

**LEXINGTON SCHOOL COMMITTEE MEETING**  
**Tuesday, October 28, 2014**  
**Lexington Town Office Building, Selectmen's Meeting Room**  
**1625 Massachusetts Avenue**

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

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

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

**7:50 p.m. School Committee Member Announcements:**

**8:00 p.m. Agenda:**

1. Vote to Approve the Charge for the Superintendent Search Committee (5 minutes)
2. Vote to Appoint Members to the Superintendent Search Committee (5 minutes)
3. School Committee Policies (60 minutes)
  - a. Review and Approve in Form Section C of Policy Manual: General School Administration
  - b. Review and Approve in Form Section D of Policy Manual: Fiscal Management
  - c. Policy IHA: Basic Instructional Program – First Reading
  - d. Policy IHAE: Physical Education – First Reading
  - e. Policy IJL: Library Materials Selection and Adoption – First Reading
  - f. Policy IJLA: Library Resources – First Reading
  - g. Policy JIC: Student Discipline – First Reading
  - h. Policy JII: Student Complaints and Grievances – First Reading
  - i. Policy JK: Student Conduct – First Reading
4. Update of K-12 Space Needs (60 minutes)

**10:10 p.m. Adjourn:**

The next meeting of the School Committee is scheduled for Monday, November 3, 2014, at 7:30 p.m. in the Clarke Middle School Auditorium, 17 Stedman Road.

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

**Charge for  
Superintendent Search Committee**

**Members:** 10  
**Appointed by:** School Committee  
**Length of Term:** December 2014  
**Appointments made:** October 28, 2014  
**Meeting Times:** Monday, December 1, 7-9 PM  
Monday, December 8, 2014, 9 AM-5 PM  
Tuesday, December 9, 2014, 9 AM-5 PM  
Tuesday, December 9, 2014, 7:30-8:30 PM

The Superintendent Search Committee is charged with interviewing the slate of semi-finalists for appointment as Superintendent of the Lexington Public Schools. They will interview the semi-finalists and send the names of the finalists selected to the Lexington School Committee.

The Superintendent Search Committee will be dissolved upon completion of the selection process.

## SECTION C

### GENERAL SCHOOL ADMINISTRATION

CA	ADMINISTRATION GOALS
CB	SCHOOL SUPERINTENDENT
CBD	SUPERINTENDENT'S CONTRACT
CBI	SCHOOL COMMITTEE EVALUATION OF SUPERINTENDENT-(L)
<del>CBI</del>	<del>EVALUATION OF THE SUPERINTENDENT (MASC)</del>
CCA	ORGANIZATIONAL CHART
CCB	LINE AND STAFF RELATIONS
CE	ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES
CH	POLICY IMPLEMENTATION
CHA	DEVELOPMENT OF REGULATIONS <u>PROCEDURES</u>
CHC	POLICY - REGULATIONS <u>PROCEDURES</u> DISSEMINATION
CHCA	APPROVAL OF HANDBOOKS AND DIRECTIVES
<del>CHCA-E</del>	<del>APPROVAL OF HANDBOOKS AND DIRECTIVES</del>
CHD	ADMINISTRATION IN POLICY ABSENCE-(L)
<del>CHD</del>	<del>ADMINISTRATION IN POLICY ABSENCE (MASC0</del>
CL	ADMINISTRATIVE REPORTS
CM	SCHOOL DISTRICT ANNUAL REPORT

File: CA

### **ADMINISTRATION GOALS**

It is the intent of the School Committee that the District employ qualified personnel to administer the school system efficiently and to require the Superintendent to organize the administration in a manner that will make clear the functions of each position and the relationships among them.

The Superintendent will establish clear lines of communication, both vertically and horizontally, and will form any staff councils or committees needed to provide for efficient conduct of school business. In order to engage in this process in an orderly and effective fashion, each individual and group will be given particular, clear-cut responsibilities. Channels will be established so that the recommendations and decisions of each group can be heard and reviewed by the chief administrative officer concerned, and, where appropriate, by the Superintendent and School Committee.

The organization and administration of the schools will balance responsibility with commensurate authority, subject to the reserved legal powers of the School Committee. This means that a staff member, when assigned a responsibility or a position, will be given the authority to make the decisions necessary to perform the assigned tasks.

For the schools to operate effectively, each administrative officer will be responsible and accountable for making a plan of development for all staff assigned to his/her area of operation.

| SOURCE: MASC

File: CB

### SCHOOL SUPERINTENDENT

The Committee shall employ a Superintendent of Schools and fix his/her compensation. The Superintendent shall act in accordance with General Laws, Chapter 71, Section 59, and shall perform such other duties consistent with this section as the Committee may determine. He/she shall also prepare such reports as may be required by the State Dept. of Elementary and Secondary Education and shall submit materials for the Committee's annual report to the ~~(Mayor)~~ Selectmen in sufficient time for printing in the annual report.

| ~~SOURCE:~~ MASC

LEGAL REFS: M.G.L. 71:59, 72:3

File: CBD

### SUPERINTENDENT'S CONTRACT

| The Committee, upon the ~~election~~appointment of a candidate or upon ~~reelection~~re-appointment of the incumbent Superintendent, will enter into a written contract with the Superintendent which will meet the requirements of law and will protect the rights of both the Committee and the Superintendent.

| SOURCE: MASC

LEGAL REFS.: M.G.L. 71:41; 71:42

| ~~NOTE: Under the laws of the Commonwealth, the School Committee may award a contract to a Superintendent of schools for a period not to exceed six years.~~

File: CBI

## SCHOOL COMMITTEE EVALUATION OF SUPERINTENDENT

### I. PURPOSE AND SCOPE

The School Committee will annually develop with the Superintendent a set of performance objectives based on the needs of the school system. The Superintendent's performance will be reviewed in accordance with these specified goals. Additional objectives will be established at intervals agreed upon with the Superintendent.

### II. APPLICATION

Through annual evaluation of the Superintendent, the School Committee will strive to accomplish the following:

1. Clarify for the Superintendent his/her role in the school system as seen by the School Committee;
2. Clarify for all Committee members the role of the Superintendent in light of his/her job description and the immediate priorities among his/her responsibilities as agreed upon by the Committee and the Superintendent.
3. Develop harmonious working relationships between the School Committee and Superintendent.
4. Provide administrative leadership of excellence for the school system.
5. Provide the Superintendent with recommendations and commendations regarding his/her performance.
6. Determine a basis for employment and compensation of the Superintendent.

(Adoption 12/20/88)  
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SOURCE: Lexington

File: CBI

### EVALUATION OF THE SUPERINTENDENT

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Through evaluation of the Superintendent, the School Committee will strive to accomplish the following:

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2. Clarify for all Committee members the role of the Superintendent in light of his/her job description and the immediate priorities among his/her responsibilities as agreed upon by the Committee and the Superintendent.
3. Develop harmonious working relationships between the School Committee and Superintendent.
4. Provide administrative leadership of excellence for the school system.

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The School Committee will periodically develop with the Superintendent a set of performance objectives based on the needs of the school system. The Superintendent's performance will be reviewed in accordance with these specified goals. Additional objectives will be established at intervals agreed upon with the Superintendent.

SOURCE: MASC



### ORGANIZATIONAL CHART

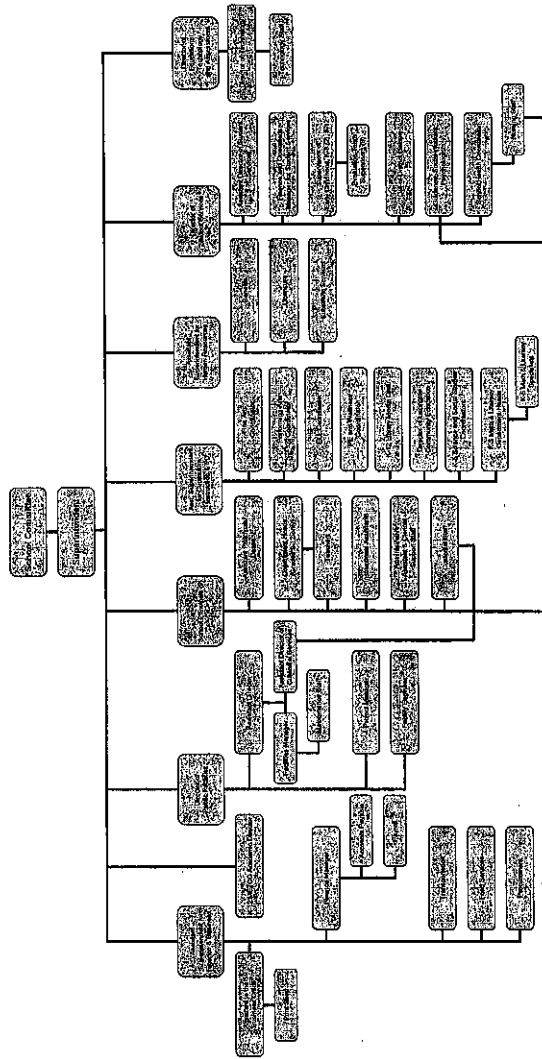
The Superintendent will present an updated organizational chart showing line and staff relations at the beginning of the annual budget process.

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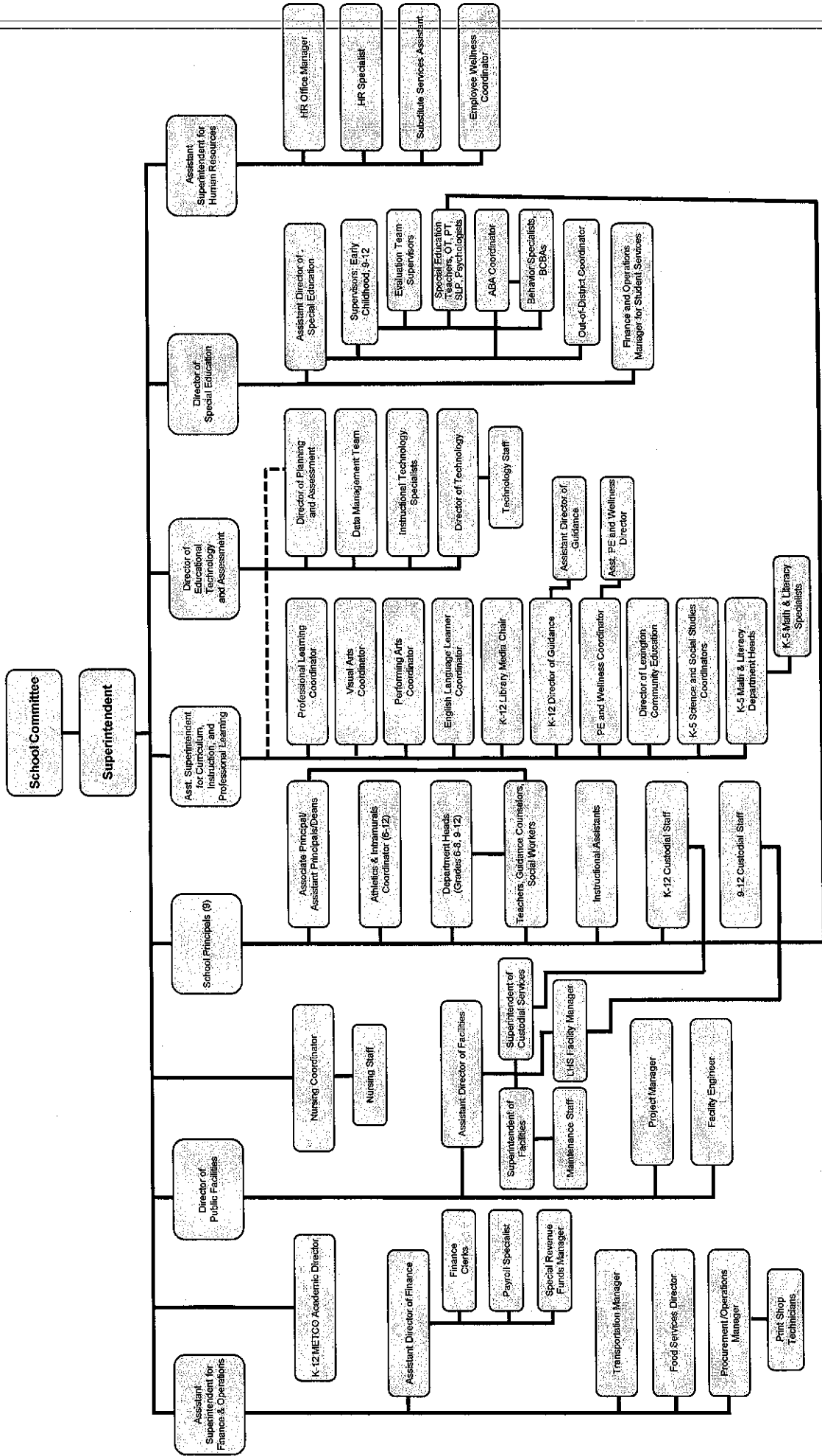
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Lexington Public Schools – Organization Chart  
July 1, 2010



# Lexington Public Schools – Organization Chart by Position Title

October 14, 2014



\* Please note that all central office administrators and school principals have administrative support staff that are not depicted in this chart.

File: CCB

## LINE AND STAFF RELATIONS

### I. ~~PURPOSE AND SCOPE~~

The School Committee expects the Superintendent to establish clear understandings on the part of all personnel of the working relationships in the school system.

Lines of direct authority will be those approved by the Committee and shown on school department organization charts.

### II. ~~APPLICATION~~

Personnel will be expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will refer such matters to the next higher administrative authority when necessary. Additionally, all personnel are expected to keep the person to whom they are immediately responsible informed of their activities.

### III. ~~BACKGROUND~~

It is expected that the established lines of authority will serve most purposes. But all personnel will have the right to appeal any decision made by an administrative officer through established grievance procedures.

Additionally, lines of authority do not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and services. The established lines of authority represent direction of authority and responsibility; when the staff is working together, the lines represent avenues for a two-way flow of ideas to improve the program and operations of the school system.

(Adoption: 12/20/88)

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SOURCE: Lexington

*Same wording as MASC policy, not including Roman numerals.*

File: CE

## SCHOOL COMMITTEE ADMINISTRATIVE COUNCILS, CABINETS AND COMMITTEES

### I. — PURPOSE AND SCOPE

The Superintendent may establish such permanent or temporary councils, cabinets, and committees as he/she deems necessary for assuring staff participation in decision making, for implementing policies and ~~regulations~~procedures for the improvement of the educational program.

### II. — APPLICATION

Functioning in an advisory capacity, all cabinets, councils, and committees created by the Superintendent may make recommendations for submission to the School Committee through the Superintendent unless otherwise instructed. Such groups will exercise no inherent authority. Authority for establishing policy remains with the School Committee and authority for implementing policy remains with the Superintendent.

The membership, composition, and responsibilities of administrative councils, cabinets, and committees will be defined by the Superintendent and may be changed at his/her discretion. However, the School Committee wishes to be kept informed of the establishment and dissolution of these groups as well as their membership and their purpose.

### III. — BACKGROUND

Expenses incurred by such groups for consultative services, materials, and any investigative travel will be paid by the school system, but only within budgetary allotments and when approved in advance by the Superintendent.

(Adoption 12/20/88)  
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SOURCE: Lexington

*Same wording as MASC policy, not including Roman numerals.*

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## POLICY IMPLEMENTATION

The Superintendent has responsibility for carrying out, through regulationsprocedures, the policies established by the School Committee.

The policies developed by the Committee and the regulationsprocedures developed to implement policy are designed to increase the effectiveness and efficiency of the school system. Consequently, it is expected that all School Committee employees and students will carry them out.

Administrators and supervisors are responsible for informing staff members in their schools, departments, or divisions of existing policies and regulationsprocedures and for seeing that they are implemented in the spirit intended.

~~SOURCE: MASC~~

~~NOTE: This policy is one of a coordinated set of policies relating to Policy Implementation adopted by a Massachusetts School Committee. Other statements cover Development of Regulations (code CHA) and Regulations Dissemination (code CHC). However, a policy related to these two subcategories could be included in the more general code CH, Policy Implementation.~~

File: CHA

### DEVELOPMENT OF REGULATIONS PROCEDURES

The Superintendent will be responsible for specifying required actions and designing the detailed arrangements under which the school system will be operated in accordance with School Committee policy. These detailed arrangements will be designed to implement policies, goals, and objectives of the Committee and will be one of the means by which the school system will be governed.

In the development of regulations procedures, the Superintendent may involve at the planning stage those who would be affected by the regulations procedures, including staff members, students, parents/guardians, and the public. He/she must weigh with care the counsel given by representatives of staff, student and community organizations. He/she will inform the Committee of such counsel in presenting pertinent reports of regulations procedures and in presenting regulations procedures for Committee approval.

As long as the Superintendent operates within the guidelines of policy adopted by the Committee, he/she may issue regulations procedures without prior Committee approval unless Committee action is required by law, or the Committee has specifically asked that certain types of regulations procedures be given Committee approval, or the Superintendent recommends Committee approval in light of strong community attitudes or probable staff reactions.

SOURCE: MASC

File: CHC

**POLICY - REGULATIONS PROCEDURES DISSEMINATION**

It will be the responsibility of the Superintendent to see that the regulations procedures developed to implement Committee policies and administer the school system are appropriately coded and included as regulations procedures in the School Committee's policy manual.

A regulation concerning a particular group or groups in the schools will be distributed to the group(s) prior to the effective date of the regulation.

Adoption: 12/20/88  
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SOURCE: Lexington

File: CHCA

### APPROVAL OF HANDBOOKS AND DIRECTIVES

The law directs that in each school building containing the grades nine to twelve, inclusive, the Principal, in consultation with the school council, shall prepare and distribute to each student a handbook setting forth the rules pertaining to conduct of students. The site-based school council shall review the handbook each spring to consider changes in the disciplinary policy to take effect in September.

It is essential that the contents of all handbooks conform to School Committee policies. It is also important that all handbooks bearing the name of the school system or one of its schools be of a quality that reflects credit on the school department. Therefore, the Committee expects handbooks requiring approval to be approved prior to publication by the Committee and/or the Superintendent.

Committee approval will be necessary for any handbooks that pertain to required standards of conduct for employees or students so that their contents may be accorded the status of Committee-approved policy or regulation. The Superintendent will use his/her judgment as to whether other specific handbooks need Committee approval; however, all handbooks published will be made available to the Committee for informational purposes.

SOURCE: MASC

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

~~NOTE: Refer to the policy coded BGD (also CHB) for another example of how School Committees incorporate the requirements of M.G.L. 71:37H into policy statements.~~



File: CHCA-E

### APPROVAL OF HANDBOOKS AND DIRECTIVES

Notwithstanding any general or special law to the contrary all student handbooks shall contain the following provisions:

1. 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 or a controlled substance, may be subject to expulsion from school by the Principal.
2. Any student who assaults any employee of the School District may be subject to expulsion from school by the Principal.
3. Any student who is charged with a violation of either (1) or (2) above shall be notified in writing of their 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 the Principal may decide to suspend rather than expel a student.
4. Any student who has been expelled shall have the right to appeal to the Superintendent.
5. When a student is expelled under the provisions listed above and applies for admission to another school for acceptance, the Superintendent of the sending school shall notify the Superintendent of the receiving school of the reasons for the pupil's expulsion.

SOURCE: MASC

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

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File : CHD

## ADMINISTRATION IN POLICY ABSENCE

### I. APPLICATION

When action must be taken within the school system where the Committee has provided no guides for administrative action, the Superintendent will have the power to act.

His/her decisions, however, will be subject to review by the Committee at its next regular meeting. It will be the duty of the Superintendent to inform the Committee promptly of such action and of the need for policy OUTSIDE NORMAL BUSINESS ACTIVITY.

(Adoption: 12/20/88)  
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SOURCE: Lexington

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### **ADMINISTRATION IN POLICY ABSENCE**

~~When action must be taken within the school system where the Committee has provided no guides for administrative action, the Superintendent will have the power to act. The Superintendent's decisions, however, will be subject to review by the Committee.~~

SOURCE: MASC

File: CL

### **ADMINISTRATIVE REPORTS**

The School Committee will require reports from the Superintendent concerning conditions of efficiency and needs of the schools.

School building administrators will be required to keep such records and make reports as the Superintendent may direct or require.

Upon receipt of the Superintendent's reports, the Committee will take steps to appraise the effectiveness with which the schools are achieving the educational purposes of the school system.

Because statistical information often has a time value, each administrator will give careful consideration to all procedures related to reports, accounting, and general business matters that are required for the administration of the school program and will make accurate and prompt return on scheduled dates of all required statistical and other information.

| SOURCE: MASC

File: CM

## SCHOOL DISTRICT ANNUAL REPORT

An annual report covering the diversified activities of the school system and the administration's recommendations for their improvement will be prepared by the Superintendent and presented to the School Committee. Upon Committee approval, the report will be made available to the public and used as one means for informing the parents/guardians, citizens, Commissioner of Education and others of the programs and conditions of the town's public schools.

Established by law and Committee policy

| SOURCE: MASC

LEGAL REFS.: M.G.L. 72:4

| ~~NOTE: A different report is required of regional school districts. Thus the content of a policy in this category would have to be changed and a citation to M.G.L. 71:16 (K) substituted for 72:4.~~

**SECTION D**  
**FISCAL MANAGEMENT**

<b>DA</b>	<b>FISCAL MANAGEMENT GOALS</b>
<b>DB</b>	<b>ANNUAL BUDGET</b>
<b>DBC</b>	<b>BUDGET DEADLINES AND SCHEDULES</b>
<b>DBD</b>	<b>BUDGET PLANNING</b>
<b>DBG</b>	<b>BUDGET ADOPTION PROCEDURES</b>
<del><b>DBJ</b></del>	<del><b>TRANSFERRING FUNDS POLICY (L)</b></del>
<del><b>DBJ</b></del>	<del><b>BUDGET TRANSFER AUTHORITY (MASC)</b></del>
<b>DD</b>	<b>FUNDING PROPOSALS AND APPLICATIONS</b>
<b>DGA</b>	<b>AUTHORIZED SIGNATURES</b>
<b>DH</b>	<b>BONDED EMPLOYEES AND OFFICERS</b>
<b>DI</b>	<b>FISCAL ACCOUNTING AND REPORTING</b>
<b>DIE</b>	<b>AUDITS</b>
<del><b>DIF</b></del>	<del><b>COMMITTING FUNDS POLICY</b></del>
<b>DJ</b>	<b>PURCHASING</b>
<b>DJA</b>	<b>PURCHASING AUTHORITY</b>
<b>DJE</b>	<b>BIDDING REQUIREMENTS</b>
<b>DJG</b>	<b>VENDOR RELATIONS</b>
<b>DK</b>	<b>PAYMENT PROCEDURES</b>
<b>DKC</b>	<b>EXPENSE REIMBURSEMENTS</b>

## FISCAL MANAGEMENT GOALS

The quantity and quality of learning programs are directly dependent on the effective, efficient management of allocated funds. It follows that achievement of the school system's purposes can best be achieved through excellent fiscal management.

As trustee of local, state, and federal funds allocated for use in public education, the Committee will fulfill its responsibility to see that these funds are used wisely for achievement of the purposes to which they are allocated.

Because of resource limitations, there is sometimes a temptation to operate so that fiscal concerns overshadow the educational program. This also holds true with resource excess and how funds are allocated. Recognizing this, it is essential that the school system take specific action to make sure education remains central and that fiscal matters are ancillary and contribute to the educational program. This concept will be incorporated into Committee operations and into all aspects of school system management and operation.

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In the school system's fiscal management, it is the Committee's intent:

1. To engage in thorough advance planning, with staff and community involvement, in order to develop budgets and to guide expenditures so as to achieve the greatest educational returns and the greatest contributions to the educational program in relation to dollars expended.
2. To establish levels of funding that will provide high quality education for the students.
3. To use the best available techniques for budget development and management.
4. To provide timely and appropriate information to all staff with fiscal management responsibilities.
5. To establish maximum efficiency procedures for accounting, reporting, business, purchasing and delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.

6. The Committee encourages employees to abide by the following guideline: In every case the means of cost which is least expensive to the community and/or which ensures that you contract only with responsible vendors who have the integrity, capability and reliability to deliver the goods and/or services, should be used.

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SOURCE: MASC

*Lexington Public Schools*

File: DB

## ANNUAL BUDGET

The annual budget is the financial expression of the educational program of the school department, and it mirrors the problems and difficulties that confront the school system.

The budget then is more than just a financial instrument and requires on the part of the Committee, the staff, and the community orderly and cooperative effort to ensure sound fiscal practices for achieving the educational goals and objectives of the school system.

Public school budgeting is regulated and controlled by state and federal legislation, state and federal regulations, the Code of Lexington, Lexington School Committee policies and Superintendent's directives. The operating budget for the school system will be prepared and presented in line with state policy and regulations and will be developed and refined in accordance with these same requirements.

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~~Public school budgeting is regulated and controlled by legislation, state regulations, and local School Committee requirements. The operating budget for the school system will be prepared and presented in line with state policy and will be developed and refined in accordance with these same requirements.~~

The Superintendent will serve as budget officer but he/she may delegate portions of this responsibility to members of his/her staff, as he/she deems appropriate. The three general areas of responsibility for the Superintendent as budget officer will be budget preparation, budget presentation, and budget administration.

SOURCE: MASC

LEGAL REFS.: M.G.L. 70:1-15; 71:34; 71:37 and 71:38N  
603 CMR 10.00

~~NOTE: References to portions of a town or city charter may be appropriate here. The charter should be reviewed.~~

~~The annual budget for regional school districts is prepared in accordance with the requirements of M.G.L. 71:16B. A reference to that chapter and section should be added, and the content of a policy in this category should be checked against that citation.~~



File: DBC

## BUDGET DEADLINES AND SCHEDULES

Preparation of the annual budget will be scheduled in stages throughout the school year with attention to certain deadlines established by law and charter.

Superintendent presents next fiscal year's budget to School Committee – no later than the first Tuesday in January

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The calendar year for budget preparation will be determined by calculating backwards from the final adoption date: the annual town meeting, held on the last first Monday in April/March. Dependent on the date thus set, the following will be scheduled:

Two weeks or more before the annual town meeting –

Publication of the budget for the meeting, by the Selectmen

Not less than 30 days before the annual town meeting –

~~Finance committee~~ Appropriation Committee holds a public hearing ~~meeting~~ on its proposed recommendations for the articles in the budget to be published as above.

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Whatever dates assigned the above, the final date for the submission of the budget to the Selectmen will be arranged cooperatively with the School Committee, Appropriation Committee and the Town Manager. The Selectmen have authority to impose a date as early as December 31.

~~Whatever dates assigned the above, the final date for the submission of the budget to the Selectmen will be arranged cooperatively with the School Committee and finance committee. The Selectmen have authority to impose a date as early as December 31.~~

In reaching its decision on the budget amount that it will submit to the Selectmen, the School Committee will also observe the statutory requirement of holding a public hearing on the proposed budget not less than seven days after the notice for this hearing has been published in a local newspaper.

Established by law and charter

SOURCE: MASC

LEGAL REFS.: M.G.L. 30A:18-25; 71:38N  
940 CMR 29.00  
Town Charter (See local reference)

~~NOTE: A policy in this category might contain key dates established by law or charter. Otherwise an exhibit document listing critical dates might follow under code DBC-E.~~

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~~Regional school districts should also refer to 71:16B for pertinent information. A citation to that section of law should also be added to the legal references.~~

*Lexington Public Schools*

## BUDGET PLANNING

The major portion of income for the operation of the public schools is derived from local property taxes, and the School Committee will attempt to protect the valid interest of the taxpayers. However, the first priority in the development of an annual budget will be the educational welfare of the children in our schools.

Budget decisions reflect the attitude and philosophy of those charged with the responsibility for educational decision-making. Therefore, a sound budget development process must be established to ensure that the annual operating budget accurately reflects this school system's goals and objectives, set annually by the School Committee.

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In the budget planning process for the school system, the School Committee will strive to provide for the educational needs of Lexington students, the Superintendent will develop a fiscal budget that will:

- a. Ensure all legal mandates will be met.
- b. Include sufficient operating and capital funds to be responsive to projected enrollment growth and corresponding staffing and facility needs.
- c. Continue to identify and plan alternatives that will provide services in more cost-effective ways.
- d. Identify ways to reduce costs, if there are not sufficient monies available to fund a level-service budget

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In the budget planning process for the school system, the School Committee will strive to:

1. Engage in thorough advance planning, with staff and community involvement, in order to develop budgets and guide expenditures in a manner that will achieve the greatest educational returns and contributions to the educational program in relation to dollars expended.
2. Establish levels of funding that will provide high quality education for all our students.
3. Use the best available techniques for budget development and management.

The Superintendent will have overall responsibility for budget preparation, including the construction of, and adherence to, a budget calendar and preparation manual for staff.

The annual budget resources are identified collaboratively through a series of Summit Meetings between the School Committee, Assistant Superintendent of Finance and Operations, Board of Selectman, Town Manager, Assistant Town Manager for Finance, with input from both finance committees, the Appropriation Committee and the Capital Expenditures Committee.

In an annual collaborative planning process between the School Committee and the Superintendent, the School Committee will identify annual budget priorities that the Superintendent will include when crafting a recommended budget.

When resources permit, the School Committee will strive for continuous improvement and the Superintendent's proposed budget will include sufficient operating and capital funds to:

- i. continue the current level of services,
- ii. move the district forward in meeting the increasing demands for technology in our different education settings.
- iii. Ensure professional staffing guidelines will be met.

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iv. Maintain capital assets in order to support the instructional program, protect the physical assets of the Town of Lexington, and ensure the health and safety of our students and staff.

SOURCE: MASC

~~NOTE: Include in this category statements on the general plan for budget development and on staff/student/public participation in the process (but not the official hearings). If advisory committees take part, this might be included in the policy, with details on their functioning presented as an accompanying regulation. Many school systems have special publications for staff on budget development offering procedures in detail. Such publications can be referred to (by adding a note at the end of this policy) as a source of additional information.~~

File: DBG

## BUDGET ADOPTION PROCEDURES

Authority for adoption of the final school budget lies with the citizens who comprise, and who are entitled to vote at, the town meeting. The school budget is presented as part of the total town budget for action at the annual town meeting.

Established by law and charter

| SOURCE: MASC

LEGAL REFS.: M.G.L. 71:34  
Town Charter, (See local reference)

~~NOTE: Town and city charters should be checked for specific provisions relating to budget adoption procedures. Appropriate citations should be added as was done on the statement above.~~

~~Regional school districts should refer to and cite M.G.L. 71:16B at this category. A reference to a regional agreement may also be necessary at this code.~~

File: DBJ

## TRANSFERRING FUNDS POLICY

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### I. — PURPOSE AND SCOPE

Whenever, in the best interest of the school system, it is necessary to transfer funds from program to program in excess of \$50,000 the Superintendent of Schools shall seek approval from the School Committee and indicate the reasons why such transfer is required. The School Committee will act on the request at its next scheduled meeting. If a delay in responding to the request will have a significant negative impact on the system, or cause noncompliance with other financial rules and regulations, the

Chairman of the School Committee can tentatively approve such transfers at the request of the Superintendent, subject to the confirmation by the School Committee at its next scheduled meeting.

Voted: 1/23/90  
Reformatted: 12/02

SOURCE: Lexington

### BUDGET TRANSFER AUTHORITY

In keeping with the need for periodic reconciliation of the school department's budget, the School Committee will consider requests for transfers of funds as they are recommended by the Superintendent.

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- a. Whenever, in the best interest of the school system, it is necessary to transfer funds from program to program in excess of \$75,000 the Superintendent of Schools shall seek approval from the School Committee and indicate the reasons why such transfer is required.
- b. The School Committee will act on the request at its next scheduled meeting. If a delay in responding to the request will have a significant negative impact on the system, or cause non compliance with other financial rules and regulations, the Chairman of the School Committee can tentatively approve such transfers at the request of the Superintendent, subject to the confirmation by the School Committee at its next scheduled meeting.

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The Committee wishes to be kept abreast of the need for these adjustments so that it may act promptly and expedite financial record keeping for the school system.

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- a. The Superintendent may request Committee to approve reallocation of budget line items throughout the fiscal year.
- b. School Committee authorizes budget managers to transfer among operating budget line items assigned to each budget manager as needed, within program appropriation. All special revenue program fund transfers must follow respective awarding authorities' requirements.

All funds in the general account not expended by the close of the fiscal year will be returned to the town.

~~In keeping with the need for periodic reconciliation of the school department's budget, the School Committee will consider requests for transfers of funds as they are recommended by the Superintendent.~~

~~The Committee wishes to be kept abreast of the need for these adjustments so that it may act promptly and expedite financial record keeping for the school system.~~

~~All funds in the general account not expended by the close of the fiscal year will be returned to the town.~~

SOURCE: MASC

~~NOTE: Certain provisions in a policy in this category may be established by town or city charter. If so, appropriate citations should be added as legal references.~~

~~Regional school districts are affected by the provisions M.G.L. Chapter 71, Section 16B 1/2 that provides for an excess and deficiency fund that may not exceed five percent of their operating budget.~~

File: DD

## FUNDING PROPOSALS AND APPLICATIONS

The School Committee will encourage the administration to seek and secure all possible sources of state, federal, and other special funds that will enhance the educational opportunities for the children in our schools.

| The Superintendent or designee will keep informed of all possible funds available to the school system under the various state and federal programs, and in what manner these funds can best be used in the school system.

| The Superintendent or designee will be responsible for seeking out and coordinating the development of proposals for all specially funded projects and for submitting the proposals to the Committee for approval.

The Superintendent is authorized to sign all reports for these projects and will be responsible for the proper expenditure of funds received for such projects.

| The School Committee shall accept all gifts, grants, and donations.

| SOURCE: MASC

LEGAL REFS.: M.G.L. 44:53A  
P.L. 874 Impact Aid  
Board of Education 603 CMR 32:00; 34:00

| ~~NOTE: Regulations for staff investigation and submission of proposals are frequently needed to implement a policy in this area.~~

File: DGA

### AUTHORIZED SIGNATURES

The School Committee shall designate one member who will sign the payroll presented by the School Business Administrator.

The School Business Administrator shall sign payroll presented for approval.

The town treasurer, who also serves as the school department treasurer, signs all checks drawn against school department funds. No other signature is valid unless allowed by statute.

The School Committee shall designate contract signature authority as the Chief Procurement Officer for the schools.

Three members of the School Committee shall sign accounts payables batches/warrants for each warrant.

The School Business Administrator shall sign all accounts payable batches presented for approval.

The Superintendent will sign payroll warrant and accounts payable batches in the absence of the School Business Administrator.

~~The Chairman of the School Committee and the Superintendent will sign payrolls presented for approval.~~

~~The town treasurer, who also serves as the school department treasurer, signs all checks drawn against school department funds. No other signature is valid.~~

SOURCE: MASC

LEGAL REF.: M.G.L. 41:41; 41:52

~~NOTE: Town and city charters often address this topic. References to appropriate sections of a charter should be added as necessary.~~

~~The content of policy in this area for a regional school district will be different than the above. Regional school districts should refer to and cite M.G.L. 71:16A at this code.~~



File: DH

**BONDED EMPLOYEES AND OFFICERS**

Each employee of the school system who is assigned the responsibility of receiving and dispensing school funds will be bonded individually or covered by a blanket bond. The ~~town-school department~~ will pay the cost of the bond.

| ~~SOURCE:~~ MASC

LEGAL REFS.: M.G.L. 40:5

| ~~NOTE: Regional school districts should refer to and cite M.G.L. 71:16A at this code.~~

File: DI

### FISCAL ACCOUNTING AND REPORTING

The Superintendent will be ultimately responsible for receiving and properly accounting for all funds of the school system.

The accounting system used will conform with state requirements and with good accounting practices, providing for the appropriate separation of accounts, funds, and special monies.

The School Committee will receive ~~periodic~~ at least quarterly financial statements from the Superintendent showing the financial condition of the school department. Such other financial statements as may be determined necessary by either the Committee or the administration will be presented as ~~found desirable~~ requested.

SOURCE: MASC

LEGAL REF.: Board of Education 603 CMR 10:00

~~NOTE: References to town or city charters may be appropriate at this category, and the content of the policy should be changed accordingly.~~

File: DIE

## AUDITS

The accounts of the Lexington Public Schools will undergo annual audit, to be conducted consistent with Generally Accepted Accounting Principles, Massachusetts Department of Elementary and Secondary Education (DESE) and Department of Revenue (DOR) requirements by the firm selected for general auditing of the accounts of the Town of Lexington. In addition, the Committee may request a private audit of the school system's accounts at its discretion.

The Committee will consider recommendations made by the auditor for maintaining an efficient system for recording and safeguarding the school department's assets.

An independent review of the accounting procedures of the Lexington Public Schools will be conducted following the termination of service, resignation, or retirement of the school business administrator.

An independent audit of the Student Activity Accounts shall be conducted for the Lexington High School, Clarke Middle School, and Diamond Middle School annually. Elementary Schools shall have independent audits every three years.

The School Committee will receive copies of all audit reports issued by audit firms engaged to audit or review school committee operating, special revenue funds, or student activity accounts.

~~An audit of the school department's accounts should be conducted annually. In addition, the Committee may request a private audit of the school system's accounts at its discretion.~~

~~The Committee will consider recommendations made by the auditor for maintaining an efficient system for recording and safeguarding the school department's assets.~~

SOURCE: MASC

~~NOTE: References to a town or city charter may be appropriate here. The content of these references may require a change in the content of a policy adopted by a local school Committee in this area.~~

~~Regional school districts should cite M.G.L. 71:16E at this code. Certain provisions of that law could be incorporated into a policy on audits.~~

File: DIF

## COMMITTING FUNDS POLICY

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### I. PURPOSE AND SCOPE

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Whenever, in the best interests of the school system, it is necessary to commit funds in excess of \$50,000 for the acquisition of materials, supplies, or equipment beyond a single fiscal year, the Superintendent of Schools shall inform the School Committee in writing of the number of fiscal years impacted, the nature of the acquisition, the annual cost, any additional costs incurred by extending the payments beyond a single fiscal year, and the means by which the commitment could be obviated should the financial condition of the school system warrant a discontinuation of the service, or use of the equipment, materials, or supplies.

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Voted: 1/23/90  
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SOURCE: Lexington

## PURCHASING

The School Committee declares its intention to purchase competitively without prejudice and to seek maximum educational value for every dollar expended.

The School Committee shall appoint a Chief Procurement Officer, who will meet all state requirements for such a position. He/she will develop and administer the Purchasing Program for the schools in keeping with all federal, state, and local legal requirements and within the adopted school budget.

All purchases will be made with prior approval of the Chief Procurement Officer before goods or services are received.

Acquisition of goods and services will be made using contracts, official purchase orders and/or town-issued procurement cards. All purchase orders, contracts and procurement cards will be approved by the Chief Procurement Officer.

All purchase orders will be approved for issuance by the appropriate budget manager appointed by the Superintendent, with such exceptions as may be made by the latter for emergency purchases.

Purchasing compliance within budget and grant guidelines is the responsibility of the department head or published budget manager/administrator.

School Committee requires all budget managers to:

- a. Ensure that sound business practices are used by faculty and staff when making goods and services purchase requests;
- b. Use state procurement contracts, national collaborative purchasing contracts, or evaluate best value prices;
- c. Consider using SOMWBA certified Minority and Women-Owned Business Enterprises (M/WBEs);
- d. Procure goods and services that conserve natural resources, reduce waste, protect public health and the environment, and promote the use of clean technologies, recycled materials, and less toxic products; and
- e. All purchases shall be in compliance with
  - i. district curriculum adoption procedures set forth by Offices of K-12 Curriculum Instruction and K-12 Educational Technology or by the Special Education Department
  - ii. Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. Section 1232g (collectively, the "FERPA Records"),
  - iii. 16 CFR 312 Children's Online Privacy Protection Rule,
  - iv. 201 CMR 17.00: Standards For The Protection of Personal Information of Residents of the Commonwealth, and
  - v. 603 CMR 23.00 Student Records

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Unauthorized purchase of goods and services requires budget managers to provide explanation as to why School Committee Purchasing Policy or Administrative Directives were not followed. School Committee reserves their legal right to direct the budget manager to return the goods or not approve payment. Vendor will be informed of School Committee Purchasing Policy and MGL Chapter 41, Section 56, which protects the department for paying for unauthorized expenses.

~~The School Committee declares its intention to purchase competitively without prejudice and to seek~~

maximum educational value for every dollar expended.

The acquisition of materials, equipment and services will be centralized in the Superintendent's office of the school system.

The Superintendent will serve as purchasing agent. He/she will develop and administer the purchasing program for the schools in keeping with legal requirements and with the adopted school budget.

School purchases will be made only on official purchase orders approved for issuance by the appropriate unit head and signed by the Superintendent, with such exceptions as may be made by the latter for emergency purchases.

SOURCE: MASC

LEGAL REFS.: M.G.L. 7:22A; 7:22B; 30:39M; 30B; 41:56; 71:49A; 149:44A-J

~~NOTE: This category is useful for a general, overall policy on purchasing, which includes content that might otherwise be filed in a number of subcategories of this main topic. Specific regulations pertaining to purchasing are better filed under DJF, Purchasing Procedures.~~

File: DJA

### **PURCHASING AUTHORITY**

Authority for the purchase of materials, equipment, supplies, and services is extended to the Superintendent through the detailed listing of such items compiled as part of the budget-making process.

The purchase of items and services on such lists requires no further Committee approval except when by law or Committee policy the purchases or services must be put to bid.

| SOURCE: MASC

LEGAL REF.: M.G.L. 30B

CROSS REF.: DJE, Bidding Requirements

| ~~NOTE: The cross reference is to a closely related policy in this manual.~~

## BIDDING REQUIREMENTS

All purchases of goods and services, including contracts for construction or maintenance, shall be in accordance with state statutes.

When bidding procedures are used, bids will be advertised appropriately. Suppliers will be invited to have their names placed on mailing lists to receive invitations to bid. When specifications are prepared, they will be mailed to all merchants and firms who have indicated an interest in bidding.

All quotes will be submitted with requisitions, addressed to the Chief Procurement Officer for the schools and plainly marked.

The Chief Procurement Officer may reject any or all quotes. The Chief Procurement Officer for the schools shall accept the bid that appears to be in the best interest of the school system in accordance with applicable statutes.

All purchases of materials and equipment and all contracts for construction or maintenance in amounts exceeding \$25,000 will be based upon competitive bidding.

An effort will be made to procure multiple bids for all purchases in excess of \$25,000. When recommending acceptance of a bid, the Superintendent will inform the School Committee, whenever possible, of the competitive price of a reasonable substitute for the item specified.

When bidding procedures are used, bids will be advertised appropriately. Suppliers will be invited to have their names placed on mailing lists to receive invitations to bid. When specifications are prepared, they will be mailed to all merchants and firms who have indicated an interest in bidding.

All bids will be submitted in sealed envelopes, addressed to the Superintendent and plainly marked with the name of the bid and the time of the bid opening. Bids will be opened in public at the time specified, and all bidders will be invited to be present.

The Committee reserves the right to reject any or all bids and to accept the bid that appears to be in the best interest of the school system. The Committee reserves the right to waive any informality in, or reject, any or all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of the bids. Any bid received after the time and date specified will not be considered. All bids will remain firm for a period of 30 days after opening.

The bidder to whom an award is made may be required to enter into a written contract with the school system.

SOURCE: MASC

LEGAL REFS.: M.G.L. 7:22A; 7:22B; 30B; 149:44A-J

CROSS REF.: DJA, Purchasing Authority

**NOTE:** ~~The cross reference is to a closely related policy in this manual.~~

**NOTE:** ~~Town or city charters may contain related provisions. If so, appropriate citations should be added to the legal references.~~

*Lexington Public Schools*



In addition, all provisions of M.G.L. 30B shall be adhered to. Limits referenced in the law may be changed to create a more restrictive process but may not be changed to reduce the requirements.

File: DJG

### **VENDOR RELATIONS**

Representatives of firms doing or hoping to do business with the school system will be acknowledged and interviews granted or not, depending on the circumstances. Personnel charged with the purchasing function will not be required to put their time at the indiscriminate use of sales personnel, who will limit their visits to staff members designated by school officials.

| SOURCE: MASC

## PAYMENT PROCEDURES

All claims for payment from school department funds shall be processed in accordance with regulations developed by the Town Accountant and the Lexington School Committee Policy: Purchasing.

All claims for employee pay shall be processed in accordance with salary ranges and salary schedules approved by the School Committee.

Human Resources shall maintain and provide to School Committee all salary ranges and salary schedules for all positions.

The Superintendent shall determine employees' placement within approved salary ranges or on approved salary schedules.

The Superintendent will be responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget for all items.

The school building administrators will be responsible for observing budget allocations in their respective schools.

~~All claims for payment from school department funds will be processed in accordance with regulations developed by the Superintendent. Payment will be authorized against invoices properly supported by approved purchase orders, with properly submitted vouchers, or in accordance with salaries and salary schedules approved by the School Committee.~~

~~As an operating procedure, the Committee will receive monthly lists of bills for payment from school department funds. The lists will be certified as correct and approved for payment by the School Committee and then forwarded to the city auditor for processing and subsequent payment by the city treasurer. Actual invoices, statements, and vouchers will be available for inspection by the School Committee.~~

~~The Superintendent will be responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget for all items.~~

~~The school building administrators will be responsible for observing budget allocations in their respective schools.~~

SOURCE: MASC

LEGAL REFS.: M.G.L. 41:41; 41:52 41:56

~~NOTE: Specific details established by an individual town should be substituted for those required in the policy above, which were established by that city's code of ordinances. Appropriate citations should also be substituted. Different procedures are often required for regional school districts. Those details should be added in place of those in the policy above.~~

File: DKC

## EXPENSE REIMBURSEMENTS

The School Committee encourages all employees to follow the Lexington School Committee Policy: Purchasing. Reimbursement will only be authorized for pre-approved travel expenses.

The Superintendent will issue an Administrative Directive in cooperation with the Town Manager's Meal and Travel Policy.

A monthly travel stipend, in an amount established by the Committee, will be paid to those authorized by the Superintendent Committee who are required to travel regularly on official business.

To the extent budgeted for such purposes in the school budget, approval of travel requests will be as follows:

- a. Travel by School Committee members must have prior approval of the School Committee.
- b. Any travel request must be submitted on a Request to Attend form and approved in advance by the Superintendent or designee.
- c. Each individual request will be judged on the basis of its benefit to the school system.
- d. Reimbursement requests for transportation / travel costs shall reflect those least expensive to the community and in the interest of economy, with proper consideration to the circumstances.

~~Personnel and school department officials who incur expenses in carrying out their authorized duties will be reimbursed by the school department upon submission of a properly completed and approved voucher and any supporting receipts required by the Superintendent.~~

~~When official travel by a personally owned vehicle is authorized, mileage payment will generally be made at the rate currently approved by the Committee. However, a monthly travel stipend, in an amount established by the Committee, will be paid to the Superintendent, Assistant Superintendent, Business Manager, and others authorized by the Committee who are required to travel regularly within the school system on official business.~~

~~To the extent budgeted for such purposes in the school budget, approval of travel requests will be as follows:~~

- ~~1. Travel by School Committee members must have prior approval of the School Committee.~~
- ~~2. Any travel request with estimated expenditures of more than \$ \_\_\_\_\_ must be approved in advance by the Committee. Travel requests for less than \$ \_\_\_\_\_ may be approved by the Superintendent.~~
- ~~3. Each individual request will be judged on the basis of its benefit to the school system.~~

SOURCE: MASC

LEGAL REFS.: M.G.L. 40:5; 44:58

*Lexington Public Schools*

## **BASIC INSTRUCTIONAL PROGRAM**

State law requires that schools:

. . . shall give instruction and training in orthography, reading, writing, the English language and grammar, geography, arithmetic, drawing, music, the history and Constitution of the United States, the duties of citizenship, health education, physical education and good behavior...

The law further states that American history and civics, including the Constitution of the United States, the Declaration of Independence, the Bill of Rights, local history and government will be taught as required subjects in the public schools.

Physical education is compulsory for all students, except that no student will be required to take part in physical education exercises if a physician certifies in writing that such exercises would be injurious to the student.

### The Fundamental Skills

The business of the schools is to equip all children with the skills, tools, and attitudes that will lay the basis for learning now and in the future. This means giving highest priority to developing skills in reading, writing, speaking, listening, and solving numerical problems.

The first claim of the community's resources will be made for the realization of these priorities. School dollars, school talent, school time, and whatever innovation in program is required must be concentrated on these top-ranking goals. No student should be bypassed or left out of the school's efforts to teach the fundamental skills. Schooling for basic literacy must reach all students, in all neighborhoods, and from all homes.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:1,2,3; 71:13  
603 CMR 26:05

## **PHYSICAL EDUCATION**

The School Committee will attempt to provide every student with an opportunity for wholesome and enriched educational experiences. It is the Committee's belief that the following basic aims and objectives of the physical education program will contribute to this goal:

1. To aid the development of the entire student so that a well trained mind may function properly in a healthy body.
2. To encourage student participation in vigorous physical activity while in school, and to teach the skills of those activities so that they will have a carry-over value for later activities in every day life.
3. To increase appreciation of physical fitness and its importance in regard to good health.
4. To impress upon students the importance of integrating one's mind, body and attitude in preparing to face the obligations of a complex society.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:1; 71:3  
Board of Education Regulations Pertaining to Physical Education,  
adopted 4/25/78, effective 9/1/78  
603 CMR 26:05

## **LIBRARY MATERIALS SELECTION AND ADOPTION**

The School Committee endorses the School Library Bill of Rights, as adopted by the American Library Association, which asserts that the responsibility of the school library is to:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a background of information that will enable students to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

Initial purchase suggestions for library materials may come from all personnel--teachers, coordinators, and administrators. Students will also be encouraged to make suggestions. The librarian will recommend materials to be included in the school library. Final approval and authority for distribution of funds will rest with the building Principal subject to the approval of the Superintendent.

Gifts of library books will be accepted in keeping with the above policy on selection. Complaints about library books will be handled in line with Committee policy on complaints about instructional materials.

SOURCE: MASC

LEGAL REF.: 603 CMR 26:05

CROSS REF.: KEC, Public Complaints about the Curriculum or Instructional Materials

## **LIBRARY RESOURCES**

The primary objective of the library/media center is to implement its resources to enrich and to support the educational program of the school.

### Definition of Library Resources

Library resources are those materials, both print and non-print, found in school libraries which support curricular and personal information needs. Print items include books, magazines, newspapers, pamphlets, microfiche or microfilm. Non-print items include films, disc records, filmstrips, slides, prints, audiotapes, videotapes, compact discs, and computer software.

### Criteria for Selection of Library Resources

The criteria for selection of library resources in the District are:

- Needs of the individual student  
Based on knowledge of students  
Based on requests of parents and students
- Needs of the individual school  
Based on knowledge of the curriculum of the school  
Based on requests from the professional staff
- Provision of a wide range of materials on many levels of difficulty with a diversity of appeal and the presentation of different points of view.
- Provision of materials of high artistic quality.
- Provision of materials with superior format.
- Reputable, unbiased, professionally prepared selection aids are consulted as guides.

In accordance with the District's policy of providing instructional materials on opposing sides of controversial issues, it should be noted that neither the media centers nor the District serve as advocates for the ideas expressed in any materials, nor does the presence of any material indicate automatic endorsement of the ideas expressed therein.

### Disclosure of Information/Privacy of Circulation Records

Circulation records shall not be made available to anyone except pursuant to such process, order, or subpoena as may be authorized by law.

### Re-evaluation (Weeding) of Library Resources

The continuous review of library/media center materials is necessary as a means of maintaining a useful and active collection. As new materials are selected and added, some older materials are withdrawn. The responsibility for determining which materials are to be withdrawn rests with the professional staff.



Among the reasons for withdrawing an item are the following:

- Curricular changes have rendered superfluous some materials (or multiple copies of materials) formerly used but no longer in demand.
- Some materials contain factual material that is no longer accurate nor current.
- Some materials intended for recreational reading have become dated or unattractive and are no longer in demand. (Some such books, which are deemed “standards” or “classics”, will be retained even though they rarely circulate).
- Some materials have become worn out, damaged or physically deteriorated and have lost utility and/or appeal.
- Some materials have been superseded by newer items, which present the same information, but in superior format.

Withdrawn library/media center materials are processed in one or more of the following ways:

- Made available to be used as resource or supplementary material by teachers.
- Offered to other media centers in the District, as it is possible that a material, which lacks utility in one building, may have some usefulness in another.
- Contributed to appropriate charitable or educational agencies.
- Discarded, when warranted.

Continuing evaluation is closely related to the goals and responsibilities of library/media centers and is a valuable tool of collection development. This procedure is not to be used as a convenient or expedient means to remove materials presumed to be controversial or likely to be disapproved by segments of the community. Materials are not to be proscribed or removed because of actual or potential partisan or doctrinal disapproval, nor because of the origin, background or views of those contributing to their creation.

SOURCE: MASC

## **STUDENT DISCIPLINE**

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They are expected to respect constituted authority and to conform to school rules and those provisions of law that apply to their conduct.

Each Student Handbook shall include prohibited conduct and procedures to ensure due process when discipline is contemplated with respect to violation of the school rules or applicable law. Administrators shall adhere to the due process procedures in accordance with Massachusetts General Laws and procedures providing for due process. Student Handbooks will be made available to students and parents electronically. Original printed copies will be made available in each school principal's office and the Superintendent's office.

In every case of student misconduct for which suspension may be imposed, the administrator shall consider ways to re-engage the student in learning and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

The administrator may, as a disciplinary measure, remove a student from privileges, such as internet privileges, extracurricular activities, bus privileges, and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to due process procedures, unless explicitly provided for in Student Handbooks and/or rules of the Massachusetts Interscholastic Athletic Association (MIAA). Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

### **Academic Progress**

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through a school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for

notifying such students and their parents of the services and arranging such services. Education services shall be based on and provided in a manner consistent with the academic standards and curriculum frameworks established for all students under the law.

## **Reporting**

The school district shall collect and annually report data to the [Department of Elementary and Secondary Education \(“DESE”\)](#) regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by ~~the~~ DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socio-economic status, disability, and English language learner status in accordance with state laws and regulations.

## **Students with Special Needs**

The Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973 provide eligible students with certain procedural rights and protections in the context of student discipline. When disciplining eligible students, administrators shall adhere to the procedural rights and protections in accordance with federal and state laws and regulations.

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H 3/4](#); 76:17; 603 CMR 53.00

## **STUDENT COMPLAINTS AND GRIEVANCES**

The School Committee recognizes that there may be aspects of the Lexington Public Schools and its operationseonditions in the school system that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well conceived and understood in advance, can do much to maintain harmonious relationships among the schools and the students and community.

The traditional "open door" policy in the public school system will be continued. Students--and their parents and/or guardians--who believe that a student has received unfair treatment may bring forward their grievance and/or complaint. ~~Appeals of individual disciplinary cases will be required to follow the district's policy on student discipline.~~ Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances, including state and federal laws with respect to student confidentiality and privacy. In general, Procedures will begin with the authority imposing the penalty (for example, Principal or teacher) and may ultimately be referred to the Superintendent and on to the School Committee ~~if a policy needs to be approved or changed, if necessary and properly under the jurisdiction of the School Committee.~~

Every attempt will be made to seek a satisfactory solution to any legitimate grievance in a friendly and informal manner.

SOURCE: MASC

CROSS REF: JIC Student Discipline

## **STUDENT CONDUCT**

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations ~~not in~~ consistent 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 the general rules of conduct those rules is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.~~

~~The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.~~

Students violating any of the policies on student conduct and control 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 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, ~~m~~Most of the situations which require disciplinary action ~~can~~ will be resolved within the confines of the classroom or as they occur by reasonable verbal communication but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians. Some situations, however, will 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.

SOURCE: MASC

LEGAL REF.: M.G.L. [71:37H](#); 71:37H1/2; 71:37H3/4; 71:[37L](#); [76:16](#); 76:[17](#); 603 CMR 53.00

# Elementary Schools Relief Valves

- Populations Come In Lower than Forecast
- Dependent on Population Projections
- Slight Increase in Class Sizes
- Redistrict Adjustments
- Out of District for Pre-K
- Use Art and Music as Classrooms
- Divide the Gym into: Gym, Art and Music spaces





**TOWN OF LEXINGTON**  
**Ad hoc School Master Planning Committee (AhSMPC)**  
**Minutes**

*Date:* September 23, 2014

*Place and Time:* School Administration Building, Lower Level Conference Room 2A, 8:00 A.M.

*Members Present:* Paul Ash, Superintendent of Schools; Judy Crocker, School Committee; Peter Kelley, Board of Selectmen (BoS); Patrick Goddard, Director, Department of Public Facilities (DPF); Jon Himmel, Permanent Building Committee (PBC); Carl Oldenburg, PBC; Jessie Steigerwald, School Committee

*Members Absent:* none

*Liaisons Present:* Rod Cole, Capital Expenditures Committee; Alan Levine, Appropriation Committee

*Liaisons Absent:* Mollie Garberg, Appropriation Committee

*Others Present:* Tom Diaz, Precinct 4 Town Meeting member; Tim Dunn, Precinct 8 Town Meeting member; Kate Colburn, Precinct 4 Town Meeting member

*Recording Secretary:* Sara Arnold

Dr. Ash started the meeting at 8:05 A.M.

- 1. Review of Reports Presented to School Committee and Next Steps:** Dr. Ash reported that the Enrollment Working Group and Symmes, Maini, and McKee Associates (SMMA), the Town's consultant for this project, presented reports to the School Committee last week. He observed that there is a clear need for additional capacity in the schools in the long term and current enrollment projections indicate a need for more space in the near future. It is important for this Committee to identify next steps and begin to develop recommendations for the School Committee.

After discussing the validity of the enrollment projections in the reports and considering alternative approaches, it was generally agreed that although different methodologies, or different combinations of methodologies, result in different outcomes, all methods indicate that Lexington will experience considerable enrollment increases that require additional capacity within the next five years.

Additionally, the enrollment projections coupled with the current lack of capacity at five of the six elementary schools suggest a need for additional classroom space starting in September 2015. Although Estabrook Elementary School has excess capacity, even re-districting cannot relieve the pressure at the other elementary schools. It was noted that Lexington is not going to change its teacher/student ratio policy to address the issues. If an appropriation is needed to create additional space for the 2015-2016 school year, it will be necessary to make such a request at a Special Town Meeting as soon as possible.

Mr. Goddard complimented both reports, noting that both are forward looking. He added that the Town successfully absorbed 500 additional students over the past five years, and that these reports illustrate the need to absorb an additional 500 students over the next five years. He commented that, from a broad perspective, the Town needs to incorporate safety valves and strategies to address enrollment changes.

*Discussion Relating to Short Term Lack of Capacity:* Ms. Crocker, Ms. Steigerwald, and Dr. Ash identified a variety of strategies for addressing the immediate demand:

- increase the numbers of teachers and students in existing classrooms;

- convert art and/or music rooms into general classroom space and have art and/or music taught in the general classrooms, using carts to transport the educational materials needed;
- convert part of a gymnasium into space for art and/or music, thus reducing space for indoor physical education activities;
- add modular classrooms and/or convert space in the school administration building for some or all of the pre-kindergarten program that is currently in Harrington Elementary School (Harrington).

Redistricting was generally accepted as a necessity in all scenarios, partially because Estabrook Elementary School has four extra classrooms that should be used.

It was reported that Phil Poinelli, Educational Planner for SMMA, believes that using art and music rooms for classroom space is acceptable for a short term, temporary solution, and he therefore does not believe additional space is needed. By contrast, parents are expressing strong opposition to losing art and music rooms, and the School Committee has recently opposed this approach as well. Ms. Steigerwald said she did not support the School Committee's opposition. One issue for the School Committee is its desire to maintain parity in the schools. Increasing the number of students and teachers in a classroom is currently being done in one school, but this is not seen as a viable solution for addressing the anticipated enrollment increases until a long term solution is put into effect.

Mr. Goddard estimated that it would take several improvements to renovate the School Administration Building to accommodate students and approximately \$650,000 to add two permanent modular classrooms. Another option is to lease classrooms, which would require, at a minimum, \$400,000 for two classrooms. He said that it takes more time to purchase and install permanent modulators than to lease modulators, and the inventory for leasing modular units is best in the summer and fall; the quality of available units is decreasing rapidly at this time of year.

Mr. Goddard agreed to ask SMMA to calculate costs and evaluate various scenarios to determine how well they alleviate the short term capacity issues. The scenarios will include:

- Using modulators and determining where those modulators could go.
- Moving pre-kindergarten students into the School Administration Building and converting the space they are now using in Harrington into general classrooms. Dr. Ash noted that in this scenario, as many as four new general classrooms and some other ancillary space would be available in Harrington, but he expressed concern about the loss of space in the School Administration Building that is critical to providing educational support for the schools.
- Moving only part of the pre-kindergarten program into the School Administration Building and adding some modulators.

It was noted that the School Committee needs to understand the pros and cons for each scenario.

The information provided by SMMA will be used by this Committee to develop a recommendation about how to move forward. It was noted that a STM could be held in January because the Town does not have any pressing financial issues that require a fall STM; however, it was reiterated that the options for purchasing or leasing modulators for the 2015-2016 school year become increasingly problematic and less attractive as time passes. Mr. Kelley expressed concern for the taxpayer and questioned whether the Town should/would support funding a short term solution. It was also noted that short term solutions should not negatively impact long term plans for addressing the anticipated enrollment over the next five years.

It was noted that the School Committee has two issues to consider:

- The use of art and music rooms for classroom space; and
- Redistricting.

Their thoughts will help inform this Committee.

*Discussion Relating to Long Term Lack of Capacity:* Dr. Ash reported on the School Department's



proposal to the Massachusetts School Building Authority (MSBA) requesting financial assistance to replace the Maria Hastings Elementary School (Hastings). The decision is expected in December. Dr. Ash recently spoke to the administrator who helps evaluate these proposals. There are 108 proposals, and it is expected that 16 of them will get funded. Category 1 projects, which relate to safety, will get the highest priority. Hastings is a Category 2 project, justified by the need for additional capacity. Hastings already has modulars, which the MSBA does not factor into its capacity calculations; thus, on paper, Hastings appears to be more crowded than it is in practice. In an effort to get Hastings to the top of the Category 2 list, Dr. Ash plans to submit the Enrollment Working Group's report to the MSBA to supplement the previously submitted material. The Enrollment Working Group did not use the standard methodology for predicting enrollment because experience indicates that the standard method underestimates reality at the elementary level in Lexington. Dr. Ash believes that the MSBA will find the Enrollment Working Group's analysis to be interesting and worth considering.

2. **Minutes:** A motion was made and seconded to accept the September 5, 2014 Minutes. The motion passed. VOTE: 7-0.
3. **Adjournment:** The meeting was adjourned at 9:45 A.M.

*These minutes were approved on October , 2014.*

**Materials distributed/used at the meeting:**

- *Public Meeting Agenda, September 23, 2014, AhSMPC*
- *SMMA PowerPoint slides: Lexington Public Schools, Ad hoc Schools Master Plan Committee; School Committee Progress Report, September 17, 2014*
- *Report of the Enrollment Working Group; 2019 School Enrollment Forecast, September 15, 2014*
- *Enrollment Working Group PowerPoint slides: September 2019 Enrollment Projection, Progress Report of the Ad hoc Enrollment Working Group, 16 September 2014; PowerPoint slides*

## **Pre-K to G12 Enrollment Options**

**Judy Crocker – October 2014**

### **DRAFT DRAFT DRAFT**

*Prior to receiving more information from the state, SMMA, and the EWG, the SC needs to frame the enrollment conversation by having a firm grasp of its foundation guidelines, policies, or proposed policies on a number of related topics.*

Remembering that we are all Lexington Public School students, how shall our community best add capacity and ensure parity without sacrificing class size?

In order for the SC to define LPS priorities, we must:

- Better define classroom capacity
- Better define class size
- Discuss minimal head room or physical space/student associated with optimal classroom square footage
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- Define art, music, PE dedicated space
- Define Library and performance dedicated space
- Define parity across grade level
- Discuss core space minimal requirements
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- How big is too big? Discuss total student size of ES, MS, HS school buildings
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- Discuss whether the current environment makes preferred class size and dedicated art/music space mutually exclusive.

<u>Short-Term Options</u>	<u>Requirements</u>	<u>Accomplished Goal</u>	<u>Positive Outcome</u>	<u>Negative Outcome</u>	<u>Outside Costs</u>
<ul style="list-style-type: none"> <li>• Modular Construction               <ul style="list-style-type: none"> <li>○ Lease or purchase</li> <li>○ Medium or high quality</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Town Meeting financing</li> <li>- \$ For design, rental and installation</li> </ul>	<ul style="list-style-type: none"> <li>- Classroom, Specialist, or office space</li> </ul>	<ul style="list-style-type: none"> <li>- Temporary space</li> </ul>	<ul style="list-style-type: none"> <li>- Requires open space</li> <li>- Time to execute</li> <li>- School core space taxed</li> <li>- Best practice to obtain in pairs</li> </ul>	<ul style="list-style-type: none"> <li>- \$650K/pair</li> <li>- Design \$</li> <li>- Furniture \$</li> <li>- Hire new teachers for additional classrooms</li> </ul>
<hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>• Redistricting               <ul style="list-style-type: none"> <li>○ Belmont: new student school assignments</li> <li>○ Brookline/Newton: buffer zones</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Time for modeling</li> <li>* Implementation communication</li> <li>* Transportation changes</li> </ul>	<ul style="list-style-type: none"> <li>* Makes use of all district space</li> <li>* Improve population imbalance between MS feeder schools</li> </ul>	<ul style="list-style-type: none"> <li>* Fills all district general education classrooms (Est)</li> <li>* Attempt to evenly distribute over-capacity &amp; future growth needs</li> <li>* Eases stress on school core space</li> </ul>	<ul style="list-style-type: none"> <li>* Stressful to families</li> <li>* May require &gt; one round as new space comes online</li> </ul>	<ul style="list-style-type: none"> <li>* Hire new teachers for any open classroom space (Estabrook)</li> </ul>
<hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>• Use dedicated art space for one classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Faculty &amp; program accommodations</li> </ul>	<ul style="list-style-type: none"> <li>- Quickest method to obtain one classroom</li> <li>- Temporary</li> </ul>	<ul style="list-style-type: none"> <li>- Minimal additional overhead</li> <li>- Additional room results in smaller overall gen ed classroom size</li> <li>- No impact on core space</li> </ul>	<ul style="list-style-type: none"> <li>- Stressful for art teachers</li> <li>- Impact to program</li> <li>- Storage of art supplies</li> </ul>	<ul style="list-style-type: none"> <li>- Classroom modifications</li> <li>- Hire new teachers</li> </ul>

<ul style="list-style-type: none"> <li>• Use dedicated music space for one classroom</li> </ul>	<ul style="list-style-type: none"> <li>* Faculty &amp; program accommodations</li> </ul>	<ul style="list-style-type: none"> <li>* Second quickest method to obtain one classroom</li> <li>* Temporary</li> </ul>	<ul style="list-style-type: none"> <li>* Minimal additional overhead</li> <li>* Additional room results in smaller overall gen educ classroom size</li> <li>* No impact on core space</li> </ul>	<ul style="list-style-type: none"> <li>* Stressful for music teachers</li> <li>* Impact to program</li> <li>* Storage of musical instruments &amp; materials</li> </ul>	<ul style="list-style-type: none"> <li>* Classroom modifications</li> <li>* Hire new teachers</li> </ul>
<hr/> <ul style="list-style-type: none"> <li>• Use dedicated Library space for classrooms</li> </ul>	<hr/> <ul style="list-style-type: none"> <li>- Faculty &amp; program accommodations</li> <li>- Time for remodeling</li> </ul>	<hr/> <ul style="list-style-type: none"> <li>- Relatively quick method to obtain space</li> <li>- Classroom or office space</li> <li>- Temporary</li> </ul>	<hr/> <ul style="list-style-type: none"> <li>- Small additional overhead</li> <li>- Additional room(s) results in smaller overall gen educ classroom size OR additional office space</li> <li>- No impact on core space</li> </ul>	<hr/> <ul style="list-style-type: none"> <li>- May not be a standard classroom space</li> <li>- Storage of library materials</li> <li>- Can not access all stored materials due to volume</li> </ul>	<hr/> <ul style="list-style-type: none"> <li>- Classroom modifications</li> <li>- Hire new teachers</li> </ul>
<hr/> <ul style="list-style-type: none"> <li>• Use gym for dedicated space for classrooms</li> </ul>	<hr/> <ul style="list-style-type: none"> <li>* Faculty and program accommodations</li> <li>* Time for remodeling</li> </ul>	<hr/> <ul style="list-style-type: none"> <li>* Relatively quick method to obtain space</li> <li>* Classroom or office space</li> <li>* Temporary</li> </ul>	<hr/> <ul style="list-style-type: none"> <li>* Small additional overhead</li> <li>* Additional room(s) results in smaller overall gen educ classroom size OR additional office space</li> <li>* No impact on core space</li> </ul>	<hr/> <ul style="list-style-type: none"> <li>* Policy requirement of vigorous activity put in jeopardy</li> <li>* Outdoor location not an acceptable substitute for PE curriculum</li> <li>* Considerable sound issues</li> </ul>	<hr/> <ul style="list-style-type: none"> <li>* Classroom modifications</li> <li>* Hire new teachers</li> </ul>

<u>Long Term Options</u>	<u>Requirements</u>	<u>Accomplished Goal</u>	<u>Positive Outcome</u>	<u>Negative Outcome</u>	<u>Outside Costs</u>
<ul style="list-style-type: none"> <li>• Hastings               <ul style="list-style-type: none"> <li>○ New build or renovate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- SOI news from state</li> <li>- Town financing: Override or debt exclusion</li> </ul>	<ul style="list-style-type: none"> <li>- Additional/ updated ES classroom capacity</li> </ul>	<ul style="list-style-type: none"> <li>- Additional classroom capacity</li> <li>- Updated systems &amp; Building envelope</li> </ul>	<ul style="list-style-type: none"> <li>- Cost: Override/debt exclusion</li> <li>- Time: 5 year process</li> </ul>	<ul style="list-style-type: none"> <li>- \$\$\$/\$\$\$\$</li> </ul>
<hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>• Permanent Building Wing(s)               <ul style="list-style-type: none"> <li>○ Modular or brick &amp; mortar</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Financing</li> <li>* \$ For design and installation</li> <li>* Location determination</li> </ul>	<ul style="list-style-type: none"> <li>* Expanded school capacity</li> </ul>	<ul style="list-style-type: none"> <li>* Additional classroom capacity</li> </ul>	<ul style="list-style-type: none"> <li>* Cost</li> <li>* Time</li> </ul>	<ul style="list-style-type: none"> <li>* Design \$</li> <li>* Furniture \$</li> <li>* Hire new teachers</li> </ul>
<hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>• New Pre-K location</li> </ul>	<ul style="list-style-type: none"> <li>- Building space</li> <li>- Separate parking</li> <li>- Optimal separate entrance</li> <li>- Separate playground</li> <li>- Does not need to share a school's core space</li> <li>- Cost to modify space</li> </ul>	<ul style="list-style-type: none"> <li>- Stand alone program in permanent space</li> <li>- Add additional space to meet current program needs in order to continue to accept students</li> </ul>	<ul style="list-style-type: none"> <li>- Moving out of Harrington frees-up ES school wing (4 classrooms, 2 smaller spaces, and office space)</li> <li>- Meet program's need for more space</li> </ul>	<ul style="list-style-type: none"> <li>- Pre-K program has made multiple moves in recent years</li> <li>- Costs for Pre-K space modifications</li> <li>- Costs for general educ space modifications</li> </ul>	<ul style="list-style-type: none"> <li>* Harrington classroom modifications</li> <li>* Hire new teachers</li> <li>* Pre-K classroom modifications</li> </ul>
<hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>• New LHS</li> </ul>	<ul style="list-style-type: none"> <li>* SOI funding</li> <li>* Town Financing: override or debt exclusion</li> </ul>	<ul style="list-style-type: none"> <li>* 21<sup>st</sup> century HS</li> <li>* Additional classroom capacity</li> </ul>	<ul style="list-style-type: none"> <li>* Additional classroom capacity</li> </ul>	<ul style="list-style-type: none"> <li>* Cost: Override/debt exclusion</li> <li>* Time</li> </ul>	<ul style="list-style-type: none"> <li>* \$\$\$\$\$</li> <li>* Hire new teachers</li> </ul>

<ul style="list-style-type: none"> <li>• Redistricting</li> </ul>	<ul style="list-style-type: none"> <li>- Time for modeling</li> <li>- Implementation communication</li> <li>- Transportation changes</li> </ul>	<ul style="list-style-type: none"> <li>- Makes use of all district space</li> <li>- Improve population imbalance between MS feeder schools</li> <li>- Takes into account precious capacity initiatives</li> </ul>	<ul style="list-style-type: none"> <li>- Fills all district general education classrooms</li> <li>- Attempt to evenly distribute over-capacity &amp; future growth needs</li> <li>- Eases stress on school core space</li> </ul>	<ul style="list-style-type: none"> <li>- Stressful to families</li> </ul>	
<hr/> <ul style="list-style-type: none"> <li>• Space Mining</li> </ul>					<ul style="list-style-type: none"> <li>• design \$</li> <li>• furniture\$</li> <li>• teacher \$</li> </ul>

<u>Thinking Out-of-the-Box</u>	<u>Requirements</u>	<u>Accomplished Goal</u>	<u>Positive Outcome</u>	<u>Negative Outcome</u>	<u>Outside Costs</u>
<p>Central Office:</p> <ul style="list-style-type: none"> <li>○ Use part of CO as school</li> <li>○ Convert CO to school</li> <li>○ Demolish for new school</li> </ul> <p>Build 10<sup>th</sup> school:</p> <ul style="list-style-type: none"> <li>○ Laconia St site</li> <li>○ CO building site or site</li> <li>○ Swap Conservation land for Laconia St site</li> <li>○ ES or MS</li> </ul> <p>Add to current buildings:</p> <ul style="list-style-type: none"> <li>○ 2<sup>nd</sup> floor to Bowman</li> <li>○ new wing to Diamond</li> <li>○ new wing at Clarke</li> <li>○ new wing at Harrington</li> </ul> <p>Grade Grouping Models:</p> <ul style="list-style-type: none"> <li>○ LHS being G8-12</li> <li>○ Grade 6 school</li> <li>○ Grade K-2 and 3-5 schools</li> </ul> <p>School day Structure:</p> <ul style="list-style-type: none"> <li>○ Double sessions/sequential</li> <li>○ Double sessions/daily</li> </ul>					