
PART 5: DISTRICT'S EDUCATIONAL GOALS

- Rationale Statement
- Philosophy Statement
 - Program Goals
 - Program Activities
- Instructional Technology

OVERVIEW

The Hastings Elementary School is one of (6) elementary schools in the Lexington Public School system. The original building was opened in October 1955 with a one-story, four-classroom addition constructed in 1959 for a total of 50,800 GSF. Since that time, eight portable classrooms have been added to mitigate overcrowding: (4) in 1995 and (4) in 2000 for a total of 11,459 GSF.

The school was closed in 1986 and then reopened in 1995. At that time, an elevator was added and improvements were made to building entrances to achieve accessibility. Other significant improvements at that time included new windows and an updated fire alarm system.

PROGRAM DEFICIENCIES

The impact of overcrowding on student learning is significant. The school's eight modular classrooms are well beyond their life expectancy and without these classrooms the school would be extremely overcrowded. Compounding this problem is the overcrowding throughout the entire district. There is no opportunity to alleviate the overcrowding at the Hastings School as all the other schools are at capacity. The overcrowding issues at the Hastings School have a direct impact on student learning. Many teachers cannot hold morning meetings where the whole class sits on the floor for lack of space in the classrooms. Due to overcrowding issues and space constraints, teachers and specialists have been very creative in finding spaces to teach.

For the students with learning issues and on IEPs, optimal learning is not taking place due to overcrowding and the lack of proper space. There is no private, quiet space for students to focus on learning. The spaces utilized for individual testing and counseling are so small that professionals cannot adequately fulfill their responsibilities. Many staff members compete to use the few small spaces in the school. They must pass through one space to reach another, violating student confidentiality.

The Hastings School hosts the district-wide Intensive Learning Program (ILP) for students in grades K-5 with profiles on the autism spectrum. In addition to the lack of educational spaces identified below for the entire school population, the ILP program started in 2000 with four kindergarten children currently numbers over 30 students across all grades K-5 and in multiple classrooms at each level. The program continues to grow, as does the severity of needs of these students.

The ILP students are integrated into general education classrooms for portions of the academic day and the two special education classrooms devoted to separate instruction for the ILP students are located in the portable classrooms. One of the rooms has a calming space included in it, decreasing the square footage available for instructional purposes. Seven teachers share the two spaces, instructing over 30 students daily and the need continues to grow. Recently, the District had a study performed by New England Center for Children to ensure the needs of the students are met so they may remain in district. If there continues to be a lack of space for the ILP program the program will be inconsistent with federal and state laws. The District will then be required to place these students out of district, which is contradictory to the IEPs for these students.

In general, the shortcomings at the Hastings School include:

- Eight portable classrooms that have exceeded their useful lives
- Inadequate spaces for ILP program
- Inadequate spaces for art and music
- Inadequate space for the library/media center
- Inadequate spaces for the growth of learning in small groups such as:
 - English Language Learners
 - Speech and Language
 - Special Education
 - Literacy
 - Guidance
 - School Psychologist
- Gymnasium only ~ 3,600 SF
- The health room is inadequate for more than one ill child
- Inadequate spaces for administration and guidance
- Inadequate space for staff lunch and work room
- There are only three toilets for 80 students and no staff toilets in the portable classrooms
- Inadequate space for School Custodian, storage, receiving, etc.

SOLUTION

A thorough review of the existing programs and space needs compared to the existing available spaces and MSBA Space Summary guidelines has been conducted.

After a thoughtful and thorough review of the code upgrade, renovation/addition and new construction options for the Hastings School, the District believes new construction is the best solution to address the educational program requirements. The new elementary school will be designed with appropriate spaces in line with MSBA square foot guidelines to serve the elementary school community of 645 students in grades K - 5.

The Mission of the Lexington Public Schools

The Lexington Public Schools serve to inspire and empower every student to become a lifelong learner prepared to be an active and resilient citizen who will lead a healthy and productive life. Educators, staff, parents/guardians, and community members will honor diversity and work together to provide all students with an education that ensures academic excellence in a culture of caring and respectful relationships.

Guiding Principles:

We believe that all students can learn at high levels. This is achieved by:

- Promoting a mindset that intelligence is not fixed and can continuously be developed
- Providing all students with necessary and timely appropriate interventions and extensions to advance their learning
- Developing each student's unique gifts
- Nurturing physical, social, and emotional well-being
- Expanding learning through diversity
- Engaging students in relevant, experiential, and personalized learning
- Cultivating creative problem solving, critical thinking, and innovation
- Promoting integrity, civility, and global citizenship
- Creating an environment in which the community and schools are partners
- Fostering a culture of open communication, trust, and shared responsibility
- Empowering all staff to be collaborative educators, learners, and leaders
- Providing inspiring professional learning for all

Our Core Values:

The following three core purposes represent the essential and enduring commitments of the Lexington Public School community.

Academic excellence

- Set high standards in both the planning process and day-to-day interactions
- Use data and results to evaluate ourselves and our practices
- Work hard and persevere
- Confront problems without delay
- Take personal responsibility to improve the quality of programs

Respectful and caring relationships

- Use open and honest communication
- Help others
- Use effective teamwork

- Acknowledge that other people have value, even when you disagree with their ideas or behavior
- Treat people the way you would want to be treated

A culture of reflection, conversation, collaboration and commitment to continuous improvement

- Reflection – analyze our individual and collective practices
- Conversation – generate and evaluate ideas and practice with colleagues
- Collaboration – work with colleagues to achieve individual, group, school or system goals
- Commitment to continuous improvement – act on multiple sources of data to improve practice

Only through collaborative work, can we fully realize our collective goals. To that end, the Office of Curriculum, Instruction, and Professional Learning is here to support and partner with all staff in the spirit of the Professional Learning Community (PLC) philosophy. The district will continue its focus on building Professional Learning Communities and using quality, research-based information in advancing instruction and student learning. The philosophy of Professional Learning Communities encourages distributive leadership and teachers working interdependently to analyze data that will impact professional practice in order to improve individual and collective results for children. Collaboration is the key to the success of Professional Learning Communities. PLCs underscore the role of teachers as leaders, and in this shared leadership model, the emphasis becomes meaningful teamwork, measurable goals, and regular collection and analysis of performance data, accompanied by appropriate interventions designed to promote student success. The Lexington Public Schools' Professional Learning program focuses on increasing students' academic achievement. As a result, professional learning will:

- Be explicitly linked to school and district goals;
- Support and expand professional learning communities;
- Expand and strengthen data collection, both formative and informative, as a way to respond to student needs with appropriate instructional interventions;
- Provide embedded professional learning and other professional learning opportunities of teachers that are tied to new curriculum and instructional implementations.

PROGRAM GOALS

The goals of the Lexington Public Schools are set annually. These goals are focused on the five following areas:

- Curriculum
- Professional Development
- Student Services
- Technology
- Wellness

This year's goals are identified on the following pages.

In addition to the attached stated goals, Hastings Elementary School participates in The Responsive Classroom approach, which is a widely used, research-backed approach to elementary education that increases academic achievement, decreases problem behaviors, improves social skills, and leads to more high-quality instruction.

Furthermore, the Hastings Elementary School embraces the core of the Open Circle Curriculum (grades K-5). Open Circle Curriculum integrates research findings in child development with the best teaching practices. The curriculum's holistic approach involves training the adult role models in a child's life to teach and embody principles of communication, responsibility, cooperation, respect and assertiveness. These principles are essential for helping children foster healthy relationships, become engaged, thoughtful citizens, and enjoy productive, fulfilling lives.

SCHOOL COMMITTEE GOALS
2016-2017

1. Academic Excellence – provide support for enriching opportunities for every student

- A. Collaborate with Superintendent to develop and adopt a revised homework policy, with input from all stakeholders, by June 2017
 - Participate in the Superintendent’s Homework Policy Task Force
 - Review feedback from 2014-15 Homework Policy hearings; gather feedback on a revised homework policy, including input from staff, students, and families
- B. Support, through providing resources, professional learning to align with district goals. Monitor and review administrative reports on:
 - Staff access to professional learning
 - Staff use of tuition reimbursement funds
 - Total expenditures for professional learning
- C. Allocate, through the budget, provision of materials to support every student’s learning needs
- D. Study and develop programs that comply with pending new legislation on dyslexia, and continue to develop and support programs for special needs
- E. Review alternative no/low-cost options for introducing World Language at elementary schools; options to be presented by Superintendent based on further study

2. Promote Social and Emotional Wellness

- A. Participate in the Lexington Community Coalition – Youth Initiative to help strengthen collaboration among schools, town government, community organizations, and families to address the Coalition’s identified goals for our youth:
 - Reduce alcohol and substance use
 - Reduce the atmosphere of academic competition
 - Decrease experiences of loneliness, depression and suicidal thoughts
- B. Support efforts within LPS to reduce unhealthy stress, foster social/emotional wellbeing, and improve school climate
 - Engage in staff and community discussions about stress, e.g. book/film *Beyond Measure*
 - Review recommendations from Ad Hoc Committee for Youth at Risk 2014 report
 - Receive Superintendent’s report on staff feedback regarding school culture and any recommendations to reduce staff stress
 - Request annual report on compliance with opioid screening laws
 - Explore the possibility of a change in school start times and its operational impact

3. Improve Student and Staff Safety

- A. Building Safety
 - Receive first and third quarter updates on safety training, including ALICE training
 - Review Superintendent’s recommendations to improve building safety at LHS
- B. Traffic Mitigation Issues
 - Receive first and third quarter updates on traffic mitigation issues, bus captain position
 - Work with Town Manager to find a sustainable home for Safe Routes to School program

4. Ensure Infrastructure that Supports School and District Needs

- A. Further develop 5 Year Capital Plan
 - Continue to work collaboratively with Board of Selectmen and the Permanent Building, Appropriations, and Capital Expenditures Committees to address rising enrollment issues and capital needs
- B. Monitor construction at Diamond and Clarke, installation of elementary school modulars, and use of debt exclusion funding for Hastings
- C. Identify a location for Lexington Children's Place and develop plans for additional elementary school space
- D. Consider implementation of Buffer Zones
 - Develop and adopt a Buffer Zone policy, following public hearings
 - Review and approve proposed attendance area map that delineates buffer zone areas
- E. Support resources for creating a Central Registration process

5. Evaluate Financial Outlook in Anticipation of Increasing Operational Expenses due to Growing Enrollment

- A. Develop a 3-year plan for operational needs
 - Study enrollment projections and the impact of enrollment growth on operating budget
 - Prepare and plan for operating expenses that aim to provide level services while meeting the needs of growing enrollment
- B. Pass a FY2017 budget that is aligned with our Budget Guidelines
- C. Work with Assistant Superintendent of Business and Finance to review warrant approval procedures for the School Committee
- D. Create a charge for the School Committee Finance Subcommittee

6. Promote Communication, Transparency and Process

- A. Engage in collaborative communication with town boards and committees
- B. Initiate and develop an instrument and process for School Committee self-evaluation
- C. Establish a timeline for retreats with the Superintendent aimed at maintaining strong and effective working relationships with the Superintendent and among School Committee members
- D. Continue work with MASC School Governance Project
 - Meet with MASC Director to review best practices for operating norms, minutes
 - Review best practices for archiving School Committee minutes to preserve a historical record; ascertain cost of making past minutes accessible online to members and the public
- E. Establish a timeline for setting School Committee goals so that input can be offered when the Board of Selectmen engage in their goal-setting

2016-2017 District Improvement Plan

Goal 1 – Improve Academic Performance for All Students			
<u>A. Supervision and Evaluation</u>	<u>Proposed Action Steps</u>	Completed	On-Going
<ul style="list-style-type: none"> Continue to implement the DESE’s supervision and evaluation system for professional staff members, including the new provisions included in the 2015-2018 teachers’ and administrators’ contract. 	<ul style="list-style-type: none"> Establish a joint labor management committee to review Unit A contract language in connection with the development of directed growth plans Continue to provide on-going professional support for all administrators and teachers in the implementation of the state’s educator evaluation system, with specific supports and programs for all those administrators and teachers new to the district Continue to provide training to new educators in all aspects of the DESE’s Supervision and Evaluation requirements 	Completed	On-Going
<ul style="list-style-type: none"> Collaborate with the Lexington Education Association leadership in designing staff, parent, and student surveys in keeping with the DESE’s Supervision and Evaluation expectations. 	<ul style="list-style-type: none"> Explore the implementation of parent and student surveys as part of the supervision and evaluation process 	Completed	On-Going
No Action			
<u>B. Curriculum, Instruction, and Assessment</u>	<u>Proposed Action Steps</u>	Completed	On-Going
<ul style="list-style-type: none"> Examine ways educators can more effectively use homework as an instructional strategy (e.g., value, purpose, relevancy, feedback, appropriate level of engagement, and time). 	<ul style="list-style-type: none"> Establish a Homework Policy Task Force Recommend to the Superintendent a revised Homework policy by March 2017 for presentation to the LSC 	Completed	On-Going
<ul style="list-style-type: none"> Continue to conduct programmatic curriculum review cycles to ensure coherency of curriculum and vertical and horizontal alignment K-12 	<ul style="list-style-type: none"> Continue with Year 4 of Counseling program review Continue with Year 3 of the World Language program review Assure that the Lexington Public Schools is compliant with the newly revised Massachusetts Science and Technology/Engineering Curriculum Framework, specifically, in the area of Next Generation Science Standards (NGSS). <ul style="list-style-type: none"> Begin Year 1 of Science Curriculum review in Summer of 2016 to revise Science standards in keeping with Next Generation Science Standards (NGSS) Plan this curriculum review with the 3 district Science program leaders Plan for the implementation of Digital Literacy standards 	Completed	On-Going
No Action			

<ul style="list-style-type: none"> Continue planning for the reinstatement of an Elementary World Language Program 	<ul style="list-style-type: none"> Fund a .25 FTE World Language Coordinator to continue to explore options for an elementary world language program. 		
<ul style="list-style-type: none"> Further design and refine targeted student interventions at all levels to ensure more consistent and coherent district-wide protocols for all tiers of RtI, both academic and pro-social. 	<ul style="list-style-type: none"> Design plan to share the 2 year results and findings of the Response to Intervention (RTI) district-wide committee at school sites, particularly the Glossary of Terms and the Resources compilation for grades preK-12 		
<ul style="list-style-type: none"> Begin to develop intervention supports for students who enter the Lexington Public Schools from other school districts. 	<ul style="list-style-type: none"> Creation of secondary pilot intervention/extension programs at both middle schools and the High School i.e. iBlock, ICE, & WIN 		
<ul style="list-style-type: none"> Deepen the systemic use of data-driven decision-making and research-based accountability measures in the selection and evaluation of programs and services in order to bring about the continuous improvement of student, school, and district outcomes. 	<ul style="list-style-type: none"> Continue the work of the Enrollment Advisory group Continue the on-going work of the Buffer Zone Policy committee Continue the work of Student Assignment Committee Establish a Central Registration system for student enrollment 		
<ul style="list-style-type: none"> Continue to discuss screening and interventions for students who exhibit basic reading disabilities, such as dyslexia. 	<ul style="list-style-type: none"> Establish a Task Force to study and develop a plan for pending new legislation on dyslexia 		
<ul style="list-style-type: none"> Plan for the assessment of the NECC partner program and ILP3 at the High School. Assessment will focus on student progress, building of staff capacity, and strategic planning for future growth 	<ul style="list-style-type: none"> Review of program in the fall and spring to assess efficacy and student progress Meet with stakeholders Review findings and share with school committee by the spring of 2017 		

	<u>Proposed Action Steps</u>	Completed	On-Going	No Action
<p>C. Professional Learning</p> <ul style="list-style-type: none"> Continue to provide high quality, research-based, job-embedded professional learning that expands the repertoire of assessment strategies, responsive instructional skills, and content knowledge to increase student academic and pro-social learning. 	<ul style="list-style-type: none"> Establish a Learning Walkthrough Task Force charged with the development of a process and protocol for the implementation of Learning Walkthroughs. This committee should include representative from the LEA and administration. Contract consultant to work with the AdCouncil and Joint Council in focusing on Adult Learning Theory and strategies that increase the effectiveness and success of providing feedback Contract consultant to provide training on the DESE Supervision and Evaluation model for all educators new to the district Continue to provide courses, seminars, and workshops for all LPS educators via the district course catalog, as well as internal and external opportunities for professional growth 			
<ul style="list-style-type: none"> Provide training to all employees who are impacted by new or changed School Committee policies. 	<ul style="list-style-type: none"> Develop a comprehensive staff policy manual 			

<ul style="list-style-type: none"> • Develop a process and instrument to collect meaningful district-wide feedback from both internal and external stakeholders • Develop a Leadership Induction Program for new and aspiring administrators 	<ul style="list-style-type: none"> • Establish a collaborative labor/management Task Force to develop a new climate survey designed to provide on-going feedback on teaching and learning • Pilot the <i>Let's Talk</i> web-based application to collect feedback on multiple topics from various stakeholders • Assistant Superintendents for Human Resources and Curriculum & Instruction will collaboratively develop an induction plan for new and aspiring administrators 	Completed	On-Going	No Action
<p>D. <u>Technology</u></p>				
<ul style="list-style-type: none"> • Develop and implement additional strategies to address current educational and operational needs for mobile learning, collaboration, socially interactive instructional opportunities, and digitally-rich learning environments. 	<ul style="list-style-type: none"> • Monitor and assess the newly developed Substitute Services pilot at Lexington High School 			
<ul style="list-style-type: none"> • Build the capacity of the school district to use technology for student assessments and the means for educators to utilize and analyze this information. 	<ul style="list-style-type: none"> • Implement computer-based MCAS testing for grades 4 and 8 in spring of 2017 • Investigate MSBA IT Infrastructure loan program which funds the upgrade of school technology infrastructure improvements and apply for loans if appropriate 			
<ul style="list-style-type: none"> • Develop a three year Technology Plan for the school district which includes a vision statement and appropriate action steps in the areas of curriculum, digital citizenship, technology infrastructure and hardware, personnel, data culture, and communications. 	<ul style="list-style-type: none"> • Establish a Technology Plan Task Force • Establish an email communication Task Force 			
<ul style="list-style-type: none"> • Work with town officials to develop improved vehicles for communications and collaboration between the school district and town on technology operations that are common to both domains. 	<ul style="list-style-type: none"> • Develop a shared technology goal between the Town and School and conduct joint meeting with the Board of Selectman and School Committee to discuss 			

Goal 2 – Improve Social and Emotional Program Supports for All Students		
	<u>Proposed Action Steps</u>	
<ul style="list-style-type: none"> Continue to provide increased supports for all students’ emotional and behavioral needs in an effort to decrease unhealthy student stress and promote greater resilience. 	<ul style="list-style-type: none"> Through work with the Lexington Community Coalition, strengthen collaboration among schools, town government, and community organizations to improve coordination of programs, continuity of support services, and ongoing community education and discussion In collaboration with the Lexington Community Coalition, continue to address matters of social/emotional concerns, particularly in the domain of reducing stress, substance abuse, and suicide ideation Read the book “<i>Beyond Measure</i>” and develop a schedule for discussions and viewing of the accompanying video at Coalition meeting and with school leadership teams Establish and implement intervention blocks at high school Monitor and assess implementation of current intervention blocks at middle schools Explore the possibility of a later start time at high school and its operational impact upon budget and culture for the 2018-19 academic year Review recommendations made in the Executive Summary and accompanying report (Recommendations for Reducing Stress, Building Resiliency and Improving Services for our Youth) submitted by the AdHoc Committee for Youth at Risk Establish a Homework Task Force charged with the review and revision of Lexington’s current policy; new policy to be in place for implementation effective September 2017 	Completed
		On-Going
		No Action

Goal 3 – Improve Safety for All Students and Staff		
	<u>Proposed Action Steps</u>	
<ul style="list-style-type: none"> Continue to improve the security of buildings through physical infrastructure changes and by updating procedures. Implement further steps in all school buildings to increase safety if there is a potentially dangerous intruder or major hazardous event. Implement the School Traffic and Mitigation Policy and continue district-wide traffic design and infrastructure improvements. 	<ul style="list-style-type: none"> Review school building security procedures Complete study of LHS building security Continue ALICE training Continue to refine school evacuation drills to improve efficiencies Conduct traffic study and analysis of LHS site to inform potential improvements and construction plans/documents Implement school zone safety signage at Harrington Elementary School Implement the use of “bus captains” on K-5 buses 	Completed
		On-Going
		No Action

Goal 4 – Refine and Implement the Second Phase of the District’s Facilities Master Plan

<u>Proposed Action Steps</u>		Completed	On-Going	No Action
<ul style="list-style-type: none"> Continue work with DiNisco Design, educators, School Committee, Town Boards, and residents to identify cost-effective options that will address preK through grade 12 space and educational needs. Work with the DiNisco Design, the Permanent Building Committee and the Department of Public Facilities to implement the second phase of the construction plan. Partner with MSBA, contract with an Owner’s Project Manager and Designer, and develop a Project Scope and Budget Agreement for appropriation at a Special Town Meeting in 2017 for the construction of a new Maria Hastings School Continue the work to update enrollment forecasts. Continue to study phase 2 redistricting options and administrative alternatives that may be needed to address short- and long-term space needs. Develop buffer zone policy Research possible implementation of a central registration system. 	<ul style="list-style-type: none"> Provide preferred options for the location of Lexington Children’s Place in preparation for March 2017 Town Meeting Identify the location of Lexington Children’s Place the additional elementary school capacity with each option Implement construction projects at Clarke and Diamond Schools Implement modular classrooms at Bowman, Bridge, and Fiske Schools Complete renovation of Old Harrington for expansion of Lexington Children’s Place Contract Owners Project Manager Contract Designer Complete MSBA process including educational program, preferred schematic, and project scope and budget agreement for the Hastings School Project Work with newly established Enrollment Advisory Group to refine methodologies that will enhance and improve enrollment forecasts Continue collaborative work with outside consultants in moving this effort forward Continue the work of the Student Assignment Committee, expanding its membership in order to provide broader representation Continue working with consultant on identifying buffer zone/s in conjunction with the approved school committee buffer zone policy Assemble school committee’s policy sub-committee and staff members from the administration to develop draft policy language on Buffer Zones for review by the Superintendent and Administrative Leadership team Conduct public forums to gather feedback on said policy so that language can be recommended to the School Committee for approval and implementation Develop a plan for centralizing the registration process for preK-12 Determine a location for central registration office 			

DRAFT May 23, 2016
REVISED June 17, 2016
REVISED July 19, 2016
REVISED JULY 27, 2016
APPROVED by the School Committee September 6, 2016

**Hastings Elementary School
School Improvement Plan
2016-2017**

Site Council Members:

Curt Barrentine, Parent/Co Chair
Courtney Apgar, Parent
Rachel Harrington, Parent
Lance Conrad, Parent

Louise Lipsitz, Principal/Co Chair
Lisa Contre, Teacher
Brenda Rich, Teacher
Susan Campbell, Teacher

Anne Knight, Assistant Principal, recorder: non-voting member

Jane Kalinsky, Community Member
Bettina McGimsey, Community Member

Hastings Elementary School Improvement Plan 2016-2017

Goal 1: Improve Academic Performance for All Students

Action	Implementation Steps	Completed	Ongoing	No Action
<p>Promote Adult Learning and Professional Growth</p>	<ol style="list-style-type: none"> 1. Host Teachers College professional learning at Hastings with and LPS partner school 2. Enhance coaching model at Hastings with literacy department staffing changes 3. Establish Labsite classroom sessions in Reading Workshop 4. Develop Professional Learning Communities (PLC) focus on Reading Workshop 5. Implement Math coaching model with embedded professional learning in classrooms 6. Continue “Unconference” professional learning at the school level, increasing collaboration and sharing of best practices by Hastings staff 7. Establish Literacy/ELL collaboration as personnel overlap begins 8. Continue refining math coaching model with new department head 			
<p>Commit to Use of Data to Inform Instruction</p>	<ol style="list-style-type: none"> 1. Promote teacher involvement in decision-making through PLC Leadership Team 2. Integrate district Response to Intervention (RtI) Task Force outcomes, review documentation, coordinate resources for interventions at Hastings, consider those to be adopted 			

	<p>during Summer Planning session</p> <ol style="list-style-type: none">3. Conduct RTI Meetings across the year to refine and provide targeted interventions that are consistent and coherent for all tiers, in both academic and pro-social domains.4. Continue Mental Health Team meetings and process continues to develop model in second year with use of student behavior data5. Monthly data analysis with PBIS team to assess Positive Behavior Intervention Supports (PBIS) impact on student behavior and office referrals.6. Utilize Supervision and Evaluation model to focus on student data in developing teacher goals and professional learning			
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Hastings Elementary School Improvement Plan 2016-2017

Goal 2: Improve Social and Emotional Program Supports for All Students

Action	Implementation Steps	Completed	Ongoing	No Action
Refine and Improve Social/Emotional Learning	<ol style="list-style-type: none"> 1. Meet monthly with Department Head to review implementation and support staff 2. Refine model for social worker at elementary level 3. Continue to provide PBIS on school-wide level with Hastings Hero initiative 4. Include fifth grade students in planning and decision-making for PBIS initiative 5. Devote faculty meeting and professional afternoons time to developing strategies to deepen understanding of cultures honored by Hastings families 			
Continue Training of Support Staff	<ol style="list-style-type: none"> 1. Continue weekly meetings with School Support Personnel to promote consistent language, increased understanding of student population, enhanced communication with teachers 2. Utilize PBIS principles in all areas of the school, recess, lunch, hallways, classrooms 			
Expand Parent Engagement	<ol style="list-style-type: none"> 1. Ensure outreach and welcome to new families assigned to Hastings from other school neighborhoods 2. Work with PTA, Site Council, Room Parents, Central Office staff to ensure that families are welcome, registration is smooth and students are placed appropriately at Hastings 			

Hastings Elementary School Improvement Plan 2016-2017

Goal 3: Improve Safety for All Students and Staff

Action	Implementation Steps	Completed	Ongoing	No Action
Ensure School Safety	<ol style="list-style-type: none"> 1. Implement the REMS training and “ALICE” protocol (R<u>e</u>adiness and E<u>m</u>ergency M<u>a</u>ngement S<u>y</u>stems for S<u>ch</u>ools – “A<u>l</u>ert, L<u>o</u>ckdown, I<u>n</u>form, C<u>o</u>unter, E<u>v</u>acuate” 2. Review by the school-based incident management team of “ALICE” protocol 3. Develop a timeline for continued school training, community information and practice 4. Educate all staff in ALICE protocol 5. Utilize Estabrook ALICE planning work for students 6. Conduct practice a drill during the year for students and teachers 7. Communicate with families the ALICE initiative 8. Implement regular, informal visits to Hastings by Lexington Police officers 			

Hastings Elementary School Improvement Plan 2016-2017

Goal 4: Continue MSBA Process to Design Hastings School

Action	Implementation Steps	Completed	Ongoing	No Action
<p>Complete Next Steps for Hastings Facility</p>	<ol style="list-style-type: none"> 1. Work with MSBA liaison to successfully fulfill all deadlines and processes 2. Assist in hiring Owner's Project Manager 3. Complete Feasibility Process with support and approval of MSBA 4. Support design of a new 30 section elementary school 5. Bring design to community and Town committees for feedback and approval 6. Collaborate with Town of Lexington and all stakeholders in planning Hastings project 7. Continue to involve Hastings community as the design and various funding possibilities are explored, discussed and presented to the larger Lexington community 8. Educate the Lexington community at large regarding the Hastings School and its role in meeting district enrollment needs at the elementary level 			

**Hastings Elementary School
School Improvement Plan
2017-2018**

DRAFT

Site Council Members:

TBA, Parent

TBA, Parent

Rachel Harrington, Parent

Lance Conrad, Parent

Louise Lipsitz , Principal/Co Chair

Lisa Contre, Teacher

Brenda Rich, Teacher

Susan Campbell, Teacher

Anne Knight, Assistant Principal, recorder: non-voting member

Jane Kalinsky, Community Member

Bettina McGimsey, Community Member

Hastings Elementary School Improvement Plan 2017-2018

Goal 1: Improve Academic Performance for All Students

Action	Implementation Steps	Completed	Ongoing	No Action
<p>Promote Professional Learning and Growth</p>	<ol style="list-style-type: none"> 1. Host Teachers College professional learning at Hastings with and LPS partner school 2. Implement coaching model with literacy and math departments, including increased participation 3. Establish Labsite classroom sessions in Reading Workshop 4. Pilot Benchmark Assessment System in reading for LPS 5. Continue Professional Learning Communities (PLC) focus on Reading Workshop (new teachers in grade 1, 4, 5) 6. Implement new Science Practices and content units through curriculum review process 7. Explore Project Based Learning opportunities through work of Administrative Council and subsequent staff input 			
<p>Commit to Use of Data to Inform Instruction</p>	<ol style="list-style-type: none"> 1. Conduct RtI Meetings across the year to refine and provide targeted interventions that are consistent and coherent for all tiers, in both academic and prosocial domains. 2. Utilize Supervision and Evaluation model to focus on student data in developing goals and professional learning 			

Hastings Elementary School Improvement Plan 2017-2018

Goal 2: Improve Social and Emotional Program Supports for All Students

Action	Implementation Steps	Completed	Ongoing	No Action
Refine and Improve Social/Emotional Learning	<ol style="list-style-type: none"> 1. Meet weekly with Mental Health Team 2. Continue to refine model for social worker at elementary level: new staff member for 2017-18 3. Continue to provide Positive Behavior Intervention Supports (PBIS) on school-wide level with Hastings Hero initiative 4. Develop processes for fifth grade involvement in PBIS initiative and/or Project Based Learning 5. Devote faculty meeting and professional afternoons to developing strategies to deepen understanding of race, racism and the many cultures in the school community 			
Continue Training of Support Staff	<ol style="list-style-type: none"> 1. Continue weekly meetings with School Support Personnel to promote consistent language, increased understanding of student population, enhanced communication with teachers 2. Maintain use of PBIS principles in all areas of the school, recess, lunch, hallways, classrooms 			
Expand Parent Engagement	<ol style="list-style-type: none"> 1. Ensure outreach and welcome to new families assigned to Hastings from other school neighborhoods 2. Work with PTA, Site Council, Room Parents, Central Office staff to ensure that families are welcome, registration is smooth and students are placed appropriately at Hastings 			

Hastings Elementary School Improvement Plan 2017-2018

Goal 3: Improve Safety for All Students and Staff

Action	Implementation Steps	Completed	Ongoing	No Action
Ensure School Safety	<ol style="list-style-type: none"> 1. Implement the REMS training and “ALICE” protocol (Readiness and Emergency Management Systems for Schools – “Alert, Lockdown, Inform, Counter, Evacuate”) 2. Review by the school-based incident management team of “ALICE” protocol 3. Develop a timeline for continued school training, community information and practice 4. Utilize Estabrook ALICE planning work for students 5. Conduct practice evacuation drill for teachers and students 6. Communicate with families the ALICE initiative 7. Continue informal visits by Lexington Police officers 			

Hastings Elementary School Improvement Plan 2017-2018

Goal 4: Continue MSBA Process to Design Hastings School

Action	Implementation Steps	Completed	Ongoing	No Action
Complete Next Steps for New Hastings School	<ol style="list-style-type: none"> 1. Work with MSBA liaison to successfully fulfill all deadlines and processes 2. Complete Design Development documents 3. Bring design to community and Town committees for feedback and approval 4. Collaborate with Town of Lexington and all stakeholders in planning Hastings project 5. Support Town-wide conversation regarding facility needs to respond to growing student enrollment 6. Continue to involve Hastings community as the design and subsequent construction logistics should the project receive funding from the Town 			

Lexington Public Schools Core Purposes

The Lexington elementary schools provide a comprehensive education which encompasses a core curriculum enhanced by special program offerings. Our overall goal is to help children learn and succeed. Teachers strive to create a stimulating and challenging learning environment that is sensitive to the needs of all students.

Instructional Program

Language arts instruction includes reading, writing, speaking, spelling and listening with an emphasis on connections among the skills. Mathematics instruction emphasizes real-life application and problem-solving skills. Science utilizes an inquiry approach to the study of the natural and physical world as well as practical applications of science and technology. Social Studies instruction examines the interrelationships of people and cultures to historic, geographic and economic environments. The curriculum exceeds Massachusetts Curriculum Frameworks in its expectations. Arts instruction includes the visual and performing arts; instrumental music is offered beginning in grade four. Physical and health education emphasize physical fitness, motor skills and lifelong habits of healthy living. All aspects of the curriculum make use of information technologies and an extensive media center in each school.

Academic Excellence for All Children

- Set high standard in both the planning process and day-to-day interactions
- Use data and results to evaluate ourselves and out practices
- Work hard and persevere
- Confront problems without delay
- Take personal responsibility to improve the quality of programs

Respectful and Caring Relationships

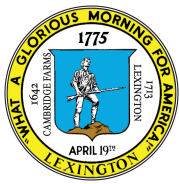
- Use open and honest communication
- Help others
- Use effective teamwork
- Acknowledge that other people have value, even when you disagree with their ideas or behavior
- Treat people the way you would want to be treated

A Culture of Reflection, Conversation, Collaboration and Commitment to Continuous Improvement

- Reflection – analyze our individual and collective practices
- Conversation – generate and evaluate ideas and practices with colleagues
- Collaboration – work with colleagues to achieve individual, group, school or system goals
- Commitment to continuous improvement – act on multiple sources of data to improve practice

We work to make these Core Purposes a reality.

The Lexington elementary schools (grades K-5) have determined their end-of-year benchmarks based on the Common Core and MA State Standards and divided them by grade level K-5. These standards are best reflected on our K-5 report cards attached herein.



School: _____

Student: _____

Teacher: _____

Attendance:	Term 1	Term 2
Absent	_____	_____
Tardy	_____	_____
Early Dismissal	_____	_____

Grade: KF

Pro Social/Approaches to Learning Indicators

- 4 - Student consistently demonstrates this skill
- 3 - Student demonstrates this skill most of the time
- 2 - Student demonstrates this skill some of the time
- 1 - Student requires on-going intervention to develop this skill

Academic Performance Skills Indicators

- M** - Indicates that the student consistently and independently demonstrates mastery of/proficiency in the grade level standard.
- P** - Indicates that the student is progressing toward consistent and independent mastery of/proficiency in the grade level standard.
- B** - Indicates that the student is beginning to progress toward the grade level standard with additional time and support.
- N** - Indicates that the student is not yet demonstrating progress toward the grade level standard.
- / - Standard not addressed at this time.

PRO SOCIAL SKILLS	Performance Indicators	
Personal Development/Classroom and Community Skills	Term 1	Term 2
Regulates behavior effectively in structured settings		
Regulates behavior effectively in unstructured settings		
Accepts responsibility for choices and behaviors		
Works and plays without disrupting others		
Follows classroom routines		
Adjusts to transitions and changes in routines		
Responds effectively to conflict		
Takes care of materials and belongings		
Approaches to Learning	Term 1	Term 2
Perseveres in challenging situations		
Stays on task		
Completes tasks		
Seeks help when needed		
Engages actively in learning		
Uses time constructively		
Listens attentively		
Responds effectively to verbal and non-verbal instruction		
Takes learning risks / Demonstrates initiative		

LITERACY	Performance Indicators	
Reading Literature and Informational Text	Term 1	Term 2
Demonstrates an understanding of the organization of text		
Demonstrates an understanding of spoken word, syllables, and sounds		
Applies kindergarten phonics and word analysis skills		
Asks and answers questions about key details in a text		
Comprehends a variety of genres		
Engages with grade-level texts with purpose and understanding		
Writing	Term 1	Term 2
Uses a combination of drawing, dictating and writing to compose opinion pieces about a topic		
Uses a combination of drawing, dictating and writing to convey information about a topic		
Uses a combination of drawing, dictating and writing to narrate an event and provide a reaction to what happened		
Recognizes all upper and lower case letters		
Knows all letter sounds		

Elementary Report Card

School: _____

Student: _____

LITERACY	Performance Indicators	
Speaking and Listening	Term 1	Term 2
Participates in discussions by listening actively and contributing knowledge and ideas		
Demonstrates understanding of a text read aloud or information presented orally		
Asks and answers questions to seek help, get information, or deepen understanding		
Describes familiar people, places, things, and events		
Speaks audibly and expresses thoughts, feelings, and ideas		
Language	Term 1	Term 2
Prints all upper and lower case letters		
Demonstrates command of capitalization, punctuation, and spelling when writing		
Spells simple words phonetically, drawing on knowledge of sound-letter relations in writing		
Uses vocabulary words and phrases acquired through conversations, reading and being read to, and responding to texts		

MATHEMATICS	Performance Indicators	
PRACTICE STANDARDS	Term 1	Term 2
Makes sense of problems and perseveres in solving them		
Attends to precision		
Reasons and explains		
Models and uses tools		
Sees structure and generalizes		
CONTENT STANDARDS	Term 1	Term 2
Counting and Cardinality	Term 1	Term 2
Knows the number names and the count sequence to 100		
Counts to 100 by tens		
Counts to tell the number of objects to 30+		
Compares numbers to 10 (greater than, less than, equal to)		
Reads and writes numerals to 20		

MATHEMATICS	Performance Indicators	
CONTENT STANDARDS	Term 1	Term 2
Operations and Algebraic Thinking	Term 1	Term 2
Demonstrates an understanding of addition as putting together and adding to		
Demonstrates an understanding of subtraction as taking apart and taking from		
Solves addition story problems within 10 with objects or drawings		
Solves subtraction story problems within 10 with objects or drawings		
Number and Operations in Base Ten	Term 1	Term 2
Uses objects and drawings to demonstrate an understanding that the numbers 11-19 are composed of a ten and ones		
Measurement and Data	Term 1	Term 2
Describes and compares measurable attributes such as length and weight		
Classifies objects and counts the number of objects in categories		
Geometry	Term 1	Term 2
Identifies and describes two- and three-dimensional shapes		
Analyzes, compares, creates and composes shapes		
Describes the relative position of objects using terms (above, below, beside, in front of, behind, and next to)		

Elementary Report Card

School: _____

Student: _____

SOCIAL STUDIES	Performance Indicators	
Civics and Government	Term 1	Term 2
Understands that people and communities create structures, rules, and ideas to solve problems		
Names occupations in the community and identifies the work associated with each		
Demonstrates an understanding that there are important American symbols by identifying: American flag, words of the Pledge of Allegiance, and the picture and name of the current president		
Geography	Term 1	Term 2
Recognizes globes and maps as representations of real places		
Identifies own street address, town, Massachusetts, and the United States		
Locates the commonly used areas in the classroom, school building, and immediate school neighborhood		
History and Culture	Term 1	Term 2
Identifies stories, historical figures, and observances connected with the United States		
Identifies ways in which his/her family are the same and different from other families		
Uses words and phrases correctly as these relate to chronology and time (now, long ago, before, after, etc.)		

SCIENCE	Performance Indicators	
Science Practices	Term 1	Term 2
Observes, describes, asks questions, and makes predictions		
Communicates ideas through writing, drawing, and discussion		
Life Science - Life Cycles	Term 1	Term 2
Observes and describes some of the characteristics of living things		
Communicates that plants and animals have certain needs in order to grow and change		
Earth/Physical Science- Investigating Water, Magnets	Term 1	Term 2
Describes, groups, and classifies objects by their properties		
Observes and describes how water/magnets interact with materials		
Technology/Engineering	Term 1	Term 2
Invents and builds simple constructions and improves design based on observations		

Elementary Report Card

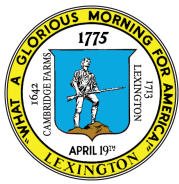
School: _____

Student: _____

PHYSICAL EDUCATION	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Demonstrates sportsmanship and participates fully and cooperatively		
Demonstrates self-control of body, voice, and personal space		
Academic Performance Skills	Term 1	Term 2
Demonstrates age-appropriate Movement/Motor Concepts and manipulative skills		
Demonstrates age-appropriate understanding of Physical Fitness and Health Concepts		

MUSIC	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Demonstrates self control of body, voice and personal space		
Contributes respectfully, with best effort		
Academic Performance Skills	Term 1	Term 2
Demonstrates awareness of Pitch		
Demonstrates awareness of Beat		

ART	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Exhibits appropriate classroom behavior		
Puts forth best effort		
Academic Performance Skills	Term 1	Term 2
Demonstrates an understanding of grade level art concepts		
Uses materials and tools effectively		



Lexington Public Schools

Elementary Report Card

School: _____

Student: _____

School Year: _____

Teacher: _____

Attendance:	Term 1	Term 2
Absent	_____	_____
Tardy	_____	_____
Early Dismissal	_____	_____

Grade: 1

Pro Social/Approaches to Learning Indicators

- 4** - Student consistently demonstrates this skill
- 3** - Student demonstrates this skill most of the time
- 2** - Student demonstrates this skill some of the time
- 1** - Student requires on-going intervention to develop this skill

Academic Performance Skills Indicators

- M** - Indicates that the student consistently and independently demonstrates mastery of/proficiency in the grade level standard.
- P** - Indicates that the student is progressing toward consistent and independent mastery of/proficiency in the grade level standard.
- B** - Indicates that the student is beginning to progress toward the grade level standard with additional time and support.
- N** - Indicates that the student is not yet demonstrating progress toward the grade level standard.
- /** - Standard not addressed at this time.

PRO SOCIAL SKILLS	Performance Indicators	
Personal Development/Classroom and Community Skills	Term 1	Term 2
Regulates behavior effectively in structured settings		
Regulates behavior effectively in unstructured settings		
Accepts responsibility for choices and behaviors		
Works and plays without disrupting others		
Follows classroom routines		
Adjusts to transitions and changes in routines		
Responds effectively to conflict		
Takes care of materials and belongings		
Approaches to Learning	Term 1	Term 2
Perseveres in challenging situations		
Stays on task		
Completes tasks		
Seeks help when needed		
Engages actively in learning		
Uses time constructively		
Listens attentively		
Responds effectively to verbal and non-verbal instruction		
Takes learning risks / Demonstrates initiative		

LITERACY	Performance Indicators	
Reading Literature and Informational Text	Term 1	Term 2
Demonstrates an understanding of the organization and basic features of text		
Demonstrates an understanding of spoken word, syllables, and sounds		
Applies first grade phonics and word analysis skills		
Reads common high-frequency words		
Asks and answers questions about key details in a text		
Demonstrates an understanding of story structure		
Reads and comprehends a variety of genres		
Reads first grade texts with purpose and understanding		
Writing	Term 1	Term 2
Writes opinion pieces that name a topic or book, an opinion, a reason for the opinion, and a sense of closure		
Writes informative texts that name a topic, supplies some facts, and provides a sense of closure		
Writes narratives with appropriately sequenced events, some details, words to signal event order, and a sense of closure		

Elementary Report Card

School: _____ **School Year:** _____ **Grade:** 01 **Student:** _____

LITERACY	Performance Indicators	
Speaking and Listening	Term 1	Term 2
Participates in discussions by listening actively and contributing knowledge and ideas		
Asks and answers questions to seek help, get information, or deepen understanding		
Demonstrates understanding of a text read aloud or information presented orally		
Describes people, places, things, and events with relevant details		
Produces complete sentences when appropriate to task and situation		
Language	Term 1	Term 2
Writes legibly and forms upper and lower case letters accurately		
Demonstrates command of capitalization and punctuation in writing		
Spells high frequency and phonetic words correctly and approximates the spelling of unfamiliar words in writing		
Uses vocabulary words and phrases acquired through conversations, reading and being read to, and responding to texts		
MATHEMATICS	Performance Indicators	
PRACTICE STANDARDS	Term 1	Term 2
Makes sense of problems and perseveres in solving them		
Attends to precision		
Reasons and explains		
Models and uses tools		
Sees structure and generalizes		
CONTENT STANDARDS	Term 1	Term 2
Operations and Algebraic Thinking	Term 1	Term 2
Represents and solves story problems involving addition using objects, drawings and equations		
Represents and solves story problems involving subtraction using objects, drawings and equations		
Demonstrates an understanding of subtraction as comparing		
Demonstrates an understanding of the relationship between addition and subtraction		
Demonstrates fluency with addition and subtraction facts within 10		
Uses strategies to add and subtract within 20		
Demonstrates an understanding of, and solves addition and subtraction equations		

MATHEMATICS	Performance Indicators	
CONTENT STANDARDS	Term 1	Term 2
Number and Operations in Base Ten	Term 1	Term 2
Reads, writes, and compares numbers to 120		
Demonstrates an understanding of place value with tens and ones		
Uses place value understanding and properties of operations to add within 100 (2-digit + 1-digit, 2-digit + multiple of ten)		
Uses place value understanding and properties of operations to subtract multiples of ten from multiples of ten within 100		
Mentally adds and subtracts 10		
Measurement and Data	Term 1	Term 2
Demonstrates an understanding of linear measurement and compares lengths		
Tells and writes time from analog and digital clocks to the hour and half-hour		
Represents and interprets data		
Identifies and compares the value of U.S. coins and uses the appropriate notation		
Geometry	Term 1	Term 2
Composes and decomposes two- and three- dimensional shapes		
Identifies and represents $\frac{1}{2}$ as two equal parts of the whole and $\frac{1}{4}$ as four equal parts of the whole		

Elementary Report Card

School: _____ **School Year:** _____ **Grade:** 01 **Student:** _____

SOCIAL STUDIES	Performance Indicators	
Civics and Government	Term 1	Term 2
Understands that people and communities create structures, rules, and ideas to solve problems		
Identifies the current President of the United States and the general responsibilities of the President		
Identifies and explains the meaning of American national symbols (American flag, bald eagle, White House, Statue of Liberty)		
Discusses the general meaning of the Pledge of Allegiance		
Geography	Term 1	Term 2
Describes and creates a map as a representation of a place		
Identifies cardinal directions and applies them to maps and locations in the classroom		
Identifies landforms and bodies of water on a world map (continent, mountain, river, lake, and ocean)		
Locates Washington D.C. and Boston on a map and explains their significance		
History and Culture	Term 1	Term 2
Identifies significant stories, historical figures, and observances connected with the United States.		
Compares how people in urban and suburban communities meet their daily needs		
Compares and contrasts families and various ways of life in China and the United States		
Correctly uses words and phrases related to chronology and time (past, present, and future)		

SCIENCE	Performance Indicators	
Science Practices	Term 1	Term 2
Observes, describes, asks questions, and makes predictions based on experience with a particular object or event		
Communicates ideas through writing, drawing and discussion		
Life Science - Organisms	Term 1	Term 2
Recognizes that living things grow, reproduce, and need food, air, and water		
Observes, compares, and records observations of a variety of plants and animals in woodland and freshwater habitats		
Sequences the stages of plant development		
Earth/Physical Science - Light & Shadows	Term 1	Term 2
Identifies three things needed to produce a shadow		
Lists a variety of light sources and describes how light interacts with different materials		
Observes and demonstrates how shadows change depending on the location of the light source		
Physical Science - Balls and Ramps	Term 1	Term 2
Uses senses to sort balls according to similarities and differences (properties)		
Recognizes that the way to change the motion of an object is to apply a force (push or pull)		
Relates the properties of balls (color, texture, size, weight) with their movement including bouncing, rolling and change of direction		
Technology/Engineering	Term 1	Term 2
Applies the principles of the engineering/design process (ask, imagine, plan, create, improve) to solve a problem		

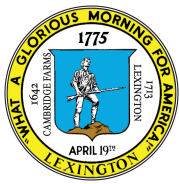
Elementary Report Card

School: _____ **School Year:** _____ **Grade:** 01 **Student:** _____

PHYSICAL EDUCATION	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Demonstrates sportsmanship and participates fully and cooperatively		
Demonstrates self-control of body, voice, and personal space		
Academic Performance Skills	Term 1	Term 2
Demonstrates age-appropriate Movement/Motor Concepts and manipulative skills		
Demonstrates age-appropriate understanding of Physical Fitness and Health Concepts		

MUSIC	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Demonstrates self-control of body, voice and personal space		
Contributes respectfully, with best effort		
Academic Performance Skills	Term 1	Term 2
Demonstrates awareness of Pitch and Beat		
Recognizes sound/symbol connection		

ART	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Exhibits appropriate classroom behavior		
Puts forth best effort		
Academic Performance Skills	Term 1	Term 2
Demonstrates an understanding of grade level art concepts		
Uses materials and tools effectively		



Lexington Public Schools

Elementary Report Card

School: _____

Student: _____

School Year: _____

Teacher _____

Attendance:	Term 1	Term 2
Absent	_____	_____
Tardy	_____	_____
Early Dismissal	_____	_____

Grade: 02

Pro Social/Approaches to Learning Indicators

- 4 - Student consistently demonstrates this skill
- 3 - Student demonstrates this skill most of the time
- 2 - Student demonstrates this skill some of the time
- 1 - Student requires on-going intervention to develop this skill

Academic Performance Skills Indicators

- M** - Indicates that the student consistently and independently demonstrates mastery of/proficiency in the grade level standard.
- P** - Indicates that the student is progressing toward consistent and independent mastery of/proficiency in the grade level standard.
- B** - Indicates that the student is beginning to progress toward the grade level standard with additional time and support.
- N** - Indicates that the student is not yet demonstrating progress toward the grade level standard.
- / - Standard not addressed at this time.

PRO SOCIAL SKILLS	Performance Indicators	
Personal Development/Classroom and Community Skills	Term 1	Term 2
Regulates behavior effectively in structured settings		
Regulates behavior effectively in unstructured settings		
Accepts responsibility for choices and behaviors		
Works and plays without disrupting others		
Follows classroom routines		
Adjusts to transitions and changes in routines		
Responds effectively to conflict		
Takes care of materials and belongings		
Approaches to Learning	Term 1	Term 2
Perseveres in challenging situations		
Stays on task		
Completes tasks		
Seeks help when needed		
Engages actively in learning		
Uses time constructively		
Listens attentively		
Responds effectively to verbal and non-verbal instruction		
Takes learning risks / Demonstrates initiative		

LITERACY	Performance Indicators	
Reading Literature and Informational Text	Term 1	Term 2
Applies second grade phonics and word analysis skills		
Reads common high-frequency words		
Asks and answers questions to demonstrate understanding of key details in a text		
Demonstrates an understanding of story structures		
Knows and uses various text features to locate key information in text		
Reads and comprehends a variety of genres		
Reads second grade texts with purpose and understanding		
Writing	Term 1	Term 2
Writes opinion pieces with a well-developed topic, supporting reasons, and a conclusion		
Writes informative texts with a well-developed topic, facts, and a conclusion		
Writes narratives with a well-elaborated event, details, words that signal event order, and a sense of closure		
Writes stories or poems with dialogue		
Strengthens writing as needed by revising and editing		

Elementary Report Card

School: _____ **School Year:** _____ **Grade:** 02 **Student:** _____

LITERACY	Performance Indicators	
Speaking and Listening	Term 1	Term 2
Engages in a range of discussions		
Asks and answers questions to seek help, get information, or deepen understanding		
Tells a story or recounts an experience with facts and descriptive details		
Produces complete sentences when appropriate to task and situation		
Language	Term 1	Term 2
Uses knowledge of English and its conventions when writing, speaking, reading		
Spells high-frequency and phonetic words correctly		
Uses learned spelling patterns when writing words		
Uses vocabulary words and phrases acquired through conversations, reading and being read to, and responding to texts		
MATHEMATICS	Performance Indicators	
PRACTICE STANDARDS	Term 1	Term 2
Makes sense of problems and perseveres in solving them		
Attends to precision		
Reasons and explains		
Models and uses tools		
Sees structure and generalizes		
CONTENT STANDARDS	Term 1	Term 2
Operations and Algebraic Thinking	Term 1	Term 2
Represents and solves one- and two-step problems involving addition and subtraction within 100		
Demonstrates fluency with addition and subtraction within 20		
Understands odd and even numbers		

MATHEMATICS	Performance Indicators	
CONTENT STANDARDS	Term 1	Term 2
Number and Operations in Base Ten	Term 1	Term 2
Reads, writes, and compares numbers to 1000		
Counts within 1000 by 5s, 10s and 100s		
Demonstrates an understanding of place value within 1000		
Mentally adds or subtracts 10 or 100		
Uses place value understanding and properties of operations to add numbers within 100		
Uses place value understanding and properties of operations to subtract numbers within 100		
Measurement and Data	Term 1	Term 2
Measures and estimates lengths in standard units		
Tells and writes time from analog and digital clocks to the nearest five minutes		
Solves money word problems (dollar bills, coins)		
Represents and interprets data using picture graphs and bar graphs		
Geometry	Term 1	Term 2
Describes and analyzes two- and three-dimensional shapes		
Partitions circles and rectangles into equal parts and describes using the words halves, thirds, half of, etc.		

Elementary Report Card

School: _____ **School Year:** _____ **Grade:** 02 **Student:** _____

SOCIAL STUDIES	Performance Indicators	
Civics and Government	Term 1	Term 2
Participates with the classroom community to create structures, rules, and ideas to solve problems		
Demonstrates an understanding of rights and responsibilities as a student and as a community member		
Gives examples of real people who are good leaders and citizens and explains the qualities that make them admirable		
Geography	Term 1	Term 2
Locates continents, major bodies of water, and landforms on a world map (Asia, Atlantic Ocean, Pacific Ocean, Mississippi River, Mt. Everest, etc.)		
Interprets map symbols using a legend		
Identifies the regions of a country by direction (N,S,E,W)		
History and Culture	Term 1	Term 2
Understands how geography influences where and how people live		
Describes daily life, languages, cultural symbols, and a person of great distinction from India		
Describes daily life, languages, cultural symbols, and a person of great distinction from Ghana		
Creates an illustrated timeline that shows events in chronological order		

SCIENCE	Performance Indicators	
Science Practices	Term 1	Term 2
Uses appropriate science process skills: observing, describing, sorting according to properties, predicting, and recording		
Asks questions and conducts science investigations to test ideas		
Communicates ideas through writing, drawing and discussion		
Life Science - Life Cycle of Butterflies	Term 1	Term 2
Observes and describes the life cycle of a butterfly using scientific vocabulary		
Demonstrates an understanding of basic needs for growth in plants and animals		
Earth Science - Soils	Term 1	Term 2
Performs simple tests to describe and identify soil components (clay, sand, and humus)		
Recognizes that soil is made up of both living and non living materials due to weathering and decomposition		
Understands the important relationships among soil, plants and food chains		
Physical Science - Changes	Term 1	Term 2
Identifies objects or materials as solids, liquids, or gases		
Describes how states of matter and physical properties of an object or substance can be changed		
Technology/Engineering	Term 1	Term 2
Applies the principles of the engineering/design process (ask, imagine, plan, create, improve) to solve a problem		

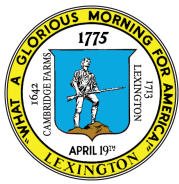
Elementary Report Card

School: _____ **School Year:** _____ **Grade:** 02 **Student:** _____

PHYSICAL EDUCATION	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Demonstrates sportsmanship and participates fully and cooperatively		
Demonstrates self-control of body, voice, and personal space		
Academic Performance Skills	Term 1	Term 2
Demonstrates age-appropriate Movement/Motor Concepts and manipulative skills		
Demonstrates age-appropriate understanding of Physical Fitness and Health Concepts		

MUSIC	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Demonstrates self-control of body, voice and personal space		
Contributes respectfully, with best effort		
Academic Performance Skills	Term 1	Term 2
Demonstrates awareness of melody and rhythm/beat		
Demonstrates basic musical literacy		

ART	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Exhibits appropriate classroom behavior		
Puts forth best effort		
Academic Performance Skills	Term 1	Term 2
Demonstrates an understanding of grade level art concepts		
Uses materials and tools effectively		



Lexington Public Schools

Elementary Report Card

School: _____

Student: _____

School Year: _____

Teacher: _____

Attendance:	Term 1	Term 2
Absent	_____	_____
Tardy	_____	_____
Early Dismissal	_____	_____

Grade: 03

Pro Social/Approaches to Learning Indicators

- 4 - Student consistently demonstrates this skill
- 3 - Student demonstrates this skill most of the time
- 2 - Student demonstrates this skill some of the time
- 1 - Student requires on-going intervention to develop this skill

Academic Performance Skills Indicators

- M** - Indicates that the student consistently and independently demonstrates mastery of/proficiency in the grade level standard.
- P** - Indicates that the student is progressing toward consistent and independent mastery of/proficiency in the grade level standard.
- B** - Indicates that the student is beginning to progress toward the grade level standard with additional time and support.
- N** - Indicates that the student is not yet demonstrating progress toward the grade level standard.
- / - Standard not addressed at this time.

PRO SOCIAL SKILLS	Performance Indicators	
Personal Development/Classroom and Community Skills	Term 1	Term 2
Works cooperatively in group settings		
Accepts responsibility for choices and behavior		
Interacts effectively with adults		
Interacts effectively with peers		
Adjusts to transitions and changes in routines		
Demonstrates responsibility for school and personal materials		
Exercises self-control in structured settings		
Exercises self-control in unstructured settings		
Self-advocates effectively		
Approaches to Learning	Term 1	Term 2
Demonstrates expected grade level organizational skills		
Demonstrates initiative; takes appropriate learning risks		
Listens attentively		
Works independently; makes effective use of time		
Participates effectively in class		
Follows directions		
Completes classroom assignments		
Completes homework assignments		
Shows evidence of sustained effort		

LITERACY	Performance Indicators	
Reading Literature and Informational Text	Term 1	Term 2
Knows and applies third grade phonics and word analysis skills		
Asks and answers questions about important concepts and key details in a text		
Demonstrates an understanding of story structures		
Determines main idea of a text; cites details to support conclusion		
Summarizes important ideas and details of a text		
Knows and uses text features and search tools to locate key information		
Reads and comprehends a variety of genres		
Reads third grade texts with purpose and understanding		
Writing	Term 1	Term 2
Writes opinion pieces supporting a point of view with relevant reasons		
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly		
Writes narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences		
Develops and strengthens writing as needed by planning, revising, and editing		
Conducts short research projects about a topic		
Gathers information, takes notes, and sorts information		

Elementary Report Card

School: _____ **School Year:** _____ **Grade:** 03 **Student:** _____

LITERACY	Performance Indicators	
Speaking and Listening	Term 1	Term 2
Engages effectively in a range of discussions		
Asks and answers questions to seek help, get information, or deepen understanding		
Reports on a topic or text with facts and descriptive details		
Speaks effectively, adapting speech to a variety of contexts and tasks		
Language	Term 1	Term 2
Uses knowledge of English and its conventions when writing, speaking, reading		
Determines or clarifies the meaning of unknown words and phrases		
Spells high-frequency and studied words correctly		
Uses learned spelling patterns when writing		
Acquires and uses academic and content specific vocabulary		
MATHEMATICS	Performance Indicators	
PRACTICE STANDARDS	Term 1	Term 2
Makes sense of problems and perseveres in solving them		
Attends to precision		
Reasons and explains		
Models and uses tools		
Sees structure and generalizes		
CONTENT STANDARDS	Term 1	Term 2
Operations and Algebraic Thinking	Term 1	Term 2
Demonstrates an understanding of multiplication as equal groups		
Demonstrates an understanding of division as partitioning and equal shares		
Demonstrates an understanding of the properties of multiplication and the relationship between multiplication and division		
Represents and solves problems involving multiplication within 100		
Represents and solves problems involving division within 100		
Demonstrates fluency with multiplication facts through 9x9		
Solves multi-step problems involving the four operations		
Identifies and explains patterns in arithmetic		

MATHEMATICS	Performance Indicators	
CONTENT STANDARDS	Term 1	Term 2
Number and Operations in Base Ten	Term 1	Term 2
Uses place value understanding to round whole numbers to the nearest 10 or 100		
Uses place value understanding and properties of operations to add and subtract within 1000		
Multiplies 1 - digit numbers by multiples of 10		
Number and Operations - Fractions	Term 1	Term 2
Demonstrates an understanding of fractions as parts of a whole and numbers on a number line		
Demonstrates an understanding of equivalent fractions		
Compares fractions with like numerators or like denominators		
Measurement and Data	Term 1	Term 2
Tells and writes time from an analog and digital clock to the nearest minute		
Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects		
Represents and interprets data using scaled picture graphs, scaled bar graphs, and line plots		
Demonstrates an understanding of area and perimeter		
Geometry	Term 1	Term 2
Analyzes, compares, and classifies two-dimensional shapes		
Partitions shapes into parts with equal areas and expresses the area of each part as a fraction.		

Elementary Report Card

School: _____ **School Year:** _____ **Grade:** 03 **Student:** _____

SOCIAL STUDIES	Performance Indicators	
Civics and Government	Term 1	Term 2
Identifies and discusses the importance of key American documents (Declaration of Independence, Constitution, and Bill of Rights)		
Gives examples of why it is necessary for communities to have rules and laws		
Geography	Term 1	Term 2
Uses cardinal directions, map scales, legends, and titles to locate continents, countries, states, towns, landforms, and bodies of water on contemporary maps of the world, New England, and Massachusetts		
Locates Lexington's geographic features and historical landmarks on a map and explains their significance		
History and Culture	Term 1	Term 2
Identifies the Wampanoag people and describes their way of life in the mid-1600s		
Identifies who the Pilgrims were and describes their early years in Plimoth Colony		
Compares and contrasts life in 18th century Lexington to present day		
Researches and describes the life achievements of a notable person from Massachusetts		

SCIENCE	Performance Indicators	
Science Practices	Term 1	Term 2
Uses appropriate science process skills; asking questions, observing, classifying, predicting, recording data		
Designs and/or conducts science investigations to test ideas		
Uses evidence to reasonably explain the results of an investigation		
Collects data and communicates observations and ideas through writing, drawing, and discussion		
Life Science - Food Chains	Term 1	Term 2
Describes the important role of the sun as the source for all food energy		
Recognizes the relationships between organisms in a food chain/web		
Earth Science - Water Cycle	Term 1	Term 2
Models the water cycle and identifies the stages (evaporation, condensation, precipitation, collection)		
Recognizes the ways in which humans rely on and impact the water cycle		
Physical Science - Chemical Tests	Term 1	Term 2
Compares and contrasts the properties of solids and liquids (color, texture, and hardness)		
Demonstrates an understanding that solids and liquids undergo changes in form, color, or texture when mixed together, separated or heated		
Uses known properties to identify an unknown chemical		
Technology/Engineering	Term 1	Term 2
Applies the principles of the engineering/design process (ask, imagine, plan, create, improve) to solve a problem		

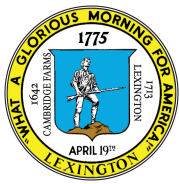
Elementary Report Card

School: _____ **School Year:** _____ **Grade:** 03 **Student:** _____

PHYSICAL EDUCATION	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Demonstrates sportsmanship and participates fully and cooperatively		
Demonstrates self-control of body, voice, and personal space		
Academic Performance Skills	Term 1	Term 2
Demonstrates age-appropriate Movement/Motor Concepts and manipulative skills		
Demonstrates age-appropriate understanding of Physical Fitness and Health Concepts		

MUSIC	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Demonstrates self-control of body, voice and personal space		
Contributes respectfully, with best effort		
Academic Performance Skills	Term 1	Term 2
Demonstrates musical literacy using standard rhythmic and melodic notation		
Demonstrates recorder skills, playing alone and with others		

ART	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Exhibits appropriate classroom behavior		
Puts forth best effort		
Academic Performance Skills	Term 1	Term 2
Demonstrates an understanding of grade level art concepts		
Uses materials and tools effectively		



Lexington Public Schools

Elementary Report Card

School: _____

Student: _____

School Year: _____

Teacher: _____

Attendance:	Term 1	Term 2
Absent	_____	_____
Tardy	_____	_____
Early Dismissal	_____	_____

Grade: 04

Pro Social/Approaches to Learning Indicators

- 4 - Student consistently demonstrates this skill
- 3 - Student demonstrates this skill most of the time
- 2 - Student demonstrates this skill some of the time
- 1 - Student requires on-going intervention to develop this skill

Academic Performance Skills Indicators

- M** - Indicates that the student consistently and independently demonstrates mastery of/proficiency in the grade level standard.
- P** - Indicates that the student is progressing toward consistent and independent mastery of/proficiency in the grade level standard.
- B** - Indicates that the student is beginning to progress toward the grade level standard with additional time and support.
- N** - Indicates that the student is not yet demonstrating progress toward the grade level standard.
- /** - Standard not addressed at this time.

PRO SOCIAL SKILLS	Performance Indicators	
Personal Development/Classroom and Community Skills	Term 1	Term 2
Works cooperatively in group settings		
Accepts responsibility for choices and behavior		
Interacts effectively with adults		
Interacts effectively with peers		
Adjusts to transitions and changes in routines		
Demonstrates responsibility for school and personal materials		
Exercises self-control in structured settings		
Exercises self-control in unstructured settings		
Self-advocates effectively		
Approaches to Learning	Term 1	Term 2
Demonstrates expected grade level organizational skills		
Demonstrates initiative; takes appropriate learning risks		
Listens attentively		
Works independently; makes effective use of time		
Participates effectively in class		
Follows directions		
Completes classroom assignments		
Completes homework assignments		
Shows evidence of sustained effort		

LITERACY	Performance Indicators	
Reading Literature and Informational Text	Term 1	Term 2
Knows and applies fourth grade phonics and word analysis skills		
Summarizes important ideas and details of a text		
Determines the theme of a text		
Makes logical inferences through critical reading and thinking		
Demonstrates an understanding of multiple text structures		
Integrates information from related texts		
Reads and comprehends a variety of genres		
Reads fourth grade texts with purpose and understanding		
Writing	Term 1	Term 2
Writes opinion pieces on topics or texts supporting a point of view with reasons and information		
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly		
Writes narratives to develop real or imagined experiences or events using effective techniques, details, and clear event sequences		
Plans, drafts, revises, and edits to produce clear and coherent writing		
Plans for research by identifying topics and/or generating focus questions		
Gathers relevant information from multiple print and digital sources		
Writes with an understanding of various purposes and audiences		

Elementary Report Card

School: _____ **School Year:** _____ **Grade:** 04 **Student:** _____

LITERACY	Performance Indicators	
Speaking and Listening	Term 1	Term 2
Engages effectively in a range of discussions		
Identifies the evidence a speaker provides to support particular points		
Express ideas or recounts an experience in an organized manner with facts and descriptive details		
Speaks effectively, adapting speech to a variety of contexts and tasks		
Language	Term 1	Term 2
Uses knowledge of English and its conventions when writing, speaking, reading		
Determines or clarifies the meaning of unknown words and phrases		
Spells high-frequency and studied words correctly		
Uses learned spelling patterns when writing words		
Acquires and uses academic and content specific vocabulary		
MATHEMATICS	Performance Indicators	
PRACTICE STANDARDS	Term 1	Term 2
Makes sense of problems and perseveres in solving them		
Attends to precision		
Reasons and explains		
Models and uses tools		
Sees structure and generalizes		
CONTENT STANDARDS	Term 1	Term 2
Operations and Algebraic Thinking	Term 1	Term 2
Uses addition and subtraction with whole numbers to solve problems		
Uses multiplication and division with whole numbers to solve problems		
Solves multi-step problems including problems in which remainders have to be interpreted		
Demonstrates an understanding of factors and multiples		
Generates and analyzes number and shape patterns		

MATHEMATICS	Performance Indicators	
CONTENT STANDARDS	Term 1	Term 2
Number and Operations in Base Ten	Term 1	Term 2
Demonstrates an understanding of place value of multi-digit whole numbers		
Knows multiplication facts and related division facts through 12x12		
Uses place value understanding and properties of operations to perform multi-digit addition and subtraction		
Uses place value understanding and properties of operations to multiply 4-digit by 1-digit numbers and 2-digit by 2-digit numbers		
Uses place value understanding and properties of operations to divide 4-digit by 1-digit numbers		
Number and Operations - Fractions	Term 1	Term 2
Demonstrates an understanding of fraction equivalence and ordering		
Demonstrates an understanding of decimal notation for fractions with denominators of 10 and 100		
Compares decimals		
Adds and subtracts fractions and mixed numbers with like denominators		
Multiplies a fraction by a whole number		
Measurement and Data	Term 1	Term 2
Solves problems involving measurement and conversion of measurements within one system		
Demonstrates an understanding of angles and measures angles		
Applies the area and perimeter formulas for rectangles to real-life examples		
Represents and interprets data using line plots		
Geometry	Term 1	Term 2
Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles		
Demonstrates an understanding of symmetry		

Elementary Report Card

School: _____ **School Year:** _____ **Grade:** 04 **Student:** _____

SOCIAL STUDIES	Performance Indicators	
Civics and Government	Term 1	Term 2
Understands that people and communities create structures, rules, and ideas to solve problems		
Gives examples of the major rights that immigrants have acquired as citizens of the United States (the right to vote, and freedom of religion, speech, assembly, and petition)		
Geography	Term 1	Term 2
Uses maps to interpret information		
Compares and contrasts various types of maps		
History and Culture	Term 1	Term 2
United States	Term 1	Term 2
Understands and describes the factors that influence immigration (political, economic, and religious freedoms)		
Compares and contrasts the climates, physical features, natural resources, human populations, and products of the five regions of the United States		
Identifies states, capitals, and major cities in each region		
Identifies and describes national landmarks (Statue of Liberty, Washington Monument, Lincoln Memorial, etc.)		
Canada	Term 1	Term 2
Describes the physical features, climates, history, and people of Canada		
Mexico	Term 1	Term 2
Describes the physical features, climates, history, and people of Mexico		

SCIENCE	Performance Indicators	
Sciences Practices	Term 1	Term 2
Generates questions that can be tested in a classroom investigation; designs, and carries out investigations to answer a question		
Uses evidence to draw conclusions and support scientific claims		
Communicates observations and information clearly through writing, drawing, and discussion		
Life Science - Animal Adaptations	Term 1	Term 2
Observes and describes the behavior and physical characteristics of an animal		
Recognizes and provides examples of animal adaptations and how these help in survival		
Earth/Physical Science-Rocks, Minerals&Sun,Moon and Planets	Term 1	Term 2
Tests minerals and classifies them according to their properties		
Names and defines the three types of rock formation (igneous, sedimentary, and metamorphic)		
Gives examples of how the surface of the Earth changes due to processes such as mountain building, erosion, and weathering		
Uses models to interpret the different positions and movement of the Earth, Moon, Sun and Planets		
Distinguishes between Earth's rotation and revolution and relates both to the patterns we see around us		
Technology/Engineering	Term 1	Term 2
Applies the principles of engineering/design process (ask, imagine, plan, create, improve) to solve a problem		

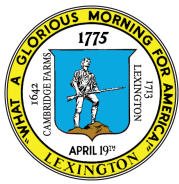
Elementary Report Card

School: _____ **School Year:** _____ **Grade:** 04 **Student:** _____

PHYSICAL EDUCATION	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Demonstrates sportsmanship and participates fully and cooperatively		
Demonstrates self-control of body, voice, and personal space		
Academic Performance Skills	Term 1	Term 2
Demonstrates age-appropriate Movement/Motor Concepts and manipulative skills		
Demonstrates age-appropriate understanding of Physical Fitness and Health Concepts		

MUSIC	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Demonstrates self-control of body, voice and personal space		
Contributes respectfully, with best effort		
Academic Performance Skills	Term 1	Term 2
Creates rhythm and melodic patterns alone and with others		
Maintains independence while singing and playing instruments with others		

ART	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Exhibits appropriate classroom behavior		
Puts forth best effort		
Academic Performance Skills	Term 1	Term 2
Demonstrates an understanding of grade level art concepts		
Uses materials and tools effectively		



Lexington Public Schools

Elementary Report Card

School: _____

Student: _____

School Year: _____

Teacher: _____

Attendance:	Term 1	Term 2
Absent	_____	_____
Tardy	_____	_____
Early Dismissal	_____	_____

Grade: 05

Pro Social/Approaches to Learning Indicators

- 4 - Student consistently demonstrates this skill
- 3 - Student demonstrates this skill most of the time
- 2 - Student demonstrates this skill some of the time
- 1 - Student requires on-going intervention to develop this skill

Academic Performance Skills Indicators

- M** - Indicates that the student consistently and independently demonstrates mastery of/proficiency in the grade level standard.
- P** - Indicates that the student is progressing toward consistent and independent mastery of/proficiency in the grade level standard.
- B** - Indicates that the student is beginning to progress toward the grade level standard with additional time and support.
- N** - Indicates that the student is not yet demonstrating progress toward the grade level standard.
- / - Standard not addressed at this time.

PRO SOCIAL SKILLS	Performance Indicators	
Personal Development/Classroom and Community Skills	Term 1	Term 2
Works cooperatively in group settings		
Accepts responsibility for choices and behavior		
Interacts effectively with adults		
Interacts effectively with peers		
Adjusts to transitions and changes in routines		
Demonstrates responsibility for school and personal materials		
Exercises self-control in structured settings		
Exercises self-control in unstructured settings		
Self-advocates effectively		
Approaches to Learning	Term 1	Term 2
Demonstrates expected grade level organizational skills		
Demonstrates initiative; takes appropriate learning risks		
Listens attentively		
Works independently; makes effective use of time		
Participates effectively in class		
Follows directions		
Completes classroom assignments		
Completes homework assignments		
Shows evidence of sustained effort		

LITERACY	Performance Indicators	
Reading Literature & Informational Text	Term 1	Term 2
Knows and applies fifth grade phonics and word analysis skills		
Summarizes important ideas and key details in a text		
Makes logical inferences through critical reading and thinking using explicit information from a text		
Demonstrates an understanding of multiple text structures		
Integrates information from multiple sources to support conclusions		
Reads and comprehends a variety of genres		
Reads fifth grade texts with purpose and understanding		
Writing	Term 1	Term 2
Writes opinion pieces supporting a point of view with reasons and information		
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly		
Writes narratives to develop real or imagined experiences and events using descriptive details and clear event sequences		
Writes routinely and habitually		
Produces clear and coherent writing in which the development and organization are appropriate to task, purpose and audience		
Develops and strengthens writing as needed by planning, drafting, revising, editing, rewriting or trying a new approach		

Elementary Report Card

School: _____ **School Year:** _____ **Grade:** 05 **Student:** _____

LITERACY	Performance Indicators	
Speaking and Listening	Term 1	Term 2
Engages effectively in a range of discussions		
Summarizes ideas, experiences and information attained from diverse sources		
Presents information and opinions, sequences ideas logically and uses facts and details		
Language	Term 1	Term 2
Uses knowledge of English and its conventions when writing, speaking, reading		
Determines or clarifies the meaning of unknown words and phrases		
Spells fifth grade and studied words correctly		
Acquires and uses academic and content specific vocabulary		
MATHEMATICS	Performance Indicators	
PRACTICE STANDARDS	Term 1	Term 2
Makes sense of problems and perseveres in solving them		
Attends to precision		
Reasons and explains		
Models and uses tools		
Sees structure and generalizes		
CONTENT STANDARDS	Term 1	Term 2
Operations and Algebraic Thinking	Term 1	Term 2
Writes, interprets, and evaluates numerical expressions using all four operations and parentheses		
Uses patterns, graphs, and rules to describe the relationship between corresponding terms such as miles/hour		
Numbers and Operations in Base Ten	Term 1	Term 2
Demonstrates an understanding of the place value system for multi-digit whole numbers and decimals to the thousandths		
Reads, writes and compares decimals to the thousandths		
Adds and subtracts multi-digit whole numbers and decimals to the hundredths		
Multiplies and divides multi-digit whole numbers and decimals to the hundredths		

MATHEMATICS	Performance Indicators	
CONTENT STANDARDS	Term 1	Term 2
Number and Operations - Fractions	Term 1	Term 2
Solves real world problems with fractions		
Uses equivalent fractions as a strategy to add or subtract fractions		
Applies understanding of multiplication and division when multiplying and dividing fractions		
The Number System	Term 1	Term 2
Uses positive and negative integers to describe quantities		
Measurement and Data	Term 1	Term 2
Converts like measurement units within a given measurement system		
Represents and interprets data using line plots		
Demonstrates an understanding of volume, and uses formulas to find volumes of rectangular prisms		
Geometry	Term 1	Term 2
Graphs points on the coordinate plane to solve real-world and mathematical problems		
Classifies two-dimensional figures into categories based on their properties		

Elementary Report Card

School: _____ **School Year:** _____ **Grade:** 05 **Student:** _____

SOCIAL STUDIES	Performance Indicators	
Civics and Government	Term 1	Term 2
Explains the three branches of government		
Explains the Bill of Rights and its importance within the United States Constitution		
Describes the responsibilities of government at the federal, state, and local levels		
Geography	Term 1	Term 2
Interprets and uses maps, charts, and tables to understand historic events		
Understands and uses latitude and longitude to identify locations on maps and globes		
History and Culture	Term 1	Term 2
Explains the achievements of the Aztec and Mayan civilizations and their relationship with the European settlers		
Explains significance of European exploration		
Identifies some of the major leaders and groups responsible for the founding of the original colonies in North America (William Penn, John Winthrop, and John Smith)		
Identifies the first 13 colonies and describes how regional differences shaped their governments and economies		
Explains the colonial reaction to British policies and the important events that led to the American Revolution		
Describes the enslavement of Africans, their treatment in North America, and their contributions to early American society		
Describes the major events of the American Revolution and explains the factors leading to American victory		
Describes the life and achievements of important leaders during the American Revolution and the early years of the United States (John Adams, Benjamin Franklin, King George III, etc.)		

SCIENCE	Performance Indicators	
Science Practices	Term 1	Term 2
Generates questions that can be tested in a classroom investigation; designs and carries out a controlled experiment		
Uses scientific tools and models to collect and interpret data		
Uses evidence to draw conclusions and support scientific claims		
Communicates observations and ideas through writing, visual displays, multi-media presentations and discussion		
Earth Science - Weather Investigation	Term 1	Term 2
Identifies and measures the components of weather, temperature, precipitation, wind speed and direction and cloud cover		
Distinguishes between weather and climate		
Physical Science - Electric Circuits and Magnetism	Term 1	Term 2
Recognizes that electricity can produce light, heat and other forms of energy		
Describes and demonstrates how energy can be transferred from one form to another in a complete circuit (series and parallel)		
Uses an understanding of magnetism and electricity to build an electromagnet and change its force		
Technology/Engineering	Term 1	Term 2
Identifies and explains the difference between and among simple machines		
Applies the principles of the engineering/design process (ask, imagine, plan, create, improve) to design and construct a prototype of a solution to a given problem		

Elementary Report Card

School: _____ **School Year:** _____ **Grade:** 05 **Student:** _____

PHYSICAL EDUCATION	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Demonstrates sportsmanship and participates fully and cooperatively		
Demonstrates self-control of body, voice, and personal space		
Academic Performance Skills	Term 1	Term 2
Demonstrates age-appropriate Movement/Motor Concepts and manipulative skills		
Demonstrates age-appropriate understanding of Physical Fitness and Health Concepts		

ART	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Exhibits appropriate classroom behavior		
Puts forth best effort		
Academic Performance Skills	Term 1	Term 2
Demonstrates an understanding of grade level art concepts		
Uses materials and tools effectively		

MUSIC	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Demonstrates self-control of body, voice and personal space		
Contributes respectfully, with best effort		
Academic Performance Skills	Term 1	Term 2
Creates rhythm and melodic patterns alone and with others		
Maintains independence while singing and playing instruments with others		
MUSIC CHORUS	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Contributes productively to rehearsal and performance		
Displays self control of body, voice and personal space		
Academic Performance Skills	Term 1	Term 2
Demonstrates proper singing technique alone and with others		
Follows conductor's gestures and cues		

Elementary Handbook

for Parents, Students
and Teachers

Lexington Public Schools

Lexington, Massachusetts

Lexington Public Schools Central Administration

Mary Czajkowski, Ed.D.*Superintendent of Schools*
Kelly A.Chase, Ed.D.....*Assistant Superintendent for Curriculum,
Instruction, and Professional Development*
Ian Dailey..... *Assistant Superintendent for Finance & Business*
Ellen Sugita.....*Director of Special Education*
Robert Harris..... *Assistant Superintendent for Human Resources*
Eileen McMahon.....*Director of Educational Technology*
Patrick Goddard*Director of Facilities and Grounds*

School Committee Members

Mr. William Hurley, *Chairperson*
Mr. Alessandro Alessandrini, *Vice Chair*
Ms. Judith Crocker
Ms. Jessie Steigerwald
Ms. Eileen Jay

The Elementary Handbook is a publication of the Office of
Curriculum and Instruction, Lexington Public Schools

Grateful acknowledgement is made to Jane McLaughlin and Kristen McGrath for coordination.

Elementary
Handbook for
Parents, Students
and Teachers

Lexington Public Schools

146 Maple Street, Lexington, MA 02420

Revised: August 2016

Dear Parents and Guardians,

Welcome to the Lexington Elementary Schools. In an effort to achieve consistency across the elementary schools, we are providing each family with the Lexington Public Schools' *Elementary Handbook*. The information in this handbook is designed to provide you with pertinent information you should be aware of regarding your child's elementary education. We trust that you will share this useful information with your child in the most appropriate manner.

All Lexington Public Schools policies are located on the district's website <http://lps.lexingtonma.org>. A limited number of paper copies are available in school offices and libraries, for those who may not have access to the internet.

The Lexington Elementary Schools are full of knowledge, enthusiasm, fun, challenge, constructive play, creativity, support and encouragement. Our dedicated teaching staff and support personnel strive to provide for each student's individual needs. We encourage your support and assistance throughout the school year so that your child will have a successful and rewarding year.

Sincerely,

Mary Czajkowski

Superintendent

Table of Contents

Mission/Vision.....	9
Lexington Public Schools.....	11
Core Purposes	11
Policy of Non-Discrimination	12
Elementary Schools	13
Instructional Program.....	14
Special Education Services	15
General Information	17
School Hours	17
Office Hours	17
School Lunch Program and Snacks	17
Student Progress Reports to Parents/Guardians	18
Pupil Progress Reports and Parent/Teacher Conferences.....	18
School Volunteers.....	19
CORI Checks	20
METCO Program	21
School Attendance Policy.....	23
School Cancellation.....	25
Inclement Weather	26
<i>Procedures and Guidelines</i>	26
Emergency Closings	27
<i>Procedures and Guidelines</i>	28
Medication Policy.....	30
Life Threatening Allergies.....	31
Animals in School Policy	34
Child Abuse and Neglect Policy.....	38
Child Protection Teams (CPT)	41

Bullying Prevention and Intervention Plan	45
Student-to-Student Harassment	53
Policy Prohibiting Harassment.....	55
<i>Procedures and Guidelines</i>	55
Student Conduct	59
Conduct and Discipline.....	60
<i>Procedures and Guidelines</i>	60
Special Education Laws	74
Student Transportation	75
Student Conduct on School Buses.....	76
Tobacco Use by Students Prohibited.....	79
Reporting Possible Crime to Police.....	79
Standards for the Acceptable Use of Technology	80
Student Records	88
Field Trips.....	99
Fund Raising Contributions.....	105
Homework Policy	106
Non-Resident Students	109
Parental Notification Relative to Sex Education	112
School Councils Policy.....	114
Student Rights and Responsibilities	119
Equal Educational Opportunities.....	120

Mission/Vision of the Lexington Public Schools

The Lexington Public Schools serve to inspire and empower every student to become a lifelong learner prepared to be an active and resilient citizen who will lead a healthy and productive life. Educators, staff, parents, guardians and community members will honor diversity and work together to provide all students with an education that ensures academic excellence in a culture of caring and respectful relationships.

Mission/Vision Statement

FILE: AD

The Lexington Public Schools serve to inspire and empower every student to become a lifelong learner prepared to be an active and resilient citizen who will lead a healthy and productive life. Educators, staff, parents/guardians, and community members will honor diversity and work together to provide all students with an education that ensures academic excellence in a culture of caring and respectful relationships.

Guiding Principles:

We believe that all students can learn at high levels. This is achieved by:

- Promoting a mindset that intelligence is not fixed and can continuously be developed
- Providing all students with necessary and timely appropriate interventions and extensions to advance their learning
- Developing each student's unique gifts
- Nurturing physical, social, and emotional well-being
- Expanding learning through diversity
- Engaging students in relevant, experiential, and personalized learning
- Cultivating creative problem solving, critical thinking, and innovation
- Promoting integrity, civility, and global citizenship
- Creating an environment in which the community and schools are partners
- Fostering a culture of open communication, trust, and shared responsibility
- Empowering all staff to be collaborative educators, learners, and leaders
- Providing inspiring professional learning for all

Lexington Public Schools, Lexington, MA

Adopted by Lexington School Committee: July 2015

Lexington Public Schools

Core Purposes

Academic Excellence for All Children

- Set high standards in both the planning process and day-to-day interactions
- Use data and results to evaluate ourselves and our practices
- Work hard and persevere
- Confront problems without delay
- Take personal responsibility to improve the quality of programs

Respectful and Caring Relationships

- Use open and honest communication
- Help others
- Use effective teamwork
- Acknowledge that other people have value, even when you disagree with their ideas or behavior
- Treat people the way you would want to be treated

A Culture of Reflection, Conversation, Collaboration and Commitment to Continuous Improvement

- Reflection – analyze our individual and collective practices
- Conversation – generate and evaluate ideas and practice with colleagues
- Collaboration – work with colleagues to achieve individual, group, school or system goals
- Commitment to continuous improvement – act on multiple sources of data to improve practice

We work to make these Core Purposes a reality.

Policy of Non-Discrimination

Lexington Public Schools does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act) or on the basis of sexual orientation or religion in accordance with Mass. General Laws chs. 71 and 151B.

To file a complaint alleging discrimination or harassment by Lexington Public Schools on the basis of race, color, national origin, sex, disability, age, sexual orientation, or religion or to make inquiry concerning the application of Title VI, Title IX, section 504, the ADA, the Age Discrimination Act or applicable state laws and their respective implementing regulations, please contact:

Assistant Superintendent for Human Resources
146 Maple Street
Lexington, MA 02420
781-861-2580

Elementary Schools

Bowman

9 Philip Road
Lexington 02421
781-861-2500
Mary Antón-Oldenburg,
Principal

Bridge

55 Middleby Road
Lexington 02421
781-861-2510
Margaret Colella,
Principal

Estabrook

117 Grove Street
Lexington 02420
781-861-2520
Jeffrey LaBroad,
Principal

Fiske

55 Adams Street
Lexington 02420
781-541-5001
Thomas Martellone,
Principal

Harrington

328 Lowell Street
Lexington 02420
781-860-0012
Donna Bonarrigo,
Principal

Hastings

7 Crosby Road
Lexington 02421
781-860-5800
Louise Lipsitz,
Principal

The Lexington elementary schools

provide a comprehensive education which encompasses a core curriculum enhanced by special program offerings. Our overall goal is to help children learn and succeed. Teachers strive to create a stimulating and challenging learning environment that is sensitive to the needs of all students.

Children are given opportunities to assume responsibility for their own education and are guided to develop strong study skills, to use time efficiently and to complete tasks. We value each child's uniqueness and try to build on his/her strengths.

Parents are our partners in the important job of educating the children of this community. Each school has an active Parent/Teacher Association that plans special programs, such as talent shows, school fairs, before- or after-school sports, and cultural enrichment programs that tie in to the curriculum.

Each school has a School Council that works as an advisory board to the principal.

Opportunities are provided for volunteers to work in the schools. Communication between home and school is vital, and newsletters are provided on a regular basis. Lextended Day, a non-profit, tuition-supported after-school program (that is not a part of the Lexington Public Schools) serves children from all six elementary schools in Lexington, and operates from school dismissal until 6:00p.m. For further information, visit their website at www.lexextendedday.org.

Instructional Program

Language arts instruction includes reading, writing, speaking, spelling and listening with an emphasis on connections among the skills. Mathematics instruction emphasizes real-life application and problem-solving skills. Science utilizes an inquiry approach to the study of the natural and physical world as well as practical applications of science and technology. Social Studies instruction examines the interrelationships of people and cultures to historic, geographic and economic environments. The curriculum exceeds the expectations of both the Common Core State Standards (guidelines for what students should know and be able to do in math and English language arts from Kindergarten through 12th grade), and the Massachusetts Curriculum Frameworks.

Arts instruction includes the visual and performing arts; instrumental music is offered beginning in grade four. Physical and health education emphasize physical fitness, motor skills and lifelong habits of healthy living. All aspects of the curriculum make use of information technologies and an extensive media center in each school.

Special Education Services

Special education services are available in all of the elementary schools to students with disabilities who meet state and federal regulations for such services. Before services can be provided, a student must have a team evaluation consisting of multi-source assessments to determine if he/she has a disability as defined by the Commonwealth of Massachusetts; is not making effective progress in school; that the lack of progress is related to the identified disability and that he/she requires specialized instruction and/or related services in order to access the general curriculum.

Upon completion of the evaluation, the evaluation team must answer the following questions:

1. Does the student have a disability? If so, what type of disability?
2. Is the student making effective progress in school? If not, is the lack of progress a result of the student's disability?
3. Does the student require specially designed instruction in order to make effective progress in school or does the student require related services in order to access the general curriculum?

There is a continuum of special education services available in the Lexington Public Schools. All of the elementary schools provide special education teaching and support in areas such as reading, math, writing, and organization, as well as related services such as speech/language, occupational therapy, physical therapy, counseling, and adaptive physical education. The school system also offers district-wide programs at individual elementary schools to service lower-incidence populations.

School districts are required to provide the student's parents an opportunity to consult with the Director of Special Education or his/her designee (e.g. Evaluation Team Supervisor, Principal) regarding the evaluators who will be used by the school district to conduct the assessments comprising the team evaluation, including the initial evaluation to determine eligibility and any subsequent reevaluations. This requirement may be met by meeting with the parent prior to an evaluation or by incorporating information on

this consultation opportunity in the notice sent to the parents when

a district is requesting permission to conduct an evaluation. The intent of this requirement, in conjunction with the requirement to consult with the parent on the types of assessments recommended by the school district, is to allow the parent to be involved in planning the evaluation conducted by the school district, so as to maximize parental satisfaction with the school district's evaluation.

If you have any questions about special education regulations, please call the Director of Special Education at 781-861-2320 Ext. 68064.

Parents should contact their child's principal or their school's Evaluation Team Supervisor (ETS) if they believe their child has a special need that necessitates an evaluation.

General Information

School Hours

Our doors are open for the children at 8:30 a.m., and for their safety we ask that children not arrive on school grounds before that time. There is aide coverage on the playground for bus children who arrive prior to that time, generally beginning about 8:15 a.m. Because of school meetings or other morning obligations, teachers may not be in their classrooms before 8:30 a.m.

GRADES K - 5

Mon. Tues. Wed. Fri.

8:30 a.m.....Enter classrooms

8:45 a.m.....Attendance is taken

3:15 p.m.....Dismissal

Thursday

8:30 a.m... Enter classrooms

8:45 a.m.....Attendance is taken

12:15 p.m...Dismissal

All children are dismissed at 12:15 p.m. on Thursdays in order that teachers may participate in town-wide meetings, curriculum committees, in-service professional learning workshops, planning sessions, staff meetings, team meetings, and parent conferences. Parents are encouraged to attempt to use this time for medical and dental appointments as well as other special appointments or classes.

Office Hours

School offices are open from 8 a.m. until 4 p.m.

School Lunch Program and Snacks

Hot lunches, with plain, chocolate or skim milk included, are available to all students who wish to purchase them. For those children who bring their lunches from home, milk is sold separately (one price for plain, chocolate or skim milk).

Menus are printed weekly in the Lexington Minuteman and also are distributed to students on a monthly basis from the school. A debit card system is available to students when paying for lunch or snacks. Details about the program and sign-up information will be mailed to each family and is also available in each school office. Further information may also be found at the website of our food service provider, Whitsons - <http://schools.whitsons.com/ma/lexington-public-schools>.

The children have 45 minutes for a lunch and recess period (generally 20 minutes for recess and 25 minutes for lunch). They are allowed to take as much time as necessary to eat lunch. Teacher aides supervise the lunch and playground periods. Behavior conducive to good eating habits is expected in the lunchroom. Children may bring a snack for the mid-morning or mid-afternoon recess.

Student Progress Reports to Parents/Guardians

FILE: IK

The School Committee recognizes the school's obligation to give periodic reports of a student's progress and grades. The School Committee further recognizes that these reports are a vital form of communication between the schools and parents. The School Committee also believes that all progress reports must be based upon full information, accurately and honestly reported with the proper maintenance of confidentiality.

A report depicting the student's progress will be issued periodically following an evaluation by the appropriate teacher, teachers, or other professional personnel.

In addition to the periodic reports, parents will be notified in a timely fashion when a student's performance requires special notification.

Grading and promotion will be based on improvement, achievement, capability of the student, and the professional judgment of the teacher and Principal.

Major changes in the reporting system shall be preceded by a cooperative study and evaluation by teachers, principals, parents, and the Assistant Superintendent, who will submit the proposal to the School Committee for consideration and approval.

Lexington Public Schools, Lexington MA
Adopted by Lexington School Committee: July 2015

Pupil Progress Reports and Parent/Teacher Conferences Timelines

Pupil progress reports for children in grades K-5 are sent home two times a year—in January and June. Parent conferences are held twice a year and are scheduled in the fall and again in the spring.

School Volunteers

FILE: IJOC

It is the policy of the School Committee to encourage volunteer efforts in the schools. Parents/guardians, business representatives, citizens, and other community volunteers are recognized as important sources of support and expertise that enhance instructional programming and serve as vital communication links with the community. Any volunteer program will be coordinated in cooperation with building administrators.

It is a privilege, not a right, to volunteer. All volunteers will comply with the following:

- Volunteers are present to serve all students.
- Volunteers shall abide by confidentiality principles and will not repeat information about students.
- Volunteers work under the supervision and authority of staff members.
- Staff members alone are responsible for managing a class and students.
- At no time will a volunteer engage in any form of discipline.
- Volunteers who observe and learn of anything that concerns them regarding a student-school matter will bring these concerns to the attention of the classroom teacher or school principal in a timely fashion.
- Volunteers will comply with CORI registration as well as school building sign-in, safety, and other required procedures.

CROSS REF.:

[ADDA, Background Checks](#)

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

CORI Checks

M.G.L. c. 71, § 38R requires all schools in Massachusetts to conduct criminal background checks on current and prospective employees and volunteers, including those who regularly provide school related transportation to students and those who may have direct and unmonitored contact with children. The CORI law requires a school or district to notify all persons for whom a CORI is requested that such information is being or may be obtained. Prospective employees and volunteers are required to complete and sign a CORI Request Form which is available through the Administrative Assistant at each of our six elementary schools. The Request Form is used to document that we have provided you with notice that a CORI is being conducted and to verify your identity through a government issued form of photographic identification (usually a driver's license). If you have any questions concerning the CORI process please contact the Assistant Superintendent for Human Resources.

METCO Program

The Metropolitan Council for Education Opportunity (METCO) Program is a voluntary urban/suburban educational desegregation program. It provides opportunities for urban students of color to attend school in suburban public school systems. It also provides suburban students and staff opportunities to interact with many minority students and to benefit from a culturally diverse learning environment. METCO provides additional resources to the schools and to our students throughout the year in order to facilitate learning and cultural experiences for everyone in the school system.

The METCO Program is funded by the Commonwealth of Massachusetts under the Racial Imbalance Act. Annually, each METCO community receives money from the State which pays for METCO staff, transportation of, and special education services for, our Boston resident students. METCO funding also pays a portion of the salaries for classroom teachers in Lexington. The Program budget has enabled us to afford multicultural programs for our schools, workshops and seminars for students and parents, and professional development opportunities for school staff.

METCO exists in 36 suburban communities across the State. Lexington was one of the first communities to enter into the METCO urban/suburban partnership when it first began in 1966. Lexington is the third largest METCO community, enrolling 242 students in the school system. Boston resident students are usually placed into our METCO Program at the elementary school level. Occasionally, placements are made at the middle school level when space exists.

The METCO Family Friends Program is another supportive aspect of the METCO partnership wherein Lexington families volunteer to become “partners” with Boston families. When a child enters one of our schools via the METCO Program, she/he is paired with a volunteer Lexington family (preferably a family with a child in the same classroom or grade level as the Boston child). The Family Friends Program provides opportunities for Lexington and Boston children and their parents to broaden relationships through the sharing of family, cultural and social experiences in their respective communities. At the elementary level, Family Friend students participate in METCO Friends Visiting Days which are scheduled in advance on specified Thursday afternoons. Overnight visitations may occur (individually arranged, if desired) both in Lexington and in Boston. Open and regular communication between families in

Lexington and Boston is encouraged throughout the year to help nurture the mutual development of relationships.

The METCO Program is committed to educational excellence for all children. METCO provides support services to students, staff and parents around educational, cultural and social issues. In addition, the program strives to provide opportunities for Lexington and Boston families (as well as staff) to learn together, to break down stereotypes, and to open lines of communication.

If you have any questions about the METCO Program, please feel free to call the building Principal or the Lexington METCO Academic Director.

K-12 METCO Academic Director: Ms. Barbara Hamilton
781-861-2320, ext. 69122

School Attendance Policy

Lexington Public Schools require a high level of participation in engaged learning. Regular class attendance enables students to benefit from class- room discussions, presentations and interactive activities. These shared academic experiences are integral to the learning process and cannot be recreated or replicated.

Massachusetts Law requires compulsory attendance for all students. Chapter 76, section 1 of the Massachusetts General Laws requires all children between the ages of six and sixteen to attend school. The school must uphold state laws relative to student attendance.

Family Vacations

Parents and students are reminded that Massachusetts Law requires compulsory attendance for students. We strongly discourage family vacations when school is in session. In addition to compromising the attendance law, family vacations interrupt the educational process of each course in ways that make-up work cannot reverse.

Teachers are not required to give out homework assignments prior to a family vacation.

Student Absence Notification Program

At the commencement of each school year, parents/guardians will be sent a notice instructing them to call a designated telephone number at a designated time to inform the school of the student's absence and the reason for such absence. The notice will also require such parent or guardian to furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day. If the school does not receive a message from the parent/guardian by the designated time, then the school shall call the telephone number or numbers furnished to inquire about the student's absence. Parents will be contacted within three (3) days of the student's absence if the Parent(s) or Guardian has not contacted the school regarding the absence.

Students arriving late to school must report to the main office with their parent or with a signed parent note.

Parents/guardians are encouraged to contact school staff and work collaboratively with them to correct the reasons that the student is missing school.

Attendance Policy for Absent and Tardy Students

A meeting will be scheduled with the building Principal (or his/her designee), the Parent(s)/Guardian and the student to develop an action plan to improve the student's attendance if a student has accrued any of the following:

- Five (5) or more unexcused absences in the school year
- Five (5) or more days tardy (unexcused)
- Two (2) or more classes/periods (unexcused)

Please note that when a student has been absent for five (5) or more consecutive days, parents must obtain a doctor's note and submit it to school.

If a student is absent for eight or more days in a quarter, school officials may file a CRA (Child Requiring Assistance) petition with the Juvenile Court, which could result in a hearing before a Juvenile Court Judge. Prior to the filing of a CRA, Families and Students will be required to work with school administrators to improve the student's attendance.

An **Excused Absence/Tardy** includes:

- Documented illness or injury
- Bereavement/family funeral
- Major religious observations
- Extraordinary family circumstances (excused at the discretion of the principal)

An **Unexcused Absence/Tardy** is any absence or tardy that is not covered by the aforementioned definition of "Excused Absence/Tardy." Examples of an unexcused absence may include, but may not be limited to:

- Repetitive or chronic absence or tardiness due to illness or injury not documented by a doctor or other medical professional.
- Cutting class (suspendable offense)
- Truancy
- Family vacations

- Undocumented absences
- Non-emergency family situation

Early Dismissal

If your child will be leaving during the school day, please send in a note to the homeroom teacher. Then, plan to pick up your child ***at the office*** where personnel will call the homeroom to notify the child and teacher.

Changing Dismissal Routine

If your child's normal dismissal routine is to be altered on a particular day, please send a note to the classroom teacher describing the change and indicating who will meet your child at school, if someone is to do so. Experience tells us that, if a child does not have a note and we cannot locate the parent, the child will be dismissed following his/her normal dismissal routine.

School Cancellation

FILE: EBCE

It is the general policy of the Lexington School Committee that schools shall be kept open in accordance with the established school calendar. The Superintendent shall, however, have the authority to close any school or schools whenever conditions in his/her judgment are such as to endanger the health and/or welfare of the pupils.

In case of inclement weather, the Superintendent shall exercise his/her best judgment as to whether or not the schools shall be kept open. The Superintendent will consider a delayed opening as a response to inclement weather or other emergency conditions. A decision to open with a delay will be communicated to the public and to the staff in the same manner as a no-school announcement.

Lexington Public Schools, Lexington MA
Adopted by Lexington School Committee: July 2015

Inclement Weather

Procedures and Guidelines

In the spring of 1993, the Lexington School Committee adopted a new policy to deal with inclement weather. It states that, “In the case of inclement weather, the Superintendent shall exercise his/her best judgment as to whether or not school shall be kept open. The Superintendent will consider a delayed opening of either one or two hours as a response to inclement weather or other emergency conditions. A decision to open with a delay will be communicated to the public and to staff in the same manner as a no school announcement.”

When a decision is made for a delayed opening or cancellation, or in the case of emergency closings, parents and guardians will be notified by telephone through our *Blackboard Connect* notification system. Announcements will also be broadcast on radio stations WBZ (Radio AM/1030; TV Channel 4); WRKO/WHDH (Radio AM/680; TV Channels 7 and 56); WCVB (TV Channel 5) or WFXT (TV Channel 25) after 6:00 a.m.

In addition, parents and guardians may check the school district website <http://lps.lexingtonma.org> and click the “About Our District” tab and the School Cancellation link for updated information. Please do not call the school unless it is an emergency.

In the best interest of public safety, please do not call the police, fire, or public works departments for “No School” information as their lines need to be kept open for emergency purposes. The best practice is to listen to one of the radio or television stations listed above or check the LPS website for information.

In the event that parents or guardians feel weather conditions will not allow their children to reach school safely, they are encouraged to keep their children home.

Emergency Closings

FILE: EBCD

The Superintendent may close the schools or dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour or to dismiss students early, the Superintendent has the responsibility to see that as much of the administrative, supervisory and operational activity is continued as maybe possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the Superintendent will consider many factors, including the following principal ones relating to the fundamental concern for the safety and health of the students:

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions affecting public and private transportation facilities.
3. Actual occurrence or imminent possibility of any emergency condition that would make
4. the operation of schools difficult or dangerous.
5. Inability of teaching personnel to report for duty, which might result in inadequate
6. supervision of students.

The Superintendent will weigh these factors and take action to close the schools after consultation with public works and public safety authorities and with school officials from neighboring towns. Students, parents and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings. The Superintendent is responsible for disseminating information about closings. When schools are closed for emergency reasons, staff members will comply with School Committee policy in reporting for work.

LEGAL REFS.:

M.G.L. 71:4; 71:4A

CROSS REF.:

[EBC. Emergency Plans](#)

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

Emergency School Closing

Procedures and Guidelines

It is a rare occurrence that school is canceled because of an emergency during the day, e.g., mid-day snow storm, no heat, etc., but when this happens, the principal initiates a *Blackboard Connect* phone call, text, and/or email to alert parents that the children are coming home earlier than usual.

We ask every parent to discuss with his/her child what to do in case of an emergency school closing. You, too, need an emergency plan.

We ask you not to suggest that the child call you because our telephone lines are jammed on these days and very few calls can get in or go out.

Emergency Plans

FILE: EBC

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

Building Principals will meet all requirements for conducting emergency drills to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

CROSS REF.:

[EBCD, Emergency Closings](#)

Emergency Response Drills

Procedures and Guidelines

Students and staff practice a range of different emergency response drills throughout the year. These include, but are not limited to, bus evacuation drills, fire drills and other emergency response drills. Students are to leave their rooms under the direction of the teacher. They will follow the drill directions written and posted in each room. Students should be familiar with the directions in each classroom they attend. The “no talking” rule is in effect during the drills. When outside the building, students must remain with their own classes.

General drill instructions – Teachers are expected to review these instructions with each class at the beginning of the year.

1. Walk, do not run!
2. All classes are to move at least 100 feet from the building exit. Teachers are to urge students to move promptly to the designated areas.
3. Individual classes are to remain together.
4. Teachers are responsible for the accounting and the supervision of the students in their classes during a drill or emergency.
5. The ringing of the school bells will be the signal to re-enter the building.
6. Teachers not assigned to classes are to report to the nearest exit and assist during the drill or emergency.
7. Alternate routes – all teachers and students must be ready to deviate from the drill pattern if an emergency should cause the closing of an exit or route.

Provision for physically handicapped students – The Special Education Department has developed plans for the evacuation of physically handicapped students during drills and in the event of an actual emergency. These plans are available for review in the Special Education Office.

Medication Policy

FILE: JLCD

1. The Lexington Public Schools (LPS) follows regulations under the Massachusetts Department of Public Health 105 CMR 210.000: THE ADMINISTRATION OF PRESCRIPTION MEDICATIONS IN PUBLIC AND PRIVATE SCHOOLS and the Massachusetts Department Board of Registration of Nursing regulations. The LPS physician and the LPS nurse leader shall supervise the medication administration program and develop and oversee procedures to administer such a program. Nursing staff shall establish a record-keeping program for each student requiring medication.
2. The school nurse shall develop with parents/guardians a medication administration plan for each student requiring such medication administration. Provision for medication administration during field trips and other short-term special school events shall be a part of the plan. Nurses will not delegate medication administration for out-of-state field trips. Epinephrine is administered only in accordance with a written medication administration plan developed by the school nurse and updated annually.
3. A student may be responsible for self-administration of his or her own medication upon meeting certain requirements established by procedures in (1).
4. Alternative therapies such as homeopathic, herbal, and nutritional supplements will only be administered when there is a written order from a Massachusetts licensed prescriber who is caring for the student. The school nurse may not administer any type of regimen if it is not approved by the FDA, in accordance with the Nurse Practice Act and 105 CMR 210.000.
5. Medication errors - Failure to administer medication according to the prescribed order will be reported to the parent and the LPS nurse leader as procedure established in (1).
6. The Superintendent shall maintain an Administrative Directive for Medication Procedures.

Lexington Public Schools, Lexington MA
Adopted by Lexington School Committee: July 2015

Life Threatening Allergies

FILE: JLCEA

The Lexington Public Schools (LPS) will maintain a system-wide response plan to address life-threatening allergic reactions.

Parents/guardians, primary care physicians and/or allergists are encouraged to provide recommendations in writing to the appropriate building principal regarding the content of an Individual Health Care Plan (IHCP) for any student who has a life threatening allergy.

I. Implementation of the Life Threatening Allergy Policy

The Lexington Public Schools (LPS) will:

- A. Provide life-threatening allergy awareness education and EpiPen training for all LPS employees based on Department of Public Health and Department of Elementary and Secondary Education recommendations.
- B. The use of food for curriculum instruction or special luncheons during the school day will be restricted to approval by the principal and school nurse. The use of food as a reward in any classroom will be eliminated, unless otherwise specified in an Individualized Education Plan (IEP) or 504. All schools will require that any parties and celebrations during the school day are food free.
- C. The principal or designee in each school will implement a "No Food or Utensil Sharing" practice, with particular focus at the elementary school level.
- D. If necessary, each elementary school will provide peanut free/tree-nut free tables in the cafeteria. Reasonable efforts will be made for such tables to become "free" of other allergens as deemed needed for an individual student through documentation from the student's primary care physician or board certified allergist. At the middle and high schools accommodations will be made as needed.
- E. No bake sales will be permitted at elementary or middle schools during the school day. Bake sales conducted outside the school day are limited to those at which only adults are allowed to purchase products. At the high school level, the sale of food products as a

- fundraiser will be at the discretion of the principal. LPS staff is not responsible for implementing the Life Threatening Allergy Policy and related protocols and procedures during (1) school sponsored events beyond the school day that are open to the public (e.g. school athletic contests, plays, or ceremonies) or (2) programs or events on LPS property that are sponsored by various staff, parent, community, or private groups. School nurses are not available after school hours.
- F. At the elementary school level, when a student's medical need to be in an LTA-safe environment is clearly documented by a board certified allergist, and clear directions from the allergist are provided, LPS will make reasonable efforts to create LTA-safe classrooms for the student. LPS reserves the right to consult with a board certified allergist of its choice to review the recommendation to determine if it will authorize its implementation.
- G. Each school's Incident Management Plan will include how to respond to a life-threatening allergic reaction. This plan will be reviewed annually by each building principal and will be part of all LTA and EpiPen administration training.
- H. Because of the confidentiality of medical records, a student's parent/guardian has the Responsibility for notifying school bus drivers directly of any life threatening allergies of which the bus driver should be aware.
- I. For any event outside of the regular school day which is neither sponsored by LPS nor part of the LPS curriculum, the sponsor of such event is responsible for assuring that appropriate provisions concerning LTA's of participants are in place.

II. Employee/Contractor Training and Education

- A. Life-threatening allergy (LTA) awareness training will be required of all teachers, aides, tutors, secretaries and student teachers in the school system.
- B. The custodial staff either will be included in staff LTA-awareness training or will be offered informational sessions on life-threatening allergies by the building principal.
- C. All substitute teachers contracted by the LPS will receive LTA-awareness training, following the LPS curriculum. No substitute will be employed in the system who has not received this training. The

Assistant Superintendent of Human Resources will be responsible for ensuring that personnel who provide contracted services to LPS students and substitute teachers are provided LTA awareness training.

D. Food-service personnel contracted by LPS will be given building-based LTA-awareness training annually.

E. The LPS Business Office will offer to bus drivers the opportunity for LTA-awareness training annually, and will as part of the specifications with the bus contractor, require their participation.

F. Principals or their designees will be responsible to schedule LTA-awareness training in their schools and to ensure that all employees are trained.

RESOURCES:

MA Department of Public Health: 105 CMR 210.100

Sicherer MD, Scott, et al. "Prevalence of peanut and tree nut allergy in the United States... A 5 year follow-up study" (December 2003). *Journal of Allergy and Clinical Immunology*..

"Report on EpiPen Administration in Schools." (2009). Boston, MA: Massachusetts Department of Public Health School Health Unit.

"Managing Life-Threatening Food Allergies in Schools"

Massachusetts Department of Education (2002).

Sheetz, A. H. & Goodman, I. F. (Eds.). (2007). *The Comprehensive School Health Manual*. Boston, MA: Massachusetts Department of Public Health.

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

Animals in School Policy

FILE: IMG

No animal shall be brought to school or onto Lexington Public School property without prior permission of the building Principal.

Lexington Public Schools are committed to providing a high quality educational program to all students in a safe and healthy environment.

School principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public Health publication "Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

Educational Program

Use of animals to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the "Guidelines for Animals in Schools or on School Grounds" and any other conditions established by the Principal to protect the health and well-being of students.

Student Health

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have his/her health impaired and each student shall have full access to available educational opportunities.

Animals Prohibited from School

Rabies is a growing health problem and any fur-bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from schools within the Lexington Public Schools.

Wild Animals and Domestic Stray Animals - Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).

Fur-Bearing Animals (pet dogs,* cats, wolf-hybrids, ferrets, etc.,) - These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.

Bats - Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.

Poisonous Animals - Spiders, venomous insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons.

***Exception: Guide, Hearing and Other Service Dogs or Law Enforcement Dogs** - These animals may be allowed in school or on school grounds with proof of current rabies vaccination.

Exceptions may be made with the prior approval of the Superintendent of Schools.

Service Animals (Guide or Assistance Dogs)

The Lexington School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. Lexington Public Schools will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a “service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability.” The regulations further state that “a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability.”

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets.

There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as “seeing eye dogs” or “guide dogs;”
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and
- assist mobility-impaired individuals with balance.

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent of Schools or his/her designee shall be responsible for developing procedures to accommodate a student's use of an assistance animal in District facilities and on school transportation vehicles.

LEGAL REF.:
28 CFR, Part 35

Lexington Public Schools, Lexington MA
Adopted by Lexington School Committee: July 2015

Child Abuse and Neglect Policy

FILE: JLDDB

The Lexington Public Schools (LPS) is dedicated to the goal of protecting our students from child abuse and neglect and to responding effectively to incidents of child abuse and neglect. LPS recognizes local, state, and national efforts to address problems associated with child abuse and neglect and will work cooperatively with all agencies with responsibility for addressing such concerns.

Massachusetts General Laws (M.G.L.) c. 119, § 51 A, requires that certain persons in their professional capacity are mandated to report child abuse and neglect when they have reasonable cause or suspicion to believe that a child under the age of 18 years is suffering physical or emotional injury resulting from abuse that causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse, or from neglect, including malnutrition. All employees of the LPS are mandated reporters.

This policy serves to assist all LPS employees to carry out their responsibilities effectively under M.G.L. as well as to establish responsibilities and roles for LPS child protection teams. It also establishes expectations for LPS employees to receive training in both identifying and reporting child abuse and neglect.

All employees of the LPS are mandated reporters under this policy.

LPS employees, like employees in other school departments, are in a unique position to identify potential cases of abuse and neglect of children, because of their sustained contact with school-age children. Responsible action by employees can be achieved through recognition and understanding of potential incidents of abuse, knowing and following established reporting procedures, and participating in available child abuse and neglect information/training programs.

Definition of Terms:

- **Neglect** is the failure, either deliberately or through negligence or inability, to take those actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, emotional stability and growth, or other essential care. It is understood that such inability is not solely due to inadequate economic resources or solely due to the existence of a handicapping condition. Neglect can occur while the child is in an out-of-home or in-home setting. Permitting a child to be truant or failing to enroll a child in school without providing an alternative program can constitute neglect.
- **Physical abuse** includes infliction, by other than accidental means, of physical harm upon the body of a child.
- **Emotional abuse** refers to excessive, aggressive, or unreasonable behavior by an adult that places demands on a child that are above his/her capabilities. This may include verbal attacks, humiliation, degradation, and chronic rejection of the child, close confinement of the child, or the permitting or abetting of delinquent behavior.
- **Sexual abuse** refers to any sexual contact between a caretaker and a child or the commission of a sex offense against a child as defined by the criminal laws of the Commonwealth.
- **Verbal sexual harassment** of a child by anyone, including school district employees/volunteers, is recognized as a form of child abuse and a warning sign of actual physical or sexual abuse.

All LPS employees who have reasonable cause or suspicion to believe that a child is suffering physical or emotional injury resulting from abuse or neglect shall report such a belief to the appropriate authority, according to the *LPS Child Abuse and Neglect Reporting Procedures*.

The Superintendent of Schools has the responsibility to ensure that the *LPS Child Abuse and Neglect Policy and the LPS Child Abuse and Neglect Reporting Procedures* are implemented in the school

system. The organizational structure to implement this policy will be through the establishment and support of building-based and system-wide Child Protection Teams.

Child Protection Teams (CPT)

LPS will establish and support building-based and system-wide Child Protection Teams.

Building-based

A building-based CPT will be established in each school. This team will consist minimally of the principal, the counselor, and the school nurse. The names of the members of the building-based team will be made known to all employees working in the building.

Each team will:

- meet at the beginning of each school year to review the LPS Child Abuse and Neglect Policy and the LPS Child Abuse and Reporting Procedures,
- conduct one child abuse and neglect information/training workshop for the school's employees in the first month of each school year,
- collaborate with the system-wide CPT and community agencies regarding programs to raise awareness of issues of child abuse and neglect, and
- coordinate mental health services to children deemed to be suffering from child abuse and neglect and to their families, whenever they are requested or considered to be necessary.

System-wide

LPS will have a system-wide CPT. This team will consist minimally of a representative from each building-based team.

The Superintendent of Schools or designee will be responsible for overseeing the operation of the system-wide team. The Superintendent or designee will be responsible for maintaining data that result from reports to the Department of Social Services.

The team will:

- provide consultation and support to individual team members and to the school-based teams,
- monitor cases reported to the Department of Social Services,

- review and evaluate annually the continued efficacy of the *LPS Child Abuse and Neglect Policy and the LPS Child Abuse and Neglect Reporting Procedures*, and
- develop, on an annual basis, a curriculum for one child abuse and neglect information/training workshop for all school-system employees to be conducted in the first month of each school year. The curriculum will be developed with input from each of the building-based Child Protection Teams and with the advice of one or more consultants who are experts in the field of child abuse and neglect, hired by LPS in consultation with the Middlesex District Attorney's Office (MDAO).

Implementation

The procedures for implementing the Child Abuse and Neglect Policy will include information about training all LPS employees on information about child abuse and neglect and mandated reporting procedures, and maintaining documentation and record keeping resulting from reports of suspected abuse and neglect to the Department of Social Services. Nothing in this policy, however, prohibits any professional from notifying the Department of Social Services (DSS) directly when such professional has reasonable cause to believe abuse or neglect occurred. In such a case, the Building Principal and Superintendent must be informed that the suspected abuse or neglect was reported.

Training

New Employees

Prior to the start of employment or within the first six months of employment, every new employee will be required to attend training on mandated reporting requirements pursuant to M.G.L.c. 119, §51 A.

Current Employees

Every employee will be required on an annual basis to attend training on mandated reporting requirements pursuant to M.G.L c. 119, § 51 A.

Every employee will be required on an annual basis to attend a workshop that includes information on the legal and psychological aspects of child sexual and physical abuse, the impact such abuse has on children, and the appropriate response to a child who has made an allegation of abuse.

Documentation and Record Keeping

The Superintendent of Schools will:

- develop a procedure for building-based and system-wide documentation and record keeping of complaints relating to the conduct of school personnel and students regarding child abuse and neglect,
- in cases involving school personnel, develop a procedure for communicating in writing to the complainants of the status and disposition of the case, to the extent possible, without compromising the investigation or confidentiality rights of involved persons, and
- notify school administrators on an annual basis of their obligation to advise and inform the superintendent of allegations and complaints that involve suspected criminal activity as it relates to issues of child abuse and neglect.

Complaints

A person who believes the policy and/or procedures have not been correctly observed, should contact either of the following LPS administrators:

Assistant Superintendent for Human Resources
Lexington Public Schools
146 Maple Street
Lexington, MA 02420
Tel: 781-861-2580

Or

Superintendent of Schools
Lexington Public Schools
146 Maple Street
Lexington, MA 02420
Tel: 781-861-2580

Penalties

According to M.G.L. c. 119, § 51 A, mandated reporters are immune from civil or criminal liability when they file a report pursuant to their duties. Mandated reporters cannot be discharged, discriminated against or retaliated against by their employers if they, in good faith, make a report or testify in any proceeding involving child abuse or neglect. If any of these things happen, the employer shall be liable.

The statute also states that any person who is legally required to report suspected child abuse, i.e., is a mandated reporter, who fails to do so is subject to a criminal fine. In addition, school employees will be subject to disciplinary action by the school department up to and including dismissal.

LEGAL REFS.:

M.G.L.119:51A

Memorandum- of Understanding (MOU), an agreement between the Lexington School Committee (LSC) and the Middlesex District Attorney's Office (MDAO), February 10, 2003

REFS.:

Commonwealth of Massachusetts Department of Children and Families (DCF)

Crosson-Tower, C. *Designing and Implementing a School Reporting Protocol: A How-to*

Manual for Massachusetts Educators. Boston, MA: Children's Trust Fund, 1998.

Lexington Public Schools, Lexington MA
Adopted by Lexington School Committee: July 2015

Bullying Prevention and Intervention Plan

FILE: JICFB

The Lexington Public Schools (LPS), in partnership with parents, guardians, and the community, and in keeping with the LPS core value of respect for human differences, believes that a positive, safe, and civil environment in school is necessary for students to learn and achieve. Bullying is conduct that can disrupt a student's ability to learn by preventing that student's full engagement with his or her education. Moreover, bullying compromises a school's ability to educate its students in a safe environment. The Lexington School Committee, therefore, prohibits acts of bullying or cyber-bullying throughout the Public Schools of Lexington.

"Bullying" shall include, but is not limited to, the repeated use by one or more students or a member of the school staff of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile learning and/or social environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

School staff includes but is not limited to: an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, paraprofessional, clerical and technology staff.

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic, photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages, facsimile communications, cell phone or texting.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying can occur in and out of school, during and after school hours, at home and in locations outside of a home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents or guardians and their families are expected.

For the purpose of this policy, whenever the term bullying is used, it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- on school grounds;
- on property immediately adjacent to school grounds;
- at school-sponsored or school-related activities, functions or programs, whether on or off school grounds;
- at school bus stops;
- on school buses or other vehicles owned, leased or used by the school district; or,
- through the use of technology or an electronic device owned, leased or used by the LPS.

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school related or through the use of technology or an electronic device that is not owned, leased or used by the LPS if the act or acts in question:

- create a hostile learning and/or social environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent or designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include parents and guardians, teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, and students, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal or designee is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee or its designee shall be responsible for investigating the report and taking other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

Reporting

Students who believe that they are targets of bullying are encouraged and urged to report the matter to a member of the school staff. Students who observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff, and may be

subject to discipline for failing to report such incidents. However, the target shall not be subject to discipline for failing to report bullying.

A school or district staff member shall immediately report any instance of suspected bullying or retaliation the staff member has witnessed or become aware of to the school Principal or designee. This includes bullying or retaliation of a student by another student or bullying or retaliation of a student by a staff member. If the Principal is the alleged aggressor, the report shall be made to the Superintendent or designee. If the Superintendent is the alleged aggressor, the report shall be made to the School Committee or designee. If the staff member fails to report, he or she may be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of suspected bullying as soon as possible to the school Principal or designee. This includes bullying of a student by another student or by a staff member. If the Principal is the alleged aggressor, the report shall be made to the Superintendent or designee. If the Superintendent is the alleged aggressor, the report shall be made to the School Committee or designee.

Each school shall have a means for anonymous reporting by students of incidents of suspected bullying.

No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who is found to have knowingly made a false accusation/report of bullying may be subject to disciplinary action.

Investigation Procedures

A school Principal or designee shall promptly investigate any report of bullying, using a Bullying/Cyber-bullying Report Form. It may include, but is not limited to, interviewing the alleged target, alleged aggressor, staff members, students and/or witnesses. The Principal or designee (or whoever is conducting the investigation) shall remind the alleged student aggressor, target, and witnesses of the importance

of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

A Principal or designee, upon determining that bullying or retaliation has occurred, shall promptly contact the parents or guardians of the alleged target(s) and when the alleged aggressor(s) is a student, parents or guardians of the alleged aggressor(s). Actions being taken to prevent further acts of bullying shall be discussed.

The investigation shall be completed within a reasonable amount of time. The parents or guardians of both the student aggressor(s) and the target(s) shall be notified if there has been a finding that bullying has occurred. They will be updated periodically during the investigation, and, upon its completion, shall be informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, whether disciplinary action has or shall be taken, and whether or what steps will be taken to prevent retaliation or further acts of bullying.

If the alleged aggressor is a staff member, notice will be made to that individual in accordance with district policies and procedures, including in accordance with any applicable collective bargaining agreements. The individual will be updated periodically during the investigations and, upon its completion, shall be informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, whether disciplinary action has or shall be taken, and whether or what steps will be taken to prevent retaliation or further acts of bullying.

A Principal or designee shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be maintained to protect all parties, which includes, but is not limited to, alleged aggressor(s) or target(s), a person who reports bullying, or provides information during an

investigation of bullying, or is witness to or has reliable information about an act of bullying.

Disciplinary Actions

If a school principal or designee determines that bullying has occurred, he/she shall take appropriate disciplinary action, and if it is believed that criminal charges may be pursued against the aggressor, the Principal shall notify the appropriate local law, enforcement agency and notify the Superintendent.

Disciplinary actions for students who are found to have committed an act of bullying or retaliation shall be in accordance with LPS disciplinary policies.

Disciplinary actions for employees who are found to have committed an act of bullying or retaliation shall be in accordance with state law, any applicable Collective Bargaining Agreements, and Lexington Public School's policies and procedures.

Assistance

The LPS may provide appropriate counseling or referral to appropriate services, including, but not limited to, guidance, academic intervention, and protection to any affected students, as necessary.

Documentation

Each school shall document any incident of bullying that is reported per this policy, and the Principal or a designee shall maintain a file of these reports.

The Superintendent or designee shall inform the School Committee periodically of any trends or implications of these reports in order to give the School Committee the opportunity to review and amend this policy.

Confidentiality shall be maintained consistent with the school's obligations under law.

Retaliation

Reprisal or retaliation against any person associated with a report of bullying or the investigation thereof is prohibited. Disciplinary action for a person who is found to have engaged in reprisal or retaliation will reflect the extreme seriousness of such an act.

Disciplinary action of an alleged student aggressor may include, but is not limited to, suspension or expulsion. If the Principal or designee decides that disciplinary action is appropriate for a staff member, the disciplinary action is determined on the basis of facts found by the Principal or designee and appropriate expectations in light of the staff member's role and responsibilities.

Training and Assessment

The Superintendent or designee shall provide training annually for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, clerical and technology staff so as to improve preventing, identifying, responding to, and reporting incidents of bullying. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided in each school handbook to students and their parents or guardians, in age-appropriate terms.

The Superintendent or designee shall provide written notice annually of the bullying prevention and intervention plan to all school staff.

Relevant sections of the bullying prevention and intervention plan relating to the duties faculty and staff and bullying of students by school staff shall be included in faculty handbooks. The bullying prevention and intervention plan and policy shall be posted on the LPS website.

REFERENCES:

Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

LEGAL REFS.:

Title VII, Section 703, Civil Rights Act of 1964 as amended Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972 603 CMR 26.00

M.G.L. 71:41; 71:42; 71:370; 71:37H and 37H ½; 265:43 and 43A; 268:13B; 269:14A

Discipline of Special Education Students Under IDEA 2004 20

U.S.C. 1415(k)-and 34 CFR 300.530-300.536'

Collective Bargaining Agreements

CROSS REFS.:

AC: Policy Prohibiting Harassment (Approved:2/15/03.)

JKF: Disciplining Students with Special Needs

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

Student-to-Student Harassment

FILE: JBA

Harassment of students by other students will not be tolerated in the Lexington Public Schools. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Verbal, physical or written (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

The District will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment.

Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.

The Superintendent will develop administrative guidelines and procedures for the implementation of this policy.

LEGAL REF.:

M.G.L. 151B:3A Title VII, Section 703, Civil Rights Act of 1964 as amended BESE 603 CMR 26:00

REFS.:

“Words that Hurt,” American School Board Journal, September 1999
National Education Policy Network, NSBA

Lexington Public Schools, Lexington MA
Adopted by Lexington School Committee: July 2015

Policy Prohibiting Harassment

Procedures and Guidelines

I. Background

The Lexington Public Schools is committed to maintaining a school environment free of any harassment based on, but not limited to, age, color, disability, gender, gender identity, national origin, race, religion or sexual orientation. Such harassment in the workplace or school environment is unlawful and is absolutely prohibited. This includes harassment by administrators, certified and support personnel, students, vendors, and other individuals in school or at school-related events. Further, any retaliation against an individual who has complained about harassment or against individuals for cooperating with an investigation of a harassment complaint is similarly unlawful and will not be tolerated.

II. Purpose and Scope

Harassment is defined as any communication or conduct that is sufficiently serious to limit or deny the ability of a student to participate in or benefit from the educational program or the ability of a staff member to perform his/her duties. It includes, but is not limited to, any communication, written, spoken or otherwise, such as jokes, comments, innuendoes, notes; material placed on the internet or other electronic media such as email, web page, and voice mail; writing placed on school property, the display of pictures or symbols, graffiti, gestures, or other conduct that offends or shows disrespect to others based upon age, color, disability, gender, national origin, race, religion, or sexual orientation.

By law, the particular communication or conduct is viewed from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person; therefore, individuals should consider how their words and actions might be viewed by other individuals.

It should be noted that, while this policy sets forth the goal of the Lexington Public Schools to maintain a work and educational environment that is free of harassment based upon age, color, disability, gender, gender identity, national origin, race, religion or sexual orientation, the policy is not designed or intended to limit the authority of school officials to discipline or take remedial action for conduct which is deemed unacceptable, whether or not that conduct satisfies the definition of harassment.

Sexual Harassment

While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education, or
2. The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a student, or
3. Such conduct interferes with an individual's job duties, education, or participation in extracurricular activities, or
4. The conduct creates an intimidating, hostile or offensive work or school environment.

The legal definition of sexual harassment is broad. In addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a work or educational environment that is hostile, offensive, intimidating or humiliating to individuals of either gender may also constitute sexual harassment. While it is not possible to list all circumstances that may constitute such harassment, examples may include references to sexual conduct, comments on an individual's body, unwelcome leers, and suggestive or insulting comments.

III. Application

Employee Complaints

An employee who believes that he/she is the victim of harassment should contact:

Assistant Superintendent for Human Resources
Lexington Public Schools
146 Maple Street
Lexington, MA 02420
781-861-2580

If an employee does not wish to discuss the issue with the Assistant Superintendent for Human Resources or feels that he or she is not addressing the problem in an effective manner, the employee should contact the Superintendent of Schools (781-861-2580).

Student Complaints

A student who believes that he/she is the victim of harassment should report the matter to a teacher, counselor, or administrator who in turn will notify a complaint manager in the school. As an alternative, a student may report directly to a complaint manager. Notice of each school's complaint managers will be posted in a prominent location in the school.

All employees of the Lexington Public Schools must respond to complaints by students of harassment by notifying the building principal or an appointed complaint manager. Employees are required to take every report of harassment seriously.

A student may also file a complaint alleging harassment by contacting:

Director of Counseling K-12
Lexington Public Schools
146 Maple Street
Lexington, MA 02420
781-861-2580

If a student does not wish to discuss the issue with a teacher, counselor, administrator, complaint manager, or the Director of Counseling K-12, or if the student feels that the aforementioned people do not address the problem in an effective manner, the student should contact the Superintendent of Schools (781-861-2580).

Investigation and Closure of a Complaint

The Lexington Public Schools urges all individuals in the school community to bring any complaint of harassment to the attention of school personnel so that they can resolve the issue. The Lexington Public Schools will promptly investigate every complaint, observing all relevant state and federal laws and regulations and school system policies and procedures, as well as applicable contractual requirements. If it determines that harassment has occurred, Lexington Public Schools will take appropriate action to end the harassment and to ensure that it is not repeated.

When an investigation has been completed, school personnel will inform the complainant of the results and file a report with the Assistant Superintendent Director for Human Resources, Coordinator for Title IX, the Director of Counseling Services, Coordinator for Section 504 of the Rehabilitation Act and for M.G.L. Chapter 76 Section 5 (commonly known as Chapter 622).

Retaliation against any individual who has filed a complaint of harassment or who cooperates in an investigation is unlawful and will not be tolerated.

Penalties

Persons who engage in harassment or retaliation will be subject to suspension, termination/expulsion or other sanctions, subject to applicable school system policies and procedures, as well as applicable contractual requirements.

In certain cases, harassment of a student, and in particular, sexual harassment of a student, may constitute child abuse under Massachusetts law. Verbal sexual harassment of any child by anyone, including school district employees/volunteers, is recognized as a form of child abuse and a warning sign of actual physical or sexual abuse. Such abuse must be reported immediately to the Department of Children and Families in accordance with the requirements of M.G.L. c. I 19, s. 51A. A matter reported under this section shall be screened to determine whether an investigation is pursuant to the Child Abuse and Neglect Policy, the Sexual Harassment Policy, or both. The Lexington Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse.

References

State agencies that enforce laws prohibiting harassment or receive complaints there under include the Massachusetts Commission Against Discrimination (MCAD), which is located at One Ashburton Place, Boston, MA 02108, telephone (617) 727-3990, and the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148-5023, telephone (781) 338-3300.

Federal agencies responsible for enforcing federal laws prohibiting harassment include the Equal Employment Opportunity Commission (EEOC), One Congress Street, Boston, MA 02109, telephone (617) 565-3200, TDD Users (617) 565-3204; and the U.S. Department of Education, Office for Civil Rights (OCR), J.W. McCormack POCH, Boston, MA 02109-4557, telephone (617) 223-9662, TDD Users (617) 223-9695.

Student Conduct

FILE: JK

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with the law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

Each school within the District shall also develop and publish its own specific rules for its students that are an extension of the District policies. The implementation of those rules is the responsibility of the Principal and the professional staff of the building.

Students violating any of the policies on student conduct will be subject to disciplinary action. The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered in accordance with the Code of Conduct with fairness and shall relate to the individual needs and the individual circumstances. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Ideally, most of the situations which require disciplinary action will be resolved within the confines of the classroom or as they occur by reasonable verbal communication, and/or by teacher conferences with the student and/or parents or guardians. Some situations, however, may require additional disciplinary action.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

LEGAL REF.:

M.G.L. 71:37H; 71:37H 1/2; 71:37H 3/4; 71:37L; 76:16; 76:17 603
CMR 53.00

Conduct and Discipline

Procedures and Guidelines

The Lexington Public Schools strive to provide all students with a quality education in a safe school environment. Students are expected to conduct themselves in a manner which promotes a safe, orderly learning environment within the schools and may be subject to disciplinary action up to and including the possibility of expulsion for serious offenses if they fail to do so. In imposing disciplinary action, school staff should consider the need to maintain or restore an orderly learning environment, the overall disciplinary record of the individual student, and the need to improve the student's behavior where appropriate. Because effective discipline involves the participation of staff, parents or guardians, and students, school officials are required to contact parents or guardians of students under age 18 for offenses of this discipline policy which may result in a student's suspension or expulsion.

A student whose safety or learning at school is jeopardized by other students is expected to report the matter to a professional staff member. Retaliation in any form against a person who makes a complaint is forbidden. Staff members who are aware of disruptive students should take appropriate action, including immediately reporting matters which cannot be appropriately handled in the classroom to the school administration.

Procedural Due Process

A student will not be excluded from school without being afforded appropriate due process as set forth below. If, however, a student's continued presence in school poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's, judgment there is no alternative available to alleviate the danger or disruption, a student who is charged with a disciplinary offense may be removed temporarily from school before receiving due process pursuant to an Emergency Removal (see below for more information).

Suspensions

Suspensions may be short term or long term. Short term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Long term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year.

Suspensions may also occur in-school or out-of-school. In-school suspension is the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his/her discretion, allow a student to serve a long-term suspension in school.

During the course of any suspension, a student is ineligible to participate in any school-related activities, including athletic activities. The student and his/her parents are expected to meet with a school administrator prior to the student's return to class. During the course of an out-of-school suspension, a student not be on school premises.

I. In-School Suspension.

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator

determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.

2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in school suspension. The administrator will also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
3. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension.

The Principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to such due process procedures.

II. Short Term, Out-of-School Suspension.

Except in the case of an Emergency Removal, prior to imposing a short term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H and 37H ½, an administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

1. Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:

- a. the disciplinary offense;
- b. the basis for the charge;
- c. the potential consequences, including the potential length of the student's suspension;
- d. the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- e. the date, time, and location of the hearing;
- f. the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent.

2. Efforts to Involve Parent: The administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

3. Format of Hearing: The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

4. Decision: The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

III. Long Term Suspension

Except in the case of an Emergency Removal, prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. Notice: The notice will include all of the components for a short-term suspension in Section C above, plus the following:

- a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
- b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- c) the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
- d) the right to cross-examine witnesses presented by the school district;
- e) the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
- f) the right to appeal administrator's decision to impose long-term suspension to the superintendent.

2. Format of Hearing: The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

3. Decision: Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided

by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
 - a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
 - b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

IV. Expulsion

Students are subject to expulsion (i.e, permanent exclusion) by the Principal for the conduct listed below. (See also, M.G.L. ch. 71, §§37H

- Possession of a dangerous weapon*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)

- Assault on teachers, administrative staff or other educational personnel

*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute “dangerous weapons,” administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student’s possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2.

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, and will be so informed at the time of the suspension/expulsion.

V. Procedures Applicable To Conduct Covered by M.G.L. C. 71, §37H AND 37H ½

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the

- student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
2. Prior to putting a suspension into effect, the Principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.
 3. A letter will be mailed to the parent/guardian of the suspended student stating:
 - a) The reason for the suspension
 - b) A statement of the effective date and duration of the suspension
 - c) A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

When considering a suspension/expulsion of a student charged with/convicted of felony, the Principal will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his parents to review the charge and the applicable standards if the Principal deems appropriate.

VI. Exception for Emergency Removal

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent as provided in Section C or D above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

VII. Appeal to the Superintendent

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent. In order to do so the student or parent must file a notice of appeal with the Superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

- The Superintendent will make a good faith effort to include the parent in the hearing. The superintendent will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent will send written notice to the parent of the date, time, and location of the hearing.
- The Superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The Superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The Superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section D above.
- The Superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section D above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision. The decision of the Superintendent constitutes the final decision of the school district.

VIII. Dangerous Weapons, Controlled Substances & Assaults on Educational Staff

Massachusetts General Laws Chapter 71, section 37H requires that all student handbooks contain the following provisions:

- a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four
- b) C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

- (b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.
- After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

Students should note that the definition of "assault" includes not only harmful or offensive contact, but also threatening such contact.

Additionally, students should be aware that the federal Gun Free Schools Act mandates that any student who brings a firearm to school be expelled for a minimum of one year, with exceptions granted only by the Superintendent. Under this Act, a firearm includes not only a gun but also an explosive device.

IX. Felony Complaints or Convictions

Massachusetts General Laws Chapter 71, section 37H 1/2 provides that:

- 1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

- 2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued

presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

- 3) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

Special Education Laws

The discipline of a student who has been identified as having special needs pursuant to Massachusetts General Laws Chapter 71B or the Individuals with Disabilities Education Act (IDEA) is subject to the requirements of the student's Individualized Education Plan. If it becomes apparent that a student identified as having special needs or referred for a special education evaluation may be excluded from school for a total of ten consecutive days or ten cumulative days (if infractions are close in proximity and similar in nature) in any school year (including both in-school and out-of-school suspensions), the student's special education TEAM must be convened prior to expulsion beyond the ten days and the requirements of Chapter 71B followed. (See Policy on Discipline of Students with Special Needs.)

The school principal shall comply with the requirements of Chapter 71B and its implementing regulations at 603 CMR 28.00 and IDEA in the case of regular education students who may be eligible for special education services.

Student Transportation

FILE: EEA

1. Students in grades K-6 shall be transported without charge if they live two miles or more from the school to which they are assigned.
2. Students who are not entitled to transportation between home and school free of charge may purchase a ticket to ride the bus for the school year in accordance with rates approved by the Lexington School Committee. Lexington families who purchase tickets after the designated registration period will be subject to availability of space on existing routes at existing stops. Procedures for requesting a waiver of the bus fee for financial reasons shall be made available to all interested persons.
3. Distances will be measured from the sidewalk or public way in front of or nearest to the homeowner's property, to the closest entrance door of the school to the homeowner's property.
4. The responsibility of escorting children across the street when sidewalks are only on one side and/or where the bus stop is on the opposite side of the street shall rest with the parents of the student involved.
5. The procedure for handling behavior problems, including but not limited to inappropriate language, on school buses shall be published in each student handbook.

LEGAL REFS.:

M.G.L. 40:5; 71:7A, B and C; 71:37D; 71:48A; 71:68; 71:71A; 71B:4; 71B:5; 71B:8; 74:8A; 76:1; 76:12Bi; 76:14

CROSS REF.:

[EEAA, Walkers and Riders](#)

Lexington Public Schools, Lexington MA
Adopted by Lexington School Committee: July 2015

Student Conduct on School Buses

FILE: EEAC (ALSO JICC)

The Lexington Public Schools and its staff share with students and parents the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents/guardians of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with procedures published in the student handbooks.

Lexington Public Schools, Lexington MA
Adopted by Lexington School Committee: July 2015

Student Conduct on School Buses

Guidelines and Procedures

The school bus is an extension of the school itself, and rules regarding behavior are the same as in the school. School bus safety is a primary concern of the Lexington Public Schools and we reserve the right to take whatever action is necessary to maintain a high level of safety. The right of a pupil to school bus transportation is a qualified right, dependent of good behavior.

In cases where a pupil seriously or continuously misbehaves, the principal or designee of the school will notify parents. The bus pass will be revoked if, in the opinion of the principal, such action is necessary for the general safety and well-being of students.

STUDENTS WHO RIDE A SCHOOL BUS ARE EXPECTED TO BE FAMILIAR WITH THE FOLLOWING:

At Your Bus Stop

- Arrive at your bus stop on time.
- Pupils shall stand on the sidewalk or another designated place while waiting for the school bus. They shall respect other people's property, respect the right of other people to pass on the sidewalk, and display manners that indicate consideration and safety for others.
- Pupils shall never approach a school bus until it has completely stopped and the door is opened. In boarding the bus, they should proceed in an orderly manner, single file. Younger students should board and alight first from the bus.
- In crossing the roadway after alighting from the bus, cross only in front of the bus when the blinking lights are on and the stop sign is extended. Pass at least 10 feet in front of the bus and look for traffic in both directions before crossing the roadway. Never run beside a bus, chase after a bus, or pick up anything that has fallen near the wheels of a bus.

On Your Bus

- All students are issued a bus pass that they must show each day upon entering the bus. A student who allows another student to use his/her bus pass or sells his/her bus pass is subject to having the bus pass privileges revoked.

- The bus driver has full authority as well as responsibility for control of the conduct of pupils while they are on the bus. Pupils should not annoy the operator or distract his/her attention from driving. The bus drivers should be treated with courtesy and respect at all times.
- The safety of students, and particularly those who suffer from life threatening allergies, is a major concern. It is because of this that food (including any type of candy or gum) and drinks are strictly prohibited from consumption on the school bus. All food, drink, and candy must remain contained while on the school bus.
- Vandalism, destruction, or defacing of property will not be tolerated.
- Pupils who witness the destruction of property have a responsibility to report such misbehavior to the driver or school authorities.
- Due to the width of the school bus aisle (12" at the knees and 15" at the waist/chest) and the height of the seat backs (44" from the floor to the top of the seat back), no large instruments (e.g., cellos, French horns), large projects or large objects may be brought on the bus. In addition, a child must be able to carry and contain any and all items between his/her legs or on his/her lap. Cellos, French horns, large projects, or other large objects cannot be accommodated in the one seat in which a child is sitting.
- Do not block the aisle.
- Find a seat quickly. No saving seats.
- Two or three children permitted in a seat, no more.
- Stay seated while the bus is moving. Wait until the bus stops before getting up.
- Pupils shall not open windows without permission. Do not throw anything out of the window. Do not put your hands, arms, or any parts of your body out the window at anytime. Do not open the rear exit emergency door unless there is an emergency or the driver directs you.
- There shall be no pushing, striking, or general fooling. Pupils are not allowed to use profane or abusive language.

Behavior

The procedure for handling behavior problems, including bad language, on school buses shall be as follows:

- a. First Offense: A letter and the Bus Conduct Form shall be sent from the principal of the school or transportation coordinator to the parents of the student advising the parents of the offense.

- b. Second Offense: Bus privileges may be revoked for a two-week period, and parents shall be so notified by the principal of the school the student attends.
- c. Third Offense: Transportation privileges may be taken away from the student for the remainder of the year, and the parents shall be so notified by the principal of the school the student attends. There are no refunds if privileges are revoked.

Tobacco Use by Students Prohibited

FILE: JICG

Smoking, chewing, or other use of tobacco products by staff, students, and members of the public shall be banned from all District buildings. All forms of tobacco use shall be prohibited on all District property. In addition, tobacco use by students is banned at all school-sponsored events, even though this use does not take place on school grounds.

LEGAL REF:
M.G.L 71:37H

CROSS REF.:
[ADC: Tobacco Use Prohibited \(Students\)](#)
[GBED: Tobacco Use on School Property by Staff Members](#)

Lexington Public Schools, Lexington MA
Adopted by Lexington School Committee: July 2015

Reporting Possible Crime to Police

When school staff have a reasonable basis for believing that a crime has been or is being committed by a student on school property or at school related events, such matters shall be reported to the police. Reportable crimes include, but are not limited to, possession of a controlled substance or dangerous weapon, assault, vandalism, stalking, and hazing.

Standards for the Acceptable Use of Technology

FILE: IJNDB

1.0 Purpose and Acceptable Use

1.1 The Lexington Public School (LPS) district provides and maintains sophisticated computer systems and network resources to support the delivery of education and the administration of the district's operation. The computer systems and network resources include desktop workstations, laptops, handheld computer devices, applications, internal networks (both wired and wireless), servers, online databases, and access to outside networks, including the Internet, all of which are referred to hereinafter as "computing systems." This policy and guidelines apply to all users of LPS computing systems including students, staff, and, where applicable, guests and adult learners.

1.2 The policy defines the educational and administrative purpose of using computers in the Lexington Public Schools and applies to all LPS staff.

1.3 The technology mission of the LPS is to ensure access to appropriate technology in our educational community to support and enhance student learning, staff instruction, school communication and data management. The Lexington Public Schools fulfills this mission by offering an institutional network between the schools, as well as internet access to staff and students. Our goal in providing this service to staff and students is to promote the educational excellence by facilitating resource sharing, innovation, and communication.

1.4 LPS permits its staff to use the LPS computing systems for incidental personal use as long as the computing systems are not used in a manner that violates this policy and such use is limited to times before or after work hours, during non-assigned teaching or duty time, and lunch periods.

1.5 This policy describes acceptable and unacceptable uses of LPS computing systems, but these descriptions are not exhaustive lists of all acceptable or unacceptable uses. Any user who has a question regarding whether or not a particular activity is acceptable should seek guidance from the Building Principal or the Superintendent.

2.0 Roles

2.1 The **Director of Educational Technology** (or designee of the Superintendent) will oversee and approve the programmatic direction, selection, and distribution of technology services and tools to support the overall goals of the district.

2.2 The **Director of Technology** (or designee of the Superintendent), working with the technology staff, will oversee access to all network and computer systems and will establish processes for setting up user access protocols, accounts, authorization of installation of all software and hardware architectures, required disk quota and usage on the system, backup, retention and archive schedules, virus protection, infrastructure configuration, security, web content filtering and other necessary activities to support the educational goals of LPS.

2.3 **Principals** (or designee of the Building Principal) will serve as the building coordinator for all computing systems and network related activities. The building coordinator, in partnership with the Director of Educational Technology and the Director of Technology and applicable curriculum leaders, will coordinate building level technology activities. Together they will ensure that staff receives training in the use of all systems and this policy. They will establish a system to ensure that students using any computing resources receive appropriate supervision and understand how to use all systems responsibly.

2.4 **Teachers**, when using the Internet for instruction, are responsible for selecting materials that are relevant to curriculum objectives and are appropriate for students. Teachers are responsible for previewing all sites and resources to determine appropriateness to the classroom. Teachers also are responsible for modeling effective

and appropriate use of technology and will assist students in developing skills to ascertain the reliability of information, distinguishing bias and quality of information as it relates to their research.

2.5 LPS will develop a coordinated web presence to provide information about the district. LPS will develop and inform parents of expected channels of communication.

3.0 Access to the System and Resources

3.1 **Staff.** LPS will provide this policy to new staff at the time of hire. Any staff member who signs the computing systems access agreement will have access, with the permission of his/her supervisor, to the following computing resources through their classrooms, offices, library media centers, and/or computer and mobile labs: e-mail including conferencing and collaboration tools, web hosting, online subscription databases and information services, LPS servers for secure file storage, and all resources and tools found on the internet/world wide web. Resources may change as technology develops; these, too, however, will fall within the purview of this policy. Building Principals (or designee) will ensure that computing systems access agreements are signed and maintained.

3.2 **Students.** Students will have appropriate access to the Internet and LPS network through the schools' computers.

3.3 **Other Users.** Guest accounts may be established for, for example, temporary staff (e.g. long term substitutes, service vendor, interns, student teachers, community education instructors). A guest's access may be limited.

4.0 Disclaimer

4.1 LPS makes no warranties of any kind, either express or implied, that services provided through its computing systems will be the accuracy or quality of the information obtained through the system. Users of LPS's computing systems assume full responsibility for their

use of the system including, but not limited to, loss of data, interruptions of service, costs, liabilities, or damages.

5.0 Ownership/Privacy

5.1 The LPS computing systems are the property of the LPS. As such, a user's activities and files are subject to inspection by the administration at any time. LPS has the right to monitor and log any and all aspects of its computing systems including, but not limited to, monitoring Internet usage, file downloads, and all communications.

5.2 Users should not have an expectation of privacy regarding any use of the LPS computing systems.

5.3 E-mail that is created or received by a public school employee is a matter of public record and may be subject to public production in accordance with the Massachusetts public records law.

6.0 Unacceptable Uses

6.1 LPS computing systems may not be used for political or social advocacy or solicitation. This prohibition includes fund raising or advocacy for any non-school organization or group.

6.2 LPS computing systems may not be used for entertainment, illegal purposes (or support of illegal activities), or commercial purposes such as, but not limited to, offering, providing or purchasing goods and/or services for personal use or gain. In addition, the computing systems cannot be used as a public access service or a public forum. As such the district reserves the right to place reasonable restrictions on the materials users can access or post through the LPS computing systems.

6.3 Users may not use the LPS computing systems to obtain or share information about staff, students or families for any non-school purpose.

6.4 Users are prohibited from copying copyrighted material without authorization from the copyright holder unless the copies are used for teaching (including multiple copies for classroom use), scholarship or research. If there is uncertainty as to the extent of copyright protection for Internet materials, users must obtain permission to use material from the copyright holder.

6.5 Users shall not attempt to gain unauthorized access to files or accounts using LPS computing systems or network.

6.6 Users shall not vandalize the LPS computing systems by, for example, causing physical damage, reconfiguring the computer system, attempting to degrade or disrupt the computing systems, or destroying data by spreading computer viruses or by any other means. Anyone who vandalizes the LPS computing systems may be responsible for the costs associated with hardware, software and/or system restoration. This covers equipment, materials, software and/or data.

6.7 Users shall not pretend to be someone else when sending or receiving electronic communications.

6.8 Use of another person's password or account is strictly prohibited.

6.9 It is unacceptable to attempt to read, delete, copy, or modify the electronic communications of other users or to interfere with other users' ability to send or receive communications.

6.10 Users shall not access, send, or forward materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, profane, or inflammatory.

6.11 Users shall not download or install any commercial software, shareware, freeware or similar types of materials on the LPS computing systems without prior approval and authorization from the technology department.

7.0 Internet Safety

7.1 Use of the Internet has potential dangers. Users are encouraged to read information that the Massachusetts Office of the Attorney General has published on Cyber Crimes and Internet Safety which is found on the Commonwealth of Massachusetts government website (www.mass.gov; search "attorney general" to find website for Office of the Attorney General, where you will find "Cyber Crimes and Internet Safety" under "Community Safety" heading).

7.2 All users are granted individual accounts and agree to keep passwords secured. Users are responsible for their accounts, credentials, security codes, and passwords and will not share or allow others access to them. Users are responsible for keeping these secured and for reporting any suspected breach to the Building Principal.

7.3 Users will refrain from revealing private information (e.g. addresses, phone numbers) in any school-related electronic communications including email, web, or other network tools.

7.4 When accessing schools resources and data from any systems (including outside the LPS network), staff will use due caution to protect the privacy and integrity of student data.

8.0 Data and Control

8.1 LPS has the right to re-image any computer as necessary.

8.2 LPS is responsible for the provision, installation and maintenance of all software and maintaining proper licensure.

8.3 No personal data or files should be stored on the local machine, which is the property of LPS.

8.4 The school district provides all users with network accounts and storage. It is the users' responsibility to insure that all files and data are stored on the network servers. The District conducts regularly scheduled backups to prevent against loss or corruption. However, the school district cannot guarantee that all information can be recovered in the event of a catastrophic failure.

8.5 The district maintains a disaster recovery plan to insure against loss of data and or services.

8.6 Responsibility for backing up any hand held or mobile device issued to a school district user falls upon the user. The District is not responsible for providing backups for these devices.

9.0 Hardware/Software

9.1 Any and all equipment issued by LPS for use by any user must be treated with due care. We are all responsible for ensuring equipment is not damaged or stolen. Abuse, damage or improper use should be reported immediately to the Building Principal and the Director of Technology.

9.2 Any LPS owned (or leased) computer or device (including but not limited to laptop computers, netbooks, iPod, projectors, digital cameras, hand held devices, etc.) that are to be taken off the building premises may be checked out of the library (with standard lending agreements in place) or loaned from the building or district office when (and only when) there is a signed agreement in place which specifies responsibilities and care for the device

9.3 Any and all issues or problems related to any hardware, software, system or network must be reported to the technology department using the LPS reporting system.

9.4 LPS does not support equipment brought in from the outside by any user.

9.5 A user who wishes to use outside equipment (i.e. equipment not owned or provided by LPS) on school premises must complete an application form before bringing such outside equipment onto school premises. In addition, the Director of Technology must give advance written permission before any outside equipment is used on school premises. Student users also must obtain advance written permission from their Building Principal and parent/guardian.

9.6 Users understand that the district accepts no liability or responsibility for outside equipment brought into the system.

9.7 The District reserves the right to confiscate or disable any outside equipment that interferes with the operation of the network, systems, or provided services.

9.8 LPS is not responsible under any circumstances for damage to, or loss of, equipment brought in from the outside.

10.0 Violations

10.1 Access to LPS's computing systems is a privilege not a right LPS reserves the right to deny, revoke, or suspend specific user privileges and/or to take disciplinary action up to, and including, suspension, expulsion (students), and dismissal (staff) for violations of this policy.

10.2 LPS will advise appropriate law enforcement agencies of any illegal activities conducted using LPS's computing systems. LPS also will cooperate fully with local, state and/or federal officials in any investigation related to any illegal activities conducted through the LPS computing system.

Student Records

FILE: JRA

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

LEGAL REFS:

Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended

P.L. 103-382, 1994

M.G.L. 66:10; 71:34A, B, D, E, H

Board of Education Student Record Regulations adopted 2/10/77,
June 1995 as amended June 2002.

603 CMR: Dept. of Elementary and Secondary Education 23.00
through 23:12 also

Mass Dept. of Elementary and Secondary Education publication
Student Records:
Questions, Answers and Guidelines, Sept. 1995

CROSS REF:

[KDB: Public's Right to Know](#)

Lexington Public Schools, Lexington MA
Adopted by Lexington School Committee: July 2015

Students Records

FILE: JRA-R

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71, s.34D which directs that “the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the Commonwealth,” and under M.G.L.c.71, s.34F which directs that “the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times.” 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and is to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parents’ and students’ rights of confidentiality, inspection, amendment, and destruction of students’ records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

1. These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student’s parent.
2. If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.
3. If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of

603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school Principal or Superintendent of Schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, s.34E, the parent of a student may inspect the student record regardless of the student's age.

4. Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a School Committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

1. School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.
2. Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.

3. The evaluation team which evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team, which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non custodial parent for purposes of M.G.L. c. 71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record. School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c.71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to the person's employment by the School Committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The terms as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

Log of Access. A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

1. authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;
2. administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and

3. school nurses who inspect the student health record.

Access of Eligible Students and Parents. The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5). Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.

1. Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.
2. Any student, regardless of age, shall have the right pursuant to M.G.L. c. 71, section 34A to receive a copy of his/her transcript.
3. The eligible student or the parent shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.
4. The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.

Access of Authorized School Personnel. Subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or parent shall not be necessary.

Access of Third Parties. Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

1. A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.
2. Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.
3. A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.
4. Federal, state and local education officials, and their authorized agents shall have access to student records as

necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.

5. A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Social Services under the provisions of M.G.L. c.71, section 37L and M.G.L. c. 119, section 51A.
6. Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.
7. Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.
8. School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or parent.

Access Procedures for Non-Custodial Parents. As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

(a) A non-custodial parent is eligible to obtain access to the student record unless:

1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. the parent has been denied visitation, or
3. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

(b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).

(c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.

(d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).

(e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to

indicate that they shall not be used to enroll the student in another school.

(f) Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

(a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.

(b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

In those school systems required under M.G.L. c. 71A to conduct a bilingual program, all forms, regulations, or other documents regarding 603 CMR 23.00 that a parent receives or is required to receive shall be in the language spoken in the home of the student, provided that it is a language for which the school system is required to provide a bilingual program.

LEGAL REFS:

Family Educational Rights and Privacy Act of 1974,

P.L. 93-380, Amended

P.L. 103-382, 1994

M.G.L. 66:10 71:34 A, B, D, E, H

Board of Education Student Record Regulations adopted 2/10/75, as amended June 2002

603 CMR: Dept. of Elementary and Secondary Education 23.00 through 23:12 Mass Dept. of Elementary and Secondary Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995

CROSS REF:

[KDB: Public's Right to Know](#)

Field Trips

FILE: IJNDC-R

Lexington Public Schools field trips are intended to allow students experiences that provide them with insight, information, or knowledge that might not be learned within the classroom. As it is widely acknowledged that not all students learn in the same way, field trips, allow students the opportunity to expand their learning in ways different from those typically available inside the classroom.

A field trip is student travel away from school premises that is approved by the school district through established procedures for the purpose of curriculum-related study, co-curricular activities, or for interscholastic programs.

A. Types of Field Trips

1. **Curriculum-related:** a classroom-associated learning experience to afford students the opportunity to gain insight, information or knowledge, such as, but not limited to, a walk on adjacent conservation land, a visit to a historic site or museum, or attendance at a cultural performance.
2. **Co-curricular:** school-sponsored experiences associated with school groups that normally meet outside regularly scheduled classes, such as, but not limited to, clubs, student organizations, or academic-related teams.
3. **Interscholastic:** in-district or out-of-district events in which students participate as representatives of the Lexington Public Schools, such as, but not limited to, athletics, cheerleading, and the performing arts.

B. Duration of Field Trips

1. Day Trips

- a. a one-way distance from the school that does not exceed 100 miles and
- b. overnight travel is not involved

2. Long-distance and Overnight Trips

- a. a one-way distance from the school that exceeds 100 miles or
- b. overnight travel is planned between the hours of midnight and six a.m., inclusive,
- or
- c. an overnight stay is planned
- d. the trip is within the continental United States

3. International Trips

- a. a multi-day program beyond the borders of the continental United States.

C. Inclusion

Reasonable accommodations will be provided to allow eligible students with disabilities to participate in scheduled field trips.

D. Funding

The Lexington Public Schools will strive to offer field trips with a minimum of expense to the individual student. Reasonable charges may be assessed to cover the actual field- trip costs. The Lexington Public Schools will attempt to provide field-trip financial assistance to those who qualify and require them. However, no student is guaranteed a full or partial scholarship for the purpose of attending any field trip.

E. Chaperone Disclosures

As required by State Law, all chaperones who are municipal employees shall comply with the disclosure requirements established under the Conflict of Interest law and regulations of the Ethics Commission.

III. APPLICATION**A. Components of the Procedures for Field Trips**

The Superintendent of Schools shall develop and promulgate written procedures for the operation of field trips that will provide for the health and safety of the students and meet the requirements of state

law or regulation. Matters to be addressed include, but are not limited to, the following:

1. accommodations
2. approval process
3. cancellation/trip insurance
4. consent/waiver
5. costs
6. Criminal Offender Record Information (CORI) checks for all chaperones
7. emergency contacts
8. forms
9. fund raising
10. liability insurance
11. medical insurance and medical care
12. provision during schools hours for those students not participating
13. scholarships
14. student behavior
15. supervision/chaperones
16. transportation
17. travel plan.

B. Planning

The Principal is responsible for seeing that a teacher, advisor, or group of individuals proposing a field trip plans, implements, and assesses the field trip with the following guidelines in mind:

1. the objectives of the trip are specifically related to the curriculum, co-curricular experiences, or interscholastic events
2. the total ongoing school program will not be adversely affected by participation of staff and students taking the trip
3. the planning of the trip provides for the safety and access of students
4. appropriate educational experiences will be provided for those eligible students who do not participate in curriculum-related, field trips scheduled on school days
5. the proposed program is feasible within the time allocated

6. if possible, and where appropriate, there should be a preview of the place to be visited by a teacher or staff member, unless the trip has been experienced previously
7. the financial impact on school system and family resources will be considered
8. the planning of the field trip provides a minimum of two adult chaperones and adult-student ratio appropriate for the particular student group and the trip where practical
9. the primary transportation for overnight field trips will be a commercial carrier licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). Carriers with a safety rating of "conditional" or "unsatisfactory" will not be used. Trip itineraries will leave enough time for drivers to rest in conformity with federal hour-of-service requirements. (Any contract with a private carrier must prohibit the use of subcontractors unless approved by the Superintendent. The Superintendent shall not approve use of any subcontractor unless the subcontractor meets the criteria referenced previously in this section.)
10. if primary transportation for any field trip, whether day, overnight, or international trip, is other than U.S. commercial carrier, the form of transportation will be noted on the Consent/Waiver form

11. male and female chaperones should be selected and assigned where appropriate.

C. Authorization

1. Day Trips

The building principal is vested with the authority to approve day trips.

2. Long-distance and Overnight Trips

The Superintendent of Schools is vested with the authority to approve long-distance and overnight trips.

3. International Trips

The Lexington School Committee is vested with the authority to approve all trips beyond the borders of the continental United States.

4. Cancellation/Exclusion from School Sponsored Trips

The Superintendent has the authority to cancel any field trips up until the time of departure for any reason. In such event, school officials will make a reasonable effort to obtain a refund of monies paid by students and parents.

However, such refunds are not guaranteed. In the event a student fails to meet expectations for appropriate conduct on a field trip, including but not limited to those set forth in the school's Code of Conduct, school staff may contact the student's parents or guardian, and staff shall have the discretion to send the student home. The student's parents or guardian shall be responsible for any additional expense incurred in such circumstances. Students may also be disciplined in accordance with the school's Code of Conduct.

5. Non-school Sponsored Trips

Teachers and other school staff sometimes privately conduct educational tours or trips involving the participation of Lexington students. The School Committee neither sanctions nor prohibits such activities, nor assumes any responsibility for them. Teachers and other school staff are prohibited from soliciting students for privately run trips through the school system. Teachers and other school staff are expected to clearly state that such trips are not school-sponsored and that the Lexington School Committee and the Lexington Public Schools do not sanction the trip or assume any responsibility.

D. Implementation

The Superintendent of Schools will develop appropriate procedures pursuant to this policy.

CROSS REF.:

JJH, Policy Relating to Field Trips Involving Late Night or Overnight Travel

Lexington Public Schools, Lexington MA
Adopted by Lexington School Committee: July 2015

Fund Raising Contributions

FILE: KCD

The school system is responsible for providing large capital items that are standard use for school buildings, including playgrounds, technology, copiers, classroom furniture and major equipment. Fund raising for the purpose of purchasing large capital items that are standard use for school buildings and grounds, and providing financial resources for the purpose of hiring building staff and/or changing established curricula is beyond the scope of responsibility for parent-teacher organizations and members of the community at large.

The School Committee urges all school-affiliated groups to work collaboratively with the principals and Site-Based School Councils throughout the year to define appropriate enrichment objectives.

All gifts valued over \$500.00 must be approved by the School Committee in advance of raising funds and procuring items.

Fund raising projects which entail door-to-door solicitations by students in grades K-5 will not be allowed. Fund raising projects which entail door-to-door solicitations by students grades 6-12 should be discouraged. Exceptions may be made by the Principals for projects which relate directly to services or performances by students (plays, musicals, concerts, etc.). Gifts will automatically become the property of the school system.

LEGAL REF.:
M.G.L. 71:37A

Lexington Public Schools, Lexington MA
Adopted by Lexington School Committee: July 2015

Homework Policy

(Excerpts)

FILE: IKB

Homework is an important extension of activities begun in school by students under the guidance of their teachers and continued at home. Working together, home and school can guide students as they develop their learning capacities by making possible experiences which foster learning.

Homework provides for practice of skills and application of principles based upon work begun in the classroom. It may enrich school experiences and promote a permanent interest in learning. A secondary goal of homework is to stimulate individual initiative, personal responsibility and self-direction.

Due to differences in age levels and modes of instruction between the elementary and secondary schools, homework expectations will necessarily differ.

Listed below are the responsibilities of teachers, students and parents with regard to homework.

Teachers:

- assign homework that is meaningful and useful to individuals
- provide appropriate and timely response to all homework assignments
- provide a balance between long-range and short-term assignments
- give assignments over weekends, which are no longer than a daily assignment
- not assign homework during vacation periods and on legal and religious holidays
- monitor long-term assignments in order to avoid last minute student efforts
- give clear, concise directions; allow time for student questions; consider availability of materials;
- provide legible worksheets when used
- inform parents of their role in supervising homework
- ensure that students who are absent know how they may make up homework

- monitor the effectiveness of homework as reflected in student performance

Students will:

- record the directions for homework
- ask questions when necessary to clarify the assignment
- follow a schedule and keep materials in order
- hand in, on time, neat, accurate, and meaningful products
- plan time for completion of long-term assignments
- determine and complete homework assigned during absence

Parents will:

- provide a suitable place for study
- help students develop routine home study habits
- ensure that absence does not interfere with makeup
- assist and correct but not do the actual work and notify the teacher if students experienced extreme difficulty
- assist students in making wise course and course level choices
- be aware of long-term assignments and assist students in learning to budget their time accordingly
- contact the teacher if he/she observes an absence of homework

Because the time required of individuals to complete assignments varies, homework activities must, therefore, be planned to meet each student's individual learning profile. Though it is impossible to predict the time necessary for all students to complete assignments because of different learning rates and age levels, the following is suggested:

At the Elementary level:

Grade K and 1 none regularly assigned

Grade 2 fifteen minutes each night

Grade 3 and 4 thirty minutes each night

Grade 5 forty-five minutes each night

In addition, parents should continue to read to their children and encourage and support their children's recreational reading.

Homework is generally assigned two to four times a week, generally Mondays to Thursdays. No homework will be given on legal and religious holidays or during vacations.

Lexington Public Schools, Lexington MA
Adopted by Lexington School Committee: July 2015

Non-Resident Students

FILE: JFAB

The public schools of Lexington are open to those students who qualify as residents under the laws of the State of Massachusetts. Children who “reside in the town” are considered legal residents of Lexington and are eligible to attend the Lexington Public Schools.

“Residence” is a place where a person actually lives, and requires both intent to make the residence his/ her home and his/her presence in that location. The school principal will make the initial determination of whether a child is entitled to register at their school. If the principal determines that the child is not eligible to enroll in the Lexington Public Schools, the parent or guardian may appeal to the Superintendent. If the Superintendent determines that the child is not eligible, the parent or guardian may appeal to the School Committee.

The School Committee authorizes the Superintendent (or designee administrator) to investigate residency concerns, and to hold hearings with students and parents believed to be non-residents.

Temporary residence in the Town of Lexington solely for the purpose of attending the Lexington Public Schools is not considered “residence” for admission to the Lexington Public Schools.

In determining residency, the Lexington School Committee, through the Superintendent (or designee), reserves the right to require the production of a variety of records and documentation to determine whether or not a student actually resides in Lexington.

If, after a hearing, a student is found to be in violation of the residency policy, he or she may be dismissed immediately from the Lexington Public Schools. Lexington reserves the right to seek full tuition from the parent(s), guardian(s), or responsible adult for the full academic year(s). LPS may also seek additional funding, such as legal fees incurred to enforce or defend this policy, and may withhold certain scholarships and awards as permitted by law.

When a new student registers for school and lives with anyone other than a parent or guardian, the school department must receive an official court document informing the district of who has legal custody of the child and proof of child's residency in Lexington. Staff will ensure that all forms and regulations are fully executed and conform to this policy.

Except as provided by school committee policy or by law, the Lexington Public Schools is not required to enroll a child who does not actually reside in the town. Any person who violates or assists in the violation of this policy may be required to remit full restitution to the town. The School Committee may waive part or all restitution upon the recommendation of the Superintendent of Schools.

The Lexington Public Schools administrative staff is authorized to require evidence of residence prior to enrolling a child. The Superintendent is authorized to determine what evidence will be required to establish residency.

The following provisions apply with respect to residency:

1. **Child in temporary residence with other than his/her parent or guardian.** If a child temporarily resides in Lexington, apart from the legal residence of his/her parent or guardian for the special purpose of attending school, the student may enroll, subject to (a) the authorization of the Superintendent and (b) payment of tuition by the student's parent or guardian for the period of the student's attendance. All tuition must be paid prior to the first day of attendance.
2. **Homeless Students.** The Lexington Public Schools adheres to the federal McKinney-Vento Homeless Assistance Act and related state provisions in permitting or continuing the enrollment of students identified as homeless under the provision of the Act.
3. **Metropolitan Council for Educational Opportunity (METCO).** The Lexington Public Schools adheres to the provisions of Mass. Gen. Laws ch. 76, §12A (METCO) in enrolling nonresident students under the METCO program.

4. **Agreement with another School Committee.** When space permits, the Superintendent may make arrangements with a neighboring community for a student from another community to attend school in Lexington in the following circumstances:

- a) The student requires special education pursuant to M.G.L. c. 71B and/or related federal laws;
- b) A student moves from Lexington within the last three months of the school year and requests permission to complete the year in Lexington; or
- c) A student is admitted to Lexington pursuant to an agreement with the school committee in the community in which the student resides. Such arrangements are contingent upon:
 - (a) the availability of space as determined by the Superintendent of Schools;
 - (b) the respective school committees reaching mutually agreeable terms for such attendance;
 - (c) the payment of tuition, unless tuition is waived.

In addition, if a student has attended Lexington High School for more than 2 years and the student's parent moves away from Lexington after the conclusion of the student's junior year in high school, the Superintendent has discretion to permit the child to conclude the senior year.

LEGAL REFS.:

MGL 76:5, 76:6, 76:12, 76:12A Cultural Exchange Act of 1961, 22 U.S.C. 2451 & 22 CFR Part 62 McKinney Vento Homeless Assistance Act, 42 U.S.C. 11431, et. seq.

Lexington Public Schools, Lexington MA
Adopted by Lexington School Committee: July 2015

Parental Notification Relative to Sex Education

FILE: IHAMA

In accordance with General Laws Chapter 71, Section 32A, the Lexington School Committee has adopted this policy on the rights of parents and guardians of students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in Lexington Public Schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable.

Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year.

REF.:

Dept. of Elementary and Secondary Education

Lexington Public Schools, Lexington MA
Adopted by Lexington School Committee: July 2015

School Councils Policy

FILE: BDFA

This policy implements the provisions of Chapter 71 of the Acts of 1993, Section 53, which requires the establishment of site-based school councils (SBSC) in all of the public schools in the Commonwealth of Massachusetts.

The purpose of school councils are to:

1. assist the principal in adopting educational goals for the schools
2. assist principals in the identification of the educational needs of the students
3. assist principals in the review of the annual school budget, and
4. assist principals in the formulation of a school improvement plan.

The committee believes that parents, teachers, high school students and other members of the community working collaboratively to assist the Principal will enhance the education of all the children in Lexington.

SBSC play a leadership role in creating a climate in the schools in which faculty, parents, administrators, students, and other members of the community participants, working together, share responsibility for school improvement, student learning, social and emotional well-being of students, increased satisfaction among professional educators and greater commitment to, and involvement with, parents and the broader community.

SBSC foster collaboration at the local school level, and also have a responsibility to work with the system-wide District Improvement Plan and District Goals to provide a common direction for all the students in Lexington, regardless of which school they attend.

Principals should provide all SBSC members with an updated copy of the Lexington Mission/Vision Policy, District Goals, and School

Committee Goals, to ensure that all participants are aware of current system-wide priorities.

Membership

Each school council will be composed of:

1. School Principal and a parent shall serve as co-chairs.
2. A number of teachers elected by the professional staff of the school.
3. A number of parents elected from a process identified by the SBSC in consultation with the Principal.
4. A number of non-parent community members recruited by the principal with informal assistance from the Lexington Town Meeting Members Association (TMMA).
5. A number of support staff, including custodians, secretaries and aides.
6. At the high school level, at least one student elected by the student council.
7. The number of parents shall equal the number of teachers plus the Principal.

Elections

SBSC elections shall be held in May and terms shall run from June to June. At the meeting following the annual elections, SBSC members shall elect one parent representative to serve as co-chair with the principal.

The selection/election of parents, staff, students and other community members should produce a council that is broadly representative of the racial and ethnic diversity of the school building and the community. As the outcome of elections cannot be controlled, every effort should be made by all participants to encourage a wide range of school community members to become involved with SBSCs.

SBSC meetings are subject to the Open Meeting Law. Every meeting is open to the public and people are encouraged to attend meetings whether they are elected as voting members or not. Attending meetings is an instructive way to learn more about the work of school council and may encourage people to later run for an elected position.

Meeting Procedures

1. Meetings will be held outside of school hours.
2. All meetings must be conducted according to the requirements of the Open Meeting Law.
3. Agendas shall be prepared by the co-chairs and provided to the Lexington Town Clerk in order to meet the requirements of the Open Meeting Law. Members should submit items for inclusion on the agenda to either co-chair.
4. Each agenda will be provided to the school council members prior to the meeting in a timely manner.
5. The Superintendent, any member of the staff, any parent, any student, or any member of the council who wishes to have an item included on the agenda may request its inclusion to the Principal no later than three days prior to the meeting. Any item of interest may be placed on the council's agenda, and the council will decide whether individual items will actually be discussed.
6. All meetings will be conducted in accordance with the prepared agenda.
7. Decisions should only be reached on agenda items; other issues may be brought up for discussion, but decisions should not be reached on them until they are properly posted on a future agenda to provide the public with notice.
8. Minutes of each meeting should be formally approved at the subsequent meeting and properly submitted to the Town Clerk's office so they can be archived and accessed by the public. In addition, informal minutes or updates should be made promptly available to the school community in order to keep the school community updated on the school council's work.
9. Official records for each school council meeting will also be kept at the school.

Operating Procedures

It is expected that school councils will meet monthly to monitor their current School Improvement Plan, remain informed about school issues, and develop working understanding of the strengths and

challenges of the school so they are well-prepared to assist the principal in preparing the next School Improvement Plan.

It is expected that SBSC will operate by consensus. Lack of agreement will be viewed as a signal that the best option may not yet have been developed and put forth. If the council cannot reach an agreement by consensus, and a majority decision needs to be reached, the decision of the council will require a majority vote.

In the event that a council reaches a deadlock on some important issue or repeatedly fails to reach consensus on issues, any three (3) members may request that the Superintendent designate a mediator to help improve the council's process. In the event that mediation is requested, the Superintendent may seek a mediator from among the members of another council. All members of a council are obligated to cooperate in good faith with any such mediation.

All agendas and minutes for any one school will be posted on that school's website. The Superintendent shall receive agendas and minutes of all SBSC meetings. The Superintendent shall provide copies of these materials to members of the School Committee upon request.

School Improvement Plans / Educational Goals

The principals, in consultation with SBSC, shall adopt educational goals for the schools and shall formulate a school improvement plan to advance such goals. Each school's educational goals must include the student performance standards adopted by the Department of Elementary and Secondary Education and, consistent with any educational policies established for the district, shall assess the needs of the school in light of these goals. The school improvement plan shall be consistent with the system-wide goals, core values and mission statement.

The plan shall identify ways to:

1. meet the diverse learning needs of children
2. establish a welcoming school environment characterized by respect for all groups
3. provide professional development for the school community (staff and families)
4. allocate resources to enhance family engagement in the life of the school
5. promote safety
6. support extra-curricular activities
7. and such further subjects as the Principal, in consultation with the school council, shall consider appropriate.

Each school improvement plan shall be submitted to the School Committee for review and approval every year. If the school improvement plan is not reviewed by the School Committee within thirty days, the plan shall be deemed to have been approved.

Training

The School Committee will include in its annual budget a plan to train members of the SBSC. Training will be arranged by the School Committee, and the School Committee will solicit feedback from school council training participants to ensure that training provides a constructive and supportive environment.

Site-Based School Council (SBSC) Roundtable

The School Committee will assign one or two liaisons to a system-wide SBSC Roundtable. The Roundtable will be comprised of a representative from each school and will meet monthly from September – June. The School Committee liaisons and Roundtable participants will collaborate to promote training for new SBSC members and to provide professional learning for all SBSC members so they are well-informed about current District Goals and well prepared to assist principals at the school level.

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

Student Rights and Responsibilities

FILE: JI

The School Committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights, there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights--including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injure his rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy with respect to the student's school records.

It is the School Committee's belief that as part of the educational process students should be made aware of their legal rights, and of the legal authority of the School Committee to make and delegate authority to its staff to make, rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through handbooks distributed annually.

LEGAL REFS.:

M.G.L. 71:37H; 71:82 through 71:86

Lexington Public Schools, Lexington MA
Adopted by Lexington School Committee: July 2015

Equal Educational Opportunities

FILE: JB

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation or physical and intellectual differences.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs. The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin, homeless status, or sexual orientation.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

LEGAL REFS.:

Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Title IX, Education Amendments of 1972

M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)

BESE regulations 603 CMR 26:00

BESE regulations 603 CMR 28.00

CROSS REF.:

[AC: Non-Discrimination](#)

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

Instructional Technology Overview

Lexington Public Schools is committed to the full utilization of technology to enhance student learning and staff instruction. Students enjoy exciting programs and systems that afford worldwide connectivity. Both stationary and portable computer labs, outfitted with state of the art equipment as well as a variety of educational and productivity applications and software, are available to students at all grade levels. In our schools, all instructional spaces are completely networked and have access to the Internet. All of the LPS school buildings have full managed, robust wireless network to support teaching and learning. The District also has put in place several administrative systems to support student information, financial systems, collaborative and communication services. Lexington Public Schools has constructed an up-to-date network linking all schools websites under a comprehensive District website.

The Instructional Technology Team guides and supports the use of all of the district's technology resources both in and out of the classroom. Their primary role is to support teachers in the integration of technology into the teaching and learning process. They also provide technical help for all staff in their learning communities. They provide professional development through workshops and on-site consultation and assist in the research and development of new methods and technologies that advance our program. They are guides, coaches, and facilitators helping teachers and administrators master new challenges related to digital learning.

The Instructional Technology Specialists guide and support the use of all of the district's technology resources both in and out of the classroom. Their primary role is to support teachers in the integration of technology into the teaching and learning process by providing professional learning, modeling and coaching. In addition, they assist in the research, development and evaluation of new methods and digital tools that advance our programs. They are guides, coaches, and facilitators helping teachers and administrators acquire a deep understanding of digital literacy skills. Additionally, they have been instrumental in the successful implementation of the MCAS 2.0 digital platform for administration.

The Library Media Team supports and guides all K- grade 12 learners as they build reading, research, and digital literacy skills, providing direct instruction, modeling and co-teaching. Their role has grown beyond the walls of the traditional library and they have become global curators for the learning community. They also support technology in the schools, which is pivotal for just-in-time learning among teaching staff.

The Technology Support Team (TST) is responsible for the network architecture and server framework that delivers information technology services to faculty and administrators throughout the district. The Tech Support Team oversees all aspects of the wired and wireless network including design and implementation, capacity planning and upgrades, classroom and computer lab renovations, and day-to-day network operations. TST works closely with the Instructional Technology and Library Media Teams from all the schools to insure that the network fabric of the district can adequately support the technologies used in our learning communities.