



FY2024 Preliminary Budget

Update:

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Presented to:
The Lincoln School Committee

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Guiding Principles

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.*



Superintendent's Overview

Becky McFall, Superintendent

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.

District Strategic Plan

The work of the district is outlined in our Strategic Plan. Strategic Priorities for the 2022 – 2023 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 developed the following Strategic Objectives and Strategic Priorities.

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

Overall Priority: Establish a culture that is built upon the intersectionality of social and emotional learning, Anti Racism, Inclusion, Diversity, and Equity (AIDE), student and adult learning, and fostering strong connections.

Build a culture of trust, engagement, and pride in our schools through:

- reinvesting in the relationships among and between students and caregivers, staff, administrators, partner organizations, and community members
- creating spaces where feedback is welcomed and used to facilitate transformative change
- developing our awareness, ability, skills, desire, and stamina to navigate and work through barriers that arise

Improve student investment, academic outcomes, and sense of belonging by providing engaging learning experiences, culturally responsive instruction that builds upon and embraces students' identities, and safe, nurturing, collaborative learning environments.

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## FY24 Budget Development

### ***The FY24 Preliminary Base Budget Outlook***

The 2022-2023 school year feels like we have turned a corner on the COVID-19 pandemic and have resumed most of our traditional practices and opened up access to our schools again. With all of our schools reconstructed, we are looking forward to focusing our efforts on school programming and student needs. However, we are still experiencing the impacts of the pandemic along with inflationary effects and these will create several budget drivers leading to increased costs in several areas of the FY24 budget. Our Preliminary FY24 Base Budget that will be presented to the School Committee on December 1, 2022 represents the provision of existing staffing, services, and programming with costs escalated with known contractual cost increases and assumptions based upon data available. For example, we expect an increase in our electricity costs in FY24 and have built appropriate increases into this budget line. In addition, we have included adjustments that are needed to address structural changes due to the newly opened Lincoln School, enrollment and student needs, and safety concerns. The resulting impact is Preliminary FY24 Base Budgets for both Hanscom and Lincoln that have budget gaps; the total budget amount exceeds the funds available in the Hanscom contract and the increase of 2.5% on the Lincoln budget.

Our presentation of the FY24 Preliminary Budget will review what is included in the FY24 Preliminary Base Budgets and adjustments that have been made relative to the FY23 approved budget. We will then discuss potential gap closing measures. We will also share our Improvement Initiatives in relation to the gap and the base budget and determine whether or not to move forward with Improvement Initiatives and the possibility of requesting a preferred budget.

As we develop the FY24 Budget, we must 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 School Committee and the Administration need to review the impact of these factors on available funds, be sensitive to changing conditions, and to look to the Finance Committee for guidance as appropriate. The School Committee must also consider the impact of upcoming collective bargaining and transportation contracts that will affect the FY24 budget.

### ***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 that our decisions for allocation of resources are internally consistent with the values we hold:

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

We will propose programs for the FY24 budget which support our Strategic Objectives:

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

**Budget Background:** The administrative team, in collaboration with the School Committee, will work to continue 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 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. This year we have identified costs that should be funded within the base budget and have adjusted the Site Based Management funds accordingly. In addition, the administration will continue its strategy of Spring allocation since it affects a very small portion of the overall budget (~1.5%). The Spring allocation process allows for more informed use of resources and more efficient budgeting to actual expenditures and shifting needs.

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 foreign 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 ongoing 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 DoDEA 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 FY24, the budget year, is known.
  - b. The electrical costs of operating the new Lincoln School is only partially known. The building will function as an energy-efficient all-electric school, but without the benefits of the planned photovoltaic arrays for the full year. The arrays are not anticipated to be online until the Fall of 2023. The costs of operating the all-electric facility are largely unknown at this point. Estimating electric costs will be a difficult task for the FY24 budget process.
  - c. The population of students with special needs on both campuses will likely continue to increase along with the need for specialized programs.

### **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 FY24 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,
  - c. impact of the DoDEA contract is known through FY25
  - d. 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 FY24 (end date 10/31/2023). The new Lincoln School is only locked in through December 2, 2022. Administration is currently preparing to rebid electricity this fall to accommodate for the delay in the photovoltaic arrays coming online.
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. It is the recommendation of the Administration to plan budgets to level fund 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.
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 FY24 in total are \$33,159,421 and are composed of three components:

1. Funds from the Town of Lincoln appropriated each year at Town Meeting. This includes the total of the Town Appropriation and Medicaid funds.
2. Funds allocated from the Department of Defense Education Activity contract to operate the Hanscom Schools.
3. Other revenue consists 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>FY23 - > FY24 |
|-------------------------------------------|---------------------|-------------|-------------------------|
| Lincoln Town Appropriation + Medicaid     | \$13,055,119        | 39.37%      | \$384,898               |
| Hanscom Contract (Anticipated Allocation) | \$17,722,644        | 53.45%      | \$584,076               |
| Other Revenue:                            |                     |             |                         |
| Reimbursement Programs                    | \$704,998           | 2.13%       | -\$50,993               |
| Grants                                    | \$1,099,080         | 3.31%       | \$128,071               |
| Tuition and Fees                          | \$577,580           | 1.74%       | \$0                     |
| <b>Total</b>                              | <b>\$33,159,421</b> | <b>100%</b> | <b>\$1,046,052</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 Detail**

| Major Sources of Revenues                 | Lincoln Campus      | Hanscom Campus      | District Totals     |
|-------------------------------------------|---------------------|---------------------|---------------------|
| Lincoln Town Appropriation                | \$12,972,319        |                     | \$12,972,319        |
| Hanscom Contract (Anticipated Allocation) |                     | \$17,722,644        | \$17,722,644        |
| <b>Other Revenue:</b>                     |                     |                     |                     |
| <b>Reimbursement Programs</b>             |                     |                     |                     |
| Special Education Circuit Breaker         | \$210,689           | \$491,609           | \$702,298           |
| Special Education Medicaid                | \$82,800            |                     | \$82,800            |
| E-rate                                    | \$2,700             |                     | \$2,700             |
| <b>Grants</b>                             |                     |                     |                     |
| Special Education Entitlement             | \$174,786           | \$174,786           | \$349,572           |
| Early Childhood Education                 | \$16,751            |                     | \$16,751            |
| Title I                                   | \$28,503            |                     | \$28,503            |
| Teacher Quality Title IIA                 | \$6,001             | \$6,001             | \$12,002            |
| Student Support Title IVA                 | \$5,000             | \$5,000             | \$10,000            |
| METCO                                     | \$682,252           |                     | \$682,252           |
| 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>\$14,618,661</b> | <b>\$18,540,760</b> | <b>\$33,159,421</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.



## 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 Appropriation + Medicaid | \$13,055,119 | 89.30%  |
| Reimbursement Programs                | \$213,389    | 1.46%   |
| Grants                                | \$913,293    | 6.25%   |
| Tuition and Fees                      | \$436,860    | 2.99%   |
| Total                                 | \$14,618,661 | 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 FY23 budget of \$12,655,921 approved at Town Meeting last March. This results in a FinCom Guideline for Lincoln of \$13,055,119 for fiscal year FY24. This proposed budget amount includes funds directed at the district's Deeper Learning, Social and Emotional 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 \$82,800 received during FY22 for separate appropriation by Town Meeting in March 2023. The \$68,500 increase in revenue has directly offset the total personnel line in the FY24 Lincoln budget request. It is in the range of being equivalent to a full staff member.

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 FY23 grant is \$7,753. 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 |
| FY2017                                                    | 88         | \$518,834 | 4.46%    |
| FY2018                                                    | 90         | \$529,124 | 1.98%    |
| FY2019                                                    | 84         | \$546,322 | 3.25%    |
| FY2020                                                    | 87         | \$581,804 | 6.49%    |
| FY2021                                                    | 85         | \$629,376 | 8.18%    |
| FY2022                                                    | 79         | \$637,773 | 9.62%    |
| FY2023                                                    | 88         | \$682,252 | 8.40%    |

As of this writing, the Legislature has not approved the Commonwealth FY24 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.

| FY23 FINAL METCO Grant Allocations - As of October 27, 2022 |                                                             |                                                                   |                         |                                                   |                                      |                         |
|-------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------|-------------------------|---------------------------------------------------|--------------------------------------|-------------------------|
| District                                                    | FY21 Grant Totals Without FY20 amounts (For Reference Only) | FY22 Final Grant Totals Without FY21 amounts (For Reference Only) | Oct. 1, 2021 Enrollment | 3-year average Oct. 1 enrollment (2019,2020,2021) | Max of Oct. 1, 2021 & 3-year average | FY23 Final Grant Totals |
| LINCOLN                                                     | 629,376                                                     | 669,581                                                           | 79                      | 85                                                | 85                                   | 682,252                 |

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.

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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.

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 FY21, 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 remained relatively constant since 2015/2016. Our FY23 enrollment has dipped at the elementary level and we believe this may be a remnant of the COVID-19 pandemic and reduced transitions for military families. We are planning for stable enrollment from FY23 into FY24 with a hope that our enrollment will return to pre-pandemic levels over the next few years.

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 the pandemic. 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 FY24, and the anticipated FY24 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 FY24 preliminary budget proposal is in accordance with School Committee guidelines but exceeds the contract terms for the next year. The budget continues to accommodate 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.

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## 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. Depending on the availability of funds, districts may be reimbursed for up to 75% of the cost above the annually set foundation amount.

| 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 |
|------------|------------|---------------------------|-------------------------|-------------|-------------|--------------------------------|----------------------------|----------------------|---------|
| FY22       | FY23       | 27                        | \$2,333,376             | \$947,260   | \$1,056,728 | \$39,138.07                    | 4.61%                      | \$702,298            | 66.46%  |
| FY21       | FY22       | 25                        | \$2,267,004             | \$1,261,008 | \$1,007,988 | \$40,319.52                    | 41.16%                     | \$755,991            | 75.00%  |
| FY20       | FY21       | 22                        | \$1,656,806             | \$1,063,744 | \$593,062   | \$26,957.36                    | -7.81%                     | \$444,797            | 75.00%  |
| FY19       | FY20       | 28                        | \$1,921,539             | \$1,282,176 | \$639,363   | \$22,834.39                    | -16.02%                    | \$479,521            | 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 budget continues to experience 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 FY24 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

transferred 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 FY24 will be \$25,400. These funds will be added to \$32,150 to be collected from the FY24 LEAP permit & other related receipts, for a total of \$57,550 included in the Lincoln revenues for FY24.
- **Athletics** Fees for participating in the Lincoln athletics program are included in this year's budget anticipating a full program return in FY24. 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 FY24 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 Lincoln families, faculty and staff. 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. 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 three school years, during the pandemic, the USDA has funded universal free lunch throughout the year. The program now has two kitchens and serving facilities at each school that will assist in enhancing program offerings and serving time.

FY24 will require the program to return to a paid lunch price. In order to do so, the Food Service Program will provide a presentation to the School Committee in April to provide the anticipated lunch price. There is also interest in offering breakfast as well in the future.

- The **Custodial Detail Revolving Fund** operates in a similar fashion, with current year receipts covering the cost of custodial overtime. We anticipate revenues and expenses to return to a more normal activity level. The fund pays for 1 custodial FTE on the Lincoln Campus as well as maintenance and costs related to any leases, licenses, and daily use by non-Lincoln Public School groups.

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Budget Expense Drivers

Overall

The FY24 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 FY24 Budget Summary

This budget proposal establishes that the total requests for the Lincoln appropriation will not be met within anticipated revenues, including the Finance Committee guidelines for budget growth of 2.5% (\$12,972,319) plus \$82,800 from Medicaid Reimbursement, totalling \$13,055,119.

The Lincoln Preliminary Base budget of \$13,106,194, is a level service budget (this year’s program at next year’s cost), adjusted for section changes caused by class sizes and enrollments, special education tuition, transportation, utility costs and needs due to the opening of the Lincoln School. The Total Preliminary Budget exceeds the Finance Committee’s budget guidance of 2 ½%. The Preliminary budget does not include the final results of Teacher Negotiations or final OSD, CASE, and other collaboratives tuition rate setting that is taking place in December and January.

| Lincoln | FY20
Actual | FY21
Actual | FY22
Actual | FY23
Revised | FY24
Preliminary | Variance |
|---------------------------------|----------------------|----------------------|----------------------|--------------------------|----------------------|--------------------|
| Personnel | \$ 8,965,065 | \$ 9,220,233 | \$ 9,401,185 | \$ 10,214,642 | \$ 10,536,616 | \$ 321,974 |
| Supplies, Equipment & Services | \$ 2,641,703 | \$ 2,595,652 | \$ 2,584,785 | \$ 2,455,579 | \$ 2,569,578 | \$ 113,999 |
| Total Preliminary Budget | \$ 11,606,768 | \$ 11,815,885 | \$ 11,985,970 | \$ 12,670,221 | \$ 13,106,194 | \$ 435,973 |
| | | | | | | 3.44% |
| | | | | \$ 12,670,221 | \$ 13,055,119 | \$ 384,898 |
| | | | | Budget Available/(Gap) = | \$ - | \$ (51,075) |
| | | | | | | \$ (51,075) |

**Hanscom Schools
FY24 Budget Summary**

The Hanscom Preliminary Base Budget of \$ 17,792,882 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, results in a Preliminary Budget that exceeds the DoDEA contract price of \$17,138,568. The Preliminary budget does not include the final results of Teacher Negotiations, final calculations for Hanscom Employee Benefits, or final OSD, CASE, and other collaboratives tuition rate setting that is taking place in December and January.

| Hanscom | FY20
Actual | FY21
Actual | FY22
Actual | FY23
Revised | FY24
Preliminary | Variance | |
|---------------------------------|----------------------|----------------------|----------------------|---------------------------|----------------------|-------------------|-------------|
| Personnel | \$ 11,574,778 | \$ 11,524,055 | \$ 11,625,847 | \$ 13,167,326 | \$ 13,435,365 | \$ 268,039 | |
| Supplies, Equipment & Services | \$ 3,922,088 | \$ 3,282,477 | \$ 3,486,670 | \$ 3,971,242 | \$ 4,357,517 | \$ 386,275 | |
| Total Preliminary Budget | \$ 15,496,866 | \$ 14,806,532 | \$ 15,112,517 | \$ 17,138,568 | \$ 17,792,882 | \$ 654,314 | |
| | | | | | | 3.82% | |
| | | | | DoDEA Contract Increase = | \$ 17,138,568 | \$ 17,722,644 | \$ 584,076 |
| | | | | Budget Available/(Gap) = | \$ - | \$ (70,238) | \$ (70,238) |

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 is appropriate. For FY24, 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. While we describe the middle school as being in three sections, scheduling and developing appropriate student cohorts may result in four sections in certain subject areas.

Hanscom: The scope of work for the current DoDEA contract which began in FY21 and will run through FY25 no longer contains specific class size guidelines for the Hanscom Campus, implying that the District should use the School Committee class size guidelines utilized on the Lincoln campus. Accordingly, the budget plan uses the preferred and maximum class sizes used in developing the Lincoln staffing.

For FY24, the projected enrollment will require 12 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 FY23 budget to support the shifting enrollment and a full middle school model in order for staffing levels to continue in the FY24 plan.

Personnel

The labor agreement with the Lincoln Teachers Association was renegotiated during FY20 and ends in August of 2023, thus the full anticipated costs in FY24 of the faculty required to support the planned program models on both campuses are not known at the time of the Preliminary Budget preparation. All other employee compensation amounts are known.

Hanscom also carries the employee benefit costs. At this time the final projected costs are not available and estimates in the current environment anticipate a 10% increase.

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 to renew and maintain existing educational software and network infrastructure and services.

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 FY24 projected fees for other service providers were calculated by adding 14% to their FY23 tuition rates. The actual FY24 tuition rates will not be finalized until the early winter.

Significant for FY24 is the projected 14% increase in OSD tuition rates for private school placements. Historically there has been an inflationary rate, but this year includes a “wage stabilization increase”. District Superintendents and School Committee leaders are working with our state legislators regarding this increase across the state. However, there is a sense that this increase will move forward for FY24.

| Historical OSD Inflation Figures
(October 1 Memo) | |
|--|--------|
| FY11 | 0.75% |
| FY12 | 1.69% |
| FY13 | 2.13% |
| FY14 | 1.80% |
| FY15 | 1.53% |
| FY16 | 1.40% |
| FY17 | 1.83% |
| FY18 | 1.15% |
| FY19 | 2.33% |
| FY20 | 1.63% |
| FY21 | 2.72% |
| FY22 | 2.26% |
| FY23 | 2.54% |
| FY24 | 14.00% |

FY24 Summary of Special Education Tuition

On the Hanscom Campus, special education expenses associated with out-of-district (OOD) placements are anticipated to cost \$2,416,098 for up to 24 students. While these expenses are considered a driver for the FY24 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.

| | Lincoln | | Hanscom* | | Total | |
|---|----------|-------------------|-----------|---------------------|-----------|---------------------|
| Private Day | | | 2 | \$ 211,656 | 2 | \$ 211,656 |
| Collaborative | 6 | \$ 512,126 | 22 | \$ 2,204,442 | 28 | \$ 2,716,568 |
| Total | 6 | \$ 512,126 | 24 | \$ 2,416,098 | 30 | \$ 2,928,224 |
| Circuit Breaker Offset | | \$ (210,690) | | \$ (491,608) | | \$ (702,298) |
| Total Out of District Tuition less Circuit Breaker | | \$ 301,436 | | \$ 1,924,490 | | \$ 2,225,926 |

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 and ends in June 2023. A new procurement process will be underway during the time the budget is being prepared, so the cost of transportation services for FY24 is still unknown.

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 FY24 CASE transportation assessments are included in the budget, funded at the anticipated FY23 amounts with an estimated 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 | Revolving Fund | Lincoln | Hanscom | Total |
|--|----------|------------------|-----------------|------------------|------------------|--------------------|
| In-District Transportation (7 Buses) | 326 | | \$40,000 | \$568,228 | | \$608,228 |
| Boston Resident Bus (2 Buses) | 91 | \$287,362 | | | | \$287,362 |
| Minuteman HS Bus (1 Bus) | 0 | | | | | \$0 |
| Out-of-District Transportation (Includes Special Education, Homeless, Foster Students) | 36 | | | \$123,637 | \$545,721 | \$669,358 |
| Total Transportation | | \$287,362 | \$40,000 | \$716,656 | \$554,436 | \$1,598,454 |

CASE out of district transportation assessments are based on the prior year (FY22) students transported and a calculated weighted average (usually higher) for additional students added during the prior 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. There is a mechanism to receive a credit that is not known until January of the current fiscal year. However, work is being done to minimize the creation of credits going forward.

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/ learning walk 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 FY24 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. Lincoln School is scheduled to utilize solar energy beginning in the summer of 2023 and is completing contracts with Eversource for pre-purchase agreements for electricity generation by the panels on the new school and consumption when panels are not generating electricity.

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 FY24.

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 FY24 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.

FY24 Utilities – Lincoln Budget

| Utility | FY20 Actual | FY21 Actual | FY22 Actual | FY23 Estimate | FY24 Estimate |
|-------------|-------------|-------------|-------------|---------------|---------------|
| Natural gas | \$122,000 | \$80,304 | \$27,816 | \$27,300 | \$27,300 |
| Electricity | \$218,046 | \$251,786 | \$561,328 | \$579,611 | \$496,650 |
| | \$340,046 | \$332,090 | \$589,144 | \$606,911 | \$523,950 |

Electricity Rates

| Electricity Rates | 1 Oct 22 Per kWh | 25 Nov 22 Per kWh | 2 Dec 22 Per kWh | 25 Nov 22 to 31 Oct 23 Per kWh | 3 Dec 22 to 2 Dec 24 Per kWh |
|----------------------|------------------|-------------------|------------------|--------------------------------|------------------------------|
| Hartwell & Pods | | 0.1059 | | 0.0925 | |
| Lincoln School | | | 0.1059 | | 0.1067 |
| Temporary Classrooms | 0.0886 | | | | |

*Rates do not include delivery cost

Further complicating the task of estimating the FY24 utilities consumption is the anticipated but unknown deployment of the solar panels. While anticipated to be installed and operational in the fall of 2022, they may not be operational until May or June of 2023. This should increase the consumption of electricity, but we do not know by what factor. During the FY23 school year we are carrying out commissioning of the HVAC system and transitioning settings to the specifications provided by the project engineers for high efficiency. These specifications also meet or exceed the recommendations for COVID standards.

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 determination of best settings for both energy efficiency and health and safety are the primary variables which will determine the exact utility expenses during FY24. 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. We will monitor the utility expenses closely during the current school year and into FY24.

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 FY24, the Town projects a 10% increase in health insurance over FY23 projected costs, based on their reading of the effects of recent legislation on the health insurance marketplace. This may translate into an anticipated expense of around \$2.0 million for both active and retired personnel in the FY24 budget. The budget is currently carrying forward a 6% increase in these line items.

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 FY24 is anticipated to increase at least 10% over the FY22 actuals.

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. Over the course of our Preliminary Budget development process we identified several Initiatives that fell into the categories listed above for being included in the base budget. The initiatives below do not fit into these categories and would require funds beyond what has been proposed in the base budgets.

FY24 Improvement Initiative Proposals

| Improvement Initiatives | Program | \$ Request | FTE | Personnel (P) Expense (E) | FTE | Lincoln | FTE | Hanscom |
|---|--------------------------|--------------|------------|---------------------------|------------|------------------|------------|------------------|
| Instructional Coaching (re)Launch | Curriculum & Instruction | \$316,103 | 3.5 | P | 2.5 | \$241,103 | 1.0 | \$75,000 |
| Adjustment Counselor/Social Worker/BCBA | Student Services | \$75,000 | 0.6 | P | 0.6 | \$45,000 | | |
| School Psychologist Internship | Student Services | \$10,000 | | P | | \$5,000 | | \$5,000 |
| Human Resources/Payroll Manager Role Update | HR/Personnel | \$9,000 | | P/E | | \$4,500 | | \$4,500 |
| Composting - Lincoln School | | \$5,700 | | P/E | | \$5,700 | | |
| School Committee Requests | | | | | | | | |
| Transportation - Expansion of Free Yellow Bus | School Committee | \$267,500 | 0.5 | P/E | 0.5 | \$267,500 | | |
| Universal Free Lunch | School Committee | \$300,000 | | E | | \$150,000 | | \$150,000 |
| Third Lincoln Preschool Classroom | School Committee | \$140,000 | 3.0 | P | 3.0 | \$140,000 | | |
| Review of Administrative Positions | School Committee | \$15,000 | | E | | \$7,500 | | \$7,500 |
| | | Total | 7.6 | | 6.6 | \$866,303 | 1.0 | \$242,000 |

Improvement Initiatives Summaries

Instructional Coaching (re)Launch

3.5 FTE

\$316,103

Over the past few years we have experimented with different approaches in our model to coaching and intervention in literacy and math. We would like to shift to a model that is designed to not only help students who need specialized support in these content areas, but to bolster Tier I and II in all classrooms and subjects across the district. We know that our day-to-day classroom instruction needs to improve in ways that fully integrate AIDE, SEL, and DL, and Portrait of a Learner work and principals are unable to coach teachers to the necessary depth. Building a cadre of strong coaches feels essential to significantly impacting the quality of teaching and learning across all classrooms.

Our old model looked like the chart below. For simplicity sake we are only showing faculty and not including tutor positions.

| <i>Old Model</i> | K-5 Literacy | K-5 Math | K-5 Science | 6-8 | Total |
|----------------------------|--|--|---------------------------------|-----|--|
| Content Specialists | .5 | .3 | .5 | N/A | 1.3
<i>1.3 District</i> |
| Coaches | 2.0
<i>1.0 Lincoln
1.0 Hanscom</i> | <i>No formal math coaching model in place</i> | 0 | 0 | 2.0
<i>1.0 Lincoln
1.0 Hanscom</i> |
| Interventionists | 3.3
<i>1.3 Lincoln
2.0 Hanscom</i> | 4.3
<i>2.3 Lincoln
2.0 Hanscom</i> | N/A | N/A | 7.6
<i>2.6 Lincoln
4.0 Hanscom</i> |
| Total | 5.8
<i>.5 District
2.3 Lincoln
3.0 Hanscom</i> | 4.6
<i>.3 District
2.3 Lincoln
2.0 Lincoln</i> | .5
<i>.5 District</i> | 0 | 10.9 |

The model we endeavor to create is shown in the chart below. This model requires a combination of role adjustment with current staff as well as increasing the FTEs of some part-time staff, and adding additional coaching positions that would be new to our district. This new approach:

- Redefines the role of Content Specialist
- Focuses interventionists solely on intervention and not on multiple roles; increases their FTE so that they are 1.0 and available at all the times students benefit from services
- Creates a cadre of coaches that serve all K-8 teachers, including specials teachers

| <i>Future Model</i> | K-5 Literacy | K-5 Math | K-5 Science | 6-8 | Total |
|----------------------------|--|--|-------------|--|--|
| Content Specialists | 1.0 | .9 | .5 | N/A | 2.4
<i>2.4 District</i> |
| Coaches | 2.0
<i>1.0 Lincoln
1.0 Hanscom</i> | 2.0
<i>1.0 Lincoln
1.0 Hanscom</i> | 0 | 2.0
<i>1.0 Lincoln
1.0 Hanscom</i> | 6.0
<i>3.0 Lincoln
3.0 Hanscom</i> |
| Interventionists | 4.0 | 2.0 | N/A | N/A | 6.0 |

the district for internships. It is known that many school psychologists seek out employment in the school district they have completed their internship within. Therefore, this internship program would provide the district the opportunity to retain interns and hire them as professional staff upon completion of their graduate degree.

Human Resources/Payroll Manager Role Update (50/50 split) \$9,000

The district needs to have a master payroll system and database. The Town's current application, MUNIS, is not utilized to the power and features that it has available to enable payroll and fiscal controls. The current flaw in the budget is that MUNIS does not have all of the positions and titles coded and thus some positions may not be included in future budgets at times of leadership transition. While the practice of encumbering payroll is a significant safeguard, it does not protect the Superintendent or the leadership team from errors and omissions as they may or may not be part of the institutional memory carried forward. The current year live payroll database is the primary source for the start of every annual budget staffing plan to ensure that compensation is fully and completely known and available to be calculated going forward.

The goal of this initiative is to update the Job Description of the Human Resources Generalist to be inclusive and responsible for the Payroll and Human Resources elements for the district. This would include the supervision, oversight, training, and management of TalentEd (hiring application) up to the activity currently the responsibility of the Superintendent's Office and after the approval of the Superintendent's Office responsibility. The position would also have and take an active role in developing all payroll reporting and budgeting in MUNIS and in PowerSchool, developing an HRIS process/integration of information.

Composting - Lincoln School \$5,700

The community would like to see the cafeteria become a place where students can learn about composting food and other biodegradable materials that are generated from home and school during the lunch period. The district would contract with a local buyer who would take food waste to compost and or use it for feeding livestock.

| Implementation Period | One-time or Continuing | Unit Cost | Unit Cost Total |
|-----------------------|------------------------------|-------------|-----------------|
| 7/1/2023 | Totes | 150+ | 300 |
| 9/1/2023 | Pick up of Totes 2x per week | 16 per tote | 2,304 |
| 9/1/2023 | Supervision Stipend | ? | 3,000 |
| | Printing posters, supplies | ? | 96 |
| | | Total Cost | \$5,700 |

Transportation - Expansion of Free Yellow Bus - Lincoln School .50 FTE \$267,000

The School Committee has been approached to find out if there is interest and funding available to offer free transportation to all students to reach the goal of reducing car lines (emissions) and traffic to and from school at arrival and dismissal time. The goal would be to build and market the yellow school bus as public transportation built for students/youth.

Elimination of fees would be \$40,000 with no expansion of the number of buses. Expansion of a bus is subject to new Bus Bid for next year but could be upwards of \$90,000 per bus added over the current 9 we have. We would need to purchase software \$25,000 to organize and route 600 students along with adding part time clerical staff at either the Business Office or school to handle phone calls and customer service compliments and complaints.

| Implementation Period | Quantity/FTE | One-time or Continuing | Unit Cost | Unit Cost Total |
|-----------------------|--------------|------------------------|------------|-----------------|
| 7/1/2023 | .50 FTE | Secretarial Support | \$55,000 | \$27,500 |
| | | Routing Software | \$20,000 | \$20,000 |
| | 2 | Additional Buses | \$90,000 | \$180,000 |
| | | Revenue Replacement | \$40,000 | \$40,000 |
| | | | Total Cost | \$267,500 |

Universal Free Lunch (50/50 split) \$300,000

The two year experience of Universal Free Lunch has taught us that there is significant food insecurity that is hidden among our student populations. These are students that are living in middle class to upper middle class families that do not qualify for free or reduced lunch services or programs. It is a question as to how much would be required to provide free lunch to all students going forward.

The cost estimate is approximately \$300,000 (\$150,00 per campus) in lost federal and state reimbursement revenue. It could be lower, but more analysis would be needed through this year as well as the future federal and state funding of the program.

Third Lincoln Preschool Classroom - Lincoln School 3.0 FTE \$140,000

The Lincoln PreSchool is exploring the interest within the community of adding a third preschool classroom on the Lincoln campus. An additional classroom would allow for the addition of up to 18 students. This improvement initiative serves as a placeholder as we poll to see if the number of interested families will support the addition of a third preschool classroom on the Lincoln campus. If there is sufficient interest, the third classroom would need faculty and staff. The third preschool classroom already has an identified space and furniture/materials have already been purchased for this classroom. Part of this initiative will be funded by the Preschool Revolving Fund. The proportion will be identified as the level of interest is assessed.

Review of Administrative Positions (50/50 split) \$15,000

The School Committee is interested in providing resources to review the administrative structure of the district and Central Office in particular including supporting positions. A consultant would provide job/task analysis, document the current state of the human capital, processes & systems related to recruitment, hiring, and retention, human resources and personnel staff levels, policies and practices. The purpose of the Review is also to identify areas of deficit or policies to be adopted and to provide recommendations for improvement or modernization.



Summary

Lincoln Appropriation

This preliminary budget proposal request for the Lincoln budget totals \$13,106,194. It exceeds the Finance Committee budget guidance for a 2.5% increase plus \$82,800 Medicaid Reimbursement pf 13,055,119. The Preliminary budget does not include the final results of

- Teacher Negotiations, or
- final OSD, CASE, and other collaboratives tuition rate setting that is taking place in December and January.

| Expense Category | FY20 Actual | FY21 Actual | FY22 Actual | F23 Final | FY24 Preliminary | Variance |
|--|-------------------|-------------------|-------------------|-------------------|--|----------------|
| Administrator Salaries | 926,646 | 901,774 | 940,232 | 934,373 | Personnel Costs are hidden pending outcome of negotiations | |
| • Professional Regular salaries | 6,220,582 | 6,561,817 | 6,337,704 | 7,017,423 | | |
| • Stipends (leadership & mentoring) | 257,441 | 223,995 | 260,890 | 212,708 | | |
| • Substitutes (daily & long-term) | 86,160 | 83,136 | 109,838 | 180,000 | | |
| • Misc. Salaries (see note 1) | 108,349 | 70,019 | 234,291 | 215,990 | | |
| • Special Education Tutors | 70,651 | 114,536 | 158,928 | 170,059 | | |
| • Instructional Assistants | 221,205 | 197,720 | 306,374 | 261,670 | | |
| • Other paraprofessionals | 78,842 | 71,472 | 91,644 | 93,735 | | |
| • Secretaries | 431,307 | 413,544 | 413,926 | 458,373 | | |
| • Facilities, Maintenance & Custodial Staff | 516,178 | 540,702 | 514,336 | 639,736 | | |
| • Overtime | 17,177 | 21,695 | 30,522 | 26,200 | | |
| Professional & Staff Development | 30,527 | 19,823 | 35,120 | 54,621 | 54,621 | 0 |
| In-District Transportation | 461,674 | 449,940 | 495,396 | 503,060 | 568,228 | 65,168 |
| Out of District Special Education Transportation | 102,035 | 95,469 | 107,010 | 123,637 | 123,637 | 0 |
| Special Education Tuition (OOD & collaboratives) | 434,382 | 289,643 | 322,423 | 272,250 | 301,436 | 29,186 |
| • Textbooks | 57,641 | 8,555 | 11,342 | 69,466 | 38,611 | (30,855) |
| • Other Published Materials | 97,621 | 85,413 | 128,047 | 96,215 | 97,069 | 854 |
| • Durable Goods and Equipment | 27,439 | 18,082 | 31,170 | 66,564 | 65,039 | (1,525) |
| • Consumable Supplies | 76,598 | 38,514 | 106,161 | 89,577 | 97,277 | 7,700 |
| • Contracted Services | 228,045 | 225,138 | 266,213 | 314,704 | 328,711 | 14,007 |
| • Utilities -- heat | 122,000 | 81,500 | 30,000 | 27,300 | 27,300 | 0 |
| • Utilities -- electricity | 218,046 | 285,013 | 704,944 | 451,500 | 496,650 | 45,150 |
| • Utilities -- water, sewer, telephones | 64,822 | 51,594 | 34,476 | 43,746 | 43,746 | 0 |
| • Maintenance Services & Supplies | 91,924 | 157,651 | 61,956 | 95,130 | 100,680 | 5,550 |
| • Custodial Services & Supplies | 65,699 | 31,800 | 38,484 | 38,700 | 35,000 | (3,700) |
| Other expenses (see note 2) | 97,428 | 27,814 | 69,247 | 50,305 | 50,305 | 0 |
| • Building and Capital Projects | 328,385 | 572,127 | 120,794 | 40,000 | 20,000 | (20,000) |
| IT Replacement Cycle | 167,964 | 177,400 | 24,502 | 123,179 | 125,643 | 2,464 |
| Grand Total | 11,606,768 | 11,815,886 | 11,985,970 | 12,670,221 | 13,106,194 | 435,973 |

Notes

1. Includes personnel control, home/hospital teaching, certain curriculum development & instrumental instruction salaries.
2. Includes (but not limited to) postage, legal expenses including settlements, advertising, printing, permits, etc.

Hanscom Contract

The Hanscom Preliminary Base Budget of \$17,792,882 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, results in a Preliminary Budget that exceeds the DoDEA contract price of \$17,138,568. The budget does provide 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. This Preliminary Budget request projects a need for additional resources for operations from the Hanscom Reserve Fund,

The Preliminary budget does not include the final results of

- Teacher Negotiations,
- final calculations for Hanscom Employee Benefits, or
- final OSD, CASE, and other collaboratives tuition rate setting that is taking place in December and January.

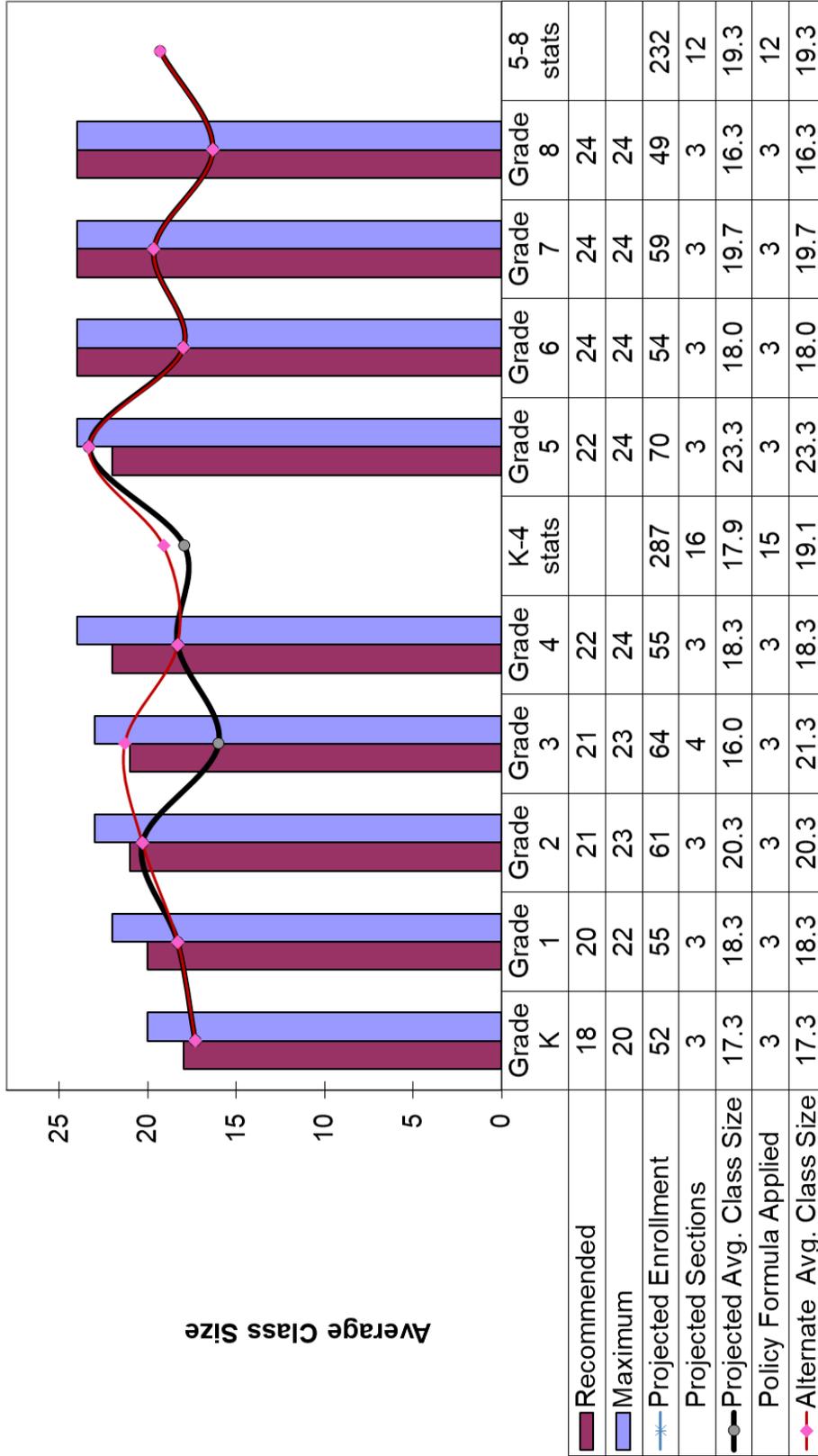
| Expense Category | FY20 Actual | FY21 Actual | FY22 Actual | FY23 Final | FY 24 Preliminary | Variance |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|----------------|
| Administrator Salaries | 940,611 | 971,780 | 1,013,184 | 1,023,193 | 1,036,848 | 13,655 |
| • Professional Regular salaries | 6,373,963 | 6,672,602 | 6,924,516 | 7,422,265 | | |
| • Stipends (leadership & mentoring) | 232,126 | 239,708 | 253,624 | 280,087 | | |
| • Substitutes (daily & long-term) | 82,764 | 108,085 | 175,000 | 185,000 | | |
| • Misc. Salaries (see note 1) | 417,797 | 78,040 | 143,771 | 346,765 | | |
| • Special Education Tutors | 468,229 | 367,692 | 450,893 | 562,924 | | |
| • Instructional Assistants | 331,117 | 264,380 | 344,826 | 342,300 | | |
| • Other paraprofessionals | 90,142 | 94,901 | 113,443 | 93,136 | | |
| • Secretaries | 390,385 | 406,766 | 415,481 | 462,277 | | |
| • Facilities, Maintenance & Custodial Staff | 577,589 | 616,033 | 638,640 | 718,864 | | |
| • Overtime | 14,117 | 17,811 | 17,800 | 17,800 | 17,800 | 0 |
| Professional & Staff Development | 31,473 | 34,265 | 58,216 | 69,240 | 69,240 | 0 |
| Benefits | 1,624,465 | 1,651,991 | 1,608,000 | 1,763,705 | 1,861,883 | 98,178 |
| In-District Transportation | 7,183 | 8,300 | 8,300 | 0 | 0 | 0 |
| Out of District Special Education Transportation | 881,023 | 5,220 | 450,584 | 481,828 | 555,276 | 73,448 |
| Special Education Tuition (OOD & collaboratives) | 1,757,891 | 2,134,475 | 2,561,200 | 1,648,827 | 1,924,491 | 275,664 |
| • Textbooks | 58,360 | 11,866 | 24,035 | 43,463 | 43,463 | 0 |
| • Other Published Materials | 101,438 | 82,530 | 98,462 | 131,891 | 133,922 | 2,031 |
| • Durable Goods and Equipment | 49,550 | 50,051 | 66,800 | 277,975 | 277,391 | (584) |
| • Consumable Supplies | 91,354 | 80,049 | 109,480 | 107,988 | 110,238 | 2,250 |
| • Contracted Services | 207,137 | 252,802 | 417,651 | 494,163 | 499,103 | 4,940 |
| • Utilities -- heat | 55,000 | 50,799 | 62,000 | 65,100 | 65,100 | 0 |
| • Utilities -- electricity | 200,000 | 154,654 | 200,000 | 210,000 | 231,000 | 21,000 |
| • Utilities -- water, sewer, telephones | 43,073 | 40,312 | 45,769 | 32,308 | 32,308 | 0 |
| • Maintenance Services & Supplies | 127,102 | 155,464 | 177,850 | 150,050 | 155,250 | 5,200 |
| • Custodial Services & Supplies | 56,619 | 43,214 | 56,300 | 38,700 | 53,626 | 14,926 |
| Other expenses (see note 2) | 16,821 | 40,702 | 27,463 | 42,389 | 27,463 | (14,926) |
| • Building and Capital Projects | 88,504 | 58,313 | 10,000 | 10,000 | 10,000 | 0 |
| IT Replacement Cycle | 181,033 | 113,727 | 114,048 | 116,330 | 118,656 | 2,326 |
| Grand Total | 15,496,866 | 14,806,532 | 16,587,336 | 17,138,568 | 17,792,882 | 654,314 |

Personnel Costs are hidden pending outcome of negotiations

FY2024 Projected Class Size to School Committee Policy Lincoln School

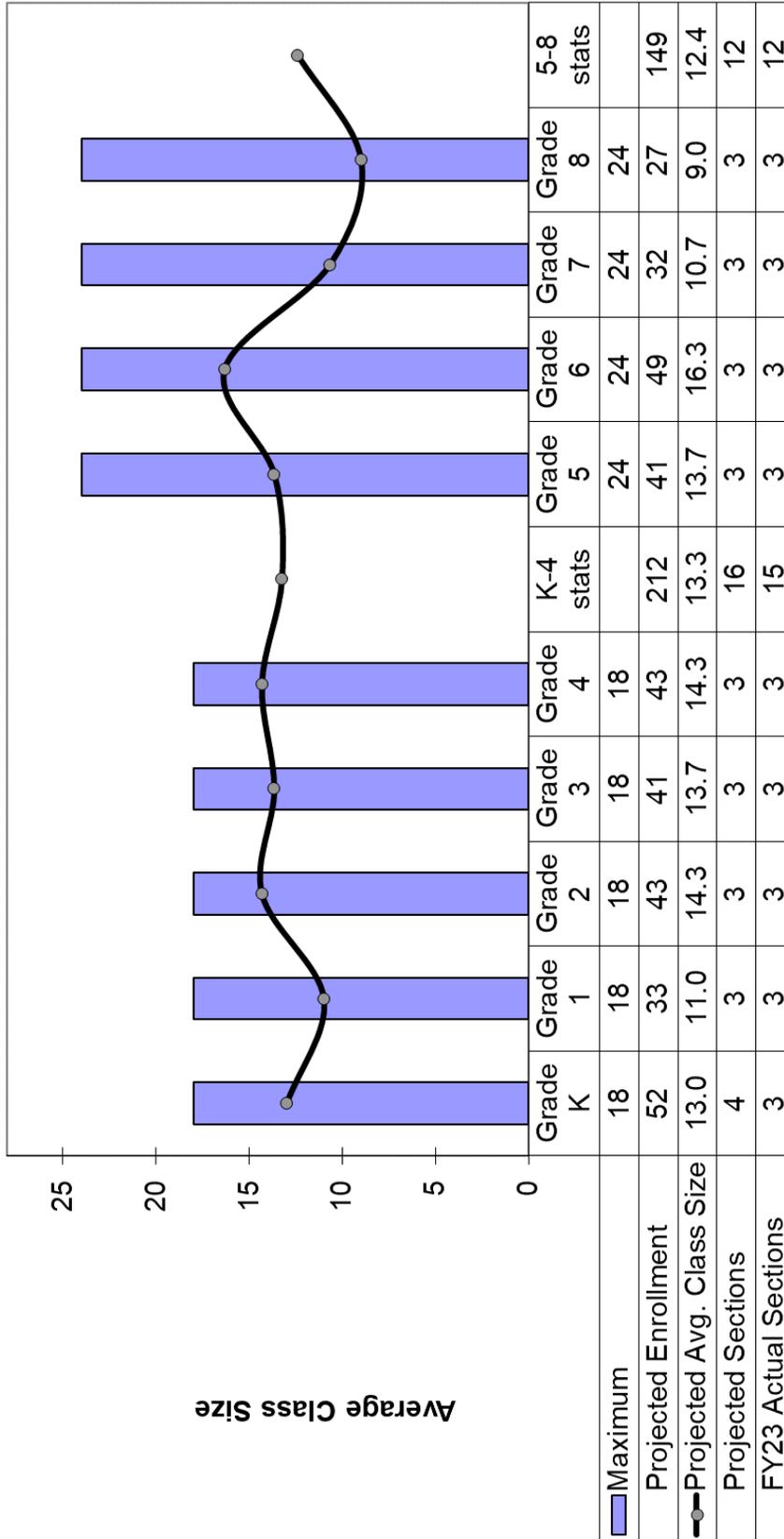
FY 2024 Projected Class Size to School Committee Policy
Lincoln School

School Committee Policy Formula
Applied



FY2024 Projected Class Size to Contract Requirements Hanscom Schools

**FY 2024 Projected Class Size to Contract Requirements
Hanscom School**



Preliminary Budget Request Staffing Comparison FY23- FY24

| FY23 Revised Budget | District | Lincoln | Hanscom | Total | FY24 Preliminary | District | Lincoln | Hanscom | Total | Difference FY23v. FY24 | 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 | - | |
| Director of Educational Operations and Technology | 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 | - | |
| Principal of Early Childhood Programs | - | 0.33 | 0.67 | 1.00 | Principal of Early Childhood Programs | - | 0.33 | 0.67 | 1.00 | - | Lincoln allocation to Revolving Fund |
| 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 | 4.33 | 3.67 | 13.67 | Total Administration | 5.67 | 4.33 | 3.67 | 13.67 | - | |
| Classroom Instruction | | | | | Classroom Instruction | | | | | | |
| Classroom Teachers | - | 29.60 | 31.00 | 60.60 | Classroom Teachers | - | 29.60 | 31.00 | 60.60 | - | |
| Preschool Teachers | - | 2.00 | 4.00 | 6.00 | Preschool Teachers | - | 2.00 | 4.00 | 6.00 | - | |
| Art | - | 1.80 | 2.00 | 3.80 | Art | - | 1.80 | 2.00 | 3.80 | - | |
| Physical Education/Health | - | 2.56 | 2.54 | 4.90 | Physical Education/Health | - | 2.46 | 2.44 | 4.90 | - | |
| World Language | - | 3.50 | 2.60 | 6.10 | World Language | - | 3.00 | 3.10 | 6.10 | - | |
| Music/Drama | - | 2.60 | 2.20 | 4.80 | Music/Drama | - | 2.62 | 2.18 | 4.80 | - | |
| Total Classroom Instruction | - | 41.86 | 44.34 | 86.20 | Total Classroom Instruction | - | 41.48 | 44.72 | 86.20 | - | |
| Instructional Support | | | | | Instructional Support | | | | | | |
| Special Education Teachers | - | 9.00 | 9.00 | 18.00 | Special Education Teachers | - | 9.00 | 9.00 | 18.00 | - | |
| 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 | - | 1.80 | 3.00 | 4.80 | Literacy Specialists | - | 1.80 | 3.00 | 4.80 | - | |
| Psychologists | - | 2.20 | 2.00 | 4.20 | Psychologists | - | 2.20 | 2.00 | 4.20 | - | |
| 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 | - | |
| Math Specialists | - | 1.73 | 2.00 | 3.73 | Math Specialists | - | 1.73 | 2.00 | 3.73 | - | |
| 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 | - | 1.20 | 1.20 | 2.40 | Curriculum/Content Specialists | - | 1.20 | 1.20 | 2.40 | - | |
| Faculty in Residency | - | 0.50 | 0.50 | 1.00 | Faculty in Residency | - | 0.50 | 0.50 | 1.00 | - | |
| English Language Learners | - | 2.00 | 2.00 | 4.00 | English Language Learners | - | 2.00 | 2.00 | 4.00 | - | |
| 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 | - | |
| Total Instructional Support | - | 29.23 | 32.70 | 61.93 | Total Instructional Support | - | 29.23 | 32.70 | 61.93 | - | |
| Support Staff | | | | | Support Staff | | | | | | |
| Instructional Assistants | - | 9.33 | 9.21 | 18.54 | Instructional Assistants | - | 9.33 | 9.21 | 18.54 | - | |
| Special Education Tutors | - | 9.64 | 16.98 | 26.62 | Special Education Tutors | - | 9.64 | 16.98 | 26.62 | - | |
| General Education Tutors | - | 1.84 | 1.00 | 2.84 | General Education Tutors | - | 1.84 | 1.00 | 2.84 | - | |
| COTA/PTA | - | - | - | - | COTA/PTA | - | - | - | - | - | |
| Preschool Assistants | - | 2.03 | 2.76 | 4.79 | Preschool Assistants | - | 2.03 | 2.76 | 4.79 | - | |
| Preschool Tutors | - | 2.25 | 2.26 | 4.51 | Preschool Tutors | - | 2.25 | 2.26 | 4.51 | - | |
| 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 | - | |
| ELL Assistants | - | - | - | - | ELL Assistants | - | - | - | - | - | |
| 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 | 6.75 | 4.00 | 4.00 | 14.75 | Secretaries/Administrative Support | 6.75 | 4.45 | 4.30 | 15.50 | 0.75 | 1 shared with Town/ .75 PreK Admin |
| Maintenance Staff | 2.50 | - | - | 2.50 | Maintenance Staff | 2.50 | - | - | 2.50 | - | |
| Custodians | 2.00 | 6.00 | 6.00 | 14.00 | Custodians | 2.00 | 6.00 | 6.00 | 14.00 | - | |
| Food Service | 1.00 | 3.97 | 3.92 | 8.89 | Food Service | 1.00 | 3.97 | 3.92 | 8.89 | - | |
| Total Support Staff | 14.25 | 42.06 | 49.13 | 105.44 | Total Support Staff | 14.25 | 42.51 | 49.43 | 106.19 | 0.75 | |
| GRAND TOTAL | 19.92 | 117.48 | 129.84 | 267.24 | GRAND TOTAL | 19.92 | 117.55 | 130.52 | 267.99 | 0.75 | |

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.

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 FY24. The USDA has generously supported universal free lunch in all public schools during the pandemic. The program is scheduled to end in June of 2023. 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

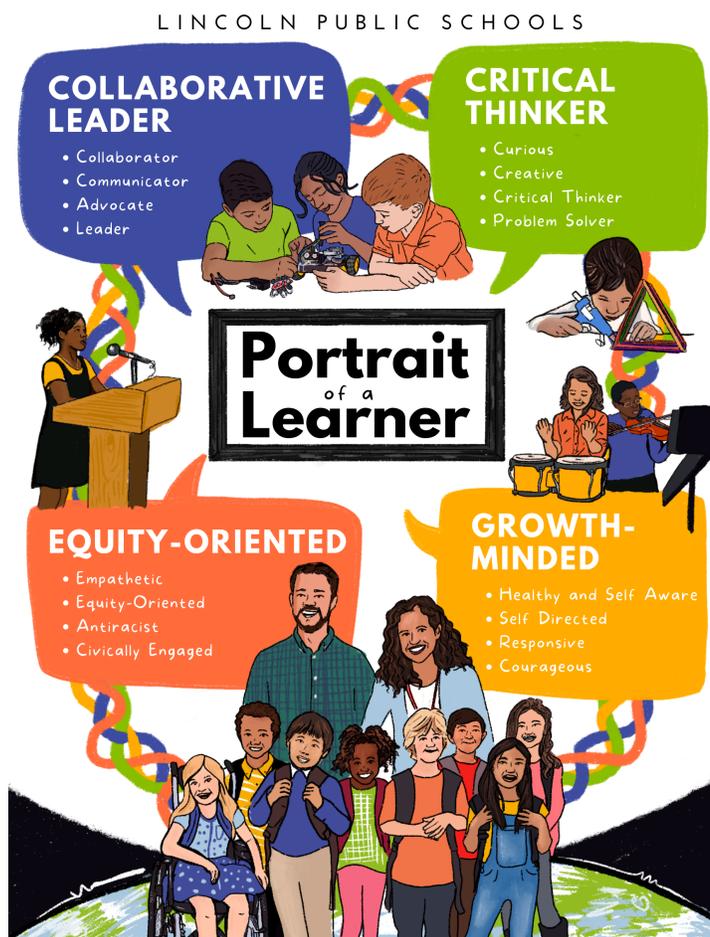
Jessica Rose, Ed.L.D., Assistant Superintendent

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, SEL, and Deeper Learning into experiences 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 all three components, 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.

Ultimately, this collective work is a driving force in our ability to make the LPS Portrait of a Learner a lived reality for all students and staff. Our Portrait was finalized and shared in September 2022 and clarifies our vision that all students and staff continuously develop as equity-oriented and growth-minded collaborative leaders and critical thinkers. The Portrait was created based on input from many hundreds of stakeholders, including students, families, staff, and community members.

Turning these aspirations into lived realities for all of our students and staff will be the most central work of our district over the next few years. Work in the 2022-23 school year has already begun in this area. All faculty and staff are being trained in Responsive Classroom, a student-centered, social and emotional learning approach to teaching and discipline designed to create safe, joyful, and engaging classrooms and school communities for both students and



teachers. All faculty and staff also continue to be trained by the Racial Equity Institute to develop their capacity to better understand racism in its institutional and structural form; with shared language and a clearer understanding of how institutions and systems are producing unjust and inequitable outcomes, our staff can are better equipped to begin to work for change. Lastly, our Faculty Resident is working to lead the creation of a Framework for Teaching and Learning built off of our values and goals in melding AIDE, SEL, and Deeper Learning in ways that match our Portrait of a Learner. This includes re-establishing the practice of Learning Walks, and revising the process to match our vision. We anticipate that the bulk of our district-wide and school-based work will be focused in this area for many years to come.

Student Services*Lisa Berard, 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, school adjustment counselors and school 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 several consecutive years (2017-2021). 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. Over the past two school years, there has seen an increase in referrals for initial evaluations for special education eligibility compared to previous school years. This school year we have 20.7% 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 | | | | | | |
|---|---------|---------|-------|--|---------------------|------------------|
| 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% | ----% |
| 2022 | 103 | 112 | 215 | | 20,7% | N/A |

(Source for State: <http://www.doe.mass.edu/infoervices/reports/enroll/>)

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, cognitive or complex educational 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 which makes it challenging to develop a consistent cohort of students with similar needs and the transient nature of the military community. These challenges impact sustainability of in-district programming. The district remains committed to continually examining programming to meet the needs of our students.

In the 2020-2021 school year, the district restructured the current Special Educator FTE's and requested an additional paraprofessional in the FY20 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. In the 2021-2022 school year, additional in-district programming to support students at the elementary level was proposed. The Foundations program was developed to support a small group of students in early elementary school with needs to have access to a therapeutic environment, as well as, have an integration of social, emotional and behavioral support throughout the school day.

| Students (PreK-8) in Special Education in the Lincoln Public Schools
by comparison of October 1st 2017 to October 1st 2022 | | | | | | |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | Oct 1st
2017 | Oct 1st
2018 | Oct 1st
2019 | Oct 1st
2020 | Oct 1st
2021 | Oct 1st
2022 |
| Lincoln Resident PreK | 5 | 5 | 7 | 4 | 9 | 9 |
| Hanscom Resident PreK | 18 | 15 | 21 | 11 | 9 | 17 |
| Lincoln School K-4 | 55 | 44 | 39 | 30 | 32 | 45 |
| Lincoln School 5-8 | 54 | 60 | 52 | 46 | 47 | 44 |
| Hanscom Primary School | 46 | 51 | 39 | 29 | 39 | 27 |
| Hanscom Middle School | 53 | 49 | 50 | 46 | 48 | 45 |
| Lincoln Out of District | 6 | 6 | 6 | 4 | 2 | 3 |
| Hanscom Out of District | 19 | 23 | 17 | 21 | 24 | 22 |
| Services Only | | 5 | 5 | 6 | 6 | 3 |
| | 256 | 258 | 236 | 197 | 216 | 215 |

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, 2022 were identified with Health Disabilities, Specific Learning Disabilities and Communication Disabilities. This is consistent with the previous school year.

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 25 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 the CASE Collaborative.

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, 2022 | | | |
|--|----------|-----------|-----------|
| | Lincoln | Hanscom | Total |
| Collaborative Placements | 3 | 19 | 22 |
| Private Day Placements | 0 | 3 | 3 |
| Total | 3 | 22 | 25 |

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 and 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 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| Number | 31 | 27 | 34 | 38 |

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 \$28,503 for FY23 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 other hardware, 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 SDR 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 a modest increase for FY24, 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 just over half of the technology budget. Annual licenses and support contracts, and consumables, primarily replacement printer toner cartridges, represent another third 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 FY22 and FY23, following two years in which 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 during COVID, the focus of the replacement cycle shifted back to faculty and staff device replacement, to ensure all devices will be back on their schedule cycle by the end of the 22-23 school year.

There is no additional equipment being added to the replacement cycle request for the FY24 year, however, there is a modest 2% increase included in anticipation of price escalations given current market conditions.

E-Rate

In FY23, we received E-Rate category 1 funds to partially offset internet access costs on both the Hanscom and the Lincoln campuses.

Capital Budget Request

In FY23, the town has funded a capital budget project to replace our firewall on the Lincoln campus. Our current firewall has provided over seven years of reliable service, but has reached the end of its useful life. The replacement firewall will maintain our existing level of service and protect our network and technology assets, while also providing additional new security features and high availability to reduce downtime and lost learning time. This project is currently in the procurement phase with a projected project completion in late winter/early spring.

In the FY24 capital budget, we have proposed two projects to improve security on the Lincoln campus. First, at the request of our principals, we are seeking funding to purchase additional portable radios, so all teachers will have a radio they can use both for intra-building communication, and for emergency communication. Radios are a robust and reliable tool for emergency communication needs and provide a dedicated channel for communicating with public safety in a crisis. Second, we have proposed a project to purchase security cameras for the Lincoln campus. Cameras were value-engineered out of the school building project, but the conduit, cabling, and other infrastructure were retained to support a future camera installation. These cameras would enhance security, especially in a crisis, provide LPS and Lincoln public safety with a valuable investigation tool, and serve as a deterrent against vandalism, protecting the town's investment in the new school building. An application has also been submitted for consideration for funding this project with ARPA funds.

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 Lincoln Preschool program follows the preschool curriculum standards as implemented by the Early Childhood 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 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 four classrooms at Hanscom Primary School that offer 4 hours per day, five days per week. Previously, the Hanscom campus has offered two and a half hour sessions in the morning and afternoon however due to enrollment the longer sessions were able to be offered to all eligible students. 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 represent 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, 27% 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 26 students who are currently serviced through IEPs, there are 9 students currently participating in the special education referral process. The Lincoln Preschool evaluates up to 50 students per year for initial and three year reevaluation meetings.

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 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 | # of 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 | 4 Hour Program | 3 | 7 | 1 | | 10 | 54 |
| Hanscom Campus | Morning - 2 1/2/hr program | 0 | 10 | 1 | 7 | | |
| | Afternoon - 2 1/2/hr program | 0 | 10 | 1 | 7 | | |
| | 4 Hour Program | 4 | 7 | 1 | 8 | 2 | 72 |
| | 1 CASE Collaborative | | | | | | |
| Total | Classrooms/ Students | 7 | 89 | 11 | 60 | 38 | 126 |

- The table shows the maximum number of students per classroom for the classrooms that are available. It does not reflect actual enrollment in the program.
- Hanscom 2 ½ Hour programs are offered based on DoDEA contract eligibility.

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. 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 | # of 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 | 4 Hour Program | 3 | 1 | 1 | | 2 | 12 |
| | Floater | | | | | 1 | 1 |
| Hanscom Campus | Morning - 2 1/2/hr program | 0 | 1 | 1 | 1 | | 0 |
| | Afternoon - 2 1/2/hr program | 0 | | | | | |
| | 4 Hour Program | 4 | 1 | 1 | 1 | 1 | 16 |
| | Floater | | | | 1 | | 1 |
| | CASE Collaborative | | | | | | |
| Total | Classrooms/ Staff | 7 | 7 | 7 | 5 | 11 | 30 |

- 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.
- Hanscom 2 ½ Hour programs are offered based on DoDEA contract eligibility.

The FY24 budget funds the known enrollment and will only have 7 of the 9 classrooms open for Lincoln and Hanscom students. The new Lincoln School has three Preschool classrooms. The potential of opening the third classroom needs to be discussed because at this time projected special education enrollment only supports continuing to have two open classrooms for next year. 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 fund 0.63 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 FY24 is to have it remain the same rate as FY22 until a tuition review can be completed by spring 2023. The result of the study will inform us of the timing of an updated tuition rate. In addition, 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 | | | | FY23 PROJ | | FY24 PROJ | |
|---|-----------|-------|---------|-----------|-----------|-----------|-----------|
| | | | | Students | \$ | Students | \$ |
| Program | Days/Week | Month | Annual | | | | |
| Lincoln Eligible Students | | | | | | | |
| 4 hours | 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/ 4 hours
Additional Monthly Fee | | \$450 | \$4,500 | 16 | \$72,000 | 16 | \$72,000 |
| Hanscom Eligible Students | | | | | | | |
| 4 hours | 5 | \$460 | \$4,600 | | \$0 | | \$0 |
| | 3 | \$276 | \$2,760 | | \$0 | | \$0 |
| | 2 | \$184 | \$1,840 | | \$0 | | \$0 |
| Morning: 2 1/2 hours | 5 | \$276 | \$2,760 | 2 | \$5,520 | 2 | \$5,520 |
| Afternoon: 2 1/2 hours | 4 | \$241 | \$2,410 | 0 | \$0 | 0 | \$0 |
| | | | | 39 | \$172,280 | 39 | \$172,280 |

Lincoln School

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 evident in the Town’s support for the School Building Project. Being in the newly renovated/new spaces has energized staff and students, alike! There are new opportunities for flexibility and collaboration, and we look forward to bringing the community back into the school. As always, the Lincoln budget provides for highly qualified educators from teachers to paraprofessionals, administrators to office and building staff; and includes funding for classroom materials and equipment, and significant professional development including Responsive Classroom training for the entire district. 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 295 students enrolled in grades K-4 across the following races and ethnicities:

| Student Race and Ethnicity | |
|-----------------------------------|-----|
| Asian | 8% |
| American Indian or Alaska Native | 0% |
| African American | 11% |
| Hispanic or Latino | 11% |
| Multi-Race, Non-Hispanic | 12% |
| Native Hawaiian, Pacific Islander | 0% |
| White | 58% |

The Lincoln School K-4 Strategic Maps are aligned with the District’s Strategic Maps. We will continue developing a holistic educational approach by integrating three essential components: AIDE (Antiracism, Inclusion, Diversity and Equity), Social Emotional Learning, and Deeper Learning. This year teachers will have opportunities to work with student data through extended facilitated data meetings, and continue to collaborate closely with math and literacy specialists. The K-5 Math Resource and the Instructional Support Team will strengthen Tier 1 instruction so that all students have goals, interventions and extensions to propel achievement and growth.

Our second goal is to utilize the knowledge and skills of Lincoln K-4 staff to intentionally strengthen and build a thriving professional, school, and community culture. Through Responsive Classroom training, Faculty Leadership Teams, and Student Feedback we will strive to 1. increase students’ sense of belonging, engagement, achievement and growth; 2. focus on social emotional development, and 3. build effective partnerships with parents and caregivers.

The FY24 budget provides opportunities for the K-4 staff to continue developing our professional practices, for students to engage in meaningful and engaging learning, and to foster strong partnerships with parents, caregivers, and community members. 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 grateful to be growing into the K-4 building!

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 athletic programs 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. We have seen the benefit of our re-investment in our school community as the relationships between students and faculty grow and deepen.

This year, we serve 214 students across the following races and ethnicities:

| Student Race and Ethnicity | |
|-----------------------------------|------|
| African American | 14% |
| Asian | 7.5% |
| Hispanic | 11% |
| Native American | 0% |
| White | 54% |
| Native Hawaiian, Pacific Islander | 0% |
| Multi-Race, Non-Hispanic | 14% |

We are refining all of our ways of being in our new school building this year. Our school goals align with rebuilding our community in this first year out of the pandemic. 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 spaces in the building to support different kinds of learning is also a component of our plan for this year.

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 Schools

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.

We are currently experiencing a slight decline in enrollment with this year’s enrollment averaging around 180 students. Because of this decline, we did reduce by one section per grade in kindergarten through grade 2. We are working with our partners on the installation to analyze this decline.

We are proud of the diversity of our population which is made up of 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 centers on *Culture* and works to continue to build a strong adult culture to increase staff morale which was noted as low in the spring of 2022 Panorama survey. We will also be engaging in extensive professional learning in social emotional learning through Responsive Classroom and a book study on building a trauma informed restorative school.

Our second goal is in the area of *Student Outcomes*. Our teams will engage in an equity pause on our student support team process and work to refine those processes. In addition, we will work to strengthen our Tier I and Tier II instruction across the day and in the BOOST block to meet the varying needs of our transient population who is also currently being impacted by a pandemic. We will work to redesign our data meeting process to support this work.

Over the last several years, 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.

I hope the development of the FY24 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 to 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 the following strategic priority: Establish a culture that is built upon the intersectionality of social and emotional learning, Anti-Racism, Inclusion, Diversity, and Equity (AIDE), student and adult learning, and fostering strong connections. The goal is: Create a partnership between home and school where all stakeholders feel empowered and a sense of belonging.

The outcomes of this goal will be:

- Communicating consistently, timely, and openly, with the goal of building trust and positive home/school relationships

- Committing to asking for, giving/receiving authentic, meaningful feedback, and building the capacity for difficult conversations with students, caregivers, and fellow staff members
- Communicating clear and consistent expectations about the school community and opportunities to engage in students' learning in a variety of ways

Our second goal supports the following strategic priority: Improve student investment, academic outcomes, and sense of belonging by providing engaging learning experiences, culturally responsive instruction that builds upon and embraces students' identities, and safe, nurturing, collaborative learning environments. The rationale for this goal is: Establish a culture that is built upon the intersectionality of staff and students who work together to build a community that values, respects and responds to student and staff identities, and develops the social and emotional well-being of all.

The goals are:

- Reinvest in the relationships among and between students and staff by developing our awareness, ability, skills, desire, and stamina to navigate and work through barriers.
- Improve student and staff sense of belonging by embracing identities and creating safe, nurturing, collaborative educational environments.

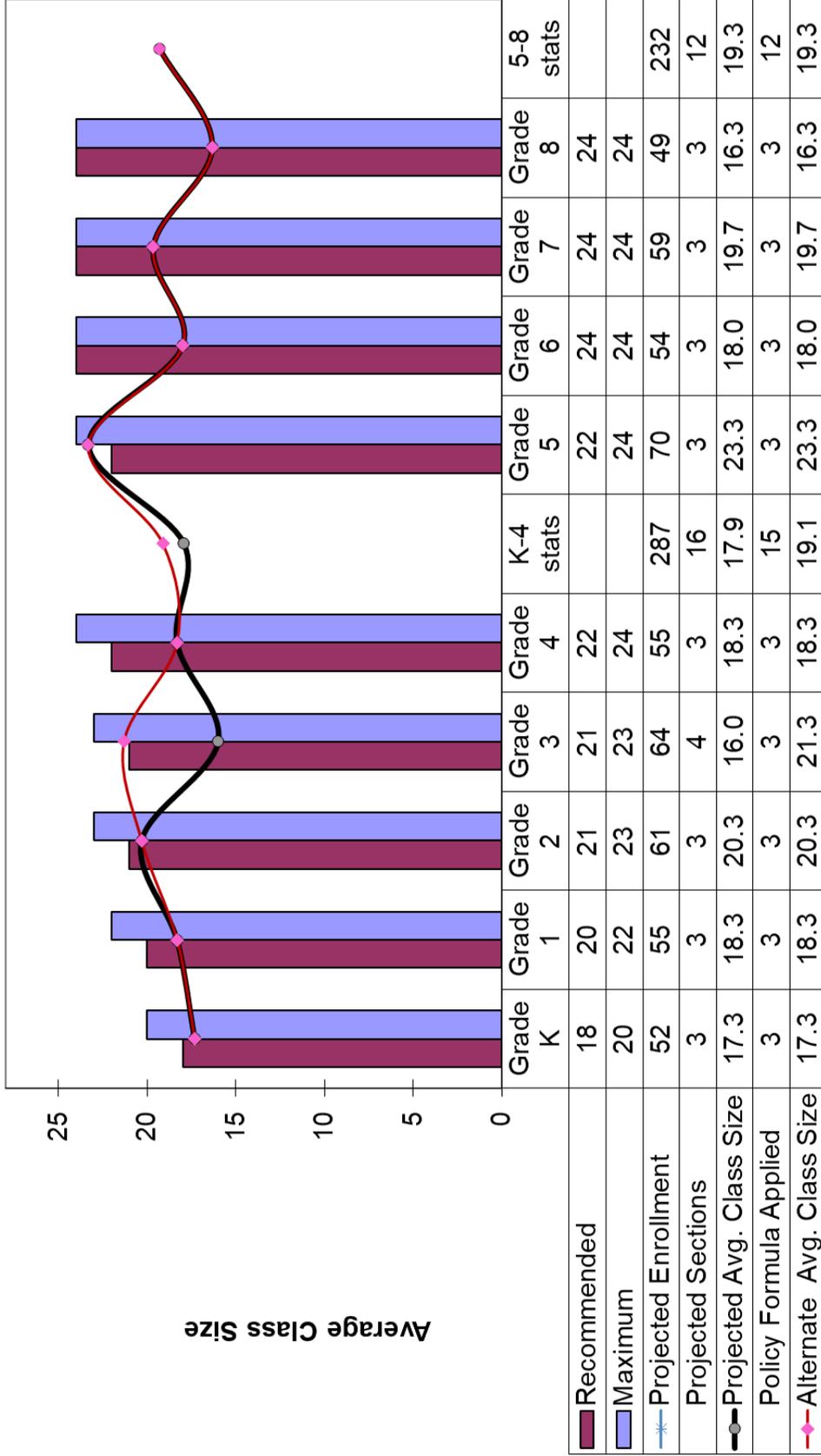
The outcomes of this goal will be:

- Developing a shared living practiced Code of Conduct that everyone is invested in
- Developing a sense of belonging amongst students and staff by having windows, mirrors, and doors in our community and curriculum
- Developing a greater sense of belonging amongst staff
- Developing clarity of expectations around an academic culture
- Developing the use of student and staff voices, ownership over their learning, value of autonomy, and growth mindset.

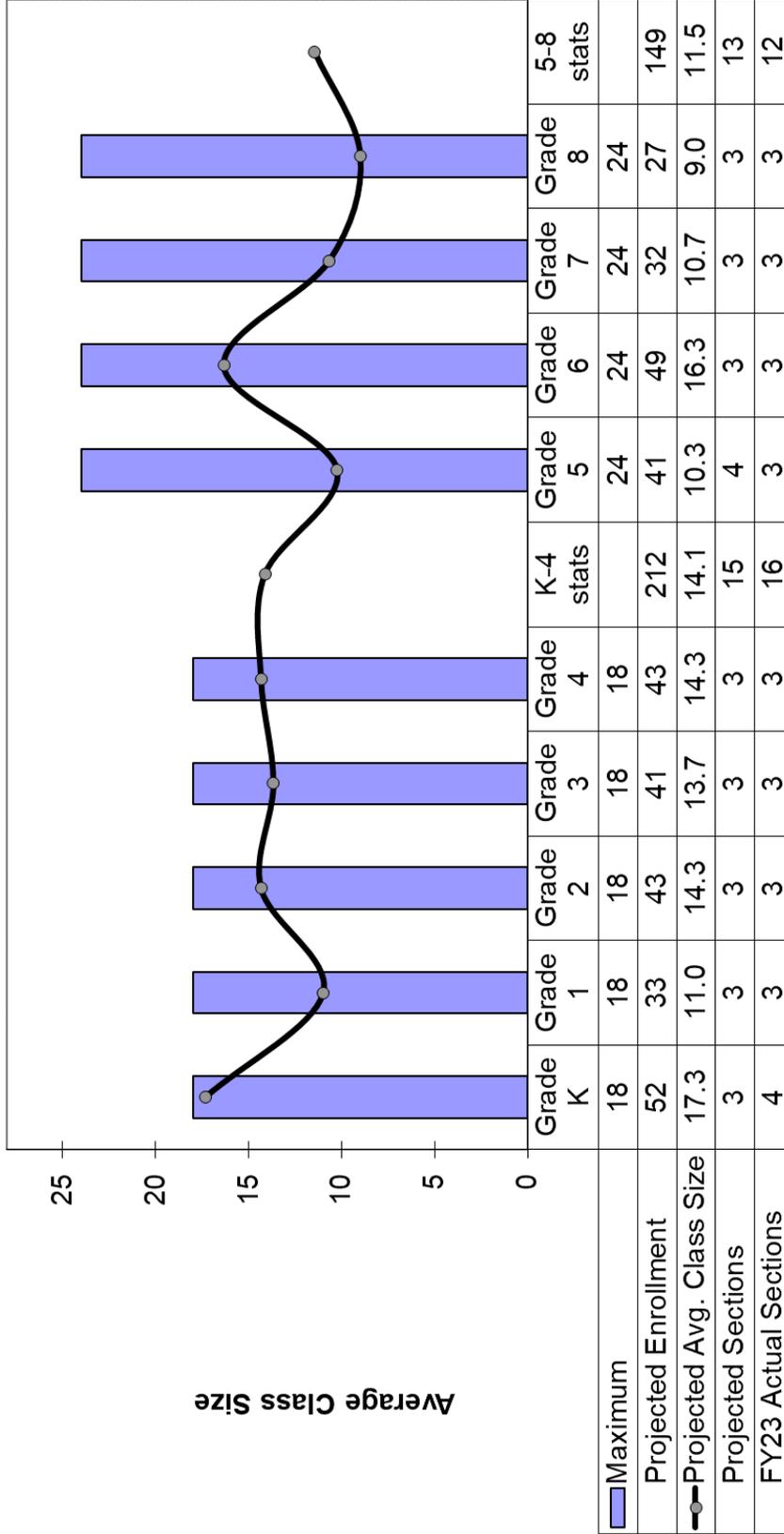
It is my hope that this overview articulates the budget needs I feel are necessary as we move forward and work to achieve the goals set forth by our school, district and state. We worked to create a budget that takes the current economic reality into account but also focuses on the unique needs of our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

FY 2024 Projected Class Size to School Committee Policy Lincoln School

School Committee Policy Formula Applied



FY 2024 Projected Class Size to Contract Requirements Hanscom School



| 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 Tec | 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 | - | - | - | - | - | |
| Math Specialists | - | 2.10 | 2.00 | 4.10 | Math Specialists | - | 2.10 | 2.00 | 4.10 | - | Categorization moved to Teachers 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 | 2.92 | Curriculum/Content Specialists | - | 0.98 | 1.48 | 2.46 | 1.00 | |
| English Language Learners | - | 2.00 | 2.00 | 4.00 | English Language Learners | - | 2.00 | 2.00 | 4.00 | - | |
| 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 | |

| Enrollment History - Lincoln School | | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Total |
|-------------------------------------|---------|--------------|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| FY14 | Lincoln | 61 | 60 | 59 | 58 | 59 | 50 | 53 | 46 | 61 | 507 |
| | METCO | 8 | 13 | 11 | 5 | 12 | 11 | 10 | 7 | 11 | 88 |
| October 1 report | Total | 69 | 73 | 70 | 63 | 71 | 61 | 63 | 53 | 72 | 595 |
| FY15 | Lincoln | 57 | 63 | 58 | 58 | 55 | 57 | 56 | 55 | 45 | 504 |
| | METCO | 8 | 12 | 13 | 10 | 5 | 12 | 10 | 9 | 7 | 86 |
| October 1 report | Total | 65 | 75 | 71 | 68 | 60 | 69 | 66 | 64 | 52 | 590 |
| FY16 | Lincoln | 43 | 56 | 61 | 57 | 59 | 57 | 55 | 62 | 53 | 503 |
| | METCO | 8 | 12 | 12 | 12 | 9 | 5 | 12 | 10 | 8 | 88 |
| October 1 report | Total | 51 | 68 | 73 | 69 | 68 | 62 | 67 | 72 | 61 | 591 |
| FY17 | Lincoln | 53 | 41 | 55 | 58 | 48 | 60 | 56 | 51 | 62 | 484 |
| | METCO | 10 | 10 | 11 | 11 | 12 | 9 | 5 | 11 | 10 | 89 |
| October 1 report | Total | 63 | 51 | 66 | 69 | 60 | 69 | 61 | 62 | 72 | 573 |
| FY18 | Lincoln | 33 | 56 | 39 | 54 | 58 | 44 | 47 | 58 | 50 | 439 |
| | METCO | 7 | 14 | 11 | 11 | 8 | 9 | 6 | 5 | 10 | 81 |
| October 1 report | Total | 40 | 70 | 50 | 65 | 66 | 53 | 53 | 63 | 60 | 520 |
| FY19 | Lincoln | 59 | 37 | 57 | 41 | 52 | 54 | 47 | 57 | 57 | 461 |
| | METCO | 13 | 14 | 13 | 10 | 11 | 6 | 8 | 6 | 5 | 86 |
| October 1 report | Total | 72 | 51 | 70 | 51 | 63 | 60 | 55 | 63 | 62 | 547 |
| FY20 | Lincoln | 41 | 61 | 38 | 57 | 42 | 47 | 52 | 41 | 52 | 431 |
| | METCO | 9 | 16 | 15 | 12 | 8 | 11 | 6 | 7 | 6 | 90 |
| October 1 report | Total | 50 | 77 | 53 | 69 | 50 | 58 | 58 | 48 | 58 | 521 |
| FY21 | Lincoln | 38 | 42 | 55 | 41 | 52 | 38 | 50 | 61 | 36 | 413 |
| | METCO | 2 | 10 | 19 | 13 | 12 | 8 | 9 | 5 | 7 | 85 |
| October 1 report | Total | 40 | 52 | 74 | 54 | 64 | 46 | 59 | 66 | 43 | 498 |
| FY22 | Lincoln | 46 | 50 | 47 | 58 | 42 | 50 | 44 | 49 | 59 | 445 |
| | METCO | 5 | 7 | 9 | 17 | 11 | 11 | 7 | 7 | 5 | 79 |
| October 1 report | Total | 51 | 57 | 56 | 75 | 53 | 61 | 51 | 56 | 64 | 524 |
| FY23 | Lincoln | 43 | 53 | 54 | 44 | 55 | 39 | 48 | 40 | 47 | 423 |
| | METCO | 3 | 6 | 8 | 12 | 19 | 13 | 12 | 12 | 4 | 89 |
| October 1 report | Total | 46 | 59 | 62 | 56 | 74 | 52 | 60 | 52 | 51 | 512 |
| FY24 | Lincoln | 47 | 52 | 55 | 56 | 43 | 51 | 41 | 47 | 37 | 429 |
| | METCO | 5 | 3 | 6 | 8 | 12 | 19 | 13 | 12 | 12 | 90 |
| Based on 3-year ratio | Total | 52 | 55 | 61 | 64 | 55 | 70 | 54 | 59 | 49 | 519 |