00	3.00	3.00							18.70
		LEA PRESID											1.00			1.00
		LIBRARIAN		1.00	1.00	1.00	1.00	1.00	1.00		1.00	1.00	2.00			10.00
		Math Instruction Specialist		0.80	0.81	0.68	0.63	0.79	0.69							4.40
		Math Teacher									11.00	10.75	21.05			42.80
		MUSIC Teacher		1.15	1.23	1.00	1.00	1.00	1.00		3.70	2.15	4.10			16.33
		NURSE		1.00	1.00	1.00	1.00	1.00	0.90		1.00	1.00	1.50			9.40
		OCC THERAP	1.40	0.30	0.50	1.00	1.40	0.60	0.40		0.10		0.50			6.20
		PE/APE TEACHER				0.20	0.40	0.46								1.06
		PE/Wellness Asst Coordinator											0.50			0.50
		PE/Wellness Teacher		1.45	1.00	2.00	1.00	1.00	1.00		4.60	4.50	6.55			23.10
		PRESCH TCH	2.50													2.50
		PSYCHOLOGIST	0.50	0.50	0.80	0.00	0.50	0.00	0.50		0.80	0.60	3.10			7.30
		Reading Specialist		3.57	3.30	2.85	3.04	3.30	3.20				0.75			20.01
		Reading Teacher									2.00	2.75	0.80			5.55
		Science Teacher									7.75	7.75	25.25			40.75
		Soc Studies Teacher									9.00	9.50	20.80			39.30
		SOC WORKER									1.20	0.60	4.10			5.90
		SP/LAN SPC	2.00	2.00	2.00	1.00	2.40	2.00	2.80		2.40	1.50	3.00		1.00	22.10
		Special Needs Teacher		7.00	5.60	3.50	6.40	4.00	7.00		13.17	8.00	20.60			75.27
		STDY SKLS									1.50		0.25			1.75
		SUMMER SCHOOL TEACHER	0.00												0.00	0.00
		VISION SPC												0.27		0.27
		Visual Arts Teacher		1.00	1.00	1.00	1.00	1.00	1.00		1.70	2.00	6.30		0.50	16.50
<b>1 Total</b>			<b>6.90</b>	<b>45.42</b>	<b>40.74</b>	<b>41.23</b>	<b>44.32</b>	<b>38.45</b>	<b>40.99</b>	<b>2.80</b>	<b>85.32</b>	<b>77.85</b>	<b>184.50</b>	<b>0.27</b>	<b>3.25</b>	<b>612.03</b>
4	LESA - Secretaries	AA CO														1.52
		AA DIR SS												1.00		1.00
		AA ES PRIN		1.00	1.00	1.00	1.00	1.00	1.00							6.00
		AA HS PRIN											1.00			1.00
		AA MS PRIN									1.00	1.00				2.00
		AP CLK													1.96	1.96
		ASST REG											0.47			0.47
		FIN SEC SS												1.00		1.00
		FUNDS MAN											1.00			1.00
		LIB SUPRT			0.13						0.53	1.00	2.98			4.65
		PAYROL CLK													2.00	2.00
		RECEPTION												1.00		1.00
		REGISTRAR											1.00			1.00
		SCH SUPRT		2.91	3.60	2.94	2.93	2.77	3.04		1.48	1.00				20.67
		SEC BD SRV											1.00			1.00
		SEC COORD								0.53			2.01			2.55
		SEC DH											3.00	0.52		3.52
		SEC EV TM											1.00			1.00
		SEC GUID									0.67	1.00	2.74			4.41
		SEC HS AP											4.00			4.00
		SEC HS REC											1.00			1.00
		SEC K5 SCI								0.21						0.21
		SEC MS AP									1.00	1.00				2.00
		SEC SS												1.00		1.00
		SECY BUS O													0.51	0.51
		TECH FL											1.00			1.00
<b>4 Total</b>				<b>3.91</b>	<b>4.73</b>	<b>3.94</b>	<b>3.93</b>	<b>3.77</b>	<b>4.04</b>	<b>0.75</b>	<b>4.68</b>	<b>5.00</b>	<b>22.20</b>	<b>3.52</b>	<b>6.99</b>	<b>67.46</b>

Lexington Public Schools  
FY 2010 FTE Summary Report

Sum of FY10 FTE		LOC_DESC														Grand Total
Line Number	Line Description	JOB_DESC	EARLY CHIL	BOWMAN	BRIDGE	ESTABROOK	FISKE	HARRINGTON	HASTINGS	ELEM CURR	CLARKE	DIAMOND	LHS	SPED	SYS WIDE	Grand Total
5	CO-SUPPORT	ACCNT MAN.													1.00	1.00
		ASST B. O.													1.00	1.00
		CO SECRETA													4.00	4.00
		SC FIN MGR													1.00	1.00
<b>5 Total</b>															<b>7.00</b>	<b>7.00</b>
7	Unit C - Instructional Assistants	ILP SPED IA	2.51										3.56			6.06
		INTEGRATED SPED IA	(3.83)													(3.83)
		SPED IA	0.84	8.00	10.99	4.18	5.56	6.85	14.75		19.27	10.95	11.90		(10.13)	83.16
<b>7 Total</b>			<b>(0.48)</b>	<b>8.00</b>	<b>10.99</b>	<b>4.18</b>	<b>5.56</b>	<b>6.85</b>	<b>14.75</b>		<b>19.27</b>	<b>10.95</b>	<b>15.46</b>		<b>(10.13)</b>	<b>85.40</b>
7.1	PARAPROFESSIONAL	CAMP MON											0.93			0.93
		CO SECRETA													1.00	1.00
		DOCTOR													0.00	0.00
		HME TUT CR											0.00		0.00	0.00
		HOME TUTOR	0.27						0.16				0.27		1.00	1.69
		OVRMX AIDE					0.00									0.00
		REC SECY													0.25	0.25
		STAGE MGR											0.00			0.00
		SUMMER SCHOOL TEACHER	0.00												0.00	0.00
<b>7.1 Total</b>			<b>0.27</b>				<b>0.00</b>		<b>0.16</b>				<b>1.20</b>		<b>2.25</b>	<b>3.87</b>
7.2	STUDENT SUPPORT INSTRUCTORS	STUDENT SUPPORT INSTRUCTOR	6.00				18.00									24.00
<b>7.2 Total</b>			<b>6.00</b>				<b>18.00</b>									<b>24.00</b>
8	ABA/BCBA Services	ABA	0.21	0.75			2.23		0.20						3.00	6.39
		ABA COORD											1.00		1.00	1.00
		BCBA													2.00	2.00
		BCBA - Summer Services													0.21	0.21
<b>8 Total</b>			<b>0.21</b>	<b>0.75</b>			<b>2.23</b>		<b>0.20</b>				<b>1.00</b>		<b>5.21</b>	<b>9.60</b>
9	Occupational Therapy Assistants	OCC TH AST		1.00	1.00				1.33							3.33
<b>9 Total</b>				<b>1.00</b>	<b>1.00</b>				<b>1.33</b>							<b>3.33</b>
10	School/Class Aides	CLASS AIDE	0.77	0.80	1.79	4.28		1.60			0.85	0.93	2.00			13.02
<b>10 Total</b>			<b>0.77</b>	<b>0.80</b>	<b>1.79</b>	<b>4.28</b>		<b>1.60</b>			<b>0.85</b>	<b>0.93</b>	<b>2.00</b>			<b>13.02</b>
13	TECHNOLOGY UNIT	DATA COORD													1.00	1.00
		FAC & TECH													0.50	0.50
		NET ADMIN													1.00	1.00
		TECH FAC													1.00	1.00
		TECHNOLOGY FACILITATOR													1.00	1.00
<b>13 Total</b>															<b>4.50</b>	<b>4.50</b>
13.1	TECHNOLOGY NON BARGAINING	SCHOOL DATABASE ADMINISTRATOR											1.00			1.00
		SYSTEM ADMINISTRATOR													1.00	1.00
		TECHNICAL SPECIALIST													1.00	1.00
		TRAINING SPECIALIST													1.00	1.00
<b>13.1 Total</b>													<b>1.00</b>		<b>3.00</b>	<b>4.00</b>
13.2	TECHNOLOGY ADMINISTRATION	IT DIRECTOR													1.00	1.00
<b>13.2 Total</b>															<b>1.00</b>	<b>1.00</b>
14	CO-ADMINISTRATION	BUSINESS CURRICULUM													1.00	1.00
		DEP SUPNT													0.80	0.80
		DIR ST SER											1.00		1.00	1.00
		HUMAN RES													1.00	1.00
		SP ASSTDIR											0.50		0.50	0.50
		SUPERINTEN													1.00	1.00
<b>14 Total</b>													<b>1.50</b>		<b>4.80</b>	<b>6.30</b>
15	Principals	HS PRINC		1.00	1.00	1.00	1.00	1.00	1.00		1.00	1.00	1.00			8.00
		K-8 PRINC														1.00
<b>15 Total</b>				<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>		<b>1.00</b>	<b>1.00</b>	<b>1.00</b>			<b>9.00</b>
16	ALA - Asst Principal/Supervisor	9-12 SPED											1.00			1.00
		ASSOC PRI											1.00			1.00
		ASST PRINCIPAL	0.50	0.50	0.50	0.50	0.50	0.50	0.50		2.00	2.00				7.00
		DIR GUID											1.00			1.00
		DIR PE/WE											0.00			0.00
		HS DEAN											4.00			4.00
		K-8 DIR SP												1.00		1.00
		MST COORD											1.00			1.00
		OOD COORD												1.00		1.00
<b>16 Total</b>				<b>0.50</b>	<b>0.50</b>	<b>0.50</b>	<b>0.50</b>	<b>0.50</b>	<b>0.50</b>		<b>2.00</b>	<b>2.00</b>	<b>8.00</b>	<b>2.00</b>		<b>17.00</b>
<b>Grand Total</b>			<b>13.67</b>	<b>61.37</b>	<b>60.74</b>	<b>55.13</b>	<b>75.54</b>	<b>52.18</b>	<b>62.97</b>	<b>3.55</b>	<b>113.13</b>	<b>97.73</b>	<b>235.36</b>	<b>8.29</b>	<b>27.87</b>	<b>867.52</b>



## **Additional Personnel Notes**

In order to improve the reliability of FTE reporting for the School Department, a full analysis and review is taking place. While the goal and objective of reporting is to be as accurate as possible, there may be omissions or corrections that will take place as position control, standardization, EPIMS<sup>9</sup> compliance, and the Chart of Accounts<sup>10</sup> are implemented and completed. These projects continue to be a work in progress as we strive to be as accurate as possible while maintaining the delicate balance of not over funding or under funding the operating budget.

### **Position Control:**

The position control feature in MUNIS provides functional control of the number of potential jobs and new hires. According to Tyler Technologies support documentation, it also provides three additional functional tools for Payroll, Finance, and Human Resources. The three tools are Budget, Control, and Automation. As a “Budget” tool, it is part of the Salary and Benefits projections process. A process not scheduled for use until FY11 budget development. Under this process, the position control file provides the ability to budget for vacant positions, to review departmental resource allocations, and review ways to streamline personnel costs by looking at the positions being filled. Position Control as a “Control” tool provides for the tracking once decisions are made during the budget process as to the numbers of employees needed for jobs at each department. The School Department is currently setting up and using the “Control” features to insure that only truly vacant positions are filled. We are also implementing a portion of the “Automation” tool. This final function provides the ability to have field definitions “Automated” such that when a position is attached to an employee, pre-defined values such as GL Account, Location, or Min/Max salary values are automatically pulled through. In the future, it will also allow for the automation of filling vacancies between Human Resources and Finance rather than a paper based system currently used.

The School Department is currently only implementing the set up of Position Control and the first elements of the control and automation features that streamline the addition of employees to payroll. More training and experience is necessary to ensure that the budget projection process and other features of the control and automation tools are functioning correctly. The first initial benefit of implementing the control tools was the software not allowing Human Resources to add anyone to payroll without the advanced knowledge of Finance. For the first time, the budget document approved by the School Committee had a front seat in the hiring process.

Position Control begins with the number of jobs/positions budgeted by School Committee and has the ability to highlight the positions that are over budget in a vacancy report by bargaining group code. However, the budget resets to the School Committee prior year budgeted FTEs and any new positions added during the school year are evaluated and either terminated at the close of the school year or included and declared as part of the next budget development process.

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<sup>9</sup> The Department of Elementary and Secondary Education: Education Personnel Information Management System (EPIMS)  
<http://www.doe.mass.edu/infoservices/data/epims/>

<sup>10</sup> The conversion of the chart of account to comply with UMAS and the DESE coding is a separate project not addressed in this addendum.



**Lexington Public Schools**  
**2010 Superintendent of Schools' Recommended Level Service Budget**

**Personnel Changes**

**Table C: Personnel Changes for FY09 to FY10 Budget Calculations:**

(Budget to Budget)

<i>Line No</i>	<i>School</i>	<i>Program</i>	<i>Position Title</i>	<i>FTE</i>	<i>Description/Rationale</i>
1	Elementary	General Education	Specialist Positions	(0.40)	Enrollment of existing students moving along continuum of services – Music, Art, Physical Education,
1	Elementary	General Education	Classroom Teacher	(2.00)	Enrollment of existing students moving along continuum of services
1	Hastings	Student Services	Special Education Teacher (ILP )	0.30	Replacing 0.70 FTE Resource Room Teacher with 1.0 FTE Special Education Teacher
1	Middle Schools	General Education	Mandarin Teacher	0.50	Students continuing on the program implementation from FY08 with the introduction of Mandarin at the Middle School Level
1	Clarke	Student Services	Intensive Learning Program (ILP ) Special Education Teacher	0.50	Enrollment of existing students moving along continuum of services – FY09 Add
1	Clarke	Student Services	Intensive Learning Program (ILP ) Special Education Teacher	1.00	Enrollment of existing students moving along continuum of services – FY09 Add
1	Districtwide	Student Services	Occupational Therapist	1.00	Address services required as part of student IEP, correction from FY09 OTA
1	Districtwide	Student Services	Psychologist	0.40	Address testing and assessment for referrals to IEPs
1	Districtwide	Shift from Grants	Social Worker, Psychologist, Special Education Teacher, Reading Specialist, Math Specialist , Nurse are some of the positions that could be absorbed	TBD	As salaries and wages rise, and anticipated grant awards are level funded or reduced, the operating budget requires additional FTEs to be absorbed. Program review and requirements have taken place to validate these as essential services to be continued.
1	Districtwide	ELL	English as a Second Language	1.00	Enrollment of existing students moving along continuum of services
			<b>Subtotal Unit A – LEA</b>	<b>2.30</b>	
4	Districtwide	Secretaries	Unknown	(2.00)	After review of the positions against the contract and position control it was determined that the budget was carrying 2.0 FTEs on paper than was actually being filled. No positions were cut except on paper. The original FTE was modified from the FY07 budget document and refined each year as new information became available
			<b>Subtotal LESA - Secretaries</b>	<b>(2.00)</b>	
7	Districtwide	Student Services	Instructional Assistants	(10.00)	Reduce Instructional Assistant time by 375 work hours system wide
7	Districtwide	Shift from Grants	Instructional Assistant	TBD	As salaries and wages rise, and anticipated grant awards are level funded or reduced, the operating budget requires additional FTEs to be absorbed. Program review and requirements have taken place to validate these as essential services to be continued.
7	Early Childhood	Student Services	Instructional Assistants	(4.80)	6 positions at 32 hours each for the redesign of Early Child Hood ILP Program
7	Elementary	Student Services	Instructional Assistants	(0.80)	1 position at 32 hours for the redesign of Hastings ILP programs, goes with Unit A, Replacing 0.70 FTE Resource Room Teacher with Special Education Teacher
7	Elementary	Student Services	Instructional Assistants	(9.40)	11 positions at 32 hours each for the redesign of Fiske ILP programs
			<b>Subtotal Unit C – Inst. Assistants</b>	<b>(25.00)</b>	



**Lexington Public Schools**  
**2010 Superintendent of Schools' Recommended Level Service Budget**

<i>Line No</i>	<i>School</i>	<i>Program</i>	<i>Position Title</i>	<i>FTE</i>	<i>Description/Rationale</i>
7.1	Districtwide	Student Services	Unknown	(0.89)	After review of the positions against people actually in positions, departments who are hiring this category, and position control it was determined that the budget was carrying 0.885 FTEs higher on paper than was actually being filled. No positions were cut except on paper. The original FTE was modified from the FY07 budget document and refined each year as new information became available.
			Subtotal Unit C – Inst. Assistants	(0.89)	
7.2	Districtwide	Student Services	Student Support Instructors	18.00	Redesign of Fiske ILP programs
7.2	Districtwide	Student Services	Student Support Instructors	6.00	Redesign of Early Childhood ILP programs
			Subtotal Non-Union Student Support Inst	24.00	
8	Elementary	Student Services	ABA/BCBA	(2.00)	Redesign of Fiske, Early Childhood and Hastings ILP programs
8	Districtwide	Student Services	BCBA	2.00	Enrollment of existing students moving along continuum of services
			Subtotal ABA/BCBA	-	
9	High School	Student Services	Occupational Therapy Asst	(1.00)	Incorrect categorization in FY09 Budget of adding an OTA instead of an Occupational Therapist.
			Subtotal Occupational Therapy Assistants	(1.00)	
10	Districtwide	Special Education	Special Class Aides	(1.52)	During FY09, a thorough review occurred to align the actual Special Class Aide hours and schedule to the FTE definition. Pay rates, and hour worked were also clarified. During the review 1.52 FTE emerged as being unnecessary to continue in the budget. No existing employees were impacted. All programs are fully staffed.
			Subtotal Secretaries (LESA)	(1.52)	
13	Districtwide	Technology	Technology Facilitator	(1.00)	Employee role and responsibilities reclassified to Technical Specialist
13.1	Districtwide	Technology	Technical Specialist	1.00	Employee role and responsibilities reclassified from Technology Facilitator
			Subtotal Technology Program	-	
<b>Sub-Total Operating Budget FTE Changes</b>				<b>(4.11)</b>	Pending final determination of Grant FTEs transferred to operating budget at the time of budget award



## ***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.

<b>LINE No</b>	<b>ROLL UP</b>	<b>FY2007 Actual</b>	<b>FY2008 Actual</b>	<b>FY09 Budget</b>	<b>FY10 SC Request</b>	<b>% Change</b>
1	BOWMAN	10,671	22,597	25,758	25,704	-0.21%
2	BRIDGE	15,978	20,522	26,406	23,274	-11.86%
3	ESTABROOK	16,887	18,270	23,004	22,032	-4.23%
4	FISKE	11,664	27,099	23,274	26,892	15.55%
5	HARRINGTON	12,635	22,878	21,816	21,978	0.74%
6	HASTINGS	15,357	14,458	22,950	21,924	-4.47%
7	CLARKE	9,800	11,207	25,644	23,593	-8.00%
8	DIAMOND	18,915	28,910	22,797	23,781	4.32%
9	LHS	103,529	111,746	128,090	128,090	
10	K-5 LITERACY	103,378	90,763	89,517	87,100	-2.70%
11	K-5 MATH	46,101	72,950	65,652	63,879	-2.70%
12	K-5 SCIENCE	23,753	39,450	30,544	29,719	-2.70%
13	K-5 SOCIAL STUDIES	22,581	17,792	25,013	24,338	-2.70%
14	6-8 ENG/LANG ARTS	19,837	26,092	31,421	31,609	0.60%
15	6-8 SOCIAL STUDIES	1,295	2,113	721	725	0.55%
16	6-8 FOREIGN LANGUAGE	14,459	23,321	27,078	27,240	0.60%
17	6-8 MATH	13,520	21,064	25,112	25,263	0.60%
18	6-8 SCIENCE	30,084	31,538	37,075	37,297	0.60%
19	6-8 SOCIAL STUDIES	13,762	13,733	20,498	20,621	0.60%
20	6-8 INFO TECH/BUSINESS	7,309	8,415	8,556	8,607	0.60%
21	9-12 ENG/LANG ARTS	26,855	26,265	28,634	28,634	
22	9-12 FOREIGN LANGUAGE	21,596	34,506	34,909	34,909	
23	9-12 MATH	10,143	20,292	23,690	23,690	
24	9-12 SCIENCE	73,417	82,918	85,453	85,453	
25	9-12 SOCIAL STUDIES	31,008	33,056	36,050	36,050	
26	9-12 COMPETITIVE SPEECH	1,117	607	2,060	2,060	
27	9-12 POLICY DEBATE	108	910	2,060	2,060	
28	9-12 GUIDANCE	2,717	5,281	7,210	7,210	
29	K-12 CURRICULUM	71,217	127,710	298,730	298,730	
30	K-12 LIBRARY/MEDIA	103,690	135,293	154,635	154,635	
31	TECHNOLOGY	95,961	317,391	160,934	211,762	31.58%
32	ENGLISH LANGUAGE LEARNERS	8,883	60,988	10,300	10,300	
33	K-12 PE/WELLNESS	44,810	55,523	56,650	56,650	
34	K-12 VISUAL ARTS	56,418	63,823	72,100	72,100	
35	K-12 PERFORMING ARTS	78,441	61,397	77,250	77,250	
36	ATHLETICS	294,815	126,364	111,546	111,546	



**Lexington Public Schools**  
**2010 Superintendent of Schools' Recommended Level Service Budget**

LINE No	ROLL UP	FY2007 Actual	FY2008 Actual	FY09 Budget	FY10 SC Request	% Change
37	EARLY CHILDHOOD PROGRAM	13,520	31,920	65,875	65,875	
38	HEALTH SERVICES	6,977	11,414	12,595	12,595	
39	PSYCHOLOGIST	75,815	80,316	86,435	86,435	
40.1	K-5 STUDENT SERVICES	15,655	10,033	29,500	29,500	
	K-5 GUIDANCE					
40.2	6-8 Student Services	18,936	33,715	75,183	75,183	
	6-8 GUIDANCE					
40.3	9-12 Student Services	7,857	23,738	29,272	29,272	
40.4	K-12 STUDENT SERVICES	60,542	41,886	49,655	49,655	
	K-12 GUIDANCE			5,804	5,804	
41.0	TUITION * Budget & Projection Net Circuit Breaker Offset	4,287,066	4,440,886	4,484,568	5,237,079	16.78%
42.0	TRANSPORTATION SPECIAL EDUCATION	896,513	1,073,155	1,252,602	1,292,153	3.16%
43.0	SPECIAL EDUCATION CONSULTANTS	725,739	781,695	518,362	533,913	3.00%
44	TRANSPORTATION	1,335,414	386,200	494,596	444,434	-10.14%
45	PRINT CENTER	202,489	263,464	278,100	278,100	
46	LEGAL SERVICES	139,625	228,535	136,793	208,000	52.05%
47	TEACHER SUBSTITUTES	567,424	399,030	317,148	415,973	31.16%
48	ADMINISTRATION	243,930	379,905	295,973	350,316	18.36%
56	TELEPHONE/Cell Phone/Pagers	121,153	127,055	30,580	30,725	0.47%
58	PRIOR YEAR EXPENSES	102,626	125,200			
	<b>EXPENSES Total</b>	<b>\$10,490,306</b>	<b>\$10,406,905</b>	<b>\$10,006,178</b>	<b>\$11,031,717</b>	<b>10.25%</b>

- 9-12 Debate/Speech: Line 26 and Line 27 are now under the Department of Social Studies and in the process of being merged.
- Student Services: Line 40: Due to the inquiries by committee members and Town Meeting members to break out special education costs, the K-12 Student Services program covers more than special education expenses. Student Services, Guidance, Special Education, Testing and Assessment supplies and materials have been broken out into separate lines.



## Revenue Offsets (General Fund)

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	Actual FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008	Estimated FY2009	Projected FY2010
10010070-41801	\$ 867,998	\$ 871,522	\$ 1,103,689	\$ 901,701	\$ 415,914	\$ 289,258	\$ 292,720
10010200 43401 TUITION	\$ -	\$ -		\$ -		\$ -	\$ -
10010200 43402 SCHOOL BUS TICKETS	\$ 529,892	\$ 529,894	\$ 711,129	\$ 131,521	\$ 12,946	\$ -	\$ -
10010200 43403 ATHLETIC FEES	\$ 193,647	\$ 237,137	\$ 240,634	\$ 409,080	\$ -	\$ -	\$ -
10010200 43601 RENTALS OF SCHOOL BUILDINGS	\$ 27,377	\$ 27,377	\$ 117,078	\$ 131,548	\$ 132,647	\$ 68,000	\$ -
10010200 48403 MEDICAID REIMBURSEMENT	\$ 117,082	\$ 77,014	\$ 34,848	\$ 117,342	\$ 77,889	\$ 113,000	\$ 113,000
10010200 43404 MUSIC FEES				\$ 97,925	\$ 104,250	\$ 94,258	\$ 101,080
10010200 43405 STUDENT PARKING FEES				\$ 14,286	\$ 16,013	\$ 14,000	\$ 15,140
10010200 43406 TRANSCRIPT FEES					\$ 28,068	\$ -	\$ 25,000
10010090 43299 E-Rate Filing Reimbursement				\$ 33,000	\$ 44,000		\$ 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.

### Local Receipt Category

**Tuition:**

Periodically, the district will charge tuition for out-of-district students or for students who are visiting from other countries.

**School Bus Tickets:**

FY08 removed school bus transportation bus pass revenue as a general fund receipt. These revenues are now used for direct delivery of the respective service.

**Athletic Fees:**

FY08 removed athletic fees as a general fund receipt. These revenues are now used for direct delivery of the respective service.

**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 was removed from the School Department to the Town Revenue portion under the direction of the Department of Public Facilities.



**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 elementary instrumental music students.

## **Other 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.

Currently, the state's Circuit Breaker Fund now reimburses the school district at the rate of 72-75% for in-district or out-of-district student costs which exceed four times per pupil foundation amount. The state sets the per pupil foundation amount annually. Eligible costs include instructional services, various types of therapies, and specialized equipment. Circuit breaker specifically excludes transportation and building infrastructure costs.

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**

FY09 PROJECTED CIRCUIT BREAKER STUDENT DETAILS							FY10 PROJECTED REIMBURSEMENT			
Students Claimed	Projected Claim Amount	Total Cost Share	Adj FY09 Claim Amount	Foundation	Net Claim	% Change in Claims	72% Reimb	Total Reimb	Adj	Total Adjusted Reimb
56	4,479,314		4,479,314	2,090,424	2,388,890	-10.18%	1,720,001			
FY08 CIRCUIT BREAKER STUDENT DETAILS							FY09 REIMBURSEMENT			
Students Claimed	Projected Claim Amount	Total Cost Share	Adj FY08 Claim Amount	Foundation	Net Claim	% Change in Claims	72% Reimb	Total Reimb	Adj	Total Adjusted Reimb
70	5,138,076		5,138,076	2,478,560	2,659,516	-6.48%	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	% Change in Claims	72% Reimb	Total Reimb	Adj	Total Adjusted Reimb
91	5,994,627	84,028	5,910,599	3,066,700	2,843,899	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	% Change in Claims	75% Reimb	Total Reimb	Adj	Total Adjusted Reimb
80	4,964,705	93,561	4,572,353	2,213,120	2,359,233	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	% Change in Claims	75% Reimb	Total Reimb	Adj	Total Adjusted Reimb
66	3,794,719	67,933	3,726,786	2,002,440	1,724,346	-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	% Change in Claims	72% Reimb	Total Reimb	Adj	Total Adjusted Reimb
86	4,449,306	105,704	4,343,602	2,521,520	1,822,082	-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	% Change in Claims	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		663,161		-71,907	591,254



**Lexington Public Schools**  
 2010 Superintendent of Schools' Recommended Level Service Budget

**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 becomes available.

Program	FY09 Fee	FY10 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: \$2,750 15 Hr/week program: \$4,250 Lunch Bunch: \$100 per month (1 hr – 4 day per week)	10 Hr/week program: \$3,000 15 Hr/week program: \$4,250 Lunch Bunch: \$120 per month (1 hr – 4 day per week)	Personnel costs, supplies, and materials	Revolving Fund: Offsets the cost of program staff, supplies, and materials for typical students. It does not fund the Special Education component of this program.
Kindergarten Tuition	\$1,025	\$1,075	Personnel costs, supplies, and materials	Revolving Fund: Offsets the cost of program staff, supplies, and materials for a full day 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: \$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.	No Change	Revolving Fund: Offsets the cost of equipment, transportation, and other program needs
Transportation	<ul style="list-style-type: none"> <li>\$600 with a family cap of \$1,650</li> <li>Early Bird Registration: \$550 with a family cap of \$1,600</li> <li>Hayden Transportation: \$300 per seat; no cost for Fee rider</li> <li>Joint Custody: \$300 per seat/route</li> </ul>	<ul style="list-style-type: none"> <li>\$600 with a family cap of \$1,650</li> <li>Early Bird Registration: \$550 with a family cap of \$1,600</li> <li>Hayden Transportation: \$300 per seat; no cost for Fee rider</li> <li>Joint Custody: \$300 per seat/route</li> </ul>	No Change	Revolving Fund: Offsets the cost of program staff and supplies and materials for riders not eligible for Town paid transportation.



**Lexington Public Schools**  
**2010 Superintendent of Schools' Recommended Level Service Budget**

Program	FY09 Fee	FY10 Proposed Fee	Reason for Change	
School Lunch	<ul style="list-style-type: none"> <li>• Breakfast: \$2.00 (all levels)</li> <li>• Lunch: \$3.50 (all levels)</li> <li>• Milk: \$0.50</li> <li>• Sensible Sides are available at the Elementary schools from \$0.50- \$1.00.</li> <li>• Middle and High Schools offer several a la carte options from \$0.50- \$1.50.</li> <li>• Premium Lunches are available at the High School for \$4.50.</li> </ul>	<ul style="list-style-type: none"> <li>• Breakfast: \$2.00 (all levels)</li> <li>• Lunch: a maximum of \$3.75 (all levels)</li> <li>• Milk: a maximum of \$0.60</li> <li>• Sensible Sides are available at the Elementary schools from \$0.50- \$1.25.</li> <li>• Middle and High Schools offer several a la carte options from \$ 0.50- \$1.25.</li> <li>• Premium Lunches are available at the High School for \$4.50.</li> </ul>	<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 imbedding 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>



## Program Highlights

### K-12 Technology Program

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 budget, payroll, 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), 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, network servers, printers, wireless devices, and peripherals such as scanners, SMART Boards and LCD projectors.

#### **Program Goals/Objectives**

In FY09, the Technology Department continued to implement the program goals outlined in its five-year Technology plan. Combining both capital and operating funds, FY09 work includes:

- Replace over 530 of our aging computers moving us closer to a district four-year replacement cycle in all schools for our core critical instructional and administrative computers.
- Upgrade our un-renovated elementary schools with new computers and technology to reach the target level equitable to our newest school (Fiske). This includes server, computers, projectors, updated curriculum software, media and other technology.
- Implement a multi-faceted district training program to increase staff and teacher technical competencies.
- Streamline, improve and reengineer all phases of our network services encompassing services on the schools LAN (wireless and wired) and in conjunction with town, our WAN. Complete the managed switch upgrades in all school buildings. This is to insure secure and efficient utilization of our network.

In FY09, we began a two-year, major conversion of our outdated student information system to X2-Aspen, a new web based unified database system. This initiative will result in wider daily availability of reliable student data for administrators and staff. It will provide a consolidated, consistent suite of tools for other administrative tasks (including classroom management, student performance tracking, reporting and home to school communications). In FY09, we will complete the conversion of the core of the student information system.

#### **FY10 Budget and Program Priorities**

In FY10, we will continue to build 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.



**Lexington Public Schools**  
**2010 Superintendent of Schools' Recommended Level Service Budget**

We will also focus on improving and widening use of instructional technology in our classrooms and to address student achievement.

In FY10, we will address incorporating other management information systems such as Health, IEP tracking (Special Education), library and data warehousing for assessment and improving instructional programs; the second year of our X2 system conversion. In order to provide smooth transitions as we migrate systems in the second year, we will need to run at least some of our current systems in conjunction with X2 during FY10. The \$46,667 supplemental request is needed to maintain some of the Rediker programs, as the X2 transition takes place. As X2 is fully implemented, we anticipate these costs will be reduced in FY11.

STAFFING: The technology department was restructured in FY09. In FY10, staffing remains at 9.5 FTE positions.

Position Description	FY06 FTE	FY07 FTE	FY08 FTE	FY09 FTE	FY10 FTE
Director of Technology	1	0.5	1	1	1
Network Administrator	1	1	0.5	1	1
System Administrator	1	1	1	1	1
HW Infrastructure Specialist	1	1	1	1	
Field Technician	1	1	1	1	1
Field Technician	1	1	1	1	1
Dir. Administrative System	1	1	0.5	0.5	
Database Administrator			0.5	0.5	1
Student Data Coordinator	1	1	0.75	1	1
ITS: Technology		0.5	0.5	0.5	0.5
Tech Specialist /Training.			1	1	2
<b>Total FTE's</b>	<b>8</b>	<b>8</b>	<b>8.75</b>	<b>9.5</b>	<b>9.5</b>

**EXPENSES:**

ROLL UP	DESCRIPTION	2007 ACTUAL	2008 ACTUAL	FY09 Budget	FY10 Level Service
TECHNOLOGY	CONSULTANT	1,200	0	5,150	5,305
	EQUIPMENT SERVICE & MAINTENANCE	7,078	27,913	79,612	128,677
	MEMBERSHIPS/DUES/SUBSCRIPTIONS	49,165	22,744	515	530
	OFFICE SUPPLIES	0	0	0	0
	OTHER SUPPLY	0	0	0	0
	PROFESSIONAL EXPENSE	0	0	0	0
	PROFESSIONAL SERVICES	0	0	0	1,000
	REPAIR PRINTER	27,732	125,285	36,050	30,000
	SOFTWARE	3,239	134,160	31,082	32,014
	STAFF TRAVEL	4,217	3,062	0	0
	SUPPLIES/MATERIALS	3,330	4,227	5,150	5,305
	TEACHING SUPPLY	0	0	0	0
	TRAVEL	0	0	3,375	3,476
<b>TECHNOLOGY Total</b>		<b>95,961</b>	<b>317,391</b>	<b>160,934</b>	<b>211,762</b>



## ***Student Services***

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 oversees the needs of homeless students. 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. The special education personnel assist classroom teachers in adapting the educational environment to support students with differing learning styles and abilities.



### **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.

### **Early Childhood Education**

The district's 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 elementary programming when they turn five. 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. Federal and State laws dictate that young children with special needs be serviced in the least restrictive, "most typical" educational setting possible,

**Discrete Services:** Roughly, two-thirds of the children we serve attend private nursery school or day care at their parents' expense. The program 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 at the private nursery school or day care.

**Integrated preschool programming:** State and Federal law dictates that children must be served, if at all possible, with their age mates in a school program. The Integrated Program model was developed for 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 (LCP):** LCP 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. A child development teacher and two instructional assistants staff the program. An additional instructional assistant may be added as group needs dictate. Children receive speech and language, OT and PT services throughout their school day. The program follows the school district calendar.

Currently we have 4 class groups that are integrated:

- One 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 hour 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.



**Lexington Public Schools**  
 2010 Superintendent of Schools' Recommended Level Service Budget

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.

**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:** State and Federal law dictates 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.” The district operates summer programming for some of the program children who have substantial needs. While very few children require comparable service levels during the summer and school year, many attend Lexington Children’s Place 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.

To provide a safe, effective, cost effective program that prevents children from regressing substantially during the 12-week summer break.

<i>Position Description</i>	
<i>Supervisor of EC Special Education</i>	1.0
<i>Administrative Assistant</i>	
<i>Summer Services</i>	
Special Education Teachers	33 hrs/wk for 6 weeks
	18 hrs/wk for 6 weeks
	12 hrs/wk for 6 weeks
Speech and Language Pathologists	36 hrs/wk for 6 weeks
Occupational Therapists	28 hrs/wk for 6 weeks
Psychologist	
Physical Therapist	7hrs/wk for 6 weeks
Student Support Instructors	31 hrs/wk for 6 weeks
Instructional Assistants	18 hrs/wk for 6 weeks
	10 hrs/wk for 6 weeks



**New model of service providers for Students with Autism Spectrum Disorders-Early Childhood Version:**

In the Early Childhood ILP program, the current model (which serves 7-10 students) includes 1 special education teacher, 5 instructional assistants and one Special Class Teacher's Aide who work 31 hours per week. This results in an annual cost of \$206,483 for the regular school day per year. Extended year services for the Early Childhood ILP students in the summer of '08 included 1 special education teacher and 6 instructional assistants (working 31 hours per week), at a cost of \$29,502 for the regular school day for the summer.

In addition, students in the preschool, the Fiske and Hastings ILP programs, and in some of our other elementary schools may require home services in order to maintain and generalize skills taught at school and to learn new skills in the home environment in the self-help and social domains. Home services are provided by an instructional assistant or ABA tutor; home programming is developed and overseen by a Board Certified Behavior Analyst (BCBA).

In the current model, home services are provided by instructional assistants at a cost of \$19,166 during the school year. During the extended year, home services are provided at a cost of \$1,560. We have been able to cover these services but it becomes increasingly difficult to find staff willing to extend their days just during the summer months. We may need to use outside agencies for this service in the future. Outside agencies charge between 55 and 65 dollars per hour for these services.

In the Early Childhood ILP program, the new model will continue to include 1 special education teacher who would service 7 students. The original 6 instructional assistants/Special Class Teacher Aides will be replaced with 6 Student Support Instructors who will work 32 hours per week, covering school services for students in the program and home services for all students in the district. This will result in an annual cost of \$268,170 (dependent on the level of experience of the Student Support Instructors. Extended year services for the Early Childhood ILP will include 1 special education teacher and 6 Student Support Instructors (working 32 hours per week). The cost to run the extended year services will be about \$33,592 (dependent on the level of experience of the SSIs.) This model would provide high quality one-on-one or one-on-two support to the children in the classroom through the school day. In addition, it would provide the teacher of the classroom with critical time during the day to coordinate services, supervise staff, and analyze data. This level of support for the program would help ensure that we would be able to provide consistent high quality services to student on the autism spectrum and compete nearby well-known out-of-district schools.

According to the new model, there will not be a need to hire additional personnel to cover home ABA services; these hours will be embedded into the Student Support Instructors' schedules. This would mean that we would have a cadre of 24 individuals (Early Childhood and Fiske) who we could train and easily schedule for 124 hours of home service provision across the district. These individuals would be able to cover Thursday afternoon slots as well as late afternoon and evening slots each weekday.

The BCBA additions proposed under the Fiske ILP Proposal would also benefit the Early Childhood ILP Program.



**Lexington Public Schools**  
 2010 Superintendent of Schools' Recommended Level Service Budget

**Early Childhood Intensive Learning Program Staffing Proposal FY10**

Proposed Program FY10	Current Program FY09	Projected Program Cost Avoidance
<p align="center"><b>SERVICING 7 CHILDREN</b></p> <p><i>Early Childhood School Year Staff</i></p> <p>6 Student Support Instructors (SSIs) \$167,808</p> <p>1 week of training for 6 SSIs \$4,416</p> <p>1 Teacher \$60,000, Additional benefits needed \$0</p> <p><i>Early Childhood ABA School Year Services</i> \$0</p> <p>BCBA costs covered in Fiske ILP Budget \$0</p> <p><b><u>Total EC ILP School Year:</u></b> \$232,224</p> <p><i>Early Childhood Summer Staff</i></p> <p>6 SSIs \$26,496</p> <p>1 Teacher \$6,930</p> <p><i>Early Childhood ABA Summer Services</i> \$0</p> <p><i>Early Childhood ILP Summer Staff For 2 shoulder weeks:</i> \$2,520</p> <p><b><u>Total EC ILP Summer Services ***</u></b> \$35,906</p> <p><b><u>TOTAL SCHOOL/SUMMER COSTS</u></b> \$268,170</p>	<p align="center"><b>SERVICING 7 CHILDREN</b></p> <p><i>Early Childhood School Year Staff</i></p> <p>6 Instructional Assistants \$127,317</p> <p>1 Teacher \$60,000, Additional benefits needed \$0</p> <p><i>Early Childhood ABA School Year Services</i> \$19,166</p> <p>BCBA costs covered in Fiske ILP Budget \$0</p> <p><b><u>Total EC ILP School Year:</u></b> \$206,483</p> <p><i>Early Childhood Summer Staff</i></p> <p>6 Instructional Assistants \$22,572</p> <p>1 Teacher \$6,930</p> <p><i>Early Childhood ABA Summer Services</i> \$1,560</p> <p><i>Early Childhood ILP Summer Staff For 2 shoulder weeks:</i> \$2,520</p> <p><b><u>Total EC ILP Summer Services ***</u></b> \$33,592</p> <p><b><u>TOTAL SCHOOL/SUMMER COSTS</u></b> \$240,075</p>	<p>Additional 10-12 additional hours of home based services for new children in the ILP Early Childhood/Fiske Programs could cost an additional \$31,680 more per year.</p> <p align="center"><b>Total Projected Cost Avoidance:</b>  <b>\$3,585</b>        (\$31,680 - \$28,095)</p> <p>*** Summer programming costs currently also listed in Student Service Extended Year Budget FY10. \$35,906</p>
<p><b>Proposed Model: \$268,170 – Current Model: \$235,680 = \$28,095</b></p>		



## **K-8 Student Services**

Special education and related services (Student Services) are provided to children with disabilities in accordance with state and federal regulations and law. School personnel refer students for evaluations when students have a pattern of difficulty that results in their inability to make effective progress in the general education environment. Prior to referral, various instructional strategies are attempted as part of a general education initiative through Child Study Team. If the students' difficulties persist despite pre-referral activities, the school staff makes a referral for evaluation. At any time parents or other professionals with knowledge of the child can make a referral. After a referral for evaluation is made and parental consent for evaluation is obtained, appropriate specialists assess the student in the area(s) of suspected disability. When the assessments are completed, a team meeting is held with the parents to discuss the results and to determine whether the child has a disability which impacts the child's ability to make effective progress in general education and requires specially designed instruction and/or related services. If the child is eligible for special education and/or related services, an Individualized Education Program (IEP) and placement are developed, providing the child with a free, appropriate public education in the least restrictive environment.

Special education and related services at the Elementary level 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 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 can be provided to general education staff, other service providers, and parents.

In all six elementary schools Students with special needs have access to all special education and related services. The school district also has district-wide programs to provide service for students who require more intensive services. Each elementary school hosts at least one such program. The Bowman program serves students with significant language-based literacy needs; the Bridge and Estabrook programs serve students with significant emotional/social/behavioral needs; The Harrington program serves students with significant cognitive/developmental delays; the Fiske and Hastings programs serve students with autism spectrum disorders who have significant needs. Resources are allocated by student needs and cannot be compared by simply looking at numbers of students in each school.

In addition to academics, a guidance counselor and a school nurse work with all children on an as-needed basis.

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

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.

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.

Counseling – At the Elementary level, guidance counselors and psychologists 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:

- 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).

**New model of service providers for Students with Autism Spectrum Disorders-Elementary Version:**

The budget proposal for FY10 includes a shifting of staffing for special education services at Hastings and a reorganization of the ILP program at Fiske.

Hastings Staffing:

At Hastings the current special education staffing includes 2.7 FTEs for Resource Room services and 4.0 FTEs for the ILP program. The student population served by the Resource Room staff members demonstrates increasing needs in the areas of social skill development, pragmatic language skills and appropriate behaviors in small and large group settings. The Resource Room teachers are less well equipped to provide such services than the ILP teachers.

The proposed shift would include eliminating the .7 FTE allocated to Resource Room and 1 instructional assistant (.8 FTE) and replacing that position with a 1.0 FTE special education teacher licensed in Intensive Special Needs. The teacher in the new position would have responsibilities split between Resource Room and ILP students. The new special educator would be qualified to develop behavior plans and provide consultation to classroom staff regarding the behavioral expectations for the student population on his/her caseload. The 2009-2010 special education teacher allocation would become 2.5 Resource Room and 4.5 ILP. The net cost for the proposed change should be less than the current model due to the elimination of one benefits-eligible position.



**Lexington Public Schools**  
**2010 Superintendent of Schools' Recommended Level Service Budget**

Current staffing	Proposed staffing
2.7 Resource Room Teachers	2.0 Resource Room Teachers (Mod. Lic.) .5 Resource Room Teacher (Intensive Lic.)
4.0 Intensive Learning Program Teachers	4.0 Intensive Learning Program Teachers .5 Intensive Learning Program Teacher (Intensive Lic.)
17.16 Instructional Assistants	16.36 Instructional Assistants
Sub-total: 6.7 teachers * 17.16 Instructional Assistants	Subtotal: 7.0 teachers 16.36 Instructional Assistants
Total staffing: 23.76 FTEs	Total staffing: 23.36

\*Staffing as budgeted in FY 2009 (FY09 Recommended Budget, March 19, 2008, page 18)

Reorganization of the Fiske ILP Program:

The Fiske ILP currently has a staff of three teachers, 11 IAs and 2 ABA tutors. This model provides 1:1 or 1:2 instruction to most children in the program. However, the ILP teachers in these three classrooms are included as one of the direct service providers in the 1:1 or 1:2 ratio throughout the school day and therefore they do not have sufficient time to analyze the data, write and change programs or ensure the integrity of the intensive programming that students are receiving. This lack of coordination of the program makes it difficult for our program to demonstrate the same level of service as other out of district programs that service children on the Autism Spectrum. The new model would replace the 11 instructional assistants and 2 ABA Tutors with 18 “Student Support Instructors” who would work on a staggered schedule to provide both home and school services to students in the program. This would allow the ILP teachers time within the day to coordinate intensive programming, and would ensure a consistent trained support staff who would be able to provide not only school based services for the students in the Fiske program, but home based services for students across the district.

The district currently provides direct home ABA services and home and school consultation/supervision by Board Certified Behavior Analysts for students across the district. We have had significant difficulty filling home service provider positions and most of the funded staff positions are currently unfilled as candidates were unwilling to take part time positions, and home service providers are only needed during the hours when students are not in school. In addition, there are currently at least 8 different contracted Board Certified Behavior Analysts (BCBA), in addition to staff BCBA, working in the district which makes it difficult to coordinate services and ensure consistency of criteria for eligibility for services. Contracted service rates for BCBA and home service providers are significantly more expensive than staff positions. The proposed model provides for one additional (an increase from 2 to 3) staff BCBA positions during the school year to eliminate the need for almost all contracted BCBA services. All home services will be provided by the Student Support Instructors who will work in the Fiske ILP during the school day.

Currently, the Extended School Year program for most students in Lexington is six weeks long. However, many of the students in the Fiske ILP require services during the periods when the summer program is not in sessions. In the past the district has provided significant home services during these weeks. However, we have had difficulty finding qualified providers and students have experiences significant regression without a consistent school schedule. The proposed model would increase the length of the summer program for some students from six to eight weeks and would continue the school year model of staffing (3 teachers and 18 Student Support Instructors) during the summer months. The district-wide BCBA



**Lexington Public Schools**  
**2010 Superintendent of Schools' Recommended Level Service Budget**

support would increase from 2.0 to 2.5, and as during the school year, all home services would be provided by the Student Support Instructors.

**Fiske ILP and District-Wide ABA Services Model**

Current Program FY09	Proposed Program FY10	Projected Program Cost Avoidance
<p><b>Fiske ILP School Year Staff</b></p> <ul style="list-style-type: none"> <li>11 IAs: \$219,780</li> <li>2 ABA Tutors: \$73,260</li> <li>3 Teachers: \$180,000</li> </ul> <p>Total Fiske ILP School Year: \$473,077</p> <p><b>District-wide (including Fiske ILP) ABA School Year Services</b></p> <ul style="list-style-type: none"> <li>Contracted and Staff Home Service Providers: \$164,964.50</li> <li>Contracted BCBA: \$230,093.75</li> <li>2 BCBA's on staff : \$147,860</li> </ul> <p>Total District-wide School Year: \$542,918.25</p> <p><b>Fiske ILP Summer Staff</b></p> <ul style="list-style-type: none"> <li>7 IAs: \$29,736</li> <li>3 Teachers: \$23,364</li> </ul> <p>Total Fiske ILP Summer: \$53,100</p> <p><b>District-wide (including Fiske ILP) ABA Summer Services</b></p> <ul style="list-style-type: none"> <li>BCBA's (Contracted and staff): \$48,571</li> <li>Home Providers (Contracted and staff): \$30,200.00</li> </ul> <p>Total District-wide Summer: \$78,771</p> <p><b>GRAND TOTAL: \$1,147,866</b></p>	<p><b>Fiske ILP School Year Staff</b></p> <ul style="list-style-type: none"> <li>18 Student Support Instructors (SSIs): \$551,448</li> <li>1 week of training for 18 SSI: \$12,420</li> <li>3 Teachers: \$180,000</li> <li>Additional Benefits (5 people): \$57,500</li> </ul> <p>Total Fiske ILP School Year: \$801,368</p> <p><b>District-wide (including Fiske ILP) ABA School Year Services</b></p> <ul style="list-style-type: none"> <li>3 BCBA's in-house: \$221,790</li> <li>Additional Benefits (1 people): \$11,500</li> </ul> <p>Total District-wide Summer: \$231,790</p> <p><b>Fiske ILP Summer Staff (8 weeks)</b></p> <ul style="list-style-type: none"> <li>18 Student Support Instructors (SSIs): \$119,232</li> <li>3 Teachers: \$23,364</li> </ul> <p>Total Fiske ILP Summer: \$142,596</p> <p><b>District-wide (including Fiske ILP) ABA Summer Services</b></p> <ul style="list-style-type: none"> <li>2.5 BCBA's in-house: \$40,177</li> </ul> <p>Total District-wide Summer: \$40,170</p> <p><b>GRAND TOTAL: \$1,215,931</b></p>	<p>2 @ Day School at \$95,506: \$191,012            Transportation: \$35,799  <u>Monitor on Bus: \$11,000</u></p> <p>\$237,012</p> <p><b>Total Projected Cost Avoidance: \$146,734.</b>            (\$214,799 - \$68,065)</p>
<p><b>New Model: \$1,215,931.50 - Old Model: \$1,147,866.25 = \$68,065.25</b></p>		

\*This BCBA service will cover services district-wide including Lexington Children's Place



## **9–12 Student Services**

The High School Student Services Department primarily services 380 students who are on educational plans. Currently, there are over forty professionals in the department. These faculty members include: special educators, psychologists, educational evaluators, speech and language pathologists, social workers, occupational therapists, as well as transition counselors. The department also oversees home/hospital-tutoring needs for high school students. . The department also includes some services that help students develop skills without the need for a formal education plan (The Study Skills Center).

Lexington High School houses twelve Resource Room programs spread throughout the four buildings. These programs provide services to students who are fully included, but need specially designed instruction in various areas that relate to their disability: reading and reading comprehension, writing, math and executive functioning skills.

The Speech and Language program provides services to approximately ninety students who need in-depth instruction in reading, writing, listening and speaking skills. In addition, they offer extensive social pragmatic services for our students who are on the autism Spectrum.

The Multidisciplinary Support Team (MST) supports students whose primary need is in the social-emotional area, which may be coupled with various learning disabilities. 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. MST services approximately sixty-five to seventy-five- students per school year.

The Intensive Learning Program (ILP) is for students who are on the Autism Spectrum. It services approximately ten to fifteen students who require significant oversight and interventions. These students also have the opportunity to participate in our regular education classes with support.

The Language Learning Program (LLP), which provides services to approximately twenty-five to thirty students who have more intensive language based disabilities. This program was developed to educate students who normally would have been placed out-of-district.

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.

The Student Services Department also offers counseling services for students who need support related to self-esteem, self-advocacy and identifying strategies for success. In addition, the Department offers courses for special education students who need additional skill-building in reading.

### K-12 Student Services: K-12 & MST Summer

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.



**Lexington Public Schools**  
**2010 Superintendent of Schools' Recommended Level Service Budget**

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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.

Extended year services are provided based on student IEPs. Projected for summer FY10:

<b>Position Description</b>	<b>Cost</b>	<b>LEA</b>	<b>Unit C</b>
Director	\$14,000	1	0
K-12	\$135,000	23	26
MST	\$12,000	3	0
Supplies	\$1,200		
<b>TOTAL</b>	<b>\$162,200</b>	<b>27</b>	<b>26</b>



## 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. During FY09, the transportation planning and service delivery shifted from the Student Services Department to the Transportation Program under the Assistant Superintendent for Finance and Business. This allows for integrated and transportation focused services to be offered to all students.

In-district transportation is based on bids received from transportation companies. In some cases, parents choose to drive their children which may end up reducing in-district costs. Parents are reimbursed at the state employee mileage reimbursement rate of .45 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 the district to provide the transportation.

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. The total projected cost is based on a 5% inflation rate.

<i>Transportation</i>	<i>FY09 Projected Students</i>	<i>FY09 Budget</i>	<i>FY10 Projected Students</i>	<i>FY10 Projected Cost</i>
<i>In-district</i>	476		66	\$394,812.09
<i>Out of district</i>	85		59	\$714,085.95
<i>Potential Placements</i>	16		15	\$183,254.75
<b><i>Total</i></b>	177	1,252,602	<b>140</b>	<b>1,292,153.00</b>

The district has not modified its special education transportation budget for FY10 as we are continuing our participation in the LABBB pilot program. In preparation for the upcoming year, we are working to have all communities bid collaboratively on all routes, even if we are not able to combine routes due to proximity or time. The hope is that by putting pressure on vendors to respond to a large single contract, we can extract better pricing for our out of district transportation.



## 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 collaborative 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.

### **Special Education Tuition Budget**

TYPE OF PLACEMENT	FY09				FY10		Student Change	\$ Budget Change	% Budget Change
	Projected Students 19-Mar-08	FY09 BUDGET 19-Mar-08	Student Count 6-Feb-09	FY09 Update 6-Feb	Projected Students 8-Dec-08	FY10 Budget			
Day	37	\$2,279,915	48	\$2,713,610	38	\$2,396,276	1.00	\$116,361	5.10%
Collaborative	24	1,094,304	26	1,166,246	25	1,221,794	1.00	\$127,490	11.65%
Residential	16	2,340,871	11	1,729,851	12	2,097,668	(4.00)	(\$243,203)	-10.39%
Exact Placements TBD	20	1,163,261	18	715,628	17	1,373,874	(3.00)	\$210,613	18.11%
Settlements TBD	3	110,600	1	40,000	1	40,000	(2.00)	(\$70,600)	-63.83%
Offsets: New Programs & LABBB		-699,868				(172,532)			
<b>Projected Total Cost</b>	<b>100</b>	<b>\$6,289,083</b>	<b>104</b>	<b>\$6,365,335</b>	<b>93</b>	<b>\$6,957,080</b>	(7.00)	\$667,997	10.62%
Projected Circuit Breaker Offset		(\$1,804,515)		(\$1,914,856)		(\$1,720,001)		\$84,514	-4.68%
<b>Net Cost to Town</b>		<b>\$4,484,568</b>		<b>\$4,450,479</b>		<b>\$5,237,079</b>		<b>\$752,511</b>	<b>16.78%</b>
<b>Change</b>				<b>-34,089</b>		<b>752,511</b>			
Watch List			19	\$690,270	33	\$1,788,559	33.00		
Special Education Tuition Balance with Watch List				\$656,181					

The major reasons the tuition budget increased 16.78% is due to the following:

- The FY10 budget is not benefiting from a one-time offset from LABBB (\$300,000).
- The circuit breaker decrease of \$84,000 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 meet the circuit breaker threshold resulting in ineligibility for reimbursement.
- Our practice is to build in a 5% increase into all tuitions.
- Our average increase across all schools is 8.9%. However, a single school in any given year, at any time, can receive an increase of as much as 25%-40%. Many private schools request additional increase after the school year begins.



**Lexington Public Schools**  
**2010 Superintendent of Schools' Recommended Level Service Budget**

- 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.
- 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 Operational Services Division (OSD) of the Commonwealth of Massachusetts Executive Office of Administration and Finance sets all tuition rates for private day and residential schools. These rates can increase anytime during the fiscal year and include an across the board increase annually.

**Legal Services**

FY09 is the first year that the school district has broken out the legal services budget for more detail. We are currently tracking Special Education, Labor Relations/School Committee, and settlements in three separate line items. This should assist us in being able to know more accurately and quickly the expenditure breakdown within our legal services budget. Over the past two years our legal services budget has increased as the district prepares to engage and challenge more cases.

ROLL UP	DESCRIPTION	2007 ACTUAL	2008 ACTUAL	FY09 Budget	FY09 PROJ.	FY10 Level Service
LEGAL SERVICES	LEGAL JUDGMENTS		\$ 20,000		\$ 40,575	\$ -
	LEGAL SERVICES – Special Education		\$ 107,250		\$ 238,400	\$ 108,000
	LEGAL SERVICES - Other	\$ 139,625	\$ 101,285	\$ 136,793	\$ 79,156	\$ 100,000
<b>LEGAL SERVICES Total</b>		<b>\$ 139,625</b>	<b>\$ 228,535</b>	<b>\$ 136,793</b>	<b>\$ 358,131</b>	<b>\$ 208,000</b>



## Finance and Operations

Finance and Operations is a broad and diverse program area of the School Department. The functions of the department include: the Finance Office, Business Office, Transportation and Food Service. However, the obligations of the entire department are the following:

- Support the educational mission of the organization.
- Insure all laws, policies, and procedures are followed and proper signature authority exists and stand up to audit.
- Give assistance and support to district employees, general public, and others on the financial and regulatory components of the school department
- Negotiate and comply with all statutory and regulatory requirements for the financial and business operations of the school department.
- Educate and train district employees with all aspects of the Finance and Business operation to allow them to work as efficiently and effectively as possible
- Develop, maintain, and enforce workable policies and procedures in all aspects of the Finance and Business operation to allow them to work as efficiently and effectively as possible

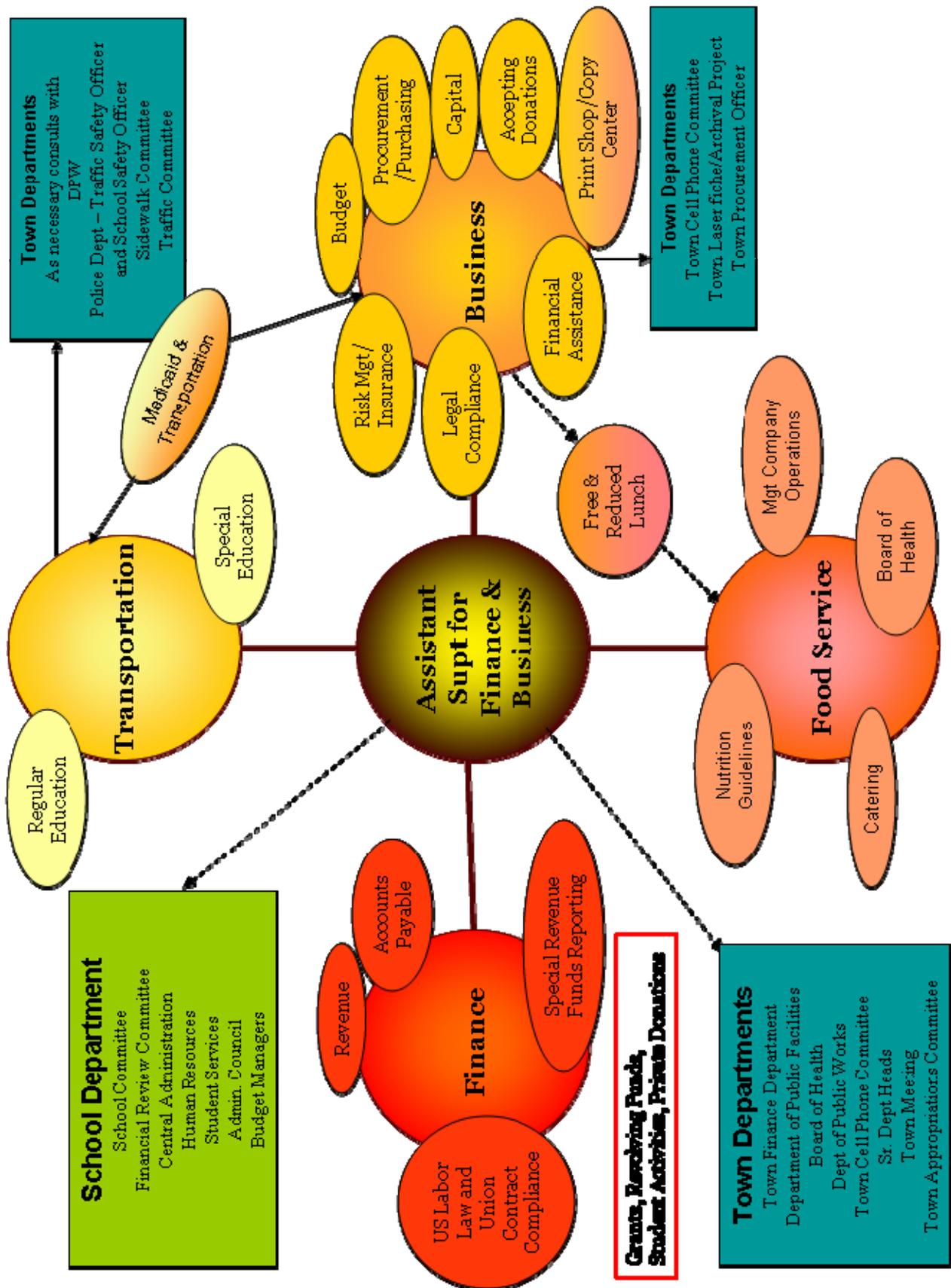
### **Why change the structure?**

The structure needed to be re-aligned to the current duties of the school business function. Job descriptions were not readily available and when available required updating to reflect the age of technology and changes in statutory or regulatory directives. Supervision and management was lacking. Three true middle management positions were added to this structure. Formal reporting and supervisory lines were drawn along with duties and responsibilities. The office was structured and funded, as a \$34 million dollar school system should be, but not a \$64-70 million dollar school district. The district benefited greatly by the dedication of the employees that held all of the positions, however, what they lacked was the time to complete all of the necessary tasks. This included the School Business Administrator position. This position was responsible for tasks that while appropriate for a smaller school district were too large and complex to be completed by one person without support in a district of Lexington's size.

The diagram on the next page shows the complexity and interrelationship each function has to not only the department head, but to other departments within the school department and to general government. The responsibilities are based in statutory, regulatory, or School Committee or town policies. Compliance to all of these is a primary function for the department. It is not in the form of a traditional organizational structure, because that structure does not reflect the responsibilities of the department.

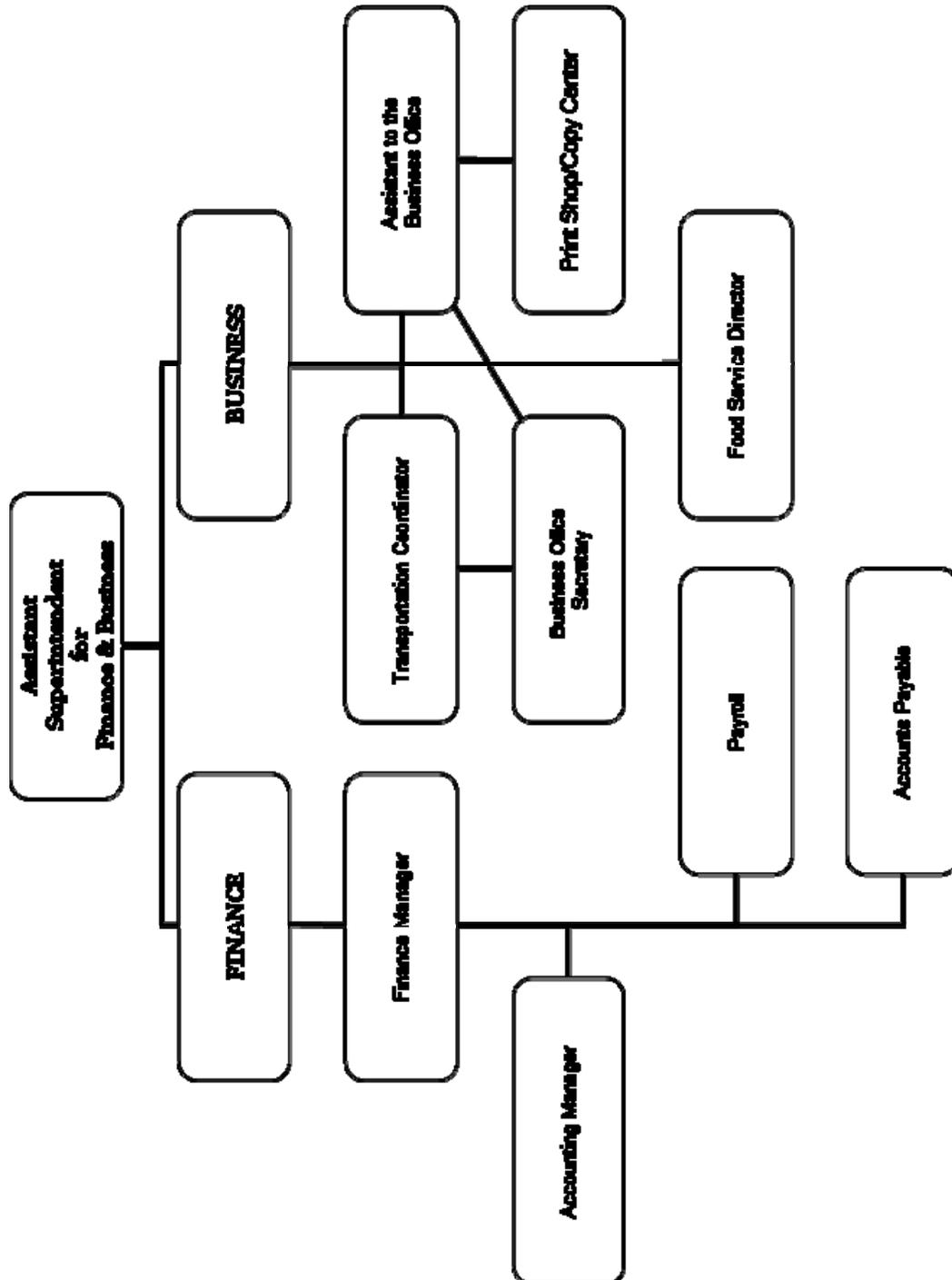


**Lexington Public Schools**  
 2010 Superintendent of Schools' Recommended Level Service Budget





The traditional organizational structure for the department is as follows.





The Department has experienced a high level of turnover and training since November 2006. Only four individuals are still in the same position they held when the Assistant Superintendent started. Below is a table showing each of the positions and the time the vacancy has affected the office.

# Position Turnover/Training

Position	Reason for Change																					
	2006						2007						2008									
	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S
Position Secretary																						
Director of Facilities																						
Finance Manager																						
Accounting Clerk																						
Accounting Manager																						
Transportation Coordinator																						
Aud. Lead to the Business Office																						
Secretary to the Business Office																						

- T = Training Period generally three to six months depending on experience and knowledge
- X = Non-work month for 0.50 Transportation Coordinator
- Vertical Lines are Calendar Year and Fiscal Year demarcation's of time
- December 2006 is first full calendar month Assistant Superintendent for Finance and Business was working in Lexington.
- Assistant to the Business Office vacancy was supported by a part-time 10 month secretary who provided secretarial and administrative support as schedules allowed.



**Lexington Public Schools**  
**2010 Superintendent of Schools' Recommended Level Service Budget**

<i>Concern</i>	<i>New</i>	<i>Old</i>	<i>Anticipated Outcome</i>
Personnel Budget and Payroll	Finance Manager is assigned to monitor all activity and supervise Payroll Clerks; and Coordinate and Liaison with HR on unauthorized payroll submissions	Left to Business Manager who was spread too thin with no checks and balances over Human Resources from Payroll Clerks	Better controls over payroll; preventing overpayment or underpayment of employees; better control over positions and budgeted positions with early alert system
Transportation	Full-time coordinator centralizes the implementation of Regular Education and Special Education Transportation Services	Distributed to nine schools and student services that allowed the vendors to dictate routes and services received by our clients	District now controls routes and policies, and provides customer service to parents, principals, building staff
Business Office Secretary	Consolidates the collection and filing of data to receive federal Medicaid and E-rate funding	Elements of the data collection were distributed among five different individuals and three departments. No single coordination took place.	Maximum Collection of revenue from Medicaid and E-Rate
Assistant to the Business Office	Executive Assistant model with supervisory responsibility and evaluation of Print Shop employees	Position did not have the authority to administer and manage routine large projects. Print Shop employee had to wait for answers or permissions from Business Manager on routine matters	Extension of production and customer service capabilities of the Asst. Superintendent to complete necessary communications and tasks on a timely basis

What are the benefits?

- Institutionalizes organizational culture shift to the obligations of the department by providing sustainability post resignation, termination, or promotion of any individual employee in the department.
- Improved and consistent communications regarding
  - Policies
  - Procedures
  - Information
- Improved training of administrative support staff and other staff members by three individuals in the department beyond the Assistant Superintendent
  - Finance Area: Finance Manager and Accounting Manager
  - Business Office: Assistant to the Business Office



**Prior Year Unpaid Bills**

Annually the school department will reserve an “open encumbrance” to cover 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 FY08.

**Telephones/Cell Phones**

The district pays for cell phones for various employees for emergency contact in our building. In addition, we also have contracts with a company to file E-Rate reimbursement on the schools and library landlines, school and library technology networks, cell phones, and pager for the School Department, Library, and Department of Public Facilities. The Revenue from this collection effort provides approximately \$40,000 to the general fund each year. Previously this revenue source was used to offset the cost of the telephone lines and often created a surplus of funds. Beginning in FY09, the revenue has been moved to its appropriate location in the general fund revenue section and the telephone budget will reflect the actual cost of providing services.

ROLL UP	DESCRIPTION	2007 ACTUAL	2008 ACTUAL	FY09 Budget	FY10 Budget
TELEPHONE/Cell Phone/Pagers	Cell Phones	28,097	31,725	9,270	9,548
	TELEPHONE	93,056	95,330	21,310	21,177
TELEPHONE/Cell Phone/Pagers Total		121,153	127,055	30,580	30,725

Special Town Meeting 2008 removes 134,050 from the school department budget and transferred it to the Department of Public Facilities. The Town is working on consolidating all telephone services under single provider service agreements. The School Department supports this effort and believes that once the project is completed the Town will realize savings in the cost of providing internal and external telephone services.



**Lexington Public Schools**  
**2010 Superintendent of Schools' Recommended Level Service Budget**

**School Capital Plan**

Location	Program	Description	Code	2010 Recommended Spending	2011 Recommended Spending	2012 Recommended Spending	2013 Recommended Spending	2014 Recommended Spending
Systemwide	Furniture	School buildings that have not been renovated - Third year request - Classroom Furnishings need to be replaced	M	\$ 50,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
Bowman		Classroom Furniture Replacement - all Classrooms		\$ 4,514				
Bridge		Classroom Furniture Replacement - all Classrooms		\$ 4,419				
Clarke		Miscellaneous Teacher Work Stations						
		Classroom Furniture Replacement - all Classrooms		\$ 7,205				
Diamond		Classroom Furniture Replacement - all Classrooms		\$ 6,969				
Estabrook		Classroom Furniture Replacement - Some Classrooms		\$ 4,098				
Hastings		Classroom Furniture Replacement - 5th Grade Only		\$ 3,994				
LHS (Science Dept)		Science and other Classrooms		\$ 18,801				
Systemwide	Kitchen Equipment	Replacement of Kitchen Equipment over five years (\$400,000)	SS	\$ 75,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
Clarke		Cold Unit, Sneeze Guard - rearrange serving line; Add Grill Slides	SS	\$ 11,900				
Diamond		Cold Unit, Sneeze Guard - rearrange serving line; Add Grill Slides	SS	\$ 11,900				
		Walk In Freezer with larger unit	SS	\$ 8,500				
Hastings		Replace hot and cold serving line	SS	\$ 8,500				
LHS		Replace Current Soup Warmers	SS	\$ 2,000				
		Dish Machine	SS	\$ 14,200				
		New Equipment to enhance food and menu options	SS	\$ 9,200				
		Installation of Plumbing and Electrical	SS	\$ 8,000				
Systemwide	Technology Plan	\$600,000 or any other amount for equipment described in the department, long range technology capital plan, including network equipment, information delivery systems for administration and instruction programs, desktop and mobile computing, printers/peripherals and LCD projectors	PS	\$ 600,000	\$ 600,000	\$ 600,000	\$ 600,000	\$ 600,000
Systemwide	Special Projects	Time Clocks for all Building	CC		\$ 200,000			
TOTAL:				\$ 725,000	\$ 1,000,000	\$ 800,000	\$ 800,000	\$ 800,000

CODE:  
 AP Asset Preservation  
 CC Cost Containment  
 M Modernization  
 PS Program Support  
 SS Safety/Statutory

This article requests funds for the following school capital projects:

- a) Classroom Furniture - \$50,000 from Free Cash (page XI-10 Brown Book) This is the third year of a multi-year request to replace classroom furnishings throughout the system, particularly at Bowman, Bridge, Hastings, Estabrook, Clarke, Diamond and High School Labs.
- b) Replacement of Kitchen Equipment - \$75,000 from Free Cash (page XI-11 Brown Book) This is the second annual request for upgrading food service equipment and software at all schools. FY10 funds will be used at Clarke, Diamond, Hastings, and Lexington High School.
- c) School Technology Plan - \$600,000 – General Fund Debt (page XI-7 Brown Book) This request will fund equipment described in the department’s long range technology capital plan, including network equipment, information delivery systems for administration and instruction programs, desktop and mobile computing, printers/peripherals and LCD projectors.

Additional detail available in the Capital Expenditures Committee Report and the TMMA Town Warrant Information Report (page 36 & 37).