



School Grant Funds

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SUMMARY

Federal Grant Awards

Grant Name	FY16	FY17	FY18	FY19 Budget	FY20 Projected
Federal Special Education Entitlement (PI94-142), #240	\$ 1,567,873	\$ 1,636,440	\$ 1,656,588	\$ 1,733,278	\$ 1,737,335
Early Childhood Special Education Allocation, #262	\$ 40,075	\$ 41,255	\$ 38,884	\$ 40,417	\$ 40,417
Early Childhood Program Improvement	\$ 3,000	\$ 2,250	\$ -	\$ -	\$ -
Special Education Entitlement: Program Improvement	\$ 53,340	\$ 53,340	\$ -	\$ -	\$ -
Title I, Part A, # 305	\$ 172,031	\$ 167,680	\$ 142,528	\$ 147,009	\$ 147,009
Title II, Part A: Improving Educator Quality, # 140	\$ 86,504	\$ 84,824	\$ 84,428	\$ 87,239	\$ 87,239
Title III: English Language Acquisition And Academic Achievement Program For Limited English Proficient Students, #180	\$ 74,693	\$ 73,792	\$ 78,822	\$ 77,362	\$ 77,362
Title IV: Part A Student Support and Academic Enrichment	\$ -	\$ -	\$ 4,294	\$ 10,342	\$ 10,342
Total	\$ 1,997,516	\$ 2,059,581	\$ 2,005,544	\$ 2,095,647	\$ 2,099,704

State Grant Awards

Grant Name	FY16	FY17	FY18	FY19 Budget	FY20 Projected
METCO, #317	\$ 1,488,884	\$ 1,557,604	\$ 1,518,721	\$ 1,597,800	\$ 1,597,800
Essential School Health, #SCDPH29	\$ 129,005	\$ 116,440	\$ 112,799	\$ 112,799	Ending in FY19
Academic Support, #632	\$ 5,200	Progam Ended			
Full-Day Kindergarten Enhancement (Implementation) Grant (701)	\$ 177,440	Progam Ended			
Total	\$ 1,800,529	\$ 1,674,044	\$ 1,631,520	\$ 1,710,599	\$ 1,597,800



FEDERAL GRANTS



Federal Special Education Entitlement (PL94-142), #240

Grant Manager: Ellen Sugita

Grant Manager: Ellen Sugita, Director of Special Education

Funding Cycle:

Federal Funding has recently been changed to allow for multi-year functionality. Year one of the grant is awarded as early as September 1 and runs from the date of approval through June 30. If needed, year two of the grant runs from July 1 through June 30. With approval from the Special Education Planning and Policy Development Office, districts have the opportunity to move funds from Year 1 into Year 2 with no break in service. As a result, grants are expended across two fiscal years and the need to apply for a carry forward grant for unexpended funds is eliminated. The DOE End of Year Report requires reporting the actual spending through the end of the grant year.

Purpose:

Within the articulated priority of [Results-Driven Accountability](#) by the U.S. Department of Education's Office of Special Education Programs, the purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs.

Priority:

The priorities of the Individuals with Disabilities Education Act — 2004 (IDEA–2004) are to:

1. ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
2. ensure that the rights of children with disabilities and their parents are protected;
3. assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;
4. assess and ensure the effectiveness of efforts to education children with disabilities.
(34 CFR § 300.1; authority: 20 U.S.C. § 1400(d).)

Funds available under this federal entitlement program are intended for use by districts in providing eligible students with special education services and activities deemed essential for students' success in school. Services and activities supported by this grant for students ages 3 through 21 must ensure compliance with state special education laws ([M.G.L. c. 71B](#)) and regulations ([603 CMR 28.00](#)), and the Individuals with Disabilities Education Act — 2004 ([IDEA–2004](#)). When considering fund use, each school district should review results from its most recent Coordinated Program Review or Mid-Cycle Review, review district performance in relation to the indicators specified in the [Massachusetts State Performance Plan](#), and review the [2017 Special Education Determination levels](#).

Eligibility:

Funds are awarded to public school districts with approved [Special Education Program Plan Statements](#) based on an allocation formula that takes into account total school enrollment in both public and private elementary and secondary schools, and the number children living in poverty, as determined by the State in those same groups.

Please note that the ESE reserves the right to require that these funds be used to correct areas of identified noncompliance.



Lexington Public Schools
FY 2020 Superintendent's Recommended Budget

Funding:

Allocations are posted on the Grants Management Web site here: [Allocations](#)

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding is to become available it will be distributed under the same guideline as listed in the initial RFP document.

Fund Use:

General Fund Use — All Districts

Federal special education funds are given to school districts to assist them in providing appropriate special education services for eligible students and to address the priorities listed above. Districts are reminded of their responsibility to maintain state/local effort in special education.

IDEA also requires districts to designate federal funds to meet proportionate share obligations and expenditures for parentally placed private school students and home schooled students. All districts must submit the required proportionate share forms with the FY 2019 IDEA Part B (Fund Code 240) grant application. See [the ESE web page for more information about Proportionate Share Services for Students with Disabilities Enrolled by Their Parents in Private Schools](#).

Staffing History:

FTE only	Actual FY16	Actual FY17	Actual FY18	Budgeted FY19	Projected FY20
Staffing					
ABA/BCBA	2.00	1.83	1.83	1.83	1.83
Classroom Teachers	8.30	0.00	0.00	0.00	0.00
Med/Therapy	1.80	0.00	0.00	0.00	0.00
Psychologist	1.80	0.00	0.00	0.00	0.00
Social Worker	0.90	0.00	0.00	0.00	0.00
Supervisor	2.00	0.00	0.00	0.00	0.00
Total	16.80	1.83	1.83	1.83	1.83



Lexington Public Schools
FY 2020 Superintendent's Recommended Budget

Budget History:

	Actual FY16 25370116	Actual FY17 25370117	Actual FY18 2537018	Budgeted FY19 25370119	Projected FY20 25370119
Expenses					
Salary & Wages					
ABA/BCBA	\$ 173,227	\$ 186,753	\$ 196,903	\$ 202,850	\$ 206,907
Classroom Teachers	\$ 649,929	\$ -	\$ -	\$ -	\$ -
Med/Therapy	\$ 142,493	\$ -	\$ -	\$ -	\$ -
Psychologist	\$ 83,966	\$ -	\$ -	\$ -	\$ -
Social Worker	\$ 84,880	\$ -	\$ -	\$ -	\$ -
Supervisor	\$ 314,900	\$ 130,333	\$ -	\$ -	\$ -
MTRS Retirement	\$ 103,359	\$ 14,262	\$ -	\$ -	\$ -
Total Salary & Wages	\$ 1,552,754	\$ 331,348	\$ 196,903	\$ 202,850	\$ 206,907
Operating Expense					
Contract Services	\$ 118,635	\$ 9,535	\$ -	\$ 17,437	\$ 17,437
Supplies/Materials	\$ 3,520	\$ -	\$ -	\$ -	\$ -
Tuition Out Of District	\$ -	\$ 1,599,651	\$ 1,456,004	\$ 1,512,991	\$ 1,512,991
Total Operating Expenses	\$ 122,155	\$ 1,609,187	\$ 1,456,004	\$ 1,530,428	\$ 1,530,428
Total Expenses	\$ 1,674,909	\$ 1,940,535	\$ 1,652,907	\$ 1,733,278	\$ 1,737,335

Expenses are reported for Grant Year not Fiscal Year

Recent Developments: In the past this grant has been used to supplement special education salaries, programs, funds for contracted services, consultants, and professional development activities. In FY 2017 it was anticipated that the grant would largely be used to support in-house salaries. However in light of recent changes to the federal regulations governing grants, the use of these federal funds was reevaluated. After consultation with ESE and the District's auditor, the District determined that starting with the FY 2017 grant, and going forward, funds will be used to pay for out-of-district tuitions and non-MTRS eligible staff who were previously on the grant. This change allows the District to reallocate approximately \$90,000–\$100,000 from MTRS payments to tuitions annually.

Current Challenges: The possibility of any significant reduction in this grant after the budget has been approved would create an impact to the operating budget.

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: As stated in the "Recent Developments" section above, the funds are now being used to pay for out-of-district tuitions and non-MTRS eligible staff who were previously on the grant. The budget impact is an annual net gain of approximately \$90,000–\$100,000 that will no longer go to the MTRS but will be used towards payment of out-of-district tuitions. The FY 2020 budget assumes level funding for this grant.

On the Horizon: Level funded or decreased grant funds will cause a greater impact on future school District budgets.



Early Childhood Special Education Allocation, #262

Grant Manager: Elizabeth Billings-Fouhy

Grant Manager: Elizabeth Billings-Fouhy, Principal, Lexington Children's Place

Administrator: Ellen Sugita, Director of Special Education

Funding Cycle:

Federal Funding has recently been changed to allow for multi-year functionality. Year one of the grant is awarded as early as September 1 and runs from the date of approval through June 30. If needed, year two of the grant runs from July 1 through June 30.

The Massachusetts Department of Early Education and Care (EEC) provides services for children in Massachusetts through a mixed delivery system which includes child care centers, out-of-school time programs, family child care homes, public preschool programs, private school preschool and kindergarten, and Head Start programs. EEC is responsible for licensing early education and care and out-of-school time programs throughout Massachusetts and for providing child care financial assistance to low-income families with children birth to 13 years of age. In addition, EEC provides support for information and referral services, inclusive programming for children with special needs, parenting and family support, and professional development opportunities for educators in the early education and out of school time fields. These efforts affect thousands of early education and out of school time providers, who serve more than 275,000 children each day. In its broadest role, EEC also serves as a source of information to more than one million families in Massachusetts.

Purpose:

The purpose of these supplemental federal funds (Section 619, Part B of IDEA) is to provide school systems with funding to support 3, 4, and 5 year-old children with disabilities in high-quality programs across settings following the federal and state requirements for inclusive settings. The Department of Early Education and Care (EEC) collaborates with the Department of Elementary and Secondary Education's (ESE) Special Education Policy and Planning (SEPP) unit on the indicators in the Massachusetts State Performance Plan (<http://www.doe.mass.edu/sped/spp/full.doc>) and will report on the three indicators related to early childhood: inclusion and LRE (indicator #6), child outcomes (indicator #7), and transition from Early Intervention (indicator #12). Districts' responses to the questions in Part III and Part V of this grant will be a main source of data to respond to the State Performance Plan (SPP) for early childhood. Grantees' participation is critical to measuring federal, state, and local progress.

Priorities:

Priorities are to address the early childhood indicators in the State Performance Plan:

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs (www.doe.mass.edu/sped/2006/0522.IDEA.html).

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.



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FY 2020 Superintendent's Recommended Budget

Eligibility:

School Districts and Charter Schools may apply for the eligibility amounts listed on the EEC website [here](#). Grant awards are subject to federal budget appropriations and budget language.

Funding:

Funds have been awarded according to the required funding formula that is based on the number of three-, four- and five-year olds with disabilities, current number of three to five- year olds living in poverty, and the total enrollment of K–12 students in the community.

Fund Use:

The Early Childhood Special Education Allocation Renewal Application allows school systems to provide programs for three, four, and five-year olds and/or to contract with other public and private providers, such as Head Start, private preschools, and/or licensed childcare providers. Funds may also support the three indicators 6, 7, and 12 (stated above related to early childhood) in the Massachusetts State Performance Plan. The cost for contracted services must be within the range of the provider's rate schedule for similar services to other children and their families. Specialists/therapists and aides may be funded **only** if they are providing services in an inclusive setting. All expenditures should relate to the three indicators related to early childhood.

Funds **may** be used to do the following:

- Address the three SPP indicators related to early childhood.
- Add staff to work in the classroom to assist with inclusion activities or consult with the teacher on inclusion issues. This may include but is not limited to a behavioral specialist, aide, therapist, etc. The designated staff must work in a large or small group setting within the inclusive classroom.
- Support transition activities from Early Intervention into preschool, from preschool into kindergarten, and from kindergarten into Grade 1.
- Provide training on inclusive practices for parents, teachers, community providers, therapists, and other staff members working with young children with disabilities.
- Facilitate parent involvement as a means of improving services and results for children with disabilities.
- Expedite services for children with disabilities experiencing homelessness.

These funds **may not** be used for the following:

- Screening and evaluation materials or activities related to eligibility.
- IEP services provided in a pullout or one-on-one setting.

Purchasing adaptive equipment for individual children as designated in their Individualized Education Program (IEP) or specific services such as Applied Behavioral Analysis (ABA).



Lexington Public Schools
FY 2020 Superintendent's Recommended Budget

Staffing History:

FTE only	Actual FY16	Actual FY17	Actual FY18	Budgeted FY19	Projected 20
Staffing					
Instructional Assistant	1.17	1.17	1.27	1.23	1.23
Total	1.17	1.17	1.27	1.23	1.23

Budget History:

	Actual FY16 25370516	Actual FY17 25370517	Actual FY18 25370518	Budgeted FY19 25370519	Projected FY20 25370519
Expenses					
Salary & Wages					
Instructional Assistant	\$ 38,576	\$ 38,556	\$ 38,884	\$ 39,569	\$ 39,569
MTRS Retirement	\$ -	\$ -	\$ -	\$ -	\$ -
Total Salary & Wages	\$ 38,576	\$ 38,556	\$ 38,884	\$ 39,569	\$ 39,569
Operating Expense					
Contract Services	\$ -	\$ -	\$ -	\$ 848	\$ 848
Supplies/Materials	\$ 4,293	\$ 2,991	\$ -	\$ -	\$ -
Total Operating Expenses	\$ 4,293	\$ 2,991	\$ -	\$ 848	\$ 848
Total Expenses	\$ 42,869	\$ 41,547	\$ 38,884	\$ 40,417	\$ 40,417

Expenses are reported for Grant Year not Fiscal Year

Recent Developments: This grant supports classroom assistants (integrated classroom).

Current Challenges: The grant award is based on child counts. While the number of students used to determine this amount does not change radically year to year, the per capita monies shrink each year. Since the Grant has supported personnel, whose salaries increase each year, the ability of the Grant to support the same staff positions year to year is challenged each year. Portions of salaries may need to be split into other funding sources in the near future.

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: No significant changes are proposed, small incremental salary balances may need to be charged to the Revolving Tuition Account if the Grant monies continue to diminish with time.

On the Horizon: There are no significant changes on the horizon. Hopefully, the Grant will continue to support LPS Integrated Preschool by some means.



Title I, Part A, # 305

Grant Manager: Christine Lyons, M.Ed., Ph.D.

Grant Manager: Christine Lyons, M.Ed., Ph.D., Assistant Superintendent for Curriculum, Instruction, and Professional Learning

Funding Cycle: Federal Funding has recently been changed to allow for multi-year functionality. Year one of the grant is awarded as early as September 1 and runs from the date of approval through June 30. If needed, year two of the grant runs from July 1 through June 30.

Purpose: Title I, as reauthorized under the No Child Left Behind Act of 2001, provides resources to local school districts to assist low achieving students in high poverty schools to meet the state's challenging academic standards.

Priorities: The priorities of Title I are to:

- strengthen the core program in schools and provide academic and/or support services to low achieving students at the preschool, elementary, middle, and high school levels in support of NCLB / ESSA goals;
- provide programs based on scientifically based research that enable participating students to achieve the learning standards of the state curriculum frameworks;
- elevate significantly the quality of instruction by providing staff with substantial opportunities for professional development; and
- Involve parents of participating public and private school children in the development of and participation in the program, activities, and procedures for parents and students to improve student achievement.

Eligibility: A district is eligible to receive funds based on criteria established by the United States Department of Education. Grants are awarded to local school districts after state review and approval of the local plan.

Funding: Title I, Part A allocations will be posted on the Grants Management Web site when they become available: <http://www.doe.mass.edu/Grants/>.

Fund Use: Funds may be used to provide academic, instructional, and support services for eligible students, professional development activities for staff, support for parent involvement activities, and the purchase of appropriate supplies and materials.

Staffing History:

FTE only	Actual FY16	Actual FY17	Actual FY18	Budgeted FY19	Projected FY20
Staffing					
Prof Staff/Reading	1.48	1.40	1.40	1.20	1.20
Total	1.48	1.40	1.40	1.20	1.20



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FY 2020 Superintendent's Recommended Budget

Budget History:

	Actual FY16 25370216	Actual FY17 25370217	Actual FY18 25370218	Budgeted FY19 25370219	Projected FY20 25370220
Expenses					
Salary & Wages					
Professional Staff	\$ 144,288	\$ 139,746	\$ 114,964	\$ 118,699	\$ 118,699
MTRS Retirement	\$ 12,986	\$ 12,644	\$ 10,347	\$ 10,683	\$ 10,683
Total Salary & Wages	\$ 157,274	\$ 152,390	\$ 125,311	\$ 129,382	\$ 129,382
Operating Expense					
Consultant	\$ 15,189	\$ -	\$ -	\$ -	\$ -
Contract Services	\$ -	\$ 15,312	\$ 17,217	\$ 17,627	\$ 17,627
Total Operating Expenses	\$ 15,189	\$ 15,312	\$ 17,217	\$ 17,627	\$ 17,627
Total Expenses	\$ 172,463	\$ 167,702	\$ 142,528	\$ 147,009	\$ 147,009

Expenses are reported for Grant Year not Fiscal Year

Recent Developments: Title 1 is a federally funded grant that provides additional direct literacy instructional services to students “at-risk,” as determined by the district’s assessment protocols in grades K, 1, and 2. This grant is focused on early intervention strategies that identify student needs early on. Literacy specialists provide small group instruction to these students on a regular basis to supplement their regular classroom instruction.

Current Challenges: The slight 3% increase in funding over FY 2018 used to apply to staffing levels is offset by increasing numbers of students requiring services and support.

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: The challenge of providing impactful parent participation is a focus for this year. New strategies and formats will be developed to increase family engagement. This will not have a budget impact as funds are set aside for this in the grant and we will work within those parameters this year.

On the Horizon: We will continue to monitor funding closely and work to adapt the grant to meet the needs of our “at risk” students. Again, parent engagement will be a focus for the year as well. Working closely with the K-5 Language Arts Coordinator, a revised parent engagement program will be developed.



Title II, Part A: Improving Educator Quality, # 140 Grant Manager: Christine Lyons, M.Ed., Ph.D.

Grant Manager: Christine Lyons, M.Ed., Ph.D., Assistant Superintendent for Curriculum, Instruction, and Professional Learning

Funding Cycle: Federal Funding has recently been changed to allow for multi-year functionality. Year one of the grant is awarded as early as September 1 and runs from the date of approval through June 30. If needed, year two of the grant runs from July 1 through June 30.

Purpose: The purpose of this grant program is to increase student achievement through comprehensive district initiatives that focus on the preparation, training, recruitment, and retention of highly qualified educators. These initiatives should be aligned with Massachusetts' reform efforts and should help districts meet the NCLB goals and requirements for highly qualified teachers, instructional paraprofessionals in Title I targeted assistance and school wide programs, and high-quality professional development. The goal is to improve the overall quality of all educators, including administrators, within the district.

Priorities: After conducting needs assessments, districts may implement activities that have been based on a review of scientifically based research and address their needs in the areas of recruitment, preparation, support, and professional development, including:

1. developing and implementing initiatives to assist in recruiting and retaining highly qualified teachers, principals, and specialists in core academic subjects. Activities may include:
 - a. offering monetary incentives such as scholarships, signing bonuses, or differential pay for educators in high-need schools or core educator shortage areas such as mathematics, science, special education, foreign languages, and English language learners education*; and
 - b. hiring highly qualified teachers — including retired teachers in accordance with Massachusetts' statute — to reduce class size. Federal guidance has stated that districts can use funds only to pay teacher salaries for new teachers or teachers hired under the former federal Class-Size Reduction program who meet the highly qualified teacher requirements for class-size reduction purposes.
2. establishing training and preparation initiatives that increase the number of highly qualified teachers and administrators who are outstanding managers and instructional leaders. Activities may include:
 - a. supporting aspiring administrators through approved district-based administrator preparation programs that are aligned with the Massachusetts licensure regulations;
 - b. developing district-based teacher preparation programs for the Initial and Professional licenses that meet the Massachusetts licensure regulations; and
 - c. recruiting and selecting qualified individuals, including paraprofessionals and parents, to participate in approved district-based preparation programs.
3. providing high-quality professional development activities that are aligned with the federal definition and that improve the content knowledge and instructional practices of teachers, principals, and, where appropriate, paraprofessionals (particularly those in Title I programs who have not yet met the NCLB qualification requirements). These activities should be a part of the district's professional development plan and aligned with the State Plan for Professional Development. Activities may include:
 - a. offering professional development activities to help teachers, administrators, and/or paraprofessionals improve pedagogy, content knowledge, their understanding of the state curriculum frameworks, and their skills in working with diverse student populations, including English language learners;
 - b. developing and implementing innovative professional development programs/activities that help teachers and administrators integrate technology into curricula and instruction to improve teaching, learning, and technology literacy;



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- c. providing opportunities for teachers to meet the subject matter competency requirements in the NCLB highly qualified definition;
 - d. providing opportunities for paraprofessionals in Title I targeted assistance and school wide programs to meet the NCLB qualification requirements either by developing formal local assessments in alignment with Massachusetts Department of Education policies, paying for the costs of the state-approved assessment, or paying for coursework; and
 - e. offering professional development for administrators as part of the larger district professional development plan.
4. developing and implementing initiatives to promote the retention of highly qualified teachers and administrators, particularly in schools with a high percentage of low-achieving students. Activities may include: *
- a. developing and implementing induction programs, including mentoring programs for teachers and administrators, that are aligned with the Massachusetts induction standards and guidelines;
 - b. implementing and supporting programs and activities related to the recognition of exemplary teachers, such as district-based lead teacher programs, or supporting individuals who have gone through the National Board for Teaching Standards certification process; and
 - c. providing financial incentives to retain teachers and administrators who have a record of improving the academic achievement of all students, particularly students from economically disadvantaged families, students from racial and ethnic minority groups, English language learners, students with disabilities, and students who are homeless.
 - d. Programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of that teacher or principal.

Eligibility: Funds are awarded by formula to each school district. Subject to appropriation, districts will receive the amount they received for the 2001–2002 school year for the Eisenhower and federal Class-Size Reduction programs. Remaining funds are allocated based 20 percent on population (ages 5 to 17) and 80 percent on poverty. Census data is the source of this information.

Funding: Title II, Part A allocations will be posted on the Grants Management Web site when they become available. <http://www.doe.mass.edu/Grants/>.

Fund Use: A school district may use funds for training, recruiting, and retaining high-quality educators, including teachers, administrators, and paraprofessionals. Funds must supplement, and not supplant, non-federal funds that would otherwise be used for activities authorized under this subpart. (0.40 Curriculum Coordinator, stipends)

Staffing History:

FTE only	Actual FY16	Actual FY17	Actual FY18	Budgeted FY19	Projected FY20
Staffing					
Prof Staff/Math	0.54	0.52	0.52	0.52	0.52
Prof Staff/Reading	0.27	0.27	0.27	0.26	0.26
Total	0.81	0.78	0.78	0.78	0.78



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 FY 2020 Superintendent's Recommended Budget

Budget History:

	Actual FY16 25370316	Actual FY17 25370317	Actual FY18 25370318	Budgeted FY19 25370319	Projected FY20 25370320
Expenses					
Salary & Wages					
Professional Staff	\$ 79,339	\$ 78,398	\$ 77,580	\$ 80,036	\$ 80,036
MTRS Retirement	\$ 7,143	\$ 6,987	\$ 6,982	\$ 7,203	\$ 7,203
Total Salary & Wages	\$ 86,482	\$ 85,385	\$ 84,562	\$ 87,239	\$ 87,239
Operating Expense					
Contract Services	\$ -	\$ -	\$ -	\$ -	\$ -
Total Operating Expenses	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenses	\$ 86,482	\$ 85,385	\$ 84,562	\$ 87,239	\$ 87,239

Expenses are reported for Grant Year not Fiscal Year

Recent Developments: Title IIA is a federally funded grant that provides additional funding for literacy intervention services for students in the general education classroom, as well as coaching/professional learning opportunities provided by designated literacy specialists for general education teachers in the K–5 classroom. The focus of the instruction is on tiered interventions for at-risk students as determined by targeted assessments.

Current Challenges: The slight 3.2% increase in funding over FY 2018 used to apply to staffing levels is offset by increasing numbers of students requiring services and support.

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: The challenge is to continue to serve our most needy students with continued declining funding.



Title III: English Language Acquisition and Academic Achievement, #180

Grant Manager: Christine Lyons, M.Ed., Ph.D.

Grant Manager: Christine Lyons, M.Ed., Ph.D., Assistant Superintendent for Curriculum, Instruction, and Professional Learning

Funding Cycle: Federal Funding has recently been changed to allow for multi-year functionality. Year one of the grant is awarded as early as September 1 and runs from the date of approval through June 30. If needed, year two of the grant runs from July 1 through June 30.

Purpose: The purpose of this grant program is to provide funds to improve the educational performance of limited English proficient students by assisting these students to learn English and meet state academic content standards.

Priorities: Priorities are to:

- increase English language proficiency levels and promote grade-level academic achievement in core academic subjects of limited English proficient students by providing high-quality English language development instruction programs and content area teaching;
- provide high-quality professional development that enables classroom teachers to deliver effective sheltered content that promotes academic language acquisition; and
- promote parental, family, and community participation in programs for limited English proficient children, including immigrant children and youth.

Eligibility: Funds are awarded to districts with more than 100 students identified as limited English proficient in the March 2016 student data transmission (SIMS).

Funding: Districts are awarded a share of available funds based on the district's percentage of limited English proficient students in the state as reported in March 2015. Funding amounts will be sent to superintendents of eligible districts when the Department has received its state allocation from the United States Department of Education (USED).

Additional Title III (186) funds are typically awarded to eligible districts that have experienced a significant growth in immigrant children and youth.* Two criteria will be used to determine eligibility for the additional funds:

1. an increase of 10% or more immigrant students in the March 2016 SIMS over the average number of immigrant students reported in March 2014 and March 2015 SIMS; and
2. an increase of 50 additional immigrant students in the March 2016 SIMS as compared to the number of immigrant students reported in the March 2015 SIMS. Districts meeting both criteria will receive an additional \$100 for each immigrant child reported in the March 2016 SIMS.

Please note:

- An **immigrant student** is one who is born outside the United States and who is in his/her first three years of schooling in the United States. (For making this determination, Puerto Rico is considered part of the United States. Students born in Puerto Rico are not immigrant students.)
- A **limited English Proficient (LEP)** student is a student whose first language is not English and cannot perform ordinary class work in English. There is no time limit on how long a student can be LEP.
- A student can be designated as both immigrant and LEP for three years. After three years the student can still be designated LEP, (depending on assessment results), but cannot be designated as an immigrant student.



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Fund Use: Title III fund use must include instructional services (school and/or extended day) and high-quality professional development. All Title III funds must be used so as to supplement the level of local, state, and federal funds that, in the absence of Title III funds, would otherwise be expended for programs for LEP students and immigrant children and youth, and in no case supplant such federal, state, and local funds. Up to 17% of the total Title III, allocation may be used for supporting activities, including administration (maximum 2%), supplies and materials (maximum 10%), and professional development-related travel (maximum 5%). See Attachment 2 for Required and Authorized Activities Using Title III Funds.

Staffing History:

FTE only	Actual FY16	Actual FY17	Actual FY18	Budgeted FY19	Projected FY20
Staffing					
ELL Teachers	0.75	0.75	0.75	0.75	0.75
Total	0.75	0.75	0.75	0.75	0.75

Budget History:

	Actual FY16 25370416	Actual FY17 25370417	Actual FY18 25370418	Budgeted FY19 25370419	Projected FY20 25370420
Expenses					
Salary & Wages					
ELL Teachers	\$ 61,439	\$ 56,164	\$ 58,973	\$ 60,626	\$ 60,626
Stipends		\$ 6,204	\$ -	\$ -	\$ -
MTRS Retirement	\$ 4,708	\$ 5,053	\$ 5,308	\$ 5,456	\$ 5,456
Total Salary & Wages	\$ 66,147	\$ 67,421	\$ 64,281	\$ 66,082	\$ 66,082
Operating Expense					
Contract Services	\$ 2,950		\$ 3,000		
Field Trips				\$ -	\$ -
Membership/Dues	\$ 1,510	\$ 1,436	\$ 3,882	\$ 6,365	\$ 6,365
Professional Services	\$ 1,500	\$ 9,510	\$ -	\$ -	\$ -
Seminars	\$ 3,600	\$ 3,600	\$ -	\$ -	\$ -
Supplies/Materials			\$ -	\$ 715	\$ 715
Textbooks	\$ 7,616	\$ 2,680	\$ 3,550	\$ 560	\$ 560
Travel			\$ 4,109	\$ 3,640	\$ 3,640
Total Operating Expenses	\$ 17,175	\$ 17,226	\$ 14,541	\$ 11,280	\$ 11,280
Total Expenses	\$ 83,323	\$ 84,647	\$ 78,822	\$ 77,362	\$ 77,362

Expenses are reported for Grant Year not Fiscal Year

Recent Developments: Title III is a federally funded grant that provides additional funding for targeted programs for our English Language Learners/ (ELL) students in the Lexington Public Schools. Additionally, Title III provides funding for professional learning; however, we can no longer pay for PL around RETELL since it is now required by law.

Current Challenges: The slight 4.7% increase in funding over FY 2018 used to apply to staffing levels and curriculum resources is offset by increasing numbers of English Language Learners requiring services and support.



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Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: The challenge is to continue to serve our consistently and steeply increasing number of ELL students, as well as ELL faculty, with the funding provided.

On the Horizon: With rapidly increasing numbers of ELL students entering our schools, the district has had to absorb the cost of these growing numbers of students by increasing staffing and training opportunities within the operating budget. Additionally, we have recently experienced an influx of SLIFE (Students with limited or interrupted formal schooling) students, who require more intense English (and literacy) instruction. In past years, there has been sporadic demand for translation services on the part of our families. This has changed though, over the past few years, as more families with limited English have requested translation services, resulting in exponential growth in demand. This cannot be paid from Title III funds, further impacting budget projections.



Title IV, Part A, # 309

Grant Manager: Christine Lyons, M.Ed., Ph.D.

Grant Manager: Christine Lyons, M.Ed., Ph.D., Assistant Superintendent for Curriculum, Instruction, and Professional Learning

Funding Cycle: Federal Funding is awarded upon approval through June 30, 2018.

Purpose: Title IV, Part A: Student Support and Academic Enrichment Grant, provides supplemental resources to build capacity to help ensure that all students have access to high quality educational experiences.

Priorities: The priorities of Title IV, Part A are to:

- Support well-rounded educational opportunities;
- Support safe and healthy students;
- Support effective use of technology.

Title IV, Part A also supports Massachusetts' goals and strategies (listed below) by encouraging effective investments that promote continuous program improvement and better outcomes for students.

State Goal, Core Strategies, and ESSA Priorities

The goal of Massachusetts' public K–12 education system is to prepare all students for success after high school. Core Strategies include the following:

1. Strengthening standards, curriculum, instruction, and assessment
2. Promoting educator development
3. Supporting social-emotional learning, health, and safety
4. Turning around the state's lowest performing districts and schools
5. Enhancing resource allocation and data use

Additionally, Massachusetts has identified four priority focus areas under its plan for implementing the Every Student Succeeds Act:

- Early grades literacy
- Middle grades math
- High-quality college and career pathways for high school students
- Supporting historically disadvantaged subgroups of students

Eligibility: A district is eligible to receive funds based on criteria established by the United States Department of Education. Grants are awarded to local school districts after state review and approval of the local plan.

Funding: Title IV, Part A allocations will be posted on the Grants Management Web site when they become available. <http://www.doe.mass.edu/grants/>.

Fund Use: Funds may be used for a wide variety of activities to support one or more of the program's priorities, including but not limited to: direct services for students, professional development activities for staff, salaries for personnel to carry out programs and services, and supplemental educational resources and equipment. In addition, districts with allocations of less than \$30,000 must spend funds on one or more of the Title IV, Part A Priorities.

Staffing and Budget History: This grant award is not used to provide staffing. For FY 2018, the award of \$4,294 is used to provide professional learning on the topic of equitable access to education for all students.



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	Actual FY16	Actual FY17	Actual FY18 25370818	Budgeted FY19 25370819	Projected FY20 25370820
Expenses					
Travel	\$ -	\$ -	\$ 4,294	\$ 4,725	\$ 4,725
Supplies/Materials	\$ -	\$ -	\$ -	\$ 5,617	\$ 5,617
Textbooks	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenses	\$ -	\$ -	\$ 4,294	\$ 10,342	\$ 10,342

Expenses are reported for Grant Year not Fiscal Year

Recent Developments: Title IV, Part A is a federally funded Student Support and Academic Enrichment Grant, that provides supplemental resources to build capacity to help ensure that all students have access to high quality educational experiences.

Current Challenges: A large 58.4% increase in funding over FY 2018 will be applied to the DESE sponsored Safe Schools curriculum resources to help support the growth of our elementary health and wellness curriculum. The challenge will be to maintain these resources if funding is reduced in subsequent years.

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: We will be able to grow our elementary health and wellness curriculum, providing students with targeted content taught by trained staff, and providing staff with support for curriculum areas in which they are not specifically or specially trained.

On the Horizon: Developing a process by which we can continue to grow the elementary health and wellness curriculum within the confines of an already tight schedule. Cross-curricular lesson development will need to be a focus area to make it possible to meaningfully integrate health and wellness curricula in to other subject areas to enable additional content to be taught during the day.



STATE GRANTS



METCO, #317

Grant Manager: Barbara Hamilton

Grant Manager: Barbara Hamilton, Director

Funding Cycle: July 1 through June 30 expenditures

Purpose: The purpose of the METCO Program is to promote desegregation in the Boston and Springfield Public Schools, increase diversity in METCO receiving districts, and enhance educational opportunity and academic achievement for METCO students. In addition, the purpose of the METCO program is to provide students of participating school districts the opportunity to experience the advantages of learning and working in a racially, ethnically, and linguistically diverse setting. Everyone benefits from the METCO Program.

It is an educational opportunity for all students, administrators, teachers, and staff.

Priorities: The priorities of this fund source are to:

- Provide Boston and Springfield students further opportunities to achieve at high levels the learning standards of the state curriculum frameworks; and
- Enrich both the urban and suburban communities by providing opportunities and support for cross-cultural understanding and appreciation.
- METCO helps METCO and resident students to become global citizens for a multicultural society.

Eligibility: School districts currently participating in the METCO Program are eligible to continue their participation in the program.

Funding: Funding for the current fiscal year is based upon the prior year's October 1 METCO enrollment, as determined by SIMS reporting to the Department. Grants will consist of a per pupil allotment for instructional and support services, and a base transportation allotment.

Fund Use: Funds may be used for local district costs incurred as a result of the presence of METCO students, METCO transportation costs, and for supplemental services that will contribute in a measurable way to enhanced educational opportunity and academic achievement as well as diversity enrichment. In the area of enhanced educational opportunity and academic achievement, services may include regular day and after-school tutoring and mentoring programs, staff professional development geared towards understanding and addressing the achievement gap between minority and non-minority students, and other programs and services such as providing ways for parents to support their children's learning.

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.

www.doe.mass.edu/Metco/Laws.html

Laws and Regulations

- [M.G.L Chapter 76, Section 12A: Statute authorizing the Metco Program](#)
- [603 CMR 17.00: Racial Imbalance and Racial Isolation \(definitions\)](#) (see 4)
- [603 CMR 28.03 \(4\): Special Education Responsibilities Related to Metco](#)



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[603 CMR 10.00: School Finance And Accountability \(Metco Special Education Reimbursement Requirements\)](#)
 (see10.07)

Staffing History:

FTE only	Actual FY16	Actual FY17	Actual FY18	Budgeted FY19	Projected FY20
Staffing					
Administrator	1.00	1.00	1.00	1.00	1.00
Classroom Teachers	1.00	1.00	1.00	1.00	1.00
Social Worker	3.80	2.00	3.00	3.00	3.00
Support Staff	6.87	6.87	6.87	6.87	6.87
MELP & Middle School Extended Day	Stipend	Stipend	Stipend	Stipend	Stipend
Total	12.67	10.87	11.87	11.87	11.87

Budget History:

	Actual FY16 25357616	Actual FY17 25357617	Actual FY18 25357618	Budgeted FY19 25357619	Projected FY20 25357619
Expenses					
Salary & Wages					
Administrator	\$ 123,633	\$ 122,942	\$ 115,755	\$ 127,909	\$ 127,909
Classroom Teachers	\$ 177,163	\$ 123,097	\$ 116,170	\$ 67,026	\$ 67,026
Social Worker	\$ 243,486	\$ 210,229	\$ 239,262	\$ 321,510	\$ 321,510
Stipends	\$ 79,633	\$ 62,953	\$ 39,898	\$ 30,001	\$ 30,001
Support Staff	\$ 274,564	\$ 275,495	\$ 286,022	\$ 280,686	\$ 280,686
MTRS Retirement	\$ -	\$ -	\$ -	\$ -	\$ -
Total Salary & Wages	\$ 898,479	\$ 794,716	\$ 797,107	\$ 827,132	\$ 827,132
Operating Expense					
Building Rental	\$ -	\$ 9,900	\$ -	\$ -	\$ -
Contract Services	\$ 3,400	\$ 8,612	\$ 10,924	\$ 43,043	\$ 43,043
Membership/Dues	\$ 200	\$ 200	\$ 200	\$ -	\$ -
Mileage	\$ 1,821	\$ 1,825	\$ 1,685	\$ 5,000	\$ 5,000
Travel	\$ -	\$ -	\$ -	\$ 4,000	\$ 4,000
Office Supplies	\$ 3,610	\$ 4,992	\$ 236	\$ 10,000	\$ 10,000
Professional Development	\$ -	\$ 10,800	\$ -	\$ -	\$ -
Software	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies/Materials	\$ 3,939	\$ 5,849	\$ 2,182	\$ -	\$ -
Textbooks	\$ -	\$ 6,394	\$ -	\$ 3,000	\$ 3,000
Transportation	\$ 577,435	\$ 714,318	\$ 706,387	\$ 705,625	\$ 705,625
Total Operating Expenses	\$ 590,405	\$ 762,888	\$ 721,614	\$ 770,668	\$ 770,668
Total Expenses	\$ 1,488,884	\$ 1,557,604	\$ 1,518,721	\$ 1,597,800	\$ 1,597,800

Recent Developments: Since the Equity & Excellence Committee issued the first Lexington Achievement Gap report in 2007, the district has made huge improvements in the education for students of color. Current MCAS



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data continue to demonstrate that positive gains have been achieved and maintained in addressing the achievement gap in the Lexington Public Schools.

This past year, many of our grade 10 African American students continue to perform better than the state averages on the ELA and mathematics MCAS tests.

Action plans developed by the Equity & Excellence Committee informed the work necessary to begin to close the academic gap. Twenty-six (26) Action items were developed with the goal of being implemented within a 4 year (2008–2011) time frame. The majority of these action items have been implemented and evaluation of these interventions is ongoing. However data indicates they are effective and yielding positive results.

A FEW OF THE ACTION ITEMS:

- Professional Learning Communities (PLCs at all schools)
- K–5 Multi-tiered Intervention Systems for Literacy Learning & Instruction
- K–5 Multi-tiered Intervention Systems for Mathematics
- METCO Scholars Program at Lexington High School 6th Cohort
- METCO Elementary Extended Learning Program (MELP) 6th year moved to the summer to address summer loss.
- Regular reports to the Superintendent & School Committee in open session
- Increase in METCO Parent engagement & communication
- METCO Parent Educational Seminars
- METCO Administrator increased to full-time
- METCO Elementary Social Worker position restored

A slight increase to the METCO budget for FY 2017 permitted us to increase the hours of our Academic Support Teacher's position from a 0.8 certified salaried teacher to a 1.0 FTE. This has increased the professional responsibilities, availability, and number of students that are serviced. The increase in hours for this position has enabled the district to provide more direct academic support services to METCO students. It has also enabled the district to provide greater support/consultation to teachers and administration regarding cultural issues that can impact the learning style and achievement of students of color.

The after school homework/studies skills program for High School METCO students that was implemented in 2014 continues this year on Tuesdays and Thursdays with an implementation date of 2nd quarter.

Parent engagement and partnership with the school district and the METCO parent community continues to grow evidenced by strong consistent attendance of parents at monthly meetings and the annual School Committee meeting attended by administrators, teachers, and parents.

Current Challenges:

- Limited openings for kindergarten and first grade placement continue to be a challenge due to lack of space availability.
- Lack of available files from METCO Inc where district openings existed for placement.
- The High School position has not been restored due to lack of resources. However, there continues to be a need for more culturally sensitive social/emotional direct services to urban METCO students at this level.
- A consolidation of the regular bus routes to decrease transportation cost was implemented in response to the level transportation funding and the yearly increase in the cost of transportation. State funds have not matched the annual increase of transportation resulting in:



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- A delay as to when we could start late buses and the number of late buses has been significantly decreased to meet the financial cost of transportation.
- Middle and high school students have been combined on the bus.

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: New programs and services to close the achievement gap will continue to be recommended by the METCO Academic Director as needed. Recommendations made, approved, and implemented will be determined by budget impact. Proposed recommendations for FY 2019 may include, but are not limited to the following:

- Provide leadership and professional development regarding student discipline, equity, and inclusion.
- Efficacy training for students, parents, and teachers (increase in Contractual Services)
- Restoration of late buses to transport students enrolled in Extended Learning programs and extra-curricular activities (increase in transportation)
- System wide expansion of Mentoring Program and training beyond pilot school (increase in stipends and/or contractual services).
- Expand after-school programming for 4th and 5th grade boys.

On the Horizon: This year's focus will be to continue to monitor student progress, maintain and increase recent academic gains to continue to evaluate current programs and new initiatives to close the achievement gap based on reported data. To continue to work with

- It is anticipated that METCO students will participate in our full-day kindergarten program again next year.
- METCO Parents participation in Lexington Parent University through cross-cultural partnership



Essential School Health, #SCDPH290

Grant Manager: Jill Gasperini

Grant Manager: Jill Gasperini, RN, MN, Director of School Health Services
Administrator: Julie Hackett, Ed.D., Superintendent

Funding Cycle: July 1 – June 30

Purpose: The goal of the Essential School Health Service Program (ESHS) is to develop the capacity within a school district to establish a comprehensive school health program using identified best practices. Specific goals of the program are to:

- enhance the quality of the public school health service program by addressing four specific administrative and programmatic areas (infrastructure, comprehensive health education and tobacco control, linkages with local providers/health insurance programs and data systems);
- provide school nursing leadership through the local public school health service program to certain other public and non-public schools within the community; and
- provide a set of certain basic health services to those non-public schools in the community where services are not currently available.

Priorities: Delivery of Health Services at the recommended ratio for health safety

Eligibility: Administered by Nurse Leader and also covers 2 non-public schools and two assigned mentored school districts

Funding: Department of Public Health

Fund Use: Wages, professional development, mandatory screening programs, consultants and mileage.

Staffing History:

FTE only	Actual FY16	Actual FY17	Actual FY18	Budgeted FY19	Projected FY20
Staffing					CLOSED
Nurses	1.00	1.00	1.00	1.00	
Total	1.00	1.00	1.00	1.00	



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Budget History:

	Actual FY16 25358216	Actual FY17 25358217	Actual FY18 25358218	Budgeted FY19 25358219	Projected FY20 25358220
Expenses					CLOSED
Salary & Wages					
Nurses & Substitute Nurses	\$ 121,903	\$ 114,677	\$ 99,306	\$ 97,000	\$ -
Stipends	\$ 3,060	\$ 1,109	\$ 966	\$ 3,000	\$ -
Total Salary & Wages	\$ 124,963	\$ 115,787	\$ 100,272	\$ 100,000	\$ -
Operating Expense					
Consultant	\$ 150		\$ 11,903	\$ 12,199	\$ -
Equipment	\$ 4,212				
Mileage	\$ 509				
Professional Development	\$ 1,090	\$ 653	\$ 625	\$ 600	\$ -
Supplies/Materials	\$ 257				
Total Operating Expenses	\$ 6,218	\$ 653	\$ 12,528	\$ 12,799	\$ -
Total Expenses	\$ 131,181	\$ 116,440	\$ 112,800	\$ 112,799	\$ -

Recent Developments: None

Current Challenges: We continue to experience a growing number of students with special health care needs. These students and their family's needs have brought increased pressure on school nursing services; students with diabetes have been especially challenging. Financial and consultative support to two private schools and two public schools, with the fiduciary implications, remains an organizational challenge. FY 2018 salary increases will further reduce the grant's funding capacity.

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: Increasing salary expenses affects budget requirements for the general fund budget request.

On the Horizon: This grant will close at the end of FY 2019.



Comprehensive School Health Services, #

Grant Manager: Jill Gasperini

Grant Manager: Jill Gasperini, RN, MN, Director of School Health Services

Administrator: Julie Hackett, Ed.D., Superintendent

Funding Cycle: July 1 – June 30

Purpose: The link between health and learning is well established with the understanding that a student must be healthy to achieve academic and life-long success. School nurses are uniquely qualified and positioned to act as a bridge between healthcare and education in support of students facing chronic health issues and experiencing racial inequities, chronic absenteeism and poor academic achievement. The Comprehensive School Health Services (CSHS) Grant will allow Lexington Health Services to develop programming to address these issues using principles from the standards of practice for care coordination, leadership, community/public health and quality improvement as outlined in the Framework for 21st Century School Nursing Practice.

Lexington's CSHS will be student-centered and administered by the addition of a nurse case manager whose responsibility would be to partner with school departments, families, and the community to advance the well-being and academic success of at-risk students. The nurse case manager would provide leadership in the development of procedures and protocols pertaining to direct student care and of policies and programs for health services on the district level. As a case manager, the nurse has the expertise to play a pivotal role in coordinating student health care between families, health care providers, and the school system.

Public/community health promotion and disease prevention is at the heart of school nursing and will also be a focus by providing culturally-sensitive health education, screenings and other interventions that promote health equity. In addition, the program will monitor the health needs of students and the community by relying on a needs assessment tool. Evaluation markers for effectiveness and quality of interventions will be defined to make adjustments on an ongoing basis.

Priorities: Delivery of Health Services using case management and support to at-risk students; responding to demonstrated need among priority populations particularly around mental health; conducting community health assessments that address health inequities; professional development funds for cultural competency and trauma based learning; consultant fees for expertise to guide Director in areas of needs assessment development; funding for stipends and substitute nurses who support mandatory screening activities; and data extraction fees for Medicaid Expansion reimbursement.

Eligibility: Administered by Director of School Health Services

Funding: Department of Public Health

Fund Use: Wages, professional development, stipends, consultants, technical data management

Staffing History:

Staffing table will be here if we receive this grant.

Budget History:

Budget History table will be here if we receive this grant.



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Recent Developments: None

Current Challenges: We continue to experience a growing number of students coming from different cultural and linguistic backgrounds. Growth of special health care needs continues, especially with mental health and stress. These students and their family's needs have brought increased pressure on school nursing services. Supporting the infrastructure to respond to these demands is a daily challenge.

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: Loss of the ESHS grant requires moving a 1.0 FTE onto the General Fund. The scope of this grant would allow for a 0.8 FTE to absorb labor costs involved in program expansion.

On the Horizon: Assuming Lexington Public Schools is a recipient of this grant, the anticipated duration is four years. There will be three options to renew it for two years each option, with the final end date 6/30/2029.



LOCAL GRANTS & PRIVATE FUNDING



LEXINGTON EDUCATION FOUNDATION GRANTS

Since 1991, Lexington Education Foundation Grants have funded professional development as well as dynamic classroom and curriculum projects, encouraging teachers to transform their classrooms and their teaching with new and exciting ways for students to learn. Lexington Education Foundation Grants come in all different sizes, from the small grant piloting an idea in a single classroom to the large grant implementing a system-wide program.

The Lexington Public Schools receives the benefit of three separate grant programs.

1. School Community Grants
2. Fellowship Grants
3. Program Grants

Each is outlined in the separate sections. The Lexington Public School faculty and staff are very appreciative of the support provided by the Lexington Education Foundation and their grant program.



SCHOOL COMMUNITY GRANTS

Grant Manager: Principals

Administrator: Christine Lyons, M.Ed., Ph.D., Assistant Superintendent for Curriculum, Instruction, and Professional Learning

Funding Cycle: November 1 through August 31

Purpose: The LEF created the School Community Grant Program to encourage, support, and enable creative educational initiatives developed by each individual school community. Each school must generate its grant request through a collaborative process with the school faculty and may also discuss proposals with the School Council, PTA, or other relevant parties. LEF School Community Grants are intended to provide a funding source for smaller-scale proposals to be implemented during the current academic year. Applications for these grants will be considered in November to enable the quick implementation of these ideas during the school year.

Priorities: School Community Grants (SCG) fund smaller-scale creative educational initiatives or community-building activities within each school.

Eligibility: SCGs are community-driven; each school works collaboratively to determine how it can best use the money to ensure the greatest impact among its students.

Funding: For each school year, LEF determines the total amount available for School Community Grants. Their current funding structure is as follows;

- Each Elementary School may apply for up to \$5,250 in School Community Grants.
- Each Middle School may apply for up to \$7,500 in School Community Grants.
- Lexington High School may apply for up to \$11,250 in School Community Grants.

Fund Use: Each school will have the opportunity to apply for School Community Grants to support or foster the following:

- Community-building educational activities within each school in the form of a school-wide project, program, or special speaker
- Strategic programs or initiatives targeted to address a unique situation or need facing the school as a whole or some component of the school (for example, a particular grade, classroom, population, or subject area)
- The purchase of materials and equipment necessary to enable clearly defined educational initiatives, such as a software program as part of a differentiated learning initiative
- Professional development activities that will have immediate classroom applications, including conference and educational collaboration activities for faculty and staff, such as bringing seminars or experts to the school
- The replication, in the applying school, of a program previously funded by LEF in a different school.

What is not eligible for funding?

The following items or activities are not eligible for funding under the School Community Grant Program:

- Salaried positions
- Capital acquisitions, for example, photocopiers, computers, construction or building projects
- Building or equipment maintenance, for example, repairs or renovation



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- Equipment, programs or services that are part of the operating budget or funds to replace equipment, programs, or services that have been cut from the operating budget
- Basic supplies, for example, paper, pens, toner
- Hospitality costs, for example, entertainment, food, or beverages



Bowman School Community Grant

Grant Manager: Jennifer Corduck

Grant Manager: Jennifer Corduck, Ed.D., Principal

Budget History:

	Actual FY16 26390102	Actual FY17 26390102	Actual FY18 26390102	Budgeted FY19 26390102	Projected FY20 26390102
Revenue					
Grant Award	\$ 5,250	\$ 5,250	\$ 5,250	\$ 5,250	\$ 5,250
Prior Year Balance	\$ 248	\$ 8	\$ 32	\$ 1,620	
Adjustments	\$ -	\$ -	\$ 92	\$ -	\$ -
Total Projected Revenue	\$ 5,498	\$ 5,258	\$ 5,374	\$ 6,870	\$ 5,250
Expenses					
Consulting	\$ 698	\$ 850	\$ 500		\$ -
Supplies/Materials	\$ 4,792	\$ 2,300	\$ 92	\$ -	\$ -
Textbooks	\$ -	\$ 2,068	\$ -	\$ -	\$ -
Stipends	\$ -	\$ -	\$ 3,162		\$ -
Returned to LEF	\$ -	\$ 8	\$ -	\$ -	\$ -
Total Expenses	\$ 5,490	\$ 5,226	\$ 3,754	\$ -	\$ -
Projected Final Balance	\$ 8	\$ 32	\$ 1,620	\$ 6,870	\$ 5,250

The Community Grants will be allowed to roll over FY 2018 money to spend in FY 2019.

Recent Developments: The Community Grant is used to fund innovative programs and interventions at Bowman School, and to provide materials and funding for important professional learning initiatives.

Current Challenges: None

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: We anticipate that we will continue use the funds for PD materials and opportunities for staff and for innovation in intervention.

On the Horizon: None



Bridge School Community Grant

Grant Manager: Meg Colella

Grant Manager: Meg Colella, Principal

Budget History:

	Actual FY16 26390203	Actual FY17 26390203	Actual FY18 26390203	Budgeted FY19 26390203	Projected FY20 26390203
Revenue					
Grant Award	\$ 5,250	\$ 5,250	\$ 5,250	\$ 5,250	\$ 5,250
Prior Year Balance	\$ -	\$ 5,250	\$ -	\$ 2,198	\$ -
Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -
Total Projected Revenue	\$ 5,250	\$ 10,500	\$ 5,250	\$ 7,448	\$ 5,250
Expenses					
Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
Consulting	\$ -	\$ 10,500	\$ -	\$ -	\$ -
Supplies/Materials	\$ -	\$ -	\$ 3,052	\$ -	\$ -
Textbooks	\$ -	\$ -	\$ -	\$ -	\$ -
Other Costs	\$ -	\$ -	\$ -	\$ -	\$ -
Returned to LEF	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenses	\$ -	\$ 10,500	\$ 3,052	\$ -	\$ -
Projected Final Balance	\$ 5,250	\$ -	\$ 2,198	\$ 7,448	\$ 5,250

The Community Grants will be allowed to roll over FY 2018 money to spend in FY 2019.

Recent Developments: The Bridge School Community Grant 2017/2018 School Community Grant was used to fund sensory stations that students can access during the day. These stations were installed throughout the building in the hallways in order to give the students the ability to take a break while doing something that would calm their body. Students are seen accessing these sensory stations throughout the day and staff have acknowledged how helpful they are.

Current Challenges: None

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: None

On the Horizon: For the 2018/2019 school year, we are proposing to install two sensory movement pathways in our school. These pathways are structured and sequential movement based activities that allow students to expend extra energy and, similarly to the sensory stations, help them refocus and attend to the academic learning at hand. The sensory pathways will expand the choice for students for a sensory break and will meet the needs of students who need something even more than the wall stations. Another of our goals connected to social emotional learning is to have an ongoing positive message and conversation with our students. Positive phrases and mantras can help students stick to a growth mindset when academics and social situations become challenging. The more positive messaging that is delivered to students (and staff) the more likely they are to repeat and internalize these messages. Therefore we would like to utilize prefabricated mirror and stall stickers in the student bathrooms that emphasize these positive messages. Additionally, we work to create a community in our school. Through the project of the tiles, we hope to celebrate students' individuality while also working on a collective community activity. We are hoping to have the current staff and exiting fifth grade students create a



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tile this year, as the years progress we will use a small part of our community grant each year to buy new tiles for the graduating class to create their tiles as a parting gift.



Estabrook School Community Grant

Grant Manager: Rick Rogers

Grant Manager: Rick Rogers, Interim Principal

Budget History:

	Actual FY16 26390304	Actual FY17 26390304	Actual FY18 26390304	Budgeted FY19 26390304	Projected FY20 26390304
Revenue					
Grant Award	\$ 6,376	\$ 5,250	\$ 5,250	\$ 5,250	\$ 5,250
Prior Year Balance	\$ -	\$ 4,175	\$ 250	\$ 1,500	\$ -
Adjustments	\$ -	\$ (184)	\$ -	\$ -	\$ -
Total Projected Revenue	\$ 6,376	\$ 9,241	\$ 5,500	\$ 6,750	\$ 5,250
Expenses					
Consulting	\$ 1,217	\$ 8,991	\$ 4,000	\$ -	\$ -
Supplies/Materials	\$ 984	\$ -	\$ -	\$ -	\$ -
Textbooks	\$ -	\$ -	\$ -	\$ -	\$ -
Other Costs	\$ -	\$ -	\$ -	\$ -	\$ -
Returned to LEF	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenses	\$ 2,201	\$ 8,991	\$ 4,000	\$ -	\$ -
Projected Final Balance	\$ 4,175	\$ 250	\$ 1,500	\$ 6,750	\$ 5,250

The Community Grants will be allowed to roll over FY 2018 money to spend in FY 2019.

Recent Developments: In FY 2018, Estabrook School used its School Community Grant to host poet and artist-in-residence Regie O'Hare Gibson, who conducted K–5 poetry residencies for all classrooms, as well as all faculty and staff. The poetry residency led to the creation of a collective, school wide poem that was performed at a school assembly at the end of the school year and is available on the Estabrook website.

Current Challenges: None

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: Estabrook School is developing plans to utilize the FY 2019 School Community Grant to fund teacher workshops and on-site consultation intended to address a disparity in discipline referrals that exists for students who are Black or African-American, as well as an ongoing academic achievement gap. Some of this work will be facilitated by a consultant from the Coalition of Schools Educating Boys of Color (COSEBOC). COSEBOC teaches practices and policies that create learning environments where boys of color improve their academic performance, forge strong family and community bonds, and develop the emotional resilience to survive. In addition, staff will work with the Center for Restorative Justice (C4RJ) to learn how to use restorative practices to promote inclusion, responsibility, reparation, and healing when dealing with conflict or harm.

On the Horizon: The FY 2020 grant will be determined under the guidance of a new permanent principal to be hired for the 2019–20 school year.



Fiske School Community Grant

Grant Manager: Thomas Martellone

Grant Manager: Thomas Martellone, Principal

Budget History:

	Actual FY16 26390405	Actual FY17 26390405	Actual FY18 26390405	Budgeted FY19 26390405	Projected FY20 26390405
Grant Award	\$ 5,250	\$ 5,250	\$ 5,250	\$ 5,250	\$ 5,250
Prior Year Balance	\$ -	\$ 222	\$ 1,456	\$ 2,688	\$ -
Adjustments	\$ -	\$ -	\$ 1,393		
Total Projected Revenue	\$ 5,250	\$ 5,472	\$ 8,099	\$ 7,938	\$ 5,250
Expenses					
Consulting	\$ 593	\$ -	\$ 940	\$ -	\$ -
Supplies & Materials	\$ 86	\$ 3,762	\$ 2,987	\$ -	\$ -
Textbooks	\$ 4,349	\$ 32	\$ 1,484	\$ -	\$ -
Other Costs	\$ -	\$ -	\$ -	\$ -	\$ -
Returned to LEF	\$ -	\$ 222	\$ -	\$ -	\$ -
Total Expenses	\$ 5,028	\$ 4,016	\$ 5,411	\$ -	\$ -
Projected Final Balance	\$ 222	\$ 1,456	\$ 2,688	\$ 7,938	\$ 5,250

The Community Grants will be allowed to roll over FY 2018 money to spend in FY 2019.

Recent Developments: Funds from the 2017–2018 LEF Community Grant were used to help create a more welcoming school at Fiske. The school used funds to purchase books that had a theme of kindness and accepting differences in others and those books were used in all K–5 classrooms to hold discussions about differences, being kind, etc. Fiske also created community gardens, had frosting completed on the front of the building with “hello” in multiple languages and created large planters to greet guests as they entered the building. The 2017–2018 grant was in the amount of \$5,250.00. The grant funding for 2018–2019 will also be \$5,250.00 as well.

Current Challenges: None

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: None

On the Horizon: None



Harrington School Community Grant

Grant Manager: Jackie Daley

Grant Manager: Jackie Daley, Principal

Budget History:

	Actual FY16 Cash Flow 26390508	Actual FY17 Cash Flow 26390508	Actual FY18 26390508	Budgeted FY19 26390508	Projected FY20 26390508
Grant Award	\$ 5,250	\$ 5,250	\$ 5,250	\$ 5,250	\$ 5,250
Prior Year Balance	\$ 5,507	\$ 10,757	\$ 16,007	\$ 5,250	\$ -
Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -
Total Projected Revenue	\$ 10,757	\$ 16,007	\$ 21,257	\$ 10,500	\$ 5,250
Expenses					
Consulting	\$ -	\$ -	\$ 16,007	\$ -	\$ -
Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
Textbooks	\$ -	\$ -	\$ -	\$ -	\$ -
Other Costs	\$ -	\$ -	\$ -	\$ -	\$ -
Returned to LEF	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenses	\$ -	\$ -	\$ 16,007	\$ -	\$ -
Projected Final Balance	\$ 10,757	\$ 16,007	\$ 5,250	\$ 10,500	\$ 5,250

The Community Grants will be allowed to roll over FY 2018 money to spend in FY 2019.

Recent Developments: The community grant awarded by LEF through FY 2018 were spent on playground improvements.

Current Challenges: None

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: None

On the Horizon: None



Hastings School Community Grant

Grant Manager: Louise Lipsitz

Grant Manager: Louise Lipsitz, Principal

Budget History:

	Actual FY16 26390609	Actual FY17 26390609	Actual FY18 26390609	Budgeted FY19 26390609	Projected FY20 26390609
Revenue					
Grant Award	\$ 5,250	\$ 5,250	\$ 5,250	\$ 5,250	\$ 5,250
Prior Year Balance	\$ -	\$ 870	\$ 1,512	\$ 6,762	\$ -
Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -
Total Projected Revenue	\$ 5,250	\$ 6,120	\$ 6,762	\$ 12,012	\$ 5,250
Expenses					
Stipends	\$ -	\$ 1,275	\$ -	\$ -	\$ -
Consulting	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies & Materials	\$ 4,380	\$ -	\$ -	\$ -	\$ -
Textbooks	\$ -	\$ 3,333	\$ -	\$ -	\$ -
Other Costs	\$ -	\$ -	\$ -	\$ -	\$ -
Returned to LEF	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenses	\$ 4,380	\$ 4,608	\$ -	\$ -	\$ -
Projected Final Balance	\$ 870	\$ 1,512	\$ 6,762	\$ 12,012	\$ 5,250

The Community Grants will be allowed to roll over FY 2018 money to spend in FY 2019.

Recent Developments: The LEF School Community Grant for FY 2018 has been approved for \$5,250.00. Hastings School plans to utilize the funds for the planning and creation of a student designed and executed mosaic for the new school building. We have contacted local mural artist David Fichter, who painted the murals in the current school, to begin work after the approval of funds for the New Hastings School.

Current Challenges: None

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: To be determined based on allocation from LEF.

On the Horizon: Continue using funds for initiatives that impact the entire school community.



Clarke Middle School Community Grant

Grant Manager: Anna Monaco

Grant Manager: Anna Monaco, Principal

Budget History:

	Actual FY16 26390821	Actual FY17 26390821	Actual FY18 26390821	Budgeted FY19 26390821	Projected FY20 26390821
Revenue					
Grant Award	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
Prior Year Balance	\$ -	\$ -	\$ 1,500	\$ 1,500	\$ -
Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -
Total Projected Revenue	\$ 7,500	\$ 7,500	\$ 9,000	\$ 9,000	\$ 7,500
Expenses					
Consulting	\$ -	\$ 6,000	\$ 7,500	\$ -	\$ -
Supplies & Materials	\$ -	\$ -	\$ -	\$ -	\$ -
Textbooks	\$ -	\$ -	\$ -	\$ -	\$ -
Other Costs	\$ 7,500	\$ -	\$ -	\$ -	\$ -
Returned to LEF	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenses	\$ 7,500	\$ 6,000	\$ 7,500	\$ -	\$ -
Projected Final Balance	\$ -	\$ 1,500	\$ 1,500	\$ 9,000	\$ 7,500

The Community Grants will be allowed to roll over FY 2018 money to spend in FY 2019.

Recent Developments: In FY 2018, the Lexington Education Foundation Community Grant of \$7,500 was used to fund PBL 101; a three day workshop that offers a more substantial dive into Project Based Learning for middle school teachers interested in continuing their exploration of Project Based Learning in their classrooms. This three day workshop was led by the Buck Institute for Education, a leading professional learning organization known for their research and implementation of project based learning nationwide.

Current Challenges: None

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: None

On the Horizon: Project Based Learning is an instructional strategy that has many middle school teachers interested and intrigued. More opportunities funded by the District's Professional Learning plan are on the horizon for Lexington staff in FY 2019 and beyond.



Diamond Middle School Community Grant

Grant Manager: Jennifer Turner

Grant Manager: Jennifer Turner, Principal

Budget History:

	Actual FY16 26390922	Actual FY17 26390922	Actual FY18 26390922	Budgeted FY19 26390922	Projected FY20 26390922
Grant Award	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
Prior Year Balance	\$ -	\$ 6,400	\$ (45)	\$ 4,605	\$ -
Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -
Total Projected Revenue	\$ 7,500	\$ 13,900	\$ 7,455	\$ 12,105	\$ 7,500
Expenses					
Consulting	\$ 1,100	\$ 11,678	\$ 2,850	\$ -	\$ -
Supplies & Materials	\$ -	\$ -	\$ -	\$ -	\$ -
Textbooks	\$ -	\$ 2,267	\$ -	\$ -	\$ -
Other Costs	\$ -	\$ -	\$ -	\$ -	\$ -
Returned to LEF	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenses	\$ 1,100	\$ 13,945	\$ 2,850	\$ -	\$ -
Projected Final Balance	\$ 6,400	\$ (45)	\$ 4,605	\$ 12,105	\$ 7,500

The Community Grants will be allowed to roll over FY 2018 money to spend in FY 2019.

Recent Developments: In FY 2018 our school community grant was \$7,500 and it was used to fund professional learning opportunities in Collaborative Problem Solving. Diamond sent multiple staff members to trainings run by Think Kids. Collaborative Problem Solving is an evidence based approach that can be used with all students. The basic tenet of the approach is the belief that when a child makes a mistake behaviorally, it is not out of will, but rather a lack of skill. Identifying the missing skill and teaching it to the child can therefore help to avoid the behavior going forward. CPS is particularly helpful with students who struggle with flexibility, frustration tolerance, and problem solving.

Current Challenges: None

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: None

On the Horizon: For our FY 2019 School Community Grant we hope to fund ongoing work throughout the school with educational author and consultant, Jeffrey Benson for the purpose of identifying areas where Diamond staff can positively affect school climate with changes that are in alignment with the diversity, equity, and inclusion work going on throughout the district. Mr. Benson (jeffreymbenson.org) is the author of numerous books and articles including, "Hanging In; Strategies for Teaching the Students Who Challenge Us Most" as well as a consultant for schools and districts in Massachusetts and around the country.



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Lexington High School Community Grant **Grant Manager: Andrew Stephens, Ed.D.**

Grant Manager: Andrew Stephens, Ed.D., Principal

Budget History:

	Actual FY16 26391031	Actual FY17 26391031	Actual FY18 26391031	Budgeted FY19 26391031	Projected FY20 26391031
Revenue					
Grant Award	\$ 11,250	\$ 11,250	\$ 11,250	\$ 11,250	\$ 11,250
Prior Year Balance	\$ 2,230	\$ 7,527	\$ 7,115	\$ 9,069	\$ -
Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -
Total Projected Revenue	\$ 13,480	\$ 18,777	\$ 18,365	\$ 20,319	\$ 11,250
Expenses					
Stipends	\$ 946	\$ -	\$ -	\$ -	\$ -
Consulting	\$ 5,007	\$ 3,375	\$ 9,296	\$ -	\$ -
Supplies & Materials	\$ -	\$ 8,287		\$ -	\$ -
Textbooks	\$ -	\$ -	\$ -	\$ -	\$ -
Other Costs	\$ -	\$ -	\$ -	\$ -	\$ -
Returned to LEF	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenses	\$ 5,953	\$ 11,662	\$ 9,296	\$ -	\$ -
Projected Final Balance	\$ 7,527	\$ 7,115	\$ 9,069	\$ 20,319	\$ 11,250

The Community Grants will be allowed to roll over FY 2018 money to spend in FY 2019.

Recent Developments: The LEF Community Grant money for 2018–2019 was requested to bring a speaker to address 3 classes. Mike Smith (<http://mikesmithlive.com/> - intro) is a speaker who has the ability to inspire students to think beyond themselves and to deeply reflect on how they want to be remembered; what they want their legacy to be. This message is one that is entirely conducive to the work we want to accomplish at LHS to build school and class identity. Further work will explore opportunities to bring in speakers bringing positive messages to students.

Current Challenges: None

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: None

On the Horizon: This ongoing process will necessitate the use of these funds annually.



PROGRAM GRANTS



LEF PROGRAM GRANTS 2019

FY19 LEF Program Grants			
Program Grant Name	Grantee	Munis Number	Grant Amount
LEF US HISTORY	M Gardner	26364731	\$ 4,080
LEF EAST ASIAN	M Dury	26364831	\$ 1,960
LEF NEW COMPUTER	J Cassedy	26364931	\$ 2,136
LEF RECESS PILOT	A Pettetier	26365008	\$ 5,550
LEF NEXT GEN LIBRARY	L Kopinski	26365108	\$ 3,623
LEF STAND CURRICULUM	T Liljegren	26365231	\$ 4,080
LEF ROBOTICS LEARN	J Judson	26365300	\$ 7,188
LEF SUMMER WKSHOP	C Lyons	26365400	\$ 50,000

LEF PROGRAM GRANTS 2018

FY18 LEF Program Grants			
Program Grant Name	Grantee	Munis Number	Grant Amount
LEF PROJ BASED LEARN II	Kelly Chase	26365500	\$ 45,000
LEF INTEGRAT DIV	Samantha St. Lawrence	26365631	\$ 6,375
LEF MAKER SPACE	Mark Taggart	26365704	\$ 3,449
LEF MAKING CLARKE	Carolyn Kelly	26365821	\$ 14,210
LEF SELC	Deidre Dascoli	26365931	\$ 16,087
LEF SUMMER WKSHOP	Kelly Chase	26366000	\$ 50,000

LEF PROGRAM GRANTS 2017

FY17 LEF Program Grants			
Program Grant Name	Grantee	Munis Number	Grant Amount
Pilot to integrate technology with science using the Flying Classroom curriculum	Julie Selhub	26366202	\$ 1,995
The Peer Leadership and Newcomer Family Project at Fiske	Catherine Murphy	26366305	\$ 8,660
Empowering 21st Century Musicians: Teaching Musical Composition with Interactive Whiteboard Technology	Angela Carpenter	26366408	\$ 3,310
Using LEGO Mindstorms EV3 to Teach Middle School Robotics	David Lawrence	26366521	\$ 8,020
Student Broadcast Station/Digital Control Room	Mary Pappas	26366631	\$ 22,881
Literature & Composition I iBook	Alexandra Lonardo	26366731	\$ 1,275
Understanding the Science of Physics – Creating resources for AP Physics 1	Avon Lewis	26366831	\$ 3,825
Multidisciplinary and Informal Learning Facility	Jeffrey Harris	26366931	\$ 15,450
Elementary Robotics Curriculum Integration	Jeffrey Harris	26367031	\$ 24,000
District Wide Summer Workshops	Carol Pilarski	26367100	\$ 50,000



PRIVATE GRANTS



Citibank Fed Challenge Grant

Grant Manager: Rachel LeComte

Grant Manager: Rachel LeComte, Social Studies Teacher at Lexington High School

Funding Cycle: Unknown

Purpose: Improving the teaching and learning of Economics and increase the number of students learning economic theory

Priorities: Increasing access to the curriculum and assist in student development of higher order thinking skills and application

Eligibility: High School Economics Teachers

Funding: Citibank Corporate provided grant to LHS

Fund Use: Primarily instructional materials

Budget History:

	Actual FY16 25341831	Actual FY17 25341831	Actual FY18 25341831	Budgeted FY19 25341831	Projected FY20 25341831
Revenue				Closed	Closed
Revenue					
Prior Year Balance	\$ 1,500	\$ 888	\$ 888	\$ 31	\$ 0
Total Projected Revenue	\$ 1,500	\$ 888	\$ 888	\$ 31	\$ 0
Expenses					
Supplies/Materials	\$ 612		\$ 857	\$ 31	\$ -
Textbooks	\$ -	\$ -		\$ -	\$ -
Total Expenses	\$ 612	\$ -	\$ 857	\$ 31	\$ -
Projected Final Balance	\$ 888	\$ 888	\$ 31	\$ 0	\$ 0

Recent Developments: This grant provided valuable access to a variety of instructional materials in economic research, including on-line journals, white papers, books, field trips and business subscriptions. Such access allows students an opportunity to conduct comprehensive research, resulting in thesis-driven projects that are based on strong statistical and numerical evidence.

Current Challenges: None

Significant Proposed Changes for Upcoming Fiscal Year and Budget Impact: None

On the Horizon: This grant will close at the end of FY 2019.



Vivian Burns Fiske Memorial

Grant Manager: Christine Lyons, M.Ed., Ph.D.

Grant Manager: Christine Lyons, M.Ed., Ph.D., Assistant Superintendent for Curriculum, Instruction, and Professional Learning

Funding Cycle:

Purpose: Funds used for Professional Development for any LESA member

Priorities:

Eligibility: LESA Administrative Assistants

Funding: Donations in memory of Vivian Burns, Administrative Assistant at Fiske Elementary School

Fund Use: Professional Development for LESA members

Budget History:

	Actual FY16 25341105	Actual FY17 25341105	Actual FY18 25341105	Budgeted FY19 25341105	Projected FY20 25341105
Revenue					
Revenue					
Prior Year Balance	\$ 2,745	\$ 2,544	\$ 2,544	\$ 2,544	\$ 1,224
Total Projected Revenue	\$ 2,745	\$ 2,544	\$ 2,544	\$ 2,544	\$ 1,224
Expenses					
Professional Development	\$ 70	\$ -	\$ -	\$ 1,321	\$ -
Supplies/Materials	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ 131	\$ -	\$ -	\$ -	\$ -
Total Expenses	\$ 201	\$ -	\$ -	\$ 1,321	\$ -
Projected Final Balance	\$ 2,544	\$ 2,544	\$ 2,544	\$ 1,224	\$ 1,224

Recent Developments: The LEA Unit D professional development committee, in conjunction with the Administration determines necessary training and professional development opportunities for the academic year. The funding also supports requests to attend appropriate training outside of the district.

Current Challenges: None

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: None

On the Horizon: Increased opportunities for Professional Development for LEA Unit D to promote collaboration and systemic thinking.



Bowman Boston University Grants

Grant Manager: Jennifer Corduck

Grant Manager: Jennifer Corduck, Principal, Bowman School
Fund Number: 25332102

Funding Cycle: Yearly, cumulative

Purpose: To provide grants for innovative projects, PD and materials to Bowman Teachers and Administrators.

Priorities: To provide grant

Eligibility: Bowman Students

Funding: BU Consortium Grant

Fund Use: Bowman faculty and administration

Budget History:

	Actual FY16 25332102	Actual FY17 25332102	Actual FY18 25332102	Budgeted FY19 25332102	Projected FY20 25332102
Revenue					
Revenue	\$ -	\$ -	\$ 5,000	\$ -	\$ -
Prior Year Balance	\$ 7,787	\$ 7,787	\$ 7,462	\$ 4,677	\$ 1,436
Total Projected Revenue	\$ 7,787	\$ 7,787	\$ 12,462	\$ 4,677	\$ 1,436
Expenses					
Stipend			\$ 255		
Professional Development	\$ -	\$ 325	\$ 4,278	\$ -	\$ -
Supplies/Materials			\$ 3,252	\$ 3,241	
Total Expenses	\$ -	\$ 325	\$ 7,785	\$ 3,241	\$ -
Projected Final Balance	\$ 7,787	\$ 7,462	\$ 4,677	\$ 1,436	\$ 1,436

Recent Developments: Grants awarded by the Trustees of Boston University to Bowman Teachers and Administration for Innovative projects, PD and materials.

Current Challenges: Program is under reorganization

Significant Proposed Changes for Upcoming Fiscal Year and Budget Impact: No funding anticipated this fiscal year.

On the Horizon: None



Harrington Boston University Grants

Grant Manager: Jackie Daley

Grant Manager: Jackie Daley, Principal, Harrington School
Fund Number: 25332008

Funding Cycle:

Purpose: To provide enrichment programs for Harrington students as well as funds for field trips, materials and equipment to enrich classroom teaching.

Priorities:

Eligibility: Harrington Students and Staff Members

Funding:

Fund Use:

Budget History:

	Actual FY16 25332008	Actual FY17 25332008	Actual FY18 25332008	Budgeted FY19 25332008	Projected FY20 25332008
Revenue					CLOSED
Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
Prior Year Balance	\$ 511	\$ 511	\$ 511	\$ 511	\$ -
Total Projected Revenue	\$ 511	\$ 511	\$ 511	\$ 511	\$ -
Expenses					
Field Trip				\$ 511	\$ -
Professional Development					
Supplies/Materials				\$ -	\$ -
Textbooks				\$ -	\$ -
Total Expenses	\$ -	\$ -	\$ -	\$ 511	\$ -
Projected Final Balance	\$ 511	\$ 511	\$ 511	\$ -	\$ -

Recent Developments: Harrington Elementary School receives this grant as a result of the collaboration with Boston University. The money is used to provide materials and equipment needed to supplement, sustain and/or enrich classroom teaching. This grant will also fund transportation and expenses for field trips and provide funds to pay for enrichment programs invited into the school, consulting services for workshops, seminars and courses geared toward professional development activities for the staff.

Current Challenges: None

Significant Proposed Changes for the Upcoming Fiscal Year and Budget Impact: None

On the Horizon: With no funding since FY 2015, this grant will close at the end of FY 2019.



CLOSED GRANTS

Early Childhood Program Improvement Grant

Grant Manager: Elizabeth Billings-Fouhy

This account has not had activity since FY 2017.

Special Education Entitlement: Program Improvement: Fund code #274 Grant Manager: Ellen Sugita

This account has not had activity since FY 2017.