

**LEXINGTON SCHOOL COMMITTEE MEETING**  
**Wednesday, January 30, 2013**  
**Harrington School, Cafeteria**  
**328 Lowell Street**

**7:30 p.m.     Call to Order and Welcome:**

**7:32 p.m.     Public Hearing on the Massachusetts Department of Elementary and Secondary Education Proposed Evaluation Standards and Indicators for Educators**

**8:00 p.m.     Public Hearing on the Superintendent's Recommended FY14 Budget**

**8:30 p.m.     Public Comment – (Written comments to be presented to the School Committee; oral presentations not to exceed three minutes.)**

**8:40 p.m.     Superintendent's Announcements:**

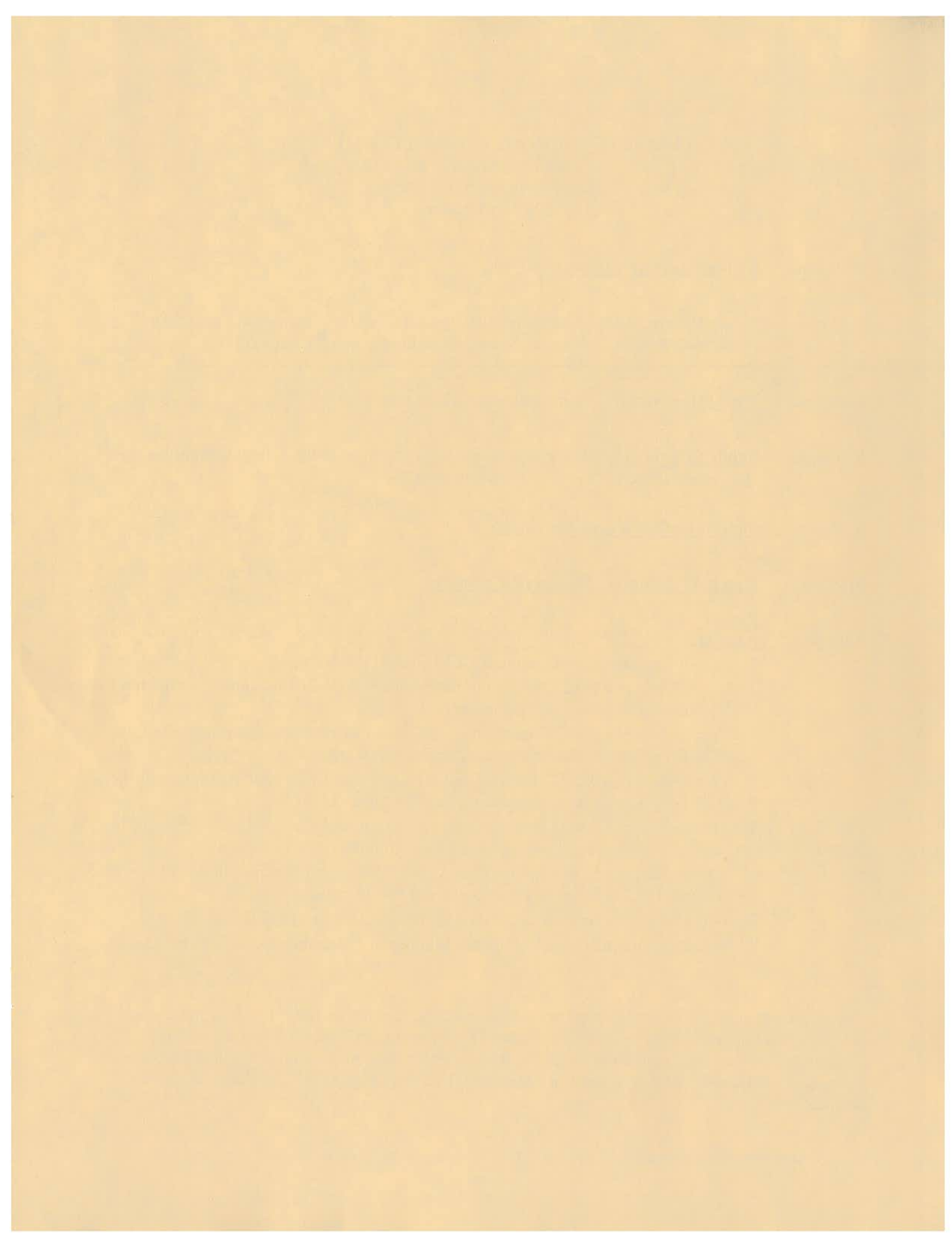
**8:45 p.m.     Members' Reports / Members' Concerns:**

**9:00 p.m.     Agenda:**

1. School Committee Discussion of FY14 Budget (60 minutes)
2. Vote to Accept a \$795 Donation to the Bridge School Gift Account from the Intel Volunteer Grant Program (2 minutes)
3. Vote to Accept a \$1,500 Donation from Cubist Pharmaceuticals in Support of the 2013 LHS Science and Engineering Fair (2 minutes)
4. Vote to Accept a \$300 Donation from the Lexington Lions Club in Support of the 2013 LHS Science and Engineering Fair (2 minutes)
5. Vote to Accept a \$300 Donation from June Hsiao and Kevin Oye in Support of the 2013 LHS Science and Engineering Fair (2 minutes)
6. Vote to Accept a \$250 Donation from Hongbin Luo and Wenjie Cheng in Support of the 2013 LHS Science and Engineering Fair (2 minutes)
7. Vote to Approve School Committee Minutes of October 11, 2012 (2 minutes)
8. Vote to Approve School Committee Minutes of November 27, 2012 (2 minutes)

The next meeting of the School Committee will be a Public Hearing on the FY 14 Recommended Budget and a Public Hearing on the Massachusetts Department of Elementary and Secondary Education Proposed Evaluation Standards and Indicators for Educators and is scheduled for Saturday, February 2, 2013, at 10:00 a.m. in the Cary Memorial Building, Battin Hall, 1605 Massachusetts Avenue.

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





**SCHOOL COMMITTEE QUESTIONS**

**General Questions:**

1. List of 2006 override cuts and what has been restored since then.
  - a. See attachment A
2. How many positions are benefits eligible? Amount?
  - a. We included \$610,380 in the budget for 46.92 FTEs. The benefit calculation includes funds for health insurance, workers compensation and unemployment insurance for all net new FTEs.

**Program Specific Questions:  
1000 (School Committee)**

No questions

**2000 (Instruction)**

**3. Update on transition program.**

The Transition sub-committee will be having its first meeting on January 23rd. A transition consultant is being hired through a special education program improvement grant to work with the district and the subcommittee. The consultant will review current practices and assist the district in improving its transition efforts, as necessary. In addition, the district hired the New England Center for Children to conduct a study of the Intensive Learning Programs (ILP) at Diamond, Clarke and the high school to review our programs and make recommendations regarding space requirements and programmatic improvements as they relate to transition from level to level and post secondary planning. The Developmental Learning Program (DLP) is also being reviewed. A consultant with expertise regarding this type of program/population will be hired to conduct a similar review.

**4. Diamond ILP: There are two K-5 programs. Which middle school will students enter?**

The Fiske ILP students are now transitioning to the newly created ILP at Diamond.

The Hastings students are transitioning to the ILP program at Clarke.

There is not sufficient space for both programs at each school. Additionally, best practice for a low incidence population suggests that an appropriate economy of scale ensures quality and effective services. If there are only 5 students per grade or fewer, it would not be programmatically or educationally sound to split the cohort. Furthermore, low numbers within a school would result in the isolation of those students.

**5. In the Budget Book, the Director of Special Education is only a 0.5 FTE in both FY13 & FY14. Do we expect to have somebody for all of FY14 and what will the FTE be?**

The Director of Special Education is funded from two sources: Operating Budget (0.50) and the IDEA 240 Grant (0.50).

**6. Debate and Competitive Speech:**

**a. Why do we have a competitive speech line?**

This line has historically been a separate line since my arrival in 2005 as superintendent of schools. We have slowly been trying to get this program under social studies. This is a historical holdover that will eventually disappear. With the new \$65,000 allocation, does the School Committee still wish to have it segregated or part of Social Studies?

**b. Are there two \$65,000 allocations or one for Debate?**

There is only \$65,000 under expenses.



**7. Print shop:**

a. Does it produce revenue?

Yes.

b. What do we charge the town and others?

We charge all town and affiliated partners (Town, Clubs, PTAs) cost plus overtime, if it is required. Those costs are posted as an offset to the Print Shop budget and result in some of the annual operating budget savings. Due to the growing number of images used in our schools, we need to drive more business to the Print Shop to lower printing costs out in our schools.

**8. STEAM (Science, Technology, Engineering, Arts, and Mathematics) : How will the arts be integrated? When will there be an Arts curriculum review?**

Lexington supports ways to integrate the common core subjects into other courses. At LHS, we have been working to integrate the arts into other subjects. Here are some examples from the HS Program of Studies:

**Science Strand**

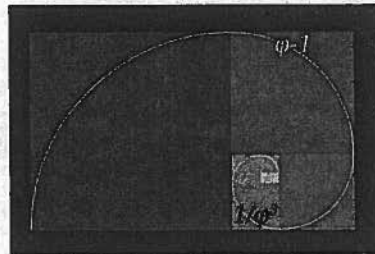
- Ceramics: Students are taught about chemical reactions when glazes and underglazes react with heat from varying temperatures in the kiln.
- Photography: Students are taught about chemical reactions that take place with the stop bath? Fixer and Developer solutions

**English Strand**

- Most Art courses have a writing or reflection component where students are required to compose their thoughts using grammatically correct English writing standards in paragraph form.
- Research papers and artist statements are required in Ceramics, Advanced Ceramics, Photography and Portfolio.

**Mathematics Strand**

- All courses deal with the "Golden ratio", which is a well known mathematical Greek Geometric phenomenon.



- Art courses such as Painting, deal with mixing ratios.
- All art courses include discussion about proportion and balance.

**History Strand**

- Most art courses have an art history component that requires students to research artists for inspiration.
- Some art courses, such as Ceramics, designate certain projects as tied to a specific time period, such as Early Byzantine, where students would research art made during that time period and recreate it with modern aesthetic.

Listed on the next page are all technology integrated Art courses at LHS. Web design is one of only three interdisciplinary courses offered at the high school.



**6410 – Computer Animation**

(Academic Expectation 7: Technology)

2 credits – semester

Level: No Level

Prerequisite: Foundations of Art

Open to students in grades 10, 11 and 12. This course will introduce students to the creative world of digital animation using the computer as a tool. Through the use of cutting edge, industry standard software and other hands-on experiences, students will learn how to produce their own unique multimedia animation productions. Students will incorporate music and/or sound effects in their animations, and may include photographs, scanned images, video clips and text, as well as other sources of imagery. The fundamentals of animation, such as storyboarding, timing, exaggeration and staging will be emphasized. Students will publish movies to CD ROM as well as the Internet.

**6270 – Digital Imaging**

2 credits – semester

Level: No Level

Prerequisite:

Foundations of Art

This course introduces students to the basic principles and applications of digital photography as a medium, a skill-set, and an integral part of today's digital literacy needs. Topics covered include capturing images using digital cameras, importing pictures and manipulating them in Photoshop for maximum artistic effect. Composition, camera functions and integration of typography with pictures will also be covered.

Students are required to participate in class discussions, work commemoratively and spend time working on out-of-school projects. Students must meet the criteria given for each assignment and participate in the critique of their own work, as well as the work of others. Projects may include: a magazine cover, a print ad, documentary photography, photographic collage, etc.

Point and shoot digital cameras are required. Digital SLR cameras are recommended but not required.

**6311 – Digital Video Production**

2 credits – semester

Level: No Level

Open to sophomores, juniors and seniors. This is a hands-on course where students learn to use digital video equipment and create video segments or mini-documentaries edited on computers. Throughout the course, student will examine the impact of news and entertainment television as well as online Videos and Podcasting.

A critical analysis of television will be used to discuss bias and point of view used in production techniques. Students will learn how to create storyboards, write scripts, edit on iMovie, use camera techniques effectively and will understand the steps involved television production. Homework for this course



should take an average of two-three hours per week. It will include video viewing and related readings. There will be two written tests on terminology.

**6312 – Digital Video Production II**

2 credits – semester

Level: No Level

Prerequisite: Successful completion of An Introduction to Television Production and/or permission of the instructor

Students will continue to develop and sharpen skills from Television 1. Students will learn and apply the basic structure of small studio lighting, write scripts, conduct interviews, research topics, use a cam-era effectively, refine their editing skills, produce and direct a show for television. Students will create two types of programming: Studio Production and video segments. In the Studio Production portion of the class, students will create a Magazine show to highlighting the video segments. The magazine show will be televised on LEXMedia.

**6430 – Web Design**

Fine Arts (Academic Expectation 7: Technology)

Math

4 credits (2 in math, 2 in fine arts) – full year course

Level: No Level

Prerequisite:

Foundations of Art

This course is for students interested in developing web-design and leadership skills. Students develop their organizational and presentation skills through a series of web-design projects ranging from the creation of a personal web page to complete site design for outside clients. Additionally, students will apply universal design strategies to promote access for everyone. Through project-based learning, students develop skills in problem solving, presentation, research and critical thinking.

Students will learn basic HTML and CSS skills, as they design web pages utilizing web standards. Throughout the course students will work in various teams to develop their sites, including interactive web sites for school and community clients. Each group will take their clients through the entire web-development process, including project plan, design mock-up, development, test and launch.

While we have not embarked upon a formal K-12 Curriculum Review in the Visual Arts, the following work has been completed or is currently underway:

- 2011-2013: Standards Based Report Card Development: Creating Standards and Indicators for K-5 Elementary Art for vertical and horizontal coherency
- 2013 Spring: K-12 Backwards Design work with Pamela Bower Basso (Tufts). Basso will work with the K-12 staff on implementing backwards design in the Art curriculum through the use of the text *Rethinking Curriculum in Art*.
- 2009-present: K-12 Art participates in Professional Learning Communities to collaborate, analyze student work, collect data and improve instruction.



**9. Bowman guidance – Why is there an extra 0.45 guidance counselor? Could we get those same numbers for the other 5 elementary schools?**

Bowman is the largest K-5 school and has the same number of counselors as the other five K-5 schools. The additional 0.45 guidance counselor is needed due to the larger student population. Bridge, which is the second largest school, does not need extra guidance time based on actual student needs and the extra staffing in the PALS program. On page 10 of the budget book, there are statistics listed for Bowman for some of the services the guidance counselor delivers, number of students seen, groups, etc.

**10. What positions comprise the 1.4 FTEs at Clarke?**

The new positions include: 1.0 mathematics teacher, 0.3 engineering teacher, and 0.1 instrumental music teacher.

**11. On page 11 of the Budget Book, there is an increase in a Diamond Social Worker. What does Clarke currently have?**

Presently, Clarke has 1.2 social workers and Diamond has a 0.6 social worker. With a 0.4 increase at Diamond next year, the school will have 1.0 social worker.

**12. On page 13 of the Budget Book, there is a request for an increase in the Clarke math specialist. Can you let us know what there is currently at Diamond?**

In FY 13, we added an extra mathematics teacher at Diamond in order to expand intervention services (Mega Math program). The extra 1.0 at Clarke will permit Clarke to expand its interventions services in mathematic.

**13. Clarke program improvements: Where did the need come from (teachers, administration, parents...)?**

Small group classes exist within the DLP. The ILP students participate in the DLP small group classes. Current staffing levels do not allow for the ILP students to have their own small group classes. The population of students in both programs is changing resulting in small group instruction that is no longer appropriate for the current student populations to be combined.

Also, in order to provide for vertical alignment of the Hastings and Clarke ILPs, given that the students at Hastings requiring this model are beginning to transition to Clarke, we need to determine if the same model or a different model is necessary at Clarke.

The need arose from all constituents: parents, teachers and administrators.

**14. German program: Where are we?**

As per the agreement made with the School Committee in the spring of 2012, German 1 will be offered as a course in the 2013-14 academic year in the HS Program of Studies. The video clip about the choices of World Languages offered at LHS has been redone to include an equitable amount of time for EACH language and will be shown at both Middle Schools to 8th graders with an introduction by the HS Foreign Language Department Head. Middle School administrators, guidance counselors, and Foreign Language staff will also reinforce the fact that German 1 is, in fact, being offered in the next school year, subject to a minimum enrollment for the fall.

**3000 (Other school services)**

**15. School Bus Transportation:**

Diamond black fencing: Does it need extending?

The Bus Loop as modified is too short for the number of buses that need to load at Diamond. Representatives from Diamond, the Sidewalk Committee, School Committee Liaison for TSAC, and School Transportation are reviewing design options to lengthen the loop. There is no proposal to date.



Buses: Number of buses last year and number for next year.

Last year, we had 18 buses prior to lowering the fee. Next year, we need to 25 buses due to our middle school population. The detail is in the Section 3000 under Transportation

**4000 Maintenance and operations)**

**16. Where is the line item allocating money for custodians at PTA?**

\$8,400 is in the Department of Public Facilities Budget request.

**17. PARCC: Impact on Technology?**

The minimum operation system standards for computers, bandwidth, and the number of devices are currently being determined by the DESE.

- PARCC (Partnership for the assessment of readiness for College and Careers) is an assessment system that Massachusetts, along with 22 other states, will test English language arts and mathematics in 2014-15. Our district has responded to sets of questions by a DESE consultant organization regarding our current state of technology for test use. We feel very well equipped to meet not only the minimum specifications for 2014-15 for our technology, but also the recommended specifications that would be preferable (and required by 2016-17). For instance, minimum standards on the Macintosh platform note such items as having Mac OS 10.5 or above (all computers in the district currently have this) and have sufficient screen size and memory (again all our computers met this specification). Please see Attachment B, which are the latest set of technology guidelines from PARCC released in December 2012. You will note in guidelines that iPads will even be allowed to be used providing they have an external keyboard.
- There are a number of questions still unanswered by the state and also a number of major issues the state needs to address in rolling out the new testing procedure. We will keep the School Committee updated on state plans regarding this new test, as more information is forthcoming from the DESE.

**18. Technology: 5 or 6 year replacement cycle?**

- a. The district has 3,400 desktop and laptop computers. We have a five to six year replacement cycle depending on the type of equipment, which we feel is adequate.

**Attachment A: 2006 Override list and restorations since 2006**

In 2006, there were three ballot questions: Question 1, which lost, eliminated numerous positions and led to increased fees. Question 2, which lost, did not add additional positions to the school system. Question 3, which passed, added funds to the facilities department. Since 2006, almost all of the cuts due to the lost override (Q1) have been restored except: The grade 3 through 5 Foreign Language program, and the pre-2006 high school teacher load of four classes is still five classes for most teachers. Currently, only English teachers, Health teachers, and Physics teachers (level 1 and Honors) teach four classes as part of a full-time load.

Please see the next three pages for further details.



**LEXINGTON PUBLIC SCHOOLS**  
**OVERRIDE QUESTIONS 5/3/06**

**QUESTION 1 - CORE BUDGET**

	<u>FTE</u>	<u>\$</u>
<i>Existing Programs at Risk:</i>		
<b>1 PRESERVE 3-5 SPANISH PROGRAM</b>	<b>5.75</b>	<b>\$385,377</b>
<b>2 PRESERVE SOCIAL STUDIES CURRICULUM SPECIALIST</b>	<input type="checkbox"/> RESTORED 1.00	\$84,929
<b>3 PRESERVE EARLY INTERVENTION SPECIALIST - CLARKE</b>	<input type="checkbox"/> RESTORED 0.70	\$35,907
<b>4 PRESERVE SOCIAL WORKER-CLARKE</b>	<input type="checkbox"/> RESTORED 0.30	\$15,388
<b>5 RETAIN GRADES 7&amp;8 ELECTIVES - 1.2FTE AT EACH MS</b>	<input type="checkbox"/> RESTORED 2.40	\$112,000
<b>6 PRESERVE CLARKE &amp; DIAMOND GENERAL SUPPLIES</b>	<input type="checkbox"/> RESTORED	\$50,000
<b>7 PRESERVE EDCO PD/TEACHERS AS SCHOLARS/PRIMARY SOURCE CONTR SVCS</b>	<input type="checkbox"/> RESTORED	\$19,228
<b>8 RETAIN K-12 TEACHING ASSISTANTS 90.5FTE</b>	<input type="checkbox"/> RESTORED 3.00	\$66,000
<b>9 RETAIN K-5 CURRIC SECRETARY 0.2FTE</b>	<input type="checkbox"/> RESTORED 0.20	\$4,900
<b>10 AVOID INCREASING LHS TEACHING LOAD 4to5 classes (SS/MATH/FL)</b>	<b>9.35</b>	<b>\$416,750</b>
<b>11 PRESERVE GRADE 9 TEAMING (ENG/SS)</b>	<input type="checkbox"/> RESTORED 1.00	\$45,000
<b>12 PRESERVE MS INSTRUCTIONAL TECHNOLOGY SPECIALIST</b>	<input type="checkbox"/> RESTORED 1.00	\$80,233
<b>13 PRESERVE ELEM INSTRUCTIONAL TECHNOLOGY SPECIALIST</b>	<input type="checkbox"/> RESTORED 1.50	\$105,109
<b>14 PRESERVE HONORS LEVEL 1 &amp; 2 SCIENCE CLASSES at 6/wk</b>	<b>3.40</b>	<b>\$153,000</b>
<b>15 PRESERVE HS GERMAN</b>	<input type="checkbox"/> RESTORED 0.20	\$12,613
<b>16 PRESERVE POLICY DEBATE TRAVEL BUDGET</b>	<input type="checkbox"/> RESTORED	\$20,000
<b>17 PRESERVE LINCOLN/DOUGLAS TRAVEL BUDGET</b>	<input type="checkbox"/> RESTORED	\$10,000
<b>18 AVOID HIRING NEW TEACHERS AT LOWER STEPS</b>	<input type="checkbox"/> RESTORED	\$94,850
<b>19 PRESERVE UNALLOCATED ELEMENTARY TEACHERS</b>	<input type="checkbox"/> RESTORED 2.00	\$100,000
<i>New Critical Programs at Risk:</i>		
<b>20 NEW TEACHER INDUCTION PROGRAM</b>	<input type="checkbox"/> RESTORED	\$181,600
<b>21 NEW POSITION-EVALUATION TEAM LEADER AT LHS</b>	<input type="checkbox"/> RESTORED 0.50	\$25,000
<b>22 NEW POSITION SOCIAL WORKER AT LHS</b>	<input type="checkbox"/> RESTORED 0.60	\$30,000
<b>23 NEW POSITION UNALLOCATED ELEMENARY TEACHER</b>	<input type="checkbox"/> RESTORED 1.00	\$50,000
<b>24 NEW POSITION K-12 HEALTH CURRIC SPECIALISTIALIST</b>	<input type="checkbox"/> RESTORED 0.50	\$25,000
<b>25 NEW POSITION SECONDARY PE/HEALTH TEACHER</b>	<input type="checkbox"/> RESTORED 0.25	\$12,500
<b>26 NEW POSITION PRESCHOOL NURSE</b>	<input type="checkbox"/> RESTORED 0.50	\$30,000
<b>27 NEW POSITION 3-8 COORDINATOR OF FOREIGN LANGUAGE</b>	<b>1.00</b>	<b>\$83,000</b>
<b>28 BENEFITS FOR NEW POSITIONS</b>	<input type="checkbox"/> RESTORED	\$37,410
<i>Existing Programs that Risk Fees:</i>		
<b>29 4/5 ELEMENTARY INSTRUMENTAL MUSIC</b>	<input type="checkbox"/> RESTORED	\$121,500
<b>30 JV MIDDLE SCHOOL SPORTS</b>		\$30,000
<i>Increase Existing Fees:</i>		
<b>31 INCREASE PARKING, ATHLETIC AND LUNCH FEES</b>	<input type="checkbox"/> COMPLETED	\$177,215

**TOTAL BASIC BUDGET    36.15    \$2,614,509**



**Lexington Public Schools**  
**2014 Superintendent's Recommended Budget**

Question 2

**LEXINGTON PUBLIC SCHOOLS**  
**OVERRIDE QUESTIONS 5/3/06**

**COMPLETED**

<b>QUESTION 2 - NEEDS-BASED BUDGET</b>		<b>FTE</b>	<b>\$</b>
<b>1</b>	<b>INSTRUCTIONAL EXPENSE-BOOKS, EDUCATIONAL SUPPLIES (above 3% inf)</b>		<b>\$255,887</b>
<b>2</b>	<b>ADDITIONAL DEBATE TRAVEL EXPENSE</b>		<b>\$15,000</b>
<b>3</b>	<b>NEW POSITIONS</b>		
	K-12 Coord Visual Arts(for a total of 0.4fte)	0.20	\$16,000
	Unallocated Secondary Teachers	4.00	\$200,000
	LHS Language Lab Aide	1.00	\$20,000
<b>4</b>	<b>BENEFITS FOR NEW POSITIONS</b>		<b>\$44,720</b>
<b>TOTAL NEEDS-BASED BUDGET</b>		<b>5.20</b>	<b>\$551,607</b>

Question 3

**LEXINGTON PUBLIC SCHOOLS**  
**OVERRIDE QUESTION 5/3/06**

**APPROVED**

**QUESTION 3 - MAINTENANCE**

<b>1</b>	<b>PREVENTIVE MAINTENANCE PROGRAM</b>		<b>\$543,000</b>
<b>2</b>	<b>HVAC/ ENERGY MANAGER</b>	<b>1.00</b>	<b>\$65,000</b>
<b>3</b>	<b>CUSTODIANS (2.2fte OFFSET BY CUSTODIAL OT)</b>	<b>3.00</b>	<b>\$28,000</b>
<b>4</b>	<b>FACILITIES MANAGER</b>	<b>1.00</b>	<b>\$55,000</b>
<b>5</b>	<b>BENEFITS FOR NEW POSITIONS</b>		<b>\$43,000</b>
<b>TOTAL MAINTENANCE</b>		<b>5.00</b>	<b>\$734,000</b>



**Attachment B: PARCC Technology Guidelines**



**TECHNOLOGY GUIDELINES FOR PARCC ASSESSMENTS  
 VERSION 2.0 – DECEMBER 2012**

Current updates and additional information are available at:  
<http://www.parcconline.org/technology>

The Partnership for the Assessment of Readiness for College and Careers (PARCC) is pleased to provide these technology guidelines to inform schools and districts as they make technology decisions to best meet the instructional needs of their students. The information in this document is intended to answer questions about whether existing computer inventories and new instructional hardware that schools may purchase as they implement the Common Core States Standards, will also meet PARCC's 2014-15 requirements for the online test.

*Technology Guidelines for PARCC Assessments Version 2.0* refines, and therefore supersedes, the Version 1.0 document previously released in April 2012.

**This document provides two sets of guidance regarding technical specifications:**

**Minimum Specifications**

Minimum Specifications address the oldest operating systems and lowest levels of hardware capacity that can reasonably be compatible with PARCC computer-based assessments in 2014-2015.

- Minimum Specifications apply to existing school technology inventories.
- Computers meeting the Minimum Specifications can be considered as satisfying PARCC guidelines for 2014-2015.

**Considerations regarding computers meeting, but not exceeding, minimum specifications:**

- Computers with these minimum specifications may not be adequate beyond the second year of PARCC assessments in 2015-2016. PARCC recommends that schools upgrade or replace computers with older operating systems and lower memory capacities to Recommended Specifications levels as soon as possible.
- Computers that meet only the Minimum Specifications will be compatible with the PARCC assessment delivery platform, but are more likely to experience slower performance than higher capacity computers.

**Recommended Specifications**

Recommended Specifications outline the levels of computer and network capacity that are more likely to meet growing demands for school technology that supports learning, assessment, and administrative uses simultaneously across classrooms.

- Recommended Specifications apply to both existing inventory and new hardware purchases.
- Computers meeting the Recommended Specifications can be expected to satisfy PARCC guidelines through the 2018-2019 school year.



**TECHNOLOGY GUIDANCE FOR DECISION MAKING**

While the ongoing processes for assessment and technical platform design continues, *Technology Guidelines for PARCC Assessments Version 2.0* is intended to help states and districts inform their own readiness preparations and decision-making. As test components are piloted through Item Tryouts in 2013 and Field Testing in Spring 2014, PARCC will supplement the guidance in this document to reflect current knowledge about what states will need to administer PARCC's computer based assessment components. The most current version of this document and most up-to-date information is maintained at <http://www.parcconline.org/technology>.

**BANDWIDTH RECOMMENDATIONS**

Minimum bandwidth requirements will be determined based on the final selection of the PARCC assessment delivery platform and the level of multimedia and technology enhanced items in the final assessment design. PARCC will provide minimum specifications by October 2013.

As schools plan for PARCC assessments concurrent with enhancing bandwidth to support instructional needs, PARCC is modeling recommended specifications on those advanced by the State Educational Technology Directors Association in its May 2012 publication *The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs* (<http://www.setda.org>).

	Minimum Specifications	Recommended Specifications
External Connection to the Internet	To be determined by October 2013	100 Kbps per student or faster
Internal School Network	To be determined by October 2013	1000 Kbps per student or faster

**SECURITY REQUIREMENTS**

Eligible devices of any type (desktop, laptop, netbook, tablet, thin client) or operating system (Windows, Mac, Linux, iOS, Android, Chrome) must have the administrative tools and capabilities to "lock down" the device to temporarily disable features, functionalities, and applications that could present a security risk during test administration, and should not prevent a PARCC secure browser or other test software to be determined from entering the computer into lock down mode. Features that will need to be controlled during test administration include, but are not limited to, unrestricted Internet access, cameras (still and video), screen capture (live and recorded), email, instant messaging, Bluetooth connections, application switching, and printing.

The operating systems listed here as approved for PARCC assessments meet this security requirement, but provide different mechanisms for managing user security settings at the individual device and/or enterprise levels. School technology administrators should be familiar with the particular requirements of the systems they will be using for PARCC assessments to ensure test security is maintained.

**TESTING PLATFORM SOFTWARE / WEB BROWSER REQUIREMENTS**

Software and/or browser requirements will be defined by October 2013, driven by the design choices for test items and the assessment delivery platform.

**DEVICE SPECIFICATIONS**

Desktops, laptops, netbooks (Windows, Mac, Chrome, Linux), thin client, and tablets (iPad, Windows, and Android) will be compatible devices provided they meet the established hardware, operating system, and networking specifications—and are able to address the security requirements described in the Security Considerations section of the Guidelines.



<b>Desktop, Laptop, Netbook, and Thin Client<sup>1</sup>/VDI Computers</b>		
<b>Operating System</b>	<b>Minimum Specifications<sup>2</sup></b>	<b>Recommended Specifications</b>
<b>Windows</b>	<b>Windows XP– Service Pack 3</b>	<b>Windows 7 or newer</b>
<b>Mac OS</b>	<b>Mac OS 10.5</b>	<b>Mac OS 10.7 or newer</b>
<b>Linux</b>	<b>Ubuntu 9-10, Fedora 6</b>	<b>Linux Ubuntu 11.10, Fedora 16 or newer</b>
<b>Chrome OS</b>	<b>Chrome OS 19</b>	<b>Chrome OS 19 or newer</b>
<b>Memory</b>	<b>512 MB of RAM</b>	<b>1 GB RAM or greater</b>
<b>Connectivity</b>	<b>Computers must be able to connect to the Internet via wired or wireless networks.</b>	<b>Computers must be able to connect to the Internet via wired or wireless networks.</b>
<b>Screen Size</b>	<b>9.5 inch screen size or larger</b>	<b>9.5 inch screen size or larger</b>
<b>Screen Resolution</b>	<b>1024 x 768 resolution<sup>4</sup> or better</b>	<b>1024 x 768 resolution<sup>4</sup> or better</b>
<b>Input Device Requirements</b>	<b>Keyboard</b>	<b>Keyboard</b>
	<b>Mouse/Touchpad</b>	<b>Mouse/Touchpad</b>
	<p>The input device must allow students to control an onscreen cursor to point, click, drag, and select an area. The input device must allow students to enter letters, numbers, and symbols and shift, tab, return, and backspace.</p> <p>Other assistive technologies may be needed for students requiring accommodations. PARCC will release Accessibility Guidelines and Accommodations Guidelines in June 2013.</p>	
<b>Headphone/Earphone and Microphone Requirements</b>	<b>Headphones/Earphones</b>	<b>Headphones/Earphones</b>
	<b>Microphone</b>	<b>Microphone</b>
	<p>Headphones/earphones and microphones are required for all students taking the English Language Arts/Literacy Speaking and Listening Assessment.</p> <p>Headphones/earphones are required for students using text to speech or other auditory accommodations.</p> <p>Microphones are required for students using speech to text accommodations.</p>	
<b>Additional Guidance</b>	<p><sup>1</sup>Each computer operating in a thin client environment must meet or exceed minimum hardware specifications, as well as bandwidth and security requirements.</p> <p><sup>2</sup>Computers meeting only the minimum specifications for the 2014-2015 assessment are not likely to be compatible beyond the 2015-2016 assessment. PARCC recommends that schools upgrade from the oldest operating systems and lowest memory levels as soon as possible.</p> <p><sup>3</sup>Windows XP will no longer be supported by Microsoft after April 8, 2014, presenting both security and support risks for schools. (<a href="http://windows.microsoft.com/en-US/windows/end-support-help">http://windows.microsoft.com/en-US/windows/end-support-help</a>)</p> <p><sup>4</sup>Computers running Windows XP-Service Pack 3 may require a web browser other than Internet Explorer due to HTML5 compatibility limitations. PARCC will issue specific web browser guidance by October 2013.</p> <p><sup>5</sup>Computers must accommodate the 1024 x 768 screen resolution minimum specification without panning.</p>	



<b>Tablets</b>		
<b>Operating System</b>	<b>Minimum Specifications</b>	<b>Recommended Specifications</b>
<b>Android</b>	Android 4.0	Android 4.0 or newer
<b>Apple iOS</b>	iPad 2 running iOS 6	iPad 2 or newer running iOS6 or newer
<b>Windows</b>	*Windows 8	*Windows 8 or newer
<b>Memory</b>	1 GB RAM	1 GB RAM or greater
<b>Connectivity</b>	Computers must be able to connect to the Internet via wired or wireless networks.	Computers must be able to connect to the Internet via wired or wireless networks.
<b>Screen Size</b>	9.5 inch screen size or larger	9.5 inch screen size or larger
<b>Screen Resolution</b>	1024 x 768 resolution <sup>4</sup> or better	1024 x 768 resolution <sup>4</sup> or better
<b>Input Device Requirements</b>	Keyboard Mouse/Touchpad	Keyboard Mouse/Touchpad
	<p>Due to the onscreen space occupied by a tablet's virtual keyboard, PARCC is strongly recommending that schools be prepared to provide external keyboards for test takers using tablets so as not to limit or obscure the view of test item content and related functionalities when text input is required. Research studies to be conducted by PARCC in Spring 2013 are intended to yield data on student's use of virtual versus external keyboards. PARCC will refine this guidance as needed based on these results.</p> <p>External keyboards must allow students to enter letters, numbers, and symbols and shift, tab, return, and backspace. Tablet touch screen interfaces can be used for student interactions with the assessments other than text input, including to control an onscreen cursor to point, click, drag, and select an area.</p> <p>Other assistive technologies may be needed for students requiring accommodations. PARCC will release Accessibility Guidelines and Accommodations Guidelines in June 2013.</p>	
<b>Headphone/Earphone and Microphone Requirements</b>	Headphones/Earphones Microphone	Headphones/Earphones Microphone
	<p>Headphones/earphones and microphones are required for all students taking the English Language Arts/Literacy Speaking and Listening Assessment.</p> <p>Headphones/earphones are required for students using text to speech or other auditory accommodations.</p> <p>Microphones are required for students using speech to text accommodations.</p>	
<b>Additional Guidance</b>	<p><sup>4</sup>PARCC has not yet evaluated the compatibility of Windows RT for 2014-2015. Further information will be issued on Windows RT in Version 3.0 of the PARCC Guidelines.</p> <p><sup>5</sup>Smaller tablets (screen size less than 9.5"), e-readers, and smart phones will <b>not be supported</b> and will <b>not be compatible</b> with PARCC assessments for 2014-2015.</p>	

# Teacher Rubric At-A-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<b>A. Curriculum and Planning Indicator</b> 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. Well-Structured Lessons	<b>A. Instruction Indicator</b> 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs	<b>A. Engagement Indicator</b> 1. Parent/Family Engagement	<b>A. Reflection Indicator</b> 1. Reflection Practice 2. Goal Setting
<b>B. Assessment Indicator</b> 1. Variety of Assessment Methods 2. Adjustments to Practice	<b>B. Learning Environment Indicator</b> 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation	<b>B. Collaboration Indicator</b> 1. Learning Expectations 2. Curriculum Support	<b>B. Professional Growth Indicator</b> 1. Professional Learning and Growth
<b>C. Analysis Indicator</b> 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students	<b>C. Cultural Proficiency Indicator</b> 1. Respects Differences 2. Maintains Respectful Environment	<b>C. Communication Indicator</b> 1. Two-Way Communication 2. Culturally Proficient Communication	<b>C. Collaboration Indicator</b> 1. Professional Collaboration
	<b>D. Expectations Indicator</b> 1. Clear Expectations 2. High Expectations 3. Access to Knowledge		<b>D. Decision-Making Indicator</b> 1. Decision-making
			<b>E. Shared Responsibility Indicator</b> 1. Shared Responsibility
			<b>F. Professional Responsibilities Indicator</b> 1. Judgment 2. Reliability and Responsibility

# Specialized Instructional Support Personnel (SISP) Rubric At-A-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<b>A. Curriculum and Planning Indicator</b> 1. Professional Knowledge 2. Child and Adolescent Development 3. Plan Development 4. Well-Structured Lessons	<b>A. Instruction Indicator</b> 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs	<b>A. Engagement Indicator</b> 1. Parent/Family Engagement	<b>A. Reflection Indicator</b> 1. Reflective Practice 2. Goal Setting
<b>B. Assessment Indicator</b> 1. Variety of Assessment Methods 2. Adjustments to Practice	<b>B. Learning Environment Indicator</b> 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation	<b>B. Collaboration Indicator</b> 1. Learning Expectations 2. Curriculum Support	<b>B. Professional Growth Indicator</b> 1. Professional Learning and Growth
<b>C. Analysis Indicator</b> 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students and Families	<b>C. Cultural Proficiency Indicator</b> 1. Respects Differences 2. Maintains Respectful Environment	<b>C. Communication Indicator</b> 1. Two-Way Communication 2. Culturally Proficient Communication	<b>C. Collaboration Indicator</b> 1. Professional Collaboration 2. Consultation
	<b>D. Expectations Indicator</b> 1. Clear Expectations 2. High Expectations 3. Access to Knowledge		<b>D. Decision-Making Indicator</b> 1. Decision-making
			<b>E. Shared Responsibility Indicator</b> 1. Shared Responsibility
			<b>F. Professional Responsibilities Indicator</b> 1. Judgment 2. Reliability and Responsibility



# School-Level Administrator Rubric At-A-Glance

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<b>A. Curriculum Indicator</b> 1. Standards-Based Unit Design 2. Lesson Development Support	<b>A. Environment Indicator</b> 1. Plans, Procedures, and Routines 2. Operational Systems 3. Student Safety, Health, and Social and Emotional Needs	<b>A. Engagement Indicator</b> 1. Family Engagement 2. Community and Business Engagement	<b>A. Commitment to High Standards Indicator</b> 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings
<b>B. Instruction Indicator</b> 1. Instructional Practices 2. Quality of Effort & Work 3. Diverse Learners' Needs	<b>B. Human Resources Management &amp; Development Indicator</b> 1. Recruitment & Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies	<b>B. Sharing Responsibility Indicator</b> 1. Student Support 2. Family Collaboration	<b>B. Cultural Proficiency Indicator</b> 1. Policies and Practices
<b>C. Assessment Indicator</b> 1. Variety of Assessments 2. Adjustment to Practice	<b>C. Scheduling &amp; Management Information Systems Indicator</b> 1. Time for Teaching and Learning 2. Time for Collaboration	<b>C. Communication Indicator</b> 1. Two-Way Communication 2. Culturally Proficient Communication	<b>C. Communications Indicator</b> 1. Communication Skills
<b>D. Evaluation Indicator</b> 1. Educator Goals 2. Observations & Feedback 3. Ratings 4. Alignment Review	<b>D. Law, Ethics &amp; Policies Indicator</b> 1. Laws and Policies 2. Ethical Behavior	<b>D. Family Concerns Indicator</b> 1. Family Concerns	<b>D. Continuous Learning Indicator</b> 1. Continuous Learning of Staff 2. Continuous Learning of Administrator
<b>E. Data-Informed Decision Making Indicator</b> 1. Knowledge & Use of Data 2. School and District Goals 3. Improvement of Performance, Effectiveness, and Learning	<b>E. Fiscal Systems Indicator</b> 1. Fiscal Systems		<b>E. Shared Vision Indicator</b> 1. Shared Vision Development
			<b>F. Managing Conflict Indicator</b> 1. Response to Disagreement 2. Conflict Resolution 3. Consensus Building

# Superintendent Rubric At-A-Glance

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<b>A. Curriculum Indicator</b> 1. Standards-Based Unit Design 2. Lesson Development Support	<b>A. Environment Indicator</b> 1. Plans, Procedures, and Routines 2. Operational Systems 3. Student Safety, Health, and Social and Emotional Needs	<b>A. Engagement Indicator</b> 1. Family Engagement 2. Community and Business Engagement	<b>A. Commitment to High Standards Indicator</b> 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings
<b>B. Instruction Indicator</b> 1. Instructional Practices 2. Quality of Effort & Work 3. Diverse Learners' Needs	<b>B. Human Resources Management &amp; Development Indicator</b> 1. Recruitment & Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies	<b>B. Sharing Responsibility Indicator</b> 1. Student Support 2. Family Collaboration	<b>B. Cultural Proficiency Indicator</b> 1. Policies and Practices
<b>C. Assessment Indicator</b> 1. Variety of Assessments 2. Adjustment to Practice	<b>C. Scheduling &amp; Management Information Systems Indicator</b> 1. Time for Teaching and Learning 2. Time for Collaboration	<b>C. Communication Indicator</b> 1. Two-Way Communication 2. Culturally Proficient Communication	<b>C. Communications Indicator</b> 1. Communication Skills
<b>D. Evaluation Indicator</b> 1. Educator Goals 2. Observations & Feedback 3. Ratings 4. Alignment Review	<b>D. Law, Ethics &amp; Policies Indicator</b> 1. Laws and Policies 2. Ethical Behavior	<b>D. Family Concerns Indicator</b> 1. Family Concerns	<b>D. Continuous Learning Indicator</b> 1. Continuous Learning of Staff 2. Continuous Learning of Administrator
<b>E. Data-Informed Decision Making Indicator</b> 1. Knowledge & Use of Data 2. School and District Goals 3. Improvement of Performance, Effectiveness, and Learning	<b>E. Fiscal Systems Indicator</b> 1. Fiscal Systems		<b>E. Shared Vision Indicator</b> 1. Shared Vision Development
			<b>F. Managing Conflict Indicator</b> 1. Response to Disagreement 2. Conflict Resolution 3. Consensus Building

# School District Administration FY14 Transportation Fee Proposal

January 25, 2013 revised January 26, 2013

## **Payment Option 1: Guaranteed Seat – Registered and Paid by May 11, 2013**

Transportation Service	One Student	Two Students	Three Students
<b>Town-Paid<sup>1</sup> Round Trip: <i>Please Register by May 11, 2013</i></b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Parent-Fee Round Trip	\$722	\$1,444	\$1,805
Discount	-\$422	-\$844	-\$1,055
<b>Subsidized Parent-Fee Round Trip: Paid in full by May 11, 2013</b>	<b>\$300</b>	<b>\$600</b>	<b>\$750</b>

## **Payment Option 2: Space Available Basis – Registered and Paid between May 12 & July 1, 2013**

Transportation Service	One Student	Two Students	Three Students
<b>Town-Paid Round Trip: <i>Please Register by May 11, 2013</i></b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Parent-Fee Round Trip	\$722	\$1,444	\$1,805
Discount	-\$222	-\$444	-\$555
<b>Subsidized Parent-Fee Round Trip: Paid in full by July 1, 2013</b>	<b>\$500</b>	<b>\$1,000</b>	<b>\$1,250</b>

## **Payment Option 3: Space Available Basis on established route - No Route Changes will be made Registered and Paid after July 1, 2013**

Transportation Service	One Student	Two Students	Three Students
<b>Town-Paid Round Trip: <i>Please Register by May 11, 2013</i></b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Parent-Fee Round Trip: Paid in full after July 2, 2013	\$722	\$1,444	\$1,805

### **Financial Assistance is Available:<sup>2</sup>**

Applications are sent out to current year recipients each May to accelerate the submission process for the upcoming school year. The fee in effect at the time the school bus transportation registration form is received is the fee that will be reduced upon financial award determination.

### **Families New to Lexington:**

Families/Students new to Lexington will receive the discounted Transportation fee if they register for the bus within 90 days of their student's completed matriculation into the Lexington Public Schools. Students are prevented from registering for the bus until s/he has completed all enrollment procedures required of the school department.

### **Refunds:**

It is the policy and practice of the school administration that refunds are only available if requested prior to the first day of school and the pass has not been issued. Once the pass is issued, refunds are not available. School Bus Transportation is a mass transit model; it is not a door to door taxi service. Bus stops are located in mutually convenient areas for all students who are registered for the bus. Under clear weather and normal traffic conditions, all routes should average in length between 30 and 45 minutes from departure (not release time) to completion. Each bus stop adds 2 to 3 minutes to the route's driving time.

<sup>1</sup> **Town-Paid School Bus Pass-** K-6 students living more than two miles from their districted school, as measured from the center line in front of the homeowner's property to the official school bus drop area, will be transported at Town expense. A bus registration form MUST be submitted for anyone wishing to ride the school bus, including those who are distance eligible.

<sup>2</sup> Financial Assistance applications are available at <http://lps.lexingtonma.org//site/Default.aspx?PageID=650>.

## Other Transportation Services Available for Additional Fee:

The Lexington Public Schools offers an extended "mass transit" model to families who wish to use local Lexpress or school buses to transport their children to Lexington based private after school programs, employment, or other Town of Lexington programs.

Transportation Service	One Student	Two Students	Three Students
<i>Optional: 2<sup>nd</sup> Household Pass<sup>3</sup></i>	\$150	\$300	\$450
<i>Optional: Elementary After-School Destinations<sup>4</sup></i>	\$60	\$120	\$180
<i>Optional: Middle School or High School Flexpass<sup>5</sup></i>	\$50	\$100	\$150

The elementary student offering is in its second pilot year. The goal of the pilot is to remove or eliminate private car traffic at pick up time around our schools and offer working parents a transportation option for afterschool. One factor parents need to realize is that due to local traffic conditions around schools, and dismissal at 3:15 pm, programs that start before 3:45 pm may not have timely arrival either by school bus or private vehicle. The afterschool programs who participate have modified their program start time to accommodate public transportation. Please work with directly with the private program of your choosing to answer any questions or concerns you have about arrival procedures at their program.

Flexpass is now in its third program year. It began in the 2011-2012 school year as a pilot for high school students to have late bus transportation after sports and activities at school. In the 2012-2013 school year, the program expanded to include Clarke and Diamond Middle Schools. The fee paid for the Flexpass is transferred to Lexpress for students to enjoy late afternoon transportation services. It is not for use in the morning, as school bus routes are available with stops conveniently located in neighborhoods.

**How is the additional fee charged?** The optional fee is added to the school bus transportation fee if you register by May 11, 2013. For example, if you are registered and paid by May 11, 2013, and wanted to add the Flexpass at the time of registration, the total amount due is \$350. If you wanted to add the Flexpass option later in the school year, the additional amount due would be \$50, because you already paid the school bus transportation fee. If you are a Town Paid student who wishes to participate in the Flexpass Program, the fee is \$350. If you register and pay after the May 11 deadline, the options can be added at no additional cost to the student, upon receipt of payment for the school bus transportation fee in effect. The fee is applied in the same way for the Elementary After -School Destinations program.

<sup>3</sup> **Optional 2<sup>nd</sup> Household Pass-** A second bus pass can be issued to students living in a two household family, each of which is located within the same district. These passes are based on space availability.

<sup>4</sup> **Optional Elementary After-School Destinations-** The goal of this program offering is to have a separate bus from each school making an Elementary After-School Destination route. For an additional \$60/student and based on space availability, transportation from school to participating, local, nonprofit after-school programs is available. Participating programs may change annually. This option may be purchased at any time during the school year.

2012-13 Destinations included:

LYCAL (Lexington Youth Center of Asian Learning)	240 Bedford St., Unit 3
IDIIL Learning	2600 Massachusetts Ave.
Chinese and Math Learning Center (LexCML)	57 Bedford Street, Suite 203a
Hayden Recreation Centre	24 Lincoln Street
Munroe Center for the Arts	1403 Massachusetts Avenue
Russian School of Math (pending)	

<sup>5</sup> **Optional Middle and High School student Flexpass-** For an additional \$50/student the Flexpass option offers middle and high school students transportation on Lexington's municipal Lexpress bus service beginning at 3:30pm Monday thru Friday. A Flexpass may be purchased at any time during the school year.