

LEXINGTON SCHOOL COMMITTEE MEETING
Tuesday, May 19, 2015
Lexington Town Office Building, Selectmen's Meeting Room
1625 Massachusetts Avenue

7:00 p.m. Call to Order:

7:01 p.m. Executive Session:

Exemption 3 – To Discuss Strategy with Respect to Collective Bargaining Regarding LEA Unit A Negotiations

7:45 p.m. Return to Public Session and Welcome:

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

7:50 p.m. Superintendent's Announcements:

7:55 p.m. School Committee Member Announcements:

8:00 p.m. Agenda:

1. School Improvement Plans
 - a.) High School (10 minutes)
 - b.) Elementary Schools (60 minutes)
 - c.) Middle Schools (20 minutes)
2. Update on School Building Projects (40 minutes)
3. Vote to Request the Town Manager Use the Chapter 149A Procurement Method for Multiple School Building Projects (5 minutes)
4. Review and Approve in Form the Following Policies from *Section I – Instruction* (30 minutes)
 - IB – Academic Freedom
 - IC/ICA – School Year/School Calendar
 - ID – School Day
 - IE – Organization of Instruction
 - IGA – Curriculum Development
 - IGB – Support Services Programs
 - IGD – Curriculum Adoption
 - IHA – Basic Instructional Program
 - IHAE – Physical Education
 - IHAI – Occupational Education
 - IHAM – Health Education
 - IHAM-R – Health Education
 - IHAMA – Parental Notification Relative to Sex Education Policy (L)
 - IHAMA – Parental Notification Relative to Sex Education (MASC)
 - IHAMB – Teaching about Drugs, Alcohol, and Tobacco
 - IHB – Special Instructional Programs and Accommodations
 - IHBA – Programs for Students with Disabilities
 - IHBAA – Observations of Special Education Programs
 - IHBD – Compensatory Education
 - IHBEA – English Language Learners
 - IHBF – Homebound Instruction
 - IHBG – Consideration of Home Schooling Requests - Under M.G.L. C. 76 Section 1 (L)
 - IHBG – Home Schooling (MASC)
 - IHBG-R – Home Schooling

- IHBGA – Criteria for Home Schooling for Health Education
- IHBH – Alternative School Programs
- IHCA – Summer Schools
- IHCFA – Extended Day Programs Policy
- IJ – Instructional Materials
- IJ-R – Reconsideration of Instructional Resources
- IJJ – Textbook Selection and Adoption
- IJK – Supplementary Materials Selection and Adoption
- IJL – Library Materials Selection and Adoption
- IJLA – Library Resources
- IJM – Special Interest Materials Selection and Adoption
- IJND – Curriculum and Instruction – Access to Electronic Media
- IJNDB – Standards for the Acceptable Use of Technology in the Lexington Public Schools (L)
- IJNDB – Acceptable Use Policy - Technology (MASC)
- IJNDB-E-1 – Guidelines for Student Internet Use for Teachers in Grades K-5 (L)
- IJNDB-E-2 – Guidelines for Student Internet Use for Students in Grades 6-12 (L)
- IJNDB-E – User Agreement for Participation in an Electronic Communications System (MASC)
- IJNDB-R – Acceptable Use Policy - Technology
- IJNDC – School and District Web Pages
- IJNDC-R – Web Site Guidelines and Procedures for Approval
- IJNDD – Policy on Facebook and Social Networking Web Sites
- IJOA – Field Trips (L)
- IJOA – Field Trips (MASC)
- IJOA-1 – Field Trips
- IJOB – Community Resource Persons/Speakers
- IJOC – School Volunteers
- IK – Student Progress Report to Parents/Guardians
- IKB – Homework Policy
- IKE – Promotion and Retention of Students
- IKEB – Awarding of High School Credit to Eighth Graders
- IKF – Graduation Requirements
- IL – Evaluation of Instructional Programs
- ILD – Educational Research in the Lexington Public Schools
- ILD-R – Procedures for the Policy on Educational Research in the Lexington Public Schools
- IMA – Teaching Activities/Presentations
- IMB – Teaching about Controversial Issues/Controversial Speakers
- IMD – School Ceremonies and Observances
- IMDC – Religion in the Lexington Public Schools
- IMG – Animals in School

10:45 p.m. Consent Agenda (5 minutes):

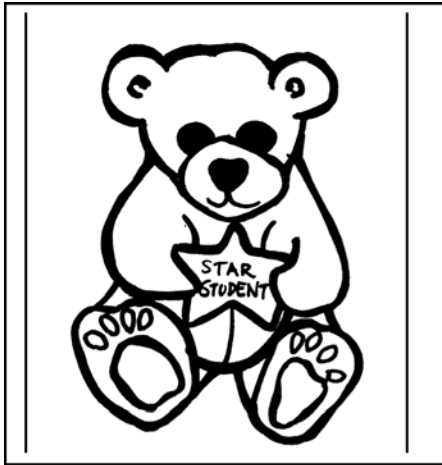
1. Vote to Approve and Not Release School Committee Executive Session Minutes of April 17, 2015
2. Vote to Approve School Committee Meeting Minutes of April 28, 2015

10:50 p.m. Adjourn:

The next scheduled meeting of the School Committee is as follows:

- Tuesday, May 26, 2015 – 7:30 p.m., Town Offices Building, Selectmen’s Meeting Room, 1625 Massachusetts Avenue

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



Bowman School Improvement Plan FY15 Year-End Report

Site Council Members

Mary Anton - Principal

Joshua Curhan, Teacher

Sean Curran, Teacher

Cheryl Forsythe, Teacher

Melinda Loof, Teacher

Melissa Abraham, Parent -- FY14 - FY15 Term

Amy Selinger, Parent -- FY 15-FY16 Term

Alison Stevens, Parent - FY15-FY16 Term

Andrea Strimling Yodsampa, Parent FY 14 - FY15 Term

Recorder: Beth Glick, Assistant Principal

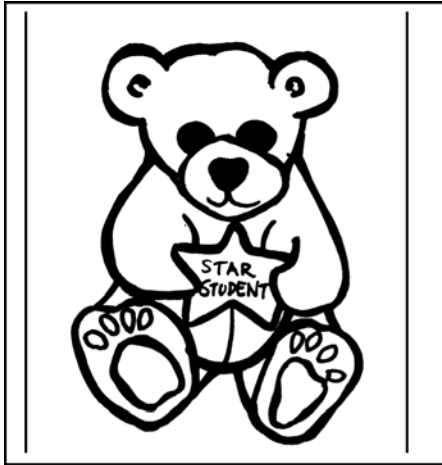
Goal	Implementation School-Wide	Mid-Year Results
<p>Instruction Academic Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all student will achieve at a high level.</p>	<p>Adult Learning/Growth 1. Identification and establishment of individualized goals for teachers in the area of strategy use, data use and promoting student achievement with particular attention to the three high leverage strategies of “feedback, differentiation, and promotion of effort and perseverance”. (Actions linked to New Teacher Evaluation System AND a continuation of past work)</p>	<p><i>All full-time or part-time Bowman supervised teachers have created goals and supervisors have met all deadlines for observations.</i></p> <p><i>Strategy instruction and modification in classrooms is apparent in all observations that are instruction based.</i></p> <p><i>Teachers have had opportunities for work with colleagues at faculty meetings in the following areas. Overview (Sept) Goal Setting (Sept/Oct); Understanding the Rubrics (Nov/Dec); Creating Strong Evidence (Jan) Teachers have received support and time in faculty meetings to work on producing evidence that ties to their student learning goals, and training in what this evidence might look like.</i></p> <p><i>Results from the Bowman School Teacher survey on the new observation process has been very positive. Teachers reported taking the survey after an average of 3.3 observations this school year.</i> <i>Teachers reported, on a 5 point scale, that:</i> <i>Oral feedback was useful to them – 4.7</i> <i>Written feedback was useful to them – 4.2</i> <i>They were comfortable asking questions or for clarification about the feedback – 4.7</i> <i>Their practice changed as a result of the mini-observations and feedback – 4.4</i></p>
	<p>DATA TEAMS/PLCs</p> <p>2. Continue expansion of the use of data through data teams. Expansion of Aimsweb data team collaborative meetings (2-3Xs/year) to link re-teaching to assessed need across K-5. Half-day data meetings and PLC follow-ups. Use of formative and summative assessment to deepen understanding of student needs.</p> <p>Continued meetings or RTI/Data leadership committee, PL for teams</p> <p>Refinement of protocols for data team cycle that operates in addition to PLC cycle.</p> <p>Pilot Use of BaseLine Edge as a student data management program</p>	<p><i>Bowman School reduced a half time position this year that was entirely focused on RTI and responsible for the management of data teams. As a result, although we had data teams last year, they are undergoing a shift in leadership and direction.</i></p> <p><i>Universal Screenings have occurred in September/October and January, two cycles of Data Teams have occurred. All at risk students have been identified. Our current data team is HIGHLY effective for its current expressed purpose (Identifying the most at risk students and providing wrap-around interventions through collaborative work across specialty areas). We are in the process of examining whether this is sufficient, or whether we might get even more power and spend teacher time more wisely through modifications.</i></p> <p><i>Faculty Meeting time and a sub-committee group have been established to investigate the current structure of Data Teams to see if:</i></p> <ul style="list-style-type: none"> ■ <i>we have a strong, established purpose for the data teams</i> ■ <i>our current procedures and structures can be modified to better focus on the most needy few without losing the opportunity to make sure that we have addressed the needs of all students</i> ■ <i>we can streamline the ways in which next steps</i> ■ <i>we can increase our understanding and our ability to respond to student differences, strengths and challenges in culturally proficient ways.</i> <p><i>In March of 2015, we began an investigation of ways to improve Data Teams, using qualitative research methods, we analyzed teacher feedback to identify themes for data team effectiveness and for data team challenges. We identified aspects of data teams that teachers would like to keep and change. Data Teams in April piloted different protocols at different grade levels, and proposed different data team structures based on the time of</i></p>

		<p><i>year – to better create opportunities for discussion/intervention of different types of needs. Data teams in June have been designed as ways to share information across teams. The School is outlining a revised data team process for FY16 based on our work this year. Teachers are expert at using assessment to drive instruction. Many teachers at the K-2 level have taken the “Sweet Spot” course offered by reading and math specialists from the school through our professional learning courses. Teachers are eager to work together to gain greater understanding and power from assessments (formal and informal). The guidance department, with the support of the instructional technology specialist has established new methods of collecting and analyzing data that are helping to structure next steps in guidance curriculum.</i></p> <p><i>We have established a new year long pilot intervention that arose out of last year’s data team (The Vocabulary Enriched Classroom) and have had great success with increasing the specific and focused use of academic vocabulary.</i></p> <p><i>We have also successfully transitioned to Baseline Edge for our student data, Data Team tracking tool, with the support of Maureen Kavanaugh. We look forward to work that will automatically upload collected data to this tool for full implementation of the pilot. As of May 2015 BaselineEdge data has not been fully uploaded to the document.</i></p>
	3. Continuation of a collaborative peer observation model	<p><i>We have established a “Lab Model” for coaching in which teachers work with grade level peers for guided, job-embedded professional learning under the support of a coach. In this model, a grade level is pulled together for a half day focused on a particular area. Experts in that area participate to “lead the learning”, and teachers:</i></p> <ol style="list-style-type: none"> <i>1) plan with peers</i> <i>2) implement some aspect of a lesson in a classroom communally</i> <i>3) observe each other teach</i> <i>4) debrief about the lesson</i> <i>5) plan next steps going forward to implement in individual classrooms.</i> <p><i>These sessions have been led by: Literacy Coaches, Math Coaches, Science Coordinator, Speech and Language Pathologist (Social Thinking, Vocabulary Instruction)</i></p>
	4. Focus on curricular area of writing	<p><i>Our Literacy Coaches have been working with teachers in their first two years in LPS consistently throughout the year. They are working with experienced staff on a unit basis. We look forward to the evolution of our Lab model to be provide more systemic coaching for all.</i></p> <p><i>We have analyzed student writing data together, and from this worked to establish potential directions for labs.</i></p> <p><i>Training for Principal, Teachers College Staff Developer time for job embedded coaching over five days for all classroom teachers.</i></p> <p><i>We have established a partnership with a school in NJ that is a very experienced (14 years) Readers, Writers and Math workshop school. We are in process of arranging reciprocal visits – as a way to increase our knowledge without major expense.</i></p>
	5. Focus on curricular area of Math and Math Workshop model	<p><i>We have devoted substantial faculty meeting and principal Thursdays to Math (10 one-two hour faculty sessions) lead by a team including the Math Specialists, classroom teachers and district specialist to help teachers understand 1) critical learning phases 2)structure of</i></p>

		<p><i>the math workshop 3) ways to increase attention and engagement 4)analysis of different sections of the workshop in depth 5) opportunities to share what has been tried, and what is working/not working 6) reflection on differentiation and student need. We are in the planning process for on-going professional learning in mathematics for FY16.</i></p>
	<p>6. Establishment of a coordinated RTI/ Child Study intervention structure for K-5, and additional interventions for Grades 3-5</p>	<p><i>We have been limited in our ability to create a coordinated RTI manual and procedural outline by the elimination of the RTI interventionist position in this building.</i></p> <p><i>We have successfully established a coordinated child/study process that comes out of data teams, have mastered the use of Baseline Edge as a coordinated tool for Data Team/Child Study data collection. We have used faculty meeting time to revise our Data Team process and have established three additional “Child Study” type team consultation meetings.</i></p> <ol style="list-style-type: none"> <i>1. “PBIS consult study” – for students with behavioral needs that go beyond Tier 2</i> <i>2. “Academic Consult Study” – for students who have immediate intervention needs between cycles (math and/or literacy)</i> <i>3. “Class Consult Study” – for systems concerns within classrooms to improve functioning or to focus on a specific cultural, behavioral or complex multi-child classroom dynamic</i> <p><i>Traditional “Child Study” will remain as the final meeting to assess that ALL possible interventions have been tried before team referral for special education testing.</i></p>
	<p>7. Increase Teacher Leadership opportunities through establishment of wider Leadership teams, committees to coordinate PL, and Team Leader opportunities.</p>	<p><i>We continue to have extremely strong teacher representation in courses offered at the district level.</i></p> <p><i>In house leadership opportunities this year have included (but are not limited to):</i></p> <ul style="list-style-type: none"> ■ <i>participation in the math professional learning planning committee</i> ■ <i>participation in the Vocabulary Enriched classroom</i> ■ <i>Establishment of a Social Thinking fourth grade classroom and training for all fourth and fifth grade teachers</i> ■ <i>Presenting at the Learning Forward Conference on Establishing a Flipped Leadership School that is supportive of Diversity (4 staff members)</i> ■ <i>Staff presentations at Lexington Learns</i> ■ <i>Establishment of a “Fifth Grade Leadership Seminar run by teachers and administration</i> ■ <i>Classroom teacher attendance at coaching institutes to foster PEER coaching</i> ■ <i>Establishment of SSP training and support</i> ■ <i>Inclusion of ParaProfessional staff in leadership roles (Site Council, REMS planning, etc)</i> <p><i>On-going discussion, workshops and attention towards developing Culturally Proficient teaching is provided to all staff. This work serves to continue and deepen our previous efforts that were aimed at helping all staff have a better awareness of our cultural similarities and differences.</i></p> <ul style="list-style-type: none"> ■ <i>understanding inclusion and exclusion in relation to diversity (faculty meeting)</i> ■ <i>understanding of the nature of groups to “reproduce themselves” (faculty meeting)</i> ■ <i>Presentation of staff thinking at Learning Forward in Nashville</i> ■ <i>presentation by district experts to help understand different sub groups (Feb. presentation for ALL staff)</i> ■ <i>May discussions of current events (Baltimore, etc.) with faculty – what are the</i>

		<i>conversations we need to have</i>
	8. Provide on-site mentoring and training for the cohort of second year teachers who will be continuing in FY15, and for those who are within their first three years (if they desire).	<p><i>Math PL and coaching structures in Literacy and Math (Lab sites, etc.) are highly supportive of this. Establishment of other mentoring on-site (Vocabulary Enriched Classroom; Social Thinking) supported by staff experts from Bowman and Hastings School.</i></p> <p><i>We have provided training for Instructional Assistants, K Assistants and SSPs in how to support students when they are working in the classroom in Writers Workshop. This training has been designed by our literacy coaches to mirror training that teachers get – empowering Assistants to work more actively with students in the classroom.</i></p>
	Implementation GRADE-LEVEL	Assessment
	9. Increase the use of technology at all grades to foster engagement and learning	<p><i>We have been able to provide release time to grade levels to learn to use new technology, provided support around website development.</i></p> <p><i>In the fall, three second grade classrooms participated in a 12 session pilot conducted by Tufts University around coding with young children. The IT specialist participated to be able to bring the lessons to the remaining two second grade teachers.</i></p> <p><i>We have added new SMART technology and provided training for staff in this. We have added iPad Apps to support math understanding, focused at students who struggle (DreamBox).</i></p>
	10. On-Going examination grade level special education model for levels of student support and impact on students. Examination of service delivery and the impact of evaluation schedules on services.	<p><i>We are in the process of looking at our students for whom we have provided the most intensive intervention when, after 2-3 years they may move to special education evaluation. We are looking at intensity of intervention in special education, have provided training to increase Resource Room teachers knowledge base in scientifically researched intervention materials. We have been tracking impact on service of volume of special education testing referrals. We have adapted Resource Room models to meet the needs of students who might have qualified for District-Wide programs where perhaps there is no room.</i></p>
Goal	Implementation School-Wide	Assessment
Instruction Social-Emotional Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.	1. Continuation of Bowman Positive Behavioral Intervention PLC. a. identify sources of student anti-social behavior b. provide pro-social reteaching to specific groups c. increase pro-social instruction in classrooms and other spaces	<p><i>Our Guidance Department is tracking both positive data and interventions to determine the kinds of locations, grade levels, and events that result in both pro-social and challenging behaviors. Our data is able to track by date and month, which allows us to look at times before vacation, and other types of events (weeks of indoor recess).</i></p> <p><i>Guidance Counselors are working with classroom teachers to provide lessons on Social Thinking, and are working in small group and 1:1 around issues of efficacy, school readiness/success, transition issues, grief and loss, anger and self regulation.</i></p> <p><i>We have had Social Thinking training professional learning for Grades 4 & 5 teachers, and are working to explore how this will support both individual students AND all students in perspective taking.</i></p> <p><i>Our fifth grade leadership seminar has had a profound effect of the collaboration and unity of our fifth grade team and their relationships with adults in the building.</i></p> <p><i>We are providing on-going training and support for our SSPs on monitoring and supporting students who present behaviorally in the lunchroom, at recess or in the hallways. This training has resulted in a reduction of time that it takes to resolve issues in these locations.</i></p>
	2. Assist and Support the Lexington Public Schools in creating a Mission, Vision and Belief	<i>I have served as a Principal representative to the School Committee/Lexington Administrators group working on crafting a vision/mission/beliefs document that represents</i>

	<p>statements that will guide students pro-social behaviors.</p> <p>3. Provide training and support for SSPs and IAs (and Teachers) in Social Thinking language and support around appropriate interventions for playground and cafeteria.</p> <p>4. School-wide exploration of Tier 1 instruction around Executive Functioning and identification of Tier 2 and Tier 3 interventions in this area.</p> <p>e. Parent education on pro-social behavior initiatives including behavioral intervention strategies and reporting</p> <p>a. site council b. parent coffees c. parent education conference</p> <p>5. Parent Survey</p>	<p><i>both School Committee and LPS Educator voices. The final draft Mission/Vision was shared with Site Council.</i></p> <p><i>SSPs and IAs from Bowman consistently sign up for LPS offerings. Our weekly SSP meetings include discussion of:</i></p> <ul style="list-style-type: none"> ■ <i>individual student needs</i> ■ <i>health and safety concerns</i> ■ <i>social thinking language</i> ■ <i>problem-solving situations</i> <p><i>In Executive Functioning, we have had some teachers attend classes and share resources. We have C8 Activate up and running but have not yet received results on its efficacy with the children using it. Due to our sustained focus on developing math understanding, we have had less faculty time for EF.</i></p> <p><i>Parent Education has been conducted through evening PTA meetings in the following areas:</i></p> <ul style="list-style-type: none"> ■ <i>beginning reading instruction</i> ■ <i>risk factors for students as they approach middle school</i> ■ <i>district-wide events exploring stress</i> ■ <i>understanding how to support students in mathematics</i> <p><i>Site Council has worked with PTA to help parents understand:</i></p> <ul style="list-style-type: none"> ■ <i>reality of overcrowding issues</i> ■ <i>time line for solutions</i> ■ <i>information from SC and AdHoc committees</i> <p><i>Meetings with Assistant Principal:</i></p> <ul style="list-style-type: none"> ■ <i>to help parents understand the Ch.222 requirements for attendance</i> <p><i>Site Council parent survey is expected to be distributed by the end of May.</i></p>
	<p>6. Continue to educate teachers and students in digital literacy including the acceptable use of the Internet at school, acceptable use of cell phones and digital images. Provide opportunities for parents to learn about ways to support their children in the digital age.</p>	<p><i>Teachers are using new technology acceptable use documents, working with IT specialists to reinforce appropriate technology use and are integrating the appropriate use of technology into on-going technology use situations. A parent was conducted March.</i></p>



Bowman School Improvement Plan FY16

Site Council Members

Mary Anton – Principal

Joshua Curhan, Teacher

Sean Curran, Teacher

Cheryl Forsythe, Teacher

Melinda Loof, Teacher

Melissa Abraham, Parent -- FY14 - FY15 Term

Amy Selinger, Parent -- FY 15-FY16 Term

Alison Stevens, Parent – FY15-FY16 Term

Andrea Strimling Yodsampa, Parent FY 14 - FY15 Term

Recorder: Beth Glick, Assistant Principal

*** Elections conducted by the PTA in June, 2015**

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Bowman School Improvement Plan FY14				
Goal	Implementation School-Wide	Timeline	Monitoring	Assessment
Instruction Academic Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all student will achieve at a high level.	Adult Learning/Growth 1. Identification and establishment of individualized goals for teachers in the area of strategy use, data use and promoting student achievement with particular attention to the three high leverage strategies of "feedback, differentiation, and promotion of effort and perseverance". (Actions linked to New Teacher Evaluation System AND a continuation of past work)	Sept-Oct & May/June	Individual teacher goal conferences, informal classroom visits, formal observations	<i>Teachers will demonstrate use of goal setting to determine individual growth targets as evidenced by:</i> -- Teachers will participate in goal setting conferences & Self-assessment – September/June; -- School-wide goals and support for teacher learning/work in the evaluation cycle will be coordinated whenever possible. -- Opportunities for adult leadership in supporting PLCs, mentoring teachers new to Lexington, etc.
	DATA TEAMS/PLCs 2. Revision of the Data Team meetings as piloted and agreed upon among Bowman staff. Half-day data meetings and PLC follow-ups as appropriate. Use of formative and summative assessment to deepen understanding of student needs. Inclusion of deep discussion/extension opportunities around complex issues Establishment of additional "Support Team" meetings: a. PBIS team meeting (individuals); b) Academic Support team meeting (individuals); c) classroom-wide consultation meeting d) special education problem-solving meeting; e) traditional child-study for referral to special education Refinement of protocols for data team cycle that operates in addition to PLC cycle.	July 1- June 30	Participation of all grade level teachers and reading and math specialists. Participation of special education as available.	<i>Staff will show deepened ownership for, and control over of the functioning of the data cycle as evidenced by:</i> -- Active participation and leadership in Data Teams. Use of data teams and other types of team consult for problem-solving around student and classroom learning. -- Clear identification of students who are performing in the bottom quartile in academics and PBIS -- Evidence of Student Action Plans with implementation students -- Evidence/Meeting notes from additional "Support Team" meetings
	3. Refinement of "In-House Professional Learning opportunities that provide Job Embedded Coaching, and opportunities for teachers who wish to try out coaching . Focus areas: Math; Literacy; Social Thinking; Efficacy; PBIS	October-June	Teacher participation Administration Participation	<i>Evidence of successful peer coaching model will include:</i> -- Establishment of a model open to all staff. Inclusion of new faculty, and emergence of expert teacher-leaders to support new faculty. Faculty-wide sharing of methods and experiences. -- Evidence of number and topics for "Lab" site meetings -- Teacher requests for Lab meetings on particular topics.
	4. Focus on Cultural Proficiency and what this means for our students and for our teaching	September-June and	ALL	<i>Evidence of continued work to explore multiple diversities and develop a tool box of lenses to help support culturally proficient</i>

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	on-going		<p><i>teaching</i></p> <ul style="list-style-type: none"> -- Teacher and Staff participation in book groups focused on bias, understanding microaggressions and holding difficult conversations about race. -- Faculty discussions about transgender at the elementary level, elementary racial identity development -- Faculty conversations about current issues of violence against African Americans by police -- Development of Anti-bias, Anti-racism curriculum for all levels -- Continued on-going Speaker Series to help expand our cultural world-views -- Examination of Culturally proficient practices in specific instructional content (through mathematics) -- Parent workshops on Cultural Proficiency -- Parent discussions on family needs and concerns around diversity
5. Focus on curricular area of reading	September-June	Teacher participation Administrator observation	<p><i>Evidence of Successful focus on the curricular area of reading will include:</i></p> <ul style="list-style-type: none"> -- Participation of some staff in the TC Reading Institute in the summer. -- Provision of new materials K-2 for teams. -- Use of Lab site PL model for implementation -- Training of IAs, KAs SSPs in understanding overarching goals and methods of TC Reading workshop instruction -- Training of IAs, KAs in ways to support intervention in the classroom -- Parent Workshops in understanding reading and writing instruction in LPS
6. On-Going Focus on curricular area of Math and Math Workshop model	September-June	Teachers, Administration and Math Coaches; Math Grade Level Teacher-Leaders	<p><i>Evidence of successful exploration of math workshop practices will include:</i></p> <ul style="list-style-type: none"> -- Refinement of math workshop in each classroom, faculty discussion and sharing of successful elements of math workshop, use of clear learning objectives for math stations, differentiation of math lessons based on pre-assessment and student need. -- Investigation of math practices in conjunction with culturally proficient practice -- Training for IAs, SSPs, KAs in understanding math practices -- Parent Workshops in understanding mathematics instruction in LPS
6. Establishment of a coordinated RTI/ Child Study intervention structure for K-5, and additional interventions for Grades 3-5	July – June	Leadership team time, RTI interventionist coordination	<p><i>Evidence of successful fourth year of pilot implementation will include:</i></p> <ul style="list-style-type: none"> -- Establishment of a common set of documents and protocols to use across “child study” and RTI/data teams. -- Maintain a centralize data-base for students and a “virtual” data wall for looking at struggling student progress.

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				<ul style="list-style-type: none"> -- Evaluate pilot "Baseline Edge software's student management system and either continue or move to Google. -- Establish an "interventions" list and identified potential staff for implementation. -- Create a staff training module to help new teaching staff understand types of interventions and how to access services. -- Embed on-going questions designed to tease out issues around cultural proficiency in protocols and discussions
	7. Increase Teacher (Staff) Leadership opportunities through establishment of wider Leadership teams, committees to coordinate PL, and Team Leader opportunities.	September – June	Principal, union, teacher leadership team, individual teacher feedback	<p><i>Evidence of Effective Teacher Leadership development will include:</i></p> <ul style="list-style-type: none"> -- Establish and expand School vision team that meets voluntarily. -- Establish committees to work on identifying the PL that teachers want/need and on providing teacher led PL. -- Establish Data Team leaders, PL for these leaders and on-going monthly meetings. -- Establish Leadership for Support Teams among teacher-leaders -- Explore avenues for informal leadership options and knowledge-base with full staff -- Explore opportunities for teachers to present at conferences and/or to write for publication. -- Teacher participation in LPS PL opportunities
	9. On-going use of technology at all grades to foster engagement and learning	September-June		<p><i>Teachers will use technology to increase differentiation as evidenced by:</i></p> <ul style="list-style-type: none"> -- Use of technology through "creation apps" at all levels -- Expanded use of SmartTechnology at Grades 3-5 -- Exploration of Robotics pilots (and other coding opportunities) -- Exploration of use of alternative technologies (Chrome books?)
	10. On-Going examination grade level special education model for levels of student support and impact on students. Examination of service delivery and the impact of evaluation schedules on services.	August – June	Special education group, general ed teachers, administration	<p><i>Evidence of special education model success/challenge will include:</i></p> <ul style="list-style-type: none"> -- Examine special education success data; -- General Education survey data; -- Special Education service cancelation rate. -- Examine the eligibility criteria for students who have received Bowman's intensive RTI interventions over time.
Goal	Implementation School-Wide	Timeline	Monitoring	Assessment
Instruction Social-Emotional Goal 2: If we increase	1. Continuation of Bowman Positive Behavioral Intervention PLC.	August – June	Teacher feedback, student incident report data	<p><i>Evidence of impact of the Positive Behavioral Interventions will include:</i></p> <ul style="list-style-type: none"> -- Tracking of incidence of student accessing tier 1, tier 2 and tier 3 behavioral interventions; reduction of student intentional injury (playground), and increased time in instruction (student

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<p>student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>a. identify sources of student anti-social behavior</p> <p>b. provide pro-social reteaching to specific groups</p> <p>c. increase pro-social instruction in classrooms and other spaces</p>			<p>incident report data)</p> <p>-- Student survey data pre/post grade level interventions at upper level as evidence of student learning</p> <p>-- Continued use of the Fifth Grade Leadership Seminar as a PBIS model for developing pro-social leadership among all fifth graders.</p> <p>-- Co-Taught guidance/classroom teacher curriculum around diversity and "isms".</p>
	<p>2. Provide training and support for SSPs and IAs (and Teachers) in Social Thinking language and support around appropriate interventions for playground and cafeteria.</p>	<p>September – June</p>	<p>Assistant Principal</p>	<p><i>Evidence of impact technology on behavioral data collection</i></p> <p><i>Evidence for impact of PL will include:</i></p> <p>-- Number of SSPs and IAs participating.</p> <p>-- Staff feedback on effectiveness</p> <p>-- Staff ability to handle minor incidents independently.</p> <p>-- Decrease in number of incident reports from September or past year baseline.</p>
	<p>3. School-wide exploration of Tier 1 instruction around Social Thinking/Executive Functioning and identification of Tier 2 and Tier 3 interventions in this area.</p>	<p>On-Going</p>	<p>Principal, AP, Psychologist, Teacher Leaders, outside Experts</p>	<p><i>Evidence of work in Social Thinking/EF will include:</i></p> <p>-- teacher/staff participation in PL</p> <p>-- co-taught lessons between classroom/guidance/SLP</p> <p>-- development of a common understanding of vocabulary among staff and consensus decision as to what will be used consistently across Bowman.</p>
	<p>4. Parent education on pro-social behavior initiatives including behavioral intervention strategies and reporting</p> <p>a. site council</p> <p>b. parent coffees</p> <p>c. parent education conference</p> <p>5. Parent Survey</p>	<p>On-Going</p>	<p>Guidance, Admin, Psychologist, Teacher-Leaders</p> <p>Site Council</p>	<p><i>Evidence of successful work in this area will include:</i></p> <p>-- site council and parent coffee agendas</p> <p>-- continuation of a parent education workshops with topics (supporting positive friendship development, anti-bullying, cyber-bullying, supporting your reader, exploring new ways to think in math, for example)</p> <p><i>Evidence of successful work in this area will include:</i></p> <p>-- Site Council analysis of survey results</p> <p>-- Site Council/Administration sharing of results with community</p> <p>-- Use of survey results to inform school-based planning</p>

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	<p>6. Continue to educate teachers and students in digital literacy including the acceptable use of the Internet at school, acceptable use of cell phones and digital images. Provide opportunities for parents to learn about ways to support their children in the digital age.</p>	<p>On-Going</p>	<p>Principal, Teachers, Parents, School Resource and Prevention Staff</p>	<p><i>Evidence of successful work in this area will include:</i></p> <ul style="list-style-type: none"> -- Parent education workshops and educational forums -- Development of lessons at each grade level around appropriate internet use -- Teacher Training around new technologies and safe student technology use
	<p>7. Provide clear communication and information around next steps in the town-Wide construction projects</p>	<p>On-Going</p>	<p>Administration</p>	

Bridge School Improvement Plan 2014-2015 End of Year Update

Meg Colella~ Principal Co-Chair
 Russell Bosbach~Teacher
 Deidre Schadler~ Teacher
 Betsy Conway~ Teacher
 Debbie Side~Teacher
 Lynnette Allen~Teacher
 Jean Kelly-Teacher
 Zelda Rubenstein-Teacher

Naomi Priver ~Parent Co-Chair
 Nimisha Asthagari~ Parent
 Deb Sabin~ Parent
 Lee Noel Chase~ Parent
 Angela Chang~Parent
 Susan Orenstein~Community Member
 Julia Mabuchi-Parent
 Roxana Spitaleri-Parent

Goal	Implementation	Results
<p>INSTRUCTION-Academic Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels.</p>	<p><u>PLC/DATA TEAMS</u> -Provide Professional Learning (PL) for Professional Learning Community (PLC) Teams as needed (This PL can be embedded through the coaching model) -Utilize Google docs for reporting and tracking Developmental Reading Assessment (DRA)/ AIMSweb, mathematics, and other assessment data in conjunction with PLC meetings -Conduct PLC/Data Meetings to review district/school assessment data to determine teaching strategies</p> <p><u>Literacy</u> -Conduct Literacy Team meetings to discuss, prepare, and extend current practices -Administer/score (in grade level teams) 3 district wide writing assessments -Discuss writing assessment results (in grade level PLCs): discuss trends, determine interventions, create focused lessons specific to results of writing assessment, create grade level/individual action plans as needed -Provide PL for staff in reader's and writer's workshops and encourage staff to adopt these models in their classroom</p> <p><u>Mathematics:</u> -Encourage mathematics workshop model and provide PL for staff through</p>	<p>The Principal and AP attended weekly Professional Learning Community (PLC) meetings and provided feedback as needed. The PLC Leadership Team (consisting of one staff member from each PLC Team) met periodically to problem solve and discuss strengths and areas of growth for teams.</p> <p>Faculty Meetings were used to discuss effective differentiation strategies, to analyze and talk about assessment results and determine how to move forward in instruction.</p> <p>Data Meetings met 3 times this year. Action Plans were created and revised as needed. These plans will be shared with receiving teachers for the 2015/2016 school year as well as the middle schools. Response to Intervention Groups (RTI) formed after each Data Meeting to provide targeted instruction. These groups ran for approximately 8 weeks with progress monitoring taking place. The schedule was built to incorporate daily RTI (at Bridge referred to as WIN-What I Need) periods for all grade levels. Classroom teachers, instructional assistants, and support staff provided this small group instruction. The Intervention Team met periodically and after each Data Meeting to discuss WIN groups, students on Action Plans, and how to further support staff and students in differentiation. As we refined our data meeting process, conversations about students grew in depth resulting in clear, targeted intervention for our most at risk students. Final results will be forthcoming in June.</p> <p>The WIN/RTI model has grown tremendously over the year. All 26 grade level sections have implemented a model in which students were shared between all teachers, and targeted intervention groups were created based on high need. Many students showed proficiency at the end of 8 week cycles and students no longer continued in WIN. These groups were fluid and based solely on need, academic and social and emotional.</p> <p>Three school wide literacy prompts were administered. The staff at Bridge and Fiske collaborated and scored the beginning and mid year writing together, discussed trends, calibrated scoring, and utilized one another to score difficult pieces. Bridge staff will score the final writing assessment in late May and will spend PLC time discussing trends and thinking about how to refine their teaching for the upcoming school year. These final writing prompts will be shared with the receiving teachers and middle schools.</p> <p>The principal, assistant principal and literacy and mathematics coaches worked together to provide</p>

	<p>coaching</p> <ul style="list-style-type: none"> -Implement Road Map including Context for Learning lessons in grade 3-5 and primary grades when appropriate <p><u>Intervention Team</u></p> <ul style="list-style-type: none"> -Create 30 minute blocks of time in the master schedule to allow for Response to Intervention (RTI) periods in all grades -Have staff members (including teachers, special educators, Assistant Principal (AP), Instructional Assistants (IAs), Kindergarten Instructional Assistants (KIAs), literacy and mathematics specialists) provide the interventions (2-3 students per group) -Meet bi-weekly with the team to discuss interventions and progress- (This has not been happening because the PLCs have become very efficient in doing this during their meetings) <p><u>Other</u></p> <ul style="list-style-type: none"> -Assist and support Lexington Public Schools in creating a district mission, vision, and beliefs statements that foster academic learning -Implement the draft district mission, vision and beliefs statements across all teams and councils. -Update norms to integrate the draft district mission, vision, and beliefs -Align all professional learning to the draft district mission, vision, and beliefs -Implement and use the new Massachusetts Teacher Evaluation System with staff to provide more useful feedback to staff to increase teacher effectiveness and student academic and prosocial success -Utilize the full time Education Team Supervisor (ETS) to provide support around special education scheduling, 	<p>support within the workshop model. Teachers received ongoing embedded professional learning and support. Staff have were encouraged to observe their colleagues so that they may learn from one another. Monthly meetings with the department heads took place to discuss developments within the curriculum and support to be provided for staff. Bridge School staff took part in the Teachers' College Professional Learning that the district provided. These "lab site" days provided guided, scaffolded instruction to the teachers and lead to rich discussions during PLCs with implementation in the classrooms.</p> <p>The Literacy Team met monthly to refine the school wide high frequency word lists and discuss their implementation. The team, comprised of grade levels teachers and specialists, discussed writing prompts, facilitation of them, and how best tot utilize the word study programs within the curriculum.</p> <p>Embedded Professional Learning regarding technology is ongoing. Grade 3 and 5 teachers who received Smartboards have been trained, staff utilizing the ipads were provided time to meet with the technology specialist to learn how best to utilize this technology in the classroom, and as needed PL occurs regularly.</p> <p>The guidance counselor, librarian, assistant principal, and grade level staff implemented various lessons both proactively and as needed regarding digital citizenship. The librarian focused on grades 2-5 by utilizing the Common Sense Media Curriculum. Parents were invited to an evening forum at Hastings regarding the use of technology in the home. An overview of these lessons was also shared at an April Site Based Council meeting. The planning for further implementation and preventative lessons is on going. The technology department worked in conjunction with the Bridge School administration to further safe guard student laptop use and is planning to create a more comprehensive, and ongoing, PL program for staff and students regarding Internet safety for the 2015/2016 school year.</p> <p>All staff at Bridge school have been observed according to the guidelines agreed upon by the LEA and LPS administration. Staff members have been provided with both written and oral feedback regarding the observations.</p> <p>Bridge staff provided input and feedback regarding the District's mission, vision, and belief statements both at a Faculty Meeting and through e-mail. The role out of these documents will take place upon final approval by the School Committee.</p> <p>The full time ETS model allowed for greater supervision of special education staff with a focus on PL. Weekly special education meetings were utilized for problem solving, updates, and planning. The ETS primarily created schedules for special education staff, with input from staff as needed, to allow for a better flow of service delivery. In addition, the ETS worked collaboratively with the principal and assistant principal to support general education staff through the supervision and evaluation process. He presented at Faculty Meetings, and provided support to all staff through conversations at Data Meetings and in 1-1 feedback meetings around observations. In addition, the ETS has supported administration when they are out of the building and is seen as a resource and third person to turn to in need.</p>
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	<p>Data Team Meetings, and in supervision and evaluation of staff</p> <ul style="list-style-type: none"> -Encourage grade level colleagues to model and collaborate around guided reading lessons and mathematics -Provide opportunities for cross-school observations of both teaching and data team meetings -Utilize meeting time for planning of effective practices: Principal Thursdays/Faculty Meetings -Transition the PALS program to the Therapeutic Learning Program (TLP) program while including a wraparound approach to therapeutic learning <p><u>TECHNOLOGY:</u></p> <ul style="list-style-type: none"> -Implement increased technology use across content areas to differentiate instruction and improve student engagement and learning -Provide embedded PL for training and collaboration -Highlight software use, technology tools, integration of technology into lesson plans during “Spotlight” time -Continue to educate teachers and students in digital literacy including the acceptable use of the Internet at school. -Provide opportunity for parents to learn about ways to support their children in the digital age -Utilize cyber safety curriculum (gr. 3-5) -Implement Internet Safety Curriculum grades 3-5 with librarian 	
<p>INSTRUCTION-Social/Emotional Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<ul style="list-style-type: none"> -Continue to train School Support Personnel (SSPs), Instructional Assistants (IAs), and Kindergarten Instructional Assistants (KIAs) in Positive Behavioral Intervention and Supports -Focus “Morning Meetings” on social/emotional topics, ABCs of Bridge School (Attitude, Behavior, Character) 	<p>A Positive Behavior Intervention and Supports (PBIS) team formed at Bridge consisting of the administration, guidance counselor, social worker, and two TLP teachers. This team met weekly to discuss ways to improve these supports across the school, presented at Faculty Meetings, and planned and co-facilitated monthly All School Morning Meetings (ASMM).</p> <p>Student Support Personnel met monthly with the assistant principal to discuss Positive Behavior Support Interventions to be utilized at recess, in the hallways, and in large group settings.</p> <p>The school began an initiative to emphasize positive behavior in conjunction with the Bridge ABCs. Tickets were passed out to classes that followed the ABCs (Attitude, Behavior, and Character) and students were individually highlighted for being good citizens. The ticket program was very</p>

	<ul style="list-style-type: none"> -Encourage staff to participate in Responsive Classroom PD -Continue weekly BAT meetings: determine interventions (review/revise forms to record/share data) -Meet with Guidance Counselor, AP, and ETS to discuss specific students -ETS to meet with SPED staff to discuss cases -Continue to utilize behavior communication log between AP and Principal -Track data concerning office referrals and compare to 2013-2014. Determine interventions needed to decrease such referrals -Implement the inclusion of a social worker to the TLP program and the school community. Utilize her expertise to provide PD for the broader community of staff during Principal Thursdays and Faculty Meetings -Encourage community service among all students through the implementation of a student government 	<p>successful. In the first 11 weeks close to 1500 good behavior tickets were earned by students and 10 classes have been recognized for earning the most tickets. Student involvement and attitude in following this system was evident and behavior in both the hallway and large group spaces, such as the cafeteria, improved significantly. As a reward for winning the most tickets during the first 8 weeks, students earned extra gym time. In an effort to keep interest high, a menu of rewards was shared with students at an ASMM. This menu allowed the classes to decide as a community how to celebrate their success.</p> <p>All School Morning Meetings (ASMM) followed the Responsive Classroom format for Morning Meeting. This time was used to work as a school on our PBIS initiatives and help students to take ownership of their actions. The new format has allowed the meetings to flow better, by creating a clear focus and pattern for each. Staff, students, and administration co-facilitate these meetings.</p> <p>The guidance counselor has implemented peer mediation using grade four and five students to assist in problem solving with peers. These peer mediators were selected by staff, underwent intensive training, and have been guided to assist in conflict resolution both at recess and during the school day. The students have presented at ASMM as well as a PTA coffee.</p> <p>Morning Meeting time was implemented into the schedule K-5 so staff had the opportunity to work with their class on community building and pro-social skills. The guidance counselor and social worker visited classrooms during this time to co-lead the facilitation of these conversations.</p> <p>The Therapeutic Learning Program (TLP) program leaders met with the ETS and administration weekly to discuss case studies and collaborate. District wide personnel such as the behavior specialist were included as needed. The social worker for the program paired with the guidance counselor, METCO social worker, and school nurse to help the entire school community in building resiliency and dealing with emotional and behavioral concerns. All four mental health professionals have presented at Faculty Meetings and are seen as resources for the entire Bridge staff.</p> <p>Two fifth grade teachers instituted a student government in which elected students (two councils of 20-25 fifth grade students elected) met periodically with classrooms to determine school wide community events, spirit days, and to hear from the student body about the areas of need within the building. The first council created centerpieces for a nursing home in Lexington and delivered them in December. The final project by the second student council will be implemented in late May or early June. These students presented at various ASMM and took on leadership roles within the Bridge School.</p>
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**Bridge School
School Improvement Plan
2015-2016**

Site Council Members:

Nimisha Asthagari, Parent

Lee Noel Chase, Parent

Angela Chang, Parent

Julia Mabuchi, Parent

Roxana Spitaleri, Parent

TBD, Parent

Russell Bosbach, Teacher

Deirdre Schadler, Teacher

Kristen Gray, Teacher

Debbie Side, Teacher

Lynnette Allen, Teacher

Jean Kelly, Teacher

Zelda Rubenstein, Teacher

Erin Maguire, Assistant Principal (non-voting member)

TBD, Parent/Co Chair

Meg Colella, Principal/Co Chair

Bridge School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p><u>PLC/DATA TEAMS</u></p> <p>-Provide Professional Learning (PL) for Professional Learning Community (PLC) Teams as needed (This PL can be embedded through the coaching model)</p> <p>-Utilize Google docs for reporting and tracking Developmental Reading Assessment (DRA)/ AIMSweb, mathematics, and other assessment data in conjunction with PLC meetings</p> <p>-Conduct PLC/Data Meetings to review district/school assessment data to determine teaching strategies</p> <p><u>Literacy</u></p> <p>-Continue implementation of Teachers' College Writer's and Reader's Workshop:</p> <ol style="list-style-type: none"> 1. score 3 on demand writing prompts and discuss results and trends during PLC meetings 2. utilize literacy coach and trained staff to model and support implementation 3. Unit of Study planning in grade level PLCs 4. Share best practices during Data and PLC meetings <p>-Conduct Literacy Team meetings to</p>	<p>2015-2016</p>	<p>-Participate in PLC meetings (Principal and AP), On a 8 week cycle, meet with PLC teams, review data, help to plan instruction</p> <p>-Review PLC meeting notes, discuss/reflect with staff at faculty and principal meetings, observe implemented strategies during informal classroom visits and formal observations</p> <p>-Use Faculty Meetings to share effective differentiation structures</p> <p>-Classroom visitation/ walkthroughs by Principal, Assistant Principal, and Educational Team Supervisor</p> <p>-Implement school wide writing assessment 3 x year</p> <p>-Review writing assessment rubrics and data tracking spreadsheets</p> <p>-Participate in classroom reader's and writer's workshop lessons</p>	<p><i>Students achieved proficiency goals established by:</i></p> <p>PLC common pre-, post-, and formative assessment results</p> <p>District assessments results</p> <p>MCAS results</p> <p><i>Highly effective teaching strategies were correlated to learner needs as evidenced by:</i></p> <p>PLC/ Data Team process</p> <p>Students achieved higher levels throughout the school year on the DRA and on school wide writing prompts, more students were taught in small group, focused guided reading and writing groups, special education students met benchmark or increased their levels by 1.5 school years</p> <p>Data Team/CAT process</p> <p>Maintained or reduced RtI services throughout the course of the year based on Action Plan data</p> <p>Writing assessments results improved</p> <p>Mathematics differentiation increased during mathematics workshop</p> <p>Increased modeling of lessons by staff for colleagues including reader's and writer's workshop and mathematics differentiation</p> <p><i>Teachers employed a balanced assessment system including:</i></p> <p>Individual student assessments</p> <p>Classroom level assessments</p> <p>Common pre-, post-, and formative assessments</p>

	<p>discuss, prepare, and extend current practices</p> <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> -Continue to encourage mathematics workshop model and provide PL for staff through coaching -Utilize PLC time and staff meetings to discuss best practices and differentiation strategies -Focus on high needs students to refine RtI approaches and closing gaps among students <p><u>Intervention Team</u></p> <ul style="list-style-type: none"> -Continue to have staff members (including teachers, special educators, Instructional Assistants (IAs), Kindergarten Instructional Assistants (KIAs), literacy and mathematics specialists provide the interventions (2-3 students per group) <p><u>Other</u></p> <ul style="list-style-type: none"> -Implement the draft district mission, vision and beliefs statements across all teams and councils -Continue to implement and use the new Massachusetts Teacher Evaluation System with staff to provide more useful feedback to staff to increase teacher effectiveness and student academic and prosocial success -Provide opportunities for cross-school 		<ul style="list-style-type: none"> -Review mathematics assessments -Discuss progress with mathematics coach and department head -Observe RTI sessions -Share lesson plan ideas and activities used during PLC meetings <ul style="list-style-type: none"> -Use of faculty meeting and Thursday PL time to explore mission, vision, and beliefs -The draft district mission, vision, and beliefs are practiced throughout teacher and team dialogue, instruction, decision-making -Nonprofessional learning and 	<p>Grade level common assessments</p> <p>State/national assessments</p> <p>Developmental Reading Assessment (DRA) scores, running records, Aimsweb results, writing rubric scores, district mathematics assessments, Assessing Math Concepts (AMC) results, FASTTMath data, Fraction Nation data, classroom assessments, classroom work samples</p> <p><i>Implementation of Teacher Evaluation System was systematic and supportive as evidence by:</i></p> <p>Staff responded to feedback through evidence of increased best teaching practices</p> <p>Principal, AP, and ETS observed staff on a regular basis and provide timely feedback and conversations to build capacity among staff</p>
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	<p>observations of both teaching and data team meetings</p> <ul style="list-style-type: none"> -Utilize meeting time for planning of effective practices: Principal Thursdays/Faculty Meetings -Continue a focus on Cultural Proficiency with staff <p><u>TECHNOLOGY:</u></p> <ul style="list-style-type: none"> -Further enhance the PL provided to staff and students regarding Internet Usage, working in connection with the technology department -Provide embedded PL for training and collaboration -Continue to educate teachers and students in digital literacy, including the acceptable use of the Internet at school <ul style="list-style-type: none"> -Provide opportunities for parents to learn about ways to support their children in the digital age -Utilize cyber safety curriculum (gr. 2-5) both in library class as well as in the general education classroom 		<p>community partnerships</p> <ul style="list-style-type: none"> -Track how frequently peer observations take place, ask for feedback from staff -Observe model lessons with staff -Provide time for follow up conversations and debriefing -Survey staff on cultural proficiency growth and determine future PL -Review student understanding of how to best utilize technology, observe PL and discuss impact with staff -Ask parents for feedback regarding parent evenings and literature shared with families on digital literacy -Work with staff implementing cyber safety curriculum to create and review assessments to determine benefits -Observe classrooms utilizing technology effectively, encourage staff to share at Faculty Meetings -Feedback from teachers and Instructional Technology (IT) staff regarding teacher involvement in using technology, encourage technology as part of goals and formal observations 	<p><i>Teachers educated students regarding appropriate technology usage, teachers received further Professional Learning in this area, and parents had the opportunity to learn what was being taught in school and how to safeguard students at home as evidenced by:</i></p> <ul style="list-style-type: none"> -appropriate use of technology by students was exhibited -staff participated in PL both during Faculty Meetings and embedded in the school day -technology specialist supported and coached teachers 1-1 -parents were given written explanations as well as oral presentations on the topic
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Bridge School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<ul style="list-style-type: none"> -Support work of Guidance Department curriculum review -Establish and implement new model for social worker at elementary level while connecting him to the other two social workers, guidance counselor, and nurse in regards to addressing mental health concerns -Continue to provide PBIS (Positive Behavior Intervention Support) on school-wide level with Bridge ABCs <ol style="list-style-type: none"> 1. Expand the ticket program to focus not only on behavior but also character and attitude 2. Align ASMM to focus on PBIS supports and Responsive Classroom Morning Meeting format 3. Provide additional parent education on PBIS -Continue to encourage community service among all students through the student government program -Continue to have the Therapeutic Learning Program (TLP) grow in solidifying skills and strategies that support the entire Bridge Community 	<p>2015-2016</p>	<ul style="list-style-type: none"> -Meet with guidance counselor and department head regularly to provide input, and learn about the progress -Meet monthly with all mental health providers at Bridge to discuss students, problem solve, determine steps to move forward -Meet weekly with PBIS team, ask staff to provide input at Faculty Meetings regarding PBIS matrix and implementation -Highlight public service projects done by Student Council -Meet weekly with TLP team 	<p><i>Increased positive student behavior and enforcement of school wide expectations resulted as evidenced by:</i></p> <ul style="list-style-type: none"> -Decrease in RtI for social and emotional needs based on Action Plan Data -More classes receive recognition for modeling the ABCs of Bridge School -ASMM continued to address PBIS initiatives and follow Responsive Classroom, Morning Meeting format -Staff utilize TLP staff expertise to decrease student behavioral challenges -Decrease in office referrals

Bridge School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Traffic Goal 3: If the instructional leaders communicate clearly with all parties, focus on safety, and continue dialogue between all constituencies, then the implementation of new traffic procedures will develop and run smoothly.</p>	<ul style="list-style-type: none"> -Share new traffic procedures with staff, students, and public through PTA Coffees, at Faculty Meetings, and at All School Morning Meetings -Send background information regarding how plan was formed, colored map depicting new procedures, and written explanation of procedures to parent community in spring, summer, and fall -Present information at School Committee Meeting May, 2015 -Provide color depiction of new procedures in Main Lobby of Bridge School -Train staff on new procedures and safety measures -Ask for parent volunteers to assist in enforcement of procedures 	<p>2015-2016</p>	<ul style="list-style-type: none"> -Review daily safety procedures and flow of traffic -Meet with traffic committee mid-year to determine effectiveness of goals 	<p>Successful implementation was evidenced by:</p> <ul style="list-style-type: none"> -Less traffic violations -Efficient and safe drop off and pick up process was followed regularly and resulted in a shortened completion time -Parents expressed positive feedback -Suggestions were utilized for further refinement

Bridge School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Safety Goal 4: If we increase safety procedures in school, then social-emotional, psychological and physical well-being for students, staff and parents will be safeguarded, allowing students to learn successfully.</p>	<ul style="list-style-type: none"> -Implement the ALICE protocol (Alert, Lockdown, Inform, Counter, Evacuate) -Crisis Team develops action plans for phase 2 of roll out -Staff reviews protocols from 2014/2015 training -A student education and training system and timeline are developed -Parent education is prepared before student training -Parent meeting is held to discuss the "ALICE" protocol -Student education in "ALICE" protocol -Student and staff practice "ALICE" protocol with support from district and public safety officials -Crisis team, staff, and public safety de-brief on "ALICE" protocol, future recommendations are made 	<p>2015-2016</p>	<p>The school-based Crisis team recommends roll-out steps for students, staff, and parents in the "ALICE" –The school-based Crisis Team leads the staff, student, and parent education</p> <p>-The school participates in the "ALICE" protocol in the spring of 2016</p>	<ul style="list-style-type: none"> -The school-based Crisis Team will determine a timeline and roll-out plan for full implementation by spring of 2016 -Staff, students, and parents will provide feedback regarding understanding of the training and ways to improve in the future

Updated 5/3/15

**Joseph Estabrook Elementary School
School Improvement Plan
2014-2015
End of Year Update**

May 4, 2015

School Council Members:

Sandra A. Trach, Principal

Khalda Hashash, Site Council Co-Chair, Parent

Rebecca Brogadir, Assistant Principal

Dan Deardorf, Parent

Katie O'Hare-Gibson, Grade One Teacher

Betsy Sarles, Parent

Andrea Taddeo, Grade Four Teacher

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN 2014-2015
END OF YEAR UPDATE**

Goal	Implementation	End of Year Progress
<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Implement the draft district mission, vision and beliefs across all teams and councils:</p> <ul style="list-style-type: none"> • <i>Update norms to integrate the draft district mission, vision and beliefs</i> • <i>Align all professional learning to the draft district mission, vision and beliefs</i> 	<p>An overview of the Estabrook School Improvement Goals was provided to staff on August 25, 2014.</p> <p>The district's draft mission, vision, and beliefs were provided to staff on September 4, 2014.</p> <p>Norms were updated in alignment with the district's draft mission, vision and beliefs, and implemented to support professional learning and meetings.</p> <p>Professional learning, staff support and staff feedback were aligned to the draft district mission, vision and beliefs.</p> <p>The staff, Estabrook PTA and Estabrook School Council reviewed the revised draft mission, vision and beliefs in May 2015.</p>
<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Expand instructional procedures and processes:</p> <ul style="list-style-type: none"> • <i>Redesign the master schedule to include dedicated time for K-5 morning meetings and closing circles</i> 	<p>The master schedule successfully included morning meeting and closing circle times. Open Circle (social skills) and Commonsense Media (Internet safety) lessons were taught within circle times, and incorporated the Responsive Classroom approach (classroom systems and routines).</p> <p>The master schedule allowed for flexible and longer instructional opportunities on Thursdays to support integrated science and social studies lessons, including our LEED (Leadership in Energy & Environmental Design) science lessons, and social competency instruction. Estabrook engaged in increased project-based learning opportunities as a result.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN 2014-2015
END OF YEAR UPDATE**

Goal	Implementation	End of Year Progress
	<ul style="list-style-type: none"> <li data-bbox="558 293 892 548">• <i>Expand curriculum integration opportunities and project-based learning, including the LEED Science curriculum</i> <li data-bbox="558 964 892 1219">• <i>Increase digital literacy techniques to improve students' communication, collaboration, creativity and critical thinking</i> 	<p data-bbox="905 293 1864 402">Project-based learning methods were successfully integrated into English Language Arts, Social Studies, and Science and Engineering units, and often incorporated instructional technology.</p> <p data-bbox="905 440 1864 548">In mathematics, teachers continue to pilot or engage in full implementation of the “Contexts for Learning” math units, which have a project-based learning approach.</p> <p data-bbox="905 586 1864 922">All faculty were trained in our school-designed LEED (Leadership in Energy & Environmental Design) science curriculum (Fall 2014). A faculty Green Team formed and spearheaded eco-literacy initiatives. Classroom teachers implemented a project-based learning approach to our green curriculum. The Green Team started a schoolwide recycling and composting program, in partnership with the Estabrook PTA and LexFarm. Students designed their own recycling video, and Estabrook parents assisted with lunchtime recycling systems and routines.</p> <p data-bbox="905 959 1864 1219">Digital literacy methods have increased in the classroom. Weekly technology coaching, unconferences and professional learning have supported teachers to integrate new devices (such as ChromeBooks) and apps (such as Explain Everything and QR Codes.) Grade 4 and 5 classroom teachers and students now have Google Drive accounts, as well as administrators. Students are increasingly using Google Apps for Education (GAFE) tools as part of the school work and homework.</p> <p data-bbox="905 1256 1864 1404">The librarian and teachers partnered to provide students e-Books through our school library system. All teachers successfully implemented and integrated the SMART projector system, the SMART Exchange lessons, the document reader, the MacBook and the</p>

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	<ul style="list-style-type: none"> • <i>Develop ways to adapt to varied, incoming student needs throughout the school year</i> • <i>Develop ways sustain substantial student instructional plans throughout the school year</i> 	<p>voice amplification system.</p> <p>All teachers successfully implement and integrated mobile technology devices (MacBook carts, ChromeBooks and iPads) into daily instruction.</p> <p>Assistive technology is evident across settings (visual, auditory and writing programs)</p> <p>Estabrook staff met in data teams every seven weeks, in order to monitor student progress and develop personalized learning plans for students who required support to meet academic or pro-social benchmarks.</p> <p>Newly registered students are assessed upon entry and provided immediate supports (i.e. academic, social, therapeutic) based on their needs.</p> <p>Instructional coaches trained para-professionals in intervention methods to help maximize intervention support to students.</p> <p>A diverse set of interventions continued to support student instructional plans including: Fasttmath, Dreambox, Stretch to Go, RAZ Kids, inter-grade level and cross-grade level groupings, math club, lunch groups, social thinking groups, counseling, sensory motor break plans, check in / check out and homework club. The faculty engages in daily consultation meetings to communicate and collaborate around the implementation of substantial student plans. All members of the special education team were trained in social thinking (a social skills / social language curriculum) by Michelle</p>

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		<p>Garcia Winner.</p> <p>The Leadership Team reviewed the research on homework, including the purpose and amount of homework, and ways to differentiate homework. The faculty developed an agreement on developmentally appropriate homework guidelines for our school.</p>
<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Implement the second phase of the new supervision and evaluation system for professional staff members designed to continuously improve professional practice and focus on measurable outcomes for student achievement</p>	<p>The faculty participated in several professional learning opportunities to further their understanding of the Model Teacher Evaluation System (September 8, September 11, November 13 and December 8, 2014.)</p> <p>The faculty shared and examined examples of proficient home / school communication, as described by Standard III of the Model Teacher Evaluation System (Family and Community Engagement standard)</p> <p>To support Standard III of the Model Teacher Evaluation System (Family and Community Engagement standard) home / school communication expanded to incorporate varied and increasing forms of communication, such as “the week in preview newsletters,” “the week in review newsletters,” classroom reminders (through Remind 101 and X2), classroom websites, photo updates and classroom videos. Also:</p> <ul style="list-style-type: none"> • Teacher website links have been added and updated on the school website • The principal hosted three Principal Walking Tours of classrooms this year • Monthly principal coffees were held – including one with SEPAC.

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		<p>School newsletters were sent home regularly and electronically (and paper versions are provided where needed)</p> <ul style="list-style-type: none"> • Newsletters and principal messages were posted to the website • Routine electronic reminder communications and updates were sent to families, in addition to the newsletter • Entry meetings / tours were held for new students and families starting in the Therapeutic Learning Program <p>The faculty discussed and documented proficient teacher actions and evidence examples for Standards I-IV of the Model Teacher Evaluation System.</p> <p>The faculty created and implemented common evidence descriptors that aligned to proficiency expectations for Standards I-IV of the Model Teacher Evaluation System.</p> <p>Nine teachers mentored new teachers on staff. They engaged in mentor/mentee meetings and peer observations using the Model Teacher Evaluation System proficiencies, as part of the LPS Induction Program.</p> <p>The Model Teacher Evaluation System was implemented successfully under the Supervision / Evaluation timeline and Memorandum of Agreement; and supported through professional learning, grade level team work, and administration support.</p>

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<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Continue or expand implementation of professional learning opportunities including:</p> <ul style="list-style-type: none"> • <i>Conference attendance (continue)</i> • <i>Data teams (continue to refine data reporting processes)</i> • <i>District professional learning catalog (continue to foster participation; spotlight and share practices from district workshops and courses)</i> • <i>Elementary & Middle School Pilot Partnership (pilot of elementary and middle school teachers sharing</i> 	<p>Estabrook teachers were immersed in professional learning opportunities throughout, and after, the school day. Estabrook professional learning opportunities included:</p> <p>The Model Teacher Evaluation System (9/8/14; 9/11/14; 11/13/14; 12/8/14; 2/23/15; 3/23/15)</p> <p>The LEED science curriculum (10/2/14)</p> <p>Positive Behavior Interventions and Supports (10/6/14)</p> <p>Lexington Learns Day (11/4/14)</p> <p>Readiness Emergency Management System (REMS) and the ALICE protocol (11/10/14; 11/24/14; 1/8/15; 3/9/15; 5/21/15).</p> <p>Autism: Neurology and Classroom Strategies with Dr. Kaufman, guest speaker (12/4/14 – three hours of professional learning)</p> <p>Unconferences - teachers teaching teachers in mini-sessions on teacher selected topics that related to the School Improvement Plan (12/22/14)</p> <p>Digital citizenship and digital safety with the district’s Instructional Technology Specialist and the Library Teacher (1/12/15)</p> <p>Mental Health Literacy: Neurology and Classroom Strategies with Dr. Kaufman, guest speaker (1/15/15 – three hours of professional learning)</p>
INSTRUCTION		

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<p>Academic Goal 1: (continued)</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p><i>content knowledge and differentiation strategies)</i></p> <ul style="list-style-type: none"> • <i>Lab site model (expand to host district teams for co-training, observing learning & sharing instructional practice)</i> • <i>Literacy, Mathematics Coaching (continue) and Technology Coaching (expand to support teams with project based-learning)</i> • <i>Jigsaw lessons (expand - team plan / team teach a lesson together; each teacher teaches a different part of the lesson;</i> 	<p>Five data team rounds (October 2014, December 2014, February 2015, May 2015, June 2015).</p> <p>All members of the special education team were trained in social thinking by Michelle Garcia Winner, an expert in social language (Fall, 2014)</p> <p>Estabrook served as a lab site for Teachers' College Writers' Workshop training for Harrington and Estabrook Schools (Grades K-2 at Estabrook, and Grades 3-5 at Harrington) twice this year, with four total opportunities, and 2-3 day trainings each time. The K-5 Principals engaged in a full day of professional learning with Mary Ehrenworth, an expert from Teachers' College, and conducted K-5 Principal Walkthroughs at Estabrook in Writers' Workshop classrooms. The Estabrook Grade Five teaching team was approved for a LEF (Lexington Education Foundation) grant and by Teachers College to study writing for a week at Teachers College this summer 2015.</p> <p>Estabrook served as a science / literacy lab site with Martha Winokur, Science professional developer; K-5 LPS teachers; and Karen McCarthy, K-5 Science Department Head; who conducted a fishbowl, lesson study of a Grade One science / literacy lesson.</p> <p>Estabrook teachers piloted newly updated social studies units on China and Ghana.</p> <p>Estabrook served as the lab site for LPS Literacy Specialists to jigsaw a lesson in a Grade One Writers' Workshop.</p>

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<p>INSTRUCTION Academic Goal 1: (continued)</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p><i>debrief team learning; literacy or math coach provides support)</i></p> <ul style="list-style-type: none"> • <i>Peer observations (continue mentor / mentee arranged; expand voluntary peer-arranged observations)</i> • <i>Professional reading (expand - articles, books and online resources to update and improve practice)</i> • <i>School site visits (expand partnerships with elementary schools to conduct shared teacher / classroom visits and shared leadership walkthroughs)</i> • <i>Summer grant development</i> 	<p>Technology training was provided for all new teachers by the district Instructional Technology Specialist (Fall, 2014) and ongoing technology coaching was provided for all staff throughout the year.</p> <p>The Assistant Principal attended the regional Responsive Classroom conference (Fall, 2014), which supported our All-School Meetings.</p> <p>New Estabrook K-5 teachers participated in vertical classroom walkthroughs with Amy Burk, Math Coach and Karen Tripoli, Math Department Head focusing on math workshop practices (November, 2014)</p> <p>Ongoing technology tips were provided by the district Instructional Technology Specialist for staff learning throughout the year. A digital citizenship webpage for Estabrook staff and parents was established, and a Google account training was provided to all staff by the district Instructional Technology Specialist.</p> <p>Mentor / mentee meetings and peer observations took place routinely as part of the New Teacher Induction System.</p> <p>Literacy and Mathematics coaching for grade level teams and new teachers, including jigsaw lessons, shared planning and assessment support took place weekly throughout the year.</p> <p>Literacy and Math Coaches, as well as teachers and mentors, conducted peer observations throughout the year, within Estabrook and across LPS schools.</p> <p>Several Estabrook staff participated in summer professional learning</p>

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	<p><i>(continue to foster teams of teachers and coaches co-designing instruction)</i></p> <ul style="list-style-type: none"> • <i>Team vertical learning walks (expand K-5 vertical walkthroughs with a coach)</i> • <i>Technology trainings (expand open support time from the technology coaches; expand team trainings to learn and share practice)</i> • <i>Unconferences (expand opportunities for teachers to share with teachers on teacher identified topics of practice)</i> 	<p>grants (i.e. LEED Science development, district assessment work); several staff led new teacher summer trainings; and three teachers taught MELP (METCO Extended Learning Program) this year.</p> <p>Estabrook partnered with Reilly Elementary School in Lowell, MA to focus on tier one practices; engaging in site visit exchanges, data teams and classroom walkthroughs.</p> <p>Estabrook partnered with Grafton Schools around data teams, classroom visits and intervention practices.</p> <p>The principal served on the district Professional Learning Committee.</p> <p>The principal met with the K-5 Literacy and Math Department Heads monthly, and K-5 Science and Social Studies coordinators regarding curriculum.</p> <p>The Math Coach created and implemented a K-5 math workshop professional learning opportunity (February 2015), and the Literacy and Math Coaches collaborated to create a K-5 professional learning experience on workshop closing practices (April 2015).</p> <p>All grade levels conducted and scored three writing prompts this year, examined student work within grade levels and collaboratively planned writing instruction together.</p> <p>The staff studied cultural proficiency through several efforts: Estabrook teachers designed the initial staff overview and professional learning experience; teachers started a staff book club reading the book <i>Waking Up White</i>; staff learned about Estabrook's</p>

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		diverse student and family population through demographic data; and Estabrook hosted Cynthia Tang, LPS Guidance Counselor who presented <i>Asian Youth and Their Well-Being</i> to Estabrook Staff.

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<p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve</p>	<p>Continue to develop school programs that support students' emotional needs, in collaboration with families and mental health organizations</p> <ul style="list-style-type: none"> • <i>Develop "students and staff of the week" program to spotlight all students within the school year</i> • <i>Grade levels host Schoolwide Meetings</i> • <i>Continue to develop, implement and reinforce the Schoolwide Positive Behavior Support Matrix</i> • <i>Study Autism and develop supports for students with Autism Spectrum Disorder</i> 	<p>Grade levels hosted all-school assembly meetings that spotlighted students and their learning, and celebrated our "Estabee" instruction and school spirit. These were coupled with School Spirit Days that were selected by each grade level.</p> <p>The Estabrook Schoolwide Positive Behavior Schoolwide Interventions and Supports (PBIS) Matrix was expanded to include "Estabee" behaviors for digital literacy.</p> <p>"Community Bee" was started by staff this year. It is a staff-led school culture team that celebrated our school in different ways. Examples of Community Bee's efforts included the schoolwide start-up of "Jam the Van" (monthly food drives) and a community clothing closet. Community Bee also hosted various staff celebrations and school spirit efforts.</p> <p>The staff engaged in two seminars with Dr. Chris Kaufman, a pediatric psychologist and author. In December 2014, staff learned about <i>Autism</i> and in January 2015 staff learned about <i>Mental Health Literacy</i>. Both seminars focused on neurology of the disorders and practical classroom strategies to support students.</p> <p>Estabrook hosted a successful, two-part, evening entitled "Student Stress Seminar" led by Dr. Chris Kaufman for parents and staff, funded by Lexington Education Foundation. Resources were provided to parents. (3 hours of presentation, 65 attendees)</p> <p>The Estabrook Wellness Program continued to run successfully. Staff participated in several wellness challenges, and a staff running club began after school. Also, an after school staff cooking class and a</p>

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<p>INSTRUCTION Social/Emotional Goal 2: (continued)</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve</p>	<ul style="list-style-type: none"> • <i>Explore Rachel's Challenge for the elementary level</i> 	<p>student green cooking club were held. In spring 2015, Estabrook will host staff chair massage and offered information to staff on district wellness seminars. The principal served on the district's Wellness Steering Committee.</p> <p>Estabrook launched the <i>Zones of Regulation</i>, which is a social thinking / social language curriculum. This was used mainly in the Therapeutic Learning Program, but is already expanding to the mainstream.</p> <p>Estabrook has purchased <i>Zones of Regulation</i> instructional material for Mental Health Staff and Special Educators to support students with social thinking needs. Estabrook also purchased <i>Drawing A Blank</i> as a resource for Special Educators, which offers practical strategies for supporting students' social language needs.</p> <p>Study is underway on <i>Rachel's Challenge for the elementary level</i>. Staff are evaluating ways this may connect to our Positive Behavior Interventions and Supports system.</p> <p>Estabrook's Mental Health team designed and supported a developmentally appropriate approach to teaching the ALICE safety protocol.</p>
<p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social</p>	<p>Support the expansion of the elementary and middle school Therapeutic Learning Programs,</p>	<p>The Therapeutic Learning Team (TLP) started up program supports with team work among the Special Educator (Behavior Teacher), Social Worker and Special Educator (Academic Teacher). Weekly program meetings were held among the team members and with program assistants. District team work has started between school social workers and programs. Clinical support from a contracted-</p>

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<p>behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve</p>	<p>and establish consistency among the programs across the district</p> <ul style="list-style-type: none"> • <i>Define newly established roles within the Therapeutic Learning Program. Provide awareness and implementation of the new Therapeutic Learning Program criteria and components to staff, district and parents. Implement the wraparound team structure for staff and parents involved in the Therapeutic Learning Program</i> 	<p>service psychologist was provided. Students experience great success with enhanced program supports.</p> <p>A school-based Mental Health Team was developed among the School Psychologist, Therapeutic Learning Program Social Worker, METCO Social Worker, K-12 Homeless Social Worker, Guidance Counselor, and administrators. The team meets weekly to support student need and provide mutual support among providers.</p>

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<p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve</p>	<p>Increase cultural competence among students, staff and families</p> <ul style="list-style-type: none"> • <i>Establish partner families for new, incoming families to support transition into Lexington and Estabrook School</i> • <i>Expand student, staff and family cultural sharing opportunities through varied hands-on learning experiences such as cultural artifact tables, cultural exchange discussions, family writing, interactive world maps and other visuals to increase cultural awareness throughout the school year</i> 	<p>Partnerships were established through the PTA that partnered Estabrook families with new, incoming Estabrook families. The principal met with the PTA Co-Presidents weekly.</p> <p>A multi-part cultural proficiency series was held this past spring. The seminar series was planned by Estabrook teachers and included data, demographics, discussion, a book club and a seminar.</p> <p>Site Council discussed cultural proficiency at Estabrook in February, 2015.</p> <p>The principal, K-12 Homeless Social Worker, Town of Lexington Human Services and Estabrook PTA have partnered together routinely to support family needs.</p> <p>The principal participates in the Town of Lexington “Families in Transition” Working Group with town stakeholders.</p> <p>Estabrook had a “Welcome to Estabrook School” banner made in Chinese calligraphy at the CAAL (Chinese American Association of Lexington) Chinese New Year celebration by a Chinese calligraphy artist. 35% of Estabrook families self-identify as Chinese. The sign was generously supported by LEF (Lexington Education Foundation).</p>

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<p>SAFETY GOAL 3:</p> <p>If we increase safety procedures in our school, then social-emotional, psychological and physical well-being for students, staff and parents will be safeguarded, allowing students to learn successfully.</p>	<p>Teach digital citizenship skills and internet safety expectations to students, staff and parents</p> <ul style="list-style-type: none"> • <i>Implement student Acceptable Use Policies and student safety pledges</i> • <i>Teach K-5 digital citizenship curriculum</i> • <i>Provide professional learning</i> • <i>Sponsor parent education discussions</i> 	<p>Student Internet contracts were signed by students and parents, and implemented (Fall 2014).</p> <p>Internet safety instruction was taught to students in Grades 2-5 through classroom library lessons by the Library Teacher and Guidance Counselor. The CommonSense Media curriculum was piloted in classroom this year. The Guidance Counselor provided follow up lessons in the classroom.</p> <p>Staff engaged in professional learning on digital citizenship, Internet safety, and the CommonSense Media curriculum with the district's Instructional Technology Specialist and the Library Teacher (1/12/15).</p> <p>A Principal Coffee overviewed the instructional technology devices and programs used at Estabrook School (March 2015).</p> <p>A PTA sponsored parent education evening was held on digital citizenship and Internet safety. A digital citizenship resource webpage was developed on the Estabrook website (March 2015).</p> <p>Google accounts for staff and grade 4 and 5 students were safely and successfully rolled out, with additional grade 3 roll-out planned for next year.</p>

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<p>SAFETY GOAL 3:</p> <p>If we increase safety procedures in our school, then social-emotional, psychological and physical well-being for students, staff and parents will be safeguarded, allowing students to learn successfully.</p>	<p>Implement the REMS training and “ALICE” protocol (Readiness and Emergency Management Systems for Schools – “Alert, Lockdown, Inform, Counter, Evacuate”</p> <ul style="list-style-type: none"> • <i>School-based crisis team attends the “REMS Training” to learn and practice the “ALICE” protocol.</i> • <i>The crisis team develops action steps in accordance with the district to roll-out the “ALICE” protocol in the school</i> • <i>The staff is educated and prepared in the “ALICE” protocol</i> • <i>A student education and training system and timeline are developed</i> 	<p>Estabrook’s School-based REMS Team (Readiness and Emergency Management Systems) was been trained in the ALICE Protocol (<i>Alert, Lockdown, Inform, Counter, Evacuate</i>) at a townwide training at Clarke Middle School (Summer, 2014).</p> <p>A school-based REMS timeline was developed for ALICE implementation at Estabrook School.</p> <p>Two ALICE staff trainings were held at Estabrook in conjunction with MaryEllen Dunn, Assistant Superintendent for Finance and Business and the Lexington Police (11/10/14, 11/24/14).</p> <p>An ALICE simulation was held to train voluntary staff (January, 2015). Estabrook partnered with Lexington Police, Lextended and MaryEllen Dunn on the training.</p> <p>An ALICE principal coffee was held for parents (February 2015) and the Site Council advised on the topic (March 2015).</p> <p>Staff reviewed and discussed ALICE educational materials to plan for teaching implementation (March, 2015).</p> <p>An ALICE District Parent Education Night was held at LHS (March, 2015).</p> <p>An ALICE school practice drill will be held (Spring, 2015) followed by a staff de-brief. The principal is continuing to communicate with parents in advance of teaching and practice.</p>

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<p>SAFETY GOAL 3: (continued)</p> <p>If we increase safety procedures in our school, then social-emotional, psychological and physical well-being for students, staff and parents will be safeguarded, allowing students to learn successfully.</p>	<ul style="list-style-type: none"> • <i>Parent education is prepared before student training</i> • <i>Parent meeting is held to discuss the "ALICE" protocol</i> • <i>Student education in "ALICE protocol"</i> • <i>Student and staff practice "ALICE protocol" with support from district and public safety officials</i> • <i>Crisis team, staff and public safety de-brief on "ALICE protocol." Future recommendations are made.</i> 	

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<p>SAFETY GOAL 3:</p> <p>If we increase safety procedures in our school, then social-emotional, psychological and physical well-being for students, staff and parents will be safeguarded, allowing students to learn successfully.</p>	<p>Phase 2 school construction will safely develop and finalize by September 2014.</p> <p><i>The Estabrook project team adheres to the expected goals, timeline and safety through project management meetings.</i></p> <p><i>The Estabrook School organizes a naming committee for the gymnasium in fall of 2014.</i></p> <p><i>The Town of Lexington organizes a ribbon cutting ceremony for the new Estabrook School.</i></p>	<p>A Town of Lexington Ribbon Cutting ceremony was successfully organized in September 2014 and held on October 6, 2014. State, town and school district officials attended. Students observed the ceremony. Media was present. The day was photographed.</p> <p>The Estabrook building project has moved into final stages this year. A punch list is ongoing. Coordination with the project team continues. Remaining needs around technical systems, furniture / equipment and technology are routinely addressed through the Department of Public Facilities.</p> <p>A naming committee was established and a recommendation was made to name the Estabrook Gymnasium after Jim Banks, a former Estabrook Physical Education Teacher. This nomination is proceeding to Lexington School Committee this school year.</p> <p>Estabrook School is actively used by the district for meetings and professional learning; by Lextended for after school programming; and for community needs. For example, Estabrook hosts All-Town Band on Thursday and also serves as a voting precinct. Additionally, Estabrook hosted the Superintendent candidates in November 2014; the Lextended vacation camp program for all elementary schools in February 2015; the Districtwide Kindergarten Orientation Night in March 2015; CAAL (Chinese American Association of Lexington); and PPC (PTA Presidents' Council Meeting) in May 2015.</p> <p>On a routine basis, the Estabrook School gymnasium is used on weeknights and weekends as an adjunct site for the Community Center and Town Recreation activities.</p>

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		Solar panels were added to Estabrook’s roof (10/2014-12/2014). Presently 24% of the electric for Estabrook School runs off of solar energy.
<p>SAFETY GOAL 3:</p> <p>If we implement the district traffic mitigation plan, then Estabrook students, staff and parents will experience and increase efforts toward Safe Routes to School.</p>	<p>Parent, staff and student education opportunities will be offered.</p> <p><i>Parents of incoming Kindergarteners will be informed of the Grove Street traffic laws and sent safe routes to school information in May and June 2014.</i></p> <p><i>Maps of the new Estabrook arrival and dismissal systems will be sent home to parents before school begins in August 2014.</i></p> <p><i>Maps of appropriate neighborhood parking will be sent home to parents before August 2014.</i></p>	<p>A Safe Routes to School brochure, neighborhood parking map and written traffic procedures were developed for Estabrook; posted to the website (8/1/14); and mailed to parents in the summer classroom placement mailing (8/10/14). Copies were issued to all new registrants. There is no longer any vehicle queuing on Grove Street due to the Estabrook driveway since the school opened in fall 2014.</p> <p>Meetings with the Transportation Advisory Ad Hoc Group were held (Summer, Fall 2014 and Winter 2015) to review the Estabrook transportation design system. A second bus fence was added to the driveway.</p> <p>Estabrook School successfully started a campaign called “Bee the Change” to connect our Safe Routes to School and green school initiatives together. The second Wednesday of each month has been Safe Routes to School Day at Estabrook. Parents, staff and students walked, bussed, bicycled or carpoled as much as possible to school. This year, Estabrook School added one Lexington resident bus (for a total of 5 Lexington buses, 1 Boston bus, 1 Special education van). With exception of the high school, Estabrook had the greatest increase in bus ridership this year. Presently, a little over half of the Estabrook students now take the bus. There has also been a substantial rise in walking and bicycling to school. Estabrook has six bicycle racks that are all used. The PTA Safe Routes Co-Chairs designed “Bee the Change” car magnets, literature, bookmarks and</p>

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END OF YEAR UPDATE**

Goal	Implementation	End of Year Progress
<p>SAFETY GOAL 3: (continued)</p> <p>If we implement the district traffic mitigation plan, then Estabrook students, staff and parents will experience and increase efforts toward Safe Routes to School.</p>	<p><i>Estabrook will promote the benefits of bus ridership.</i></p> <p><i>Estabrook will collaborate with the district and town on increasing bicycle racks for the school.</i></p> <p><i>Estabrook will continue to celebrate monthly Safe Routes to School with PTA support.</i></p> <p><i>Teachers and students will teach and learn about Safe Routes to School in context of the LEED Science and Physical Education and Health curriculum.</i></p>	<p>students activities to teach and celebrate reduction of carbon footprint. For example, the students drew pictures of the green ways they came to school and these were shared at an assembly; the students created a school graph of how they arrived at school; and students made a “green wish” when they came to school and hung it on a wishing tree. The PTA Co-Chairs also began a Walking School Bus by neighborhood.</p>

**Joseph Estabrook Elementary School
School Improvement Plan
2015-2016**

School Council Members:

Sandra A. Trach, Principal

Khalda Hashash, Site Council Co-Chair, Parent

Rebecca Brogadir, Assistant Principal

Dan Deardorf, Parent

Katie O'Hare-Gibson, Grade One Teacher

Betsy Sarles, Parent

Andrea Taddeo, Grade Four Teacher

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2015-2016**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Implement the draft district mission, vision and beliefs across all teams and councils:</p> <ul style="list-style-type: none"> • <i>Continue to align all professional learning to the draft district mission, vision and beliefs</i> 	<p>August 2015 – June 2016</p>	<p>The draft district mission, vision and beliefs are practiced throughout teacher and team dialogue, instruction, decision-making, professional learning and community partnerships.</p>	<p>The draft district mission, vision and beliefs are visible across the curriculum, instruction and assessments; evidenced through student work, classroom walkthroughs, supervision / evaluation; and part of community partnerships.</p>
<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Expand instructional procedures and processes:</p> <ul style="list-style-type: none"> • <i>Expand curriculum integration opportunities and project-based learning, including the LEED (Leadership in Energy & Environmental Design) Science curriculum</i> 	<p>August 2015 – June 2016</p>	<p>Teachers employ LPS project-based learning units, LEED curriculum and teacher-designed project-based instructional opportunities.</p>	<p>Project-based learning including the LEED science curriculum is a means toward rigorous curricular integration, as measured by PLC planning, classroom walkthroughs, data team progress, report card measures and supervision / evaluation.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2015-2016**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Academic Goal 1: (continued)</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<ul style="list-style-type: none"> • <i>Increase digital literacy techniques to improve students' communication, collaboration, creativity and critical thinking</i> • <i>Develop ways to adapt to varied student needs throughout the school year, including extension and enrichment, as well as through support and intervention</i> 		<p>Teachers and students engage in digital learning methods that visibly support students' communication, collaboration, creativity and critical thinking.</p> <p>Teachers and staff provide flexible, successful and sustainable ways to support incoming students' academic and pro-social needs.</p>	<p>Teachers learn, share and employ digital literacy techniques to improve students' communication, collaboration, creativity and critical thinking, as visibly evidenced by PLC planning, professional learning participation, classroom walkthroughs, personalized student learning, and supervision/evaluation, to improve universal design for learning and student achievement.</p> <p>Various structures and approaches have been successfully developed and implemented to support a wide range of student needs.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2015-2016**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Continue to support the new supervision and evaluation system for professional staff members, designed to continuously improve professional practice and focus on measurable outcomes for student achievement</p>	<p>August 2015 – June 2016</p>	<p>The supervision / evaluation system for professional staff members is actively implemented according to district procedures.</p>	<p>The supervision / evaluation for professional staff has been implemented according to district procedures.</p>
<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Expand or refine professional learning:</p> <ul style="list-style-type: none"> • <i>Data teams</i> • <i>District professional learning catalog</i> • <i>Lab site model</i> • <i>Literacy, Mathematics and Technology Coaching</i> • <i>Professional Learning Communities</i> • <i>Team learning walks</i> • <i>Unconferences</i> 	<p>August 2015 – June 2016</p>	<p>The professional learning models are monitored through visible evidence of teacher leadership that include the design and facilitation of various models, as well as participation within various models.</p> <p>The professional learning models visibly and measurably improve learning for students and staff.</p>	<p>Professional learning models are personalized to teacher and team learning needs.</p> <p>Teachers design and lead professional learning opportunities for staff.</p> <p>Teachers participate in a wide range of professional learning opportunities.</p> <p>Methods and strategies</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2015-2016**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Academic Goal 1: (continued)</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>				<p>learned from professional learning opportunities are observable in student instruction and learning.</p> <p>At least 90% of students in each classroom are meeting benchmark within the core curriculum. Teachers employ a repertoire of methods and strategies from professional learning opportunities that support student achievement.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2015-2016**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve</p>	<p>Continue to develop, support and refine programs that support students' emotional needs, in collaboration with teachers and families</p> <ul style="list-style-type: none"> • <i>Develop "students and staff of the week" program to spotlight all students within the school year</i> • <i>Grade levels host Schoolwide Meetings</i> • <i>Continue to develop, implement and reinforce the Schoolwide Positiv Behavior Support Matrix</i> • <i>Continue to grow "Primary Project"</i> 	<p>August 2015 – June 2016</p>	<p>A "students and staff of the week" program is running successfully each week.</p> <p>Each grade level is hosting a schoolwide meeting to model, share and celebrate student learning.</p> <p>The schoolwide positive behavior support matrix actively teaches expected, positive behaviors through incidental, classroom and schoolwide instructional opportunities.</p> <p>Primary Project is running successfully supported by staffing, resources, and staff and parent support.</p>	<p>A "students and staff of the week" program has been established and is effective in positively recognizing each student in the school for his/her strengths, interests and hopes/dreams.</p> <p>Grade levels will have successfully conducted one schoolwide meeting that models and celebrates student learning for all students.</p> <p>The Schoolwide Positive Behavior Support Matrix will have all school settings represented.</p> <p>Primary Project is successfully meeting students' emotional needs.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2015-2016**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve</p>	<p>Support the expansion of the elementary and middle school Therapeutic Learning Programs, and establish consistency among the program within the school and across the district</p> <ul style="list-style-type: none"> • <i>Implement a parent education structure for parents involved in the Therapeutic Learning Program</i> • <i>Expand use of “Zones of Regulation” curriculum</i> • <i>Continue to support social thinking instruction across the school</i> 	<p>August 2015 – June 2016</p>	<p>The Therapeutic Learning Program staff members engage in weekly PLC meetings, assistant meetings, and school consults, as well as meet with district TLP colleagues and clinicians.</p> <p>A parent education structure is developed and implemented.</p> <p>Social thinking instruction expands into the mainstream and supports all students.</p>	<p>The Therapeutic Learning Program (TLP) staff members demonstrate role clarity, effectiveness and collaboration within the new program description.</p> <p>The Therapeutic Learning Program (TLP) successfully communicates and partners with other LPS Therapeutic Learning Programs.</p> <p>A parent education structure is developed and supports parents of Therapeutic Learning Program students.</p> <p>Social thinking instruction is evident across settings and effective in supporting student needs.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2015-2016**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve</p>	<p>Increase cultural proficiency among students, staff and families</p> <ul style="list-style-type: none"> • <i>Expand student, staff and family cultural understanding and partnerships</i> 	<p>August 2015 - June 2016</p>	<p>Cultural partnerships and understandings have increased through visible signs of practice.</p>	<p>Student, staff and family diversity is successfully celebrated through learning experiences that support tolerance, education, inclusion and connection within the community.</p>
<p>SAFETY GOAL 3: If we increase safety procedures in our school, then social-emotional, psychological and physical well-being for students, staff and parents will be safeguarded, allowing students to learn successfully.</p>	<p>Teach digital citizenship skills and internet safety expectations to students, staff and parents</p> <ul style="list-style-type: none"> • <i>Expand digital citizenship instruction</i> • <i>Expand parent education</i> 	<p>August 2015 - June 2016</p>	<p>Students engage in digital citizenship and internet safety instruction.</p> <p>Professional learning in the area of digital citizenship is ongoing.</p> <p>Parent education topics are held throughout the year.</p>	<p>Essential digital citizenship elements are in place, including the student Acceptable Use Policies, student safety pledges, professional learning opportunities, student curriculum and parent education.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2015-2016**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>SAFETY GOAL 3:</p> <p>If we increase safety procedures in our school, then social-emotional, psychological and physical well-being for students, staff and parents will be safeguarded, allowing students to learn successfully.</p>	<p>Implement the REMS training and “ALICE” protocol (Readiness and Emergency Management Systems for Schools - “Alert, Lockdown, Inform, Counter, Evacuate”</p> <ul style="list-style-type: none"> • <i>New staff and parents are educated in the “ALICE” protocol</i> • <i>A student education and training system is developed for ongoing implementation</i> 	<p>August 2015 – June 2016</p>	<p>The school-based crisis team reviewed the “ALICE” protocol in fall 2015.</p> <p>The school-based crisis team recommended a timeline for continued school training, information and practice.</p> <p>The school-based crisis team led the “ALICE protocol” for students at least once in the school year. A systematic team de-brief was held.</p>	<p>The school-based crisis team will have been trained in the “ALICE” protocol and developed a systematic plan for timeline, communication, education, training, and support for students, staff and parents.</p>

**JOSEPH ESTABROOK ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2015-2016**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>SAFETY GOAL 3:</p> <p>If we implement the district traffic mitigation plan, then Estabrook students, staff and parents will experience and increase efforts toward Safe Routes to School.</p>	<p>Parent, staff and student education opportunities will be offered.</p> <p><i>Parents will be informed of arrival / dismissal procedures. Maps of the Estabrook systems and off-site parking will be sent home to parents before school begins.</i></p> <p><i>Estabrook will promote the benefits of bus ridership.</i></p> <p><i>Estabrook will continue to celebrate monthly Safe Routes to School.</i></p> <p><i>Teachers and students will teach and learn about Safe Routes to School in context of the LEED Science, Physical Education and Health curriculum.</i></p>	<p>June 2015 – June 2016</p>	<p>Safe Routes to School education opportunities and resources, (such as newsletter updates, bus registration information, arrival/dismissal / and neighborhood parking maps, and school procedures) are sent home to parents.</p> <p>Safe Routes to School Days are scheduled and held monthly.</p> <p>The community is exercising observable efforts toward Safe Routes to School.</p>	<p>Safe Routes education literature and information have been sent home to families in an ongoing way.</p> <p>Baseline and ongoing data is collected to measure progress toward each of the safe route opportunities to school (walking, bicycling, carpooling, bus ridership.)</p> <p>Safe Routes education opportunities have been held successfully.</p>

**Fiske Elementary School
School Improvement Plan
End of Year Report
2014-2015**

Site Council Members:

Lingfei Hou, Parent

Lisa Murray, Parent

Daniel Voss, Parent

Maria Azeredo, Literacy Specialist

Jean Button, Kindergarten Teacher

Ann Crogan, Grade 1 Teacher

Amanda Mason, Parent/Co Chair

Thomas Martellone, Principal/Co Chair

Fiske Elementary School Goals 2014-2015

Goal	Implementation	End of Year Update
<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Continue to Implement and refine Response to Intervention (RTI) at Fiske for academically and behaviorally at risk students.</p> <p>Continue grade level intervention blocks (K-5) and continue to refine the six week data team meetings to progress monitor students and determine strategies for students needing additional intervention.</p> <p>Increase teacher use of technology to individually and collaboratively manage student data to inform instruction, intervention, teacher evaluation and collaboration across teams and the school.</p>	<p>During the current school year, Fiske continued to implement Response to Intervention (RtI) in the school setting. By June, data team meetings will have taken place and six sessions (6 weeks long) of intervention will have taken place. Intervention continued to be for an additional 2 hours per week and during the current school year, norms were developed and tracking mechanisms were improved for the upcoming school year.</p> <p>The school schedule was created with intervention blocks for each grade level again this year. There are (4) 30 minutes blocks for grades K-5 each week. Data teams have implemented norms and time-keeping protocols into meetings for increased efficiency.</p> <p>During the course of the school year, technology learning sessions have been both provided and offered to teachers to support the use of technology in managing student data and interventions. Fiske staff worked at the forefront of implementing Google Apps for increased efficiency and communication in the area of intervention, PLCs (Professional Learning Communities) and the school based student assistance team called SIT (Student Intervention Team).</p>

	<p>Assist and support Lexington Public Schools in creating district mission, vision and belief statements that foster student academic learning.</p> <p>K-5 teachers will participate in professional learning around the implementation of Writers Workshop through Teachers College.</p>	<p>Fiske School used a spring staff meeting to provide input for the district mission, vision and belief statements via a Google Drive form created as a survey.</p> <p>All teachers at Fiske participated in professional learning opportunities in the fall and spring for Writers Workshop through Teachers College. Many teachers were able to then return to class and implement practices they had been shown to support student writing and the achievement of skills related to the various types of writing required by students.</p>
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Fiske Elementary School Goals 2014-2015

Goal	Implementation	End of Year Update
<p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Continue the development and implementation of a school wide PBIS (Positive Behavior Intervention Support) system to address the behavioral needs of students.</p> <p>Continue to promote staff participation in Responsive Classroom training to support student behavioral needs across the school setting.</p> <p>Develop a schedule to include school wide morning meeting time for students as part of the Responsive Classroom routines.</p> <p>Implement a school wide set of classroom pro-social instructional modules to be taught to each grade level by the school counselor in coordination with classroom teachers.</p>	<p>Fiske School continued to implement its school wide PBIS (Positive Behavior Intervention Support) system. As a school, we reviewed expectations with students on an ongoing basis, after vacations and we used opportunities to remind students during the day, such as at all school assemblies. The use of PBIS has calibrated staff and helped them come to common understanding and collective agreement about being responsible for all students. This has had a positive impact on student behavior in the school.</p> <p>A number of staff participated in Responsive Classroom II this fall and several others participated in the spring session of Responsive Classroom I. To date, 84% (21/25) K-5 classroom teachers have been trained and 36 out of 48 teaching staff school wide have been trained.</p> <p>The 2014-2015 school master schedule had a morning meeting time for all students across the school. These practices contributed to the high levels of positive behavior experienced both in and outside of the classroom. The schedule will continue to support this time for the upcoming school year.</p> <p>During the current school year, the school counselor taught classes in K-5 classrooms throughout the school. These modules were focused on social emotional learning and included information on digital citizenship in grades 3-5. These have been implemented in the classroom setting at various times during the year.</p>

	<p>Educate teachers and students in digital literacy including the acceptable use of the Internet at school.</p> <p>Reconvene/form a Fiske Student Council for student input and connectedness to school.</p>	<p>Students in grades 3-5 were instructed in digital literacy by the school counselor and the school librarian. Ongoing staff development opportunities around digital literacy have taken place during the year and when students were instructed during the year, teachers were present.</p> <p>Two date, two student council meetings have been held after reestablishing the group. Students will continue to meet through the end of the year and next year, will meet monthly.</p>
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Fiske Elementary School Goals 2014-2015

Goal	Implementation	End of Year Update
<p>COLLABORATION Parent Engagement and Education</p> <p>If we increase communications with parents and provide information about school programming, parents will be better informed and able to support students which will help them be more successful.</p>	<p>Continue to hold monthly “Principal Chat” with parents and school community members to provide opportunities for dialogue and to exchange information about academic and pro-social learning as well as other topics of interest such as enrollment, PARCC (Partnership for Assessment of Readiness for College and Careers), and relevant topics</p> <p>Assist and support Lexington Public Schools in creating district mission, vision and belief statements that will guide student academics and pro-social behaviors.</p> <p>Provide opportunity for parents to learn about ways to support their children in the digital age in regards to digital citizenship and technology.</p>	<p>“Principal Chat” sessions were held each month of the school year. Attendance was low with generally fewer than 10 parents attending per session.</p> <p>Fiske School Site Council was provided an opportunity give input on the district mission, vision, and belief statements being developed.</p> <p>The Fiske Site Council provided input on three topics on digital citizenship and technology. As of May 4th, three presentations will have taken place focused on online safety, social media and cyber bullying.</p>

Fiske Elementary School Goals 2014-2015

Goal	Implementation	End of Year Update
<p>FACILITY Enrollment and School Capacity</p> <p>Address the space needs at Fiske School and monitor enrollment through collaboration with the Enrollment Working Group, Facilities and Central Office to ensure high quality teaching and learning for all students.</p>	<p>Monitor enrollment to determine staffing needs for the 2014-2015 school year. Hire additional staff as approved by the LSC (Lexington School Committee) if needed.</p> <p>Communicate with parents and families of Grade Five students on a regular basis to maintain positive working relationships.</p> <p>Collaborate with grade five teachers and additional staff (.55FTEs) to plan co-teaching in Fifth Grade if warranted by enrollment.</p> <p>Monitor enrollment throughout the 2014-2015 school year to assess the need for possible additional classroom space in 2015-2016.</p>	<p>Grade five enrollment was monitored throughout the summer and additional staff were hired and in place for the start of the school year across all three grade five classes.</p> <p>As hiring took place during the summer, communications were shared with parents updating them on enrollment, hiring and plans for starting the school year, specifically, in grade five.</p> <p>Prior to school starting, administration and teachers met to determine plans for the implementation of a co-teaching model in fifth grade. Teachers shared the information with parents during the Fiske Back to School Night.</p> <p>Enrollment was monitored through spring to determine if a 23rd classroom would be needed. In April 2015, a recommendation was made and approved to add a 23rd classroom.</p>

**Fiske Elementary School
School Improvement Plan
2015-2016**

Site Council Members:

Lingfei Hou, Parent

Lisa Murray, Parent

Daniel Voss, Parent

Maria Azeredo, Literacy Specialist

Jean Button, Kindergarten Teacher

Ann Crogan, Grade 1 Teacher

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Thomas Martellone, Principal/Co Chair

Fiske Elementary School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Hold two “unconference” professional learning sessions at Fiske during the school year for staff to share promising instructional practices.</p> <p>Provide at least one opportunity per year for staff to visit another colleague in the school.</p> <p>Collaborate with a partner school once per year to promote promising practices among grade level colleagues.</p> <p>Develop and implement a comprehensive student digital profile sheet that will follow students from year to year and provide longitudinal information for teachers and the school.</p> <p>Develop a digital capture tool to track student math performance across grade</p>	<p>Between Fall and Spring 2015-2016</p> <p>During 2015-2016 school year (on-going as requested)</p> <p>At least once during the 2015-2016 school year.</p> <p>Develop in the spring of 2015 and implement in the Fall of 2015 with incoming K students.</p> <p>Create during summer 2015 and implement</p>	<p>Facilitate and schedule professional opportunities with input from staff.</p> <p>Share School Improvement Plan with staff at end of year and promote at start during staff meetings.</p> <p>Promote collaboration with K-5 Principals through meetings and e-mail. Establish partnerships for upcoming year during spring and summer.</p> <p>Share with staff during early staff meeting. Created by Fiske administration.</p> <p>Administrators, math specialists and teachers will use capture tools to</p>	<p>Staff will provide feedback regarding the “unconference” professional learning experiences.</p> <p>One hundred percent of K-5 teachers will observe another colleague and 80% of other staff will also participate (specialists, etc</p> <p>Poll staff as to the value of collaborating with a partner school and create a common repository for ideas, resources, etc.</p> <p>One hundred percent of all incoming K students will have a digital profile sheet that will be used by staff at Fiske school during their tenure. This will document interventions as well as other supports and achievement data.</p> <p>One hundred percent of students will have unit math assessment data monitored to determine trends and</p>

	levels and unit math assessments.	2015-2016 school year.	track student math assessment data.	patterns in performance to best determine areas of need and success.
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Fiske Elementary School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Promote positive use of social media with students by using a Fiske Student Twitter Center to share student work and school events.</p> <p>Implement a “Give a WHOOT” campaign where students make social contributions to the class, school and Fiske community. Recognize students at All School Meeting when projects are done.</p> <p>Reconceptualize homework (with parent feedback) and provide parents resources to support student learning outside of school.</p> <p>Implement a Fiske Student Council for</p>	<p>Ongoing, 2015-2016 school year</p> <p>Launch in fall, ongoing, school year 2015-2016 to complete</p> <p>Pilot in Spring 2015, gather feedback, implement during 2015-2016 school year.</p> <p>Begin implementation of student council by</p>	<p>Tweets from students will be monitored and posted by school administrators as well as shared during all school meetings.</p> <p>Provide an overview for staff during an initial staff meeting with goals established by October.</p> <p>Review pilot data from spring and based on feedback, work with staff to review homework for students.</p> <p>Record student meeting minutes and</p>	<p>Monitor and share tweets with parents and the community via a Twitter feed on the school website. Set a goal of at least 50 tweets per month school wide.</p> <p>One hundred percent of K-5 classes will develop and meet at least 2 goals that relate to their class, school or the greater community which involve social contributions on behalf of students. All classes will be recognized at all school meetings.</p> <p>Use parent and staff feedback in determining what types of homework will best support student learning at Fiske.</p> <p>Provide an opportunity for students on student council to give feedback on</p>

	student input and connectedness to school.(meet monthly)	October 2015, with ongoing monthly meetings.	check in monthly with teachers facilitating student council.	their experience on student council. Publish student council activities in monthly newsletter.
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Fiske Elementary School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Build on the work of the school-wide PBIS (Positive Behavior Intervention Support) system by promoting Effort, one of the school core values with students.</p>	<p>Ongoing, 2015-2016 School Year</p>	<p>Use of staff meeting time and all school meeting time to promote student effort as it relates to academics and behavior.</p>	<p>Poll students three times per year to have them self-assess the amount of effort they feel they have given.</p>

Fiske Elementary School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment
<p>COLLABORATION Parent and Community Engagement</p> <p>If we increase communications with parents/community and provide information about school programming, parents will be better informed and able to support students which will help them be more successful.</p>	<p>Use a branding process to promote Fiske School through Mission/Vision development, social media, and local press opportunities on a monthly basis.</p> <p>Provide professional learning opportunities for grade five parents to support the use of technology in the classroom and at home.</p> <p>Collaborate with Fiske PTO to provide learning opportunities for parents 2 times per year.</p>	<p>Ongoing, 2015-2016 School Year</p> <p>Ongoing, 2015-2016 School Year</p> <p>Ongoing, 2015-2016 School Year</p>	<p>Publish updated mission vision on school documents, and use social media and press to showcase school events and student work.</p> <p>Hold at least 3 parent focused learning sessions during the year.</p> <p>Attend monthly PTO meetings to collaborate around pertinent topics for parents and the school community.</p>	<p>Document all publicity provided to the school through local media, as well as poll parents regarding feedback on school coverage.</p> <p>Keep parent sign-in logs of each event held.</p> <p>Document collaboration between the school and PTO around two parent learning opportunities. Keep parent sign-in logs for each event held.</p>

Fiske Elementary School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment
<p>FACILITY Enrollment and School Capacity</p> <p>Address the space needs at Fiske School and monitor enrollment through collaboration with the Enrollment Working Group, Facilities and Central Office to ensure high quality teaching and learning for all students.</p>	<p>Monitor enrollment to determine staffing and space needs for the 2015-2016 school year. Hire additional staff as needed and allocated space as warranted.</p>	<p>Spring 2015-Fall 2015</p>	<p>Periodically update central office with enrollment as K registration and move-ins take place.</p>	<p>Based on student enrollment, advocate for additional positions as necessary.</p>
	<p>Communicate with parents and families about enrollment on a regular basis to maintain positive working relationships.</p>	<p>Ongoing, Spring 2015-Spring 2016</p>	<p>As significant changes in enrollment take place or events occur, share information with the Fiske School Community.</p>	<p>Collect communications to the Fiske Community as evidence of sharing information related to enrollment and overcrowding.</p>
	<p>Monitor enrollment throughout the 2014-2015 school year to assess the need for possible additional classroom space in 2015-2016.</p>	<p>January 2015-August 2015</p>	<p>Use Kindergarten registration and other enrollment data to assess the need for additional space at Fiske.</p>	<p>Maintain records (spreadsheets) that monitor enrollment, students moving out, and those moving in as way to determine if additional space will be needed at Fiske.</p>
	<p>Develop space plan for 2015-2016 school year to address the needs of additional classroom spaces.</p>	<p>April 2015-August 2015</p>	<p>Monitor fluctuations and increases in enrollment to determine if a 24th classroom will be needed in 2015-2016 school year.</p>	<p>Share space plan with Superintendent of Schools and School Committee.</p>

Harrington School Improvement Plan 2014-2015
Year End Report
v. 5-11-15

Harrington School Site Council



Elaine Mead ~ Principal
Michelle Wright ~ School Nurse
Kathy Martin ~ Teacher
Vanessa Wilson ~ Teacher
Jean Kelley ~ Literacy Specialist

Michelle Motta Dardeno ~ Parent
Rucha Londhe ~ Parent
Jennifer Roney ~ Parent
Micah Viana ~ Parent
Mona Potter ~ Community Member

Harrington HAWKS:

Honesty, Accountability, Work, Kindness, and Self-control.

Harrington School Improvement Plan 2014-2015
Year End Report
v. 5-11-15

Goal	Implementation	Year End Results
<p>Goal 1: Academic</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Mission, Vision, Beliefs: Gather feedback on the draft version of district mission, vision, and belief statements in order to gain community support and adoption during 2014-2015.</p> <hr/> <p>Educator Evaluation System: Fully implement the DESE Educator Evaluation System. Develop a shared understanding of the rubric and the goal setting process to improve student learning and professional practice with all educators. School-based collaboration will be scheduled with a focus on each of the four standards: Standard I - Curriculum, Planning, Assessment; Standard II - Teaching All Students; Standard III – Family and Community Engagement; Standard IV – Professional Culture</p> <hr/> <p>Response to Intervention (RTI): Refine our school-based Response to Intervention (RTI) model. Contribute to the district-wide vision for a multi-tiered instructional model to ensure that all students meet academic benchmarks at each grade level. Refine our use of data to monitor progress and impact of</p>	<p>Mission, Vision, Beliefs: School Council discussed and provided feedback. School Council feedback was shared with faculty and feedback was requested. Feedback was forwarded to Carol Pilarski.</p> <hr/> <p>Educator Evaluation System: New educators have been provided training for new educator evaluation system. Faculty meeting time used to provide technical training and assistance in posting evidence in Baseline Edge. Faculty Meeting time used to discuss student-centered classroom observations. (9/11, 11/13, 1/12, 4/16)</p> <p>100% of educators are participating in the Educator Evaluation System. All educators set student learning goals and professional practice goals. Collaboration and peer observations within the school and across the district have been outcomes of this process.</p> <p>Principal and Assistant Principal attended a workshop regarding student-centered observations (10/21). Administrators collaborated with department and building administrators and conducted “shared” walkthroughs at Harrington and in other buildings.</p> <hr/> <p>The following activities support improvement of in the RTI Model.</p> <p>Reading Workshop Course: Six classroom teachers and two literacy specialists participated in intensive course provided by Teachers College in July.</p>

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	<p>interventions on student learning. Expand intervention strategies for upper grade students who are below benchmarks. Work with district leadership to utilize District Determined Measures (DDM) in core subjects.</p>	<p>Writing Workshop Professional Learning: Teachers College provided five days of school-based workshops and coaching, including demonstration teaching, observation, and feedback. Grades 3-5 teachers from Estabrook and Harrington collaborated for 3 days in December and 2 days in April at Harrington. Grades K-2 teachers collaborated for 2 days in December and 3 days in May at Estabrook. The principal and assistant principal participated in selected grade level groups at both schools. The principal attended a full day workshop at Estabrook with other elementary principals to discuss what to look for in student writing and ways to support teachers in implementing writing workshop. February 5th Principal Day focused on reviewing on-demand writing and creating instructional plans based on student work.</p> <p><u>Lexington Learns:</u> Ten Harrington teachers were among the presenters at the district professional day of learning on November 4, 2014.</p> <p><u>Harrington “Unconference”:</u> On March 5th, Harrington faculty provided a professional learning opportunity on a variety of topics. Teachers shared classroom practices to promote student engagement, improve learning, and meet the diverse needs of students.</p> <p><u>Extended Data Meetings:</u> Each grade level met in October, December, and March to discuss student progress and develop team action plans, small group interventions and individual intervention plans. Aimsweb and DRA data were tracked for all students. Literacy Benchmark Data for subgroups was monitored for growth and levels of performance. (English Language Learner (ELL), Low Income, Special Education, METCO). K-5 benchmark math assessment data is monitored (AMC & 2-</p>
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	<p>Use English Language Learner Assessment Data to meet individual student goals for language development. Gain understanding of the WIDA Performance definitions and ACCESS for ELL assessment reports.</p> <p>Implement New Kindergarten Assessments as defined by the DESE. Teachers will participate in professional learning. Partial implementation in 14-15.</p> <hr/> <p>New Students: Develop standardized checklist and learning assessment protocol to gather data on new students who arrive throughout the year.</p> <hr/> <p>New Teachers: Develop school-based supports for new teachers. Work with mentors to develop structures for professional learning and peer observations during first three years. Expand the number of trained mentors.</p>	<p>pens). Summary Data for Fall and Winter benchmarks were shared with all teachers. Attendance data and office referral data was tracked and shared with teams.</p> <p>Principal, Assistant Principal, and several classroom teachers met the requirements for Sheltered English Immersion Endorsement. ELL specialist consults with teachers to develop interventions for students who were beginning to learn English.</p> <p>Kindergarten teachers complete fall and spring assessments as required by DESE.</p> <hr/> <p>New Students: Seventy-four new students joined Harrington since we started the school year. We conducted a new family tour in August for families who enrolled during the summer. Families that enrolled during the school year met with the principal individually for a tour and to determine placement. We added 15 students after the October 1 enrollment report. We sought parent volunteers to become community contacts for newcomers new to Lexington and also those who were new to the United States. New student lunches were held with the Guidance Counselor.</p> <p>Counselor offered a workshop for parents in the first two weeks of school around new transitions.</p> <hr/> <p>New Teachers: Six new classroom teachers and two new special educators joined the faculty this year. Each new teacher was provided a mentor with whom they meet weekly. New teachers participate in the district induction program. New teachers were featured in a PTA newsletter as an introduction to the community.</p>
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	<p>Instructional Technology: Teachers will collaborate to further implement SMART technology and iPads to promote student achievement.</p>	<p>Instructional Technology: Three additional classroom SMART boards have been added this year. Currently all third, fourth and fifth grade classrooms have interactive whiteboards. Lexington Education Foundation (LEF) funded iPads are being used to assist ELL students with social and academic language. iPads have been added to K-1 classrooms and a set to share in upper grade classrooms. Applications that support phonics skills, number sense and research are used in classrooms to support learning.</p>
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Goal	Implementation	Year End Results
<p>Goal 2: Social/Emotional</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p> <p>Harrington HAWKS: To promote a culture of safety, friendliness, and focused learning, school wide behavior expectations are consistently communicated and taught. The expectations are linked to the acronym HAWKS: Honesty, Accountability, Work, Kindness, and Self-control.</p>	<p>Behavior Support Team – PBIS: Harrington faculty will continue to refine and expand our Positive Behavior Intervention and Support System. The Behavior Support Team will determine and develop priorities for an action plan for the 14-15 school year that will include:</p> <ul style="list-style-type: none"> • Analysis of office referral data from 13/14 as a needs assessment. • Use data from spring 2014 report card to set priorities for instruction. • Refine data collection system for office referrals. • Plan for successful beginnings for students who were served by the BST 13/14. • Promote cross grade level mentoring and leadership. • Develop a plan for students to promote HAWKS student behaviors when working with substitute teachers. • Develop a guide for substitute teachers that supports HAWKS and positive behavior interventions. <hr/> <p><u>New Students:</u> Develop strategies to welcome and promote a smooth transition to Harrington. Collaborate with HAWKS student council to develop student-to-student initiatives like “Buddy Bench” and Spirit Days.</p> <hr/>	<p>The following activity has been in support of our pro-social goal.</p> <p>Behavior Support Team met weekly to provide ideas for positive intervention strategies for teachers who were working with students with behavioral challenges. Behavioral data, office referral and report card data were tracked and shared with appropriate staff members.</p> <p>Art, Music, PE, and Library teachers met in the summer to develop common classroom routines (ie, transitions between specialists, voice volume, rest & return). These specialists visited all classrooms during the first week of school to share routines and expectations for success in specialist classes. The counselor provided support to targeted classrooms. Lunch and Recess transitions were directly taught and practiced across all grade levels and revisited throughout the year.</p> <p>A faculty meeting in October was devoted to sharing strategies, such as mindfulness and movement, in the classroom to support student self-regulation.</p> <p>School Culture and Community Building was a focus this year among students and faculty. We began having ALL HAWKS Meetings each month. Strategies from Responsive Classroom (greeting/closing) and Mindfulness (chime) were included in the format. A HAWKS song was created and taught to all students. We celebrate birthdays in the monthly meetings and groups of students share ideas and learning with the entire community. Friendship, Peace, Bullying Prevention, Kindness, and Poetry Month are themes in meetings that</p>

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	<p>Bullying Prevention and Intervention: Review expectations and procedures for the Bullying Prevention and Intervention plan with all faculty and staff. This will include core lessons with students for “Universal Stop” signal and reporting procedures.</p> <p>Develop lessons to prevent cyber bullying and to promote appropriate use of technology.</p> <hr/> <p>Support Staff: On-going school-based professional learning will be provided for support staff and instructional assistants in de-escalation strategies, providing effective feedback, and positive interventions for students who have behavior challenges.</p>	<p>have been held.</p> <p>In addition, three community service projects were launched this year: the 100th day collection for Horizons for Homeless Children, the Kindness Challenge, and More Than Words Book Drive In connection with Poetry Month. Grade five students worked with the librarian to organize a poetry contest during Poetry Month. They helped to promote participation and select winning entries. Student leadership was promoted through fifth grade HAWKS council. A student written magazine, HAWKS Soar, was used as an opportunity for student volunteers in all grades to write and publish articles within the community. Friday Announcements featured grade five students speaking to the entire school community regarding HAWKS sightings, recycling, and special events. The students opened with a greeting from a different country each week to acknowledge the many countries and languages represented in our community.</p> <p>The faculty developed professional norms to guide our interactions and problem solving behaviors. Mutual Respect, Open and Honest Communication, and Inclusive and Transparent Decision Making are the three core values for our work this year. A leadership team of ten faculty members met and planned full faculty discussions regarding the norms and student behavior. Several faculty meetings have been devoted to this work so far this year. (11/10, 12/8, 1/8, 3/9, 3/12, 3/23, & 4/13).</p> <p>Seven faculty members attended PBIS conferences this year to gain knowledge regarding positive behavioral supports. Two teachers attended the METCO directors’ conference. Two additional professional and support staff became CPI (Crisis Prevention and Intervention) trained.</p>
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	<hr/> <p>Guidance Curriculum Review: Assist and support Year 2 of the K-12 Guidance Curriculum Review.</p>	<p>Two additional classroom teachers took Responsive Classroom course.</p> <p>The counselor and librarian collaborated to implement digital citizenship lessons with students in grades 2-5 throughout the year.</p> <hr/> <p>Support Staff: The Assistant Principal held monthly meetings with School Support Personnel (SSP) for training in intervention techniques and communication regarding behavior problems at recess and lunch. A district-wide behavior specialist and the school guidance counselor attended these meetings for professional collaboration with SSPs. Support Staff attended Responsive Classroom course in November.</p> <p>Instructional Assistants at Harrington participated in Responsive Classroom Professional Learning workshops.</p> <hr/> <p>Principal and Counselor served on the curriculum review committee. As an outcome of the review process, a social worker was hired to serve Harrington/Fiske next year.</p>
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Goal	Implementation	Year End Results
<p>Goal 3: Parent Education & Collaborative Engagement</p> <p>If we increase parent education & collaboration among faculty and parents, then student academic performance and well-being will improve.</p>	<p>Parent Survey: Repeat parent survey to determine current levels of satisfaction or need for parent education and parent engagement opportunities.</p> <p>Parent Education and Dialogue: Continue LET’S CHAT series to provide opportunities for dialogue and an exchange of information regarding topics of interest. Determine ways to communicate the main points of the discussion to the larger school community.</p> <p>Contact School Council/PTA leadership within the district to learn about parent education and engagement strategies used in other schools. Collaborate on topics of mutual interest through Site Council Roundtable.</p> <p>New Families: Develop a protocol to be used to welcome new families into the Harrington Community throughout the school year. Work with PTA to develop a “Welcome Packet.”</p> <p>Communication: Refine and improve use of websites for school to home communication.</p> <p>Develop and refine parent communication related to benchmark assessments and Response to Intervention protocols.</p>	<p>Parent Survey: The parent survey was administered in October/November. Results were analyzed by School Council and topics of interest were identified. We received 103 responses, representing 29% Harrington participating families. We compared results to the survey from November 2011. Survey results were presented at LET’S CHAT on March 16th. Levels of satisfaction improved across multiple areas. A copy of the presentation was shared with faculty and posted on the website for parents.</p> <p>Parent Dialogue: The LET’S CHAT series continues and dates have been set for the year. Thirty-eight parents have attended at least one of the following sessions that have been held so far:</p> <ul style="list-style-type: none"> Harrington 101 – 10/9 Evening School Safety – 11/21 Morning Report Cards – 1/23 Morning Parent Survey – 3/16 – Evening Open Dialogue – 5/15 Morning <p>The School Council conducted discussion/brainstorming session regarding opportunities to better support and integrate new families into Harrington.</p> <p>School Enrollment Forum was held on 11/13/14 at Harrington with Dr. Ash.</p> <p>Harrington School Council parent and community representatives are active in the Site Council Roundtable. Each Harrington School Council meeting agenda includes a report on the Roundtable discussion.</p>

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		<p>Five faculty members attended the School Committee meeting in Boston on 12/2 and met with Harrington METCO families.</p> <p>Communication: #HarringtonHAWKS is a location on twitter where parents can see photos of school events. Eighteen faculty members maintain websites and/or blogs for parent communication. Email is used to communicate important information from the office that impact health and safety, for example, Solar Panel project, bus delays, weather reminders, arrival and dismissal safety.</p> <p>Student Magazine: "HAWKS Soar" Magazine has published two issues so far this year. Students who were interested met after school with assistant principal and a parent volunteer to write articles. This is an example of the student voice making a difference. Each issue is posted on the web-site and a hard copy is provided to each classroom.</p>
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Goal	Implementation	Year End Results
<p>Goal 4: Safety</p> <p>If we increase safety procedures in our school, then social-emotional, psychological, and physical well-being for students, staff, and parents will be safeguarded, allowing students to learn successfully.</p>	<p>Safe Use of Technology: Continue to educate teachers & students in digital literacy including the LPS Acceptable Use Policy.</p> <ul style="list-style-type: none"> • Develop age appropriate contracts for students regarding acceptable use of technology. • Work with district technology team to determine learning outcomes and core lessons regarding digital literacy. • Provide opportunity for parents to learn about ways to support their children in the digital age. <p>Emergency Response: Work with district leaders, police and fire to implement further steps to increase safety if there is a potentially dangerous intruder or major hazardous event. Conduct Lock Down Drills. Develop systematic approach to communicate attendance to specialists throughout the day. Develop a communication protocol with new walkie-talkies.</p>	<p>Safe Use of Technology: All students and families were given technology contracts to sign that outlined responsibilities for acceptable use. The school librarian and guidance counselor implemented a series of lessons regarding digital citizenship. They have published information for parents and links to websites for additional resources. The Parent Dialogue on safety included discussion regarding internet safety.</p> <p>Emergency Response: The Harrington REMS team participated in the ALICE training in June at Clarke Middle School. A timeline was drafted for orientation for faculty regarding safety protocols.</p> <p>On December 4th, Harrington and Lexington Children’s Place faculties participated in a joint training regarding safety procedures. All participants toured the entire facility to become familiar with the location of all building exits, fire alarms, and AED (automated external defibrillator).</p> <p>On March 24th, School Council members attended the Emergency Response workshop for parents at LHS.</p> <p>On June 11th Harrington and Lexington Children’s Place faculties will participate in the initial ALICE training.</p> <p>School Administrators and other REMS team members wear walkie talkies in the building at all times. Walkie</p>

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	<p>Traffic Safety: Work with district leaders to implement the School Traffic and Mitigation Policy.</p> <p>New Student and New Employee Protocol: Develop safety and communication checklist for new students and new staff.</p>	<p>talkies are used for safety communication during recess, arrival, and dismissal.</p> <p>Traffic Safety: Bus ridership increased at Harrington. An additional bus was added for Harrington School to accommodate record numbers of riders. Arrival and dismissal procedures were sent in the summer packet, posted on the website, and communicated to new families who registered during the year.</p> <p>Harrington successfully launched the Safe Routes to School Program to promote walking and carpooling to school. We held a monthly promotion starting in February. Data from the program were graphed by classrooms and celebrated.</p>
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Harrington School Site Council



Elaine Mead ~ Principal
Michelle Wright ~ School Nurse
Kathy Martin ~ Teacher
Vanessa Wilson ~ Teacher
Jean Kelley ~ Literacy Specialist

Michelle Motta Dardeno ~ Parent
Rucha Lundhe ~ Parent
Jennifer Roney ~ Parent
Micah Viana ~ Parent
Mona Potter ~ Community Member

*Harrington HAWKS:
Honesty, Accountability, Work, Kindness, and Self-control.*

To promote a culture of safety, friendliness, and focused learning, we model and teach school-wide expectations. School community expectations are linked to the acronym HAWKS: Honesty, Accountability, Work, Kindness, and Self-control.

Harrington School Improvement Goals 2015-2016 v. 5-7-15

Goal 1: Academic	Implementation	Timeline	Monitoring	Assessment
<p>Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Continue to refine and implement the workshop model of instruction in literacy and mathematics.</p> <p>Develop in-depth opportunities for instructional coaching and provide coaching to grade level teams as requested to support planning and implementation of differentiated instruction through workshop model.</p> <p>Provide support for peer observations (at Harrington and across the district). Set at least 2 dates for sharing practice through Harrington “unconference” model of professional learning.</p>	<p>July 13-17, 2015 Eight classroom teachers attend Teachers’ College Institute in Reading Workshop.</p> <p>Fall: Faculty will be provided an orientation to coaching opportunities.</p>	<p>Principal, Assistant Principal, Department Heads, Literacy and Mathematics Coaches, Teachers</p>	<p>Walkthroughs and Peer Observations</p>
<p>Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Fully implement Educator Evaluation System.</p> <ul style="list-style-type: none"> • All educators set student learning goals based on data. • All educators engage in reflective practice to improve student learning. • All educators set practice goals to promote professional growth and learning. 	<p>August - June</p>	<p>Principal, Assistant Principal, Evaluation Team Supervisor, Department Heads</p>	<p>Observations, Evidence of Self-Reflection and Goal Setting</p>
<p>Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Continue to refine Response To Intervention (RTI) model.</p> <ul style="list-style-type: none"> • Expand the analysis of Department of Elementary and Secondary Education (DESE) online performance data with greater access and training for teachers and specialists (Edwin Analytics). 	<p>August – June</p>	<p>Principal, Assistant Principal, Director of Planning and Assessment, Department Heads, Mathematics and</p>	<p>DESE data analysis and reports</p> <p>Data Meeting Results– Team Action Plans and Individual</p>

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	<ul style="list-style-type: none"> • Implement and refine our Data Team process to promote effective monitoring of progress and the development of effective instructional responses based on student data. • Continue to identify effective intervention practices and available resources to support student learning. 		Literacy Coaches, Grade Level Teachers	Student Plans
<p>Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Use instructional technology to support differentiation within the core instructional program and to provide targeted interventions. This includes SMART technology that is in every classroom 3-5 and the library as well as the use of iPads in K-2 and ELL.</p> <p>Work with technology integration specialists to understand all the tools that are available for use across the grades.</p> <p>Expand the use of Google Docs as a tool for planning and collaboration.</p>	September - June	Principal, Assistant Principal, Technology Integration Specialist, Grade Level Teachers, Specialists	Evidence of technology integration in classroom observations

Harrington School Improvement Goals 2015-2016 v. 5-7-15

Goal 2: Social/Emotional	Implementation	Timeline	Monitoring	Assessment
<p>Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Coordinate the work of Counselor and Social Worker to meet the needs of students and families.</p>	<p>August – Define and communicate roles of new social worker position to faculty.</p>	<p>Principal, Department Leaders, Central Office Leaders</p>	<p>Data Meetings Report Card Data</p>
	<p>Refine our multi-tiered approach to positive behavior supports and intervention.</p>	<p>September – May On-going consultations with building & department administration, Social Worker and Counselor.</p>	<p>Principal, Assistant Principal, Behavior Support Team, Grade Level Teams</p>	<p>Office and Counselor Referral</p>
<p>Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Conduct Student Survey to determine student perspective on stress and well-being. The survey will ask about student’s feelings of connectedness with peers and adults at school. We will seek student perspective on recess and bullying prevention efforts.</p>	<p>September – Develop a student survey and timeline for administration. December/January – Conduct student survey January/February– Review data and determine action steps. May - Conduct a follow-up survey to determine impact.</p>	<p>Grade Level Teams, Behavior Support Team, Counselor, Assistant Principal, and Principal, Site Council.</p>	<p>Survey Data</p>
<p>Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy</p>	<p>Implement playground improvements. With funding from PTA and LEF, we will improve the playground. This will include HAWKS signage, additional play areas, and repainting areas of the blacktop.</p>	<p>Summer 2015 – Work with playground vendor to finalize plan and map out the installation timeline. Coordinate all</p>	<p>Assistant Principal, Principal, Teachers, Counselor, Support Staff</p>	<p>Support Staff & Student Feedback</p>

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<p>student stress, then student academic performance and well-being will improve.</p>	<p>Teach recess safety taught in physical education classes during the first month of school.</p>	<p>efforts with Facilities Department.</p>		
<p>Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Refine Behavior Response and Referral process to improve pro-social and approach to learning behaviors and to prevent behaviors that interfere with teaching and learning. This will include developing student rights and responsibilities. Update Staff Handbook and Website. Communicate in writing to all families with sign-off.</p>	<p>Summer 2015: Update staff handbook.</p> <p>August/September: Communicate with entire staff. Communicate with families.</p> <p>Mid-Year – Check-in with staff regarding how the response and referral process is working.</p>	<p>Assistant Principal, Principal, Teachers</p>	<p>Referral Data</p>
<p>Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Refine and expand the consistent pro-social teaching and response in specialist areas (Art, Library, Music, Physical Education).</p>	<p>Summer 2015: Specialist meet to develop action plan.</p> <p>August/September: Specialists communicate with all teachers and students the common plan.</p>	<p>Principal, Assistant Principal, Specialist Teachers</p>	<p>Report Card data for specialist areas</p>

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Goal 3: Parent Education & Collaborative Engagement	Implementation	Timeline	Monitoring	Assessment
<p>Goal 3: If we increase parent education & collaboration among faculty and parents, then student academic performance and well-being will improve.</p>	<p>Continue the Let's Chat parent dialogues. Topics for the year may include (subject to change if other topics are deemed a higher priority :</p> <ul style="list-style-type: none"> • Safety • Report Card • Mathematics Differentiation • Standardized Testing • Technology <p>Develop resource library for parents/families with books regarding child development, parenting strategies.</p>	<p>May/June 2015 – A calendar of Let's Chat will be established.</p> <p>September – June Parent Resources will be placed in library for circulation.</p>	<p>School Council PTA</p>	<p>Attendance at and feedback data from Let's Chat</p> <p>Use of resource materials</p>
<p>Goal 3: If we increase parent education & collaboration among faculty and parents, then student academic performance and well-being will improve.</p>	<p>Continue to monitor and refine communication with parent community with a particular focus on our international community.</p> <p>Develop strategies to communicate effectively with families with diverse backgrounds and identities.</p>	<p>August - June</p>	<p>School Council PTA</p>	<p>Parent participation data</p> <p>Parent feedback</p>
<p>Goal 3: If we increase parent education & collaboration among faculty and parents, then student academic performance and well-being will improve.</p>	<p>Expand the use of and share teacher best practices of classroom websites. Provide training for faculty regarding website options.</p>	<p>August - June</p>	<p>Principal Assistant Principal Technology Specialist</p>	<p>Web-site data</p>

Harrington School Improvement Goals 2015-2016 v. 5-7-15

Goal 4: Safety	Implementation	Timeline	Monitoring	Assessment
<p>Goal 4: If we increase safety procedures in our school, then social-emotional, psychological, and physical well-being for students, staff, and parents will be safeguarded, allowing students to learn successfully.</p>	<p>Emergency Response: Work with district leaders, police and fire to implement further steps to increase safety if there is a potentially dangerous intruder or major hazardous event. Conduct training sessions in June and Fall 2015 with faculty and staff regarding “ALICE” protocol. (<u>A</u>lert, <u>L</u>ockdown, <u>I</u>nform, <u>C</u>ounter, <u>E</u>vacuate).</p> <p>Practice non-traditional evacuation drills – block exits and alternate gathering location.</p> <p>Review various scenarios outlined in the Emergency Procedures book by talking through response plan at faculty meetings throughout the year.</p>	<p>June 2015 – Initial training with Lexington Children’s Place (LCP).</p> <p>Establish training dates for 15-16 after district meeting calendar.</p> <p>Fall 2015 – Refresher training for Harrington and LCP. Include “table top” drills with police/fire.</p> <p>April 2016 – Parent education to be scheduled in the evening with police/fire.</p> <p>May 2016 – Conduct live training with faculty and staff of Harrington and LCP.</p>	<p>Emergency Response Team at Harrington (Principal, Assistant Principal, Nurse, Counselor, Teachers, and Staff)</p>	<p>Completion of training and drills.</p> <p>Feedback from staff and parents.</p>

Harrington School Improvement Goals 2015-2016 v. 5-7-15

Goal 5: Leadership Transition	Implementation	Timeline	Monitoring	Assessment
<p>Goal 5: If we build a shared vision for our professional community, our collaboration with new leadership at the district and school level will support continuous growth and improvement of students and staff.</p>	<p>Continue to develop a shared vision for professional norms to strengthen and improve our professional culture.</p> <p>Develop capacity to give, receive, and understand feedback to support professional growth and student learning.</p>	<p>May 2015 – May 2016</p>	<p>Principal, Assistant Principal, Faculty, Central Office Administrators</p>	<p>Professional norms are developed and adopted.</p>
<p>Goal 5: If we build a shared vision for our professional community, our collaboration with new leadership at the district and school level will support continuous growth and improvement of students and staff.</p>	<p>Support the new superintendent's entry into Lexington in 2015. Extend an invitation to meet with faculty and staff to welcome her to Lexington and help her understand the Harrington School community.</p> <p>Provide input and assist in the selection process and a smooth transition plan for a new Evaluation Team Leader in 2015 and a new Principal in 2016.</p> <p>Provide a structure to allow new leaders to meet with small groups of faculty to discuss building needs.</p>	<p>May 2015 – May 2016</p>	<p>Principal, Assistant Principal, Faculty, Central Office Administrators, Parent representatives (PTA, Site Council)</p>	<p>Feedback on the transition process from new leaders and school community.</p>

**Hastings Elementary School
School Improvement Plan
Year End Update
2014-2015**

Site Council Members:

Curt Barrentine, Parent

Pawan Dhingra, Parent

Kris Spriano, Parent

Jane Kalinski, Community Member

Bettina McGimsey, Community Member

Patricia McLaughlin, Grade Two Teacher

Susan Campbell, Special Education Teacher

Deb Krasnow, Special Education Teacher

Anne Knight, Assistant Principal (non-voting member)

Dan Strollo, Parent/Co Chair

Louise Lipsitz, Principal/Co Chair

Hastings Elementary School Goals 2014-2015

Goal	Implementation	Year-end Update
<p>INSTRUCTION Goal 1: Academic</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p><u>Professional Learning Communities (PLC)TEAMS</u></p> <ul style="list-style-type: none"> -Create Leadership Team with PLC leaders to refine team process -Provide feedback and professional development for PLC Teams depending upon need. -Utilize district/school and common formative assessment data to determine instructional goals and student grouping <p><u>Literacy</u></p> <ul style="list-style-type: none"> -Attend weekly Literacy Team meetings to discuss, prepare, and extend current practices 	<p>PLC Leadership Team created and functioning as a planning group for DATA/ RtI Team Meetings and PLC work. The Team used the Question Formulation Technique that teachers are using in social studies to launch the work and develop a shared understanding of their leadership role.</p> <p>DATA Team meetings have been renamed RtI Team Meetings to highlight that Response to Intervention is what we do, while DATA is what we use to make instructional decisions. The PLC Leadership Team assisted in the development of a record-keeping form that includes formative assessment information and clarity of RtI responses.</p> <p>Len Swanton and Carol Pilarski attended RtI Team Meetings and provided feedback regarding format and content of the discussions.</p> <p>-Assistant Principal Anne Knight and I attend weekly meetings, and have included special education reading specialist Stephanie Visone.</p>

-Refine Writer's and Reader's Workshop Models in classrooms
-Administer/score and analyze 3 school wide writing prompts to create focused lessons specific to assessment results, create grade level/individual action plans as needed
-2014-2015 on-site staff development in writing instruction by The Reading and Writing Project at Teacher's College

-Reader's and Writer's Workshop models are in place across the school. Many PLC Teams are focusing on aspects of the models for their student learning and/or professional goals.

-Fall and Winter writing prompts have been administered at each grade level. Teachers scored according to the Teachers College rubric, as well as the TC checklists and developed teaching points from their assessment information.

-Each teacher, many special educators and administrators attended sessions during the two weeks of Teachers College (TC) visits in Fall 2014 and Spring 2015. Two weeks were hosted at Hastings for Kindergarten- second grade teachers from Hastings and Bridge Schools.

Mathematics

-Refine math workshop already in place across grades
-Implement Road Map including Context for Learning lessons in grade 3-5 and primary grades when appropriate
Intervention Teams
- Conduct DATA Team meetings to

-Math Workshop is in place across all classrooms. The math specialist meets with many grade levels weekly, others less frequently but regularly to plan units.

-DATA Teams, now named RtI Teams have

implement Response to Intervention
-Utilize district data collection in DATA
Team decision-making
-Have staff members (including special
educators, Assistant Principal (AP),
Instructional and ILP Assistants,
Kindergarten Assistants, literacy and
mathematics specialists) provide the
interventions (2-3 students per group).
-Create and conduct pre-post tests to
assess progress

Technology

-Implement increased technology use
across content areas to differentiate
instruction and improve student
engagement and learning.
-Provide embedded Professional Learning
for Smartboard use
-Support meeting time for planning of
ipad use in grades K-2.
-Meet regularly with instructional
technology staff and AP
-Continue to educate teachers and students
in digital literacy including the acceptable
use of the Internet at school.
-Provide opportunity for parents to learn
about ways to support their children in the
digital age.

met for two cycles.

-District data such as DRA, Aimsweb, AMC
and district end-of-unit math assessments are
all in use.
Not all members of staff are providing
regular intervention services: AP and Principal
are supporting students but not on a weekly
basis.

-AP and Principal meet weekly with
technology integration specialist.

-Guidance Counselor and Library/Media
Specialist co-teach digital literacy classes at
grades 2-5.

-PTA sponsored an evening meeting for any
K-5 parent/guardian in Lexington (January
8,2015) with a focus on safetyfor childing,
including technology safety. Julie Fenn, Jeff
Chasson and Jim Rietmann facilitated the
meeting. Parents attended from multiple
elementary schools.

Standards Based Report Card

-Continue to support staff in implementation and understanding of the standards

-Utilize literacy and math coaches within the building to enhance teacher/team learning specifically with teachers in new grade levels

Other

-Promote Lexington Public Schools district mission, vision and belief statements that foster student academic learning.

-Implement the Massachusetts Teacher Evaluation System with selected professional staff to increase teacher effectiveness and student academic success.

-Participate in cross-school walk through visits and observations.

-Report Cards go home on Friday, January 30, 2015 and June 23, 2015.

-Literacy and math coaches meet with teachers regularly. Literacy coach meets with teachers new to a grade level weekly.

-Promoting district mission, vision and beliefs informally.

Collaborating with Department Heads, Assistant Principal, and Evaluation Team Supervisor to complete all observation and S and E documents according to LPS timeline.

-Participated in walk-throughs at Estabrook and Bowman in Fall 2014. Assistant Principals are completing walkthroughs across schools. Scheduled for early February with colleague at Hastings

Hastings Elementary School Goals 2014-2015

Goal	Implementation	Year End Update
<p>INSTRUCTION Goal 2: Social/Emotional</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p><u>Expectations for Student Behavior</u> -Revitalize Hastings PBIS Initiative -Continue to train School Support Personnel, Instructional Assistants, ILP Assistants, and Kindergarten Assistants in Positive Behavior Instructional Supports -Utilize electronic method of sharing information between School Support Personnel (SSP), administrators and teachers, and track data -Insure that social issues that arise at recess and lunch are properly communicated to classroom teachers, parents, and administrators. -Review with children, families and staff ways to recognize teasing/bullying behavior and report it.</p> <p><u>Responsive Classroom Program</u> -Focus Responsive Classroom Morning Meetings on social/emotional topics -Continue to encourage staff to participate in Responsive Classroom PD</p>	<ul style="list-style-type: none"> - School-based Positive Behavior Support Team (PBST) established, including an SSP. Meetings of team held every other week. Faculty Meeting time devoted to school-wide implementation of Positive Behavior Support Systems (PBIS) Refine Hastings Hero traits, establish behavior expectations, rollout to students and families - Currently not using an electronic record keeping system. PBST working on reporting documents with faculty input. Office Referral document will be used by every staff member to ensure consistency of reporting: both content and process. -Classes using morning meeting. Specialist classes and classroom instruction scheduled to start later in order to create daily meeting time.

	<p><u>Technology</u></p> <ul style="list-style-type: none"> -Implement student technology use contract -Utilize cyber safety curriculum-gr.2- 5 in library class <p><u>Community Service</u></p> <ul style="list-style-type: none"> -Continue to develop community service learning opportunities for students through Hastings CommUnity Committee <p><u>Other</u></p> <ul style="list-style-type: none"> -Implement Lexington Public Schools district Mission, Vision and Belief statements that will guide student pro-social behaviors. -Implement the Massachusetts Teacher Evaluation System with selected professional staff to increase teacher effectiveness and student pro-social success. -Continue Mentor Program for students -Meet with Guidance Counselor, AP, and Evaluation Team Supervisor(ETS) to discuss specific students -Continue “We Are Hastings” project to showcase the diversity in our school community 	<ul style="list-style-type: none"> -District-wide student contract developed and finalized for 2014-2015 academic year. All students signed with parents/guardians in September 2014. -See above <ul style="list-style-type: none"> -Food drive currently under way with classes in grades K, 3, and 5. <ul style="list-style-type: none"> -Mentors in place for at-risk students in all grades at Hastings. New mentors include assistants, Evaluation Team Supervisor <ul style="list-style-type: none"> -Awaiting completion of “We Are Hastings” photo essays
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Hastings Elementary School Goals 2014-2015

Goal	Implementation	Year End Update
<p>FACILITY</p> <p>Goal 3: Hastings Building Project/ Safety</p> <p style="text-align: center;">If we document facility needs at the Hastings School, then the community will have information about our school and its need for future construction projects</p>	<p>-Work with Director of Facilities to communicate with Building Authority regarding Statement of Interest (SOI)</p> <p style="text-align: center;">-Maintain safety measures utilizing the REMS guidelines, hold practice drills for various emergencies</p>	<p>-SOI declined by MSBA in December 2014. Resubmission of SOI in April 2015.</p> <p>School Committee working with Ad Hoc Facilities Master Planning Committee, Board of Selectmen to develop a plan and schedule for funding for a new Hastings School.</p> <p>Town Meeting approved \$400,000,000.00 part of which will be used as a feasibility study of the Hastings Site for a new building.</p> <p>-Practice drills for fire held. Incident Management Team met. No other drills scheduled at this time.</p>

Hastings Elementary School Goals 2014-2015

Goal	Implementation	Year End Update
<p>FACILITY Goal 3: If we document facility needs at the Hastings School, then the community will have information about our school and its need for future construction projects</p>	<p>-Work with Director of Facilities to communicate with Building Authority regarding Statement of Interest (SOI) -Maintain safety measures utilizing the REMS guidelines, hold practice drills for various emergencies</p>	<p>-SOI declined by MSBA in December 2014. Resubmission of SOI in April 2015. School Committee working with Ad Hoc Facilities Master Planning Committee, Board of Selectmen to develop a plan and schedule for funding for a new Hastings School. Town Meeting approved \$400,000,000.00 part of which will be used as a feasibility study of the Hastings Site for a new building.</p> <p>-Practice drills for fire held. Incident Management Team met. No other drills scheduled at this time.</p>

**Maria Hastings School
School Improvement Plan
2015-2016**

Site Council Members:

Curt Barrentine, Parent

Pawan Dhingra, Parent

, Parent

, Parent

Deborah Krasnow, Resource Room Special Educator

Susan Campbell, ILP Special Educator

Patricia McLaughlin, Classroom Teacher

Anne Knight, Assistant Principal (non-voting member)

, Parent/Co Chair

Louise Lipsitz, Principal/Co Chair

Hastings School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>1. Continue implementation of Teachers College Writer's and Reader's Workshop models: -analyzing three on-demand writing prompts -lesson format and conferring model -Unit of Study planning in grade level PLC's (professional learning communities) -Share best practices during RtI (Response to Intervention) Team Meetings</p> <p>2. Work with department heads to refine literacy and math coaching roles as new personnel join the Hastings School staff</p> <p>3. Implement technology integration in classrooms: additional interactive whiteboards, ipads, laptops.</p> <p>4. Plan "Unconference" professional learning at the school level, increasing collaboration and sharing of best practices by Hastings staff</p>	<p>1. Year-long Oct., Jan., May</p> <p>Four scheduled meetings in 15-16 academic year</p> <p>2. Year-long with increased support in the Fall 2015</p> <p>3. Year-long with Fall 2015 release time for professional learning</p> <p>4. Winter 2015-16</p>	<p>1. Supervision and Evaluation Process, Professional Learning presentations by staff, Unconference topics</p> <p>2. Coaching process in place for new staff members and subsequently, others in the building</p> <p>3. Technology integration visible through class lessons, student work, communication with families</p> <p>4. Positive teacher feedback through topics to present and follow-up from Unconference</p>	<p>1. All deadlines completed, staff reflections translate into improved instructional practices, feedback on Supervision and Evaluation Process by staff</p> <p>2. Supervision and Evaluation process indicates implementation of coaching and suggested strategies to increase student learning.</p> <p>3. Increased use of Interactive whiteboards in classrooms. Increased use of technology as a tool for learning by students: blogs, research, presentations.</p> <p>4. Unconference topics and feedback in exit slips indicate effective professional learning by staff</p>

	5. Utilize Supervision and Evaluation model to focus on student data in developing teacher goals and professional learning	5. Year-long with focus on goal setting in Fall 2015		5. Use of data to inform Interventions, plan units of study and lessons, provide across-class instruction as appropriate.
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Hastings School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<ol style="list-style-type: none"> 1. Support work of Guidance Department curriculum review 2. Establish and implement new model for social worker at elementary level. 3. Continue to provide PBIS (Positive Behavior Intervention Support) on school-wide level with Hastings Hero initiative. -Include fifth grade students in planning and decision-making -Provide time for professional learning with Dr. Howard Muscott, pending funding from LEF. -Provide parent education on PBIS. 4. Continue learning and refining Hastings School and District learning in the area of Cultural Proficiency. 	<ol style="list-style-type: none"> 1. Year-long 2. September-December and through the year 3. Summer work by PBIS Teacher Team, professional learning during 2015-2016 year 4. Year-long 	<ol style="list-style-type: none"> 1. New initiatives implemented at the building level 2. Students and families connected and supported 3. Data collection indicating effectiveness of Hastings PBIS model 4. Parent and teacher feedback regarding effective responses to issues of culture, 	<ol style="list-style-type: none"> 1. Monthly meetings with Department Head to review implementation and support staff. 2. Supervision and informal mentoring of social worker. District-wide assessment of model and implementation. 3. Monthly data analysis with leadership team to assess PBIS impact on student behavior and office referrals. 4. Teacher and parent feedback after interactions to assess accessibility to Hastings School programs, teacher information and administrators when

			ethnicity, socio-economic status, and other aspects of diversity in our community	concerns or questions arise.
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Hastings School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment
<p>FACILITY</p> <p>Goal 3: If we document facility needs at the Hastings School, then the community will have accurate information about our school building in order to make decisions about future construction projects for our school community</p>	<ol style="list-style-type: none"> 1. Work with DiNisco Partnerships To develop documents for Hastings site 2. Collaborate with Town of Lexington and all stakeholders in planning any building project. 3. Educate the community at large regarding the Hastings School and its role in meeting elementary school enrollment needs. 	<ol style="list-style-type: none"> 1. Summer, Fall 2015 2. Summer 2015- completion of project 3. Summer 2015- 	<ol style="list-style-type: none"> 1. Summit Meeting concludes with plans for Hastings School 2. Stakeholders provide feedback regarding the project and voters approve funds 	<ol style="list-style-type: none"> 1. Summit Meeting outcome includes planning for new Hastings School. 2. Hastings community continues to be involved and valued as the design and various funding possibilities are explored, discussed and presented to the larger Lexington community. 3. Lexington voters continue to support building projects to provide equity and enrollment relief across the school system.

Hastings School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment
<p>SAFETY Goal 4: If we increase safety procedures in our school, then social-emotional, psychological and physical wellbeing for students, staff and parents will be safeguarded, allowing students to learn successfully.</p>	<p>Implement the REMS training and “ALICE” protocol (<u>R</u>eadiness and <u>E</u>mergency <u>M</u>anagement <u>S</u>ystems for Schools – “<u>A</u>lert, <u>L</u>ockdown, <u>I</u>nform, <u>C</u>ounter, <u>E</u>vacuate”</p> <ul style="list-style-type: none"> • All staff and parents are educated in the “ALICE” protocol • A student education and training system will be developed for ongoing implementation 	<p>Year long 2015-2016</p>	<ol style="list-style-type: none"> 1. The school-based incident management team reviews the “ALICE” protocol in fall 2015. 2. The school-based crisis team develops a timeline for continued school training, community information and practice. 3. The school-based crisis team selects a date to lead the “ALICE protocol” for students at least once in the school year. A systematic team de-brief held. 	<ol style="list-style-type: none"> 1. Completed discussions by school-based and district wide Incident Management Teams 2. Completed training of staff in preparation for full school drill. Parent community informed of ALICE protocol at Hastings. 3. School wide drill completed with students, debrief with Incident Management Team and staff completed. Next steps developed.

Jonas Clarke Middle School School Improvement Plan 2014-2015

Site Council Members 2014-2015:

Anna W. Monaco, Principal
Jennifer Turner, Assistant Principal
Jonathan Wettstone, Assistant Principal
Kelly Manor, Teacher
David Lawrence, Instructional Technology Specialist
Jonathan Schechner, Teacher
Andrew Boni, Parent
Barbara White, Parent
Amy Selinger, Parent
Lilly Siu, Parent

**Jonas Clarke Middle School
2014-2015 School Improvement Plan**

Goal	Implementation	Results
<p>Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels.</p>	<p>Clarke faculty will continue implementation of the DESE supervision and evaluation process.</p> <ul style="list-style-type: none"> Professional learning communities will collaborate to develop common goals A systematic process for observations and walkthroughs will be developed by school leadership and implemented Teachers and school leadership will continue to work towards a common understanding of effective teaching strategies and best practices as determined by the teacher rubrics Administrators will continue to identify and calibrate the elements of effective feedback. Faculty, Department and Professional Development meeting time will be used to support faculty with implementation as needed 	<ul style="list-style-type: none"> September faculty meeting time dedicated to Cohort 2 where we reviewed the process, goal setting and timelines (MSLT) meetings of Clarke and Diamond Leadership team are devoted to discussing observations, shared walkthrough data, problems and questions Faculty and department meeting time have been given to work on goals, meet with supervisors and collect and upload evidence Middle School Leadership Team has shared observation tools including a data collection worksheet that has been successfully used for observations Middle School Leadership Team continues the practice of joint walkthroughs in order to calibrate feedback and the use of the rubric
	<p>Faculty will continue to implement and utilize new technology with the support of administration and the Instructional Technology Specialists (ITS).</p> <ul style="list-style-type: none"> Technology tools will continue to be researched and implemented for the purposes of gathering data, creating and administering formative assessments, increasing student engagement, and assisting with differentiation. A new Instructional Technology Specialist 	<ul style="list-style-type: none"> New .5 ITS (Instructional Technology Specialist) added to the Clarke staff which allowed for greater scheduling flexibility Administration utilized and modeled the new Smartboard at faculty and other meetings In the fall of 2015, each 8th grade team was assigned one iPad cart for daily use. World Language teachers were assigned one of each of the team carts to use when 8th grade is “off team” As of January 2015, all faculty have been given Google accounts for use with Google Accounts for Education (GAFE) ITS staff created and offered training sessions for staff to attend to begin utilization of Lexington Google accounts

**Jonas Clarke Middle School
2014-2015 School Improvement Plan**

	<p>(ITS) (.5) will be added at the middle school level</p> <ul style="list-style-type: none"> • School leadership and the ITS will model the use of new technology tools • At the 8th grade level, all teams / Foreign Language teachers will have a dedicated iPad cart for use in the classrooms • Staff will share their experiences with technology integration with one another at faculty meetings • A new Learning Management System will be implemented for teachers to pilot online 	<ul style="list-style-type: none"> • As of January 2015, all 8th grade teachers were trained and many of the 8th grade teachers (including World Language) have used the either their Google accounts or Google Classroom with their students. • February faculty meeting: staff members shared a variety of uses for GAFE and Google Classroom • Oba World (a new Learning Management System /LMS) has been piloted by several teachers but the introduction of GAFE has slowed this process down • Meetings were used to discuss the implementation of the 8th grade 1:1 initiative for next year
	<p>In order to improve our implementation of a Response to Intervention (RTI) model, the Child Study process will be evaluated and restructured to better meet the needs of students and teachers.</p> <ul style="list-style-type: none"> • Child Study team will present proposed change to faculty in Spring 2014. • In December 2014 the new process will be evaluated and changes will be made as needed. • The Child Study Team will be made up of diverse staff members. • The Child Study Team will work with the new Director of Planning and Assessment to identify and utilize a more diverse set of achievement data points to assist with the design of effective interventions. • With the assistance of the guidance counselor, teachers will be able to better identify student needs in the classroom. 	<ul style="list-style-type: none"> • The Child Study Team was re-named the Student Response Team and new members were added to broaden the scope of the team • In October 2014 - the new format / referral process was introduced to staff at a faculty meeting • A new guiding mission was drafted that reads: <i>The Student Response Team supports students who are not responding to high leverage strategies, supports and/or interventions. The team monitors individual student progress, serves as a communication liaison between and amongst our staff and data teams, makes recommendations for additional student supports, and shares practical resources and research to assist teachers and counselors in their direct work with students.</i> • A new data entry form was created to streamline the process of recommending students • A system was put into place whereby the data entry forms translate into spreadsheets for the SRT to track • A “red, yellow, green” system was established to prioritize cases • Student narrative forms with developed for the storage of notes and specifics about the case • The system was rolled out to Department Heads

**Jonas Clarke Middle School
2014-2015 School Improvement Plan**

	<ul style="list-style-type: none"> • Students needing interventions around executive functioning or work completion will not be brought through the child study process • Entrance and exit criteria for intervention classes will be developed and piloted • A working group will be established to research scheduling options for middle school 	<ul style="list-style-type: none"> • The team met with the Director of Planning and Assessment to learn about the possible usage of Baseline Edge as a data tracking tool • The team worked to prepare a present.me presentation to update faculty on the changes and progress of the group • Three members of the SRT joined the district wide RTI task force • In November 2014, a team of teachers representing each grade level and multiple content areas visited ConVal Regional High School to learn about their efforts to include a daily Intervention / Enrichment block • In December 2014 the group met to discuss pros, cons and next steps • In January 2015, Clarke Administration and the group presented their thoughts on the visit to the Clarke faculty. Faculty then discussed in small groups ideas for moving forward • In February 2015, a working group (AD HOC Committee) was established to determine next steps and scheduling options. The group met in April and May 2015 to discuss possibilities, goals and concerns to be presented to faculty for a vote
	<p>Clarke content teams (PLC's) will continue to meet to create and implement common assessments, review assessment data and discuss student progress, and select instructional strategies</p> <ul style="list-style-type: none"> • Teams will work on elements of curriculum design while aligning standards to the Common Core Standards • Teams will continue to work on identifying the most essential standards and learning targets for each unit of study • Common formative and summative assessments will be developed and implemented • Cross-district collaboration with curriculum 	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • The Social Studies department issued common pre-assessments to determine student skill level with respect to reading for the main idea and details, using evidence to support claims and using multiple sources to develop a claim (8th grade thesis) • Based on the results of these assessments, grade level PLC's across the district identified key skills to be taught and determined the progression as well as the logical order of skill instruction • Common lessons were developed and shared across district • Multiple common formative assessments were created and implemented • Based on the formative assessment results, instructional adjustments were made as well as noted for the next unit • Two common summative assessments at each grade level were developed and implemented

**Jonas Clarke Middle School
2014-2015 School Improvement Plan**

	<p>design and assessment developments</p> <ul style="list-style-type: none"> • Teams will continue to work collaboratively to examine data from student work and use data to inform instruction • Implementation of 6th Grade Math Data Team Process will continue and will be expanded to the 7th grade as well • Teams will work with the new Director of Planning and Assessment to expand their data collection and usage 	<ul style="list-style-type: none"> • Student work was shared in PLC's and will continue to be shared via LPS Google accounts • Findings: as a result of this process, many skills were identified that need to be addressed in the future <p><u>Math</u></p> <ul style="list-style-type: none"> • 6th grade math teachers across the district began full implementation of CMP3, the new math curriculum. This will be expanded to 7th grade beginning next year. (training for teachers has already begun starting in March 2015) • 6th grade math data teams and 7th grade math data team met quarterly to examine student progress on grade-level standards and discuss tier 1 strategies for student improvement. This will be expanded to 8th grade in 15-16 • Common summative and formative assessments exist at all grade levels and courses in math • Teachers at all grade levels set PLC- specific student learning goals related to student progress toward content and/or practice standards • 6th grade teachers worked closely with the math specialist to improve instructional practices <p><u>English</u></p> <ul style="list-style-type: none"> • <u>6th grade</u>: This year English teachers worked on the development of a common argumentative writing rubric to be used with all argumentative writing over the course of the school year. The PLC is currently aligning these expectations across the district. Also, every summative assessments for each unit were fine-tuned to match intended learning targets • <u>7th Grade</u>: The team has made significant headway unpacking the standards to create lists of learning targets for each unit • <u>8th Grade</u>: The team unpacked the learning targets for all units. Working on refining summative assessments so that they more closely match the learning targets
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**Jonas Clarke Middle School
2014-2015 School Improvement Plan**

		<p><u>Science</u></p> <ul style="list-style-type: none">• The science department focused on incorporating the Next Generation Science Standards (NGSS) practices into the curriculum and creating common formative and summative assessments. The science practices are as follows:<ol style="list-style-type: none">1. <i>Asking questions and defining problems</i>2. <i>Developing and using models</i>3. <i>Planning and carrying out investigations</i>4. <i>Analyzing and interpreting data</i>5. <i>Using mathematics and computational thinking</i>6. <i>Constructing explanations and designing solutions</i>7. <i>Engaging in argument from evidence</i>8. <i>Obtaining, evaluating, and communicating information</i>• The department student learning goal focused on one of the NGSS practices; argumentation. Teachers have designed lessons and assessments that encourage students to build argumentative writing skills and identify evidence that supports their argument and find multiple ways to communicate that argument. Science teachers collaborated with their ELA team teachers to establish rubrics for assessing argumentative writing• Each discipline created a common assessment that are aligned with the learning targets and skills established last year• This spring the science department worked with a consultant to:<ul style="list-style-type: none">○ Unpack the new MA Science Technology & Engineering standards (performance expectations)○ Develop performance-based assessments that are aligned with new standards and units of study <p><u>World Language:</u></p> <ul style="list-style-type: none">• As part of the World Language Curriculum Review, PLC's worked on unit design and assessment based on the National Proficiency Standards• World Language is studying the implication that these revised standards have on our curriculum assessment
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**Jonas Clarke Middle School
2014-2015 School Improvement Plan**

		<ul style="list-style-type: none"> • PLC's across the district worked on designing, instructing and assessing the purposeful use of target language in the classroom and developed expectations and a rubric. Teams developed instructional materials, teacher used assessments and student self-assessment tools • PLC's are expanding the use of the Assessment of Performance toward Proficiency in Languages (AAPPL) assessment pilot to include all 7th grade students taking Spanish and students in the 8th grade Mandarin classes. This data will help to better define the proficiency goals of each course whether students have met those goals • World Language will begin to use the results of these common formal and informal assessments to inform unit and lesson design and instruction <p><u>Special Education</u></p> <ul style="list-style-type: none"> • 6th grade teaches participated in the 6th and 7th grade math data teams to identify struggling students and brainstorm strategies • Special education PLC's are worked together on transition related work for students and thinking about how students can contribute more at IEP meetings, talking about their futures / vision, becoming aware of their goals and areas of strength and weakness
	<p>The LPS Mission, Vision and Beliefs statement will be a guide to our daily practice and our longer term goal-setting</p> <ul style="list-style-type: none"> • Middle school leaders will work with the MVB documents to develop a middle school document (statement of purpose?) specific to middle school teachers and learners • School leadership will align Professional Learning (PL) to the district mission, vision and belief statements 	<ul style="list-style-type: none"> • Middle School Leadership Team (MSLT) developed a document reflecting our middle school guiding principles based on the district M/V/B document • Staff feedback and site council feedback were solicited on both the district M/V/B document and middle school guiding principles • Leadership team met weekly to discuss the middle school guiding principles; developing, editing and refining across the district • Leadership team used the district M/V/B statements when answering request for professional learning opportunities • Faculty meeting time was used to present and explore M/V/B statements – jig saw puzzle activity, with staff working in small groups to identify core beliefs that guide our decisions

**Jonas Clarke Middle School
2014-2015 School Improvement Plan**

Goal	Implementation	Results
<p>Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve</p>	<p>Clarke will continue to use Rachel's Challenge as it's pro-social positive behavior support system for students</p> <ul style="list-style-type: none"> Teachers, counselors and admin will use Rachel's Challenges as a common language when working with students Clubs will continue to promote the Rachel's Challenges for interested students Linked Up will continue to provide the opportunity for students to meet in diverse groups and promote a positive, inclusive culture 	<ul style="list-style-type: none"> October 2014 – The counselors and administrators presented an overview of Rachel's Challenge in grade level assemblies Clarke students signed the banner to “accept Rachel's Challenges” Clarke demonstrated a “human chain” with a school wide activity that linked everyone in the building Rachel's Challenges are posted throughout the school to remind students of our common language Linked Up Club met weekly throughout the year to continue to pair up student teams for games, activities and crafts with an end of the year field day in June 2015
	<p>Collaboration between the guidance department and faculty will continue and strengthen</p> <ul style="list-style-type: none"> Counselors will continue to attend and contribute in weekly team meetings to assist teachers in monitoring homework, stress, and student academic, behavioral and social progress A pro-social curriculum will continue to be implemented by the guidance department as part of our intervention/enrichment block With increased social work support at the middle school level, social workers will develop and implement a plan for work with teachers around social / emotional student issues and behaviors providing consultation 	<ul style="list-style-type: none"> Counselors attended weekly team meetings at each grade level assigned to them During the Intervention/ Enrichment block each week, counselors ran a variety of sessions including: icebreakers / get to know you activities, how to make and keep friends, stress reduction strategies, understanding mindfulness and incorporating it into every day life, and resiliency games and discussions An LEF School Community Grant funded a Project Adventure Day for ALL 6th, 7th and 8th grade students in Sept 2014. Student learned about cooperation, collaboration and problem solving, utilizing Rachel's Challenges throughout the day Social worker presented to all staff about psycho-education on depression, the warning signs in the classroom and how to refer students for intervention and social work support. After watching a documentary, we facilitated a small group discussion on how Clarke staff can identify signs of depression in their students All faculty were provided an informational flyer from the Break Free

**Jonas Clarke Middle School
2014-2015 School Improvement Plan**

	<p>and professional development for staff as needed</p>	<p>from Depression Curriculum. It was updated to make it relevant with Clarke contacts, etc</p> <ul style="list-style-type: none"> • The social worker, in conjunction with the assistant principal, created the Social Emotional Data Team to identify students who are struggling with social/ emotional stressors. With additional social worker support and collaboration with teachers, Positive Behavior Intervention Plans are created for each student with social emotional needs • Teachers are now able to seek out social workers to complete observations and to provide assistance with students exhibiting problematic behaviors "in the moment". Teachers can also receive consultation or education regarding social/emotional needs readily • Social workers are now a part of the Student Response Team
	<p>School Leadership and Guidance will increase parent education around pro-social behaviors and social progress</p> <ul style="list-style-type: none"> • Work with health department to develop a middle school Youth Risk Behavior survey and communicate the objectives to parents during the 14-15 school year • Increase the number of parent coffees with the social workers and include relevant topics • Improve the guidance website to include local resources, trainings, and presentations as well as the guidance curriculum used during the I/E block • Work with Dr. Englander / MARC (Massachusetts Aggression Reduction Center) to train parents, students and staff on bullying and prevention / response 	<ul style="list-style-type: none"> • Both middle school principals have collaborated closely with the PE / health and wellness department to develop a middle school version of the Youth Risk Behavior Survey (YRBS) • Dates for parent information session, faculty training and survey implementation were identified and implemented in Spring 2015 • Parent information session occurred March 2015 and the YRBS survey was administered to 7th and 8th grade students at both Clarke and Diamond in April 2015 • During the fall of 2014, Dr. Englander from the Massachusetts Aggression Reduction Center (MARC) presented a professional learning session to all Clarke and Diamond teachers re: bullying behaviors and responses, to middle school parents about social media and cyber-bullying and to students regarding using social media safely • Parent coffee topics this year included a panel of teachers, admin and counselors to answer questions, drug and alcohol safety, standardized testing, technology at the middle school, and high school transition discussion

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2014-2015 School Improvement Plan**

<p>Work to increase and improve communication to parents from the guidance, teaching and school leadership</p> <ul style="list-style-type: none"> • The School Improvement Plan will be shared with faculty and the Clarke Community • Principal will improve communication by updating the community more regularly trying new strategies • School leadership will work with teachers to investigate ways for teams to communicate more regularly with parents and students • School leadership and teachers will continue to explore ways to improve the process for parent conferences and sign ups 	<ul style="list-style-type: none"> • Monthly coffees, hosted by PTO and counselors were held on a variety of topics for middle school parents in our community • Website updated with headlines and news about Clarke • Daily announcements are placed online for parents and students to read, listing club meeting times and upcoming events • School Improvement Plan shared with faculty at the start of the school year. Implementation steps revisited during subsequent faculty meetings and professional learning sessions for RTI, Child Study, Intervention/ Enrichments blocks, supervision and evaluation, and vision statements • Principal maintained a Twitter account to post updates on school happenings • Daily announcements host community-based announcements, including opportunities from the recreation and wellness departments • PTO newsletter generated each month has articles from community partners, principal, nurse, guidance office, teachers and teams • New parent conference sign-up system (Sign Up Genius) employed this year with great success. Eliminated many technical issues of years past
<p>Clarke admin and staff will further refine the social work referral process for students experiencing social or emotional stress or facing social or emotional obstacles</p> <ul style="list-style-type: none"> • Social workers, counselors and admin will work to develop a plan for referring, monitoring and working with students at risk • Social workers will meet weekly with admin to discuss students at risk 	<ul style="list-style-type: none"> • A social/emotional data team was created that included an administrator and a social worker who traveled to all nine team meetings each quarter to collect and share student information in an effort to identify students who may be at risk in the realm of social and emotional needs • The social worker's caseload has grown and shifted to include students whose names have been generated at these team meetings • These names have been shared with our Student Response Team in an effort to coordinate and consolidate intervention efforts • After participation in an attendance webinar, the social worker and

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2014-2015 School Improvement Plan**

	<ul style="list-style-type: none">• A social worker will be included as part of our new Student Response Team• School leadership will work with social workers and the new Director of Planning and Assessment to target and disaggregate data that may assist in the early identification of students at risk	<p>admin have also worked to develop a tiered approach to encouraging improved attendance and incentives were implemented (i.e. music playing during passing time for all students in April 2015)</p> <ul style="list-style-type: none">• This tiered approach serves as another way to identify students who may potentially be in need of social work intervention• Currently, our social worker is in the process of creating a database in which to store information on the students on her caseload. This will serve as yet another way to track data and monitor student progress• Social worker has also developed a 7th grade boys group in response to disciplinary referrals• A social worker is currently working with the English Language Learner (ELL) teacher to identify and implement supports for students new to the country, as we have seen a rise in social emotional needs of our ELL population
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Jonas Clarke Middle School School Improvement Plan 2015-2016

Site Council Members:

Anna W. Monaco, Principal
Jennifer Turner, Assistant Principal
Jonathan Wettstone, Assistant Principal
Sonya Austin, Special Education Teacher
David Lawrence, Instructional Technology Specialist
Jonathan Schechner, Teacher
Andrew Boni, Parent
Amy Selinger, Parent
Lilly Siu, Parent
Barbara White, Parent

**Jonas Clarke Middle School
School Improvement Plan
2015-2016**

Goal	Implementation	Timeline	Monitoring	Assessment
Goal # 1 If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels	Clarke PLC's will work to develop standards-based summative and formative assessments that will drive instruction for each department	2015 - 2016	<ul style="list-style-type: none"> • Devote department, faculty and PLC time to the assessment design process • Create and implement improved formative or summative assessments based on standards in each department • Develop a professional learning plan for leadership and teachers 	<ul style="list-style-type: none"> • New formative and summative assessments will be created and implemented in content area classes
	We will continue to develop and refine the RtI process at the secondary level <ul style="list-style-type: none"> • Implement a What I Need (WIN) block pilot at Clarke • Continue to refine Clarke's Student Response Team data gathering process 	2015 - 2016	<ul style="list-style-type: none"> • Meet monthly with an AD HOC committee to discuss WIN block pilot progress and make adjustments as needed • Meet weekly with the Student Response Team to further refine and improve the data gathering process 	<ul style="list-style-type: none"> • What I Need (WIN) block pilot will be established 3x a week for the 15-16 school year • Ad Hoc committee will collect feedback and share progress and changes with faculty • Student Response Team meetings will focus more on student driven data and interventions

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School Improvement Plan
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	<p>We will continue to expand and encourage professional learning opportunities for all staff</p>	<p>2015 - 2016</p>	<ul style="list-style-type: none"> • Encourage teachers to observe elementary data teams to learn strategies and share • Expand the coaching model in the math department • Facilitate voluntary peer arranged observations • Provide sharing opportunities for teacher professional learning 	<ul style="list-style-type: none"> • Teachers will share their professional learning experiences with colleagues at faculty, department and PLC meetings
	<p>Clarke will implement a 1:1 iPad pilot for all 8th graders</p>	<p>2015-2016</p>	<ul style="list-style-type: none"> • Develop and implement 8th grade “boot camp” to develop critical skills and practice • Provide a variety of iPad trainings for teachers both in individual and group settings • Share iPad strategies, lessons and effective practices for a 1:1 environment in 8th grade PLC groups • Try a new strategy using iPad technology in the 8th grade classrooms 	<ul style="list-style-type: none"> • 8th grade students will participate in a developed iPad “boot camp” training • Teachers will share strategies and effective practices with colleagues • All 8th grade teachers will implement at least one new instructional strategy using an ipad

**Jonas Clarke Middle School
School Improvement Plan
2015-2016**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal #2</p> <p>If we increase student pro-social behavior and resiliency and reduce sources of unhealthy stress, then student academic performance and well-being will improve</p>	<p>Clarke staff will work to provide opportunities for reducing student stress at Clarke</p>	<p>2015-2016</p>	<ul style="list-style-type: none"> • Use the newly implemented WIN block pilot to establish extended learning opportunities that address student stress • Analyze the results of the 2015 Middle School Youth Risk Behavior Survey (YRBS) to determine student needs • Continue to discuss the role homework and in-class assessments play in student stress levels • Share relevant information parents and consider their feedback 	<ul style="list-style-type: none"> • A variety of extended learning opportunities will be implemented during the school day • Based on Youth Risk Behavior Survey results, next steps will be outlined • Faculty will explore and discuss ways that stress related to homework and assessments can be alleviated • Relevant information will be shared with parents and the community regarding stress and homework
	<p>Social workers and counselors will develop and implement ways to work with parents, teachers and students around student social/emotional issues, providing consultation, professional development, and training as needed</p>	<p>2015-2016</p>	<ul style="list-style-type: none"> • Continue and refine the social-emotional data team meetings in order to identify at risk students earlier • Introduce a suicide prevention curriculum for parents, students and staff • Develop culturally proficient educational programs for staff and students that support 	<ul style="list-style-type: none"> • Social-emotional data team will meet regularly with teams and analyze process to determine effectiveness • Suicide prevention curriculum will be introduced to parents, students and staff • Culturally proficient educational programs will be developed and shared with staff,

**Jonas Clarke Middle School
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			<p>issues around gender, sexuality, race and identity</p> <ul style="list-style-type: none"> • Create positive behaviors incentives for students • Collaborate with the PTO to host parent talks on relevant social / emotional issues 	<p>students and parents</p> <ul style="list-style-type: none"> • A variety of positive behavior incentives will be implemented • PTO talks will be scheduled
	<p>Clarke will develop a cohesive program that comprises student government, community service opportunities, and Rachel's Challenges in an effort to improve school climate for all students.</p>	<p>2015-2016</p>	<ul style="list-style-type: none"> • Share with students Rachel's Challenges and how they relate to community service and student government • Create and offer community service opportunities for students • Remind students consistently and continually how they can exemplify Rachel's Challenges • Expand the role that student government plays in school climate • Solicit input and support from parents and community members in the development of community service and student government opportunities 	<ul style="list-style-type: none"> • Rachel's Challenges, community service and student government opportunities will be shared at the beginning of the year • The language of Rachel's Challenges will be used consistently throughout the school year by staff and students • Student government will identify school events that will build community amongst students • Parent feedback will be considered in the development of student opportunities.

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School Improvement Plan
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Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal #3</p> <p>Work with the faculty, parent community, facilities department and the architectural design team to ensure that current and future space needs at Clarke are effectively addressed</p>	<ul style="list-style-type: none"> • Clarke administration will meet regularly with the architectural design team to ensure understanding of Clarke’s programs, school culture, history, student and teacher needs • Clarke administration will coordinate with all parties involved including central office administration, facilities, faculty and parents to share information and gather input as needed • Clarke administration will work with Diamond administration to ensure the continuation of a high quality learning experience for all middle school students, regardless of enrollment growth 	<p>2015 - 2016</p>	<ul style="list-style-type: none"> • Meet regularly with the architectural design team to determine needs and communicate information to the Clarke community • Meet regularly with Diamond administration to ensure equity in programs offered 	<ul style="list-style-type: none"> • Architectural design team will have the information they require • Designs will be complete and planning will begin for implementation • Meetings will be held with faculty, parents and the community • Collaboration with Diamond administration will be on going



William Diamond Middle School
School Year 2014 – 2015

School Improvement Plan

End of Year Report: May 6, 2015

School Council Members:

**Linda Boardman, Jennifer Burgin, Anne Carothers, Ed Dube, Patty Frelick,
Jane Kalinski, Jose Oliviera, Heidi Pasternak, Johanna Rodrigues, Cindy Starks,
Pamela Tames, Tina Weber**

Goal	Implementation	End of Year Results
<p>Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels.</p>	<p>Diamond faculty will continue to use department and content meetings (“PLCs”) to work on elements of standards-based curriculum design:</p> <ul style="list-style-type: none"> • aligning curriculum to the Common Core Standards • determining “power standards” (most essential standards) • designing units and lessons • creating/finding/revising pre- and post-assessments • creating embedded formative assessments 	<p>Diamond faculty have continued their work on standards-based curriculum design. In their departments, faculty have refined their identification of key learning standards, focusing in particular on the distinction between skills and content learning. Departments have been working on creating and refining common assessments, focused on these key standards. They have also been working on unit and lesson design.</p>
	<p>Diamond faculty will increase the use of student work/data in faculty, department, content and team meetings, in order to:</p> <ul style="list-style-type: none"> • learn more about students’ current thinking/understanding • learn more about individual students’ learning profiles/needs • identify potentially effective strategies/practices (for use with individuals, small groups, whole groups) • evaluate the effectiveness of strategies/lessons/assessments used 	<p>We have been focused on using observation and student work to identify student learning profiles and needs. We used several faculty meetings to give teams additional time to look at students in need, and to design strategies to meet those needs. We were unable to give over any more faculty time, but teams have continued to focus on supporting students in the weekly meeting that they have.</p> <p>We continue to refine our child study process, and are working on significant revisions this spring and summer.</p>
	<p>Using what is learned from looking at student work/data, Diamond faculty will:</p> <ul style="list-style-type: none"> • implement identified strategies • continue to revise/redesign lessons, units, assessments 	<p>The above process is designed to help teacher groups arrive at effective strategies to use, for individuals and small groups and whole classes. Teachers then reflect on the use of these strategies, and use this information to inform future planning of lessons.</p>

Goal	Implementation	End of Year Results
<p>Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels. (continued)</p>	<p>Diamond will continue use of the DESE evaluation system:</p> <ul style="list-style-type: none"> • faculty and leadership will use the appropriate rubrics to support professional growth • departments and content meeting groups (“PLCs”) will set student learning goals together, based on student data • faculty will set practice goals, using the appropriate rubric and previous feedback; these can be individual or shared by content meeting members • leadership will focus on developing the quality and consistency of its feedback to staff 	<p>We have successfully integrated the second half of the Diamond faculty into the new evaluation process. Last year Cohort 1 (half of faculty) participated in the process, and they have moved into their second year. In the fall, Cohort 2 (remaining faculty) came officially into the process.</p> <p>We are in the process of completing our first year with all faculty and leadership included in the process. While challenging to meet all deadlines, leadership and faculty are working hard to do this.</p>
	<p>Diamond staff will continue to develop their expertise in the use of technology to support learning:</p> <ul style="list-style-type: none"> • all Diamond faculty will receive support, tailored to their self-identified learning needs • baseline website features will be identified, shared and implemented by all faculty • Grade 8 teachers will pilot the use of team-based IPAD carts 	<p>Diamond staff continue to grow their expertise in the use of technology to support learning. This fall we placed a full cart of IPADs (enough for one whole class) with each Grade 8 team, allowing each team to have more access to this technology. Our Instructional Technology Specialist has worked with teams and individual teachers in grade 8 to support the effective instructional use of IPADs. He also supports all teachers in grades 6 and 7 with their use of technology.</p> <p>We have also introduced the use of the Lexington Google accounts this fall, very successfully. All teachers received accounts in the fall, and these accounts are very much changing the way we take notes in meetings, share information, and collaborate.</p> <p>We also more recently allowed students access to this same Lexington Google system. As of right now, all students at Diamond have a Google account, including drive features (not email). This tool has opened up new possibilities for collaboration and teaching innovation.</p> <p>A Diamond leadership group has determined the key features of our web presence. This was shared with all faculty in an April faculty meeting; time is being set aside to support all faculty to include these baseline features on their websites.</p>

Goal	Implementation	End of Year Results
<p>Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels. (continued)</p>	<p>Lexington (district and middle school) mission, vision and beliefs statements will be revisited with staff</p>	<p>The newest draft of the district document has been shared.</p> <p>Diamond and Clarke have been working on a shared document, aligned with the district document, to help make our joint vision for middle school more transparent to all. A draft version was shared with faculty at both schools, and also shared with Diamond’s School Council, for feedback.</p> <p>A joint middle school leadership group processed the feedback and created a final draft.</p>
	<p>Diamond Community Norms will be revisited, as a guide to our work</p>	<p>We regularly refer to our Diamond Community Norms, as a guiding document for our interactions, collaboration, and problem-solving.</p>

Goal	Implementation	End of Year Results
<p>Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels.</p> <p>(continued)</p>	<p>Diamond will continue to develop and refine its child study and support process:</p> <ul style="list-style-type: none"> • Team Leaders, administration and guidance will continue to explore ways to most effectively use Team Meeting times – for child study and other valuable team business • Teams will continue to explore the most effective ways to take notes, including using district google accounts • Child Study Guiding Questions will be used to help focus process • professional development in <i>Teaching All Kinds of Minds</i> will be offered to additional faculty • teams will explore formal and informal use of <i>TAKOM (Teaching All Kinds of Minds)</i> protocols, as an aid for understanding student learning needs and identifying potentially effective strategies • additional time with the <i>TAKOM (Teaching All Kinds of Minds)</i> consultant will be offered, to support above work • additional time for <i>TAKOM (Teaching All Kinds of Minds)</i> profiling sessions will be offered as needed, during and after school • Interventionists will continue to meet, to define and redefine their programs, including entry and exit criteria • Formal “Child Study Oversight Team” will be created, to support teachers and students, to continue to refine our process, and to oversee entry and exit from interventions additional to those embedded in regular classes • current supports will continue (Guided Study, Learning Center, Reading, Mega Math, METCO Extended Day, Math Homework Support) • ICE block (a 1X weekly 45 minute block; I=Intervention/C=Community-building/E=Enrichment) will continue to allow for flexible enrichment and community-building offerings; we will offer three or four 6-week modules. During 2014-2015 we will revisit and clarify the purpose/intended outcomes for ICE block, and decide if we want to add different types of “interventions” to the mix 	<p>We have worked to make this a central focus this year. Several faculty meetings were devoted to teams meeting to study students in need, including looking at work and getting input from those not regularly present at Team meetings. We have piloted a draft child study guiding document, designed to help teams learn about students and to choose effective strategies to use with those students (and others). This work also happens during the weekly Team meetings, when Team teachers, administrators, guidance and special educators meet to discuss the students that they share.</p> <p>We completed a third round of training in <i>Teaching All Kinds of Minds</i>; 36 staff members from administration, guidance, general education and special education have now had this initial 3-day round of training. Faculty on all three 6th grade teams, one 7th grade team, and one 8th grade team have now shared this training experience, as have members of our Child Study Teams. We are still in the process of figuring out how to integrate the profiling into our child study process, as it is time-consuming, and currently we only have one Team meeting a week. The conceptual framework and shared language is already proving useful, in our efforts to meet the needs of all students.</p> <p>We have reconfigured some of our delivery systems for providing general education support for the following school year. We hope that these programmatic changes will help us to better assess and meet the needs of students into the future.</p> <p>We have just launched our third ICE module of the year. This module includes student-led enrichment offerings, teacher-led enrichment and extension offerings, and various forms of support and intervention.</p>
Goal	Implementation	End of Year Results

<p>Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Diamond will continue to develop its community-building and pro-social skills development programming:</p> <ul style="list-style-type: none"> • guidance will organize a fall assembly for each grade, featuring a speaker from MA Aggression Reduction Coalition (MARC). The assembly will help students learn about appropriate use of the internet and social media, in addition to bolstering responsible social interaction. • guidance, faculty and administration will work on developing a calendar of events/activities to help build community and develop pro-social skills. This calendar will incorporate our work with MARC (MA Aggression Reduction Coalition) as well as with district-wide prevention programs. • guidance will work with MARC (MA Aggression Reduction Coalition) to design follow-up activities to use with students, and follow-up student leadership training work. • ICE block (a 1X weekly 45 minute block) will allow faculty and students to engage in more community-building activities and enrichment opportunities, designed to focus on the needs of the "whole child". • the grade level Student Councils will continue to serve as a structure for getting student input on school decisions and events/initiatives. 	<p>We continue to build our pro-social skills development programming. The guidance department is involved in a district-wide curriculum review process, to clarify focus and roles. At Diamond, we have made plans to lay out a clearer vision for our pro-social programming, beginning in this spring and continuing into summer workshops. We plan to include health, guidance, Student Council and other key players in articulating the key areas of focus, and then map out the events/structures that we hope will support understanding and growth in these areas.</p> <p>We have held a joint Clarke/Diamond faculty meeting with Dr. Englander, the head of the MARC program. Our student events will happen in the coming months.</p> <p>ICE has been a successful community-building venue. It has allowed for student voice and choice in a different way, and has also allowed faculty to collaborate across grades and departments.</p> <p>This fall we have combined the grade level Student Councils into one Diamond Student Council. They meet regularly, to plan events, choose and orchestrate our community service work, and give voice to the student perspective.</p>
	<p>Diamond community norms will be shared with students and families, as well as revisited periodically with staff.</p>	<p>Diamond community norms have been shared with students, and posted around the school. They are integrated into the Diamond handbook.</p>

Goal	Implementation	End of Year Results
<p>Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p> <p>(Continued)</p>	<p>Diamond will continue to refine its student pro-social skills and behavioral support systems:</p> <ul style="list-style-type: none"> • “Smooth Sailing Team” (admin /guidance/ psych /social workers/nurse) will meet twice weekly to identify worrying situations and design interventions for students in need. • Smooth Sailing Team will continue to partner with district consultants to improve its knowledge/skill base, and to find effective intervention strategies. • Diamond will administer the Youth Behavior Risk survey to all students in grades 7 and 8, to learn more about student concerns and behavior. 	<p>Diamond’s Child Study Teams meet three times weekly. The Smooth Sailing Team meets twice weekly, and focuses on supporting students in crisis and students struggling with identifiable social/emotional/behavioral needs.</p> <p>Our “Child Study Oversight Team” meets once a week. This year, they have focused on defining and revising the steps in the child study process and the accompanying guiding documents. They have also consulted with Teams on students in need.</p> <p>We continue to refine our process and protocols, to better serve students and teachers. The Oversight Team is engaging in a significant revision of the process currently, and hopes to have a clearer and simpler model ready by September to share with faculty.</p> <p>We administered an adapted version of the Youth Behavior Risk survey to Diamond 7th and 8th graders this spring. We conducted a joint Clarke/Diamond parent information night about the survey in March, and gave the survey in April. We hope to get the results some time next fall.</p>

Goal	Implementation	End of Year Results
<p>Goal 3: If we communicate effectively, the Diamond community will be better able to support students toward their academic and pro-social goals.</p>	<p>School leadership will continue to work on improving communication with and among faculty:</p> <ul style="list-style-type: none"> • technology will be used to support communication, and to free up meeting time for collaborative work • School Improvement Plan will be shared in the Spring of 2014, as a guide for our work the following year • teachers' input for faculty announcement agendas will be solicited by administration • school leadership will continue to work on the clarity and transparency of decision-making • principal will continue writing her weekly Faculty Update • Teams will explore ways to take notes and share findings with off-team staff • school leadership will make being a regular presence in classrooms and at meetings a priority, in order to support the work and provide more regular feedback 	<p>Effective communication in a large community is always a challenge, but we have kept a focus on improving it this year. As mentioned above, all staff have been given access to district-supported Google accounts. This has allowed teams and groups to take notes on Googledocs; these notes improve the functioning of teams/groups, and allow those not present to have access to key information from the meetings. Other documents can also be created, shared, revised and reflected upon by appropriate staff, again helping to facilitate and deepen our work.</p> <p>Every faculty meeting begins with an open announcement period, which helps build community and share information. We also work hard to share information electronically with one another, so as to allow group work (rather than information-sharing) to be the focus of faculty, department, and leadership group meetings. Our weekly Faculty Update consolidates key information in one place, to support this.</p> <p>Diamond leadership has worked to be a more consistent presence in meetings and in classrooms, although this remains a challenge, given the competing demands on time.</p>
	<p>Diamond faculty, staff and administration will continue developing their ability to have important professional conversations honestly, respectfully and productively:</p> <ul style="list-style-type: none"> • Diamond Community norms will guide our work together • skills and understandings from the "Difficult Conversations" work will continue to be reviewed, as helpful • district-wide results of the 2014 climate & culture survey will be shared • comparative Diamond results (2013 to 2014) of the climate & culture survey will be shared, when that data is compiled 	<p>Our Diamond Community norms are guiding our work, especially when difficult conversations and/or decisions are part of our work. The district-wide results of the climate and culture survey have been shared with faculty; the comparative Diamond results have been shared with Diamond leadership groups, including the Professional Climate group.</p>

Goal	Implementation	End of Year Results
<p>Goal 3: If we communicate effectively, the Diamond community will be better able to support students toward their academic and pro-social goals. (continued)</p>	<p>Diamond will continue to work on its communication with families and the community:</p> <ul style="list-style-type: none"> • parents will be encouraged to join the PTA listserv • copies of the daily morning announcements will be sent out via listserv • principal will post at least once a week to her blog • guidance counselors, team leaders, and classroom teachers will continue to be available via email and/or phone • PTA’s grade level representatives will continue to explore ways to engage families with one another and the school • Principal will meet regularly with PTA • School Council will explore ways to improve communication, including use of technology 	<p>We continue to use the PTA listserv to communicate about events and share our daily announcements. We increasingly push out information through our email system, which is guaranteed to reach each family in our target group. The principal meets with School Council and PTA board monthly, and is working with both groups to explore ways to improve communication. She is not currently posting to the blog.</p> <p>As mentioned above, we hope to make our web presence more consistent by the fall, in an effort to improve regular communication with students and families. By September, all teams will have a website on Schoolspring, with certain baseline features. All teacher websites will also share certain baseline features.</p> <p>School and PTA together have hosted several parent coffees or evening events, on a variety of subjects. All have been well received by those in attendance.</p>



William Diamond Middle School
School Year 2015 – 2016

School Improvement Plan

School Council Members:

**Linda Boardman, Jennifer Burgin, Anne Carothers, Ed Dube, Patty Frelick,
Jane Kalinski, Jose Oliviera, Heidi Pasternak, Johanna Rodrigues, Cindy Starks,
Pamela Tames, Tina Weber**

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels.</p>	<p>Diamond faculty will continue to use department and content meetings (“PLCs”) to work on elements of standards-based curriculum design:</p> <ul style="list-style-type: none"> • aligning curriculum to the Common Core Standards • determining “power standards” (most essential standards) • designing units and lessons • creating/finding/revising pre- and post-assessments • creating embedded formative assessments 	<p>May 2015 – June 2016</p>	<p>Admin and department heads attend content team and department meetings on an on-going basis</p>	<p>Check-ins with teacher teams and department heads</p> <p>Types of curriculum work finished and/or in use</p>
	<p>Diamond faculty will focus in particular on the question: “How do we know what students are learning?” We will partner with Maureen Kavanaugh, our district’s Director of Planning and Assessment, to learn more about best practice in formal and informal measurement. We will use our learning to design and revise our measurement tools.</p>	<p>May 2015 – June 2016</p>	<p>Admin will check in regularly with department heads</p>	<p>Check-ins with teacher teams and department heads</p>
	<p>Diamond staff will continue to develop their expertise in the use of technology to support learning:</p> <ul style="list-style-type: none"> • All Diamond faculty will receive support, tailored to their self-identified learning needs. • Baseline website features presented to faculty will be in place on all team and teacher websites by September 2015. • In grade 8 we will launch a 1-1 IPAD pilot. Every student in grade 8 will receive an IPAD to use all year (home and school). Students and involved faculty will receive additional training. Clear guidelines for IPAD use and responsibilities will be created and shared with students. 	<p>May 2015 – June 2016</p> <p>Sept 2015</p> <p>Sept 2015 – June 2016</p>	<p>Admin and Technology support personnel will meet regularly</p> <p>Admin will meet regularly with Team Leaders and Department Heads</p>	<p>Faculty will have received training/support</p> <p>Survey will show additional skills</p> <p>Websites will be more consistent</p>

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels. (Continued)</p>	<p>Diamond will continue to develop and refine its child study and support process:</p> <ul style="list-style-type: none"> • Team Leaders, administration and guidance will continue to explore ways to most effectively use Team Meeting times – for child study and other valuable team business. • Teams will continue to explore the most effective ways to take notes, including using district google accounts. • The Diamond Child Study Team will revise Child Study Guiding Questions, and a clearer process will be outlined. • This process will be shared with faculty by November 2015. • Professional development in <i>Teaching All Kinds of Minds</i> will be offered to additional faculty. • Teams will continue to explore formal and informal use of <i>TAKOM (Teaching All Kinds of Minds)</i> protocols, as an aid for understanding student learning needs and identifying potentially effective strategies. • “Child Study Oversight Team” will continue to meet. It will clarify its role in the Child Study process, and help to refine the process in general. • A new approach to general education intervention will be piloted. Guided Study, Learning Center and Reading Support will be collapsed into one program: Guided Learning. This will be implemented by a two-person team. They will be tasked with assessment, support design and delivery, and collaborating with general education colleagues. • Math intervention will be offered 2-4 times weekly for students in need. • We will offer Diamond Extended Day for METCO students. We will also offer an invitational Homework Support Club for non-METCO students. We hope to integrate the two programs next year. 	<p>May 2015 – June 2016</p> <p>Summer 2016</p> <p>Fall 2015</p> <p>Sept 2015 – June 2016</p>	<p>Admin will attend team and Team Leader meetings</p> <p>Admin will oversee development/clarification of policies/procedures</p> <p>Admin will monitor the success of the Oversight Team</p> <p>Leadership Teams will monitor success of interventions</p>	<p>Additional faculty will have participated in TAKOM training</p> <p>Additional support will have been given to teams using TAKOM protocols</p> <p>Committee will have presented documents related to Child Study and entry into interventions to faculty</p> <p>Data (anecdotal, observational and assessment) will illustrate success of interventions; where it does not, plans will be made for improvements</p>

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Diamond will continue to develop its community-building and pro-social skills development programming:</p> <ul style="list-style-type: none"> • A planning team (administration, guidance, social work and faculty) will meet over the spring and summer to lay out the goals for Diamond's pro-social activities and programs. • The planning team will then use these outlined goals to create a coherent programming road map for next year. • This road map will include current programming (speakers from MA Aggression Reduction Coalition [MARC]; social events; community-service events; assemblies; district-wide prevention programs; student leadership training opportunities), as well as new programming. • ICE block (a weekly 45 minute block) will allow faculty and students to engage in continued community-building activities and enrichment opportunities, designed to focus on the needs of the "whole child". • The Student Council will continue to serve as a structure for building leadership and community, and for planning events/initiatives. 	<p>May 2015 – August 2015</p> <p>May 2015 – August 2015</p> <p>Sept 2015 - June 2016</p> <p>Sept 2015 – June 2016</p> <p>Sept 2015 – June 2016</p>	<p>Admin will oversee development and implementation of programs/ activities</p>	<p>Calendar will be presented to staff in the fall</p> <p>Activities/ assemblies will have taken place</p> <p>Faculty and students will be surveyed about ICE</p>
	<p>Diamond will continue to refine its student pro-social skills and behavioral support systems:</p> <ul style="list-style-type: none"> • "Smooth Sailing Team" (admin /guidance/ psych /social workers/nurse) will meet twice weekly to identify worrying situations and design interventions for students in need. • Smooth Sailing Team will continue to partner with district consultants to improve its knowledge/skill base, and to find effective intervention strategies. • Smooth Sailing Team will collaborate with the Child Study Oversight Team to clarify the overlapping functions of the two teams. • Diamond will digest the results of the Youth Behavior Risk Survey administered to students in grades 7 and 8 in the spring of 2015. This information will be used to inform both our health curriculum and our pro-social programming. 	<p>May 2015 – June 2016</p>	<p>Admin will attend Smooth Sailing Team meetings</p> <p>Admin will oversee coordination between Smooth Sailing Team and Child Study Oversight Team</p> <p>Admin will work with committee to oversee analysis and communication of results of the YRBS</p>	<p>Students will be appropriately supported</p> <p>Clarification of Team roles will be shared with faculty</p> <p>Survey results will be shared with School Council, faculty and parent body</p>

Goal	Implementation	Timeline	Monitoring	Assessment
<p>Goal 3: Work with faculty, community, Facilities department, and architectural team to ensure that future space needs are effectively addressed</p>	<p>Diamond administration will meet regularly with Architectural Design Team to ensure understanding of Diamond's programs, culture and history, and teacher and student needs.</p> <p>Diamond administration will coordinate with the Central Office administration and Facilities to plan and conduct meetings with faculty and parents, to share information and gather input, as needed.</p> <p>Diamond administration will work with Architectural Design Team to design the best teaching and learning space possible.</p> <p>Diamond and Clarke administration will partner closely to ensure the continuation of the high quality learning experiences of our middle school students, regardless of any future growth in student body.</p>	<p>May 2015 – Fall 2015</p> <p>May 2015 – June 2016</p> <p>May 2015 – June 2016</p> <p>May 2015 – June 2016</p>	<p>Admin and Facilities will be responsible for monitoring progress</p>	<p>Design Team will report having enough information</p> <p>Meetings will have been held</p> <p>Designs will be complete and judged effective</p> <p>Collaboration will be on-going</p>
<p>Goal 4: If we communicate effectively, the Diamond community will be better able to support students toward their academic and pro-social goals.</p>	<p>Diamond's community norms will continue to guide our work together.</p> <p>Administration and Faculty Teams will continue to explore the use of technology to enhance communication (Faculty Update, notes in google, shared documents in google, team and teacher websites...).</p> <p>School leadership will continue to work on the clarity and transparency of decision-making.</p> <p>School leadership will make being a regular presence in classrooms and at meetings a priority, in order to support the work, open lines of communication, and provide more regular feedback.</p> <p>Principal will explore the use of Twitter to communicate more regularly with the community about Diamond life.</p> <p>School will work on clarifying for families the different communication channels available to them.</p>	<p>May 2015 – June 2016</p> <p>May 2015 – June 2016</p> <p>May 2015 – June 2016</p> <p>May 2015 – June 2016</p> <p>May 2015 – June 2016</p> <p>May 2015 – June 2016</p>	<p>Admin oversees</p> <p>Admin will consult regularly with Leadership groups</p> <p>Admin oversees</p> <p>Admin oversees</p> <p>Admin oversees</p> <p>Admin oversees</p>	<p>Faculty and Leadership observations</p> <p>Faculty will report increase in leadership visibility</p> <p>Diamond will have a Twitter presence</p> <p>Parents will report greater clarity</p>

**Lexington High School
School Improvement Plan
2014-2015 Final Report**

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Suzanne Lau, Co-Chair

Nanying Bian, Parent

Paul Breitenfeld, Student

Kim Effron, Parent

Eileen Jay, Community Member

Polly Kienle, Parent

Elizabeth Moughty Curtin, Faculty Member

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Ann Redmon, Parent

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Academic Goal Curriculum and Instruction	Implementation	Final Results
<p>If educators increase their use of varied instructional strategies and interventions, then all students will achieve at higher levels.</p>	<ol style="list-style-type: none"> 1. Bring the curriculum design work to scale by June 2015. 2. Evaluate the school-wide use of homework as an instructional strategy. 3. Implement the new evaluation system for Cohort II educators to increase effectiveness and academic success. 4. All educators set and evaluate measurable student learning goals as part of the evaluation process. 5. Develop ways to strengthen the co-teaching and collaborative teaching models (a general educator and a special educator are in the classroom). 	<p style="text-align: center;">[1]</p> <ul style="list-style-type: none"> - Curricular goal was met for existing courses across all departments; the mapping is in Atlas Rubicon. Some incomplete course designs are related to new curriculum, current program review, or emerging elective courses. All department leaders will continue to assess the course listings to identify courses that need further development. Scaffold goals are in place for completing the new math curriculum. <p style="text-align: center;">[2]</p> <ul style="list-style-type: none"> - The faculty interdisciplinary discussions on homework were held on March 9, April 13, and May 4. Twenty-two faculty groups provided feedback that will be collated into an internal document in the summer of 2015. - The major homework topics discussed included value, purpose, relevancy, feedback, appropriate level of engagement, and time. - The discussion will continue in 2015-2016. - The Leadership Team held numerous discussions on homework in order to develop a guiding document that overlaps with the faculty feedback. The team developed guidelines for homework completion dates/times for snow days and electronic submission. The guidelines will be given to the full faculty in late May to solicit feedback. - Site Council reviewed the current School Committee policy on homework in December. <p style="text-align: center;">[3]</p> <ul style="list-style-type: none"> - All Cohort I and Cohort II educators completed Student Learning and Professional Practice Goals. The primary evaluators held individual goals meetings with all Cohort II faculty members beginning the state's new evaluation process. <p style="text-align: center;">[4]</p> <ul style="list-style-type: none"> - Feedback from the faculty and the evaluators indicates an increase in personal comfort levels with setting measurable/attainable Student Learning Goals and Professional Practice Goals.

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		Final Results continued
<p>If educators increase their use of varied instructional strategies and interventions, then all students will achieve at higher levels.</p>	<p>5. Develop ways to strengthen the co-teaching and collaborative teaching models (a general educator and a special educator are in the classroom).</p>	<p>[5]</p> <ul style="list-style-type: none"> - 1 general educator and 2 special educators are currently working in a co-teaching model. This model embraces a more equal division for direct instruction. - 18 general educators and 8 special educators are currently working in a collaborative teaching model. In this model, the general educator delivers the majority of the direct instruction; the special educator delivers some instruction, assists in small group work, and provides guidance on needed accommodations and possible modifications. - During the course recommendation and scheduling process, careful attention has been given to scheduling the appropriate number of collaboratively taught sections in order to meet the language-based needs of current and in-coming students. - Every effort is made to maintain a cap of 18 students in the co-taught and collaboratively taught sections.

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Academic Goal District Accommodation Plan	Implementation	Final Results
<p>If educators increase their use of varied instructional strategies and interventions, then all students will achieve at higher levels.</p>	<p>Examine and discuss the District Accommodation Plan.</p> <ol style="list-style-type: none"> 1. General education and special education teachers collaborate on intervention strategies for Tier I and Tier 2 (within a Response to Intervention construct). 2. Foster district professional learning opportunities and share practices. 	<p style="text-align: center;">[1 and 2]</p> <ul style="list-style-type: none"> - The Administrative Team and individual Student Support Teams (chaired by a Dean) developed a baseline set of standard terminology that incorporates accommodations recorded in the District Accommodation Plan (DCAP). The common terminology has increased the consistency and efficiency in developing intervention plans for students. - The Evaluation Team Supervisors reviewed the District Accommodation Plan and presented an overview of the ways in which Tier I and Tier II interventions overlap with the special education process. - The Deans have developed a common format for tracking interventions; these are discussed and implemented through the weekly Student Support Team process. A common pool of interventions has been developed to ensure consistency and allow interventions to be examined across teams (for data analysis). - A school-wide Response to Intervention referral form was developed and is used by all four Student Support Teams. - The 2015 Faculty Survey (annual survey) will be given in late May. The survey will solicit feedback on the use of the common Response to Intervention referral form. - A new process for communicating to parents the entry and exit criteria for the Learning Center interventions has been put into place. Weekly communication of a student's Learning Center progress, as well as decision-making about the continuation of the intervention has been improved through a shared spreadsheet created by learning center teachers. This information is also routinely shared with deans and guidance counselors.

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	<p>1. General education and special education teachers collaborate on intervention strategies for Tier I and Tier 2 (within a Response to Intervention construct).</p> <p>2. Foster district professional learning opportunities and share practices.</p>	<p align="center">Final Results continued</p> <p align="center">(1 & 2)</p> <ul style="list-style-type: none"> - Observed intervention strategies are shared at weekly Administrative Team meetings. - Instructional strategies are routinely shared at department meetings. - Professional Learning Teams routinely share instruction and intervention strategies at weekly meetings. <p>-The high school principal and middle school principals coordinated a transition document that outlines the interventions put in place in middle school. This information will be used to improve the efficiency of providing interventions at the high school (implementation in spring 2015).</p> <ul style="list-style-type: none"> - The scheduled February meeting with general educators and special educators involved in the co-teaching/collaborative teaching models was not held (snow day). We have solicited feedback on the degree to which collaboration around interventions is occurring between teachers through department meetings and meetings held between the Principal and teachers in the various teaching models. <ul style="list-style-type: none"> - 51 high school teachers facilitated a workshop at the Lexington Learns Together professional learning day. - The Instructional Technology Specialists routinely support teachers in the classroom, provide monthly workshops, and share the use of technology to support core content and intervention strategies that meet the needs of students.
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Academic Goal: Technology	Implementation	Final Results
<p>If educators increase their use of varied instructional strategies and interventions, then all students will achieve at higher levels.</p>	<p>Expand the use of technology resources and tools.</p> <ol style="list-style-type: none"> 1. Implement increased iPad use in grades nine and ten English, Social Studies, and Math. 2. Provide relevant and consistent professional learning related to the use of iPads, Blended Learning, Web 2.0 tools, and grade book use. 3. Embed and implement structures for attendance and discipline interventions to comply with Chapter 222 (<i>mgl 37H3/4</i>) 	<p style="text-align: center;">[1 and 2]</p> <ul style="list-style-type: none"> - The iPads are routinely used in grade nine and ten Humanities classes. - iPads are routinely used in Conceptual Earth Science, Biology and Math classes. - Multiple formal iPad development workshops have been held to support the increased use of iPads; 4 <i>Teachers Using Technology</i> workshops have also been held by the Instructional Technology Specialists. - The use of the following Web 2.0 tools has significantly increased: Google Classroom, Learning Management Services (Course Sites and Blackboard), Turn-it-In, weekly websites for classrooms, iMovies, podcasts, notability, Thinglink (for sharing student knowledge), Explain Everything, and SmartBoard / Smart Notebook tools. - Familiarity with and increasing use of Google Docs has facilitated improved internal communication. - More than a dozen workshops were provided for training on the use of the Aspen Grade Book. Fran Salter held a large number of one-on-one training sessions with teachers. - Counselors embedded the use of laptops into the senior seminars. The students were able to go directly to Naviance to be instructed on the site's general navigation and use. - Electronic submission of college recommendations is used by 90% of the teachers.

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	<p>3. Embed and implement structures for attendance and discipline interventions to comply with Chapter 222 (<i>mgl 37H3/4</i>)</p>	<p style="text-align: center;">Final Results continued</p> <ul style="list-style-type: none"> - Common district letters (notice of hearing, in-school and out of school short-term suspensions) were designed and procedures were reviewed by the high school administration and have been utilized for all suspensions in order to be in compliance with the new Massachusetts laws. - All suspensions have been recorded consistently in Aspen. Suspensions and attendance procedures were reviewed at the district Administrative Council and are being entered in a consistent manner across the district (this allows for needed interventions to be implemented in a more timely manner when students enter the high school). - Common attendance warning letters and attendance meetings have also been implemented in order to develop a plan to improve attendance. We will evaluate the effectiveness of these new procedures in decreasing unexcused absences at the end of the year. - The high school continues to promote strong attendance. There is a school Attendance Policy that continues to be enforced so that students are consistently present for class content and instruction. The daily attendance rate reported for the NEASC Annual Information Report is 97%. - Deans' offices routinely call home when student attendance is inconsistent or a call has not been received to notify the school of a student absence. The Deans review attendance on a daily basis; they address unexcused absences and/or other issues a minimum of 3 times per week. - The weekly Student Support Team meetings include discussions on student attendance and/or strategies to improve attendance. - The 2015-2016 School Improvement Plan will address an increase in the number of cases involving school avoidance, school refusal, and chronic attendance issues related to a documented medical diagnosis. This area of increasing concern will need to remain in our discussions across Student Support Teams and the school. -We need to begin discussions on the possible development of resources and/or programs to support students and families when significant gaps in attendance occur. It is likely that the resources will impact future budget considerations.
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Wellness Goal	Implementation	Final Results
<p>If we actively foster perseverance, resiliency, and coping strategies, then student wellness (physical and emotional) will improve.</p>	<p>Continue to develop programs that support wellness.</p> <ol style="list-style-type: none"> 1. Through the review process in Guidance, examine the current curriculum and programming for building resiliency, perseverance, and coping strategies. 2. Determine appropriate grade level goals for self-determination and advocacy in various school settings. 3. Implement a minimum of two time management activities in Extended Homerooms. 4. Provide specific strategies for students and parents in Newsletters and other communications. 	<p style="text-align: center;">[1]</p> <ul style="list-style-type: none"> - We anticipate helpful recommendations from the Guidance curriculum review process. - The Guidance department amended the Freshman seminar curriculum to include resiliency and coping strategies. Individual meetings were held with students in grade nine, ten, and eleven during the Course Recommendation and Selection process to foster balance in student schedules and course loads. <p style="text-align: center;">[2]</p> <ul style="list-style-type: none"> - The faculty held 2 interdisciplinary discussions (25 groups) on resiliency, perseverance, and coping strategies. The feedback and ideas are being reviewed by a faculty group of 30 to determine appropriate school-wide grade level goals. A summer workshop will be held to develop the final draft for implementation in 2015-2016. - Through the LEF School Community Grant, Maria Trozzi provided December training for the School Response Team, counselors, and representative social workers on grief and loss protocols. The faculty received training on January 12. The training will ensure consistent and appropriate responses that align with district protocols. - Maria Trozzi presented a parent workshop in March on the topic of building resilient students/adolescents. Parents of students K-12 attended the workshop. <p style="text-align: center;">[3 and 4]</p> <ul style="list-style-type: none"> - The January and May extended homerooms included time management activities that address balanced schedules, as well as an emphasis on students giving themselves permission to unplug, relax, et cetera. - The monthly parent meetings with the Associate Principal and the Site Council and PTSA meetings with the Principal have included discussions to address time management and implementation step #2. - The spring Newsletter articles from the Principal address the need for balance, including unscheduled time, free play, and down time in the summer months.

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<p>Continue to develop programs that support wellness.</p> <ol style="list-style-type: none"> 1. Through the review process in Guidance, examine the current curriculum and programming for building resiliency, perseverance, and coping strategies. 2. Determine appropriate grade level goals for self-determination and advocacy in various school settings. 3. Implement a minimum of two time management activities in Extended Homerooms. 4. Provide specific strategies for students and parents in Newsletters and other communications. 	<p style="text-align: center;">Final Results continued</p> <ul style="list-style-type: none"> - The Youth Risk Behavior Survey reports that Lexington High students continue to fall below the national average and regional average (six comparative schools) in many risky behaviors. - The Youth Risk Behavior Survey report indicates that students believe many teachers do not know the <i>actual</i> levels of stress students are under. However, the report also states that programming at LHS designed to reduce stress may be having a positive impact. Both of these elements will continue to be a focus for the high school. - The Leadership Team developed new course level descriptions for the 2015 Course Catalog. The course levels are now aligned with descriptors that address the learning environment (structured, guided, independent), pace, skill development, critical thinking skills, and expected work outside of class for College Preparatory 2, College Preparatory 1, and Honors/Advanced Placement courses. - The new course level descriptions are designed to clarify conversation during the Course Recommendation and Selection process, to create consistency of expectations, and to foster dialogue between all parties around appropriate levels and a balanced academic and extracurricular load.
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Lexington High School 2014-2015 School Improvement Plan Final Report

School Culture Goal	Implementation	Final Results
<p>If all educators implement and enforce common expectations for digital and academic citizenship, then students will be better equipped to contribute to the school community in a positive manner.</p>	<p>1. Establish clear digital citizenship expectations with the student body.</p> <p>2. As a school community, establish clear guidelines for academic citizenship; continue the development of a new policy that focuses on expected behaviors.</p> <p>3. Develop a working committee to explore how to embed the existing leadership and citizenship opportunities into the course catalog and student schedules.</p> <p>4. Assist and support Lexington Public Schools in creating mission, vision, and belief statements that foster academic learning and guide the school culture.</p>	<p style="text-align: center;">[1]</p> <ul style="list-style-type: none"> - The Digital Citizenship Pledge was included in the school agenda books. The pledge is posted in all classrooms and offices. Six workshops were held for teachers in the fall. Every teacher who attended a workshop last year and this fall has a CD with available lesson plans. A summer workshop in 2015 will collect feedback on the language in the current pledge. - The Deans routinely use the tenets of the Digital Citizenship Pledge to guide conversations with students. Administrators are having numerous discussions with students as a result of the inappropriate use of social media; students respond positively to the use of the pledge as a learning tool. - In the December, students identified the scenarios that positively and negatively impact their lives in a digital world (use of tools, particularly social media). The students identified several major themes that will be included in our work with students in 2015-2016, including but not limited to: more respectful on-line behavior toward peers; post positive messages more frequently; understand the gravity of our actions when social media is hurtful to others; intent and meaning is lost via text and social media; address the existing peer pressure to contribute to poor on-line behavior; settle differences in person, do not hide behind anonymous on-line activity. <p style="text-align: center;">[2]</p> <ul style="list-style-type: none"> - Teachers reviewed their expectations for academic citizenship with each class at the start of the year. At this point in time, it is clear that we will not be able to develop a new policy for the start of 2015-2016. <p style="text-align: center;">[3 and 4]</p> <ul style="list-style-type: none"> - The Site Council, Student Faculty Senate, and faculty identified the positive components of the lost X block that fostered leadership and citizenship opportunities. A draft list of extension and intervention opportunities will be explored further in 2015-2016, in conjunction with information gathered from Conval High School in New Hampshire on the scheduling of flex blocks (options for remediation, enrichment, and leadership). - 4 teachers and 6 administrators attended a presentation by Conval High School. We will incorporate elements of the Conval structure in 2016-2017. - The core beliefs of the district are routinely referenced in written and oral communication.

Lexington High School 2014-2015 School Improvement Plan Final Report

School Culture Goal	Implementation	Final Results
<p>If all educators implement and enforce common expectations for digital and academic citizenship, then students will be better equipped to contribute to the school community in a positive manner.</p>	<p>Open the Aspen Grade Book on the Student and Parent Portals to foster digital skills related to strengthening student communication with teachers.</p>	<ul style="list-style-type: none"> - The Leadership Team, Site Council, Student Faculty Senate, and full faculty provided input for the development of the Aspen Guideline document for students and parents. - The students received information about the grade book in the January 13 homeroom. They also received the information via email. - The parents received goals, general information, and the Aspen guidelines via postal mail and email the week of January 19. - Teachers held ongoing discussions with individual classes on their collaboration with students on the use of the grade book. Early feedback indicates that these discussions have provided clarity and a sense of collaboration. - The Aspen grade book is public at the mid-point and close of each quarter. This began in Quarter 3. - Approximately one quarter of the teachers have chosen to make their individual grade book public throughout quarter 3 and quarter 4 (optional).

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2015 -2016**

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David Wininger, Faculty Member

Lexington High School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Academic Goal</p> <p>If educators expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Conceptualize <u>homework</u> as an instructional strategy (faculty, student, and parent feedback).</p> <p>Investigate how the daily block schedule and extracurricular activities impact instructional strategies and the scope of interventions to be implemented for students (<u>Response to Instruction and Intervention</u>).</p> <p>Continue to streamline school processes related to <u>Response to Intervention</u></p> <p>Evaluate how extracurricular activities impacts the daily and weekly <u>student workload</u>.</p> <p>Provide relevant and consistent <u>professional learning related to the use of iPads, Blended Learning, Web 2.0 tools, and email</u>.</p>	<p>September to June</p> <p>November to April</p> <p>October to May</p> <p>September to June</p> <p>September to June</p>	<p>Identify the common practices for providing feedback on homework</p> <p>Identify the current use of homework as part of grading practices across common courses</p> <p>Collect feedback on school processes related to Response to Intervention</p> <p>Collect data from students, the Athletic Director, club advisors, NHS advisor, and Performing Arts Coordinator on hourly requirements for extracurricular activities</p> <p>Observe and provide feedback on the use of iPads, Blended Learning, and Web 2.0 tools</p>	<p>Analyze collected feedback and data on homework practices within and across course levels</p> <p>Analyze collected feedback and data on how homework is included as part of a quarterly grade within and across course levels</p> <p>Analyze feedback on intervention strategies to sustain continued growth and program development</p> <p>Analyze data on extracurricular activities</p> <p>The increased use of technology resources enhanced instructional practice and student learning</p>

Lexington High School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Social/Emotional Goal</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Implement recommendations from the <u>Guidance curriculum review</u> related to strengthening advocacy skills, resiliency, and coping strategies.</p> <p>Implement <u>grade level targets for resiliency, advocacy and communication skills</u> in various school settings.</p> <p>Determine an action plan to <u>integrate flexible intervention and extension blocks</u> into the weekly schedule.</p> <p>Continue to explore on-line curriculum options to foster flexibility for students in need of <u>credit recovery</u></p> <p>Monitor the newly implemented stipend position for online <u>credit recovery</u></p>	<p>September to June</p> <p>September 2015</p> <p>November to April</p> <p>August to February</p> <p>October to May</p>	<p>Observe and provide feedback on the implemented recommendations from the Guidance review</p> <p>Hold on-going discussions among educators and with students related to implemented recommendations</p> <p>Include questions related to grade level targets in the faculty and student survey</p> <p>Pilot scheduling software for flexible blocks</p> <p>Expand online curriculum options and develop a list of internally approved options within the district</p> <p>Seek student, parent, and educator feedback related to online curriculum options and the effectiveness of the credit recovery stipend position</p>	<p>Analyze the annual faculty and student survey results related to implemented recommendations</p> <p>Analyze data from the faculty and student survey related to the implementation and use of grade level targets</p> <p>Evaluate scheduling software for the flexible intervention and extension blocks</p> <p>Evaluate multiple on-line curriculum programs</p> <p>Collect and analyze data on the causes of credit loss and student progress toward graduation requirements (credit recovery)</p> <p>Analyze the feedback regarding online curriculum options and use (credit recovery)</p> <p>Evaluate the effectiveness and future scope of the stipend position that supports credit recovery</p>

Lexington High School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment
<p>SCHOOL CULTURE Goal 1</p> <p>All members of the high school community (educators, students, and parents) will work together to contribute to the overall well-being of the school culture.</p>	<p>As a school community, reinforce <u>digital citizenship</u> expectations that address the use of social media and available technology</p>	<p>September to June</p>	<p>Track positive and negative patterns of behavior related to digital citizenship</p>	<p>Evaluate data related to digital citizenship and the use of social media</p>
	<p>Create, implement, and reinforce <u>citizenship</u> in the school community and community at-large</p>	<p>September to June</p>	<p>Observe, listen, and record community feedback related to individual and collective contributions to the school community and school culture</p>	<p>Evaluate school and community feedback on the school culture</p>
	<p>Develop a working committee to explore how to embed existing <u>leadership and citizenship opportunities into the course catalog and student schedules</u>.</p>	<p>August to December</p>	<p>The working committee submits a report to the Principal in December (prior to the Course Recommendation and Selection process)</p>	<p>Target: Leadership and citizenship opportunities are included in the Course Catalog/daily student schedules (or recommendations for future implementation are made to the Leadership Team)</p>
	<p>Openly discuss the positive and negative sources and outcomes of a <u>competitive school culture</u></p>	<p>September to March</p>	<p>The mission, vision, and guiding principles are practiced in educator dialogue, instruction, decision-making, professional learning, and community partnerships</p>	<p>Identify the positive and negative outcomes of a competitive school culture.</p>
	<p>Support the <u>Lexington Public Schools</u> mission, vision, and guiding principles that foster a positive school culture.</p>	<p>September to June</p>	<p>The mission, vision, and guiding principles are visible in the school community and in partnerships with the Lexington community</p>	<p>The mission, vision, and guiding principles are visible in the school community and in partnerships with the Lexington community</p>

Lexington High School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment
<p>SCHOOL CULTURE Goal 2</p> <p>If we increase safety procedures in our school, then social, emotional, psychological, and physical well-being for students, staff and parents will be safeguarded, allowing students to learn successfully.</p>	<p>Implement training for the <u>Readiness and Emergency Management Systems</u> (REMS) for Alert, Lockdown, Inform, Counter, and Evacuate (ALICE)</p> <p>Faculty and staff are educated and prepared in the "ALICE" protocol</p> <p>Parent education is prepared in advance of student training</p> <p>Initial student education in the ALICE protocol</p>	<p>August 2015-June 2106</p> <p>September - December 2015</p> <p>January 2016</p> <p>February - March 2016</p>	<p>The school-based emergency management team is trained in the ALICE protocol</p> <p>The school-based emergency management team develops a roll-out plan in August-September 2015</p> <p>School participates in faculty and student drills</p> <p>The school-based emergency management team debriefs on training and drills in order to develop next steps</p>	<p>Sufficient training is provided for the school-based management team</p> <p>A positive and collaborative relationship continues with the Lexington Police Department</p> <p>The initial training and preparation steps are implemented and evaluated</p> <p>Evaluate feedback from all stakeholders in the process of emergency management protocols</p>



TOWN OF LEXINGTON

Department of Public Facilities

Patrick W. Goddard
Director of Public Facilities

Tel: (781) 274-8958
Email: pgoddard@lexingtonma.gov

To: Dr. Paul Ash

May 14, 2015

From: Pat Goddard

Agenda Item: School Committee Support for Chapter 149A Procurement Method for Multiple School Projects

Dr. Ash,

Hill International is preparing the Town of Lexington application to the Office of the Inspector General for approval to utilize the Chapter 149A alternative delivery method for the multiple school construction projects in the Consensus Plan. Additionally, it has not yet been decided if additional projects at the Middle Schools and the High School are moving forward, but if they do they should also be implemented with Chapter 149A procurement.

The Estabrook School was constructed utilizing the Chapter 149A delivery method. Under this method, the Permanent Building Committee is able to utilize an RFP process to select the most advantageous proposal from the Construction Managers that submit qualifications for the project. This process yielded positive results for the Estabrook Project, with the building being constructed on an occupied school site with an aggressive construction schedule.

Hill has drafted the motion below that is necessary to be included in the application and the motion has been reviewed by Town Counsel.

Motion:

That the Town Manager, subject to recommendation of the Permanent Building Committee, be authorized to execute one or more contracts with a construction manager at risk contractor, in accordance with M.G.L. Chapter 149A and plans and procedures to effectively manage and ensure competitive fairness, evaluation and reporting in the procurement of such contract or contracts, for construction of building expansions to the Bowman, Bridge, Fiske, and Harrington Elementary Schools, the Clarke and Diamond Middle Schools, and a new Hastings Elementary School, and other planned improvements for those sites in accordance with the process established in the Lexington School Project Consensus Plan dated March 4, 2015 and the Lexington School Department Five Year Capital Program.

As background, I have included the Consensus Plan and the FY 2016 Five Year Capital Program projects being considered for this delivery method.

Let me know if you have any questions.

Pat

School Building Project Consensus Plan

Consensus of the 25 February 2015 Lexington Budget Collaboration/Summit

Introduction

This document describes the consensus position of the Lexington Budget Collaboration/Summit (Board of Selectmen [BoS], School Committee, Appropriation Committee, and Capital Expenditures Committee) held on February 25, 2015 (“Summit”), regarding Article 2 of the March 2015 Special Town Meeting #1.

That Article will request initial funding to develop various school-building projects in response to ongoing and future overcrowding issues, and building-condition issues, in the Lexington Public School (LPS) System. The projects cover school buildings serving grades Pre-Kindergarten (Pre-K), K-5, and 6-8, and may include pre-fabricated classrooms, brick-and-mortar additions, and/or a new elementary school building. Total costs are estimated to be on the order of \$100 to \$120 million. A debt-exclusion vote will be required to finance the costs of the actual construction and the design & engineering costs for projects that proceed to construction.

This document is the result of the discussions of a working group before the Summit composed of two members from the BoS and each committee, and reflects subsequent feedback obtained from deliberations of the BoS on February 23, 2015, and deliberations of the School Committee on February 21 & 23, 2015, and again at the Summit, as well as input from the Appropriation and Capital Expenditures Committees.

Basic Assumptions

Enrollment growth has been growing at approximately 2% per year for the past seven years and it is causing overcrowding in existing school facilities now. This growth is expected to continue for several more years, bringing even greater pressure to a strained school system.

The LPS System requires expanded school facilities to properly meet its educational mandates, and to limit the need for expensive out-of-district placements.

The long-term goals for the public school system are to:

- keep school buildings moving towards their optimal usage,
- minimize disruptions to students,
- avoid extremes of over- or under-utilization.

The Town must pursue these goals in a fiscally responsible manner, and without ignoring other vital capital projects (e.g., public-safety buildings).

The requested appropriation will be based on a flexible plan that allows the Town to begin by spending some of the requested funds to study a set of alternatives in depth. Some options may be modified or eliminated during this process. In late summer or early fall, the School Committee and the BoS will coordinate the refinement of the plan, with advice from the two

finance committees, and then the BoS will approve additional spending from the original appropriation. Depending on the project, that additional spending will advance the work into the design development or construction-and-bid document phases. The results of this process will inform the request for funds at a fall Special Town Meeting.

Input from the Department of Public Facilities and the Permanent Building Committee is expected throughout this process—for both facility planning and for advice on timing needed to execute desired projects.

Planning Process

The Town must carefully manage its spending in light of the uncertainty around future needs in the school system. Our process for school planning will be to keep a close eye on long-range trends, while limiting definitive construction plans to a 3-year window. We will monitor this plan continually, and re-assess the plan at least annually.

Leased Modular Classrooms

Leased modular classrooms (lifespan of 3 to 10 years) provide only short-term solutions to what we see as a long-term problem.

Pre-Fabricated Classrooms

Adding pre-fabricated classrooms with a lifespan of 20+ years at the Bridge, Bowman, and Fiske elementary schools, and the Diamond and Clarke middle schools, will help to alleviate current overcrowding in those schools.

Once the populations at Bridge and Bowman are lowered, their pre-fabricated classrooms or equivalent square footage of existing space will be adapted for other school system needs such as in-house special education programs. That reallocation will not significantly increase pressure on core spaces.

We will start by doing feasibility and design-development work for all the pre-fabricated classrooms. In order to bring them online quickly, the Town may opt to proceed with construction-and-bid documents for some or all of these locations prior to a fall Special Town Meeting. This will be contingent on a review of the studies and would be initiated by a request of the School Committee, a review of funding needs by the financial committees, with final approval from the BoS.

Bricks and Mortar

The existing Maria Hastings elementary school requires significant repairs. It is also burdened with sub-standard-sized classrooms, and its 8 modular classrooms are well past their intended lifespan. Constructing a new school on the site is the preferred solution. The new school should be designed as a 30-classroom (5 sections of each grade K-5) building with up to 9 more classrooms than the existing facility (including its modulars), assuming that the site and resulting traffic circulation can accommodate that size. The request to the upcoming Special Town

Meeting #1 covers a feasibility study for a new building on the Hastings site both with and without pre-K.

In the fall, if the feasibility study shows that a new Hastings School can be constructed on the site, then a construction proposal for Hastings (and any other components determined to be necessary and desirable) will be brought to Town Meeting and a debt-exclusion vote will be presented to the voters at the end of the year or early in 2016. The current Hastings School will remain in operation during construction.

In parallel, the Town will again file a Statement of Interest (SOI) with the Massachusetts School Building Authority (MSBA) for the Hastings School. We expect to receive a response to this filing by the end of the year; the Town's 2014 SOI filing was declined by the MSBA in December 2014. Should the MSBA accept our request and choose to partner with the Town on the Hastings project, the design will be subject to constraints imposed by the MSBA. The Town will have the opportunity to continue on its own or to engage with the MSBA.

For the (new) Harrington, the architectural consultant firm Symmes Maini & McKee Associates (SMMA) has proposed a complicated renovation that incorporates an expanded Pre-K and an enlarged cafeteria and gym. This proposal is expensive considering the number of new classrooms that would result, and it requires moving three geothermal wells. This plan will not be studied.

Contingency funding is included for exploring options at Harrington and Fiske if the preferred plan for a larger Hastings proves to be infeasible. At Harrington and Fiske we have the option to develop feasibility studies for expansion.

Based on the analysis by DiNisco Design, the Estabrook School site is not considered suitable for expansion.

Pre-K

Pre-K requires 15,000 square feet as a standalone program. It is currently hosted at Harrington with a recently expanded satellite program at the Central Office (old Harrington). Relocating the entire Pre-K program to a new building would allow the four Pre-K classrooms at Harrington to be refurbished for use as K-5 classrooms. Filling these four K-5 classrooms would bring the school's population to the maximum of the school's core capacity.

We will study the feasibility of constructing a new Pre-K building or relocating the Pre-K program to an existing building. If a site is identified, then work will proceed on the design-development phase for the construction of a new building or the renovation of an existing building. A plan for the minor refurbishments needed at Harrington would be included in this project.

Middle Schools

For the two Middle Schools, the topography at Diamond is more suitable to an extension, and we would rather do construction at only one Middle School. We will perform a feasibility study for adding a single large extension at Diamond. We will also study an extension at Clarke in the

event that the Diamond site cannot accommodate the physical-space or educational-policy needs (e.g., effects of such a large school) of the school system on its own.

Redistricting

The potential benefits of any redistricting plan are based on untested assumptions. The School Committee will initiate a technical redistricting study to identify plans and will provide an analysis of the pros and cons of each so that policy discussions can occur later this year.

The study will explore redistricting plans that would shift school density away from more-crowded schools towards Estabrook at the northwest end of town. If deemed practical, such a plan will be implemented as soon as possible.

Given the volatility of students moving into and out of the school system throughout town, plans that are not traditional in Lexington should be explored. For example, adding “buffer zones” at district boundaries might allow districts to adapt by placing *new* students into one of two or three adjoining districts. These buffer zones would be large enough to accommodate volatility, but not so large as to require unreasonable bus routes.

Section XI: Capital Investment

INTRODUCTION

A crucial aspect of the Town's operations, from providing services to its residents and businesses to equipping employees to effectively perform their jobs, requires the existence of certain basic physical assets. These assets include streets, water mains, parks, buildings, large equipment and technology. They must be purchased, maintained and replaced on a timely basis or their usefulness in providing public services will diminish. The Town's five-year Capital Improvements Program and annual Capital Budget are developed to ensure adequate capital investment in the Town's assets.

DEFINITION OF CAPITAL PROJECTS

A capital project is defined as a major, non-recurring expenditure that generally meets all of the following criteria:

- Massachusetts General Laws permit the Town to issue bonds to finance the expenditure;
- The expenditure is \$25,000 or more;
- The expenditure will have a useful life of 10 years or more for buildings or building components and 5 years for vehicles and equipment; and
- Planning, engineering, or design services may be considered capital when such services are integral to a construction, renewal, or replacement project that meets the criteria for a capital expenditure.

CAPITAL POLICY FRAMEWORK

The FY2016 Capital Budget was developed within the capital policy framework initially adopted by the Board of Selectmen in 1991, and subsequently amended in 2006 and 2009 to ensure adequate planning and funding for capital investment, particularly cash capital projects within the general fund. This capital investment strategy includes the following major elements:

- Multi-year planning for capital investment;
- Debt exclusions for major capital projects; and
- Ensuring sufficient operating budget resources for maintaining capital assets.

FIVE-YEAR CAPITAL PROGRAM

Five-year capital improvement planning has been part of Lexington's budget development process for many years. Multi-year planning allows proper staging and sequencing of capital projects to smooth financing plans and to make funding needs more predictable. Capital investment requirements can vary, involving unique large projects such as a fire vehicle or a school building. Other capital investment needs are recurring such as the annual program to resurface roadways.

The five-year Capital Improvement Program includes all anticipated capital projects identified by **school** and municipal **departments** over the next five years.

will research and document existing conditions for the First Parish building, assess key elements of the exterior, structure and mechanical/electrical systems, and determine priority needs for future preservation and repairs. A portion of the total cost of this work will be provided by the First Parish.

DEFERRED FY2016 AND PROPOSED FY2017 TO FY2020 CAPITAL REQUESTS							
Department	Project Name	Deferred 2016	FY 2017	FY 2018	FY 2019	FY 2020	TOTALS
Community Development							
	Parker Meadow Accessible Trail Construction	\$ -	TBD	\$ -	\$ -	\$ -	\$ -
	Land Acquisition	\$ -	TBD	TBD	TBD	TBD	TBD
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Economic Development							
	Parking Meter Replacement	\$ -	TBD	\$ -	\$ -	\$ -	\$ -
	Grain Mill Alley	\$ -	\$ 325,000	\$ -	\$ -	\$ -	\$ 325,000
		\$ -	\$ 325,000	\$ -	\$ -	\$ -	\$ 325,000
Fire and Rescue							
	Ambulance Replacement	\$ -	\$ -	\$ 280,000	\$ -	\$ -	\$ 280,000
	Fire Station Headquarters Replacement	\$ 242,000	TBD	\$ -	\$ -	\$ -	\$ 242,000
	Portable Radio Replacement	\$ -	\$ -	\$ -	TBD	\$ -	\$ -
	Ladder Truck Replacement	\$ -	\$ 1,000,000	\$ -	\$ -	\$ -	\$ 1,000,000
	Public Safety Radio Stabilization	\$ -	\$ 90,000	\$ -	\$ -	\$ -	\$ 90,000
		\$ 242,000	\$ 1,090,000	\$ 280,000	\$ -	\$ -	\$ 1,612,000
Library							
	Cary Library Internal Reconfiguration	\$ -	\$ 375,000	\$ -	\$ -	\$ -	\$ 375,000
		\$ -	\$ 375,000	\$ -	\$ -	\$ -	\$ 375,000
Information Services							
	Replace Town Wide Phone Systems-Phase V	\$ -	\$ 204,000	\$ -	\$ -	\$ -	\$ 204,000
	Head End Equipment Replacement - unfunded year	\$ -	\$ 125,000	\$ 250,000	\$ -	\$ -	\$ 375,000
	Municipal Technology Improvement Program- Phase IV	\$ -	\$ -	\$ 100,000	\$ 55,000	\$ 80,000	\$ 235,000
	Network Redundancy & Improvement Plan - Phase IV	\$ -	TBD	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ 329,000	\$ 350,000	\$ 55,000	\$ 80,000	\$ 814,000
Police							
	Police Station; Renovation and Add-on Design and Engineering	\$ -	\$ -	\$ -	TBD	TBD	TBD
	Police Outdoor/Indoor Firing Range - Hartwell Avenue	\$ -	TBD	\$ -	\$ -	\$ -	TBD
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Public Facilities							
	Townwide Roofing Program	\$ -	\$ 416,408	\$ 285,443	\$ 704,834	\$ 1,950,384	\$ 3,357,069
	School Building Envelope and Systems Program	\$ -	\$ 215,000	\$ 221,000	\$ 228,000	\$ 231,600	\$ 895,600
	Middle Schools Space Mining	\$ 350,000	\$ -	\$ -	\$ -	\$ -	\$ -
	LHS Heating Systems Upgrade Phases 4 - 8	\$ -	\$ 368,000	\$ 4,460,000	\$ 2,570,000	\$ 3,230,000	\$ 10,628,000
	Municipal Building Envelope and Systems	\$ -	\$ 187,329	\$ 192,012	\$ 196,812	\$ 201,732	\$ 777,885
	School Building Flooring Program	\$ -	\$ 125,000	\$ 125,000	\$ 125,000	\$ 125,000	\$ 500,000
	School Paving Program	\$ -	\$ 153,750	\$ 157,593	\$ 161,901	\$ 166,000	\$ 639,244
	Interior Painting Program	\$ 24,169	\$ 161,534	\$ -	\$ -	\$ -	\$ 185,703
	Public Facilities Bid Documents	\$ -	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 300,000
	Diamond Energy Improvements	\$ -	\$ 250,000	\$ 3,500,000	\$ -	\$ -	\$ 3,750,000
	Visitors Center	\$ -	\$ 2,080,298	\$ -	\$ -	\$ -	\$ 2,080,298
	Middle School Science and Performing Arts	\$ -	\$ 250,000	\$ 3,100,000	\$ -	\$ -	\$ 3,350,000
	Hastings School Renovation/Replacement	\$ -	\$ 3,800,000	\$ 55,200,000	\$ -	\$ -	\$ 59,000,000
	Clarke Middle School Circulation and Parking Improvements	\$ -	\$ 2,200,000	\$ -	\$ -	\$ -	\$ 2,200,000
	Security Camera Upgrade to Digital from Analog	\$ -	\$ 77,000	\$ 82,500	\$ 49,500	\$ -	\$ 209,000
	Public Facilities Mechanical/Electrical System Replacements	\$ -	\$ 423,500	\$ 484,000	\$ 544,500	\$ 605,000	\$ 2,057,000
	Elementary School Short Term Capacity Increase	TBD	TBD	TBD	TBD	TBD	TBD
	Lexington Public School Educational Capacity Increase	TBD	TBD	TBD	TBD	TBD	TBD
	Community Center Sidewalk	\$ -	TBD	\$ -	\$ -	\$ -	\$ -
		\$ 374,169	\$ 10,782,819	\$ 67,882,548	\$ 4,653,547	\$ 6,584,716	\$ 89,927,799
Public Works							
	Center Streetscape Improvements	\$ 1,300,000	\$ 1,333,333	\$ 1,333,333	\$ 1,333,333	\$ -	\$ 5,300,000
	Automatic Meter Reading System	\$ -	\$ 657,250	\$ 496,000	\$ 496,000	\$ -	\$ 1,649,250
	Equipment Replacement	\$ -	\$ 840,000	\$ 790,000	\$ 790,000	\$ 770,000	\$ 3,190,000
	Street Improvements	\$ -	\$ 2,548,560	\$ 2,564,552	\$ 2,580,943	\$ 2,597,744	\$ 10,291,799
	Storm Drainage Improvements and NPDES compliance	\$ -	\$ 340,000	\$ 340,000	\$ 340,000	\$ 340,000	\$ 1,360,000
	Sanitary Sewer System Investigation and Improvements	\$ -	\$ 1,200,000	\$ 1,200,000	\$ 1,200,000	\$ 1,200,000	\$ 4,800,000
	Hydrant Replacement Program	\$ -	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 600,000
	Pump Station Upgrades	\$ -	\$ 600,000	\$ 600,000	\$ 600,000	\$ 600,000	\$ 2,400,000
	Comprehensive Watershed Storm Water Management Study and Implementation	\$ -	\$ 390,000	\$ 390,000	\$ 390,000	\$ 390,000	\$ 1,560,000
	Water Distribution System Improvements	\$ -	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 4,000,000
	Mass Ave - Three Intersections Improvement	\$ -	\$ 50,000	\$ -	\$ 6,550,000	\$ -	\$ 6,600,000
	Sidewalk Improvement	\$ -	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 1,600,000
	Dam Repair	\$ -	\$ 530,000	\$ -	\$ -	\$ -	\$ 530,000
	Battle Green Master Plan - Phase 3	\$ -	\$ 570,438	\$ -	\$ -	\$ -	\$ 570,438
	Town Wide Culvert Replacement	\$ -	\$ 390,000	\$ 390,000	\$ 390,000	\$ 390,000	\$ 1,560,000
	Town-wide Signalization Improvements	\$ -	\$ 125,000	\$ 125,000	\$ 125,000	\$ 125,000	\$ 500,000
	Hartwell Avenue Infrastructure Improvements	\$ -	\$ -	\$ -	TBD	\$ -	TBD
	Municipal Parking lot improvements	\$ -	\$ 40,000	\$ 440,000	\$ -	\$ -	\$ 480,000
	Hartwell Avenue Compost Site Improvements	\$ -	\$ 350,000	\$ -	\$ -	\$ -	\$ 350,000
	Battle Green Streetscape Improvements	\$ -	\$ 900,000	\$ -	\$ -	\$ -	\$ 900,000
	Westview Cemetery Building Renovations Assessment	\$ -	TBD	\$ -	\$ -	\$ -	TBD
	Public Parking lot Improvement Program	\$ -	\$ 100,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 1,600,000
	Minuteman Bikeway Wayfinding	\$ -	\$ 330,000	\$ -	\$ -	\$ -	\$ 330,000
		\$ 1,300,000	\$ 12,844,581	\$ 10,718,885	\$ 16,845,276	\$ 8,462,744	\$ 50,171,487

SECTION I
INSTRUCTION

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IB ACADEMIC FREEDOM

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IC/ICA SCHOOL YEAR/SCHOOL CALENDAR

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ID SCHOOL DAY

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IE ORGANIZATION OF INSTRUCTION

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IGA CURRICULUM DEVELOPMENT

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IGB SUPPORT SERVICES PROGRAMS

IGD CURRICULUM ADOPTION

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IHA BASIC INSTRUCTIONAL PROGRAM

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IHAE PHYSICAL EDUCATION

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IHAI OCCUPATIONAL EDUCATION

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IHAM HEALTH EDUCATION

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IHAM-R HEALTH EDUCATION

~~**IHAMA** PARENTAL NOTIFICATION RELATIVE TO SEX
EDUCATION POLICY (L)~~

IHAMA PARENTAL NOTIFICATION RELATIVE TO SEX
EDUCATION (MASC)

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IHAMB TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO
PREVENTION

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IHB SPECIAL INSTRUCTIONAL PROGRAMS AND
ACCOMMODATIONS

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IHBA PROGRAMS FOR STUDENTS WITH DISABILITIES

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IHBAA OBSERVATIONS OF SPECIAL EDUCATION
PROGRAMS

IHBD COMPENSATORY EDUCATION

IHBEA	ENGLISH LANGUAGE LEARNERS	Formatted: Font color: Accent 1
IHBF	HOMEBOUND INSTRUCTION	
IHBG	CONSIDERATION OF HOME SCHOOLING REQUESTS UNDER M.G.L. C. 76 SECTION 1 (L)	
IHBG	HOME SCHOOLING(MASC)	Formatted: Font color: Accent 1
IHBG-R	HOME SCHOOLING	
IHBGA	CRITERIA FOR HOME SCHOOLING FOR HEALTH EDUCATION	
IHBH	ALTERNATIVE SCHOOLPROGRAMS	Formatted: Font color: Accent 1
IHCA	SUMMER SCHOOLS	
IHCFA	EXTENDED DAY PROGRAMS POLICY <u>- ON HOLD</u>	
<u>IIB</u>	<u>CLASS SIZE</u>	
IJ	INSTRUCTIONAL MATERIALS	Formatted: Font color: Accent 1
IJ-R	RECONSIDERATION OF INSTRUCTIONAL RESOURCES	
IJJ	TEXTBOOK SELECTION AND ADOPTION	
IJK	SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION	
<u>IJL</u>	<u>LIBRARY MATERIALS SELECTION AND ADOPTION</u>	Formatted: Font: 12 pt, Bold, Font color: Accent 1
IJLA	LIBRARY RESOURCES	Formatted: Font color: Accent 1
IJM	SPECIAL INTEREST MATERIALS SELECTION AND ADOPTION	
<u>IJND</u>	<u>CURRICULUM AND INSTRUCTION – ACCESS TO ELECTRONIC MEDIA</u>	Formatted: Font color: Accent 1
IJNDB	STANDARDS FOR THE ACCEPTABLE USE OF TECHNOLOGY IN THE LEXINGTON PUBLIC SCHOOLS (L)	
IJNDB	ACCEPTABLE USE POLICY – TECHNOLOGY (MASC)	

~~IJNDB-E-1~~ ~~GUIDELINES FOR STUDENT INTERNET USE FOR TEACHERS IN GRADES K-5 (L)~~

~~IJNDB-E-2~~ ~~GUIDELINES FOR STUDENT INTERNET USE FOR STUDENTS IN GRADES 6-12 (L)~~

~~IJNDB-E~~ ~~USER AGREEMENT FOR PARTICIPATION IN AN ELECTRONIC COMMUNICATIONS SYSTEM (MASC)~~

~~IJNDB-R~~ ~~ACCEPTABLE USE POLICY - TECHNOLOGY~~

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~~IJNDC~~ ~~SCHOOL AND DISTRICT WEB PAGES~~

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~~IJNDC-R~~ ~~WEB SITE GUIDELINES AND PROCEDURES FOR APPROVAL~~

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~~IJNDD~~ ~~POLICY ON FACEBOOK AND SOCIAL NETWORKING WEB SITES~~

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~~IJOA~~ ~~FIELD TRIPS (L)~~

~~IJOA~~ ~~FIELD TRIPS(MASC)~~

~~IJOA-1~~ ~~FIELD TRIPS~~

~~IJOB~~ ~~COMMUNITY RESOURCE PERSONS/SPEAKERS~~

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~~IJOC~~ ~~SCHOOL VOLUNTEERS - ON HOLD~~

~~IK~~ ~~STUDENT PROGRESS REPORT TO PARENTS/GUARDIANS~~

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~~IKB~~ ~~HOMEWORK POLICY - ON HOLD~~

~~IKE~~ ~~PROMOTION AND RETENTION OF STUDENTS~~

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~~IKEB~~ ~~AWARDING OF HIGH SCHOOL CREDIT TO EIGHTH GRADERS~~

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~~IKF~~ ~~GRADUATION REQUIREMENTS - ON HOLD~~

~~IL~~ ~~EVALUATION OF INSTRUCTIONAL PROGRAMS~~

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~~ILD~~ ~~EDUCATIONAL RESEARCH IN THE LEXINGTON PUBLIC SCHOOLS~~

~~ILD-R~~ ~~PROCEDURES FOR THE POLICY ON EDUCATIONAL RESEARCH IN THE LEXINGTON~~

PUBLIC SCHOOLS

IMA **TEACHING ACTIVITIES/PRESENTATIONS**

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~~**IMB** **TEACHING ABOUT CONTROVERSIAL ISSUES/
CONTROVERSIAL SPEAKERS**~~

IMD **SCHOOL CEREMONIES AND OBSERVANCES**

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~~**IMDC** **RELIGION IN THE LEXINGTON PUBLIC
SCHOOLS**~~

IMG **ANIMALS IN SCHOOL**

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ACADEMIC FREEDOM

The School Committee seeks to educate students in the democratic tradition, to foster recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

Fairness in procedures will be observed both to safeguard the legitimate interests of the schools and to exhibit by appropriate example the basic objectives of a democratic society as set forth in the Constitutions of the United States and the State.

| **SOURCE: MASC**

LEGAL REF.: Constitution of the Commonwealth of Massachusetts

File: IC/ICA

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval annually. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Education:

1. Elementary school will operate for a minimum of 180 days. Schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.
2. Secondary schools will operate for a minimum of 180 days. Schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

For the information of staff, students, and parents, the calendar will set forth the days schools will be in session; holidays and vacation periods; in service days; and parent conferences.

SOURCE: MASC

LEGAL REFS.: M.G.L. 4:7; 69:1G; 71:1; 71:4; 71:4A; 71:73; 136:12
Board of Education Regulations for School Year and School Day, effective 9/1/75
Board of Education, Student Learning Time Regulations
603 CMR 27.00, Adopted 12/20/94

~~NOTE: When a policy covers two topics that appear consecutively in the classification system, the codes and headings can be combined, as shown at the top of this page.~~

~~The category "School Year" is designed for policies about the year for students, rather than the working year for teachers and other staff members.~~

SCHOOL DAY

The length of the school day is established in the collective bargaining agreements with the various school unions. The specific opening and closing times of the schools will be recommended by the Superintendent and set by the Committee.

The Superintendent is authorized to make minor changes in opening and closing times to simplify transportation scheduling; however, major changes in schedules will be subject to Committee approval.

Parents and guardians will be informed of the opening and closing times set by the Committee. To help insure the safety of all children, parents will also be notified that students will not be admitted into the school building until 15 minutes prior to the start of the official day unless bus schedules require earlier admittance.

| **SOURCE: MASC**

LEGAL REFS.: M.G.L. 15:1G; 69:1G; 71:59
Board of Education Regulations for School Year and Day, effective 9/1/75

| **~~NOTE: Each Committee should verify the specific times set in the handbook for allowing students into the school building. In some cases, this may be established in the collective bargaining agreements.~~**

File: IE

ORGANIZATION OF INSTRUCTION

The District offers a diversified educational program compatible with the needs of the community and state standards.

The organizational plan is designed to facilitate the philosophy of educating every student, each to his/her fullest potential.

The structure will consist of multiple levels (for example, Primary/Elementary, Middle and Secondary levels).

The Primary/Elementary level includes schools with kindergarten through grade five. The Middle level consists of schools for grades six, seven and eight The Secondary level consists of schools with grades nine, ten, eleven, and twelve. *

Special education services are integrated across each grade level in all schools.

The organization is designed to meet the standards established within the Curriculum Frameworks as required by the State Dept. of Elementary and Secondary Education and to serve the needs of all students.

***NOTE: District to reflect local configuration.**

SOURCE: MASC

File: IGA

CURRICULUM DEVELOPMENT

Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the students in its schools. To be successful, curriculum development must be a collaborative enterprise involving staff and administrators utilizing their professional expertise.

The Committee expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition or deletion of courses to the instructional program.

| **SOURCE: MASC**

LEGAL REF.: M.G.L. 69:1E
603 CMR 26:05

File: IGB

SUPPORT SERVICES PROGRAMS

To support the classroom activities and other instructional needs of the District, various educational services as listed shall be provided. The Support Services staff will work in cooperation with building staff and the administration of the District in (1) the coordination and the supervision of the curriculum implementation of the instructional program, and (2) support services programs.

Curricular Supervision and Coordination

Coordinating personnel for specific curricular areas shall be assigned by the administration. These coordinators shall assist in the organization, supervision, and coordination of subject material and activities in the schools.

Support Services

The ~~Assistant Superintendent~~ for Curriculum and Instruction shall be responsible for all services for students who are not eligible for special education assistance, such as psychological services, speech correction, homebound and hospital teaching and such other programs as may be assigned.

SOURCE: MASC

CROSS REF.: ACE, Nondiscrimination on the Basis of Handicap

File: IGD

CURRICULUM ADOPTION

The School Committee will rely on its professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the school system.

The Superintendent will have authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals. The Committee itself will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach.

The Committee wishes to be informed of all new courses and substantive revisions in curriculum. It will receive reports on changes under consideration. Its acceptance of these reports, including a listing of the high school program of studies, will constitute its adoption of the curriculum for official purposes.

| [SOURCE: MASC](#)

LEGAL REF.: M.G.L. 71:1; 69:1E

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.

Academic standards will be developed for the core subjects of Mathematics, Science, Technology, History, and Social Science, English, Foreign Language, and the Arts.

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SOURCE: MASC

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

File: IHAE

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

File: IHAI

OCCUPATIONAL EDUCATION

The School Committee recognizes that students in kindergarten through grade 12 should:

1. Be afforded the opportunity to be informed about the world of work.
2. Be aware of the many vocations available to them.
3. Develop a respect for the dignity of work.
4. Be allowed the opportunity to develop an understanding regarding the technical, consumer, occupational, recreational and cultural aspects of industry and technology; they should also be afforded the opportunity to develop skills related to such aspects through creative problem solving experiences.

| ~~SOURCE: MASC~~

LEGAL REFS.: M.G.L. 71:37K; 71:38A through 71:38F; 74:1 et seq.
Board of Education Chapter 74 Regulations, adopted 6/28/77, effective 9/1/77

| ~~NOTE: This category may be used for career education, vocational education, or both. If a school system participates in collaborative programs, the details of such programs are more appropriately filed under LBB, Cooperative Educational Programs.~~

File: IHAM

HEALTH EDUCATION

Good health depends upon continuous life-long attention to scientific advances and the acquisition of new knowledge.

The School Committee believes that the greatest opportunity for effective health education lies within the public schools because of their potential to reach children at the age when positive, lifelong health habits are best engendered and because the schools are equipped to provide qualified personnel to conduct health education programs.

The School Committee is committed to a sound, comprehensive health education program as an integral part of each student's general education. **Health education will be taught as a separate academic discipline in grades K through 6 and as a separate class in grade 7.*8, 9, and 11.**

The health education program will emphasize a contemporary approach to the presentation of health information, skills, and the knowledge necessary for students to understand and appreciate the functioning and proper care of the human body. Students also will be presented with information regarding complex social, physical and mental health problems, which they might encounter in society. In an effort to help students make intelligent choices on alternative behavior of serious personal consequence, health education will examine the potential health hazards of social, physical and mental problems existing in the larger school-community environment.

In order to promote a relevant, dynamic approach to the instruction of health education, the School Committee will continue to stress the need for curricular, personnel, and financial commitments that are necessary to assure the high quality of the system's health education program.

~~*NOTE: Highlighted sentence should be changed to reflect district practice.~~

SOURCE: MASC

LEGAL REF.: M.G.L. 71:1

File: IHAM-R

**HEALTH EDUCATION
(Exemption Procedure)**

Exemption will be granted from a specific portion of health education curriculum on the grounds that the material taught is contrary to the religious beliefs and/or teachings of the student or the student's parent/guardian.

A request for exemption must be submitted in writing to the Principal in advance of instruction in that portion of the curriculum for which the exemption is requested. The request must state the particular conflict involved.

The Principal will confer with the teacher to determine the length of time a student will be exempt. The teacher will develop an alternative activity for which the student will receive credit.

The Principal will inform the parent/guardian of disposition of the request within a reasonable number of school days of receipt of the request.

| [SOURCE: MASC](#)

LEGAL REF.: M.G.L. 71:1

File: IHAMA

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION POLICY

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I. PURPOSE AND SCOPE

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

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II. APPLICATION

The Lexington Public Schools afford parents or guardians the flexibility to exempt their children from that portion of the curriculum that specifically involves human sexual education or human sexuality issues. Parents must request the exemption in writing to the school principal. No child so exempted shall be penalized by reason of such exemption.

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Students who are exempted from that portion of the curriculum specifically involving human sexual education or human sexuality issues will be assigned related coursework and material to occupy the exempted curricular time. Students will be responsible for course materials and performance criteria as determined by state mandated assessments and local school district requirements.

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At the beginning of the course the school will inform parents/guardians, in writing, about curriculum that primarily involves human sexual education or human sexuality issues. This notice will include the topics covered in the course as well as the course requirements, expectations and methods of assessment. Parents/guardians will be required to sign the notice and return it to their child's teacher as part of that course's requirements.

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To the extent practicable, program instruction materials for said curricula will be made reasonably accessible to parents, guardians, educators, school administrators, and others for inspection and review.

III. BACKGROUND

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Upon formal adoption by the Lexington School Committee this written policy will be distributed and made available to each principal in the district by September first, nineteen hundred and ninety seven, and each year thereafter. Each principal will then include this policy with any other school policies that are made available to parents.

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Voted: 7/17/97
Reformatted: 12/02

SOURCE: Lexington

File: IHAMA

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

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

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

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

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

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

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

SOURCE: MASC

REF.: Dept. of Elementary and Secondary Education

Lexington Public Schools

File: IHAMB

TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO PREVENTION

In accordance with state and federal law, the District shall provide age-appropriate, developmentally based drug, alcohol and tobacco education and prevention programs in grades K-12.

The drug, alcohol and tobacco education program shall address the legal, social, and health consequences of drug, alcohol and tobacco use. It shall include special instruction as to the effects upon the human system; the emotional, psychological and social dangers of such use with emphasis on nonuse by school age ~~children~~ and the illegal aspects of such use. The program also shall include information about effective techniques for resisting peer pressure to use illicit drugs, alcohol or tobacco.

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of each individual to the dangers of drugs, alcohol, and tobacco.

To create an awareness of the total drug problem--prevention, education, treatment, rehabilitation, and law enforcement on the local, state, national and international levels.

To relate the use of drugs, alcohol and tobacco to physical, mental, social and emotional practices.

To develop the student's ability to make intelligent choices based on facts and to develop the courage to stand by one's own convictions.

To understand the personal, social and economic problems causing the misuse of drugs, alcohol, and tobacco.

To develop an interest in preventing illegal use of drugs in the community.

The curriculum, instructional materials and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee.

~~SOURCE: MASC~~

LEGAL REFS.: M.G.L. 71:1

File: IHB

**SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS
(PROGRAMS FOR ~~CHILDSTUDENTSREN~~ WITH SPECIAL NEEDS)**

The goals of this school system's special education program are to allow each ~~childstudent~~ to grow and achieve at his own level, to gain independence and self-reliance, and to return to the mainstream of school society as soon as possible.

The requirements of Chapter 71B and the Massachusetts General Laws (known as Chapter 766 of the Acts of 1972) and state regulations will be followed in the identification of ~~childstudentren~~ with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all ~~children-students~~ with special needs between the ages of three through 21 who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most ~~children-students~~ with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school system's non-academic and extracurricular activities.

The Committee recognizes that the needs of certain ~~children-students~~ are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these ~~children-students~~ with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents in designing and providing programs and services to ~~children-students~~ with special needs. Parents will be informed, and conferred with, whenever a ~~childstudent~~ is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents will be accorded the right of due process.

The Committee will secure properly trained personnel to work with the ~~children-students~~ with special needs. Since the financial commitment necessary to meet the needs of all of these ~~children-students~~ is extensive, the Committee will make every effort to obtain financial assistance from all sources.

SOURCE: MASC

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 108-446, adopted 12/03/04)
Rehabilitation Act of 1973
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
Board of Education Chapter 766 Regulations, adopted 10/74, as amended through
7/1/81
603 CMR 28:00 inclusive

~~NOTE: A school system's procedures for implementing Chapter 766 are often too extensive to include in a policy manual. In such instances, a note can be added to the policy to point out the existence and availability of a document containing current procedures.~~

File: IHBA

PROGRAMS FOR STUDENTS WITH DISABILITIES

In keeping with the intention of the state of Massachusetts to offer educational opportunities to all students that will enable them to lead fulfilling and productive lives, the District shall provide appropriate educational opportunities to all resident students in accordance with the requirements of state and federal statutes.

LEGAL REF.: Rehabilitation Act of 1973, Section 504

| [SOURCE: MASC](#)

OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

1. Parents' request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the Special Education Director or designee and/or Principal.
2. The Special Education Director or designee shall contact the parent(s) for initial scheduling conversation within five (5) days of receipt of the parents' request.
3. When a parent requests an observation of a special needs student or program, the Special Education Director or designee will seek approval from the Director of Special Education and the building principal before it is processed. Such approval may only be withheld for those reasons outlined within law and DESE regulation.
4. The Special Education Director or designee and/or Principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).
5. The number, frequency, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation. The start and end time of observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.
6. If the observer is not the parent, the parent must sign a release for the individual to observe.
7. The number of observers at any one time may be limited.
8. The observer will be informed that he/she is not to interfere with the educational environment of the classroom. If his/her presence presents a problem, he/she will be asked to leave. This notice is particularly important, since the presence of parents can influence both the performance of their child(ren) and those of others.
9. The observer will be asked to submit his/her report of the observation in advance of any follow-up TEAM meeting.
10. The observer will be informed that he/she is there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child/student. He/she is not there to evaluate a teacher's ability to perform his or her contractual job duties.
11. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children/students. Staff must be mindful of removing materials which may be part of students' records from plain view. In the event that removal is not possible the observer may be asked to sign a non-disclosure agreement.

File: IHBAA

12. A school administrator, or designee, ~~also~~ will also observe ~~at the same times~~ simultaneously and take notes as to what is observed, paying particular attention to note anything that is non-typical concerning the period. This observation summary will be placed in the student's file and provided to the parent(s) prior to any follow-up TEAM meeting. ▸

LEGAL REF.: MGL 71B:3
Massachusetts Department of Elementary and Secondary Education Technical Assistance Advisory SPED 2009-2 dated January 8, 2009

CROSS REF.: KI, Visitors to Schools

SOURCE: MASC

ADOPTED: ~~September 2009~~

NOTE: The following quotes from the DESE Advisory are important points of understanding to the implementation of this policy.

“School districts and parents have reported that, typically, observations are between one and four hours. While useful as a general rule, the Department recommends that district policies and practices specify that the duration and extent of observations will be determined on an individual basis. Districts should avoid rigid adherence to defined time limits regardless of the student's needs and settings to be observed. The complexities of the ~~child~~ student's needs, as well as the program or programs to be observed, should determine what the observation will entail and what amount of time is needed to complete it. Discussion between school staff and the parent or designee is a good starting point for resolving the issue.”

“The observation law states that districts may not condition or restrict program observations except when necessary to protect:

- ~~the safety of children~~ students in the program during the observation;
- the integrity of the program during the observation;
- and ~~children~~ students in the program from disclosure by an observer of confidential or personally identifiable information he or she may obtain while observing the program.”

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File: IHBD

**COMPENSATORY EDUCATION
(Title 1)**

Title 1 funds shall be used to provide educational services that are in addition to the regular services provided for District students. By adoption of this policy, the School Committee ensures equivalence in the provision of curriculum materials and supplies.

LEGAL REF.: Title 1, Elementary and Secondary Education Act, as amended

| [SOURCE: MASC](#)

File: IHBEA

ENGLISH LANGUAGE LEARNERS

The District shall provide suitable research-based language instructional programs for all identified English language learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Dept. of Elementary and Secondary Education regulations and guidance.

The District shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English (PHLOTE), observations, intake assessments, and recommendations of parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.

The District shall certify to the Massachusetts Dept. of Elementary and Secondary Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The District shall provide additional information as required by the Massachusetts Dept. of Elementary and Secondary Education to comply with the No Child Left Behind Act.

SOURCE: ~~_____~~ MASC 2006

LEGAL REFS.: 20 U.S.C. 3001 et seq. (language instruction for limited English proficient and
immigrant students contained in No Child Left Behind Act of 2001)
42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
603 CMR 14.00

File: IHBF

HOMEBOUND INSTRUCTION

The schools may furnish homebound instruction to those students who are unable to attend classes for at least two consecutive weeks due to a physical injury, medical situation, or a severe emotional problem. The instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school he/she will not be at a disadvantage because of the illness or the hospitalization.

To qualify for the program the student needs a written statement from a medical doctor requesting the homebound instruction, stating the reasons why, and estimating the time the student will be out of school. This statement needs to be sent to the Director of [Pupil-Student Services](#).

Homebound instruction is offered in basic elementary subjects and in secondary subjects which do not require laboratories and special equipment, subject in all cases to the availability of qualified teachers. Certified teachers shall be assigned to homebound instruction by the Superintendent or designee.

| ~~SOURCE: MASC~~

~~CONSIDERATION OF HOME SCHOOLING REQUESTS UNDER MGL c. 76 SECTION 1~~

~~I. — BACKGROUND~~

~~Introduction:~~ Parents in the Commonwealth of Massachusetts have the statutory right to educate their children at home, provided they receive the prior approval of the Superintendent of Schools or the School Committee in their district. MGL c. 76 Section 1: Commonwealth v. Roberts, 159 Mass. 372 (1893). This policy will address the issues of what standards are permissible in reviewing an application for home education, and what procedures should be followed in such a review.

~~Standards:~~ Several United States Court decisions, cited by the Supreme Judicial Court, have affirmed the substantial State interest in the education of its citizenry, with which parents' basic right to direct their children's education must be reconciled. The court agreed with the parents that the "State interest in this regard lies in ensuring that the children residing within the State receive an education, not that the educational process be dictated in its minutest detail." However, the court concluded that the approval process required under General Laws Chapter 76, Section 1 "is necessary to promote effectively the State's substantial interest", and that the School Committee may use that statutory approval process to impose on home education programs "certain reasonable educational requirements similar to those required for public and private schools."

~~II. — PURPOSE AND SCOPE~~

~~Time Devoted to Education:~~ The School Committee or Superintendent will satisfy themselves that the student will receive at least the same number of hours of instruction in each required subject as a public school student in any given year. Thus, though the time may be allocated differently in a home education program, the total of teaching hours in each subject should equal that of the public schools which require a minimum of 180 days.

~~Adequacy of Educational Materials:~~ The School Committee or Superintendent will review the texts, materials, and programs to be used in teaching each subject to see that they are adequate for the task of teaching the children.

~~III. — APPLICATION~~

~~Competency of Teachers:~~ The School Committee or Superintendent should consider the competency of the teacher(s), whether the teacher be a parent or a private tutor. The Committee may not require that the teacher be certified, however the presence or absence of the requirements that would lead to certification may be examined.* The general standard is that the teachers must be of "of competent ability and good morals." MGL c. 71, Section 1.

~~Curriculum:~~ The School Committee or Superintendent will consider the curriculum proposed for the child's home education. It should include those subjects which are required by law or regulation. The subjects required by law, (MGL c. 71 Section 1), are 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. Instruction in health education must include: consumer health, ecology, community health, body structure and function, safety, nutrition, fitness and body dynamics, dental health, emotional development, and training in the administration of first aid, including cardiopulmonary resuscitation.

File: IHBG

~~Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards. The Superintendent or School Committee may properly require such testing, and in consultation with the parents may decide where the testing will occur and the type of testing instrument to be used. The court noted that "where practical, a neutral party should administer the test," and that the school authorities and parents may agree to other means of measuring the children's progress, such as periodic progress reports or dated work samples. In addition, it suggested that on-site visits by public school representatives may be included, although "with appropriate testing procedure or progress reports, there may be no need for periodic on-site visits or observations of the learning environment by school authority personnel."~~

* The requirements as stated in MASS GENERAL LAW c. 71 Section 38G

Date approved by School Committee: 1/23/90

Reformatted: 4/2003

SOURCE: Lexington

File: IHBG

HOME SCHOOLING

The Massachusetts General Law requires the School Committee to determine that a Home Schooling program meet with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with the law:

Prior to removing the ~~child~~student from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing, on a form provided by the District, the name, age, place of residence, and number of hours of attendance of each child in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The competency of the parents to teach the children,
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

A student being educated in a home-based program within the District may have access to public school activities of either a curricular or extracurricular nature upon approval of the Superintendent.

~~A student, with the approval of the School Committee, may be awarded a high school diploma if he/she or she has satisfied the Dept. of Elementary and Secondary Education's competency requirements and has met the District's educational standards for graduation.~~

SOURCE: MASC

LEGAL REFS.: M.G.L. 69:1D; 76:1, Care and Protection of Charles
Care and Protections of Charles - MASS. Supreme Judicial Court 399 Mass. 324
(1987)

HOME SCHOOLING

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1. Requirements for approval of home instruction will include:

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a. The parent or legal guardian must request permission to hold home instruction on an annual basis.

b. A home instruction application form will be provided to the parents or legal guardian. This form must be completed and returned to the Superintendent before approval may be granted.

c. The Committee delegates the approval of home instruction to the Superintendent. Any approval or rejection of an application by the Superintendent is subject to review by the Committee.

2. Children in home instruction may, at the discretion of parents or guardian, attend the public schools on a part time basis. It may be an advantage for a home taught child to attend specialized classes in the public school.

3. Parents or a legal guardian in charge of home instruction should make provision for regular testing or use of other indicators of student progress such as standardized achievement tests. As an alternative to home testing and at the request of those in charge of the home instruction, the School District will make provision for inclusion of home taught children in the annual achievement test battery, which is usually administered in February or March of each school year. The home instruction summary form must include either a summary of home testing results for each required subject for each child or the results of the achievement test that is administered through the School District.

4. Auditing functions of the Committee for the home instruction will include:

a. The Committee at any time may request a review by the Superintendent of the attendance rolls, records of test scores or other achievement indicators in each required subject for any child in home instruction.

b. The Committee may request at any time that the Superintendent review the instructional materials and methods used by the person(s) responsible for the home instruction.

c. The Superintendent will prepare for the Committee an annual summary of the children included in home instruction. This report will also summarize, in general, the appropriateness or possible deficiencies of home education situations.

5. Within one week of the ending date of the home instruction, as indicated on the home instruction application form, the School District will mail the parents or legal guardian a home instruction summary form. The completed form should be returned to the School District within 30 days. This summary form must be returned to the School District office before annual approval of home instruction can be made for any succeeding years.

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6. ~~The Committee will act in a responsible, cooperative manner to ensure that all children in the School District receive competent, adequate instruction. This concern includes children in home education. If the Committee determines that a home instruction situation is inadequate, a conference between the parents or legal guardian and the Superintendent will be scheduled to find mutually acceptable ways to correct any deficiency.~~
7. ~~If deficiencies in a home education situation are not corrected or the proper annual application or summary is not completed by the parents or legal guardian, an appropriate referral will be made.~~

~~SOURCE: MASC~~

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CRITERIA FOR HOME SCHOOLING FOR HEALTH EDUCATION

~~Home schooling is a legal option (regulated by state law) that has been offered to Lexington parents (by the School Committee, 5/93) who have philosophical, religious and/or cultural differences with the Health Education curriculum (or any other curricular area for that matter). Home schooling offers parents the option of covering the specific curricular material from their own perspective. Parents assume the legal responsibilities for providing home schooling in this particular curricular area.~~

~~Parents need to request that their child(ren) be home schooled through a written request (form available from the Health Education Office). In this request parents must describe what materials will be used, what topics will be covered and how they will be assessed. A student who is home schooled will need to demonstrate whether s/he has the basic knowledge and skills that are expected of any student who receives credit for taking the Adolescent Health Issues course.~~

~~Students who are home schooled will be expected to devote approximately the same amount of time to their home schooling as do students in the Adolescent Health Issues course (10 weeks, 4 hours/week). The curricular content should reflect the same topics as are covered in the Adolescent Health Issues course (see Course Description). The student needs to be able to demonstrate satisfactory proficiency in both course content and skill development as reflected by written demonstrations developed by the parent(s) and submitted to the school authorities upon completion of the home schooling.~~

~~The schools will review requests for home schooling and approval of credit based upon these criteria. For further information call the Coordinator of Health Education, 781-861-2350.~~

~~Completed forms requesting home schooling for health education can be mailed to:~~

~~Coordinator of Health Education
Lexington Public Schools
251 Waltham Street
Lexington, MA 02421~~

~~SOURCE: Lexington~~

~~NOTE: No date to confirm whether this policy was formally adopted.~~

File: IHBH

ALTERNATIVE SCHOOL PROGRAMS

Some ~~children-students~~ have great difficulty coping with the conventional school program and as a result will drop out of school. Some ~~children-students~~ require more support and direct supervision than is reasonably available in conventional school settings. And, some ~~children-students~~, along with a highly structured academic experience, require a special focus on life skills and an appropriate vocational involvement.

The School Committee will provide alternative education programs where these needs have been identified, where establishment of such programs is feasible, and where the proposed programs fall within the function normally associated with the public school system.

These alternative educational programs will seek to provide an appropriate academic, social, and vocational experience to aid these young people either to reenter the regular school system, move into another educational setting, or prepare them for successful employment.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:37I; 71:37J
Board of Education Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities and Magnet Educational Programs, adopted 2/25/75

~~NOTE: In a School Committee's policy manual, it is often useful and informative to provide a brief description of the current alternative school programs and to state the Committee approved goals and objectives for each program.~~

File: IHCA

SUMMER SCHOOLS

The school system shall make available summer sessions as a supplement to the instruction offered during the school year, when funding for such programs is available. The focus of the program will be remedial work.

To attend summer school, students must have the approval of their classroom and/or special subject teachers.

Students at all instructional levels may attend approved summer schools for remedial, enrichment, or make-up purposes. Credit towards graduation requirements may be granted high school students in line with regulations of the School District.

All summer programs will be subject to annual approval by the School Committee.

| ~~SOURCE: MASC~~

LEGAL REF.: M.G.L. 71:28

| ~~NOTE: This category is for statements on the summer program the summer instruction, services, and facilities provided students. Personnel policies pertaining to summer schools should be filed in the appropriate category in the personnel section.~~

EXTENDED DAY PROGRAMS POLICY

ON HOLD

I. PURPOSE AND SCOPE

Extended Day Programs meet crucial needs of ~~childstudentren~~ for after school care, enrichment, and socialization. Among the options available, the Lexington School Committee also supports the development of extended day serviced for school-age ~~childstudentren~~ in programs directed by parents and located in school space when that space is available or its use for that purpose is deemed appropriate by the Superintendent. Teachers and other school professionals working together should encourage the extended, day staff to provide continuity, a safe environment, and support for the ~~childstudentren~~ throughout the day.

II. APPLICATION

Each school principal with an Extended Day Program in his or her building will meet regularly with the classroom teachers and the Extended Day Program Providers to resolve potential conflicts about space needs. These planning meetings will address competing requests for common areas, including but not limited to the school cafeteria, gymnasium, playground, all-purpose room, etc.

Arrangements for the cleaning and custodial upkeep of spaces used by Extended Day Programs will be made by the school principal, in consultation with the Director of Facilities, Grounds and Support Services and the Director of the school's Extended Day Program. Wherever possible, custodians will clean spaces shared by Extended Day Programs, including bathrooms and classrooms, after the Extended Day Programs have concluded their daily activities.

Each Extended Day Program will be assessed an annual fee for use of a school building (i.e. classroom and office space). The fee will be determined by applying the Rules and Regulations for Rental of School Facilities as approved by the School Committee and will include costs associated with regular cleaning of classrooms. As a "long-term renter," each Extended Day Program will receive a 75% discount in the fee.

Extended Day Programs will not be charged for common areas such as the cafeteria, gymnasium, or playground, nor will the program be charged custodial fees or utilities costs above and beyond those incorporated into the general fee as outlined above. Each year, the School Committee shall fix the annual fee for each program, upon recommendation of the Superintendent. Receipts from rental fees associated with Extended Day Programs will be used in a manner to be determined by the School Committee upon recommendation of the Superintendent

The School Committee will be advised by the Superintendent as to the cost of providing bus service to any Extended Day Program. The School Committee will have the right to assess fees for use of buses provided by the Lexington Public Schools. The fees cannot exceed fees charged under the then current transportation policy. *

*Fee payments will be due in two installments: On December 1 and on March 2 of each school year. All Extended Day Programs are subject to the provisions, of the School Committee's policy on Use of School Buildings.

File: IHCFA

III. BACKGROUND

While dedicated space for Extended Day Programs in local schools may be the ideal model, space constraints within the Lexington Public Schools make shared space the reality; consequently, Lexington Public Schools classroom teachers may be expected to share classrooms with these programs when the need arises. The principal will be the final authority in resolving conflicts and will communicate that the primary purpose of the use of space in school buildings is for the curriculum and programs set by the Superintendent.

Adopted: 7/25/94
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SOURCE: Lexington

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CLASS SIZE

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The School Committee recognizes that class size is an important factor in quality education.
Elementary

1. The School Committee will make every effort to maintain the following building-wide teacher/pupil ratios for the duration of the Agreement:
 - Kindergarten: 1-18
 - Grade 1: 1-22
 - Grades 2-5: 1-24

The teacher/pupil ratios will be based upon the projected number of students in the budget guidelines for the coming year

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2. Principals, librarians, reading specialists, art specialists, music specialists, and physical education specialists, foreign language teacher, speech and language pathologists, special needs teachers, counselors, and other professional support personnel shall be excluded in the computation of the teacher/pupil ratios.
3. Children in substantially separate placements will be incorporated in the mainstreamed homeroom core lists for the computation of the teacher/pupil ratios.
4. In the event that an elementary classroom exceeds the following maxima listed below on October 1 of the school year, or on any day following October 1 of that school year, the teacher will be provided with two (2) hours per day of instructional aide assistance. The scheduling of this aide time shall be determined by the School Council.

- Kindergarten: 20
- Grade 1: 24
- Grades 2-5: 26

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If any class exceeds the maxima by twenty percent (20%) or more, the class will be split. The above maxima apply to "home room" class size and not to class sizes as a result of redeployment of students for specific subjects as mutually determined between and among teachers.

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INSTRUCTIONAL MATERIALS

The School Committee believes that materials appropriate to the needs of the school program must be available to each student and teacher. These will be furnished by the School Committee subject to budgetary constraints.

The task of selecting instructional materials for programs will be delegated to the professional staff of the school system. Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the Committee:

1. They must present balanced views of international, national, and local issues and problems of the past, present and future.
2. They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.
3. They must help students develop abilities in critical reading and thinking.
4. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
5. They must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, gender identity, physical disabilities or sexual preference.
6. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

~~SOURCE: MASC~~

~~UPDATED: June 2012~~

LEGAL REFS.: M.G.L. 71:48; 71:49; 71:50
BESE regulations 603 CMR 26.00

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

~~NOTE: A broad policy, such as the sample above, can establish the framework for the selection and adoption of all instructional materials used in the school system. Regulations, however, might be needed to cover procedures for selection of textbooks and supplementary and library materials.~~

File: IJ-R

RECONSIDERATION OF INSTRUCTIONAL RESOURCES

Material that is challenged usually belongs to one of the three basic categories: religion, ideology, or profanity/obscenity. Board policies regarding these areas shall be as follows:

Religion -- Factual, unbiased material on religions has a place in school libraries.

Ideologies -- Libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material, on the level of their students on various ideologies or philosophies which exert or have exerted a strong force, either favorably or unfavorably, in government, current events, politics, education and other phases of life.

Profanity/obscenity -- Materials shall be subjected to a test of literary merit and reality in context using the criteria established.

When a problem concerning instructional resources in a school arises, the disposition of the problem will be made in a reasonable period of time using District adopted procedures.

In accordance with the statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the students of the parents making the complaint, if they so desire.

If the decision of the School Committee is that the questioned instructional resource be retained, the District will not convene a Review Committee relative to the same complaint for a period of three years. If a substantially different point of view is advanced, it will be investigated. (The period of three years does not apply in this instance).

If an individual or a group undertakes action to keep material from the shelves by checking it out and failing to return it, or by taking turns in keeping it checked out so that it is not available for student use, the Superintendent shall request, in writing, the return of the material. If it is not returned within thirty (30) days, a bill for the current replacement cost of the item shall be rendered to the party holding the item.

After the School Committee has adopted new materials or approved certain methods, that decision will not be reconsidered for a period of three years beginning with the end of the school year when the adoption is made.

| **SOURCE: MASC**

File: IJJ

TEXTBOOK SELECTION AND ADOPTION

Responsibility for the review and selection of textbooks to be purchased shall rest with the Principal of each school. The Principal is encouraged through the School Committee to establish a review committee to assist in the process to determine the textbooks that best meet the curriculum guidelines of the District. The review committee should include teachers who will use the texts and other staff members as found desirable. Students and parents will be encouraged to serve.

Principles that apply generally to the selection of instructional materials and library materials shall apply to textbooks. Additionally, basic textbooks and textbook support materials shall be chosen:

- To advance the educational objectives of the school system and particular objectives of the course program;
- To contribute toward continuity, integration, and articulation of the curriculum; and
- To establish a general framework for the particular course or program.

Because the instructional purposes of textbooks, as stated above, are of such importance, particular care shall be taken in their selection as to content.

Although many points must be examined, the School Committee directs the staff to be mindful of the following considerations:

- The needs of all learners must be provided for.
- Attention should be given to gender roles depicted in the materials.
- The textbook and textbook support materials should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences.
- If the textbook deals with problems and issues of our times, it should present and encourage examination of varied points of view.
- Because textbooks are selected for several years' use, special attention also shall be given their physical characteristics, durability, format and price.

| **SOURCE: MASC**

LEGAL REFS.: 71:48; 30B:7; 71:50
603 CMR 26:05

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

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~~SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION~~

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~~The School Committee recognizes that knowledge is changing and expanding and that it may be necessary to use various types of supplementary materials in addition to the basic and fundamental textbooks.~~

~~For the purpose of this policy, supplementary materials shall be defined as any instructional materials other than textbooks including, but not limited to, books, periodicals, newspapers, pictures, diagrams, maps, charts, slides, filmstrips, films, records, audiotapes, and suitable technological applications which relate directly to the adopted curriculum.~~

~~The School Committee believes that teachers and administrators should have a large role in selection and recommendation of supplementary materials. Teachers are encouraged to use a wide range of learning aids, provided the expense incurred in purchasing these aids remains within the limits of the budget.~~

SOURCE: MASC

LEGAL REF.: 603 CMR 26:05

File: IJL

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.

File: IJLA

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, worn, or tattered~~ 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~~

File: IIM

~~SPECIAL INTEREST MATERIALS SELECTION AND ADOPTION~~

~~Organizations, institutions, and individuals at times develop materials that are offered to schools free or inexpensively. As a general rule, sponsored materials present a particular point of view, and extreme care must be exercised in evaluating and using them. The responsibility for using sponsored materials rests with the certified staff member who recommends its use. In any questionable instance, the Principal should be informed and shall decide whether its use in the best interests of the students.~~

~~Sponsored materials must meet the same basic selection criteria as any other learning material, as well as the following special criteria.~~

~~Any expression of a point of view should be clearly identified.~~

~~Any advertising that appears on or with any material should be in good taste and unobtrusive.~~

~~The source of all material should be clearly identifiable.~~

~~SOURCE: MASC~~

~~LEGAL REF.: 603 CMR 26:05~~

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CURRICULUM AND INSTRUCTION
Access to Electronic Media

The Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate and responsible manner.

Safety Procedures and Guidelines

The Superintendent or designee shall develop and implement appropriate procedures to provide guidance for access to electronic media. Guidelines shall address teacher supervision of student computer use, ethical use of electronic media (including, but not limited to, the Internet, e-mail, and other District technological resources), and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of networks for prohibited or illegal activities, the intentional spreading of embedded messages, or the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet and World Wide Web;
- Safety and security of minors when they are using electronic mail, chat rooms, and other forms of director electronic communications;
- Preventing unauthorized access, including “hacking” and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors; and
- Restricting minors’ access to materials harmful to them.

The District shall provide reasonable public notice of, and at least one (1) public hearing or meeting to address and communicate its Internet safety measures.

Permission/Agreement Form

A written parental request shall be required prior to the student being granted independent access to electronic media involving District technological resources. The required permission/agreement form, which shall specify acceptable uses, rules of on-line behavior, access privileges, and penalties for policy/procedural violations, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Superintendent with a written request.

Employee Use

Employees shall use electronic mail only for purposes directly related to work-related activities.

Employees shall not use a code, access a file, or retrieve any stored communication unless they have been given authorization to do so. (Authorization is not required each time the electronic media is accessed in performance of one's duties.) Each employee is responsible for the security of his/her own password.

Community Use

On recommendation of the Superintendent or designee, the Committee shall determine when and which computer equipment, software, and information access systems will be available to the community. Upon request to the Principal or designee, community members may have access to the Internet and other electronic information sources and programs available through the District's technology system, provided they attend any required training and abide by the rules of usage established by the Superintendent or designee.

Disregard of Rules

Individuals who refuse to sign required acceptable use documents or who violate District rules governing the use of District technology shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, or other computing and telecommunications technologies.

Responsibility for Damages

Individuals shall reimburse the Committee for repair or replacement of District property lost, stolen, damaged, or vandalized while under their care.

Responding to Concerns

School officials shall apply the same criterion of educational suitability used to review other educational resources when questions arise concerning access to specific databases or other electronic media.

Audit of Use

Users with network access shall not utilize District resources to establish electronic mail accounts through third-party providers or any other nonstandard electronic mail system.

The Superintendent or designee shall establish a process to determine whether the District's education technology is being used for purposes prohibited by law or for accessing sexually explicit materials. The process shall include, but not be limited to:

1. Utilizing technology that blocks or filters Internet access for both minors and adults to certain visual depictions that are obscene, child pornography, or, with respect to computers with Internet access by minors, harmful to minors;

File: IJND

2. Maintaining and securing a usage log; and
3. Monitoring online activities of minors.

~~SOURCE: MASC~~

LEGAL REFS: 47 USC § 254

CROSS REFS: IJNDB, Acceptable Use Policy – Technology

~~Note: FCC regulations that went into effect April 20, 2001, implementing The Children's Internet Protection Act (47 U.S.C. § 254) require each school/district to certify compliance with certain policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the federal government.~~

STANDARDS FOR THE ACCEPTABLE USE OF TECHNOLOGY IN THE LEXINGTON PUBLIC SCHOOLS

1.0 Purpose and Acceptable Use

- 1.1 The Lexington Public School (LPS) district provides and maintains sophisticated computer systems and network resources to support the delivery of education and the administration of the district's operation. The computer systems and network resources include desktop workstations, laptops, handheld computer devices, applications, internal networks (both wired and wireless), servers, online databases, and access to outside networks, including the Internet, all of which are referred to hereinafter as "computing systems." This policy and guidelines apply to all users of LPS computing systems including students, staff, and, where applicable, guests and adult learners.
- 1.2 The policy defines the educational and administrative purpose of using computers in the Lexington Public Schools and applies to all LPS staff.
- 1.3 The technology mission of the LPS is to ensure access to appropriate technology in our educational community to support and enhance student learning, staff instruction, school communication and data management. The Lexington Public Schools fulfills this mission by offering an institutional network between the schools, as well as internet access to staff and students. Our goal in providing this service to staff and students is to promote the educational excellence by facilitating resource sharing, innovation, and communication.
- 1.4 LPS permits its staff to use the LPS computing systems for incidental personal use as long as the computing systems are not used in a manner that violates this policy and such use is limited to times before or after work hours, during non-assigned teaching or duty time, and lunch periods.
- 1.5 This policy describes acceptable and unacceptable uses of LPS computing systems, but these descriptions are not exhaustive lists of all acceptable or unacceptable uses. Any user who has a question regarding whether or not a particular activity is acceptable should seek guidance from the Building Principal or the Superintendent.

2.0 Roles

- 2.1 The **Director of Educational Technology and Assessment** (or designee of the Superintendent) will oversee and approve the programmatic direction, selection, and distribution of technology services and tools to support the overall goals of the district.
- 2.2 The **Director of Technology** (or designee of the Superintendent), working with the technology staff, will oversee access to all network and computer systems and will establish processes for setting up, user access protocols, accounts, authorization of installation of all software and hardware architectures, required disk quota and usage on the system, backup, retention and archive schedules, virus protection, infrastructure configuration, security, web content filtering and other necessary activities to support the educational goals of LPS.
- 2.3 **Principals** (or designee of the Building Principal) will serve as the building coordinator for all computing systems and network related activities. The building coordinator, in partnership

File: IJNDB

with the Director of Educational Technology (and the Director of Technology, as needed) and applicable curriculum leaders, will coordinate building level technology activities. Together they will ensure that staff receives training in the use of all systems and this policy. They will establish a system to ensure that students using any computing resources receive appropriate supervision and understand how to use all systems responsibly.

2.4 **Teachers**, when using the Internet for instruction, are responsible for selecting materials that are relevant to curriculum objectives and are appropriate for students. Teachers are responsible for previewing all sites and resources to determine appropriateness to the classroom. Teachers also are responsible for modeling effective and appropriate use of technology and will assist students in developing skills to ascertain the reliability of information, distinguishing bias and quality of information as it relates to their research.

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

3.0 Access to the System and Resources

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

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

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

4.0 Disclaimer

4.1 LPS makes no warranties of any kind, either express or implied, that services provided through its computing systems will be error-free or without defect. LPS is not responsible for the accuracy or quality of the information obtained through the system. Users of LPS's computing systems assume full responsibility for their use of the system including, but not limited to, loss of data, interruptions of service, costs, liabilities, or damages.

5.0 Ownership/Privacy

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

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

File: IJNDB

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

6.0 Unacceptable Uses

- 6.1 LPS computing systems may not be used for political or social advocacy or solicitation. This prohibition includes fund raising or advocacy for any non-school organization or group.
- 6.2 LPS computing systems may not be used for entertainment, illegal purposes (or support of illegal activities), or commercial purposes such as, but not limited to, offering, providing or purchasing goods and/or services for personal use or gain. In addition, the computing systems cannot be used as a public access service or a public forum. As such the district reserves the right to place reasonable restrictions on the materials users can access or post through the LPS computing systems.
- 6.3 Users may not use the LPS computing systems to obtain or share information about staff, students or families for any non-school purpose.
- 6.4 Users are prohibited from copying copyrighted material without authorization from the copyright holder unless the copies are used for teaching (including multiple copies for classroom use), scholarship or research. If there is uncertainty as to the extent of copyright protection for Internet materials, users must obtain permission to use material from the copyright holder.
- 6.5 Users shall not attempt to gain unauthorized access to files or accounts using LPS computing systems or network.
- 6.6 Users shall not vandalize the LPS computing systems by, for example, causing physical damage, reconfiguring the computer system, attempting to degrade or disrupt the computing systems, or destroying data by spreading computer viruses or by any other means. Anyone who vandalizes the LPS computing systems may be responsible for the costs associated with hardware, software and/or system restoration. This covers equipment, materials, software and/or data.
- 6.7 Users shall not pretend to be someone else when sending or receiving electronic communications.
- 6.8 Use of another person's password or account is strictly prohibited.
- 6.9 It is unacceptable to attempt to read, delete, copy, or modify the electronic communications of other users or to interfere with other users' ability to send or receive communications.
- 6.10 Users shall not access, send, or forward materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, profane, or inflammatory.
- 6.11 Users shall not download or install any commercial software, shareware, freeware or similar types of materials on the LPS computing systems without prior approval and authorization from the technology department.

7.0 Internet Safety

- 7.1 Use of the Internet has potential dangers. Users are encouraged to read information that the Massachusetts Office of the Attorney General has published on Cyber Crimes and Internet Safety which is found on the Commonwealth of Massachusetts government website (www.mass.gov; search "attorney general" to find website for Office of the Attorney General, where you will find "Cyber Crimes and Internet Safety" under "Community Safety" heading).
- 7.2 All users are granted individual accounts and agree to keep passwords secured. Users are responsible for their accounts, credentials, security codes, and passwords and will not share or allow others access to them. Users are responsible for keeping these secured and for reporting any suspected breach to the Building Principal.
- 7.3 Users will refrain from revealing private information (e.g. addresses, phone numbers) in any school-related electronic communications including email, web, or other network tools.
- 7.4 When accessing schools resources and data from any systems (including outside the LPS network), staff will use due caution to protect the privacy and integrity of student data.

8.0 Data and Control

- 8.1 LPS has the right to re-image any computer as necessary.
- 8.2 LPS is responsible for the provision, installation and maintenance of all software and maintaining proper licensure.
- 8.3 No personal data or files should be stored on the local machine, which is the property of LPS.
- 8.4 The school district provides all users with network accounts and storage. It is the users' responsibility to insure that all files and data are stored on the network servers. The District conducts regularly scheduled backups to prevent against loss or corruption. However, the school district cannot guarantee that all information can be recovered in the event of a catastrophic failure.
- 8.5 The district maintains a disaster recovery plan to insure against loss of data and or services.
- 8.6 Responsibility for backing up any hand held or mobile device issued to a school district user falls upon the user. The District is not responsible for providing backups for these devices.

9.0 Hardware/Software

- 9.1 Any and all equipment issued by LPS for use by any user must be treated with due care. We are all responsible for ensuring equipment is not damaged or stolen. Abuse, damage or improper use should be reported immediately to the Building Principal and the Director of Technology.
- 9.2 Any LPS owned (or leased) computer or device (including but not limited to laptop computers, netbooks, iPod, projectors, digital cameras, hand held devices, etc.) that are to be taken off the building premises may be checked out of the library (with standard lending agreements in place) or loaned from the building or district office when (and only when) there is a signed agreement in place which specifies responsibilities and care for the device.

File: IJNDB

- 9.3 Any and all issues or problems related to any hardware, software, system or network must be reported to the technology department using the LPS reporting system.
- 9.4 LPS does not support equipment brought in from the outside by any user.
- 9.5 A user who wishes to use outside equipment (i.e. equipment not owned or provided by LPS) on school premises must complete an application form before bringing such outside equipment onto school premises. In addition, the Director of Technology must give advance written permission before any outside equipment is used on school premises. Student users also must obtain advance written permission from their Building Principal and parent/guardian.
- 9.6 Users understand that the district accepts no liability or responsibility for outside equipment brought into the system.
- 9.7 The District reserves the right to confiscate or disable any outside equipment that interferes with the operation of the network, systems, or provided services.
- 9.8 LPS is not responsible under any circumstances for damage to, or loss of, equipment brought in from the outside.

10.0 Violations

- 10.1 Access to LPS's computing systems is a privilege not a right LPS reserves the right to deny, revoke, or suspend specific user privileges and/or to take disciplinary action up to, and including, suspension, expulsion (students), and dismissal (staff) for violations of this policy.
- 10.2 LPS will advise appropriate law enforcement agencies of any illegal activities conducted using LPS's computing systems. LPS also will cooperate fully with local, state and/or federal officials in any investigation related to any illegal activities conducted through the LPS computing system

~~ADOPTED: August 2, 2010~~

~~SOURCE: Lexington~~

~~NOTE: There was a second Acceptable Use policy dated 1/2/97 that did not get scanned: assume this policy took its place.~~

File: IJNDB

ACCEPTABLE USE POLICY – TECHNOLOGY

Purpose

The _____ Public Schools shall provide access for employees and students to the system/network, including access to external networks, for limited educational purposes. *Educational purposes* shall be defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature. The purpose of the system/network is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The system/network will be used to increase communication (staff, parent, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents, governmental agencies, and businesses.

Availability

The Superintendent or designee shall implement, monitor, and evaluate the District's system/network for instructional and administrative purposes.

Access to the system/network, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures.

Access to the system/network is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of the system and shall agree in writing to comply with such regulations and procedures. Noncompliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the _____ Public Schools. Violations of law may result in criminal prosecution as well as disciplinary action by the _____ Public Schools.

Acceptable Use

The Superintendent or designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the _____ Public Schools as well as with law and policy governing copyright.

Monitored Use

Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

Liability

The _____ Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by

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users. The _____ Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

SOURCE: MASC

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File: LNDB E-1

**GUIDELINES FOR STUDENT INTERNET USE
FOR TEACHERS IN GRADES K-5**

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I have discussed the Lexington Public Schools Guidelines for Internet Use with my class on _____ (date):

Teacher's Name: _____

School: _____ Grade: _____

Signature: _____

Today's Date: _____

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**GUIDELINES FOR STUDENT INTERNET USE
FOR STUDENTS IN GRADES 6-12**

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I have read the Lexington Public Schools Guidelines for Internet Use. I agree to follow these guidelines when I use the Internet or World Wide Web.

____ Student's Name: ____

____ Signature: ____

____ Today's Date: ____

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SOURCE: Lexington

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**USER AGREEMENT FOR PARTICIPATION IN AN
ELECTRONIC COMMUNICATIONS SYSTEM**

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This user agreement must be renewed each academic year.

Users Name:

Grade level:

School:

I have read the District's Acceptable Use Policy and Administrative Procedures and agree to abide by their provisions. I understand that violation of these provisions may result in disciplinary action including but not limited to suspension or revocation of privileges, suspension or expulsion from school, termination of employment, and criminal prosecution.

Signature: _____

Parent/Guardian Sponsor

I have read the District's Acceptable Use Policy and Administrative Procedures. In consideration for the privilege of using the District's system/network, and in consideration for having access to the public networks, I hereby release the District, its operators, and institutions with which they are affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use, the system/network, including, without limitation, the type of damage identified in the District's policy and administrative procedures.

_____ I give permission for my child to participate in the District's system/network.

_____ I do not give permission for my child to participate in the District's system/network.

_____ I give permission for my child's name to appear on their student web page should one be developed.

_____ I give permission for my child's photo to appear on their student web page should one be developed.

Signature of parent/guardian: _____

This space reserved for system administrator.

Assigned Username:

Assigned password:

SOURCE: MASC

**ACCEPTABLE USE POLICY - TECHNOLOGY
Administrative Procedures for Implementation**

1. Commercial use of the system/network is prohibited.
2. The District will provide training to users in the proper use of the system/network.
3. The District will provide each user with copies of the Acceptable Use Policy and Procedures.
4. Copyrighted software or data shall not be placed on the District system/network without permission from the holder of the copyright and the system administrator.
5. Access will be granted to employees with a signed access agreement and permission of their supervisor.
6. Access will be granted to students with a signed access agreement and permission of the building administrator or designee(s).
7. Account names will be recorded on access agreements and kept on file at the building level.
8. Initial passwords provided by the network administrator should be set to expire on login.
9. Passwords shall be changed every ~~+5~~-30 days and all passwords shall be expired at the end of each school year.
10. Passwords are confidential. All passwords shall be protected by the user and not shared or displayed.
11. Students completing required course work will have first priority for after hours use of equipment.
12. Principals or their designee will be responsible for disseminating and enforcing policies and procedures in the building(s) under their control.
13. Principals or their designee will ensure that all users complete and sign an agreement to abide by policies and procedures regarding use of the system/network. All such agreements are to be maintained at the building level.
14. Principals or their designee will ensure that training is provided to users on appropriate use of electronic resources.
15. Principals or their designee shall be authorized to monitor or examine all system activities, including electronic mail transmissions, as deemed appropriate to ensure proper use of electronic resources.
16. Principals or their designee shall be responsible for establishing appropriate retention and backup schedules.
17. Principals or their designee shall be responsible for establishing disk usage limitations, if needed.
18. Individual users shall, at all times, be responsible for the proper use of accounts issued in their name.
19. The system/network may not be used for illegal purposes, in support of illegal activities, or for any activity prohibited by District policy.
20. System users shall not use another user's account.
21. System users should purge electronic information according to District retention guidelines.
22. System users may redistribute copyrighted material only with the written permission of the copyright holder or designee. Such permission must be specified in the document or in accordance with applicable copyright laws, District policy, and administrative procedures.
23. System administrators may upload/download public domain programs to the system/network. System administrators are responsible for determining if a program is in the public domain.
24. Any malicious attempt to harm or destroy equipment, materials, data, or programs is prohibited.
25. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of District policy and/or as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creation of computer viruses.

File: IJNDB-R

26. Vandalism will result in the cancellation of system privileges and will require restitution for costs associated with hardware, software, and system restoration.
27. Forgery or attempted forgery is prohibited.
28. Attempts to read, delete, copy, or modify the electronic mail of other users or to interfere with the ability of other users to send/receive electronic mail is prohibited.
29. Use appropriate language; swearing, vulgarity, ethnic or racial slurs, and other inflammatory language is prohibited.
30. Pretending to be someone else when sending/receiving message is prohibited.
31. Transmitting or viewing obscene material is prohibited.
32. Revealing personal information (addresses, phone numbers, etc.) is prohibited.
33. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's system/network.

A user who violates District policy or administrative procedures will be subject to suspension or termination of system/network privileges and will be subject to appropriate disciplinary action and/or prosecution.

| ~~SOURCE: MASC~~

File: IJNDC

SCHOOL AND DISTRICT WEB PAGES

The Lexington Public School District realizes the limitless potential for information and communication provided by the World Wide Web. The availability of this communication vehicle provides an opportunity for students and staff to access and contribute to the world of information related to curriculum, instruction, school, District, and school community related activities. Therefore, the Lexington Public School District will use the Internet as an effective, efficient and timely source of information, method of communication and vehicle for resource collection. In order to take advantage of the opportunities the Internet provides, the Committee authorizes the creation of school and/or District Web pages on the Internet.

Only those web pages maintained in accordance with Committee policy and established procedures shall be recognized as official representations of the District or individual schools. All information on a school or District Web page must accurately reflect the mission, goals, policies, program, and activities of the school and District. The Web pages must have a purpose that falls within at least one of three categories:

1. Support of curriculum and instruction – intended to provide links to Internet resources for students, parents and staff in the District.
2. Public information – intended to communicate information about the schools and District to students, staff, parents, community, and the world at large.
3. District technology support – intended to provide and respond to instructional and administrative technology needs of students and staff.

The Superintendent shall designate an individual(s) to be responsible to maintaining the official District web page and monitoring all District Web page activity. A building Principal shall make such designation for an individual school. Schools or departments that wish to publish a Web page must identify an appropriately qualified publisher and/or author.

As with any instructional materials or publication used by or representing the school or District, the building Principal or Superintendent, respectively, are ultimately responsible for accuracy and appropriateness of the information made available at the Web site. Concern about the content of any page(s) created by students or staff should be directed to the building Principal or to the Superintendent's office when related to the DistrictWeb site.

Web sites developed under contract for the Lexington Public School District or within the scope of employment by Lexington Public School District employees are the property of the Lexington Public School District.

Due to the dynamic nature of the World Wide Web, this policy is to be reviewed and updated on an annual basis or more frequently if required.

SOURCE: MASC

WEB SITE GUIDELINES AND PROCEDURES FOR APPROVAL

Unlike the Internet itself, schools and the District can control the type of information placed on Web pages. Documents created for the Web and linked to District Web pages shall meet the criteria for use as public information or an instructional resource. The following considerations should be considered when determining the information to include on a school or District Web page: Copyright/trademark issues; applicability to the curriculum or communication goals of the school or District; privacy issues; and related School Committee policies. Links to other Web pages should be carefully selected based on the above issues.

Defined Purpose

A Web page must have a clearly defined purpose that is published on the Web page. Included in the purpose, the target audience must be specified and defined; however, all Web site users are reminded that their audience includes the worldwide community.

Content Standards

All subject matter on Web pages should relate to curriculum, instruction, school-authorized activities, general information supporting student safety, growth, and learning, or public information of interest to others. Therefore, neither staff nor students may publish on the District server personal pages or pages for individuals or organizations not directly affiliated with the District. Staff or student work may be published only as it relates to a class project, course, or other school-related activity. Parent groups, partnerships, and municipal or educational cooperatives are considered affiliates of the District. No confidential information is to be published on or linked to a Web page.

Quality Standards

All Web page work must be free of spelling and grammatical errors. Documents may not contain objectionable material or link directly to objectionable materials. Objectionable material is addressed in more detail in the School Committee policy for instructional material selection and reconsideration. Authors and publishers are reminded that a Web site is a virtual doorway to your school. A site and a school will be judged on its ease for the user, the design, and the content. It is strongly recommended that a school form a building committee of interested individuals including staff, administrators, parents, students, and community members for the development of the Web site. Thoughtful consideration should go into decisions regarding purpose, usefulness, and appearance of each item on the Web site. As much as possible, publishers are encouraged to include student pictures and work. As the District represents itself to the world through this medium, assurances should be provided that students are the focus of the Lexington Public School District. Written student and parent consent must be secured for publication of student work.

Consistence Standards

Each existing school or department Web site shall have a link to the District Web site once the District Web site is online. For consistency, all school District Web sites must contain certain elements:

- At the bottom of each page there must be a link to the home page (to be defined by the school or District home page once online).
- At the bottom of the Web page, there must be an indication of the date of the last update to that page and the name or initials of the person(s) responsible for page update. It shall be that person's responsibility to keep the Web page current. Repeated failure to do so may result in revocation of approval. It is strongly recommended that a building set up a system of checks and balances for the Web site (for example: all incoming e-mail is blind copied to the Principal or department head).
- All Web sites must display the name and approved logo of the ~~Lexington~~ Lexington Public School District.
- All Web pages must be given names that clearly identify them.
- Links to student e-mail accounts are not allowed.
- Student directory data is prohibited from publication, except for the first name and grade level of a student in relation to a photo or work.
- Web pages may not contain links to other Web pages not yet completed. If additional pages are anticipated, but not yet developed, the text that will provide such a link should be included. However, the actual link to said page(s) may not be made until the final page is actually in place.
- All Web sites must include: the author or publisher's name; the publisher or school's e-mail address; appropriate copyright citations.
- Authors must exhibit care when creating Web pages with extensive background, large graphics, applets, animation, and audio or video clips. Such files require extensive download time, are frustrating for modem users, and slow down file servers.

| ~~SOURCE: MASC~~

File: IJNDD

POLICY ON FACEBOOK AND SOCIAL NETWORKING WEB SITES

The Superintendent and the School Principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to:

- 1) Improper fraternization with students using Facebook and similar internet sites or social networks, or via cell phone, texting or telephone.
 - a. Teachers may not list current students as “friends” on networking sites.
 - b. All e-contacts with students should be through the district’s computer and telephone system, except emergency situations.
 - c. All contact and messages by coaches with team members shall be sent to all team members, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the athletic director and the school principal.
 - d. Teachers will not give out their private cell phone or home phone numbers without prior approval of the district.
 - e. Inappropriate contact via e-mail or phone is prohibited.
- 2) Inappropriateness of posting items with sexual content
- 3) Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol
- 4) Examples of inappropriate behavior from other districts, as behavior to avoid
- 5) Monitoring and penalties for improper use of district computers and technology
- 6) The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

The Superintendent or designees will periodically conduct internet searches to see if teachers have posted inappropriate materials on-line. When inappropriate use of computers and websites is discovered, the School Principals and Superintendent will promptly bring that inappropriate use to the attention of the staff member and may consider and apply disciplinary action up to and including termination.

| ~~APPROVED: August 2010~~

FIELD TRIPS

I. BACKGROUND

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

II. PURPOSE AND SCOPE

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

A. Types of Field Trips

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

B. Duration of Field Trips

1. Day Trips

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

2. Long-distance and Overnight Trips

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

3. International Trips

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

File: IJOA

C. Inclusion

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

D. Funding

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

E. Chaperone Disclosures

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

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III. APPLICATION

A. Components of the Procedures for Field Trips

The Superintendent of Schools shall develop and promulgate written procedures for the operation of field trips that will provide for the health and safety of the students and meet the requirements of state law or regulation. Matters to be addressed include, but are not limited to, the following:

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

B. Planning

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

1. the objectives of the trip are specifically related to the curriculum, co-curricular experiences, or interscholastic events

File: IJOA

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

C. Authorization

1. Day Trips

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

2. Long-distance and Overnight Trips

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

3. International Trips

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

4. Cancellation/Exclusion from School Sponsored Trips

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

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

File: IJOA

5. **Non-school Sponsored Trips**

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

D. Implementation

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

~~CROSS REF.: JH, Policy Relating to Field Trips Involving Late Night or Overnight Travel~~

~~First Reading: November 15, 2005
Second Reading: December 20, 2005
Date Approved: February 28, 2006~~

~~SOURCE: Lexington~~

File: IJOA

FIELD TRIPS

~~The School Committee recognizes that firsthand learning experiences provided by field trips are a most effective and worthwhile means of learning. It is the desire of the Committee to encourage field trips as part of and directly related to the total school program and curriculum.~~

~~Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate trips and to ensure that all reasonable steps are taken for the safety of the participants. Said guidelines and procedures should be developed by the Administration and reviewed and approved by the School Committee.~~

~~These guidelines and appropriate administrative procedures shall ensure that all field trips have the approval of the Principal and that all overnight trips have the prior approval of appropriate Administrative level.~~

~~CROSS REF.: JH, Policy Relating to Field Trips Involving Late Night or Overnight Travel~~

~~SOURCE: MASC~~

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File: IJOA-1

FIELD TRIPS

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~~Field trips can bring the school and the community closer together, which can result in real life experiences that enrich the curriculum for students and also bring about better public relations. The School Committee will also encourage field trips as an integral part of the instructional programs in the schools.~~

~~The Superintendent will establish regulations to assure that:~~

~~1. All students have parental permission for trips.~~

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~~2. All trips are properly supervised.~~

~~3. All safety precautions are observed.~~

~~4. All trips contribute substantially to the educational program.~~

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~~All out of state or extended (overnight) trips and excursions, except those required for student participation in tournament competition or contests, must have advance approval of the School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.~~

~~CROSS REF.: JHH, Policy Relating to Field Trips Involving Late Night or Overnight Travel~~

~~SOURCE: MASC~~

~~**NOTE: Brief policies on field trips, such as the sample above, usually require School Committee approved guidelines and implementing regulations.**~~

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File: IJOB

COMMUNITY RESOURCE PERSONS/ SPEAKERS

Human resources are those individuals or groups who are invited into the schools to present supplementary information and ideas to the classroom course of study. These experiences afford students the opportunity to benefit from community viewpoints. Care should be taken in selecting these speakers so that they are individuals who respect diversity in thinking and varying views and who are not attempting to inappropriately influence points of view.

| CROSS REF.: ADDA, ~~C.O.R.I. Requirements~~ [Background Checks](#)

| ~~SOURCE: MASC~~

File: IJOC

SCHOOL VOLUNTEERS

| ON HOLD

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

| CROSS REF.: ADDA, C.O.R.I. RequirementsBackground Checks

| SOURCE: MASC

File: IK

STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS

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

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

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

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

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

| **SOURCE: MASC**

HOMEWORK POLICY

ON HOLD

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

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

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

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

Teachers:

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

Students will:

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

Parents will

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

File: IKB

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

At the Elementary level:

Grade K and 1	none regularly assigned
Grade 2	fifteen minutes each night
Grade 3 and 4	thirty minutes each night
Grade 5	forty-five minutes each night

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

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

At the Middle School level:

At the middle school certain courses, but not all, require homework at all levels. The Program of Studies, when read carefully, provides a great deal of information about course requirements. If you have questions about homework, consult with the teacher.

Homework will not be given on legal and religious holidays or during vacations.

Homework will include both daily or short-term assignments and long-range assignments. These are suggested guidelines for the average amount of homework:

Grade 6	onehour each night
Grade 7	one and one-half hours each night
Grade 8	twohours each night

At the High School level:

In selecting their courses, students should bear in mind that homework requirements will vary from course to course within departmental programs although the high school requires homework at all levels. Expectations for homework are stated specifically in the Program of Studies and class expectation sheets. In general, daily assignments do not exceed the equivalent of a class period. Homework will not be given on legal or religious holidays and during vacations with the exception of summer reading lists.

If students have questions regarding the nature or extent of the homework, he/she should consult with the teacher.

Although each ~~child~~student's learning needs may differ, generally each course assignment should be equal to the amount of class time scheduled for the course each week. Therefore, for example, a course that meets twice per week in 50-minute classes should include the requirement of approximately 1 ½ hours of homework per week.

The course expectation sheets may be relied upon by the students as a true indication of course expectations for homework.

File: IKB

Revised: ~~12/27/89~~
1/31/89
6/16/89
9/19/89

SOURCE: Lexington

NOTE: This policy was marked "POLICY UNDER REVISION."

File: IKE

PROMOTION AND RETENTION OF STUDENTS

The School Committee is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents/guardians, but the final decision will rest with the building Principal.

| **SOURCE: MASC**

File: IKEB

AWARDING OF HIGH SCHOOL CREDIT TO EIGHTH GRADERS

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I. — BACKGROUND

~~The Lexington Public Schools, in recognition of middle school academic programs which provide talented students with significant opportunities for accelerated development of skills and competencies, establishes a policy of granting high school credit for such advance achievement.~~

II. — PURPOSE AND SCOPE

~~Any student enrolled in foreign language in the eighth grade may choose to take the Foreign Language Proficiency Exam in his/her target language of study. The proficiency exam will cover the 8th grade foreign language curriculum in the areas of listening, speaking, reading, and writing. Any student who successfully completes the appropriate language proficiency exam will earn one Carnegie Credit. The examination will be administered at the end of the academic year; specific dates will be posted.~~

III. — APPLICATION

~~The method of demonstrating such achievement will be determined by the individual departments with the method chosen being well known, fair, and open to all. The mechanism or system of assessment chosen or otherwise agreed upon will be fully outlined in the description for each course so affected in the middle school Program of Study.~~

~~Date approved by the School Committee: 12/20/88
Reformatted: 4/2003~~

~~SOURCE: Lexington~~

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File: IKF

GRADUATION REQUIREMENTS

ON HOLD

In order to graduate from _____ High School, a student must have earned at least 95 credits and complied with all state accountability requirements. Course requirements are the following:

Four full-year English courses - 20 credits

Three full-year mathematics and/or science courses, with at least one year of mathematics - 15 credits

Two full-year courses in history and social science, including one year of U.S. history - 10 credits

One year of physical education required each year of high school - usually 4 credits

A total of 80 credits must be earned in courses that meet four or more times per week. Other requirements may be established by the school administration in relation to the particular program, otherwise the additional credits needed for a graduation may be selected from among elective courses.

Credit for Foreign Study: Students who are away for a term or year to participate in a student exchange program or otherwise study abroad may receive credits toward high school graduation when (1) study plans are approved by the school administration in advance; and (2) the institution where the study occurred submits a record of the student's work. In these instances, the Principal and student's guidance counselor will evaluate the work and assign credit for it according to standards prevailing in _____ High School.

SOURCE: MASC

NOTE: If there are test requirements for graduation, these should be noted in the policy on Graduation Requirements. However, a policy on competency testing is properly filed in category IL, Evaluation of Instructional Programs, or a special subcategory of that code.

File: IL

EVALUATION OF INSTRUCTIONAL PROGRAMS

The School Committee considers comprehensive and objective evaluation of the effectiveness of the curriculum to be of primary importance. The Superintendent will provide for the translation of the stated instructional goals into objectives and for appraisal of their implementation in order to:

1. Determine educational needs and provide information for planning.
2. Indicate instructional strengths and weaknesses.
3. Check on the suitability of programs in terms of community requirements.
4. Show the relationship between achievement and the system's stated goals.
5. Provide data for public information.

Elements of this evaluation process may include:

1. Testing programs such as nationally standardized general achievement tests, nationally standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Study of students' high school and drop-out records.
4. Use of outside services, participation in regional research studies, contracted evaluation services; evaluation services at cost to the school system must be approved in advance by the School Committee.
5. Teacher and parent evaluation of student behavior.
6. State Dept. of Elementary and Secondary Education specialists and services.
7. Evaluation by the regional accrediting association.
8. Evaluation by other agencies.

An evaluation of the curriculum and its effectiveness will be made periodically and reported to the Committee by the Superintendent.

| ~~SOURCE: MASC~~

File: ILD

EDUCATIONAL RESEARCH IN THE LEXINGTON PUBLIC SCHOOLS

~~I. PURPOSE AND SCOPE~~

All requests to conduct research in the Lexington Public Schools must be directed to the ~~Assistant Superintendent for Planning and Business Affairs~~ or designee.

~~II. APPLICATION~~

The following criteria will be utilized to make a determination regarding approval for such requests:

1. that the study results in direct benefits or provides direct services to the ~~child/student/ren~~ of Lexington.
2. that the study provide in-service opportunities for the growth and development of faculty and/or staff.
3. that there be no expenditures of Lexington funds or use of staff/faculty time unless there are benefits as described in 1 and 2 above.
4. that students participating in studies, authorized by school administration, must have the approval of their parents.

~~Date approved: on file
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~~SOURCE: Lexington~~

File: ILD-R

**PROCEDURES FOR THE POLICY ON
EDUCATIONAL RESEARCH
IN THE LEXINGTON PUBLIC SCHOOLS**

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All requests to conduct research in the Lexington Public Schools must be directed to the Assistant Superintendent for Planning and Business Affairs. A screening committee, consisting of other district administrators, teachers, parents, and teacher association representatives, will assist in the process of determining the suitability and appropriateness of all research requests. Such determination will depend upon the applicant satisfactorily addressing the "Criteria for Research Approval" (see below), as well as any other recommendations for modification, or clarification that are suggested by the screening committee.

It is expected that all applicants, both from within the district and from without, will submit a completed "Request to Do Educational Research" form, along with an explicit proposal addressing the "Criteria," and all materials to be used in the research project. An interview with the applicant also may be required.

All requests for permission to conduct educational research must be approved prior to the commencement of the project.

In-District Requests for Project Approval

A district staff member who wishes to conduct a research project involving no cost to the district will usually be restricted to the member's assigned school. It is presumed that the applicant will have secured the permission of the building principal prior to submitting the required documents mentioned above. Modifications to the instructional program, if any, required by staff member research projects, must be minor.

District-wide research efforts, initiated by central administration or other individuals within the district, involving broader-based data collection efforts, and undertaken for internal use only, will not (or will) be bound by the same application procedures mentioned above. (If "will" is used above, insert the following.) The Superintendent or his designee may make a specific request of the screening committee and the School Committee to waive these requirements.

Out-of-District Requests for Project Approval

Individuals or groups who seek permission to conduct research projects within the Lexington Public Schools, and who are not part of the professional staff, must adhere to the application requirement outlined above.

Proposals and collateral materials will be reviewed by the Assistant Superintendent for Planning and Business Affairs, as well as the district research screening committee. Approval will be based upon the acceptability of projects and their congruence with the following "Criteria for Research Approval."
Proposed projects must:

- offer promise of improving educational practice;
- be organized so that there are few, if any, interruptions to the regular school program;
- pertain to a relevant educational problem;
- contain an appropriate research design;
- spell out procedures clearly;

File: JLD-R

- respect the rights of individuals, including the confidentiality of personal data about students and employees;
- obtain "informed consent" from the parents of all participating students.

Performance Expectations for Approved Studies

Once a project proposal has been approved, the investigator will be obligated to fulfill the following:

- respond to any concerns that are raised in the course of the research by participants, parents, teachers, or others who become involved;
- whenever possible make any necessary adjustments which do not compromise the integrity or validity of the study;
- secure approval for any publication of outcomes, enabling the Superintendent to determine if identification of the school or district will be in the best interest of the Lexington Public Schools;
- submit copies of all documents and any other materials developed as a consequence of the study, including, but not restricted to, theses, videotapes, summary reports, booklets, and any other account of project outcomes;
- provide, if feasible, opportunities for professional staff and others to learn from the research findings and to utilize the results to improve instruction for children.

Performance Expectations for the Lexington Public Schools

Upon receipt of a "Request to Do Educational Research" form, and supporting documentation, the district agrees to do the following:

- carefully consider the application at one of the regularly scheduled meetings of the proposal screening committee*;
- interview the applicant, if necessary, to gather additional information about the proposed project;
- assist in modifying the design or procedures if a proposal is deemed to have merit, but deficient in some minor way;
 - inform each applicant of the decision of the screening committee, and when permission is denied, offer a thorough explanation of why approval has not been granted;
- provide any reasonable assistance to those investigators whose proposals have been approved.

*The Research Proposal Screening Committee will meet the second Tuesday of September, November, January, March, and May# (#Only for research to be conducted during the following school year.)

No adoption date (on Lexington Public Schools letterhead)

SOURCE: Lexington

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File: IMA

TEACHING ACTIVITIES/PRESENTATIONS

It is the desire of the School Committee that the best available strategies for bringing about learning be utilized in the District's schools. The instructional staff shall be expected to keep abreast of new and promising instructional ideas and practices developed in schools throughout the nation and to apply those which have potential for improving the learning program in the District's schools.

An educational climate shall be established which shall be conducive to rational thought, inquiry, and respect for the dignity of the individual. To promote the dignity of all individuals, staff shall be culturally aware, sensitive to different view points and backgrounds, and shall guard against bias. This educational climate will assist students in learning how to think rather than what to think and shall provide students the opportunity to identify, express, and defend their opinions without penalty or fear of reprisal or ridicule.

Nothing in this policy shall limit a parent/guardian's right to file a complaint to challenge the use of teaching activity or presentation.

| SOURCE: MASC

TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

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An important goal of the schools is to help prepare students for intelligent and conscientious participation as citizens in our democratic society. One step toward meeting this goal is to introduce students to reasoned and dispassionate approaches to the analysis of contemporary social and political issues. To insure that these issues can be examined in an atmosphere as free from emotion and prejudice as the times permit, the School Committee establishes the following guidelines for discussion of controversial issues in the schools.

Teacher Planned Classroom Discussions

1. Controversial issues selected by teachers for classroom discussion must relate directly to the objectives and content of courses approved by the School Committee for inclusion in the curriculum.
2. The teachers' right to introduce controversial issues in classroom presentations does not include the right of advocacy. Teachers must refrain from using their positions to express partisan points of view.
3. The approach to discussion of these issues in the classroom must be objective and scholarly with minimum emphasis on opinion and maximum emphasis on intelligent analysis.
4. Teachers must ensure that the reasoned arguments of all sides of an issue are given equal presentation and emphasis in classroom discussions.
5. Teachers may invite visitors from outside the schools to give presentations on controversial issues when the visitors offer qualifications and resources not available in the schools. All visitors are to be guided by the standards of language usage that prevail in the classrooms and by the standards of scholarly inquiry set forth above. Whenever possible, teachers who invite visitors to present one side of an issue will also invite visitors to present the other side(s).
6. In all cases teachers must obtain from the appropriate Principal permission to invite visitors for classroom presentations. Permission must be requested at least 48 hours before the scheduled time of presentation.

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Student Initiated Forums on Controversial Issues

Student groups may request permission to conduct forums on controversial issues in the schools. The Principal may grant such requests under the following conditions:

1. Preparation for presentation of a forum will not cause any student or teacher to miss class and will not cause the cancellation of any class.

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File: IMB

2. Adequate advance planning must be conducted for each forum. A request to hold a forum must be received by the Principal at least three weeks before the scheduled date of presentation. For each request the Principal will appoint, after consultation with the requesting student group, an adult advisory group consisting of at least two parents and two faculty members.

3. The standards for approach to discussion, style of presentation, and use of visitors as defined above will apply to student initiated forums.

Requests from Groups or Individuals Outside the Schools

No permission will be granted non school groups or individuals to make presentations on controversial issues in the schools during school hours. Requests for after school or evening use will be processed in accordance with the Committee's policy on community use of school facilities.

No permission will be granted outsiders for distribution of literature on controversial issues to students in general or to class groups.

A Principal may grant an outside group or individual permission to post one notice of a public meeting for discussion of issues if the language of that notice conforms to the standards that prevail in the community. The Principal will determine the appropriate bulletin board for such notices.

SOURCE: MASC

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SCHOOL CEREMONIES AND OBSERVANCES

The United States Constitution and the Constitution of the State of Massachusetts and related court rulings clearly establish the concept of "church and state separation" and the "preclusion of sectarian instruction in public schools."

In order to help staff members abide by the spirit and letter of the law, and to avoid compromising any student's religious or conscientious beliefs or freedoms, the following guidelines have been established:

The observance of religious holidays is not the responsibility of the public schools.

While it is recognized that many activities are initiated with the approach of major holidays in order to capitalize on the readiness and interest that is generated at these times, it should be understood that such occasions frequently have religious underpinnings. Care should be taken to relate only to secular aspects of these holidays.

Music programs given at times close to religious holidays should not use religious aspect of these holidays as the underlying motive or theme. Although religious music is appropriate in the schools to the extent that it is sung or presented for musical rather than religious content, its use should not violate the secular nature of the school. Pageants, plays, recitals, and other literary or dramatic activities should not be used to convey religious messages. While the holidays represent a valid source of ideas for meaningful school art experiences, teachers should avoid assigning or encouraging art work that promotes religious aspects of such holidays. If, however, individual students choose to use a religious personage, event, or symbol as the vehicle for an artistic expression, they should be allowed to take this action.

The above statements should not be interpreted to preclude the factual and objective teaching about religions, religious holidays, and religious differences. Such instruction will be permitted in the schools since insights in this area can enhance the mutual understanding needed by all the people in a pluralistic society.

SOURCE: MASC

LEGAL REF.: 603 CMR 26:05

RELIGION IN THE LEXINGTON PUBLIC SCHOOLS

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I. — BACKGROUND

Throughout history religion has been a significant element in human culture and in modern society it plays an important role in the lives of many individuals. It would be neither possible nor desirable for the public schools simply to ignore religion and avoid all materials with religious theme or implication. Such a policy would distort the teaching of history, create an awkward division between the child's life at school and the child's life at home and in the community, and drastically reduce the acceptable and available examples of art, music, and literature.

The Lexington Public Schools should operate on the basis of a policy which reflects and balances the academic and instructional mission of the schools, the law and legal guidelines relating to the separation of church and state, the richness and diversity of the population, and sensitivity to the rights and dignity of every individual in the Lexington community. In guiding children to assume positive roles in a pluralistic society, it is essential to teach them to be appreciative and respectful of each other's differences while also affirming similarities. Yet, it must be stated clearly that the risk of schools is to educate about religion, not in religion.

A well defined policy, carefully implemented, can insure that the Superintendent of Schools and the Lexington School Committee will not knowingly endorse, or condone any practice which has its intent or as its effect a challenge to or trivialization of the convictions of any individual.

The right to hold any or no religious beliefs is guaranteed by the United States Constitution and the resulting separation of church and state has been interpreted in a variety of ways, particularly in education, throughout the years.

There will always be the potential for controversy wherever religion and the public schools interact and the Constitution does not supply clear cut answers. However, the Supreme Court established a three part test for the treatment of religion in the curriculum in the Lemon v. Kurtzman (403 U.S. 602) decision:

- — the activity must have a secular purpose;
- — the principal or primary effect of the activity must be one that neither advances nor inhibits religion;
- — the activity must avoid excessive governmental entanglement with religion.

II. — PURPOSE AND SCOPE

It is the policy of the Lexington Public Schools that religion generally, as well as specifically, may be included in any curriculum so long as the subject matter is presented objectively as part of a secular program of education.

Therefore, any time the subject of religion becomes a part of either the classroom or school program, through the determination of the instructor or the administration, the criteria for inclusion must be secular in nature and responsive to the feelings and perspectives of all. A distinction must be made between activities that acknowledge religion and related holidays and those that celebrate, thereby, elevating or emphasizing a particular tradition to the detriment of those for whom the occasion holds no special significance.

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At the start of each year, it is the obligation and responsibility of the administration in each building to review the intention of this policy with building personnel, ensuring that any and all programs planned for the ensuing year are in accord with the policy. The review may provide a forum for selection, planning, and design of these programs. Further, the policy shall be evaluated on a yearly basis in light of changing demographics and other related issues, and shall make appropriate recommendations to the Superintendent regarding possible modification.

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III. APPLICATION

- The right of parents to excuse their children from school attendance for purposes of religious observance is understood, and such absence should entail no penalty, academic or otherwise. A calendar listing major religious holidays will be available to teachers at the beginning of the year. In keeping with Lexington policy, teachers should consider this calendar when planning homework assignments and class activities. Tests, major reviews, and other unique and unrepeatable educational events should not be scheduled on such days whenever possible. (Refer to the Lexington Policy on School Attendance for an explanation of parent responsibility with regard to informing school offices in advance of such absences.)
- Religious objects or symbols may be displayed as integral parts of a curriculum unit, but should not be presented in a manner that promotes or encourages any view concerning religion.
- Music, art, literature, and drama related to religious holidays may be studied and performed in programs if they are of intrinsic artistic worth and are presented in an objective and neutral manner. The duration of such programs and activities, which should form part of a curriculum unit, should not exceed a period of time equivalent to the academic value of the program or activity.
- Musical performances and programs during and immediately preceding winter and spring holiday seasons can create difficult circumstances in which specific religious beliefs receive undue attention. So that the potential for this situation is eliminated and that music is presented for its aesthetic and musical merit and not because of any associated significance with a specific religion, it is strongly recommended that such concerts and programs be offered at other times of the year.
- No person shall be allowed to recruit students for a religious purpose or organization on school properties or at school sponsored activities, except as provided by other related school policies (reference: school activities and school facilities usage).
- Whenever possible, the Lexington Public School will offer opportunities for professional development to address the need for awareness and sensitivity when dealing with issues of religion and education about religion.

Date approved by School Committee: November 1990
Reformatted: 4/2003

SOURCE: Lexington

2 of 2

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ANIMALS IN SCHOOL

- | No animal shall be brought to school or onto Lexington Public School property without prior permission of the building Principal.
- | The Lexington School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

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

Educational Program

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

Student Health

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

Animals Prohibited from School

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

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

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

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

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

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

File: IMG

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

Service Animals (Guide or Assistance Dogs)

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

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

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

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

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

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

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

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

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

LEGAL REF.: 28 CFR, Part 35

| ~~SOURCE: MASC February 2011~~