

LEXINGTON SCHOOL COMMITTEE MEETING
Tuesday, March 12, 2013
Lexington Town Office Building, Selectmen's Meeting Room
1625 Massachusetts Avenue

7:30 p.m. Call to Order and Welcome:

Public Comment – (Written comments to be presented to the School Committee; oral presentations not to exceed three minutes.)

7:40 p.m. Superintendent's Announcements:

1. LHS PTSA March Forum – “Identifying, Understanding and Coping with Stress & Anxiety: Strategies for High School Students and Their Parents”
2. Estabrook “Topping Off Ceremony” to be held on Wednesday, March 13, at 9:30 a.m.

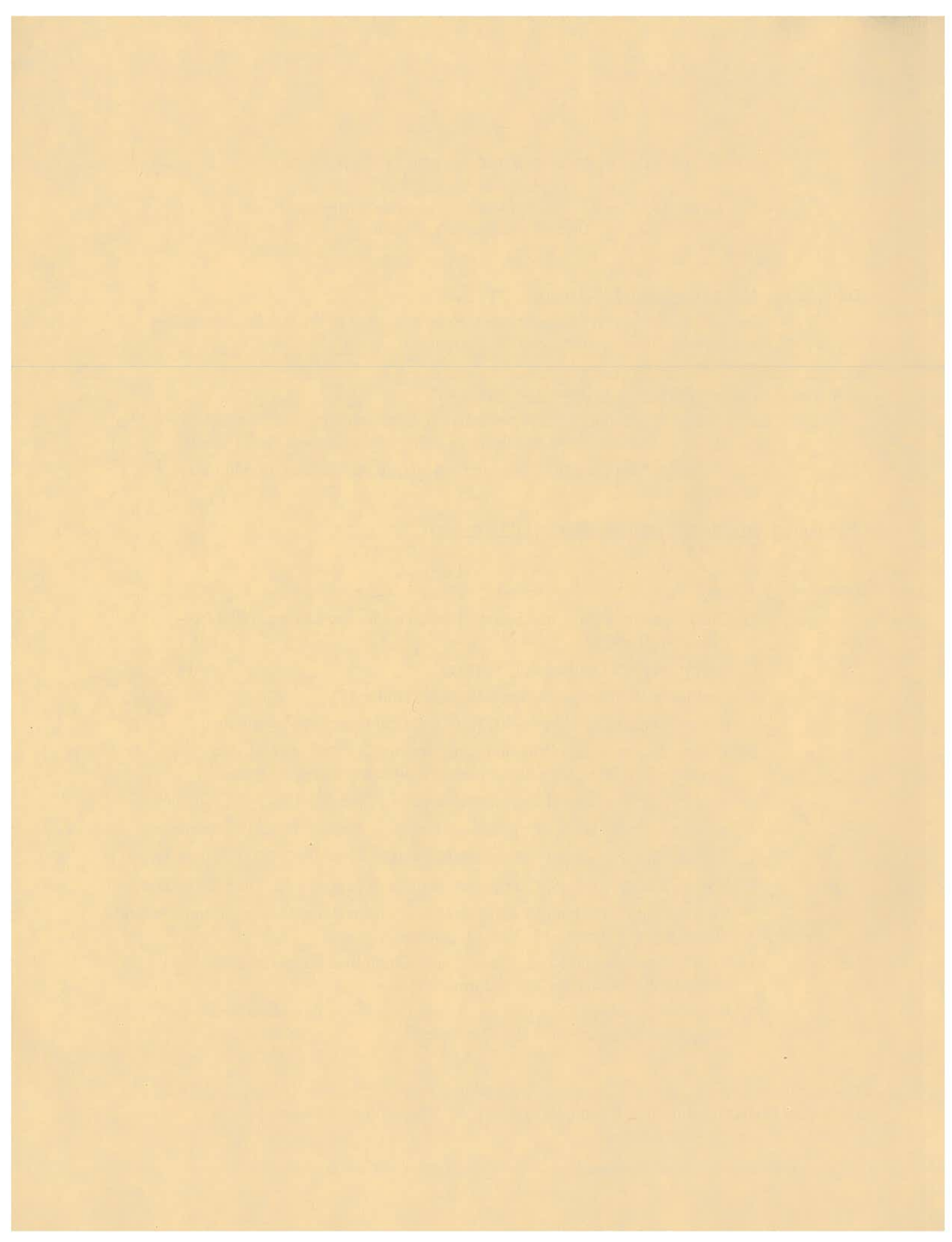
7:45 p.m. Members' Reports / Members' Concerns:

8:00 p.m. Agenda:

1. Draft Mission, Vision, and Beliefs Statements for the Lexington Public Schools (30 minutes)
2. Report on K-12 Guidance (45 minutes)
3. Lexington High School Space Needs (30 minutes)
4. Recommended Revisions to 2013-2014 School Calendar (15 minutes)
5. Vote to Accept a \$500 Donation from Houston & Associates LLP in Support of the 2013 LHS Science and Engineering Fair (2 minutes)
6. Vote to Approve School Committee Minutes of January 15, 2013 (2 minutes)
7. Vote to Approve School Committee Minutes of January 30, 2013 (2 minutes)
8. Vote to Approve School Committee Minutes of February 2, 2013 (2 minutes)
9. Vote to Approve School Committee Minutes of February 12, 2013 (2 minutes)
10. Vote to Approve School Committee Minutes from Budget Collaboration-Summit Meeting 5 on February 13, 2013 (2 minutes)
11. Vote to Approve and Not Release School Committee Executive Session #1 Minutes of February 26, 2013 (2 minutes)
12. Vote to Approve and Not Release School Committee Executive Session #2 Minutes of February 26, 2013 (2 minutes)

The next meeting of the School Committee is scheduled for Monday, March 18, 2013, at 6:30 p.m. in the Cary Memorial Building, Estabrook Room, 1605 Massachusetts Avenue.

All agenda items and the order of items are approximate and subject to change.



Lexington Public Schools

DRAFT Mission Statement

The mission of the Lexington Public Schools is to provide ALL students with a world-class education that ensures academic excellence in a culture of caring and respectful relationships.

DRAFT Vision Statement

ALL educators engage in effective instruction that prepares and inspires students to successfully meet the challenges of a diverse and changing world. All children get what they need, when they need it, and ALL adults are collaborative teachers, learners, and leaders.

February 5, 2013

DRAFT Beliefs

We believe that...

1. Open communication and collaboration among all constituencies builds trust and enhances student and adult learning.
2. Ongoing professional learning builds individual and organizational capacity and adaptability.
3. All students can learn at high levels when they are motivated through teaching that is rigorous, relevant and designed to meet their individual learning needs.
4. Honoring diversity in an inclusive culture will achieve equity and excellence for all students.
5. Success in a global society requires all students develop academic, social, and citizenship skills.
6. Physical and emotional wellness is essential to student and adult success.
7. Collaboration, mutual responsibility, and collective accountability will lead to higher learning.
8. Intelligence is not fixed and can be continuously developed.
9. Creativity and perseverance are critical to improve learning for all students.

February 5, 2013



Project Schedule

2013 Annual Town Meeting- Appropriate \$362,000 for development of design and construction bid documents.

2013 Special Fall Town Meeting- Appropriate construction funds for modular classrooms (estimate \$3.5M – \$5.5M.)

Spring 2014 – Begin site work to prepare for delivery of modular classrooms.

Summer 2014 – Install classrooms and construction corridors to connect with existing buildings.



Recommendation

Article 14 of 2013 Annual Town Meeting is requesting an appropriation of \$362,000 for Lexington High School Overcrowding- Phase 3. It is our recommendation that these funds be used for the following:

- Determine the number of additional classrooms required to meet the general educational need with enrollment increasing to 2,154 students for FY 2016
 - Evaluate at least three space options for meeting the LLP educational requirements for up to 48 students graduating to LHS over the next several years
1. Create space at LHS to accommodate the program
 2. Work with LABBB to determine if LABBB can accommodate the program
 3. Place the students out of District

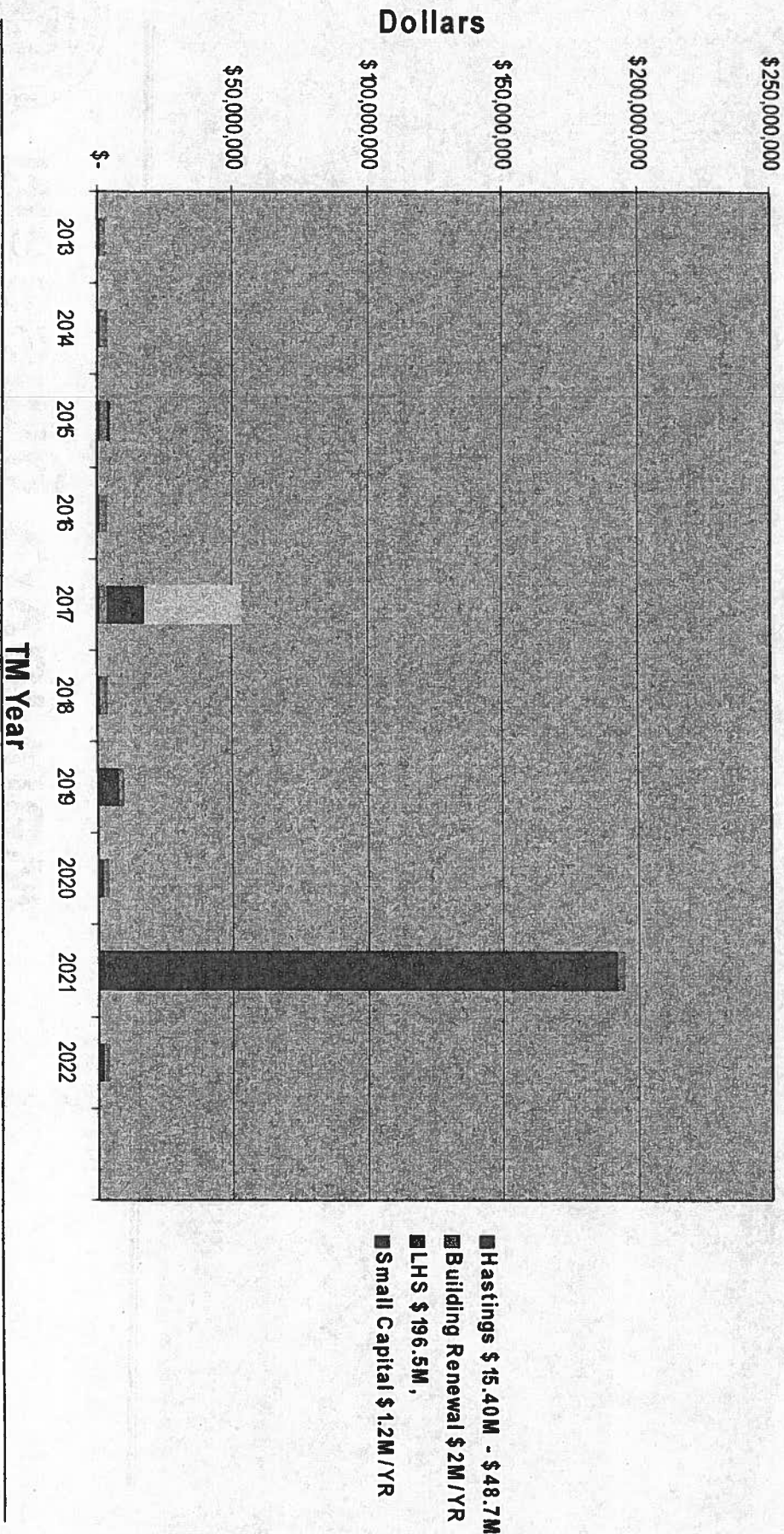


10 Year Facility Master Plan

Lexington Public Facility Capital Spending \$247.7M - \$282.2M

2013 - 2022 TM

(revised School Committee January 8, 2013)



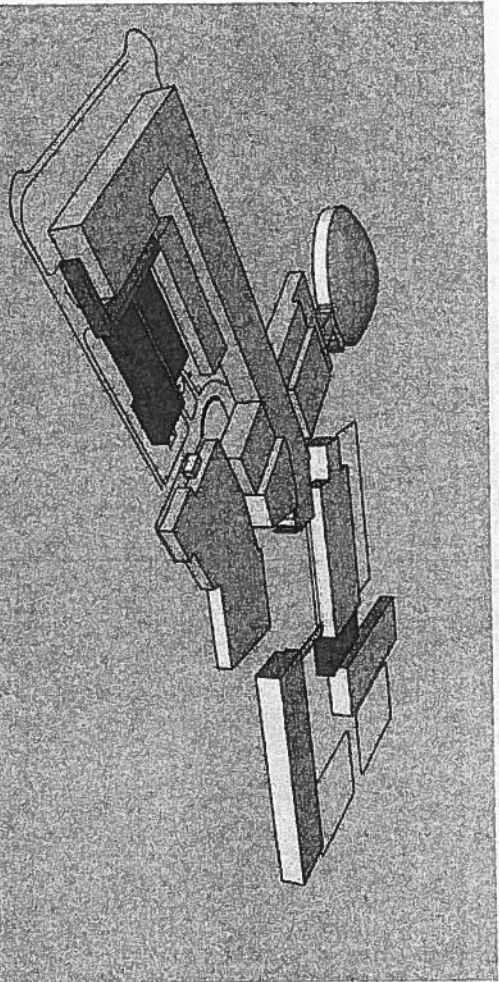
- Hastings \$15.40M - \$48.7M
- Building Renewal \$2M/YR
- LHS \$196.5M,
- Small Capital \$1.2M/YR

March 12, 2013

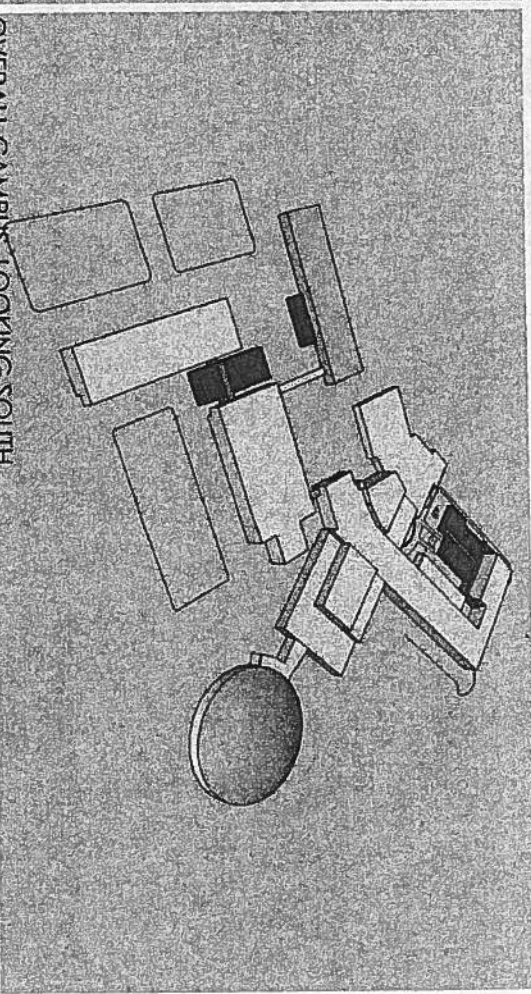
Note: Small capital and building renewal funding for all DPF buildings, increased 2.5% annually. New construction cost escalated 3.5% annually.



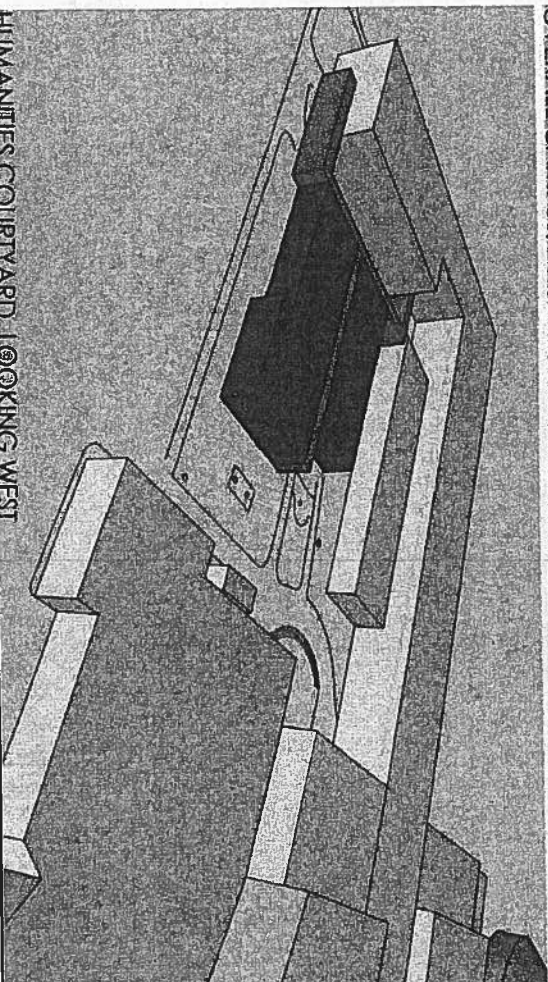
Massing Overview



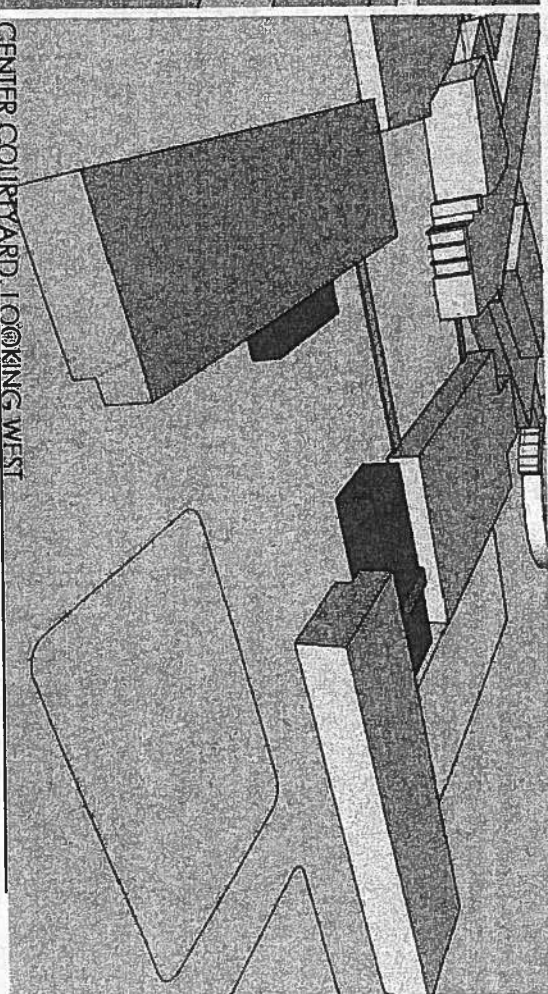
OVERALL CAMPUS, LOOKING NORTH



OVERALL CAMPUS, LOOKING SOUTH



HUMANITIES COURTYARD, LOOKING WEST

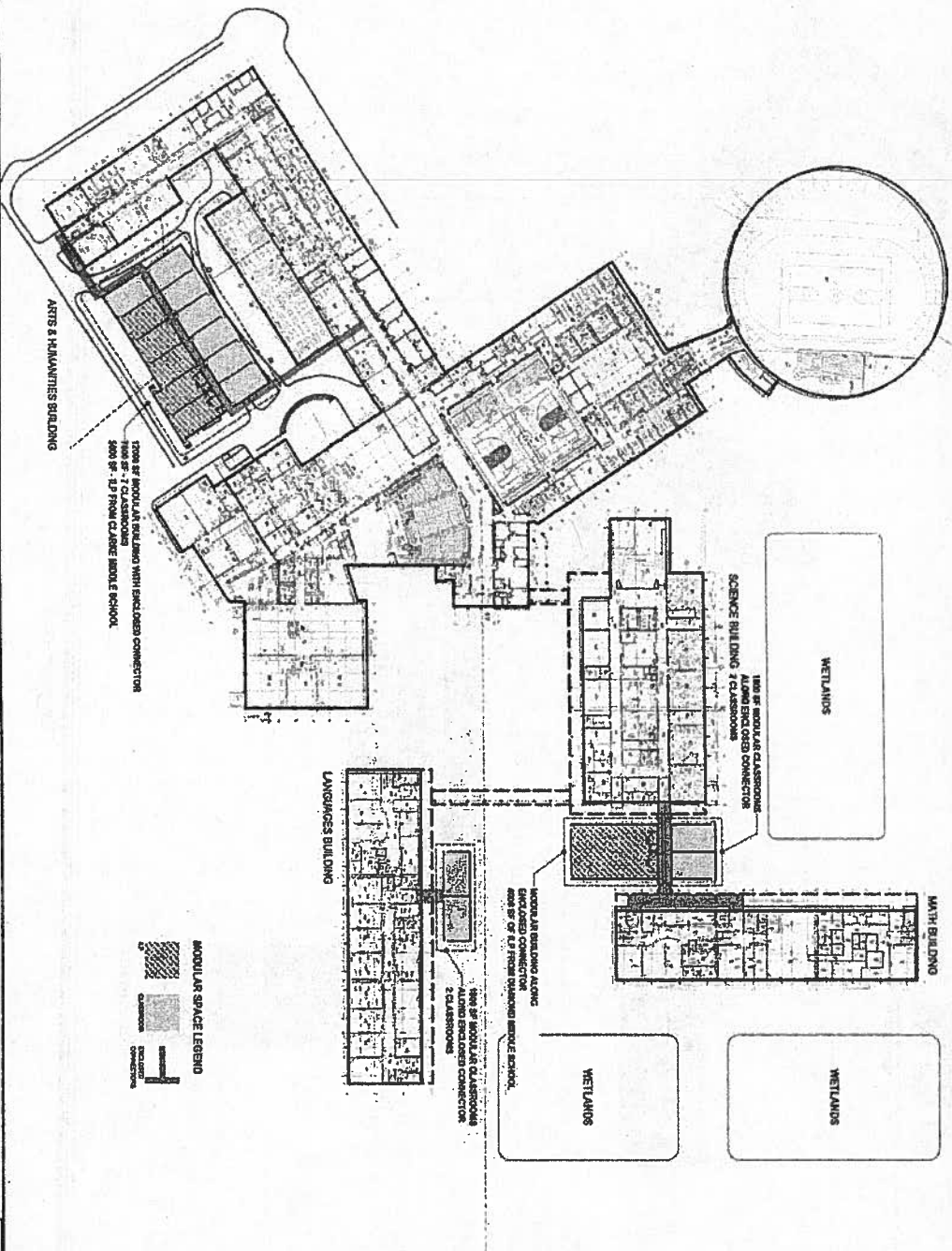


CENTER COURTYARD, LOOKING WEST

March 12, 2013



Potential Classroom & LLP Locations

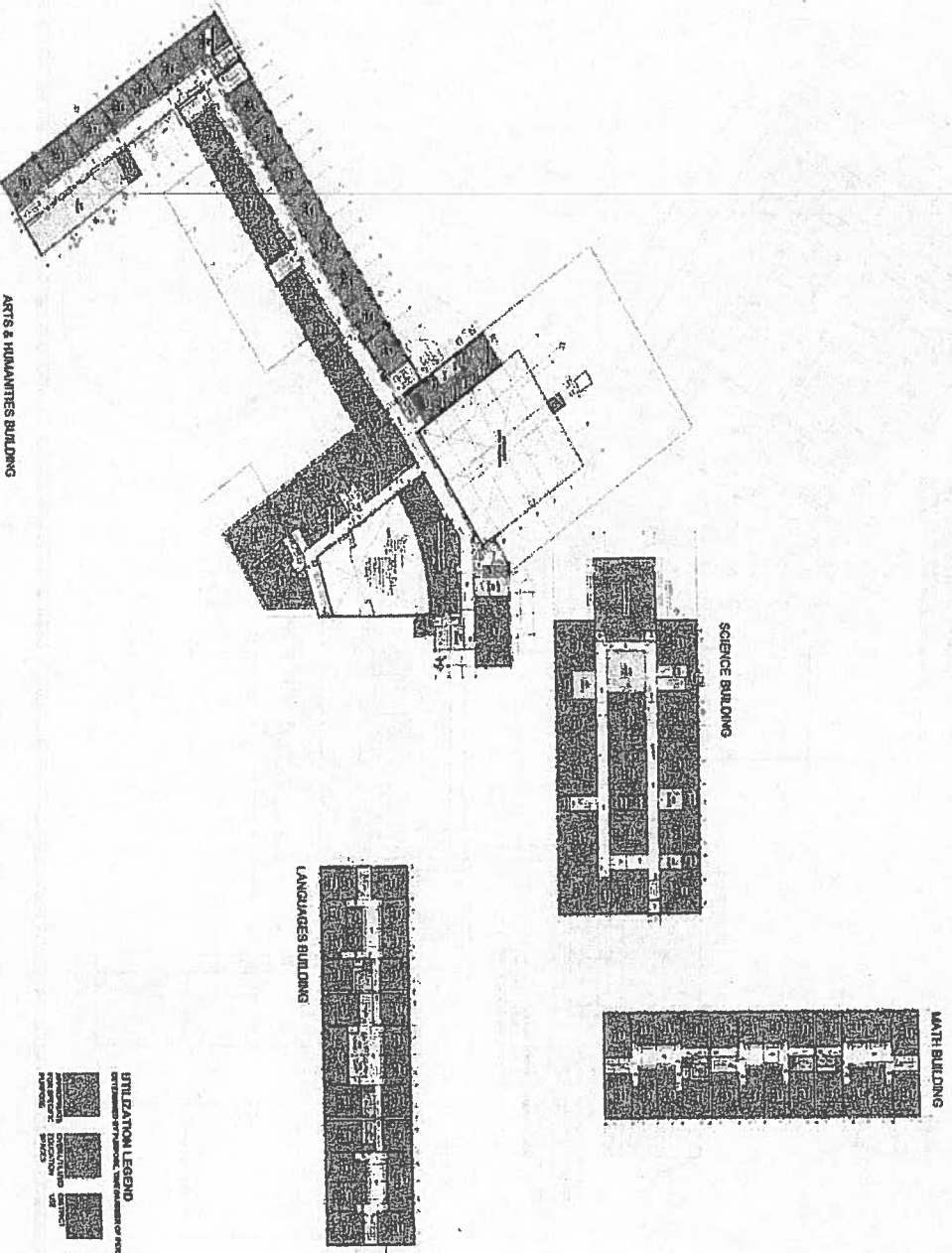


HIGH SCHOOL PLANNING TOWN OF LEXINGTON	251 WALTHAM STREET LEXINGTON, MA	4	FIRST FLOOR & SITE PLAN MODULAR BUILDINGS & LINKS - FULL EXPANSION		
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March 12, 2013



LHS 2nd Floor Utilization Analysis



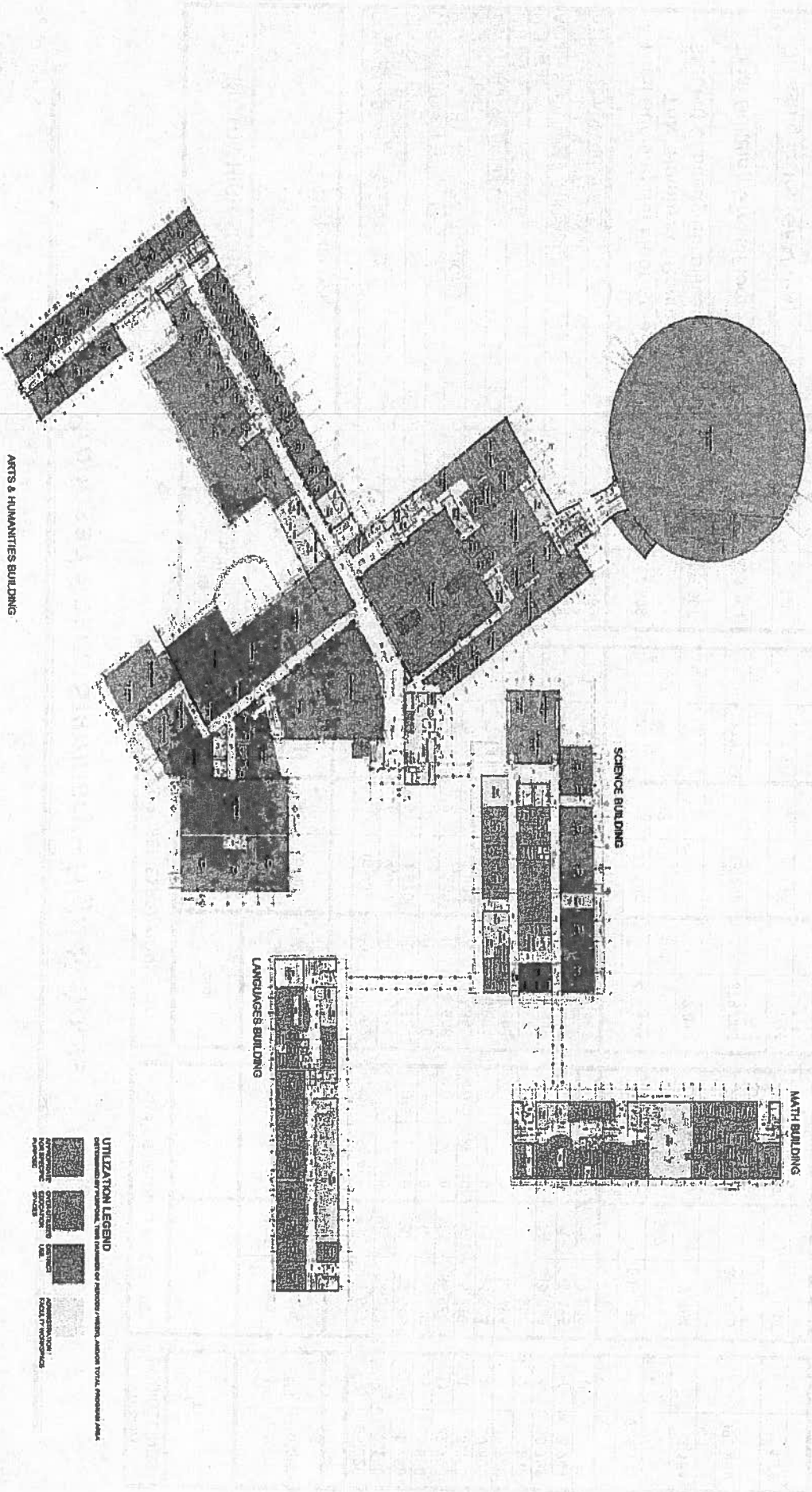
UTILIZATION LEGEND
 DOTTED PATTERN: PERSONAL, UNASSIGNED OR MISCELLANEOUS USE
 SOLID BLACK: OFFICE USE
 SOLID GREY: STORAGE
 SOLID WHITE: UNASSIGNED OR MISCELLANEOUS USE
 SOLID LIGHT GREY: COMMON AREAS
 SOLID DARK GREY: HEALTH SERVICES

HIGH SCHOOL PLANNING TOWN OF LEXINGTON	251 WALTHAM STREET LEXINGTON, MA	2	SECOND FLOOR PLAN UTILIZATION ANALYSIS		PREPARED BY: TOWN OF LEXINGTON PLANNING DEPARTMENT 251 WALTHAM STREET LEXINGTON, MA 01846	
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March 12, 2013



LHS 1st Floor Utilization Analysis



HIGH SCHOOL PLANNING
TOWN OF LEXINGTON

251 WALTHAM STREET
LEXINGTON, MA

1

FIRST FLOOR PLAN
UTILIZATION ANALYSIS



51 SEPTEMBER 2013
LEHIGH COLLEGE
PLANNING & DESIGN

BA ARCHITECTURE, INC.
PLANNING & DESIGN
100 WASHINGTON STREET
LEXINGTON, MA 01846
TEL: 978.462.1234



March 12, 2013



Project Scope

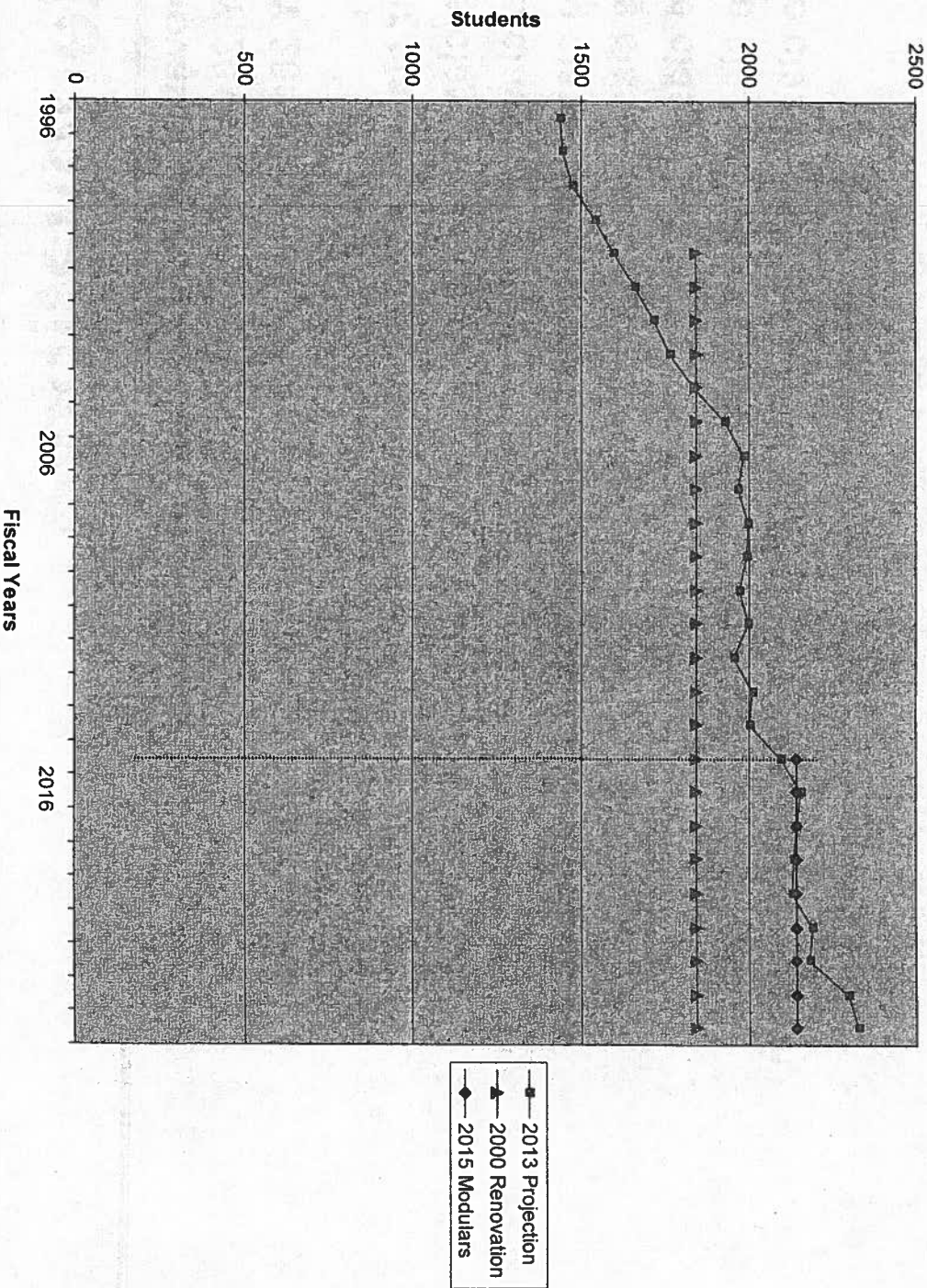
Proposed Space Summary - High Schools

ROOM TYPE	Existing Conditions		2009 PROPOSED EXPANSION				2014 PROPOSED MODULAR				MSBA GUIDELINES			
	# OF RMS	area totals	Existing to Remain/Removed	area totals	# OF RMS	area totals	# OF RMS	area totals	New	area totals	# OF RMS	area totals	Total	area totals
LEXINGTON HIGH SCHOOL														
CORE ACADEMIC SPACES	101	70,767	82	58,887	17	13,175	99	72,062	12	10,800	143	81,567	115	95,220
SPECIAL EDUCATION	62	18,331	84	25,314	7	2,000	91	27,314	23	9,686	85	28,017	46	23,150
ART & MUSIC	20	12,845	18	13,254	5	1,870	23	15,124	0	0	20	12,845	17	8,750
VOCATIONS & TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	25,500
HEALTH & PHYSICAL EDUCATION	17	66,940	14	54,268	2	1,300	16	55,668	0	0	17	56,940	11	22,100
MEDIA CENTER	7	9,413	7	9,383	1	3,000	8	12,383	0	0	7	9,413	1	13,363
AUDITORIUM / DRAMA	15	14,624	15	17,061	2	1,550	17	18,611	0	0	15	14,624	6	10,400
DINING & FOOD SERVICE	5	14,194	5	12,694	1	4,400	6	17,094	0	0	5	14,194	4	16,702
MEDICAL	7	934	7	934	0	0	7	934	0	0	7	934	7	810
ADMINISTRATION & GUIDANCE	75	19,366	72	20,956	6	4,370	78	25,326	0	0	75	19,366	24	5,798
CUSTODIAL & MAINTENANCE	7	2,686	4	3,376	0	0	4	3,376	0	0	8	2,686	7	3,241
OTHER ACADEMIC SPACES	12	7,869	14	10,583	1	900	15	11,483	0	0	12	7,869	0	0
Total Building Net Floor Area (NFA)		227,968		226,719		32,565		259,284		20,486		248,454		224,133
Total Number of Rooms	328		322		42		364		35		362		238	
Student Capacity/Enrollment	2,007						2,012					2,154		2,154
Total Building Gross Floor Area (GFA)		333,354		333,354		45,250		378,604		24,525		357,879		398,490
Grossing factor (GFA/NFA)		1.46		1.47		1.39		1.46		1.20		1.44		1.78



LHS Enrollment Trends and Capacity

LHS Enrollment vs Capacity



March 12, 2013



LHS Space Drivers since 2000 Renovation

- Renovation design capacity of 1,842 students
FY 2013 actual enrollment 2,007 students
FY 2016 projected enrollment 2,154 students
- Four classrooms repurposed to LLP Program
- One classroom repurposed to LLP Program
- One classroom repurposed to Learning Center
- Two classrooms repurposed to MST
- One classroom repurposed to ALPHA Program
- One classroom repurposed to LABBB
- One classroom repurposed to District IT Department
- One classroom repurposed to Drug Prevention Program

12 General Ed Classrooms Fewer
9% Enrollment Increase FY 2013
17% Increase Projected FY 2016



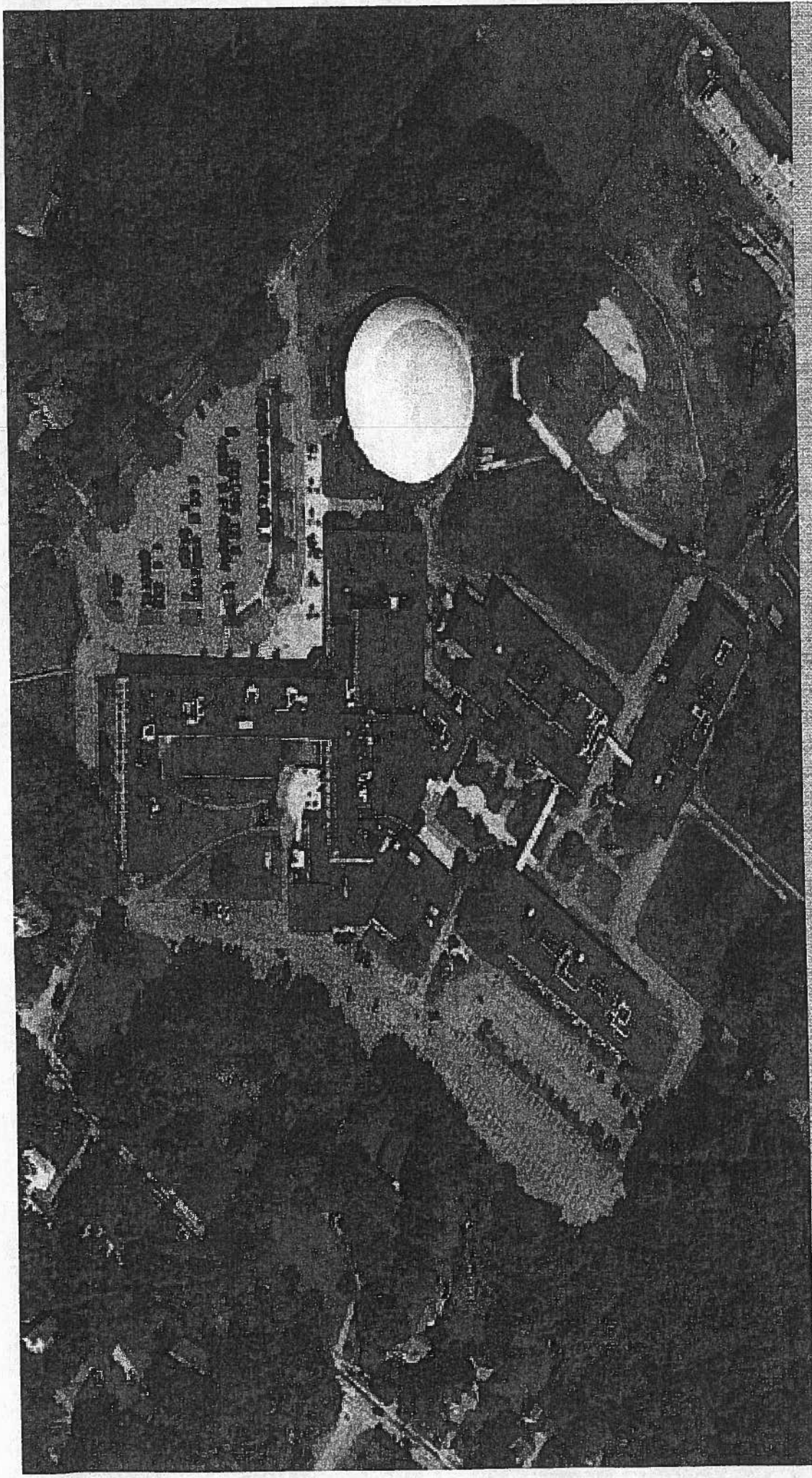
Agenda

- **LHS Space Drivers**
- **LHS Enrollment since 2000**
- **Educational Space Need**
- **Ten Year Plan**
- **Summary**
- **Schedule**

Lexington High School Overcrowding

School Committee Update

Article 14 DPF Capital





BRIEF SUMMARY
INSTRUCTIONAL SPACE AND PROGRAM STUDY

School District: Lexington Public Schools
Schools: Lexington High School
Focus: Instructional Space and Programming planning for incoming high school students
Evaluators: Nicole C. Gardenier, MS, BCBA
Associate Director, Consultation and Training
The New England Center for Children

PURPOSE

This study was completed per the request of the Lexington Public Schools Student Services Department and the Department of Public Facilities in Lexington, Massachusetts. This request included an analysis of the instructional space required at the high school in the upcoming years to serve district students currently enrolled in Lexington's Intensive Learning Programs (ILP) at the elementary and middle school levels.

This document serves as a brief summary of the study process, collected data and rationale for recommendations per the district's request.

DATA COLLECTION

Data were collected through a variety of methods including observations, interviews and summary reports completed by district staff. Data were collected on 95 students enrolled in ILPs from Kindergarten to Grade 12. Based on the information provided by district staff about the current level of services students require hypotheses were generated on the level of service those students would require upon entry to high school. Based on this proposed level of service, recommendations are provided on physical space requirements as well the personnel needed to effectively provide services. Personnel recommendations include special educators, supervisory support, IEP coordination and Board Certified Behavior Analyst® (BCBA®) support.

Recommendations have been provided according to predicted level of services utilizing the information provided. Based on the current information, it was not possible to accurately predict the future level of service required at high school for students below third grade. For this reason, the following recommendations only include students above grade 3; the graduating classes of 2014-2022.



PROGRAM MODELS

The current ILP program at LHS includes two primary service delivery models; inclusion and collaborative teaching. In the inclusion model, ILP students participate in general education classes and electives, sometimes with the support of an instructional assistant (IA). These students have "ILP Blocks" imbedded within their weekly schedules during which they are provided with academic support and instruction in non-academic areas (e.g. social / emotional skills, speech and language, daily living skills). In the collaborative teaching model, students participate in general education classes that are supported by an ILP Special Educator and IA. Within these collaboratively taught classes, modifications are provided to allow access to the curriculum. Modifications can include different instructional materials, additional explanation of content and individualized performance monitoring. It is important to note that modifications are not made to the curricular content in the collaborative teaching models.

Based on the information provided, portions of the upcoming LHS ILP students will require more intensive levels of service than those currently provided. This includes students who benefit from modifications to the curricular content, with instruction delivered in a small group and/or individual format.

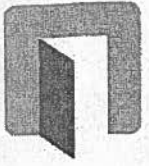
Additionally, it is unclear to what extent all current and future LHS ILP students will graduate after four years in the LHS ILP. As a result, additional and differentiated space and personnel will be required to serve future students should they remain in the LHS ILP after grade 12.

SUMMARY OF FINDINGS

General Information

Recommendations are summarized in a narrative format below as well as in the attached figures.

- Figures 1 and 2 (pages 7 and 8) provide information on square footage requirements in the upcoming years.
- Figures 3 and 4 (pages 11 and 12) provide a general visual representation of the change in required ILP space and required instructional models from the present through the 2018-2019 school years.
- Figures 5 and 5a (pages 13 and 14) provide two visual representations of the changes in students, space and personnel across each school year across all instructional models. Information is provided on how program changes change be streamlined.
- Figures 6 and 6a (page 15 and 16) provides the same visual summaries as Figures 5 and 5a, without including the individualized instruction students. The collaborative teaching, small group and post 12 students are included in these figures.



General Summary

Should all the anticipated students continue in the LHS ILP, an total additional 13 rooms and 8 ILP teachers will be needed to accommodate the anticipated LHS ILP students enrolled in the 2018-2019 school year. Additional supervisory, IEP coordination and BCBA support will be required as well.

The largest years of growth in physical space and personnel needs includes the 2014-2015, 2015-2016 and 2016-2017 school years. This is due to the cohort of students require small group instruction and individualized instruction moving into 9th grade across these years.

With the change in the type of student served comes a change in the type of classroom design required to effectively serve those students. The current LHS ILP student's schedule includes multiple blocks within existing general education classrooms resulting in fewer students in the ILP rooms at any given time and requiring less space. In the upcoming years, the cohort of students requiring small group instruction and individualized instruction will spend less time in the existing general education classrooms, resulting in more students within those ILP classrooms at any given time, requiring larger classrooms and more space. In addition the students within small group and individual instruction often require more adult supports, resulting in a larger total number of people (student and adults) within each classroom space. In addition to academic classroom space, the small group / individualized instruction cohort will also require additional space to address the range of skill areas requiring specialized instruction. This includes space to address vocational skills, leisure skills, daily living skills, specialty services (e.g. speech, social work), and behavior regulation. This service delivery model will require a "suite" of classroom space that could include up to 9 rooms.

The LHS ILP programs may see another change in their student population; an increase in the number of students requiring services beyond grade 12. By the 2018-2019 school year, it is predicted that this cohort may include 10 students. In regards to physical space, this group requires one additional room within the individualized instruction group. This group also requires one teacher. It should be noted that while this cohort does not represent a substantial space or personnel increase, the provisions of these types of services does involve a high-level of coordination to address vocational and transition planning needs.

Space Requirements

Inclusion and Collaborative Teaching Models

As stated previously, the current ILP classrooms effectively serve students in the inclusion and collaborative teaching models where only a portion of each group is scheduled in the room at one time. These spaces include group instruction space (large table), some individual work areas, computer areas and teacher desks.



Recommended Square Footage

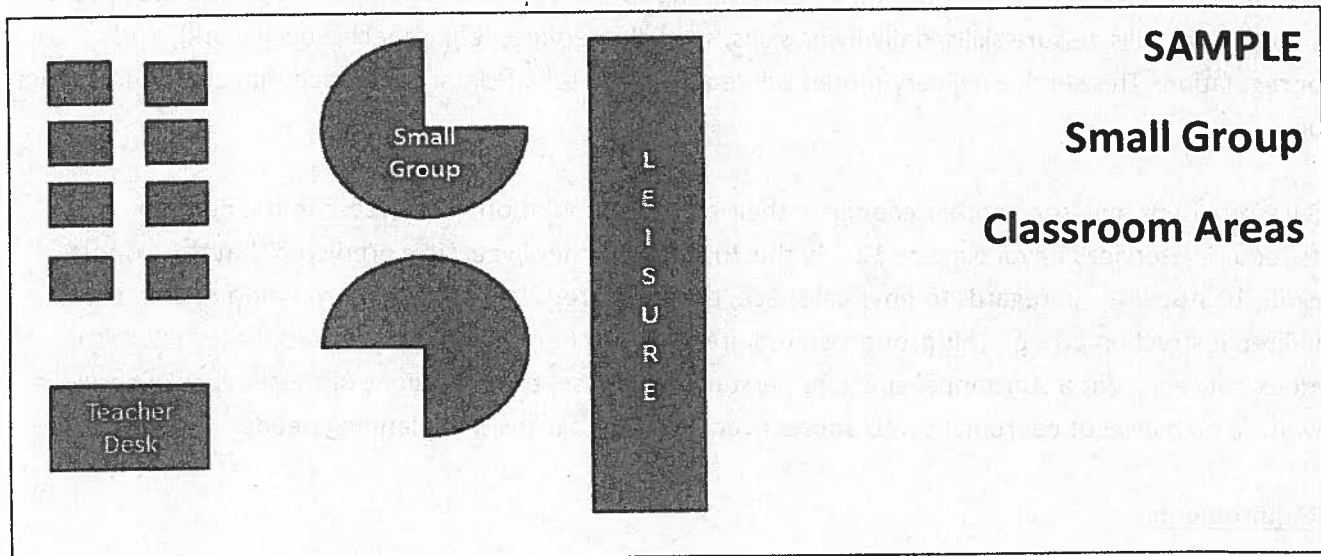
This service delivery model currently exists at LHS utilizing 4 rooms. Rooms 500 and 515 are good examples of the physical space needs for this service delivery model. Based on information provided by the Town of Lexington, the next square footage for these rooms is 630 and 640 respectively.

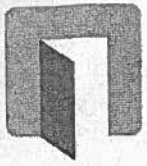
Small Group Instruction

These students will be scheduled within these rooms for a larger number of schedule blocks in comparison to those students in the inclusion / collaborative teaching model. These classrooms should to be large enough to accommodate up to 8 students and 6 adults along with the following instructional areas:

- Traditional classroom "rows" with up to 8 desks (e.g. 2 columns of 4 desks)
- 2 small group instruction areas with small tables (e.g. 4-6 people)
- Leisure area
- Teacher desk

Due to the challenges of arranging block schedules, it is important to note that these classrooms should be dedicated to each teacher and service delivery model. In other words, the 9th grade small group teacher and the 10th grade small group teacher cannot share a classroom.





Recommended Square Footage

This service delivery model is not currently in place at the LHS ILP. A similar service delivery model currently exists within LPS at the Clarke Middle School. The DLP program utilizes room 371 for small group instruction, which is 850 net square feet (per Town of Lexington). While the footprint of this room is not ideal, the square footage is adequate for this type of service delivery.

Individualized Instruction

These students may spend the majority of their school day outside of the general education setting, requiring their IEP goals and objective to be taught in a specialized setting. Due to their learning style, these students require direct practice of skills across all areas. This differs from the current cohort of ILP students whose social, life skills and transitional skill acquisition can be addressed through verbal rehearsal and review. For example, rather than being able to learn how to “freshen up” after lunch through verbal rehearsal and review, these students will need to directly practice these routines in a specialized environment.

The number of individual work rooms and spaces will vary depending on the number of students. These instructional room(s) should include an individual work space for each student, with 6x6 feet of space allocated for each workspace. These spaces may be defined by furniture or cubicle walls. Depending on how caseloads / classrooms are arranged, a given room may need to accommodate 7 students and 7 adults.

Regardless of the number of students within this cohort in any given year, the following six spaces are recommended to address the broader range of needs within this population.

- Vocational practice rooms including areas and equipment to practice cooking, laundry and general work tasks (e.g. large flat work table).
- Leisure room
- De-escalation / Behavioral regulation space
- Bathroom(s)
- Specialty service delivery
- Staff offices

Post Grade 12 Students

While these students do represent significant resources for programming and planning purposes, they do not represent a substantial space need. It is recommended that these students share space with the individualized instruction students as needed. It should be noted that hypothetically, a large portion of their day would be spent at vocational sites, either within the LHS building or in the community.



Recommended Square Footage

Square footage recommendations for an individualized instructional model is provided based on typical instructional spaces at The New England Center for Children along with examples from current LPS spaces.

During the 2018-2019 school year, there will be a total of 23 students requiring intensive instruction that would need to access instructional space as outlined above including 13 students in grades 9-12 and 10 student post grade 12. This cohort is comprised of students includes those students moving up from the Diamond ILP and those ILP students remaining at LHS beyond grade 12 (regardless of earlier service delivery model).

An individualized instruction service delivery model is currently in place at the Diamond ILP, that physical space is used as an example. Figure 1 (page 7) summarizes the current square footage utilized by the Diamond ILP students and projected square footage for students within this model in the 2018-2019 school year at LHS. An adjustment is then provided given that not all students within this model will be on-site at one time, due to off-site vocational assignments.

Figure 1 – Square Footage Expansion, Individualized Instruction

Space	Diamond Cohort (2012-2013)			Anticipated LHS Intensive + Post 12 Students 2018-2019			
	Square Footage	Students and/or Staff	SF / Students, Staff	Anticipated Students and/or Staff	Recommended SF	Additional Info	2018-2019 SF w/Adjustment
Instructional	688	5	137.6	23 Students	3164.8		2088.8
Leisure / Exercise	404	5	80.8	23 Students	1858.4	Not all students will be present at all times - reduce by 33%	1226.5
Vocational (Misc.)	149	5	29.8	23 Students	685.4		452.4
De-escalation	NA	NA	NA	23 Students	120.0	Two spaces	120.0
Bathroom	45	5	NA	23 Students	72.0	Increase to 3 bathrooms	72.0
Hall	55	NA	NA	NA	NA		NA
Office (BCBA, Related Services)	187	3	NA	3 Staff	187.0		187.0
TOTAL	1528				6087.6		4146.7



Total Square Footage (2018-2019)

Figure 2 summarizes the total space needs required for all student cohorts within the LHS ILP in the 2018-2019 school year.

Figure 2 – Anticipated Square Footage ILP Programs

Total Projected Space Needs, 2018-2019 School Year				
Instructional Model	Number of Students	Number of Rooms / Spaces	Square Footage Per Space	Total Square Footage
Inclusion / Collaborative Teaching	18	6	640	3840
Small Group Instruction	7	2	850	1700
Individualized Instruction	13	9	NA	4146
Post 12	10			
TOTAL	48	17		9686

Year-by-Year Summary

This narrative describes the information included in Figures 3, 4, 5, 5a, 6 and 6a.

2012-2013

- The LHS ILP program currently serves 22 students in inclusion and collaborative teaching models. There are 4 classrooms and 4 teachers.

2013-2014 (no space changes, add one teacher)

- The LHS program will include 24 students in inclusion and collaborative teaching models.
- This will require 4 classrooms and 5 teachers.
- The student MH will require an additional teacher. MH (11th) grade will require the collaborative teaching model. Providing this service will require an additional ILP teacher to support the general education sections that MH is enrolled in.



- There will be a single student (AR) in 9th grade requiring small group instruction. It may be more beneficial to retain this student in the current ILP program for one year, rather than having the student continue to the LHS ILP, which does not currently provide this type of instruction.

2014-2015 (2 additional rooms, 3 additional teachers)

- The LHS ILP program will include 21 students in inclusion, collaborative teaching, small group and individualized instruction models. This includes 3 anticipated post grade 12 students.
- This will require a total of 6 classrooms and 8 teachers. One additional classroom is for the small group instruction students and one is for the post grade 12 students.
- There will be one student requiring individual instruction (SG) and 3 post grade 12 students. The service delivery for these students ideally requires the "suite" of rooms described earlier, however that addition is included in the 2015-2016 school year when the population increases to 11. In the interim, an additional classroom space for each group (individual and post grade 12) is a potential solution.
- One potential solution is to retain the student requiring individualized instruction at 8th grade where those supports are currently in place.
- MH (grade 12) will continue to require an additional ILP teacher to support the collaborative teaching sections.

2015-2016 (9 additional rooms, 3 additional teachers)

- The LHS program will include 31 students in inclusion, collaborative teaching, small group and individualized instruction models. This includes 5 anticipated post grade 12 students.
- This will require a total of 15 classrooms and 11 teachers. One of the additional rooms is for the small group students, the remaining 8 additional rooms are for the individual and post grade 12 students.
- This school year represents the largest influx of individualized instruction students, requiring the creation of the "suite" of room described earlier. Within this group of rooms are one classroom for grades 9-12 and one classroom for the post grade 12 students.

2016-2017 (2 additional rooms, 1 additional teacher)

- The LHS ILP Program will include 36 students in inclusion, collaborative teaching, small group and individualized instruction models. This includes 7 anticipated post grade 12 students.



- This will require 17 rooms and 12 teachers. One of the additional rooms is for the inclusion and collaborative teaching students; the other additional room is for the individual instruction students.

2017-2018 (no change)

- The LHS ILP Program will include 43 students in inclusion, collaborative teaching, small group and individualized instruction models.
- Increased needs for space or ILP teachers are not anticipated based on the information provided.

2018-2019 (no change)

- The LHS ILP Program will include 48 students in inclusion, collaborative teaching, small group and individualized instruction models.
- Increased needs for space or ILP teachers are not anticipated based on the information provided.

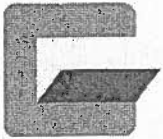


Figure 3

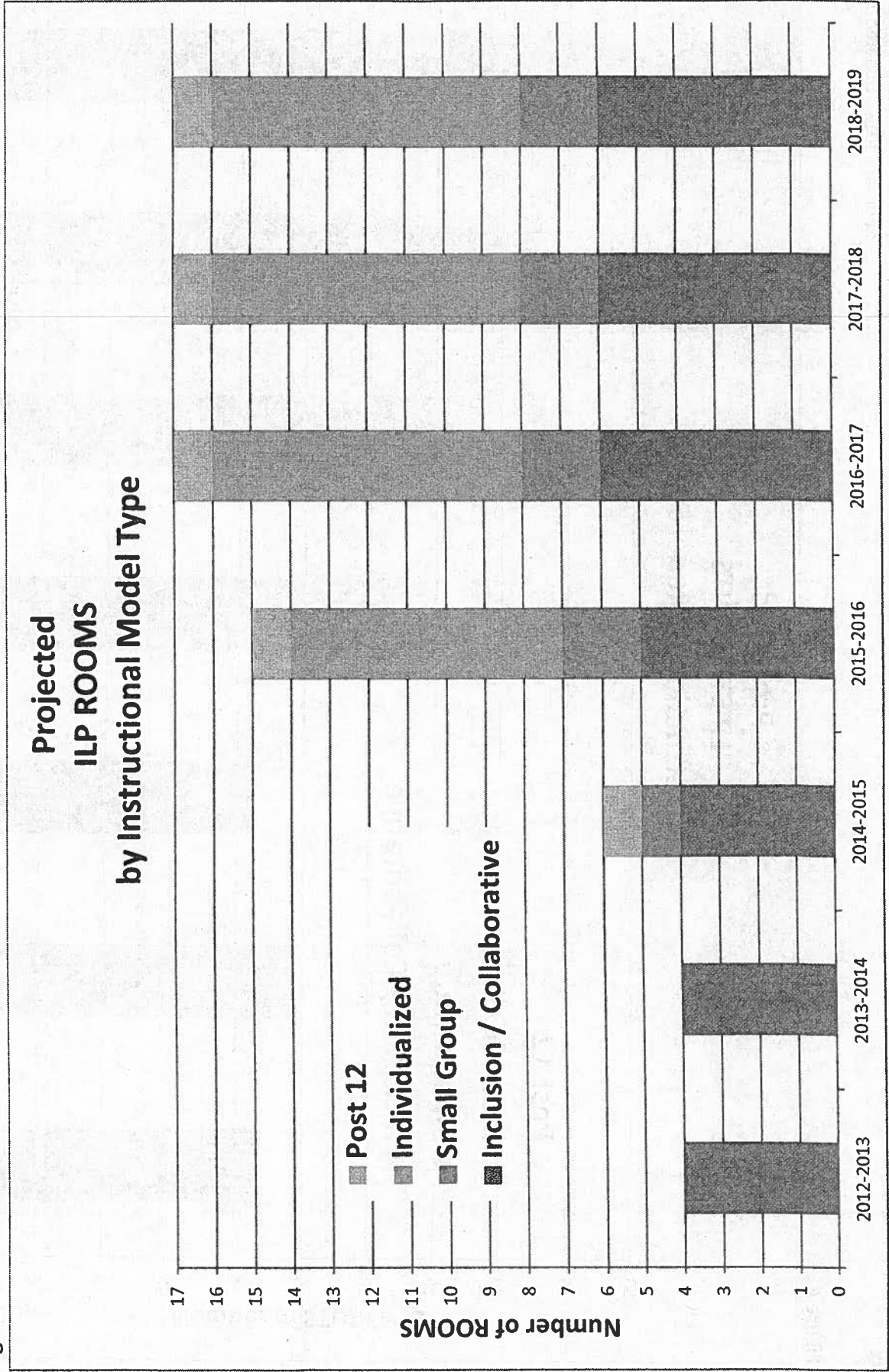


Figure 4

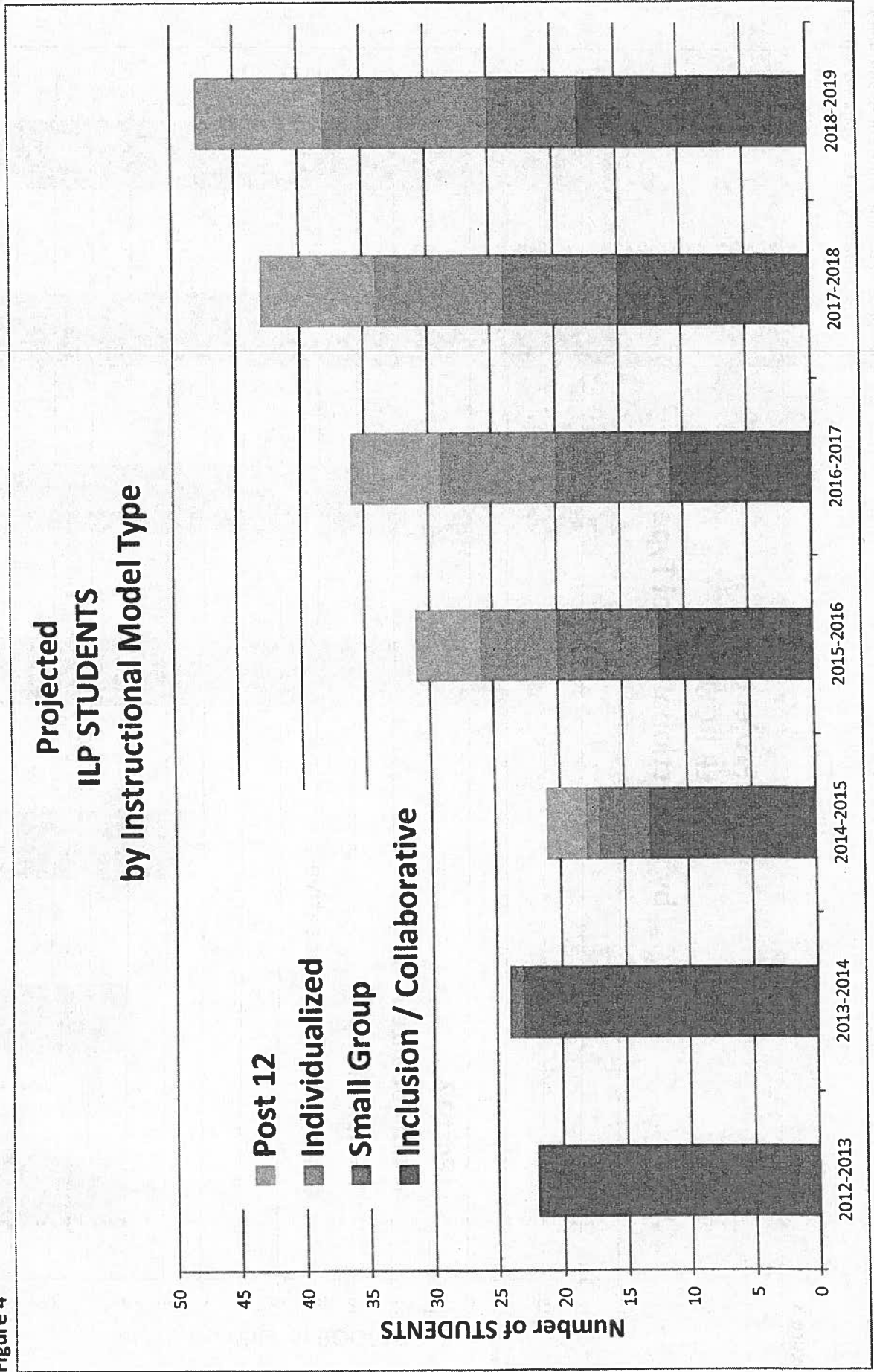


Figure 5A – ALL SERVICE DELIVERY MODELS

	Students	ILP Rooms	ILP Teachers	Admin / Superv.	BCBA	Room Additions	Teacher Additions	Possible adjustments	
2012-2013	Inclusion / Collab	22	4	4	approx. 0.6	no changes	no changes	12+	
	Small Group Individual	0	0	0					IEP Coordination (ETS)
	Individual	0	0	0					HS SPED Sup.
	Post 12	0	0	0					
TOTAL	22	4	4	4					
2013-2014	Inclusion / Collab	23	4	5	approx. 0.6	no changes	+1 teacher (1 collab)	One teacher for single 11th collab. Retain single 9th small group	
	Small Group Individual	1	0	0					IEP Coordination (ETS)
	Individual	0	0	0					HS SPED Sup.
	Post 12	0	0	0					
TOTAL	24	4	5	5					
2014-2015	Inclusion / Collab	13	4	6	Increase BCBA by 1.0 (2 total)	+ 2 rooms (1 SG, 1 post 12)	+ 3 teachers (1 collab, 1 SG, 1 post 12)	One teacher for single 12th collab. Retain single 9th individualized	
	Small Group Individual	4	1	1					Admin Sup.
	Individual	1	1	1					Increase SPED Supervision Resources
	Post 12	3	1	1					
TOTAL	21	6	8	8					
2015-2016	Inclusion / Collab	12	5	7	Increase BCBA by 1.0 (3 total)	+ 9 rooms (1 collab, 1 SG, 7 individ.)	+ 3 teachers (1 collab, 1 SG, 1 individ.)	12+ students requires 1 room w/in suite requires 1 teacher	
	Small Group Individual	8	2	2					Admin Sup.
	Individual	6	8	1					Increase IEP Coordination Resources
	Post 12	5	1	1					
TOTAL	31	15	11	11					
2016-2017	Inclusion / Collab	11	6	7	BCBA	+ 2 rooms (1 collab, 1 individ.)	+ 1 teacher (1 individ.)	12+ students requires 1 room w/in suite requires 1 teacher	
	Small Group Individual	9	2	2					Admin Sup.
	Individual	9	9	1					
	Post 12	7	17	12					
TOTAL	36	17	12	12					
2017-2018	Inclusion / Collab	15	6	7	BCBA	no change	no change	12+ students requires 1 room w/in suite requires 1 teacher	
	Small Group Individual	9	2	2					Admin Sup.
	Individual	10	9	2					
	Post 12	9	17	12					
TOTAL	43	17	12	12					
2018-2019	Inclusion / Collab	18	6	7	Increase by 2.4 BCBA	no change	no change	10 students requires 1 room w/in suite requires 1 teacher	
	Small Group Individual	7	2	2					Admin Sup.
	Individual	13	9	2					
	Post 12	10	17	12					
TOTAL	48	17	12	12					
TOTAL CHANGE									
				Increase Supervision & IEP Coordination	Increase by 2.4 BCBA	Increase by 13 rooms	Increase by 8 teachers	Less one teacher for 2013-2014, 2014-2015 Less 1 room Less 1 teacher	

Figure 6a – NO INTENSIVE INSTRUCTION STUDENTS (Collaborative Teaching, Small Group, Post 12 only)

Year	Inclusion/Collab	Small Group	Individual	Post 12	TOTAL	Students	ILP Rooms	ILP Teachers	Admin / Superv.	BCBA	Room Additions	Teacher Additions	Possible adjustments
2012-2013	Inclusion/Collab	22	4	4	4	4	4	4	IEP Coordination (ETS)	approx. 0.6	no changes	no changes	9-12
	Small Group	0	0	0	0	0	0	0	HS SPED Sup.				12+
	Individual	0	0	0	0	0	0	0	IEP Coordination (ETS)				none
	Post 12	0	0	0	0	0	0	0	HS SPED Sup.				12+
	TOTAL	22	4	4	4	4	4	4	IEP Coordination (ETS)	approx. 0.6	no changes	+1 teacher (collab)	One teacher for single 11th collab. Retain single 9th small group
2013-2014	Inclusion/Collab	23	4	4	4	4	4	4	IEP Coordination (ETS)				9-12
	Small Group	1	0	0	0	0	0	0	IEP Coordination (ETS)				none
	Individual	0	0	0	0	0	0	0	IEP Coordination (ETS)				12+
	Post 12	0	0	0	0	0	0	0	HS SPED Sup.				3 students requires additional room + teacher
	TOTAL	24	4	4	4	4	4	4	IEP Coordination (ETS)				5 students requires additional room + teacher
2014-2015	Inclusion/Collab	24	4	4	4	4	4	4	IEP Coordination (ETS)				9-12
	Small Group	1	0	0	0	0	0	0	IEP Coordination (ETS)				NO individualized
	Individual	0	0	0	0	0	0	0	IEP Coordination (ETS)				NO Diamond current 6th
	Post 12	0	0	0	0	0	0	0	HS SPED Sup.				NO individualized
	TOTAL	25	4	4	4	4	4	4	IEP Coordination (ETS)				NO individualized
2015-2016	Inclusion/Collab	25	4	4	4	4	4	4	IEP Coordination (ETS)				9-12
	Small Group	1	0	0	0	0	0	0	IEP Coordination (ETS)				NO individualized
	Individual	0	0	0	0	0	0	0	IEP Coordination (ETS)				NO Diamond current 6th
	Post 12	0	0	0	0	0	0	0	HS SPED Sup.				NO individualized
	TOTAL	26	4	4	4	4	4	4	IEP Coordination (ETS)				NO individualized
2016-2017	Inclusion/Collab	26	4	4	4	4	4	4	IEP Coordination (ETS)				9-12
	Small Group	1	0	0	0	0	0	0	IEP Coordination (ETS)				NO individualized
	Individual	0	0	0	0	0	0	0	IEP Coordination (ETS)				NO Diamond / Fiske current 5/6
	Post 12	0	0	0	0	0	0	0	HS SPED Sup.				NO individualized
	TOTAL	27	4	4	4	4	4	4	IEP Coordination (ETS)				NO individualized
2017-2018	Inclusion/Collab	27	4	4	4	4	4	4	IEP Coordination (ETS)				9-12
	Small Group	1	0	0	0	0	0	0	IEP Coordination (ETS)				NO individualized
	Individual	0	0	0	0	0	0	0	IEP Coordination (ETS)				NO Diamond / Fiske current 4/5/6
	Post 12	0	0	0	0	0	0	0	HS SPED Sup.				NO individualized
	TOTAL	28	4	4	4	4	4	4	IEP Coordination (ETS)				NO individualized
2018-2019	Inclusion/Collab	28	4	4	4	4	4	4	IEP Coordination (ETS)				9-12
	Small Group	1	0	0	0	0	0	0	IEP Coordination (ETS)				NO individualized
	Individual	0	0	0	0	0	0	0	IEP Coordination (ETS)				NO Diamond / Fiske current 3/4/5/6
	Post 12	0	0	0	0	0	0	0	HS SPED Sup.				NO individualized
	TOTAL	29	4	4	4	4	4	4	IEP Coordination (ETS)				NO individualized
TOTAL CHANGE									Increase Coord. For Small Group	Increase by 0.9 BCBA	Increase by 5 rooms	Increase by 6 teachers	Less 1 room Less 1 teacher

	Students	iLP Rooms	iLP Teachers	Admin / Superv.	BCBA	Room Additions	Teacher Additions	Possible adjustments
2012-2013	Inclusion / Collab Small Group Individual Post 12 TOTAL	22 0 0 0 22	4 0 0 0 4	IEP Coordination (ETS) HS SPED Sup. 4	approx. 0.6	no changes	no changes	
2013-2014	Inclusion / Collab Small Group Individual Post 12 TOTAL	23 1 0 0 24	4 4 0 0 4	Admin Sup. IEP Coordination (ETS) HS SPED Sup. 5	BCBA approx. 0.6	no changes	+1 teacher (1 collab)	9-12 One teacher for single 11th collab. Retain single 9th small group 12+
2014-2015	Inclusion / Collab Small Group Individual Post 12 TOTAL	13 4 1 3 21	4 1 1 6 12	Admin Sup. Increase SPED Supervision Resources 6	BCBA Increase BCBA by 1.0 (2 total)	+ 2 rooms (1 SG, 1 post 12)	+ 3 teachers (1 collab, 1 SG, 1 post 12)	9-12 One teacher for single 12th collab Retain single 9th individualized 12+
2015-2016	Inclusion / Collab Small Group Individual Post 12 TOTAL	12 8 6 5 31	5 2 8 15 30	Admin Sup. Increase IEP Coordination Resources 11	BCBA Increase BCBA by 1.0 (3 total)	+ 9 rooms (1 collab, 1 SG, 7 individ.)	+ 3 teachers (1 collab, 1 SG, 1 individ.)	9-12 12+ 5 students requires 1 room w/in suite requires 1 teacher
2016-2017	Inclusion / Collab Small Group Individual Post 12 TOTAL	11 9 9 7 36	6 2 9 17 34	Admin Sup. 7	BCBA	+ 2 rooms (1 collab, 1 individ.)	+ 1 teacher (1 individ.)	9-12 12+ 7 students requires 1 room w/in suite requires 1 teacher
2017-2018	Inclusion / Collab Small Group Individual Post 12 TOTAL	15 9 10 9 43	6 2 9 17 34	Admin Sup. 7	BCBA	no change	no change	9-12 12+ 9 students requires 1 room w/in suite requires 1 teacher
2018-2019	Inclusion / Collab Small Group Individual Post 12 TOTAL	18 7 13 10 48	6 2 9 17 34	Admin Sup. 7	BCBA	no change	no change	9-12 12+ 10 students requires 1 room w/in suite requires 1 teacher
TOTAL CHANGE				Increase Supervision & IEP Coordination	Increase by 2.4 BCBA	Increase by 13 rooms	Increase by 8 teachers	Less one teacher for 2013-2014, 2014-2015 Less 1 room Less 1 teacher

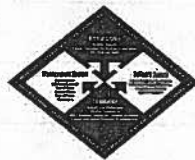
K-12 Guidance Entry Plan Update

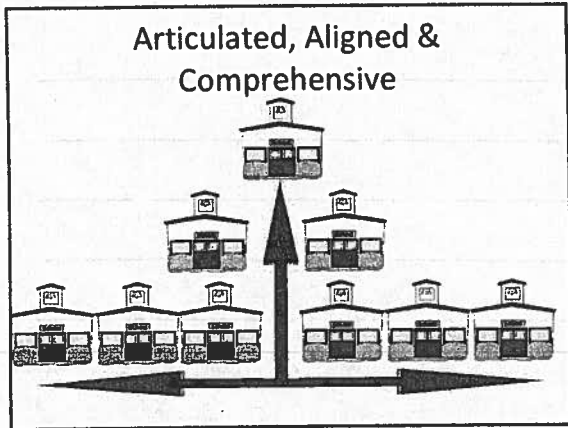
Valerie Viscosi
LPS K-12 Director of Guidance
March 12, 2013

Shift in Guidance Leadership

Former	Current
K-5 Chairperson	K-12 Director of Guidance: Valerie Viscosi K-12 Assistant Director of Guidance: Tessa Clare (0.5 FTE)
Middle School Chairperson	
High School Director of Guidance	

from Great to Gold





- 10 Priorities**
1. Clearer articulation of roles & responsibilities through greater alignment with the state and national standards
 2. Streamline protocols & practices for maximum efficiency, and communicate for maximum consistency

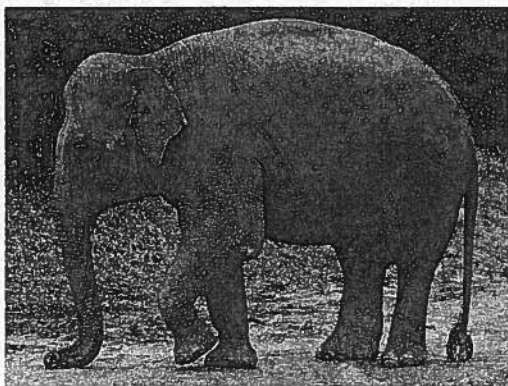
- 10 Priorities**
3. Horizontally & vertically aligned K-12 Guidance Curriculum integrated with school/district goals and initiatives
 4. Parent programming review for alignment with K-12 Guidance Curriculum
 5. Meaningful assessments

10 Priorities

- 6. Greater accountability and support
- 7. More focused, productive PLCs
- 8. Professional development that is relevant to guidance

10 Priorities

- 9. Strong networking relationships
- 10. Communication with the school community



3 Year Plan

Form a K-12 Guidance Program Review Committee, including counselors, social workers, school psychologists, principals, assistant principals, health, nurses, teachers and parent, that is representative of all levels (elementary, middle and high school)



K-12 Guidance Department Recommendations

March 2013

Recommendations

- ❖ **Alignment with the State (MASCA) and National (ASCA) Standards**
 - study and evaluate state and national standards
 - update mission and vision statements for the department
 - program evaluation
 - role/responsibility clarification
 - crosswalk between national standards and the Pro-Social/Approaches to Learning Skills from the K-5 standards-based report card
- ❖ **Streamline Protocols and Practices for Maximum Efficiency, and Clearly Communicate the Protocols and Practices for Maximum Consistency**
 - school based practices, such as scheduling, Naviance, etc.
 - district practices, such as:
 - Section 504 Plan Coordination
 - Home and Hospital Tutoring
 - Homelessness
 - Child Protection Practices
 - Anti-Bullying Plans
- ❖ **Curriculum Review to Create a Horizontally and Vertically Aligned K-12 Guidance Curriculum that is Integrated with School and District Goals and Initiatives**
 - identify developmental social-emotional learning goals for each level consistent with standards based report card identified pro-social skills
 - map the curriculum and programming offered at each level, in relation to each corresponding developmental goals
 - consider overlap with other related departments, such as health and nursing
 - horizontal alignment at K-5 and middle school
 - vertical alignment K-12
- ❖ **Parent Programming Review to Align with K-12 Guidance Curriculum**
 - Horizontal and vertical alignment

- Coordination with other department offerings
- ❖ Meaningful Assessments
- ❖ Greater Accountability and Support
 - Horizontal consistency
 - Clinical support
- ❖ More Focused, Productive PLCs
 - bi-weekly K-5 Counselor PLC meetings
 - bi-weekly 6-8 Counselor PLC meetings
 - weekly 9-12 Counselor PLC meetings
 - monthly 6-8 Social Worker PLC meetings
 - monthly 9-12 Social Worker PLC meetings
 - quarterly 6-12 Social Worker PLC meetings
 - monthly clinical consultation for K-5 Counselors and 6-12 Social Workers
 - quarterly meetings with the 6-12 guidance secretaries and registrars
 - weekly meetings with the two guidance secretaries at the high school (re-location between two buildings)
 - K-12 Guidance PLC meetings during department meeting time and on professional development days
 - Transition meetings
- ❖ Professional Development that is Relevant to Guidance
- ❖ Strong Networking Relationships
 - counter-parts in 'like communities'
 - professional organization membership
 - within the district, with prevention, health and nurses
 - within the community (i.e. School Health Advisory Council, the Alliance for Stress Reduction, the Youth Council, the Parent Teacher Student Associations, etc.)

❖ Communication and Feedback with the School Community

Proposed Plan for Moving Forward

Year 1

- Form a K-12 Guidance Program Review Committee, including counselors, social workers, school psychologists, principals, assistant principals, health, nurses, teachers and parent, that is representative of all levels (elementary, middle and high school)
- Study and evaluate the ASCA National Model
- Update the mission and vision statements of the K-12 Guidance Department
- Conduct program review using the ASCA National Model framework as a guide
- Develop a clearly articulated description of roles within the guidance department and corresponding responsibilities, in relation to and distinct from other departments, such as health and nursing
- Map current programming/curriculum with consideration of overlap with other related departments such as health and nursing
- Identify strengths and needs
- Align strengths and needs with school and district goals
- Decide on priorities
- Decide how priorities will be addressed
- Develop grade-level goals for social-emotional learning that are aligned with standards-based report card Pro-Social/Approaches to Learning Skills
- Decide what role guidance staff will have in supporting the identified SEL goals at each level, being cognizant of a balance of prevention and responsive programming
- Form sub-groups based on identified areas of need, and to address specific district programs such as:
 - Section 504
 - Home and Hospital Tutoring
 - Homelessness
 - Child Protection Practices
 - Anti-Bullying Plan.
- Study evidenced-based recommended practices.
- Study school counseling models in “like communities”

- Write summary of findings and progress from Year 1, and revised priorities and a plan to address them
- Evaluate the Year 2 plans in light of the findings from Year 1, and revise Year 2 plans as needed
- Set a projected timeline for Year 2 activities
- Share summary of Year 1 with all stakeholders

Year 2

- Follow the projected plan established based on Year 1 activities
- Develop standards-based benchmark outcomes/assessments consistent with programming and curriculum
- Utilize assessments and study outcomes
- Revise programming based on data analysis
- Identify appropriate time allotment during the school day for programming/curriculum
- Develop data collection methods to track time allotments
- Begin writing a coordinated program and curriculum based upon data analysis
- Project budgetary implications of full implementation of new curriculum
- Identify professional development needs to successfully implement new curriculum and train all staff appropriately
- Identify continued, sustained professional development/consultation to support implementation of new program/curriculum
- Determine the use of technology as a learning tool for both students and guidance staff
- Discuss implementation of new programming/curriculum with Program Review committee, level-alike teams, and K-12 Guidance Department to share best practices
- Provide opportunities for modeling, coaching, and mentoring around new programming/curriculum, including networking with 'like-communities'
- Discuss/analyze efficacy of the piloted program versus full implementation
- Write summary of findings and progress from Year 2, and revised priorities and a plan to address them
- Evaluate the Year 3 plans in light of the findings from Year 2, and revise Year 3 plans as needed

- Set a projected timeline for Year 3 activities
- Share summary of Year 2 with all stakeholders

Year 3

- Follow the projected plan established based on Year 2 activities
- Implement new program/curriculum.
- Collect data using benchmark outcomes/assessments around new program/curriculum.

- Share and discuss data based on outcomes.
- Determine student academic and social growth using data analysis.
- Based on data analysis results, make projections for the beginning of curriculum review/program evaluation cycle.
- Continue to identify professional development needs to successfully implement new program/curriculum and train all staff appropriately.
- Produce final program/curriculum documents for staff and community. Make available on LPS website.

The first part of the report is a general introduction to the project. It describes the objectives and the scope of the work. The second part is a detailed description of the methodology used in the study. This includes a discussion of the data sources, the sampling method, and the statistical techniques employed. The third part presents the results of the study, which are discussed in the context of the research objectives. Finally, the report concludes with a summary of the findings and some suggestions for further research.

The methodology used in this study is based on a combination of qualitative and quantitative methods. The data were collected through a series of interviews and focus group discussions. The results of these interviews were analyzed using content analysis. In addition, a series of questionnaires were distributed to a larger sample of participants. The data from these questionnaires were analyzed using statistical methods. The results of the statistical analysis are presented in the following section.

The results of the study show that there is a significant relationship between the variables studied. The findings suggest that the factors identified in the study have a positive impact on the outcome variable. These results are consistent with the theoretical framework proposed in the introduction. The study also identifies some limitations and suggests areas for further research. Overall, the study provides valuable insights into the relationship between the variables studied and offers practical implications for the field.

LEXINGTON PUBLIC SCHOOLS

2013 - 2014

SCHOOL CALENDAR

Approved 6/5/12
Revised 3.12.13

NOTE: All Thursdays are half-day dismissal at the Elementary Schools

- B** = Back to school night
- C** = Middle School (MS) and/or LHS Conferences; See specific month for ½ day or no school
- E** = Elem. Conferences, Students – ½ day
- H** = Holiday, Schools and Offices closed
- P** = Professional Development

AUGUST					
M	T	W	T	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	T29	30	

SEPTEMBER					
M	T	W	T	F	
H2	3	4	H5	6	
9	10	11	P12	13	
16	17	18	B19	20	
23	24	B25	26	27	
30					

OCTOBER					
M	T	W	T	F	
	1	B2	3	4	
7	8	9	10	11	
H14	15	16	17	18	
21	22	E23	E24	25	
28	29	E30	E31		

- 2 - Back-to-School Night - High School
- 14 - Holiday
- 23, 24 - Elem. Conf.; Students – ½ day
- 30, 31 - Elem. Conf.; Students – ½ day

NOVEMBER					
M	T	W	T	F	
				1	
4	5	6	7	8	
H11	12	13	14	C15	
18	19	20	P21	22	
25	26	27	H28	H29	

- 11 - Holiday
- 15 - MS Conf.; Students – NO school
- 21 - All Day Professional Development
- Students – NO school
- 27 - Students & Staff – ½ day
- 28, 29 - Holidays

DECEMBER					
M	T	W	T	F	
2	3	4	5	C6	
9	10	11	12	C13	
16	17	18	19	20	
23	24	H25	26	27	
30	31				

- 6 - MS Conf.; – ½ day MS students ONLY
- 13 - MS Conf.; – ½ day MS students ONLY
- 23 - Schools Closed, Offices Open
- 24 - Schools Closed, Offices Open
- 25 - Holiday
- 26 to 31 - Schools Closed, Offices Open

JANUARY					
M	T	W	T	F	
6	7	8	P9	10	
13	14	15	16	17	
H20	21	22	23	24	
27	28	29	30	31	

- 1 - Holiday
- 2 - LHS Conf.; Students – NO school LHS students ONLY
- 9 - Prof. Dev.; Students – ½ day
- 20 - Holiday

FEBRUARY					
M	T	W	T	F	
3	4	5	6	7	
10	11	12	13	14	
H17	18	19	20	21	
24	25	26	27	28	

- 12 - LHS Curriculum Night (snow date – Feb. 13th)
- 17 - Holiday
- 18 to 21 - Schools Closed, Offices Open

MARCH					
M	T	W	T	F	
3	4	5	6	7	
10	11	12	P13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

- 13 - Prof. Dev.; Students – ½ day
- 20 - Kindergarten Orientation

APRIL					
M	T	W	T	F	
	1	E2	E3	4	
7	8	E9	E10	11	
14	15	16	17	H18	
H21	22	23	24	25	
28	29	30			

- 2, 3, 9, 10 - Elem. Conf.; Students – ½ day
- 18 - Holiday
- 21 - Holiday
- 22 to 25 - School Closed, Offices Open

MAY					
M	T	W	T	F	
			1	2	
5	6	7	P8	9	
12	13	14	15	16	
19	20	21	22	23	
H26	27	28	29	30	

- 6 - Clarke and Diamond Students ½ day for 5th grade orientation
- 8 - Prof. Dev.; Students – ½ day
- 26 - Holiday

JUNE					
M	T	W	T	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	F20	
23	24	25	26	27	
30					

- 8 - LHS Graduation
- 20 - Final day for students and teachers if no weather related cancellations; Students – ½ day
- 23 to 27 - Planned Make-up Days (if needed)

Secondary Term Closes

November 1
January 17
March 28

Elementary Term Closes

November 26

Half-Day Dismissal

Elementary
Middle School
High School

12:15
11:45
11:15

