

LEXINGTON SCHOOL COMMITTEE MEETING
Tuesday, December 15, 2015
Lexington Town Office Building, Selectmen's Meeting Room
1625 Massachusetts Avenue

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

6:30 p.m. Call to Order:

6:31 p.m. Executive Session:

Exemption 3 – To Discuss Strategy with Respect to Collective Bargaining Pertaining to LEA, Technology Unit and Unit D

6:45 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.

6:50 p.m. Superintendent's Announcements:

6:55 p.m. School Committee Member Announcements:

7:00 p.m. Consent Agenda (5 minutes):

1. Accept Curriculum Work Group Liaison Report of 11/12/15 from Margaret Coppe
2. Accept Youth Services Council Liaison Report of 12/2/15 from Margaret Coppe
3. Vote to Approve School Committee Minutes of October 20, 2015
4. Vote to Approve School Committee Minutes of November 23, 2015
5. Vote to Approve School Committee Minutes of December 7, 2015
6. Vote to Approve a \$1,000 Donation from Raytheon to the LHS Robotics Club

7:05 p.m. Agenda:

1. Community Update – Lexington Scholarship Fund (5 minutes)
2. Discussion of Approved International Field Trips in Light of the November 23, 2015, U.S. State Department Worldwide Travel Alert (20 minutes)
3. Lexington Community Coalition Update (5 minutes)
4. Capital Projects Update – Next Steps Following Special Town Meeting #1 (30 minutes)
 1. Placement of Modulars
 2. Programmatic Impact of Modulars
5. FY 16 1st Quarterly Financial Report (15 minutes)
 - a. Superintendent Proposed Staffing Position – Source of Funding - District Wide Salary Savings
6. Proposed Enrollment Report Discussion (20 minutes)
7. Elementary World Language (35 minutes)
8. Revision to 2016-2017 School Calendar (5 minutes)
9. Recommendation for MCAS Administration in Spring of 2016 (5 minutes)

9:25 p.m. Adjourn:

Policy AD: Mission/Vision of the Lexington Public Schools

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

The next meeting of the School Committee is scheduled for Tuesday, January 5, 2016, at 7:00 p.m. in the Town Offices Building, Selectmen's Meeting Room, 1625 Massachusetts Avenue.

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: December 4, 2015

ITEM NUMBER: A.2

AGENDA ITEM TITLE: Discussion of approved international field trips in light of the November 23, 2015, U.S. State Department Worldwide Travel Alert

PRESENTER: LHS, Clarke, and Diamond Principals, Foreign Language Department Heads, and K-12 Performing Arts Department Coordinator

SUMMARY: Following the November terrorist attacks in Paris, France, and the subsequent U.S. State Department's Worldwide Travel Alert, Dr. Czajkowski would like the School Committee to weigh in on whether or not the international field trips previously approved by the School Committee should continue this year. Please also see the following Agenda Item Summary form from LHS Principal Laura Lasa. Approved 2016 international field trips are listed below:

Lexington High School:

February 4-20 – France/Belgium

February 16-25 – Costa Rica

April 9-23 – China

April 14-23 – Italy

April 18-25 – Germany

Clarke Middle School:

March 2-11 – Costa Rica

June 8-10 – Canada

April 6-17 – China

Diamond Middle School:

January 27 - February 5 – Costa Rica

May 31 - June 3 - Canada

SUGGESTED MOTION: (a) or (b)

(a) Motion to allow approved 2016 international trips to continue as scheduled.

(b) Motion to disallow all international field trips scheduled for 2016 with possible reconsideration after the Worldwide Travel Alert expires on February 24, 2016.

FOLLOW-UP:

REQUESTED MEETING DATE: December 15, 2015

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM: 20 minutes

ATTACHMENTS:

Email correspondence from Laura Lasa and Jeff Leonard

U.S. State Department Travel Alert statement

MCI Crisis Management Plan

MCI Emergency Plan

MCI Terrorism Policy

MCI Safety & Security

Clarke and Diamond Field Trip Information

EF Educational Tours – Frequently Asked Questions Regarding the Worldwide Travel Alert

Frequently asked questions about Paris – November 16, 2016

DATE: _____
END TIME ON AGENDA

LEAVE BLANK

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: December 10, 2015

ITEM NUMBER:

A.2

AGENDA ITEM TITLE: High School Trips Abroad

PRESENTER: Laura Lasa, Principal / Marie Murphy, World Language Department Head / Trip Coordinators.

SUMMARY: The high school has several impending trips abroad, including exchange programs. The recent events in Paris, France prompted a discussion about our French Exchange trip in February of 2016. The changing climate in the world has the potential to impact families' decisions around upcoming trips. Because the School Committee approves all trips abroad, we are interested in its perspective and recommendation for trips that have been approved for 2016, as well as funding implications (e.g., potential partial reimbursement).

WHAT ACTION (IF ANY) DO YOU WISH SCHOOL COMMITTEE TO TAKE?

- No action requested, this is a short update or a presentation of information.
 Request input and questions from the School Committee, but no vote required.
 Request formal action with a vote on a specific item.

If formal action is requested, please check one:

This item is being presented

for the first time, with a request that the School Committee vote at a subsequent meeting
or

with the request that the School Committee take action immediately

If formal action is requested:

Include a suggested motion or let _____ know if you need assistance preparing a motion.

SUGGESTED MOTION:

FOLLOW-UP:

REQUESTED MEETING DATE: The item has been scheduled for December 15, 2015

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

ATTACHMENTS: Miriam Sousa has all materials.

From:  Miriam Sousa 
Mary Czajkowski

Subject: Fwd: Re: Trips Abroad

To:

Cc:

Laura Lasa writes:

Dr. C,

This morning, I met with the World Language Department Head, Marie Murphy, Dean Kate Hermon, and the faculty liaison to our French Exchange. We discussed the recent events in Paris, the U.S. suggested travel ban for 3 months, and the details of our French Exchange trip in February. The result of that meeting is that Beckie Rankin (teacher) is perfectly comfortable continuing with the French Exchange, going to France in February. She reported that the other two faculty chaperones are also comfortable going.

I'm reaching out to ask you, and the School Committee, to weigh in on whether or not our trips abroad will continue this year (French Exchange, China Exchange, Italy, and music to Germany). For all of the trips, December is the month in which large deposits are due, thus we need to reach a decision in the next two weeks.

If you and the School Committee support the trips continuing, we would leave an option for parents to opt out, but we cannot guarantee full reimbursement. If you support the trips, we will provide firm deadlines for parents to make a decision, knowing the level of reimbursement for each trip. I've asked Beckie to pull together the financial details.

Laura

travel.state.gov > Passports & International Travel > Alerts and Warnings > **Worldwide Travel Alert**

Print Email

Worldwide Travel Alert

LAST UPDATED: NOVEMBER 23, 2015

The State Department alerts U.S. citizens to possible risks of travel due to increased terrorist threats. Current information suggests that ISIL (aka Da'esh), al-Qa'ida, Boko Haram, and other terrorist groups continue to plan terrorist attacks in multiple regions. These attacks may employ a wide variety of tactics, using conventional and non-conventional weapons and targeting both official and private interests. This Travel Alert expires on February 24, 2016.

Authorities believe the likelihood of terror attacks will continue as members of ISIL/Da'esh return from Syria and Iraq. Additionally, there is a continuing threat from unaffiliated persons planning attacks inspired by major terrorist organizations but conducted on an individual basis. Extremists have targeted large sporting events, theatres, open markets, and aviation services. In the past year, there have been multiple attacks in France, Nigeria, Denmark, Turkey, and Mali. ISIL/Da'esh has claimed responsibility for the bombing of a Russian airliner in Egypt.

U.S. citizens should exercise vigilance when in public places or using transportation. Be aware of immediate surroundings and avoid large crowds or crowded places. Exercise particular caution during the holiday season and at holiday festivals or events. U.S. citizens should monitor media and local information sources and factor updated information into personal travel plans and activities. Persons with specific safety concerns should contact local law enforcement authorities who are responsible for the safety and security of all visitors to their host country. U.S. citizens should:

- Follow the instructions of local authorities. Monitor media and local information sources and factor updated information into personal travel plans and activities.
- Be prepared for additional security screening and unexpected disruptions.
- Stay in touch with your family members and ensure they know how to reach you in the event of an emergency.
- Register in our Smart Traveler Enrollment Program (STEP).

Foreign governments have taken action to guard against terrorist attacks, and some have made official declarations regarding heightened threat conditions. Authorities continue to conduct raids and disrupt terror plots. We continue to work closely with our allies on the threat from international terrorism. Information is routinely shared between the United States and our key partners in order to disrupt terrorist plotting, identify and take action against potential operatives, and strengthen our defenses against potential threats.

For further information:

- See the State Department's travel website for the Worldwide Caution, Travel Warnings, Travel Alerts, and Country Specific Information.
- Enroll in the Smart Traveler Enrollment Program (STEP) to receive security messages and make it easier to locate you in an emergency.
- Call 1-888-407-4747 toll-free in the United States and Canada or 1-202-501-4444 from other countries from 8:00 a.m. to 8:00 p.m. Eastern Standard Time, Monday through Friday (except U.S. federal holidays).

From:  Miriam Sousa 
Laura Lasa
Mary Czajkowski

Subject: Fwd(2): Re: Trips Abroad

To:

Cc:

----- Original Message -----

From: Laura Lasa
Mary Czajkowski
Wednesday, December 02, 2015 2:20:36 PM
Subject: Fwd: Re: Trips Abroad
To: Miriam Sousa
Cc: Marie Murphy

Hi Miriam,

Here are the trips abroad scheduled for the remainder of the year:

February 4-20 - France/Belgium - Rankin/Farber-Mazor
February 16-25 - Costa Rica - Manning
April 9-23 - China - Pan/Yao
April 14-23 - Italy - Haviland/Arrigo
April 18-25 - Germany - Leonard

We are most concerned about making a decision on the impending French Exchange trip because a decision to not allow the trip involves further decisions regarding potential reimbursement.

- We have already spent \$6000, or about \$400 per student, but if more than one student does not go, we pay a \$100 penalty per student for the flight change.
- We could reimburse parents \$2000 if they opt out before winter break. A concern is that we receive group discounts based on the number of students attending various venues. (for example we get discounts at restaurants in Brussels for being a group 15-20).
- If we fall below 15 students, we would be paying regular price. Similarly, depending on the final number of boys vs girls in the hotel, a triple is not significantly less than two doubles. Also what Kate brought up about the chaperone: if there are fewer students but still 3 chaperones, the per student cost increases.

A possible scenario if families opt out is: They will receive an immediate and minimum refund of \$1500 and a second smaller refund at the end of January (up to \$500) when we know how many students have opted out (if there are any) and how that affects prices? At the end of every year, we offer refunds for the money we didn't spend, so any parents who opt out would be entitled to that refund up to \$200, as well.

We have to be careful but direct in the language, because we need to communicate that while we will not be spending more than \$2600 per student, if that cost goes higher because a few students don't go, it would be up to the opted-out students to make up that difference.

Please note the following information Jeff Leonard gave to me regarding the Performing Arts trip to Germany:

FYI folks - from our tour company

Jeffrey Leonard
Coordinator, K-12 Performing Arts Department

----- Original Message -----

e musicians, like everyone else, are numb with sorrow at this murder, and with rage at the senselessness of the crime. But this sorrow and rage will not inflame us to seek retribution; rather it will inflame our art. Our music will never again be quite the same. This will be our reply to violence: to make music more intensely, more beautifully, more devotedly, than ever before.

Leonard Bernstein, November 25, 1963, in a speech given at the "Night of Stars" Memorial to President John F. Kennedy, three days after he was assassinated

Last week, on November 11, in the days leading up to the attacks in Paris, we lost a remarkably beautiful friend and colleague who happened to also be a *Parisienne*. Her love, laughter, and devotion to her craft for more than three decades as a principal master guide to thousands of musicians who traveled to the "City of Light" were a testament to the sort of passionate, wonderful individual she was. Christine Vignot was most welcoming to American musicians, as she forever felt grateful to the United States for liberating her country during World War II. So, our minds were already on Paris and our hearts were already heavy with this loss when initial news of the attacks reached our doorsteps. Life often brings tragedy to those who least deserve it, yet we must persevere and move forward.

Music Celebrations International (MCI) joins with everyone in the concert touring public in being sensitive to recent terrorist activities in Paris and other parts of the world — activities that bring familiar questions (relating to past jarring and horrendous terrorist incidents or natural disasters) to the forefront: Is it safe for me to travel? Dare I send a child, relative or loved one overseas or on a trip? What are my risks? What are others doing to guarantee my safety or minimize any danger or potential harm?

MCI has over thirty years' experience dealing with legitimate concerns relating to terrorist incidents, natural disasters such as earthquakes, tsunamis, epidemics (SARS, Ebola) volcano eruptions, floods, etc. Our approach is to deal directly and professionally with each situation to assess and then to advise clients based on experience, research, connections to our U.S. State Department, foreign governments, foreign tourist offices and our own offices in Zurich, Prague, Rome, Vienna and London.

MCI had our staff and colleagues in Paris during the recent terrorist shootings, assisting performing groups in EuroDisney. They never felt in danger, and were very impressed with the rapid response of local police and the measures taken for their safety and security. Our other overseas offices indicate that daily life continues as usual, but with heightened awareness and vigilance.

As scary and worrisome as terrorist incidents are, in perspective (*according to statistics*) odds of being killed by a terrorist overseas or in the air are 1 in 20,000,000. Odds of being struck by lightning are 1 in 600,000. Odds of being killed by gunfire in the U.S. are 1 in 18,900. Lightning, gunfire, fatal car accidents have become so common that they rarely even get our attention. A terrorist incident (depending on where it takes place) on the other hand, gets multiple hours of coverage on television networks. The murder rate in Chicago will top 500 this year — yet, very few of us would avoid Chicago on the basis of fear of being shot.

Foreign countries' GNP depends largely on the success of tourism in their country. This is why foreign governments and local law enforcement go out of their way to protect tourists and to root out forces that could potentially harm this main industry on which their economy depends.

Your partners at MCI will work with you directly on developing a contingency plan — whether that is to ultimately postpone or redirect to a different destination — to ensure that you have a safe and memorable concert touring experience. In almost all cases, MCI has been successful in transferring funds towards a different year or destination with very little (if any) negative financial repercussions. MCI's partners and vendors abroad are staffed by sensitive professionals, who collectively work very hard to minimize any negative impact.

MCI has NEVER sent (nor will we ever in the future) clients into harm's way. Our links to the U.S. State Department keep us apprised on an hourly basis of any potential danger, advisories and warnings. MCI's included insurance policy includes protection for cancellation due to terrorism (exact provisions are that a terrorist incident takes place in a city included in the itinerary within 30 days prior to travel; or U.S. State Department issues a travel warning) — but the availability of premium protection (at an additional cost) allows for cancellation for any reason, up to two days prior to travel. This premium protection offers a higher level of peace of mind.

MCI, as an IATAN (International Airlines Travel Agent Network) and ASTA (American Society of Travel Agents) member is fully accredited and bonded to the maximum level. The following financial and security measures are in place for the protection of all participants. All funds paid to Music Celebrations International are held in **Trust Accounts** at the Biltmore Bank of Arizona, and are used for tour-related expenses first. Excess funds are available to MCI only after completion of each concert or tour.

Music Celebrations International carries \$2,000,000 (Two Million) in Travel Agents= Professional Liability insurance, including errors and omissions coverage. A copy of this policy, underwritten by American Home Assurance Company is on file in our office, a copy of which will be sent to interested parties upon request. Your safety is in your and our best interest! We would NEVER jeopardize the safety of any client!

Music Celebrations works with hundreds of professional, community, school, and children's performing ensembles who participate in international or domestic festivals or concert tours. These performers range in size and variety from small jazz ensembles which travel with 20-25 participants to the Salt Lake Mormon Tabernacle Choir which travels with 500 participants. Over 3,000 high-caliber performing ensembles have worked with MCI during the past 24 years.

Music Celebrations International is an active member of the following professional organizations which require adherence to a strict code of ethics and business practices:

Better Business Bureau
American Society of Travel Agents
International Airlines Travel Agent Network
International Festivals and Events Association
Student & Youth Travel Association
Cruise Lines International Association
National Association for Music Education
Chorus America
American Choral Directors Association
American School Band Directors Association
Jazz Education Network
National School Orchestra Association
League of American Orchestras



Thank you, Jeffrey for your time - As always, contact me/us here at MCI with any questions.

Cutler W. Boughn
Concert Tour & Festival Consultant
Music Celebrations International
<http://www.musiccelebrations.com/>
1440 S. Priest Dr. #102
Tempe, AZ 85281
1-800-395-2036 x108

----- Original Message -----

Miriam






Please work with Laura to gather information on the upcoming international trips scheduled through the remainder of this school year. Please complete the school committee agenda item form with this information. I would ask that Laura and the teachers present this information to the school committee at the December 15th school committee meeting.

From:  Miriam Sousa 
Jeffrey Leonard

Subject: Fwd: Re(2): Fwd: Re: Trips Abroad

To:

Cc:

Attachments:  Crisis Management Plan.pdf / Uploaded File (31K)
 MCI Emergency Plan.pdf / Uploaded File (58K)
 MCI Terrorism Statement Policy.pdf / Uploaded File (70K)
 Safety & Security Memo.pdf / Uploaded File (126K)
 Statement - Refugees in Europe.pdf / Uploaded File (159K)

----- Original Message -----

From: Jeffrey Leonard Friday, December 04, 2015 1:09:37 PM
Subject: Re(2): Fwd: Re: Trips Abroad
To: Miriam Sousa
Cc: Laura Lasa Anna Monaco Anne Carothers Marie Murphy Mary Czajkowski
Attachments: Crisis Management Plan.pdf Uploaded File 31K MCI Emergency Plan.pdf Uploaded File 58K
MCI Terrorism Statement Policy.pdf Uploaded File 70K
Safety & Security Memo.pdf Uploaded File 126K
Statement - Refugees in Europe.pdf Uploaded File 159K

Dear colleagues,

I'll do my best to find a substitute for my Tuesday evening rehearsal. As some of you know, that runs from 7 - 9 every Tuesday evening.

Just some information on our trip to Germany. At this point, if we cancel, we are responsible for \$300 per participant, or 10% of the total cost of the trip. This was spelled out in the contract with Music Celebrations International, which was signed by Ian Dailey at the end of last summer. If we cancel after Feb. 1, the cost rises to \$750 per student or 25% of the total cost.

I am attaching more information from our tour company about their policies and declared statements.

I fully understand the reason for the hearing.

I'll do my absolute best to be there.

jpl

Jeffrey Leonard
Coordinator, K-12 Performing Arts Department

Music Celebrations International, L.L.C.

Crisis Management Plan

Music Celebrations International (MCI) has devised a plan to handle extraordinary situations involving its traveling groups. Such occurrences might be anything from serious illness to major accidents to terrorist attacks while the groups are en route.

I. Crisis Team

Music Celebrations designates its five senior managers as the ad hoc Crisis Team. This team will convene at least quarterly to review and update this plan. This team will immediately convene in the event of any major incident or accident, national or international, that might involve any MCI group traveling or about to travel.

II. Examples of incidents that might activate the Crisis Team.

- Serious injury to an individual while on tour
- Serious motorcoach accident
- Robbery of members of a group
- Potentially dangerous demonstrations in an area where a group is scheduled to visit
- Sudden change of government in an area or country where a group is scheduled to visit
- Airliner accident
- Threat of terrorism
- Terrorist attack

III. Listing of Advisors and Professional Contacts

Insurance Contacts

- Berkeley Agency

- TripMate

Industry Contacts

- Q Events – land operator for all of Europe

- US Group Planners – land operator for the West Coast

- Great Adventure Tours – land operator for Canada, Chicago, Orlando

- Federal City Tours – land operator for National Independence Day Parade

- Hawthorne Tours – land operator for Boston

- Small Journeys – land operator for New York City

Legal Advisors

- Herbert Schenk, PC – Stephen C. Rich is MCI's attorney

IV. U.S. State Department

MCI has two key personnel that regularly receive all State Department warnings and consular sheets by E-mail. Any warnings of potentially dangerous situations are immediately disseminated to the appropriate MCI personnel.

V. Collection of Medical Information

All groups traveling via MCI gather medical information from all members and have that information at hand in case of emergency. This information includes medicines being taken, existing medical conditions, allergies, doctors to contact, etc.

VI. Emergency Call Center

The MCI office in Tempe, Arizona has 10 phone lines and 1 fax lines that will be manned in case of any crisis. MCI also has a cell phone being manned 24 hours a day by one of the senior managers, and all groups traveling have access to that cell phone number. In addition, we require that all Tour Managers and/or Escorts accompanying our groups have cell phones as well, so that we can at any time get in contact with any and all traveling groups worldwide.

VII. Designated Spokesperson

John P. Wiscombe, owner and president of MCI, will be the designated spokesperson in the case of any crisis.

VIII. Emergency Fund

MCI always has sufficient cash reserves on hand to handle any eventuality. We have open accounts with cash reserves in a number of major European banks that could be used in the event of a crisis.

IX. Pre-Prepared Media Statements and Press Releases

Since the range of possible crises is so wide, MCI does not maintain pre-prepared press releases. MCI does have senior managers that have experience in producing such releases very quickly.

X. Hypothetical Crisis Situations and MCI Responsive Action

A) Serious Injury or Illness of Individual during a European Tour (most likely crisis)

- MCI's Tour Manager would immediately call our office (or 24-hour phone) and advise us of the situation.
- MCI Tour Managers are empowered to take immediate action on the scene, including arranging medical care.
- If the group touring has more than one Tour Manager, one of them would likely accompany the person to the doctor and/or hospital and remain with the person.
- If necessary, MCI would assign a replacement Tour Manager at the earliest possible time.
- In most cases, doctors and hospitals in Europe will accept standard credit cards. Failing this, MCI would as necessary pay required fees and seek reimbursement from the individual after the fact.
- MCI would provide liaison with the individual's family, keeping it updated on actions and events.

B) Terrorist Attack causing Halt of all Air Service (worst case scenario)

- MCI would get in immediate contact with the group's Tour Manager to assess the situation
- If necessary, MCI, in conjunction with its European land operator, would arrange hotels and meals for the group wherever it happens to be.
- MCI Tour Managers are empowered to take any necessary action on the scene.
- MCI would forward by wire transfer any needed funds to the Tour Manager.

- MCI would be in contact with families of the group members, keeping them updated as to the situation.
- MCI would get the group home at the earliest possible time.

XI. Post-Event Management

MCI would maintain lines of communication with all its vendors, suppliers, land operators and of course the families of any groups affected by any crisis. We found that after the September 11, 2001 terrorist attack, all airlines, hotels, restaurants, etc. were more than helpful, willing to ignore their standard refund policies and refund most or all monies. In any situation, MCI would of course be very careful in written word and speech regarding admission of error or culpability, while at the same time maintaining a compassionate approach to all.

SAFETY & SECURITY

Music Celebrations International's Emergency Plan

Music Celebrations joins with everyone in the concert-touring public in being sensitive to the concerns about safety relative to worldwide travel. Our experience, drawn from many years of arranging concert tours around the globe, prompts us to encourage calm and thoughtful reactions while avoiding emotional decisions resulting from the impassioned intensity immediately following a tragedy, civil unrest, an emergency, or in the face of the unknown.

The professionals at Music Celebrations share the concerns of all clients for safety and security. In the event of any type of emergency, please call MCI at (800) 395-2036. MCI can also be reached via the After Hours Phone Number at (602) 321-8057. The following are our steps in the event of emergencies.

Airline Emergency:

If your flight has been cancelled due to weather, mechanical issues, terrorism, etc., proceed to the airline ticketing counter to get your group re-booked on another flight and to find out what options are available to you. Also, please contact the MCI Office or After Hours Line (as applicable) for assistance and advice.

Natural Disaster:

Natural disasters can happen anywhere and at any time. If a natural disaster occurs while on your trip, causing you to become displaced from your accommodations, we will move the group to alternative accommodations.

Political Uprising:

If a political uprising were to happen that made the current city unsafe for the travelers, we would immediately remove the group from the area of the incident, and move the group to the nearest safe area. We would then follow the guidelines given by the local U.S. Embassy.

Hospitalization:

If a traveler needs immediate emergency attention, have the participant and along with another person (or chaperone), go to the nearest hospital to be checked out. MCI Tour Managers will accompany the traveler to the hospital, as they are available or the situation warrants. MCI Tour Managers are entrusted to make decisions in the best interests of the group, and in some cases it is more important to stay with the group than go to the hospital. In any case, please make sure someone in the group notifies their emergency contact at home, of the situation, if they are a minor.

TERRORISM POLICY

Music Celebrations International (MCI) equates what happens to our clients in the case of an act of terrorism to responding to the question, “What do you do for us if it rains on the parade?” Specific responses to barely imaginable scenarios are exceptionally difficult.

Faced with an exact event, time, and place, we can be specific about a detailed response or action, but we must all acknowledge that it is impossible to forecast an act of terrorism.

In general, MCI provides responses via the following:

- (1) **INSURANCE.** Travel insurance coverage is included in all international concert tours and provides refunds for “a terrorist act which occurs in your departure city or in a city which is a scheduled destination for your trip provided the terrorist act occurs within 30 days of the scheduled departure date for your trip.” Additionally, travel insurance coverage available through MCI will cover cancellations due to any reason, up to two days prior to departure, so long as the insurance is purchased within 30 days of a travel group’s first per person payment.

Further, MCI carries \$2M in Travel Agents’ Professional Liability insurance, including errors and omissions coverage plus a \$450,000 Consumer Protection Blanket Indemnity Bond.

- (2) **MONITORING.** MCI closely monitors U.S. State Department Travel Advisories and Warnings. A U.S. State Department advisory does not constitute a reason to “stay away” but to be prudent and cautious. The professionals with MCI (both international and domestic) are attuned to watching out for the safety and security of all tour participants. An example may be a planned demonstration in a foreign city (demonstrations are only allowed by official permits issued by the municipality, so people have advance knowledge of such). The tour would be changed or diverted away from the area of any such event.

A State Department warning would initiate a change of destination or plans on the part of MCI. No funds would be lost, and an alternative destination (mutually agreed upon) would be offered.

- (3) **AVAILABILITY.** Local offices manned by professionals are available 24/7. MCI has offices in Washington, D.C., Rome, Vienna, London, and Beijing. MCI also works with hundreds of professional Tour Managers who all are equipped with cellular phones and are in daily contact with MCI headquarters (and vice versa). This large network of professionals watches out constantly for the safety and well-being of all participants — there is always someone awake and on duty to deal with situations anywhere in the world.
- (4) **HISTORY & PRECEDENT.** MCI has always worked with clients to change their plans or their destinations – without any loss of funds – should there be overwhelming concern about the safety or welfare of tour participants in any given destination. We successfully accomplished this with scores of traveling groups immediately following the attacks of September 11, 2001, as well as the outbreak of the Iraq conflict in 2003.

SAFETY & SECURITY

A special notice from Music Celebrations International

Music Celebrations International (MCI) joins with everyone in the concert-touring public in being sensitive to the concerns about safety relative to worldwide and domestic travel. Our experience, drawn from many years of arranging concert tours around the globe, prompts us to encourage calm and thoughtful reactions while avoiding emotional decisions resulting from the impassioned intensity immediately following a tragedy, civil unrest, or in the face of the unknown.

We hope that everyone appreciates that there is a fine line between being safety conscious and allowing criminals to dictate (because of fears or concerns) what we can or cannot do.

The professionals at Music Celebrations share the concerns of all clients for safety and security. Transportation arrangements are tailored to the needs of the group, and when air transportation is involved, the safety of every conveyance is paramount. Airlines, chartered bus lines, cruise ships, and railways are required to furnish proof of comprehensive insurance coverage and a documented record of safety.

Because airline accidents and/or events which result in tragic deaths make headlines and dominate news coverage, there is always widespread concern that traveling and/or flying is too great a risk and therefore unsafe. Due to these events, the traveling public encounters more stringent security measures than ever before, and in fact can be reassured that at no time in our nation's history has it been safer to travel.

MCI has experience dealing with epidemics, pandemics, disease or virus concerns (SARS, Ebola, etc.), terrorist incidents, unstable political conditions, weather disasters and other high-profile challenges for travelers. MCI's experience is important in these situations. MCI works closely with U.S. State Department, U.S. Embassies and Consulates around the globe, the CDC and local health, law enforcement, authorities to provide every protection which includes the complete avoidance of any danger.

MCI, as an IATAN (International Airlines Travel Agent Network) and ASTA (American Society of Travel Agents) member is fully **accredited** and **bonded** to the maximum level. The following financial and security measures are also in place for the protection of all participants:

All funds paid to Music Celebrations International are held in **Trust Accounts** at the Biltmore Bank of Arizona, and are used for tour-related expenses first. Excess funds are available to MCI only after completion of each concert or tour.

Music Celebrations International carries **\$2,000,000 (Two Million)** in Travel Agents' Professional **Liability** insurance, including errors and omissions coverage. A copy of this policy, underwritten by American Home Assurance Company is on file in our office — a copy of which will be sent to interested parties upon request. ***Your safety is in your and our best interest! We would NEVER jeopardize the safety of any client!***

Music Celebrations works with hundreds of professional, community, school, and children's performing ensembles who participate in international or domestic festivals or concert tours. These performers range in size and variety from small jazz ensembles which travel with 20-25 participants to the Salt Lake Mormon Tabernacle Choir which travels with 500. Over 1,500 high-caliber performing ensembles have worked with MCI during the past 17 years.

Music Celebrations International is an active member of the following professional organizations which require adherence to a strict code of ethics and business practices.

- American Society of Travel Agents
- International Festivals and Events Association
- Cruise Lines International Association
- Music Educators National Conference
- Chorus America
- American Choral Directors Association
- Better Business Bureau
- American School Band Directors Association
- International Association of Jazz Educators
- National School Orchestra Association
- Student & Youth Travel Association of North America



Music Celebrations International
Quality Concert Tours, Created with Integrity
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Music Celebrations International, L.L.C.

1440 S. Priest Drive, Suite 102, Tempe, AZ 85281-6954
(480) 894.3330 (800) 395.2036 Fax (480) 894.5137
info@musiccelebrations.com

STATEMENT ON REFUGEES IN EUROPE

Some MCI clients have expressed concern about the media coverage of thousands of refugees entering Europe, displaced from Syria, Afghanistan, Iraq and other countries where they have been persecuted and repressed. Media includes reporting of the heart-wrenching, desperate attempts of refugees to reach havens of safety and of the debates and struggles within the European community about the handling and distribution of these refugees throughout Europe.

Our offices in Zurich and Prague have closely followed this situation and assure us that tourists in Europe are hardly even aware of these movements — that the arrival and distribution of these refugees is taking place in an organized way, and not even noticeable to local citizens unless they happen to be at arrival points to welcome these refugees.

The European Union has recently agreed to a distribution method for all refugees entering Europe, and member countries have agreed to accommodate and care for assigned numbers of refugees. While the first waves of refugees made the process seem chaotic, everything is now proceeding in a very orderly way. Once refugees arrive, they are being distributed throughout the various countries in a variety of locations that have been set-up to house, feed, accommodate and settle these unfortunate victims of war and oppression.

Most Europeans agree with Pope Francis's recent statement to the U.S. Congress: "We, the people of this continent are not fearful of foreigners, because most of us were once foreigners."

One German citizen wrote recently in an international newspaper in response to a future American tourist asking if it is safe to travel to Germany: *It is business as usual all throughout Germany. You won't even notice refugees arriving at train stations among the usual hustle and bustle, with a few exceptions like those trains bringing refugees stranded in Hungary to safety in Austria and Germany. And those people are brought to shelters within hours. Germany is NOT overrun!*

MCI has long advertised (and supported historically with its actions) that we will never put or bring clients knowingly into harm's way. We will continue to monitor this situation, but assure clients (based on current MCI clients' experiences who are in Europe now or have traveled since the refugee "crisis" began, our own personal travels, and reports from our offices in Europe) that we will continue to monitor and advise of any hesitation or recommendation to avoid any areas where the potential for harm may exist.

For any specific concerns, phone 1-800-395-2036 and ask to speak to anyone on our management team, or send an e-mail inquiry to info@musiccelebrations.com.

International trips abroad for the Middle School World Language Department
Estimated Implications for Reimbursement should we cancel:

January 27 – February 5 DIAMOND Costa Rica (\$2,111 per participant)

- \$23,373 worth of flights about to be “ticketed”. Signed contract states that before ticketing we can cancel with \$100 penalty per student (full tickets \$687.43 each)
- \$38,409 has been wired to the language school for classes, room, board and excursions. (\$1,239 each participant. No contract language as to reimbursement).
- Money for tips can be refunded in full.

March 2-11 CLARKE Costa Rica (\$2,284 per participant)

- 40 students accepted
- A \$100 deposit has been paid for each student.
- Optional Trip insurance will be offered for each trip

April 6-17 CLARKE / DIAMOND China

- 21 students are registered
- Many have paid in full, several have balances between \$1,200 and 1,500
- If an individual cancels they will not get back a \$300 cancellation fee, \$95.00 registration fee or cost
- See EF policy on cancellations and their Worldwide Travel alert document
- EF “Peace of Mind” policy has options for group travel to reschedule, change itinerary or change location due to travel alerts.

May 31 – June 3 DIAMOND Canada

Money has been collected, nothing has been paid as of today, as a deposit to Jump Street Tours.

Jump Street Tours policy states: trip deposit is not refundable unless otherwise agreed in writing. If you cancel your group trip completely, the following fees apply:

- 61 days or more before departure: 100% reimbursed*
- 60 to 39 days before departure: 75% reimbursed*
- 38 to 15 days before departure: 50% reimbursed*
- 14 days before departure: 0% reimbursed*

June 8 – 10

CLARKE Canada

Deposit money has been collected, nothing has been paid, as of today, as a deposit to Jump Street Tours.

See Jump Street policy above.



Educational Tours

November 24, 2015

Frequently Asked Questions Regarding the Worldwide Travel Alert

What does the Travel Alert mean?

It is not uncommon for the State Department to issue a Travel Alert after major events such as the Paris attacks. In fact, this is the 5th Worldwide Travel Alert which the State Department has issued in the last 4 years - the most recent being December 2014 in response to the café shooting in Sydney, Australia. This current alert advises that U.S. travelers exercise vigilance and be aware of their surroundings while traveling, however the current Travel Alert does not recommend against traveling in general.

What is the difference between a Travel Alert and a Travel Warning?

According to the U.S. State Department a Travel Warning is issued when they want you to consider whether or not to travel to a destination. A Travel Alert, on the other hand, is issued for events they believe you should know when planning to travel to a destination.

Is our tour still running?

Yes. At this time all tours are running as planned. That being said, we will of course continue to monitor the situation with the U.S. State Department and our local staff around the world and make any changes to itineraries if necessary.

What if my school or parents are concerned about traveling?

Whether your group is traveling in the coming months or not until 2017, our recommendation is to see how the situation develops before making any decisions. To help our travelers, we are amending our policies so that any fees associated with cancellation will not increase between November 13, 2015 and December 31, 2015. This will allow parents more time to consider their decision without fear of losing additional money.

What options do I have if we want to change our tour?

We have our Peace of Mind policy just for this situation. Up until 45 days before your tour, you have three options for your group: you can change the date of your tour; you can work with EF to amend your existing itinerary or change to a different tour; or you can choose to have each member of your group receive a future travel voucher.

(Please keep in mind that travelers will pay the program price based on the new tour and date you select. Additionally, future travel vouchers are issued in the amount of all monies paid to EF less any non-refundable items. For full details please review our Peace of Mind program terms and conditions at eftours.com/bc.)

What if our 45 day deadline has passed or is coming up soon?

For groups departing through December we are extending the same Peace of Mind options as above. Groups that are departing in January 2016 will have until December 15, 2015 to elect for any Peace of Mind options, and groups departing in February 2016 will have until January 8, 2016.

What should I say to parents who want a full refund?

The investment we have decided to make in our policies is to provide as much flexibility as possible to students and teachers traveling - even if that means we have to move destinations or departure dates at the last minute. This allows us to provide groups the option to change their tour, change their date or receive a future travel voucher.

What if something happens right before my tour or while we're on tour?

Our top priority at all times is the safety and security of our travelers. Our extensive network of offices around the world means we're prepared to handle anything that might affect our tours, no matter how big or small.

A few past examples include: when volcanic ash grounded all European airline travel we extended itineraries for multiple days until flights resumed; we've changed hotel locations and itineraries to avoid demonstrations in places like central Athens; even here in the U.S. we've had to reorganize groups to avoid riots in Baltimore.

Please rest assured that we are able to make adjustments to your itinerary until the day you depart or even on-tour.

Frequently asked questions about Paris November 16, 2016

What is EF doing in reaction to the events in Paris?

For groups currently in France and traveling in the next two weeks, we are adapting itineraries to substitute other locations for Paris. We do not anticipate that there will be itinerary adjustments for groups traveling to Paris in December and beyond. We are closely monitoring the situation along with the U.S. State Department and the staff in our Paris office and will continue to make changes as necessary.

What if my school or parents are concerned about traveling?

Whether your group is traveling in the coming months or not until 2017, our recommendation is to see how the situation develops before making any decisions. To help our travelers, we are amending our policies so that any fees associated with cancellation will not increase between today and December 31, 2015. This will allow parents more time to consider their decision without fear of losing additional money.

What options do I have if we want to change our tour?

We have our Peace of Mind policy just for this situation. Up until 45 days before your tour, you have three options for your group: you can change the date of your tour; you can work with EF to amend your existing itinerary or change to a different tour; or you can choose to have each member of your group receive a future travel voucher.

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Please rest assured that we are able to make adjustments to your itinerary until the day you depart or even on-tour.

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

ITEM NUMBER:

A.3

TODAY'S DATE: 12/10/2015

AGENDA ITEM TITLE:

Lexington Community Coalition Update

PRESENTER:

Jessie Steigerwald

SUMMARY:

- In planning meeting with Steering Committee
- Discussion was to refer to Youth Behavior Risk Survey results as one source of data
- Set goals to improve support for youth mental health, reduce stress and alcohol and drug prevention
- Additional data from police, fire and human services

SUGGESTED MOTION:

FOLLOW-UP:

REQUESTED MEETING DATE: 12/15/2015

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

5 minutes

ATTACHMENTS:

DATE: _____

END TIME ON AGENDA _____

LEAVE BLANK

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: December 10, 2015

ITEM NUMBER:

A.4.1

AGENDA ITEM TITLE: Potential Modular Classroom Locations

PRESENTER: Pat Goddard

SUMMARY:

The design team is evaluating potential locations for installation of modular classrooms. Potential location markers have been added to the site plans for Bowman, Bridge, Fiske, and Estabrook elementary schools. After assessing these locations, the Superintendent will bring a recommendation to School Committee for location of up to six modular classrooms for September of 2016.

WHAT ACTION (IF ANY) DO YOU WISH SCHOOL COMMITTEE TO TAKE?

- No action requested, this is a short update or a presentation of information.
 Request input and questions from the School Committee, but no vote required.
 Request formal action with a vote on a specific item.

If formal action is requested, please check one:

This item is being presented

for the first time, with a request that the School Committee vote at a subsequent meeting
or

with the request that the School Committee take action immediately

If formal action is requested:

Include a suggested motion or let _____ know if you need assistance preparing a motion.

SUGGESTED MOTION:

FOLLOW-UP:

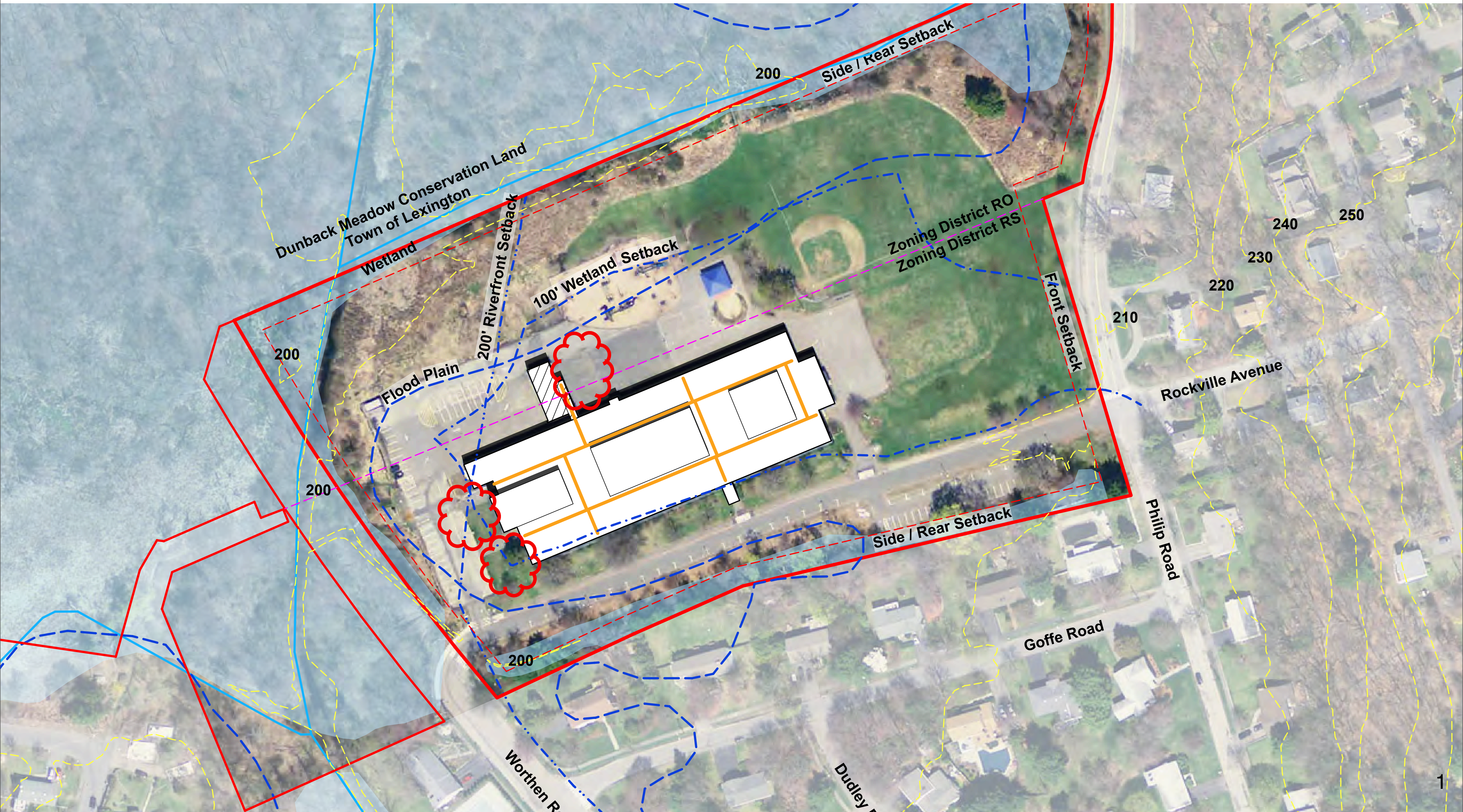
REQUESTED MEETING DATE:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

ATTACHMENTS:

Site plans for Bowman, Bridge, Fiske and Estabrook elementary schools.

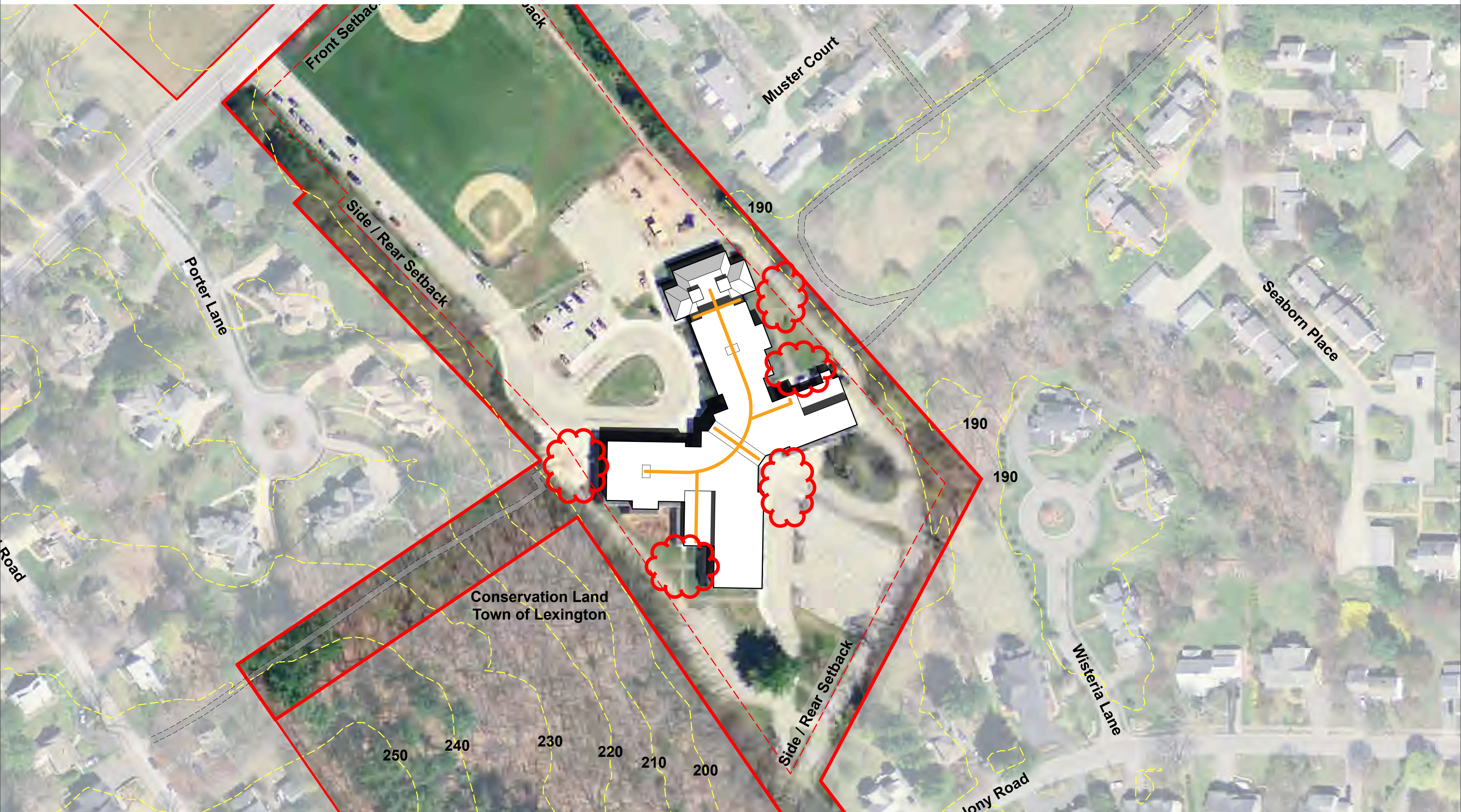
Bowman | Modular Options



Bridge | Modular Options



Fiske | Modular Options



Estabrook | Modular Options



AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: *December 9, 2015*

ITEM NUMBER:

A.4.2

AGENDA ITEM TITLE: *Modular Space Provisions at Fiske*

PRESENTER: *Dr. Mary Anton, Bowman Principal,
Meg Colella, Bridge Principal
Thomas Martellone, Fiske Principal*

SUMMARY:

Bowman, Bridge and Fiske Schools each face challenges in space and programming due to increased student enrollment. School administrators have attached provisions as to how modular space would potentially be used and how it would impact space allocations in each school.

WHAT ACTION (IF ANY) DO YOU WISH SCHOOL COMMITTEE TO TAKE?

- No action requested, this is a short update or a presentation of information.
 Request input and questions from the School Committee, but no vote required.
 Request formal action with a vote on a specific item.

If formal action is requested, please check one:

This item is being presented

for the first time, with a request that the School Committee vote at a subsequent meeting
or

with the request that the School Committee take action immediately

If formal action is requested:

Include a suggested motion or let _____ know if you need assistance preparing a motion.

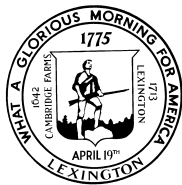
SUGGESTED MOTION:

FOLLOW-UP:

REQUESTED MEETING DATE:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

ATTACHMENTS:



Lexington Public Schools
Bowman School
9 Philip Road
Lexington, Massachusetts 02421

Dr. Mary Antón

Principal

manton@sch.ci.lexington.ma.us

Tel: (781) 861-2500

Fax: (781) 861-2315

fax: (781) 861-9257

To: Lexington Public Schools' School Committee Members: Ms. Jessie Steigerwald, Ms. Margaret Coppe, Mr. William Hurley, Ms. Judith Crocker, and Mr. Alessandro Allesandrini

From: Mary Anton, Principal of Bowman School

Re: Immediate space challenges at Bowman School and how modular classrooms would alleviate this pressure

Date: December 8, 2015

The purpose of this memo is to provide a depiction of the critical space challenges facing Bowman school and offer information as to why modular classrooms are vital to providing a similar curricular program across the five elementary schools in Lexington. This memo will outline the impact of additional space on Bowman and how that space will help to meet the increasing educational needs of our students.

Bowman School is currently over capacity. Each year, new student enrollment projections have detailed an increase in the student population every year. The staff at Bowman has been educating the students in substandard spaces and has seen continued growth in enrollment. Students are being taught by specialists in closet-sized rooms, in spaces that do not take into account their learning needs as outlined in IEPs or best-practice, and creative scheduling has been imperative in order to accommodate increasing space challenges, particularly in the area of Music, English Language Learner services, and special education. The enrollment at Bowman is projected to continue to increase and the need to educate students in appropriate rooms continues to pose a challenge.

Current Challenges/Reality:

At Bowman, 580 students are currently enrolled as of December 8, 2015. Projections have shown an average of 2.48% increase yearly since 2007, the largest average growth of all the elementary schools. Over the next few years, Bowman is projected to have:

2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
595 ± 42	611 ± 54	625 ± 67	638 ± 80	650 ± 93

We will likely reach our projected enrollment for 2016/2017 during the 2015/2016 school year as we have an additional 9 students scheduled to start at Bowman officially in January. Given our current numbers, we anticipate the need to add an additional section to accommodate current large numbers in our second grade (24/25) as Grade 2 is a grade that historically picks up 8-10 students in July/August. We anticipate needing to plan for the 2016/2017 school year for 28 sections.

Currently we have no dedicated full-sized Music classroom so all 27 music classes are taught either in the homeroom classroom or in a substandard-sized space (a ¼ sized classroom) that was formerly a storage closet. This ¼ sized classroom space does not allow for adequate use of instruments or physical movement. Classes taught in homerooms must move furniture for movement related parts of the curriculum, and therefore time is taken either from the music

instructional block or from other academic time in the class. Music equipment is stored in hallways, in grade level classrooms, and on stage. In addition to all 27 sections of music in substandard spaces or homeroom classrooms, 3 sections of Art are held in homeroom classes and 6 sections of PE are taught in the cafeteria, and band/orchestra are utilizing the cafeteria, small music room and gym for instruction.

Currently we have 91 ELL students and 2.5 ELL teachers working in one interior classroom-sized space. An additional four students entering in January will need to be screened and we anticipate that three of these will require services. ELL students are seen in groups of up to 22 at the lower grade levels. While we use dividers and try to break students into small groups, the space does not have acoustic separation and students are distracted by the lessons of their peers. For ELL students, a quiet space in which to process language is an important feature of effective instruction. We are not able to provide this at this time.

Currently, students in our special education resource program (40 students) are being taught in four small offices. These offices are less than 300 square feet and therefore reduce the number of students who can be seen at one time, even if students have similar needs. These spaces are not large enough to store the materials necessary for special education instruction, and as a result these materials have had to be stored in the reading and math specialist space (a room that houses seven teachers and can have up to six different groups of 3-4 students working at the same time). This requires that teachers interrupt services to access materials. Bowman has seven Instructional Assistants (IAs) who work with students based on their IEPs. These support staff have no office space for personal belongings, teaching materials or to leave a coat.

Our district-wide special education program (Language Learning Program – LLP), provides intensive literacy and language instruction to 17 students who require small group reading, writing and math services. These students are in general education classrooms for specialist times (art, music, PE, and library) and for Science and Social Studies. They receive the rest of their daily services in an LLP classroom. Currently we have three LLP classrooms that are in substandard-sized space (1/2 classrooms – 425 square feet). These half class spaces house 5-8 students each, in grades 2-5, along with a teacher and two instructional assistants. These spaces are not adequate in size to allow for the needs of the program, the adaptive technology needed, and the size of students. It is difficult to break the groups in to smaller subsections and provide targeted instruction.

Our Literacy Specialists (4) and our Math Specialists and Coaches (3) share a classroom sized space and conduct literacy and math intervention in the same large space. There is not sufficient storage in this room to house the literacy library or all the math materials. Literacy libraries are stored in two small book rooms that are located at opposite ends of the building. Students meet for intervention in this space, as do teachers meeting with coaches, etc.

Our school guidance counselor and our school social worker share an office and conference space, requiring creative scheduling of lunch bunch and counseling sessions. No small office space is available for individual counseling sessions, so creative scheduling of this larger space is required for counseling sessions and emergency intervention. Our METCO social worker’s space is a small office and is not large enough for lunch bunch or efficacy groups, requiring sharing of space with other groups.

December 2015 Class Size:

Grade	December 2015 #s	Ave. # per Class	Sections
K	74	18/19	4
1	95	19	5
2	99	24/25	4
3	114	22/23	5
4	104	20/21	5*
5	94	23/24	4

* high special education, high needs group (42.5% according to DESE)

Programs currently compromised due to space constraints:

Program	Staffing	Students	Current Space

Music	2 teachers	580	¾ classroom space for 21 sections 6 sections taught in classrooms
PE	2 teachers	Approx. 132	6 sections taught in cafeteria
Art	2 teachers	Approx. 66	3 sections taught in classrooms
ELL	3 Teachers (2.5 FTEs)	91	1 classroom sized space, groups of 12-22 at a time
Resource	4 teachers (3.5 FTEs) 7 IAs Total: 9	40	4 small instructional spaces with no storage
LLP	3 teachers 6 IAs Total: 9	17	3 half-class instructional spaces
Counseling	3 Social Workers (2.3 FTEs)	580	1 large office for two full time counselors and two social work interns, 1 small office for 0.3 social worker that does not fit groups

How would modular classrooms alleviate some of the pressure Bowman School is feeling due to overcrowding and over capacity issues?

1 Modular

Benefits	<ol style="list-style-type: none"> 1. Use one modular to house the 28th section classroom
Challenges	<ol style="list-style-type: none"> 1. Continued substandard space for 91+ ELL students 2. Continued substandard space for special education resource room instruction and district-wide Language Learning Program 3. Continued 28 sections of Music and 4 sections of Art in classrooms or inadequate space 4. Continued creative scheduling for counseling, METCO social worker, literacy and math specialists 5. Continued inadequate storage space for literacy collections 6. Inadequate band/orchestra instructional space 7. Instruction for 7 sections of PE will continue in the cafeteria

2 Modular

Benefits	<ol style="list-style-type: none"> 1. Use one modular to house the 28th section classroom 2. Use one modular to restore Music Room 3. Use current ¾ room for additional ELL room
Challenges	<ol style="list-style-type: none"> 1. Continued substandard space for special education resource room instruction and district-wide Language Learning Program 2. Continued 7 sections of Music and 4 sections of Art in classrooms 3. Continued creative scheduling for counseling, METCO social worker, literacy and math specialists 4. Continued inadequate storage space for literacy collections 5. Inadequate band/orchestra instructional space 6. Instruction for 7 sections of PE will continue in the cafeteria

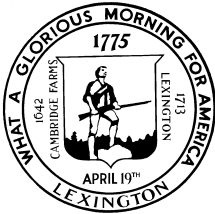
3 Modulars

Benefits	<ol style="list-style-type: none"> 1. Use one modular to house the 28th section classroom 2. Use one modular to restore Music Room 3. Use one modular to provide additional ELL room 4. Use current ¾ room for additional special education resource room
Challenges	<ol style="list-style-type: none"> 1. Continued substandard space for district-wide Language Learning

	<p>Program</p> <ol style="list-style-type: none"> 2. Continued 7 sections of Music and 4 sections of Art in classrooms 3. Continued creative scheduling for counseling, METCO social worker, literacy and math specialists 4. Continued inadequate storage space for literacy collections 5. Inadequate band/orchestra instructional space 6. Instruction for 7 sections of PE will continue in cafeteria
--	--

4 Modulars

Benefits	<ol style="list-style-type: none"> 1. Use one modular to house the 28th section classroom 2. Use one modular to restore Music Room 3. Use one modular to provide additional ELL room 4. Use one modular to provide special education LLP spaces 5. Use current ¾ room for additional special education resource room 6. Resource spaces used for overflow counseling, literacy and math specialists
Challenges	<ol style="list-style-type: none"> 1. Continued 7 sections of Music and 4 sections of Art in classrooms (alternatively could create overflow room in ¾ classroom for these 13 sessions – counseling/literacy to share) 2. Continued inadequate storage space for literacy collections 3. Inadequate band/orchestra instructional space 4. Instruction for 7 sections of PE will continue in cafeteria



Bridge School

55 Middleby Road ♦ Lexington, Massachusetts 02421

Meg Colella
Principal

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fax: (781) 861-9257

To: Lexington Public Schools' School Committee Members: Ms. Jessie Steigerwald, Ms. Margaret Coppe, Mr. William Hurley, Ms. Judith Crocker, and Mr. Alessandro Allesandrini

From: Meg Colella, Principal of Bridge School

Re: Immediate space challenges at Bridge School and how modular classrooms would alleviate this pressure

Date: December 8, 2015

The purpose of this memo is to provide a depiction of the critical space challenges facing Bridge school and an explanation as to why modular classrooms are vital in order to provide a similar curricular program to the other five elementary schools in Lexington and meet the increasing educational needs of our students.

Bridge School is currently over capacity. Each year, new student enrollment projections have detailed an increase in the student population with the exception of last year. The numbers proved to be inaccurate for Bridge for the 2015/2016 school year as we saw an increase in student population whereas the projections did not anticipate such rapid growth. The staff at Bridge has been educating the students in substandard spaces and has seen continued growth in enrollment. Students are being taught by specialists in closet sized rooms, in spaces that do not take into account their learning needs as outlined in IEPs, and creative scheduling has been imperative in order to accommodate for space challenges. The enrollment at Bridge is projected to continue to increase and the need to educate students in appropriate rooms continues to pose a challenge.

Current Challenges/Reality:

At Bridge, 572 students are currently enrolled. Projections have shown an average of 2.12% increase yearly since 2007. Over the next few years, Bridge is projected to have:

2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
604 ± 64	619 ± 83	635 ± 102	651 ± 122	667 ± 143

Currently, students in our special education resource program (40 students) are being taught in one, full sized classroom. Many of these students are on IEPs that require a quieter learning environment outside of the general education classroom, instructional methodology with reduced distractions and small group opportunities. Four special educators, along with 5 instructional assistants share this space as both office and instructional space. Due to the makeup of the room, which is segregated by 6 foot partitions, validity/fidelity of testing and confidentiality are compromised as such measures are not feasible in this current, shared space. In addition to the resource room being a challenging environment for instruction, the speech and language pathologist services students in a small office which constrains her to only servicing up to 2 students at time. Due to the nature of her role, and the intense social pragmatics curriculum she utilizes, she is not able to have students practice what they are taught in a more natural setting with peers. If she were to have a larger space, she would be able to do so.

In addition, our ELL students (53) are being taught in substandard space. ¼ of a classroom, separated by bookshelves, as well as 1/3 of a classroom-sized office are being used to instruct as many as 10 students at one time. In the ¼ classroom, two literacy specialists, who also instruct 3 to 4 students at one time, share this space. The sound distractions as well as the constant interruptions from students and staff coming and going, as this is also where the school wide book room storage is, interrupts the delivery of instruction. Subsequently, literacy and ELL testing take place in this shared classroom, which also brings the challenge of confidentiality and validity into question. The 1/3 classroom office space is overcrowded with materials and accommodating up to 10 students is virtually impossible.

Literacy specialists, our school psychologist, and our METCO social worker, are all working in inadequate sized office spaces. Scheduling has been challenging, as many of these staff are required to share their space, causing disruptions to confidential counseling sessions, testing validity, and adequate sized rooms to comfortably instruct between 1-7 students.

5 sections of art and music are being taught in a ¾ sized classroom, located in an interior section of the building. While this space is adequate for this instruction, it has limited storage, is shared with the METCO social worker for small groups, and is often needed for school wide data meetings. In addition, 4 sections of PE are taught in the cafeteria and band/orchestra are utilizing the conference room, assistant principal's office, and various small offices for instruction.

December 2015 Class Size:

Grade	December 2015 #s	Ave. # per Class	Sections
K	87	21/22	4
1	99	19/20	5
2	89	22/23	4
3	102	25/26	4
4	91	22/23	4
5	104	20/21	5

Programs currently compromised due to space constraints:

Program	Staffing	Students	Current Space
Resource	4 teachers (3.5 FTEs) 5 IAs Total: 9	40	1 classroom- subdivided into fourths, partition walls, no sound barriers
TLP	3 teachers 6 IAs Total: 9	10	2.5 small instructional spaces
ELL	2 teachers	53	1 small office (groups of up to 8) 1 shared classroom with: 1 ELL teacher, 2 literacy teachers, book room (subdivided by bookshelves, no sound barriers)
Speech and Language	1 teacher	29	1 small office (capacity: groups of up to 2)

How would modular classrooms alleviate some of the pressure Bridge School is feeling due to overcrowding and over capacity issues?

1 Modular

Benefits	<ol style="list-style-type: none"> 1. Utilize 1 modular for 2 special education resource room teachers, and 2 IAs to allow for small group instruction, proper testing accommodations, instructional methodology that decreases distractions, and adequate space for materials
Challenges	<ol style="list-style-type: none"> 1. Continued substandard space for ELL staff and students 2. Continued creative scheduling for METCO social worker, school psychologist, and literacy specialists 3. Continued inadequate office space for literacy specialists 4. Compromised confidentiality and testing validity/fidelity for ELL, literacy, and special education programs 5. Inadequate band/orchestra instructional space 6. Instruction for 4 sections of PE will continue in the cafeteria

2 Modulars

Benefits	<ol style="list-style-type: none"> 1. Utilize 1 modular for 2 special education resource room teachers, and 2 IAs to allow for small group instruction, proper testing accommodations, instructional methodology that decreases distractions, and adequate space for materials 2. Utilize 1 modular classroom for ELL services, METCO Social Worker and her groups, and possible literacy instruction
Challenges	<ol style="list-style-type: none"> 1. Continued inadequate office space for literacy specialists 2. Compromised confidentiality and testing validity/fidelity for ELL, and literacy programs 3. Inadequate band/orchestra instructional space 4. Instruction for 4 sections of PE will continue in the cafeteria

3 Modulars

Benefits	<ol style="list-style-type: none"> 1. Utilize 1 modular for 2 special education resource
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	<p>room teachers, and 2 IAs to allow for small group instruction, proper testing accommodations, instructional methodology that decreases distractions, and adequate space for materials</p> <ol style="list-style-type: none"> 2. Utilize 2nd modular classroom for ELL services, METCO Social Worker and her groups, and possible literacy instruction 3. Utilize 3rd modular classroom for 5 sections of art and music currently housed in a ¾ classroom sized, interior space. 4. Utilize ¾ sized, interior classroom for literacy specialists 5. Utilized ¾ sized, interior classroom 1 day per week for band/orchestra instruction rather than in conference room and Assistant Principal's office
Challenges	<ol style="list-style-type: none"> 1. Instruction for 4 sections of PE will continue in the cafeteria

Fiske Elementary School

55 Adams Street
Lexington, MA 02420
781-541-5001

Thomas P. Martellone, Principal Brian J. Baker, Assistant Principal Dale Deane, Administrative Assistant

To: Lexington Public Schools' School Committee Members: Ms. Jessie Steigerwald, Ms. Margaret Coppe, Mr. William Hurley, Ms. Judith Crocker, and Mr. Alessandro Allesandrini
From: Thomas Martellone, Principal of Fiske School
Re: Fiske Elementary Space Challenges and Modular Space Impact
Date: December 8, 2015

Fiske School is currently over capacity. Each year, new student enrollment projections have detailed an increase in the student population.. The staff at Fiske has been educating the students to the very best of their ability in spaces that do not fully meet programmatic needs, specifically, moderate resource, ELL and this year, Art, which has been taught “on a cart” as opposed to the art classroom that is currently being used as an ILP (Intensive Learning Program) classroom. Students are being taught by specialists in rooms and spaces that do not take into account their learning needs as outlined in IEPs and programs. The enrollment at Fiske is projected to continue to increase and the need to educate students in appropriate rooms continues to pose a challenge.

The purpose of this memo is to provide a depiction of the critical space challenges facing Fiske school and an explanation as to why modular classrooms are vital in order to provide a similar curricular program as the other five elementary schools in Lexington and meet the increasing educational needs of our students.

Current Challenges/Reality:

At Fiske, 523 students are currently enrolled. Projections have shown an average of 2.34% increase yearly since 2007. Over the next few years, Fiske is projected to have:

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
535 +/- 50	545 +/- 59	550 +/- 73	560 +/- 88	574 +/-113

Currently, students in our special education resource program (approximately 40 students) are being taught in three smaller sized offices that were not intended for special education spaces.. All of these students are on IEPs that require a quieter learning environment outside of the general education classroom, instructional methodically with reduced distractions and small group opportunities. Three full time special educators use these spaces as both offices and instructional spaces. Instructional aides working with these teachers do not have a space due to the size of the offices/instructional spaces and spend their time in classrooms providing inclusion support. Due to the size of these rooms, it is very difficult to provide services to any small groups larger than two to three students.

In addition, our ELL students (67 students) are being taught in smaller than appropriate spaces. Each ELL teacher has a space smaller than a half classroom, which makes it difficult for both teachers to take small groups and store materials and provide instruction that would meet the standard of the regular classroom in regards to technology use and other materials.

Our METCO social worker and school social worker are all working in spaces that are intended to be tutorial rooms. These rooms were not equipped to be used for regular offices, small groups, etc. and the loss of these rooms has also meant that grade level pods have not had space to bring small groups of students for instruction when needed. Conference rooms have been impacted and reduced to accommodate space as well. Fiske houses the ILP program which requires 26 monthly planning meetings in addition to all of the other meetings that take place in the course of a normal school day. Providing space for special educators and other groups to meet for legally mandated and programmatic mandated meetings has been extremely challenging. .

Due to the number of classrooms needed, Art has been delivered on a cart for the current school year as Fiske needed a 23rd classroom. In some part, this has eroded the program due to the nature of projects not being able to have the depth and scope as they would in a designated art room. Time in art is also shorter due to the need to move from room to room and clean up in a space that does not have all materials at the art teacher’s disposal. The former art room houses an ILP and also needs to house some art materials, while other materials are stored on the stage. Storage for materials intended to be part of an art room is substandard and creates programmatic issues along with challenges in where to put furniture and other items not being used.

December 2015 Class Size:

<u>Grade</u>	<u>December 2015 #s</u>	<u>Ave. # per Class</u>	<u>Sections</u>
K	91	22.75	4
1	87	21.75	4
2	86	21.5	4
3	90	22.5	4
4	74	24.67	3
5	95	23.75	4

Programs currently compromised due to space constraints:

Program	Staffing	Students	Current Space
Resource	3teachers (3.0 FTEs) 3IAs Total: 6	39	3 small offices that were not designed or intended for instructional space
Social Workers	2 social workers Total: 2	16	2.0 small tutorial spaces not intended for offices
ELL	2 teachers	67	Former conference room divided in half, resulting in the loss of one space as a conference room

How would modular classrooms alleviate some of the pressure Fiske School is feeling due to overcrowding and over capacity issues?

1 Modular

Benefits	1. Utilize 1 modular for an ILP classroom and restore the former art room to its original intended use, which would eliminate “art on a cart”.
Challenges	1. Continued compromised art program delivery if “art on a cart” continues. This also impacts teacher planning due to art being delivered in classrooms where teachers are generally trying to plan instruction.

2 Modulars

Benefits	1. Utilize 1 modular for an ILP classroom and restore the former art room to its original intended use, which would eliminate “art on a cart”. 2. Utilize 1 modular classroom for either ELL services, or moderate special education OR another classroom should enrollment continue to rise and space is needed. This would also free up space for social workers and would potentially restore a much needed conference room.
Challenges	1. Continued inadequate office space for special education, ELL, special education and regular education conference rooms and social workers.

AGENDA ITEM SUMMARY **LEXINGTON SCHOOL COMMITTEE MEETING**

TODAY'S DATE: 12/10/15

ITEM NUMBER:
A.5 & A.5.a

AGENDA ITEM TITLE: Fiscal Year 2016 First Quarter Financial Report

PRESENTER: Ian Dailey

SUMMARY:

The current balance projected as of the First Quarter report is a surplus of \$1,059,772. The projection assumes all budgeted positions are filled and assumes all program budgets are fully expended. The major source of these funds causing the surplus in Salaries and Wages is turnover in staff, unpaid leaves of absence, and vacancy gaps. The major drivers for the deficit in the Expense portion of the budget are Special Education Tuitions, Special Education Transportation, and Homeless Transportation. A summary table is provided below:

Appropriation Summary	FY 2016 Budget	Transfers/ Adjustments	FY 2016 Budget (adj)	YTD Expended	YTD Encumbered	Favorable/ (Unfavorable)
Salary and Wages	\$ 78,675,324	\$ 81,426	\$ 78,756,750	\$ 23,671,210	\$ 53,627,266	\$ 1,458,274
Expenses	\$ 13,384,992	\$ (12,000)	\$ 13,372,992	\$ 3,812,788	\$ 9,958,706	\$ (398,502)
Total 1100 Lexington Public Schools	\$ 92,060,316	\$ 69,426	\$ 92,129,742	\$ 27,483,998	\$ 63,585,972	\$ 1,059,772

Salaries & Wages

A detailed listing of the Salaries and Wages portion of the budget projection can be found attached. Projections are based on known positions and estimated wage settlements for units with unsettled contracts. The FY16 general fund operating budget included a total of 1,035.73 FTE system-wide. At this time, the current general fund operating budget has increased to a total of 1,046.80, an increase of 11.07 FTE. This is partially attributable to FTE transfers from grants (during Fiscal Year 2015 and 2016), the increase in hours for Full-Day Kindergarten Assistants (15 hours per week to 18 hours per week), and supplemental positions not included in the original budget developed last fall. The Fiscal Year 2015 First Quarter Financial Report included and FTE increase of 21.61 FTE. Therefore, in Fiscal Year 2016 this data point has improved. This has a direct effect on the projected balance in the Salaries & Wages portion of the projection.

As discussed at the December 1, 2015 School Committee Meeting, the Superintendent has indicated interest in a Special Assistant to the Superintendent position being established. As previously described, this position is a necessity to maintain an organized, efficient, and responsive Superintendent's office environment. This position would assist with a multitude of tasks related to residency, documentation, and special projects. This First Quarter Financial Report includes projected costs for the Superintendent's proposed staffing position effective immediately.

Expenses

The overall expense budget currently projects a deficit of \$398,502. At this time the projection assumes all program budgets will be fully expended. Additionally, a detailed review of Transportation and Tuitions is conducted as these are the largest single expense items and are the largest drivers of budget variability in the Expense budget. A summary table of the budget lines reflecting the \$398,502 deficit can be seen below (it should be noted there is an anticipated transfer for the Tuition line of \$600,960):

Line #	Program	FY16 Budget (approved by ATM)	Transfers/ Adjustments	FY16 Expense Budget (adj)	Adjusted YTD EXPENDED	Adjusted ENCUMBERED	FY 16 Projected Expenditures	Favorable/ (Unfavorable)
41	TUITION	\$4,782,238	\$600,960	\$5,383,198	\$1,348,376	\$4,190,862	\$5,539,238	-\$156,040
42	Transportation: Special Education	\$1,387,574	\$0	\$1,387,574	\$234,433	\$1,250,009	\$1,484,442	-\$96,868
42.1	Transportation: Homeless	\$25,000	\$0	\$25,000	\$6,080	\$43,040	\$49,120	-\$24,120
47	Teacher Substitutes	\$0	\$0	\$0	\$6,547	\$114,926	\$121,473	-\$121,473
Grand Total		\$6,194,812	\$600,960	\$6,795,772	\$1,595,436	\$5,598,837	\$7,194,273	-\$398,501

Line 41 - Tuition

The Fiscal Year 2016 budget included a 50% reduction to the High Risk category of tuition, effectively lowering the tuition budget by \$773,580. This had a direct affect to Line 41 of the budget above. This budget line is being monitored very closely, as such a detailed breakdown can be seen below:

Tuition Budget Analysis	FY16 Budget (approved by ATM)	FY 16 Projected Expenditures	Favorable/ (Unfavorable)
High Risk Budget	\$1,547,160	\$1,047,559	
Short Term Placements	\$113,677	\$230,495	
Settlements	\$258,764	\$766,007	
Tuition	\$6,915,422	\$7,144,330	
Total Tuition	\$8,835,023	\$9,188,390	-\$353,367
Reduction to High Risk	-\$773,580		
Less LABBB Credit	-\$250,000	-\$250,000	
Less CB Reimbursement	-\$3,029,205	-\$3,190,110	
Operating Budget Total	\$4,782,238	\$5,748,280	-\$966,042
		High Risk Adjustment	\$209,042
		Anticipated One-time Transfer	\$600,960
		Adjusted Projected Surplus / (Deficit)	-\$156,040

As seen above when comparing the budget to the current tuition projection a deficit of \$966,042 is being projected. This deficit assumes all of the current High Risk Budget will be realized. After a detailed review of this information with the Special Education Department, it is anticipated the \$209,042 of the \$1,047,559 currently held in High Risk will not be realized. Based on this adjustment, this lowers the projected deficit. Additionally, upon review of expense accounts after the close of the Fiscal Year 2015 budget, an anticipated one-time transfer of \$600,960 will be completed to further offset the projected deficit.

The decision to reduce the High Risk budget by 50% in Fiscal Year 2016 is being reviewed as the Fiscal Year 2017 budget is developed because this will have a direct impact moving forward. A table analyzing the high risk budget and budget surpluses (deficits) each year has been compiled to identify trends. This table can be seen below:

	FY2014	FY2015	FY2016 (projected)
High Risk Budget	\$1,645,452	\$1,195,325	\$1,547,160
SC HR Budget Adjustments			-\$773,580
Net High Risk Budget	\$1,645,452	\$1,195,325	\$773,580
Total Tuition Surplus / (Deficit)	\$852,485	\$61,145	-\$757,000
High Risk cut reversal	\$0	\$0	\$773,580
Difference	\$852,485	\$61,145	\$16,580
Percent of High Risk Returned	51.81%	5.12%	1.07%

The table above outlines the tuition budget surplus (deficit) by fiscal year relative to the High Risk budget of that year. The table above is not adjusted for the anticipated one-time transfers identified in the prior section. The chart includes adjustments to Fiscal Year 2016 to have a consistent comparison with prior fiscal years where the High Risk budget was not reduced by 50%. It should be noted, at the time the Fiscal Year 2016 budget was being created Fiscal Year 2015 final figures were not available. The above table illustrates that budgeting practices in the Tuition line have improved over time. Any future adjustments to the High Risk budget are being examined closely as the Fiscal Year 2017 budget is being developed.

Line 42 – Transportation: Special Education

The Fiscal Year 2016 budget is projecting a \$96,868 deficit. The Fiscal Year 2016 Special Education Transportation budget was assembled using 182 students (99 In district and 83 Out of District). At this time a total of 196 students (108 In District and 88 Out of District) are riding in the program, an increase of 7.7% in total. This increase in ridership has triggered the currently projected deficit in this budget line.

Line 42.1 – Transportation: Homeless

The Fiscal Year 2016 budget is projecting a \$24,120 deficit. The Fiscal Year 2016 Special Education Transportation budget was assembled using 11 students. At this time a total of 3 students are riding in the program. Additional funds have been included in the projection for anticipated riders that will be added to the program. While the number of students reflected as Homeless has decreased, the costs have actually increase, which is why the budget line is projecting a deficit. This is attributable to the change in ridership. In Fiscal Year 2015, riders were able to utilize our existing Transportation services. The current ridership requires separate Transportation services.

Line 47 – Teacher Substitutes

The Fiscal Year 2016 budget is projecting a \$121,473 deficit. This expense line budget pays for Special Education consultants that are hired during a leave of absence for an employee in their Department as they are not regularly available in the typical substitute pool of employees. These consultants are acting in a substitute capacity due to the leave

of absence. These expenditures are offset by salary savings on the Salaries and Wages portion of the budget.

Budget Transfers

As in years past, the Second Quarter Fiscal Year 2016 budget will include a full listing of all budget transfers for Salaries and Expenses. This will include a summary of Fiscal Year 2016 grant transfers, expense line transfers, and all other necessary budget transfers.

WHAT ACTION (IF ANY) DO YOU WISH SCHOOL COMMITTEE TO TAKE?

- No action requested, this is a short update or a presentation of information.
- Request input and questions from the School Committee, but no vote required.
- Request formal action with a vote on a specific item.

If formal action is requested, please check one:

This item is being presented
 for the first time, with a request that the School Committee vote at a subsequent meeting
or
 with the request that the School Committee take action immediately

If formal action is requested:

Include a suggested motion or let _____ know if you need assistance preparing a motion.

SUGGESTED MOTION:

Not applicable.

FOLLOW-UP:

None.

REQUESTED MEETING DATE: 12/15/15

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM: 20 minutes

ATTACHMENTS:

Fiscal Year 2016 Salaries and Wages projection detail

DATE: _____
END TIME ON AGENDA

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LINE No	ROLL UP	FY16 FTE	FTE Adj	FY16 FTE (adj)	FY16 Adj Budget	Current FTEs (through 12/11/15 payroll)	FTE Difference -Favorable (Unfavorable)	Salaries Projection (through 12/11/15 payroll)	\$ Difference - Favorable (Unfavorable)	Notes (illustrates material changes)
1	UNIT A -LEA	685.56	0.8120	686.38	56,139,958	674.53	11.04	\$ 53,576,153	\$ 2,563,805	1. FTE Adjustment: Grant Transfers and misc. internal transfers 2. 3.66 FTE Vacancy 3. +0.50 FTE Supplemental Positions 4. 32.25 FTE on LOA (-12.00 FTEs on full year LOA, shifted to Long Term Subs)
2	UNIT A - STIPENDS			-	734,747	-		\$ 763,041	\$ (28,294)	1. Mentor stipends exceeding budget
3	UNIT A - COACHES			-	633,404	-		\$ 633,404	\$ -	
4	UNIT D - LEA	82.19	-0.5158	81.67	3,374,871	85.54	(3.36)	\$ 3,442,832	\$ (67,961)	1. +4.25 FTE Supplemental Positions 2. Net FTE Transfer: -0.50 FTE 3. 2.83 FTE Vacancy
5	NON-UNION SUPPORT/MGRS	25.15	-0.2500	24.90	2,239,042	27.15	(2.00)	\$ 2,313,084	\$ (74,043)	1. Net FTE Transfer: -0.25 FTE 2. 2.25 FTE Supplemental
7	UNIT C - LEA	152.69	3.3817	156.08	5,715,377	154.46	(1.76)	\$ 5,475,779	\$ 239,597	1. FTE Adjustment: FTE transfer from Line 10 2. +1.90 FTE Supplemental Positions 3. 7.10 FTE Vacancy 4. 1.67 FTE on LOA
7.1	NON-UNION SUPPORT/PARA	5.32	3.3500	8.67	745,566	11.17	(5.85)	\$ 760,695	\$ (15,129)	1. FTE Adjustment: Kind Asst grant transfer and additional 3 hours 2. +2.50 FTE Supplemental Positions 3. 0.88 FTE Vacancy 4. Includes Summer School (EYS)
8	ABA/BCBA INSTRUCTORS	3.89	0.0162	3.91	407,748	3.91	(0.02)	\$ 368,361	\$ 39,387	1. FTE Adjustment: BCBA schedule adjustments
9	OT ASSISTANTS			-	-	-	-	\$ -	\$ -	
10	SPECIAL CLASS AIDES	9.38	-3.3817	6.00	339,732	6.00	3.38	\$ 212,353	\$ 127,379	1. FTE Adjustment: FTE Transfer to Line 7
13	TECHNOLOGY UNIT - LEA	16.00		16.00	932,391	16.00	-	\$ 895,267	\$ 37,124	1. 2.0 FTE Vacancy
14	CENTRAL ADMINISTRATORS	6.00		6.00	1,091,657	6.00	-	\$ 1,021,740	\$ 69,917	
15	PRINCIPALS	9.00		9.00	1,277,849	9.00	-	\$ 1,285,970	\$ (8,121)	
16	ALA - ASST PRINC/SUPERVISORS	40.55	0.5000	41.05	4,496,280	41.05	(0.50)	\$ 4,525,880	\$ (29,599)	FTE Adjustment: Transition Coordinator FTE
17	NURSE SUBS				15,300	-		\$ 14,323	\$ 977	
18	TEACHER SUBSTITUTES				850,210	-		\$ 600,460	\$ 249,750	
18.1	LONG TERM PROFESSIONAL SUBSTITUTES					12.00	(12.00)	\$ 1,280,554	\$ (1,280,554)	1. 12.0 FTEs from Line 1 currently on LOAs
18.2	SECRETARY SUBSTITUTES				16,193			\$ 49,620	\$ (33,427)	
18.3	PARAPROFESSIONAL SUBSTITUTES				50,000			\$ 78,960	\$ (28,960)	
20	Sal Dif				(500,000)			\$ -	\$ (500,000)	
	All other - operating							\$ -	\$ -	
	Grant/Revolving Activity				127,000			\$ -	\$ 127,000	
	Adjustments (Salary Encumbrance)				69,426			\$ -	\$ 69,426	
SALARIES & WAGES Total		1,035.73	3.9124	1,039.65	\$ 78,756,750	1,046.80	(11.07)	\$ 77,298,476	\$ 1,458,274	

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: 12/9/15

ITEM NUMBER:

A.6

AGENDA ITEM TITLE: Proposed Enrollment Report Discussion

PRESENTER: Maureen Kavanaugh, Director of Planning and Assessment

SUMMARY:

The Lexington Public Schools is seeking feedback from members of the School Committee on the design of a new annual enrollment report. A working draft will be provided along with an example from another school district as a starting point for discussion. We ask that members review these materials and prepare feedback regarding the contents and format of a future LPS report.

WHAT ACTION (IF ANY) DO YOU WISH SCHOOL COMMITTEE TO TAKE?

- No action requested, this is a short up date or a presentation of information.
 Request input and questions from the School Committee, but no vote required.
 Request formal action with a vote on a specific item.

If formal action is requested, please check one:

This item is being presented

for the first time, with a request that the School Committee vote at a subsequent meeting
or

with the request that the School Committee take action immediately

If formal action is requested:

Include a suggested motion or let _____ know if you need assistance preparing a motion.

SUGGESTED MOTION:

FOLLOW-UP:

REQUESTED MEETING DATE: 12/15/15

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM: 10 minutes

ATTACHMENTS:

- DRAFT of "FY2-16 Annual Enrollment Report"
- Excerpts from Newton Public Schools Annual Enrollment Report

DATE: _____
END TIME ON AGENDA

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FY2016 Annual Enrollment Report

Lexington Public Schools

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FY2016 Annual Enrollment Report

Executive Summary

The Lexington Public Schools includes six elementary schools, two middle schools and one high school. The district is also home to a pre-kindergarten program, the Lexington Children's Place, currently housed in Harrington Elementary School and welcomes students from the Metropolitan Council for Educational Opportunity, Inc. (METCO) program who attend schools throughout the district.

As of October 1, 2015-16 6,866 students were enrolled. This represents the majority of school age children residing in Lexington...

Tables # – # summarize historic enrollment from FY2008 to FY2016 across the district as well as average annual growth rates. Overall, average annual growth has been highest among elementary students (1.81%). However, rate of growth does vary among elementary schools, with a high of 2.48% (Bowman) and a low of 0.34% (Hastings). We also see varying growth rates between the two middle schools, with 1.36% at Clarke and 0.20% at Diamond.

Table #: Enrollment by Grade Span: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Avg. Annual Growth
K - 5	2649	2700	2675	2825	2815	2846	2924	3024	3054	1.81%
6 - 8	1552	1493	1484	1506	1608	1641	1656	1616	1646	0.78%
9 – 12	1995	1988	1955	1983	1951	1991	2002	2093	2166	1.06%
All	6196	6181	6114	6314	6374	6478	6582	6733	6866	1.30%

Table #: Enrollment by School: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Avg. Annual Growth
Bowman	476	478	483	531	513	531	543	573	576	2.48%
Bridge	488	470	451	518	513	518	549	587	569	2.12%
Estabrook	423	434	440	450	458	470	495	497	511	2.40%
Fiske	435	492	486	472	486	484	496	494	519	2.34%
Harrington	405	405	392	411	414	414	420	446	446	1.25%
Hastings	422	421	423	443	431	429	421	427	433	0.34%
Clarke	780	761	751	764	825	860	865	824	864	1.36%
Diamond	772	732	733	742	783	781	791	792	782	0.20%
LHS	1995	1988	1955	1983	1951	1991	2002	2093	2166	1.06%
All	6196	6181	6114	6314	6374	6478	6582	6733	6866	1.30%

Each year new student enrollment projections based on October 1 enrollment are provided to inform future planning. Table 3 provides a summary of the latest projections for FY2017 to FY2021 by grade span. Updated projected suggest that growth is expected over the next five years...

Table #: Summary of Projected Enrollment FY17 to FY21 by Grade Span

	<i>Method</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
K -5	HDM	3113 ± 90	3169 ± 116	3246 ± 143	3296 ± 171	3344 ± 198
6-8	CSM	1723 ± 30	1753 ± 40	1779 ± 50	1785 ± 60	1854 ± 70
9-12	CSM	2179 ± 40	2177 ± 60	2205 ± 80	2273 ± 100	2280 ± 125

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Historical Enrollment

The Lexington Public Schools includes six elementary schools, two middle schools and one high school. The district is also home to a pre-kindergarten program, the Lexington Children’s Place, currently housed in Harrington Elementary School and welcomes students from the Metropolitan Council for Educational Opportunity, Inc. (METCO) program who attend schools throughout the district.

Tables # – # summarize historic enrollment from FY2008 to FY2016 across the district as well as average annual growth rates. Tables # - # provide similar historical enrollment data by grade for each school. Overall, average annual growth has been highest among elementary students (1.81%). However, rate of growth does vary among elementary schools, with a high of 2.48% (Bowman) and a low of 0.34% (Hastings). We also see varying growth rates between the two middle schools, with 1.36% at Clarke and 0.20% at Diamond. Subsequent sections provide further breakdown by race/ethnicity, gender, METCO, special education and for English Language Learners.

Table #: Enrollment by Grade Span: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Avg. Annual Growth
<i>K - 5</i>	2649	2700	2675	2825	2815	2846	2924	3024	3054	1.81%
<i>6 - 8</i>	1552	1493	1484	1506	1608	1641	1656	1616	1646	0.78%
<i>9 – 12</i>	1995	1988	1955	1983	1951	1991	2002	2093	2166	1.06%
<i>All</i>	6196	6181	6114	6314	6374	6478	6582	6733	6866	1.30%

Table #: Enrollment by Grade: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Avg. Annual Growth
<i>K</i>	341	389	376	427	389	437	442	431	448	2.79%
<i>1</i>	441	399	411	456	482	423	485	486	479	0.65%
<i>2</i>	457	455	442	450	481	512	459	516	522	1.58%
<i>3</i>	454	479	464	464	469	506	530	484	541	2.08%
<i>4</i>	497	470	493	498	493	463	523	552	490	-0.46%
<i>5</i>	459	508	489	530	501	505	485	555	574	2.41%
<i>6</i>	495	462	519	512	546	536	531	508	576	1.70%
<i>7</i>	521	505	458	524	515	578	552	537	519	-0.34%
<i>8</i>	536	526	507	470	547	527	573	571	551	0.41%
<i>9</i>	502	526	503	482	465	538	520	555	549	1.07%
<i>10</i>	471	496	504	510	479	477	529	518	565	2.08%
<i>11</i>	512	460	494	501	506	470	476	531	522	0.09%
<i>12</i>	510	506	454	490	501	506	477	489	530	0.43%
<i>All</i>	6196	6181	6114	6314	6374	6478	6582	6733	6866	1.31%

Table #: Enrollment by School: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Avg. Annual Growth
<i>Bowman</i>	476	478	483	531	513	531	543	573	576	2.48%
<i>Bridge</i>	488	470	451	518	513	518	549	587	569	2.12%
<i>Estabrook</i>	423	434	440	450	458	470	495	497	511	2.40%
<i>Fiske</i>	435	492	486	472	486	484	496	494	519	2.34%
<i>Harrington</i>	405	405	392	411	414	414	420	446	446	1.25%
<i>Hastings</i>	422	421	423	443	431	429	421	427	433	0.34%
<i>Clarke</i>	780	761	751	764	825	860	865	824	864	1.36%
<i>Diamond</i>	772	732	733	742	783	781	791	792	782	0.20%
<i>LHS</i>	1995	1988	1955	1983	1951	1991	2002	2093	2166	1.06%
<i>All</i>	6196	6181	6114	6314	6374	6478	6582	6733	6866	1.30%

Table #: Bowman Elementary Enrollment by Grade: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Avg. Annual Growth
<i>K</i>	68	70	68	81	77	89	76	87	72	
<i>1</i>	74	76	73	81	84	81	98	83	93	
<i>2</i>	92	80	86	87	90	92	88	110	98	
<i>3</i>	73	102	77	88	82	92	90	98	115	
<i>4</i>	84	69	103	88	91	89	97	92	104	
<i>5</i>	85	81	76	106	89	88	94	103	94	
<i>All</i>	476	478	483	531	513	531	543	573	576	

Table 5: Bridge Elementary Enrollment by Grade: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Avg. Annual Growth
<i>K</i>	57	56	67	68	72	78	83	90	87	
<i>1</i>	62	65	62	86	85	87	98	88	97	
<i>2</i>	80	66	72	79	89	89	89	97	89	
<i>3</i>	83	89	68	88	84	89	97	99	101	
<i>4</i>	101	86	89	90	90	77	102	101	91	
<i>5</i>	105	108	93	107	93	98	80	112	104	
<i>All</i>	488	470	451	518	513	518	549	587	569	

Table #: Estabrook Elementary Enrollment by Grade: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Avg. Annual Growth
<i>K</i>	71	64	70	68	54	64	81	65	77	
<i>1</i>	78	75	71	81	83	59	72	82	76	
<i>2</i>	61	68	85	74	82	86	67	77	96	
<i>3</i>	71	64	71	83	82	86	97	77	82	
<i>4</i>	84	76	69	69	88	84	89	101	74	
<i>5</i>	58	87	74	75	69	91	89	95	106	
<i>All</i>	423	434	440	450	458	470	495	497	511	

Table #: Fiske Elementary Enrollment by Grade: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Avg. Annual Growth
<i>K</i>	47	81	51	84	61	77	85	71	90	
<i>1</i>	89	68	87	65	90	69	81	88	87	
<i>2</i>	72	99	74	75	72	97	74	84	86	
<i>3</i>	82	74	96	66	84	84	95	69	88	
<i>4</i>	74	91	82	100	78	78	83	97	73	
<i>5</i>	71	79	96	82	101	79	78	85	95	
<i>All</i>	435	492	486	472	486	484	496	494	519	

Table #: Harrington Elementary Enrollment by Grade: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Avg. Annual Growth
<i>K</i>	54	59	57	52	55	57	60	60	68	
<i>1</i>	69	63	56	71	66	61	64	79	62	
<i>2</i>	75	70	61	70	72	69	72	69	84	
<i>3</i>	78	73	71	70	71	79	77	75	72	
<i>4</i>	64	77	70	72	79	67	78	81	75	
<i>5</i>	65	63	77	76	71	81	69	82	85	
<i>All</i>	405	405	392	411	414	414	420	446	446	

Table #: Hastings Elementary Enrollment by Grade: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Avg. Annual Growth
K	44	59	63	74	70	72	57	58	54	
1	69	52	62	72	74	66	72	66	64	
2	77	72	64	65	76	79	69	79	69	
3	67	77	81	69	66	76	74	66	83	
4	90	71	80	79	67	68	74	80	73	
5	75	90	73	84	78	68	75	78	90	
All	422	421	423	443	431	429	421	427	433	

Table #: Clarke Middle Enrollment by Grade: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Avg. Annual Growth
6	258	235	253	260	297	278	274	250	303	
7	261	260	234	262	256	318	282	280	264	
8	261	266	264	242	272	264	309	294	297	
All	780	761	751	764	825	860	865	824	864	

Table #: Diamond Middle Enrollment by Grade: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Avg. Annual Growth
6	237	227	266	252	249	258	257	258	273	
7	260	245	224	262	259	260	270	257	255	
8	275	260	243	228	275	263	264	277	254	
All	772	732	733	742	783	781	791	792	782	

Table #: Lexington High School Enrollment by Grade: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Avg. Annual Growth
9	502	526	503	482	465	538	520	555	549	
10	471	496	504	510	479	477	529	518	565	
11	512	460	494	501	506	470	476	531	522	
12	510	506	454	490	501	506	477	489	530	
All	1995	1988	1955	1983	1951	1991	2002	2093	2166	

Historical Enrollment: Race/Ethnicity

Table #: District Enrollment by Race/Ethnicity: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>African American</i>									
<i>Asian</i>									
<i>Hispanic</i>									
<i>White</i>									
<i>Multi-Race, Non-Hispanic</i>									
<i>All</i>									

Table #: Bowman Elementary Enrollment by Race/Ethnicity: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>African American</i>									
<i>Asian</i>									
<i>Hispanic</i>									
<i>White</i>									
<i>Multi-Race, Non-Hispanic</i>									
<i>All</i>									

Table #: Bridge Elementary Enrollment by Race/Ethnicity: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>African American</i>									
<i>Asian</i>									
<i>Hispanic</i>									
<i>White</i>									
<i>Multi-Race, Non-Hispanic</i>									
<i>All</i>									

Table #: Estabrook Elementary Enrollment by Race/Ethnicity: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>African American</i>									
<i>Asian</i>									
<i>Hispanic</i>									
<i>White</i>									
<i>Multi-Race, Non-Hispanic</i>									
<i>All</i>									

Table #: Fiske Elementary Enrollment by Race/Ethnicity: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>African American</i>									
<i>Asian</i>									
<i>Hispanic</i>									
<i>White</i>									
<i>Multi-Race, Non-Hispanic</i>									
<i>All</i>									

Table #: Harrington Elementary Enrollment by Race/Ethnicity: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>African American</i>									
<i>Asian</i>									
<i>Hispanic</i>									
<i>White</i>									
<i>Multi-Race, Non-Hispanic</i>									
<i>All</i>									

Table #: Hastings Elementary Enrollment by Race/Ethnicity: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>African American</i>									
<i>Asian</i>									
<i>Hispanic</i>									
<i>White</i>									
<i>Multi-Race, Non-Hispanic</i>									
<i>All</i>									

Table #: Clarke Middle Enrollment by Race/Ethnicity: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>African American</i>									
<i>Asian</i>									
<i>Hispanic</i>									
<i>White</i>									
<i>Multi-Race, Non-Hispanic</i>									
<i>All</i>									

Table #: Diamond Middle Enrollment by Race/Ethnicity: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>African American</i>									
<i>Asian</i>									
<i>Hispanic</i>									
<i>White</i>									
<i>Multi-Race, Non-Hispanic</i>									
<i>All</i>									

Table #: Lexington High School Enrollment by Race/Ethnicity: FY2008 – FY2016

	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>
<i>African American</i>									
<i>Asian</i>									
<i>Hispanic</i>									
<i>White</i>									
<i>Multi-Race, Non-Hispanic</i>									
<i>All</i>									

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Historical Enrollment: Gender

Table #: District Enrollment by Gender: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Male</i>									
<i>Female</i>									
<i>All</i>									

Table #: Bowman Elementary Enrollment by Gender: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Male</i>									
<i>Female</i>									
<i>All</i>									

Table #: Bridge Elementary Enrollment by Gender: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Male</i>									
<i>Female</i>									
<i>All</i>									

Table #: Estabrook Elementary Enrollment by Gender: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Male</i>									
<i>Female</i>									
<i>All</i>									

Table #: Fiske Elementary Enrollment by Gender: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Male</i>									
<i>Female</i>									
<i>All</i>									

Table #: Harrington Elementary Enrollment by Gender: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Male</i>									
<i>Female</i>									
<i>All</i>									

Table #: Hastings Elementary Enrollment by Gender: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Male</i>									
<i>Female</i>									
<i>All</i>									

Table #: Clarke Middle Enrollment by Gender: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Male</i>									
<i>Female</i>									
<i>All</i>									

Table #: Diamond Middle Enrollment by Gender: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Male</i>									
<i>Female</i>									
<i>All</i>									

Table #: Lexington High School Elementary Enrollment by Gender: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Male</i>									
<i>Female</i>									
<i>All</i>									

Historical Enrollment: Special Populations

Table #: METCO Enrollment by Grade Span: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Elementary</i>									
<i>Middle</i>									
<i>High School</i>									
<i>All</i>									

Table #: METCO Enrollment by Grade: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>K</i>									
<i>1</i>									
<i>2</i>									
<i>3</i>									
<i>4</i>									
<i>5</i>									
<i>6</i>									
<i>7</i>									
<i>8</i>									
<i>9</i>									
<i>10</i>									
<i>11</i>									
<i>12</i>									
<i>All</i>									

Table #: METCO Enrollment by School: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Bowman</i>									
<i>Bridge</i>									
<i>Estabrook</i>									
<i>Fiske</i>									
<i>Harrington</i>									
<i>Hastings</i>									
<i>Clarke</i>									
<i>Diamond</i>									
<i>LHS</i>									
<i>All</i>									

Table #: Special Education Enrollment by Grade Span: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Elementary</i>									
<i>Middle</i>									
<i>High School</i>									
<i>All</i>									

Table #: Special Education Enrollment by Grade: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>K</i>									
<i>1</i>									
<i>2</i>									
<i>3</i>									
<i>4</i>									
<i>5</i>									
<i>6</i>									
<i>7</i>									
<i>8</i>									
<i>9</i>									
<i>10</i>									
<i>11</i>									
<i>12</i>									
<i>All</i>									

Table #: Special Education Enrollment by School: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Bowman</i>									
<i>Bridge</i>									
<i>Estabrook</i>									
<i>Fiske</i>									
<i>Harrington</i>									
<i>Hastings</i>									
<i>Clarke</i>									
<i>Diamond</i>									
<i>LHS</i>									
<i>All</i>									

Table #: English Language Learner Enrollment by Grade Span: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Elementary</i>									
<i>Middle</i>									
<i>High School</i>									
<i>All</i>									

Table #: English Language Learner by Grade: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>K</i>									
<i>1</i>									
<i>2</i>									
<i>3</i>									
<i>4</i>									
<i>5</i>									
<i>6</i>									
<i>7</i>									
<i>8</i>									
<i>9</i>									
<i>10</i>									
<i>11</i>									
<i>12</i>									
<i>All</i>									

Table #: English Language Learner Enrollment by School: FY2008 – FY2016

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Bowman</i>									
<i>Bridge</i>									
<i>Estabrook</i>									
<i>Fiske</i>									
<i>Harrington</i>									
<i>Hastings</i>									
<i>Clarke</i>									
<i>Diamond</i>									
<i>LHS</i>									
<i>All</i>									

Student Mobility

Mobility is defined as those students transferring into or out of public schools or districts. There are three different measures provided by the Department of Elementary and Secondary Education to capture mobility: Intake (Transfer-in) Rate; Churn Rate; and Stability Rate.

According to the Department of Elementary and Secondary Education (insert citation):

The *intake rate* measures the number of students that enroll in the district, or a school after the beginning of the school year. Enrollment is determined by either days in membership or enrollment status as reported in the October 1st SIMS of a given school year. Intake for a period is calculated by dividing the number of students who enroll in the district, or school after the start of the school year by all students reported as enrolled in any SIMS period at that level. A student moving from one school to another within the same district is not included in district intake.

Number of incoming students after the start of the school year

All students enrolled at any point in time during the school year

The *churn rate* measures the number students transferring into or out of a public school or district throughout the course of a school year. Churn represents the sum of all students who were mobile divided by all students reported as enrolled at any point in time during the school year. Enrollment at the start of the school year is based on a combination of enrollment status and days in membership. Each student is counted only once in the churn rate, regardless of the number of times during the year the student transfers in or out.

Number of incoming or outgoing students after the start of the school year

All students enrolled at any point in time during the school year

The *stability rate* measures how many students remain in a district or school throughout the school year.

Number of students who remain at the educational setting for the entire year

Total number of students enrolled as of October 1 SIMS

Table #: District Mobility Statistics: FY2008 – FY2015

	2007-08	08-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Churn/Intake Enrollment								
% Churn								
% Intake								
Stability Enrollment								
% Stability								

Table #: Bowman Elementary Mobility Statistics: FY2008 – FY2015

	2007-08	08-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Churn/Intake Enrollment								
% Churn								
% Intake								
Stability Enrollment								
% Stability								

Table #: Bridge Elementary Mobility Statistics: FY2008 – FY2015

	2007-08	08-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Churn/Intake Enrollment								
% Churn								
% Intake								
Stability Enrollment								
% Stability								

Table #: Estabrook Elementary Mobility Statistics: FY2008 – FY2015

	2007-08	08-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Churn/Intake Enrollment								
% Churn								
% Intake								
Stability Enrollment								
% Stability								

Table #: Fiske Elementary Mobility Statistics: FY2008 – FY2015

	2007-08	08-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Churn/Intake Enrollment								
% Churn								
% Intake								
Stability Enrollment								
% Stability								

Table #: Harrington Elementary Mobility Statistics: FY2008 – FY2015

	2007-08	08-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Churn/Intake Enrollment</i>								
<i>% Churn</i>								
<i>% Intake</i>								
<i>Stability Enrollment</i>								
<i>% Stability</i>								

Table #: Hastings Elementary Mobility Statistics: FY2008 – FY2015

	2007-08	08-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Churn/Intake Enrollment</i>								
<i>% Churn</i>								
<i>% Intake</i>								
<i>Stability Enrollment</i>								
<i>% Stability</i>								

Table #: Clarke Middle Mobility Statistics: FY2008 – FY2015

	2007-08	08-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Churn/Intake Enrollment</i>								
<i>% Churn</i>								
<i>% Intake</i>								
<i>Stability Enrollment</i>								
<i>% Stability</i>								

Table #: Diamond Middle Mobility Statistics: FY2008 – FY2015

	2007-08	08-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Churn/Intake Enrollment</i>								
<i>% Churn</i>								
<i>% Intake</i>								
<i>Stability Enrollment</i>								
<i>% Stability</i>								

Table #: Lexington High School Mobility Statistics: FY2008 – FY2015

	2007-08	08-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Churn/Intake Enrollment</i>								
<i>% Churn</i>								
<i>% Intake</i>								
<i>Stability Enrollment</i>								
<i>% Stability</i>								

Grade to Grade Progression Rates

The ratio of the number of students in a given grade to the number in the preceding grade in the previous year is known as the *progression rate*. A progression rate greater than one is indicative of net in-migration (i.e. more students arriving than leaving as a cohort advances). A progression rate lower than one is indicative of net out-migration (i.e. more students leaving than staying as a cohort advances). Five-year average progression rates form the basis of enrollment projections for the secondary level (grades 6-12) for FY2017 to FY2021. These rates are not factored in elementary enrollment projections based on residential housing data, but are provided as additional mobility data.

Table #: District Grade to Grade Progression Rate: FY2009 – FY2015

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	5 – year Avg.
<i>K -> 1 Progression</i>	1.17	1.06	1.21	1.13	1.09	1.11	1.10	1.11	1.11
<i>1 -> 2 Progression</i>	1.03	1.11	1.09	1.05	1.06	1.09	1.06	1.07	1.07
<i>2 -> 3 Progression</i>	1.05	1.02	1.05	1.04	1.05	1.04	1.05	1.05	1.05
<i>3 -> 4 Progression</i>	1.04	1.03	1.07	1.06	0.99	1.03	1.04	1.01	1.03
<i>4 -> 5 Progression</i>	1.02	1.04	1.08	1.01	1.02	1.05	1.06	1.04	1.05
<i>5 -> 6 Progression</i>	1.01	1.02	1.05	1.03	1.07	1.05	1.05	1.04	1.05
<i>6 -> 7 Progression</i>	1.02	0.99	1.01	1.01	1.06	1.03	1.01	1.02	1.02
<i>7 -> 8 Progression</i>	1.01	1.00	1.03	1.04	1.02	0.99	1.03	1.03	1.02
<i>8 -> 9 Progression</i>	0.98	0.96	0.95	0.99	0.98	0.99	0.97	0.96	0.97
<i>9 -> 10 Progression</i>	0.99	0.96	1.01	0.99	1.03	0.98	1.00	1.02	1.00
<i>10 -> 11 Progression</i>	0.98	1.00	0.99	0.99	0.98	1.00	1.00	1.01	1.00
<i>11 -> 12 Progression</i>	0.99	0.99	0.99	1.00	1.00	1.01	1.03	1.00	1.01

Table #: Bowman Elementary Grade to Grade Progression Rate: FY2009 – FY2015

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	5 – year Avg.
<i>K -> 1 Progression</i>									
<i>1 -> 2 Progression</i>									
<i>2 -> 3 Progression</i>									
<i>3 -> 4 Progression</i>									
<i>4 -> 5 Progression</i>									

Table #: Bridge Elementary Grade to Grade Progression Rate: FY2009 – FY2015

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	5 – year Avg.
<i>K -> 1 Progression</i>									
<i>1 -> 2 Progression</i>									
<i>2 -> 3 Progression</i>									
<i>3 -> 4 Progression</i>									
<i>4 -> 5 Progression</i>									

Table #: Estabrook Elementary Grade to Grade Progression Rate: FY2009 – FY2015

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	5 – year Avg.
<i>K -> 1 Progression</i>									
<i>1 -> 2 Progression</i>									
<i>2 -> 3 Progression</i>									
<i>3 -> 4 Progression</i>									
<i>4 -> 5 Progression</i>									

Table #: Fiske Elementary Grade to Grade Progression Rate: FY2009 – FY2015

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	5 – year Avg.
<i>K -> 1 Progression</i>									
<i>1 -> 2 Progression</i>									
<i>2 -> 3 Progression</i>									
<i>3 -> 4 Progression</i>									
<i>4 -> 5 Progression</i>									

Table #: Harrington Elementary Grade to Grade Progression Rate: FY2009 – FY2015

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	5 – year Avg.
<i>K -> 1 Progression</i>									
<i>1 -> 2 Progression</i>									
<i>2 -> 3 Progression</i>									
<i>3 -> 4 Progression</i>									
<i>4 -> 5 Progression</i>									

Table #: Hastings Elementary Grade to Grade Progression Rate: FY2009 – FY2015

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	5 – year Avg.
<i>K -> 1 Progression</i>									
<i>1 -> 2 Progression</i>									
<i>2 -> 3 Progression</i>									
<i>3 -> 4 Progression</i>									
<i>4 -> 5 Progression</i>									

Table #: Clarke Middle Grade to Grade Progression Rate: FY2009 – FY2015

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	5 – year Avg.
<i>5 -> 6 Progression</i>									
<i>6 -> 7 Progression</i>									
<i>7 -> 8 Progression</i>									

Table #: Diamond Middle Grade to Grade Progression Rate: FY2009 – FY2015

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	5 – year Avg.
<i>5 -> 6 Progression</i>									
<i>6 -> 7 Progression</i>									
<i>7 -> 8 Progression</i>									

Table #: Lexington High School Grade to Grade Progression Rate: FY2009 – FY2015

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	5 – year Avg.
<i>8 -> 9 Progression</i>									
<i>9 -> 10 Progression</i>									
<i>10 -> 11 Progression</i>									
<i>11 -> 12 Progression</i>									

Residential Housing Analysis

Figure #: Breakdown of Lexington's Housing Stock by Type

Figure #: Cumulative Growth of the Number of Housing Units From FY2007 to FY2015

Figure # : Percentage of Housing Units Occupied by Students

Figure #: Average Number of Students in Housing Units with at Least One Student ("Student Density")

DRAFT

Enrollment Projections: Data Sources & Methodology

Each year new student enrollment projections based on October 1 enrollment are provided to inform future planning. Data for analyses were obtained from the following sources:

- State reports accessed through the Massachusetts Department of Elementary and Secondary Education website and online reporting tool, Edwin Analytics
- Annual October 1 student census reported to the Massachusetts Department of Elementary and Secondary Education (i.e. SIMS data collection) by Lexington Public Schools for FY2004 to FY2016
- Annual Lexington Assessors' property records extracted from the Vision database from FY2007 to FY2015

Based on recommendations from the Enrollment Working Group¹ the following forecasting methods are used to produce projections:

- *Cohort Survival Method (CSM)* is used to project middle and high school enrollment.
- *Housing Demographic Model (HDM)* is used to project elementary projections

6 – 12 Projections: Cohort Survival Method (CSM)

The most widely used technique for projecting school enrollment is the Cohort Survival Method (CSM). It is based on a simple concept: Knowing the current number of students in, say, sixth grade, it is assumed that next year the number of students in seventh grade will be approximately the same. In other words, about 100% will “survive.” Some students may leave, but they will be replaced by new arrivals. The ratio of the number of students in a given grade to the number in the preceding grade in the previous year is known as the progression rate.

Thus, to project next year's enrollment in a K-to-12 system one multiplies the current enrollment in each grade by the appropriate progression rate. When making projections, it is common practice to average over several years' data to calculate progression rates.

In recent years, the progression rates beyond first grade have ranged from # to #, with the lower values in the high school. A progression rate greater than one implies a net in-migration – more students arriving than leaving as the cohort advances by one grade. A progression rate lower than one is indicative of net out-migration (i.e. more students leaving than staying as a cohort advances. Because most progression rates are greater than 1, the cumulative effect can be significant. For example, in FY2015, the 12th grade class is 30% larger than the Kindergarten class of FY2002, when it was nominally launched.

¹ Andersen, M. Cole, R., Dunn, T., Krupka, & Pato, J. (December 2014). Five-year enrollment forecasts for the Lexington Public Schools: FY2015-FY2020 report of the enrollment working group.

The attractiveness of the CSM lies in the ease of obtaining the data on enrollment and on the simplicity of the calculation. Moreover, the method accurately forecasts the movement of enrollment bubbles, cohorts of one or more years of higher-than-average enrollment. Provided that the progression rates are stable – a critical assumption – one can make five-year enrollment projections with some confidence, thereby giving the community time to ensure that appropriate school facilities are in place. The primary drawback of the CSM is that it is not based on any insight or understanding of the underlying demographic variables.

K – 5 Projections: Housing Demographic Model (HDM)

This method was developed by the Enrollment Working Group and recommended for elementary level projections. This analysis is based on the three variables: (1) the number of housing units, (2) the percentage of housing units occupied by students and (3) student density or average number of students per household with one or more students. A recent enhancement to this methodology is the incorporation of additional data pertaining to known future housing developments.

An attractive feature of the HDM is the ability to create and analyze scenarios based on the variables. For example, instead of relying solely on a forecast for housing units based on a regression, one could insert values based on planned developments expected to produce a substantial increase in housing units. Forecasters could also track home sales, and use the sales rates to adjust the percentage of homes occupied by students: An accelerating sales rate, signaling an increased rate of displacement of households without school-age children by families with students, might lead the forecasters to increase the forecast values of the percentage of units occupied by students.

One limitation of the HDM is the inability to forecast enrollment bubbles. Also, because the HDM may rely on regressions, it could be unreliable at turning points or during periods where the variables are volatile. However, this would be the case only if the regressions were used without trying to interpret trends in the details of the underlying variables.

Since this model does not take into account non-resident students, a constant of 126 is added to elementary projections, representing students residing in Boston enrolled in the METCO program.

Understanding Confidence Intervals

A specific point estimate of future enrollment is of limited usefulness because it does not acknowledge the uncertainty associated with projections. In recognition of this reality, 90% confidence intervals are produced for all enrollment projections. Correct interpretation of such intervals is that there is 90% chance that the confidence interval contains the true value of future enrollment.

Projected Enrollment: FY2017 to FY2020

Applying the recommended methods, table # provides a summary of the latest projections for FY2017 to FY2021 by grade span.

Table #: Summary of Projected Enrollment FY17 to FY21 by Grade Span

	<i>Method</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
K-5	HDM	3113 ± 90	3169 ± 116	3246 ± 143	3296 ± 171	3344 ± 198
6-8	CSM	1723 ± 30	1753 ± 40	1779 ± 50	1785 ± 60	1854 ± 70
9-12	CSM	2179 ± 40	2177 ± 60	2205 ± 80	2273 ± 100	2280 ± 125

Figures # – # summarize historic (FY2008-FY2016) and forecasted enrollment (FY2017-FY2021) for elementary, middle and high school.

Figure #: Elementary History and Forecast for FY2017 to FY2020 (HDM)

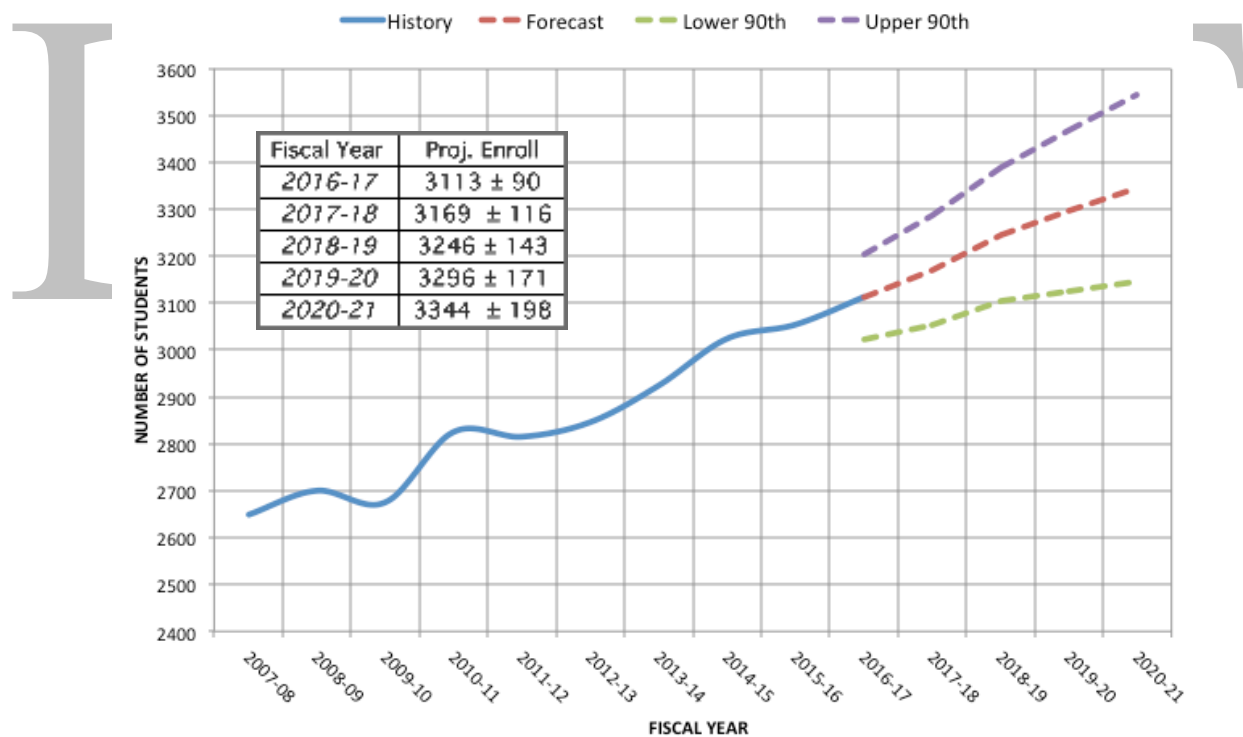


Figure #: Middle School Enrollment: History and LPS Projections (CSM)

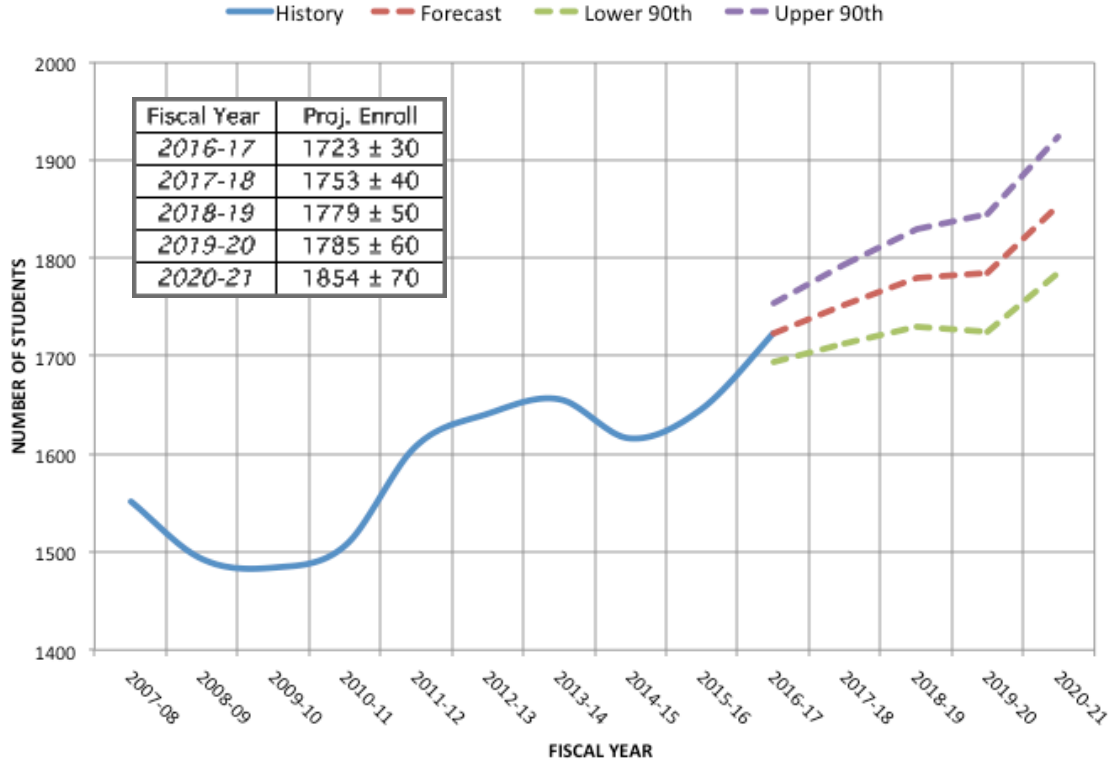
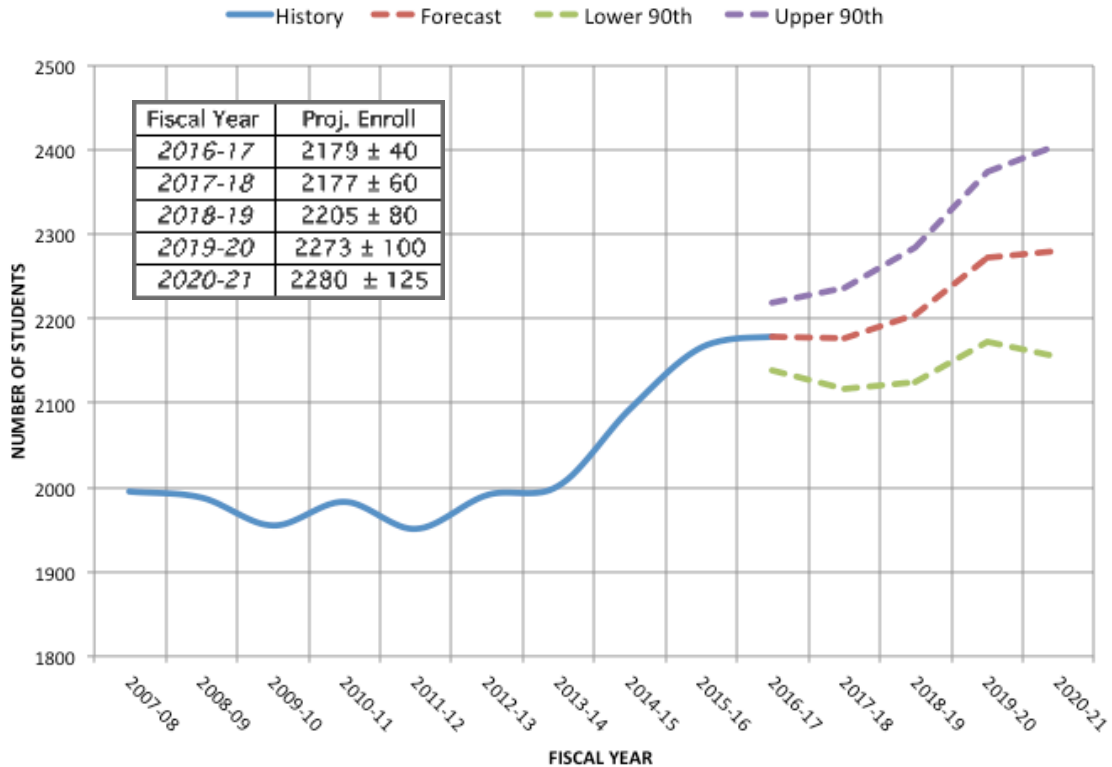


Figure #: High School Enrollment: History and LPS Projections (CSM)



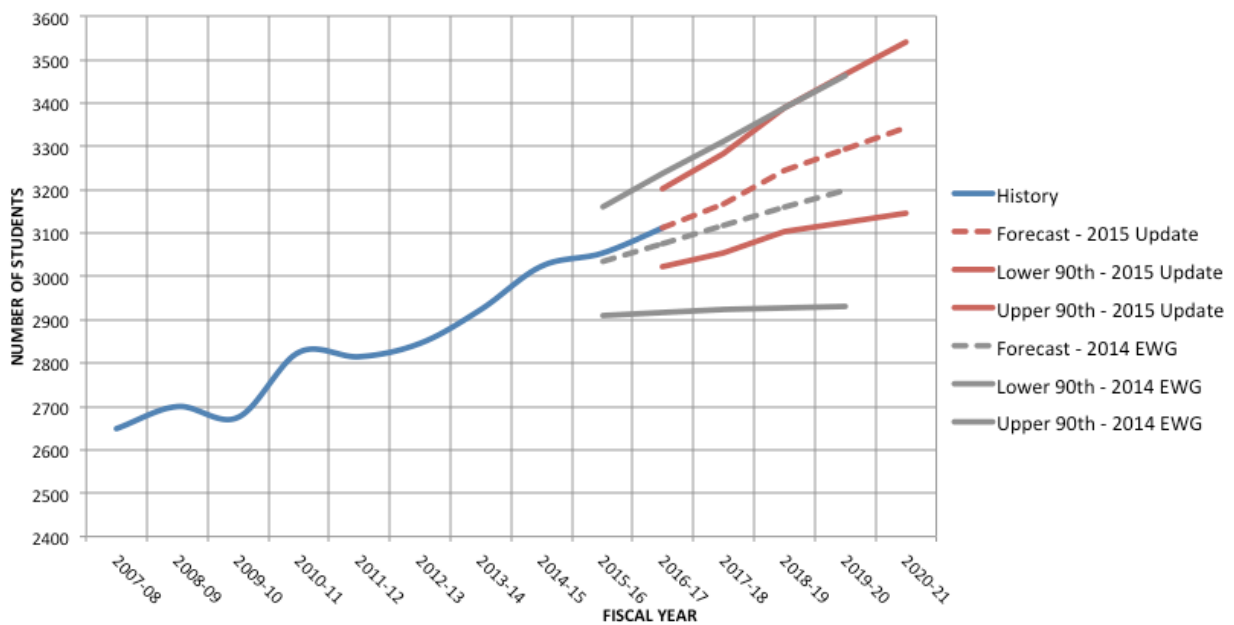
Historical and Projected Enrollment by School (1994-2016)

		Bowman	Bridge	Estabrook	Fiske	Harrington	Hastings	Clarke	Diamond	LHS
Actual Enrollment	1994-95	509	479	489	353	380	301	648	522	1395
	1995-96	495	462	492	362	413	395	694	527	1434
	1996-97	537	491	499	394	401	404	683	595	1438
	1997-98	539	496	483	394	395	417	693	679	1474
	1998-99	537	495	501	430	396	434	662	721	1543
	1999-00	545	491	476	429	413	463	704	689	1599
	2000-01	527	492	472	448	411	485	710	694	1659
	2001-02	512	478	469	438	386	478	751	735	1714
	2002-03	466	510	464	416	370	477	747	774	1763
	2003-04	450	528	480	417	379	509	757	770	1828
	2004-05	438	523	478	390	380	494	714	790	1915
	2005-06	457	551	455	362	388	486	712	804	1975
	2006-07	470	537	444	345	378	480	747	818	1955
	2007-08	476	488	423	435	405	422	780	772	1995
	2008-09	478	470	434	492	405	421	761	732	1988
	2009-10	483	451	440	486	392	423	751	733	1955
	2010-11	531	518	450	472	411	443	764	742	1983
2011-12	513	513	458	486	414	431	825	783	1951	
2012-13	531	518	470	484	414	429	860	781	1991	
2013-14	543	549	495	496	420	421	865	791	2002	
2014-15	573	587	497	494	446	427	824	792	2093	
2015-16	576	569	511	519	446	433	864	782	2166	
<i>Projected Enrollment</i>	<i>2016-17</i>	<i>595 ± 42</i>	<i>604 ± 64</i>	<i>528 ± 45</i>	<i>535 ± 50</i>	<i>451 ± 67</i>	<i>434 ± 28</i>	<i>878 ± 50</i>	<i>846 ± 50</i>	<i>2179 ± 30</i>
	<i>2017-18</i>	<i>611 ± 54</i>	<i>619 ± 83</i>	<i>539 ± 59</i>	<i>545 ± 65</i>	<i>456 ± 87</i>	<i>440 ± 36</i>	<i>919 ± 55</i>	<i>842 ± 55</i>	<i>2177 ± 60</i>
	<i>2018-19</i>	<i>625 ± 67</i>	<i>635 ± 102</i>	<i>550 ± 73</i>	<i>554 ± 80</i>	<i>460 ± 108</i>	<i>440 ± 44</i>	<i>940 ± 60</i>	<i>858 ± 60</i>	<i>2205 ± 80</i>
	<i>2019-20</i>	<i>638 ± 80</i>	<i>651 ± 122</i>	<i>560 ± 88</i>	<i>564 ± 96</i>	<i>463 ± 129</i>	<i>440 ± 52</i>	<i>971 ± 65</i>	<i>844 ± 65</i>	<i>2273 ± 100</i>
	<i>2020-21</i>	<i>650 ± 93</i>	<i>667 ± 143</i>	<i>571 ± 103</i>	<i>574 ± 113</i>	<i>466 ± 151</i>	<i>439 ± 61</i>	<i>1004 ± 100</i>	<i>886 ± 70</i>	<i>2280 ± 125</i>

Table #: Comparison of FY2015 Projections to FY2016 Projections

	Forecast Method	Report Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
K-5	HDM ²	2015-16		3113 ± 90	3169 ± 116	3246 ± 143	3296 ± 171	3344 ± 198
		2014-15	3035 ± 126	3077 ± 160	3118 ± 195	3159 ± 231	3198 ± 267	
6-8	CSM	2015-16		1723 ± 30	1753 ± 40	1779 ± 50	1785 ± 60	1854 ± 70
		2014-15	1657 ± 30	1743 ± 40	1788 ± 50	1818 ± 60	1830 ± 70	
9-12	CSM	2015-16		2179 ± 40	2177 ± 60	2205 ± 80	2273 ± 100	2280 ± 125
		2014-15	2170 ± 30	2174 ± 60	2183 ± 80	2220 ± 100	2286 ± 120	

Figure #: Comparison of Elementary Forecasts



² Includes a constant of 126 representing non-residents (e.g. METCO students)

Figure #: Comparison of Middle School Forecasts

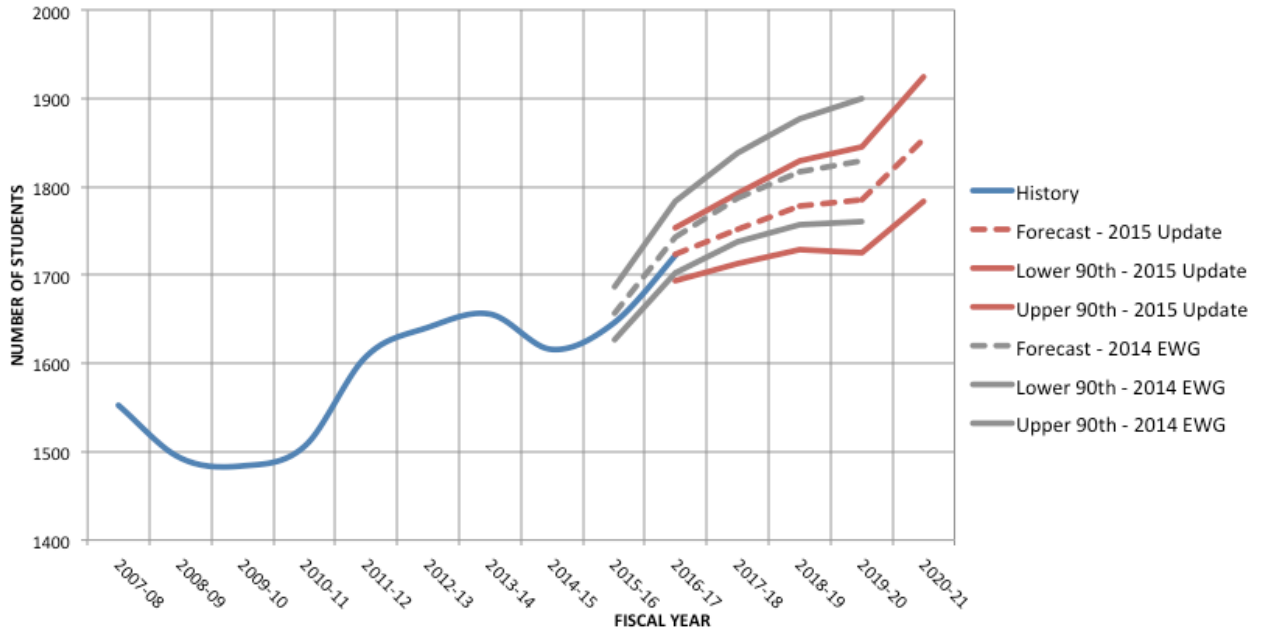
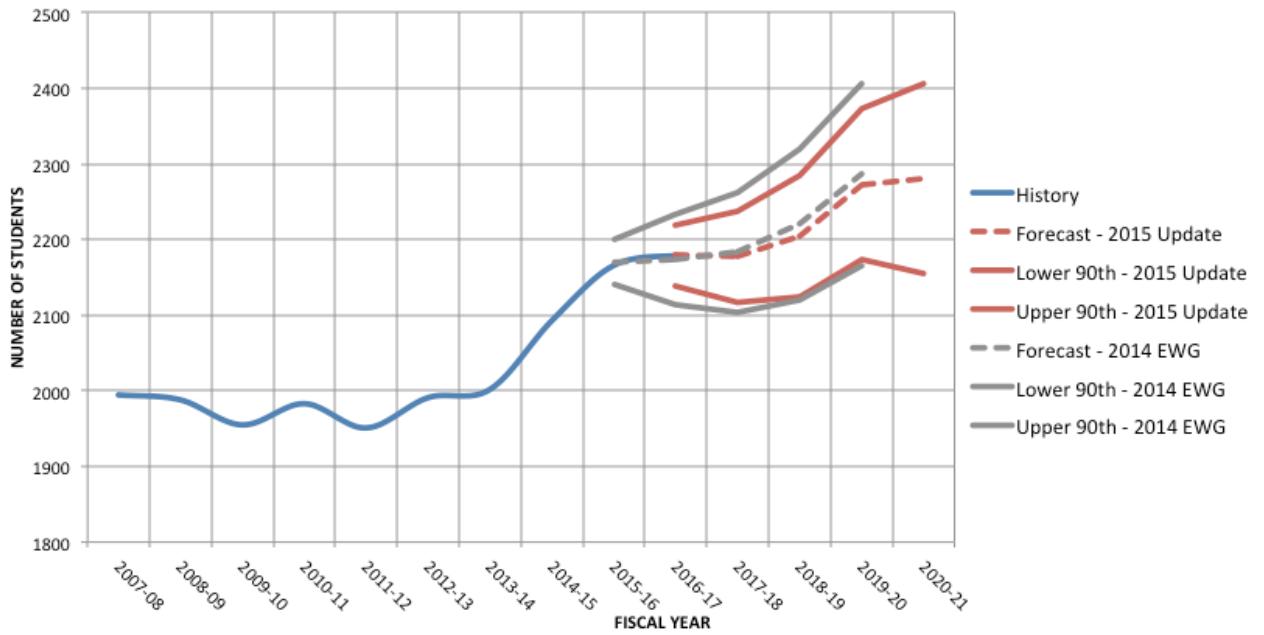


Figure #: Comparison of High School Forecasts



Using Projections for Planning

Enrollment projections can be a useful planning tool, but decision- and policy-makers should consider the following when using projections:

- Though a single value is often used to represent future enrollment, projections are more accurately portrayed with a range of predicted values. For example K- 5 enrollment for FY2017 is predicted as 3113 ± 90 . There is a 90% chance that FY2017 enrollment will fall between 3023 and 3203. It is recommended that plans based on projections consider this confidence interval and incorporate appropriate flexibility.
- Smaller data sets (e.g. all students across the district vs. students enrolled in a specific school) and greater variability within a data set will generate larger confidence intervals. In this case, school-level projections produce larger confidence intervals than district-wide projections. It is the desire of the school department to continue ongoing review of projection methodology and explore future enhancements that would improve projection accuracy and precision both at the district and school level.
- School-level projections are based on current school assignment boundaries. New school-level projections will be necessary should boundaries change as a result of redistricting or student assignment policies. District-wide projections (i.e. elementary, middle, high) are not dependent on such boundaries.
- Any plans based on previous projections should be reviewed in light of new projections and adjusted, as needed.

DRAFT

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: December 10, 2015

ITEM NUMBER: A.7

AGENDA ITEM TITLE: Restructuring the Elementary School Schedule to Accommodate the reinstatement of a K-5 World Language Program

PRESENTER: Carol A. Pilarski

SUMMARY:

In 2013-14, a World Language (WL) Committee was assembled to study the possible reinstatement of an Elementary World Language program in the district's elementary schools. A recent Memorandum of Agreement, signed by the LSC and the LEA in July of 2015, was developed to provide for the time needed to offer a WL program. Some of the provisions of the MOA have extensive implications on not only the development and implementation of a WL program, but will also require the concurrent development of "other" elementary programs or opportunities, in order to meet the expectations of this MOA. The goals of this presentation at the December 15, 2015 LSC meeting are twofold: 1) to outline the short-term and long-term needs of this elementary restructuring and 2) to share the budgetary and programmatic issues that will need to be addressed by the district and the LSC.

Attached to this document, please find:

1. The final report of the WL committee issued on June 10, 2014 outlining the recommendations, the outstanding considerations/decisions needing to be made, and a proposed timeline for implementation, as were suggested by the task force.
2. A reminder memorandum to the LSC on October 7, 2014 outlining the suggested implementation plan, timetable, and next steps.
3. A copy of the recent Memorandum of Agreement signed by the LSC and the LEA in July 2015 which outlines that in the first year of World Language implementation (possibly FY18 or FY19), early Thursday dismissal at the elementary level would be eliminated and an additional 1% salary increase would be put in place for all K-12 Unit A members.
4. A document outlining the estimated planning, programming, and staffing costs related to both the K-5 World Language reinstatement and the K-5 restructuring efforts.

WHAT ACTION (IF ANY) DO YOU WISH SCHOOL COMMITTEE TO TAKE?

- No action requested, this is a short update or a presentation of information.
- Request input and questions from the School Committee, but no vote required.
- Request formal action with a vote on a specific item.

If formal action is requested, please check one:

This item is being presented

for the first time, with a request that the School Committee vote at a subsequent meeting
or

with the request that the School Committee take action immediately

If formal action is requested:

Include a suggested motion or let _____ know if you need assistance preparing a motion.

SUGGESTED MOTION/S:

- That the School Committee vote to recommend the inclusion of a .25 FTE in the FY17 World Language budget, so as to create an interim K-8 World Language coordinator to assist the Assistant Superintendent for Curriculum and Instruction with the development, planning, and details related to a K-5 WL program.
- That the School Committee vote to approve the recommended and adjusted (by one year) timetable and process outlined in the October 7, 2014 memorandum update for next steps in the restructuring of the Elementary School Schedule to accommodate the reinstatement of a World Language program.

FOLLOW-UP:

REQUESTED MEETING DATE: Tuesday, December 15, 2015

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

45 minutes

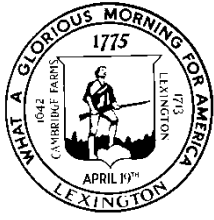
ATTACHMENTS:

1. June 10, 2014 Elementary World Language Task Force Report to the LSC
2. October 7, 2014 Elementary World Language Update to LSC
3. Memorandum of Agreement between LSC and LEA (July 2015)
4. Document of estimated costs associated with K-5 World Language Implementation and Elementary program and schedule restructuring.

DATE: _____

END TIME ON AGENDA _____

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Lexington Public Schools

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To: Dr. Paul B. Ash

From: Carol A. Pilarski

Re: Elementary World Language Committee:
Report on Options and Suggested Next Steps

Date: June 10, 2014

As you know, based on the status report presented to you at the May 13, 2014 School Committee meeting, the World Language Committee (WLC) has been hard at work since its first meeting in October of 2013, addressing and grappling with the many essential aspects required to complete our charge: ***to discuss the process and steps that would need to be put in place in order to investigate and study the possible re-instatement of an Elementary World Language Program in the Lexington Public Schools.***

Needless to say, our journey has been rigorous . . . characterized by research, surveys, and investigations of elementary World Language programs in other communities, coupled with many challenging discussions. Our team came to this charge with a broad spectrum of perspectives and opinions. Over the course of our meetings and our reflections on information acquired and group thinking, we have arrived at several common agreements. We believe that our committee clearly represents an accurate microcosm of our community and our schools. Given the varied thinking with which members came to this task, it has been most interesting and affirming to see how the committee's journey has brought us closer to narrowing our collective understandings and diverse polarities, as we present our options for World Language instruction in Lexington's elementary schools. For me, both personally and professionally, the experience has, once again, proven that hard work and earnest collaboration can yield consensus in even most complex of tasks. I would venture to say, without a doubt, that each member of the committee would agree that our efforts have proven to be productive, fulfilling, and fruitful.

To reiterate from the previous report delivered on May 13, 2014, the research on the early study of World Languages tells us the following and convinces us that World Language instruction should be a necessary component of the overall elementary program:

- Early study of a second language results in cognitive benefits, gains in academic achievement, and positive attitudes toward diversity (Rosenbusch, 1995)
- Providing students knowledge of other cultures augments necessary skills to be citizens of a global society
- Students more seamlessly are able to make inter-disciplinary connections

For ease of reading and clarity of message, this report is broken down into the following categories:

1. The World Language Standards
2. Mission and Vision Statement
3. Core Beliefs
4. Definition of terms
5. Options to be considered
6. Other Alternatives Investigated and Reviewed
7. Unanswered Questions
8. Implementation Plan/Next Steps

1. The World Language Standards

“Language and Communication are at the heart of human experience.”

American Council on the Teaching of Foreign Language – ACTFL

The goals and objectives of an elementary World Language Program in the Lexington Public Schools are very much in keeping with the foundational standards and expectations of any high quality World Language program, as nationally endorsed by the American Council on the Teaching of Foreign Languages and fully supported by the World Language Committee. These standards apply to a person/student of any age or grade level and are cited below:

- **Communication**: Students communicate in the target language as they engage in conversation, provide and obtain information, express feelings and emotions, understand, present, and interpret spoken language on a variety of themes and topics. Proficiency levels describe what individuals can do with language in terms of speaking, listening, reading, and writing, in real world situations with native speakers.
- **Culture**: Students acquire cultural proficiency by developing and demonstrating an understanding of the geography, life style, practices, products, and perspectives of the culture studied.

- Connections: Students connect with other programs/disciplines and “link” relevant information.
- Comparisons: Students develop insight into the nature of language and culture as they compare these to their native tongue and personal experience.
- Communities: Students develop and apply insight into the nature of language and culture beyond the confines of the school walls.

2. The Mission and Vision Statement

The above stated standards are reflected in the following Mission and Vision Statement developed and collectively supported by the World Language Committee.

A Lexington Elementary World Language Program will underscore and emphasize the need and importance in today’s global community for our students to become lifelong learners of another language and other cultures, for their personal enjoyment, enrichment, and potential career paths. The program shall provide an articulated proficiency-based plan of study that develops students’ language ability while inciting a passion to develop and nurture a curiosity for, and an understanding of, other people’s traditions, perspectives, and way of life.

3. Committee’s Core Beliefs in the Development of an Elementary World Language Program

The following tenets represent unanimous consensus among the group:

- There is resounding consensus that the Lexington Public Schools should offer an Elementary World Language Program that enriches the overall academic program for students.
- Equity for all students has emerged as a common theme. The program should be equally accessible to all students with limited exceptions.
- Current curricular programming and instructional time should not be compromised.
- The program should draw upon the skills, talents, and resources available within the community.

4. Definition of Terms

In investigating the range of models that are currently being implemented in schools across the country and around the world, the committee researched a variety of possibilities and realized very quickly that it was necessary to come to a common understanding of the terminology used to describe certain programs. These definitions helped provide clarity and consistency in our own understanding and on-going discussions. I have selected to include them in this report, so as to provide the same understandings for tonight's discussion and further conversations.

- Exposure/Enhancement
Students are exposed for a limited amount of time to one OR a number of languages and cultures to increase and enhance their awareness of other countries, their languages, and traditions.
- Content-Based
A Foreign Language certified teacher gives direct/language instruction to students for a determined time period in accordance with identified and agreed to World Language curriculum standards in reading, writing, speaking, listening and understanding. This type of program is generally a stand-alone program.
- Integrated
A Foreign Language certified teacher gives direct language instruction to students for a determined time period in accordance with identified and agreed to Foreign Language curriculum standards in reading, writing, speaking, listening and understanding where language instruction reflects, to the greatest extent possible, the content of other core courses. These sessions may also be co-taught in conjunction with core subject matter teachers and requires a significant amount of pre-planning.
- Full/Partial Immersion
An immersion classroom provides children with a learning environment in which the target language is the primary language of instruction throughout the day OR in partial immersion, in some identified portion of the day. Students participate in all regular learning activities in the target language.

5. Options To Be Considered

As you will notice in each of the three options presented below, there are both “benefits” and “challenges” to each option, as well as considerations that will be required to support each program.

Following the three options, we have included information about other programs that were extensively reviewed and discussed by the committee, but not

considered to be viable alternatives for our district for the reasons described on the subsequent pages of this report.

OPTION I

Content-Based World Language Program

This “stand alone” elementary school World Language model essentially organizes instruction around a scope and sequence taught by a qualified World Language teacher. Its goals include developing language proficiency with an emphasis on oral skills, as well as providing a gradual introduction to literacy, building cultural knowledge, and tying language learning to the content of the prior grades' World Language curriculum. Elementary World Language programs vary, especially in the number of meetings per week or minutes per session, but research indicates that the most successful programs vary in duration from one and a half hours per week to two hours in multiple sessions.

It should be noted that this program type, while similar to the one that once existed for more than fifty years in the Lexington Public Schools up until the time of the failed override in 2006, would differ significantly from that program in that it would reflect current instructional methodologies and take advantage of 21st century innovations in technology and available resources.

BENEFITS	CHALLENGES
<ul style="list-style-type: none"> • Simplest to design and implement • Allows for opportunities for innovation, creativity, and constructivist pedagogy • Does not require additional classroom space • Does not add to current classroom-teacher workload/responsibility • Consistency of curriculum with regard to transition to middle school • Would be the easiest model for hiring quality teachers • Opportunities for natural connections between the WL teacher and the general classroom setting 	<ul style="list-style-type: none"> • World Language (WL) teacher may have demanding schedule in moving across classrooms during school day • Challenge of integrating new students coming into the district at upper grades • Would require revision of middle school program as students move through the K-5 program • Need to ensure that the WL teachers feel a part of the school and teacher community – especially when teachers are moving from school to school

CONSIDERATIONS

- Strong consideration would have to be given to extending the school day to avoid negatively impacting current curricular and instructional programs.
- In the process of phasing in the Elementary World Language program, the Middle School World Language program (in the selected language/s) would need to be revised and rearticulated for anywhere between four to six years to reflect the increasing proficiency levels of elementary school students.

OPTION II

Content-Based World Language Program with Subject Matter Integration

Option II is similar to the program described in Option I, and provides the added value of bridging the study of the target language so as to reinforce designated curricular units of study in such programmatic areas as Art, Music, Science, and Social Studies. Its multi-dimensional, multi-modal approach would rely heavily on advancing 21st century skills, utilizing current technology and media to correspond with and learn from students of other countries in order to actively and realistically engage students in our world's expanding global community.

BENEFITS	CHALLENGES
<ul style="list-style-type: none">• Demonstrates an even more serious commitment to World Language learning from early age, which enriches overall academic program• Language learning is both separate and integrated, creating greater depth of understanding• Local community members may be available for cultural elements in the integration elements	<ul style="list-style-type: none">• More challenging to design and implement compared to a “stand alone” content-based program• More logistical challenges and planning time required• Requires professional learning time for the World Language teacher to plan for the concurrent implementation of the identified units of study designed to reinforce student learning in both the target language and the specified discipline/s

CONSIDERATIONS

- Strong consideration would have to be given to extending the school day to avoid negatively impacting current curricular and instructional programs.
- In the process of phasing in the Elementary World Language program, the Middle School World Language program (in the selected language/s) would need to be revised and rearticulated for anywhere between four to six years to reflect the increasing proficiency levels of elementary school students.
- This model would require substantial summer curriculum development work for World Language teachers and curriculum specialists and/or teachers.

OPTION III

Optional After-School World Language Program

N.B. this option does not meet the standards or tenets of the committee’s core beliefs

This model would also be taught by a qualified World Language teacher, but would take place after regular school hours and would be based on parent and student choice.

BENEFITS	CHALLENGES
<ul style="list-style-type: none"> • No loss of instructional time and no need to extend school day • Attracts students who are already interested in learning another language • Increases possibility of offering multiple languages 	<ul style="list-style-type: none"> • Would compete with other after-school programs i.e. sports, Lextended Day, etc. • Equity issues: Not all students would be able to participate based on limitations related to payment of tuition, transportation needs, etc. • Staffing of the program: member of LPS staff, sub-contracted individuals, volunteers? • Substantial articulation issues with middle school program • Difficulties in monitoring the quality of the program • Difficulties with supervision of students
CONSIDERATIONS	
<ul style="list-style-type: none"> • Determination of how program would be funded i.e., operating budget, individual family? 	

6. Other Alternatives Investigated and Reviewed

Besides the options presented above, other possibilities were explored, but ultimately not considered for various reasons.

- **Full/Partial Immersion Program**

As explained in our definitions included on page 4, an immersion classroom provides children with a learning environment in which the target language is the primary language of instruction throughout the day OR in partial immersion, in some identified portion of the day. Students participate in all regular learning activities in the target language.

While immersion may offer students the most “experience” in the target language, it would be very difficult to implement for many reasons e.g. equity across schools, impact on curriculum revision, recruitment of highly qualified staffing with multiple certifications. This program would require a substantive and comprehensive overhaul of both current practice and curriculum.

- Exposure/Enhancement Program
In an exposure/enhancement program, students are exposed for a limited amount of time to one OR more languages and cultures to increase and enhance their awareness of other countries, their languages, and their traditions. The committee overwhelmingly agreed that this type of program would not support the integral elements of the mission and goals of an LPS elementary World Language program that aims at growing proficiency levels in the target language.

7. Unanswered Questions

- Which language(s) will be taught? Spanish, French, Mandarin?
- If multiple languages were to be offered, how would the possible unbalanced demand for one language over another, impact scheduling?
- At which grade level/s will we begin instruction in the first year of implementation?
- Which additional grade level/s will be added incrementally into the progression?
- Would additional classroom space be required?
- In what ways might the choice of the World Language impact the availability of qualified teaching staff?
- In light of current research, what would be the number of minutes per week and/or number of days per week required to implement a high quality WL program?

8. Implementation Plan and Suggested Next Steps

As you will easily conclude from this report, the committee wholeheartedly endorses the reinstatement of an Elementary World Language Program in the Lexington Public Schools. Please also note that the World Language Committee feels equally strongly about retaining the highly effective curricular and instructional programs currently in place in our elementary schools.

It is evident that both Options I and II, presented in this report, would require a lengthening of the school day and subsequent extensive discussions centered on a re-design of the current schedule for our elementary schools. This task clearly represents a highly complex and multi-faceted challenge that would need to include the voices of many stakeholders. In order to ensure high quality, success, and continued sustainability for this program, a thoughtful design and implementation plan must be established. We strongly believe that such a process would require at a minimum three years of planning with an implementation target year of FY18.

For your consideration, please review the following suggested timetable:

- **December 2014:** Superintendent and School Committee decide which option to support
- **January 2015 – December 2015:**
 1. Superintendent and School Committee establish an *Elementary World Language Program Design Team* involving discussions with the community and stakeholders to study and develop the program requirements, determine associated expenses, including staffing, materials, supplies, and professional learning. This committee would address the unanswered questions posed in item #7 on the previous page.
 2. The World Language Committee also foresees the establishment of an *Implementation Task Force* comprised of district administrators, LEA leadership, and classroom teachers working concurrently with the Design Team to collaboratively ensure a high quality World Language Program and to examine the impact of providing additional time in the daily elementary schedule for this program. Considerations would include topics such as changes to the elementary day, contract negotiation, adjustment of transportation schedules, and more.
- **Fall 2015:**
 - Public Discussion and Hearings
 - Regular Update Reports to School Committee from both the *World Language Design Team* and the *Implementation Task Force*
- **December 2015 – May 2016:** School Committee reviews the required budget to support the collaborative recommendation of the *Elementary World Language Design Team* and the *Implementation Task Force*.
- **May 2016:** School Committee endorsement of the proposed plan
- **August/September 2017:** Launch the first year of the Elementary World Language Program

I look forward to our meeting on Tuesday to answer any questions you might have.

ACKNOWLEDGEMENTS

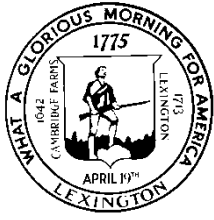
Elementary World Language Committee
2013-2014

Alessandro Alessandrini
Dr. Nabila Baba-Ali
Katie Bettencourt
Rebekah Bray
Cathy Brooks
Sarah Felton
Sarah Franford

David Frohman
Laura Horst
Karen Kishpaugh
Anne Knight
Gina Leto
WenShuai Liao
Ruth Litchfield

Marie Murphy
Carol A. Pilarski - Chair
Deirdre Schadler
Julie Selhub
Harvy Simkovits
Mary Ann Stewart
Holly Stumpf

Leonard Swanton
Jennifer Turner
Karen Thompson
Joan Yarmovsky



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To: Dr. Paul B. Ash
Members of the Lexington School Committee

From: Carol A. Pilarski

Re: Elementary World Language Update

Date: October 7, 2014

This memorandum is a reminder that a decision will need to be made about the implementation of an Elementary World Language Program and the lengthening of the school day, as was recommended by the World Language Committee in its report of June 10, 2014. I am writing this reminder as there will clearly be budgetary implications for the FY15, FY16, and FY17 budgets that may need to be considered prior to December of 2014.

I have included below, the Elementary World Language Committee's recommendations and possible timetables, as they were suggested in the June 10, 2014 report as a reference for your review and consideration:

I. Recommendations:

- The committee wholeheartedly endorses the reinstatement of an Elementary World Language Program in the Lexington Public Schools.
- Please also note that the World Language Committee feels equally strongly about retaining the highly effective curricular and instructional programs currently in place in our elementary schools.
- The preferred options presented in this report, would require a lengthening of the school day and subsequent extensive discussions centered on a re-design of the current schedule for our elementary schools. This task clearly represents a highly complex and multi-faceted challenge that would need to include the voices of many stakeholders. In order to ensure

high quality, success, and continued sustainability for this program, a thoughtful design and implementation plan must be established. We strongly believe that such a process would require at a minimum three years of planning.

II. Suggested Implementation Plan, Timetable, and Next Steps

- **December 2014 (2015):** Superintendent and School Committee vote to endorse the following next steps and implementation timetable.

- **January 2015 – August 2015: (January 2016 – August 2016)**
 1. The Superintendent will establish an *Elementary World Language Program Design Team* to study, develop, and design the world language program requirements; determine associated expenses, including staffing, materials, supplies, and professional learning. In the process, this committee would address the following unanswered questions:
 - Which language(s) will be taught? Spanish, French, Mandarin?
 - If multiple languages were to be offered, how would the possible unbalanced demand for one language over another, impact scheduling?
 - At which grade level/s will we begin instruction in the first year of implementation?
 - Which additional grade level/s will be added incrementally into the progression?
 - Would additional classroom space be required?
 - In what ways might the choice of the World Language impact the availability of qualified teaching staff?
 - In light of current research, what would be the number of minutes per week and/or number of days per week required to implement a high quality World Language program?

 2. The Superintendent will establish an *Implementation Task Force* comprised of district administrators, LEA leadership, and classroom teachers working concurrently with the World Language Design Team to collectively examine the impact of extending the daily school schedule. In addition to providing the time required for a high quality world language program, the extra time would allow for increased collaborative planning, professional learning opportunities, and necessary modifications to schedules that address the changing educational needs of our schools and community. Considerations would include topics such as changes to the school

day, contract negotiations, adjustment of transportation schedules, and more.

- **September 2015 – November 2015: (September 2016 – November 2016)**
 - Public Discussion and Hearings for Community Input
 - Regular Update Reports to School Committee from both the *World Language Design Team* and the *Implementation Task Force*

- **December 2015 – May 2016: (December 2016 – May 2017)**

School Committee reviews the required budget to support the collaborative recommendation of the *Elementary World Language Design Team* and the *Implementation Task Force*.

- **May 2016: (May 2017)** School Committee endorsement of the proposed plan

- **August/September 2017: (August/September 2018)** Launch the first year of the Elementary World Language Program

Please find attached to this memorandum, the complete June 10, 2014 World Language Committee report as a reference and reminder of the information that was shared with you on that evening. I look forward to our discussion this coming Tuesday, October 7.

MEMORANDUM OF AGREEMENT COVERING THE CONTINGENCY FOR THE IMPLEMENTATION OF AN ELEMENTARY WORLD LANGUAGE PROGRAM

In the event that the Lexington School Committee implements an Elementary World Language Program (EWLP) commencing in either the 2017-2018 school year or the 2018-2019 school year, the EWLP will give effect to the following contract changes as described below.

Article 6, School Year

Sentence one – add a period after “(184) days.”

New sentence – In grades k-5 there shall be four (4) days in which students are not in attendance.”

Delete remainder of sentence, and add “In grades 6-12,” there shall be two (2) days in which students are not in attendance.”

Article 13, Professional Staff Load and Teaching Hours

Section H

Sentence one - change “four (4)” to “two (2), and add “(Fall and Spring)” after “conference cycle.”

Add new sentence two as follows: “In each conference cycle there shall be one day on which educators work from 1 p.m. to 7 p.m. for the purpose of conducting parent conferences. On said day, students shall not be in attendance.

Section J

All educators covered under this Agreement in grades k-5 shall receive a minimum of three (3) blocks per week of no fewer than sixty (60) contiguous minutes (180 minutes per week total) of dedicated discretionary time. In addition, all educators in grades k-5 shall be required to attend one (1) sixty (60) contiguous minute block per week for the purpose of professional collaboration (PLC).

Section N

Delete the existing provision in its entirety.

Article 24, Salary Determinations and Provisions, Section A, *Replace the current language with the following:*

Effective the 2015-2016 school year, increase the cost of the existing Unit A Salary Schedule by 2%. This will be accomplished by increasing Step 12 of the salary schedule by 1.92%, increasing Step 1 by 1.0%, and then distributing the remainder of the cost of the contract equally on each step of the salary schedule (steps 2 through 11).

Effective the 2016-2017 school year increase the cost of the existing Unit A Salary Schedule by 2.25%. This will be accomplished by increasing Step 12 of the salary schedule by 2.22%, increasing Step 1 by 1.0%, and then distributing the remainder of the cost of the contract equally on each step of the salary schedule (steps 2 through 11).

Effective the 2017-2018 school year, should the school committee implement an elementary world language program in the 2017-2018 school year, the cost of existing salary table will be increased by three-percent (3%). This will be accomplished by increasing Step 12 of the salary schedule by 2.97%, increasing Step 1 by 1.0%, and then distributing the remainder of the cost of the contract equally on each step of the salary schedule (steps 2 through 11).

Should the school committee not implement an elementary world language program in the 2017-2018 school year, the cost of the existing salary table will be increased by two-percent (2%). This will be accomplished by increasing Step 12 of the salary schedule by 1.95%, increasing Step 1 by 1.0%, and then distributing the remainder of the cost of the contract equally on each step of the salary schedule (steps 2 through 11).

Should the school committee implement an elementary world language program in the 2018-2019 school year, effective on September 1, 2018, the cost of the existing salary table will be increased by one-percent (1%) for the 2018-2019 school year notwithstanding parties reaching an agreement settlement on a successor contract.

Angela Neufeld

For the Lexington Education Association

6-28-15

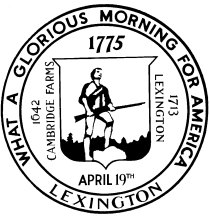
date

Jessie Hergwald

For the Lexington School Committee

7/16/15

date



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To: Dr. Mary Czajkowski
Lexington School Committee

From: Carol A. Pilarski

Re: Estimated Costs for World Language and K-5 Programmatic Restructuring

Date: December 15, 2015

Below, please find estimated budgetary information that Ian Dailey, Interim Director for Finance and Operations and I have considered and reviewed in anticipation of the restructuring of the K-5 program to accommodate the reinstatement of an elementary world language program and the additional programmatic changes required, as a result of the recent Memorandum of Agreement:

- Based on the recently negotiated Memorandum of Agreement (MOA), the FY18 or FY19 school years will require restructuring of the elementary school day. This MOA includes the elimination of early dismissal on Thursday afternoons, in order to provide for the reinstatement of an Elementary World Language program. It would not be advisable to implement a World Language program in all six grade levels (K-5) in the first year of implementation. Decisions on which grade levels and which language will be taught have yet to be made. Therefore, financial considerations will need to be given to programming, staffing, and resources in the non-world language grades.
- What alternative programs would be offered in the remaining grades during the first and subsequent year/s of World Language implementation will need to be determined.
- Please also note that the MOA calls for an additional 1% increase in salary should the elimination of early dismissal on Thursday afternoons and the implementation of an elementary World Language program materialize.

Given these unanswered variables, an estimated projection of \$1,496,224 has been made, but that number could range up to \$1,800,000 depending on the programmatic decisions re: staff and materials for the agreed upon programs. Please also note that there are no assumed salary increases (COLA) in FY19 included in this estimate, as no contracts are settled.

I look forward to our discussion on this topic on next Tuesday, December 15.

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

DATE: 12/1/15

AGENDA ITEM TITLE:

Revised 2016-17 calendar

PRESENTER:

Carol A. Pilarski

ITEM NUMBER:

A.8

SUMMARY:

Attached please find copies of 2 calendars: the currently approved calendar for 2016-2017 AND a requested revision for the 2016-17 academic calendar. There is only **one** slight change/revision being requested in this calendar. The LHS staff has requested via the LEA president a change in Back to School Night from the originally approved Wednesday, September 28, 2016 date TO Thursday, September 29, 2016.

SUGGESTED MOTION:

That the School Committee vote to approve the requested change in dates for the Lexington High School Back To School Night in the 2016-2017 calendar from Wednesday, September 28, 2016 to Thursday, September 29, 2016.

FOLLOW-UP:

Once approved, the revised calendar will be posted on the district website and included on the LHS website, as well.

DATE AND APPROXIMATE TIME ON AGENDA:

Tuesday, December 15, 2015 (5 minutes)

ATTACHMENTS:

Currently Approved Calendar as of 8/25/15
Revised Calendar (pending LSC approval) as of 12-15-15

Currently Approved 2016-2017 Calendar

LEXINGTON PUBLIC SCHOOLS 2016 – 2017 SCHOOL CALENDAR

Approved 8.25.15

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

B = Back to school night

C = Middle School (MS) and/or LHS Conferences; See specific month for ½ day or no school

E = Elem. Conferences, Students – ½ day

H = Holiday, Schools and Offices closed

* = Recognized Holiday, Schools and Offices Open

P = Professional Learning

AUGUST				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
T29	30	31		

29 – Teachers Only
30 – All K-5, All 6th grade, & All new students begin – ½ day
30 – Only Grade 9 students – full day
31 – All Kindergarten students – ½ day
31 – All Students Grades 1 – 12 – full day

SEPTEMBER				
M	T	W	T	F
			1	2
H5	6	7	8	9
12	13	14	P15	16
19	20	21	B22	23
26	27	B28	29	30

1 – All Students Grades K – 5 – ½ day
1 – All Students Grades 6 – 12 – full day
2 – Schools Closed, Offices Open
5 – Holiday (Labor Day)
15 – Prof. Learning.; Students – ½ day
22 – Back-to-School Night – Elementary Schools
28 – Back-to-School Night – LHS

OCTOBER				
M	T	W	T	F
H3	4	5	B6	7
H10	11	H12	13	14
17	18	19	20	21
24	25	E26	E27	28
31				

3 – Holiday (Rosh Hashanah)
6 – Back-to-School Night – Middle Schools
10 – Holiday (Columbus Day)
12 – Holiday (Yom Kippur)
26, 27 – Elem. Conf.; Students – ½ day
30 – Diwali

NOVEMBER				
M	T	W	T	F
	1	E2	E3	4
7	P8	9	10	H11
14	15	16	17	C18
21	22	23	H24	H25
C28	29	30		

2, 3 – Elem. Conf.; Students – ½ day
8 – All Day Professional Learning Students – NO school
11 – Holiday (Veteran’s Day)
18 – MS Conf.; Students – NO school MS students only
23 – Students & Staff – ½ day
24, 25 – Holidays (Thanksgiving)
28 – LHS Conf.; Students – NO school LHS students ONLY

DECEMBER				
M	T	W	T	F
			1	C2
5	6	7	8	C9
12	13	14	15	16
19	20	21	22	23
H26	27	28	29	30

2 – MS Conf.; – ½ day MS students ONLY
9 – MS Conf.; – ½ day MS students ONLY
26 – Holiday Observance (Christmas)
27 to 30 – Schools Closed, Offices Open

JANUARY				
M	T	W	T	F
H2	3	4	5	6
9	10	11	P12	13
H16	17	18	19	20
23	24	25	26	27
30	31			

2 – Holiday Observance (New Year’s Day)
12 – Prof. Learning; Students – ½ day
16 – Holiday (Martin Luther King, Jr.)
28 – Lunar New Year

FEBRUARY				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
H20	21	22	23	24
27	28			

8 – LHS Curriculum Night (snow date – Feb. 9th)
20 – Holiday (Presidents’ Day)
21 to 24 – Schools Closed, Offices Open
21 – International Mother Language Day

MARCH				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	P23	24
27	28	E29	E30	31

16 – Kindergarten Orientation
23 – Prof. Learning; Students – ½ day
29, 30 – Elem. Conf.; Students – ½ day

APRIL				
M	T	W	T	F
3	4	E5	E6	7
10	11	12	13	H14
H17	18	19	20	21
24	25	26	27	28

5, 6 – Elem. Conf.; Students – ½ day
14 – Holiday (Good Friday)
17 – Holiday (Patriots’ Day)
18 to 21 – School Closed, Offices Open

MAY				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	P18	19
22	23	24	25	26
H29	30	31		

2 – Clarke and Diamond Students ½ day for 5th grade orientation
18 – Prof. Learning; Students – ½ day
29 – Holiday (Memorial Day)

JUNE				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
F19	20	21	22	23
26	27	28	29	30

4 – LHS Graduation
19 – Final day for students and teachers if no weather related cancellations; Students – ½ day
20 to 26 – Planned Make-up Days (if needed)

Secondary Term Closes

November 4
 January 13
 March 24

Elementary Term Closes

January 20

Full-Day Schedule

Grades K-5; 8:45 a.m. – 3:15 p.m.
 Grades 6-8; 8:00 a.m. – 2:50 p.m.
 Grades 9-12; 7:45 a.m. – 2:25 p.m.

Half-Day Dismissal

Elementary 12:15 p.m.
 Middle School 11:45 a.m.
 High School 11:15 a.m.

Suggested 2016-2017 Calendar Revision

LEXINGTON PUBLIC SCHOOLS 2016 – 2017

SCHOOL CALENDAR

REVISED 12.15.15

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

B = Back to school night

C = Middle School (MS) and/or LHS Conferences; See specific month for ½ day or no school

E = Elem. Conferences, Students – ½ day

H = Holiday, Schools and Offices closed

***** = Recognized Holiday, Schools and Offices Open

P = Professional Learning

AUGUST				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
T29	30	31		

29 – Teachers Only
30 – All K-5, All 6th grade, & All new students begin – ½ day
30 – Only Grade 9 students – full day
31 – All Kindergarten students – ½ day
31 – All Students Grades 1 – 12 – full day

SEPTEMBER				
M	T	W	T	F
			1	2
H5	6	7	8	9
12	13	14	P15	16
19	20	21	B22	23
26	27	28	B29	30

1 – All Students Grades K – 5 – ½ day
1 – All Students Grades 6 – 12 – full day
2 – Schools Closed, Offices Open
5 – Holiday (Labor Day)
15 – Prof. Learning.; Students – ½ day
22 – Back-to-School Night – Elementary Schools
29 – Back-to-School Night – LHS

OCTOBER				
M	T	W	T	F
H3	4	5	B6	7
H10	11	H12	13	14
17	18	19	20	21
24	25	E26	E27	28
31				

3 – Holiday (Rosh Hashanah)
6 – Back-to-School Night – Middle Schools
10 – Holiday (Columbus Day)
12 – Holiday (Yom Kippur)
26, 27 – Elem. Conf.; Students – ½ day
30 – Diwali

NOVEMBER				
M	T	W	T	F
	1	E2	E3	4
7	P8	9	10	H11
14	15	16	17	C18
21	22	23	H24	H25
C28	29	30		

2, 3 – Elem. Conf.; Students – ½ day
8 – All Day Professional Learning Students – NO school
11 – Holiday (Veteran’s Day)
18 – MS Conf.; Students – NO school MS students only
23 – Students & Staff – ½ day
24, 25 – Holidays (Thanksgiving)
28 – LHS Conf.; Students – NO school LHS students ONLY

DECEMBER				
M	T	W	T	F
			1	C2
5	6	7	8	C9
12	13	14	15	16
19	20	21	22	23
H26	27	28	29	30

2 – MS Conf.; – ½ day MS students ONLY
9 – MS Conf.; – ½ day MS students ONLY
26 – Holiday Observance (Christmas)
27 to 30 – Schools Closed, Offices Open

JANUARY				
M	T	W	T	F
H2	3	4	5	6
9	10	11	P12	13
H16	17	18	19	20
23	24	25	26	27
30	31			

2 – Holiday Observance (New Year’s Day)
12 – Prof. Learning; Students – ½ day
16 – Holiday (Martin Luther King, Jr.)
28 – Lunar New Year

FEBRUARY				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
H20	21	22	23	24
27	28			

8 – LHS Curriculum Night (snow date – Feb. 9th)
20 – Holiday (Presidents’ Day)
21 to 24 – Schools Closed, Offices Open
21 – International Mother Language Day

MARCH				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	P23	24
27	28	E29	E30	31

16 – Kindergarten Orientation
23 – Prof. Learning; Students – ½ day
29, 30 – Elem. Conf.; Students – ½ day

APRIL				
M	T	W	T	F
3	4	E5	E6	7
10	11	12	13	H14
H17	18	19	20	21
24	25	26	27	28

5, 6 – Elem. Conf.; Students – ½ day
14 – Holiday (Good Friday)
17 – Holiday (Patriots’ Day)
18 to 21 – School Closed, Offices Open

MAY				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	P18	19
22	23	24	25	26
H29	30	31		

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AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: December 7, 2015

AGENDA ITEM TITLE:

Recommendation for MCAS administration in Spring of 2016

PRESENTER:

Carol A. Pilarski

ITEM NUMBER:(leave blank)

SUMMARY:

The Massachusetts Commissioner of Education, Mitchell Chester, in his weekly update on November 20, 2015, indicated that: "In spring 2016, districts that used PARCC (Partnership for the Assessment of Readiness for College and Careers) in 2015 will do so again, and the remainder of the districts will continue with MCAS unless they affirmatively choose to administer PARCC. The spring 2016 MCAS tests will be augmented to include a limited number of PARCC items in order to help make statewide comparisons easier and to offer students and staff the opportunity to experience PARCC items while the new assessment is being developed."

Additional highlights include:

1. The ELA long composition in grades 4 & 7 will be eliminated and be replaced with open-ended "response to text" items.
2. The dates for the MCAS administration in grades 3-8 will be postponed by one week (March 28-April 12, 2016).
3. All grade 10 MCAS assessments (ELA, Mathematics, & Science) and all associated dates will remain the same.
4. The state's goal is that the "next generation" MCAS will be fully updated for administration by 2019.

SUGGESTED MOTION:

Vote to approve the recommendation that the Lexington Public Schools will continue to administer the MCAS assessment in Spring of 2016.

FOLLOW-UP:

N/A

MEETING DATE AND APPROXIMATE TIME ON AGENDA:

Tuesday, December 15, 2015 (5 minutes)

ATTACHMENTS:

Commissioner Chester's Weekly Update, November 20, 2015 re: MCAS/PARCC (p.1 only)



*News from Commissioner Mitchell Chester & the
MA Department of Elementary and Secondary Education*

Commissioner's Weekly Update - November 20, 2015

Board Approves Path to Next-Generation MCAS:

At its November 17 meeting, the Board of Elementary and Secondary Education voted to transition to a next-generation MCAS test that will be given for the first time in spring 2017 and use both PARCC and MCAS items, as well as items developed specifically for the Massachusetts test.

In spring 2016, districts that used PARCC in 2015 will do so again, and the remainder of districts will continue with MCAS unless they affirmatively choose to administer PARCC. The spring 2016 MCAS tests will include a limited number of PARCC items in order to help make statewide comparisons easier and to offer students and staff the opportunity to experience PARCC items while the new assessment is being developed.

Also as a result of the vote, the state will:

- commit to computer-based state assessments with the goal of implementing this statewide by spring 2019;
- remain a member of the PARCC consortium; and
- convene groups of K-12 teachers, higher education faculty and assessment experts to advise ESE on the content, length and scheduling of statewide tests; testing policies for students with disabilities and for English language learners; the requirements for the high school competency determination (currently the 10th grade MCAS); and the timeline for reinstating a history and social science test.

Any districts that administer PARCC in grades 3-8 in spring 2016 will be held harmless for any negative changes in their school and district accountability levels, although the commissioner has authority to designate a school as Level 5. The Department will continue to publish percentile rankings for all schools on the "View Detailed Data" option on the Accountability tab of each school and district listing on Profiles.

The Board also voted that schools and districts administering the new test in grades 3-8 in spring 2017 will be held harmless for any negative changes in their school and district accountability level based solely on test scores.

All high schools will continue to administer the grade 10 MCAS in English language arts and mathematics, as well as the high school science and technology/engineering tests, in 2016 and 2017. The "hold harmless" provisions do not apply to high schools.