

LEXINGTON SCHOOL COMMITTEE MEETING
Tuesday, June 9, 2015
Lexington Town Office Building, Selectmen's Meeting Room
1625 Massachusetts Avenue

7:00 p.m. Call to Order:

7:01 p.m. Executive Session:

1. Exemption 3 – To Discuss Strategy with Respect to Collective Bargaining Regarding LEA Unit A Negotiations
2. Exemption 6 – To consider the purchase, exchange, lease or value of real property regarding Lexington Children's Place

7:20 p.m. Return to Public Session and Welcome:

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

7:25 p.m. Superintendent's Announcements:

7:30 p.m. School Committee Member Announcements:

7:35 p.m. Agenda:

1. Proposal to Name the Estabrook Gymnasium in Honor of Former Estabrook Physical Education Teacher Jim Banks (5 minutes)
2. Update on Minuteman Regional Vocational Technical High School from David Horton, Minuteman School Committee Member(10 minutes)
3. Lexington Education Foundation Update (10 minutes)
4. K-5 Social Studies Curriculum Review – Year 4 Report (20 minutes)
5. K-12 World Languages Curriculum Review – Year 1 Report (20 minutes)
6. Update on 2015-2016 K-5 School Enrollment Numbers (5 minutes)
7. Revisions to the Pre-Kindergarten through Grade 5 Space Plan (20 minutes)
8. Report on School Professional Climate (15 minutes)
9. Allocation of School Space for Before- and After-School Child Care (10 minutes)
10. Budget Transfers (10 minutes)
11. Vote on 2015-2016 District Goals (5 minutes)
12. Report on 2014-2015 District Goals (15 minutes)
13. Review and Approve in Form the Following Policies:
 - IJND – Curriculum and Instruction: Access to Electronic Media
 - IJNDB – Standards for Acceptable Use of Technology
 - IJNDD – Policy on Use of Social Media Sites
 - IJNDC – School and District Web Pages
 - IHBG – Consideration of Home Schooling Policy
 - IJOC – School Volunteers MASC
 - IJOC – School Volunteers Lexington
 - IHCFA – Extended Day Program Policy
 - IJOA – Field Trips
 - IKE – Promotion and Retention of Students
 - IKB – Homework

- AD – Mission / Vision
- KF – Facilities
- FF – Naming New Facilities
- JECBA – Policy on Non-Resident Students
- GCBB – Employment of Principals
- GCRD – Private Tutoring for Pay

10:20 p.m. Adjourn:

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

- Tuesday, June 16, 2015 – 7:30 p.m., Jonas Clarke Middle School Auditorium, 17 Stedman Road

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



Lexington Education Foundation Spring 2015 Awards

LEF awards grants in three categories:

- *Fellowships* enable individual educators to pursue professional development opportunities that will have a direct impact on their teaching in the classroom.
- *Program Grants* support the exploration and implementation of innovative instruction, enriched curricula, and the use of new technology in the classroom.
- *School Community Grants* enable each of the nine Lexington public schools to undertake activities that will strengthen learning and build community school-wide.

FELLOWSHIPS (28)

Rick Rogers, Jodi Sandler, and Jim Werner, Clarke's 6th grade science team, will participate in a field experience in Iceland that explores the geologic principles and dynamic processes at work in a unique environment marked by widespread volcanic activity and glaciation. This program presents an opportunity to explore effects of and responses to climate change.

Laurel Harris, a 4th grade teacher at Bowman, and **Lauren Archibald** and **Amanda Densmore**, 4th grade teachers at Harrington, will participate in an EarthWatch field project in France on "Wildlife in the Changing French Pyrenees." They will study the effects of mountain erosion, the changing behaviors of animals, and the survival of plants – content that aligns with the new 4th grade Next Generation Science Standards.

Kate Jones, a Bowman 1st grade teacher, will attend a course at Lesley University on Effective Literacy Coach Training. This training will enable her to provide instructional coaching and mentoring to fellow teachers at Bowman.

Christen Walters, a 9th grade English teacher at LHS, will attend the Globe Theatre's three-week "Teaching Shakespeare Through Performance" course in London. She will explore text- and performance-based approaches to teaching Shakespeare while working with Globe scholars and directors of design, text, voice, music and movement.

Deborah Side, a K-5 music specialist at Bridge, and **Nick Hart**, a music specialist at Fiske, will attend the American Orff Schulwerk Conference in San Diego, where music educators share ideas and approaches to building musicianship in every learner through the integration of music, movement, speech, and drama.

Rachael Quebec, a 1st grade teacher at Estabrook, will participate in a professional development tour of China that explores Chinese education, history, and culture. She will bring her new knowledge to the 1st grade global community unit on China.

Kirsten Laicer, Ellen Silberman, Jesse Richardson, and Caroline St. Onge, Estabrook 5th grade teachers, will attend the Columbia Teacher's College Reading and Writing Project's Summer Institute on the Teaching of Writing. The institute introduces a unique workshop model that has been shown to boost student motivation and skill development in writing.

Jean Claffey, the Bowman school nurse, and **Nancy Salitsky**, the Hastings school nurse, will attend the National School Nurses Association annual conference in Philadelphia.

Jennifer Litchfield, a K-5 special education resource room teacher at Harrington, will take the Wilson Intensive Reading System Level 1 Certification program to learn research-based strategies for reading and spelling instruction, including multisensory techniques to teach struggling readers who have not responded to regular education phonics instruction.

Sing-dye Ding, a Mandarin teacher at Clarke, will attend the College Board's National Chinese Language Conference in Atlanta to learn new instructional strategies and meet with fellow educators, school leaders, academics, journalists, and policymakers.

Tracey Herbert, a Spanish teacher at Clarke, will take a professional development tour of Cuba to gather authentic resources, practice Spanish, and deepen her knowledge of Cuban culture. She will use her new knowledge to help her students develop both their language skills and an understanding of Cuban culture.

Kate Bromley, a drama teacher at Diamond, will attend a Broadway Teachers Workshop in New York City. The workshop will offer master classes with performers, creative teams, and production staff to share new teaching methods, enhance production skills, and provide for the exchange of ideas with peers and professional artists.

Melissa Buttaro, a school counselor at LHS, attended Mindful Schools' Mindfulness Curriculum Conference, which introduced approaches and resources she can use to develop mindfulness activities in grade-level seminars and other programs to reduce student stress and anxiety.

Patrick Donaher, a music teacher at LHS, will attend the Jazz @ Lincoln Center's Band Directors Academy in New York. Prominent jazz educators will lead professional development sessions on the essentials of teaching jazz, emphasizing hands-on learning

and practical techniques. The workshop will enable him to tailor his professional skills as a composer and bandleader to his new role as LHS's jazz ensemble director.

Kelly Kilts, an LHS physics teacher, will attend the Advanced Placement in Physics Summer Institute in Vermont to prepare her students for the new AP Physics I examination.

Sarah Regdos, a 9th grade earth science teacher at LHS, will travel to Costa Rica to participate in an environmental science workshop and field experience for educators that focuses on tropical ecosystems, geologic history, and species conservation. She will use her new knowledge to implement a subunit on species conservation and sustainability within the ecology unit of the earth sciences course.

Janet Foley, a school nurse at LHS, will attend The Nurse Practitioner Associates for Continuing Education's national conference and pharmacology session in Brewster, MA to update her knowledge of research-based best practices to meet the increasingly complex health delivery needs of LHS students.

Stephanie Hoban, LHS's Instructional Technology Specialist, will attend the International Society for Technology in Education's Conference in Philadelphia, where she has been selected to present a workshop on "The Innovative Learning Program: How to Embolden True Innovation in the Classroom."

Kelly Lisowski, a Spanish teacher at LHS, will participate in a month-long immersive study-abroad program in Costa Rica to enhance her linguistic ability and cultural knowledge of Costa Rica. Upon her return, she will enrich the Spanish curriculum with lessons and activities on such topics as ecology and topography.

Kristen Strobel, a 9th grade world history teacher at LHS, will attend the annual World History Association National Conference in Savannah, GA, where scholars and teachers will gather to learn and share the latest ideas and approaches in the field. The 2015 conference theme, "Art in World History," relates directly to the LHS 9th grade team's goal of expanding nontextual primary source material.

PROGRAM GRANTS (16)

Elementary Afterschool Robotics Curriculum. LHS will develop and pilot an afterschool robotics and engineering course at Estabrook and Fiske. Through the acquisition of robotics kits, the development of curricula, and teacher training, this pilot will provide the basis for independently run, sustainable robotics programs at every elementary school in the LPS.

Developmental Learning Program Curriculum Mapping. The Developmental Learning Team at Harrington will create curriculum maps of key skills in the Language Arts, Art, Math, and Social Skills programs for the K-7 Developmental Learning

Program, which serves students who have significant developmental delays and cognitive impairments.

Positive Behavior Intervention and Support in Action across the Hastings School.

Hastings will work with the director of the New Hampshire Center for Effective Behavioral Interventions and Supports to strengthen Hastings' school-wide positive behavioral support initiative. The project will establish student and adult behavior expectations and supports for Hastings' entire learning community.

Enriching French and Music Programs with Artist-in-Residence Brice Kapel.

French and choral teachers and students at Diamond will collaborate long-distance throughout the school year with Brice Kapel, a Franco-Tongolese singer/songwriter/performer, in composing songs for an original production to be performed in the spring of 2016 by French students and the D-Minors choir. Next spring, M. Kapel will travel from Paris to Lexington to serve as artist-in-residence for three weeks, during which time he will perform and work with a broad range of students in the areas of French oral expression, cultural understanding, the performing arts, movement, sound and rhythm.

Aligning Grammar and Writing Instruction at the Middle School. Sixth grade English teachers from Diamond and Clarke will attend a summer institute on incorporating the teaching of grammar into the Writing Workshop model. They will redesign the writing curriculum to align instruction in parts of speech with writing units in narrative, poetry, response to literature, and argumentative writing.

Developmental Learning Program Curriculum Mapping. The Developmental Learning Team will create curriculum maps of key skills in the Language Arts, Art, Math, and Social Skills programs for the K-7 Developmental Learning Program, which serves students who have significant developmental delays and cognitive impairments.

Creating a Mobile MakerSpace to Teach Robotics in Middle School. Diamond's science teachers and technology specialist will launch a pilot robotics course, creating a mobile space with the necessary tools for students to explore science, technology, engineering, and math topics through the creative design and manufacturing of robotic parts. The project immerses students in project-based learning in which they propose questions to be solved and conduct their own learning through self-designed experimentation.

Expanding Curriculum and Cultural Proficiency about Greater China. A collaboration among the Visual Arts, Social Studies, and World Language Departments at Clarke (with involvement of Diamond) responds to LPS' growing Asian population and to the expanding importance of Asia in the global society and economy. Teachers will take an educational tour of Taiwan and Hong Kong that enables them to develop curriculum units that incorporate an interdisciplinary perspective of greater China; to add resources from Taiwan and Hong Kong to the LPS schools' shared library of Chinese

artifacts, books, and videos; and to explore additional locations for the Mandarin program's foreign exchange trips.

The Newcomer Project: Supporting New English Language Learners through Mentoring and Technology Support addresses the needs of students who arrive at Fiske with very limited English ability and the additional challenges of an unfamiliar school culture and different academic expectations. These students will be matched with teacher mentors who will help them navigate the school community, and will have all-day access to iPads with apps that enable them to access the English language and the curriculum in a comprehensible way.

Sensory Based Language Learning for Students with Profound Disabilities. Speech/language pathologists at Fiske will create a sensory-based resource library and approach that Intensive Learning Program teachers can use to help students with profound disabilities to acquire basic language skills. The project team will develop differentiated lesson plans that incorporate the selection of appropriate sensory reinforcers (items and activities that are highly motivating to students) to build vocabulary

Developing a 21st Century Learning Space: Bringing iPads into the Harrington School Library. Through the acquisition of dedicated library iPads, this project will provide greater access to technology during library classes, enabling all students to use the library's databases and eBooks, learn online catalog skills, express their learning with technology tools such as Book Creator, and practice digital citizenship skills.

Aligning Grammar and Writing Instruction at the Middle School. Sixth grade English teachers from Diamond and Clarke will attend a summer institute on incorporating the teaching of grammar into the Writing Workshop model. They will redesign the writing curriculum to align instruction in parts of speech with writing units in narrative, poetry, response to literature, and argumentative writing.

High School Research and Development/MakerSpace Program. Students and advisors of LHS's LexRobotics teams will establish and run a research and development engineering space at the high school where students can learn engineering at their own pace under the guidance of student and adult mentors. Equipped with 3D printers and modeling software, the space will be available to classes during the school day, and after school to all members of the LHS community – students, teachers, and PTA members.

Strengthening Pronunciation in the Learning of French. LHS French teachers will work with an expert in French pronunciation to improve the pronunciation of French department teachers and to infuse specific pronunciation objectives in the French curriculum at every level.

District-wide Summer Workshops 2015. The Lexington Public Schools Central Office will create and implement a summer workshop schedule for educators to address a

variety of topics of educational/academic/instructional need and professional learning opportunities.

Care for the Student with Diabetes. Five LPS school nurses and the Director of School Health Services will create a resource manual, guidelines, and a protocol for the care of diabetic LPS students. The project addresses the physical and emotional challenges students with diabetes and their providers face in managing the disease during the school day.

SCHOOL COMMUNITY GRANTS

The nine School Community Grants will be awarded in the fall of 2015 for the 2015-2016 academic year.

“Most Lexington teachers teach with passion, commitment, and caring simply because teaching is a calling. However, when someone takes the time to notice and appreciate our efforts by giving an LEF STAR award, it counts. We rip open the envelope, smile, and pause to revel in the fact that someone has ‘seen’ us at what we do best. Words matter. Appreciation matters.”
An LEF STAR recipient

May 18, 2015

Dear Parents and Guardians,

info@lexedfoundation.org

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The school year is almost over. How will you recognize and thank your child’s educators?

Show your appreciation with a STAR Award from the Lexington Education Foundation! LEF STAR (Staff Teacher Appreciation and Recognition) Awards are an ideal way to honor the teachers, counselors, coaches, librarians, and office staff who have made a difference to you and your child.

STAR Awards are unique because they not only recognize individual educators and teaching teams, but they also support the continuing excellence and vitality of the Lexington Public Schools. LEF is an independent, not-for-profit organization – *funded entirely through your donations* – that provides grants to LPS educators for innovative instruction, enriched curricula, professional development, school-wide community building, and the use of new technology in the classroom. Every STAR Award you purchase helps fund grants for activities such as:

- Robotics programs at the elementary, middle, and high schools;
- The development of multidisciplinary curricula to expand students’ understanding of the history, culture, art, and language of greater China;
- Elementary, middle, and high school teachers deepening their scientific skills by conducting field research in geology, species conservation, and tropical ecosystems alongside scientists in Iceland, the Pyrenees, and Costa Rica; and
- An LHS English teacher learning from masters at the Globe Theatre in London how to enrich and invigorate the study of Shakespeare through performance.

Since 1989, LEF has provided more than \$4 million to support activities like these.

STAR Awards are presented on handsome certificates bearing your name and an optional personal message. You may purchase an individual STAR for \$25 per educator, or a team or group STAR (for school administrative staff or a middle school team) for \$50 per team.

There are two ways to order an LEF STAR Award:

- Fill out the enclosed order form and return it with your check made payable to “Lexington Education Foundation.”
- Go to www.lexedfoundation.org/donate/star-awards to fill out the STAR form.

Order your STAR Awards **by June 15th** to ensure teachers receive their certificates before the last day of school on Tuesday, June 23rd.

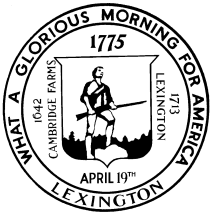
Letting teachers know they have made a difference in your student’s life is a profound and priceless gift, and one that will have meaning for years to come.

Thank you for your support!



Kimberly Goldinger and Riaz Adamjee, Co-Presidents

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Lexington Public Schools
146 Maple Street, Lexington, Massachusetts 02420

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

From: Jane Hundley: K-5 Social Studies Curriculum Coordinator

RE: Summary of the Work of the K-5 Social Studies Review Committee (Year 4)

Date: June 1, 2015

On behalf of the Lexington Public Schools K-5 Social Studies Curriculum Review Committee, it is a privilege to report on the accomplishments in Year Four of the review cycle. This expert group, comprised of kindergarten through grade five classroom teachers, reading specialists, librarians and administrators, worked diligently to accomplish the objectives in the final year of the curriculum review. These educators are listed, along with their positions, in Appendix A. The 14 committee members collaborated as a vertical K-5 group to understand the expectations for teaching and learning as described in the *Massachusetts History and Social Science Curriculum Framework* (MA Framework). The committee also focused on specific goals from the *Massachusetts Curriculum Framework for English Language Arts and Literacy: Incorporating the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (MA Common Core). Additionally the committee incorporated the new standards from the National Council for the Social Studies; *College, Career, and Civic Life Framework for Social Studies State Standards* or better known as the *C3 Framework*.

In the final year of the K-5 committee, the members focused on editing and improving their new curricula as well as providing valuable professional learning experiences for their colleagues. The committee members convened in grade level groups for a combined total of 14 days during the summer of 2014. Monday afternoon social studies department meetings were held on October 20, December 15, and January 26 for all K-5 classroom teachers.

In this document and in the information that will be presented to you on June 9, 2015, the committee summarizes and highlights the accomplishments and findings of the elementary curriculum review committee for Year Four. The review committee extends their appreciation to the superintendent, school committee, and Carol Pilarski for supporting excellence in curriculum and instruction.

TABLE OF CONTENTS

Mission Statement 3

Year Four Goals 4

K-5 Committee Accomplishments..... 5

Appendices

- A. Social Studies Curriculum Review Committee 2014-15
- B. K-5 Social Studies Curriculum Review Department Meetings 2014-15
- C. Sample Atlas Rubicon Kindergarten Unit
- D. *Teaching Students to Ask Their Own Questions*

MISSION STATEMENT

The primary purpose of the Lexington Public Schools' Social Studies Department is to foster curiosity and help to create life-long learners who make informed decisions as they actively engage as citizens in their local, national, and global communities.

The Social Studies encompass history, as well as civics, economics, geography, sociology, and psychology. Over the course of their journey through the Lexington Public Schools, students will engage in learning experiences that will help them understand the major events and trends in these domains that have shaped the modern world. Through these experiences, students will be able to connect the past with the present and gain insights. The K-12 curriculum is designed to help students discover the relevance of social studies to their own lives. This interdisciplinary approach allows students to use multiple lenses to develop a sophisticated and culturally literate understanding of the world.

Students' engagement with the social studies curriculum will provide them with the tools needed to navigate a competitive and complex global society. Students will develop 21st Century Skills that include using a wide variety of technologies and emphasize the importance of gathering, analyzing and evaluating evidence and information. With these skills, students will discover their own authentic voice, learn to think independently, work collaboratively, and communicate their ideas effectively.

The skills and understanding students will acquire from kindergarten through high school have wide applicability both in the classroom and throughout their lives. The social studies curriculum helps young people become socially responsible citizens of a culturally diverse democratic society in an increasingly interdependent world.

YEAR FOUR GOALS

During the first two years of the review, the committee built a strong foundation of knowledge from research and investigation in order to make informed curriculum changes. The committee's third year focused on continuing the curriculum adjustments and helping all teachers understand the many ways social studies is essential to our students. The final six months of the K-5 Review have allowed committee members to design and implement professional learning as well as continue the ongoing curriculum development process.

- **Promote and ensure vertical and horizontal alignment of district curriculum.**
 - Create, refine, and publish curriculum maps using the *Backwards Design* model.
 - Utilize Atlas curriculum mapping software when appropriate.
 - Make recommendations and purchase updated materials.

- **Keep the curriculum current with the local, state, and national standards while maintaining a distinct identity.**
 - Promote the integration of literacy and social studies.
 - Design units and lessons that reinforce global citizenship skills and build critical thinking.

- **Identify a professional learning program reflective of the Lexington Public Schools curriculum.**
 - Provide professional learning for K-5 teachers to gain a deeper understanding of social studies as well as their role in developing students who are engaged and compassionate citizens.
 - Demonstrate, utilize, and promote meaningful inquiry-based instructional strategies.

- **Analyze data to gauge the efficacy of the curriculum, assessment practices, and professional learning initiatives.**
 - Create, utilize, and refine common assessments and rubrics.
 - Collect and analyze exit slip data from K-5 department meetings. Plan future meetings and professional learning based on this information.

* *Backwards Design* is an instructional design method advocated by Grant Wiggins and Jay McTighe. *Backwards Design* begins with the end goals for student learning in mind.

K-5 COMMITTEE ACCOMPLISHMENTS

Overview

The K-5 social studies program experienced tremendous change due to the thoughtful and diligent efforts of the review committee members. The Social Studies Curriculum Review, Year 1, revealed a K-5 program that was not aligned with current standards and was in need of consistency and clarity district-wide. The K-5 committee members, in order to gain a deeper understanding of the Social Studies program, conducted a staff survey in September 2011. The survey illuminated the complexity and depth of the issues around the curriculum.

- Lack of a K-5 district-wide leadership in Social Studies from 2007 - 2010
- Changing standards in social studies and literacy
- Absence of a detailed curriculum map tied to district-wide formative and summative assessments
- Need for consistency when selecting and purchasing grade appropriate materials
- Need for professional learning

During the committee's second year, the elementary members based their work on addressing these survey results through further research and making thoughtful curriculum changes. The work of the committee was also driven by the implementation of the new standards based report card. Committee members presented detailed workshops aimed at helping teachers understand the new document and the implications for their classroom instruction.

In Year Three, the K-5 committee members researched new content and instructional strategies, developed new curriculum resources, and provided professional learning for all elementary classroom teachers. Significant changes were made in first and second grades to ensure that these grade levels have clearly defined expectations and units. The Committee also worked to digest the Nation Council for the Social Studies' newly released standards, the *C3 Framework*. One of the major goals for the year was to align the *C3 Framework*, the *Common Core* and the Lexington Public Schools Social Studies Curriculum.

During Year Four of the K-5 curriculum review the committee focused on refinement of new units, adding and editing units in Atlas Rubicon, providing targeted professional learning for K-5 teachers, the integration of social studies with literacy, and continued use of the C3 Standards. October 20, December 15, and January 26 were professional learning afternoons for all K-5 teachers. (Appendix B)

C3 Framework

As you recall from last year's report, The National Council for the Social Studies' *C3 Framework* is a synthesis of the concepts embedded in the study of social studies, skills from the Common Core, and the broad themes outlined by the National Council for the Social Studies. The C3 is not a list of content standards to be covered by students. The C3 Framework states:

Now more than ever, students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions;

and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as necessary. (p. 6)

The C3 Framework is organized into four broad categories or Dimensions:

- Dimension One: Developing Questions and Planning Inquiries
- Dimension Two: Applying Disciplinary Concepts and Tools
 - Highlights the themes and concepts to be addressed in the core social studies areas of history, economics, geography, and civics
- Dimension Three: Evaluating Sources and Using Evidence
- Dimension Four: Communicating Conclusions and Taking Informed Action

Dimension One: Developing Questions and Planning Inquiries, has continued to be a key area of focus for the elementary units. This standard guides a great deal of the committee's ongoing work.

The remainder of this report highlights the changes and accomplishments at each grade level, describes the FY15 as well as ongoing professional learning topics, and outlines the ongoing work which is necessary in a dynamic, student-centered and standards-based curriculum. Some of the grade levels are combined as they had similar issues and solutions.

Kindergarten

The challenges for the kindergarten review committee members centered on the need to make the content and skills explicit for teachers as well as integrating social studies and literacy. In the past four years, committee members looked carefully at the MA Framework and aligned lessons with age appropriate assessments. (Appendix C)

In the summer of 2014, committee members added a great deal of content to Atlas Rubicon (curriculum mapping tool). This included: assessments, essential questions, the Units of Study in Writing (to link literacy with social studies), and created a lesson plan on temporal order for use with the vocabulary on chronology. The four units at Kindergarten; *Self and Others, Families, Communities, United States National Holidays and Symbols* were updated with new lessons. *The Families Unit* is now linked to specific lessons in the LPS produced *Windows and Mirrors* curriculum. This is a powerful reminder that the process of curriculum development is ongoing and interconnected.

The Kindergarten professional learning in 2014-15 focused on the examination of new materials. Teachers discussed new lessons and shared their best instructional practices. Teachers' feedback from these meetings centered on the need for more information about culturally sensitive and inclusive instructional practices for the teaching of selected holidays. In the summer of 2015, a small group of kindergarten teachers will address this need. They will review the current research on teaching holidays and cultural traditions to young students and share their findings with colleagues in FY16.

First and Second Grades

The new social studies programs at first and second grades are excellent examples of diligent research, thoughtful planning, and targeted professional learning by the social studies committee. Due to the lack of consistency and outdated curricula, the committee members had an especially complicated task in developing three new units. The entirely new global community units were

researched and written by committee members, as there were no commercially produced units that met the LPS social studies standards.

In year three of the review process, all first grade teachers taught the new China unit and the second grade teachers taught the new India and Ghana units. Teaching these units required teachers to build their content knowledge about the countries by attending LPS workshops as well as individual research. In the fourth year of the review, committee members provided additional professional learning for these units. Many teachers elected to take courses about these countries through Primary Source and the Boston Children's Museum. Rachael Quebec, first grade teacher and committee member, received a grant from LEF to travel to China during April vacation for an intensive educator study tour. Ms. Quebec's learning will be shared with her district colleagues and first grade students.

The impact of the global community units goes beyond the individual first and second grade classrooms. Many of the elementary schools have periodic all-school meetings during which students' learning and classroom projects are highlighted. The second grade students at several schools have presented their learning about Ghana to the entire student body. The second graders used the unit's essential questions to teach the school community about Ghana's geography, schools, languages, culture, and history. This sharing demonstrates how the curriculum review process directly impacts students' learning and their development as global citizens.

Third and Fifth Grades

Unlike first and second grades, the third and fifth grade programs saw little change in terms of content due to the review process. The curricula for these grade levels centers on early American history. Massachusetts' history with a special emphasis placed on Lexington and Lexingtonians in 1775 in third grade is the first time that students engage with historical events in a thoughtful and critical manner. The narrative of American history is taught again in fifth grade, at a more complex and deeper level, with a study of European exploration/settlement of North America, and proceeds through history to the end of the American Revolution. While the content did not change significantly, the review committee recognized that students need to be taught how to think about historical events through a critical lens using primary source documents and the inquiry process.

Engaging in the inquiry process and asking critical questions are skills that are expected for social studies, science, and all academic pursuits. In the third year of the curriculum review, Karen McCarthy, Science Curriculum Coordinator, and Jane Hundley conducted a workshop for all fifth grade teachers on questioning and the role it plays in the inquiry process in science and social studies. The questioning protocol (Question Formulation Technique-QFT), from the work of Dan Rothstein and Luz Santana, authors of *Make Just One Change: Teach Students to Ask Their Own Questions* and co-founders of the Right Question Institute, is a powerful strategy that engages all students in the learning process.

After learning of the positive fifth grade response to the QFT, the third grade committee members attended a two-day workshop in July 2014 by the Right Question Institute with Jane Hundley and Karen McCarthy. The third grade teachers, Maureen McKenna and Alex Kuschel, used the QFT process with their students in September and shared it with their third and fourth

grade colleagues during the October 2014 social studies department meeting. In addition to teachers in grades 3-5 using the QFT strategy a number of teachers at all grade levels have taken the course through LPS professional learning, attended outside workshops, or implemented the strategy after reading the book or talking to a colleague.

This simple strategy creates an instructional shift from teacher-directed instruction to child-centered learning as groups of students develop, refine, and select their best questions that will guide their inquiries. As students learn to ask their own questions, they deepen their comprehension, build connections between ideas, and engage in their learning at a deeper level. Often it is the purview of teachers to draft questions that will spark student interest and creativity. The research of Rothstein and Santana shows that when students are involved in the question creation, they learn content knowledge as well as critical lifelong thinking skills. (Appendix D)

Fourth Grade

Since 1993 the Massachusetts fourth grade social studies standards have experienced two significant revisions. For several years in the mid-1990s the standards centered on ancient civilizations. Many school systems, Lexington included, bought materials and created units to meet these standards. In 2002, the DESE changed the standards again to the current framework that focuses on North American Geography and Immigration. As the curriculum review committee began in 2011, LPS fourth grade teachers were responsible for 26 social studies standards. In order to make the fourth grade curriculum more meaningful and cohesive the committee's work centered on selecting priority standards. The priority standards weave together numerous aspects of North America:

- Physical and political geography
- History, culture, and art of Mexico and Canada
- Immigration throughout American history

In order to support the fourth grade curriculum work, Lexington Education Foundation funded a New York City study tour to develop the immigration unit. The goal of the tour and unit is to show a progression of immigration from early American history to current day. While on the study tour, a small group of fourth grade teachers and the K-5 social studies coordinator researched and gathered information for the unit. This included photography of a thought-provoking immigration demonstration. Teachers toured many notable sites including the Statue of Liberty, Ellis Island, African Burial Ground National Historical Park, and explored the Tenement Museum. Upon their return, the teachers created curriculum for all LPS fourth grade. The study tour participants presented a draft of the curriculum to their colleagues in October and they will finalize the unit in June 2015.

Social Studies and Literacy Integration: Grades Four and Five

Research has clearly documented that the most effective and successful learning takes place when students understand the relationship that exists between and among subject matter disciplines. To that end, an exciting new development this year, which will continue into FY16, is the thoughtful integration of social studies and literacy. Teachers are seeking ways to create engaging and relevant units that promote student achievement. Throughout the summer of 2015, groups of teachers will analyze standards and materials to write lessons that create touchstones between curriculum areas around a common topic.

In fourth grade, the immigration study tour curriculum will be integrated with literacy as the Bridge School fourth grade teachers work with a literacy specialist and social studies coordinator to design a pilot project for FY16. Students will use historical fiction, content videos, primary source documents, and informational texts to learn about immigration throughout American's history in addition to valuable literacy skills such as synthesis and interpretation.

The Fiske fifth grade teachers and a literacy specialist will collaborate in August to plan an integrated unit with the *Exploration, Colonization, and Settlement* social studies unit and the literacy units of reading and writing nonfiction. Teachers will design project-based assessments and create a list of primary and secondary sources including videos, articles, and newspapers.

Conclusion

The work of the review committee has been thoughtful and substantial during the committee's four years. Identifying what needed to be done was a complex process and the work now involves refining and promoting the extensive accomplishments through ongoing curriculum development and supporting new staff. As part of this ongoing work, which is necessary to sustain a vibrant social studies program, in FY16 the K-5 Social Studies Curriculum Coordinator and groups of teachers will focus their efforts on curriculum refinement, developing units integrated with literacy, professional learning, and developing common assessments. Due to the dynamic nature of curriculum and instruction, the review process in every subject area is on going and never completed. The K-5 Social Studies Curriculum Coordinator will continue to support all elementary staff as they strive to implement units and utilize best practices.

APPENDIX A		
Social Studies Curriculum Review Committee, K-5		
2014-15		
Representative	School	Position
Pilarski, Caroli	Central Office	Assist Sup Curriulum, Instruction, Prof Learning
Hundley, Jane	Central Office	K-5 Social Studies Coordinator
Webster Loof, Melinda	Bowman Elementary	Library Media Specialist
Allen, Lynnette	Bridge Elementary	Library Media Specialist
Button, Jean	Fiske Elementary	Kindergarten
Sheerin, Jennifer	Hastings Elementary	Kindergarten
Quebec, Rachael	Estabrook Elementary	Grade 1
Daly, Heather	Hastings Elementary	Grade 2
Royal, Amy	Estabrook Elementary	Grade 2
Kuschel, Alex	Bowman Elementary	Grade 3
McKenna, Maureen	Hastings Elementary	Grade 3
Taddeo, Andrea	Estabrook Elementary	Grade 4
Michael, Kim	Fiske Elementary	Grade 4
St. Onge, Caroline	Estabrook Elementary	Grade 5
Special Project Members		
Sarah Leveque	Bowman Elementary	Grades 1 and 3
Neil Taylor	Bowman Elementary	Grade 5

APPENDIX B: K-5 SOCIAL STUDIES CURRICULUM REVIEW DEPARTMENT MEETINGS 2014-15

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
October 20, 2014	No meeting due to Kindergarten conference	Share revised report card standards Discuss new resources on Atlas Rubicon including assessment options Discuss experiences with China unit and provide feedback	Professor Avinash Singh Presentation about modern India, focus on education and diversity	Jane Hundley and Karen McCarthy: share the Question Formulation Technique from, <i>Make Just One Change</i> by Dan Rothstein and Luz Santana	Jane Hundley and Karen McCarthy share the Question Formulation Technique from, <i>Make Just One Change</i> by Dan Rothstein and Luz Santana	Share, discuss, and select a common assessment for explorer unit. Administer to students before December 15 meeting
December 15, 2014	Discuss changes to social studies curriculum Examine ATLAS lessons and materials	Guest presenter, Todd Whitten. Discuss modern China and provide instructional strategies. Topics included family, economy, and education	Guest presenter from Primary Source, Julie Kenersen, share variety of instructional strategies for the new Ghana unit. Topics include art, music, and education	Discuss and explore a common assessment for a social studies unit. Look at student work.	Canada workshop Guest presenter: Betsy Arntzen from the Canadian Studies Outreach, Canadian-American Center University of Maine Use maps and literature to build student understanding about Canada	Discuss common assessments and calibrate rubric
January 26, 2015	Kindergarten Social Studies: Accomplishments of the Social Studies Review Committee Share best instructional practices	First Grade Social Studies: Accomplishments of the Social Studies Review Committee Explore in detail and discuss <ul style="list-style-type: none"> Lesson 3: Life of Children in China Lesson 4: Chinese Writing Lesson 5: Great Wall Final Projects and Assessments 	Second Grade Social Studies: Accomplishments of the Social Studies Review Committee Bridge school classroom teacher, JoHannah Katz: Share Ghana resources and instructional strategies	Third Grade Social Studies: Accomplishments of the Social Studies Review Committee Continue discussion of rubric for the Massachusetts Biography Unit	Fourth Grade Social Studies: Accomplishments of the Social Studies Review Committee Canada workshop by Betsy Arntzen. Use art to build student understanding of Canadian cultures	Fifth Grade Social Studies: Accomplishments of the Social Studies Review Committee Use the Question Formulation Technique with primary source from the American Revolution

APPENDIX C: Sample Atlas Rubicon Kindergarten Unit



Unit Planner: United States National Holidays and Symbols Social Studies



K

Monday, June
1, 2015,
12:31PM

District > 2014-2015 > Kindergarten > Social Studies > Social Studies K (D) > Week 1 -
Week 39

Last Updated: [Monday, February 16, 2015](#) by Jennifer Sheerin

Allen, Lynette; Azeredo, Maria; Hundley, Jane; Kuschel, Alex; McKenna, Maureen; Sheerin, Jennifer; Swanton, Len; Webster Loof, Melinda

Standards

MA: History and Social Science

MA: PreK - K

History Learning Standards

With guidance from the teacher, students should be able to:

PreK-K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H)

- a. Columbus Day
- b. Independence Day
- c. Martin Luther King, Jr. Day
- d. Presidents' Day
- e. Thanksgiving

PreK-K.7 Demonstrate understanding that there are important American symbols by identifying

- A. the American flag and its colors and shapes
- B. the melody of the national anthem
- C. the picture and name of the current president
- D. the words of the Pledge of Allegiance. (C)

C3: C3 Framework for Social Studies

C3: By the End of Grade 2

Dimension 2 - Civics

Processes, Rules and Laws

D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.

Dimension 2 - History

Change, Continuity, and Context

D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.

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Big Ideas

- There are specific symbols that represent the United States of America.

- There are national observances and events that signify important events in the United States of America.

Essential Questions

- Why do we celebrate holidays?
- Why are symbols important?
- Why is it important to know about the past?

Content (Students will know...)

- specific events or people associated with national holidays (i.e. Columbus Day, Independence Day, Martin Luther King, Jr. Day, Presidents' Day, and Thanksgiving)
- symbols associated with the United States of America (i.e. the American flag, the melody of the national anthem, the picture and name of the current president, and the words of the Pledge of Allegiance).

Report Card Standard

CIVICS AND GOVERNMENT

- Demonstrates an understanding that there are important American symbols by identifying: American flag, words of the Pledge of Allegiance, and the picture and name of the current president

Essential Vocabulary

Symbol - something that you can see that stands for an idea or something that you can't see

Holiday - a day of celebration or observance usually when no work is done

Observance - a time or way that people follow certain traditions associated with a holiday

Celebrate - a gathering of people to mark a happy day or event

Pledge of Allegiance - a set of promises we make for our country usually done while saluting the American flag

Long Ago/Past - events that took place in the past

Now/Present - events that take place today

Future - events that have not yet taken place

Skills (Students will be able to...)

[Bloom's Wheel](#)

- understand the importance of specific events, people, and symbols associated with national holidays in the United States of America

Assessment

Reciting the Pledge of Allegiance

Pictorial models

Discussion

President Obama Assessment (see Link)



[Identify the Current President: Obama](#)

Report Card Standards

HISTORY AND CULTURE

- Identifies stories, historical figures, and observances connected with the United States.
- Uses correctly words and phrases related to chronology and time (now, long ago, before, after, etc.)

Suggested Instructional Strategies

Please note:

1. *Holidays and national observances should and may be discussed as they occur within a school year, however they are intended to be explored as a "unit of study" in order for students to gain an understanding of the connection to the United States of America. Having the background knowledge and experience of observing national holiday or events will help children synthesize their information as the unit of study unfolds.*** PLEASE NOTE: Although **Columbus Day** is listed among holidays to teach about, **Explorers and Columbus** is covered extensively in 5th Grade - so kindergarten is **NOT** required to teach about this holiday.*
2. *This may be a time that children or teachers feel it is important to share additional holidays or cultural traditions. This additional information may allow children to have a broader perspective while also comparing the differences between and within observances (i.e. those that are directly connected to U.S. history versus those that are connected to other aspects of history, culture, geography).*

Reading of Classroom Literature and Discussion (big books/read alouds): Small group or whole group discussion

Ideas For Integrating Social Studies Into writer's Workshop (aligned to Atlas writing Units 2014)

September: Lucy Calkins, Writing Units of Study

TCRWP: A Curricular Plan for the Writing Workshop, Grade K

- **Chapter 1, Launching the Writing Workshop**
- Units of Study in Opinion, Information, and Narrative Writing: K, Lucy Calkins
- *Unit One: Launching the Writing Workshop*

October: Lucy Calkins, Writing Units of Study

TCRWP: A Curricular Plan for the Writing Workshop Lucy Calkins, Grade K

- **Unit 4 Writing Pattern Books To Read, Write and Teach**

November/December: Lucy Calkins, Writing Units of Study

- *TCRWP: A Curricular Plan for Writing, Grade K*
 - **Unit Two: Approximating Small Moment Story, p. 19**
 - **Unit Five: Raising the Quality of Small Moment Writing, p. 58** *Persuasive Writing of All Kinds*, Units of Study in Opinion, Information, and Persuasive: K, Lucy CalkinThe

January/February: *TCRWP: A Curricular Plan for Writing, Grade K Pattern Books with an Opinion*, page 55 Curricular Plan for The Writing Workshop:

April/May: *TCRWP: If...Then...Curriculum, Grade K With A Little Help From My Friends; Independent Writing Projects*

Across The Genres (PP.69-79)

May/June: *TCRWP: If...Then...Curriculum*, Grade K Music in Our Hearts: Writing Songs and Poetry (pp. 55 - 68)

A Curricular Plan for the Reading Workshop, Grade K

- Unit Six: Learning about Ourselves and Our World: Reading for Information , p. 89
 - Teacher examples and mini-lessons that focus on US symbols, stories, national observances
 - Stations during Reader's Workshop that focus on a unit-related topic

Writer's Workshop: Informational/Explanatory Unit

(Mini-lesson, independent work/conferencing, sharing)

- Unit focus: "How-To"/Procedural Books or All About/Informational Books (Teacher Example Writing that uses a focus of US symbols, stories, national observances)
- Mentor texts

Resources

* See "I Can" statements for classroom use and an "I Can" assessment grid based on RC standards - under "links"

Lexington 300th: Then and Now (transportation, classroom, teachers)

- Unit can be used concurrently to explore how specific aspects of Lexington have changed over time - links coming

Book Lists: *These are suggestions. School Library and alternative sources (e.g. Public Library, PTO, etc.) are great resources for literature ideas.*

I Pledge of Allegiance by Bill Martin and Michael Sampson ***See attached resource in links - ideas for teaching about The Flag and The Pledge of Allegiance** (Hubbard's Cubbard)

F is for Flag by Wendy Cheyette Lewison

L is for Liberty by Wendy Cheyette Lewison

Happy Birthday Martin Luther King by Jean Marzollo

Martin's Big Words by Doreen Rappaport

U.S. Flag

Chart of the Pledge of Allegiance


Globes and Maps

Supplemental Resources

See attached link for Star Spangled Banner:

Star Spangled Banner - music only (08) (see link)

Star Spangled Banner - words and music (16) (see link)

 http://www.hubbardscupboard.org/the_pledge_of_allegiance.html

 [08 Star Spangled Banner.m4a](#)

 [16 Star Spangled Banner.m4a](#)

 [I Can Social Studies Statements for Classrooms.docx](#)

 [SS GRID For Assessment Final.doc](#)


 [Thanksgiving Retelling Bracelet Instructions.doc](#)

 [Retelling Sheet for Thanksgiving 2.pdf](#)

 [Retelling mini-visual for kids color](#)


 [Visual for Retelling Bracelet Pilgrims Journey - Thanksgiving.doc](#)

 http://www.pebblego.com/content/choose_product.php

 [Image of Abraham Lincoln.doc](#)

 [Image of George Washington.doc](#)

 [Image of Dr. Martin Luther King Jr.doc](#)

 [MartinLutherKingPoem:Song Freedom.pdf](#)

 [MLK Song 1.JPG](#)

 [MLK- student's dream poem.docx](#)

 [MartinLutherKingJrFree.pdf](#)

[<< Previous Year](#)

I learned that asking questions is the best way to know what's going on.

I learned that asking questions can just be as important as a teacher asking question.

The way it made me feel was smart because I was asking good questions and giving good answers.

Volume 27, Number 5
September/October 2011

Teaching Students to Ask Their Own Questions

One small change can yield big results
By Dan Rothstein and Luz Santana

Students in Hayley Dupuy's sixth-grade science class at the Jane Lathrop Stanford Middle School in Palo Alto, Calif., are beginning a unit on plate tectonics. In small groups, they are producing their own questions, quickly, one after another: What are plate tectonics? How fast do plates move? Why do plates move? Do plates affect temperature? What animals can sense the plates moving? They raise questions "that we never would have thought of if we started to answer the first question we asked," says one of the students. "And just when you think you already know the question you want to focus on, you realize: 'Oh, wow, here's this other question that is so much better, and that's really what you need to think about.'"

Far from Palo Alto, in the Roxbury neighborhood of Boston, Mass., Sharif Muhammad's students at the Boston Day and Evening Academy (BDEA) have a strikingly similar experience. Many of them had transferred to BDEA for various reasons from other schools and had not always experienced much success as students. But working individually, they find that formulating their own questions engages them in a new way. One of the students observes: "When you ask the question, you feel like it's your job to get the answer, and you want to figure it out."

These two students—one in Palo Alto, the other in Roxbury—are discovering something that may seem obvious: When students know how to ask their own questions, they take greater ownership of their learning, deepen comprehension, and make new connections and discoveries on their own. However, this skill is rarely, if ever, deliberately taught to students from kindergarten through high school. Typically, questions are seen as the province of teachers, who spend years figuring out how to craft questions and fine-tune them to stimulate students' curiosity or engage them more effectively. We have found that teaching students to ask their own questions can accomplish these same goals while teaching a critical lifelong skill.

The Question Formulation Technique

Dupuy, Muhammad, and many other teachers are using a step-by-step process that we and our colleagues at the Right Question Institute have developed called the Question Formulation Technique (QFT). This technique helps students learn how to produce their own questions, improve them, and strategize on how to use them (see sidebar "Question Formulation Technique").

Question Formulation Technique

Produce Your Questions

Four essential rules for producing your own questions:

- Ask as many questions as you can.
- Do not stop to discuss, judge, or answer the questions.
- Write down every question exactly as it is stated.
- Change any statement into a question.

Improve Your Questions

- Categorize the questions as closed- or open-ended.
- Name the advantages and disadvantages of each type of question.
- Change questions from one type to another.

Prioritize the Questions

- Choose your three most important questions.
- Why did you choose these three as the most important?

Next Steps

- How are you going to use your questions?

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The origins of the QFT can be traced back 20 years to a dropout prevention program for the city of Lawrence, Mass., that was funded by the Annie E. Casey Foundation. As we worked together to increase parent involvement in education, we heard parents state the same problem over and over again: “We’re not going to the schools because we don’t even know what to ask.” Eventually, this problem led us to create a simple but powerful process that has been used effectively in a wide range of fields across the country and beyond. In health care, for example, research funded by the National Institutes of Health has shown that the QFT produces dramatic increases in levels of patient activation and improved patient-provider communication. In the classroom, teachers have seen how the same process manages to develop students’ divergent (brainstorming), convergent (categorizing and prioritizing), and metacognitive (reflective) thinking abilities in a very short period of time.

Teachers can use the QFT at different points: to introduce students to a new unit, to assess students’ knowledge to see what they need to understand better, and even to conclude a unit to see how students can, with new knowledge, set a fresh learning agenda for themselves. The technique can be used for all ages.

Students have used the QFT to develop science experiments, create their own research projects, begin research on a teacher-assigned topic, prepare to write an essay, analyze a word problem, think more deeply about a challenging reading assignment, prepare an interview, or simply get themselves “unstuck.”

The QFT has six key steps:

Step 1: Teachers Design a Question Focus. The Question Focus, or QFocus, is a prompt that can be presented in the form of a statement or a visual or aural aid to focus and attract student attention

and quickly stimulate the formation of questions. The QFocus is different from many traditional prompts because it is not a teacher's question. It serves, instead, as the focus for student questions so students can, on their own, identify and explore a wide range of themes and ideas. For example, after studying the causes of the 1804 Haitian revolution, one teacher presented this QFocus: "Once we were slaves. Now we are free." The students began asking questions about what changed and what stayed the same after the revolution.

Step 2: Students Produce Questions. Students use a set of rules that provide a clear protocol for producing questions without assistance from the teacher. The four rules are: ask as many questions as you can; do not stop to discuss, judge, or answer any of the questions; write down every question exactly as it was stated; and change any statements into questions. Before students start generating their questions, the teacher introduces the rules and asks the students to think about and discuss possible challenges in following them. Once the students get to work, the rules provide a firm structure for an open-ended thinking process. Students are able to generate questions and think more broadly than they would have if they had not been guided by the rules.

Step 3: Students Improve Their Questions. Students then improve their questions by analyzing the differences between open- and closed-ended questions and by practicing changing one type to the other. The teacher begins this step by introducing definitions of closed- and open-ended questions. The students use the definitions to categorize the list of questions they have just produced into one of the two categories. Then, the teacher leads them through a discussion of the advantages and disadvantages of both kinds of questions. To conclude this step, the teacher asks the students to change at least one open-ended question into a closed-ended one, and vice versa, which leads students to think about how the phrasing of a question can affect the depth, quality, and value of the information they will obtain.

Step 4: Students Prioritize Their Questions. The teacher, with the lesson plan in mind, offers criteria or guidelines for the selection of priority questions. In an introduction to a unit, the instruction may be, "Choose the three questions you most want to explore further." When designing a science experiment, it may be, "Choose three testable questions." An essay related to a work of fiction may require that students select "three questions related to the key themes we've identified in this piece." During this phase, students move from thinking divergently to thinking convergently, zero in on the locus of their inquiry, and plan concrete action steps for getting information they need to complete the lesson or task.

Step 5: Students and Teachers Decide on Next Steps. At this stage, students and teachers work together to decide how to use the questions. One teacher, for example, presented all the groups' priority questions to the entire class the next day during a "Do Now" exercise and asked them to rank their top three questions. Eventually, the class and the teacher agreed on this question for their Socratic Seminar discussion: "How do poverty and injustice lead to violence in *A Tale of Two Cities*?"

Step 6: Students Reflect on What They Have Learned. The teacher reviews the steps and provides students with an opportunity to review what they have learned by producing, improving, and prioritizing their questions. Making the QFT completely transparent helps students see what they have done and how it contributed to their thinking and learning. They can internalize the process and then apply it in many other settings.

When teachers deploy the QFT in their classes, they notice three important changes in classroom culture and practices. Teachers tell us that using the QFT consistently increases participation in group and peer learning processes, improves classroom management, and enhances their efforts to

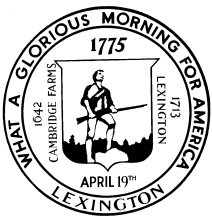
address inequities in education. As teachers see this happen again and again, they realize that their traditional practice of welcoming questions is not the same as deliberately teaching the skill of question formulation. Or, as one teacher put it: "I would often ask my students, 'Do you have any questions,' but, of course, I didn't get much back from them." In his seven years of teaching, Muhammad also encouraged his Roxbury students to ask questions but had seen just how difficult that could be for them. After using the six-step process outlined above, he was struck by "how the students went farther, deeper, and asked questions more quickly than ever before."

One Significant Change

For teachers, using the QFT requires one small but significant shift in practice: Students will be asking all the questions. A teacher's role is simply to facilitate that process. This is a significant change for students as well. It may take a minimum of 45 minutes for students to go through all the steps the first time it is introduced in a classroom; but as they gain experience using the QFT, teachers find that the students can run through the process very quickly, in 10 to 15 minutes, even when working in groups.

The QFT provides a deliberate way to help students cultivate a skill that is fundamentally important for all learning. Teaching this skill in every classroom can help successful students to go deeper in their thinking and encourage struggling students to develop a new thirst for learning. Their questions will have much to teach us.

Dan Rothstein and Luz Santana, codirectors of the Right Question Institute, are the authors of the forthcoming book [Make Just One Change: Teach Students to Ask Their Own Questions](#) to be published in September 2011 by Harvard Education Press.



Lexington Public Schools

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MEMORANDUM

To: Dr. Paul B. Ash
Lexington Public School Committee

From: Catherine Brooks, Middle School World Language Department Head
Marie Murphy, High School World Language Department Head
World Language Curriculum Review Committee

RE: World Language Curriculum Review (Year 1)
Report on Progress and Suggested Next Steps

Date: June 9, 2015

As you are aware, the Lexington Public Schools World Language Curriculum Review Committee has completed its first year of the curriculum review cycle. This group, comprised of grade six through grade twelve classroom teachers and administrators, worked determinedly to accomplish the first year objectives. These educators are listed, along with their positions, in Appendix A. The twenty-one committee members collaborated as a vertical 6-12 group to understand the transformed expectations for teaching and learning described in the national standards and the research discussed in this report. The committee convened for six full days on August 20, September 30, November 12, 2014 and January 13, March 18, and April 29, 2015. All Middle School and High School World Language Teachers were invited to attend the August 20, 2014 and April 29, 2015 curriculum review meetings. The work was challenging and invigorating, and led to a strong foundation for the thoughtful revision of the six through twelve World Language Curriculum in the next two years of the review cycle.

One of the unique challenges that faces the Lexington Public School World Language curriculum review is that Lexington currently has seven languages being taught at LHS and three of the seven languages begin in Middle School. There are fifty-one distinct World Language courses being offered in multiple sections at LHS. There are eleven different World Language courses being offered in the middle schools. In this document and in what we will present to you on Tuesday, June 9, 2015, we will summarize and highlight the accomplishments and findings of the World Language Curriculum Review Committee for Year 1. We accomplished many of our Year 1 goals, whose expectations are the same for all curricula

reviews. The summary below describes our successes and challenges, and the level to which we were able to accomplish these goals.

1. Content-Specific Curriculum Task Force: Grade 6-12

The Lexington Public Schools has a World Language Program consisting of 7 languages, three of which are taught in grades 6-12 (French, Spanish and Mandarin). Throughout the six curriculum review meetings, the representatives of French, Spanish and Mandarin were assembled by language specific groups and/or by course-alike groups. The other 4 languages were included in 2 meetings and updated during department meetings and will join the committee in the second year of the curriculum review cycle. It will continue to be important that all languages are represented as the committee studies and implements a proficiency based, 21st century World Language Curriculum.

2. Vision and Mission Development

During the first two curriculum review meetings the committee brainstormed changes to the existing mission/vision statements. Below is the draft of this work. During the last meeting of this year, it was decided that what was learned throughout this process would impact the final revision of this statement. This will happen at the beginning of next year's review cycle.

3. DRAFT Mission/Vision 2014-2015

LPS World Language Program

The Lexington Public Schools World Language Program fosters the skills and confidence necessary for developing proficiency, enabling students to communicate meaningfully in the target language. The goal of the World Language Program is to promote lifelong learning of languages and inspire in students passion, curiosity, and an appreciation of the products, practices and perspectives of world cultures. The program is designed to encourage World Language learners to be engaged members of multicultural communities by engendering empathy and a greater understanding of self and others.

4. Content-Related Literature and Resources

The committee reviewed pertinent research from various national and local sources. For a summary list of those resources, please refer to Appendix B. From this research the committee arrived at a collective understanding of what proficiency means, as well as the importance of the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines and the newly revised World-Readiness Standards for Learning Languages (Appendix C). The national trend is to organize programmatic goals around proficiency attained, as well as keep a focus on how the student can use the language within a variety of contexts (Language Functions Reference List, Appendix D). The committee studied the national resources described in the chart below, as a framework for

standardizing practices, in order to strengthen departmental growth and continue to enhance student performance.

Resource	Purpose	Description
The ACTFL World-Readiness Standards for Learning Languages	To provide broad content goals in order to define the role of world languages in the learning career of every student.	The five goal areas (Communication, Cultures, Connections, Comparisons, Communities) of the Standards establish a link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities.
The ACTFL Proficiency Guidelines (Infographic, Appendix D)	To describe what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations, in a spontaneous and non-rehearsed context.	For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. These Guidelines present the levels of proficiency <u>as ranges</u> , and describe what an individual can and cannot do with language at each level. They are an instrument for the evaluation of functional language ability.
The ACTFL Performance Descriptors for Language Learners	To describe language performance that is the result of explicit classroom instruction.	These new <i>Performance Descriptors</i> reflect how language learners perform. The <i>Performance Descriptors</i> help language educators create performance tasks targeted to the appropriate performance range, while challenging learners to also use strategies from the next higher range. These <i>Performance Descriptors</i> also help educators set realistic expectations at the summative assessment level.
The NCSSFL (The National Council of State Supervisors for Languages)-ACTFL Can-Do Statements	To explain what learners can do specific to each communication mode (Interpersonal, Interpretive, Presentational) and level of proficiency.	The statements help learners to self-reflect and subsequently identify what they are able to do with the language. They inform the learner as to what they need to be able to do in order to demonstrate a specific level of proficiency. They help educators to plan curriculum, units of instruction, and daily lessons to help learners improve their performance and reach a targeted level of proficiency.

(Adapted from information found in [The Keys to Planning for Learning](#))

Through its study of The Keys to Planning for Learning, and related articles, referenced in Appendix B, the committee established that a 21st century World Language Curriculum is proficiency based, flexible, thematic and focused on essential questions that encourage curiosity and motivate the learner. Instruction teaches learners **how** to learn and not **what** to learn. Learners should continuously expand their understanding and communication skills as well as increase proficiency levels as they move through a sequence of courses.

The committee explored effective instructional design practices centered on what we teach, how we teach and how we know that students have learned. Some of these effective design practices are:

- Collaborate to design thematic units based on what we want students to know and be able to do (Backwards Design) in order to enhance student performance and proficiency
- Plan assessment and instruction around the **three modes communication**:
 - Interpersonal Communication** - Learners participate in unrehearsed spoken, signed and written conversations.
 - Interpretive Communication** - Learners read, listen to and view both informational and literary texts, demonstrating understanding of the literal and inferred meanings
 - Presentational Communication** - Learners present information, concepts, and ideas that have been rehearsed or edited to an audience of listeners or readers, using technology as appropriate to the purpose of the presentation.
- Seek ongoing professional development to stay current with effective practices.
- Create a classroom culture that fosters risk-taking and creativity with languages.
- Encourage 90% Plus target language (the language that is being instructed) use by teachers and students at all levels.
- Design learning experiences around authentic materials (materials created by native speakers of the language for speakers of that language).

The committee viewed, discussed and reflected upon webinars available through ACTFL. A list of those webinars viewed is located in Appendix B. These webinars helped to collectively learn about the ACTFL proficiency levels, how to build proficiency, and how to approach unit design.

During the final meeting of the year, the committee was joined by Paul Sandrock, The Director of Education at ACTFL, for a videoconference. Paul Sandrock has been integral in the development of the ACTFL resources described in this report. He led the meeting with the following goals: to identify ways to integrate the World Readiness Standards in developing, practicing and assessing learners’

language performance and to adapt and use “Can-Do” Statements to focus expectations for performance tasks. Members of the committee were able to interact with Mr. Sandrock by asking and answering questions relating to the goals of this meeting as well as various topics that the committee had addressed throughout the first year of the curriculum review.

This interactive experience allowed committee members to come to a practical and deeper understanding of the work of the first year of the World Language Curriculum Review Committee.

5. National Curriculum Standards Review and Comparison to the Existing Lexington World Language Curriculum

Massachusetts has not updated its World Language Frameworks since 1999, and does not have a plan to do so. The original Standards for Language Learning (National Standards in Foreign Language Education Project [NSFLEP], 1996) was first published in 1996 and revised in 2006. These Standards defined the five goal areas, the 5 Cs- Communication, Cultures, Connections, Comparisons and Communities and what it means to communicate in a language other than English. The World Readiness Standards (2015) have been revised based on what language educators have learned while implementing the original Standards. The World Readiness Standards align to both 21st Century Skills and the Common Core State Standards.

The current Lexington Public School World Language Program is based on the 5 C’s and the skills needed to communicate in meaningful and appropriate ways with speakers of the target language. As members of a premier World Language program we strive to remain at the forefront of World Language instruction. The students in the Lexington World Language Program excel on a both a state and national level.

As research shows, the evolution of World Language instruction and assessment is shifting toward measuring what students can do with target language and at what level of proficiency. Twenty-first Century teachers facilitate student inquiry and exploration, engage students problem-solving and authentic tasks, encourage collaboration, allow for multiple ways for students to demonstrate outcomes, and provide on-going feedback to improve learning. The chart below adapted from an ACTFL Webinar presentation is an example of this shift.

Traditional World Language Classroom	21st Century World Language Classroom
Focus on grammar and vocabulary with explanations in English	Focus on purposeful communication in the Target Language
Culture is separated from language	Culture and language are integrated
Teacher talks, students listen and take notes	Teacher models, students work in pairs/groups to practice language use
Teacher asks questions of individual students and evaluates their response	Teacher monitors pairs/groups and provides helpful feedback
Classroom is relatively quiet	Classroom is lively, highly interactive and engaging

(from ACTFL webinar presentation, Clementi, Donna and Terrill, Laura “Purposeful Lesson Planning”)

6. Review of Current Resources and Materials

The World Language Curriculum Review Committee identified the resources being used to accomplish the goals of the existing curriculum in each language and at each grade level. Course-alike and language specific groups met to discuss the current curriculum and resources. The groups identified similarities and differences as a means of establishing a baseline for vertical and horizontal alignment.

7. Student Performance and Assessment

The Lexington World Language Department currently utilizes various assessments that help to evaluate student performance. PLC (Professional Learning Communities) groups actively engage in creating and implementing common formative and summative measures in order to identify strengths and weaknesses in student performance. End-of-course common measures are used to determine areas of strength and weakness to better understand student challenges that will assist in informing instruction. Data from the National Language Association Exams and Language Specific AP Exams serve to recognize achievement in the study of the languages and provide programmatic data.

In keeping with the shift toward measuring proficiency, various languages and grade levels have piloted the ACTFL Assessment of Progress toward Proficiency (AAPPL). The AAPPL is a nationally normed performance-based assessment of standards-based language learning across the three modes of communication (Interpersonal, Interpretive, and Presentational) as defined by the World Readiness Standards. The AAPPL Measure assesses performance, the language that learners have learned and practiced within a classroom setting, providing evidence that points toward a learner's proficiency level. We have found that the scores from this assessment could be used to establish baseline levels at the beginning or end of a course or at key points in the World Language program. More importantly, it can objectively document whether learners and programs are reaching designated benchmark levels. Therefore, the AAPPL assessment may be useful to evaluate the alignment of curricular goals with actual learner performance and with national standards as we move forward. Maureen Kavanaugh, Lexington Public Schools Director of Planning and Assessment, will be assisting us in analyze the results of this year's AAPPL exam pilot.

8. Current Status

Year 1 of the Lexington Public School World Language curriculum review reinforced that there is a dedicated cohesive group of World Language educators that strive to increase their student's achievement. The program aligned vertically and horizontally by content standards. The World Language teachers at Clarke Middle School and William Diamond Middle School continue to actively collaborate, in person and by Google Docs, therefore each year there is an increased

continuity and clarity of curriculum and expectations between schools. Multiple common assessments have been created, implemented, and assessed. Common rubrics for Presentational Writing and Speaking are being utilized. Common expectations for Purposeful use of the Target Language have been established. This collaboration is enabled by the scheduling of all middle school World Language teachers in content specific, weekly, Professional Learning Communities (PLC). We hold joint school department meetings bi-weekly that include the entire middle school World Language department.

There is a need to align our curriculum expectations and standards to a more proficiency based 21st century curriculum.

At the high school, there are currently nine World Language PLCs, each organized around common subject areas: All of the PLCs have a common planning time for at least three blocks and one common meeting time each week. There has been much effort in the development of rubrics. The department has established a common set of rubrics for reading, writing, speaking and listening, which can then be adapted for specific assignments and assessments. Common formative and summative assessments have been developed and administered throughout the year and the final exam is always a common summative assessment.

For the past few years, high school language teachers at the High school have been writing their curriculum in Atlas Rubicon identifying Big Ideas, Essential Questions, Course Objectives, Content (students will be able to know) and Skills (students will be able to), Assessments and Suggested Strategies and Resources. All of the curriculum work currently completed in Atlas Rubicon is closely aligned with the current Massachusetts Foreign Languages Curriculum Framework last updated in August 1999.

For the 2011 – 2012 school year, the major focus of all of the Lexington High School PLCs was “backwards design” or the mapping out of the curricular units before implementation and the refinement of Big Ideas and Essential Questions. Atlas Rubicon became the new on-line tool used to facilitate curriculum discussion and store unit plans in a consistent manner. Alison Zmuda supported these efforts during the professional development release afternoons that year. Work continues on Atlas Rubicon during some of the PLC meetings.

In an effort to increase vertical and horizontal curriculum alignment, meeting time was used to begin to establish Themes and Essential Questions for units. We will continue to use the Backwards Design model for unit design, and the World Language specific Standards Based Unit Template provided by ACTFL in The Keys to Planning for Learning (Appendix E). The goal is to store our curriculum in Atlas Rubicon after having established a collective understanding of effective unit design.

There is a need to align our curriculum expectations and standards to a more proficiency based Twenty-First Century curriculum at both the Middle School and High School levels.

9. **Conclusion:**

Year 2 Goals

The next step is for the Middle and High schools to continue with the development of the proficiency based thematic curriculum units using a backwards-design model. Specifically, we will focus on determining unit goals and the design of summative performance assessments through which the students will be able to demonstrate what they know and are able to do with the language they are studying. Professional development will be provided for the World Language curriculum review committee next year to effectively determine the unit goals and design these assessments.

Based upon our reflection of the first year of our curriculum review, we have established the following goals for Year 2.

- Finalize Mission/Vision statement
- Establish program goals and outcomes based on language functions and proficiency levels
- Utilize the district Director of Planning and Assessment, Maureen Kavanaugh for guidance on assessment development and analyze student performance data in order to assess strengths and weaknesses programmatic
- Conduct a hands-on workshop with the ACTFL Director of Education, Paul Sandrock, author of The Keys to Assessing Language Performance. The workshop will guide our development of effective performance assessments
- Research and discuss effective performance assessment methods based on program goals and outcomes
- Create Thematic Units using the Backwards Design principles and the Keys to Planning for Learning templates
- Identify professional learning needs for all World Language teachers in regards to curricular goals
- Recommend the purchase of appropriate resources

**Lexington Public Schools World Language Department
Curriculum Review Committee Members 2014-2015**

Middle School Teachers

Catherine Brooks, World Language Department Head

Amelia Aguilera, Clarke Spanish Teacher

Tracey Herbert, Clarke Spanish Teacher

Sarah Franford, Clarke Spanish Teacher

Marie Barrillon, Clarke French Teacher

Michel Berjoan, Clarke French Teacher

Dierdre Huff, Diamond Spanish Teacher

Stephen Colombo, Diamond Spanish Teacher

Elisabeth Passeri, Diamond French Teacher

Christine Goulet, Diamond French Teacher

Joan Yarmovsky, Diamond French Teacher

Shuwling Jane, Clarke Mandarin Teacher

Julianne Baecker, Diamond Mandarin Teacher

High School Teachers

Marie Murphy, World Language Department Head

Rina Farber-Mazor, LHS French Teacher

Heather Kimura, LHS French Teacher

Kelly Lisowski, LHS Spanish Teacher

Jose Ramos, LHS Spanish Teacher

Daniel Shadbegian, LHS Spanish Teacher

Lili Pan, LHS Mandarin Teacher

Jieying Yao, LHS Mandarin Teacher

LEXINGTON PUBLIC SCHOOLS
WORLD LANGUAGE CURRICULUM REVIEW
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WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
<p>COMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication:</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication:</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Presentational Communication:</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>CULTURES</p> <p>Interact with cultural competence and understanding</p>	<p>Relating Cultural Practices to Perspectives:</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>Relating Cultural Products to Perspectives:</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	
<p>CONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p>Making Connections:</p> <p>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p>Acquiring Information and Diverse Perspectives:</p> <p>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	
<p>COMPARISONS</p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>Language Comparisons:</p> <p>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>Cultural Comparisons:</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	
<p>COMMUNITIES</p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p>School and Global Communities:</p> <p>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>Lifelong Learning:</p> <p>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

The five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences.

The National Standards for Learning Languages have been revised based on what language educators have learned from more than 15 years of implementing the Standards. The guiding principle was to clarify what language learners would do to demonstrate progress on each Standard.

These revised Standards include language to reflect the current educational landscape, including:

- Common Core State Standards
- College and Career Readiness
- 21st century skills

These Standards are equally applicable to:

- learners at all levels, from pre-kindergarten through post-secondary levels
- native speakers and heritage speakers, including ESL students
- American Sign Language
- Classical Languages (Latin and Greek)

The 2011 report, *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions*, provided evidence of and support for the following concepts which influenced these revisions:

- The National Standards are influencing language learning from elementary, through secondary, to postsecondary levels.
- The integrated nature of the five “C” goal areas has been accepted by the profession.
- Educators asked for more description of what language learners should know and be able to do in the goal areas of Connections and Communities.

- Over 40 states have used the five “C” goal areas to create state standards for learning languages (identifiable even if configured in slightly different ways).
- Some state documents are beginning to describe cultural outcomes in terms of processes of observation and experience.
- Many local curricula are also aligned with the five “C” goal areas and the details of the 11 standards.

Based on this consensus from all levels of language educators, **the five goal areas and the 11 standards have been maintained.** The World-Readiness Standards for Learning Languages clarify and better illustrate each goal area and standard in order to guide implementation and influence assessment, curriculum, and instruction.

Responses to the online feedback survey gave overwhelming support to the proposed revisions:

- **93.4%** of respondents said the “refreshed” Standards describe **appropriate** (39.1%) or **very appropriate expectations** (54.3%) for language learners.
- **94.9%** of respondents said the “refreshed” Standards provide **equally clear** (10.9%), **somewhat clearer** (26.8%), or **much clearer direction** (57.2%) for language educators and learners.

In response to additional suggestions from the feedback and comments received, specific descriptions of performance at each level (Novice, Intermediate, Advanced, and Superior), sample indicators of progress, and sample learning scenarios will be the next areas addressed in this revision process.

LANGUAGE FUNCTIONS – REFERENCE LIST**A**

Accepting/refusing invitations
 Agreeing/disagreeing
 Analyzing/interpreting
 Apologizing/forgiving
 Approving/disapproving
 Asking for/giving clarification
 Asking for/giving information
 Asking for/giving/refusing permission
 Attracting attention

B

Blaming

C

Clarifying
 Classifying
 Comparing/contrasting
 Complaining
 Complimenting
 Conceding
 Confirming/admitting/denying
 Congratulating
 Contradicting
 Counting
 Creating
 Criticizing
D
 Defining
 Demonstrating
 Denying
 Describing people
 Describing places
 Describing procedures, processes
 Describing objects
 Describing weather
 Differentiating
 Discussing

E

Elaborating
 Encouraging
 Evaluating
 Explaining
 Expressing agreement/partial agreement
 Expressing cause and effect
 Expressing certainty/uncertainty
 Expressing comprehension or lack of comprehension
 Expressing daily routines
 Expressing disappointment
 Expressing doubt/indecision
 Expressing emotions, feelings
 Expressing enthusiasm
 Expressing happiness
 Expressing hope
 Expressing how often, how well
 Expressing indifference
 Expressing intentions
 Expressing interest/lack of interest/indifference or boredom
 Expressing likes/dislikes/preferences
 Expressing needs/wishes/wants
 Expressing obligation
 Expressing opinions
 Expressing possibility/impossibility
 Expressing probability/improbability
 Expressing regret
 Expressing sadness
 Expressing surprise
 Expressing sympathy
 Extending invitations
F
 Forbidding
G
 Giving advice

LANGUAGE FUNCTIONS – REFERENCE LIST

Giving biographical information (name, address, phone number, age)

Giving commands

Giving directions

Giving opinions

Giving possible solutions

Giving reasons and explaining causality

Greeting/welcoming

H

Hypothesizing

I

Identifying

Identifying day, date, season

Imagining

Indicating relationships

Inferring

Instructing

Introducing oneself/someone else

J

Justifying

L

Labeling

Leave-taking/farewells

Listing

M

Maintaining a conversation

Making appointments, arrangements, reservations

Making recommendations

Mediating or conciliating

N

Naming

Narrating

Negotiating

O

Offering

Offering alternatives/solutions

Opening/closing an interaction

P

Paraphrasing

Persuading/dissuading

Planning

Praising/blaming

Predicting

Presenting information

Promising

R

Reacting

Recounting experiences/events

Referring to things already mentioned

Refusing

Reporting

Requesting

Responding

S

Seeking/requesting information

Sequencing

Speculating on the future

Stating intentions

Stating location

Stating ownership

Stating preferences

Suggesting

Summarizing

T

Talking about the future

Telling time

Thanking

U

Using formal/informal language appropriately

W

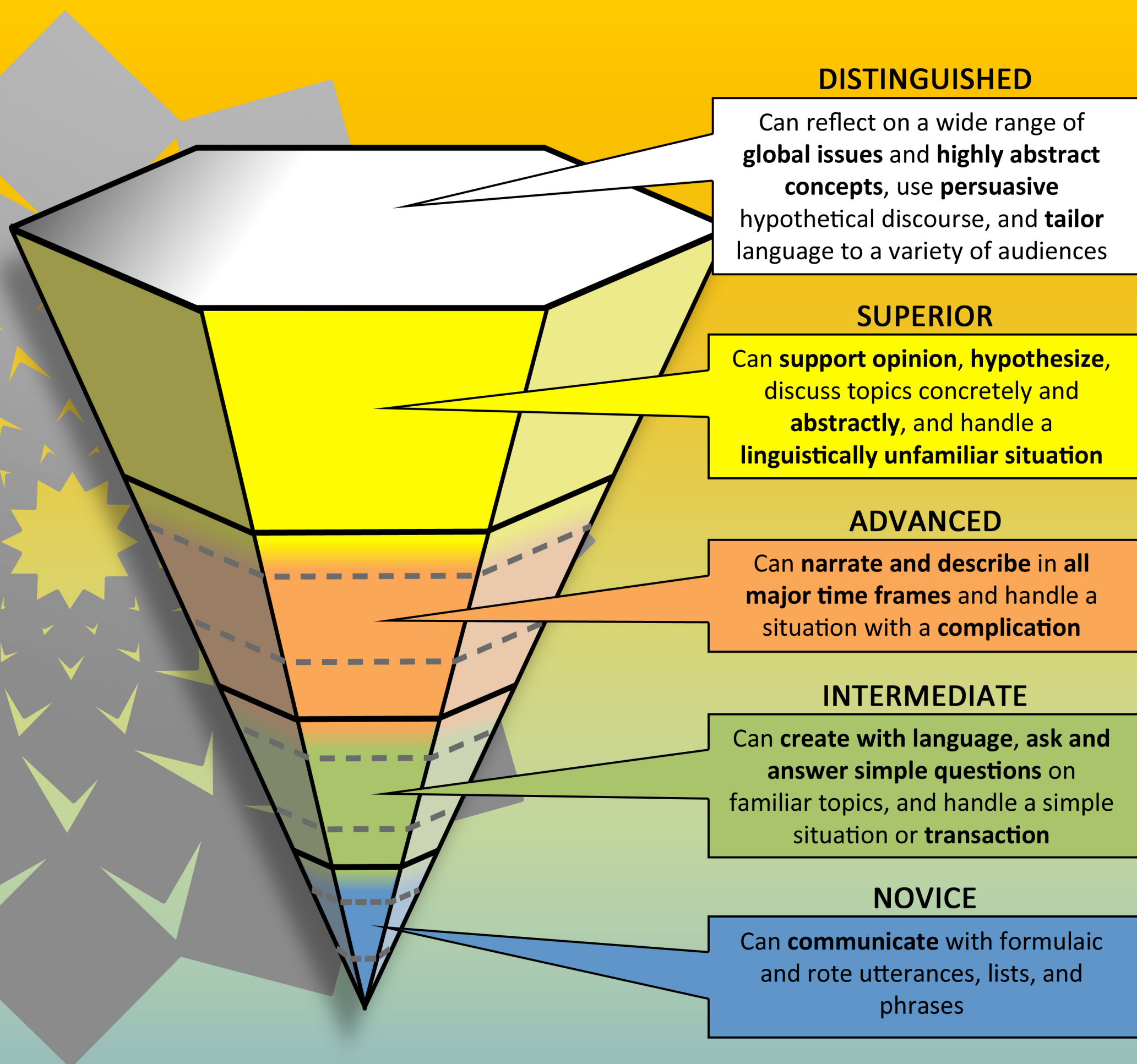
Wanting

Warning

Wishing

Worrying

ACTFL PROFICIENCY LEVELS



INVERTED PYRAMID REPRESENTING
THE FUNCTIONS OF THE MAJOR LEVELS



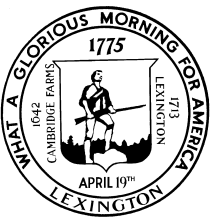
Standards-Based Unit Template by Clementi & Terrill November 2013

Language and Level / Grade			Approximate Length of Unit	
			Approximate Number of Minutes Weekly	
Theme/Topic				
Essential Question				
Goals <i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to:			
Summative Performance Assessment <ul style="list-style-type: none"> • <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> • <i>They are integrated throughout the unit.</i> • <i>The template encourages multiple interpretive tasks.</i> • <i>The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> • <i>The tasks should incorporate 21st Century Skills.</i> 	Interpretive Mode			
	Presentational Mode		Interpersonal Mode	

Standards-Based Unit Template by Clementi & Terrill November 2013

Cultures (Sample Evidence) <i>Indicate the relationship between the product, practice, and perspective.</i>	Product: Practice: Perspective:			
	Product: Practice: Perspective:			
Connections (Sample Evidence)	Making Connections		Acquiring Information and Diverse Perspectives	
Comparisons (Sample Evidence)	Language Comparisons		Cultural Comparisons	
Communities (Sample Evidence)	School and Global Communities		Lifelong Learning	
Connections to Common Core				
Toolbox				
Language Functions		Related Structures / Patterns		Vocabulary Expansion
				Tier 1
				Tier 2
Key Learning Activities/Formative Assessments				
Key Learning Activity/Formative Assessment <i>(representative samples from beginning to end of unit)</i>		How does this activity support the unit goals or performance tasks?	Mode of Communication	Interculturality Self Community

			World
Resources		Technology Integration	



Lexington Public Schools

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Maureen Kavanaugh
Director of Planning and Assessment

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To: School Committee
Dr. Paul B. Ash, Superintendent of Schools

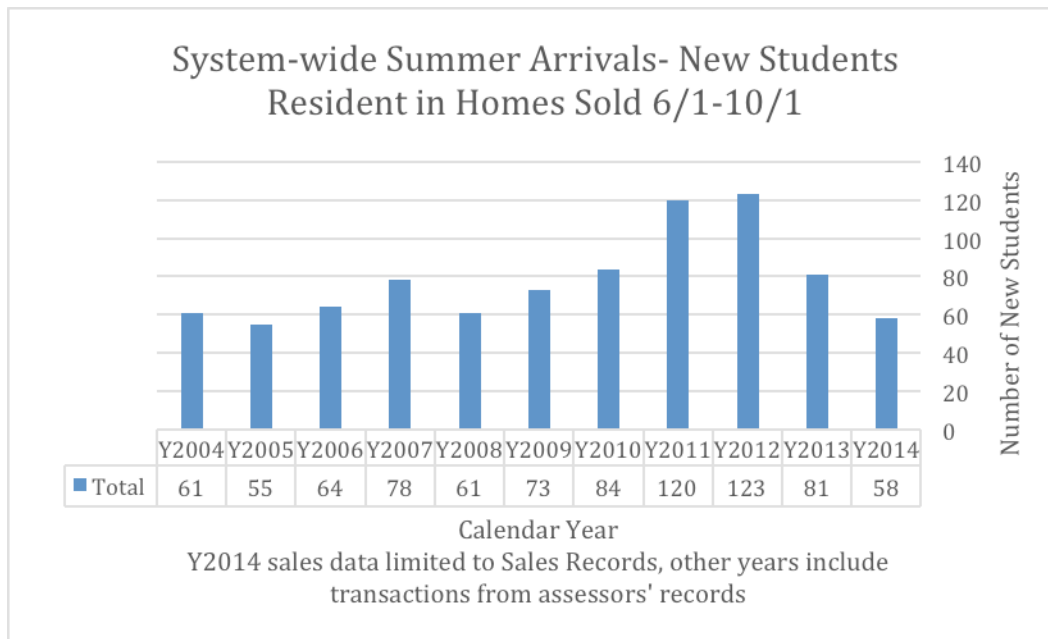
From: Maureen Kavanaugh, Director of Planning and Assessment

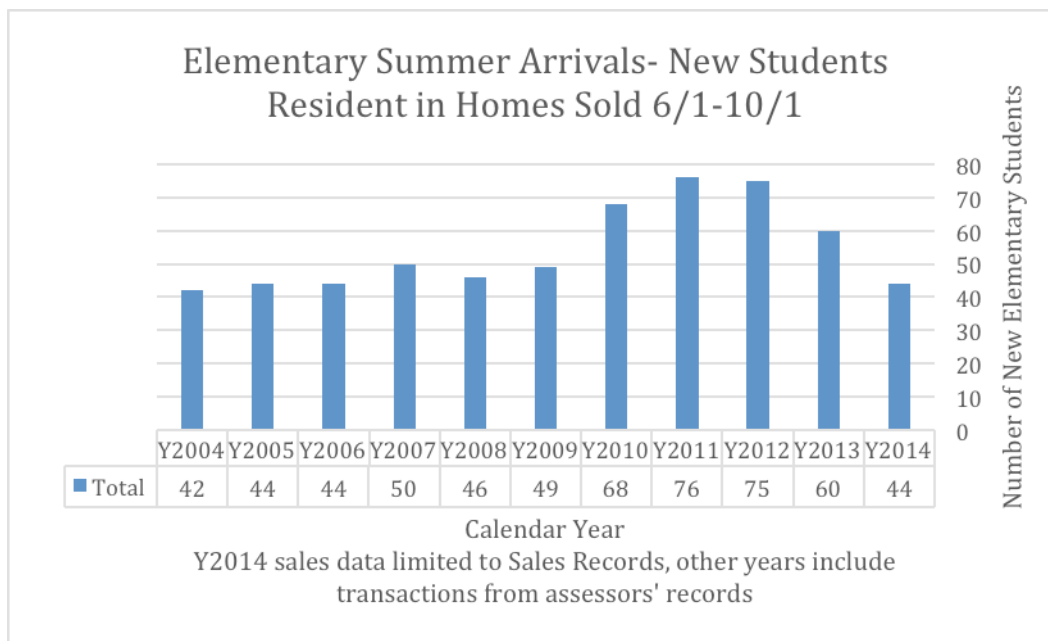
Re: Update on Projected Enrollment

Date: June 2, 2015

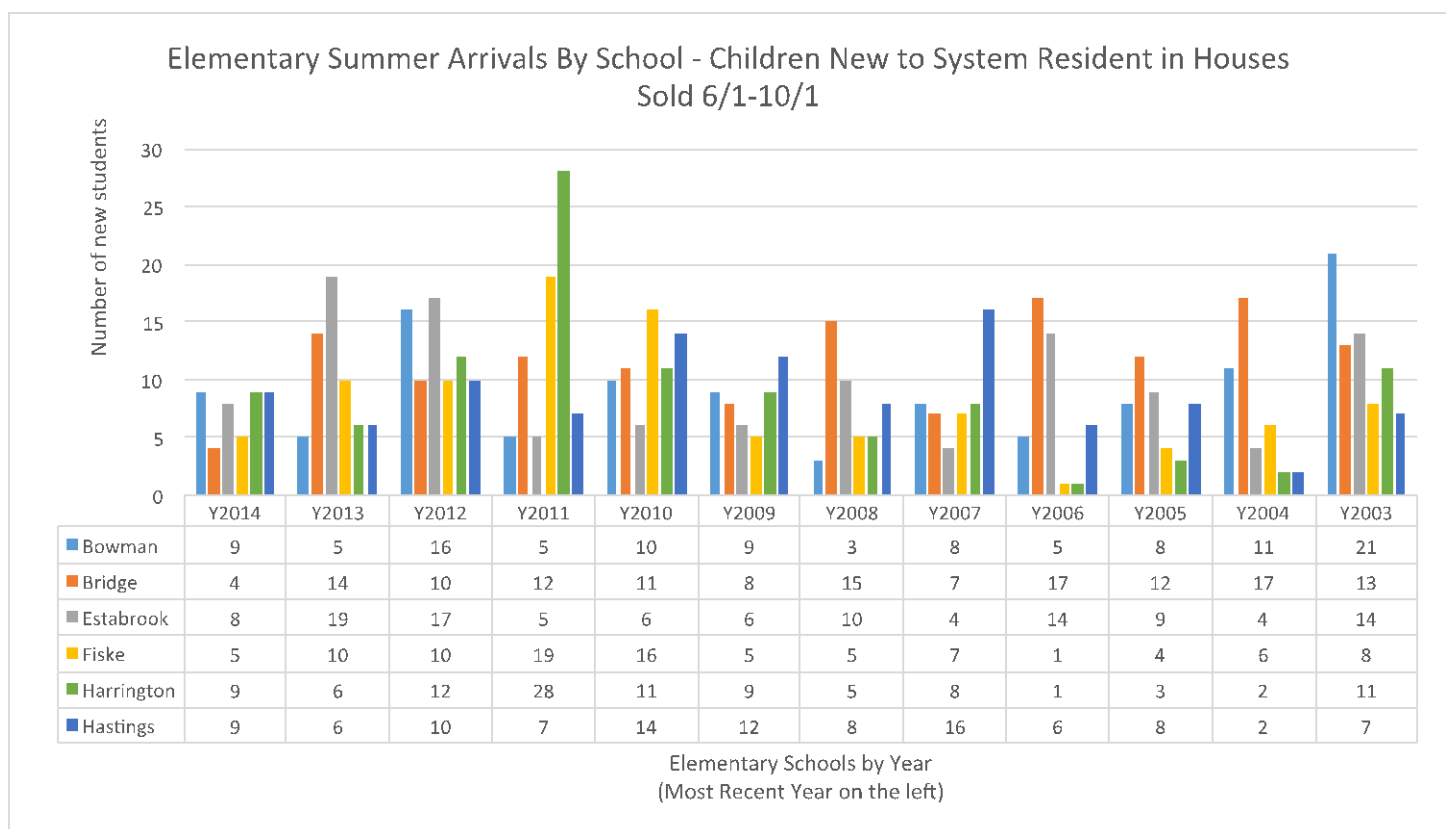
The following report provides an update on projected enrollment for the 2015-16 school year based on current available information. These projections are based on current enrollments, kindergarten pre-registration, and any new information staff have been able to collect regarding families entering and leaving the district. However, we know from previous years that a significant number of students arrive over the summer and therefore the final fall enrollment is likely to be higher than the presented numbers.

Consulting with members of the Enrollment Working Group, this expectation is established by sales of single-family homes eventually occupied by new students that occur over the summer. The charts below show the number of students that reside in homes purchased after 6/1 and before 10/1 of the summer preceding the academic year from 2004 to 2014. System-wide, the number of eventual students who reside in single-family homes purchased over the summer has ranged from 55 to 123 students in a given year. At the elementary level, this number has ranged from 42 to 76 students.





There is no clear pattern at the school level that would suggest a large number of these students consistently enroll at any one particular elementary school.



Due to limitations in available data, the charts above may underestimate the total number of students who arrive during the summer. Sales data is based on assessors' records for a property's last sale date. These records lag by over a year and therefore data for 10/1/2014 is based on sales records as reported by Zillow.com. This source does not always include private sales and therefore may not include all sales that occurred during the summer of 2014. Further these numbers only include sales. They do not include rentals, which represent another possible source of summer arrivals.

Lexington Public Schools FY 16 Projected Enrollment as of June 1, 2015

Grade	Bowman	Bridge	Estabrook	Fiske	Harrington	Hastings	TOTALS
K	20	18	17	20	16	14	410
	19	19	17	21	16	14	
	19	19	17	21	16	15	
	19	19	17	21	16		
1	19	18	17	19	19	20	448
	19	19	17	19	19	20	
	19	19	17	19	19	20	
	18	19	18	18			
2	23	22	21	21	20	16	495
	23	22	21	21	20	16	
	22	22	21	21	20	16	
	22	23	22	22	21	17	
3	23	23	19	21	23	19	518
	23	24	19	21	23	20	
	23	24	19	21	24	20	
	22	24	20	21		20	
4	22	23	19	24	24	23	491
	22	23	19	23	25	23	
	22	23	19	23	25	24	
	21	24	19				
5	23	20	26	25	20	21	558
	23	20	26	25	20	21	
	23	20	26	24	20	21	
	22	20	26	24	20	21	
		21					
Total Enrollment	572	547	479	495	426	401	2920
Sections	27	26	24	23	21	21	142
<u>Middle School</u>							
		Clarke			Diamond		
6		302			272		574
7		261			263		524
8		285			267		552
Total		848			802		1650
<u>High School</u>							
9							553
10							564
11							522
12							535
Total							2174
District Total							6744



Lexington Public Schools

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Paul B. Ash, Ph.D.
Superintendent of Schools

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To: School Committee
From: Paul B. Ash, Ph.D.
Superintendent of Schools
Re: Revisions to the PreK-5 Space Plan
Date: June 5, 2015

I am pleased to announce that I have reached an agreement with a local organization to lease their building for use as a preschool from July 1, 2016, to June 30, 2019. The building is currently occupied as a preschool. The building has 16,000 square feet, which is sufficient for our current and projected enrollment. Town Counsel and the Town Manager will review the final lease agreement.

Since we are reasonably confident that Lexington Children's Place will vacate the Harrington School on July 1, 2016, four general education classrooms and some small group instructional spaces will become available. The additional classrooms will now provide us classrooms for future enrollment growth at Harrington and space for students who may be redistricted from another school(s). With these spaces, it is now reasonable to ask whether we still need six prefabricated general education classrooms (2 at Fiske, 2 at Bowman, and 2 at Bridge) or fewer classrooms between 2016 and 2019. If we need fewer than 6 prefabricated classrooms, then where should they be built.

In order to determine the number prefabricated classrooms and their location(s), I recommend that a Superintendent's Advisory Committee be established to study this question and make a recommendation to the School Committee by July 8, 2015. The charge of the committee will be to:

- Work with available members of the former Enrollment Working Group and the Superintendent to project the number of general and specialized classrooms needed in each school through June 30, 2019 (general education, art, music, English language learners, and special education). The committee's recommendation on the location of the new spaces may take into consideration the reasonableness of possible short- and long-term redistricting plans.
- Recommend by mid-September a redistricting plan(s) to be implemented at the beginning of the 2016-2017 school year.

Composition of the Superintendent's Advisory Committee (17 members)

- 2 parents from each elementary school (one selected by the PTA/PTO and one selected by the Site Council)
- 2 School Committee members
- 1 Director of Planning and Assessment
- 1 Assistant Superintendent for Curriculum, Instruction, and Professional Learning
- 1 Superintendent of Schools

LPS PROFESSIONAL CLIMATE SURVEYS:

2015 HIGHLIGHTS AND THREE YEAR TRENDS

June 9, 2015

LPS Professional Climate Survey

- Online survey administered to all staff in 2013, 2014 & 2015
 - ▣ Responses collected from 854 staff in 2015
 - ▣ Items referred to staff perceptions about the district and their school (when applicable)
- 37 common items across all three years
- Asked to respond using a 5-point scale: strongly agree (5) to strongly disagree (1)

2015 Highlights

- Average item response range: 4.53 – 2.85
- Average response for the majority of items between 3 and 4

Strengths

- Staff work in a school environment that is safe. (**4.33**)
- I experience a professional atmosphere at my school. (**4.20**)
- Teachers and staff work in a school environment that is clean and well maintained. (**4.14**)
- Staff at my school respect people from different backgrounds and cultures. (**4.53**)
- There is an atmosphere of trust and mutual response among teachers in my school. (**4.10**)

Room for Growth

- I am given meaningful opportunities to provide input in the decisions made in my district. (2.85)
- I feel safe in stating my opinions about issues facing my district even if I disagree with the approach being taken. (3.17)
- I feel safe in stating my opinions about issues facing my school even if I disagree with the approach being taken. (3.31)

Bolded 2015 average indicates significant change over three years

Changes Over Time: 2013-2015

- Significance tests used to determine if changes from year to year are greater than expected random fluctuations
 - 2 year changes (2013 to 2014; 2014 to 2015)
 - 3 year changes (2013 to 2015)
 - .95 confidence level applied

Continuous Improvement Over 3 Year Period

- Employees in the district are empowered to help solve problems. **(3.47)** +.28
- Based on my experience there is a positive relationship between the Lexington Education Association and the district administration. **(3.64)** +.38
- Teachers and staff work in a school environment that is clean and well-maintained. **(4.14)** +.40
- ***No items in continuous decline***

Bolded 2015 average indicates significant change over three years

Slow, but Steady Rate of Improvement Over Three Year Period

- School-based professional development has provided me with strategies that I have incorporated into my work. **(3.63)**
- I am kept informed of the school improvement plan. **(3.64)**

Bolded 2015 average indicates significant change over three years

Other Notable 3-Year Gains

- District professional development has provided me with strategies that I have incorporated into my work. (**3.78**) +.23
- I have the support I need to deliver culturally responsive instruction and teaching. (**4.02**) +.24
- I trust the people who make district decisions that affect me. (**3.41**) +.26
- I experience a spirit of teamwork and cooperation at my school. (**4.07**) +.25

Bolded 2015 average indicates significant change over three years

Other Notable 3-Year Gains

- Rules for student conduct are consistently enforced by administration. (**3.81**) +.37
- Rules for student conduct are consistently enforced by teaching staff. (**3.74**) +.32
- I feel appreciated by the Lexington Education Association for the work I do. (**3.82**) +.34
- I feel appreciated by central administrators for the work I do. (**3.45**) +.33

Bolded 2015 average indicates significant change over three years

Mixed Results or No Change:

Mixed Trend

Examples:

- I am giving meaningful opportunities to provide input in the decisions made in the district. (2.85)
- I feel safe stating my opinions about issues facing my school even if I disagree with the approach being taken. (3.31)

No Significant Change

- I am giving meaningful opportunities to provide input in the decisions made in my school. (3.56)
- I contribute to the work of my department, school, district and/or LEA through committee work. (3.90)

Bolded 2015 average indicates significant change over three years

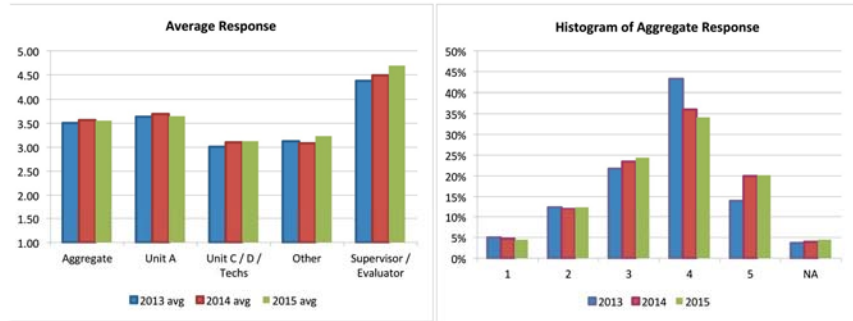
Conclusions and next steps:

- Continue to examine disaggregated results (departments, schools, and units), working with new superintendent and LEA president
 - ▣ Identify positive practices that may have contributed to areas where we show improvement
 - ▣ Identify ways to address areas of lower performance and/or where we see no change

SPECIAL THANKS TO DR.
AVON LEWIS FOR HER
CONTRIBUTION TO ANALYSIS
AND REPORTING

I am given meaningful opportunities to provide input in the decisions made in my school.

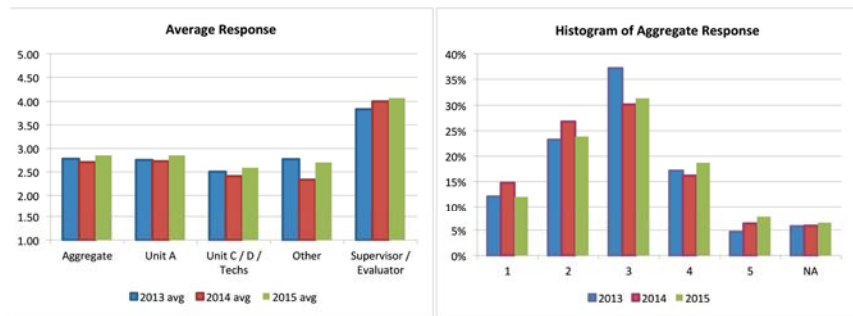
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.51	3.57	3.56	0.06	-0.01	No	No	No
Unit A	3.64	3.70	3.65	0.06	-0.05	No	No	No
Unit C / D / Techs	3.01	3.10	3.13	0.09	0.02	No	No	No
Other	3.13	3.08	3.23	-0.04	0.15	No	No	No
Supervisor / Evaluator	4.37	4.49	4.69	0.12	0.20	No	No	No



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

I am given meaningful opportunities to provide input in the decisions made in my district.

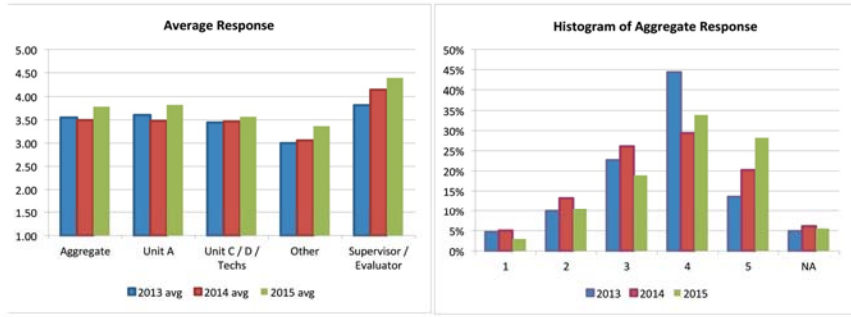
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	2.78	2.71	2.85	-0.07	0.15	No	Yes, Increase	No
Unit A	2.75	2.73	2.85	-0.03	0.13	No	Yes, Increase	No
Unit C / D / Techs	2.50	2.41	2.59	-0.09	0.18	No	No	No
Other	2.77	2.33	2.70	-0.44	0.37	No	No	No
Supervisor / Evaluator	3.83	4.00	4.07	0.17	0.07	No	No	No



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

District professional development has provided me with strategies that I have incorporated into my work.

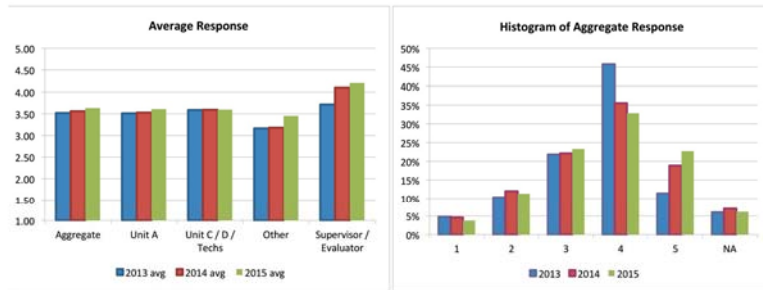
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.55	3.49	3.78	-0.06	0.29	No	Yes, Increase	Yes, Increase
Unit A	3.60	3.48	3.82	-0.13	0.34	Yes, Decrease	Yes, Increase	Yes, Increase
Unit C / D / Techs	3.44	3.46	3.57	0.02	0.10	No	No	No
Other	3.00	3.06	3.36	0.06	0.31	No	No	No
Supervisor / Evaluator	3.81	4.13	4.39	0.32	0.26	No	No	Yes, Increase



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

School - based professional development has provided me with strategies that I have incorporated into my work.

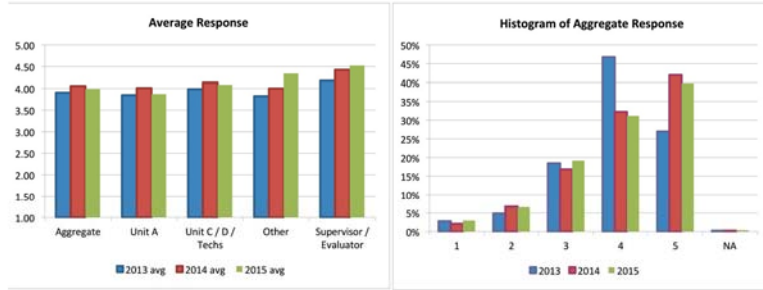
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.52	3.56	3.63	0.04	0.07	No	No	Yes, Increase
Unit A	3.51	3.53	3.61	0.02	0.08	No	No	No
Unit C / D / Techs	3.59	3.59	3.60	0.00	0.01	No	No	No
Other	3.16	3.18	3.45	0.01	0.27	No	No	No
Supervisor / Evaluator	3.71	4.11	4.20	0.39	0.09	No	No	Yes, Increase



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

I would encourage individuals to work for the Lexington Public Schools.

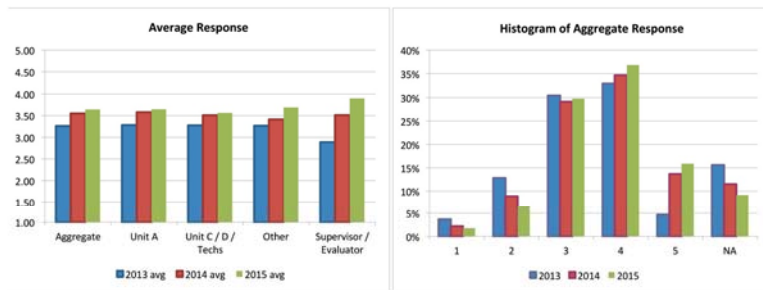
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.90	4.06	3.99	0.15	-0.07	Yes, Increase	No	No
Unit A	3.85	4.01	3.87	0.16	-0.14	Yes, Increase	Yes, Decrease	No
Unit C / D / Techs	3.99	4.13	4.08	0.15	-0.05	No	No	No
Other	3.82	4.00	4.34	0.18	0.34	No	No	Yes, Increase
Supervisor / Evaluator	4.18	4.43	4.52	0.25	0.10	No	No	No



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Based on my experience there is a positive relationship between the Lexington Education Association and the district administration.

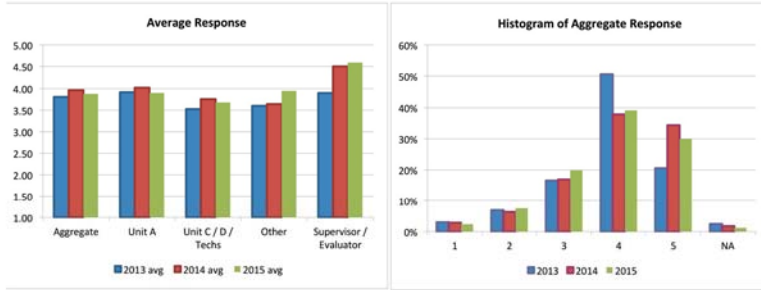
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.26	3.55	3.64	0.29	0.09	Yes, Increase	Yes, Increase	Yes, Increase
Unit A	3.28	3.58	3.65	0.30	0.07	Yes, Increase	No	Yes, Increase
Unit C / D / Techs	3.28	3.51	3.56	0.23	0.05	Yes, Increase	No	Yes, Increase
Other	3.27	3.41	3.69	0.15	0.28	No	No	No
Supervisor / Evaluator	2.89	3.51	3.90	0.63	0.39	Yes, Increase	No	Yes, Increase



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Building Administrators share the information I need to perform my job.

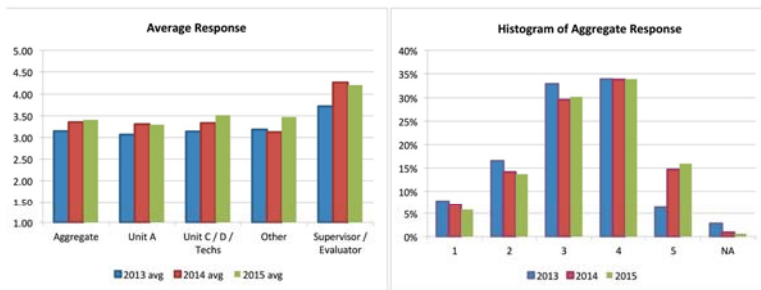
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.81	3.96	3.88	0.16	-0.08	Yes, Increase	No	No
Unit A	3.92	4.02	3.90	0.10	-0.12	No	Yes, Decrease	No
Unit C / D / Techs	3.53	3.76	3.68	0.23	-0.08	Yes, Increase	No	No
Other	3.60	3.64	3.95	0.04	0.31	No	No	No
Supervisor / Evaluator	3.90	4.50	4.59	0.60	0.09	Yes, Increase	No	Yes, Increase



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I trust the people who make district decisions that affect me.

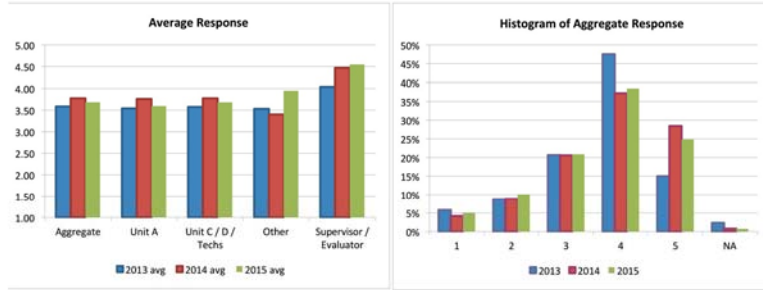
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.15	3.35	3.41	0.21	0.05	Yes, Increase	No	Yes, Increase
Unit A	3.07	3.31	3.30	0.24	-0.01	Yes, Increase	No	Yes, Increase
Unit C / D / Techs	3.14	3.33	3.51	0.19	0.18	No	No	Yes, Increase
Other	3.18	3.12	3.46	-0.06	0.35	No	No	No
Supervisor / Evaluator	3.72	4.26	4.20	0.54	-0.06	Yes, Increase	No	Yes, Increase



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I trust the people who make school decisions that affect me.

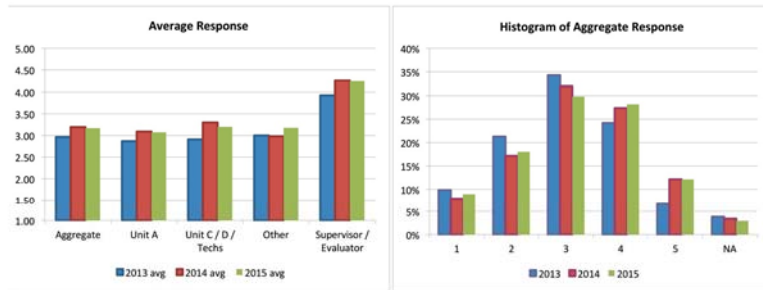
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.59	3.78	3.68	0.19	-0.09	Yes, Increase	No	No
Unit A	3.54	3.76	3.60	0.22	-0.16	Yes, Increase	Yes, Decrease	No
Unit C / D / Techs	3.57	3.78	3.68	0.20	-0.09	No	No	No
Other	3.53	3.40	3.95	-0.13	0.55	No	Yes, Increase	Yes, Increase
Supervisor / Evaluator	4.04	4.47	4.55	0.43	0.08	Yes, Increase	No	Yes, Increase



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I feel safe in stating my opinions about issues facing my district even if I disagree with the approach being taken.

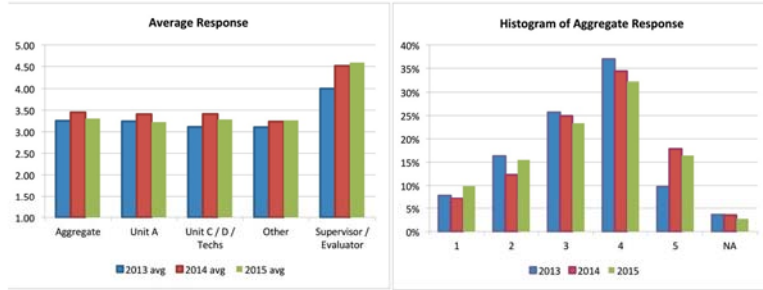
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	2.96	3.19	3.17	0.23	-0.02	Yes, Increase	No	Yes, Increase
Unit A	2.87	3.09	3.07	0.22	-0.02	Yes, Increase	No	Yes, Increase
Unit C / D / Techs	2.91	3.30	3.20	0.39	-0.10	Yes, Increase	No	Yes, Increase
Other	3.00	2.96	3.18	-0.02	0.20	No	No	No
Supervisor / Evaluator	3.93	4.26	4.24	0.33	-0.01	No	No	No



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I feel safe in stating my opinions about issues facing my school even if I disagree with the approach being taken.

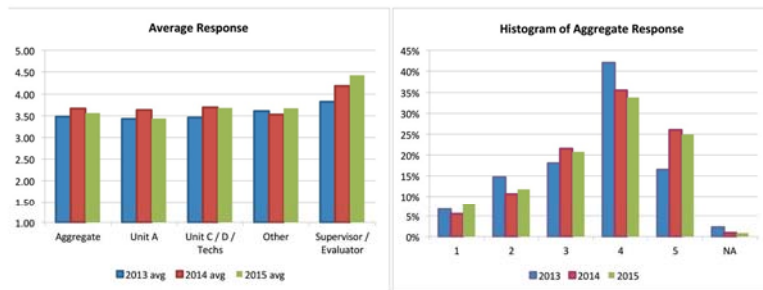
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.25	3.45	3.31	0.20	-0.14	Yes, Increase	Yes, Decrease	No
Unit A	3.24	3.41	3.22	0.16	-0.18	Yes, Increase	Yes, Decrease	No
Unit C / D / Techs	3.11	3.41	3.29	0.30	-0.13	Yes, Increase	No	No
Other	3.10	3.24	3.26	0.13	0.03	No	No	No
Supervisor / Evaluator	4.00	4.51	4.59	0.51	0.08	Yes, Increase	No	Yes, Increase



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

There is an atmosphere of trust and mutual respect between my school administrators and staff.

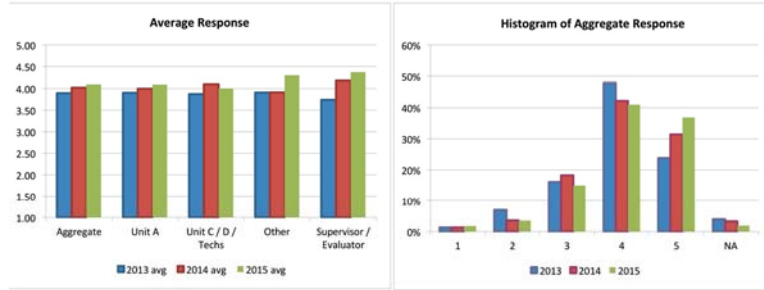
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.48	3.67	3.56	0.19	-0.10	Yes, Increase	No	No
Unit A	3.43	3.63	3.44	0.21	-0.20	Yes, Increase	Yes, Decrease	No
Unit C / D / Techs	3.46	3.69	3.68	0.23	-0.01	Yes, Increase	No	Yes, Increase
Other	3.61	3.53	3.68	-0.08	0.15	No	No	No
Supervisor / Evaluator	3.82	4.17	4.42	0.35	0.25	No	No	Yes, Increase



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

There is an atmosphere of trust and mutual respect among teachers in my school.

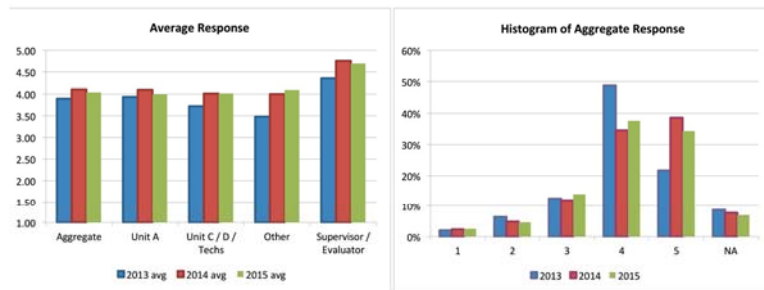
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.89	4.02	4.10	0.13	0.08	Yes, Increase	No	Yes, Increase
Unit A	3.90	4.00	4.09	0.09	0.10	No	No	Yes, Increase
Unit C / D / Techs	3.87	4.10	4.00	0.23	-0.10	Yes, Increase	No	No
Other	3.91	3.91	4.30	0.00	0.39	No	No	Yes, Increase
Supervisor / Evaluator	3.74	4.18	4.37	0.44	0.19	Yes, Increase	No	Yes, Increase



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

I am trusted to make sound professional decisions about instruction.

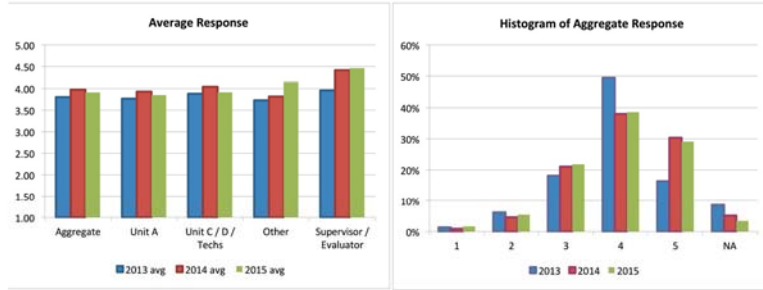
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.90	4.11	4.04	0.21	-0.07	Yes, Increase	No	Yes, Increase
Unit A	3.94	4.10	4.00	0.16	-0.10	Yes, Increase	No	No
Unit C / D / Techs	3.72	4.01	4.02	0.29	0.00	Yes, Increase	No	Yes, Increase
Other	3.48	4.00	4.10	0.52	0.10	Yes, Increase	No	Yes, Increase
Supervisor / Evaluator	4.35	4.76	4.69	0.40	-0.06	Yes, Increase	No	Yes, Increase



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

I believe decisions made at my school are based on student data and information.

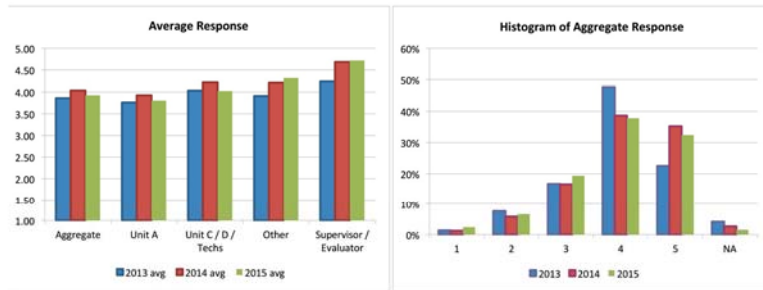
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.80	3.97	3.91	0.17	-0.06	Yes, Increase	No	Yes, Increase
Unit A	3.77	3.93	3.85	0.16	-0.08	Yes, Increase	No	No
Unit C / D / Techs	3.88	4.04	3.92	0.16	-0.13	No	No	No
Other	3.73	3.82	4.15	0.09	0.33	No	No	Yes, Increase
Supervisor / Evaluator	3.96	4.41	4.46	0.46	0.05	Yes, Increase	No	Yes, Increase



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Decisions made at my school are based on the best interests of students.

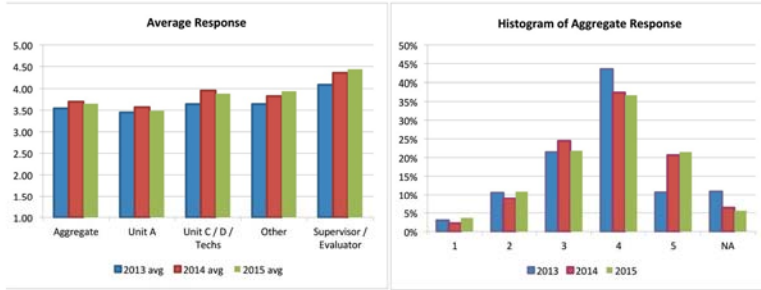
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.86	4.04	3.93	0.18	-0.11	Yes, Increase	Yes, Decrease	No
Unit A	3.76	3.93	3.80	0.17	-0.12	Yes, Increase	Yes, Decrease	No
Unit C / D / Techs	4.03	4.21	4.02	0.18	-0.19	Yes, Increase	Yes, Decrease	No
Other	3.91	4.20	4.32	0.29	0.11	No	No	Yes, Increase
Supervisor / Evaluator	4.24	4.68	4.72	0.45	0.04	Yes, Increase	No	Yes, Increase



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My school faculty has an effective process for making group decisions.

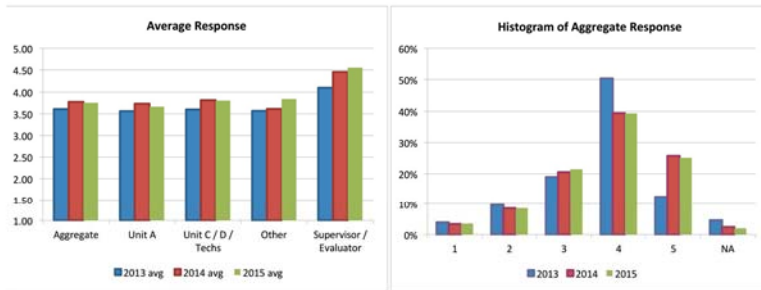
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.54	3.70	3.65	0.16	-0.05	Yes, Increase	No	Yes, Increase
Unit A	3.45	3.57	3.49	0.12	-0.08	Yes, Increase	No	No
Unit C / D / Techs	3.64	3.95	3.88	0.31	-0.07	Yes, Increase	No	Yes, Increase
Other	3.64	3.83	3.94	0.18	0.11	No	No	No
Supervisor / Evaluator	4.09	4.35	4.44	0.26	0.09	No	No	Yes, Increase



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Employees in this school are empowered to help solve problems.

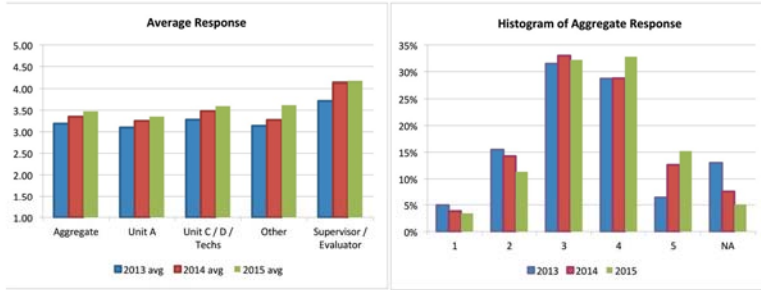
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.61	3.78	3.75	0.17	-0.02	Yes, Increase	No	Yes, Increase
Unit A	3.56	3.73	3.66	0.17	-0.07	Yes, Increase	No	No
Unit C / D / Techs	3.60	3.82	3.81	0.22	-0.01	Yes, Increase	No	Yes, Increase
Other	3.57	3.61	3.84	0.05	0.23	No	No	No
Supervisor / Evaluator	4.10	4.45	4.55	0.35	0.10	No	No	Yes, Increase



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Employees in the district are empowered to help solve problems.

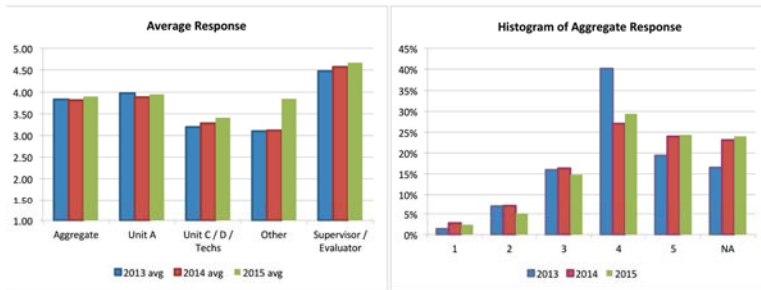
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.19	3.35	3.47	0.16	0.13	Yes, Increase	Yes, Increase	Yes, Increase
Unit A	3.10	3.25	3.35	0.15	0.10	Yes, Increase	No	Yes, Increase
Unit C / D / Techs	3.28	3.48	3.59	0.20	0.12	No	No	Yes, Increase
Other	3.14	3.27	3.62	0.13	0.34	No	No	No
Supervisor / Evaluator	3.71	4.13	4.17	0.42	0.04	Yes, Increase	No	Yes, Increase



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

I contribute to the work of my department, school, district, and/or LEA through committee work.

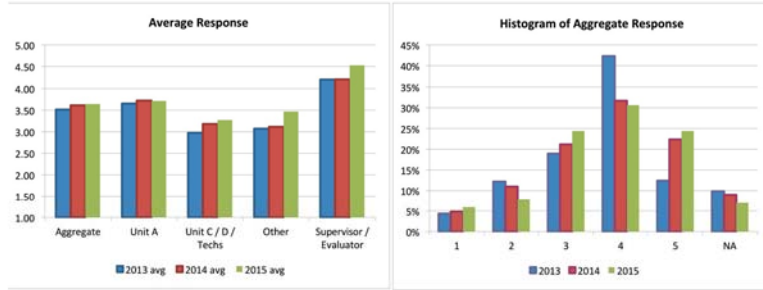
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.83	3.81	3.90	-0.02	0.09	No	No	No
Unit A	3.98	3.88	3.95	-0.09	0.06	No	No	No
Unit C / D / Techs	3.19	3.28	3.41	0.08	0.13	No	No	No
Other	3.10	3.12	3.85	0.02	0.73	No	No	Yes, Increase
Supervisor / Evaluator	4.47	4.57	4.67	0.10	0.10	No	No	No



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

I am kept informed of the school improvement plan (SIP).

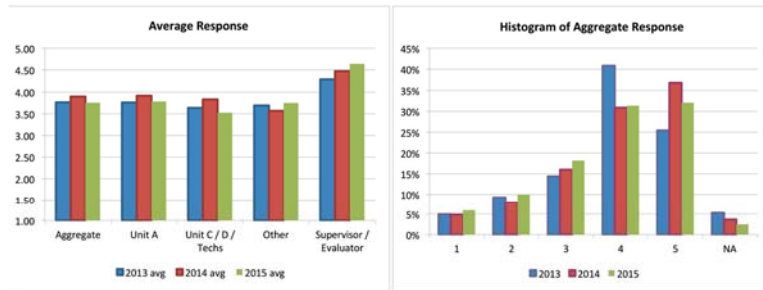
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.51	3.61	3.64	0.10	0.03	No	No	Yes, Increase
Unit A	3.65	3.72	3.71	0.07	-0.01	No	No	No
Unit C / D / Techs	2.98	3.18	3.27	0.21	0.09	No	No	Yes, Increase
Other	3.07	3.11	3.47	0.04	0.36	No	No	No
Supervisor / Evaluator	4.20	4.20	4.53	0.00	0.33	No	No	No



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

My principal has a clear understanding of the challenges I face in my job.

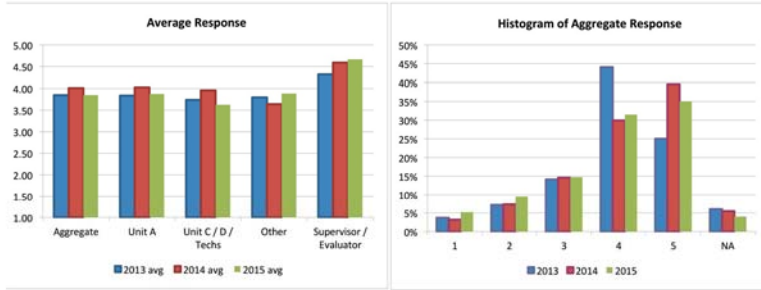
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.77	3.90	3.76	0.13	-0.14	Yes, Increase	Yes, Decrease	No
Unit A	3.76	3.92	3.78	0.15	-0.13	Yes, Increase	Yes, Decrease	No
Unit C / D / Techs	3.64	3.83	3.52	0.20	-0.31	No	Yes, Decrease	No
Other	3.69	3.57	3.75	-0.12	0.18	No	No	No
Supervisor / Evaluator	4.28	4.47	4.64	0.19	0.17	No	No	No



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

My principal responds to challenges I face in my work.

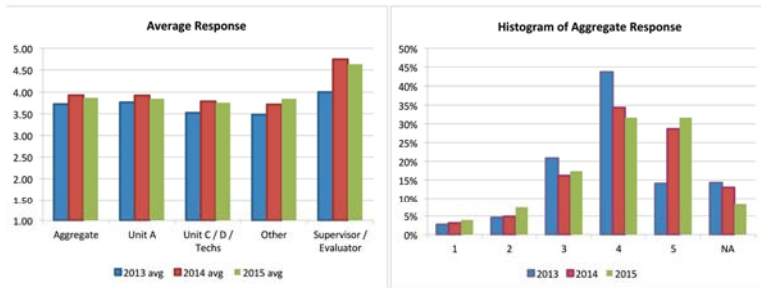
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.85	4.01	3.85	0.16	-0.16	Yes, Increase	Yes, Decrease	No
Unit A	3.84	4.03	3.88	0.19	-0.15	Yes, Increase	Yes, Decrease	No
Unit C / D / Techs	3.74	3.96	3.63	0.22	-0.33	Yes, Increase	Yes, Decrease	No
Other	3.80	3.64	3.89	-0.16	0.25	No	No	No
Supervisor / Evaluator	4.32	4.59	4.67	0.27	0.08	No	No	No



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

The performance evaluation process is fair in my school.

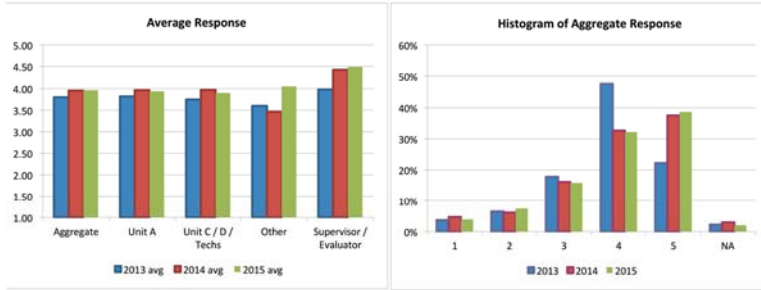
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.72	3.93	3.87	0.20	-0.06	Yes, Increase	No	Yes, Increase
Unit A	3.76	3.92	3.85	0.16	-0.07	Yes, Increase	No	No
Unit C / D / Techs	3.52	3.79	3.76	0.26	-0.03	Yes, Increase	No	No
Other	3.48	3.71	3.85	0.23	0.13	No	No	No
Supervisor / Evaluator	4.00	4.74	4.63	0.74	-0.11	Yes, Increase	No	Yes, Increase



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

My supervisor gives me specific feedback on how to improve my work.

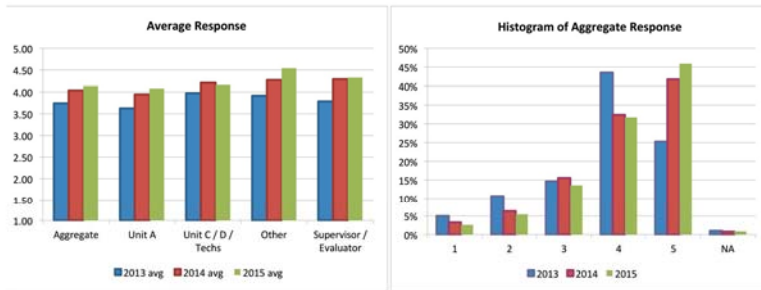
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.80	3.95	3.96	0.15	0.01	Yes, Increase	No	Yes, Increase
Unit A	3.82	3.96	3.94	0.14	-0.02	Yes, Increase	No	No
Unit C / D / Techs	3.75	3.97	3.90	0.22	-0.07	Yes, Increase	No	No
Other	3.60	3.46	4.05	-0.14	0.59	No	Yes, Increase	No
Supervisor / Evaluator	3.98	4.42	4.49	0.44	0.07	Yes, Increase	No	Yes, Increase



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Teachers and staff work in a school environment that is clean and well maintained.

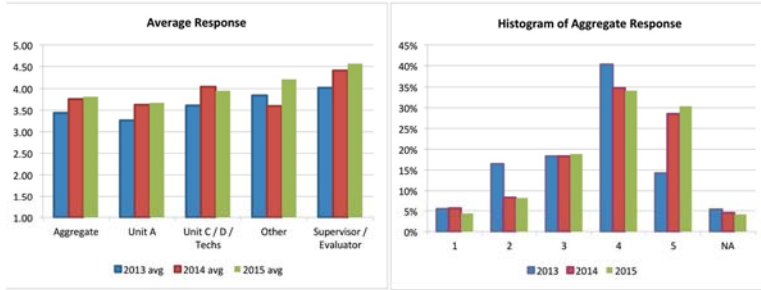
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.74	4.04	4.14	0.30	0.10	Yes, Increase	Yes, Increase	Yes, Increase
Unit A	3.63	3.95	4.08	0.32	0.14	Yes, Increase	Yes, Increase	Yes, Increase
Unit C / D / Techs	3.97	4.21	4.16	0.23	-0.05	Yes, Increase	No	No
Other	3.92	4.27	4.54	0.35	0.27	No	No	Yes, Increase
Supervisor / Evaluator	3.79	4.29	4.33	0.50	0.04	Yes, Increase	No	Yes, Increase



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Rules for student conduct are consistently enforced by administration.

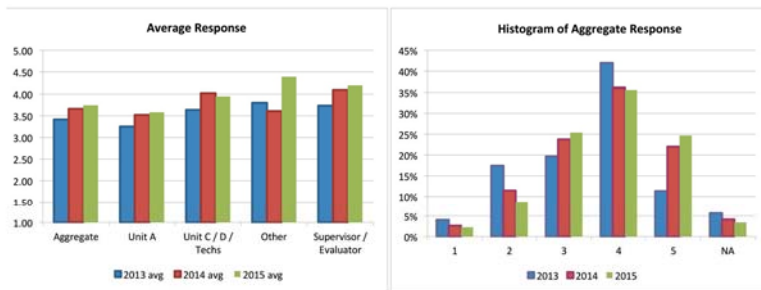
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.44	3.76	3.81	0.32	0.06	Yes, Increase	No	Yes, Increase
Unit A	3.26	3.63	3.67	0.36	0.05	Yes, Increase	No	Yes, Increase
Unit C / D / Techs	3.61	4.04	3.95	0.43	-0.09	Yes, Increase	No	Yes, Increase
Other	3.84	3.60	4.20	-0.25	0.60	No	Yes, Increase	No
Supervisor / Evaluator	4.02	4.40	4.56	0.38	0.16	Yes, Increase	No	Yes, Increase



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Rules for student conduct are consistently enforced by teaching staff.

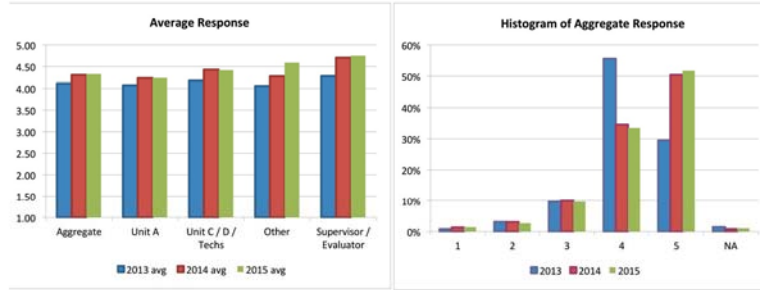
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.42	3.66	3.74	0.25	0.08	Yes, Increase	No	Yes, Increase
Unit A	3.25	3.52	3.58	0.27	0.06	Yes, Increase	No	Yes, Increase
Unit C / D / Techs	3.64	4.02	3.95	0.38	-0.07	Yes, Increase	No	Yes, Increase
Other	3.80	3.61	4.39	-0.19	0.78	No	Yes, Increase	Yes, Increase
Supervisor / Evaluator	3.73	4.10	4.19	0.36	0.09	No	No	Yes, Increase



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Staff work in a school environment that is safe.

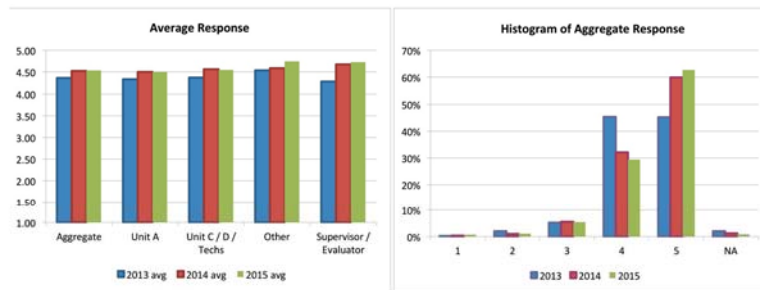
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	4.11	4.31	4.33	0.19	0.02	Yes, Increase	No	Yes, Increase
Unit A	4.07	4.23	4.24	0.16	0.01	Yes, Increase	No	Yes, Increase
Unit C / D / Techs	4.18	4.43	4.42	0.25	-0.01	Yes, Increase	No	Yes, Increase
Other	4.06	4.28	4.59	0.22	0.31	No	No	Yes, Increase
Supervisor / Evaluator	4.28	4.70	4.75	0.42	0.05	Yes, Increase	No	Yes, Increase



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Staff at my school respect people from different backgrounds and cultures.

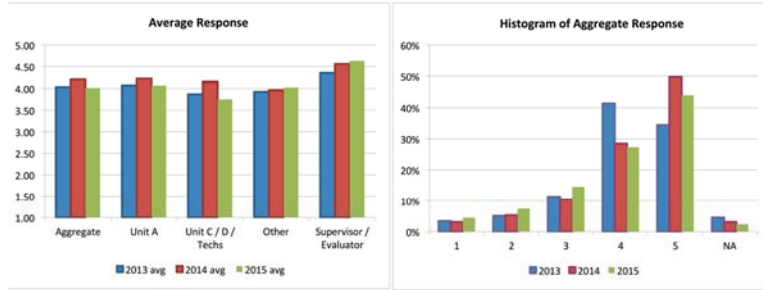
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	4.36	4.52	4.53	0.16	0.01	Yes, Increase	No	Yes, Increase
Unit A	4.33	4.50	4.50	0.17	0.00	Yes, Increase	No	Yes, Increase
Unit C / D / Techs	4.37	4.56	4.55	0.19	-0.01	Yes, Increase	No	Yes, Increase
Other	4.54	4.58	4.74	0.05	0.16	No	No	Yes, Increase
Supervisor / Evaluator	4.28	4.67	4.73	0.40	0.05	Yes, Increase	No	Yes, Increase



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

I feel appreciated by my principal for the work I do.

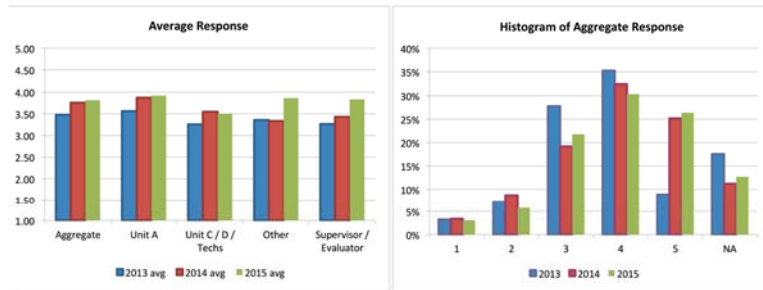
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	4.03	4.20	4.01	0.17	-0.19	Yes, Increase	Yes, Decrease	No
Unit A	4.07	4.22	4.07	0.15	-0.15	Yes, Increase	Yes, Decrease	No
Unit C / D / Techs	3.87	4.15	3.75	0.28	-0.40	Yes, Increase	Yes, Decrease	No
Other	3.92	3.96	4.03	0.04	0.06	No	No	No
Supervisor / Evaluator	4.35	4.56	4.63	0.21	0.07	No	No	No



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

I feel appreciated by the Lexington Education Association for the work I do.

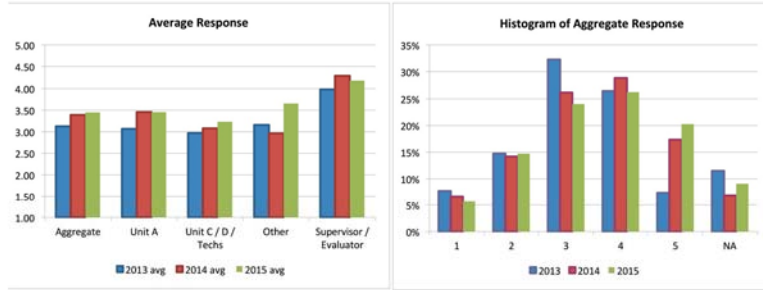
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.48	3.76	3.82	0.28	0.06	Yes, Increase	No	Yes, Increase
Unit A	3.56	3.87	3.92	0.31	0.05	Yes, Increase	No	Yes, Increase
Unit C / D / Techs	3.26	3.55	3.50	0.29	-0.05	Yes, Increase	No	Yes, Increase
Other	3.36	3.33	3.86	-0.02	0.53	No	No	No
Supervisor / Evaluator	3.26	3.43	3.83	0.17	0.40	No	No	Yes, Increase



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

I feel appreciated by central administrators for the work I do.

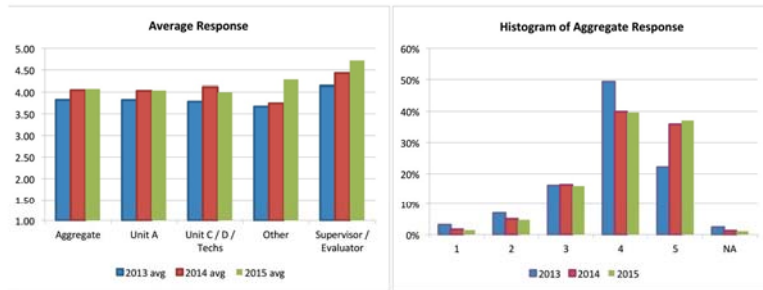
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.12	3.39	3.45	0.26	0.06	Yes, Increase	No	Yes, Increase
Unit A	3.07	3.46	3.46	0.39	0.00	Yes, Increase	No	Yes, Increase
Unit C / D / Techs	2.97	3.08	3.23	0.11	0.15	No	No	Yes, Increase
Other	3.16	2.96	3.66	-0.20	0.69	No	Yes, Increase	No
Supervisor / Evaluator	3.98	4.28	4.17	0.30	-0.11	No	No	No



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

I experience a spirit of teamwork and cooperation at my school.

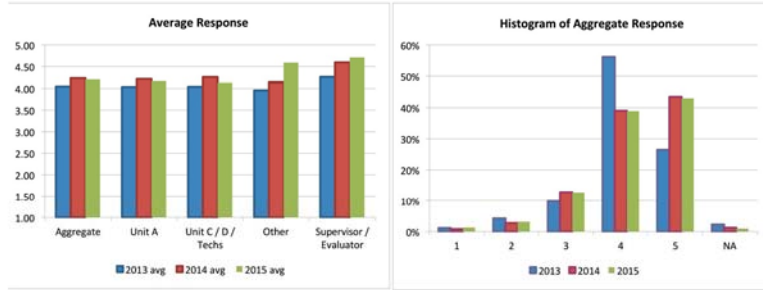
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.82	4.05	4.07	0.22	0.03	Yes, Increase	No	Yes, Increase
Unit A	3.82	4.03	4.04	0.21	0.01	Yes, Increase	No	Yes, Increase
Unit C / D / Techs	3.78	4.12	4.00	0.33	-0.12	Yes, Increase	No	Yes, Increase
Other	3.67	3.74	4.28	0.07	0.54	No	Yes, Increase	Yes, Increase
Supervisor / Evaluator	4.14	4.43	4.72	0.29	0.29	No	Yes, Increase	Yes, Increase



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

I experience a professional atmosphere at my school.

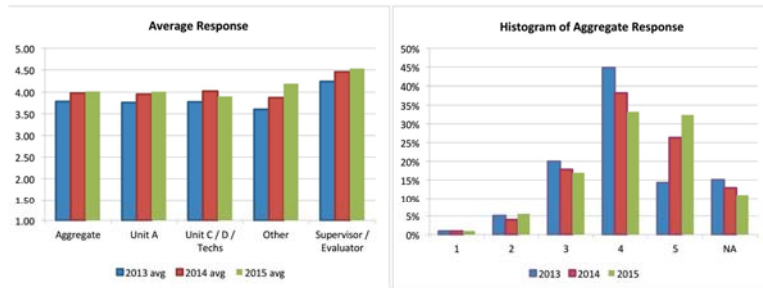
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	4.05	4.23	4.20	0.19	-0.03	Yes, Increase	No	Yes, Increase
Unit A	4.03	4.21	4.16	0.18	-0.05	Yes, Increase	No	Yes, Increase
Unit C / D / Techs	4.04	4.26	4.13	0.21	-0.12	Yes, Increase	No	No
Other	3.96	4.14	4.59	0.18	0.45	No	Yes, Increase	Yes, Increase
Supervisor / Evaluator	4.26	4.60	4.71	0.34	0.12	No	No	Yes, Increase



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

I have the support I need to deliver culturally responsive instruction and teaching.

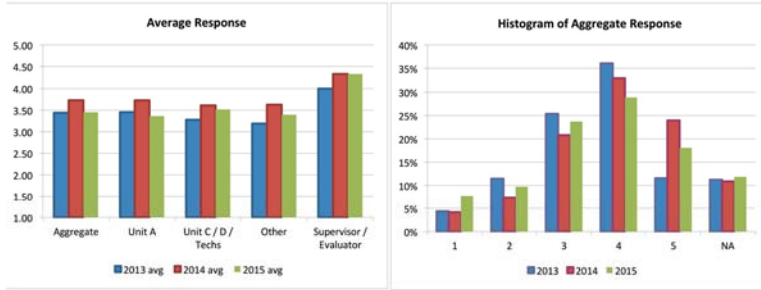
	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.78	3.98	4.02	0.19	0.04	Yes, Increase	No	Yes, Increase
Unit A	3.76	3.95	4.01	0.19	0.06	Yes, Increase	No	Yes, Increase
Unit C / D / Techs	3.77	4.02	3.90	0.25	-0.12	Yes, Increase	No	No
Other	3.60	3.87	4.18	0.27	0.31	No	No	Yes, Increase
Supervisor / Evaluator	4.23	4.45	4.53	0.22	0.08	No	No	Yes, Increase



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

The professional climate has improved over the past year.

	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.44	3.73	3.45	0.29	-0.28	Yes, Increase	Yes, Decrease	No
Unit A	3.45	3.73	3.36	0.28	-0.37	Yes, Increase	Yes, Decrease	No
Unit C / D / Techs	3.28	3.61	3.52	0.33	-0.09	Yes, Increase	No	Yes, Increase
Other	3.19	3.63	3.39	0.44	-0.23	No	No	No
Supervisor / Evaluator	4.00	4.33	4.32	0.33	0.00	No	No	No

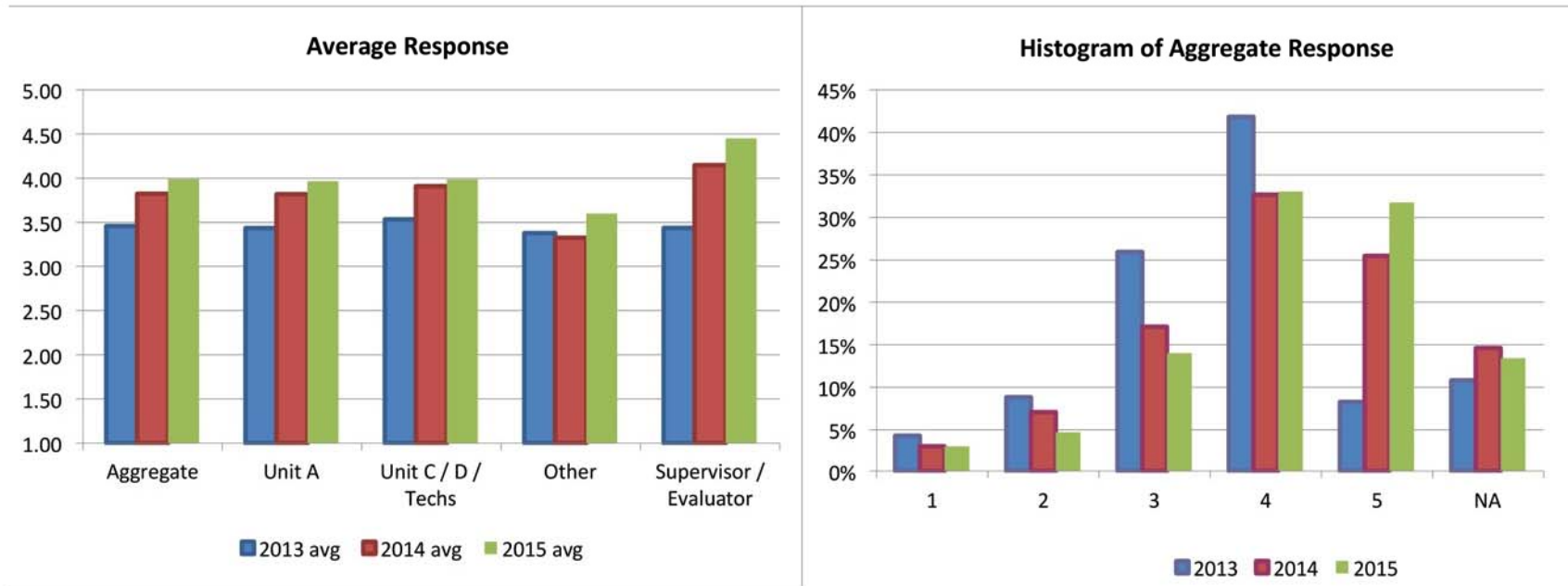


1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

2013 wording: The Human Resources Office responds to my needs.

2014/2015 wording: The Human Resources Office responds to my requests in a professional manner.

	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.46	3.83	3.99	0.37	0.17	N/A	Yes, Increase	N/A
Unit A	3.44	3.82	3.97	0.38	0.15	N/A	Yes, Increase	N/A
Unit C / D / Techs	3.53	3.91	3.99	0.38	0.08	N/A	No	N/A
Other	3.38	3.33	3.60	-0.05	0.27	N/A	No	N/A
Supervisor / Evaluator	3.44	4.15	4.45	0.71	0.30	N/A	No	N/A

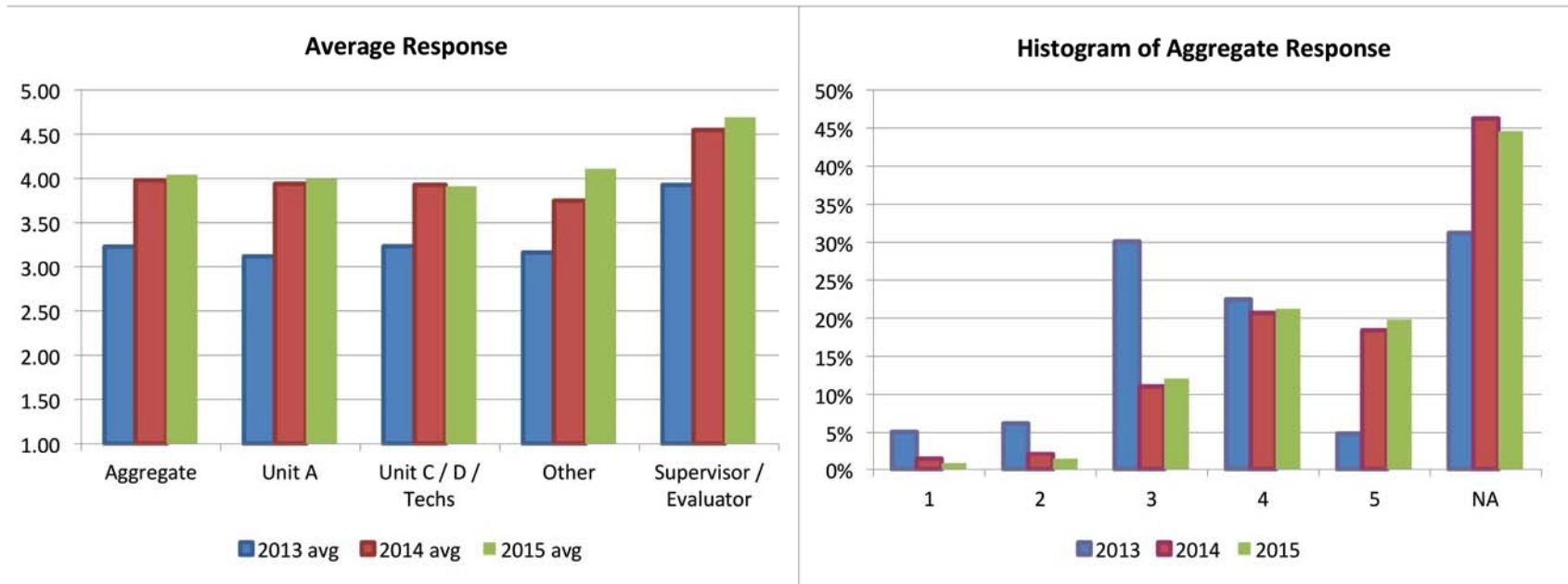


1 = Strong Disagree ... 2 = Disagree ... 3 = Neutral ... 4 = Agree ... 5 = Strongly Agree

2013 wording: The Superintendent's Office responds to my needs.

2014/2015 wording: The Superintendent's Office responds to my requests in a professional manner.

	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.23	3.98	4.04	0.75	0.07	N/A	No	N/A
Unit A	3.12	3.94	4.00	0.82	0.06	N/A	No	N/A
Unit C / D / Techs	3.23	3.93	3.91	0.69	-0.02	N/A	No	N/A
Other	3.16	3.75	4.11	0.59	0.36	N/A	No	N/A
Supervisor / Evaluator	3.93	4.55	4.69	0.62	0.14	N/A	No	N/A

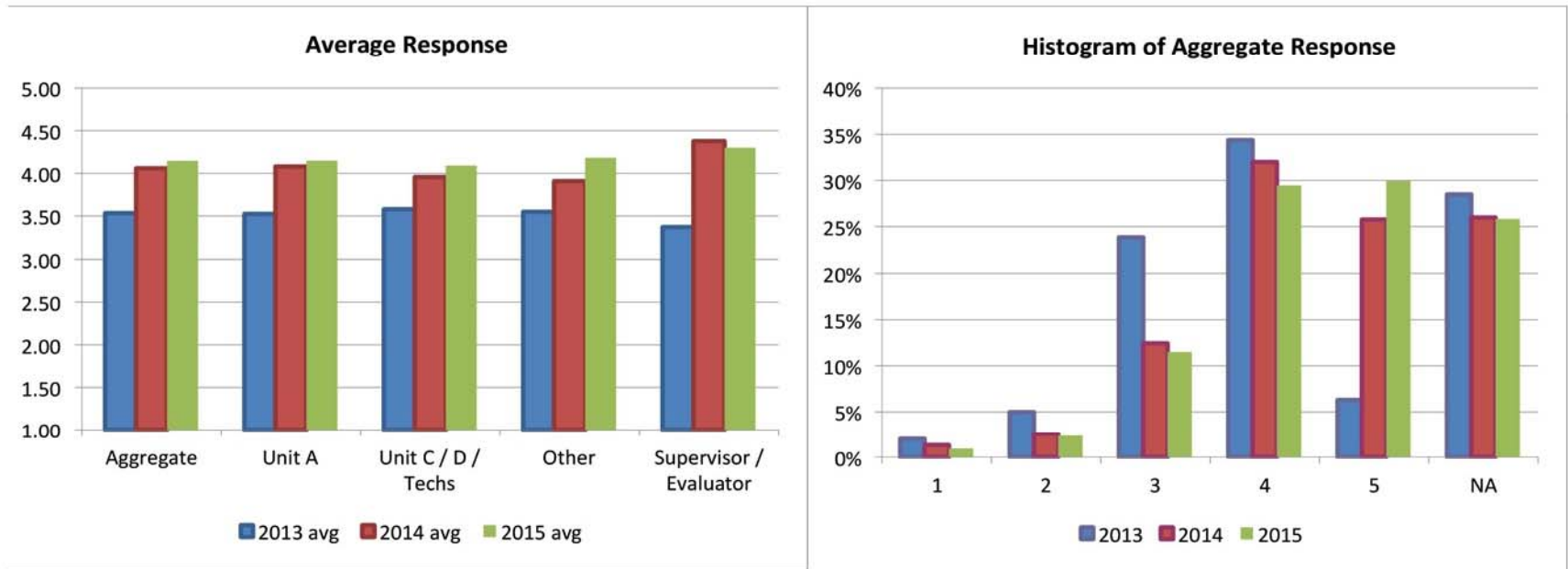


1 = Strong Disagree ... 2 = Disagree ... 3 = Neutral ... 4 = Agree ... 5 = Strongly Agree

2013 wording: The Finance Office responds to my needs.

2014/2015 wording: The Finance Office (payroll, accounting, special revenue) responds to my requests in a professional manner.

	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.53	4.06	4.15	0.53	0.09	N/A	No	N/A
Unit A	3.53	4.08	4.15	0.56	0.07	N/A	No	N/A
Unit C / D / Techs	3.58	3.96	4.09	0.38	0.13	N/A	No	N/A
Other	3.55	3.91	4.18	0.36	0.27	N/A	No	N/A
Supervisor / Evaluator	3.37	4.38	4.30	1.01	-0.08	N/A	No	N/A

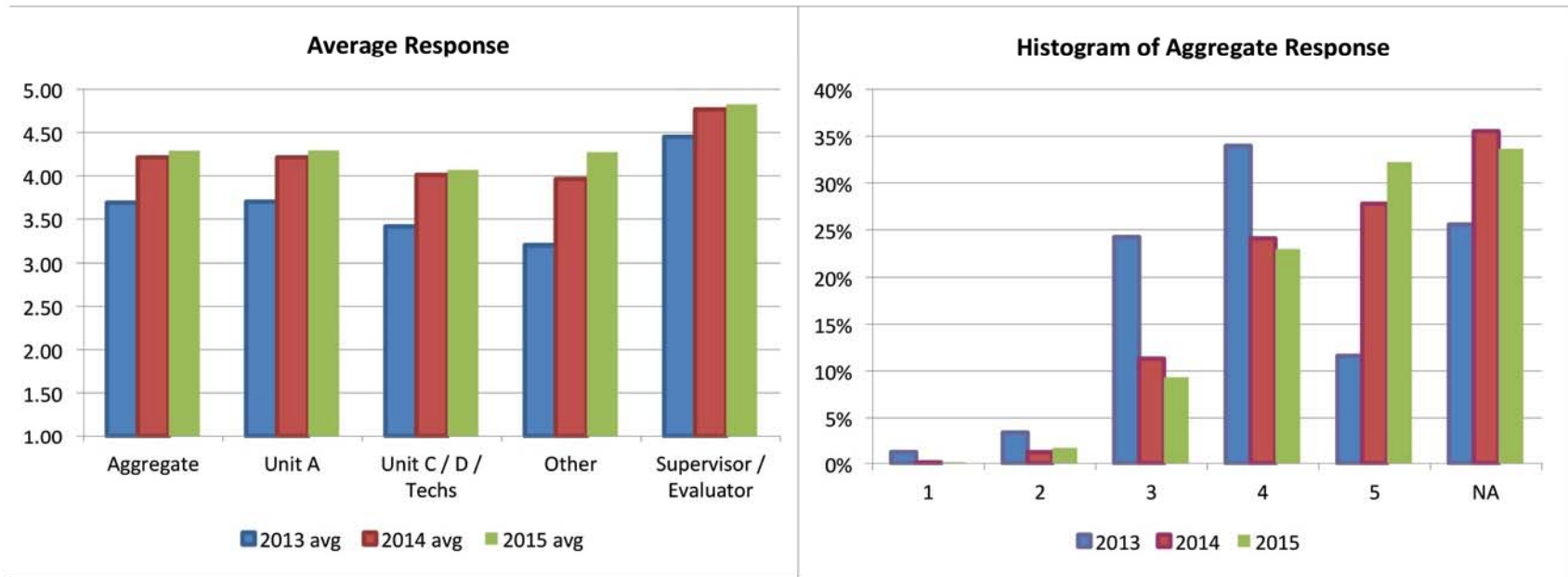


1 = Strong Disagree ... 2 = Disagree ... 3 = Neutral ... 4 = Agree ... 5 = Strongly Agree

2013 wording: The Curriculum, Instruction, and Professional Learning Office responds to my needs.

2014/2015 wording: The Curriculum, Instruction, and Professional Learning Office responds to my requests in a professional manner.

	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.69	4.21	4.29	0.52	0.08	N/A	No	N/A
Unit A	3.70	4.21	4.29	0.51	0.08	N/A	No	N/A
Unit C / D / Techs	3.42	4.01	4.07	0.59	0.06	N/A	No	N/A
Other	3.20	3.96	4.27	0.76	0.31	N/A	No	N/A
Supervisor / Evaluator	4.45	4.77	4.83	0.32	0.06	N/A	No	N/A



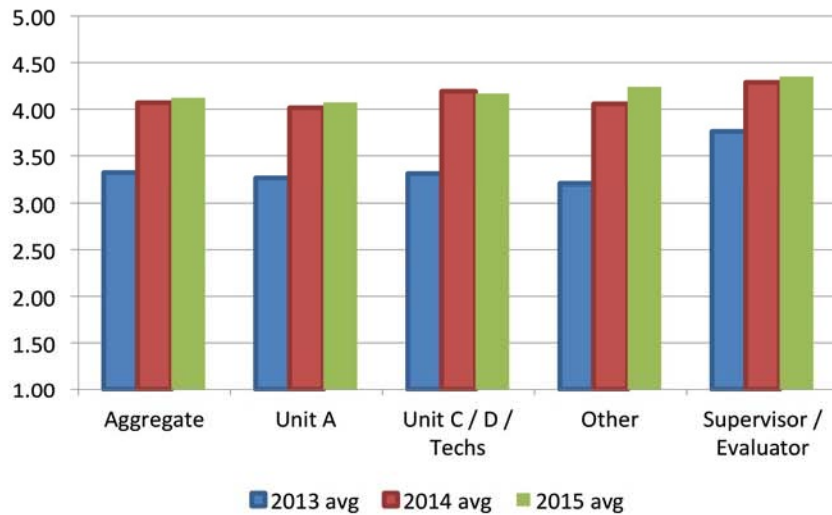
1 = Strong Disagree ... 2 = Disagree ... 3 = Neutral ... 4 = Agree ... 5 = Strongly Agree

2013 wording: The Student Services Office responds to my needs.

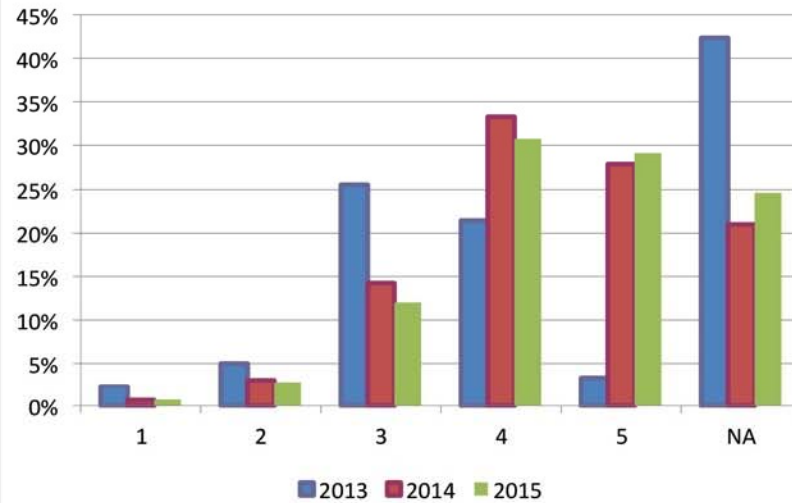
2014/2015 wording: The Student Services Office (Special Education, Guidance, Nursing) responds to my requests in a professional manner.

	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.32	4.07	4.12	0.75	0.05	N/A	No	N/A
Unit A	3.26	4.01	4.07	0.75	0.06	N/A	No	N/A
Unit C / D / Techs	3.31	4.19	4.17	0.88	-0.02	N/A	No	N/A
Other	3.20	4.06	4.24	0.85	0.18	N/A	No	N/A
Supervisor / Evaluator	3.76	4.29	4.35	0.53	0.06	N/A	No	N/A

Average Response



Histogram of Aggregate Response

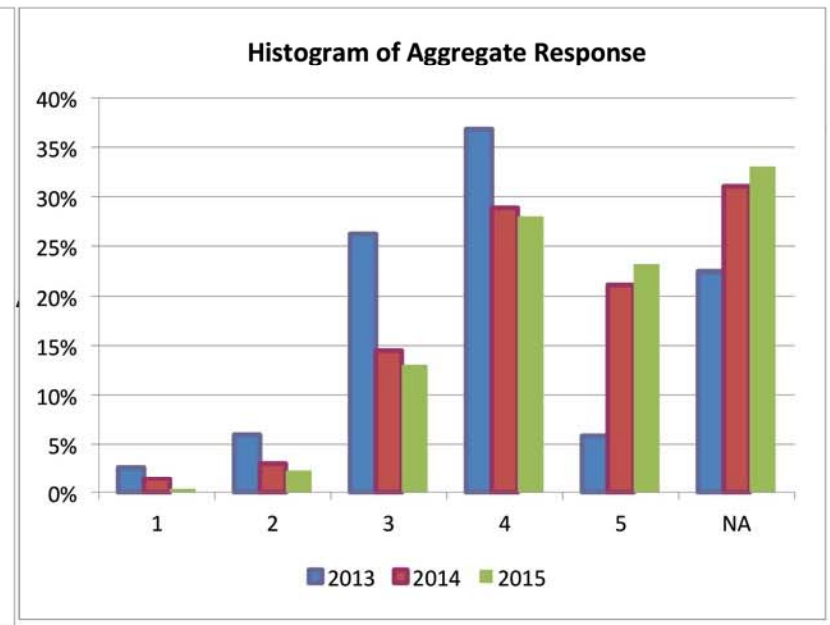
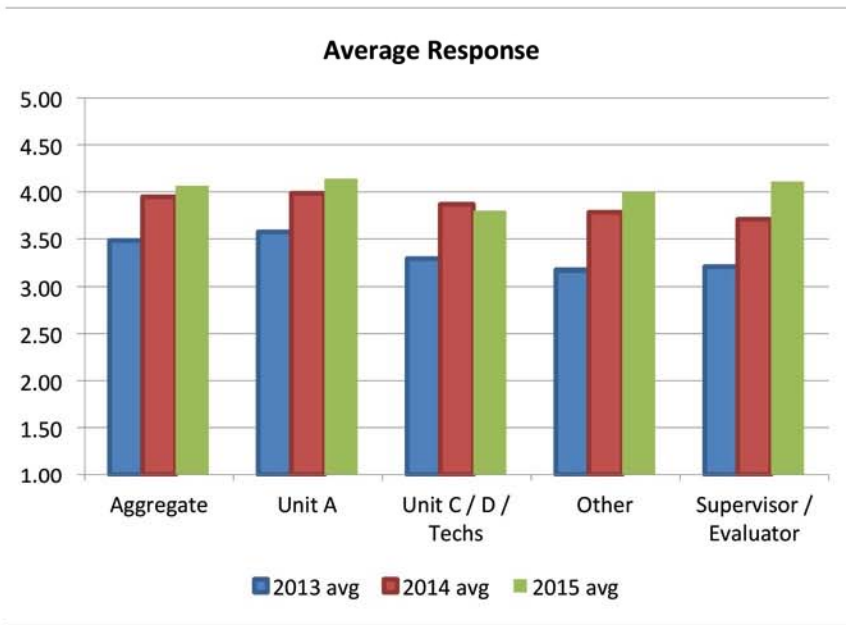


1 = Strong Disagree ... 2 = Disagree ... 3 = Neutral ... 4 = Agree ... 5 = Strongly Agree

2013 wording: The Lexington Education Association responds to my needs.

2014/2015 wording: The Lexington Education Association responds to my requests in a professional manner.

	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	3.48	3.95	4.07	0.46	0.12	N/A	Yes, Increase	N/A
Unit A	3.57	3.98	4.14	0.41	0.16	N/A	Yes, Increase	N/A
Unit C / D / Techs	3.29	3.87	3.80	0.58	-0.07	N/A	No	N/A
Other	3.17	3.78	4.00	0.61	0.22	N/A	No	N/A
Supervisor / Evaluator	3.21	3.71	4.11	0.50	0.40	N/A	No	N/A

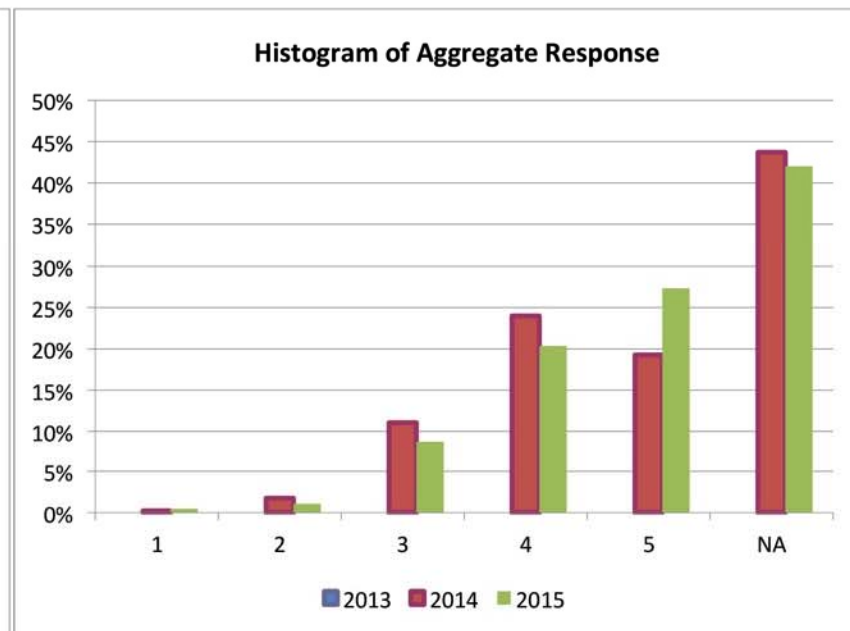
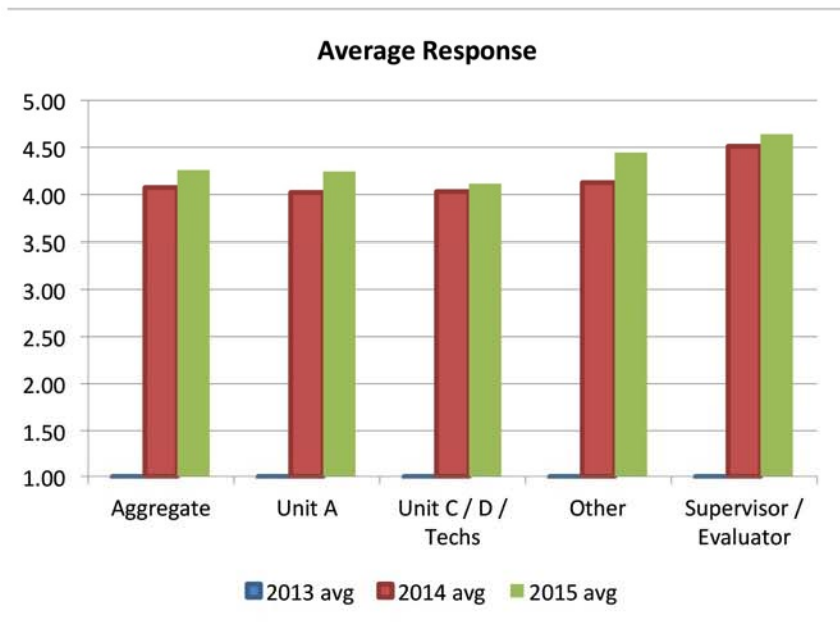


1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

2013 wording: Question not used

2014/2015 wording: The Business Operations Office (transportation, print shop, procurement, financial assistance) responds to my requests in a professional manner.

	2013 avg	2014 avg	2015 avg	Difference '13-'14	Difference '14-'15	Significant change? '13-'14	Significant change? '14-'15	Significant three year change?
Aggregate	N/A	4.07	4.26	N/A	0.19	N/A	Yes, Increase	N/A
Unit A	N/A	4.02	4.24	N/A	0.22	N/A	Yes, Increase	N/A
Unit C / D / Tech	N/A	4.03	4.12	N/A	0.09	N/A	No	N/A
Other	N/A	4.13	4.44	N/A	0.32	N/A	No	N/A
Supervisor / Eva	N/A	4.51	4.64	N/A	0.13	N/A	No	N/A



1 = Strong Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree



Lexington Public Schools

146 Maple Street ❖ Lexington, Massachusetts 02420

Mary Ellen N. Dunn.
Assistant Superintendent for Finance and Business Operations
Chief Procurement Officer ~ School Department

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To: Paul Ash, Superintendent
 From: Mary Ellen Dunn, Assistant Superintendent for Finance and Operations
 Date: June 5, 2015
 Re: Extending school space for before and after school child care
 CC: Carol Pilarski, Assistant Superintendent for Curriculum, Instruction, and Professional Learning.
 Elementary Principals
 Naomi Martin, Athletic Director
 Jeff Leonard, K-12 Performing Arts Coordinator

Below is a brief and preliminary response to the inquiry of the School Committee to add more before and after school child care space to the Lextended Day Lease. The current five-year Lextended Day Lease expires June 30, 2016 and will be out to bid in the fall of 2015 with updates for wireless access and integration with the VoIP telephone systems in each of our school buildings as they are installed. If there are additional space clarifications that need to be added, they can be done at that time. Chapter 30 B limits contract increases to less than 25% of the original value. Adding one year of before school space would likely not reach this limit, but it may not be practical due to the planning and coordination that is required by the building principal and building employees for this dramatic change in use.

The Table below provides a clear picture that the gym is in use four days per week for the K-12 Athletic Program's Before School Sports program. The Cafeteria must be available everyday by 8:15 am for students that participate in the breakfast program. Classrooms are generally populated by teachers and staff making the school ready for the day. Parents currently can drop off their students as early as 8:15 am to the playground with supervision. Prior to 8:15 am parents are prohibited and discouraged from leaving their children unattended while on school property.

Before School Child Care Space:

School	Principal	Yes/No	Comments
Bridge	Meg Colella	Both	There is a possibility to use the cafe in the morning if the normal arrival of students congregates outside. However, the café must be available for those students that participate in the breakfast program. The gym is used before school for "Before School Sports". There are no vacant rooms. <i>After school:</i> Band/orchestra uses the gym and café on Early Release Days in the afternoons. Music Room cannot accommodate the number of students. Bridge might need to take the main music room and move them to the K music/art room. There are no vacant rooms.
Hastings	Louise Lipsitz	No	Hastings gym is used 4 mornings a week for "Before School Sports" and the café is used for students in inclement weather and for those students that participate in the breakfast program. No classroom is available before school.
Estabrook	Sandy Trach	Yes	Estabrook holds 20 students before school in the cafeteria. We would be able to continue to do. This is a district program brought in house almost 10 years ago that was operating outside of the school department authority. The gym is used before school for "Before School Sports".
Bowman	Mary Anton	No	The conflict for Bowman is space. The gym is used before school for "Before School Sports". The cafeteria is needed by 8:15 for any day with inclement weather and must be available for those students that participate in the breakfast program. There are no other spaces available.
Harrington	Elaine Mead	Yes	Harrington would have their caf for before school care as long as the café was available at 8:15 a.m. The cafe must be available for those students that participate in the breakfast program. The gym is used before school for "Before School Sports".
Fiske	Tom Martellone	No	The gym is used before school for "Before School Sports" and the cafe must be available for those students that participate in the breakfast program. There are no available classrooms.



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To: Paul B. Ash, Superintendent
From: Mary Ellen Dunn, Assistant Superintendent for Finance and Business
Date: June 5, 2015
Re: Request for the use of Available Funds and Update to Food Service Revolving Fund Authorization

Please request the School Committee authorize up to \$159,000 in available funds for goods and services that were not funded as part of the capital improvement plan or were unforeseeable. Included in unforeseeable costs is Clarke's request for \$3,985 due to a volcano eruption that occurred when students were in Costa Rica. This event delayed their departure as the airport was required to close, extending the length of the trip therefore increasing the trip's total costs causing amounts collected to be exceeded by \$3,985. The funds are scheduled to support the following:

School	Available Fund Items	Total
Bridge	Cafeteria Tables (5)	\$ 6,045.00
	Nurse's Office Desks and Two Chairs	\$ 3,733.00
	Storage Cabinets	\$ 6,863.00
	Folding Chairs (150), Chair Dolly (1), Folding Chair Pallet (6)	\$ 3,379.00
Bowman	Cafeteria Tables (4)	\$ 4,907.00
Fiske	New 5th grade classroom furniture, Art Room/ILP Move	\$ 12,305.00
Harrington	Teacher Desks (1), Student Desks (4), Tables, Conference Room Chairs, Office Chairs	\$ 9,821.00
Clarke	Whiteboards (6)	\$ 1,099.00
	Teacher Chairs (15), File Cabinets (5), Storage Cabinets (5)	\$ 6,820.00
	Conference Room Furniture	\$ 5,694.00
	Costa Rica Volcano Event - Trip Overages	\$ 3,985.00
Diamond	Student Chairs (48), Bookcases (2), Table (1), Corkboard (3), Staff Chair (3), Stool (1), Student Desks (2), slip ons and glide ons for desks and chairs	\$ 7,600.00
District	2 Desktops w/monitors, 1 Laptop	\$ 2,868.00
	31 Laptops with service agreements	\$ 32,911.00
	Repair & Replace Broken Parts on School Furniture	\$ 50,000.00
	Total AF	\$ 158,030.00

Motion: School Committee authorizes the use of up to \$159,000 furniture, equipment, and unforeseen expenses at the close of FY 15.

In addition, the original estimate of \$85,000 for the high school dishwasher installation was in error. During the capital improvement process the practice of separating facilities work and equipment purchased by the district resulted in the equipment being lost in the project costs. In addition, the food service program is being charged for the expansion of the electrical panel serving the Food Service and cafeteria areas. It is my opinion that this is not a food service revolving fund expense, but is a town expense as the program is driven by our consumers. However, the impact of the dishwasher will benefit the program, thus, please request the School Committee approve the following motion. The request is coming prior to known expenses due to the decision and the work needing to begin and a School Committee meeting not scheduled. The cost of the work will not be known until late June or early July when DPF will have the actual prices from the bids.

Lexington Public Schools – FY2012 2nd Quarter Report as of December 31, 2011

The program is estimated to be

Food Service Revolving Fund - Authorization Adjustment	\$	29,000
\$20,000	Plumbing Estimated Cost	
\$42,000	Electrical Estimated Cost	
\$24,000	HVAC Estimated Cost	
\$ 8,000	Architectural Estimated Cost	
\$20,000	Dishwasher Estimated Cost	
\$114,000	Total Estimated Cost	

Motion: School Committee authorizes the use of up to \$115,000 from the Food Service Revolving Fund for a dishwasher and related installation expenses subject to \$10,000 or more in new fund balance generated by the FY15 program year. ¹

¹ Whitson's year-end Profit and Loss statement submitted to the district for reconciliation shows newly generated program funds added to the total Food Service Revolving Fund. {See Attached}



Lexington Public Schools
2016 Superintendent's Recommended Budget

SCHOOL LUNCH

Fund Number: 22311040

Director/Program Coordinator: Kevin Silvia Administrator: Mary Ellen Dunn

MGL Authorization: Ch. 548 of the Acts of 1948

Year Established:

Program Description: Under the acts of 1948, chapter 548, the School Committee may operate or provide for the operation of school food service programs in schools under their jurisdiction. The School Committee through this act may receive disbursements from federal sources to support the School Lunch Program in addition to charge for meals. Funds are kept in a separate account and expended by the School Committee without appropriation. The Bureau of Nutrition Education sets regulations for accounting, audit and nutrition for the School Lunch Program.

Fee Structure: Meal pricing is base on the projected cost of providing the program less any federal subsidies we received for participating in the National School Lunch Program.

	FY2006-FY2015	FY2016
Breakfast: (all levels)	\$2.00	\$2.00
Lunch: (all levels)	\$3.25	\$3.50
Milk:	\$0.50	\$0.50
Sensible Sides (Elementary)	\$ 0.50- \$1.00	\$ 0.50- \$1.00
A la carte options (Secondary)	\$ 0.50- \$1.50	\$ 0.50- \$1.50
Premium Lunches (High School)	\$3.75-\$4.50	\$3.75-\$4.50
Adult Meal	\$4.25	\$4.50

Fund Restrictions Use of funds is limited to compensation for employees, contracted services and payment for equipment and materials to run program. Does not include funds for major maintenance or kitchen renovations.

Statistics:

*Free and Reduced % - equals the percentage of students eligible for the program that participate in the program.

Participation Rate: Meals served divided by (177 Operating Days x Average Enrollment of 6367)



Lexington Public Schools
2016 Superintendent's Recommended Budget

Budget History:

	Actual FY12 Cash Flow 22311040	Actual FY13 Cash Flow 22311040	Actual FY14 Cash Flow 22311040	Budgeted FY15 22311040	Projected FY16 22311040
Revenue					
Prior Year Balance	\$ 418,783.18	\$ 534,818.94	\$ 554,766.40	\$510,101.26	
Carry forward encumbrance	\$ 1,460.38	\$ 119,990.48	\$ 27,351.42	\$222,684.92	
School Lunch Receipts	\$ 1,855,121.13	\$ 1,793,179.25	\$ 1,979,174.59	\$2,018,758.08	
State Revenue	\$ 258,764.84	\$ 251,415.89	\$ 366,224.36	\$373,548.85	
Interest	\$ 1,713.30	\$ 1,819.75	\$ 1,740.75	\$1,775.57	
Total Projected Revenue	\$2,535,842.83	\$2,701,224.31	\$ 2,929,257.52	\$3,126,868.67	
Expenses					
Operating Expenses					
Operating Expense	\$ 1,973,626.06	\$ 2,026,467.42	\$ 2,288,226.80	\$2,433,964.23	
Capital Expenses	\$ 27,397.83	119,990.48	130,928.46	\$33,575.16	
Total Expenses	\$ 2,001,023.89	2,146,457.90	\$2,419,156.26	\$2,467,539.39	
Projected Final Balance	\$ 534,818.94	\$ 554,766.40	\$ 510,101.26	\$659,329.29	
3 months Cash Flow Reserve (benchmark)	\$ 600,307.17	\$ 643,937.37	\$ 686,468.04	\$740,261.82	
% of Reserve on Hand at 6/30	89.09%	86.15%	74.31%	89.07%	
Student Account Reserve		\$177,541.27	\$186,835.81	\$186,835.81	

Recent Developments: The Food Service Director is in the process of looking at kitchen and line renovations at Diamond Middle School to help handle the increase in enrollment, seating, and line flow.

In March of 2015, the district will have an Administrative Review from the DOE that will ensure that we are fully compliant with the requirements of the USDA. Components of this review will assess meal benefit issuance, meal counting, meal patterns and local wellness policies.

New smoothie option was rolled out to elementary schools in November 2014, one school at a time. Full roll out will require a purchase of blenders for each elementary school

Current Challenges: The Lexington Public Schools is required to implement USDA regulations under the National School Lunch program and most recently the Healthy Hunger Free Kids Act 2010. A la Carte is controlled by Massachusetts Nutrition Standards for Competitive Foods and Beverages in Public Schools (105 CMR: Department of Public Health, CMR 225.000: Nutrition Standards for Competitive Foods and Beverages in Public Schools). It established nutrition requirements for all a la carte items sold in schools and can be found at Massachusetts Competitive Foods and Beverages "At a Glance" Chart.

All of the above are in addition to Lexington Public School Committee's established district nutrition guidelines which are contained within the Wellness Policy (Approved July 17, 2012) and the Wellness Policy: Implementation Guidelines (Approved July 17, 2012).



Lexington Public Schools
2016 Superintendent's Recommended Budget

On the Horizon:

The district would like to request a lunch price increase for the elementary school, middle school, high school and adults beginning in FY16 and beyond. The lunch price would increase from \$3.25 to \$3.50 for students and from \$4.25 to \$4.50 for adults.

Justification is as follows for this request:

1. Increasing cost of food prices in fruits, vegetable and meats. Meat commodity prices are slated to increase by 16% next year.
2. Due to the requirements of Healthy Hunger Free Kids Act each meal is mandated to have a fruit or vegetable which increases the cost of a meal.
3. Increasing the price of each lunch meal allows the Food Service Department to stay on the cutting edge of school lunches. Introducing items such as sustainable salmon, sushi, and ramen bar concepts in the upper grades are just a few examples of what can be offered as a healthy choice for our students. We now have catering and commodities that help offset cost but if either of these options decreases this will have a direct impact on food cost.
4. In order to attract and retain talented and knowledgeable staff, we need competitive wages for new employees just starting their careers in Food Service. In addition, the new minimum wage law in Massachusetts will increase wages to \$11.00 per hour by the year 2017.
5. Additional revenue can assist in covering costs for aging equipment that need replacement in the district on a yearly basis. This increase will also help offset the increased cost of compostable trays used throughout the district.
6. The Town is requesting that the installation of a dishwasher at the high school to address increased demand be funded from the School Lunch Fund. Funding the dishwasher project for \$85,000 will deplete the cash flow reserves from 80% of the USDA three month cash flow limit to 67%. The USDA three month cash flow limit is ideally always at 80%-90%. This ensures that the district has funds to operate and pay invoices for goods and services during the year. In addition it is not recommended to charge debt to the fund, but to pay for the item in full without interest obligation. By doing so, the cash flow reserve will be at 67% or 2 months rather than 2 ½ months.

The district does not propose raising breakfast, a-la-carte, or other premium meal prices at this time. The current cost for breakfast is \$2.00 which will remain this price until further notice by the district.

Other School Lunch Information on the Horizon:

- Increase in volume has caused a need for new sanitizing equipment for pots and pans. Looking to install a new dishwasher in FY15-16.



Lexington Public Schools
2016 Superintendent's Recommended Budget

- New menu rollout for afterschool fundraising. This menu will help control guidelines for healthy choices as well as elevate allergen issues.
- New grab and go station at the high school will get a refresh with new items.
- Ramen noodle bar promo will be done at all middle schools twice this year.
- Social media function available on the district website (<http://schools.whitsons.com/ma/lexington-public-schools>) which will help in advancing the awareness of initiatives that are being introduced in the district.
- Working with the local town buildings to increase catering business with foodservice.

2015-2016 District Improvement Plan

In order to ensure and sustain high academic achievement and pro-social skills for all students, accomplished in the spirit of collaboration, continuous improvement, and respectful and caring relationships, the district is committed to the following goals in 2015-2016:

Goal 1 – Improve Academic Performance for All Students

1. Supervision and Evaluation

- Implement the third year of the new supervision and evaluation system for professional staff members, including the new provisions that will be included in the new teachers' contract.
- Provide on-going professional support for all administrators and teachers in the implementation of the state's new educator evaluation system.
- Monitor the collaborative implementation process and recommend refinements to the State, Lexington Education Association, and School Committee.

2. Curriculum, Instruction, and Assessment

- Examine ways educators can more effectively use homework as an instructional strategy (e.g., value, purpose, relevancy, feedback, appropriate level of engagement, and time).
- Continue with Year 3 of Guidance program review.
- Continue with Year 2 of the World Language program review.
- Assure that the Lexington Public Schools is compliant with the newly edited Massachusetts Framework that meets the Common Core.
- Further design and refine targeted student interventions at all levels to ensure more consistent and coherent district-wide protocols for all tiers of RtI, both academic and pro-social.
- Begin to develop intervention supports for students who enter the Lexington Public Schools from other school districts.
- Deepen the systemic use of data-driven decision-making and research-based accountability measures in the selection and evaluation of programs and services in order to bring about the continuous improvement of student, school, and district outcomes.
- Begin the process to develop an elementary world language program and other curriculum options to be implemented in 2017-2018.

3. Professional Learning

- Continue to provide high quality, research-based, job-embedded professional learning that expands the repertoire of assessment strategies, responsive instructional skills, and content knowledge to increase student academic and pro-social learning.
- Provide training to all employees who are impacted by new or changed School Committee policies.

4. Technology

- Develop and implement additional strategies to address current educational and operational needs for mobile learning, collaboration, socially interactive instructional opportunities, and digitally-rich learning environments.
- Address the policy and infrastructure issues required to expand our capacity to more effectively use mobile devices.
- Build the capacity of the school district to use technology for student assessments and the means for educators to utilize and analyze this information.

Goal 2 – Improve Social and Emotional Program Supports for All Students

- Continue to provide increased supports for students’ emotional and behavioral needs and, for all students, to decrease unhealthy student stress and promote greater resilience.
- Work with the School Committee, Board of Selectmen, and residents to improve Lexington programs that support students with significant emotional needs.

Goal 3 – Improve Safety for All Students and Staff

- Continue to improve the security of buildings through physical infrastructure changes and by updating procedures.
- Implement further steps in all school buildings to increase safety if there is a potentially dangerous intruder or major hazardous event.
- Adopt and implement the School Traffic and Mitigation Policy and continue district-wide traffic design and infrastructure improvements.

Goal 4 – Refine and Implement the First Phase of the District’s Facilities Master Plan

- Work with DiNisco Design, educators, School Committee, Town Boards, and residents to identify cost-effective options that will address preK through grade 12 space and educational needs.
- Work with the DiNisco Design, the Permanent Building Committee and the Department of Public Facilities to implement the first phase of the construction plan.
- Present a school construction plan at the fall Special Town Meeting.
- Continue the work to update enrollment forecasts.
- Continue to study redistricting options and administrative alternatives that may be needed to address short-term space needs.

Lexington Public Schools

Report on the 2014-2015
District Improvement Plan

June 9, 2015

Goal 1 – Improve Academic Performance for All Students

1. Supervision and Evaluation	Year-End Results
<ul style="list-style-type: none">• Implement the second phase of the new supervision and evaluation system for professional staff members designed to continuously improve professional practice and focus on measurable outcomes for student achievement.	<ul style="list-style-type: none">• The district provided full-day trainings for all faculty who were new to LPS during the New Educator Orientation sessions in August 2014.• A special new administrator course was created in concert with Teachers 21 for the 20+ new supervisors in the 2014-15 academic year to assist with increasing inter-rater reliability among all supervisors in the implementation of the supervision & evaluation process.• Multiple opportunities were provided at AdCouncil, Joint Council, faculty meetings, and department meetings to clarify and discuss the new educator evaluation model.• Multiple walkthroughs were conducted by mini-groups of supervisors to create common measures of understanding that improve inter-rater reliability.• Individual conversations between supervisors and supervisees, in addition to written feedback, were provided in order to clarify recommendations made and to discuss and measure outcomes for student achievement.• Common measures are continuously being developed by PLCs and like subject matter/course teachers to identify expected student outcomes and to determine observable measures of success.
<ul style="list-style-type: none">• Provide on-going professional support for all administrators and teachers in the implementation of the state’s new educator evaluation system.	<ul style="list-style-type: none">• On-going training at faculty and department meetings throughout the year to support efforts to understand the rubrics of the new educator evaluation system.• AdCouncil and Joint Council meetings focused on the new supervision and evaluation model process to ensure inter-rater reliability.• Refer to year end results in Box #1 above.

- Monitor the collaborative implementation process and recommend refinements to the Lexington Education Association and School Committee.

- As a result of significant collaboration, much progress has been made in terms of the “growth mindset” approach that is the underpinning of the new educator evaluation model for Lexington. The goal of any evaluation model should be to improve both teaching and learning for teachers and students alike. Educators (teachers and supervisors) report that the dialogue that ensues, as a result of observations and formative and summative assessments, have been most helpful and appreciated in advancing instruction and promoting student achievement.
- The association and administration have agreed on an “alternative pathway” to satisfying the DESE’s requirements regarding District Determined Measures (DDMs). This alternative pathway is being submitted to the DESE and the district is awaiting a response from the department as to whether the proposal has been accepted.

Goal 1 – Improve Academic Performance for All Students (continued)	
2. Curriculum, Instruction, and Assessment	Year-End Results
<ul style="list-style-type: none"> • Complete Year 4 of the Social Studies Curriculum review. 	<ul style="list-style-type: none"> • While Year 3 of the curriculum review for Social Studies was completed for grades 6 – 12, the extent and depth of the K-5 curricular, instructional, and assessment work needed an additional year. Jane Hundley, K-5 coordinator of the Social Studies program will share those results at the June 9 School Committee meeting.
<ul style="list-style-type: none"> • Continue with Year 2 of Guidance program review. 	<ul style="list-style-type: none"> • The Guidance Curriculum review team has had a very busy and highly productive second year. As was reported to the School Committee on May 12, 2015, many efforts have been made to increase the delivery of services and to clarify roles and expectations of personnel in that department (counselors, social workers). • Additionally, a significant recommendation was made by this committee to create a “coalition” (a tripod approach) representing the town, community, and the schools to collaboratively address priorities that are viewed as essential to the overall well-being of our students. The benefits of such an approach are multiple, but most significant would be the mutual identification of focused and targeted goals that will streamline and coordinate our collective efforts, as we address agreed upon priorities for the town’s youth.
<ul style="list-style-type: none"> • Assure that the Lexington Public Schools is compliant with the newly edited Massachusetts Framework that meets the Common Core standards in preparation for PARCC administration in 2015. 	<ul style="list-style-type: none"> • Work in this domain is always on-going via scheduled curriculum review cycles, professional learning communities organized by grade level, by department, by specialists, by leadership who focus a continuous eye on the state of our curriculum, instructional practices, assessment measures and necessary refinements. Lexington’s curriculum does not remain stagnant as it grows and is revised in response to need and current research. While the district must be in compliance with MCAS or PARCC requirements, the Lexington Public Schools teaches to standards and expectations that reflect high quality and sound educational practice.

<ul style="list-style-type: none"> • Further design and refine targeted student interventions to ensure more consistent and coherent district-wide protocols for all tiers of RtI, both academic and pro-social. 	<ul style="list-style-type: none"> • Formed and launched a districtwide RtI Task Force consisting of 35 representatives from all nine schools and central administration. • The charge of this group is to develop and establish an approach to RtI that brings together our thinking and practice across the district in terms of: <ul style="list-style-type: none"> ○ Understanding the purposes and goals of RtI, and developing a common philosophy, vocabulary, and definitions ○ Determining the protocols and systems that need to be put into place to support consistency and equity ○ Creating a repository of high-leverage practices and resources that will be practical and informative for teachers and administrators across the district. • Throughout Year 1 the Task Force has reviewed current research, discussed pertinent case studies, hosted a site-visit to learn about a program in another district, and engaged in rich discussions centered on the critical relationship between RtI and our LPS mission, vision, and guiding principles. • Members of the Task Force will be convening in the summer to work on targeted projects and to plan next steps for the coming academic year.
<ul style="list-style-type: none"> • Begin to develop intervention supports for students who enter the Lexington Public Schools from other school districts. 	<ul style="list-style-type: none"> • The staff continue to modify and accommodate units of study and lessons based on individual need and provide interventions where appropriate; however, this goal requires and deserves further attention in the year ahead.
<ul style="list-style-type: none"> • Deepen the systemic use of data-driven decision-making and research-based accountability measures in the selection and evaluation of programs and services in order to bring about the continuous improvement of student, school, and district outcomes. 	<ul style="list-style-type: none"> • Significant progress in this area has been made in the course of this academic year. School data teams met regularly to review student performance and to determine necessary “next steps” that will be implemented to advance a student’s work. Those steps do not solely include academic measures, as it is strongly acknowledged that issues related to attendance, behavior, and social/ emotional issues have great impact on student learning, as well.

<ul style="list-style-type: none">• Support teachers, principals, and district staff in strategic planning, interdepartmental communication, and to promote a culture of accountability for outcomes.	<ul style="list-style-type: none">• Every school further developed the use of data teams to improve student outcomes and accountability. This work is supported by planning and frequent educator communication.
<ul style="list-style-type: none">• In view of the time demands required to successfully implement new State mandates and the district’s learning goals centered on continuous improvement, the administration will establish a collaborative process to increase efficiency and effectiveness and eliminate low-leverage strategies.	<ul style="list-style-type: none">• Both the superintendent and the association president conducted meetings and interview opportunities for the staff to talk candidly. The results of these discussions indicated that there were very few, if any areas, in which low-level strategies were able to be identified. “Pace” was expressed as a possible concern. In addition, teachers noted that some administrative meetings may not be needed for all participants.• The climate survey was also conducted for the third year. A summary report of those results was shared with supervisors and will be presented at the June 9, 2015, School Committee meeting.

Goal 1 – Improve Academic Performance for All Students (continued)

3. Professional Learning

Year-End Results

- Continue to provide high quality, research-based, job-embedded professional learning that expands a teacher’s repertoire of assessment strategies, responsive instructional skills, and content knowledge to increase student academic and pro-social learning.

- On November 4, the district held its first Lexington Learns Together professional learning event, a home-grown conference consisting of workshops that were designed by educators, for educators. Over 750 attendees were able to select 3 sessions to attend throughout the day from among 86 unique offerings created by 121 teachers and administrators throughout the district. Survey results indicate that this event was very much appreciated by faculty; participant ratings for the day’s events averaged 4.73 (on a scale of 1 to 5). Given its success, the event is currently being planned for October 9, 2015.
- The district-wide Professional Learning Committee, comprised of eighteen teachers and administrators representing faculty from the elementary, middle, and high schools and central administration, coordinated and launched three catalogs of course offerings for staff – Summer 2014, Fall 2014, and Spring 2015. There were over 820 individual registrations for courses and workshops, along with an additional 92 LPS faculty members participating in six different RETELL courses hosted by the district (and taught by LPS faculty). Of the dozens of courses, workshops, and trainings that were held throughout the year, approximately 2/3 were proposed, planned, and taught by LPS faculty and staff for their colleagues.
- A sampling of course offerings would include:
 - Teachers College Homegrown Reading Institute
 - Executive Function: Exploration and Classroom Strategies
 - Mindset: The New Psychology of Success by Carol S. Dweck – A Book Discussion Group for Teacher and Administrators
 - Learning and the Brain: Cognitive Neuroscience & 21st Century Teaching
 - Cultural Aspects in Education
 - Teaching Students to Ask Their Own Questions: A Strategy That Enhances All Teaching and Learning
 - Google Drive in the Classroom
 - “AAA”: Antidote for Aspen Aggravation for Administrative Assistants and Office Support Staff
 - K-5 Mathematics Content, Program, Materials and Instructional Strategies for Special Educators and Instructional Assistants

	<ul style="list-style-type: none"> • In 2015 the LPS Professional Learning (PL) program was selected by the Massachusetts Department of Elementary and Secondary Education as one of four “Case Study” districts to be highlighted as exemplars for creating comprehensive and innovative PL systems. Among the reasons for this honor were our commitment to supporting a growth mindset for educators, collaborating for change, embedding PL in educators’ daily work, using data to plan and assess PL, and empowering educators to develop and lead PL for their colleagues.
<ul style="list-style-type: none"> • Further develop and implement a new administrator induction program as part of a long-range plan to provide professional learning opportunities for all school leaders. 	<ul style="list-style-type: none"> • This planning is on-going and was described in box #1 above.
<ul style="list-style-type: none"> • Expand the scope of the Wellness program for all employees. 	<ul style="list-style-type: none"> • In collaboration with LexFam and the DPF, established an Employee Wellness Garden at the Central Administration campus. • In collaboration with twenty-five Lexington retail merchants, implemented a Financial Wellness Program that offers discounts on goods and services to all LPS Employees • In collaboration with Kripalu Yoga Center and LPS Office of Curriculum, Instruction, and Professional Learning developed a summer course titled “Practices to Enhance for Our Students and Ourselves: Exploring Yoga and Mindfulness”

Goal 1 – Improve Academic Performance for All Students (continued)

4. Technology	Year-End Results
<ul style="list-style-type: none">• Develop and implement additional strategies to address the needs of today’s learners for mobile learning, socially interactive instructional opportunities, and digitally-rich learning environments.	<p>Incorporated Google Apps for Education suite into the district technology environment all preK-12 staff and for all students Grades 6-12. Using this environment, students and teachers can use a cloud environment to share their work easily between school and home and between different mobile devices. Collaboration and coaching with different end-users is easily facilitated using this environment.</p> <p>Incorporated iPad technology into student centers into all Grade 1 classrooms. End-of-year surveys point to this technology being used successfully multiple times each week to accomplish ELA and math goals.</p> <p>Expanded our individualized iPad initiatives in Grades 8 and 9 (1) by providing classroom sets of iPads (1) to every 8th grade team at Clarke and Diamond Middle Schools and (2) to additional grade 9 history/English teams at the high school.</p> <p>Planned and budgeted for a September 2015 begin date the 1:1 deployment of iPads for all grade 8 students in our middle schools. Extensive planning this spring involved department heads, administrators, technology staff, and teachers.</p> <p>Expanded on the use of other mobile devices such as Google Chromebooks and iPods in classroom settings.</p>
<ul style="list-style-type: none">• Address the policy and infrastructure issues required to expand our capacity to more effectively use mobile devices.	<p>Increased Internet speed provided by the Internet provider RCN from 250Mbps to 1000 Mbs.</p> <p>Installed improved fiber bandwidth between the district head-end and the high school servers and in addition upgraded several network servers</p> <p>Planned and budgeted for summer 2015 installation improved wireless networks at the high school and at the two middle schools. When completed, each of the three schools will see double the number of wireless access points and a significantly improved network wireless hardware.</p>

	<p>Developed simplified login network protocols for teachers and students.</p> <p>Worked with Town Counsel to develop and update independent contract contracts that include Data Security Agreement along with specific language references to FERPA, COPPA, and Commonwealth of Massachusetts state privacy laws.</p> <p>Worked on training and education plan for all educators to raise awareness and knowledge of privacy issues presented by moving to electronic delivery of curriculum through textbook partnerships, website subscriptions, and software applications that are attached to mobile devices and traditional computers.</p>
<ul style="list-style-type: none"> • Build the capacity of the school district to use technology for student assessments and the means for educators to utilize and analyze this information. 	<p>Created and filled the position of Director of Planning and Assessment as the person who would facilitate this goal.</p> <p>Established pilots at the elementary, middle, and high school levels utilizing technology to assess multiple student data points involving both academic and social-emotional components and then monitor appropriate instructional student interventions.</p> <p>Interviewed staff, observed teams and collected artifacts to better understand how staff and teams use technology to collect, share and analyze data to support continuous examination of practice and enhance decision making.</p> <p>Completed an inventory of the major data systems and technology based tools commonly used by staff to collect and analyze data.</p>
<ul style="list-style-type: none"> • Continue to support the utilization of technology in the implementation of the state’s new educator evaluation system. 	<p>Trained all new teacher hires and cohort 2 PTS teachers (300 teachers) in half day workshop on the supervision & evaluation technology (Baseline Edge technology by Longleaf Solutions).</p> <p>Provided on-going support through printed/video instructional materials on district website and through mentoring by the instructional technology specialists.</p> <p>Made appropriate changes to BaselineEdge forms to simplify and refine process for the data entry by teachers and supervisors.</p>

Goal 2 – Improve Social and Emotional Program Supports for All Students

2014-2015 Goals	Year-End Results
<ul style="list-style-type: none"> Continue to provide increased supports for students’ emotional and behavioral needs and, for all students, to decrease unhealthy student stress and promote greater resilience. 	<p>This year, the K-12 Guidance Department completed the 2nd year of a three year program review. Members of the program review committee included school counselors, social workers, principals, and assistant principals. Key educators from the Health and Wellness, METCO, and the Nursing Department also participated in various components of the Program Review. The major focus of the work has been to collect and evaluate the K-12 comprehensive guidance curriculum, identify gaps and come to consensus on the most important developmental, emotional and behavioral themes to decrease unhealthy stress and promote greater resilience for all students. Please refer to the end of the year program review report presented to the Lexington School Committee on May 12, 2015 for full details of the work.</p> <p>Our mission is to ensure that our offerings include a balance of preventative initiatives, as well as, responsive services and that our curriculum is vertically and horizontally aligned. The K-12 curriculum continuum categories are: stress reduction, coping/resiliency, mindfulness, character development, healthy decision-making, problem-solving, self-advocacy, interpersonal relationships, conflict resolution, bullying/cyber-bullying prevention, anxiety, depression, grief/loss, and suicide prevention.</p> <p>The district increased FY 16 positions in guidance and social work in both elementary and high school.</p> <p>Given concerns raised by the results of the Youth Risk Behavior Survey, one example of the working group was an examination of our current services related to the prevention of, interventions, and post-vention practices in regards to suicidal ideation and self-injurious behavior. Another example is the implementation of Individual Academic Advising Appointments for students at Lexington High School. Every 9-11th grader has the opportunity to meet with their school counselor during course selection to discuss healthy academic choices and life balance.</p>
<ul style="list-style-type: none"> Support the expansion of the elementary and middle school Therapeutic Learning Programs and establish consistency among the programs across the district. 	<p>The Therapeutic Learning Program (TLP) review of 2013-14 conducted by Dr. Jeff Bostic and Dr. Joe Ristuccia evaluated the TLPs at the elementary and middle levels for efficacy and consistency. The review resulted in the identification of four elements essential to our most effective programs that needed to be developed across the district. Those four elements are:</p>

	<ol style="list-style-type: none"> 1. An emphasis on inclusion. 2. A strong relationship with building administration. 3. Close relationships with parents and home. 4. Connections with other TLP programs to share ideas, brainstorm approaches, and solve common issues. <p>The four elements were presented to new and veteran TLP staff in August 2014 as a framework for the program. The TLPs across the district have met at least nine times by both level and district throughout the year, supported by Dr. Bostic and Dr. Ristuccia, to work on these elements, share best practices, and to form and establish relationships between and among the programs across the district.</p> <p>A review of the expansion and current progress was conducted in late spring by Dr. Ristuccia and Dr. Bostic. They report that inclusion into general education classrooms has increased this year, as TLP teachers form relationships with general education teachers. They also observed that all programs have good relationships with their building administration and the addition of social workers dedicated to each TLP has significantly expanded the amount and quality of parent engagement. A significant impact this year has been the regular meetings for the TLP district wide, which have allowed for program alignment discussions both vertically and horizontally. Going forward we will continue to work towards increased consistency of practice, transition between levels, and more focused training for support staff.</p>
<ul style="list-style-type: none"> • Implement the first phase of the expanded Intensive Learning Program at the high school and collaboratively plan the second phase scheduled for 2015-2016. 	<p>The first phase of the expanded Intensive Learning Program has been implemented. Building details, FF&E and technology needs were finalized by December for the second phase of the expansion. Group meetings for Diamond ILP parents were held in the fall and early winter at LHS with follow-up individual meetings for both Diamond and Clarke parents. There have been multiple observations by LHS staff of our rising grade 9 ILP students. Several visits by the students to LHS have occurred and others are scheduled. LHS staff have attended ILP student transition meetings at Diamond and Clarke in the spring and have also attended ILP staff meetings or met with staff at both Diamond and Clarke to discuss programming and transition. Diamond students created an introductory video that was presented to all LHS staff in late March, along with a panel discussion of this phase of the program.</p>

- Continue to develop school programs that support students with significant emotional needs in collaboration with families and outside mental health organizations.

Through program review, we have developed/expanded our structures for: the homelessness working group, our district child protection team, Youth Services Council, and participation in a variety of other town/state programs and initiatives. The guidance department continues to develop deeper partnerships with organizations, agencies, and colleges/universities to provide support to students with significant emotional needs. Please refer to the end of the year program review report presented to the Lexington School Committee on May 12, 2015 for all the details of the work.

The guidance department has recommended and continues to be involved with the development of a Lexington coalition that creates systemic and structured ways to address the priorities and needs of both the schools and community.

Goal 3 – Improve Safety for All Students and Staff	
2014-2015 Goals	Year-End Results
<ul style="list-style-type: none"> Continue to improve the security of buildings through physical infrastructure changes and by updating procedures. 	<p>Collaborated with Public Safety (Police and Fire Departments) and updated School System Security Systems Procedure for improving familiarity of systems and access for enhanced response.</p>
<ul style="list-style-type: none"> Implement further steps in all school buildings to increase safety if there is a potentially dangerous intruder or major hazardous event. 	<p>Conducted “Live Fire training on June 27 for all C/IM teams.</p> <p>Conducted Faculty training on active shooter and A.L.i.C.E. protocol working with Police and Fire.</p> <p>Conducted “Live Fire” training at Estabrook, Clarke, Diamond, Bridge and Bowman working with Police and Fire.</p> <p>Conducted a Parent Education night http://vp.telvue.com/preview?id=T01123&video=232854</p>
<ul style="list-style-type: none"> Adopt and implement the School Traffic and Mitigation Policy and continue district-wide traffic design and infrastructure improvements. 	<p>Completed the implementation of the Estabrook Traffic Mitigation plan and adjustments necessary for opening a new school building</p> <p>Completed review for Clarke Middle School with draft proposal which received design funding from the 2015 ATM</p> <p>Completed review and have interim traffic mitigation plan for Bridge Elementary School for 2015-2016 school year.</p>

Goal 4 – Improve the District’s Capacity to Respond to Enrollment Increases	
2014-2015 Goals	Year-End Results
<ul style="list-style-type: none"> Continue the work of the Citizens’ Working Group on K-12 Enrollment to further identify the drivers of enrollment growth and develop a more reliable model to forecast future enrollment. 	<p>The Superintendent’s Enrollment Working Group presented their Final Report to School Committee in December 2014. The report identified a model for projecting Elementary enrollment and progressing that enrollment through Middle School and High School by cohort survival.</p>
<ul style="list-style-type: none"> In collaboration with the community, School Committee, and outside organizations, develop multiple options for addressing space issues related to enrollment growth in all schools. 	<p>The Ad hoc School Master Planning Committee (AhSMPC) issued a Final Report on January 29, 2015 recommending multiple options for addressing space issues related to enrollment growth in all schools.</p>
<ul style="list-style-type: none"> Hire an architectural firm who will work with the PreK-12 Facilities Master Planning Committee and the Enrollment Working Group to determine student capacity and space needs for all nine schools, based on various enrollment projection scenarios. 	<p>The AhSMPC selected Symmes Maini McKee & Associates (SMMA) to determine the existing capacity of the nine schools and develop short and long term options for meeting the projected growth of the Enrollment Working Group. SMMA issued their Final Report on January 28, 2015.</p>

CURRICULUM AND INSTRUCTION
Access to Electronic Media

IJND

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

Safety Procedures and Guidelines

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

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

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

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

Permission/Agreement Form

Students and parents/guardians must sign and return a form acknowledging they have reviewed the rules and guidelines for accessing district technology resources. At the elementary level, the form will contain the necessary rules. At the secondary level, the rules will appear in the student handbook and be posted online.~~A written parental request shall be required prior to the student being granted independent access to electronic media involving District technological resources. The required permission/agreement form, which shall specify acceptable uses, rules of on line behavior, access privileges, and penalties for policy/procedural violations, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Superintendent with a written request.~~

Employee Use

Employees shall use electronic mail **as outlined in the Lexington's Standards for the Acceptable use of Technology" (IJNDB)**~~only for purposes directly related to work-related activities.~~

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

~~Community Use~~

~~On recommendation of the Superintendent or designee, the Committee shall determine when and which computer equipment, software, and information access systems will be available to the community. Upon request to the Principal or designee, community members may have access to the Internet and other electronic information sources and programs available through the District's technology system, provided they attend any required training and abide by the rules of usage established by the Superintendent or designee.~~(DOESN'T BELONG IN THIS POLICY)

~~Disregard of Rules~~

~~ALREADY IN ACCEPTABLE USE POLICY~~

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

~~Responsibility for Damages~~

~~ALREADY IN ACCEPTABLE USE POLICY~~

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

Responding to Concerns

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

Audit of Use

ALREADY IN ACCEPTABLE USE POLICY

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

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

1. Utilizing technology that blocks or filters Internet access for both minors and adults to certain visual depictions that are obscene, child pornography, or, with respect to computers with Internet access by minors, harmful to minors. **This technology is also to provide usage reports to aid the school in monitoring the safe use of the Internet.**
2. **Complying with all federal and state regulations for Internet Safety.**

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

LEGAL REFS: 47 USC § 254

CROSS REFS: IJNDB, Acceptable Use Policy – Technology

1 LEXINGTON SCHOOL COMMITTEE POLICY

2
3 **STANDARDS FOR ACCEPTABLE**
4 **USE OF TECHNOLOGY IN THE**
5 **LEXINGTON PUBLIC SCHOOLS**

6 **First Reading:** September 7, 2010

7 **Second Reading:** August 28, 2012

8 **Date Approved by**
9 **School Committee:** February 11, 2014

10 **Signature of Chair:** On File

11 **Page 1 of 6**

12
13
14 **1.0 Purpose and Acceptable Use**

- 15
16 1.1 The Lexington Public School (LPS) district provides and maintains sophisticated
17 technology systems and network resources to support the delivery of education and the
18 administration of the district's operation. The technology systems and network
19 resources include desktop workstations, laptops, handheld computer devices,
20 applications, internal networks (both wired and wireless), servers, online databases, and
21 access to outside networks, including the Internet, all of which are referred to hereinafter
22 as "technology systems." This policy and guidelines apply to all users of LPS
23 technology systems including students, staff, and, where applicable, guests and adult
24 learners.
- 25
26 1.2 The technology mission of the LPS is to ensure access to appropriate technology in our
27 educational community to support and enhance student learning, staff instruction, school
28 communication and data management. The Lexington Public Schools fulfills this
29 mission by offering an institutional network between the schools, as well as internet
30 access to staff and students. Our goal in providing this service to staff and students is to
31 promote the educational excellence by facilitating resource sharing, innovation, and
32 communication.
- 33
34 1.3 LPS permits its staff to use the LPS technology systems for incidental personal use as
35 long as the technology systems are not used in a manner that violates this policy and
36 such use is limited to times before or after work hours, during non-assigned teaching or
37 duty time, and lunch periods.
- 38
39 1.4 This policy describes acceptable and unacceptable uses of LPS technology systems, but
40 these descriptions are not exhaustive lists of all acceptable or unacceptable uses. Any
41 user who has a question regarding whether or not a particular activity is acceptable
42 should seek guidance from the Building Principal or the Superintendent.

43
44
45 **2.0 Roles**

- 46
47 2.1 The **Director of Educational Technology and Assessment** (or designee of the
48 Superintendent) will oversee and approve the programmatic direction, selection, and
49 distribution of technology services and tools to support the overall goals of the district.

1 2.2 The **Director of Technology** (or designee of the Superintendent), working with the
2 technology staff, will oversee access to all network and technology systems and will
3 establish processes for setting up user access protocols, accounts, authorization of
4 installation of all software and hardware architectures, required disk quota and usage on
5 the system, backup, retention and archive schedules, virus protection, infrastructure
6 configuration, security, web content filtering and other necessary activities to support the
7 educational goals of LPS.
8

9 2.3 **Principals** (or designee of the Building Principal) will serve as the building coordinator
10 for all technology systems and network related activities. The building coordinator, in
11 partnership with the Director of Educational Technology & Assessment (and the
12 Director of Technology, as needed) and applicable curriculum leaders, will coordinate
13 building level technology activities. Together they will ensure that staff receives
14 training in the use of all systems and this policy. They will establish a system to ensure
15 that students using any computing resources receive appropriate supervision and
16 understand how to use all systems responsibly.
17

18 2.4 **Teachers**, when using the Internet for instruction, are responsible for selecting materials
19 that are relevant to curriculum objectives and are appropriate for students. Teachers are
20 responsible for monitoring students' online usage while in the classroom and previewing
21 all sites and resources that the teachers will be using in their classroom instruction.
22 Teachers are also responsible for modeling effective and appropriate use of technology.
23 Teachers will teach students about cyber bullying and appropriate responses; appropriate
24 online behavior, including interacting with other individuals on social networking sites;
25 and will assist students in developing the skills to ascertain the reliability of information,
26 distinguishing bias and quality of information as it relates to their research.
27

28 2.5 LPS will develop a coordinated web presence to provide information about the district.
29 LPS will develop and inform parents of expected channels of communication.
30

31 32 **3.0 Access to the System and Resources**

33
34 3.1 **Staff.** LPS will provide this policy to new staff at the time of hire. Any staff member
35 who signs the technology systems access agreement will have access, with the
36 permission of his/her supervisor, to the following computing resources through their
37 classrooms, offices, library media centers, and/or computer and mobile labs: e-mail
38 including conferencing and collaboration tools, web hosting, online subscription
39 databases and information services, LPS servers for secure file storage, and all resources
40 and tools found on the internet/world wide web. Resources may change as technology
41 develops; these, too, however, will fall within the purview of this policy. Building
42 principals (or designee) will ensure that technology systems access agreements are
43 signed and maintained.
44

45 3.2 **Students.** Students will have appropriate access to the Internet and LPS network through
46 the schools' technology equipment.
47

48 3.3 **Other Users.** Guest accounts may be established for, for example, temporary staff (e.g.,
49 long term substitutes, service vendor, interns, student teachers, community education
50 instructors, volunteers). A guest's access may be limited.
51
52

1 **4.0 Disclaimer**

- 2
3 4.1 LPS makes no warranties of any kind, either express or implied, that services provided
4 through its technology systems will be error-free or without defect. LPS is not
5 responsible for the accuracy or quality of the information obtained through the system.
6 Users of LPS's technology systems assume full responsibility for their use of the system
7 including, but not limited to, loss of data, interruptions of service, costs, liabilities, or
8 damages.
-

9
10
11 **5.0 Ownership/Privacy**

- 12
13 5.1 The LPS technology systems are the property of the LPS. As such, a user's activities
14 and files are subject to inspection by the administration at any time. LPS has the right to
15 monitor and log any and all aspects of its technology systems including, but not limited
16 to, monitoring Internet usage, file downloads, and all communications. LPS designs and
17 updates its network and computing environment by integrating appropriate controls in
18 support of this policy. Tools used may include, but are not limited to: monitoring
19 devices, content and spam filtering, virus protection, log-on utilities, virtual networks,
20 user access profiles and network security settings.
- 21
22 5.2 Users should not have an expectation of privacy regarding any use of the LPS
23 technology systems.
- 24
25 5.3 E-mail that is created or received by a public school employee is a matter of public
26 record and may be subject to public production in accordance with the Massachusetts
27 public records law.
-

28
29
30 **6.0 Unacceptable Uses**

- 31
32 6.1 LPS technology systems may not be used for political or social advocacy or solicitation.
33 This prohibition includes fund raising or advocacy for any non-school organization or
34 group.
- 35
36 6.2 LPS technology systems may not be used for entertainment, illegal purposes (or support
37 of illegal activities), or commercial purposes such as, but not limited to, offering,
38 providing or purchasing goods and/or services for personal use or gain. In addition, the
39 technology systems cannot be used as a public access service or a public forum. As such
40 the district reserves the right to place reasonable restrictions on the materials users can
41 access or post through the LPS technology systems.
- 42
43 6.3 Users may not use the LPS technology systems to obtain or share information about
44 staff, students or families for any non-school purpose.
- 45
46 6.4 Users are prohibited from copying copyrighted material without authorization from the
47 copyright holder unless the copies are used for teaching (including multiple copies for
48 classroom use), scholarship or research. If there is uncertainty as to the extent of
49 copyright protection for Internet materials, users must obtain permission to use material
50 from the copyright holder.
- 51

- 1 6.5 Users shall not attempt to gain unauthorized access to files or accounts using LPS
2 technology systems or network.
3
- 4 6.6 Users shall not vandalize the LPS technology systems by, for example, causing physical
5 damage, reconfiguring the computer system, attempting to degrade or disrupt the
6 technology systems, or destroying data by spreading computer viruses or by any other
7 means. Anyone found to intentionally vandalize the LPS technology systems shall be
8 responsible for the costs associated with hardware, software and/or system restoration.
9 This covers equipment, materials, software and/or data.
10
- 11 6.7 Users shall not pretend to be someone else when sending or receiving electronic
12 communications.
13
- 14 6.8 Use of another person's password or account is strictly prohibited.
15
- 16 6.9 It is unacceptable to attempt to read, delete, copy, or modify the electronic
17 communications of other users or to interfere with other users' ability to send or receive
18 communications.
19
- 20 6.10 Users shall not access, send, or forward materials or communications that are
21 defamatory, pornographic, obscene, sexually explicit, threatening, harassing, profane, or
22 inflammatory.
23
- 24 6.11 Users shall not download or install any commercial software, shareware, freeware or
25 similar types of materials on the LPS technology systems without prior approval and
26 authorization from the technology department.
27
- 28 6.12 Users shall refrain from actions or language via email, instant messaging, or any other
29 online mode of communication that is harassing or threatening to others and which may
30 be in violation of LPS' Bullying Prevention and Intervention Plan Policy. Users shall
31 refrain from swearing, using vulgarities or any other inappropriate language or images.
32
-

33

34 7.0 Internet Safety

35

- 36 7.1 Use of the Internet has potential dangers. All users are encouraged to read information
37 that the Massachusetts Office of the Attorney General has published on Cyber Crimes
38 and Internet Safety which is found on the Commonwealth of Massachusetts government
39 website (www.mass.gov); search "Attorney General" to find the website of the Office of
40 the Attorney General, where you will find "Cyber Crimes and Internet Safety" under
41 "Community Safety" heading). Additionally, all students will participate in LPS' anti-
42 bullying curriculum per LPS' Bullying Prevention and Intervention Plan Policy.
43
- 44 7.2 All users are granted individual accounts and agree to keep passwords secured. Users
45 are responsible for their accounts, credentials, security codes, and passwords and will
46 not share or allow others access to them. Users are responsible for keeping these secured
47 and for reporting any suspected breach to the Building Principal.
48
- 49 7.3 Users will refrain from revealing private information (e.g., addresses, phone numbers) in
50 any school-related electronic communications including communications via email, the
51 internet, or other network tools. Specifically, all users should refrain from revealing
52 personal or private information on any commercial or other internet media sharing site

1 (e.g., Facebook; Myspace, chat rooms), particularly if these are not school sponsored or
2 hosted sites. The system should not be used to meet or arrange to meet unknown people.
3

4 7.4 When accessing schools resources and data from any systems (including outside the LPS
5 network), staff will use due caution to protect the privacy and integrity of student data.
6

7 7.5 LPS will continue to use filtering technologies to help control user's access to
8 appropriate internet content and websites while using our networks.
9

10
11 **8.0 Data and Control**
12

13 8.1 LPS has the right to re-image any technology device as necessary.
14

15 8.2 LPS is responsible for the provision, installation and maintenance of all software and
16 maintaining proper licensure.
17

18 8.3 No personal data or files may be stored on the local machine or network, which is the
19 property of LPS.
20

21 8.4 The school district provides all users with network accounts and storage. It is the users'
22 responsibility to insure that all files and data are stored on the network servers. The
23 District conducts regularly scheduled backups to prevent against loss or corruption.
24 However, the school district cannot guarantee that all information can be recovered in
25 the event of a catastrophic failure.
26

27 8.5 The district maintains a disaster recovery plan to insure against loss of data and or
28 services.
29

30 8.6 Responsibility for backing up any hand held or mobile device issued to a school district
31 user falls upon the user. The District is not responsible for providing backups for these
32 devices.
33

34
35 **9.0 Hardware/Software**
36

37 9.1 Any and all equipment issued by LPS for use by any user must be treated with due care.
38 We are all responsible for ensuring equipment is not damaged or stolen. Abuse, damage
39 or improper use should be reported immediately to the Building Principal and the
40 Director of Technology.
41

42 9.2 Any LPS owned (or leased) computer or device (including but not limited to laptop
43 computers, netbooks, iPods, iPads, projectors, digital cameras, hand held devices, etc.)
44 that are to be taken off the building premises may be checked out of the library (with
45 standard lending agreements in place) or loaned from the building or district office when
46 (and only when) there is a signed agreement in place which specifies responsibilities and
47 care for the device.
48

49 9.3 Any and all issues or problems related to any hardware, software, system or network
50 must be reported to the technology department using the LPS reporting system.
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52 9.4 LPS does not provide technical support for equipment brought in from the outside by
53 any user.

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9.5 Users understand that the district accepts no liability or responsibility for outside equipment brought into the system.

9.6 The District reserves the right to confiscate or disable any outside equipment that interferes with the operation of the network, systems, or provided services.

9.7 LPS is not responsible under any circumstances for damage to, or loss of, equipment brought in from the outside.

10.0 Violations

10.1 Access to LPS’s technology systems is a privilege not a right. LPS reserves the right to deny, revoke, or suspend specific user privileges and/or to take disciplinary action up to, and including, suspension, expulsion (students), and dismissal (staff) for violations of this policy.

10.2 LPS will advise appropriate law enforcement agencies of any illegal activities conducted using LPS’s technology systems. LPS also will cooperate fully with local, state and/or federal officials in any investigation related to any illegal activities conducted through the LPS computing system.

Leg. Ref: Children’s Internet Protection Act (CIPA) 47 USC §254
Copyright Law 17 U.S.C. Section 107

Policy Ref: Bullying Prevention and Intervention Plan Policy
Harassment

POLICY ON USE OF SOCIAL MEDIA SITES

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

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

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

SCHOOL AND DISTRICT WEB PAGES

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

Unlike the Internet itself, schools and the District ~~should~~ **can** control the type of information placed on Web pages. Documents created for the Web and linked to District Web pages shall meet the criteria for use as public information or an instructional resource. The following considerations should be considered when determining the information to include on a school or District Web page: Copyright/trademark issues; applicability to the curriculum or communication goals of the school or District; privacy issues; and related School Committee policies. **The web site content should not be used for commercial, private interest, or illegal purposes.** ~~Links to other Web pages should be carefully selected based on the above issues.~~

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

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

The Superintendent shall designate an individual (**District Website Content Coordinator**) to be **responsible to oversee and coordinate the information posted** on the official District web page and **monitor** District Web site activity. A building Principal shall make such designation for an individual school (**School Website Content Coordinator**). ~~Schools or departments that wish to publish a Web page must identify an appropriately qualified publisher and/or author.~~ **The official district and school sites shall all contain consistent elements to convey a coordinated web presence for the district. These elements are defined by the Web Site Content Coordinator with administrator input. The Lexington Public School web site(s) shall present a professional appearance, contain consistent document nomenclature, and site information shall be accurate and updated periodically.**

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

Official LPS websites may be developed internally or under contract, and whether hosted internally or externally, remain the property of ~~Web sites developed under contract for the Lexington Public School District or within the scope of employment by Lexington Public School District~~

employees are the property of the Lexington Public Schools and will meet district standards for privacy, acceptable use and security.

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

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

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

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

File: IHBG

HOME SCHOOLING

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

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

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

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

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

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

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

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

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

SOURCE: MASC

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

File: IJOC

SCHOOL VOLUNTEERS

| ON HOLD

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

| CROSS REF.: ADDA, C-O-R-I. Requirements Background Checks

| SOURCE: MASC

IIOC - School Volunteers Jan 8, 2015 DRAFT

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

It is a privilege to volunteer. All volunteers will comply the following:

- Volunteers are present to serve all students.
- Volunteers shall abide by confidentiality principles and will not repeat information about students.
- Volunteers work under the supervision and authority of staff members.
- Staff members alone are responsible for managing a class and students.
- At no time will a volunteer engage in any form of discipline.
- Volunteers who observe or learn of anything that concerns them regarding a student-school matter will bring these concerns to the attention of the classroom teacher or school principal in a timely fashion.
- Volunteers will comply with CORI registration as well as school building sign-in, safety, and other required procedures.

EXTENDED DAY PROGRAMS POLICY

I. PURPOSE AND SCOPE

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

II. APPLICATION

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

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

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

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

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

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

(?)

III. BACKGROUND

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

Adopted: 7/25/94
Reformatted: 10/02

SOURCE: Lexington

✓ Edist

FIELD TRIPS

I. BACKGROUND

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

II. PURPOSE AND SCOPE

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

A. Types of Field Trips

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

B. Duration of Field Trips

1. Day Trips

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

2. Long-distance and Overnight Trips

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

3. International Trips

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

Financial assistance

File: IIOA

C. Inclusion

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

D. Funding

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

E. Chaperone Disclosures

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

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III. APPLICATION

A. Components of the Procedures for Field Trips

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

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

B. Planning

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

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

2 of 4

File: IJOA

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

C. Authorization

1. Day Trips

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

2. Long-distance and Overnight Trips

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

3. International Trips

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

4. Cancellation/Exclusion from School Sponsored Trips

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

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

File: IJOA

5. Non-school Sponsored Trips

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

D. Implementation

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

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

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

~~SOURCE: Lexington~~

File: IKE ✓

PROMOTION AND RETENTION OF STUDENTS

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

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

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

Superintendent

| SOURCE: MASC

HOMework POLICY

ON HOLD

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

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

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

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

Teachers:

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

Students will:

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

Parents will

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

File: IKB

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

At the Elementary level:

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

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

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

At the Middle School level:

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

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

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

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

At the High School level:

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

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

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

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

File: IKB

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

SOURCE: Lexington

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

3 of 3

Draft with input from June 4, 2015 School Committee hearings, administration's input

MISSION/VISION STATEMENT File: AD

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

Guiding Principles:

We believe that all students can learn at high levels.

This is achieved by:

- Promoting a mindset that intelligence is not fixed and can continuously be developed
- Providing all students with necessary and timely appropriate interventions and extensions to advance their learning
- Developing each student's unique gifts
- Nurturing physical, social, and emotional well-being
- Expanding learning through diversity
- Engaging students in relevant, experiential, and personalized learning
- Cultivating creative problem solving, critical thinking, and innovation
- Promoting integrity, civility, and global citizenship
- Creating an environment in which the community and schools are partners
- Fostering a culture of open communication, trust, and shared responsibility
- Empowering all staff to collaborate with educators, learners, and leaders
- Providing inspiring professional learning for all

LEXINGTON SCHOOL COMMITTEE POLICY

GUIDELINES FOR USE OF SCHOOL FACILITIES

Date Approved by
School Committee:

Signature of Chair:

Page 1 of 2

I. PURPOSE AND SCOPE

It is the policy of the Lexington School Committee ("LSC") to permit individuals or organizations to use 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. The procedures, policies and decisions related to the use of facilities must also be in accord with the Memorandum of Agreement between the Board of Selectmen, Town Manager and the School Committee, Art. VIII Section 1.

II. APPLICATION

1. There are certain restrictions that govern the use of school property and the building. The 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
 - F. The aforementioned Memorandum of Understanding between the Board of Selectmen, Town Manager and the School Committee.
2. In addition, the building user is responsible for any 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.
3. When school buildings are used for non-school purposes, a rental fee may be charged to offset additional expenses (including heating, lighting and other operating expenses) incurred by the public school system. Where fees are charged, they are pursuant to rates approved by the Public Facilities Board and LSC. All rental fees will be collected by the DPF and be accounted for in a Public Facilities Rental Revolving Fund (See Section VIII *2 of the Memorandum of Understanding).

4. LSC has determined that rates may 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).~~

Comment [JGS1]: This language was not in the version I have from the policy sub-committee. There must be two versions circulating and the sub-committee will need to address this discrepancy. The language about two classes has not been formally commented on by the sub-committee.

USE OF SCHOOL FACILITIES

The organization or department must supervise 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 kitchens are available only when food service employees under contract are employed (at an additional expense).~~
6. ~~LSC does not provide school materials or equipment to individuals or groups.~~
7. ~~There is no smoking in the buildings or on the grounds of the Lexington Public Schools.~~
8. ~~Alcoholic beverages are not allowed on school premises.~~
9. ~~Beverages and food may be served and consumed only in approved areas .~~
10. ~~When stage or performance areas are used, the building user must satisfy the Director of Facilities, 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.~~
11. ~~Equipment of the building user, such as scenery and furniture, may not be moved into or out of the building during school hours.~~
12. ~~On days when school has been canceled, school buildings will not be available.~~
13. ~~Where gymnasiums are used for athletic purposes, participants are required to wear athletic shoes.~~
14. ~~Exceptions to these rules and regulations can be made only by the Superintendent or his/her designee.~~

Comment [JGS2]: This appears to be procedure and more specific than we like to see in a policy. Pat, do you need this language for an existing contract, or can it be managed without including the language in this policy?

Comment [JGS3]: The sub-committee felt this language was bordering on procedure – and more specific than we would like to see in the policy. Mary Ellen, do you require this language for an existing contract, or can it be managed without including the language in this policy?

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Comment [JGS4]: The Sub-Committee felt this exception raises complications. When LPS is running a function, don't they also need to have proper lunchroom employees? Or, are you trying to say that LPS can use the facilities without hiring lunchroom staff? Please clarify.

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Comment [JGS5]: The sub-committee would like to know if this information can go in your application form as it is procedure and specific. The sub-committee would like the policy to be broad and long-lasting.

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Comment [JGS6]: This language was not reviewed by the Sub-Committee as it differs from the version we reviewed. Our preference was one simple statement if it is true that when school is canceled the facilities are not available. This version suggests we might need more information. Do you rent buildings when the school is closed? Is this about after hour usage? Etc.

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Comment [JGS7]: The Sub-committee prefers that this be in a procedural document, not the policy. Do you need it here for a specific reason?

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Revised 7/1/97
Reformatted: 4/2003

Revised 9/13/10

Jan 2015 draft: FF – Naming New Facilities

Naming a school is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity shall not be an influence in choosing a school name. A name with an historic or educational significance or inspiration shall be chosen that will lend dignity and stature to the school. No interior space shall be named after a current employee.

The Superintendent will prepare for the approval of the School Committee a procedure to follow in recommending names for school buildings. Whenever possible, the wishes of the community, including parents and students, shall be considered in naming new facilities.

It is expected that an orderly, announced procedure will lessen the community or factional pressures that so quickly build up when the selection is delayed or seems uncertain. A prompt decision will reduce disappointments and advance community solidarity. Much confusion in accounts, files, and records can be avoided if a new school can be identified by name before its planning starts.

Source: MASC with edits

Draft Lexington Non-Resident Student Policy

- First reading: 9/23/14
- Draft reviewed 3/11/15
- Draft for second reading – request legal counsel review
- 5/15/15 – Andrea Bell sent comments
- 6/4/15 – Policy Subcommittee review with Paul Ash

JECBA - POLICY ON NON-RESIDENT STUDENTS

The public schools of Lexington are open to those students who qualify as residents under the laws of the State of Massachusetts. Children who “reside in the town” are considered legal residents of Lexington and are eligible to attend the Lexington Public Schools.

“Residence” is a place where a person actually lives, and requires both intent to make the residence his/ her home and his/her presence in that location. The school principal will make the initial determination of whether a child is entitled to register at their school. If the principal determines that the child is not eligible to enroll in the Lexington Public Schools, the parent or guardian may appeal to the Superintendent. If the Superintendent determines that the child is not eligible, the parent or guardian may appeal to the School Committee.

The School Committee authorizes the Superintendent (or designee administrator) to investigate residency concerns, and to hold hearings with students and parents believed to be non-residents.

Temporary residence in the Town of Lexington solely for the purpose of attending the Lexington Public Schools is not considered “residence” for admission to the Lexington Public Schools

In determining residency, the Lexington School Committee, through the Superintendent (or designee), reserves the right to require the production of a variety of records and documentation to determine whether or not a student actually resides in Lexington.

If, after a hearing, a student is found to be in violation of the residency policy, he or she may be dismissed immediately from the Lexington Public Schools. Lexington reserves the right to seek full tuition from the parent(s), guardian(s), or responsible adult for the full academic year(s). LPS may also seek additional funding, such as legal fees incurred to enforce or defend this policy, and may withhold certain scholarships and awards as permitted by law.

When a new student registers for school and lives with anyone other than a parent or guardian, the school department must receive an official court document informing the district of who has legal custody of the child and proof of

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child's residency in Lexington. Staff will ensure that all forms and regulations are fully executed and conform to this policy.

Except as provided by school committee policy or by law, the Lexington Public Schools is not required to enroll a child who does not actually reside in the town. Any person who violates or assists in the violation of this policy may be required to remit full restitution to the town. The School Committee may waive part or all restitution upon the recommendation of the Superintendent of Schools.

The Lexington Public Schools administrative staff is authorized to require evidence of residence prior to enrolling a child. The Superintendent is authorized to determine what evidence will be required to establish residency.

The following provisions apply with respect to residency:

1. **Child in temporary residence with other than his/her parent or guardian.** If a child temporarily resides in Lexington, apart from the legal residence of his/her parent or guardian for the special purpose of attending school, the student may enroll, subject to (a) the authorization of the Superintendent and (b) payment of tuition by the student's parent or guardian for the period of the student's attendance. All tuition must be paid prior to the first day of attendance.
2. **Homeless Students.** The Lexington Public Schools adheres to the federal McKinney-Vento Homeless Assistance Act and related state provisions in permitting or continuing the enrollment of students identified as homeless under the provision of the Act.
3. **Metropolitan Council for Educational Opportunity (METCO).** The Lexington Public Schools adheres to the provisions of Mass. Gen. Laws ch. 76, §12A (METCO) in enrolling non-resident students under the METCO program.
4. **Agreement with another School Committee.** When space permits, the Superintendent may make arrangements with a neighboring community for a student from another community to attend school in Lexington in the following circumstances:

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- a) the student requires special education pursuant to M.G.L. c. 71B and/or related federal laws;
- b) a student moves from Lexington within the last two months of the school year and requests permission to complete the year in Lexington;
- c) a student entering his or her senior year of high school who moves from Lexington and requests permission to attend Lexington High School in his or her senior year;-or
- d) a student is admitted to Lexington pursuant to an agreement with the school committee in the community in which the student resides.

Such arrangements are contingent upon:

- (a) the availability of space as determined by the Superintendent of Schools;
- (b) the respective school committees reaching mutually agreeable terms for such attendance;
- (c) the payment of tuition, unless tuition is waived.

5.

In addition, if a child has attended Lexington Public Schools for more than 6 years and the child's parent moves away from Lexington after the conclusion of the child's junior year in high school, the Superintendent has discretion to permit the child to conclude the senior year.

Mass. Gen Laws ch. 76, §§ 5, 6, 12, 12A

Cultural Exchange Act of 1961, 22 U.S.C. 2451 & 22 CFR Part 62

McKinney Vento Homeless Assistance Act, 42 U.S.C. 11431, et. seq.

8/11/14 Attorneys at Stoneman, Chandler & Miller submitted draft to Dr. Ash

9/23/14 Draft had first reading by full School Committee

3/11/15 Reviewed in Policy Subcommittee and incorporated updates

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File: GCBB

EMPLOYMENT OF PRINCIPALS

Principals shall be employed by the Lexington Public Schools under individual contracts of employment. (Said contracts shall be submitted to the School Committee for their approval of all terms concerning compensation/benefits, prior to the presentation of a contract of employment to the Principal.) The compensation/benefit levels, above referenced, may be exceeded only with the approval of the School Committee.

Initial contracts issued to Principals may be up to three years in length, and may be reissued by the Superintendent at levels of compensation/benefits, determined by the School Committee, provided that the Superintendent may employ a Principal under the terms and conditions of the previous contract of employment.

The length of second and subsequent contracts of employment for Principals shall be in accordance with state law.

~~Contracts issued to Principals will be up to three years in length, and may be reissued by the Superintendent at levels of compensation/benefits, determined by the School Committee, provided that the Superintendent may employ a Principal under the terms and conditions of the previous contract of employment.~~

As a condition of employment, each Principal must maintain current certification, adhere to the policies and goals of the School Committee and the directives of the Superintendent, and annually before April 1 must submit, with the school council, the educational goals and school improvement plan for the school building(s) under his/her direction.

Said contracts shall be reviewed by Labor Counsel to determine that they are in compliance with law, proper form, and School Committee policies.

SOURCE: MASC

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File: GCRD

PRIVATE TUTORING FOR PAY

Definition: "Tutoring" means giving private instruction or help to an individual or group for which the teacher receives remuneration other than through the School Committee.

50k employees shall NOT recommend tutoring
Tutoring is not to be recommended for a student unless the appropriate teacher of the student involved is consulted and agrees that it will be of real help. If tutoring seems advisable, the Principal may give the parents/guardians a list of persons who are willing to tutor. This list may include teachers, but not the student's teacher of the subject in which he/she or she is to be tutored.

Tutoring for pay is not to be done in the school building.

Tutors are private employees who establish their own payment rates.
SOURCE: MASC