



FY 2023 Budget

Update: January 13, 2021

Presented to:
The Lincoln School Committee

Rebecca McFall, Superintendent
Jessica Rose, Assistant Superintendent
Mary Ellen Normen, Administrator for Business and Finance
Mary Emmons, Administrator for Student Services
Robert Ford, Director of Educational Operations and Technology

{page intentionally left blank}

Table of Contents

Superintendent's Introduction	Becky McFall, Superintendent	1
Overview		4
FY23 Budget Development		7
School Committee Budget Guidelines		8
Goal-focused Guidelines		8
Budget process-focused guidelines		9
Operating Budget Overview		11
Introduction		11
Sources of Revenue		11
Lincoln Budget -- Sources of Revenue		13
Hanscom Budget – Sources of Revenue		16
Sources of Revenue Common to Both Budgets		18
Budget Expense Drivers		20
Improvement Initiatives		27
Adjustments Due to Student and Enrollment Needs		28
Improvement Initiatives		29
FY 2023 Projected Class Size to School Committee Policy Lincoln School		35
FY 2023 Projected Class Size to Contract Requirements Hanscom Schools		36
Preliminary Budget Request Staffing Comparison FY22- FY23		37
Program Descriptions		38
Introduction		38
Business Office	Mary Ellen Normen, Administrator	39
Curriculum, Instruction, Assessment, and Professional Development	Jessica Rose, Ed.L.D., Assistant Superintendent	40
Student Services	Mary Emmons, Administrator	41
Technology and Libraries	Rob Ford, Director	46
Early Childhood Education	Lynn Fagan, Principal	48
Grades K-4	Sarah Collmer, Principal	53
Grades 5-8	Sharon Hobbs, Principal	54
Hanscom Primary School	Julie Vincentsen, Principal	56
Hanscom Middle School	Erich Ledebuhr, Principal	58

Superintendent's Introduction

Becky McFall, Superintendent

VISION STATEMENT OF THE LINCOLN PUBLIC SCHOOLS

The Lincoln Public Schools seek to unite our communities in challenging and equipping our students to acquire essential skills and knowledge, think creatively and independently, exhibit academic excellence, appreciate and respect diversity, display creativity, value reflection, and demonstrate social and emotional competencies.



CORE VALUES OF THE LINCOLN PUBLIC SCHOOLS

*Excellence and Innovation in Teaching and Learning
Respect for Every Individual
Collaboration and Community*



DISTRICT AIDE STANCE OF THE LINCOLN PUBLIC SCHOOLS

The Lincoln Public Schools (LPS) community is made up of families who reside in Boston, at Hanscom Air Force Base, and in Lincoln. In addition, employee children who reside in many different towns attend the Lincoln School and Lincoln Preschool. Including all of our employees as members of the LPS community, our district is uniquely diverse and comes together to provide learning environments that are beautifully rich with people of many racial and cultural backgrounds and life experiences. We are all fortunate to be a part of this community.

As public educators who have a professional, moral obligation and human responsibility to educate all students, we strive to ensure that every individual in our district community has access to what they need to grow and thrive. Therefore, we are committed to examining the ways that discrimination presents itself in our district.

One of our district's [core values](#), **Respect for Every Individual** states, *our community strives to embrace our differences and build upon our similarities. We strive to create a safe, inclusive learning environment that values our varied beliefs and differences in race, ethnicity, culture, language, socio-economics, gender identity, sexual orientation, learning differences, and family configurations. We work to engage in conversations that deepen our understanding of our differences and to learn from our collective experience. We acknowledge our biases in order to build empathy and understanding. We strive to develop understanding of world cultures beyond our community to assist our students in becoming contributing members of the global society.*

Our Core Values were created during the 2012-2013 school year with input from all of our stakeholder groups. We recognize that revisions to our core value narratives are needed. We have placed this action item on our AIDE 5-year action plan. This review will include stakeholder input and approval by our School Committee. At this time, please know that the intent of our Core Value, Respect for Every Individual is meant to honor all identities.

In order to authentically embody this core value, and in light of the unrelenting racial injustice that people of color have faced for hundreds of years in the U.S. and continue to face today, we have a sense of urgency to name the focus of our work: Antiracism, Inclusion, Diversity, and Equity (AIDE). In our Equity Audit Report, we define antiracism as the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices, and attitudes, so that power is redistributed and shared equitably. We have consciously placed antiracism first and foremost because race intersects with all of our identities and is the primary way those in the U.S. are afforded advantages or experience inequities. Making antiracism our priority is not intended to minimize the experiences of persons in other marginalized groups. However, there is often not an option for individuals to decide whether or not to share their race as may be the case with other identities such as religion, sexual orientation, gender identity, and so forth.

At LPS, it is important that every student, family, staff, faculty, administrator, and community member feels safe, seen, understood, connected, respected, and valued. We recognize the need to better understand the extent to which our organizational structures (including policies, practices, systems, behaviors, and culture) impact inequitable outcomes for students and adults.

Our district is working towards achieving the following outcomes:

- Ensuring a positive, inclusive educational experience for all students on both campuses
- Assisting faculty and staff to be culturally competent and aware of their own privileges and biases
- Assisting teachers in their classrooms to develop and maintain a safe and welcoming atmosphere and to use culturally relevant materials and culturally responsive teaching methods for all students
- Co-creating and defining a school and learning culture where faculty and staff embrace and are accountable for creating a fully equitable, inclusive, and antiracist school environment where all can achieve
- Partnering with and supporting families to help their children achieve success in an inclusive, integrated, antiracist district

In addition, our primary goal this year is to continue our journey towards becoming an antiracist district. This entails that every member of our school community including employees, students, families, and members of our Lincoln, Boston, and Hanscom communities are:

- provided with opportunities to learn and explore their own understandings related to race, racism, and bias;
- able to learn and grow as a part of a collective community while respecting diverse perspectives;
- asked to take steps to improve our individual and collective ability to talk about race with students and other adults; and
- encouraged to actively examine our practices and systems and provide feedback to ensure that our district lives up to the aspirations of our Core Values.

Furthermore, we acknowledge that systemic racism exists not only in our country but in our local communities and schools and we recognize that as a school district we have our own work to do to provide equitable opportunities for all of our students and staff. We are committed to identifying and dismantling systemic racism and oppression that exists within our district as we work to become an antiracist school district.

Districts across the country have received push back from members of their communities about teaching and talking about AIDE-related topics. We understand that parents have a primary responsibility for teaching their children about their identities and culture. And, in order to ensure that our schools and

classrooms are welcoming and safe for all students, we must build a common understanding and language amongst our students and employees within our district. All of our teaching and learning is grounded in the Massachusetts state frameworks for History and Social Studies.

Most importantly, this work is directly informed by the experiences of our community members. Our students, staff, and families have shared feedback with us about their experiences in our schools through focus groups and surveys. Please review our [Equity Audit Report](#) to see what our community had to say and the process we have carried out to understand the strengths and areas of growth in our district. Our [AIDE 5-year Action Plan](#) is a dynamic document which we will build upon and revise as we dive deeper into our work. It outlines the steps we plan to take to meet our goals and outcomes related to AIDE. In addition, our [District Strategic Plan and District and School Strategic Priority Maps](#) provide information about the work being carried out this school year.

Antiracism, Inclusion, Diversity, and Equity work is complex and sometimes uncomfortable for a variety of reasons. However, it is important that we learn to move through the discomfort and get to deeper understanding in order to enable transformative change. Each day that we do not work to grow and improve in this area is a moment where we risk not fully meeting the academic and social/emotional needs of all our students. Our AIDE work is extremely necessary in order to ensure that our schools are safe places where all students can fully access curriculum, engage in authentic learning experiences, and respectfully navigate conversations around race and racism as they evolve into responsible members of a global society. You may have questions about our AIDE work and you should feel comfortable reaching out to your children's teacher, your school principal, and district administrators at any time. We look forward to partnering with you to make our schools a place where all students thrive.



TOWN OF LINCOLN'S VISION STATEMENT

*Lincoln is a town that cherishes its rural, agricultural character,
its small-town heritage, its open space, and its historical legacy.*

The Town is committed to:

- ❖ *Achieving a balance between preserving these values while making reasonable provision for citizen's safety and convenience;*
- ❖ *Fostering economic, racial, ethnic and age diversity among its citizenry through its educational, housing, and other public policy;*
- ❖ *Excellence in its public educational system; and*
- ❖ *The Town Meeting form of government and the traditions of civic leadership and volunteer public service.*



Overview

Our District

The Lincoln Public Schools student population is comprised of children from three communities. These three communities include Lincoln resident students, children who reside on Hanscom Air Force Base and students who reside in Boston and attend the Lincoln School via the METCO Program. Additionally, many of our faculty and staff choose to have their children attend the Lincoln School. The multiple communities we serve provide a student body that contributes to the diversity of our district as a whole.

The district provides educational services to students beginning at age 2 years, 9 months when they enroll in the Lincoln Public Schools Preschool and continue through eighth grade. The student population is diverse. Students who attend the Hanscom schools often have had broad experiences gained from living in different states and other countries. While our Hanscom students gain life experiences from living in a variety of places around the world, the many changes in residence they experience sometimes results in learning gaps or specific challenges as we work to integrate them into our schools with the expectation of meeting local and state educational standards. Students may also arrive with strong educational experiences that challenge our district to provide advanced learning opportunities.

Students who attend the Lincoln School are representative of the diverse community of Lincoln with the addition of up to ninety-one students who participate in METCO. The rich diversity of the student body supports the Town's core value of fostering racial and ethnic diversity. We continue to strive to develop our cultural competence and understanding of the backgrounds of each of our students and we are committed to becoming an antiracist school district that provides equitable opportunities to all students.

The district has a commitment to educating its students in inclusive settings. This commitment begins when children enroll in preschool and participate in an integrated setting where children with special needs are educated along with typically-developing peers. This commitment continues through each of the grades where we strive to educate students in the least restrictive environment and, whenever possible, in the general education classroom. As a result, our staffing levels are high and class sizes are relatively small.

Our teachers are well trained and benefit from a rich professional development program. All of the elementary grade classrooms, preschool through grade 5, have the support of instructional assistants. Special education tutors are utilized preschool through grade eight to provide the appropriate level of support to the students and teachers. The district maintains a complete roster of highly trained related service providers (occupational therapists, speech and language therapists, social workers and school psychologists, etc.) and specialist teachers (World language, literacy and math specialists, art, music, wellness, engineering and instructional technology specialists) who enrich each student's educational experience and teach important subject matter to ensure that every student receives a comprehensive education and the individualized support they need in order to access the educational program.

The Lincoln Public Schools strive to ensure that every student makes appropriate progress and growth and performs at a high level. This performance is often measured by state testing such as MCAS. In the Lincoln Public Schools, progress is also measured using local assessments aligned with the district's learning standards. We continue to refine our measures and develop a comprehensive approach to assessing how we are serving the needs of our students.

Over the past several years the district has made strong positive strides in identifying and articulating its standards-based curriculum and is working to refine its use of assessments in all subjects. The Massachusetts Educator Evaluation System has now been in place for several years and, while we continue to refine how the system is implemented in our district, it is providing a structure for ensuring that the district remains focused on student learning. Educator and School Improvement Goals are aligned with the District Strategic Priorities providing coherence and synergy that allows the district to move forward in concert towards achieving the District Strategic Objectives.

District Strategic Plan

The work of the district is outlined in our Strategic Plan. Strategic Priorities for the 2021 – 2022 school year, approved by the School Committee and used in developing the Preliminary Budget, are presented below. The School Committee in collaboration with the district administrative team identified three of the eight Strategic Priorities that will receive highest priority attention in the 2021 – 2022 school year. These key Strategic Priorities are indicated in bold type.

Strategic Objectives

- **Educator Growth and Innovation:** Educators demonstrate continual growth, professional collaboration, innovation, and risk-taking built on a shared vision of effective teaching and practices, and equity for all students
- **Curriculum:** Curriculum is engaging, provides high cognitive demand, and supports the creative, social and emotional development, and academic growth of all students
- **Instruction:** Instruction is student centered and focused on the engagement, achievement, and social and emotional development of all learners
- **Equity and Culture:** Educators and students work together to build a school culture that values, respects and responds to students' identities, and develops the social and emotional well-being of all students

Strategic Priorities

Educator Growth

- Continue to develop a culture of trust, openness, reflection, and collaboration among our students, families, faculty, staff, and administrators
- Cultivate a culture of continual feedback and growth with a focus on improved student outcomes
- Create a common understanding of our vision of high-quality Deeper Learning instructional practices and continue to develop our equity lenses to ensure that curriculum and instruction are free from racial bias and provide equal access and relevance to all students, especially our students of color

Curriculum

- Support and guide educator development of instructional units that provide equitable access for all students, engage students and provide appropriate levels of cognitive demand, differentiation and student ownership of their learning experiences
- Continue refining curriculum with a specific emphasis on developing a comprehensive approach to supporting the social and emotional development of all students

Instruction

- Develop and deepen instructional practices and strategies that lead to engagement and

high-quality learning that supports the academic and social emotional development of all learners, while recognizing students' identities, voices, and individual needs

- Support educator's balanced use of assessment and data to understand student's learning and growth and to examine data of subgroups and reflect on outcomes in order to inform instructional approaches, professional development, and improvements to our data management systems and other tools

Equity and Culture

- Develop the social-emotional competencies of all educators and students
- Develop antiracism competencies of all educators, staff, students, and families
- Develop a multi-year action plan to uproot and disrupt explicit, implicit, and systemic racism in our district in order to a) provide access to an equitable school experience that meets the unique needs of students and families; b) to foster a strong sense of belonging for all members of our school communities; and c) to become an intentionally antiracist district
- Grow the capacity of faculty and staff to:
 - meet the needs of all learners by implementing antiracist, deeper learning teaching strategies
 - develop self, other, and organizational awareness related to race, inclusion, diversity, and equity
 - develop collaborative relationships with community partners in supporting district efforts to create equitable conditions for students in their extended day activities

~~~~~ • ~~~~~

## FY23 Budget Development

### ***Budget Overview and Structure of the Preliminary Budget***

During the budget development process, the Administration views our Preliminary Budget through the lens of our Core Values to ensure what we present is internally consistent with the values we hold:

- Excellence and Innovation in Teaching and Learning
- Respect for Every Individual
- Collaboration and Community

We are proposing programs for the FY23 budget which support our Strategic Objectives:

- Educator Growth and Innovation
- Curriculum
- Instruction
- Equity and Culture

The COVID-19 pandemic has created school operating requirements for schools that require financial flexibility as conditions change. We are uncertain of what the conditions of the 2022-2023 school year will entail. However, we are hopeful that over the course of the next nine months, the pandemic will abate and we will continue to progress to a return to normalcy with regard to medical protocols and needs. As a sign of optimism, we are including Improvement Initiative proposals in the Preliminary Budgets to reflect the needs of our schools and to achieve our strategic priorities.

As we develop the FY 23 Budget, we keep in mind that the budget is affected by the current state of the economy in general and by the health of the Commonwealth and Town finances in particular. The availability of federal funds provides a temporary safety net during the next few years as we come out of the economic impacts of a pandemic. The Administration views the available funding sources as short-term bridges helping the district get back to more stable conditions in the future.

**Process:** The administrative team, in collaboration with the School Committee, works to establish the District Strategic Plan. Several strategic objectives are identified, with strategic priorities further outlining how each goal will be achieved and measured. It is our recommendation that we continue to rely on these strategic objectives and priorities to guide decisions about resource allocation and budget requests.

The Administration follows a process of aligning the District's strategic objectives and priorities and the school based Strategic Maps/School Improvement Plans through purposeful planning of priorities. This creates a structure in which improvement initiatives, program development, and program improvement efforts are planned in advance so that budgeting can be somewhat more predictable and focus available resources on agreed-upon initiatives. As an accommodation to the tight timeline and the early start of the development process, site-based management funds are allocated to each school on a per-pupil basis as a lump-sum until they are allocated among school programs by Principals in the Spring.

Site-based management (SBM) funds are used to support, sustain and enhance the regular academic operations of the schools. Uses of SBM funds include consumables, art supplies, small durable items such as calculators and pencil sharpeners, replacement/upgrade books for classroom resource areas, program supplements such as outside storytellers and performers, etc. SBM funds are not used for personnel salaries; facilities expenses such as equipment repairs or electric bills; operational support

expenses such as copier maintenance contracts. While this strategy of Spring allocation affects a very small portion of the overall budget (~1.5%), it allows for more informed use of resources and more efficient budgeting. It is the Superintendent's recommendation that we continue with these adjustments, along with the timetable allowing teachers and principals to make more informed decisions about proper allocations. These appropriate operational modifications ensure that the process remains transparent and effective.

Careful management, along with the generous support of the community, the contract with the federal government, collaboration with the Finance Committee on funding strategies for reimbursements (Special Education Circuit Breaker, Medicaid and E-rate), and the Administration's consistent attention to grant opportunities has allowed the District to offer a high-quality educational experience for all of our students. Over the years we have

- kept fees low to allow more children to participate in special programs (athletics);
- created new programs funded through the budget (instrumental music, engineering technology, expanded World Language);
- advanced efforts in curriculum development;
- provided a meaningful mentor program for new teachers and administrators; and
- offered a broader-based professional development program for teachers.

Finally, participating in the Capital Planning process supports the operational budget by funding large-scale technology improvements and large facilities projects through direct warrants on a periodic basis.

## ***School Committee Budget Guidelines***

### **Goal-focused Guidelines**

1. Maintain class sizes which:
  - a. benefit student learning;
  - b. adhere to the School Committee's Policy on Class Size, the requirements of the contract to operate the schools at Hanscom AFB, and potential needs due to COVID-19; and
  - c. meet the health and safety protocols of the budget's operational pattern.

A review of projected enrollments using the District's cohort survival model will be presented with the Preliminary Budgets, along with recommendations for changes in numbers of classrooms as required.

2. Ensure that improvement initiatives, if presented, are aligned with the District's strategic objectives and priorities. Potential improvement initiatives may be presented, along with a discussion of funding required.
3. Maintain sufficient resources to sustain curriculum development initiatives.
4. Provide high quality professional development and mentoring for new teachers and administrators. The orientation and integration of new faculty into effective teaching teams remains an important consideration and meets the state mandate of providing a mentor and induction program for new faculty

5. Carefully consider our role as stewards of Town and federal facilities, plan for sensible restorative and preventative maintenance, and consider historical spending patterns and current facilities assessments to develop maintenance budgets.
6. Comply with the criteria set forth in the contract to operate Hanscom schools and maintain comparability to the Lincoln program. Several factors will affect development of the Hanscom portion of the budget:
  - a. The Department of Defense (DoDEA) awarded a five-year contract to the District in June 2020, eliminating the prior pricing for various enrollment bands. As a consequence, the price for FY23, the budget year, is known.
  - b. Planning will continue for the ongoing Lincoln School Revitalization project. The Lincoln 5-8 program moved into the newly renovated Lincoln School Building during the summer of 2021. The Lincoln K-4 program will move from the modular at the close of the FY22 school year. The Lincoln School will be fully occupied for the FY23 budget year.
  - c. The costs of operating the Lincoln School in the FY23 configuration are only partially known. The middle school portion of the building will function as an energy-efficient all-electric school, but without the benefits of the planned photovoltaic arrays, which will not come online until the Fall of 2023. The costs of operating the all-electric facility are largely unknown at this point. Closely defining these costs will be a difficult task for the FY23 budget process.
  - d. The population of students with special needs on both campuses will likely continue to increase.

#### Budget process-focused guidelines

1. Include core program costs in the base budget.
2. As appropriate, maintain level services, i.e., this year's program projected at FY23 costs.
3. Develop analysis of FTE allocations for special subject areas and staffing needs for existing programs and deploy resources, as necessary, in line with projected enrollments.
4. Review programs which include positions initiated or partially funded by expiring gifts, grants, fees and tuitions or recently adjusted programs and examine the financial implications for future costs.
5. Include considerations related to:
  - a. cost of living adjustments for non-bargaining group employees.
  - b. contract negotiations with the teacher union, completed during the 2019-2020 school year. Salaries are known for the FY23 school year.
  - c. contract negotiations with the custodial union, anticipated to begin during the 2021-2022 school year.
  - d. Implement the contract negotiated with the Education Support Professionals (ESPs) union.
  - e. Contract negotiations with the secretaries, anticipated to begin during the 2021-2022 school year
  - f. impact of the DoDEA contract is known through FY 25.

- g. impact of projected increases in the cost of health benefits directly on the Hanscom budget and indirectly on Town finances.
- 6. Carefully monitor usage of fuel and energy, review historical data and build projections in collaborations with the District's energy vendors and collaborative partners. Incorporate the long-term energy (electricity and gas) prices locked in during FY18 and continue through FY23 (end date 10/31/2023). The new Lincoln School is only locked in through December 2, 2022.
- 7. Apply special revenue funds as agreed to with the Finance Committee (e.g. Medicaid).
- 8. Maintain METCO enrollment at 91 students if possible but budget for the anticipated enrollment.
- 9. Generally, project level funding from state and federal grants, state aid and revolving accounts, e.g., tuition and fees, but analyze on a fund-by-fund basis to reflect specific situations. Recent experience continues to validate this guideline for the state grants as these fund amounts have remained relatively static. For the federal grants, the amounts for some have decreased in each of the last three budget years, and this trend is likely to continue.
- 10. Identify opportunities for savings through both bottom-up and top-down reviews of budget proposals.

### ***Summary***

We would like to express our appreciation to the residents of Lincoln and the Department of Defense for their continued support. The support we receive allows the school district to provide a high-quality, well-rounded educational experience for the students of the Lincoln Public Schools.

## Operating Budget Overview

### Introduction

The primary objective of the Lincoln Public School District is to provide high quality, educationally sound programs designed to meet the academic and social needs of all students. As stewards of Lincoln resources, the School Committee and the Administration take their obligation to accomplish the educational objective in a fiscally sound and prudent manner very seriously. We are committed to providing clear and thorough explanations for all aspects of the school budget, full disclosure for sources of revenue and anticipated expenditures, and full justification for each requested program.

The Lincoln and Hanscom School budgets are designed to support that commitment. Understanding the complexities of the school budget begins with an explanation of the overall picture, focusing on the total operating budget revenue, and follows with details of the Lincoln and Hanscom budget revenues, followed by a discussion of budget drivers influencing planned expenditures. Summary displays accompany the explanations, and some details of the two budgets may be found at the end of this section.

### Sources of Revenue

The funds anticipated to be received for the operations of the Lincoln Public Schools in FY23 in total is \$32,182,972 and are composed of two components:

1. Funds from the Town of Lincoln appropriated each year at Town Meeting.
2. Funds allocated from the Department of Defense Education Activity contract to operate the Hanscom Schools.
3. Other revenue, consisting of reimbursements, grants, tuition and fees. The allocation of these funds varies from source to source and differs between the two campuses.

A summary of these revenues showing all sources follows.

**Preliminary Total Operating Budget – Summary of Projected Revenue**

| Sources of Revenues                       | Amount              | % of Total  | Change<br>FY22 - > FY23 |
|-------------------------------------------|---------------------|-------------|-------------------------|
| Lincoln Town Appropriations               | \$12,655,921        | 39.32%      | \$294,382               |
| Hanscom Contract (Anticipated Allocation) | \$17,138,568        | 53.25%      | \$551,232               |
|                                           |                     |             |                         |
| Other Revenue:                            |                     |             |                         |
| Reimbursement Programs                    | \$772,891           | 2.40%       | \$340,715               |
| Grants                                    | \$1,038,012         | 3.23%       | \$67,003                |
| Tuition and Fees                          | \$577,580           | 1.79%       | \$95,480                |
| <b>Total</b>                              | <b>\$32,182,972</b> | <b>100%</b> | <b>\$1,348,812</b>      |

The projected other revenues in the Reimbursement Programs, Grants and Tuition and Fees categories are targeted for specific purposes, and are typically spent for personnel and support associated with

identified programs. The \$2.39 million in the Other Revenue categories district-wide are not included directly in the budgets shown at the end of this section. A chart showing the details of the district's anticipated total revenues follows.

**Preliminary Total Operating Budget – Summary of Projected Revenue**

| Major Sources of Revenues                 | Lincoln Campus      | Hanscom Campus      | District Totals     |
|-------------------------------------------|---------------------|---------------------|---------------------|
| Lincoln Town Appropriations               | \$12,655,921        |                     | \$12,655,921        |
| Hanscom Contract (Anticipated Allocation) |                     | \$17,138,568        | \$17,138,568        |
| <b>Other Revenue:</b>                     |                     |                     |                     |
| <b>Reimbursement Programs</b>             |                     |                     |                     |
| Special Education Circuit Breaker         | \$226,797           | \$529,194           | \$755,991           |
| Special Education Medicaid                | \$14,300            |                     | \$14,300            |
| E-rate                                    | \$2,736             |                     | \$2,736             |
| <b>Grants</b>                             |                     |                     |                     |
| Special Education Entitlement             | \$169,360           | \$169,360           | \$338,720           |
| Early Childhood Education                 | \$16,231            |                     | \$16,231            |
| Title I                                   | \$24,038            |                     | \$24,038            |
| Teacher Quality Title IIA                 | \$5,625             | \$5,625             | \$11,250            |
| Student Support Title IVA                 | \$5,000             | \$5,000             | \$10,000            |
| METCO                                     | \$637,773           |                     | \$637,773           |
| Tuition and Fees                          |                     |                     |                     |
| Transportation                            | \$40,000            | \$0                 | \$40,000            |
| Facility rental*                          | \$60,000            |                     | \$60,000            |
| Custodial Detail*                         | \$8,800             |                     | \$8,800             |
| Athletic *                                | \$26,100            |                     | \$26,100            |
| Pre-school – Day program                  | \$94,760            | \$5,520             | \$100,280           |
| Extended day care program                 | \$72,000            |                     | \$72,000            |
| School lunch program                      | \$135,200           | \$135,200           | \$270,400           |
| <b>Total</b>                              | <b>\$14,194,641</b> | <b>\$17,988,467</b> | <b>\$32,183,108</b> |

\* These programs are not yet returned to full activity. The revenue assumption is based on prior years and the condition that costs will be met by the revenue charged.

There is a third source of funds that consist of one-time federal funds provided to the Town and School District under the American Rescue Plan and the Elementary and Secondary School Emergency Relief Funds. These funds are directed to supporting the needs of the community through and coming out of the pandemic.

~~~~~ • ~~~~~

Lincoln Budget -- Sources of Revenue

While the greatest portion of the Lincoln budget is funded through local appropriations from the Town, the schools receive state and federal education grants, collect fees for services and receive reimbursement for expenses through lease agreements, tuition, etc. Last year, 9.6% of the Lincoln total operating budget was supported from funding sources outside the Town's appropriation. In this preliminary budget request, 10.4% of the Lincoln total operating budget comes from these other sources. This is a reflection of the increase in the projected amount of reimbursements and grant funding. The infusion of approximately \$1,538,584 is critical to the district meeting its vision, mission, and goals.

| Summary of Projected Revenue | | |
|------------------------------|--------------|---------|
| Lincoln Town Appropriations | \$12,655,921 | 89.16% |
| Reimbursement Programs | \$243,697 | 1.72% |
| Grants | \$858,027 | 6.04% |
| Tuition and Fees | \$436,860 | 3.08% |
| Total | \$14,194,505 | 100.00% |

General Fund

The citizens of Lincoln are consistent in their firm support of their schools, and the School Committee appreciates the resources provided by the Town. The 89.16% of the Lincoln Budget which comes from the Lincoln General Fund appropriation approved each year at Town Meeting is the largest component of the Lincoln budget revenues. This year, the budget guidance from the Finance Committee is an increase of 2.5% above the FY22 budget of \$12,361,539 approved at Town Meeting last June. This results in a proposed Lincoln appropriation budget for FY23 of \$12,655,921. This proposed budget amount includes funds directed at the district's Deeper Learning and Anti-racism, Inclusion, Diversity, and Equity goals along with continuing funding for the Instructional Technology Replacement Cycle program (2017).

Medicaid

The Medicaid reimbursement program allows school districts to seek payment for providing medically necessary direct services to eligible MassHealth-enrolled children. This program also allows such agencies to seek payment for participating in activities that support the administration of the State's Medicaid program (administrative activities). This includes outreach, or those activities that aid the delivery of direct services to Medicaid-enrolled children with individualized education programs (IEPs). As such, the Medicaid reimbursements vary directly with the number and kind of services delivered to Medicaid-eligible students on IEPs.

Several years ago, the Medicaid program reimbursement process changed to more closely resemble a fee-for-service model. Originally, we thought that the character of the new program would result in significant reductions to the reimbursement to local education agencies, and in the elimination of some portions in the future, in spite of strong recognition of the importance of Medicaid in times of financial troubles. So far, that has not happened in our traditional operations, and normally, we continue to receive a significant reimbursement for the services delivered.

In addition to changes in reimbursement policy, the amount received is a direct reflection of the level of services delivered to Medicaid-eligible students, which varies from year to year. This total operating budget includes the \$14,300 received during FY21 for separate appropriation by Town Meeting in March 2022. Medicaid reimbursements are applied to the Lincoln budget only. Medicaid funds are not applied to the Hanscom budget as expenses paid for by federal funds are not eligible for reimbursement

METCO Grant

Established in 1966, The purpose of the state-funded METCO Program is to expand educational opportunities, increase diversity, and reduce racial isolation by permitting students in Boston and Springfield to attend public schools in other communities that have agreed to participate. The METCO program provides students of participating school districts the opportunity to experience the advantages of learning and working in a racially, ethnically, and linguistically diverse setting. The Town has made a significant commitment to the METCO program over the years, and participation in METCO remains a School Committee goal.

Specifically, this funding source may provide, but not be limited to, the following priorities:

1. Curriculum and Instruction
 1. Aligned, consistently delivered, and continuously improving curriculum
 2. Strong instructional leadership and effective instruction
 3. Sufficient instructional time
2. Human Resources and Professional Development
 1. Staff recruitment, selection, and assignment
 2. Professional development
3. Student Support
 1. Academic support
 2. Services and partnerships to support learning
4. METCO transportation costs,
5. Supplemental services that will contribute in a measurable way to enhanced educational opportunity and academic achievement, as well as enrichment. Services and supports can include:
 1. regular day and after-school tutoring and mentoring programs,
 2. staff professional development geared towards understanding and addressing the achievement gap between minority and non-minority students, and
 3. other programs and services such as providing ways for parents to support their children's learning.
 4. In the area of diversity enrichment, services may include training, in-school and after-school activities, incentives programs, etc. that contribute to increased cross-cultural and racial understanding.

In FY21, the funding model changed from the prior year's October 1 METCO enrollment, as determined by SIMS reporting to the Department, to a three year enrollment average of October 1, 2017, 2018, and 2019. The Per Pupil Average for the FY 22 grant is \$7,183.61. The district supports the Town's commitment to the METCO program by ensuring that grant funds available from the State are obtained and managed for their intended purposes.

METCO State Grant Amounts Received by the Town of Lincoln

| METCO State Grant Amounts Received by the Town of Lincoln | | | |
|------------------------------------------------------------------|------------|-----------|----------|
| | # students | Amount | % change |
| FY 2017 | 88 | \$518,834 | 4.46% |
| FY 2018 | 90 | \$529,124 | 1.98% |
| FY 2019 | 84 | \$546,322 | 3.25% |
| FY 2020 | 87 | \$581,804 | 6.49% |
| FY 2021 | 85 | \$629,376 | 8.18% |
| FY 2022 | 79 | \$637,773 | 1.33% |

As of this writing, the Legislature has not approved the Commonwealth FY23 budget, therefore, we are assuming level funding of the grant. The preliminary METCO grant allocation is usually composed of two parts: a program allocation per student and a “historical” allowance of \$161,114 for transportation and related expenses (unchanged since FY09). The “Increase for Transportation or Other Services” allowance of \$36,819 received in FY19 was not initially continued, but in an effort to smooth enrollment-based grant allocation changes, DESE introduced a new method for calculating the per-pupil portion of the grant. The enrollment factor was the larger of either the three-year (2016, 2017, 2018) average enrollment, or the October 2018 METCO enrollment. For Lincoln, the three-year average was greater, at 87.

The total to be received in one year, then, depended on the number of METCO students enrolled in the prior year on October 1 multiplied by the per-student allowance, plus the transportation and other services allowances. The transportation allowance has remained constant for at least ten years, while the per pupil allocation was increased in each of the past six years, through intense lobbying effort at the Legislature. The district remains concerned that future funding decisions in the state revenues will affect the program. Any adjustment downward could have negative impacts on funding for the Lincoln METCO program. In addition, declining enrollment will also negatively impact the program resources available from the grant.

~~~~~ • ~~~~~

## Hanscom Budget – Sources of Revenue

The Hanscom Campus operations are completely supported by revenues received from a variety of outside sources. There are no local appropriations from the Town of Lincoln that support the schools. The primary source of revenue for the Hanscom schools is the contract with the Department of Defense Educational Activity (DODEA). Additionally, the Hanscom schools receive state and federal education grants and school lunch support, although only 4.72% of the Hanscom total operating budget is supported from outside the federal contract allocation for Hanscom. The breakout of revenue sources is shown below.

### Preliminary Total Operating Budget – Summary of Projected Revenue

| Summary of Projected Revenue              |              |         |
|-------------------------------------------|--------------|---------|
| Hanscom Contract (Anticipated Allocation) | \$17,138,568 | 95.28%  |
| Reimbursement Programs                    | \$529,194    | 2.94%   |
| Grants                                    | \$179,985    | 1.00%   |
| Tuition and Fees                          | \$140,720    | 0.78%   |
| Total                                     | \$17,988,467 | 100.00% |

### Hanscom Contract

Lincoln has operated the schools on Hanscom Air Force Base on behalf of the Department of Defense Education Activity (DoDEA and its predecessors) for over 60 years. The District's partnership with the federal government makes it possible to maintain the scale of the school district and provides half of the resources needed to maintain Central Office services. The DoDEA contract provides for a fixed-priced structure with a single price for each contract year, and is no longer based on pupil enrollment bands. Beginning in FY 21, Operations are conducted under a five-year contract entered into in June 2020.

| Hanscom Contract |              |          |
|------------------|--------------|----------|
| FY               | \$           | % Change |
| 2021             | \$15,909,600 |          |
| 2022             | \$16,587,336 | 4.26%    |
| 2023             | \$17,138,568 | 3.32%    |
| 2024             | \$17,722,644 | 3.41%    |
| 2025             | \$18,363,960 | 3.62%    |

The contract is currently managed by the DoDEA central offices in Alexandria, Virginia. The administration maintains a close working relationship with our DoDEA points of contact, and they have a clear understanding of the impact the growth in the number of students requiring special education services, in and out of the district, has had on our operations.

### **Hanscom Enrollment for Contract Purposes**

The new contract is no longer dependent on actual enrollment bands. The district was able to negotiate a more stable contract methodology as proven enrollment at the Preschool, Primary and Middle Schools has remained relatively constant since 2015/2016. The number of children to be educated on Hanscom is greatly affected by the success of the housing privatization, and by all accounts, it has been very successful. The key feature of the privatization effort was the renewal of the Base housing stock, through renovation, selective demolition of old units and construction of new housing. With 95- 99% of the Base housing consistently occupied, we have reached a steady state condition, if not for a pandemic. Many families have not moved in or out of the housing. For contract purposes, enrollment will vary from year to year within a small band (580-620), depending upon the composition of the families living on Base and the number of retiree families in Base Housing. Discussions with the principals and the Principal for Early Childhood Programs lead us to anticipate a similar enrollment for FY23, and the anticipated FY23 contract amount is based on the amount proposed in June 2020 for the projected enrollment, including level services plus the improvement initiatives discussed elsewhere in this document.

The new contract amount allows for future planning and projections. The FY 23 budget proposal is in accordance with School Committee guidelines and contract terms. It accommodates the allocations necessary for the \$200,000 contributed to the Town's Group Insurance Liability Fund to help meet the Hanscom benefits liabilities under GASB 45 and the active employee benefit liabilities all without impacting the educational program.

~~~~~ • ~~~~~

Sources of Revenue Common to Both Budgets

Special Education Circuit Breaker Reimbursement

The current Circuit Breaker program reimburses districts for costs that they incur to educate “high-cost” special education students, if the individual cost of educating these students exceeds a threshold of four times the State-calculated foundation budget. The FY22 foundation amount is \$47,363. Districts can be reimbursed for up to 75% of the cost above this amount, depending on the availability of funds at the State level.

| Claim Year | Reimb Year | Eligible Students Claimed | Total Eligible Expenses | Foundation | Net Claim | Average Claim Rate per Student | % Change in Net Claim (\$) | Total Adjusted Reimb | % Reimb |
|------------|------------|---------------------------|-------------------------|-------------|-------------|--------------------------------|----------------------------|----------------------|---------|
| FY21 | FY22 | 25 | \$2,267,004 | \$1,261,008 | \$1,007,988 | \$40,319.52 | 69.96% | \$755,991 | 75.00% |
| FY20 | FY21 | 22 | \$1,656,806 | \$1,063,744 | \$593,062 | \$26,957.36 | -7.24% | \$444,797 | 75.00% |
| FY19 | FY20 | 28 | \$1,921,539 | \$1,282,176 | \$639,363 | \$22,834.39 | -13.81% | \$479,521 | 75.00% |
| FY18 | FY19 | 23 | \$1,756,241 | \$1,014,438 | \$741,803 | \$32,252.30 | 16.02% | \$556,352 | 75.00% |

Subject to state legislature appropriation, the state’s Circuit Breaker Fund reimburses the school district, for up to 75% of in-district and out-of-district student costs, which exceed four times the per pupil foundation amount. The state sets this amount annually as part of the annual state budget deliberations. Historically, the reimbursement rate has been between 35-75%. The district does not know the actual reimbursement rate for the fiscal year until after it submits its annual claim in July for the prior fiscal year expenditure activity. Eligible costs include instructional services, various types of therapies, and specialized equipment and transportation. Circuit Breaker specifically excludes building infrastructure costs. All Circuit Breaker funds received go into the Circuit Breaker Revolving Account, do not require further appropriation, and must be expended by the following June 30th.

Both campuses share in the Circuit Breaker reimbursement to the District of the costs of eligible special services to students. Lincoln’s practice is to hold the claim filed at the end of a fiscal year for use in the next fiscal year, providing a known revenue source at the time the budget is developed. While Circuit Breaker funds are recurring funds, they are subject to change each fiscal year based on claims. The amount per student that qualifies for reimbursement can also change dramatically from one year to the next depending on prior-year actual circuit breaker eligible expenditures. The other change that occurs is the funding level provided by the legislature to this account. The FY 23 budget is enjoying a significant increase in Circuit Breaker reimbursement funds due to transportation costs becoming eligible for reimbursement.

Other Massachusetts & federal grants

The district receives a number of grants for targeted educational programs each year. In the absence of other information, the Preliminary Budget was prepared assuming level or a slight decrease in funding for FY23 grant funding. For the federal grants (IDEA, Early Childhood Special Education, Title I, etc.), this assumption seems reasonable, as the federal grants we receive are focused on specific groups of interest to the federal Department of Education (students with special needs, low-income, etc.). The amounts projected to be received are shown in the all-source revenue summary.

Hanscom shares in the IDEA and Early Childhood Special Education grants. In FY23 the district will be transferring Title I to the Lincoln Public Schools.

Revolving Funds

These funds are collected from users of specific services, and are expended for the same purpose with the intent of breaking even over the long-term. In general, the district manages revolving funds by spending in the current budget year funds collected in the previous year to stabilize the budget process. This approach has been significantly stabilizing during a pandemic when programs were not operating and fees not collected.

Lincoln The Lincoln budget includes funds from several revolving funds:

- **Transportation** Revenue collected each year is approximately \$28-32,000. The transportation revolving fund has a healthy balance and due to increased costs related to COVID we are increasing the offset from \$30,000 to \$40,000 to the portion of the Lincoln School Bus contract. The goal will be to maintain the balance of the fund to be one year of fees collected.
- **Rentals**
 - The lease of Hartwell space to Magic Garden was renewed in FY20. The rent for FY23 will be \$25,400. These funds will be added to \$32,150 to be collected from the FY23 LEAP permit & other related receipts, for a total of \$57,550 included in the Lincoln revenues for FY23.
 - **Athletics** Fees for participating in the Lincoln athletics program are included in this year's budget anticipating a full program return in FY23. There is no recommendation to increase the fee at this time. Anticipated receipts in the amount of \$26,800, or an adjusted amount based on the sports to be played, are included in the Lincoln total operating budget.
 - **Preschool** The amount of fees anticipated to be received in the Preschool revolving fund in FY23 is based on the current tuition enrollment of Lincoln students. In addition, there is a small portion of several Hanscom Preschool families who pay modest fees so that their younger children ("three years of age") can participate as they are not eligible for the free preschool program under the DODEA contract.
 - **School day care** The district established a before- and after-school care program on a fee basis for the preschool children of faculty and staff; both Lincoln and Hanscom families participate. Fees collected will apply to Preschool personnel costs for providing the service.

Hanscom The terms of the contract ensure that participation fees are not charged at Hanscom as they are on the Lincoln campus. The children walk to school, so there are currently no general education transportation expenses. The athletic program is funded solely through the allocated budget, and no portions of the Hanscom buildings are leased out. No portions of the Hanscom facilities are leased or licensed to third parties or have any debt service due. Hanscom students also participate in the school lunch program.

Both Campuses

- The **School Lunch Fund** operates to balance current year finances, unlike the other revolving funds discussed earlier. The operating goal is to cover the expenses of staff, food, supplies, maintenance of equipment and the majority of the director's salary through the funds collected. For two school years, during the pandemic, the USDA has funded universal free lunch

and breakfasts throughout the year. The projected revenue of \$270,400 will be sufficient to cover the projected FY23 expenses. However, the program has been experiencing rising food prices. The program now has two kitchen and serving facilities at each school that will assist in enhancing program offerings and serving time.

- The **Custodial Detail Revolving Fund** operates in a similar fashion, with current year receipts covering the cost of custodial overtime. We anticipate that there will be no revenues or expenses for this fund as we will be slow to rent out facilities under our COVID protocols.

~~~~~ • ~~~~~

## Budget Expense Drivers

### Overall

The FY23 budget is built to support the Lincoln Public School's mission to ensure that we are equipping our students to acquire essential skills and knowledge, think creatively and independently, exhibit academic excellence, appreciate and respect diversity, display creativity, value reflection, and demonstrate social and emotional competencies.

Through our budget choices, the school district is organized so that we support high quality instruction at all levels, prioritize the work that happens between students and educators in our classrooms, and build on our strengths and our challenges openly. Our primary focus remains high quality teaching and learning for all students and especially for students in groups we know are disproportionately impacted by opportunity and outcome gaps - including race, income, disability, and language status. This budget prioritizes the staffing, program, and materials needed to ensure educators have the resources needed to support individual student needs.

### *Lincoln Public Schools FY 23 Budget Summary*

This budget proposal establishes that the total requests for the Lincoln appropriation will be met within anticipated revenues, including the Finance Committee guidelines for budget growth of 2.5% plus \$143,000 from Medicaid Reimbursement. For the Lincoln appropriation, a level service budget (this year's program at next year's cost), adjusted for section changes caused by class sizes and enrollments, and including improvement initiatives, creates a Preliminary Traditional Budget of \$12,665,921. The reduction in Supplies, Equipment and Services reflects the change in charging tuitions to the Circuit Breaker Reimbursement.

| Lincoln                         | FY19<br>Actual      | FY20<br>Actual      | FY21<br>Actual      | FY22<br>Revised     | FY23<br>Preliminary | Variance         |
|---------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|------------------|
| Personnel                       | \$8,948,960         | \$8,965,065         | \$9,220,233         | \$9,695,543         | \$10,053,110        | \$357,567        |
| Supplies, Equipment & Services  | \$2,362,173         | \$2,641,703         | \$2,595,652         | \$2,665,996         | \$2,617,111         | -\$48,885        |
| <b>Total Preliminary Budget</b> | <b>\$11,311,133</b> | <b>\$11,606,768</b> | <b>\$11,815,885</b> | <b>\$12,361,539</b> | <b>\$12,670,221</b> | <b>\$308,682</b> |

**Hanscom Schools**  
**FY 23 Budget Summary**

The Hanscom budget allocation is also a level service budget (this year's program at next year's cost), adjusted for section changes caused by class sizes, enrollments and projected special education expenses, and including improvement initiatives, results in a Preliminary Budget is within the DODEA contract price of \$17,138,568. The reduction in Supplies, Equipment and Services reflects the change in charging tuitions to the Circuit Breaker Reimbursement.

| Hanscom                                   | FY19<br>Actual | FY20<br>Actual | FY21<br>Actual | FY22<br>Revised | FY23<br>Preliminary | Variance   |
|-------------------------------------------|----------------|----------------|----------------|-----------------|---------------------|------------|
| <b>Personnel</b>                          | \$10,985,192   | \$11,574,778   | \$11,524,055   | \$12,157,394    | \$12,989,483        | \$832,089  |
| <b>Supplies, Equipment &amp; Services</b> | \$4,789,006    | \$3,922,088    | \$3,282,477    | \$4,429,942     | \$4,149,085         | -\$280,857 |
| <b>Total Preliminary Budget</b>           | \$15,774,198   | \$15,496,866   | \$14,806,532   | \$16,587,336    | \$17,138,568        | \$551,232  |

**Budget Drivers**

Our three Core Values inform all of our work: everything from budget decisions to each building's Strategic Maps. The aspirations underlying each of the Lincoln Public Schools Core Values are visible in our classrooms everyday. Pursuit of these values guides how we allocate our funding, people and time and are reflected in the budget program narratives and resource allocations.

**Class size**

**Lincoln:** On the Lincoln Campus, the School Committee policy on class size governs the number of sections for each grade with a mindset focused on teaching and learning. The administration uses a cohort survival model to project the number of students required in each grade, and then applies the class size policy to determine the number of sections required at each grade. The current enrollment projections will require two Preschool and 37 sections K-8. It is unclear at this time if the section will be required for Kindergarten or Grade 1 students.

Historically, the size of each Lincoln School class cohort was in the 70-to-80 student range. During the pandemic the range has been 47-72. The result has been a fluctuation at each grade level between 3 sections and 4 sections. With a class size policy of up to 24 in grades 6-8, staffing maintaining four sections to maintain the middle school model seemed appropriate. If one of the three middle school classes dropped below 72 students, we could be confident that class cohorts in the succeeding years would be larger and require four instead of three sections.

For FY23, we are continuing three sections in each of the middle school grades while retaining the current middle school faculty levels. This practice recognizes the value of maintaining a highly qualified faculty, and the value of the investments we make in their education, training and professional development.

**Hanscom:** The scope of work for the DoDEA contract which began in FY21 no longer contains specific class size guidelines for the Hanscom Campus, implying that the District should use the School Committee class size guidelines. Accordingly, the budget plan uses the preferred and maximum class sizes used in developing the Lincoln staffing.

For FY23, the projected enrollment will require 15 sections for Grades K-3. In recent years, advancing cohorts in the Middle School strained the current middle school model for several grades, so the administration made additions to the teaching staff in the FY22 budget to support the shifting enrollment and a full middle school model in order for staffing levels to continue in the FY23 plan.

### **Personnel**

The labor agreement with the Lincoln Teachers Association was renegotiated during FY20, so the anticipated costs in FY23 of the faculty required to support the planned program models on both campuses are known at the time of the Preliminary Budget preparation. The contract with the Lincoln Schools Secretarial Association and the Custodians are subject to renewal and opening of contract negotiations. Thus, the anticipated costs for facilities and secretarial support staff are not known for FY23.

### **Technology**

The district continually assesses and seeks improvements in the areas of technology operations, data systems, technology and information literacy integration, and direct instruction in digital literacy and computer science. In the past several years, the administration has worked to establish a solid basis for ongoing technology review and cyclical replacement, and the School Committee has funded the necessary upgrades. There are contractual increases to the technology budget as we have shifted to more educational software and network upgrades and or services are required to be more robust. The budget does contain funds for an enhanced suite of instructional and assessment software.

### **Special Education**

The Lincoln Public Schools provides specially designed programs for children with disabilities in the least restrictive environment, which is most often the general education classroom. To meet the needs of our population, the special education faculty works in collaboration with regular education teachers to provide high-quality programs that comply with state and federal regulations. When the Lincoln schools cannot meet a student's needs within our programs, the child is enrolled in a special education program outside of the district.

In special education, each student's program is individually designed, reflecting the severity and complexity of the child's needs. The costs of student programs can vary widely and potential increases or decreases in personnel costs, special education transportation, tutors and assistants, and extended year programming is based on the changing needs of the children. Revenue resources specific to special education include federal IDEA grant entitlements, early childhood grants, state Circuit Breaker funds, and federal Medicaid reimbursements.

The special education team works together to refine the staffing models in order to provide necessary services in the most cost-effective manner. An emphasis is placed on documenting student progress with efficient allocation of personnel.

### **Special Education Out of District Tuitions**

A significant portion of our out-of-district tuition costs and all of our special education transportation services comes from our partnership with Concord Area Special Education (CASE) Collaborative. The Preliminary Budget uses known and projected out-of-district placements at a projected tuition rate. The

FY23 projected fees for other service providers were calculated by adding 3% to their FY22 tuition rates. The actual FY23 tuition rates will not be finalized until the early winter.

### FY 23 Summary of Special Education Tuition

|                                                           | Lincoln  |                   | Hanscom*  |                     | Total     |                     |
|-----------------------------------------------------------|----------|-------------------|-----------|---------------------|-----------|---------------------|
| Private Day                                               |          |                   | 3         | \$ 220,479          | 3         | \$ 220,479          |
| Collaborative                                             | 5        | \$ 533,618        | 27        | \$ 1,957,541        | 32        | \$ 2,491,159        |
| <b>Total</b>                                              | <b>5</b> | <b>\$ 533,618</b> | <b>30</b> | <b>\$ 2,178,021</b> | <b>35</b> | <b>\$ 2,711,639</b> |
| Circuit Breaker Offset                                    |          | \$ (226,797)      |           | \$ (529,194)        |           | \$ (755,991)        |
| <b>Total Out of District Tuition less Circuit Breaker</b> |          | <b>\$ 306,821</b> |           | <b>\$ 1,648,827</b> |           | <b>\$ 1,955,648</b> |

On the Hanscom Campus, special education expenses associated with out-of-district (OOD) placements are anticipated to cost \$2,313,230 for up to 27 students. While these expenses are considered a driver for the FY23 budget, the Administration feels that the DoDEA contract and the Circuit Breaker funding applied provides the opportunity to insure sufficient funding for the anticipated number of OOD placements.

### Transportation

Regular transportation service is provided to students on the Lincoln Campus according to School Committee policy. The contract for these services was recompeted during FY18, so the cost of transportation services for FY23 is known. The pandemic impacts the service we will be considering for FY23 by continuing monitors on the buses to ensure that assigned seating is followed and protocols are followed.

Transportation services for special education students on both campuses are provided by a long-standing agreement with the Concord Area Special Education (CASE) Collaborative. The preliminary FY23 CASE transportation assessments are included in the budget, funded at the anticipated FY22 amounts with a small increase. The CASE transportation is a driver in the Hanscom budget, and contributes to the special education costs in the Lincoln budget.

| Student Transportation                                                                 | Students | Grants           | Lincoln          | Hanscom          | Total              |
|----------------------------------------------------------------------------------------|----------|------------------|------------------|------------------|--------------------|
| In-District Transportation (7 Buses)                                                   | 326      |                  | \$503,060        |                  | \$503,060          |
| Boston resident Bus (2 Buses)                                                          | 80       | \$261,238        |                  |                  | \$261,238          |
| Minuteman HS Bus (1 Bus)                                                               | 3        | \$78,300         |                  |                  | \$78,300           |
| Out-of-District Transportation (Includes Special Education, Homeless, Foster Students) | 36       |                  | \$130,000        | \$473,113        | \$603,113          |
| <b>Total Transportation</b>                                                            |          | <b>\$339,538</b> | <b>\$657,851</b> | <b>\$481,828</b> | <b>\$1,479,217</b> |

CASE out of district transportation assessments are based on the prior year (FY21) students transported

and a calculated weighted average (usually higher) for additional students added during the year. If the number of students increases over the weighted average the cost for that increase does not appear until two years after the budget year in progress. There are currently no provisions to receive an amended assessment in the year the costs are incurred and also to adjust the immediately following assessment for the next budget year. Thus, the budget two years from the current budget will experience a large increase in assessment as it is catching up on the net increase of students over a two year period.

In addition, DESE has raised an issue with CASE that credits are being applied in the following budget year from the year they are known. DESE would like to see credits applied in the year the audit certifies them as credits.

### **Professional development & curriculum improvement**

Professional development and curriculum improvement remain high strategic priorities for the Administration and School Committee. Several important activities began in earlier years, under the direction of the Superintendent, the Assistant Superintendent, and the METCO Director, and will continue forward into the budget year. Funds and time for professional learning and curriculum development, including opportunities throughout the school year facilitated internally and/or by attending events external to the district, as well as summer work projects developed and led by faculty and administrators, have been and will continue to be prioritized for AIDE and Deeper Learning.

### **Sustaining new curriculum programs**

Curriculum improvement initiatives from prior budget years are continuing to include Everyday Math student workbooks in grades K-5, the replacement supplies for Elementary Science program kits, funds for the substitutes required to support peer observation opportunities, and certain technology licenses. These initiatives require replacement of materials (workbooks, experiment refills, etc) on an annual basis. Because of the direct educational nature of these expenditures, they are managed through the school budgets directly.

### **Site-based management (SBM) funds**

The preliminary budget has level funded all Site-based Management funds in the existing accounts as part of this initial request. There are no additional funds reserved at this time for later reallocation. Once the budget amount is finalized the SBM will be consolidated and divided as outlined below.

Site-based management funds are allocated on a per-pupil basis by grade level and by campus. As one would expect, the per-pupil allocation differs not only between the primary and middle school grades, but also between campuses as the expense categories included in the budget under the Hanscom DOD contract differ from those included in the Lincoln budget.

These per-pupil amounts are multiplied by the anticipated pupil population in the budget year and inserted as a lump sum into the budget. In the spring, after the budget has been confirmed, the principals confer with their teachers as part of their planning for the following school year. In the preliminary budget all SBM fund accounts have been level funded with a few exceptions where licensees for curriculum software or textbooks warranted an increase due to shifts in student enrollment among grades. In the spring, principals allocate site-based funds to support the planned program for the next year. The allocation process provides principals with the flexibility necessary to meet their individual building and program needs.

## Utilities

Lincoln Campus: The cost of utilities has remained relatively constant over the past several years, through a combination of long-term contracts for commodity gas and electricity, and mild weather in both winter and summer which led to short heating and cooling seasons. This fall, the district is reviewing its energy contracts as in FY23 the Lincoln School Revitalization Project will be complete and all Lincoln grades PreK-8 will occupy the all-electric renovated space, before the anticipated solar project comes on-line. Thus, negotiations have been taking place to lock in costs for this period of transition from power lines to photovoltaic.

In June 2018, the district entered into a 3.5 year contract for commodity electricity for supply through the end of November, 2022 at a rate which was 6.42% below the prior contract rates. This rate was extended for the Hartwell complex through the end of October 2023, but the extension was unavailable for the new Lincoln School account, which will revert to the Eversource default rate unless action is taken before that date. Accordingly, the Administration will seek a good opportunity to lock in a commodity price in the coming months.

The current commodity electricity rates are 100% green, through the purchase of Green-e Energy certified renewable energy certificates, sourced from wind renewable resources located within the United States ("RECs").

The long-term contract for commodity natural gas used in heating was also renewed in November 2018 for the period ending October 2023, at prices which are slightly lower than the prior contract. As with Eversource electricity delivery, the Keyspan/National Grid charges for delivery are subject to change, increased during FY12- FY17, and are likely to increase during FY23.

The gas heating and electricity consumption costs for the Hartwell complex can be accurately estimated, from the fifteen years of utility data in our files. While a portion of the electricity utility commodity rates are fixed, and the utility distribution rates known less precisely, the actual consumption patterns for FY23 are more uncertain. We have two years' worth of electricity consumption data for the all-electric temporary facility, from its use at Hanscom, and data from the past year of occupied use on the Ballfield Road campus. The mods are all electric, and approximately 36% of the size of Brooks and Reed Gym together, but less energy efficient than the new construction. In addition, we have an estimate of the expected monthly consumption and demand provided by the SMMA Sustainable Design team from their energy model. We do not have a clear picture of the costs for each of these portions of the bill, but can make some estimates based on the figures provided by SMMA and our experience with the modular facility.

**FY23 Utilities – Lincoln Budget**

| Utility     | FY20 Actual | FY21 Budget | FY22 Estimate | FY23 Estimate |
|-------------|-------------|-------------|---------------|---------------|
| Natural gas | \$122,000   | \$81,500    | \$26,000      | \$27,300      |
| Electricity | \$218,046   | \$285,013   | \$430,000     | \$451,500     |
|             | \$340,046   | \$366,513   | \$456,000     | \$478,800     |

Further complicating the task of estimating the FY23 utilities consumption is the anticipated but

unknown increase caused by the HVAC adjustments made in support of the COVID protocols. To increase the frequency of room air exchanges, the systems on both campuses are run wide open to bring in the maximum fresh air possible. This should increase the consumption of electricity, but we do not know by what factor.

In summary, the projected budgets for both electricity and heating are adjusted for the anticipated decrease in the consumption of natural gas and the increase in electricity caused by the completion of the Lincoln School project. Weather, the accuracy of all-electric school operations and the continuation of COVID protocols are the primary variables which will determine the exact utility expenses during FY23. The estimates used to develop the utility portion of the budget are a little conservative, but not increased to hedge against all possibilities. As no effort was made to build in a conservative reserve to cover all contingencies of utility provider cost increase, inaccurate projections and/or extreme adverse weather, additional resources may be required.

Hanscom Campus: The Hanscom Schools are integrated into the Hanscom AFB utility systems. As a tenant on the Base, we are captive customers, using their utilities on a reimbursable basis. This arrangement has proven to be advantageous over the past years for several reasons. The Hanscom Civil Engineering organization responsible for running the Base has aggressively pursued favorable commodity purchases of natural gas and electricity to hold their costs down. As a large volume consumer, the Base has access to better deals and rates than a small user like the district can find, and so we benefit from their size. Secondly, the reimbursement method laid out in the governing Air Force regulations appears to provide us with acceptable utility rates which are set once a year.

As a result, the utility expenses have remained relatively constant over the past several budget cycles. The only unknown besides weather are the costs of operating the new buildings under the HVAC system adjustments required to support the COVID protocols. We will monitor the utility expenses closely during the current school year and into FY23.

### **Health costs & benefits**

Hanscom Campus While the Town administration carries the costs of employee benefits for teachers and staff who work at the Lincoln School in their budget, the Hanscom contract pays for the employee benefits for those funded through the contract. This includes active and retiree health insurance, Middlesex retirement assessments for active employees, as well as Medicare, unemployment and workers compensation insurance. Middlesex retirement and Medicare are tied directly to wage and salary levels, while the recent increase in unemployment insurance expenses is a sign of the current economy.

For FY23, the Town projects a 6% increase in health insurance over FY22 projected costs, based on their reading of the effects of recent legislation on the health insurance marketplace. This translates to an anticipated expense of \$1.7 million for both active and retired categories in the FY23 budget.

In addition to the inflation in the cost of the health benefits, any increase in staff at Hanscom also creates the possibility of an increase in the cost of benefits. Not only does the cost of health insurance potentially increase, the employer share of Medicare and Middlesex retirement contributions also increases. Taken all together, the estimated costs of Hanscom personnel benefits in FY23 are projected to increase by only 6.76% over the FY21 actuals. Even so, these benefits are considered a driver in the FY23 budget.

The district remains sensitive to the fact that these expenses for the Lincoln School staff and faculty are

carried in the Town's Budget and understands that similar rates of increase put a strain on the overall finances of the Town.

## Improvement Initiatives

The development of the Preliminary budget includes, as part of the process, the consideration of Improvement Initiatives. Improvement Initiatives are changes to staffing and/or programming in order to provide needed services or create efficiencies and improved operations. They are considered Improvement Initiatives if they do not qualify for immediate inclusion in the base budget on the basis of meeting essential needs such as adjustments based upon student needs, enrollment changes, or health and safety needs. The administrative team provided several Improvement Initiative proposals for consideration.

### FY23 Improvement Initiative Proposals

| Title of Position or Title of Item Requested                                     | \$ Request      | FTE  | Personnel (P) Expense (E) | Lincoln          | Hanscom          | Grants          |
|----------------------------------------------------------------------------------|-----------------|------|---------------------------|------------------|------------------|-----------------|
| <b>Adjustments Due to Student and Enrollment Needs</b>                           |                 |      |                           |                  |                  |                 |
| Psychologist                                                                     | \$11,262        | 0.20 | P                         | \$11,262         |                  |                 |
| Special Education Tutor - STARR Program                                          | \$2,844         | n/c  | P                         |                  |                  | \$2,844         |
|                                                                                  |                 |      |                           |                  |                  |                 |
| Lincoln FTE Increase Literacy Tutor (Title I)                                    | \$11,345        | 0.31 | P                         |                  |                  | \$11,345        |
| Hanscom FTE Literacy Tutor<br>(remove from Title I funding)                      |                 |      |                           |                  | \$24,038         |                 |
| K-4 Academic Tutor (Title I portion)                                             | \$31,492        |      | P                         |                  |                  | \$12,693        |
| K-4 Academic Tutor (METCO portion)                                               |                 |      | P                         |                  |                  | \$18,799        |
|                                                                                  |                 |      |                           |                  |                  |                 |
| <b>Improvement Initiatives</b>                                                   |                 |      |                           |                  |                  |                 |
| Culturally Responsive Wellness Program                                           | \$7,380         |      | E                         |                  |                  | \$7,380         |
| Building Systems and Energy Manager                                              | \$70,000        | 1.00 | P                         | \$35,000         | \$35,000         |                 |
| Curriculum Leadership Reorganization                                             | \$6,200         |      |                           | \$3,100          | \$3,100          |                 |
| METCO Program Coordinator -Extended<br>Year Time - 70 Hours                      | \$3,020         |      | P                         |                  |                  | \$3,020         |
| Annual Faculty Residency (Year 1: AIDE &<br>Deeper Learning Coach)               | \$71,999        | 1.00 | P                         | \$36,000         | \$36,000         | ARPA Request    |
| Revised Reading and Writing Units of Study                                       | \$61,710        |      | E                         | \$30,855         | \$30,855         |                 |
| <i>District AIDE/SEL Training (ESP, Custodian,<br/>Food Service, Secy, Subs)</i> | <i>\$70,000</i> |      | <i>P</i>                  | <i>\$35,000</i>  | <i>\$35,000</i>  |                 |
| Communications and Community<br>Engagement Specialist                            | \$70,000        |      | P                         |                  |                  | ARPA Swap       |
|                                                                                  | <b>Total</b>    | 2.51 |                           | <b>\$151,217</b> | <b>\$163,993</b> | <b>\$56,081</b> |

## Adjustments Due to Student and Enrollment Needs

**Psychologist 0.20 FTE:** The preschool psychologist would be responsible for completing evaluations as part of the special education referral process, providing direct service to students as indicated on their Individualized Education Programs and providing support to those in need of social emotional interventions, establishing communication and to facilitate relationships with outside providers and families, as well as to support the educational team through consultation.

Within the past three to five years, preschool students are presenting with increased needs educationally, social/emotionally and behaviorally. In addition, we have noted an increase in students who have experienced trauma. Student needs may be across all domains but are presenting primarily in the classroom as behaviors and difficulty establishing relationships with both peers and teachers. There are more students who are being seen by outside providers and it is critical that we are interfacing with these professionals to provide continuity for the students. At this time, the Principal of Early Childhood Education is the liaison between all outside agencies and the preschool. This has proven to be challenging at times as the Principal also serves as the team chair for special education meetings and as the leader of the preschool program. It can be uncomfortable for families to be open regarding sensitive situations due to the multiple roles that are held by the Coordinator. The additional 0.2 FTE dedicated to a preschool psychologist results in preserving elementary psychologists' full time to remain focused on their K-4 students.

This initiative relates to Strategic Planning areas C1 and D1.

**Special Education Tutor - STARR Program:** This proposal increases the Special Education Tutor assigned to STARR additional hours from an average 6 hours daily to a full 6.75 hours daily (7:45am-3:00pm, 30 minute unpaid lunch).

Due to the intensive nature of student needs in the STARR Program, the hours will allow the Tutor to effectively support and execute the following components of currently assigned responsibilities:

- Preparation of instructional materials according to teacher guidelines.
- Monitoring of student progress, recording performance data and communicating such to special education liaison and related service providers.

The expansion of hours will directly impact students' success (academically, socially, emotionally) and will increase the Tutor's ability to accurately and clearly collaborate with their supervising special education teachers, related service providers, and administrators in their assigned role supporting the STARR Program.

This initiative relates to Strategic Planning areas C2 and D1.

### **Lincoln School Literacy Tutor and K-4 Academic Tutor:**

The FY 23 Title I grant will be allocated to the Lincoln School. The Proposal is to increase the hours of an existing **Lincoln School Literacy Tutor** and partially support a new K-4 Academic Tutor/Coach position using the METCO grant. The HPS Literacy Tutor will be funded by the Hanscom operating budget. Both positions on the Lincoln campus will

have requirements to meet Title I regulations.

The **K-4 Academic Tutor** position will be a new position reporting to the METCO Director & AIDE Coordinator, in coordination with the K-4 Principal. This position actively supports the academic, cultural, and social/emotional needs of students of color, regardless of residency. The Academic Tutor establishes connections with newly registered Boston-resident families to ensure that they feel connected and supported; consults regularly with the Director, principal, and teachers to assess the academic and social progress of students of color and communicates regularly with the Program Coordinator to ensure that programs are developed to support students' social and emotional needs, academic development, and program outcomes. The K-4 Tutor would coordinate and facilitate tutoring sessions, along with teachers and content specialists, and any other special academic or counseling assistance, as needed.

These initiatives relate to Strategic Planning areas A1, C1, and C2.

## Improvement Initiatives

### **Culturally Responsive Wellness Program**

**~ \$7,380**

Educators and students must work together in order to develop the essential social and emotional skills that will enable us to truly build a school culture that values the identities of all students and staff. Implementing an engaging and culturally responsive wellness program that supports educators, while offering students of color holistic wellness routines that help them navigate the conditions of everyday life, can establish a deeper sense of belonging and help students of color feel less stressed, feel more connected, and feel more engaged in their learning. We know that when students' basic needs are not being met or their minds are full with the complexities of life, they are not able to retain learning regardless of how relevant the material. When we add the layer of being a student of color, stress can multiply itself and a student without the necessary skills to navigate this stress can implode; this may show up as frequent visits to the nurse's office, ongoing social issues at recess, or the appearance of not being engaged. These strategies will allow students to access their learning and feel a stronger sense of wellness.

This initiative relates to Strategic Planning areas B2, D1, and D2.

### **Building Systems and Energy Manager**

**~ \$70,000**

The Facilities Department includes an initiative to add a shared Town/School Building Systems and Energy Manager. Over the last two decades the complexity of networked energy efficient (Net Zero) building systems has increased dramatically as building systems have become more sophisticated. This trend is ever present for the Lincoln Public Schools with our multiple school construction projects over the past 7 years. This proposal seeks to add a Building Systems Manager who would be a cross-department employee of the technology and facilities department, and would have responsibility for operating, managing, maintaining, and securing Building Management Systems (BMS), HVAC-related systems, various Energy management systems, lighting control systems, access control, security, and intrusion systems, PA and clock systems, Radio systems, Digital signage and other software based building operation systems. The Building Systems Manager would also manage relationships with building systems vendors, and

respond to after-hours issues with these systems.

This initiative relates to Strategic Planning areas by ensuring our schools function in ways that enables learning to take place.

**Curriculum Leadership Reorganization:**

**~ \$6,200**

Inconsistencies in our structure and number of positions for Content Specialists (CS) and Teacher on Assignments (ToA) have led to inequities in pay and workload. Ultimately, a clear distinction between the K-5 CS work and 6-8 ToA roles are needed and will lead to stronger performance for all individuals and departments. This would cost us the addition of two ToA stipends yearly (\$3,100x2=\$6,200), one for the 6-8 Math Department and another for the 6-8 ELA Department.

Other ToAs include:

- 6-8 World Language
- 6-8 Science
- 6-8 Social Studies
- Art
- Music
- ITS/Library
- Wellness
- English Learners Department

This initiative relates to Strategic Planning areas A1, A2, and B1.

**METCO Program Coordinator - Extended Year Time - 70 Hours:**

**~ \$3,020**

Currently, the Program Coordinator follows the faculty contract as it relates to the number of days worked. However, the role calls for the Program Coordinator to be available during a portion of the summer months for summer camp/academic programming, strategic planning, and coordinating new families. Additionally, some after school/enrichment events occur outside of the normal school hours. There are times where a flex schedule can be implemented, while there are other times that the position would benefit from being supported by additional paid days/hours.

This initiative relates to Strategic Planning areas A1, D1, and D2.

**Annual Faculty Residency (Year 1: AIDE & Deeper Learning Coach)**  
(potential ARPA funding)

**~ \$71,999**

Annual Faculty Residency: a 1-year residency in which a single faculty member pauses their work in their usual position to take on a full year's worth of critical work for the district, partnering with whichever administrators are leading that particular set of projects.

As a very small district, there are many positions we cannot create a full-time position for - but having a flexible year-long residency could allow us to identify an annual focus area and to then utilize a teacher best suited to support this work. It could help the district incredibly as well as be an eye-opening growth opportunity for our faculty, who often crave a challenge and a new experience since we do not have as many "ladder" opportunities because of our size. A variety of strategic projects could include creating a

scope and sequence for SS K-5 and working with teachers to design complete and powerful, aligned units; strengthening SEL throughout P-8; or a communications and PR leader.

Our intention for the first year of a faculty residency is for them to directly coach teachers to achieve more AIDE-centered, Deeper Learning in their classrooms. The resident will help teachers plan, observe and give feedback, model Deeper Learning and culturally responsive pedagogies, and support ongoing professional development and resource-creation. The coach would work closely with principals, the Assistant Superintendent, and METCO Director to provide resources and support the teachers on their coaching caseload, with clear and measurable benchmarks for growth.

Ultimately, this strategy allows us the opportunity to be a learning organization, in which we capitalize on smart faculty who might need a growth opportunity or else we risk losing them. It helps us add an additional leader, without paying the full cost of an administrator and without pigeon-holing ourselves into having a specific kind of administrator forever, giving us annual flexibility. Note: the cost of this position might vary because the ultimate cost is the LTS salary for the position they vacate for a year.

This initiative relates to Strategic Planning areas A1, A2, C1, C2, and D2.

**Revised Reading and Writing Units of Study: ~\$61,710**

The district's current reading and writing curriculums are being revised to reflect ongoing learning in the literacy field, and to be more inclusive. Specific emphasis will be placed on incorporating the science of reading into the primary grade reading workshop, and including more identity work into writer's workshop, and including more diverse voices in mentor text choices. Both of these revision drivers are directly inline with the districts' goals of using curriculum that is engaging, and provides high cognitive demand. A revised curriculum coupled with ongoing PD will deepen instructional strategies and practices, which will in turn lead to increased engagement and high-quality learning for all learners.

This initiative supports the following district objectives: B1, B2, and C1.

**District AIDE/SEL Training (ESP, Custodian, Food Service, Admin. Support, Subs): ~ \$70,000**

Part of our 5-year AIDE plan includes common training and learning for all staff. This includes attending the REI Phase 1 Workshop as well as other internally created and facilitated trainings across a range of topics (e.g., microaggressions, discrimination and harrassment, and discourse with students). Some of these trainings require non-faculty staff to work beyond their typical hours. We see these trainings as essential to our district's work in becoming antiracist, inclusive, diverse, and equitable. These funds will be used to pay for training costs as well as additional hours of pay for staff, when necessary.

This initiative relates to Strategic Planning areas: A1 and D2.

**Communications and Community Engagement Specialist: ~ \$70,000**  
(swapped in if ARPA funding for Faculty Residency position approved)

This new role will help the district improve our engagement with families, in particular,

and the community in general. A key aspect of the district AIDE "Sense of Belonging" focus is engagement with families. This position will directly contribute to this area by working to engage families through improved communication, translation services, strategies targeting those underserved by traditional school communication, and the development of two-way communication channels such as a family helpline. This work will happen at all levels, and will include tools, training, and support for our teachers and administrators. Additionally, this role will help us improve our general communications strategies and practices, particularly in the areas of effective use of social media and sharing the stories of learning in our schools, alongside responsibility for our district web presence. Integrating responsibility for the website within this position, will ensure that the website is used strategically and effectively in service of a broader communication strategy.

This initiative relates to Strategic Planning areas: A1 and D2.



## Summary

### Lincoln Appropriation

This preliminary budget proposal request for the Lincoln appropriation totals \$12,670,221, meeting the initial Finance Committee budget guidance for a 2.5% increase plus \$14,300 Medicaid Reimbursement.

| 16-Dec-21                                        |                     |                     |                     |                     |                      |
|--------------------------------------------------|---------------------|---------------------|---------------------|---------------------|----------------------|
| Expense Category                                 | _FY19<br>ACTUAL     | _FY20<br>Actual     | _FY21<br>Actual     | _FY22<br>Revised    | _FY23<br>Preliminary |
| Administrator Salaries                           | \$ 881,059          | \$ 926,646          | \$ 901,774          | \$ 940,220          | \$ 934,373           |
| • Professional Regular salaries                  | \$ 6,108,851        | \$ 6,220,582        | \$ 6,561,817        | \$ 6,555,417        | \$ 6,946,426         |
| • Stipends (leadership & mentoring)              | \$ 297,155          | \$ 257,441          | \$ 223,995          | \$ 253,952          | \$ 212,708           |
| • Substitutes (daily & long-term)                | \$ 158,160          | \$ 86,160           | \$ 83,136           | \$ 175,000          | \$ 180,000           |
| • Misc. Salaries (see note 1)                    | \$ 89,468           | \$ 108,349          | \$ 70,019           | \$ 108,518          | \$ 112,229           |
| • Special Education Tutors                       | \$ 83,245           | \$ 70,651           | \$ 114,536          | \$ 131,713          | \$ 170,059           |
| • Instructional Assistants                       | \$ 224,929          | \$ 221,205          | \$ 197,720          | \$ 322,144          | \$ 236,880           |
| • Other paraprofessionals                        | \$ 77,402           | \$ 78,842           | \$ 71,472           | \$ 137,429          | \$ 118,526           |
| • Secretaries                                    | \$ 413,701          | \$ 431,307          | \$ 413,544          | \$ 420,527          | \$ 423,372           |
| • Facilities, Maintenance & Custodial Staff      | \$ 563,640          | \$ 516,178          | \$ 540,702          | \$ 572,947          | \$ 639,736           |
| • Overtime                                       | \$ 11,678           | \$ 17,177           | \$ 21,695           | \$ 26,200           | \$ 26,200            |
| Professional & Staff Development                 | \$ 39,672           | \$ 30,527           | \$ 19,823           | \$ 51,476           | \$ 52,601            |
| In-District Transportation                       | \$ 449,111          | \$ 461,674          | \$ 449,940          | \$ 494,160          | \$ 503,060           |
| Out of District Special Education Transportation | \$ 127,120          | \$ 102,035          | \$ 95,469           | \$ 117,751          | \$ 123,639           |
| Special Education Tuition (OOD & collaboratives) | \$ 499,091          | \$ 434,382          | \$ 289,643          | \$ 519,196          | \$ 306,821           |
| • Textbooks                                      | \$ 24,170           | \$ 57,641           | \$ 8,555            | \$ 31,547           | \$ 56,547            |
| • Other Published Materials                      | \$ 95,058           | \$ 97,621           | \$ 85,413           | \$ 88,513           | \$ 94,476            |
| • Durable Goods and Equipment                    | \$ 64,296           | \$ 27,439           | \$ 18,082           | \$ 51,625           | \$ 51,625            |
| • Consumable Supplies                            | \$ 108,389          | \$ 76,598           | \$ 38,514           | \$ 92,875           | \$ 95,809            |
| • Contracted Services                            | \$ 238,950          | \$ 228,045          | \$ 225,138          | \$ 286,893          | \$ 267,123           |
| • Utilities -- heat                              | \$ 161,883          | \$ 122,000          | \$ 81,500           | \$ 26,000           | \$ 27,300            |
| • Utilities -- electricity                       | \$ 205,425          | \$ 218,046          | \$ 285,013          | \$ 430,000          | \$ 451,500           |
| • Utilities -- water, sewer, telephones          | \$ 63,345           | \$ 64,822           | \$ 51,594           | \$ 65,663           | \$ 68,946            |
| • Maintenance Services & Supplies                | \$ 140,281          | \$ 91,924           | \$ 157,651          | \$ 117,830          | \$ 117,830           |
| • Custodial Services & Supplies                  | \$ 31,954           | \$ 65,699           | \$ 31,800           | \$ 56,300           | \$ 46,300            |
| Other expenses (see note 2)                      | \$ 32,955           | \$ 97,428           | \$ 27,814           | \$ 32,879           | \$ 32,879            |
| • Building and Capital Projects                  | \$ 5,220            | \$ 328,385          | \$ 572,127          | \$ 134,000          | \$ 250,077           |
| IT Replacement Cycle                             | \$ 114,925          | \$ 167,964          | \$ 177,400          | \$ 120,764          | \$ 123,179           |
| <b>Grand Total</b>                               | <b>\$11,311,133</b> | <b>\$11,606,768</b> | <b>\$11,815,885</b> | <b>\$12,361,539</b> | <b>\$12,670,221</b>  |

~~~~~ • ~~~~~

Hanscom Allocation

The preliminary budget proposal for the Hanscom allocation is \$17,138,568. The primary drivers to this budget increase are:

- Significant increase in the effective cost of special education out-of-district placements and accompanying transportation.
- Employee and retiree benefits
- Estimated utility and maintenance costs for operating the new Hanscom school buildings under COVID conditions.

This Preliminary Budget request does not project a need for additional resources for operations from the Hanscom Reserve Fund, and provides for the \$200,000 to be contributed to the Town's Group Insurance Liability Fund to help meet the Hanscom benefits liabilities under GASB 45. The administration will review the end-of-year budget status in June 2022 with the School Committee to determine if the GASB 45 contribution is feasible.

FY23 Budget • Hanscom

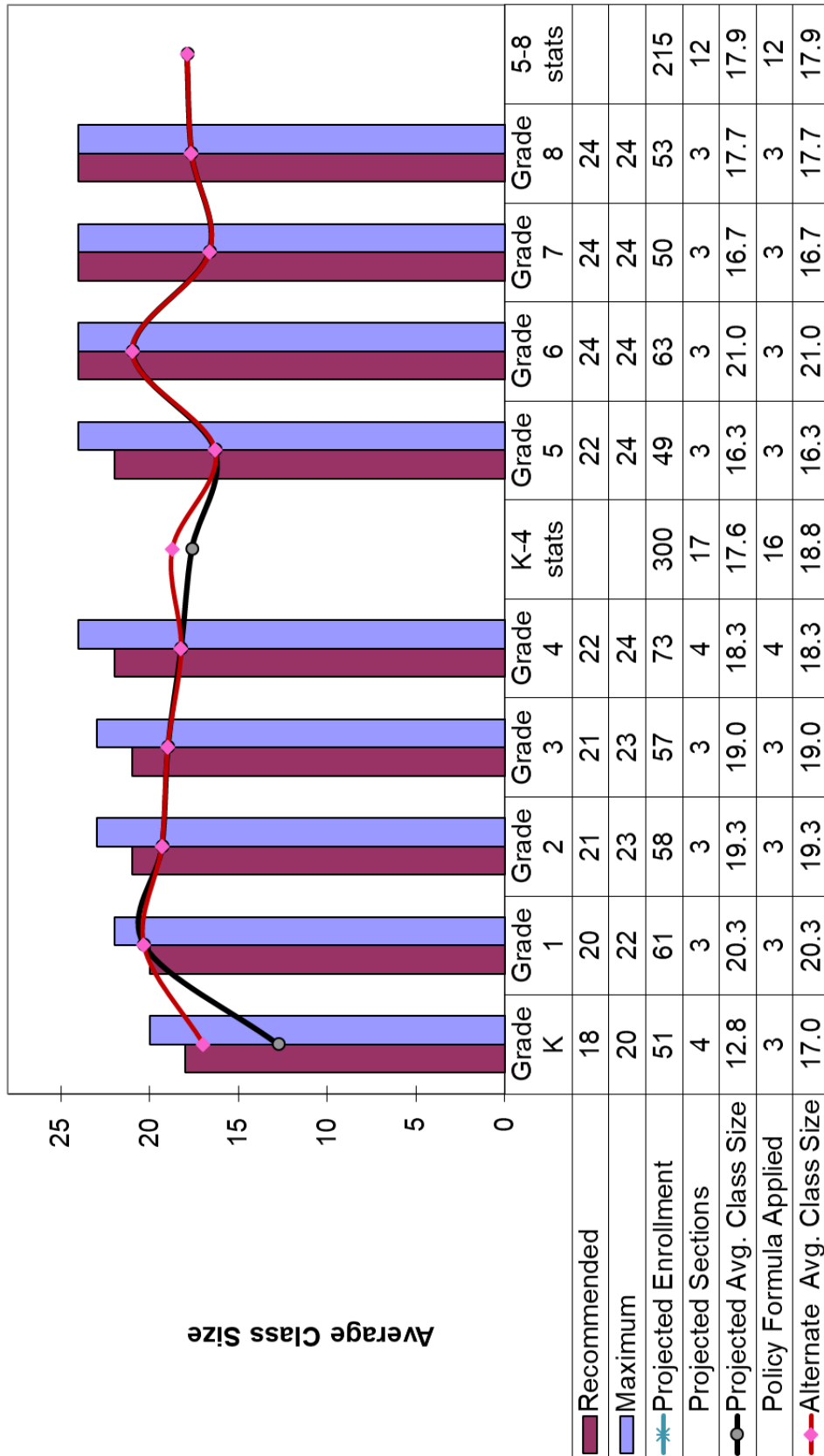
| 13-Jan-22 | | Data | | | |
|--------------------------------------------------|---------------------|---------------------|---------------------|---------------------|-----------------------|
| Expense Category | _FY19
Actual | _FY20
Actual | _FY21
Actual | _FY22
Revised | -.FY23
Preliminary |
| Administrator Salaries | \$ 924,197 | \$ 940,611 | \$ 971,780 | \$ 1,013,184 | \$ 1,023,192 |
| • Professional Regular salaries | \$ 6,195,339 | \$ 6,373,963 | \$ 6,672,602 | \$ 6,924,516 | \$ 7,382,689 |
| • Stipends (leadership & mentoring) | \$ 244,735 | \$ 232,126 | \$ 239,708 | \$ 253,624 | \$ 252,260 |
| • Substitutes (daily & long-term) | \$ 82,243 | \$ 82,764 | \$ 108,085 | \$ 175,000 | \$ 185,000 |
| • Misc. Salaries (see note 1) | \$ 77,158 | \$ 417,797 | \$ 78,040 | \$ 143,771 | \$ 355,979 |
| • Special Education Tutors | \$ 447,078 | \$ 468,229 | \$ 367,692 | \$ 450,893 | \$ 562,924 |
| • Instructional Assistants | \$ 344,095 | \$ 331,117 | \$ 264,380 | \$ 344,826 | \$ 342,301 |
| • Other paraprofessionals | \$ 85,819 | \$ 90,142 | \$ 94,901 | \$ 113,443 | \$ 93,135 |
| • Secretaries | \$ 399,187 | \$ 390,385 | \$ 406,766 | \$ 415,481 | \$ 427,278 |
| • Facilities, Maintenance & Custodial Staff | \$ 523,066 | \$ 577,589 | \$ 616,033 | \$ 638,640 | \$ 718,858 |
| • Overtime | \$ 19,828 | \$ 14,117 | \$ 17,811 | \$ 17,800 | \$ 17,800 |
| Professional & Staff Development | \$ 32,604 | \$ 31,473 | \$ 34,265 | \$ 58,216 | \$ 68,991 |
| Benefits | \$ 1,609,843 | \$ 1,624,465 | \$ 1,651,991 | \$ 1,608,000 | \$ 1,763,705 |
| In-District Transportation | \$ 8,762 | \$ 7,183 | \$ 8,300 | \$ 8,300 | \$ 8,715 |
| Out of District Special Education Transportation | \$ 342,869 | \$ 881,023 | \$ 5,220 | \$ 450,584 | \$ 473,113 |
| Special Education Tuition (OOD & collaboratives) | \$ 1,766,495 | \$ 1,757,891 | \$ 2,134,475 | \$ 2,561,200 | \$ 1,648,827 |
| • Textbooks | \$ 21,901 | \$ 58,360 | \$ 11,866 | \$ 24,035 | \$ 34,935 |
| • Other Published Materials | \$ 105,063 | \$ 101,438 | \$ 82,530 | \$ 98,462 | \$ 108,239 |
| • Durable Goods and Equipment | \$ 105,493 | \$ 49,550 | \$ 50,051 | \$ 66,800 | \$ 266,800 |
| • Consumable Supplies | \$ 114,525 | \$ 91,354 | \$ 80,049 | \$ 109,480 | \$ 116,474 |
| • Contracted Services | \$ 221,284 | \$ 207,137 | \$ 252,802 | \$ 417,651 | \$ 437,402 |
| • Utilities -- heat | \$ 26,021 | \$ 55,000 | \$ 50,799 | \$ 62,000 | \$ 65,100 |
| • Utilities -- electricity | \$ 184,617 | \$ 200,000 | \$ 154,654 | \$ 200,000 | \$ 210,000 |
| • Utilities -- water, sewer, telephones | \$ 48,229 | \$ 43,073 | \$ 40,312 | \$ 45,769 | \$ 54,057 |
| • Maintenance Services & Supplies | \$ 133,370 | \$ 127,102 | \$ 155,464 | \$ 177,850 | \$ 177,850 |
| • Custodial Services & Supplies | \$ 29,110 | \$ 56,619 | \$ 43,214 | \$ 56,300 | \$ 46,300 |
| Other expenses (see note 2) | \$ 20,427 | \$ 16,821 | \$ 40,702 | \$ 27,463 | \$ 27,463 |
| • Building and Capital Projects | \$ 1,581,182 | \$ 88,504 | \$ 58,313 | \$ 10,000 | \$ 146,853 |
| IT Replacement Cycle | \$ 79,658 | \$ 181,033 | \$ 113,727 | \$ 114,048 | \$ 122,329 |
| Grand Total | \$15,774,198 | \$15,496,866 | \$14,806,532 | \$16,587,336 | \$17,138,568 |

FY 2023 Projected Class Size to School Committee Policy Lincoln School

Updated 12/2/21

FY 2023 Projected Class Size to School Committee Policy
Lincoln School

School Committee Policy
Formula Applied

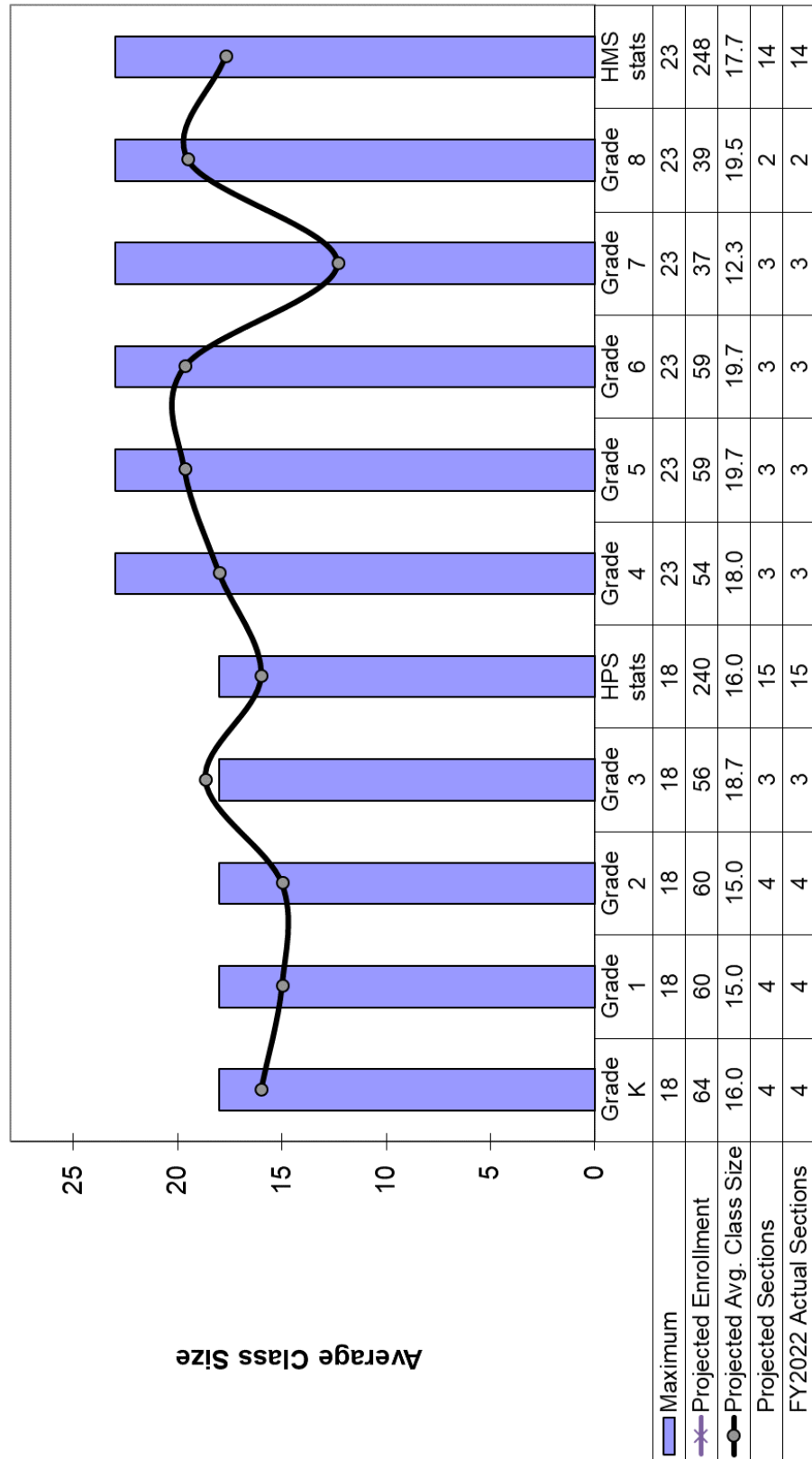


Updated 12/2/21

FY 2023 Projected Class Size to Contract Requirements Hanscom Schools

Updated 12/2/21

FY 2023 Projected Class Size to Contract Requirements
Hanscom Schools



Updated 12/2/21

Preliminary Budget Request Staffing Comparison FY22- FY23

| FY22 Revised Budget | District | Lincoln | Hanscom | Total | FY23 Preliminary | District | Lincoln | Hanscom | Total | Difference FY23 v. FY22 | Comments |
|------------------------------------|--------------|---------------|---------------|---------------|---------------------------------------------|--------------|---------------|---------------|---------------|-------------------------|----------------------------------------------------|
| Administration | | | | | Administration | | | | | | |
| Superintendent | 1.00 | - | - | 1.00 | Superintendent | 1.00 | - | - | 1.00 | - | |
| Assistant Superintendent | 1.00 | - | - | 1.00 | Assistant Superintendent | 1.00 | - | - | 1.00 | - | |
| Administrator for Business | 1.00 | - | - | 1.00 | Administrator for Business | 1.00 | - | - | 1.00 | - | |
| Administrator for Student Svcs | 1.00 | - | - | 1.00 | Administrator for Student Svcs | 1.00 | - | - | 1.00 | - | |
| Technology Director | 1.00 | - | - | 1.00 | Director of Educational Operations and Tech | 1.00 | - | - | 1.00 | - | |
| Principals | - | 2.00 | 2.00 | 4.00 | Principals | - | 2.00 | 2.00 | 4.00 | - | |
| Special Education Coordinator | - | 1.00 | 1.00 | 2.00 | Special Education Coordinator | - | 1.00 | 1.00 | 2.00 | - | |
| Preschool Director | - | 0.20 | 0.80 | 1.00 | Principal of Early Childhood Programs | - | 0.20 | 0.80 | 1.00 | - | |
| METCO Director | - | 1.00 | - | 1.00 | METCO Director & AIDE Coordinator | - | 1.00 | - | 1.00 | - | |
| Facilities Manager | 0.67 | - | - | 0.67 | Facilities Director | 0.67 | - | - | 0.67 | - | shared with Town |
| Total Administration | 5.67 | 4.20 | 3.80 | 13.67 | Total Administration | 5.67 | 4.20 | 3.80 | 13.67 | - | |
| Classroom Instruction | | | | | Classroom Instruction | | | | | | |
| Classroom Teachers | - | 30.80 | 32.50 | 63.30 | Classroom Teachers | - | 30.80 | 33.00 | 63.80 | 0.50 | Engineering FTE changed to Science |
| Preschool Teachers | - | 2.00 | 5.00 | 7.00 | Preschool Teachers | - | 2.00 | 5.00 | 7.00 | - | |
| Art | - | 2.00 | 2.00 | 4.00 | Art | - | 2.00 | 2.00 | 4.00 | - | |
| Physical Education/Health | - | 2.70 | 2.20 | 4.90 | Physical Education/Health | - | 2.36 | 2.54 | 4.90 | - | |
| World Language | - | 3.50 | 2.60 | 6.10 | World Language | - | 3.50 | 2.60 | 6.10 | - | |
| Music/Drama | - | 2.60 | 2.20 | 4.80 | Music/Drama | - | 2.60 | 2.20 | 4.80 | - | |
| Total Classroom Instruction | - | 43.60 | 46.50 | 90.10 | Total Classroom Instruction | - | 43.26 | 47.34 | 90.60 | 0.50 | |
| Instructional Support | | | | | Instructional Support | | | | | | |
| Special Education Teachers | - | 8.40 | 9.00 | 17.40 | Special Education Teachers | - | 8.00 | 9.00 | 17.00 | (0.40) | Student Need |
| TIS/BCBA Behavior Analyst | - | - | 1.00 | 1.00 | TIS/BCBA Behavior Analyst | - | - | 1.00 | 1.00 | - | |
| Speech/Language Therapists | - | 1.80 | 3.00 | 4.80 | Speech/Language Therapists | - | 1.80 | 3.00 | 4.80 | - | |
| OT/PT | - | 1.50 | 1.50 | 3.00 | OT/PT | - | 1.50 | 1.50 | 3.00 | - | |
| Literacy Specialists | - | 2.08 | 3.25 | 5.33 | Literacy Specialists | - | 2.08 | 3.25 | 5.33 | - | |
| Psychologists | - | 2.00 | 2.00 | 4.00 | Psychologists | - | 2.20 | 2.00 | 4.20 | 0.20 | Student Need |
| Counselors/Social Workers | - | 2.00 | 2.00 | 4.00 | Counselors/Social Workers | - | 2.00 | 2.00 | 4.00 | - | |
| Science Enrichment Teacher | - | 0.50 | 0.50 | 1.00 | Science Enrichment Teacher | - | 0.50 | 0.50 | 1.00 | - | |
| Engineering Teacher | - | - | 0.50 | 0.50 | Engineering Teacher | - | - | - | - | (0.50) | Categorization moved to Teachers enrollment-driven |
| Math Specialists | - | 2.10 | 2.00 | 4.10 | Math Specialists | - | 2.10 | 2.00 | 4.10 | - | |
| Academic Advisors/Transition Spec. | - | 1.00 | 1.00 | 2.00 | Academic Advisors/Transition Spec. | - | 1.00 | 1.00 | 2.00 | - | |
| Library Media Specialist | - | 1.00 | 1.00 | 2.00 | Library Media Specialist | - | 1.00 | 1.00 | 2.00 | - | |
| Curriculum/Content Specialists | - | 0.48 | 0.98 | 1.46 | Curriculum/Content Specialists | - | 0.98 | 1.48 | 2.46 | 1.00 | 1 |
| English Language Learners | - | 2.00 | 2.00 | 4.00 | English Language Learners | - | 2.00 | 2.00 | 4.00 | - | 0.55 |
| Technology Specialists | - | 2.00 | 2.00 | 4.00 | Technology Specialists | - | 2.00 | 2.00 | 4.00 | - | |
| School Nurse | - | 1.00 | 1.00 | 2.00 | School Nurse | - | 1.00 | 1.00 | 2.00 | - | enrollment-driven |
| Total Instructional Support | - | 27.86 | 32.73 | 60.59 | Total Instructional Support | - | 28.16 | 32.73 | 60.89 | 0.30 | |
| Support Staff | | | | | Support Staff | | | | | | |
| Instructional Assistants | - | 11.70 | 13.10 | 24.80 | Instructional Assistants | - | 11.00 | 11.00 | 22.00 | (2.80) | contract alignment |
| Special Education Tutors | - | 8.00 | 17.00 | 25.00 | Special Education Tutors | - | 8.44 | 17.00 | 25.44 | 0.44 | enrollment-driven |
| General Education Tutors | - | 0.70 | 1.00 | 1.70 | General Education Tutors | - | 1.88 | 1.54 | 3.42 | 1.72 | Bus Mon/X- Guards/improv. Initiative |
| Preschool Assistants | - | 3.20 | 4.00 | 7.20 | Preschool Assistants | - | 1.63 | 4.00 | 5.63 | (1.57) | contract alignment |
| Preschool Tutors | - | 2.50 | 1.50 | 4.00 | Preschool Tutors | - | 4.06 | 1.50 | 5.56 | 1.56 | contract alignment |
| Health Assistants | - | 1.00 | 1.00 | 2.00 | Health Assistants | - | 1.00 | 1.00 | 2.00 | - | |
| Library Assistants | - | 1.00 | 1.00 | 2.00 | Library Assistants | - | 1.00 | 1.00 | 2.00 | - | |
| IT Staff (MIS-Network-Help Desk) | 2.00 | 1.00 | 1.00 | 4.00 | IT Staff (MIS-Network-Help Desk) | 2.00 | 1.00 | 1.00 | 4.00 | - | |
| Secretaries/Administrative Support | 5.75 | 4.00 | 4.00 | 13.75 | Secretaries/Administrative Support | 5.75 | 4.00 | 4.00 | 13.75 | - | 1 shared with Town |
| Maintenance Staff | 1.50 | - | - | 1.50 | Maintenance Staff | 2.50 | - | - | 2.50 | 1.00 | Improv. Initiative |
| Custodians | 2.00 | 6.00 | 6.00 | 14.00 | Custodians | 3.00 | 6.00 | 6.00 | 15.00 | 1.00 | Return of LPS Vacant position |
| Food Service | 1.00 | 2.80 | 3.60 | 7.40 | Food Service | 1.00 | 2.80 | 3.60 | 7.40 | - | |
| Total Support Staff | 12.25 | 41.90 | 53.20 | 107.35 | Total Support Staff | 14.25 | 42.81 | 51.64 | 108.70 | 1.35 | |
| GRAND TOTAL | 17.92 | 117.56 | 136.23 | 271.71 | GRAND TOTAL | 19.92 | 118.43 | 135.51 | 273.86 | 2.15 | |

Program Descriptions

Introduction

In the sections of the budget book which follow, each of the administrators will provide some details about the program which forms the basis of the Preliminary Budget request, and introduce those improvement initiatives which they wish the School Committee to consider in the budget process. Details of the improvement initiatives immediately follow the administrator's introductory remarks.

The format being followed for each Program

1. Overall Description of the Program
 - a. Program Model (this is already outlined in many
 - b. Who are our students? (mini or short enrollment tables, languages spoken, etc)
 - c. Program Changes post COVID
2. Overview of the Education and Service Delivery Goals of LPS Strategic Maps
 - a. Highlights or big themes

Business Office

Mary Ellen Normen, *Administrator*

The financial operations of the Lincoln Public Schools consist of two budgets: one for the operation of the Lincoln School and a portion of the central administration and one for the operation of the schools located on Hanscom Air Force Base. The Lincoln School operation is funded primarily through appropriations approved by the Annual Town Meeting with revenue raised through property tax, state aid and special education circuit breaker reimbursement. Additionally, the department assists with the financial management and reporting for state and federal grants for special education services and general education services. The Hanscom Schools are operated by the Lincoln School Committee under contract with the Department of Defense. Funds from the contract support the Hanscom schools and a portion of the central administration. Additional grant funds and special education circuit breaker reimbursement also contribute to the operation of Hanscom programs.

The financial operations of the Lincoln Public Schools supports the mission and vision of the district by providing and supporting an infrastructure that is a safe and welcoming learning environment. To support the daily activity of teaching and learning in the schools, the department is involved with purchasing, capital planning, human resources, transportation, food services, and many other aspects of the needs to operate a school building and system today. The department must always be informed and in alignment with the district AIDE initiatives, strategic maps of each school, and district goals when executing all operations services and support.

Facilities Department

The Town Capital Planning process normally handles the initiatives directed at improvement of the District's facilities on the Lincoln Campus. The School Committee has proposed several projects on the Lincoln Campus for Capital Committee review. The Facilities Operating budget is adjusted to reflect the costs of the updated utilities budget and other maintenance and repair contracts.

Food Service Program

The Director of Food Services is awaiting lunch price guidance for FY 23. The USDA has generously supported universal free lunch in all public schools during the pandemic. The program is scheduled to end in June of 2022. There is interest nationally to continue universal free lunch. Once this is known, the Food Service Program will provide an updated financial projection.

Curriculum, Instruction, Assessment, and Professional Development

Jessica Rose, Ed.L.D., Assistant Superintendent

The primary function of the office of the Assistant Superintendent is to oversee teaching and learning throughout the district, including curriculum, instruction, assessment, and professional development. The district uses Massachusetts state standards to guide the purchase of instructional materials, to determine local assessments, and to steer funds towards professional development that will build educator expertise in teaching and result in positive outcomes for students. The base budget of the Office of Curriculum and Instruction provides the resources necessary to sustain the quality of curriculum, instruction, assessment and professional development desired by the Lincoln Public Schools community. It allocates funds for teachers to advance their learning through conferences and tuition reimbursement and supports collaborative summer work in curriculum development. It also provides stipends for mentor teachers and curriculum leaders, as well as funds for Institute Day, each of which enriches the experience of teachers both veteran and new to the district.

Our core work is to integrate AIDE and Deeper Learning into all courses for all students in ways that allow every child to access and succeed in meaningful and transformative learning. This translates into significant professional development around AIDE, SEL, and Deeper Learning, as well as building internal systems for more observations of teaching with feedback, and building up our suite of assessments and data practices that are used to accelerate and monitor student learning. A formal curriculum review process began the year that COVID struck and forced us to pause our work but this year we are reviving that workstream, with a particular focus on AIDE and Deeper Learning.

The improvement initiatives proposed in the FY23 budget seek to raise the quality of our program for students and to increase the expertise of our educators.

Student Services*Mary Emmons, Administrator*

The Lincoln Public Schools offers a variety of services and supports to meet the needs of children with disabilities. There is a strong commitment to quality education and inclusive learning opportunities for all students. Special education and general education faculty and staff work in collaborative partnerships to effectively meet each child's needs in the least restrictive environment. Through the development and implementation of Individualized Educational Programs (IEPs) and 504 Accommodation Plans, the Lincoln Public Schools provides a full range of supports, accommodations, and services to eligible students.

The Lincoln Public School District acts in accordance with state (603 CMR Section 28.00 Special Education) and federal laws (Individuals with Disabilities Education Act of 2004, known as IDEA, Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973), regulations and policies. Under these laws, all eligible children with disabilities are provided with a free appropriate public education (FAPE) in the least restrictive placement (LRE) through the process of pre-referral, identification, evaluation and eligibility determination. This process may lead to the development of an Individualized Education Program (IEP) or a 504 Accommodation Plan.

Special Education Faculty

Special education services are delivered by highly qualified faculty who collectively possess a comprehensive repertoire of knowledge, training, experience and skills. The faculty includes special education teachers, occupational therapists, physical therapists, speech and language pathologists, social workers, school psychologists, a Board Certified Behavioral Analyst (BCBA) and paraprofessionals. All are appropriately licensed and trained in research-based, instructional practices and specially designed curriculum and instruction.

Special Education Population Demographics

Each year data is collected on October 1st regarding the students with disabilities and their programmatic needs. The data indicates that the number of students in special education at the beginning of the school year stayed above the 20th percentile for three consecutive years (2017-2019). During the 2019-2020 school year, there was a decline in the number of special education students. This decline may have been impacted by the school closure in the spring of 2019 as evaluations were "paused". In the fall of 2019, these evaluations were conducted and were not completed before the Oct.1st data collection for the state. This school year has seen an increase in referrals for initial evaluations for special education eligibility compared to previous school years. This school year we have 19.64% of our student population in special education. With the increase in special education referrals for evaluation, we may see an increase in our special education population throughout this school year. It should be noted that students may also be dismissed from special education through the reevaluation process if they are making effective progress and no longer require special education services.

Students (PreK-8) in Special Education in the Lincoln Public Schools as of October 1st
(includes OOD and services only) (Source for State:
<http://www.doe.mass.edu/infoservices/reports/enroll/>)

| Students (PreK-8) in Special Education in the Lincoln Public Schools as of October 1st | | | | | | |
|-----------------------------------------------------------------------------------------------|---------|---------|-------|--|---------------------|------------------|
| Year | Lincoln | Hanscom | Total | | District Percentage | State Percentage |
| 2017 | 132 | 124 | 256 | | 21.01% | 17.20% |
| 2018 | 133 | 125 | 258 | | 21.04% | 17.70% |
| 2019 | 108 | 128 | 236 | | 20.64% | 18.10% |
| 2020 | 87 | 110 | 197 | | 18.22% | 18.70% |
| 2021 | 93 | 123 | 216 | | 19.64% | ----% |

The needs of special education students drive program and staffing requests. Past budgetary initiatives increased school psychologists and added staffing to address the social-emotional and behavioral needs of the student population on both campuses. Positions added since 2016 include an increase from 1.0 school psychologists on each campus to 2.0 school psychologists on each campus. A Board-Certified Behavior Analyst (BCBA) was added and is part of the staffing on the Hanscom campus. In addition, a Transitional Learning Center is currently in place at the Hanscom campus to provide interventions to general education and special education students with social-emotional and behavioral needs.

Despite increased support at the Hanscom Campus, there continues to be a significantly larger population of students with disabilities placed out of district on the Hanscom campus. The majority of students requiring out of district placements at Hanscom are typically placed upon arrival to meet the legal mandates of the IEP, which often requires placement in a self-contained program. Students requiring OOD placements require a substantially separate or self-contained program due to complex medical and or cognitive needs in addition to students with more intensive profiles related to Autism Spectrum Disorder (ASD). While program development and review of the needs of students continues to be examined throughout the school year and annually, there are challenges to creating in-district programming at Hanscom due to the intensity of needs, the range of age and disability of the students and the transient nature of the military community. These challenges impact sustainability of in-district programming. The district is committed to continually examining programming to meet the needs of our students.

On the Lincoln Campus, we have restructured our current Special Educator FTE's and requested an additional paraprofessional in the FY'20 budget to create the Strategic Targeted Academic Resource Room (STARR) program. This specialized program addresses the needs of a small group of students who require more support to access the grade level curriculum through modification and/or require an alternative curriculum.

| Students (PreK-8) in Special Education in the Lincoln Public Schools
by comparison of October 1st 2017 to October 1st 2021 | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | Oct 1st
2017 | Oct 1st
2018 | Oct 1st
2019 | Oct 1st
2020 | Oct 1st
2021 |
| Lincoln Resident PreK | 5 | 5 | 7 | 4 | 9 |
| Hanscom Resident PreK | 18 | 15 | 21 | 11 | 9 |
| Lincoln School K-4 | 55 | 44 | 39 | 30 | 32 |
| Lincoln School 5-8 | 54 | 60 | 52 | 46 | 47 |
| Hanscom Primary School | 46 | 51 | 39 | 29 | 39 |
| Hanscom Middle School | 53 | 49 | 50 | 46 | 48 |
| Lincoln Out of District | 6 | 6 | 6 | 4 | 2 |
| Hanscom Out of District
Services Only | 19 | 23
5 | 17
5 | 21
6 | 24
6 |
| | 256 | 258 | 236 | 197 | 216 |

In accordance with IDEA, school Teams categorize and identify students by the disability that has the most impact on educational progress. An examination of the special education population has revealed that the largest percentage of students in special education on Oct. 1, 2021 were diagnosed with Health Disabilities, Specific Learning Disabilities and Communication Disabilities.

The Lincoln Public Schools is committed to a quality inclusive program to meet the needs of students with a range of disabilities across all grade levels. The majority of students in Lincoln are provided instruction within the general education K-8 classroom. Inclusive schools provide children with disabilities a diverse stimulating environment for learning; increased social interactions, relationships and networks; peer role models for academic, social and behavior skills; increased achievement of IEP goals; enhanced skill acquisition and generalization; and higher expectations. Hence, the majority of the students with special needs are educated in the public schools, in inclusion models. There are 26 students who currently require more intensive placement in a collaborative or private day school program. Student Services Coordinators and Special Education Teams monitor each student's progress.

When analyzing the Out-of-District Population, students with Autism Spectrum Disorder, Emotional Disabilities, and students with complex medical and developmental needs continue to make up the highest percentage of students requiring programming outside of the Lincoln Public Schools. Students who are medically fragile may also require additional nursing and medical support throughout their school day and on transportation provided through CASE.

Projecting Out-of-District placements for students is difficult as students may move into the district or may require more intensive programming when not making effective progress, are unable to access learning, or require more intensive emotional or behavioral support. The district makes every effort to provide programming in the least restrictive environment and works individually with students before looking to programming outside of the district. In addition to students who move into the district, there are a number of students who are in early intervention and require more intensive support when they turn three years of age and matriculate to the public school setting.

| Out-Of-District (OOD) Placements (PK-8)
Collaborative & Private Day -- Oct. 1, 2021 | | | |
|----------------------------------------------------------------------------------------------------|---------|---------|--|
| | Lincoln | Hanscom | |
| Collaborative Placements | 2 | 22 | |
| Private Day Placements | 0 | 2 | |
| total | 2 | 24 | |

Special Education Eligibility

Determining special education eligibility is a comprehensive process. A school-based Team of professionals examine formal, informal and curriculum-based assessment data to determine eligibility for special education in partnership with parents/guardians. Information from a child's medical provider, private evaluator, parents/guardians, and other school districts are also considered within this process.

Eligibility for special education is based on the presence of a disability, identified by the Team, which results in the student not making effective progress due to the identified disability, and a need for specially designed instruction to access learning. Specially designed instruction is considered a special education service that may include content, methodology or performance criteria that is different from what is available through general education.

Not all students who are referred to special education meet eligibility criteria. When this happens the administrators and faculty monitor the child and supports are put in place through general education to meet any presenting social, emotional and academic weaknesses.

In addition, students with disabilities make such substantial gains that they are exited from special education. When this happens the student no longer shows evidence of the disability, is making effective progress, and/or no longer requires specially designed instruction provided by a special educator or related service provider.

When students require services beyond the capacities of the Lincoln Public School staff, the district hires consultants who are experts in their field, to collaborate with the schools and parents/guardians or when needed the district seeks special education placement out of the district. Historically, the needs of the students have required consultation from a Pediatric Psychiatrist or Psychologist, BCBA, a Behavioral Consultant and a Developmental Pediatrician. With district resources including consultation, Lincoln offers a broad range of service delivery options that progress from inclusive to more restrictive with some instructional and therapeutic services provided outside of the general education setting.

Student Placement and Continuum of Services

The Individuals with Disabilities Education Act (IDEA) requires that all children with disabilities must be educated in the least restrictive environment (LRE) that is appropriate for their needs. The spirit of this requirement is to ensure that children are not unnecessarily removed from the general education classroom or isolated from other non-disabled children of their age. LRE decisions are made based on children's learning needs and vary from child to child. The LRE is the educational setting that maximizes a child's ability to receive a Free and Appropriate Public Education (FAPE) while participating in a general education environment as much as possible. The general education classroom is the LRE for many students with disabilities.

IDEA also requires that schools provide a full continuum of services ranging from least restrictive to more restrictive placements. The least restrictive placement is within the general education classroom with support(s) and progresses along the continuum to special classes, substantially separate programs in other public school settings/collaboratives, private day placement with the most restrictive placement identified as residential placement. The Lincoln Public Schools offers the full continuum of services for children with disabilities, with some public school options accessed through the CASE Collaborative, other collaboratives, or neighboring school districts. The Lincoln Public Schools is committed to offering appropriate services to students in full inclusion environments to the extent possible.

504 Accommodation Plans

504 Accommodation Plans may be developed to meet the needs of a student with a disability who is not eligible for special education or who demonstrates a disability or impairment requiring accommodations for accessibility. The "504" in "504 plans" refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which specifies that no one with a disability can be excluded from participating in a public education program. "Disability" in this context refers to a disability impairment that substantially limits one or more major life activities". This may include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning disabilities, emotional disabilities, ADD and other areas of disability.

A 504 plan documents the modifications and accommodations that will be needed for these students to have an opportunity to access school with their peers within the general education setting. The 504 Plan is written to assure that the students will be provided with the appropriate accommodations to prevent discrimination on the basis of their disability and to ensure accessibility.

| Students with 504 Accommodation Plans | | | | |
|---------------------------------------|-----------|-----------|-----------|-----------|
| Year | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| Number | 47 | 44 | 26 | 33 |

Title 1 Services

Title I provides federal financial assistance to school districts to provide supplemental educational services to meet the educational needs of disadvantaged children. The Student Services Office has the responsibility of development and implementation of Title 1 programs. The District has received \$24,038 for FY'22 from the Title I grant which is currently used to partially fund a Title I tutor on the Hanscom Campus.

In addition, the IDEA, 240 grant has increased for FY22 with a small portion of this grant mandated to be held under proportionate share for students with identified disabilities, educated in a private school within the town or home school students identified with disabilities. Proportionate share can be provided through consultation or services. The allocation of this funding is determined at the discretion of the district.

Technology and Libraries

Rob Ford, Director

The Technology and Libraries team supports the district's teaching, learning, and operations in the areas of technology and information literacy. The team includes both teachers and operations staff who work with faculty and students in a variety of ways.

Technology and Information Literacy Integration: Four instructional technology specialist teachers and two librarians work with classroom teachers to incorporate digital literacy, computer science, and information literacy into the curriculum. The instructional technology specialists also work with classroom teachers, specialists, and special educators to integrate technology tools into learning to enhance curriculum and improve student learning. Instructional technology specialists also support staff and students with assistive technology.

Direct Instruction: The district has adopted ambitious curricula and learning expectations for Library Media and Digital Literacy & Computer Science. These curricula are delivered both through integration into the broader curriculum and through direct instruction led by the instructional technology specialists and librarians. Topics covered include Technology Ethics, Safety and Society, Research Skills, Technology Skills, Information Literacy, Computing Systems, and Computational Thinking. All students in grades K-8 district-wide participate in computer science learning each year.

Technology Operations: The district's network manager and two technicians work year-round to support, manage, and maintain all of the district's technology systems including over 1,500 student and faculty devices (desktops, laptops, and tablets), printers, servers, software, projectors and audiovisual systems, interactive whiteboards, telephone systems, the district's network, assistive technology equipment, and a wide range of curriculum and software.

Data and Learning Systems: The team supports and manages the district's data systems for scheduling, grading, attendance, assessment, reporting, communication, absence management, and teacher evaluation. The district's data and learning systems administrator leads these efforts and is responsible for state and federal reporting including SIMS, EPIMS, SCS, and SSDR reporting. The technology department also supports curriculum leaders in their work with student assessment, and teachers in their use of teaching and learning software.

Base Operating Budget

Our base operating budget request includes an increase for FY23, primarily reflecting expected license and maintenance contract cost increases. The most significant portion of the technology budget is equipment maintenance and replacement, including repairs and the technology replacement cycle, which account for 56% of the technology budget. Annual licenses and support contracts, and consumables, primarily replacement printer toner cartridges, represent, respectively, another 27% and 6% of the budget request. Among the miscellaneous expenses in the remainder of the technology budget request are software, training, and professional development.

Technology Replacement Cycle

Since FY16, through the thoughtful support of the School Committee, and the Town as a whole, the district has maintained a sustainable technology replacement cycle. Under this replacement cycle, which includes all desktop computers, laptop computers, and tablets, equipment is replaced on a regular cycle

and additional equipment is not added to the replacement cycle without approval through the budget process. This disciplined approach ensures that the equipment in the hands of our students and teachers is reliable and capable of meeting the educational needs in our classrooms.

In FY21, in order to meet the needs of students suddenly forced to learn remotely, we deferred staff device replacement in order to accelerate student device replacement to ensure that all students had access to a mobile device able to run all necessary software to support remote learning at home. In FY22, the focus of the replacement cycle has shifted back to faculty and staff device replacement, to ensure all devices will be back on their schedule cycle by the end of the year.

There is no additional equipment being added to the replacement cycle request for the FY23 year, however, there is a modest 2% increase included in anticipation of price escalations given current market conditions.

E-Rate

In FY22, we have received an E-Rate category 2 funding commitment for \$11,904 to fund wireless access point replacement on the Hanscom campus. This equipment will be purchased and installed in the Hanscom Middle School later this fiscal year. We also received category 1 funds to partially offset internet access costs on both the Hanscom and the Lincoln campuses.

Capital Budget Project: Firewall Replacement

We have proposed a capital budget project to replace our firewall on the Lincoln campus. Our current firewall has provided over seven years of reliable service, but is approaching the end of its useful life. We are pleased that this firewall has exceeded its projected five year lifespan, and we are seeking funds for a replacement that will maintain our existing level of service and protect our network and technology assets, while also providing additional new security features.

Early Childhood Education**Lynn Fagan, Principal**

The Lincoln Preschool provides a developmentally appropriate preschool program that addresses each individual child's physical, emotional, and intellectual growth. High standards are set for all children while valuing and accommodating individual differences, strengths, and needs. The program is open to children of the residents of Lincoln, Hanscom Air Force Base and the children of Lincoln Public Schools faculty and staff members.

The Lincoln Preschool is a fully-integrated, inclusive program designed to meet the needs of students with and without disabilities. Children are assigned to classrooms with an appropriate balance of typically-developing students and students with disabilities. Faculty and staff are expertly trained to facilitate learning for all students in the program.

The program is accredited by the National Association for the Education of Young Children (NAEYC) and provides high-quality programming with flexibility in scheduling and placement. The Lincoln Preschool program follows the preschool curriculum standards as implemented by the Early Childhood Center faculty and staff of the Lincoln Public Schools. These standards are based on the Massachusetts State Curriculum Frameworks that include instruction in: English/Language Arts, Mathematics, Science and Technology/Engineering, History and Social Sciences, the Arts, and Health Education.

Program Model

The Lincoln Preschool employs and retains highly-qualified teachers who meet the Department of Elementary and Secondary Education's (DESE) standards. Each classroom is staffed with a teacher/student ratio that is higher than mandated by State and standards. The staff consists of Early Childhood Special Education teachers, tutors and aides, therapists in the fields of Speech/Language, Occupational, and Physical Therapies, a teacher of Intensive Special Needs, and a Principal of Early Childhood Programs. The Lincoln Preschool faculty/staff work together with families as a team.

The Lincoln Preschool has classrooms on the Lincoln Campus and the Hanscom Campus. On the Lincoln campus there are two integrated, multi-age classrooms. The sessions are offered two, three, and five days per week for four hours. With funding and support from The Department of Defense Education Activity (DoDEA), there are five classrooms at Hanscom Primary School. Three of the preschool classrooms at Hanscom offer a four hour day. The remaining two classrooms offer morning and afternoon sessions in order to meet the scheduling needs for all interested families as indicated in the DoDEA contract. The preschool morning sessions are offered five days per week (M-F) for two and one-half hours each day. The afternoon sessions are offered four days per week (M, Tu, Th, and F). The Hanscom preschool has an Extended Day program for recommendation of the TEAM for students who require more specialized instruction.

The Lincoln campus provides a program that meets the needs of students identified with special education needs. The length of the program and the staffing plan support the inclusion of students with more moderate special education needs. In addition, the Lincoln campus also has an Extended Day program for students who require more intensive skill work as outlined by their Individualized Education Programs (IEPs).

The classrooms at the Hanscom campus were designed to provide opportunities for preschool students of Hanscom Air Force Base to attend an early childhood program. The program at Hanscom primarily supports students who are typically developing or have been identified with mild needs that require

related services including speech/language therapy, occupational therapy and physical therapy. The Lincoln Preschool makes placement and services recommendations based on the individual needs of the children.

Although the classrooms are located on different campuses, the program operates under the same philosophy and vision. The Lincoln Preschool is committed to providing a safe and nurturing learning environment where students feel comfortable interacting with both adults and peers and where they are exposed to learning new concepts. The preschool teachers work collaboratively to discuss curriculum, assessments and lesson plans to maximize student learning.

Students

The students within each multi-age classroom utilize a range of skills and abilities. Students are matched with teachers and peers based on a variety of factors including but not limited to: gender, age, ability and learning style. The goal of student placement is to create balanced classrooms where students are exposed to peers with a broad range of strengths and needs.

Currently, 22.4% of the preschool population requires specialized instruction as outlined by their Individualized Education Programs (IEPs). These children present with disabilities in the following areas: autism, communication, developmental delay, health, neurological and sensory/hearing. It is also common for preschool students to receive short-term related service support to address areas of concern. The progress of each student is closely monitored and the team convenes to make recommendations based on the data. Students may also receive services through a Goal Focused Intervention Plan, which is a general education system of goal-focused interventions and therapies with progress monitoring strategies to assess effectiveness for student learning.

Students who qualify for special education services through an Individualized Education Program at the preschool level often require the provision of intensive programming by faculty with specialized training. The number of students who require specialized instruction at the preschool level has increased significantly over the course of the past year. In addition to the 20 students who are currently serviced through IEPs, there are ten students currently participating in the special education referral process.

The need to place students in collaborative placements has increased significantly over the last seven years at the Lincoln Preschool. This need for out-of-district placements is based upon the increase in students arriving to Hanscom Air Force Base with complex profiles related to Autism Spectrum Disorder (ASD) and students who are medically fragile with significant developmental and/or neurological disabilities. While the Lincoln Preschool provides programming to the majority of students with disabilities in an inclusive setting, self-contained programming is not provided within the district due to the low incidence of students and high amount of change/movement that may occur within the preschool population. Students with more severe forms of autism and those with medical needs, require a 1:1 or 2:1 staff ratio in a highly specialized program to meet their needs. Currently, three preschool students require 1:1 nursing coverage to accompany them to/from and within all school environments. Providing the appropriate education to students with ASD and those with more significant developmental disabilities requires more resources including additional staffing and modifications to the preschool curriculum.

Funding Sources and Tuition Calculation:

Early Childhood Education is funded from three sources of funds. The primary source is the Operating Budget and the Hanscom DODEA contract as the district is providing an integrated preschool model for special education and it also has a commitment to access for low income families. The Hanscom Contract funds a commitment of the military to accessible early childhood education for all eligible students at 2 ½ hrs per day or 4 hours per day based on the recommendation of the TEAM or by parent choice. The program is also a recipient of federal grants funds specifically designated for Early Childhood Education. The Lincoln Campus program is funded by tuition from non-special education students. In addition, the Hanscom Campus is also funded by a small amount of tuition from non-eligible students under the contract. In order to calculate the costs to each of the funding sources we start with establishing the capacity of the program.

| | Classrooms | Special Education Students per Classroom | Low Income Students per classroom | HPS Contract: Typically Developing Students per classroom | Tuition: Typically Developing Students per classroom | Program Capacity 18 Students per classroom |
|----------------|------------------------------------|------------------------------------------|-----------------------------------|-----------------------------------------------------------|------------------------------------------------------|--------------------------------------------|
| Lincoln Campus | 3 - 4 Hour Program | 7 | 1 | | 10 | 54 |
| Hanscom Campus | 2 Classrooms AM - 2 1/2/hr program | 10 | 1 | 7 | | 36 |
| | PM - 2 1/2/hr program | 10 | 1 | 7 | | 36 |
| | 3 - 4 Hour Program | 7 | 1 | 8 | 2 | 54 |
| | 1 CASE Collaborative | | | | | |
| Total | 9 classrooms | 82 | 10 | 52 | 36 | 180 |

- The table shows the maximum number of students per classroom for the 9 classrooms that are available. It does not reflect actual enrollment in the program.

Staffing

The Lincoln Preschool has a highly qualified faculty with a comprehensive repertoire of knowledge, experience and skills. The faculty includes a principal, special education teachers, occupational therapist, physical therapist, speech and language pathologist, social worker, intensive skills teacher, school psychologist, tutors and aides. Professional development and training are provided for all staff on an ongoing basis which is an important tool in building skills to meet the evolving and diverse needs of the students.

The staffing plan for each preschool classroom on the Lincoln campus includes an Early Childhood Teacher, a tutor and an aide. On the Hanscom campus, the staffing plan consists of one Early Childhood Teacher and one instructional assistant. The Lincoln Preschool maintains or exceeds all teacher/student ratios required by the Department of Early Education and Care. The program is committed to recruiting

and retaining skilled and experienced personnel. An overwhelming body of evidence connects educated and experienced caregivers, small group sizes and low teacher-child ratios with high-quality early childhood programs.

Staffing is established based on enrollment. Due to the mandated program expenses, staff are distributed by funding source in the following manner. The maximum staff possible is provided below.

| Staff Distribution | Classrooms | Teachers per classroom
(Operating Budget/Hanscom Contract) | Paraprofessional per classroom
(Operating Budget/Hanscom Contract) | HPS Contract:
Typically Developing Students "1 per classroom 1 Para Floater" | Tuition:
Typically Developing Students | Program Capacity (Staff) |
|--------------------|------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------|--------------------------|
| Lincoln Campus | 3 - 4 Hour Program | 1 | 1 | | 2 | 12 |
| | Floater | | | | 1 | 1 |
| Hanscom Campus | 2 Classrooms AM - 2 1/2/hr program | 1 | 1 | 1 | | 6 |
| | PM - 2 1/2/hr program | | | | | |
| | 3 - 4 Hour Program | 1 | 1 | 1 | 1 | 12 |
| | Floater | | | 1 | | 1 |
| | 1 CASE Collaborative | | | | | |
| Total | 9 classrooms | 8 | 8 | 6 | 10 | 32 |

- The table is the maximum number of core instructional staff and does not include administration or ancillary special education/intervention faculty and staff required by IEPs or enrollment.

The FY23 budget funds the known enrollment and will only have 7 of the 9 classrooms open for Lincoln and Hanscom students. The total FTE for FY 23 is 24.15. The revolving fund will fund 5.83 FTEs or \$137,311. One classroom at Hanscom is reserved for CASE and one classroom at LPS is closed pending enrollment. As a reminder, the new Lincoln School is being built with three Preschool classrooms, however, the special education enrollment directs the district to have only two open classrooms at this time. It is currently unknown as to whether the tuition enrollment would allow for an expansion to the third classroom. Should that materialize, the special education students will be distributed across the three classrooms. In order to establish the third classroom, tuition students would pay for the third teacher and third and fourth paraprofessionals until such time as the special education students with qualifying Individual Education Plans (IEP) reaches 35% of the enrollment in each classroom. Once the special education student enrollment reaches 35%, the classroom teacher and one of the paraprofessionals are required to be considered part of the mandated expenditure obligation of the district.

The Operating budget and Hanscom Contract also funds the Principal of the Early Childhood Programs, Speech and Language Pathologist and School Psychologist as additional ancillary support. The Early Childhood grants funds 0.61 FTE of paraprofessional time on the Lincoln Campus that the Operating Budget is not able to cover. The Tuition Revolving fund, supports the additional paraprofessionals required as well as all extended day services offered on the Lincoln Campus and the non-eligible students on the Hanscom Campus.

Tuition Recommendation: The recommendation for tuition for FY23 is to remain the same rate as FY22. Unless or until a third classroom is open the current tuition structure funds the Extended Day program and the additional paraprofessionals for the expanded classrooms.

| * There is a sliding scale supporting multiple family members and low income students | | | | FY 22 PROJ | | FY 23 PROJ | |
|---------------------------------------------------------------------------------------|---------------|-------|---------|------------|-----------|------------|-----------|
| | | | | Students | \$ | Students | \$ |
| Program | Days/
Week | Month | Annual | | | | |
| Lincoln Eligible Students | | | | | | | |
| 8:15 am - 12:15 pm | 5 | \$460 | \$4,600 | 20 | \$92,000 | 20 | \$92,000 |
| | 3 | \$276 | \$2,760 | 1 | \$2,760 | 1 | \$2,760 |
| | 2 | \$184 | \$1,840 | 0 | \$0 | 0 | \$0 |
| Extended Day/ 12:15 pm - 4:15 pm Additional Monthly Fee | | \$450 | \$4,500 | 16 | \$72,000 | 16 | \$72,000 |
| | | | | | | | |
| Hanscom Eligible Students | | | | | | | |
| 8:15 am - 12:15 pm | 5 | \$460 | \$4,600 | | \$0 | | \$0 |
| | 3 | \$276 | \$2,760 | | \$0 | | \$0 |
| | 2 | \$184 | \$1,840 | | \$0 | | \$0 |
| Morning 8:00-10:30 AM | 5 | \$276 | \$2,760 | 2 | \$5,520 | 2 | \$5,520 |
| Afternoon, 12:15-2:35 pm | 4 | \$241 | \$2,410 | 0 | \$0 | 0 | \$0 |
| | | | | 39 | \$172,280 | 39 | \$172,280 |

Lincoln School

Grades K-4

Sarah Collmer, Principal

The Lincoln School K-4 is a community of dedicated educators, engaged families and hard-working students, all committed to making the teaching and learning process meaningful and engaging. This commitment is also evident in the Lincoln Public Schools budget which provides for highly qualified educators from teachers to paraprofessionals, administrators to office and building staff; and includes funding for classroom materials and equipment, and rich professional development opportunities. The schools also benefit from the incredible fundraising, vision, and support of the Lincoln PTO, Lincoln METCO Parent Board, the METCO Coordinating Committee, and Lincoln School Foundation. We strive to maximize each opportunity for learning and growth that this funding provides.

We have 291 students enrolled in grades K-4 across the following races and ethnicities:

| Student Race and Ethnicity | |
|-----------------------------------|-----|
| Asian | 7% |
| American Indian or Alaska Native | 0% |
| African American | 10% |
| Hispanic or Latino | 14% |
| Multi-Race, Non-Hispanic | 12% |
| Native Hawaiian, Pacific Islander | 0% |
| White | 60% |

The Lincoln School K-4 Strategic Maps are aligned with the District's Strategic Maps. The first goal is focused on *Teaching and Learning* and increasing the clarity and consistency of planning, instructional, and assessment practices in which Antiracism, Inclusion, Diversity, and Equity (AIDE) principles and Social Emotional competencies are centered so that every student receives a high quality educational experience in which they feel a sense of ownership and belonging.

Our second goal is to increase student's sense of belonging through explicit instruction of the Social Emotional Learning (SEL) competencies and AIDE principles. We are implementing a school-wide SEL program called *Second Step* so that students have the skills and language to understand themselves and others, and be prepared to handle challenging feelings and situations. Students are also engaged in learning about AIDE principles focused on identity development, and developing respect and appreciation for diversity. Educators are engaged in professional learning to examine and adjust our practices so that students' experience an inclusive and equitable school experience.

The FY'23 budget provides opportunities for the K-4 staff to continue developing our professional practices, and for students to engage in meaningful and engaging learning. Our vision is for students to feel connected, challenged, supported, and empowered to be their full authentic selves in school. We

are simultaneously endeavoring to meet all students' needs, and envisioning how we will adapt and grow into the new K-4 building next year!

Grades 5-8

Sharon Hobbs, Principal

The Lincoln School is an exceptional place for teaching and learning. Our students in grades 5-8 have opportunities to explore curriculum in a variety of ways. The fifth grade is more elementary in its model. Grades 6-8 are taught in grade level teams with content teachers delivering the instruction. The arts program and the athletic program allow students to try new things and to delve more deeply into their musical, artistic, dramatic, and athletic interests.

Teachers have worked to shift their instruction in the past several years to implement a more culturally aware curriculum and environment in classrooms. Conversations with students have become deeper and have not shied away from the events of the world. Our students have been encouraged to use their voices to ask questions, challenge ideas, and to push our school community to continue to grow. As we have re-gathered in a fully in-person model this year, we have seen the relationships between students and faculty grow and deepen.

This year, we serve 231 students across the following races and ethnicities:

| Student Race and Ethnicity | |
|-----------------------------------|------|
| African American | 13% |
| Asian | 16% |
| Hispanic | 0.6% |
| Native American | 0% |
| White | 64% |
| Native Hawaiian, Pacific Islander | 0.4% |
| Multi-Race, Non-Hispanic | 14% |

We are particularly pleased this year to be in our new school building and to be able to re-implement our programs as we also have school maps that echo the work of the district maps. Our first goal is aligned to the focus of creating a *Sense of Belonging* through knowing students well; seeking out their voices in the recreation of our culture, and conducting equity pauses as we try systems to ensure that all voices are heard. Our second goal supports the focus on *Student Centered Teaching and Learning* through a focus on deeper learning and engagement in a continuous conversation between students and teachers about learning. Using the new spaces in the building to support different kinds of learning is also a component of our plan for this year.

We will also continue to make the necessary adjustments to our instructional practice and level of support as we continue to navigate the myriad of challenges that the COVID-19 pandemic has created.

As always, it is clear that the value placed on education and innovation in the community is high. The teachers, students and parents work together to create a learning environment in which everyone benefits from each other. We thank the community for their continued support as we grow as a school.

Hanscom Primary School**Julie Vincentsen, Principal**

Hanscom Primary School serves children in kindergarten through grade 3 who are dependents of active duty or retired military personnel residing on Hanscom Air Force Base. We take great pride and honor in serving our military children and families. We know how much they contribute to our nation and are eager to provide them and their children with a positive, highly effective educational experience while they are with us.

At Hanscom Primary School we aim to keep student learning at the core of our mission. A caring and respectful school community supports our work and strong bonds to our students and families. Small class sizes, a comprehensive curriculum, and highly qualified and dedicated teachers provide our students with a rich educational program that fosters outstanding learning experiences for children. Our program attends to academic, social, emotional, and behavioral growth and continuously challenges our students to achieve in a way that matches their strengths and addresses their areas for growth.

This year's enrollment has been averaging around 230 students across the following races and ethnicities.

| Student Race and Ethnicity | |
|-----------------------------------|-------|
| African American | 5.6% |
| Asian | 2.1% |
| Hispanic | 21.5% |
| Native American | 0% |
| White | 59.5% |
| Native Hawaiian, Pacific Islander | 0.7% |
| Multi-Race, Non-Hispanic | 10.6% |

The Hanscom Primary School Strategic Priority Map for this year is in direct alignment with the District's strategic map. Our first goal works to continue to build a *Sense of Belonging* for students and for staff. Last year the teachers worked very hard to incorporate the principles of Antiracism Inclusion Diversity and Equity (AIDE) and Social Emotional Learning (SEL) into our Connections block as well as throughout the day. Our work in these areas is continuing.

Our second goal is to continue to deepen our *Student Centered Teaching and Learning*. At the primary level, Differentiated Instruction (DI) happens for every child in all academic areas as well as in school readiness skills and emotional regulation. This was at the core of elementary instruction prior to the pandemic. It is ever more important for this to be our focus during the pandemic so we can tailor our day-to-day teaching and learning (of academics and social emotional learning) to each individual child.

Our goal in this section of our map is that we will strengthen our Tier I and Tier II instruction to meet the varying needs of our transient population who is also currently being impacted by a pandemic.

I hope the development of the FY23 Hanscom Primary School budget provides a useful and compelling insight into our focused efforts to improve student learning, expand educational opportunities to all students, and target areas for educator and administrative growth. I believe this budget will provide the support to both build on our prior work and create new opportunities for our students and educators. As always, we are proud to continue our successful program and are eager to reflect and improve. I look forward to continued discussions as the budget process evolves throughout the school year.

Hanscom Middle School**Erich Ledebuhr, Principal**

Hanscom Middle School provides educational services to students from grades 4 through 8. This unique model and our unique building space allow us to follow an elementary school model for grades 4 and 5 and a middle school model for grades 6-8. We are committed to providing a high-quality education that promotes a high value on academics and a strong sense of community.

The budget submitted seeks to maintain the high-quality program that we provide to meet the needs of our military families. This includes highly qualified teachers, small class sizes, school supplies, materials, field trips and professional development for our teachers. We have tried to build a degree of flexibility into our budget to account for our unpredictable fluctuating enrollment.

Servicing our military community is one of the most recognizable strengths of the Hanscom Schools. We provide numerous supports to our students and families. We have systems in place to respond to a wide range of our students' individual academic needs. We also offer a range of supports to respond to the ever-changing social and emotional needs of families in transition.

This year's enrollment has been averaging around 235 students across the following races and ethnicities.

| Student Race and Ethnicity | |
|-----------------------------------|-------|
| African American | 9.6% |
| Asian | 1.7% |
| Hispanic | 26.1% |
| Native American | 0.4% |
| White | 53.9% |
| Native Hawaiian, Pacific Islander | 0.4% |
| Multi-Race, Non-Hispanic | 7.8% |

The Hanscom Middle School strategic map for this year is in direct alignment with the District's strategic map. Our first goal supports *Student Centered Teaching and Learning*. The vision for the goal is: All students have access to and experience culturally responsive and deeper learning in all of their classes. Students are engaged, leaders of their own learning, and are successful. In order to achieve our vision we will deepen our understanding of our own biases and develop the skills to create and teach lessons where students see themselves in the curriculum and have multiple opportunities for deeper learning.

Our second goal is to build a better *Sense of Belonging*. The vision for the goal is: If we build a sense of trust amongst faculty and trust amongst teachers/students, then students can have stronger leadership and ownership over their own learning and stronger sense of belonging. In order to achieve our vision

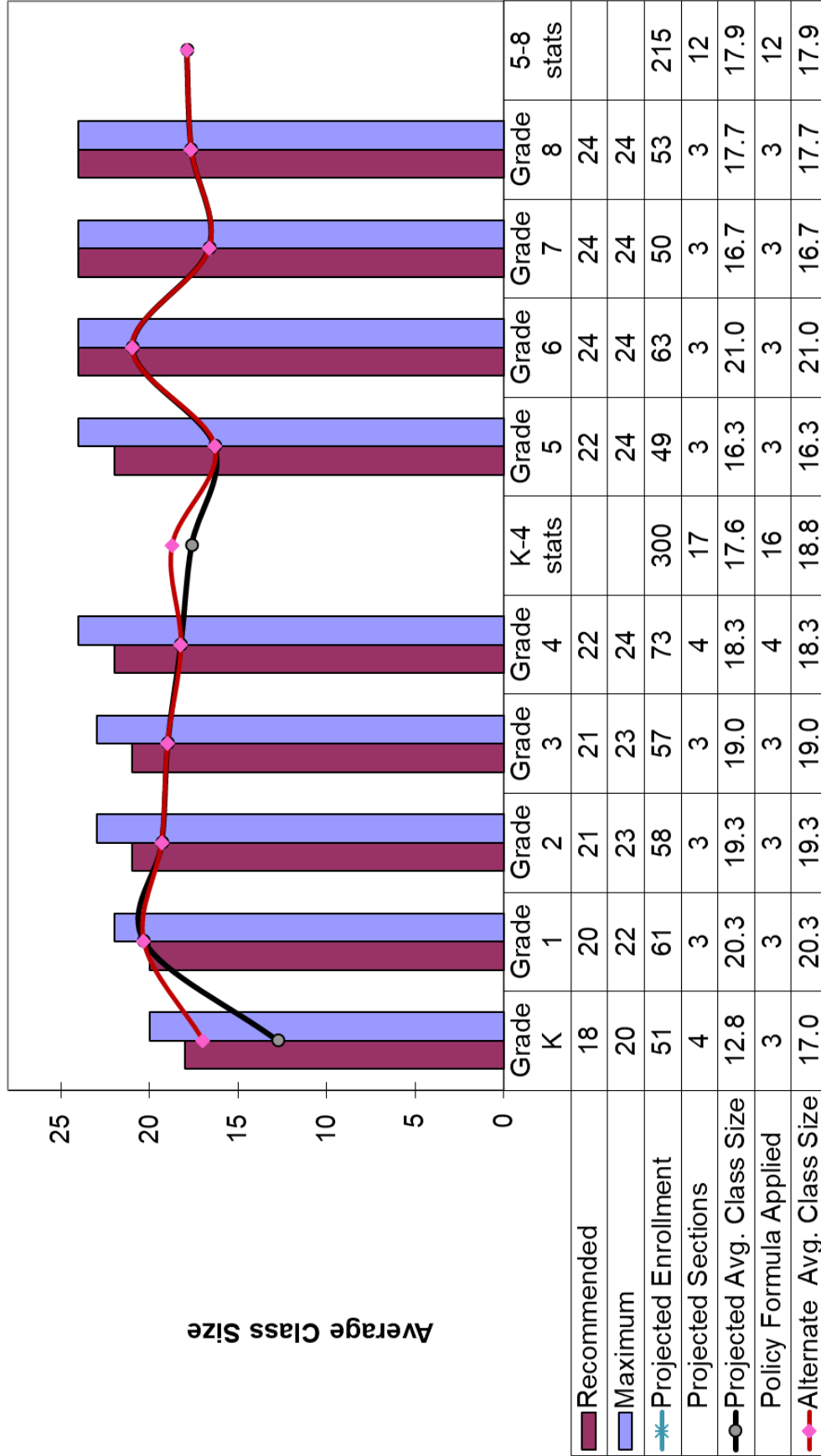
we will : Create new cultural norms to establish team identity and culture that centers on trusting relationships and student voice. We will also: Create multiple opportunities for student input on both the team and school level.

Finally, we will continue to make the necessary adjustments to our instruction practice and level of support as we continue to navigate the myriad of challenges that the COVID-19 pandemic has created.

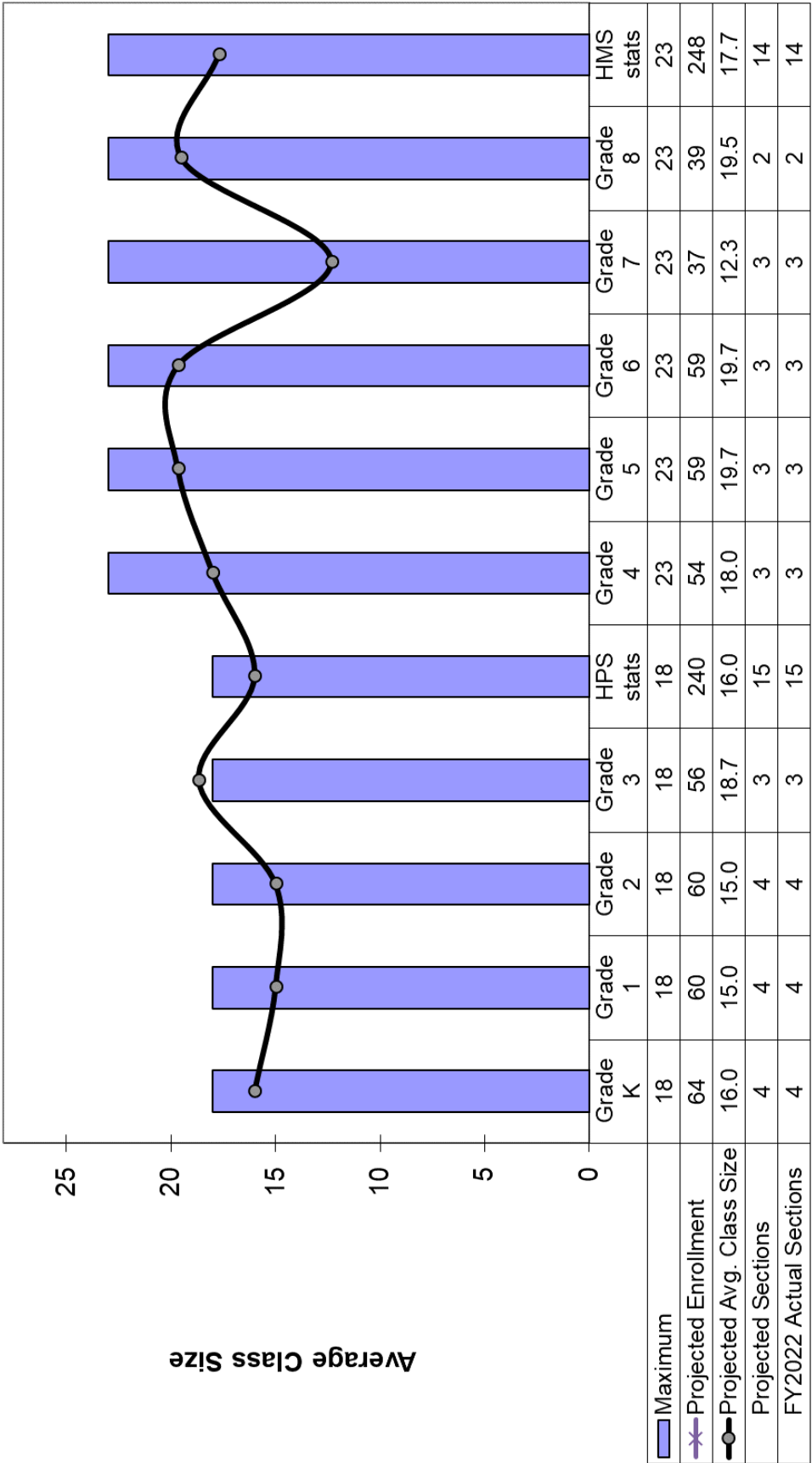
It is my hope that this overview articulates the budget needs I feel are necessary as we move forward and work to achieve the goals set forth by our school, district and state. We worked to create a budget that takes the current economic reality into account but also focuses on the unique needs of our military families and our need to increase the academic achievement of our students. I look forward to continued discussions about our proposed budget.

FY 2023 Projected Class Size to School Committee Policy Lincoln School

School Committee Policy
Formula Applied



FY 2023 Projected Class Size to Contract Requirements
Hanscom Schools



| FY22 Revised Budget | District | Lincoln | Hanscom | Total | FY23 Preliminary | District | Lincoln | Hanscom | Total | Difference FY23 v. FY22 | Comments |
|------------------------------------|--------------|---------------|---------------|---------------|---------------------------------------------------|--------------|---------------|---------------|---------------|-------------------------|--------------------------------------|
| Administration | | | | | Administration | | | | | | |
| Superintendent | 1.00 | - | - | 1.00 | Superintendent | 1.00 | - | - | 1.00 | - | |
| Assistant Superintendent | 1.00 | - | - | 1.00 | Assistant Superintendent | 1.00 | - | - | 1.00 | - | |
| Administrator for Business | 1.00 | - | - | 1.00 | Administrator for Business | 1.00 | - | - | 1.00 | - | |
| Administrator for Student Svcs | 1.00 | - | - | 1.00 | Administrator for Student Svcs | 1.00 | - | - | 1.00 | - | |
| Technology Director | 1.00 | - | - | 1.00 | Director of Educational Operations and Technology | 1.00 | - | - | 1.00 | - | |
| Principals | - | 2.00 | 2.00 | 4.00 | Principals | - | 2.00 | 2.00 | 4.00 | - | |
| Special Education Coordinator | - | 1.00 | 1.00 | 2.00 | Special Education Coordinator | - | 1.00 | 1.00 | 2.00 | - | |
| Preschool Director | - | 0.20 | 0.80 | 1.00 | Principal of Early Childhood Programs | - | 0.20 | 0.80 | 1.00 | - | |
| METCO Director | - | 1.00 | - | 1.00 | METCO Director & AIDE Coordinator | - | 1.00 | - | 1.00 | - | |
| Facilities Manager | 0.67 | - | - | 0.67 | Facilities Director | 0.67 | - | - | 0.67 | - | shared with Town |
| Total Administration | 5.67 | 4.20 | 3.80 | 13.67 | Total Administration | 5.67 | 4.20 | 3.80 | 13.67 | - | |
| Classroom Instruction | | | | | Classroom Instruction | | | | | | |
| Classroom Teachers | - | 30.80 | 32.50 | 63.30 | Classroom Teachers | - | 30.80 | 33.00 | 63.80 | 0.50 | Engineering FTE changed to Science |
| Preschool Teachers | - | 2.00 | 5.00 | 7.00 | Preschool Teachers | - | 2.00 | 5.00 | 7.00 | - | |
| Art | - | 2.00 | 2.00 | 4.00 | Art | - | 2.00 | 2.00 | 4.00 | - | |
| Physical Education/Health | - | 2.70 | 2.20 | 4.90 | Physical Education/Health | - | 2.36 | 2.54 | 4.90 | - | |
| World Language | - | 3.50 | 2.60 | 6.10 | World Language | - | 3.50 | 2.60 | 6.10 | - | |
| Music/Drama | - | 2.60 | 2.20 | 4.80 | Music/Drama | - | 2.60 | 2.20 | 4.80 | - | |
| Total Classroom Instruction | - | 43.60 | 46.50 | 90.10 | Total Classroom Instruction | - | 43.26 | 47.34 | 90.60 | 0.50 | |
| Instructional Support | | | | | Instructional Support | | | | | | |
| Special Education Teachers | - | 8.40 | 9.00 | 17.40 | Special Education Teachers | - | 8.00 | 9.00 | 17.00 | (0.40) | Student Need |
| TIS/BCBA Behavior Analyst | - | - | 1.00 | 1.00 | TIS/BCBA Behavior Analyst | - | - | 1.00 | 1.00 | - | |
| Speech/Language Therapists | - | 1.80 | 3.00 | 4.80 | Speech/Language Therapists | - | 1.80 | 3.00 | 4.80 | - | |
| OT/PT | - | 1.50 | 1.50 | 3.00 | OT/PT | - | 1.50 | 1.50 | 3.00 | - | |
| Literacy Specialists | - | 2.08 | 3.25 | 5.33 | Literacy Specialists | - | 2.08 | 3.25 | 5.33 | - | |
| Psychologists | - | 2.00 | 2.00 | 4.00 | Psychologists | - | 2.20 | 2.00 | 4.20 | 0.20 | Student Need |
| Counselors/Social Workers | - | 2.00 | 2.00 | 4.00 | Counselors/Social Workers | - | 2.00 | 2.00 | 4.00 | - | |
| Science Enrichment Teacher | - | 0.50 | 0.50 | 1.00 | Science Enrichment Teacher | - | 0.50 | 0.50 | 1.00 | - | |
| Engineering Teacher | - | - | 0.50 | 0.50 | Engineering Teacher | - | - | - | - | (0.50) | Categorization moved to Teachers |
| Math Specialists | - | 2.10 | 2.00 | 4.10 | Math Specialists | - | 2.10 | 2.00 | 4.10 | - | enrollment-driven |
| Academic Advisors/Transition Spec. | - | 1.00 | 1.00 | 2.00 | Academic Advisors/Transition Spec. | - | 1.00 | 1.00 | 2.00 | - | |
| Library Media Specialist | - | 1.00 | 1.00 | 2.00 | Library Media Specialist | - | 1.00 | 1.00 | 2.00 | - | |
| Curriculum/Content Specialists | - | 0.48 | 0.98 | 1.46 | Curriculum/Content Specialists | - | 0.98 | 1.48 | 2.46 | 1.00 | 1 |
| English Language Learners | - | 2.00 | 2.00 | 4.00 | English Language Learners | - | 2.00 | 2.00 | 4.00 | - | 0.55 |
| Technology Specialists | - | 2.00 | 2.00 | 4.00 | Technology Specialists | - | 2.00 | 2.00 | 4.00 | - | enrollment-driven |
| School Nurse | - | 1.00 | 1.00 | 2.00 | School Nurse | - | 1.00 | 1.00 | 2.00 | - | |
| Total Instructional Support | - | 27.86 | 32.73 | 60.59 | Total Instructional Support | - | 28.16 | 32.73 | 60.89 | 0.30 | |
| Support Staff | | | | | Support Staff | | | | | | |
| Instructional Assistants | - | 11.70 | 13.10 | 24.80 | Instructional Assistants | - | 11.00 | 11.00 | 22.00 | (2.80) | contract alignment |
| Special Education Tutors | - | 8.00 | 17.00 | 25.00 | Special Education Tutors | - | 8.44 | 17.00 | 25.44 | 0.44 | enrollment-driven |
| General Education Tutors | - | 0.70 | 1.00 | 1.70 | General Education Tutors | - | 1.88 | 1.54 | 3.42 | 1.72 | Bus Mon/X- Guards/Improv. Initiative |
| Preschool Assistants | - | 3.20 | 4.00 | 7.20 | Preschool Assistants | - | 1.63 | 4.00 | 5.63 | (1.57) | contract alignment |
| Preschool Tutors | - | 2.50 | 1.50 | 4.00 | Preschool Tutors | - | 4.06 | 1.50 | 5.56 | 1.56 | contract alignment |
| Health Assistants | - | 1.00 | 1.00 | 2.00 | Health Assistants | - | 1.00 | 1.00 | 2.00 | - | |
| Library Assistants | - | 1.00 | 1.00 | 2.00 | Library Assistants | - | 1.00 | 1.00 | 2.00 | - | |
| IT Staff (MIS-Network-Help Desk) | 2.00 | 1.00 | 1.00 | 4.00 | IT Staff (MIS-Network-Help Desk) | 2.00 | 1.00 | 1.00 | 4.00 | - | |
| Secretaries/Administrative Support | 5.75 | 4.00 | 4.00 | 13.75 | Secretaries/Administrative Support | 5.75 | 4.00 | 4.00 | 13.75 | - | 1 shared with Town |
| Maintenance Staff | 1.50 | - | - | 1.50 | Maintenance Staff | 2.50 | - | - | 2.50 | 1.00 | Improv. Initiative |
| Custodians | 2.00 | 6.00 | 6.00 | 14.00 | Custodians | 3.00 | 6.00 | 6.00 | 15.00 | 1.00 | Return of LPS Vacant position |
| Food Service | 1.00 | 2.80 | 3.60 | 7.40 | Food Service | 1.00 | 2.80 | 3.60 | 7.40 | - | |
| Total Support Staff | 12.25 | 41.90 | 53.20 | 107.35 | Total Support Staff | 14.25 | 42.81 | 51.64 | 108.70 | 1.35 | |
| GRAND TOTAL | 17.92 | 117.56 | 136.23 | 271.71 | GRAND TOTAL | 19.92 | 118.43 | 135.51 | 273.86 | 2.15 | |

