



John Adams and others wrote an inspirational vision of a well-rounded education for every child in the Massachusetts State Constitution, which was published in 1780. His profound words, in this first document of its kind, became the foundation of the U.S. Constitution, and capture the essence of Massachusetts public schools to this day. "It shall be the duty...in all future periods of this commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them; especially...public schools, and grammar-schools in the towns; to encourage private societies and public institutions, rewards and immunities, for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and a natural history of the country; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in their dealings; sincerity, and good humor, and all social affections and generous sentiments, among the people."

Revised_08.20.2018

Lexington School Committee Meeting

Lexington Town Office Building
Selectmen’s Meeting Room
1625 Massachusetts Avenue

January 21, 2020 (7:00-10:00 p.m.) *All agenda items and the order of items are approximate and subject to change

7:00 – 8:00 p.m. (School Committee & Superintendent’s Updates)

- Call to Order and Welcome
- School Committee Announcements & Liaison Reports
- Congratulations and Celebrations
- Superintendent’s Report
 - a. Hastings Elementary School
 - b. Inclusion Community Input Team (Inclusion CIT)
 - c. Redistricting and Later School Start Time Updates
 - d. Medicaid Reimbursement and School Billing
- Consent Agenda
- Community Speak

8:00 – 9:00 p.m. (Presentation)

- Equity Audit - Johnny Cole, Director of Equity & Student Supports
- Community Speak

9:00 – 10:00 p.m. (New and Unfinished Business)

- Community Speak
- Adjournment

Welcome and A Few Words about Our “Community Speak.”

The School Committee’s meeting time is dedicated to strategic priorities and the business of the public schools of Lexington. Lexington has a rich tradition of community involvement and participation, and your insights are needed to make education in Lexington the best for every child. “Community Speak” is an opportunity for the public to present brief comments or to pose questions for the School Committee’s consideration. School Committee agendas will provide three (3) “on-the-hour” opportunities to speak, lasting up to 15 minutes in duration. We kindly ask that those offering public input do their best to offer new ideas or suggestions and avoid reiterating points made earlier. Each person is encouraged to sign up in advance for “Community Speak.” The Chairperson will ask individuals to limit their comments to a maximum of three minutes, depending upon the number of speakers who wish to speak on a given topic. Those offering public input will be given a friendly reminder when nearing the end of their time limit. We are grateful for your cooperation in helping to make our meetings run smoothly



Julie L. Hackett, Ed.D.
Superintendent of Schools

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SUPERINTENDENT'S REPORT
JANUARY 21, 2020

I. Congratulations and Celebrations

II. Hastings Elementary School

At the last School Committee, I shared some exciting information about the opening of the new Maria Hastings Elementary School. As a follow-up to our discussion, I wanted to let you know that we are planning to extend an invitation to all Town Meeting Members and any interested Lexington residents to join us for a tour of our beautiful new school on March 22, 2020. Here is an updated timeline:

- February 10, 2020 - We will open the building for the greater community on Monday evening, February 10th so that former students, staff, and families may come to Hastings, say goodbye to the school and add personal notes to the walls.
- February 14, 2020 - Prior to the close of school on February 14th, students and teachers will walk from the current school to the new building, taking the contents of their desks and tabletops to their new classrooms.
- February 17 - 21, 2020 - The physical move out of old Hastings and into the new school building takes place during the February break.
- February 24, 2020 - Current Hasting new building parent coffee and welcome
- February 27, 2020 - Current Hasting families open house
- March 22, 2020 - from 1:00 - 3:00 p.m., we welcome the entire Lexington Community to an Open House at the new Hastings School.

You also were interested in learning more about the demolition. The current plan is to complete the demolition of the old building .by the end of April school vacation week. Once the move is complete and all of the furniture is removed from the old Hastings, the building will be turned over to the contractor (roughly February 24th). Next, we will begin the process of asbestos removal (approximately 4-6 weeks). Demolition will begin in late March or early April depending on weather and progress of the abatement. The demolition of the building will start at the modular end of the building (near Wilson Road), using a machine that will deconstruct the building. The machine operator will use a claw to break apart the building, separating the materials into piles for recycling. The operator will place concrete in one pile, steel in one pile, light gauge metal in a third, and so on. They will work from the Wilson Street direction up toward the new building. Since there is a section of the old building that is very close to the new building, it will be taken down during April vacation. The entire process is not very loud; in fact, the drilling of the geothermal wells was much louder than this activity. The entire old Hastings site will be completely fenced in to keep students separated from the work. Also, all

demolition will take place while being simultaneously hosed down to minimize any dust. Once the building is down and removed from the site, the old foundations will be extracted and also removed. By May, we should be able to see the faint outline of the new parking/drop off area.

Our students and staff are so excited about their big move, and we are so grateful to the taxpayers of Lexington for supporting this important capital project. We can't wait to welcome everyone to our new school!

III. Inclusion Community Input Team (Inclusion CIT)

In our position paper, DEI: Our Call to Action, we identified the Inclusion CIT as a concrete action step that we would use to engage the LPS school community in a collaborative, sustainable problem-solving process. We have lots of important work to get done, and it will take many great minds and a concerted effort to achieve our ambitious goals. The power of the CIT process is that we engage school community members in authentic decision-making processes to usher in significant and sustainable change, forging stronger meaningful partnerships with our school community in the process. Mr. Johnny Cole and Ms. Ellen Sugita will co-chair the Inclusion CIT. We are in the process of finalizing invitations for community participation, and our first Inclusion CIT meeting will be held on January 29, 2020 from 4:00 - 6:00 p.m. at Central Office.

Reference Materials: [Inclusion CIT Communication](#)

IV. Redistricting and Later School Start Time Updates

We are in the process of mailing redistricting letters to students and families with new school assignments. Letters will be emailed and hard copies will be sent home with students in letters addressed to parents and/ or guardians. We recognize that there are rare situations where, in the best interest of the student, an individual should attend a school outside of their school assignment area. Issues of this nature are addressed through the School Committee Student Transfer Policy. In order to make a request, families may download and complete a Special Transfer Request Form. Forms and attachments should be submitted to the Superintendent's Office, located at 146 Maple Street or emailed to Sara Jorge at sjorge@lexingtonma.org.

Reference Materials: [School Committee Student Transfer Policy](#); [Transfer Request Form](#); [LPS Redistricting Newsletter](#)

The Lexington School Committee approved a "Later School Start Resolution" on August 28, 2018. On December 4, 2018, Lexington School Committee unanimously voted for a later school start time in the Fall of 2020. Plan to shift the start time at LHS to 45 minutes later, middle schools to have the length of the day reduced by 10 minutes (to be aligned with the 6 hour and 40 minute high school day), and elementary schools to have a start time 15 minutes later. American Academy of Pediatrics recommends starting high school at 8:30 or later to combat sleep deprivation. LHS students reported a nightly average of 7 hours of sleep, while research indicates that 8-10 hours is optimal for health, safety, and achievement. Inadequate sleep in teens leads to increased risks of accidental injuries, cardiovascular disease, and depression.

Current Lexington High School start and end times are 7:45 a.m. to 2:25 p.m., and they will shift from 8:30 a.m. to 3:10 p.m. next year. The current middle school start and end times are from 8:00 a.m. to 2:50 p.m., and school days will start at the same time, but they will shorten by ten minutes, ending at 2:40 p.m. next year. Finally, the elementary school day is from 8:45 a.m. to 3:15 p.m., and times will be adjusted by 15 minutes, with elementary schools beginning at 9:00 a.m. and ending at 3:30 p.m. There

will be a necessary period of adjustment as we transition to a later school start, but the proactive planning that is underway will go a long way to ensuring a smooth start to the 2020 - 2021 school year.

Reference Materials: [Later School Start Resolution, August 28, 2018](#); [Later School Start PowerPoint, December 17, 2019](#)

V. Medicaid Reimbursement and School Billing

Earlier this year, Medicaid made changes to the procedures that districts use to get reimbursed for the services they provide to Medicaid enrolled students. Purportedly, the changes were introduced to make more students eligible for reimbursement; however, they appear to have implemented a higher threshold for what constitutes a Medicaid-eligible reimbursement. We are concerned that the new requirements will adversely impact the reimbursements municipalities have received and the source of the problem will come as a surprise to many. Ultimately, reimbursements that are harder to obtain will put more pressure on school systems across the Commonwealth. Specifically, the new regulations remove the requirement that students must be on IEPs in order for the districts to file for reimbursement, yet they now expect service providers to log medical diagnoses, making it harder to access funding. We think that these changes are particularly problematic in Massachusetts, where we have successfully integrated therapeutic services into the educational setting. The reference materials provided reflect our collaborative efforts with the Lexington Education Association to address this issue in the Lexington Public Schools and beyond.

Reference Materials: [New Medicaid Service Documentation Requirements Memo](#); [DESE Medicaid Letter](#); and [Medicaid Info Sheet](#).



Lexington School Committee Meeting
Lexington Town Office Building
Selectmen's Meeting Room
1625 Massachusetts Avenue

Consent Agenda - January 21, 2020

1. Acceptance of Donations/Gifts
 - a. Alliance Energy LLC to Fiske Elementary in the amount of \$500.00
 - b. Hastings Elementary Fifth Grade Classes of 2018, 2019, 2020 combined donation in the amount of \$2,475.00 to purchase permanent picnic tables to be located outside the cafetorium of the new school.
2. Payroll and Accounts Payable Warrant Approval
 - a. January 17, 2020 - Payroll in the Amount of \$3,912,224.98
 - b. January 17, 2020 - Accounts Payable in the Amount of \$1,019,992.98
3. Approval of School Committee Minutes
 - a. January 7, 2020

Equity Audit

Johnny Cole
Director of Equity & Student Supports

January 21, 2020



LEXINGTON
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Demographics

We're changing demographically, becoming more diverse.

General population is now less than 60% non-hispanic white

Public schools are less than 50% non-hispanic white



Racial Attitudes

Many Americans are saying they want to be near diversity; they want to change racial paradigms

High profile companies are pursuing diversity as it increases value (and revenue)



Metro Migrations

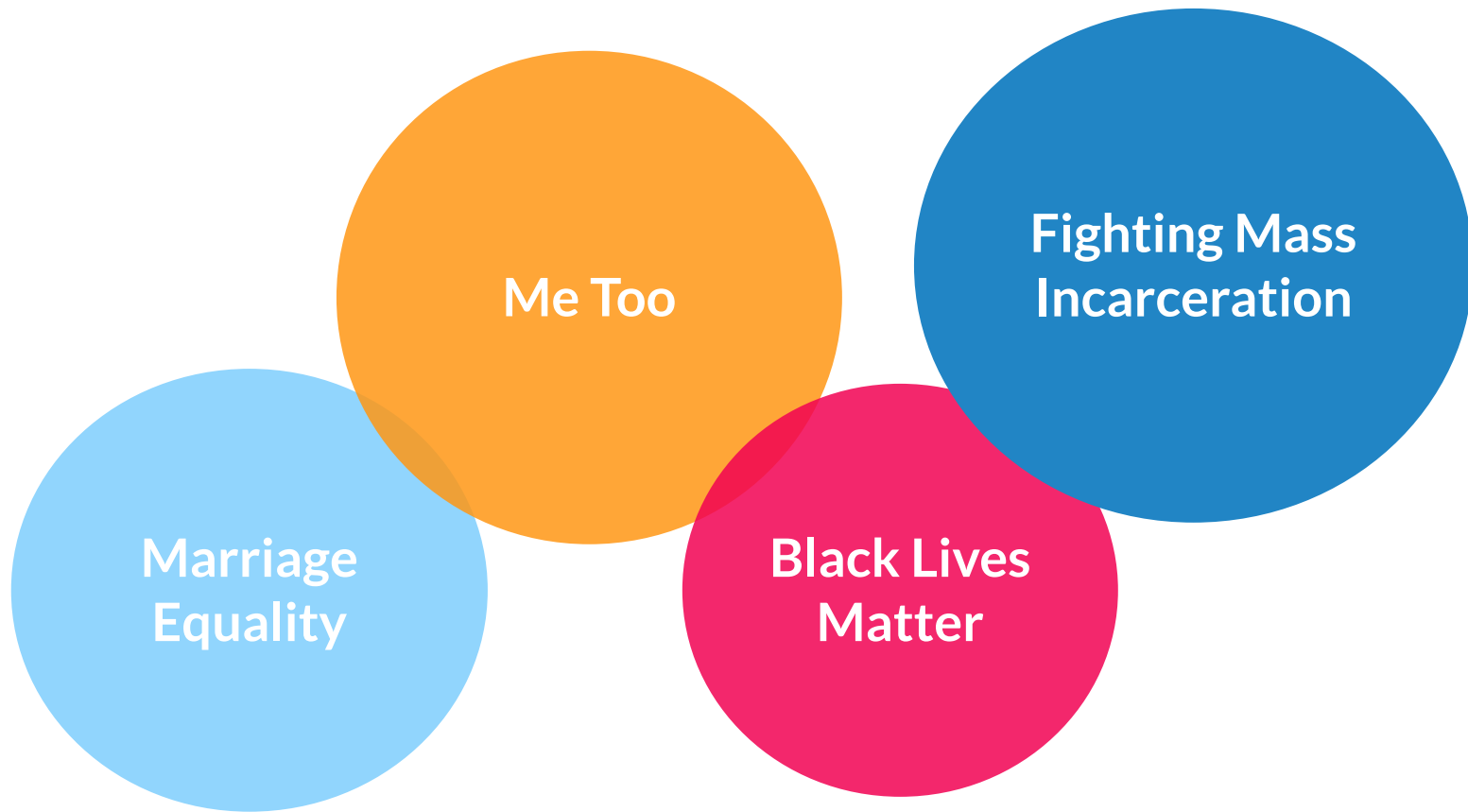
More black, Latinx, and Asian folks are moving to the suburbs

More white folks are moving to the cities, the same cities their grandparents fled (gentrification)

Why Now?



LEXINGTON
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Why Now?



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Joy in learning;
curiosity in life;
and **compassion in all we do**

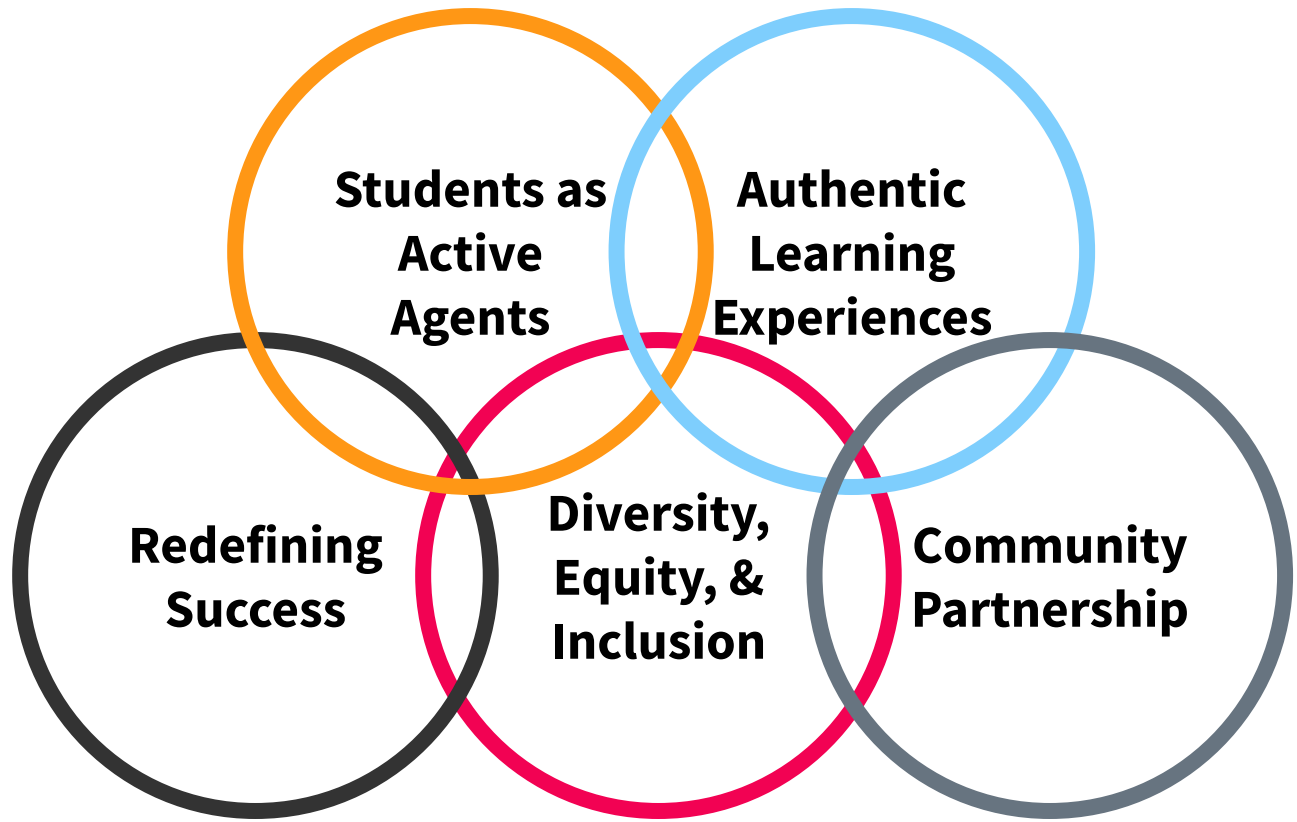
The word “compassion” extends beyond empathy, imploring us to not just feel, but to act on our sympathies and do something to improve the lives of others.



Vision Statement: Diversity, Equity, & Inclusion



- Individual & collective responsibility
- Inclusion with peers
- Understanding diverse cultures, backgrounds, identities, ideas, beliefs, learning styles, and abilities
- People from different backgrounds offer new ways of seeing and solving problems



Strategic Plan: Vision

Why Focus on Race?



- Implicit nature
- Skills are transferable
- Inequitable outcomes
- Socialized not to focus on it

Entry Plan

First Six Months



Individual Meetings

- 50+ Administrators
- 85+ Unit A Members
- 12+ Unit C/D
- 35+ Community Members
- 100+ Students (6-12)

Classroom Observations

- 60+ LCP/Elementary
- 55+ Middle School
- 45+ High School
- 35+ hours

Community & Student Groups

Community Organizations

- Korean American Organization of Lexington
- Lexington Human Rights Committee
- Muslim American Community Center of Lexington
- Commission on Disability
- LPS SEPAC
- Chinese American Association of Lexington
- Lexington Interfaith Group

Community Organizations (cont'd)

- Japanese Support Group of Lexington
- Chinese Americans of Lexington
- Associated Black Citizens of Lexington
- PTA/O Presidents' Council
- LexPride
- Indian Americans of Lexington
- Lexington Community Coalition

Student Organizations

- LHS Student-Faculty Senate
- Asian Student Union
- Gender & Sexuality Alliance (GSA)
- Armenian Club
- Humans of LHS
- LHS Amnesty International
- Diamond GSA
- Indian Association of LHS
- LHS Muslim Youth Group
- Boston Residents (METCO)

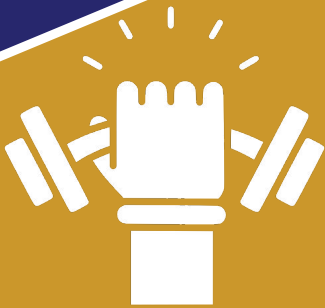
Entry Plan

Ongoing Work



Strengths

- Readiness
- Expert Staff
- Policies, Practices,
& Procedures
- Commitment

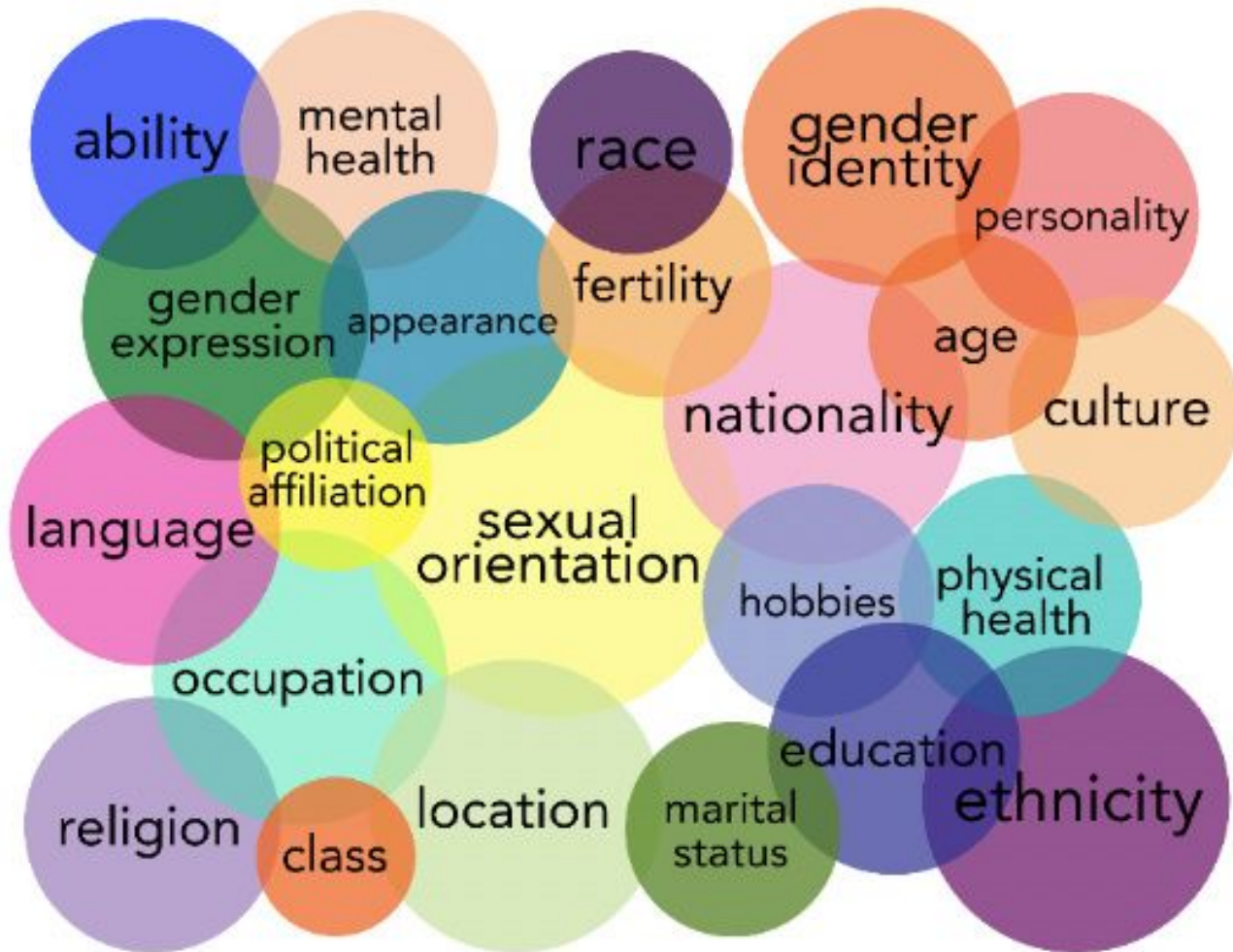


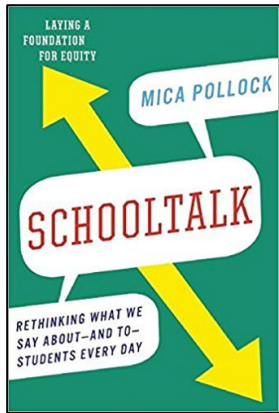
Barriers

- Time
- Competing Priorities
- Resources
- Community Learning
- Lack of Comfort/Skill



Intersectionality





...because we categorize people, often distribute opportunities accordingly, and forge powerful identities along the way, ignoring categories can translate into ignoring aspects of our lived experience...

The problem with just relying on any one of my labels to support me would be if you decided to look no further--if you presumed my experience without asking more, if you assumed false things about my “group,” or if you forgot to analyze how all of these experiences intersect in my individual life and just described me with one of these many labels. You’d need to keep learning about me, right?

But if you refused to recognize my experiences in these categories, you’d ignore my actual experiences--and supporting me would be difficult.

~ Mica Pollock, Schooltalk

Subordinate

Informally Educated

Female

Transgender

Person of Color

Gay, Lesbian, Bisexual

Newcomer, Immigrant

Used to having “less than”

1st fluent language is not English

Single

Disabled/Differently Abled

Jewish, Muslim, Buddhist, Atheist,
Agnostic and Other Non-Christian Groups

Dominant

Formally Educated

Male

Cisgender

White

Heterosexual

Born in the USA

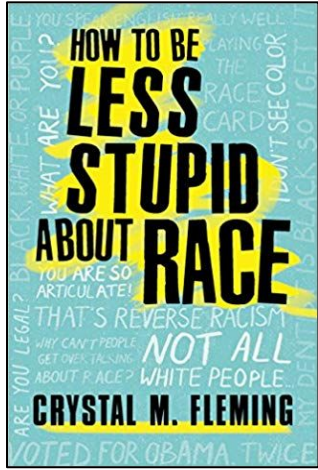
Used to having “enough”
or “more than”

1st fluent language is English

Married

Temporarily Able-Bodied/-Minded

Christian



Though everyone internalizes stereotypes about social groups, we do not all occupy the same position in the racial order. When members of a so-called “racial” group are able to impose their prejudices in ways that reliably benefit them and disadvantage others, they have managed to successfully *institutionalize* their racist beliefs and protect their racial privileges.



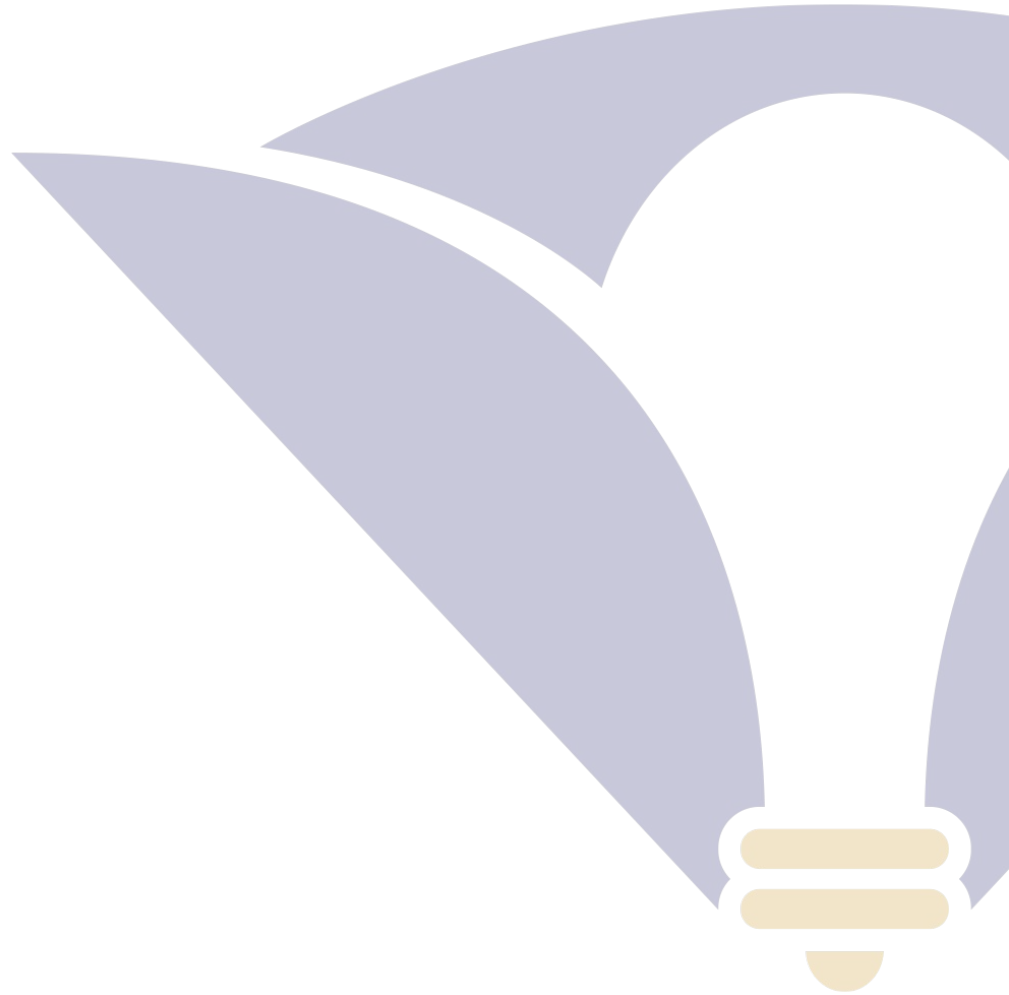
~ Crystal Fleming,
How to Be Less Stupid About Race

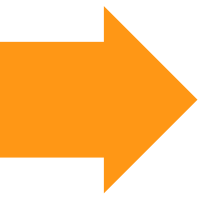
Key Focus Areas

- Staffing
- Discipline
- Disability
- Curriculum
- Professional Learning



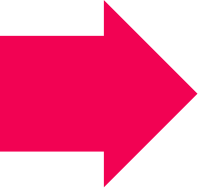
Staffing





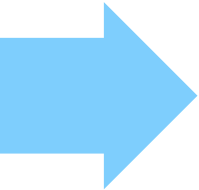
\$64 Billion

Cost of workplace discrimination each year



2043

The US will be majority non-white



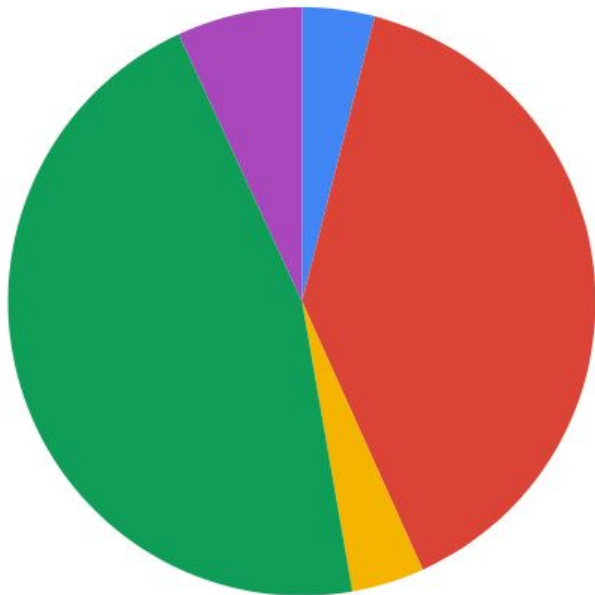
70%

Companies are more likely to succeed in new markets

Demographics 2018-2019 *Statistics from DESE*

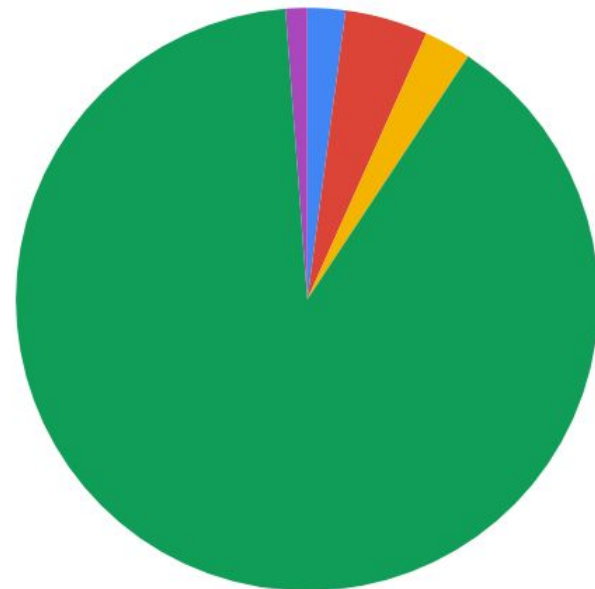
Students

- African American
- Asian
- Hispanic
- White
- All Others



Employees

- African American
- Asian
- Hispanic
- White
- All Others



Employee Demographics 18-19 *Statistics from DESE*

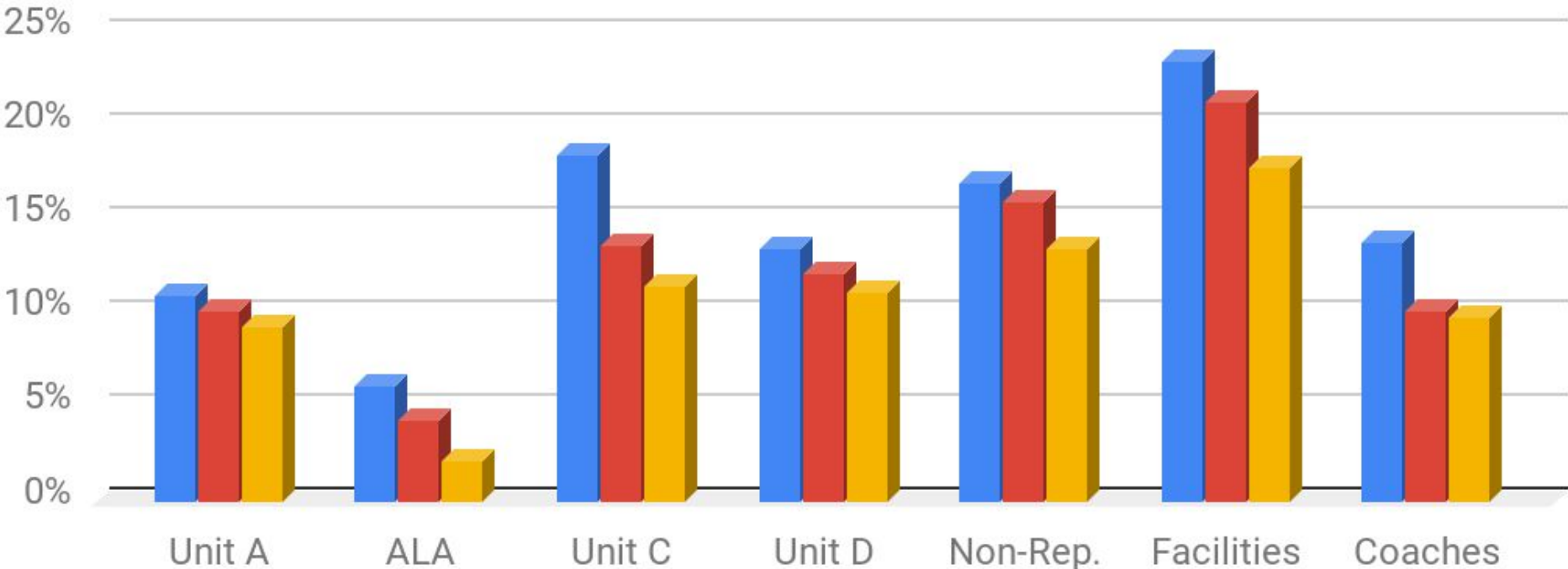
District	African Am.	Asian	Hispanic	White	All Others
Lexington	2.1	4.6	2.6	89.4	1.2
State	4.0	1.5	4.3	89.5	0.8
Brookline	6.3	5.5	4.4	82.9	0.9
Newton	3.5	4.5	3.6	87.2	1.3
Wayland	1.5	2.0	2.6	92.7	1.1
Wellesley	2.1	2.4	2.3	91.5	1.7
Weston	2.4	4.4	2.9	88.7	1.5

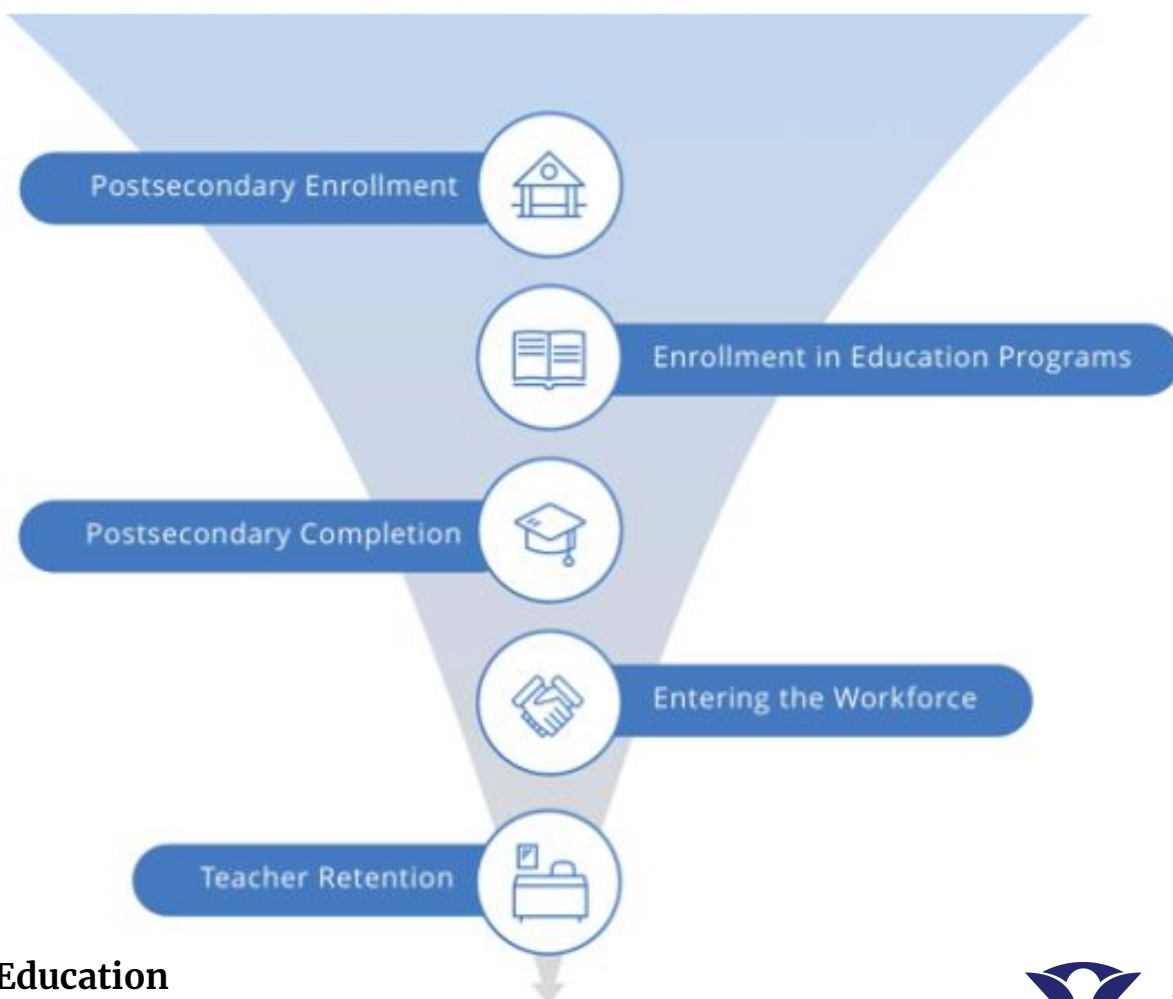
LPS Data: Employees of Color

FY20

FY19

FY18





US Department of Education
The State of Racial Diversity in the Educator Workforce (July 2016)



LEXINGTON
PUBLIC SCHOOLS

Key Findings

1. Because of the educational benefits of diverse educators for *all* students, we must increase the diverse populations of employees at *all* levels.
2. We must differentiate our focus in three key aspects of this work: recruitment, hiring, and retention.

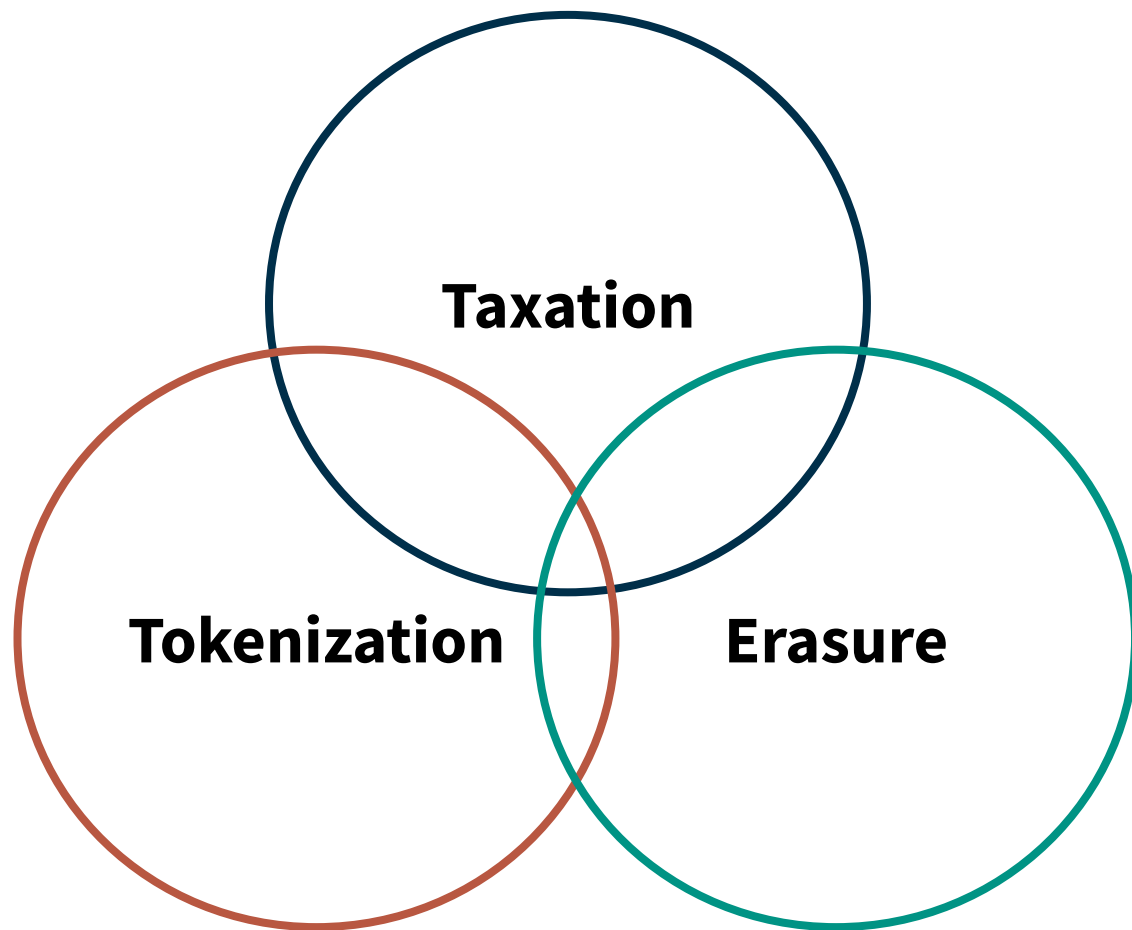
Increase Diversity



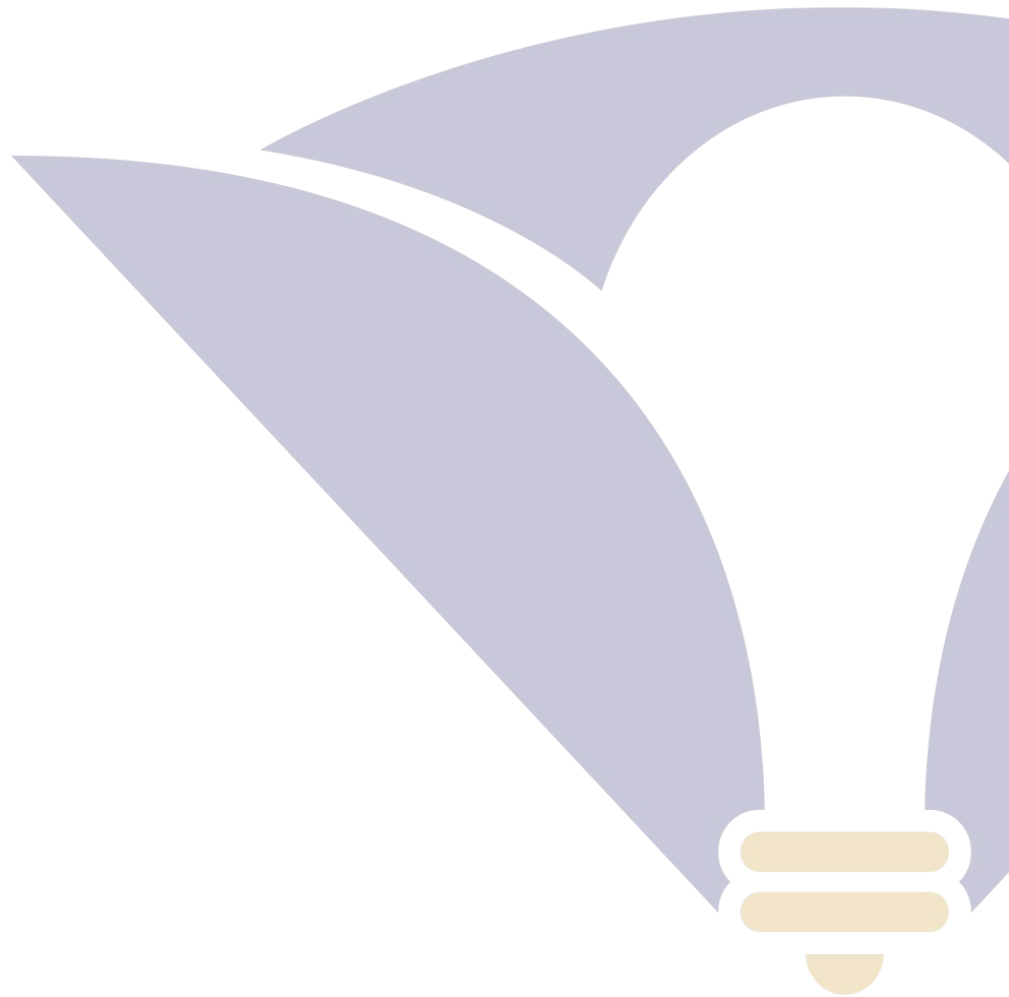
- Human Resources
 - Grow Your Own
 - Coaching for Change
 - Joint Council
 - Group Memberships
- Lexington Educators' Association
- Employees of Color Group
 - More affinity groups

Avoid Barriers

Dr. Javier Casado Perez



Discipline



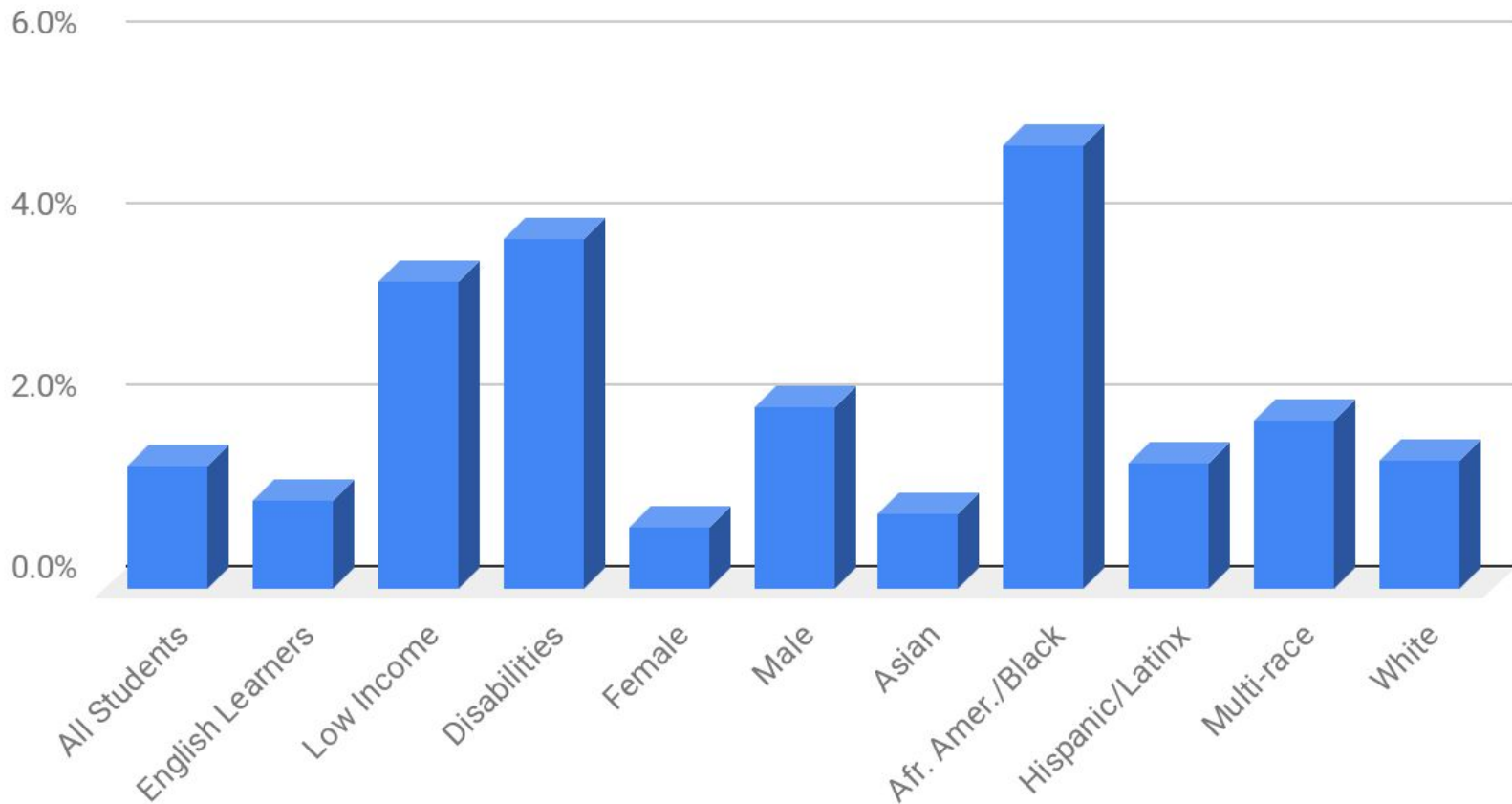


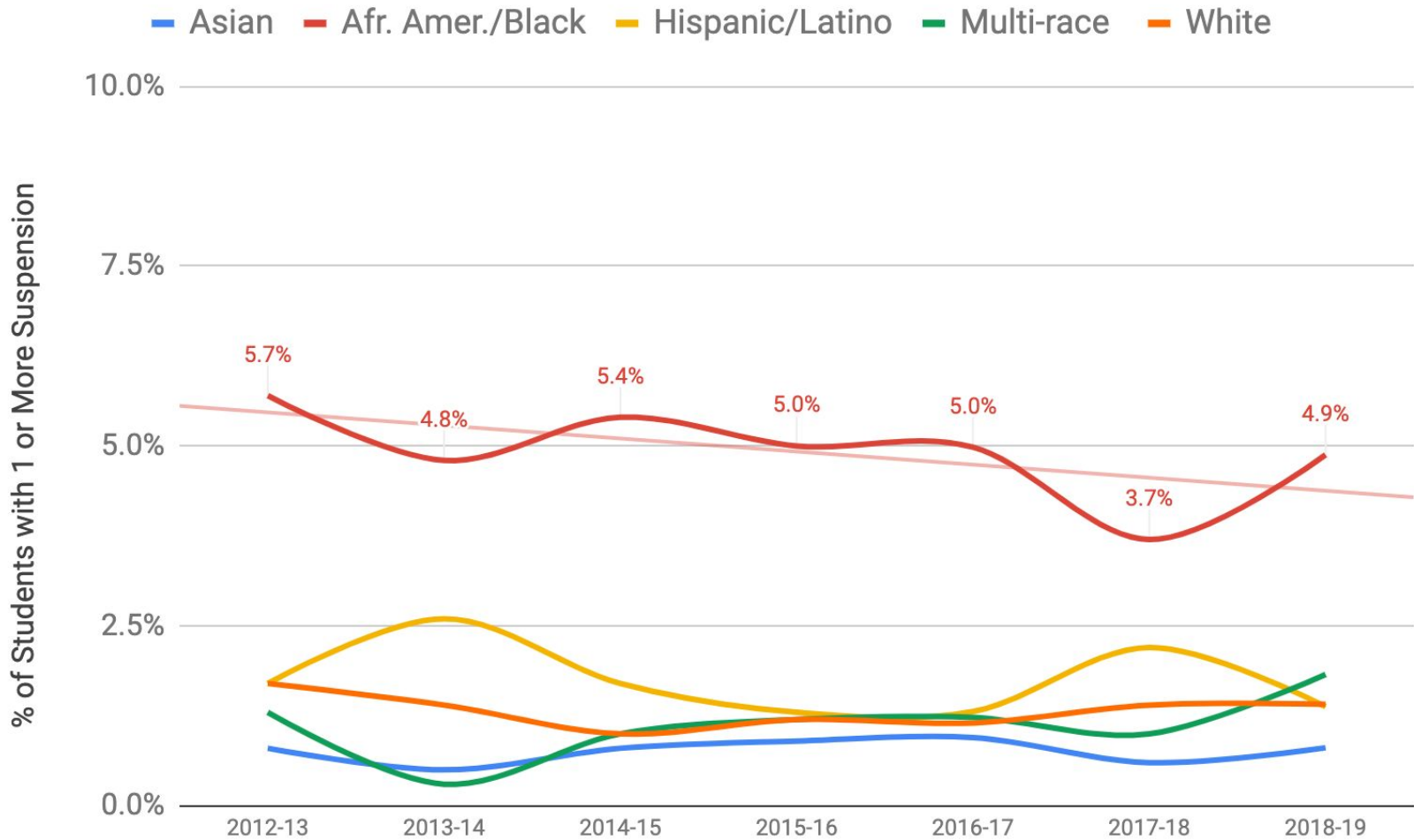
Highlights & Updates from the Fall 2018 Report



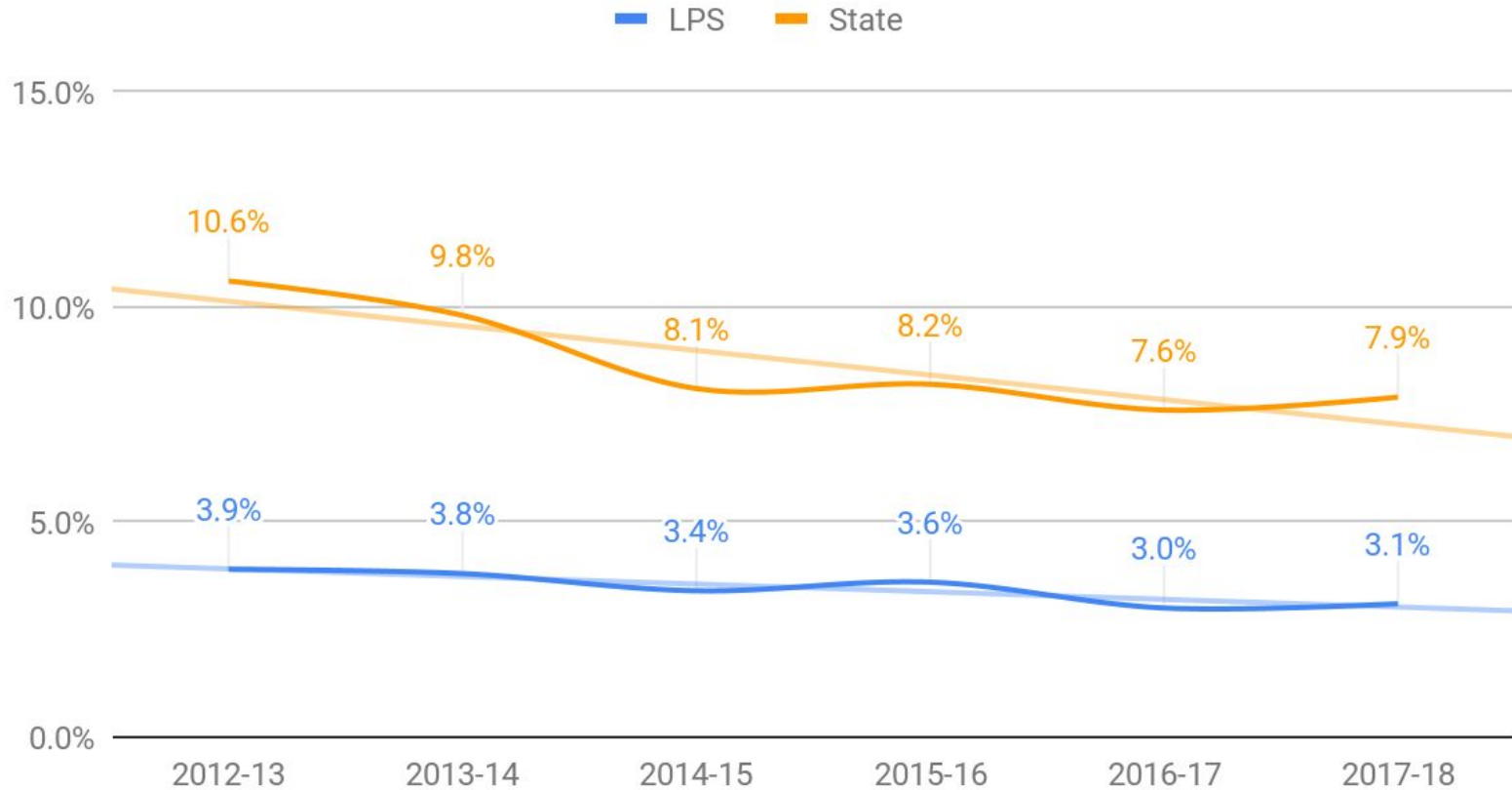
- LPS suspension data mirror national trends: disproportionate for African American/black students and students in Special Education
- LGBT students reporting higher rates of bullying and harassment
- Systematic Collection, Review of Disciplinary Data, and Calibration of Discipline Processes
- Classroom Management Professional Learning & Development Opportunities
- PK-12 Positive Behavior Interventions and Supports (PBIS) Review

LPS % Students Disciplined By Subgroup





Special Education



Key Findings

1. We must ensure our processes adhere not only with the letter but the spirit of the law.
2. We must treat behavior as symptoms of larger systemic issues.

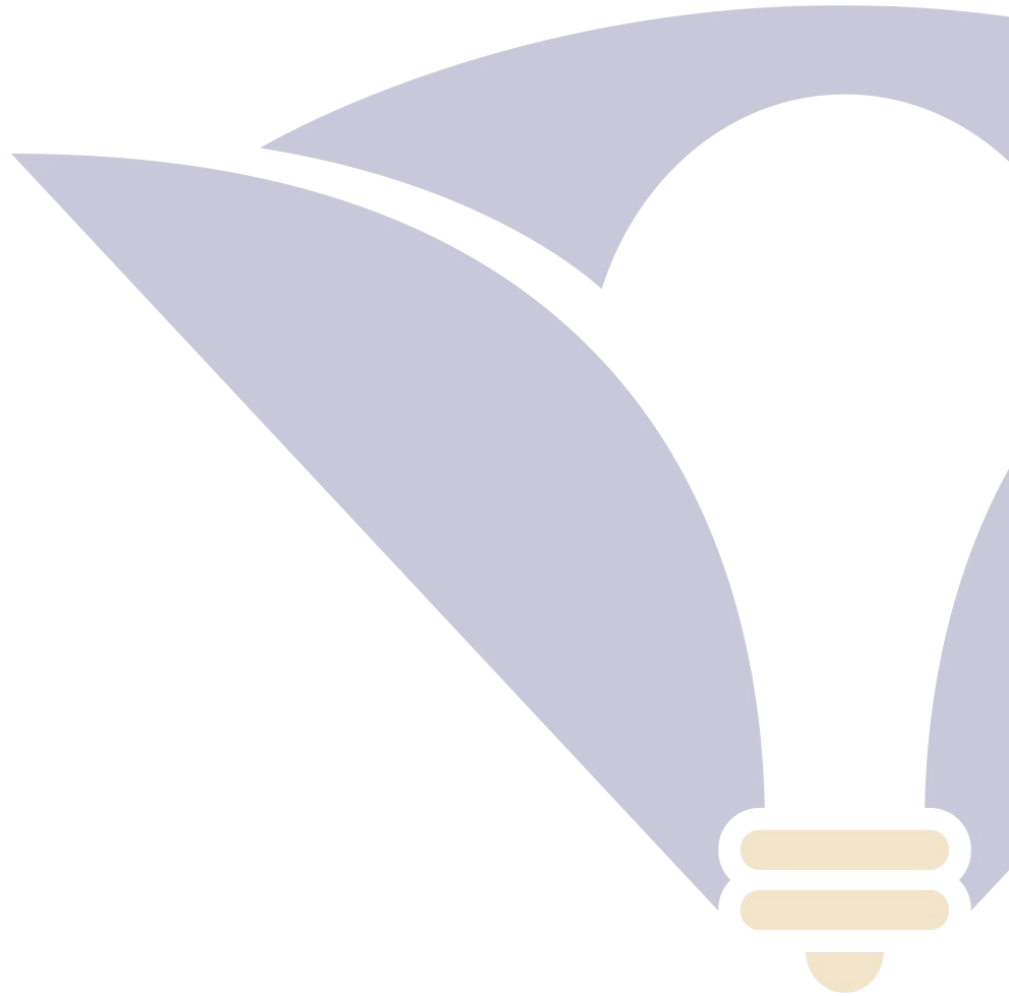


Current Status

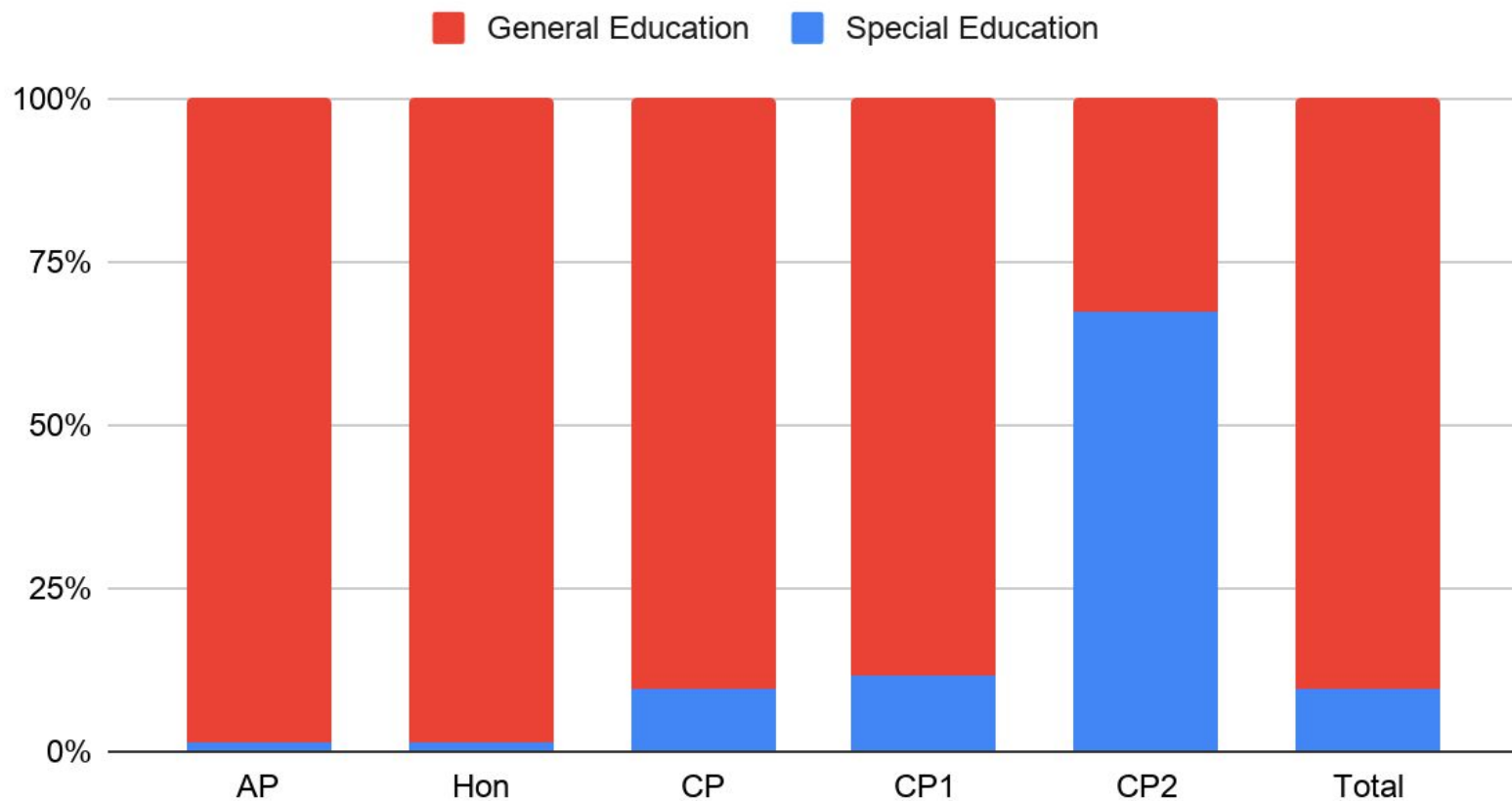


- Reporting Incidents
 - Civil Rights Contact Officers
 - Reporting & Investigating
- Chapter 222
 - Toolkit for Rights
 - Adhere to the spirit of the law
- Alternatives to Suspensions
 - PASS, Diversion, Restorative Justice
 - Community Learning
- Partnering with Local Organizations

Disability



LHS Level Representations



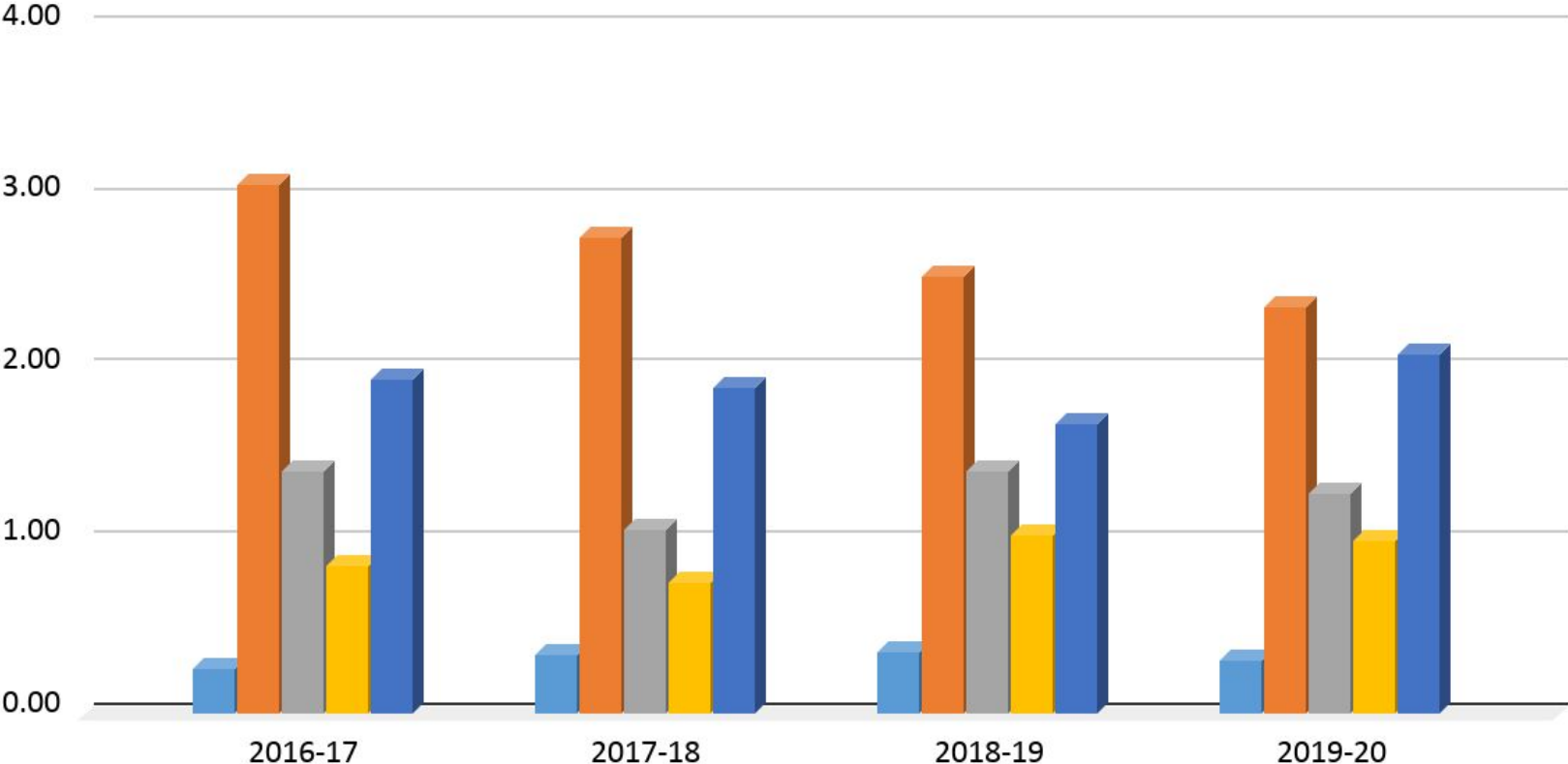
Disability Concerns



- 30+ LHS courses where rosters include more than 50% of students in Special Education
 - Some are at 90%
- There are many courses without any students on ed plans, particularly at AP and Honors levels
- One third of Black/African-American students are designated as disabled

Risk Ratios at LHS

Asian Black Hispanic Multi Race White



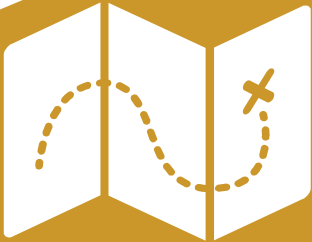
Key Findings

1. We must improve our Response to Intervention (RTI) and referral processes by working with *all* staff.
2. We must remove the barriers to accessing all levels of the curriculum for students with disabilities.

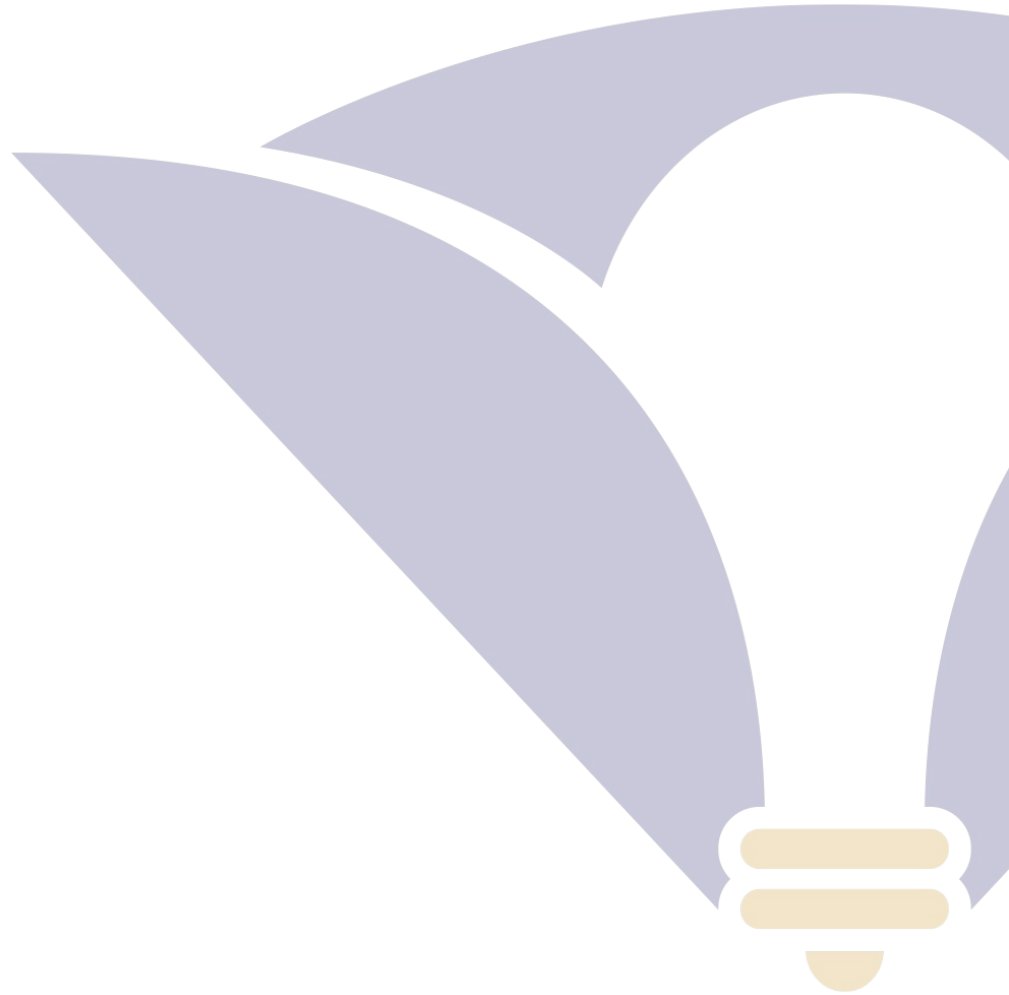


Next Steps

- Continue work with consultant
- Community Input Teams
- Interviews and Observations
- Document Review
- Expand Disparity Analysis to PK-8
- Professional Learning



Curriculum





Widows & Mirrors

Windows & Mirrors

“A delightful truth is that sometimes when we hear another out, glancing through the window of their humanity, we can see our own image reflected in the glass of their window. The window becomes a mirror!”

~ Emily Style



Windows, Mirrors, & Sliding Glass Doors

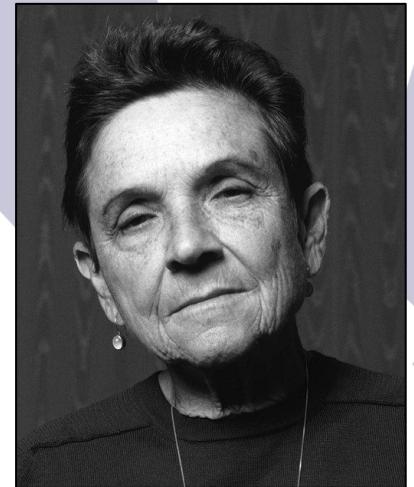
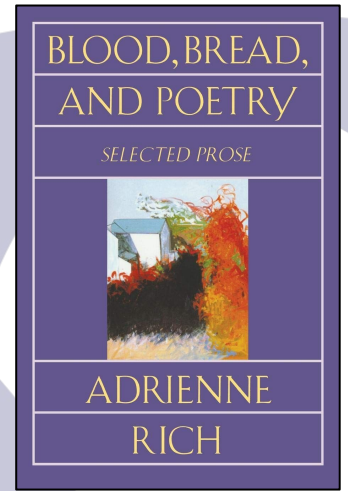
Our classrooms need to be places where all the children from all the cultures that make up the salad bowl of American society can find their mirrors....If [children from dominant groups] only see reflections of themselves, they will grow up with an exaggerated sense of their own importance and value in the world--a dangerous ethnocentrism.

~ Rudine Sims Bishop

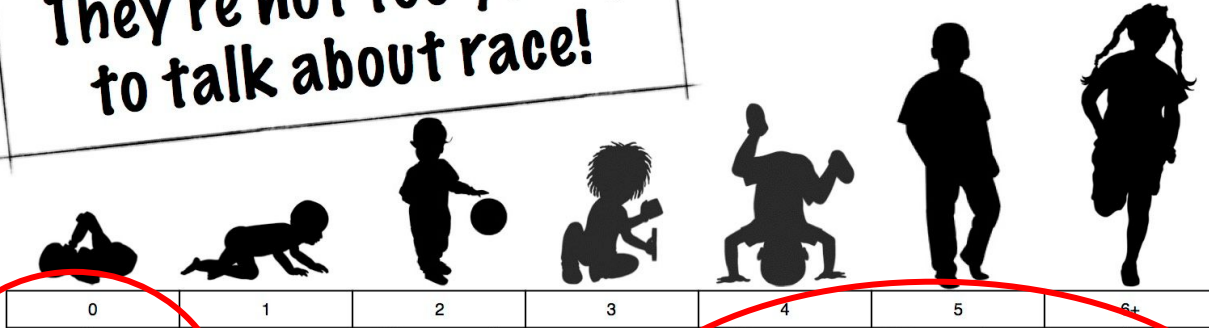


When someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked in the mirror and saw nothing.

~ Adrienne Rich



They're not too young to talk about race!



At birth, babies look equally at faces of all races. At 3 months, babies look more at faces that match the race of their caregivers. (Kelly et al. 2005)

Children as young as two years use race to reason about people's behaviors. (Hirshfeld, 2008)

By 30 months, most children use race to choose playmates. (Katz & Kofkin, 1997)

Expressions of racial prejudice often peak at ages 4 and 5. (Aboud 2008)

By five, Black and Latinx children in research settings show no preference toward their own groups compared to Whites; White children at this age remain strongly biased in favor of whiteness. (Dunham et al, 2008)

By kindergarten, children show many of the same racial attitudes that adults in our culture hold—they have already learned to associate some groups with higher status than others. (Kinzler, 2016)

Explicit conversations with 5–7 year olds about interracial friendship can dramatically improve their racial attitudes in as little as a single week. (Bronson & Merryman, 2009)

Young children notice and think about race. Adults often worry that talking about race will encourage racial bias in children, but the opposite is true. **Silence about race reinforces racism** by letting children draw their own conclusions based on what they see. Teachers and families can play a powerful role in helping children of all ages develop positive attitudes about race and diversity and skills to promote a more just future—but only if we talk about it!

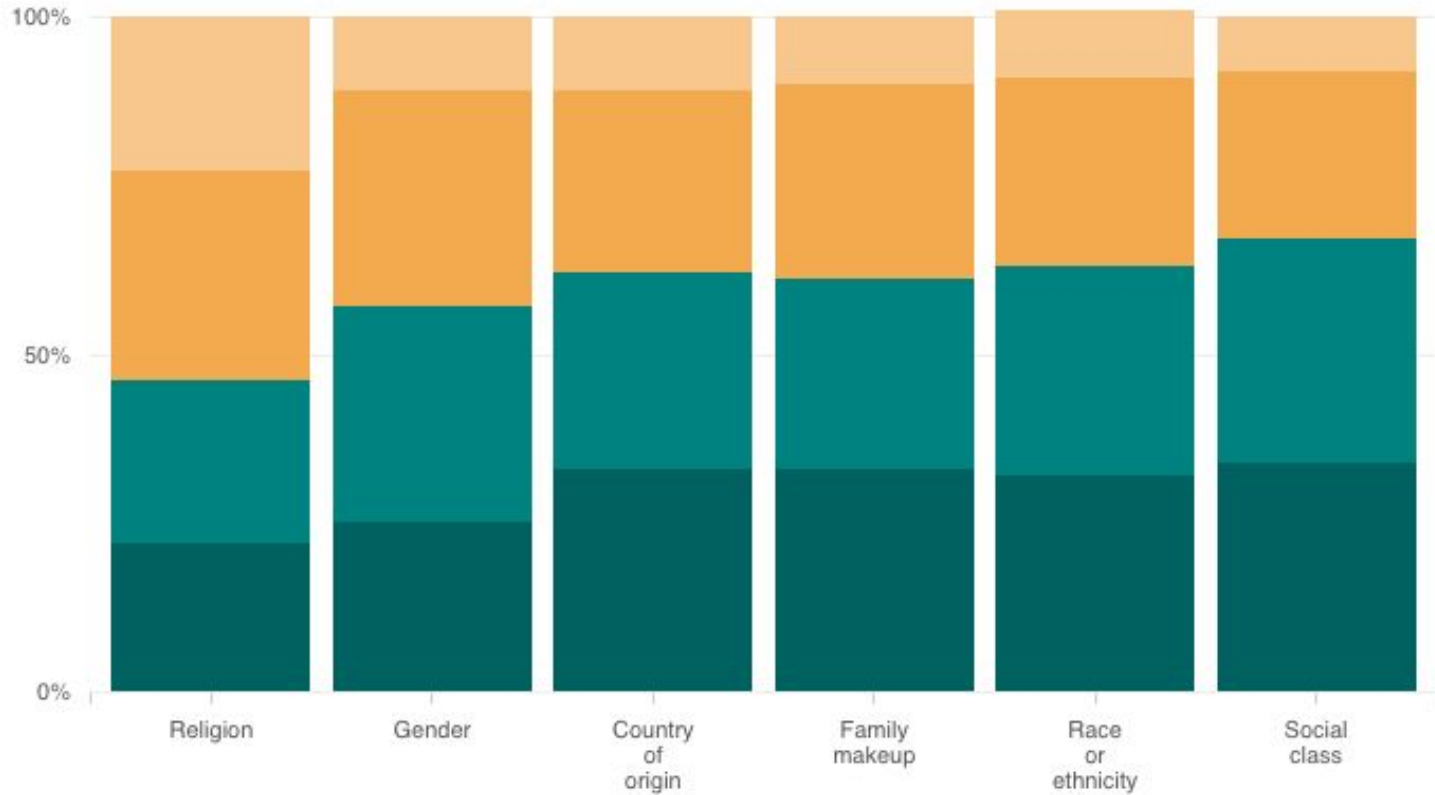
Do some learning of your own to get ready for conversations with children.

Here are some good places to seek *information* and *training*:

- Teaching Tolerance — tolerance.org
- Raising Race Conscious Children — raceconscious.org
- Embrace Race — embraceace.org
- Teaching for Change — teachingforchange.org
- AORTA Cooperative — aorta.coop
- Fortify Community Health (CA) — fortifycommunityhealth@gmail.com
- Delaware Valley Assoc. for the Education of Young Children (PA) — dvaevc.org



Never Rarely Sometimes Often



How Often Do You Discuss Identity with Your Children?

Source: Sesame Workshop & NORC at the University of Chicago / Credit: Connie Hanzhang Jin/NPR



40% vs. 17%

black parents whose children have heard negative comments about their race vs. white parents



50%

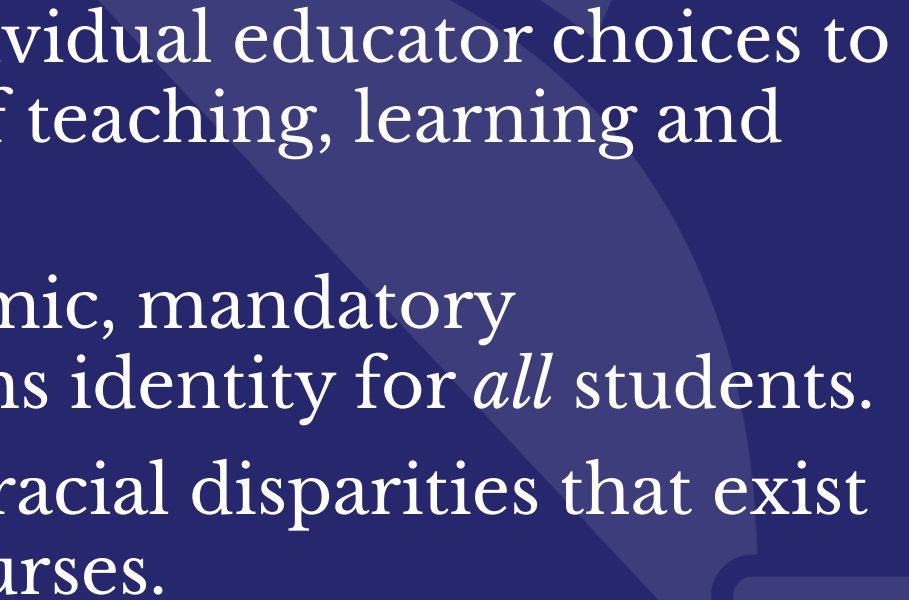
parents whose trans and nonbinary children have heard negative comments about them

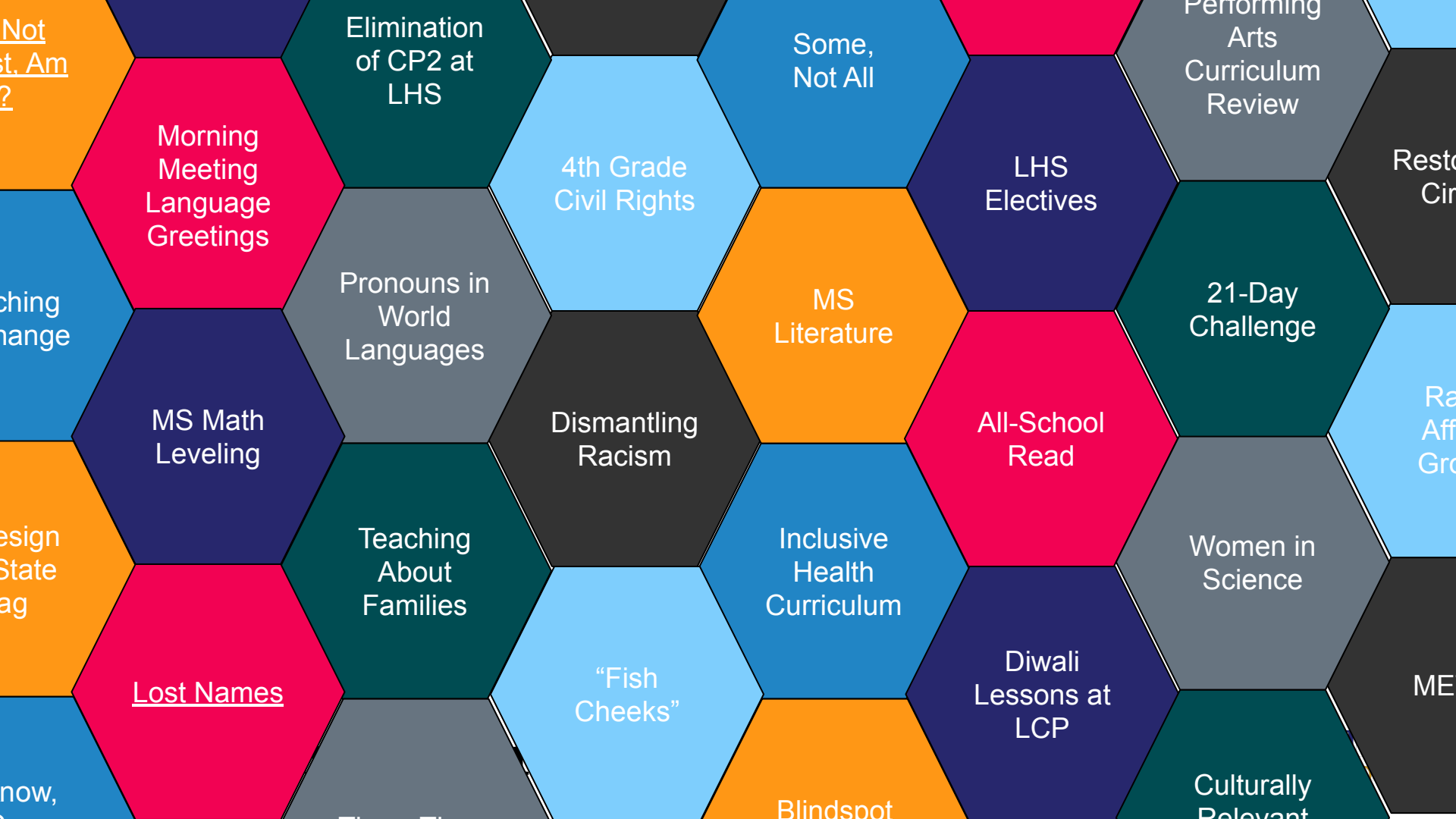


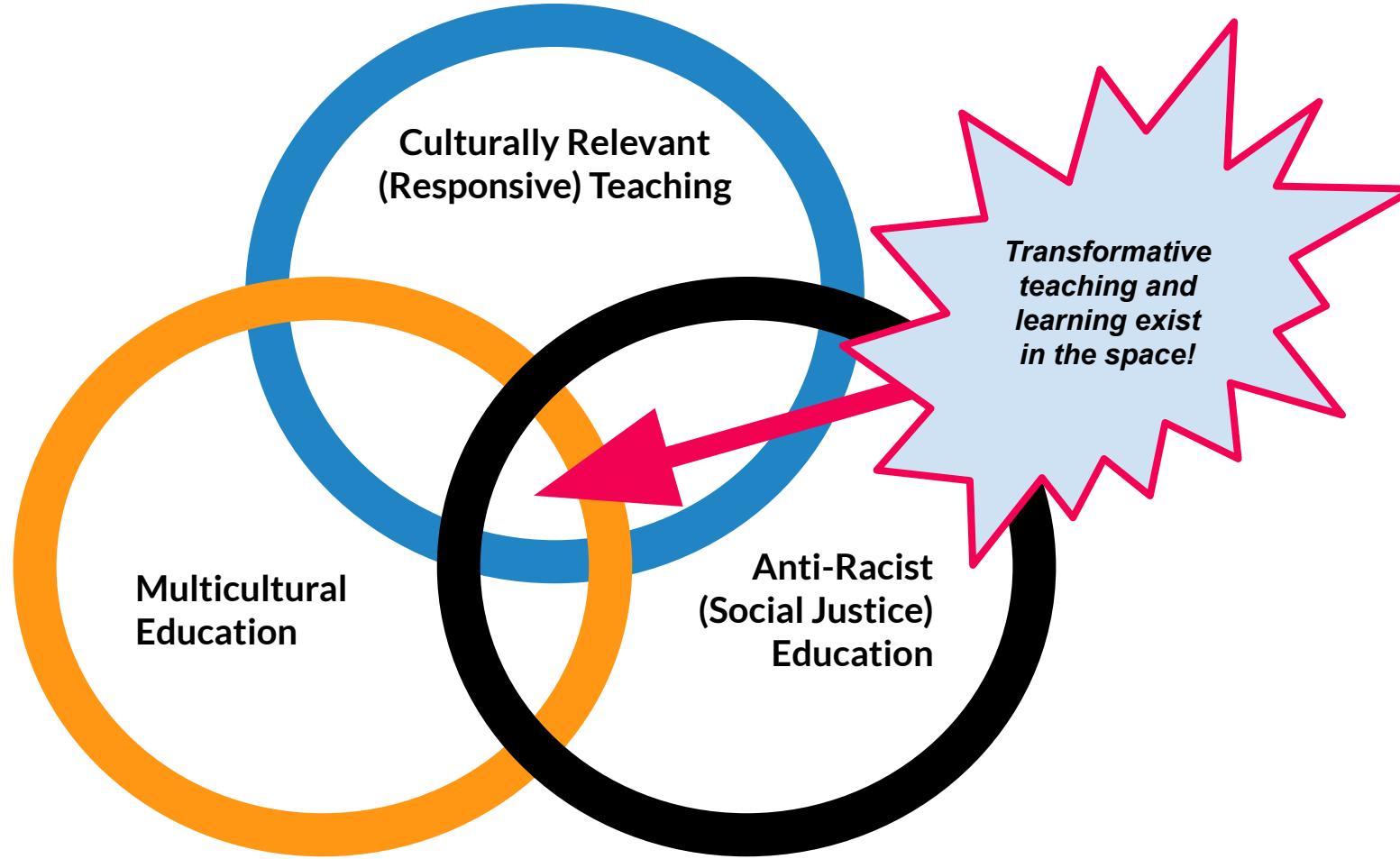
46% & 28%

Muslim & Jewish parents whose children have heard negative comments about them

Key Findings

1. We must support individual educator choices to diversify all aspects of teaching, learning and assessment.
 2. We must create systemic, mandatory curriculum that affirms identity for *all* students.
 3. We must address the racial disparities that exist within our leveled courses.
- 





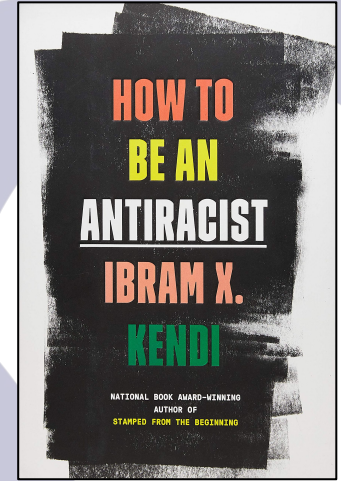
Transformative Curriculum

“What is racism? Racism is a marriage of racist policies and racist ideas that produces and normalizes racial inequities...

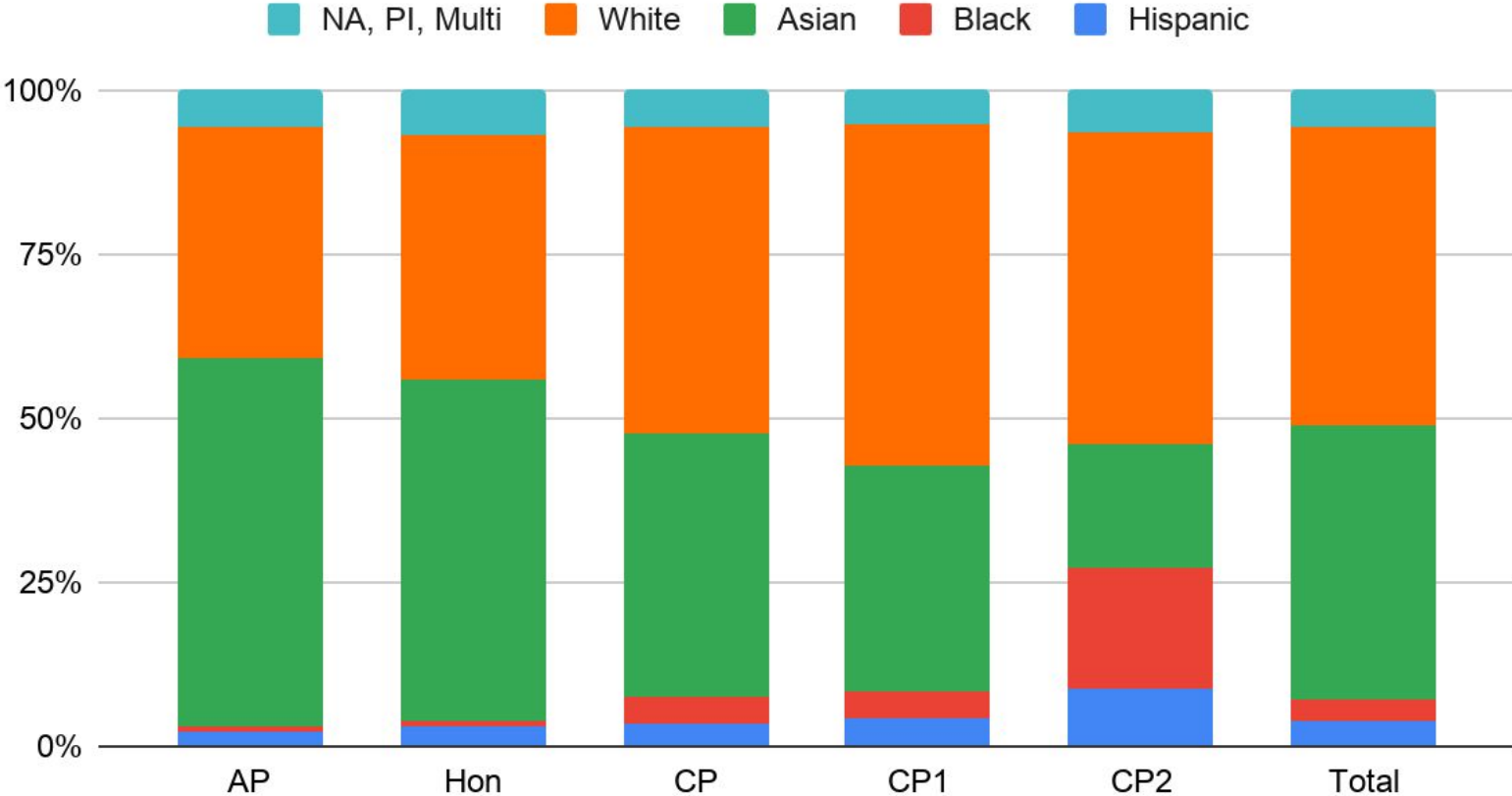
Racial inequity is when two or more racial groups are not standing on approximately equal footing...

A racist policy is any measure that produces or sustains racial inequity between racial groups.”

~ Ibram X. Kendi,
How To Be An Antiracist

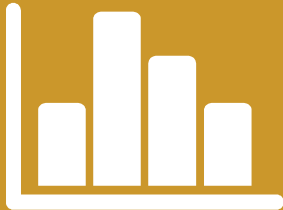


LHS Level Representations



Level Disparity Implications

- Disaggregate Data
- Start Early
- Opportunity for Big Changes
- Entry Points
- Explore Reduction/Elimination of Levels
- Professional Learning



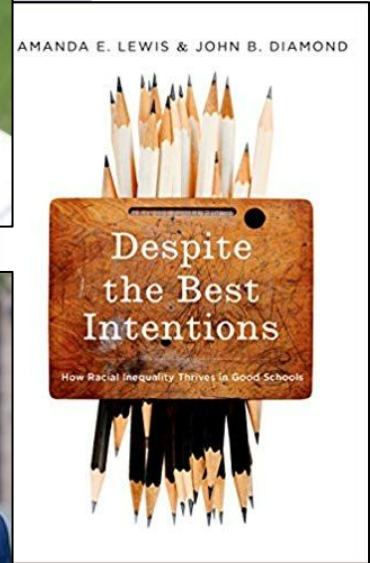


“Inequity is not a bug in the system;
it is actually a feature of the system.”

Zaretta Hammond

“The benefits to high-track students seem to be not the grouping itself, but the enhanced curriculum, special resources, and supports. Everyone, regardless of prior achievement, benefits from the placement.”

Amanda E. Lewis & John B. Diamond



Professional Learning



“[Teachers] who want to change the world: You cannot disrupt systems of oppression until you understand how systems of oppression work—and you cannot understand how systems of oppression work until you understand how they have worked on YOU.”



**~ Tricia Ebarvia,
Disrupt Texts**



Implicit Bias

- Who gets enrichment work?
- Who gets remedial work?
- Who do we call on?
- Where do students sit?
- Who gets an extension?
- Who is recommended for more rigorous courses?
- How do we explore behavioral expectations?
- Who do we send to the office?



Equity

Short-Term



Long-Term

Concurrent Planning

Key Findings

1. We must continue to provide both mandatory and elective trainings for staff while simultaneously planing long-term systemic foundational learning experiences.
2. We must create systems of accountability to incorporate professional learning into practice.

Concurrent Planning

- Better Beginnings
- Lexington Learns Together
- Immediate Triage
- Ongoing Learning



Fighting Inequity



What I know for sure is that if we can't clearly see dynamics, we can't effectively respond to them. As a result, we risk doing more harm than good. Perhaps we expect students of color, lesbian and gay youth, or transgender students to join our celebrations of diversity while we fail to adequately address the ways they feel marginalized in our schools...Celebrating diversity is not enough. Cultural competence is a troublingly low bar. We must strive for more.



~ Paul Gorski
“Equity Literacy”



Positive Student Experiences

- Practices that help marginalized kids feel seen *and* educate dominant groups
- Representation in the curriculum
- Inclusion in process
- Allies
- Reflecting on safe, age-appropriate challenges to lived mono-cultural experiences



Negative Student Experiences

- Microaggressions
 - Stereotypes
 - Confusing ethnic and racial identity
 - Mistaking people of color for one another
 - Touching black students' hair
 - Cultural days & religious holidays
- Lack of representation in the curriculum
- Offensive language
- Bathrooms
- Intersectionality
- Belief in neutrality

Concrete Actions

- Community Building
- Be Explicit
- Be Transparent
- Avoid Binary Gendered Language
- Shift Understanding of Discipline
- Build Capacity



Our Core Values



1. We All Belong
2. Use Your Mind
3. Be Curious and Have Fun
4. Care for Yourself and Others
5. Do Your Part
6. Be Courageous
7. Embrace Your Revolutionary Spirit
8. You Are Enough