

**LEXINGTON SCHOOL COMMITTEE MEETING**  
**Tuesday, May 12, 2015**  
**Lexington Town Office Building, Selectmen's Meeting Room**  
**1625 Massachusetts Avenue**

**7:00 p.m.     Call to Order and Welcome:**

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

**7:05 p.m.     Superintendent's Announcements:**

**7:10 p.m.     School Committee Member Announcements:**

**7:15 p.m.     Consent Agenda (5 minutes):**

1. Vote to Approve and Not Release School Committee Executive Session Minutes of April 17, 2015
2. Vote to Accept a \$1,000 Donation from United Way of Massachusetts Bay and Merrimack Valley to the Lexington High School Cradles to Crayons Club
3. Vote to accept a \$899 Donation from Wilson Farms' *Shop at Wilson Farms* School Fundraiser to Be Deposited in the Lexington High School Gift Account
4. Vote to Accept a \$1,000 Donation from the Retirees School Volunteer Association to the Lexington High School Robotics Club

**7:20 p.m.     Agenda:**

1. Capital Update (10 minutes)
2. Vote to Appoint Permanent Building Committee Members for School Project (3 minutes)
3. School Committee Goals – Invitation for Community Input (4 minutes)
4. Roundtable to Explore Establishing Coalition for Lexington's Youth, June 2, 2015 (10 minutes)
5. Guidance Curriculum Review (60 minutes)
6. Next Steps Regarding Ad Hoc Committee for Youth at Risk (10 minutes)
7. Discussion of Policy FF – Naming Facilities (4 minutes)
8. Review and Approve in Form Remaining Policies from Sections K and L (60 minutes)
  - KA – School/Community Relations Goals
  - KBA – School/Parent Relations Goals
  - KBBA – Non-Custodial Parents' Rights
  - KBE – Relations with Parent Organizations
  - KCB – Community Involvement in Decision-Making
  - KCD – Fund Raising/Contribution Policy
  - KCD – Public Gifts to the Schools
  - KCD-R – Procedures to Implement Lexington Public Schools' Fund Raising / Contribution Policy
  - KDA – School Policy and Procedures Concerning Release of Information About Lexington Public School Programs and Events
  - KDB – Public's Right to Know
  - KDD – News Media Relations/News Releases
  - KE – Public Complaints
  - KEB – Public Complaints About School Personnel
  - KEB-R – Public Complaints About School Personnel

- KF – Guidelines for Use of School Facilities
  - KF – Community Use of School Facilities
  - KF-E – Procedure: Use of School Buildings
  - KF-R – Community Use of School Facilities
  - KH – Posters, Drives and Collections Policy
  - KHA – Public Solicitations in the Schools
  - KHB – Advertising in the Schools
  - KI – Visitors to the Schools
  - KJA – Relations with Booster Organizations
  - KLG – Relations with Police Authorities
  - KLJ – Relations with Planning Authorities
  - KLK – Relations with Local Governmental Authorities
  - LA – Education Agency Relations Goals
  - LB – Relations with Other Schools and School Districts
  - LBC – Relations with Nonpublic Schools
  - LDA – Student Teaching and Internships
9. Liaison Assignments (4 minutes)

**10:05 p.m. Adjourn:**

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

- Tuesday, May 19, 2015 – 7:30 p.m., Town Offices Building, Selectmen’s Meeting Room, 1625 Massachusetts Avenue

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



# Lexington Public Schools

146 Maple Street Lexington, Massachusetts 02420

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K-12 Director of Guidance

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## MEMORANDUM

**To:** Lexington Public School Committee

**From:** Valerie Viscosi, K-12 Director of Guidance  
Manjula Karamcheti, LHS/K-12 Assistant Director of Guidance  
Guidance Program Review Committee

**Re:** Guidance Department Program Review Committee  
Report on Progress and Suggested Next Steps

**Date:** May 12, 2015

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As you know, the Guidance Department was newly configured as a K-12 department in FY13. To support the K-12 structure, the K-12 Director and Assistant Director of Guidance positions were created. As a leader new to the district, I conducted an *Entry Plan* upon my arrival in 2012. As requested in my *Entry Plan Update* presented to School Committee in January 2013, the department was allowed to commence its inaugural Curriculum Review beginning in FY14. Armed with the *Lexington Public Schools K-12 Curriculum Review Process* document (see Appendix A: *Lexington Public Schools K-12 Curriculum Review Process*) as a guide, we commenced our review in August 2013. Our charge was the same as that of other Curriculum Reviews, as articulated in the *Philosophical Framework/Goals* section of the *LPS K-12 Curriculum Review Process*:

- Promote and ensure vertical and horizontal alignment of district curriculum
- Keep the curriculum current with the local, state and national standards while maintaining a distinct district identity
- Identify a professional learning program reflective of the LPS curriculum
- Analyze data to gauge the efficacy of the curriculum, assessment practices and professional learning initiatives

From the start, it was clear that we would face some unique challenges given the nature of our work as will be described in this report. Our first challenge was that we needed to customize the tasks associated with the traditional Curriculum Review process to fit our needs. For example, bullet #3 for Year 1 states “*review updated Massachusetts Curriculum Frameworks and current local curriculum to determine alignment.*” However, there are no

Massachusetts Curriculum Frameworks for our work. It was determined that we would have to accomplish several foundation tasks before we could move on with the tasks described in the *LPS K-12 Curriculum Review Process* document. We customized the process for our content areas. Thus was born the *Guidance Program Review Road Map* (see Appendix B: *Guidance Program Review Road Map*), which is meant to augment the *Curriculum Review Process* document. In fact we coined the term *Program Review* as opposed to *Curriculum Review* to highlight that the majority of our work is in providing services and programs, rather than a primary focus on delivering curriculum, as is the case for academic content areas.

Our first task was to form a committee, and even in that task we were unique. We included on the committee, members of our department (e.g. our department leaders, counselors, and social workers listed in the Appendix C: *Guidance Department*) similarly to other content areas, but we also acknowledged the importance of including Principals from each level (elementary, middle and high school) as well. This was imperative given that the scope of our work permeates so many domains within the school, and interfaces with a variety of content areas and initiatives. Thus, Principals offered us an overarching perspective so we could develop a common vision for the direction of our work in concert with other initiatives within the schools that support the social-emotional well-being of our students. We are grateful that our committee included the following Principals:

- Harrington Elementary School Principal, Elaine Meade
- Hastings Elementary School Principal, Louise Lipsitz
- Bowman Elementary School Assistant Principal, Beth Glick
- Diamond Middle School, Principal Anne Carothers
- Lexington High School Dean, Nancy DeFeudis

In addition to the core members of the committee listed here, we also included personnel from other school departments and from the town and community as needed.

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

- I. Mission and Vision Statement
- II. Core Beliefs
- III. Accomplishments
- IV. Challenges and Recommendations/Possible Solutions
- V. Anticipated Work for FY16

## **I. The Mission and Vision Statement**

The flowing Mission and Vision Statement was developed and collectively supported by the Guidance Department Program Review Committee.

*The mission of the K-12 Guidance Department is to foster developmentally appropriate social, emotional, academic and career growth for all students. Through individual and group meetings, we help students to make healthy choices, build resilience, acquire a sense of personal and civic responsibility and develop*

*the skills necessary to realize their goals. Together we support access and equity for all learners, embrace diversity and encourage collaboration across and within our schools and community.*

*Revised September 9, 2013*

## **II. Core Beliefs**

One of our first discussions as a committee was to reach consensus about “*What is essential in a Guidance program in Lexington?*” From this discussion and our subsequent research, surveys and investigations, the following tenets represent unanimous consensus among the group:

- There should be a balance of prevention and responsive services, programs and curriculum
- Services, programs and curriculum should be based on best practices and evidence-based sources
- There should be a universal core curriculum that allows all students to benefit equally
- Core curriculum and services should be aligned across schools, and build developmentally up through the grade levels, utilizing common language
- Desired outcomes of the program should be consistent and clearly articulated
- Targeted outcomes should be based on the needs
- Relevant professional learning in the content area is a must
- Data and information should be systematically used to conduct needs assessments and measure the impact of interventions, programs and curriculum
- Roles and responsibilities should be well articulated and reflective of practice
- The scope and limitations of scope of the Guidance program should be well defined
- Services, programming and curriculum should be aligned with other departments’ initiatives, reducing redundancy and working in concert for desired outcomes
- Systems should be established for communicating and collaborating with parents, town and community
- The Guidance program should be responsive to diversity needs and closing the gap activities
- Protocols should be well articulated to ensure consistent practices across schools and levels

### **III. Accomplishments**

The work of the committee has been rigorous over the past two years, including research, surveys and investigations of Guidance programs in other communities, states and countries, coupled with many challenging discussions. Our team came to this charge with a broad spectrum of perspectives and opinions. Initially the team was somewhat daunted by all we aspired to accomplish. As we embarked on investigations and research, we were time and again reminded that the comprehensive review we were setting out to do had never before been attempted. Ultimately, we forged ahead and were fortified as we were able to develop a unified vision and scope for our work, developing needed structures along the way. What we have accomplished thus far is impressive, and reflective of our collective efforts. To accomplish all we have, we extended our work beyond the 12 allocated Program Review days, by forming several Working Groups, and utilizing Professional Learning Community meetings, Department Meetings, Professional Learning time and summer workshop proposals. Through this work, we have coalesced as a K-12 department, gaining understanding and appreciation for what our colleagues do at the different levels. The two disciplines within our department, counseling and social work, have examined our commonalities and our distinct contributions, paying close attention to the way our services and programs layer on each other and with our colleagues in other departments to support students. New respect for one another has emerged and strong working alliances have been formed. Our committee has come to see that our collective efforts have proven to be productive, fulfilling and fruitful.

We accomplished a great deal over the past two years. Some highlights include:

#### **Structures:**

- Formed working groups: Data, Networking, Social Work and Suicide Ideation/Self-Injurious Behavior
- Completed summer work for 2014 pertaining to curriculum, data and suicide/self-injury
- Submitted summer work proposals for 2015
- Utilized Professional Learning Community meetings, Department Meetings and Professional Learning time to extend the work
- Worked with consultants in and outside of the district: Karen Harrington, Assistant Director of the Center for School Counseling Outcome Research and Evaluation at the University of Massachusetts Amherst, Maureen Kavanaugh, LPS Director of Planning and Assessment, Colby Brunt, LPS Attorney, Jeff Bostic, LPS Consulting Psychiatrist and others cited in the Professional Learning section of this report
- Attended conferences and workshops to inform the work and build skills (see Professional Learning section of this report)

### **Framework/Foundation Elements:**

- Created a K-12 Mission and Vision statement, aligned with school and district missions and goals
- Examined, analyzed, compared and discussed our roles and responsibilities by role (school counselor and social worker), by level and by school (see Appendix D: *Counselor Responsibilities* and Appendix E: *Elementary School Social Worker Posting*)
- Differentiated the roles and responsibilities of counselors and social workers (see Appendix F: *School Counselor and Social Worker Roles*)
- Compared role and responsibilities of school counselors in Lexington to the ASCA National Model
- Created referral forms and processes for accessing social work services
- Wrote job descriptions for the Registrar and Assistant Registrar positions (see Appendix G: *Registrar Job Description* and Appendix H: *Assistant Registrar Job Description*)
- Working on entry and exit criteria for social work services and program
- Selected aspects of the *American School Counselors Association National Model (ANM)* to guide the work of the counselors (see Appendix I: *ASCA National Model Executive Summary*)
- Investigated organizations and potential models for school social work, including the *School Social Work Association of America*

### **Self-Assessment:**

- Conducted a needs assessment utilizing the *ASCA National Model Program Assessment*, the *Youth Risk Behavior Survey* results, the *LPS Standards Based Report Card Pro-Social Skills and Approaches to Learning* indicators, the *LPS School Committee Ad Hoc Committee for Youth at Risk* report, Department of Elementary and Secondary Education data by school, district and subgroups, intervention logs, nurses data and other data/information sources
- Identified and prioritized the *Search Institutes 40 Developmental Assets* (see Appendix J: *Search Institutes 40 Developmental Assets Priorities for Guidance Work*) as desired outcomes, reaching beyond the *ANM Student Competencies*
- Catalogued our services, programs and curriculum by school and examined them relative to consistency across schools at the same level, and for developmental progression from one level to the next
- Examined our offerings to ensure inclusion of prevention initiatives in addition to our responsive services, programs and curriculum
- Catalogued the services, programs and curriculum we offer according to Response to Intervention Tiers
- Catalogued the services, programs and curriculum we offer and connected them to the *Search Institute's 40 Developmental Assets (DA)* priorities that they address
- Identified universal K-12 curriculum continuum categories to focus our work:
  - Stress Reduction
  - Coping/Resiliency
  - Mindfulness
  - Character Development

- Healthy Decision-Making
- Problem-Solving
- Self-Advocacy
- Interpersonal Relationships
- Conflict Resolution
- Bullying/Cyber-Bullying
- Anxiety
- Depression
- Grief/Loss
- Suicide Prevention
- Collaborated with the Health and Wellness department to examine areas of overlap and distinction in addressing the continuum categories
- Identified areas where we are doing well, and areas where there are gaps
- Adopted the *ASCA Lesson Plan Template* as the universal structure for developing and documenting our curriculum
- Determined that the *ASCA Small Group Action Plan* was not sufficient for use by social workers, and that another format needs to be found/developed for their work

**Assessment:**

- Working with Maureen Kavanaugh, LPS Director of Planning and Assessment, and with Karen Harrington, the Assistant Director of the Center for School Counseling Outcome Research and Evaluation at the University of Massachusetts Amherst to construct ways to collect and efficiently utilize needs assessment and impact data
- Utilized available data sources for needs assessment, including the *Youth Risk Behavior Survey*, *Ad Hoc Committee Report on Youth at Risk*, *Standards Based Report Cards Pro-Social and Approaches to Learning* indicators and DESE data
- Developed some impact measures for student growth and professional learning goals
- Established a Data Working group to address needs in this area

**Jigsaw/Alignment with Others:**

Since the responsibility to support and nurture childrens’ social and emotional well-being is shared by so many entities, there are many groups we seek to be aligned with in our efforts to do so. During the Program Review, we have given much consideration to what is within our purview as school counselors and social workers, and what is not, in terms of supporting students’ social and emotional well-being. We have also given much thought to how our efforts align with those of others, in an effort to act in concert with other groups, rather than duplicating efforts or diverging from one another. This is no easy task, given that there are so many entities involved both within and outside of the schools. There are as many opinions and perspectives on the direction this work should take, which adds to the complexity of coordinating efforts. This arose as a challenge area for us that will be addressed later in this report. Despite the challenges encountered, we were able to accomplish a great deal in this area, including:

- Participated in Principals’ meetings, Department Head, Leadership Team and/or Administrative Team meetings at all levels, to facilitate alignment of our work with the vision each administration has for their individual schools



- Established monthly meetings between district leaders of the Guidance, Health & Wellness, METCO and soon, Special Education, departments to collaborate/coordinate on common initiatives/areas that we address
- Collaborated with Jennifer Wolfrum, Assistant Director of Health and Wellness, to identify curricular areas that overlap between our departments to map what is currently being offered within these areas in each department so we can coordinate rather than duplicate our efforts
- Coordinated collaboration across Guidance, Special Education, Nursing and METCO departments to form a representative group for the Suicide Ideation/Self-Injurious Behavior Working Group
- Initiated collaboration with the Health department to choose prevention curriculum and take distinct roles in the delivery of such
- Benefitted from the dissolution of Student Services and shift to supervision under the Assistant Superintendent for Curriculum, Instruction and Professional Learning in that it has allowed us to be more integrated with, rather than adjunct to, other district initiatives, programs and services.
- Collaborated with the Nursing Department to develop the Concussion Protocol and Health Plans, and advise relative to overlap with Section 504 Plans
- Met with/participated on many school and community groups who also are addressing or seeking to address common priorities (e.g. Homelessness Working Group, School Health Advisory Council, Youth Council, School Committee Ad Hoc Committee for Youth at Risk, Lexington Human Services Department, Asian Mental Health Initiative, Lexington Youth and Family Services, etc.)
- Hosted the Lexington Department of Public Health training *Mental Health First Aid*

#### **Suicide Ideation/Self-Injurious Behavior Working Group:**

Given concerns raised by the results of the *Youth Risk Behavior Survey*, we formed this working group to examine our current services, programs and curriculum relative to the prevention of, intervention in and post-vention in regards to suicide ideation and self-injurious behavior. The members of this committee included counselors and social workers across Guidance, Special Education, METCO and Health & Wellness departments as well as nurses and administrators. This committee has been working for the past year on:

- Drafting suicide ideation and self-injurious behavior response protocols
- Consulting with LPS attorney and psychiatrist to review the documents
- Making plans to review the documents with Principals and other administrators at the secondary level
- Making plans to present drafts for public review
- Reviewed the current LPS policies pertaining to this area and recommended them for revision
- Exploring the *Signs of Suicide* prevention program through attending the trainings and obtaining the curriculum to further examine it
- Collaborating with the Health & Wellness Department to decide whether *SOS* is a curriculum we would want to implement in Lexington
- Researching and meeting with various organizations to decide with whom we will align in developing post-vention protocols (e.g. *Good Grief: Maria Trozzi* and *Riverside Trauma Center: Larry Berkowitz*)

- Researching and meeting with other like-communities/high-performing districts that have developed prevention/response protocols/post-vention protocols and programs in the aftermath of completed suicides, such as Guidance Director Tom Denton and others from the Needham Public Schools
- Meeting with various community members and leaders of organizations who have expressed an interest in this work (e.g. members of the School Committee *Ad Hoc Committee for Youth at Risk*, *Lexington Youth and Family Services*, etc.) to coordinate efforts
- Sponsoring professional learning in this area

**Staffing:**

During the course of the Program Review we uncovered areas where there was insufficient staffing to deliver the services, programs and curriculum with consistency at each level and each school. Consequently, the staffing was augmented in FY15 and will be augmented in FY16 to create more equity of service between levels and schools, including the following:

- Increased social work FTEs at the middle and high schools, to ensure support for students not only in specialized programs, but also the general population as well
- Add non-program-based social workers at the elementary schools to support student needs at that level for FY16
- Add a school counselor at LHS for the FY16 to keep caseloads within recommended limits given enrollment increases
- Added a 0.5 FTE K-12 Social Worker position to meet the needs of our homeless families throughout the district and act as our McKinney Vento Homeless Education Act liaison to the Department of Education
- Increase the Assistant Director position from 0.5 to 1.0 FTE for FY15 to allow for 0.75 FTE allocation at LHS, to restore some support to the high school who had previously had a full-time director position
- Increases in hours for the Registrars and Administrative Assistants to keep pace with additional responsibilities

More detail about the rationale for these positions can be obtained from the LPS budget documents.

## **Structures for Continuous Improvement**

As we have progressed in our Program Review work, we have created/utilized a variety of structures and means to support skill building among our staff as they implement services, programs and curriculum. Some accomplishments in this area include:

- Established Professional Learning Community (PLC) groups for collaboration and support:
  - Elementary School Counselor PLC
  - Middle School Counselor PLC
  - Middle School Social Worker PLC
  - High School Counselor PLC
  - High School Clinical PLC
  - Administrative Assistant PLC
- Allocated time with the consulting psychiatrist to consult to the PLCs for case consultation
- Utilized the Department Meeting schedule for K-12 alignment/collaboration
- Utilized the Program Review Committee for working on K-12 initiatives
- Established connections with relevant networks/organizations:
  - EDCO
  - Guidance Administrators Forum
  - Middlesex Guidance Directors Group
  - North Shore Guidance Directors Group
  - Boston School Counselors Association
  - American School Counselors Association
  - School Social Work Association
  - Massachusetts School Counselors Association
  - Collaboration with K-12 Directors in Brookline and Needham Public Schools
  - Like-communities
  - Networking Working Group
  - DESE Homelessness Roundtables
  - Center for School Counseling Outcome Research and Evaluation at UMASS Amherst
- Professional subscriptions:
  - ASCA Spotlight
  - College Board
  - New England Board of Higher Education
  - Section 504 Compliance Advisor
- Sponsor attendance at professional learning in our content area, including:
  - Helping Students Manage Stress and Build Resiliency
  - School-Based Mental Health: Harvard Medical School
  - Effective and Resilient Schools: An Integrated Approach to School-Based Mental Health: Massachusetts School of Professional Psychology
  - DSM-5 Childhood Disorders and their Impact on Youth
  - Anxiety & Anger Summit
  - Break Free from Depression Training
  - Anti-Bullying Summit: Massachusetts Aggression Reduction Center at Bridgewater State University
  - Evolving Technology and Cyber-Safety

- Crisis Prevention Institute
  - Suicide Prevention Across the Life Span
  - Suicide Risk Assessment & Intervention in Educational Settings
  - Substance Abuse: Middlesex Partnerships for Youth
  - Meditation & Psychotherapy: Harvard Medical School
  - Yoga Training
  - Positive Behavioral Interventions and Supports Forum: May Institute and the National Technical Assistance Center on Positive Behavior Intervention and Supports
  - Cultural Proficiency in the Realm of Counseling, Advising and Mentoring
  - Cultural Competence: EDCO
  - Using Metrics in School Counseling: EDCO
  - What Principals, Evaluators and School Counselors Need to Know about the New Evaluation Rubric: Massachusetts School Superintendents Association
  - American School Counselors Association (ASCA) National Conference
  - North Carolina School Counselors Association Annual Conference
  - ASCA Ramp Camp
  - Annual Evidence-Based School Counseling Conference
  - Social Worker Annual Conference
  - Department of Elementary & Secondary Education Meeting on Individual Learning Plans
  - College Board Fall Counselor Workshop
  - A Workshop for Advanced Placement Coordinators: College Board
  - Financial Aid Training for Professional School Counselors: Massachusetts Educational Financing Authority
  - Section 504 Training
  - Legal Issues for Students with Disabilities: LRP National Institute
  - Section 504 in Massachusetts: MEDS-PDN
  - Orientation to McKinney-Vento Homeless Education Program: Massachusetts Department of Elementary and Secondary Education
  - Mental Health First Aid Training
  - Hosting content area relevant professional learning on Professional Learning Days, sometimes in collaboration with other departments such as METCO, Health/Wellness, and Nursing. We also invite Special Education department members, such as social workers and school psychologists to join us.
    - Helping Kids Feel Safe in an Unsafe World: Blaise Aguirre, M.D.
    - Understanding, Managing and Treating Non-Suicidal Self-Injury: Barent Walsh, Ph.D., Executive Director of The Bridge of Central Massachusetts
    - Gender Identity & Transgender Issues: Chris Miller, Massachusetts Transgender Political Coalition
    - Strategies for Addressing Student Anxiety: Dr. Ryan Madigan, Boston University Center for Anxiety and Other Disorders
    - Facilitating Health Adaptations to Grief and Loss: Kevin Kozin, MTS, LICSW
  - Internship program for graduate students
- Academic Advising/Scheduling:**
- Implemented individual student advising appointments for high school students to support students in the course request process

- Utilizing department secretaries to input scheduling data to free up counselor time
- Increased summer hours for LHS counselors, and added summer hours for middle school counselors, to perform scheduling tasks to facilitate a timely start to the school year for transfer and returning students
- Collaborated with the LHS Math and World Languages departments to shift to earlier timelines for placement tests during the summer to ensure a timely start of the school year for transfer students
- Collaborating with the Special Education department to ensure that IEP specific scheduling needs are articulated in a timely manner to ensure that students have an appropriate schedule for the start of the school year

### **Post-Secondary Planning**

- Implemented additional components of Naviance (web-based program that facilitates college and career exploration, and ultimately submits college application materials) at LHS, including the Teacher Recommendation function

### **Testing:**

- Revised registration and administration practices for the PSAT, SAT, ACT, Advanced Placement and College Board Services for Students with Disabilities, including utilization of online registration and payment

### **Scholarships:**

- Greater access to and ease of submission of scholarships for high school students by creating a database with online access through Naviance Family Connection for local and national scholarships

### **Transition:**

- Established calendars and formats for staff to meet and relay student needs to the receiving school, for transitions between elementary and middle school, and middle to high school
- Established a expectations and guidelines for transitioning Section 504 Plans from one level to the next
- Created a flag in Aspen to identify students with Section 504 plans to ensure that each teacher is aware of and has access to the plan

### **Section 504:**

- Revised process, procedures and forms for increased compliance
- Provided training for Section 504 Coordinators and administration

**Bullying Prevention and Intervention:**

- Implemented the Bullying Prevention & Intervention Plan (BPIP)

**Homelessness:**

- Hired a 0.5 FTE Homelessness Social Worker position to work with students and families and to serve as the district liaison to the Department of Elementary and Secondary Education to ensure compliance with the McKinney-Vento Act
- Collaborate with the Business & Finance Office personnel, including food service and transportation, and the nurses to meet the needs of homeless students and their families
- Participate in Homelessness Working Group to coordinate school efforts with those of the town and community
- Established connections within the community to collect/access resources
- Consult with school personnel on the identification, rights and resources available to homeless students and their families
- Provide assistance during transitions in housing to help students access education in a timely manner

**Home Hospital Tutoring:**

- Collaborated with Human Resources to establish a better hiring process to improve the timely connection of students and tutors
- Created a protocol for submitting, reviewing and responding to HHT requests in a timely manner
- Provided training to staff about the program and process

**District-wide Child Protection Team:**

- Created *Summary Sheet* and revised guiding documents to ensure consistency across building-based Child Protection Teams
- Revised mandated training for staff
- Facilitated Department of Children and Families training for Child Protection Team members
- Consulting with attorneys regarding Memorandum Of Understandings with District Attorney's Office and the Lexington Police Department for potential revision/dissolution

#### IV. Challenges and Recommendations/Possible Solutions

As we progressed through our Program Review tasks, we uncovered a number of challenges, outlined here with recommendations and/or possible solutions.

<b>CHALLENGE</b> <i>Guidance Counseling/Counselor versus School Counseling/Counselor</i>	
<p>The terms <i>Guidance Counselor</i> and <i>Guidance Counseling</i> are outdated terms that do not represent the professionalism and the broad scope of what <i>School Counselors</i> do. Prior to the 1980's, Guidance Counselors worked in schools primarily to assist students with occupational/vocational choices and career development. They were teachers that simply took a few extra classes and were then called Guidance Counselors. During the 1980's, the Professional School Counseling field was established, governed by national (The American School Counselors Association – ASCA) and state (i.e. The Massachusetts School Counselors Association – MASCA) professional organizations that set forth legislation, professional standards, and a requirement of a minimum of a Master's degree in Counseling Psychology. There are a wide array of responsibilities that make up the job description of a professional school counselor and they mainly focus on the proactive, pro-social development of a child. School Counselors work with conditions that interfere with a student's social, emotional, and learning process. A School Counselor encourages successful academic, career, and personal/social development to ensure every child succeeds. This is accomplished through a variety of methods but mainly through individual counseling, group counseling and classroom guidance. School Counselors also work collaboratively with students, teachers, parents, administration, and community members. Using the term <i>School Counselor</i> recognizes the scope and professionalism of the field as it is today, in contrast to what many of us experienced when we were in high school. The fact that our professional organizations and graduate schools use the <i>School Counselor</i> terminology exclusively is an indication of the long-standing, wide-spread acknowledgement that this is the more current, accurate terminology. The following grid offers more detail regarding the distinction between <i>School Counseling</i> and <i>Guidance Counseling</i>:</p>	
<b>Professional School Counseling</b>	<b>Guidance Counseling</b>
Student-Services	Quasi-Administrative
Focus on Prevention	Focus on Responsive Services
Plan programs to meet student identified needs	Provide crisis response as primary focus
Connect interventions to critical data elements (such as equity gaps, achievement, attendance) from the student information management system and improvement plan	Used as administrative “fill-in” outside of training: e.g. meeting coordinator, test proctor, etc.

Coordinate comprehensive program to remove barriers to success in students' academic, career, and personal/social domains.	Do not coordinate programming
Deliver classroom guidance, small group counseling and one-on-one counseling	No correlation between tasks and impact on students
Use data to inform programming	Data not used to inform programming
80% of time is spent in direct services to students	Majority of time spent on clerical duties

Furthermore, calling the department the *Guidance Department* is exclusive of the social workers.

### **RECOMMENDATION/POTENTIAL SOLUTION**

Change the name of the department to the ***School Counseling Department*** and use the term ***School Counselor*** rather than *Guidance Counselor*. This name is supported not only by our professional organizations, but unanimously by the Program Review Committee as well.

### **CHALLENGE**

*Developing a core curriculum for social-emotional learning that is consistent across grade levels, and developmentally progressive from one level to the next*

The benefits of having a proactive, preventive social-emotional learning curriculum is well documented in literature. However, implementing such curriculum in practice is challenging in at least two ways: time and consensus. Time is a challenge in terms of availability in the schedule for delivering social-emotional learning in the classroom. In Lexington this is not an issue at the high school, since the seminar format is built into the schedule at that level. However, at the elementary and middle school levels, there is variability school to school regarding the availability in the schedule for social-emotional learning in the classroom. Another challenge is that school counselors and social workers have many responsibilities and thus the delivery of social-emotional learning curriculum in classrooms must be a manageable percentage of their time. In addition to a core prevention curriculum, there must be time available for responsive classroom lessons, when a need arises with a particular classroom, grade-level or within a particular school. The lack of consistency across schools and from level to level appears to be largely the result of uncoordinated efforts prior to this point, with some consideration for the unique needs and culture that vary school to school.



<b>RECOMMENDATION/POTENTIAL SOLUTION</b>
<p>The Program Review Committee will focus on targeting a small number of core curriculum lessons at each grade level that will be agreed upon across schools, allowing for the layering of school-specific responsive curriculum. The core curriculum will align with the curriculum continuum categories and the 40 Developmental Assets priorities identified by the committee. Curriculum working groups at each level will work together to develop common core lessons. Working group members along with Guidance Department leaders will work to collaborate with Principals in obtaining sanction to implement these lessons. Feedback from teachers will also be solicited. Lesson plans will be documented using the <i>ASCA Lesson Plan</i> template and will include plans to gather impact data.</p>

<b>CHALLENGE</b>
<p><i>Supporting the social and emotional well-being of children truly takes the concerted efforts of school personnel, town personnel and members of the community. Within the schools and the community, we have many groups who are supporting children in this way, but there is no one centralized organization that coordinates the efforts of all these entities. This results in multiple meetings covering similar topics with different groups, and efforts that are not coordinated with one another.</i></p>
<b>RECOMMENDATION/POTENTIAL SOLUTION</b>
<p>A potential solution that has been successfully employed in other districts and is considered an exemplar is the formation of a coalition structure. A coalition in the Town of Lexington would bring together all town, school, and community organizations that serve the youth of Lexington. The coalition would be tri-chaired by leaders from the school district, town and community, who represent and organize the efforts of their constituent groups. The coalition seeks to coordinate efforts in a systematic, efficient and equitable manner around common themes identified by the group. The coalition examines the needs of youth in the community and utilizes the skills/expertise of the collective members to meet those needs in strategic, comprehensive, multi-layered approaches. A coalition will provide the town, school district and community organizations of Lexington central vehicle to communicate, collaborate, share resources and promote positive outcomes for all youth in Lexington during the school day and in the community. It is highly recommended that Lexington consider utilizing the School and Main Institute for technical assistance in the development of a coalition. This organization has proven success at the state and national level in the development of successful and impactful coalitions.</p>

**CHALLENGE**

*Social Workers are in different departments (Guidance, Special Education, Health & Wellness, METCO). As a result, there is no integrated oversight across the various departments. In addition, each social worker should have a supervisor who has expertise in the social worker content area.*

Social Workers have been assigned by department, and do not have coordination across departments. This creates a structure of being in silos, reducing consistency across departments. Furthermore, Social Workers within the LPS do not have a universal structure for content area oversight. Best practice is to provide social workers with clinical direction and oversight to keep skills sharp and to coordinate efforts and consistency across departments. Currently the only vehicles for clinical coordination are the Suicide Ideation/Self-Injurious Behavior Working Group sponsored by this Program Review, and the PLC structures also hosted by the Guidance Department. This creates tension for the social workers, since the leadership involved in the PLCs is different from that which supervises them. Conversely, many of the supervisors of the social workers have no clinical background, and thus cannot provide content area support. There is a natural tension built into this structure. With the impending addition of social workers at the elementary level, it is more urgent that we address this challenge.

**RECOMMENDATION/POTENTIAL SOLUTION**

One potential solution which is common in other districts is to place all social workers under one clinical umbrella, though they have different assignments. Supervision is then shared between the building based Principal as always and between the clinical supervisor and the administrator in charge of their assignment. The clinical supervisor can then provide other functions, such as oversight for consistency of practice across the district, clinical case supervision and other structures to provide for the content area needs of these clinicians.

**CHALLENGE**

*Section 504*

As we have worked to bring our Section 504 practices into greater compliance with the law and regulations, we have added a many responsibilities for process and documentation that need to be implemented with consistency and are much more time consuming than has previously been the case. In addition to the need for having the processes and documentation consistently implemented, there is likewise the need for oversight of the plan implementation itself and coordination of the services that are required to meet students' needs. Section 504 law is vague compared to its IDEA counterpart, and thus there is the need to stay abreast of ongoing litigation that helps to shape the interpretation and

application of the law within schools. Although the current number of Section 504 plans is approximately half that of Special Education plans, there is no proportional supervision. For example, there are 10 Educational Team Supervisors in the district for managing the Special Education Individual Education Plan process, and no designated supervisor for the Section 504 process. Rather, 22 counselors are the Section 504 Coordinators with oversight by the Directors of Guidance. This level of supervision makes it challenging to provide the training and oversight to be sure we are meeting the needs of our students with disabilities that are having a substantial impact on their functioning in school.

**RECOMMENDATION/POTENTIAL SOLUTION**

Create a K-12 Educational Team Supervisor for Section 504, whose responsibilities would include:

- monitoring and enforcing timelines for evaluation and plan completion
- convening an appropriate Section 504 Team
- scheduling all Section 504 Team meetings
- writing, editing and obtaining signatures for all Section 504 Plans
- sending Section 504 Plans to parents
- effectively addressing concerns of parents, advocates, and outside evaluators
- monitoring and tracking the implementation of Section 504 services
- identifying and requesting authorization for any service not provided by Lexington employees
- staying current with ever-changing interpretations of the law, and communicating this information to those who need to know within the schools
- developing and delivering professional learning as needed to teachers, administrators, team members, special educators about Section 504 mandates
- providing consultation to teachers and others to facilitate implementation of the plans
- revising protocols and forms as needed
- assisting in the development and monitoring of the Section 504 budget

## V. Anticipated Work for FY16

Although we have accomplished a great deal, there remains much work to be done. In addition to the areas listed in the last section, future work will include:

- continue to address the above stated challenges
- continue to research models to guide school social worker practice or develop our own
- establish a core social-emotional learning curriculum consistent across grade levels/schools that addresses the curriculum continuum categories at each grade level, and proceeds in a coherent developmental progression from grade-to-grade and level-to-level
- continue to align/collaborate with the Health & Wellness department as we develop curriculum to minimize duplication of efforts and increase consistency/alignment
- document our curriculum using the *ASCA Lesson Plan Template*
- consider using Naviance at the middle schools for career exploration
- continue collaborating with the Director of Planning and Assessment and others as needed to develop efficient methods for gathering and accessing needs assessment and impact data relevant to our work
- develop entrance and exit criteria and measures for services and programs
- refine the working relationship between the ALPHA program and other services and programs
- work with town resources to establish a referral list/system so students can access outside of school counseling in a timely manner
- continue dialogue with the Special Education Department about the continuity of services for students, including accessing Guidance services, such as non-program-based social workers
- examine current parent consultation and workshops, and consider consistency across schools
- improve communication about the work we do to staff, students, parents and community
- solicit feedback from students and parents about our services, programs and curriculum
- submit draft Suicide Ideation/Self-Injurious Behavior (SI/SIB) protocols for review by our consulting psychiatrist
- seek feedback from our LPS attorney after she consults with the psychiatrist regarding the SI/SIB protocols
- present the draft SI/SIB protocols to the secondary school Principals and administrators and seek feedback
- revise the SI/SIB protocols as necessary and present to the public
- adapt the draft protocols for use at the elementary school level
- revise Suicide Prevention and Response policies
- begin work on suicide prevention programs and post-vention work
- provide Section 504 training for all staff, including Special Educators
- provide Section 504 training for personnel ‘knowledgeable about the disability’ about their involvement in the process distinct from IDEA
- continue to establish protocols for assessing personnel ‘knowledgeable about the disability’ for inclusion on Section 504 teams

- designate a Section 504 Eligibility Team Supervisor for consistent compliance across the district
- examine and evaluate current prevention, investigation and education practices with regard to bullying and cyber-bullying throughout the district
- examine the consistent accessibility of the reporting form
- continue to provide training to staff about the school district's responsibilities regarding the identification and rights of homeless students and families
- examine current processes for monitoring Home Tutoring after the initiation phase
- pursue feedback from LPS attorney regarding the possibility of dissolving of the Memorandum of Understanding we have with the Middlesex District Attorney's Office regarding child protection, and stipulation as per Memorandum of Understanding with the Lexington Police Department with regard to sending 51A: Child Abuse and Neglect reports
- update Child Protection policy to reflect current practices
- consider additional training needs, such as those for new Principals regarding mandated reporting and Child Protection Team procedures, and for staff regarding identifying potential signs of abuse and neglect
- establish timeline for periodic review of mandated reporting training and revise as necessary
- coordinate the addition of non-program-based social workers at the elementary schools to seek alignment with the middle and high school models, and continuity across schools
- write job descriptions for each role at each level

Given the additional time it has taken and will continue to take during our Program Review to accomplish the unique tasks associated with our content areas (e.g. researching and establishing framework/foundation tasks in lieu of any prescribed by DESE or other organizations, the lack of readily available assessment systems and the need to create them, the greater need to coordinate with other school, town and community groups to align efforts, etc.) in addition to the traditional tasks described in the *LPS K-12 Curriculum Review Process* document, it seems likely that one additional year will not be sufficient to complete the tasks listed here. The Guidance Program Review Committee asks that the School Committee consider the possibility of extending the Program Review for an additional year.

As you can see, it has been a busy two years for us. We are grateful for the support we have received to do this work, and are excited to continue this work in FY16. We look forward to our meeting with you on May 12, and to answer any questions you might have. Thank you for your consideration of this report.



## **APPENDIX-A**

### **LEXINGTON PUBLIC SCHOOLS K – 12 CURRICULUM REVIEW PROCESS**

#### **PHILOSOPHICAL FRAMEWORK/GOALS**

- Promote and ensure vertical and horizontal alignment of district curriculum.
- Keep the curriculum current with the local, state, and national standards while maintaining a distinct identity.
- Identify a professional development program reflective of the Lexington Public Schools curriculum.
- Analyze data to gauge the efficacy of the curriculum, assessment practices, and professional development initiatives.

#### **YEAR 1**

##### **Part I**

- Assemble K-12 content-specific curriculum task forces and study groups.
- Study content-related literature.
- Review updated Massachusetts Curriculum Frameworks and current local curriculum to determine alignment.
- Review current resources and materials to determine alignment of curriculum and resources currently being used.
- Review accomplishments or areas of progress in supporting district goals.
- Analyze MCAS and other student performance data to assess strengths and weaknesses of the current curriculum.
- Summarize data analysis.
- Make recommendations for updated curriculum.

## **Part II**

- Develop standards-based benchmark outcomes/assessments consistent with revised curriculum.
- Study research-based recommended practices.

### **Resource Analysis**

- Using specific criteria from curriculum alignment and research-based practices, decide which resources need adjustment/updating.
- Review potential resources and materials that will become part of the new curriculum.
- Discuss/analyze efficacy of a piloted program versus full implementation.
- Identify appropriate time allotment during the school day for curriculum.
- Develop appropriate standards-based report card, including rubrics, aligned to new curriculum standards
- Begin writing revised, coordinated curriculum, based upon final data analysis.

## **YEAR 2**

- Continue writing revised, coordinated curriculum based upon final data analysis.
- Project budgetary implications of full implementation of new curriculum.
- Identify professional development needs to successfully implement new curriculum and train all faculty appropriately.
- Identify continued, sustained professional development/consultation to support implementation of new curriculum.
- Share overview program goals of new curriculum with all stakeholders.
- Design and implement interdisciplinary projects (curriculum mapping) around new curriculum wherever possible.
- Determine the use of technology as a learning tool for both students and teachers.



- Discuss implementation of new curriculum with task force, grade level teams, and curriculum specialists to share best practices.
- Provide opportunities for lesson modeling, coaching, and mentoring around new curriculum.
- Produce final curriculum documents for staff and community. Make available on LPS website.
- Decide on pilot or full implementation of new curriculum.

### **YEAR 3**

- Implementation of new curriculum.
- Collect data using benchmark outcomes/assessments around new curriculum
- Share and discuss data based on outcomes.
- Determine student academic growth using data analysis.
- Based on data analysis results, make projections for the beginning of curriculum review/program evaluation cycle.
- Continue to identify professional development needs to successfully implement new curriculum and train all faculty appropriately.

## **APPENDIX B**

### Guidance Program Review Road Map

- Form a K-12 Guidance Program Review Committee including Counselors, Social Workers, Principals and other administrators
  - The group will be representative of all levels (elementary, middle, and high school)
- Examine local, state, and national models
  - There are no local or state models/program standards provided by DESE. The American School Counselors Association (ASCA) National Model is available to our profession (Massachusetts School Counselors Association Mass Model is based on ASCA National Model)
  - Examine and evaluate the ASCA National Model
    - How does it fit or not fit our work in Lexington?
    - Provides a good framework for School Counselors' work, but does not provide an adequate framework for Social Workers' work
    - Need to find a model that is adequate for the Social Worker role
  - Conduct program review using the ASCA National Model framework as a guide
- Identify student competencies and standards all students should acquire as a result of the School Counseling program
- Identify strengths and needs of students in Lexington as compared to the student competencies
- Develop a clearly articulated description of roles within the School Counseling department and corresponding responsibilities, in relation to and distinct from other departments, such as nursing and health
- Map current programming/curriculum with consideration of identified student competencies and standards.
  - How does it align?
  - What are programming strengths? Where are gaps?
- Map current programming/curriculum with consideration of overlap with other related departments.
  - What is being covered in other subject areas?
  - What is the focus for School Counseling?
- After mapping current programming:
  - What are priorities?
  - Which competencies/standards/programming will School Counseling focus on?
- Once priorities are established:
  - Which programming will be continued?
  - How will it be evaluated for efficacy?
  - Where are there gaps in programming?
  - Research evidence-based programming to address gap areas
  - Study school counseling models in "like communities"
- Write summary of findings and progress, revise priorities and plan to address them
- Set up a projected timeline for future activities
- Share summary with all stakeholders

## **Intended Outcomes:**

### Program Level

- Choose an organizational framework
- Strengths and areas of need identified in light of chosen framework
- Areas of need prioritized
- Efficacy of current programming is determined
- Identify programming to be researched

### Student Level

- Identify student competencies that are research-based and aligned with school & district goals
- Specify what competencies look like at each grade level
- In light of identified student competencies, identify student strengths and areas of need based on student data
- Disaggregate by sub-groups

### Professional Level

- Scope and boundaries of School Counselor's role defined
- Scope and boundaries of Social Worker's role defined
- Articulate responsibilities, in relation to and distinct from other departments such as nursing, health and community groups

## APPENDIX C

### **Guidance Department**

May 2015

Valerie Viscosi, K-12 Director of Guidance  
Barbara Mattos, Administrative Assistant

Manjula Karamcheti, LHS/K-12 Assistant Director of Guidance  
Brenda Bishop, Administrative Assistant

Fhynita Brinson, LPS Homelessness Social Worker

#### **Elementary School Counselors**

Bowman: Caroline Cohan & Efe Igho-Osagie  
Bridge: Heather O'Rourke  
Estabrook: Christine Zende  
Fiske: Lysa Pirone  
Harrington: Amy Chamberlain  
Hastings: Celeste Freeman

#### **Clarke Middle School Counselors**

Alison Bennett, Jeff Capuzziello & Ellen Vera

#### **Diamond Middle School Counselors**

Michael Kon, Sharon May & Michael Ng

#### **Middle School Social Workers**

Clarke: Elizabeth Murphy & Stacy Glickman  
Diamond: Christine Sorrenti

#### **Middle School Administrative Support Staff**

Rose Cardarelli, Clarke Guidance Secretary  
Lee-Ann Swanson, Diamond Guidance Secretary

#### **LHS Counselors**

Melissa Buttarro, Alicia Linsey, Matt Medugno, Stephanie Michael, Stacy Prosowski, Emily O'Neil, Christine Sills,  
Cynthia Tang, Carrie Thibodeau & Matthew Willis

#### **LHS Social Workers**

Jamie Farnham, Joanne Loomer & Martha Queenin

#### **ALPHA Program**

Hallie LeBlanc, Lead Clinician, Alannah DiBona, Social Worker & Scott Maitland, Teacher

#### **Registrars**

Karen Hurley, Registrar & Jane Aronson, Assistant Registrar

#### **Secretary**

Joanne Tringale, LHS Guidance Secretary

## **Appendix D: Counselor Responsibilities**

### **LHS Counselor Responsibilities**

- College Counseling
- Post-Secondary Planning Advisor
- College/Private School/Summer Program Recommendation Writer
- College Testing (e.g. SAT/PSAT/ACT) Information Resource
- Scholarship & Award Applications
- Seminar Instructor
- Parent Night Presenters (9<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>)
- Academic Advising
- Scheduling
- Register New Students
- Monitor Graduation Requirements
- Community Service Information
- Credit Recovery Referral
- MCAS Educational Proficiency Plan Coordinator
- Mental Health Counseling
- Intervention/Referral Resource
- Crisis Response
- Mandated Reporting
- Faculty Consultant
- Parent Liaison
- Student Support Team Participation
- Freshman Team Meetings
- Special Education Individual Education Plan Team Participation
- Section 504 Coordinator
- Facilitate reentry after hospitalizations/extended absences
- Facilitate Home Hospital Tutoring process
- Professional Learning Community member
- Guidance Program Review Committee member
- Professional Learning
- Detention Duty Supervisor
- MCAS Proctor
- Final Exam Proctor
- Graduation Participant
- Supervision of interns

### **Middle School Counselor Responsibilities**

- Individual & Group Counseling
- Conflict resolution
- Investigate, intervene and educate regarding bullying/harassment issues
- Classroom observation
- Develop and help implement behavior plans
- Gather information to share with students, school-based teams and parents
- Teach curriculum during ICE or other times
- Massachusetts Aggression Reduction Center Anti-Bullying Programs
- Rachel's Challenge

- Collaborate with Prevention Specialist to deliver leadership and prevention programs
- Career planning lessons
- Student assemblies
- Scheduling
- Placements
- New student transitions
- Transition planning from elementary and to high school
- Transition meetings with rising 6th grade parents
- Private school recommendations
- Summer Camp referrals
- Response to Intervention: Smooth Sailing Team/Principals Meetings
- Special Education Individual Education Plan Team Participation
- Supporting homeless students and families
- Child Protection Team participant
- Child Requiring Assistance filing
- Incident Team participation
- Monitor attendance
- Conduct home visits
- Facilitate reentry after hospitalizations/extended absences
- Facilitate Home Hospital Tutoring process
- Teacher conferencing
- Communicate about student needs within schools
- Consult with and support staff
- Parent conferencing
- Parent groups
- Community resource referrals
- Coordinate services for families in need
- Collaborate with School Resource Officer
- Liaison with Guardian Ad Litem
- Attend court dates
- Section 504 Coordinator
- MCAS Testing coordination
- Field trip chaperone
- Graduation planning and participation
- Professional Learning Community member
- Guidance Program Review Committee member
- Professional Learning
- Breakfast duty
- Bus duty
- PD
- Guidance website
- Supervision of interns

## Elementary Counselor Responsibilities

- Individual and group counseling
- Small group instruction
- Large group/whole class social-emotional learning lessons, both proactively and responsively
- Recess/café/dismissal observation
- Positive Behavior Intervention and Supports – school culture “ambassador”
- Crisis intervention/management
- Behavior intervention
- Behavior plans
- Learning conversations with students following behavioral infractions
- Investigate, intervene and educate regarding bullying/harassment issues
- Coordinate “wrap around” with teachers and caregivers creating common goals and direction for students
- Teacher consultation
- Parent consultations and outside referrals and recommendations for resources (case management)
- Communicate with outside of school resources regarding student progress (i.e. preschool/middle school/high school counselors and social workers, guardian ad litem, therapists, etc.)
- Parent workshop/education
- Child Study Team
- Behavior Support Team
- Consultation with nurse, Special Education Educational Team Supervisor, psychologist and other clinicians
- Child Protection Team
- Class placement
- New student liaison
- Transition planning from preschool and to middle school
- Kindergarten Screening
- Developmental histories
- Data Teams participant
- Section 504 Coordinator
- Special Education Individual Education Plan team member
- Special Education service provider for emotional goals
- Professional Learning Community member
- Guidance Program Review Committee member
- Professional Learning
- REMS member
- Supervision of interns
- Homework Club
- Bus Duty

## APPENDIX E

### **Elementary School Social Worker Posting**

#### **Responsibilities:**

The Elementary School Social Worker (ESW) assist students in grades K-5 with personal, psychological and environmental issues that affect their school performance, behavior and socialization. The ESW partners with the school counselor to assess student needs and deliver services and programs to support students and maximize their ability to access the curriculum. ESW work closely with administrators, teachers, parents/guardians, nurses, psychologists, social workers, special educators, community-based resources and others. Through individual counseling, groups, strategic classroom lessons and parent workshops, social workers also address issues relevant to the general school population. Specific responsibilities include:

- Providing crisis intervention, counseling services, support and case management to students and their families
- Making referrals for students and families to community resources as needed
- Serving as a liaison between the families and school to promote collaboration in the educational and social emotional planning for students
- Participating in case conferences involving other school employees and community supports
- Completing student observations and bio-psychosocial assessments to assist in intervention planning
- Assessing child mental health needs and implement short term, frequent and strategic interventions
- Completing home visits as needed to establish positive communication between students and their parent/guardian around identified issues
- Facilitating lunch groups for identified at-risk students to develop coping, social and decision making skills
- Participating in the Section 504 and Special Education processes as required
- Developing and conducting parent/guardian educational workshops on issues related to child development, stress reduction and parenting strategies
- Facilitate parent support groups
- Collaborating with administration and teaching professionals to implement and monitor the efficacy of behavioral strategies, working closely with school guidance counselors and nurses
- Participating in Child Study Teams, Child Protection Teams, Data Teams and other building based teams to develop interventions to promote students success
- Developing and providing professional learning for staff related to social emotional issues that impact learning and behavior in the classroom
- Providing consultation to classroom teachers and other school personnel regarding student needs
- Collaborating with school personnel to develop additions to the curriculum in the areas of resiliency and student mental health
- Serving on district wide committees addressing behavioral, emotional and social issues that impact students learning

#### **Minimum Qualifications:**

Master's degree, MA DESE licensure as a School Social Worker/School Adjustment Counselor required



**APPENDIX F**

**School Counselor and Social Worker Roles**

There are many commonalities between the roles of counselors and social workers within schools. In fact, some districts hire one or the other, and use them interchangeably. However, there are unique benefits to having both areas of expertise available to support students. Counselors and social workers work as a team to support students. The information listed here is not meant to be exhaustive, but is helpful for getting a sense of how the roles are distinct and how they are overlap.

<b>Counselors</b>	<b>Overlap</b>	<b>Social Workers</b>
broad		narrow
wide		specific
progress		lack of progress
all students		specific caseload
predominantly RtI Tiers 1&2	Tier 2	predominantly RtI Tiers 2&3
short term		Longer term
developmental		chronic
<p>“Overseers/point person for all students on our large caseload - we are the first assessors of student needs. We help to screen students to identify which students are in need of Tier 2 or 3 interventions. We help coordinator the support services that students need.”</p>		<p>“Intensive case coordination for students who are experiencing significant emotional, social and/or behavioral support – typically providing Tier 2 or 3 interventions. We team with others to provide services to assess, treat and respond to students in crisis.”</p>
<p>We provide:</p> <ul style="list-style-type: none"> <li>• triage role</li> <li>• advising and monitoring: <ul style="list-style-type: none"> <li>○ academic advising and monitoring – helping students to make decisions</li> <li>○ scheduling/course selection – levels, load balance</li> <li>○ Educational Proficiency Plans</li> </ul> </li> <li>• post-secondary planning: college/career guidance <ul style="list-style-type: none"> <li>○ advice regarding appropriate testing programs: PSAT, SAT, ACT, SSD, AP and their use in</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• role model</li> <li>• prevention</li> <li>• advocate for student needs</li> <li>• advocate for system change</li> <li>• consultation/collaboration with inside and outside of school people – outside service providers</li> <li>• support and resources to students, families, teachers</li> <li>• interface</li> <li>• teams: Special Education/Section</li> </ul>	<p>We provide:</p> <ul style="list-style-type: none"> <li>• evaluation/assessment of needs and coordination of plan through information gathering, observations, formal testing, etc.</li> <li>• diagnostic instruments to help identify needs and monitor progress</li> <li>• diagnostic lens to assess needs and coordination to bring appropriate services</li> <li>• collate input from parents and outside service providers</li> <li>• targeted therapeutic work</li> </ul>

<ul style="list-style-type: none"> <li>o post-secondary planning process</li> <li>o letters of recommendation</li> <li>o high school career day</li> <li>• transcript management</li> <li>• graduation requirement progress tracking</li> <li>• transition support: <ul style="list-style-type: none"> <li>o new student registration/orientation and support</li> <li>o transition between elementary and middle, and middle and high school</li> </ul> </li> <li>• prevention/pro-social curriculum (e.g. seminars, Open Circle, Mind-Up, bullying prevention, cyber citizenship, etc.)</li> <li>• individual and group counseling for: <ul style="list-style-type: none"> <li>o Strategies</li> <li>o Coping skills</li> <li>o Problem solving</li> </ul> </li> <li>• student behavior/success plans at the elementary and middle school levels</li> <li>• consultation with teachers</li> <li>• mediation between students, and students &amp; teachers</li> <li>• parent communication, consultation and education</li> <li>• connect parents with resources and information</li> <li>• help parents navigate the school environment</li> <li>• parent nights/workshops: <ul style="list-style-type: none"> <li>o college planning</li> <li>o financial aid</li> <li>o helping your child to ...</li> </ul> </li> <li>• home visits</li> <li>• participate in student support teams, data teams, special education teams</li> <li>• communicate and advocate for student needs</li> <li>• communication with other school staff and resources such as METCO social workers, prevention specialists, outside service providers</li> <li>• coordinate with administrators regarding potential bullying situations, including education and investigation segments</li> <li>• Section 504 coordination</li> <li>• Special Education – attend team meetings, complete Part A Educational Assessment for IEP – Developmental History</li> <li>• Concussion Protocol team member</li> <li>• participate in Child Protection Teams</li> <li>• Home Hospital Tutoring and</li> </ul>	<p>504/Student Support Team/Smooth Sailing/Principals Meeting/Data Teams</p> <ul style="list-style-type: none"> <li>• counseling</li> <li>• classroom lessons</li> <li>• case management</li> <li>• transition management (grade level/after extended absence, etc.)</li> <li>• crisis intervention</li> <li>• parent work, support, groups, presentations</li> <li>• Child Protection</li> <li>• safety assessment</li> <li>• data collection</li> </ul>	<p>through individual and group counseling</p> <ul style="list-style-type: none"> <li>• Special Education IEP counseling on grid at middle and high school</li> <li>• consultation with counselors and other staff, parents to determine needs and coordinate interventions</li> <li>• time limited involvement</li> <li>• service intensive needs/acute cases</li> <li>• crisis intervention</li> <li>• crisis response: violence, suicide, emergency, etc.</li> <li>• safety assessments of level of risk/lethality for suicidal ideation/self-injurious behavior</li> <li>• post-hospitalization support</li> <li>• referrals to outside providers and resources</li> <li>• intensive cases – students in specialized programs to meeting emotional and behavioral needs</li> <li>• intensive work with parents/families</li> <li>• support of staff</li> <li>• psych-education for staff and families</li> <li>• off-site student outreach</li> </ul>
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coordination with tutors • coordinating with homelessness social worker • MCAS coordination		
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## APPENDIX - G

# **Registrar** **Job Description**

**Report to: LHS/K-12 Assistant Director of Guidance**

**12 Month – 40 Hours Position**

Highly skilled communicator with strong interpersonal skills, able to work independently and effectively with a wide range of constituents in a diverse community.

Use personal judgment and initiative to design effective and constructive solutions to challenges and obstacles related to daily operations, while paying close attention to detail under confidential and critical timeline circumstances.

The Registrar's position includes the following responsibilities:

1) **Transcripts Management**

- a. oversee and manage all confidential academic records for current and former students in Aspen (5,000+ transcripts sent annually)
- b. interface with the Associate Principal regarding transcript grade management
- c. interface with 10 Guidance Counselors and the Guidance Secretary regarding students' grades and status for 2,000+ students
- d. delegate and maintain school-level data and features in Aspen regarding grade corrections (1,100+ annually)
- e. verify graduation, attendance, withdrawal or other requested information for current and former students (requested by employment agencies, work sites, legal and provided through verbal or a written letter of verification)
- f. coordinate and seek parental consent for Court Subpoenas, Military and Law Enforcement officials with legal requests for records in person and in writing
- g. override course name changes as requested by department heads
- h. consult with Guidance Counselors regarding summer school grades and independent courses and oversee grade and credit entry

- i. coordinate, assign and prepare all private secondary school applications (approximately 40+ annually)
- j. coordinate and assemble transfer student records for withdrawn LHS students' to be forwarded to the new high school (approximately 50 – 80 annually)
- k. compile transcripts for late graduates adding additional courses, assigning graduation date and updating permanent records notifying the data team of student status
- l. collaborate and collect transfer grades from out-of-district schools for Lexington students expected to graduate and receive a Lexington High School diploma; work closely with Out-of-District Supervisor regarding student graduation status; direct families with Out-of-District seniors applying to colleges the procedures
- m. coordinate the upkeep of permanent records scanned and paper records
- n. transcribe grades from the Transfer Students Transcribing Sheet for seniors into X2- Aspen, LHS transcript for transfer students

**2) Lexington High School Profile**

- a. compile data, consult, and develop of yearly LHS School Profile sent to colleges. Assemble Naviance statistics, school facts, postsecondary plans, special recognition scholarships, AP, SAT Reasoning and Subject scores, etc. Interface with the Print Shop regarding selection of special paper and print job.

**3) Naviance Management - Electronic College Application Network**

- a. administrator – School Site Manager
- b. coordinate and control school level data and features in Naviance: GPAs calculated weekly, add new counselor and secretary privileges, update and enter new student data, research issues, and problem solve with Naviance support and share information received with the guidance team as needed
- c. establish and administer the Teacher's Pilot Program (teachers send recommendations electronically through eDoc – Naviance to colleges). No technology support is available at LHS for Naviance; therefore I provide full instruction for this process. Pilot year 42 teachers participated; going forward all Faculty members are submitting their teacher recommendations through Naviance eDoc and I am the Administer of this project. Advise and troubleshoot for over 200 faculty at Lexington High School and outside recommenders.
- d. authorize Naviance accounts for LHS former teachers and outside recommenders for our current and transfer students which allows them send recommendations electronically to colleges from any location
- e. coordinate transcript parental permission, request data, payment and status updates
- f. delegate the scanning and upload of former school transcripts for student transfers to LHS to be sent electronically with LHS transcript to colleges

- g. coordinate the organization and maintenance of records for all seniors: counselor statements, college entrance examination scores, transcript request forms, early decision (ED) agreement and upload transcript coordinate seniors' transcript, counselors' statements, secondary school reports, and LHS profile materials to college admissions offices either electronically or mailed
- h. correspond with and advise students and/or parents regarding missing data or problems with transcript requests
- i. develop annual billing of senior transcript in MCC – Online Payment Center and complete the turn-around sheet for accounting
- j. administer and compile student application due dates (approximately 5,000+ annually)
- k. determine and authorize student confidential financial assistance transcript fee waivers in Naviance to eligible students and reach out to families that request fee waivers but are in need of information
- l. coordinate and assign sending first-quarter grades, second-quarter grades, mid-year grades to all colleges to which students have applied along with the Common Application Secondary School Report electronically for each submission, compile students' college choice and postsecondary plans and input data monitor the completion of the Senior Exit Survey
- m. coordinate and assign final transcripts to schools where graduates will attend along with the Common Application Secondary School Report electronically
- n. delegate the collection of all college admission decision letters
- o. manage and upload PSAT, ACT, and AP test scores and maintain data
- p. delegate the withdrawal of inactivate students

#### **4) Special Projects**

- a. assemble annual college application statistical study and SAT test scores as requested by the Superintendent and the Director of Guidance K-12 for town report
- b. prepare annual top student GPA report for the LHS Principal for MSSAA awards

#### **5) Additional Responsibilities**

- a. delegate, assign and prioritize daily duties for Assistant Registrar
- b. analyze email and phone calls from concerned students, parents, colleges, employers, former students, colleagues and the public, to determine and assure positive outcomes
- c. attend bi-weekly meeting consulting with LHS/K-12 Assistant Director of Guidance
- d. design and revise guidance forms: Transcript Request Form (9<sup>th</sup>, 10<sup>th</sup>, & 11<sup>th</sup> and Alumni), Transfer Student Transcribing Sheet, LHS Transcript Deadline Sheet (determining dates), NCAA Eligibility Center instruction page and Textbook Obligation Form.

- e. prepare a variety of attendance letters for current and former students for a (current student, withdrawn student, GED, test scores, course not taken for high school credit, military, proof of address and years in Lexington etc.)
- f. assemble and compile students' grades and/or GPA for insurance forms for safe driving awards for eligible discounts
- g. compile the School Report for the National Merit Scholarship Semifinalist materials by appropriate deadline
- h. coordinate and assign the organization of teachers' final grades
- i. assemble and compile Social Security Insurance forms for current students so that families can collect S.S.I. benefits
- j. compile and distribute NCAA Clearinghouse materials for student athletes
- k. compile the required high school report including test scores and submit electronically an official transcript for the Intel Science Talent Search competition
- l. prepare "N" letters as requested for students with attendance issues
- m. design, create and distribute SAT picture ID for students
- n. collect and post transcript fees, total cash and checks for deposit for students grade 9 - 11 and former students
- o. enhance job knowledge and skills by attending relevant training
- p. provide Notary Public services for faculty, staff, parents and students

**6) Work Permits**

- a. authorize and compile Work Permits for entire Lexington community ages 14-18 (400+ annually)

**Software Programs**

Naviance/Family Connection – Electronic College Application Network

Aspen/X2 – School Database

Microsoft Office Word

Microsoft Office Excel

First Class – Email

M.C.C. – Online Payment Center

## APPENDIX – H

### Assistant Registrar: Job Description

The Assistant Registrar supports the Registrar in completing the following responsibilities:

- 1) Management of confidential academic records for current (2,000+) and past students
  - a. Update all transcripts through Aspen/X2 and mail/electronically submit as requested
  - b. Communicate with students/parents/alumni (face-to-face, email, telephone) regarding grades and transcripts
- 2) Management of Seniors' (approximately 500) requests through Naviance/Family Connection
  - a. Create, organize, and maintain folders for all seniors, including counselor statements, college entrance examination scores, transcript request forms, and updated transcripts
  - b. Upload and Send quarterly, mid-year, and final transcripts to college admissions offices (5,000+)
  - c. Data Entry for Common App School Report, Mid-Year Report, and Final Report
  - d. Develop annual college application statistical study
  - e. Enter transcript request data
  - f. Record fee payments for transcript requests
  - g. Enter students' college plan and update information for preparation of LHS Profile
  - h. Contact university admissions departments to trouble-shoot incomplete applications
  - i. NCAA: Send preliminary and final transcripts, and SAT scores as requested by senior student athletes
- 3) Verify graduate status of alumni for outside requests (employment agencies, work sites, legal)

#### Additional Responsibilities

- 1) Work Permits: issue for entire Lexington community ages 14-18 (400+ annually)
- 2) Grade Changes: data entry of corrections into Aspen/X2 (800+ annually)
- 3) Student Transfers to LHS: obtain prior school records, copy outside transcripts; scan and upload into Naviance
- 4) College Acceptance Data: enter data for all college admissions decisions regarding student status
- 5) School Profile: compile and enter data for previous graduating class in annual School Profile
- 6) Private School Transfers: mail transcript and other material as requested
- 7) Summer School Programs: mail transcript and other material as requested
- 8) Yearly update of final transcripts to Laserfiche
- 9) Withdrawn Students: update permanent records of withdrawn students
- 10) Cumulative Files for transfer students: enter data onto Excel spreadsheet.
- 11) Standardized Test Scores: data entry of PSAT/ACT/AP scores in Naviance
- 12) File: senior paperwork, final teacher grade reports, work permits
- 13) Mailing Labels: data entry and printing Registrar mailing labels

#### Software Programs Used

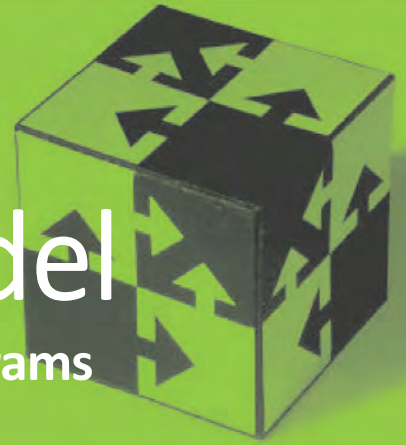
Naviance/Family Connection – Electronic College Application Network



Aspen/X2 – School Database  
MS Word  
MS Excel  
First Class – Email  
MCC – Online Payment Center

# ASCA National Model

## A Framework For School Counseling Programs



## Executive Summary

School counselors design and deliver comprehensive school counseling programs that promote student achievement. These programs are comprehensive in scope, preventive in design and developmental in nature. “The ASCA National Model: A Framework for School Counseling Programs” outlines the components of a comprehensive school counseling program. The ASCA National Model brings school counselors together with one vision and one voice, which creates unity and focus toward improving student achievement.

A comprehensive school counseling program is an integral component of the school’s academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career and personal/social development, promote and enhance the learning process for all students. The ASCA National Model:

- ensures equitable access to a rigorous education for all students
- identifies the knowledge and skills all students will acquire as a result of the K-12 comprehensive school counseling program
- is delivered to all students in a systematic fashion

- is based on data-driven decision making
- is provided by a state-credentialed school counselor

Effective school counseling programs are a collaborative effort between the school counselor, parents and other educators to create an environment that promotes student achievement. Staff and school counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

School counselors focus their skills, time and energy on direct and indirect services to students. To achieve maximum program effectiveness, the American School Counselor Association recommends a school counselor to student ratio of 1:250 and that school counselors spend 80 percent or more of their time in direct and indirect services to students. School counselors participate as members of the educational team and use the skills of leadership, advocacy and collaboration to promote systemic change as appropriate. The framework of a comprehensive school counseling program consists of four components: foundation, management, delivery and accountability.

## FOUNDATION

School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies.

**Program Focus:** To establish program focus, school counselors identify personal beliefs that address how all students benefit from the school counseling program. Building on these beliefs, school counselors create a vision statement defining what the future will look like in terms of student outcomes. In addition, school counselors create a mission statement aligned with their school's mission and develop program goals defining how the vision and mission will be measured.

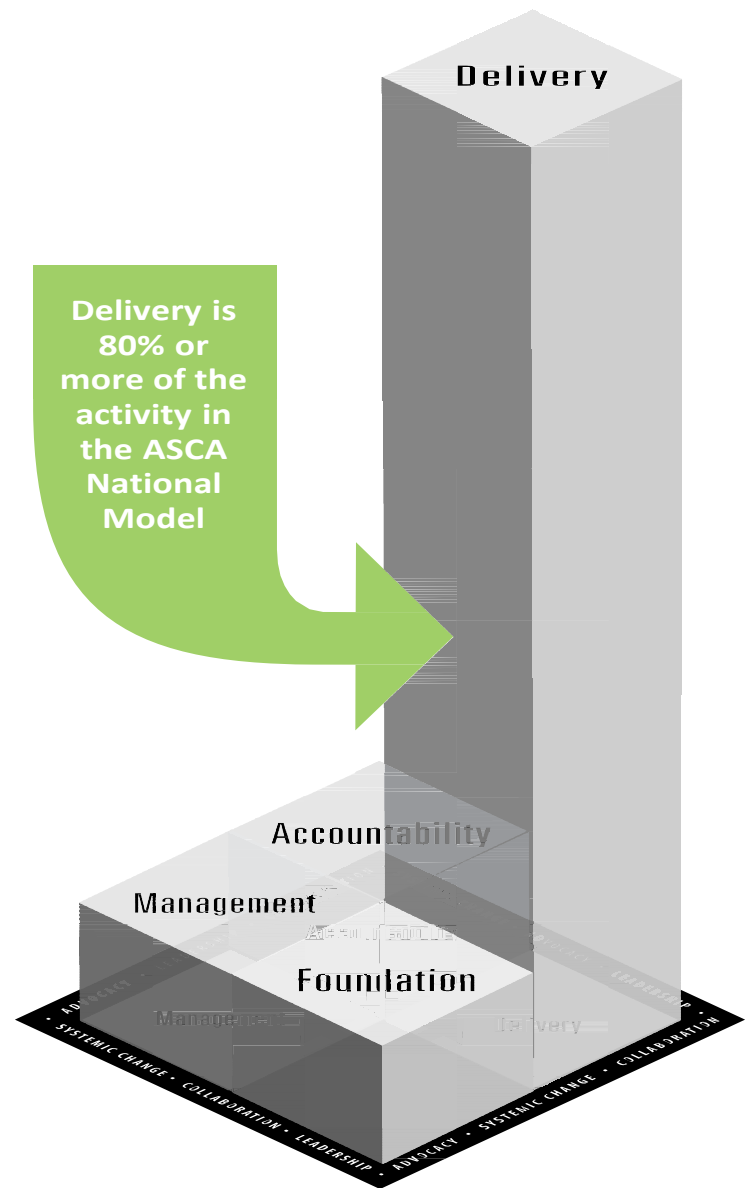
**Student Competencies:** Enhancing the learning process for all students, the ASCA Student Standards guide the development of effective school counseling programs around three domains: academic, career and personal/social development. School counselors also consider how other student standards important to state and district initiatives complement and inform their school counseling program.

**Professional Competencies:** The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession. The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism. They guide school counselors' decision-making and help to standardize professional practice to protect both students and school counselors.

## MANAGEMENT

School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs. Assessments and tools include:

- **School counselor competency and school counseling program assessments** to self-evaluate areas of strength and improvement for individual skills and program activities
- **Use-of-time assessment** to determine the amount of time spent toward the recommended 80 percent or more of the school counselor's time to direct and indirect services with students



- **Annual agreements** developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished
- **Advisory councils** made up of students, parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results
- **Use of data** to measure the results of the program as well as to promote systemic change within the school system so every student graduates college- and career-ready
- **Curriculum, small-group and closing-the-gap action plans** including developmental, prevention and intervention activities and services that measure the desired student competencies and the impact on achievement, behavior and attendance

## APPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS

- individual student academic program planning
- interpreting cognitive, aptitude and achievement tests
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing counseling to students as to appropriate school dress
- collaborating with teachers to present school counseling core curriculum lessons
- analyzing grade-point averages in relationship to achievement
- interpreting student records
- providing teachers with suggestions for effective classroom management
- ensuring student records are maintained as per state and federal regulations
- helping the school principal identify and resolve student issues, needs and problems
- providing individual and small-group counseling services to students
- advocating for students at individual education plan meetings, student study teams and school attendance review boards
- analyzing disaggregated data

## INAPPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS

- coordinating paperwork and data entry of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- sending students home who are not appropriately dressed
- teaching classes when teachers are absent
- computing grade-point averages
- maintaining student records
- supervising classrooms or common areas
- keeping clerical records
- assisting with duties in the principal's office
- providing therapy or long-term counseling in schools to address psychological disorders
- coordinating schoolwide individual education plans, student study teams and school attendance review boards
- serving as a data entry clerk

- **Annual and weekly calendars** to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program

### DELIVERY

School counselors provide services to students, parents, school staff and the community in the following areas:

### Direct Student Services

Direct services are in-person interactions between school counselors and students and include the following:

- **School counseling core curriculum:** This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered

throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.

- **Individual student planning:** School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- **Responsive services:** Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

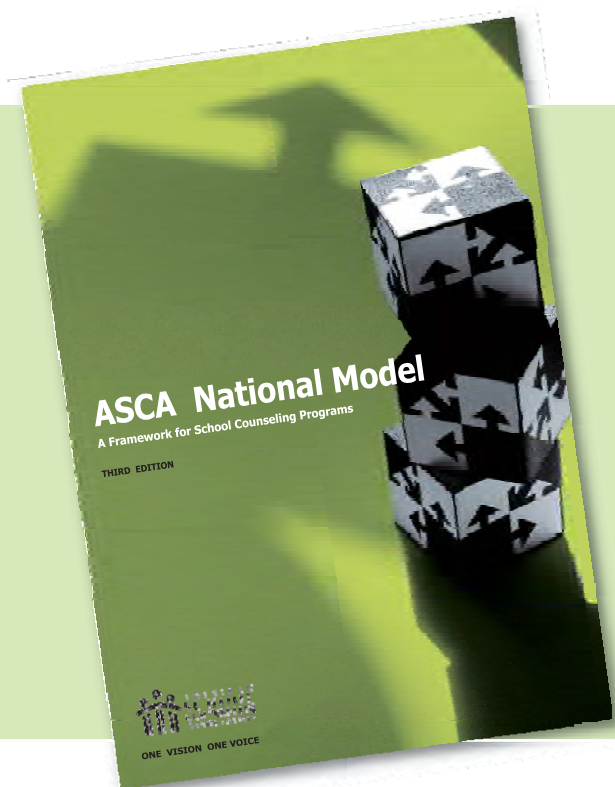
### Indirect Student Services

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consulta-

tion and collaboration with parents, teachers, other educators and community organizations.

## ACCOUNTABILITY

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program.



## ORDERING INFORMATION

“The ASCA National Model: A Framework for School Counseling Programs (third edition)” is \$34.95 for ASCA members or \$44.95 for nonmembers. Bulk pricing of \$29.95 is available for 10 copies or more. Order no. 289325.

### Four easy ways to order:

Online: [www.schoolcounselor.org](http://www.schoolcounselor.org)  
Phone: (800) 401-2404  
Fax: (703) 661-1501  
Mail: ASCA Publications,  
P.O. Box 960, Herndon, VA20172



## Appendix J

### **Search Institute 40 Developmental Assets**

The Search Institute has identified the building blocks of healthy development that help young people grow up healthy, caring and responsible.

We decided to adopt these as our student outcomes:

- proximal outcomes: individual Developmental Assets
- distal outcome: young people grow up to be healthy, caring and responsible

We identified priority assets that are within the scope of our work and relate to our needs assessment for Lexington:

#### External Assets

##### Support

- **Family Support:**  
Family life provides high levels of love and support to meet the child's physical and emotional needs
- **Positive Family Communication:**  
Child and parents communicate positively and the child is willing to seek advice and counsel from parents
- **Caring School Climate:**  
School provides caring, encouraging environment

##### Empowerment

- **Safety:**  
Child feels safe at home, school and in the neighborhood

##### Boundaries & Expectations

- **Family Boundaries:**  
Families have clear rules and consequences and monitor the child's whereabouts
- **School Boundaries:**  
School provides clear rules and consequences
- **Adult Role Models:**  
Parents and other adults model positive, responsible behavior
- **High Expectations:**  
Both parents and teachers encourage the young person to do well

## Internal Assets

### Commitment to Learning

- **Achievement Motivation:**  
Child is motivated to do well in school
- **School Engagement:**  
Child is enthused about learning and enjoys going to school (Grades K-3); is responsive, attentive and actively engaged in learning in school (ages 8-12); is actively engaged in learning (ages 12-18)
- **Bonding to School:**  
Child has and feels a sense of belonging at school (Grades K-3); cares about teachers and other adults at school (ages 8-12); cares about her or his school

### Positive Values

- **Caring:**  
Child grows in empathy, understanding and helping others (Grades K-3); child helps other people (ages 8-12); young person places high value on helping other people (ages 12-18)
- **Integrity:**  
Child develops her or his own sense of right and wrong behavior (ages 5-9); child stand up for her or his beliefs (ages 8-12); young person acts on convictions and stands up for her or his beliefs (ages 12-18)
- **Honesty:**  
Child develops in recognizing and telling the truth (Grades K-3); child tells the truth (ages 8-12); young person “tells the truth even when it is not easy” (ages 12-18)
- **Responsibility:**  
Child accepts and takes responsibility for her or his actions at school and at home (Grades K-3); child accepts personal responsibility for behavior (ages 8-12); young person accepts and takes personal responsibility (ages 12-18)
- **Self-Regulation:**  
Child grows in regulating her or his own emotions and behaviors and in understanding the importance of healthy habits and choices (Grades K-3)
- **Healthy Lifestyle:**  
Child has good health habits and an understanding of healthy sexuality (ages 8-12)

### Social Competencies

- **Planning and Decision Making:**  
Child is helped to think through and plan school and play activities (Grades K-3); child thinks about decisions and is usually happy with results (ages 8-12); young person knows how to plan ahead and make choices (ages 12-18)

- **Interpersonal Competence:**  
Child seeks to build friendships and is learning about self-control (Grades K-3); child cares about and is affected by other people's feelings, enjoys making friends, and when frustrated or angry tries to calm her- or himself down (ages 8-12); young person has empathy, sensitivity and friendship skills (ages 12-18)
- **Resistance Skills:**  
Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults (Grades K-3); child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things (ages 8-12); young person can resist negative peer pressure and dangerous situations (ages 12-18)
- **Peaceful Conflict Resolution:**  
Child continues learning to resolve conflicts without hitting, throwing a tantrum or using hurtful language (Grades K-3); child seeks to resolve conflicts nonviolently (ages 8-18)

### Positive Identity

- **Personal Power:**  
Child has a growing sense of having influence over some of the things that happen in her or his life (Grades K-3); child feels that he or she has some influence over things that happen in her or his life (ages 8-12); young person feels he or she has control over "things that happen to me" (ages 12-18)
- **Self-Esteem:**  
Child likes her or himself and feels valued by others (Grades K-3); child likes and is proud to be the person that he or she is (ages 8-12); young person reports having high self-esteem (ages 12-18)
- **Sense of Purpose:**  
Child welcomes new experiences and imagines what he or she might do or be in the future (Grades K-3); child sometimes thinks about what life means and whether there is a purpose for her or his life (ages 8-12); young person reports that "my life has a purpose" (ages 12-18)
- **Positive View of Personal Future:**  
Child has a growing curiosity about the world and finding her or his place in it (Grades K-3); child is optimistic about her or his personal future (ages 8-18)



**SECTION K**  
**COMMUNITY RELATIONS**

<b>KA</b>	<b>SCHOOL/COMMUNITY RELATIONS GOALS</b>	<b>Formatted:</b> Font: 12 pt, Bold, Font color: Custom Color(RGB(31,73,125))
<b>KBA</b>	<b>SCHOOL/PARENT RELATIONS GOALS</b>	<b>Formatted:</b> Font: 12 pt, Font color: Custom Color(RGB(31,73,125))
<b>KBBA</b>	<b>NON-CUSTODIAL PARENTS' RIGHTS</b>	<b>Formatted:</b> Font: 12 pt, Bold, Font color: Custom Color(RGB(31,73,125))
<b>KBE</b>	<b>RELATIONS WITH PARENT ORGANIZATIONS</b>	<b>Formatted:</b> Font color: Custom Color(RGB(31,73,125))
<b>KCB</b>	<b>COMMUNITY INVOLVEMENT IN DECISION-MAKING</b>	<b>Formatted:</b> Font: 12 pt, Bold, Font color: Custom Color(RGB(31,73,125))
<del><b>KCD</b></del>	<del><b>FUND-RAISING/CONTRIBUTION POLICY (L)</b></del>	<del><b>Formatted:</b> Font color: Custom Color(RGB(31,73,125))</del>
<b>KCD</b>	<b>PUBLIC GIFTS TO THE SCHOOLS (MASC)</b>	
<del><b>KCD-R</b></del>	<del><b>PROCEDURES TO IMPLEMENT LEXINGTON PUBLIC SCHOOLS' FUND RAISING/CONTRIBUTION POLICY (L)</b></del>	
<b>KDA</b>	<del><b>SCHOOL POLICY AND PROCEDURES CONCERNING</b></del> RELEASE OF INFORMATION ABOUT LEXINGTON PUBLIC SCHOOL PROGRAMS AND EVENTS	
<b>KDB</b>	<b>PUBLIC'S RIGHT TO KNOW</b>	<b>Formatted:</b> Font color: Custom Color(RGB(31,73,125))
<b>KDD</b>	<b>NEWS MEDIA RELATIONS/NEWS RELEASES</b>	
<b>KE</b>	<b>PUBLIC COMPLAINTS</b>	
<b>KEB</b>	<b>PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL</b>	<b>Formatted:</b> Font: 12 pt, Bold, Font color: Custom Color(RGB(31,73,125))
<b>KEB-R</b>	<b>PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL</b>	<b>Formatted:</b> Font color: Custom Color(RGB(31,73,125))
<del><b>KEC</b></del>	<del><b>PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS</b></del>	<del><b>Formatted:</b> Font: 12 pt, Bold, Font color: Custom Color(RGB(31,73,125))</del>
<del><b>KF</b></del>	<del><b>GUIDELINES FOR USE OF SCHOOL FACILITIES (L)</b></del>	<del><b>Formatted:</b> Font color: Custom Color(RGB(31,73,125))</del>
<b>KF</b>	<b>COMMUNITY USE OF SCHOOL FACILITIES (MASC)</b>	<b>Formatted:</b> Font color: Custom Color(RGB(31,73,125))
<del><b>KF-E</b></del>	<del><b>PROCEDURE: USE OF SCHOOL BUILDINGS (L)</b></del>	

~~**KF R**~~ **COMMUNITY USE OF SCHOOL FACILITIES (MASC)**

**KH POSTERS, DRIVES AND COLLECTIONS POLICY**

**KHA PUBLIC SOLICITATIONS IN THE SCHOOLS**

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**KHB ADVERTISING IN THE SCHOOLS**

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~~**KI**~~ **VISITORS TO THE SCHOOLS (L)**

**KI VISITORS TO THE SCHOOLS (MASC)**

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**KJA RELATIONS WITH BOOSTER ORGANIZATIONS**

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**KLG RELATIONS WITH POLICE AUTHORITIES**

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**KLJ RELATIONS WITH PLANNING AUTHORITIES**

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**CLK RELATIONS WITH LOCAL GOVERNMENTAL AUTHORITIES**

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File: KA

## **SCHOOL/COMMUNITY RELATIONS GOALS**

The School Committee believes that the District is an integral part of the community and that community support is necessary for the District's operation and achievement of excellence. The School Committee and District staff members recognize that community support is based on a mutual exchange, a dynamic process in which the District contributes to the community's success and, in turn, benefits from the community's resources.

In order to maintain productive relationships with the community, the District is committed to sustaining:

Effective, accurate, and meaningful communications that facilitate dialogue, encourage involvement in District programs, and create community advocacy for its public schools.

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Volunteer programs that provide mutually enriching experiences for our students, staff, and community volunteers.

Recognition programs that publicly honor the contributions of our students, employees, and community partners and express pride in our individual and collective accomplishments.

Community service efforts which enable the District's staff and students to express their commitment to the community.

**SOURCE: MASC**

File: KBA

### **SCHOOL/PARENT RELATIONS GOALS**

| It is the ~~general~~ goal of the District to foster relationships with parents, which encourage cooperation between the home and school in establishing and achieving common educational goals for students.

While parents are individually responsible for their children, the District provides direct services of education and indirect services of childcare for students during the time when they are within the supervision of school personnel. Consistent with these shared responsibilities and as appropriate to the maturity of the student, members of the school staff will consult with parents regarding student progress and achievement, methods to enhance student development, and matters of correction.

Additionally, parental involvement in the schools is encouraged through regular communication with the school Principal and staff, the parent/teacher organizations, the school volunteer program, and other opportunities for participation in school activities and District programs.

| ~~SOURCE: MASC~~

### NON-CUSTODIAL PARENTS' RIGHTS

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Dept. of Elementary and Secondary Education Regulations. The school district will follow the law and the regulations developed by the Massachusetts Dept. of Elementary and Secondary Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children ("non-custodial parents").

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

- (a) A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:
  1. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
  2. The parent has been denied visitation, or
  3. The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
  4. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
- (b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
- (c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
- (d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
- (e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- (f) Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

LEGAL REF.: M.G.L. 71:34D; 71:34H  
603 CMR 23.07 (5) Access Procedures for Non-Custodial Parents  
20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)

| ~~SOURCE: MASC January 2007~~

## RELATIONS WITH PARENT ORGANIZATIONS

To foster relationships with parents that encourage the home and school to work together to establish and achieve common educational goals for students, the Superintendent and the professional staff will:

1. Consult with and encourage parents to share in school planning and in setting objectives and evaluating programs.
2. Help parents understand the educational process and their role in promoting it.
3. Provide for parent understanding of school operations.
4. Provide opportunities for parents to be informed of their ~~child's~~student's development and the criteria for its measurement.

To accomplish the above and to enhance communications between parents and school officials, the Committee encourages the maintenance of formal parent organizations at each school building. For this purpose the Committee will officially recognize a parent organization at each building. These procedures will be observed:

1. Organizations will be officially recognized upon request by the building Principal who will file a copy of the organizational papers with the Superintendent.
2. A vote, open to all parents of ~~children~~student enrolled, will designate the organization to be recognized if more than one organization makes the request.

**SOURCE: MASC**

File: KCB

## **COMMUNITY INVOLVEMENT IN DECISION-MAKING**

The School Committee endorses the concept that community participation in the affairs of the schools is essential if the school system and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students. It therefore intends to exert every effort to identify the desires of the community and to be responsive, through its actions, to those desires.

All citizens will be encouraged to express ideas, concerns, and/or questions about the schools to the school administration, to any appointed advisory bodies, and to the Committee.

Residents who are specially qualified because of interest, training, experience, or personal characteristics, will be encouraged to assume an active role in school affairs. From time to time, these people may be invited by the Committee to act as advisors, either individually or in groups.

The Committee and the staff will give substantial weight to the advice they receive from individuals and community groups interested in the schools, particularly from those individuals and groups they have invited to advise them regarding specific problems, but will use their best judgment in arriving at decisions.

| **SOURCE: MASC**

CROSS REF.: BDF, Advisory Committees to the School Committee

## FUND-RAISING/CONTRIBUTION POLICY

### I. — PURPOSE AND SCOPE

The purpose of this revision to the fund-raising/contribution policy is to codify activities and events that support the elementary schools and set an expectation for collaboration between school-affiliated groups, school councils, building administrators and members of the community at large. Improved communication and coordinated efforts will result in a more cohesive approach to system-wide enhancements.

The Lexington School Committee, parents, teachers and the greater Lexington community share a common purpose to provide ongoing support for public education. The Committee welcomes and encourages efforts in support of individual schools whether those efforts are demonstrated by the contribution of time and talents or by financial donations.

Activities to promote communication between home and school, support the educational program and build a sense of community are important to the spirit of each school and should continue. Examples of such activities at the elementary level include but are not limited to school newsletters and notices, school fairs, family events such as picnics and talent shows, family math nights, interior/exterior enhancements such as plantings and murals, interior display cases and bulletin board supplies.

### II. — APPLICATION

The School Committee recognizes that residencies secured through Arts Created Together (A.C.T.) monies and/or Lexington Education Foundation (L.E.F.) grants enhance curriculum and should continue.

However, any initiative to provide enrichment materials and activities must be consonant with the educational goals of each school and with Lexington Public Schools' core values. The School Committee urges all school-affiliated groups to work collaboratively with the principals and school councils throughout the year to define appropriate enrichment objectives.

Trying to reach an appropriate balance between focus on individual schools and focus on the school system as a whole is a worthy goal. The role of the School Committee is to maximize system-wide resources for all Lexington students and to see they are distributed in a fair and equitable manner. Enrichment should focus at class, grade or school levels as opposed to being for the benefit of individual students. The final decision with regard to approving efforts to enrich student experiences before, during and after school hours rests with the school Principal.

Acquisition of computer technology by individual schools through fund-raising, donation of equipment and/or grants will be counted toward the goals enumerated within the Technology Plan. The Lexington School Committee endorses the system-wide Technology Plan and will advocate for funds toward the Plan's full implementation.

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File: KCD

Generally speaking, funding raising for the purpose of purchasing large capital items that are standard use for school buildings and grounds is beyond the scope of responsibility for parent teacher organizations and members of the community at large. Examples of large capital items include but are not limited to copier machines, playground equipment and classroom furniture. However, there are times when funding from the P.T.A. can enhance a school program. Therefore, P.T.A.'s will be allowed to spend up to \$2500.00 for building and equipment projects annually; in addition, a system will be developed for P.T.A.'s to work with their building principals and the Director of Facilities and Grounds to generate a list for system wide prioritization of building and equipment related projects.

Providing financial resources for the purposes of hiring building staff (certified and classified contracted personnel) and/or changing established curricula is beyond the scope of responsibility for parent teacher organizations and members of the community at large. This decision is the responsibility of the Lexington School Committee in concert with the professional judgment of the school administration.

Fund raising projects which entail door to door solicitations by students of grades K-5 will not be allowed. Fund raising projects which entail door to door solicitations by students grades 6-12 should be discouraged. Exceptions may be made by the Principal for projects which relate directly to services or performances by students (plays, musical, etc.)

Appeals and request for consideration of expectations to this policy should be directed to the attention of the Lexington School Committee and the Superintendent of Schools.

SOURCE: Lexington

Adopted January 23, 2001

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**PUBLIC GIFTS TO THE SCHOOLS**

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

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

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

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

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~~The Superintendent will have authority to accept gifts and offers of equipment for the schools in the name of the Committee when the gift is of educational value. In the case of gifts from industry, business, or special interest groups, no extensive advertising or promotion may be involved in any donation to the schools.~~

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~~Gifts that would involve changes in school plants or sites will be subject to School Committee approval.~~

~~Gifts will automatically become the property of the school system. Any gift of cash, whether or not intended by the donor for a specific purpose, will be handled as a separate account and expended at the discretion of the Committee, as provided by law.~~

~~The Committee directs the Superintendent to assure that an appropriate expression of thanks is given all donors.~~

**SOURCE: MASC**

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

## **PROCEDURES TO IMPLEMENT LEXINGTON PUBLIC SCHOOLS' FUND-RAISING/CONTRIBUTION POLICY**

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The Parent Teacher Associations (PTAs) in Lexington traditionally have raised funds for special events and enrichment projects for their specific community. For example, through student/parent fund raising efforts such as gift wrap sales, bake sales, the Walk for the Arts, and other projects involving students and parents, schools raise funds to support activities such as arts enrichment programs, innovative small-scale teacher projects, library resources, and professional development. In June of 1999 the Lexington School Committee approved a new Fund-Raising/Contribution Policy. What follows are the procedures for implementing this policy.

### **A. — At the Beginning of the School Year**

1. — In September, the Superintendent will request from each principal a report from the PTA that includes a list of ongoing fund raising projects for the year, timeline, and anticipated income. Copies will be submitted to the Grants Coordinator and the Directors of Elementary Education and Secondary Education.

### **B. — Prior to Beginning a New Fund Raising Effort**

1. — For any new fund raising project, a brief statement of purpose, methodology, and timetable must be presented, in writing, to the appropriate elementary principal, Elementary Director, or Superintendent, depending on the nature/target of the fund raising.
2. — The receiving administrator has the option to advance or discourage the proposal at this initial point.
3. — If a decision is made to move forward, the administrator shares the proposal with both:
  - a. — the Grants Coordinator who makes connections between ideas and resources; and regulates the level and type of fund raising requests so the same audiences are not overly solicited;
  - b. — the Elementary Director who considers short and long term impacts on program and budget. If needed, the Director will consult any administrator who might be affected by the fund raiser.
4. — The Elementary Director has the authority to approve a request, and communicates approval in writing to the point administrator with a copy to the Superintendent.
5. — Any school fund raising project that requires significant dollars per student, or results in distant travel, must follow the procedures outlined in the Lexington Public Schools Field Trip Policy dated 9/2/93. "Fund raising for field trips of a distance greater than 100 miles or involving overnight arrangements must be approved by the Superintendent or designee prior to the distribution of any informational materials on the trip to students and parents. Field trips involving foreign travel must be approved by the Superintendent."

**C. Random Contributions**

1. In the event that a donor steps forward independent of a fund raising effort, the same procedures as outlined in section B should be followed.
2. Before the check can be deposited in the gift account, the superintendent will request approval of the School Committee to accept funds.
3. The point administrator thanks the donor or fund raising group in writing, once the School Committee accepts the donation.
4. If the funds are to be deposited in a school gift account, principals are responsible for contacting the Director of Business and Finance to set up appropriate accounts. The Director of Business and Finance will inform the Grants Coordinator. The principal is responsible for keeping accurate records of how the funds are spent and must keep within the guidelines of the Fund Raising/Contribution Policy.
5. In June, a summary report should be submitted to the Director of Business and Finance and the Director of Elementary Education.

**D. Waiver of Fund Raising/Contribution Policy**

If a school would like to make a request for consideration of exception to this policy, the principal should write a letter to the Superintendent of Schools outlining the project and the rationale for it. The Superintendent will make a recommendation to the School Committee for vote. Appeals will be considered in a timely manner.

**E. Exploration of Expanded Fund Raising Opportunities**

The Grants Coordinator and Director of Business and Finance will convene two meetings with community representatives to share fund raising goals, activities, and strategies planned for the year and a final report on the results. Representatives will include Directors of Elementary and Secondary Education, PTAs, LEF, LEA, Commissioners of Trustees, and independent groups. These meetings will take place in the fall and in the spring with results reported to School Committee, PTAs, and the Joint Administrative Council.

**F. Assessment of Fund Raising/Contribution Policy**

Because this is a new policy, the Grants Coordinator, Director of Business and Finance and the Director of Elementary Education will present a report to the Superintendent in time for review at the June 6<sup>th</sup> School Committee meeting.

8/17/99

SOURCE: Lexington

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**SCHOOL POLICY AND PROCEDURES CONCERNING RELEASE OF INFORMATION  
ABOUT LEXINGTON PUBLIC SCHOOL PROGRAMS AND EVENTS**

**I. BACKGROUND**

It is the policy of the Lexington Public School to increase public understanding and support of public education through the dissemination of information concerning programs and events in the Schools. Such information helps the public to understand educational issues and to participate constructively in decision-making concerning the Schools.

**II. PURPOSE AND SCOPE**

No Lexington Public School student shall be photographed or ~~video or audio taped~~ recorded during the regular school day or during regular school activities by any person or entity other than the Lexington Public Schools without prior written permission of the Superintendent of Schools or his/her designee unless such student is attending, or performing in, an event to which the general public is invited.

**III. APPLICATION**

~~A. Release of information within the Lexington Public Schools concerning programs or events at a particular school shall be approved in advance by the Principal of that school or his/her designee.~~

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~~B. Release of information outside the Lexington Public Schools concerning programs or events at a particular school or concerning system wide programs or events shall be approved in advance by the Superintendent of Schools or his/her designee.~~

~~C. Written permission by a student's parent or guardian, or by the student him/herself if he/she is over 18 years old, in the form of a signed copy of the Release attached hereto or other release approved by the Superintendent of Schools or his/her designee shall be obtained prior to the student's being photographed, and/or video or audio taped while at school by any person or entity other than the Lexington Public Schools except that students attending and performing in programs or events to which the general public is invited may be so photographed or taped without a release being obtained. The Lexington Public Schools shall obtain a release from any student whose likeness and/or voice is displayed to persons who are not employees of the Schools or students, volunteers or interns therein, prior to such display.~~

~~D. Video and audio tapes of events or productions at a school shall only be released in conformity with the Lexington Public Schools' Policy on Release of Copyrightable Material.~~

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SOURCE: Lexington

CROSS REFS.: JRA, Student Records

## PUBLIC'S RIGHT TO KNOW

The School Committee is a public servant, and its meetings and records will be a matter of public information except ~~as such meetings and records pertain to individual personnel and other classified matters, such material that are exempt from Public Records Laws, including but not limited to, records regarding individual personnel matters, litigation, and collective bargaining.~~

The School Committee supports the right of the people to know about the programs and services of their schools and will make every effort to disseminate information. All requests for information will be acted on fairly, completely and expeditiously.

The official minutes of the Committee, its written policies and regulations, and its financial records will be open for inspection at the office of the Superintendent by any citizen desiring to examine them during hours when the office is open. No records pertaining to individual students or staff members will be released for inspection by the public or any unauthorized persons by the Superintendent or other persons responsible for the custody of confidential files. The exception to this will be information about an individual employee (or student) that has been authorized in writing for release by the employee (or student, or student's parent).

Each building administrator is authorized to use all means available to keep parents and others in the particular school's community informed about the school's program and activities.

~~SOURCE: MASC~~

LEGAL REFS.: M.G.L. 4:7; 66:10; 30A:18-25

CROSS REFS.: BEDG, Minutes  
GBJ, Personnel Records  
JRA, Student Records

~~NOTE: The cross references are to related categories in this manual.~~

File: KDD

## **NEWS MEDIA RELATIONS/NEWS RELEASES**

Every effort will be made to assist the press and other communications media to obtain complete and adequate coverage of the programs, problems, planning, and activities of the school system.

All representatives of the media will be given equal access to information about the schools. General releases of interest to the entire community will be made available to all the media simultaneously. There will be no exclusive releases except as media representatives request information on particular programs, plans or problems.

In order that school system publicity is given wide coverage and is coordinated into a common effort and purpose, the following procedures will be followed in giving official information to the news media:

1. The School Committee chairman will be the official spokesman for the Committee, except as this duty is delegated to the Superintendent.
2. News releases that are of a system-wide or a sensitive nature or pertain to established Committee policy are the responsibility of the Superintendent.
3. Ordinary day-to-day news ~~News~~ releases that are of concern to only one school, or to an organization of one school, are the responsibility of the Principal of that particular school. All statements made to the press by other staff members of the particular school must be cleared with the Principal.
4. News releases in cases of emergencies or other extra-ordinary events are the responsibility of the Superintendent or a Communications Officer appointed by the Superintendent. All statements made to the press by other staff members of a particular school must be cleared by the Principal.

While it is impossible to know how news releases will be treated by the press, every possible effort should be made to obtain coverage of school activities that will create and maintain a dignified and professionally responsible image for the school system.

SOURCE: MASC

## **PUBLIC COMPLAINTS**

Although no member of the community will be denied the right to bring their complaints to the Committee, they will be referred through the proper administrative channels for solution before investigation or action by the Committee. Exceptions will be made when the complaints concern Committee actions or Committee operations only.

The Committee believes that complaints are best handled and resolved as close to their origin as possible, and that the professional staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the Committee. Therefore, the proper channeling of complaints involving instruction, discipline or learning materials will be as follows:

1. Teacher
2. School building administrator
3. Superintendent
4. School Committee

If a complaint, which was presented to the Committee and referred back through the proper channels, is adjusted before it comes back to the School Committee, a report of the disposition of the matter will be made to the Committee and ~~then placed in the official files~~ documented.

Matters referred to the Superintendent and/or School Committee must be in writing and should be specific in terms of the action desired.

The Committee expects the professional staff to receive complaints courteously and to make a proper reply to the complainant.

~~SOURCE: MASC~~

LEGAL REFS.: M.G.L. 76:5  
603 CMR 26.00



File: KEB

## **PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL**

Complaints about school personnel will be investigated fully and fairly. However, before any such complaint is investigated, the complainant must submit his complaint in writing. Anonymous complaints will be disregarded.

Whenever a complaint is made directly to the School Committee as a whole or to a Committee member as an individual, it will be referred to the school administration for study and possible solution.

The Superintendent will develop, for approval by the Committee, procedures that assure prompt and fair attention to complaints against school personnel. The procedures will require that an employee who is the object of a complaint be informed promptly and be afforded the opportunity to present the facts as he/she sees them.

If it appears necessary, the administration, the person who made the complaint, or the employee involved may request an executive session of the Committee for a formal hearing and decision. Statutory restrictions on executive sessions will be observed.

| **SOURCE: MASC**

LEGAL REFS.: M.G.L. 76:5  
603 CMR 26.00

CROSS REF.: BEC, Executive Sessions

## PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL

The following procedures are established to ensure that a citizen's complaint is given respectful attention and that the integrity of the educational program is upheld. "Complaint" in this regulation will be restricted in meaning to that criticism of particular school employees by a citizen of the School District which includes or implies a demand for action by school authorities. Other comments and suggestions will be referred informally to affected personnel.

1. If a complaint comes first to the person against whom it is directed, he/she will listen courteously and may try to resolve the difficulty by explaining the background and educational purpose involved. If the complaint remains unsatisfied, the employee will refer him/her to the building Principal or other immediate supervisor to have his/her views considered further. Whether the complaint terminates with the individual staff member involved or seems likely to go further, the staff member will immediately inform his/her supervisor of the complaint.
2. If a complaint comes first to the Principal or other supervisor of the person criticized, he/she should listen courteously or acknowledge a letter promptly and politely, but should make no commitments, admissions of guilt, or threats. If the complaint involves a particular employee, the supervisor should suggest a conference between the complainant and the person criticized and should inform that person immediately of the complaint.  
  
If the complainant has already met with the person criticized and remains unsatisfied, the supervisor should invite the complainant to file his complaint in writing ~~and offer to send him the appropriate form regarding describing~~ a school employee's behavior, character or qualifications.
3. If a complaint comes first to any other school employee, that employee will refer the complainant to the person criticized or his immediate supervisor and immediately inform both.
4. No further action on the complaint should be taken unless the complainant submits the complaint in writing.
5. When a written complaint form is received, the ~~Principal-Superintendent, Principal,~~ or other supervisor will schedule a conference with himself, the complainant, the person criticized, and if advisable, the department chairman or other personnel that either the supervisor or the person criticized feels could contribute resolution of the problem.
6. If the complainant is not satisfied with the results of the conference above, he/she should then be referred to the Superintendent, who may handle the complaint personally or refer it to other personnel, as he/she may see fit.

File: KEB-R

7. Should dissatisfaction remain after the above steps have been taken, the matter will be placed on the agenda for the next regularly scheduled Committee meeting. The decision of the Committee will be communicated in writing to all interested persons.

If the complaint is pertaining to the Superintendent, the School Committee will be informed and will be responsible to handle the matter.

**SOURCE: MASC**

LEGAL REFS.:      MG.L. 76:5  
                      603 CMR 26.00

~~**NOTE: Regulations pertaining to public complaints about school personnel should have the official approval of the School Committee.**~~



File: KEC

## **PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS**

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The School Committee, though it is ultimately responsible for all curriculum and instructional materials (including library books), recognizes the need and right of students to free access to many different types of books and materials. It also recognizes the right of the professional staff to select books and other materials supportive of the school system's educational philosophy and goals.

Criticism of a book or other materials used in the schools may be expected from time to time. In such instances:

1. If a parent requests that his/her own child not read a given book, the teacher and/or school administrator should resolve the situation, perhaps by arranging for use of alternative material meeting essentially the same instructional purpose. This does not apply, however, to basic program texts and materials that the Committee has adopted.
2. The Committee will not permit any individual or group to exercise censorship over instructional materials and library collections, but recognizes that at times a reevaluation of certain material may be desirable. Should an individual or group ask to have any book or other material withdrawn from school use:
  - a. The person who objects to the book or other material will be asked to sign a complaint on a standard form on which he/she will document his criticism.
  - b. Following receipt of the formal complaint, the Superintendent will provide for a reevaluation of the material in question, he/she will arrange for the appointment of a review committee from among the faculty to consider the complaint.
  - c. The Superintendent will review the complaint and the committee's reevaluation and will render a decision in the matter. Should the decision be unsatisfactory to the complainant, he/she may appeal it to the Committee.

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In summary, the Committee assumes final responsibility for all books and instructional materials it makes available to students; it holds its professional staff accountable for their proper selection. It recognizes rights of individual parents with respect to controversial materials used by their own children; it will provide for the reevaluation of materials in library collections upon formal request. On the other hand, students' right to learn and the freedom of teachers to teach will be respected.

SOURCE: MASC

LEGAL REFS.: 603 CMR 26.00

CROSS REFS.: II, Instructional Materials  
III, Selection and Adoption of Library Materials

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## GUIDELINES FOR USE OF SCHOOL FACILITIES

### I. PURPOSE AND SCOPE

It is the policy of the Lexington School Committee to permit responsible individuals or organizations (where the main purpose is to benefit the citizens of Lexington) the use of school buildings to the extent that there is no interference with the educational programs. The complete control of school buildings and equipment is by law Vested in the School Committee and the administration of the Rules and Regulations governing the buildings is delegated to the Superintendent of Schools or his/her designee.

### II. APPLICATION

1. There are certain restrictions upon the use of school property and the building. User is solely responsible for the fulfillment of the regulations of the following:

- A) State Department of Public Safety
- B) State and Local Fire Laws
- C) State and Local Police Laws
- D) Internal Revenue Admission Laws
- E) State Laws Relating to Rental of School Facilities

2. In addition, the building user is responsible for damage to the school property and may be required by the school authorities to provide police and/or fire protection at the building user's expense. The building user may be required to obtain liability insurance as a condition of the rental. (Neither the School Department nor its custodian on duty assumes any responsibility for liability):

3. When school buildings are used for purposes other than for school use, additional expenses including heating, lighting and other operating expenses (wear and tear) are incurred by the public school system. Therefore, charges are made by the Lexington Public Schools to cover these costs:

4. The School Committee has determined the rates to be charged based upon the following classifications:

Class A: For which there are no rental charges, i.e., School or Town sponsored activities and Scout Groups (as per specific vote of the Town Meeting - Article 42 - 1956).

The organization or department must provide sufficient supervision of the group's participants while the event is taking place and until all participants leave the building and/or grounds:

Class B: For which there are both rental and custodial charges:

5. School property is available only when a regular school custodian is employed to supervise and to protect the building. The custodians are to be paid at the rate published in Section 20. Rates are subject to change in order to remain within the guidelines set forth in the Agreement between the Lexington School Committee and the National Association of Government Employees (NAGE). The charge for Custodial Services will at no time be waived for Organizations that do not fall into the category of a Class A rental.

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6. School kitchens are available only when proper lunchroom employees are employed (at an additional expense) to supervise and protect the interest of the Lexington Public Schools except for functions sponsored by and directly benefiting the Lexington Public Schools. (This section deals with use of kitchen facilities after school hours).
7. Long term rentals will be billed at 50% of the total rental fee. At no time will custodial charges be waived or discounted. (Long term rental is defined as three (3) or more consecutive days, weeks or weekends).
8. It is the policy of the Lexington Public Schools not to loan school materials and equipment to individuals or groups.
9. There is to be no smoking in the buildings or on the grounds of the Lexington Public Schools in accordance with the Lexington Public Schools' No Smoking Policy.
10. Alcoholic beverages are not allowed on any school premises.
11. Soft drinks and food may be served and consumed only in those areas approved on the application form.
12. The building user must satisfy the office of the Director of Facilities, Grounds and Support Services, that the person designated by the building user to operate the lighting, curtains, drops, scenery, etc., is qualified to do so. In the absence of such a person, a custodian shall be engaged to operate the stage. **Note: At Lexington High School, the user must employ an operator approved and provided by the Fine Arts Department Coordinator.**
13. Equipment of the building user, such as scenery and furniture, may not be moved into or out of the building during school hours.
14. On days when school has been canceled because of emergency conditions, the school buildings may not be available. However, all **schedule use will automatically be canceled unless the renter contacts the school** being rented to confirm the availability of the school.
15. The Lexington Public Schools will not be responsible for the cancellation of an application for the use of school property in case of an emergency which results in the closing of a school building.
16. In all cases where gymnasiums are used for athletic purposes, participants are required to wear athletic shoes.
17. Exceptions to these rules and regulations can be made only by the Superintendent or his/her designee.
18. The Rules and Regulations for Use of School Facilities cover all functions/events which are held in the Lexington Public Schools after 4:00 p.m. Monday—Friday and anytime on Saturdays, Sundays and holidays.
  - 18a. All custodial charges for Class A uses must be covered by the sponsoring school's custodial overtime budget, or the town department sponsoring the activity. (This section deals with payment of custodial charges).

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19. Rental charges are as follows: (Per Night/Day)

	High School	Middle Schools	Elementary
Auditorium	\$500	\$400	\$300
Science Lecture Hall	\$400		
Gymnasium	\$500	\$300	\$300
Field House	\$500		
Locker Rooms	\$200		
Classrooms	\$100 + \$25	\$100 + \$25	\$100 + \$25
Lobby/Hallway	\$100	\$100	\$100
Cafeteria	\$200	200	\$200
Library	\$200	\$200	200
Playground			\$100 + \$25

~~Custodial Fees: The hourly rate for custodial services will be adjusted annually to coincide with the salary agreement between the Lexington Public Schools and the National Association of Government Employees. The base rate effective July 1, 1997 will be \$ 28.00 per hour for weekday use and \$ 35.00 per hour for Saturdays, Sundays, and Holidays.~~

~~Sound/Lighting Staff \$10.00 Per Hour~~

~~All use of school facilities which is beyond the scope of the curricular and extracurricular activities of the Lexington Public Schools must be accompanied by an approved Request for Use of School Facilities Form.~~

~~All Request for Use of School Facilities Forms must be signed by the Principal, Head Custodian, and the Director of Facilities, Grounds and Support Services.~~

~~Payment for facilities along with estimated custodial and equipment fees must be made thirty (30) days in advance of the first use date. Checks must be made out to The Town of Lexington and forwarded to the Director of Facilities, Grounds and Support Services.~~

~~Additional charges will be billed to the requesting organization by the Director of Facilities, Grounds and Support Services as soon as possible after the final date of use. Payment is required within ten (10) days.~~

~~20. The minimum payment shall be for three (3) hours when it is necessary for a custodian to return to the building from his home in order to fulfill the assignment. If it is not necessary for a custodian to leave the building, then the hourly rate shall prevail with no minimum set~~

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~~Custodians working overtime for more than one full hour, or a fractional part thereof, shall be paid to the next nearest quarter of an hour. Custodial fees shall include a minimum charge of one (1) hour before and one (1) hour after the event~~

~~The custodian on duty shall be responsible for the supervision of the building and equipment, safety precautions in the building, cleaning of the building after its use, and for any services required by the rentee in accordance with the use of the facilities approved.~~

~~It is the custodians' responsibility to the rentee to make inquiries as to the type of service needed by the rentee and to make his whereabouts known so that he will be available at any time his services are required. **Depending upon the nature of the rental and the area being rented, the School Department may require the Rentee to have two or more custodians on duty, in addition to police protection.**~~

~~Date Approved by School Committee: July 1, 1997  
Revised 7/1/97 Reformatted: 4/2003~~

~~SOURCE: Lexington~~

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## COMMUNITY USE OF SCHOOL FACILITIES

It is the School Committee's desire that maximum use of school property be enjoyed by the townspeople. It is the Committee's intent that such use will maintain safe conditions and preserve the property for school program use.

Use of school buildings and other facilities by organizations will be permitted only when a worthy educational, civic, or charitable purpose will be served; or a substantial group of citizens from the community will be benefited.

School facilities will be used according to the regulations and rental fee schedules recommended by the Superintendent and approved by the School Committee.

Permission for the use of facilities must be obtained through the office of the Superintendent of Schools, where applications are available for this purpose. All users must pay required fees and follow the posted [Lexington School Rules](#).

### Eligibility

School facilities will be available for the following:

1. Public school activities
2. Parent-teacher activities
3. Official town public hearings and political activities
4. Meetings and activities sponsored by the School Committee and school personnel
5. Parks, ~~and~~ field, and playgrounds activities
6. Local nonprofit and noncommercial organization activities
7. Metropolitan civic, educational, social, and religious organization activities if a substantial portion of the members are residents of the town
8. The activities of other organizations when approved by the School Committee

### School and Town Preference

The priority given requests for use of school facilities will be as follows:

1. School activities
2. Town meetings and elections over other community activities
3. ~~Parks and playgrounds~~ Recreation Department
4. Other uses that align with this policy.

### SOURCE: MASC

LEGAL REFS.: M.G.L. 71:71; 71:71B; 272:40A

~~NOTE: A brief policy on Community Use of School Facilities suffices when it is implemented by fairly extensive regulations approved by the School Committee. Many policies, however, also contain the basic principles that govern the use of facilities by outside groups.~~

## **PROCEDURE: USE OF SCHOOL BUILDINGS**

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### **I. — Purpose**

The Use of School Buildings Procedure identifies roles and responsibilities for staff and renters that use Lexington Public Schools (LPS) buildings after regular school hours and weekends.

### **II. — Scope**

Building Principals shall have the first priority in the use of their buildings for implementation of the academic program. This procedure is intended to identify the process to obtain permission to use a school building outside of that schools academic schedule and the roles and responsibilities of the staff members involved in the process to manage the use once it is permitted.

### **III. — Definitions**

Staff— Staff members include full time and part time employees of Lexington Public Schools assigned to work in buildings. The Department of Public Facilities custodians assigned to school buildings are also considered staff.

DPF— Department of Public Facilities, which includes custodians and maintenance workers assigned to work in school buildings and DPF Management staff.

Registered User— An organization which has been approved to use school buildings by the Superintendent of Schools/designee.

### **IV. — General**

Principals have the first priority in the use of their school buildings and will determine the staff member responsible for maintaining the school schedule and calendar of planned events. Non school use will be coordinated and managed by the DPF. The local staff member responsible for maintaining the school schedule and the DPF Rental Coordinator will communicate and cooperate on maintaining a common schedule for the school, with the web based program SchoolDude being the preferred common schedule.

Fees that organizations will be charged for the use of school buildings are set annually by School Committee during the budgeting process. Organizations seeking to use Lexington School Buildings must complete a Registration Application (attached) and submit the form to DPF. The Superintendent of Schools is the only person authorized to approve users and to waive fees.

The annual budgeting process also establishes the amount of funding available for custodial overtime to cover elementary school community events. Elementary School Principals will determine which events at their school shall be funded from this budget. Schedule Requests for Use of School Facilities for all uses other than the school academic need shall be submitted to the DPF Rental Coordinator for processing. The Rental Coordinator will work with the individual school staff members responsible for maintaining each schedule to determine what dates and times are available for the event Registered Users

~~File: KF E~~

~~V. Responsibilities~~

~~A) Superintendent/designee~~

~~Review Registration Applications and determine if the organization is approved to use school buildings and which fees they will be responsible to pay.~~

~~B) Principals/designee~~

- ~~1. Establish schedule and calendar of building use, outside regular school hours, to provide for academic program requirements.~~
- ~~2. Review and approve Elementary Community Events that shall be covered by DPF custodial budget.~~
- ~~3. Assign a staff member responsibility for maintaining the school calendar of school use outside of regular school hours and direct the staff member to coordinate non school use with DPF Rental Coordinator.~~

~~C) DPF Rental Coordinator~~

- ~~1. Maintain web based School Dude calendar of scheduled events for all school buildings.~~
- ~~2. Provide access and training to staff of school buildings that need read and/or write capability to the School Dude schedules.~~
- ~~3. Process Applications for Registration for new users and Schedule Requests for Use of School Facilities.~~
- ~~4. Distribute Schedule Requests for Use of School Facilities to appropriate Head Custodian and Principal for approval.~~
- ~~5. Coordinate use of school facilities for Lexington Community Education, Lexington Recreation, Lexington Youth Basketball, and other repeat users.~~

~~D) Registered Users~~

- ~~1. Identify responsible person at each event that will be onsite throughout the event.~~
- ~~2. Communicate with custodian(s) assigned to the event on school needs.~~
- ~~3. Communicate with users, as appropriate, that the School Committee policies are in affect, including prohibition of Harassment, Bullying, Drug and Alcohol Use, and Smoking on school grounds.~~
- ~~4. Provide feedback to the DPF Rental Coordinator on the event and report any issues with the building or staff (form attached).~~

~~E) Department of Public Facilities~~

- ~~1. Provide appropriate custodial support for events.~~
- ~~2. Provide staff coverage in case of system failures during event.~~

~~SOURCE: Memorandum dated August 28, 2013 from Supt. Paul Ash~~

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COMMUNITY USE OF SCHOOL FACILITIES

The use of school buildings, grounds, equipment, and facilities will be authorized by the Superintendent in conformity with the following regulations, which have been approved by the School Committee:

1. Requests for the use of school facilities will be made at the office of the Superintendent at least 14 days prior to the date of use.
2. School facilities may not be used for individual, private, or commercial purposes.
3. Requests for school facilities must be cleared with the building Principal or the Superintendent or both, should the nature of the request so justify.
4. School related groups will be permitted reasonable use of school facilities without charge.
5. All activities must be under competent adult supervision approved by the Superintendent and the Principal of the building involved. In all cases, an assigned school employee will be present. The group using the facilities will be responsible for any damage to the building or equipment.
6. Groups receiving permission are restricted to the dates and hours approved and to the building area and facilities specified, unless requested changes are approved by the Superintendent.
7. Groups receiving permission are responsible at all times for the observance of fire and safety requirements.
8. Smoking within the building is not permitted. Permission for the possession and sale of alcoholic beverages may be granted to a nonprofit organization, which is properly licensed, only by the School Committee.
9. Proper liability insurance will be required of all groups given permission to use school facilities.
10. The Committee will approve and periodically review a fee schedule for the use of school facilities.
11. In situations where there is no cost factor to the school system, or in situations where a mutual exchange of facilities is possible between the school system and the organization, rates may be modified or eliminated by the Superintendent. In situations where extended usage for a long period of time is required, rates may be set at a contract price.
12. The School Committee reserves the right to cancel any permission granted.

SOURCE: MASC

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~~NOTE: Although many regulations in this category include the fee schedule for use of various facilities, it is recommended that such schedules be included in the policy manual as an exhibit document coded KG-E because of their changing nature.~~

~~This is an area in which the School Committee needs to officially approve regulations. There may be additional procedural regulations that are purely administrative.~~

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## POSTERS, DRIVES AND COLLECTIONS POLICY

### 1. APPLICATION

#### A. Erection of Posters

~~With the Principals approval, Erection of posters relating to school events or events held to benefit the school may be displayed in the various school buildings, will be permitted provided the organizations are local and charitable in nature and non-commercial. Posters of other activities of value to pupils may be placed in the building with the approval of the principal.~~ It is understood that these posters will not be permitted to disturb any school displays.

#### B. Flyers and Notices

Flyers or notices will not be permitted to be sent home by children except with Principal approval and only when they are "school-sponsored" or "system-sponsored". "School-sponsored" will permit school distribution only. "System-sponsored" requires permission of the Superintendent and will permit system-wide distribution. ~~These notices are not to be duplicated in the school and are to be delivered to the principals so that the teacher may simply distribute them.~~ Notice of the distribution should be received at least three days in advance. ~~Except in emergencies, no verbal notices will be issued.~~

#### C. Collections

1. No collections of any kind will be allowed in the schools except those which may be a part of the educational program of the Lexington Public Schools or with Superintendent approval.
2. No organizations except those qualifying under "school-sponsored" or "system-sponsored" will be permitted to sell tickets to students during the school day, and only with special permission, of the Superintendent of Schools. This selling of tickets shall be handled by the personnel of those organizations during a specific period of the school day, general recess, and the noon hour, and in a definite location.

~~Date Approved by School Committee: 1997~~

~~Revised: 10/02~~

~~Reformatted: 10/10/02~~

~~SOURCE: Lexington~~

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## PUBLIC SOLICITATIONS IN THE SCHOOLS

The School Committee will place limits on commercial activities and fund-raising activities in the schools for the following reasons:

1. The school system should provide students, parents, and employees some measure of protection from exploitation by commercial and charitable fund-raising organizations.
2. The school system ~~should shall~~ not give the public the impression of ~~generally~~ endorsing or sanctioning commercial and fund-raising activities.
3. Commercial and fund-raising activities may disrupt school routine and cause loss of instructional time.

Following these guiding statements, the Superintendent and Principals may permit occasional commercial or fund-raising activities related to the objectives of the schools with the following exceptions:

~~1. Any staff involved must obtain written permission of the School Principal.~~

~~2.~~

1. No direct solicitation of students or employees may take place without ~~School Committee~~ Superintendent permission.
2. ~~No general or class distribution of commercial or fund-raising literature may take place without School Committee permission. No staff or student will be pressured to participate.~~

For the purposes of this policy, local PTA and PTO groups and groups representing school system employees will be considered "school groups" and will be governed by the Committee's policy on staff solicitations.

~~SOURCE: MASC~~

LEGAL REF.: M.G.L. 44:53A

CROSS REFS.: GBEB, Staff Gifts and Solicitations  
JJE, Student Fund-Raising Activities  
JP, Student Gifts and Solicitations  
KHB, Advertising in the Schools

~~NOTE: The cross references are to related categories in the NEPN classification system.~~

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## **ADVERTISING IN THE SCHOOLS**

No advertising of commercial products or services will be permitted in school buildings or on school grounds or properties without permission of the School Committee. Publications of the school system will not contain any advertising. However, this will not prevent advertising in student publications that are published by student organizations, subject to administration controls, or the use of commercially-sponsored, free teaching aids if the content is approved by the administration.

Solicitation of sales or use of the name of the school system to promote any product will not be permitted by the ~~Committee~~Principal.

| **SOURCE: MASC**

CROSS REF.:        JP, Student Gifts and Solicitations  
                          KHA, Public Solicitations in the Schools

## **VISITORS TO THE SCHOOLS**

### **PROCEDURE: School Building Security Systems**

#### **I. Purpose**

The School Building Security Systems Procedure identifies roles and responsibilities for staff, contractors, and visitors using buildings of the Lexington Public Schools (LPS) in support of maintaining a safe and secure environment.

#### **II. Scope**

This procedure is intended to identify responsibilities in proper operation of the major building security systems that are installed at all school buildings. The major security systems include employee identification cards, visitor login and identification badges, security cameras, exterior door electronic access control, and exterior and interior door locking hardware.

#### **III. Definitions**

Staff—Staff members include full-time and part-time employees of Lexington Public Schools assigned to work in buildings. The Department of Public Facilities custodians assigned to school buildings are also considered staff.

DPF—Department of Public Facilities, which includes custodians and maintenance workers assigned to work in school buildings and DPF Management staff.

Contractors—Persons assigned compensated responsibilities that require access to school buildings and that have been cleared for unescorted access within the building.

Visitor—All persons entering a school building are classified as a visitor, unless the person is a student (currently enrolled at LPS or LABBB) or the person is a staff member, DPF employee or contractor assigned to work at the specific school building being entered.

#### **IV. General**

##### A) Employee Identification Cards

All staff, DPF employees, and contractors assigned to work in school buildings will be issued identification (ID) cards. The ID card will include the person's name, photo, building assignment, and department.

##### B) Visitor Login

All visitors to school buildings will enter through the school main entrance and proceed promptly to the office to register. Office staff will provide a visitor badge for visitors that do not already have an LPS or Town of Lexington ID.

##### C) Security Cameras

All school buildings have security cameras installed on grounds and inside buildings to promote a safe environment.

- ~~1. The LPS Superintendent of Schools/designee are authorized for all school video and the School Principal/designee are authorized for their individual school video.~~
- ~~2. The Department of Public Facilities administers the LPS security camera systems and manages maintenance for the systems. The DPF Facility Engineer assigns user logins and training for staff authorized to view video.~~
- ~~3. When requested by the Superintendent/designee, the DPF Facility Engineer will provide a hard copy of security video for law enforcement agency criminal investigations.~~
- ~~4. In the event of notification of an emergency situation at a school building, Lexington Police Department dispatchers will view live video from the school building to support the emergency response until the situation is under control. To ensure efficient viewing of the cameras at various schools, the Police Chief will schedule time (outside of school hours) with the Superintendent to view video live and maintain familiarity with the system.~~

#### D) Exterior Door Electronic Access Control

~~All school buildings have exterior doors with electronic card readers to control access to school buildings to authorized persons. In general, all elementary and middle school exterior doors shall be locked during the school day and authorized persons will enter using their ID card presented to the electronic card reader to unlatch the door. All visitors shall enter through the main entrance after authorization by staff.~~

- ~~1. School Principal/designee will authorize access for staff members at their school. Superintendent/designee will authorize access to the Central Administration building.~~
- ~~2. The Department of Public Facilities administers the access control system and manages maintenance for the system. The DPF Facility Engineer assigns user logins and training for staff authorized to edit access information for the staff at a building.~~

#### E) Exterior and Interior Door Locking Hardware

~~All school buildings have exterior and interior doors with locking hardware keyed to a common master key system. Each Principal/designee will determine the key distribution for their building. The Superintendent/designee will determine the key distribution for the Central Administration building. The Director of Public Facilities/designee will determine the key distribution system wide for DPF employees.~~

- ~~1. The electronic access control system is the primary means to control access to the buildings. Master Key staff distribution should be limited to Principals, Assistant Principals, and custodians.~~
- ~~2. Interior door key distribution shall be determined by the Principal/designee on an annual basis depending on room assignments. Keys will be collected at the end of the school year from staff not returning for the following year.~~
- ~~3. In the event of a lockdown, all classroom doors are to be locked with a common lockdown key. The lockdown key is used from inside the classroom to secure the door. The lockdown key does not unlock doors from the corridor side of the door.~~

### ~~V. Responsibilities~~

#### A) Superintendent/designee

- ~~1. The Superintendent or his designee will be responsible to oversee the implementation of the security procedures and take corrective action where necessary.~~

B) Principals/designee

- ~~1. At the beginning of each school year determine hours of access and key distribution for each staff member.~~
- ~~2. During the year, determine hours of access and key distribution for new staff and collect ID cards and key from departing staff.~~
- ~~3. Notify DPF Facility Engineer with staff access authorization changes~~

C) Staff

- ~~1. Wear ID badge above the waist and visible at all times while on school property.~~
- ~~2. Have access to lock down key at all times when on school property.~~
- ~~3. Support the access control procedures and do not allow access to the building to those that are not authorized staff, send visitors to main entrance.~~
- ~~4. Support the procedure that all non students inside school buildings shall be identifiable by wearing a proper ID or a Visitor badge. Escort persons not in compliance to the Main Office.~~

D) Contractors

- ~~1. Wear ID badge above the waist and visible at all times while on school property.~~
- ~~2. Have access to lock down key at all times when on school property.~~
- ~~3. Support the access control procedures and do not allow access to the building to those that are not authorized staff, send visitors to main entrance.~~
- ~~4. Support the procedure that all non students inside school buildings shall be identifiable by wearing a proper ID or a Visitor badge. Escort persons not in compliance to the Main Office.~~

E) Visitors

- ~~1. Wear Visitor badge above the waist and visible at all times while on school property.~~
- ~~2. Support the access control procedures and do not allow access to the building to those that are not authorized staff, send visitors to main entrance.~~
- ~~3. Support the procedure that all non students inside school buildings shall be identifiable by wearing a proper ID or a Visitor badge. Escort persons not in compliance to the Main Office.~~

F) Department of Public Facilities

- ~~1. Maintain reliability of all systems and respond to faults in a timely manner.~~
- ~~2. Maintain training of all staff and DPF employees in proper operation of the systems.~~
- ~~3. Print and distribute ID cards to school Main Office for staff.~~

G) Human Resources

- ~~1. As part of hiring process, take digital image of employee for ID card for DPF to print and review School Building Security Systems procedure with new employee.~~
- ~~2. Require that ID cards and keys are collected from departing employees.~~

SOURCE: Memorandum dated August 28, 2013 from Supt. Paul Ash

## VISITORS TO THE SCHOOLS

The School Committee encourages parents and guests to visit classrooms to observe and learn about the instructional programs taking place in our schools. Such visits can prove most beneficial in promotion of greater school-home cooperation and community understanding of how we carry out the school system's mission and goals.

~~Visits by parents to several classrooms in a given grade for the purposes of comparing teaching styles to provide a basis for a request for student assignment to a particular teacher are strongly discouraged because the School District's policy of assigning a student to a particular class is the sole responsibility of the building Principal in consultation with the staff of that school.~~

The following guidelines to classroom and school visits should be followed:

1. Parental requests ~~for classroom visitations~~ to visit your child's classroom will be welcomed as long as the educational process is not disrupted. To this end we request that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.
2. The building Principal has the authority to determine the number, times, duration and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of ~~the impending~~ the upcoming visits.
3. For security purposes it is ~~requested~~ required that all visitors report to the Principal's office upon entering and leaving the building and sign a guest log showing arrival and departure times. Teachers ~~are encouraged to~~ will ask visitors if they have registered in the Principal's office. All visitors receive a visitor's pass and wear it on school property and return on exit.
4. Under ordinary circumstances classroom observations will be strongly discouraged during the first three weeks of school ~~in September~~ and during the month of June.
5. Any student who wishes to have a guest in school MUST ask permission of one of the administrative staff 24 ~~hours~~ HOURS in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival the guest must register in the office.
6. Any guest who fails to comply with ~~student this policy and LPS rules~~ regulations will be asked to leave the school building and grounds immediately.

CROSS REF.: IHBA, Observations of Special Education Programs

~~SOURCE: MASC~~

File: KJA

## **RELATIONS WITH BOOSTER ORGANIZATIONS**

The School Committee recognizes that the endeavors and objectives of booster organizations and similar groups can be a valuable means of stimulating interest in and endorsement of the aims and achievements of our public school system.

~~Generally, actions initiated by boosters provide the atmosphere and climate to Boosters shall~~ foster and encourage community-school relationships. Booster groups must comply with all fundraising policies.

~~Booster proposed plans, projects, or activities must be evaluated and promoted in light of their stated contribution to the academic as well as the athletic and fine arts programs of the schools. Care must be taken to avoid compromising or diluting the responsibilities and authorities of the School Committee.~~

CROSS REFS.: KCD, Fundraising Activities  
SOURCE: MASC

File: KLG

## **RELATIONS WITH POLICE AUTHORITIES**

Cooperation with law enforcement agencies is essential for the protection of students, for maintaining a safe environment in the District schools, and for safeguarding all school property.

Relationships between the schools and officials of law enforcement agencies in investigative matters concerning pupils will take into consideration the respective roles of the schools and law enforcement agencies in assisting and protecting the interests of the community, and ensuring the rights of all concerned.

The School Committee also recognizes the potential enrichment that law enforcement agencies can make in the educational program.

Efforts should be made to develop and maintain a healthy attitude toward law enforcement agencies and personnel to promote better understanding and communication.

CROSS REFS.: JH, Searches and Interrogations

SOURCE: MASC

File: KLJ

## **RELATIONS WITH PLANNING AUTHORITIES**

The School Committee will participate in local and state planning functions that could directly affect District schools and their immediate environment.

The Superintendent or designee will keep the School Committee informed of planning matters bearing directly on the operation of District schools or school-sponsored programs, and will undertake action on behalf of the School Committee to influence matters in the best interests of the students, the schools and the District.

| ~~SOURCE: MASC~~



File: KKK

## **RELATIONS WITH LOCAL GOVERNMENTAL AUTHORITIES**

The School Committee and its administrative officers welcome all who seek to serve the residents of the community and will participate with them in the planning and execution of such projects as will be mutually beneficial for students.

It is School Committee policy that administration inform elected and appointed officials of the local and county government of the desire to work cooperatively for improved services.

| **SOURCE: MASC**

**SECTION L**

**EDUCATION AGENCY RELATIONS**

**LA EDUCATION AGENCY RELATIONS GOALS**

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**LB RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS**

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**LBC RELATIONS WITH NONPUBLIC SCHOOLS**

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**LDA STUDENT TEACHING AND INTERNSHIPS**

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## **EDUCATION AGENCY RELATIONS GOALS**

The School Committee appreciates the place and importance of an educational system in its greater environment, which includes other organizations and institutions dedicated to education. It believes that much is gained through cooperative endeavors with other agencies.

In order to make a maximum contribution to education, within the school system and to other educational agencies, the Committee establishes these broad goals:

1. To encourage liaison with other educational agencies.
2. To supply educational services to and/or share with other educational agencies.

| ~~SOURCE: MASC~~

## **RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS**

The School Committee will cooperate with other schools and with local, state, and regional agencies and organizations to:

1. Seek solutions of educational problems of common concern.
2. Offer support services of high quality to our children.
3. Equalize educational opportunities for all children.
4. Acquire federal and state grants.
5. Promote local school system involvement in state and federal decision-making.

This cooperation may extend to research, providing transportation for children to special schools and hospitals, coordination of curriculum, exchange of information and data, construction of facilities that may be efficiently used on a cooperative basis, and the coordination of school calendars and activities.

Before joining any cooperative programs, education collaborative, or participating in any joint educational services with other school systems, the School Committee wants to be sure that in all instances the best interests of our school children will be served. In carrying out this policy the Superintendent will include in reports to the Committee an evaluation of the desirability and feasibility of cooperation with other schools and agencies on matters of mutual interest.

| **SOURCE: MASC**

LEGAL REFS.: M.G.L. 40:4E; 71:48; 71:71D; 71B:4; 74:4 through 74:7A; 76:1

| **~~NOTE: Policies under this category and its subcategories are usually specific in naming the cooperatives, collaborative, and special agencies with which the school system is associated to provide special services and programs.~~**

## **RELATIONS WITH NONPUBLIC SCHOOLS**

### Private Schools

In accordance with state law, the School Committee will approve a private school when it is satisfied that the instructional program of the school equals that of the town's public schools in thoroughness, efficiency, and progress made.

The Committee recognizes that many worthwhile contributions are made to this community by parochial and other private schools. Therefore, it will cooperate with these schools in matters of mutual benefit when law does not expressly prohibit this cooperation.

| **SOURCE: MASC**

LEGAL REFS.: M.G.L. 40:4E; 71:48 and 71D; 71B:4; 74:4-7A; 76:1

## **STUDENT TEACHING AND INTERNSHIPS**

The Committee encourages the administration to cooperate with teacher-training institutions in the placement of student teachers in the school system. All initial arrangements with the colleges and universities will be subject to Committee approval.

The Committee authorizes the administration to honor the reasonable rules and training guidelines of the sending institution.

In all arrangements made with colleges and universities, the school system will be given the privilege of interviewing and accepting or rejecting individual candidates for student teaching and internships.

The school administration will devise procedures for evaluating the performance of student teachers that meet requirements of the sending institution and fit with the Committee's policies.

| **SOURCE: MASC**

## School Committee Liaison Assignments 2014 – 2015

<b>Liaisons to Other Boards, Town Committees, or Municipally Governed Groups</b> These are liaisons appointed by the School Committee.	
<b>Liaison Member 2014-2015</b>	
Appropriation Committee	Margaret Coppe
Board of Selectmen	Margaret Coppe
Capital Expenditures Committee	William Hurley
Ad Hoc Community Center Task Force	Jessie Steigerwald
Council on Aging/Human Services	Jessie Steigerwald
Diversity Task Force	Alessandro Alessandrini
Human Rights Committee	Judith Crocker
Lexington High School Representative	Abby Schwartz
Permanent Building Committee	Judith Crocker William Hurley
Planning Board	Judith Crocker
PTA/PTO Presidents' Council	Judy Crocker Jessie Steigerwald
School Council Roundtable	Judy Crocker Jessie Steigerwald
School Health Advisory Council	Alessandro Alessandrini
SEPAC	Alessandro Alessandrini
TMMA Executive Board	William Hurley
Youth Services Council	Jessie Steigerwald

### School Committee Sub-Committees

**These are created by and administered by the School Committee. Agendas and minutes are posted on the web-site. School Committee appoints members to these Sub-Committees.**

Appointed Member 2014-2015	
Ad Hoc School Master Planning Committee	Judy Crocker William Hurley
Ad Hoc Committee for Youth at Risk	Alessandro Alessandrini Margaret Coppe
Policy Manual Subcommittee	Judith Crocker Jessie Steigerwald

### Lexington Public Schools, Superintendent or Assistant Superintendent Working Groups

**These are semi-regular meetings convened by School Committee and/or LPS administration, but are not formally School Committee Sub-Committees. The meetings are not required to be posted under the Open Meeting Law.**

Quarterly Curriculum Updates	Margaret Coppe Jessie Steigerwald
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### Other Appointed Positions / Appointed by other groups (not BOS)

Appointed Member 2014-2015	
Cary Memorial Library Trustees (Under Cary's charter, all School Committee members are Trustees of Cary Library)	Alessandro Alessandrini Margaret Coppe Judith Crocker William Hurley Jessie Steigerwald
Library Executive Trustees Committee (Voted by the Board of Trustees)	Margaret Coppe
2020 Vision Committee	Margaret Coppe
Lexington Education Foundation	Jessie Steigerwald
Lexmedia	Jeff Leonard Director of Fine & Performing Arts
Monroe Center for the Arts	Thomas Griffiths



**Liaisons to Regional (Beyond Lexington) Organizations or Issues**

EDCO Liaison	Jessie Steigerwald
EDCO Board	Paul Ash, Superintendent, Voting member for Lexington
Massachusetts Association of School Committees (MASC)	Jessie Steigerwald

**Unions**

**School Committee Liaison Attends  
Negotiation Sessions**

Association of Lexington Administrators (ALA)	Judith Crocker
Custodians and Maintenance (Local 888 – SEIU)	Alessandro Alessandrini
Lexington Education Association Unit A (LEA-A)	TBD
Lexington Education Association Unit C (LEA-C)	Margaret Coppe
Lexington Education Association Technology Unit (LEA-Tech. Unit)	Judith Crocker
Lexington Education Secretaries Association (LEA-D)	Jessie Steigerwald