

LEXINGTON SCHOOL COMMITTEE MEETING
Tuesday, June 16, 2015
Jonas Clarke Middle School, Auditorium
17 Stedman Road

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

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

7:05 p.m. Superintendent’s Announcements:

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

7:15 p.m. Agenda:

1. Report on 2014-2015 District Goals (15 minutes)
2. Vote on 2015-2016 District Goals (5 minutes)
3. Vote to Appoint Ian Dailey as the Chief Procurement Officer for the Lexington Public Schools (5 minutes)
4. Update on Youth Coalition Planning (10 minutes)
5. Update on Allocation of School Space for Before-and After-School Child Care (15 minutes)
6. Capital Update (90 minutes)
 - Update from Permanent Building Committee
 - Update on Superintendent School Assignment and Capacity Advisory Committee
 - Presentation from DiNisco Design Team
7. Superintendent Transition (10 minutes)
8. Superintendent Evaluation Update (10 minutes)
9. Munroe Center for the Arts Appointment Update (5 minutes)
10. Review and Approve in Form the Following Policies: (20 minutes)
 - BDFA – Site-Based School Councils
 - BDFA-E-3 – Conduct of Site-Based School Council Business
 - CCA – Organizational Chart
 - CE – School Committee Administrative Councils, Cabinets and Committees
 - DGA – Authorized Signatures
 - DJ – Purchasing
 - DJA – Purchasing Authority
 - DO – Scholarship and Award Funds
 - GCCD – Domestic Violence Leave Policy
 - IHCFA – Extended Day Program Policy
 - JCAA–Redistricting
 - JFAB – Policy on Non-Resident Students
 - JIC – Student Discipline
 - JII – Student Complaints and Grievances
 - JK – Student Conduct
 - JQ-A – Financial Assistance
 - JQ-R – Demand for Payments

10:20 p.m. Consent Agenda (5 minutes):

1. Vote to Approve 2015-2016 Clarke Middle School Grade 8 Spanish Field Trip to La Guácima de Alajuela, Costa Rica, March 2 - 11, 2016
2. Vote to Approve 2015-2016 Clarke Middle School 8th Grade Mandarin Field Trip to Shanghai, Jinhua, Beijing China, April 6-17, 2016
3. Vote to Approve 2015-2016 Clarke Middle School 8th Grade Field Trip to Washington, DC, April 27-29, 2016
4. Vote to Approve 2015-2016 Clarke Middle School 8th Grade French Field Trip to Québec City, Canada, June 8-10, 2016
5. Vote to Approve 2015-2016 Diamond Middle School Grade 8 Spanish Field Trip to La Guácima de Alajuela, Costa Rica, January 27, 2016 – February 5, 2016
6. Vote to Approve 2015-2016 Diamond Middle School 8th Grade French Field Trip to Québec City, Canada, May 31, 2016 – June 3, 2016

10:25 p.m. Adjourn:**The next meeting of the School Committee is as follows:**

- Tuesday, June 22, 2015 – 7:30 p.m., Location TBD

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

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>

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.

Site-Based School Councils File: BDFA

This policy implements the provisions of Chapter 71 of the Acts of 1993, Section 53, which requires the establishment of site-based school councils "SBSCs" in all of the public schools in the Commonwealth of Massachusetts.

The purpose of school councils are to:

- 1- assist the principal in adopting educational goals for the schools
- 2- assist principals in the identification of the educational needs of the students
- 3- assist principals in the review of the annual school budget, and
- 4- assist principals in the formulation of a school improvement plan.

The committee believes that parents, teachers, high school students and other members of the community working collaboratively to assist the Principal will enhance the education of all the children in Lexington.

School councils play a leadership role in creating a climate in the schools in which faculty, parents, administrators, students, and other members of the community participants, working together, share responsibility for school improvement, student learning, social and emotional well-being of students, increased satisfaction among professional educators and greater commitment to, and involvement with, parents and the broader community.

School councils foster collaboration at the local school level, and also have a responsibility to work with the system-wide District Improvement Plan and District Goals to provide a common direction for all the students in Lexington, regardless of which school they attend.

Principals should provide all council members with an updated copy of the Lexington Mission/Vision Policy, District Goals, and School Committee Goals, to ensure that all participants are aware of current system-wide priorities.

Membership

Each school council will be composed of:

- 1- School Principal who will serve as co-chair
- 2- A number of teachers elected by the professional staff of the school
- 3- A number of parents elected by the school parent-teacher association in consultation with the Principal
- 4- A number of non-parent community members recruited by the principal with informal assistance from the Lexington Town Meeting Members Association (TMMA),
- 5- A number of support staff, including custodians, secretaries and aides
- 6- And, at the secondary level, at least one student elected by the student council.

The number of parents has to equal the number of teachers plus the Principal.

The selection/election of parents, staff, students and other community members should produce a council that is broadly representative of the racial and ethnic diversity of the school building and the community. As the outcome of elections can not be controlled, every effort should be made by all participants to encourage a wide range of school community members to become involved with School Councils.

School Council meetings are subject to the Open Meeting Law. Every meeting is open to the public and people are encouraged to attend meetings whether they are elected as voting members or not. Attending meetings is an instructive way to learn more about the work of school council and may encourage people to later run for an elected position.

Meeting Procedures

1. At the first meeting of a council, a member will be elected to serve as co-chair with the Principal.
2. All meetings must be conducted according to the requirements of the Open Meeting Law.
3. Agendas shall be prepared by the co-chairs and provided to the Lexington Town Clerk in order to meet the requirements of the Open Meeting Law. Members should submit items for inclusion on the agenda to either co-chair.
4. Each agenda will be provided to the school council members prior to the meeting in a timely manner.
5. The Superintendent, any member of the staff, any parent, any student, or any member of the council who wishes to have an item included on the agenda may request its inclusion to the Principal no later than three days prior to the meeting. Any item of interest may be placed on the council's agenda, and the council will decide whether individual items will actually be discussed.
6. All meetings will be conducted in accordance with the prepared agenda.
7. Decisions should only be reached on agenda items; other issues may be brought up for discussion, but decisions should not be reached on them until they are properly posted on a future agenda to provide the public with notice.
8. Minutes of each meeting should be formally approved at the subsequent meeting and properly submitted to the Town Clerk's office so they can be archived and accessed by the public. In addition, informal minutes or updates should be made promptly available to the school community in order to keep the school community updated on the school council's work.
9. Official records for each school council meeting will also be kept at the school.

Operating Procedures

It is expected that school councils will meet monthly to monitor their current School Improvement Plan, remain informed about school issues, and develop working understanding of the strengths and challenges of the school so they are well-prepared to assist the principal in preparing the next School Improvement Plan.

It is expected that school councils will operate by consensus. Lack of agreement will be viewed as a signal that the best option may not yet have been developed and put forth. If the council cannot reach an agreement by consensus, and a majority decision needs to be reached, the decision of the council will require a majority vote.

In the event that a council reaches a deadlock on some important issue or repeatedly fails to reach consensus on issues, any three (3) members may request that the Superintendent designate a mediator to help improve the council's process. In the event that mediation is requested, the Superintendent may seek a mediator from among the members of another council. All members of a council are obligated to cooperate in good faith with any such mediation.

School Improvement Plans / Educational Goals

The principals, in consultation with school councils, shall adopt educational goals for the schools and shall formulate a school improvement plan to advance such goals. Each school's educational goals must include the student performance standards adopted by the Department of Elementary and Secondary Education and, consistent with any educational policies established for the district, shall assess the needs of the school in light of these goals. The school improvement plan shall be consistent with the system-wide goals, core values and mission statement.

The plan shall identify ways to:

1. meet the diverse learning needs of children
2. establish a welcoming school environment characterized by respect for all groups
3. provide professional development for the school community (staff and families)
4. allocate resources to enhance family engagement in the life of the school
5. promote safety
6. support extra-curricular activities
7. and such further subjects as the Principal, in consultation with the school council, shall consider appropriate.

Each school improvement plan shall be submitted to the School Committee for review and approval every year. If the school improvement plan is not reviewed by the School Committee within thirty days, the plan shall be deemed to have been approved.

Training

The School Committee will include in its annual budget a plan to train members of the school councils. Training will be arranged by the School Committee, and the School Committee will solicit feedback from school council training participants to ensure that training provides a constructive and supportive environment.

Site-Based School Council (SBSC) Roundtable

The School Committee will assign one or two liaisons to a system-wide SBSC Roundtable. The Roundtable will be comprised of a representative from each school and will meet monthly from September – June. The School Committee liaisons and Roundtable participants will collaborate to promote training for new SBSC members and to provide professional learning for all SBSC members so they are well-informed about current District Goals and well prepared to assist principals at the school level.

Steering Committee

** See language in former policy.

File: BDFA

SCHOOL COUNCILS POLICY**I. BACKGROUND**

This policy is designed to implement the provisions of Chapter 71 of the Acts of 1993, Section 53, which requires the establishment of school councils in all of the public schools in the Commonwealth of Massachusetts.

The Lexington School Committee supports and encourages the intent and purpose of School councils. The Committee believes that parents, teachers, high school students and other members of the community working collaboratively to assist the Principal will enhance the education of all the children in Lexington. In fulfilling their statutory responsibility, school councils should adopt a leadership role in creating a climate in the schools in which faculty, parents; administrators, students (where appropriate), and other community participants, working together, share responsibility for school improvement, better student performance, increased satisfaction among professional educators and greater commitment to, and involvement with, parents and the broader community.

While the School Committee supports the attempt to foster a collaborative effort at the local school level, it also recognizes its responsibility to provide a common direction for all the students in Lexington, regardless of which school they attend. To that extent, it is the expectation of the Lexington School Committee that school councils, when developing school improvement plans, will address the areas contained within the Reform Act in the context of the system-wide goals, known as the core values of the school system.

The purposes of the school councils are to:

- 1) assist the principals in adopting educational goals for the schools;
- 2) assist principals in the identification of the educational needs of the students;
- 3) assist principals in the review of the annual school budget; and
- 4) assist principals in the formulation of a school improvement plan.

II. PURPOSE AND SCOPE**Background: School-Based Management**

As school systems move toward shared decision making, traditional roles and responsibilities of Various stakeholders and participants will change. In particular, the role and responsibility of the Central Office (including the School Committee); curriculum coordinators; constituents at the local site, including Principal, teachers and parents; and the local association will experience particular review.

At the Central Office, increased participation at the site level in decision making generally will require that the Central Office and its personnel move from a role of enforcer and monitor to one of facilitator, encourager and coordinator. In moving decision making closer to the classroom, research shows that school committees and superintendents have an increased responsibility to articulate a vision for the system as a whole. A strong central vision combined with a variety of implementation strategies at individual sites should become the operating norm. In this context, the School Committee and) Superintendent will retain legal responsibility for the system and for the compliance with various state and federal mandates. Schools will operate within the larger vision and core values for the system. Individual means to achieve the vision and the values will necessarily vary from school to school depending upon the local context.

1 of 4

prior to the meeting date. Every effort will be made to inform the parent community of the agenda prior to the meeting in a timely manner. The Superintendent, any member of the staff, any parent, any student, or any member of the council who wishes to have an item included on an agenda may request its inclusion to the Principal no later than three days prior to the meeting. Any item of interest may be placed on the council's agenda, and the council will decide whether individual items will actually be discussed. All meetings will be conducted in accordance with the prepared agenda. Decisions should be reached only on agenda items; other issues may be brought up for discussion, but decisions should not be reached on them until they are formally placed on a future agenda. Minutes of each meeting should be available for distribution to the school community. The official records for each school council meeting will be kept at the school.

Ground Rules

It is expected that a council will operate by consensus. Lack of agreement will be viewed as a signal that the best option may not yet have been developed and put forth. If the council cannot reach an agreement by consensus, and a majority decision needs to be reached, the decision of the council will require a majority vote.

In the event that a council reaches a deadlock on some important issue or repeatedly fails to reach consensus on issues, any three (3) members may request that the Superintendent designate a mediator to help improve the council's process. In the event that mediation is requested, the Superintendent may seek a mediator from among the members of another council. All members of a council are obligated to cooperate in good faith with any such mediation.

School Improvement Plans/Educational Goals

The principals, in consultation with school councils, shall adopt educational goals for the schools and shall formulate a school improvement plan to advance such goals. Each school's educational goals must include the student performance standards adopted by the Massachusetts Board of Education and, consistent with any educational policies established for the district, shall assess the needs of the school in light of these goals. The school improvement plan also shall be consistent with the system-wide goals/core values.

The plan shall identify ways to meet the diverse learning needs of children; the establishment of a welcoming school environment characterized by tolerance and respect for all groups; professional development for the school community; the allocation of resources toward enhancement of parental involvement in the life of the school; safety and discipline; extracurricular activities; and such further subjects as the Principal, in consultation with the school council, shall consider appropriate.

Each school improvement plan shall be submitted to the School Committee for review and approval every year. If the school improvement plan is not reviewed by the School Committee within thirty days, the plan shall be deemed to have been approved.

Training

The School Committee will include in its annual budget a plan to train members of school councils. Training will be arranged by a system-wide Steering Committee whose purpose will be to support and encourage the continued operation of school councils. The Steering Committee shall be composed of the Superintendent or his/her designee, the President of the teachers' association or his/her designee, and a member of the School Committee. They shall jointly appoint up to four additional members representing school Principals, teachers, parents, and community members. Steering committee members may serve up to two (2) consecutive two-year terms, with a possibility of reelection following a two-year absence from the Steering Committee.

Perhaps the greatest changes will occur at local schools. Here the roles of teachers, the Principal, parents and even the community at large must be explicitly considered. Once again, the articulation of a shared vision for a school that is consistent with the vision for the system is important. Although the extent to which the various stakeholders will participate in decisions at the school will vary, changes in role will likely be the most dramatic for the Principal. The experience of principals involved in the reform of decision making processes indicates that they often spend greater time promoting effective teaching and learning in their buildings. Changes for teachers and parents also will be significant. Teachers and parents will have greater say and concomitant responsibility for activities that affect teaching and learning.

The third group directly affected by a move toward shared responsibility is the local teachers' association. Once again, a key role for the leadership of the association is to promote shared values and visions. Previously litigious relationships with the Superintendent and School Committee will now be enhanced by a process that is characterized by trust, respect and open communication. However, as in the case of the ultimate legal responsibility residing with the school board and the Superintendent, school-based management does not replace the process and benefits of a collective agreement between the association and the School Committee.

Throughout any reform, individual parties must keep a close eye on why the reform is being undertaken. The loci of control and responsibility within this system is not being changed for the sake of change, but rather to enhance the learning of students in the schools. Specialized knowledge and leadership from, individuals, parents, teachers, principals, the Superintendent and the School Committee will continue to be important to the creation of successful learning opportunities for all children, but the relative roles and responsibilities may necessarily change.

III. APPLICATION

Membership

Each school council will be composed of the school Principal who will serve as co-chair; teachers elected by the professional staff of the school; parents elected from a process identified by the school parent-teacher association in consultation with the Principal; non-parent community persons recruited by the Principal, with informal assistance from the Lexington Town Meeting Members' Association (TMMA); support staff, including custodians, secretaries, and aides; and at the secondary level, at least one student elected by the student council. The number of parents has to equal the number of teachers plus the Principal. The selection/election of parents, staff, students and other community members should produce a council that is broadly representative of the racial and ethnic diversity of the school building and the community.

Each school council shall determine its own procedure for electing members, provided that the procedure shall be approved initially by the Superintendent. A term of office is either two (2) years or (3) years, with each school council having the prerogative to decide term lengths. Members may serve, but are not limited to, two (2) consecutive terms in office. After a lapse of at least two years (one term), former members are eligible for re-election. Provisions for staggering terms and conditions for re-election should be considered.

Meeting Procedures

At the first meeting of a council, a member will be elected to serve as co-chair with the Principal. All meetings are to be conducted according to the requirements of the Open Meeting Law. In addition, an agenda for each meeting, prepared by the co-chairs, will be provided to the council members and posted

File: BDFA

In addition, the Steering Committee will coordinate and stimulate the flow of information among the councils and various stakeholders; review the overall implementation of school-based management in the context of the system-wide core values as well as the education reform law; distribute occasional newsletters and informational items to school councils; and provide technical assistance to the councils as-requested.

~~Adoption: 2/94~~
~~Reformatted: 4/2003~~

~~SOURCE: Lexington~~

accepted in form 9/23/14

site based

File: BDFA-E-3

CONDUCT OF SCHOOL COUNCIL BUSINESS

The Principal shall, by law, serve as co-chair of the council. The second co-chair will be elected annually by the council members at its first meeting of the school year subsequent to the elections of new council members. The co-chairs will be responsible for the preparation of the agenda for the council meetings.

The school council shall meet at least once monthly during the school year. Meetings will be held outside of school hours. At its first meeting of the school year, the council will set its calendar of regular meetings for the year. Where circumstances warrant, the council may choose to call additional meetings.

School councils shall use consensus as the primary method to resolve issues and to formulate recommendations. Votes by majority may be taken at the discretion of the Principal and Robert's Rules of Order shall prevail if there are questions of procedure.

All meetings of the school council shall conform to the Open Meeting Law, Chapter 30A, Section 18-25, which stipulate that all meetings be open to the public, that meetings be posted at least 48 hours in advance, and that minutes of the meeting shall be maintained as required. The scope of the school council does not require, and therefore does not qualify for, executive session.

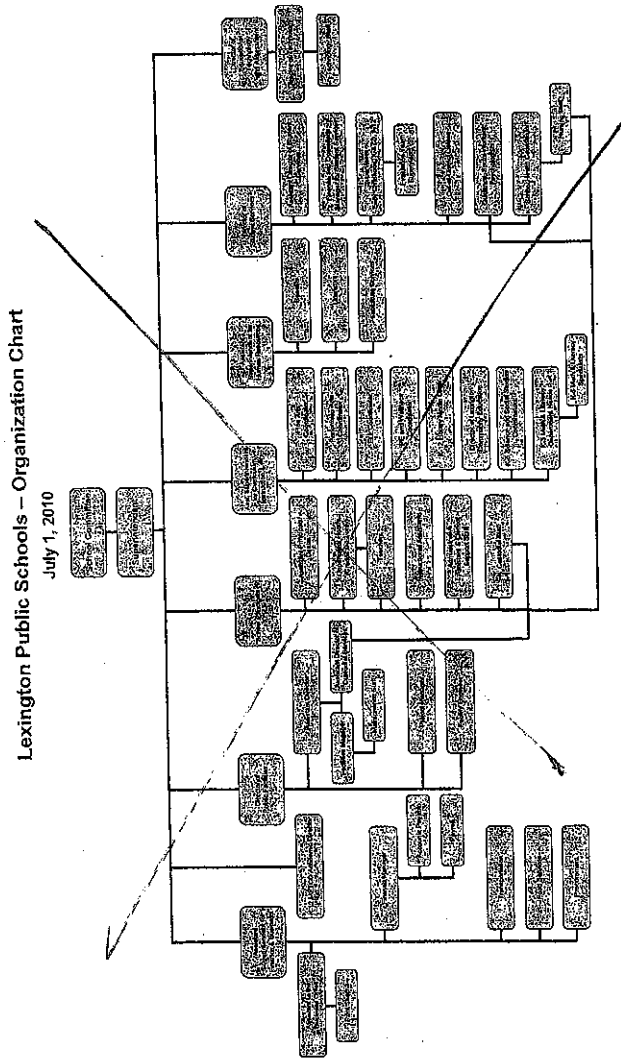
The Superintendent shall receive agendas and minutes of all school council meetings. The Superintendent shall provide copies of these materials to members of the School Committee upon request.

SOURCE: MASC

ORGANIZATIONAL CHART

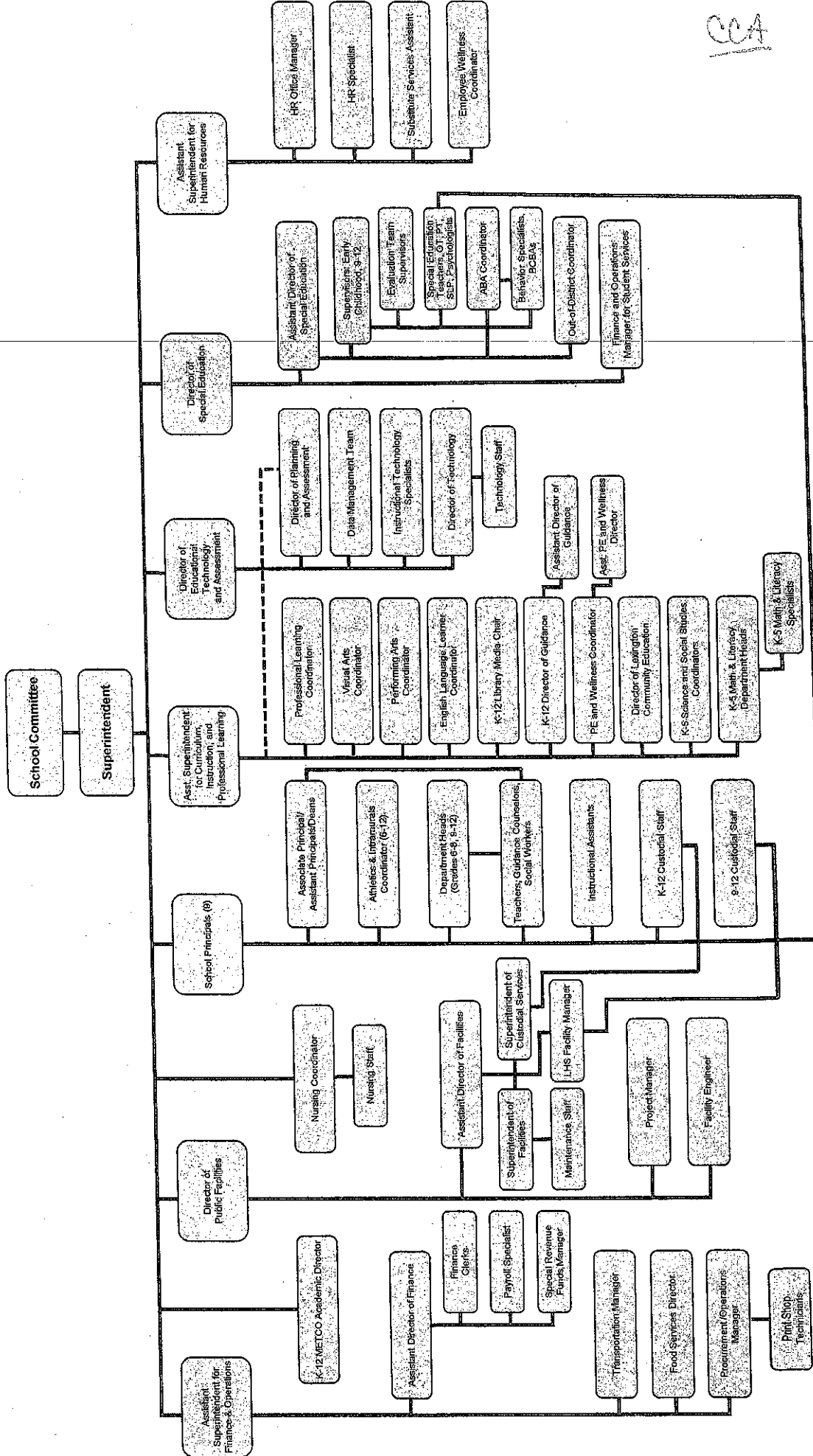
The Superintendent will present an updated organizational chart showing line and staff relations at the beginning of the annual budget process.

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Lexington Public Schools – Organization Chart by Position Title

October 14, 2014



* Please note that all central office administrators and school principals have administrative support staff that are not depicted in this chart.

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SCHOOL COMMITTEE ADMINISTRATIVE COUNCILS, CABINETS AND COMMITTEES

I. PURPOSE AND SCOPE

The Superintendent may establish such permanent or temporary councils, cabinets, and committees as he/she deems necessary for assuring staff participation in decision making, for implementing policies and ~~regulations~~procedures for the improvement of the educational program.

II. APPLICATION

Functioning in an advisory capacity, all cabinets, councils, and committees created by the Superintendent may make recommendations for submission to the School Committee through the Superintendent unless otherwise instructed. Such groups will exercise no inherent authority. Authority for establishing policy remains with the School Committee and authority for implementing policy remains with the Superintendent.

The membership, composition, and responsibilities of administrative councils, cabinets, and committees will be defined by the Superintendent and may be changed at his/her discretion. However, the School Committee wishes to be kept informed of the establishment and dissolution of these groups as well as their membership and their purpose.

III. BACKGROUND

Expenses incurred by such groups for ~~consultative services, materials, and any investigative travel will be paid by the school system, but only within budgetary allotments and when approved in advance by the Superintendent.~~

and follow school committee policy and related administrative directives

(Adoption 12/20/88)
Reformatted: 9/12/00



SOURCE: Lexington

Same wording as MISC policy, not including Roman numerals.

JH

WORKING DRAFT
6/9/15

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AUTHORIZED SIGNATURES
(revision June 9, 2015)

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SEPT 2015

The School Committee shall designate by vote one member who will sign the payroll presented by the School Business Administrator. Said vote shall be provided to the Town Comptroller and Town Treasurer

The individual serving in the School Business Administrator role ^{or designee} shall sign payroll presented for approval.

The town treasurer, who also serves as the school department treasurer, signs all checks drawn against school department funds. No other signature is valid unless allowed by statute.

The School Committee shall designate purchase order and/or contract signature authority as follows:

Deleted: the Chief Procurement Officer.

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- ✓ 1. The School Chief Procurement Officer shall sign attesting to procurement laws being followed
- ✓ 2. The School Business Official shall sign attesting to available funds to pay for the purchase
- ✓ 3. Town Counsel shall sign as to form for contracts over \$100,000.

Three members of the School Committee shall sign accounts payables batches/warrants for each warrant.

The School Business Administrator shall sign all accounts payable batches presented for approval.

The Superintendent will sign payroll warrant and accounts payable batches in the absence of the School Business Administrator.

References:

State:

- M.G.L. 41:41 - Officers and Employees of Cities, Towns and Districts (Payment of compensation: oath);
- M.G.L. 41:52 - Officers and Employees of Cities, Towns and Districts (Approval of bills)

Source:

- MASC - Section DGA

conusath in sept.

PURCHASING
Revision May 28, 2015

File: DJ-

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The School Committee declares its intention to purchase competitively without prejudice and to seek maximum educational value for every dollar expended.

The School Committee shall appoint an individual with responsibility for all goods and services, Chief Procurement Officer, who will meet all state requirements for such a position and have been delegated as such by the Town Manager who serves as the Town Chief Procurement Officer and as such must also make delegation of authority. The School Chief Procurement Officer will develop and administer the purchasing program for the schools in keeping with all federal, state, and local legal requirements and within the adopted school budget.

Deleted: He/she

All purchases, including electronic and procurement card payments or orders will be made with prior approval of the Chief Procurement Officer before goods or services are received. {See Signature Authority Policy}

Acquisition of all goods and services will be made using school standardized contracts, official purchase orders and/or town-issued procurement cards. All requisitions will be approved for submission by the appropriate budget manager (Principal, Dept Head, Program Leader) designated by the Superintendent, with such exceptions as may be made by the latter for emergency purchases.

Deleted: All purchase orders, contracts and procurement cards will be approved by the Chief Procurement Officer. ¶

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Purchasing compliance within budget and grant guidelines is the responsibility of the department head or published budget manager/administrator.

School Committee requires all budget managers to:

- a. Ensure that sound business practices are used by faculty and staff when making goods and services purchase requests;
- b. Use state procurement contracts, national collaborative purchasing contracts, or evaluate best value prices;
- c. Consider using SOMWBA certified Minority and Women-Owned Business Enterprises (M/WBEs);
- d. Procure goods and services that conserve natural resources, reduce waste, protect public health and the environment, and promote the use of clean technologies, recycled materials, and less toxic products; and
- e. All purchases shall be in compliance with
 - i. district curriculum adoption procedures set forth by Offices of K-12 Curriculum Instruction and K-12 Educational Technology or by the Special Education Department
 - ii. Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. Section 1232g (collectively, the "FERPA Records"),
 - iii. 16 CFR 312 Children's Online Privacy Protection Rule,
 - iv. 201 CMR 17.00: Standards For The Protection of Personal Information of Residents of the Commonwealth, and

Unauthorized purchase of goods and services requires budget managers to provide explanation as to why School Committee Purchasing Policy or Administrative Directives were not followed. School Committee reserves their legal right to direct the budget manager to return the goods or not approve payment. Vendor will be informed of School Committee Purchasing Policy and MGL Chapter 41, Section 56, which protects the department for paying for unauthorized expenses.

References:

State:

- M.G.L. 7:22A - Executive Office for Administration and Finance (Collective purchasing by commonwealth and political subdivisions)
- M.G.L. 7:22B - Executive Office for Administration and Finance (Collective purchasing by political subdivisions)
- M.G.L. 30:39M - General Provisions Relative to State Departments, Commissions, Officers and Employees (Contracts for construction and materials; manner of awarding)
- M.G.L. 41:56 - Officers and Employees of Cities, Towns, and Districts (Warrants for payments of bills)
- M.G.L. 149:44A-J - Labor and Business (re: Competitive bids, awards, bonds, etc.)

Local:

- WELLNESS POLICY (Approved July 17, 2012)
- WELLNESS POLICY; IMPLEMENTATION GUIDELINES (Approved July 17, 2012)
- LIFE THREATENING ALLERGY POLICY (Approved: 12/06/11)

Source:

- MASC – Section DJ

PURCHASING AUTHORITY
(revision May 11, 2015)

Authority for the purchase of materials, equipment, supplies, and services is extended to the Superintendent through the narrative or detailed listing of such items compiled as part of the budget-making process.

The purchase of items and services on such lists requires no further Committee approval except when by law or Committee policy directs. All the procurement of purchases goods or services must be put to bid, follow best business practice and/or procurement laws.

The School Committee shall appoint a Chief Procurement Officer who will meet the qualifications required under M.G.L. chapter 30B, section. 19, and receive delegation procurement powers and duties from the Town's Chief Procurement Officer (Town Manager)

The School Business Administrator shall serve to attest that funds are available prior to all purchases being made by the district.

References:

State

- M.G.L. 30B - Uniform Procurement Act
- M.G.L. chapter 30B, section, 19, Chief Procurement Officer's Delegation of Procurement Powers and Duties
- M.G.L. Chapter 71, section 41

Source:

- MASC - Section DJA

Cross Reference:

- Lexington School Committee Policy: Bidding Requirements

SCHOLARSHIP AND AWARD FUNDS

Revision May 26, 2015

The School Committee gratefully acknowledges the generosity of those persons who establish or contribute to scholarships and awards for the benefit of Lexington High School students. Following the acceptance of such gifts by the Committee, funds become the property of the school district, and will be held and invested by the Town Treasurer, as provided by law. To ensure that scholarship and award funds are distributed in a way that is both meaningful to the recipient and respectful of the donor(s), the School Committee has established the following rules for the acceptance, administration, investment and distribution of said funds.

I. Types of Scholarships and Awards:

a. Perpetual Scholarship or Award

Definition

A Perpetual Scholarship or Award (or nonexpendable scholarship) results from a gift of funds that may not be expended, i.e., the principal is to be invested in perpetuity. The income and growth can be distributed. The donor may specify certain aspects of the award, including, but not limited to, the name of the award, the award amount, the purpose of the award, the qualifications of the award recipient.

Gift Minimum - \$10,000

The minimum dollar amount that may be accepted as a Perpetual Scholarship or Award is \$10,000. Additions of not less than \$1,000 may be accepted.

b. Expendable Scholarship or Award

Definition

An Expendable Scholarship or Award (or expendable scholarship) results from a gift of funds that may be expended, i.e., the funds may be distributed as well as any income and growth the funds produce. The donor may specify certain aspects of the scholarship or award, including, but not limited to, the name, the amount, the purpose and the qualifications of the recipient.

Gift Minimum - \$500

The minimum dollar amount that may be accepted as an Expendable Scholarship or Award is \$500, provided that all of the funds, including principal, may be expended.

c. One-Time Scholarship or Award

Definition

A One-Time Scholarship or Award results from a gift of funds that is to be distributed within one year.

Gift Minimum - \$100

d. General Scholarship Fund

Definition

A gift to the General Scholarship Fund may be expended, i.e., the funds may be distributed as well as any income and growth the funds produce. Such funds are aggregated with other general scholarships to be awarded at the discretion of the School Department.

Gift Minimum – none

II. Acceptance of Scholarship and Award Funds:

a. Gifts of Funds Equal to or Exceeding \$5,000

A gift of funds equal to or greater than \$5,000 must be accepted by a vote of the School Committee. (See attachment A)

b. Gift of Funds of Less Than \$5,000

A gift of funds of less than \$5,000 may be accepted by a vote of the School Committee. In the absence of such vote, acknowledgement in writing to the donor by a member of the school department authorized to do so shall constitute acceptance. (See Attachment B). Annually, at the close of the fiscal year, the School Committee shall receive a report of all scholarships accepted in this manner.

c. Time Frame for Scholarship and Award Acceptance

The high school office must receive all funds intended for distribution in an academic year by April 1st of that year. Funds received after April 1 will be expended for the following academic year.

III. Selection of Recipients and Distribution:

a. A committee, annually appointed by the High School Principal to include representation from guidance, athletics and academic departments, shall conduct selection of recipients. All decisions of the committee shall be final.

b. Any cash distribution to a student must be a minimum of \$100.

IV. Administration

- a. The Lexington High School Principal, or his or her designee, shall be responsible for the administration of the Scholarships and Awards. Administration shall include the following:
 - i. Maintain records of all scholarships and awards including correspondence, required forms and other pertinent documents.
 - ii. Serve as the point of contact with donors and recipients.
 - iii. Provide acknowledgement of the receipt of the gift.
 - iv. Provide the Town Treasurer a copy of:
 - a. Gift Document (Attachment C)
 - b. Scholarship Summary (Attachment D)
 - v. Process receipts and disbursements through the Town's warrant process.
 - vi. Annually publish a list of the donors of Scholarship and Award funds in the NHS Awards Night program.
 - vii. Annually, at the close of the fiscal year, provide the School Committee with a complete report of all scholarships and awards accepted during the fiscal year.
- b. The School Business Administrator shall annually process the warrant necessary for disbursement of scholarship funds.
- c. The Town treasurer shall:
 - i. Hold and invest the funds.
 - ii. Provide the school department investment performance results for each Perpetual Scholarship or Award, Expendable Scholarship or Award and the pool of general scholarship and award funds as of December 31st of each year for use in determining awards.

ATTACHMENT A

**VOTE AUTHORIZING ACCEPTANCE OF SCHOLARSHIP
OR AWARDS OF \$5000 OR GREATER**

At a meeting of the Lexington School Committee, held on _____, the
School Committee voted to accept the following scholarships and/or awards:

Vote Certified by: _____

ATTACHMENT B

BLANKET ACCEPTANCE OF SCHOLARSHIPS OR AWARDS OF LESS THAN \$5,000

At meeting of the Lexington School Committee, held on _____, the School Committee voted to delegate the acceptance of any individual scholarship or award in an amount of less than \$5,000 to the Lexington High School Principal or his/her designee provided such gift is accepted and administered in accordance with the terms of the Scholarship and Award Policy.

Vote Certified by: _____

ATTACHMENT C

Scholarship/Award Gift to Town of Lexington

The amount of \$ _____ is hereby given by _____, to the Town of Lexington Massachusetts, as a scholarship/award for the benefit of Lexington High School Students, subject to the following terms.

Type of Scholarship:

_____ Perpetual Scholarship or Award: Initial Minimum - \$10,000. The principal is to remain invested provided, however, that if this gift becomes impractical to administer then the principal funds may be distributed or aggregated with other gifts. Income and/or growth may be distributed. All additions to a Perpetual Scholarship or Award shall minimally be in \$1,000 increments.

Title to be given to Perpetual Scholarship or Award:

_____ Expendable Scholarship or Award. Minimum - \$1,000. Principal and income and/or growth may be distributed.

Title to be given to Expendable Scholarship or Award:

_____ One-Time Scholarship or Award. Minimum - \$100. Principal is to be distributed immediately. Income and/or growth, if any, are distributed into General Scholarship Fund.

Title to be given to One Time Award: _____

_____ General Scholarship Fund. No minimum.

Terms of the Gift (such as award amount, purpose, selection criteria):

Signed: _____

Date: _____

Name: _____

Address: _____

Town, State and Zip Code: _____

Telephone: _____

ATTACHMENT D

Scholarship/Award Summary

Title of Scholarship or Award:

Amount of Gift:

Type of Gift: Perpetual Expendable
 One-Time General

Non-expendable Amount (if applicable):

Date of Gift:

Amount and Terms of Disbursement:

Selection Criteria:

Donor(s):

Contact person:

Contact Address:

Contact telephone:

DOMESTIC VIOLENCE LEAVE POLICY

It shall be the policy of the school district to permit an employee to take up to 15 days of domestic violence leave from work in any 12 month period. In order to be eligible for said leave:

- (i) the employee, or a family member of the employee must be a victim of abusive behavior;
- (ii) the employee must be using the leave from work to seek or obtain medical attention, counseling, victim services or legal assistance; secure housing; obtain a protective order from court; appear before a grand jury; meet with a district attorney or other law enforcement official; or attend child custody proceedings or address other issues directly related to the abusive behavior against the employee or family member of the employee; and
- (iii) the employee must not be the perpetrator of the abusive behavior against such employee's family member.

The employer shall have the sole discretion to determine whether this leave shall be paid or unpaid. An employee seeking such leave shall exhaust all annual or vacation leave, personal leave and sick leave available to the employee, prior to requesting or taking domestic violence leave, unless the employer waives this requirement.

Except in cases of imminent danger to the health or safety of an employee, advanced notice of domestic violence leave shall be required. If such imminent danger exists the employee shall notify the employer within 3 workdays that the leave was taken. The notification may be communicated to the employer by the employee, a family member of the employee or the employee's counselor, social worker, health care worker, member of the clergy, shelter worker, legal advocate or other professional who has assisted the employee in addressing the effects of the abusive behavior. If an unscheduled absence occurs, an employer shall not take any negative action against the employee if the employee, within 30 days from the unauthorized absence or within 30 days from the employee's last unauthorized absence in the instance of consecutive days of unauthorized absences, provides any of the documentation found in (1) to (7) below. An employer may require documentation that the employee or employee's family member has been a victim of abusive behavior and that the leave is consistent with clauses (i) to (iii) as above referenced; provided, however, that an employer shall not require an employee to show evidence of an arrest, conviction or other law enforcement documentation for such abusive behavior. The documentation shall be provided to the employer within a reasonable period after the employer requests it.

An employee shall satisfy this documentation requirement by providing anyone of the following documents to the employer:

- (1) a protective order, order of equitable relief or other documentation issued by a court of competent jurisdiction as a result of abusive behavior against the employee or employee's family member;
- (2) a document under the letterhead of the court, provider or public agency which the employee attended for the purposes of acquiring assistance as it relates to the employee or family member;

- (3) A police report or statement of a victim or witness provided to police documenting the abusive behavior;
- (4) documentation that the perpetrator of the abusive behavior has admitted to sufficient facts to support a finding of guilt ; or has been convicted of , or has been adjudicated a juvenile delinquent by reason of any offense constituting abusive behavior;

- (5) medical documentation of treatment as a result of the abusive behavior;
- (6) a sworn statement, signed under the penalties of perjury, provided by a counselor, social worker, health care worker, member of the clergy, , shelter worker, legal advocate or other professional who has assisted the employee in addressing the effects of the abusive behavior;
- (7) a sworn statement, signed under the penalties of perjury, from the employee attesting that the employee has been a victim of or is a family member of a victim of abusive behavior.

All information related to the employee's leave shall be kept confidential and shall not be disclosed, except to the extent that disclosure is:

- (i) requested or consented to, in writing, by the employee;
- (ii) ordered to be released by a court of competent jurisdiction;
- (iii) otherwise required by applicable federal or state law;
- (iv) required in the course of an investigation authorized by law enforcement, including, but not limited to, an investigation by the Attorney General; or
- (v) necessary to protect the safety of the employee or others employed at the workplace.

The Superintendent shall ensure that notice is provided to all employees in the next school year and beyond by appropriately amending the district's employee handbooks, by whatever title they may be known, or by direct notice about the Domestic Violence Law and securing the employees signature acknowledging receipt of the handbook/notice. The Superintendent shall be responsible for notifying all current employees, unless they have been notified through the handbook, of this policy in a manner that he/she deems appropriate.

No employer shall coerce, interfere with, restrain or deny the exercise of, or any attempt to exercise, any rights provided herein or to make leave requested or taken contingent upon whether or not the victim maintains contact with the alleged abuser. No employer shall discharge or in any other manner discriminate against an employee for exercising the employee's rights under law. The taking of domestic violence leave shall not result in the loss of any employment benefit accrued prior to the date of such leave. Upon the employee's return from such leave, he/she shall be entitled to restoration to the employee's original job or to an equivalent position. Definitions of 'abuse', 'abusive behavior', 'domestic violence', 'employees' and 'family members' may be found in the laws referenced below.

SOURCE: MASC October 2014

LEGAL REF.: M.G.L. 149:52E; Section 10 Chapter 260 of the Acts of 2014

NOTE: The School Committee should seek the advice of counsel, deliberate, and determine whether or not to change the following language in the first paragraph as the School Committee, in consultation with the Superintendent, may choose to 1) make this type of leave paid or unpaid, and 2) make an employee exhaust other leave options or not:

“The employer shall have the sole discretion to determine whether this leave shall be paid or unpaid. An employee seeking such leave shall exhaust all annual or vacation leave, personal leave and sick leave available to the employee, prior to requesting or taking domestic violence leave, unless the employer waives this requirement.”

Additionally, the statute does not require that employers with less than 50 employees provide this leave.

EXTENDED DAY PROGRAMS
{revision} June 2015

INCF A

Before and After School Extended Day Programs meet crucial needs of students for after school care, enrichment, and socialization. Among a variety of options available, the Lexington School Committee will make available for long-term lease space to be used for that purpose is deemed appropriate by the Superintendent. The School Committee priority will be for school-age student programs directed by parents and located in a school space. Teachers and other school professionals, working together, should encourage the extended day staff to provide continuity, a safe environment, and support for the students throughout the day.

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 not be expected to share classrooms with these programs. Shared space will be limited to gymnasiums, cafeterias, and other common areas. A dedicated or shared classroom will be unlikely unless enrollment is such that the space can be released from regular program needs for more than two school years. The giving and taking away of dedicated classroom space is disruptive to the lessee and to the building. 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.

(RFP)

The School Committee will issue a Request for Proposal in accordance with MGL Chapter 30 B, outlining terms, conditions, and space available to lease for before/after school childcare to a properly licensed non-profit organization. The rate charged as part of the RFP will be a minimum and based on market rate for similar child care space in the area.

Added

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. *market rate -*

MED
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

Redistricting
Draft: June 11, 2015

File: JCAA

Lexington school boundaries under the jurisdiction of the Lexington School Committee will be drawn up by the Superintendent and approved by the Committee. The primary considerations that govern the establishment of a school district are equal educational opportunity, school capacity, transportation considerations, and neighborhood lines.

From time to time, an overcrowded condition in an existing school, the closing or opening of a school, or the development of new residential areas may require redistricting of certain school lines. When in the judgment of the School Committee school boundaries must be changed or adjusted, the Superintendent will present to the Committee for its approval a redistricting plan. This plan will effectively reflect the projected spatial requirements necessary to accommodate students and program needs that is cost effective and consistent with School Committee policies. The Committee recognizes its responsibility to hear suggestions and reactions from the community prior to approving any redistricting plan.

Whereas Lexington is experiencing continuous growth as well as population shifts, school building capacity ~~redistricting~~ may be reviewed annually by the Superintendent and any recommendations shall be brought to the School Committee. However, whenever possible given its inherent disruption to the community, redistricting is an attendance area tool to be used for long range application ~~not affect any street or home more than once in a five year period.~~

The Superintendent is authorized to make exceptions to district lines for individual students in the best interest of the student or school.

Cf: JC Attendance Areas
JCA Assignment of Students to Schools

Redistricting
(Recommended option by Dr. Ash)

File: JCAA

Draft: June 11, 2015

Lexington school boundaries under the jurisdiction of the Lexington School Committee will be drawn up by the Superintendent and approved by the Committee. The primary considerations that govern the establishment of a school district are equal educational opportunity, school capacity, safe walking routes, transportation considerations, and neighborhood lines.

From time to time, an overcrowded conditions in an existing school, the closing or opening of a school, or the development of new residential areas may require redistricting of certain school lines. When in the judgment of the Superintendent or the School Committee school boundaries must be changed or adjusted, the Superintendent will present a redistricting plan to the Committee for its approval. ~~a redistricting plan~~. This plan will ~~effectively reflect~~ include the projected spatial requirements necessary to accommodate students and program needs that ~~is~~ are cost effective and consistent with School Committee policies. The Committee recognizes its responsibility to hear suggestions and reactions from the community prior to approving any redistricting plan.

***School building capacity redistricting may be reviewed annually by the Superintendent and any recommendations shall be brought to the School Committee. However, whenever possible given its inherent disruption to the community, redistricting should not impact any street or home more than once in a five year period.*

The Superintendent is authorized to make exceptions to district lines for individual students in the best interest of the student or school.

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JCA Assignment of Students to Schools

~~**Whereas Lexington is experiencing continuous growth as well as population shifts, school building capacity redistricting may be reviewed annually by the Superintendent and any recommendations shall be brought to the School Committee. However, whenever possible given its inherent disruption to the community, redistricting is an attendance area tool to be used for long range application not affect any street or home more than once in a five year period.~~

Draft Reviews Lexington Non-Resident Student Policy

- 8/11/14 Andrey Bell at Stoneman, Chandler & Miller submitted draft to Dr. Ash for School Committee review
- 9/23/14 – review at School Committee meeting proposed changes, raised questions
- 3/11/15 – reviewed in Policy Subcommittee with input from Dr. Ash
- / /15 - School Committee – new questions for legal counsel. Sent to counsel.
- 5/15/15 – Andrea Bell sent further comments
- 6/4/15 – Policy Subcommittee review with Paul Ash
- 6/9/15 – Reviewed with Jim Hardy
- 6/9/15 – Discussed during School Committee, Tabled

POLICY ON NON-RESIDENT STUDENTS JFAB

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 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:
 - 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.

STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They are expected to respect constituted authority and to conform to school rules and those provisions of law that apply to their conduct.

Each Student Handbook shall include prohibited conduct and procedures to ensure due process when discipline is contemplated with respect to violation of the school rules or applicable law. Administrators shall adhere to the due process procedures in accordance with Massachusetts General Laws and procedures providing for due process. Student Handbooks will be made available to students and parents electronically. Original printed copies will be made available in each school principal's office and the Superintendent's office.

In every case of student misconduct for which suspension may be imposed, the administrator shall consider ways to re-engage the student in learning and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

The administrator may, as a disciplinary measure, remove a student from privileges, such as internet privileges, extracurricular activities, bus privileges, and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to due process procedures, unless explicitly provided for in Student Handbooks and/or rules of the Massachusetts Interscholastic Athletic Association (MIAA). Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through a school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for

notifying such students and their parents of the services and arranging such services. Education services shall be based on and provided in a manner consistent with the academic standards and curriculum frameworks established for all students under the law.

Reporting

The school district shall collect and annually report data to the Department of Elementary and Secondary Education (“DESE”) regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socio-economic status, disability, and English language learner status in accordance with state laws and regulations.

Students with Special Needs

The Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973 provide eligible students with certain procedural rights and protections in the context of student discipline. When disciplining eligible students, administrators shall adhere to the procedural rights and protections in accordance with federal and state laws and regulations.

LEGAL REF: M.G.L. 71:37H; 71:37H ½; 71:37H 3/4; 76:17; 603 CMR 53.00

STUDENT COMPLAINTS AND GRIEVANCES

The School Committee recognizes that there may be aspects of the Lexington Public Schools and its operationseonditions in the school system that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well conceived and understood in advance, can do much to maintain harmonious relationships among the schools and the students and community.

The traditional "open door" policy in the public school system will be continued. Students--and their parents and/or guardians--who believe that a student has received unfair treatment may bring forward their grievance and/or complaint. ~~Appeals of individual disciplinary cases will be required to follow the district's policy on student discipline.~~ Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances, including state and federal laws with respect to student confidentiality and privacy. ~~In general,~~ Procedures will begin with the authority imposing the penalty (for example, Principal or teacher) and may ultimately be referred to the Superintendent and on to the School Committee if a policy needs to be approved or changed, if necessary and properly under the jurisdiction of the School Committee.

Every attempt will be made to seek a satisfactory solution to any legitimate grievance in a friendly and informal manner.

SOURCE: MASC

CROSS REF: JIC Student Discipline

STUDENT CONDUCT

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with the law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

Each school within the District shall also develop and publish its own specific rules for its students that are an extension of the District policies. The implementation of the general rules of conduct those rules is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Ideally, most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable verbal communication but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians. Some situations, however, will require additional disciplinary action.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:37H; 71:37H1/2; 71:37H3/4; 71:37L; 76:16; 76:17; 603 CMR 53.00

Financial Assistance
Updated: May 26, 2015

The School Committee authorizes a centralized application process to provide families with financial assistance for certain school related fees. The Superintendent will provide a centralized financial assistance application process for families seeking relief from various program fees. The income distribution will be based on the statistics of the number of households who are on the margin of economic stability and recognition of the high housing costs and property tax in Lexington.

The program goals are as follows:

1. Implement an objective financial assistance program and application process for all students and families;
2. Allow families a single point of contact and determination within the school district;
3. Adhere to a standard of confidentiality throughout the district. Submitted financial information shall follow USDA Free and Reduced Lunch Guidelines and related state privacy laws in the collection, handling, and disseminating of information regarding the financial status of students;¹
4. Fees shall not be waived, refunded, or pro-rated without the knowledge and consent of the School Business Administrator, and only if the individual program costs for which the fee was charged are fully covered.
5. The Homeless Liaison shall maintain a list and provide an update as necessary to the School Business Administrator of all students who have been determined to qualify for services under McKinney-Vento Homeless Assistance Act;²
6. Principals, Guidance/School Counselors, and all other employees are prohibited from making a determination of financial need outside of the Superintendent's established process.
7. The School Committee Financial Assistance program shall use the US Department of Health and Human Services poverty guidelines and expand it by a multiplier to better match our community's income level and assist families that are above the Free and Reduced Lunch Guidelines with school fees that are assessed for a variety of activities.³ The School Committee has made the following determination for income eligibility for financial assistance.

Determination Status	Income Level over Poverty Guideline for Household Income	Households will pay
Approved for Free	<200%	\$0 program fee
McKinney-Vento Homeless Determination		\$0 program fee
Foster Care (individual only)		\$0 program fee
Active Military Personnel		Up to \$25 Per Sport/ Field Trip
75% Reduction of Fee	201% - 300%	25% of the program fee
50% Reduction of Fee	301% - 350%	50% of the program fee

* % above HHS Poverty Guidelines

Financial Assistance will be offered system wide and includes Transportation, Athletics, School Lunch, Instrumental Music, and all other program and field trip fees. Other fees include but are not limited to curriculum-based field trip expenses, Lexington Children's Center Tuition, and other fees the school department may charge that are as a result of curriculum requirements.

The Financial Assistance Program does NOT include optional field trips or student travel programs, including overnight trips. There is typically no funding source for monetary assistance for these programs due to the nature

¹ <http://www.fns.usda.gov/sites/default/files/cn/EliMan.pdf>

² <http://doe.sd.gov/oess/documents/EligRight.pdf>

³ <http://www.fns.usda.gov/school-meals/income-eligibility-guidelines>

of each participant paying their own way. The program leaders for these optional student trips may know of a funding source that will be providing monetary assistance. However, if there is no funding source for monetary assistance, the student is responsible for the full cost of the trip. The school department is not responsible for finding the monetary assistance for the student if there are none readily available. Families who request funding assistance must have a determination from their submitted financial assistance application in order to receive any funding assistance that is not individually, or from group participation, raised by the student for such trips and activities.

Legal Reference:

DEMAND FOR PAYMENTS
Revision May 26, 2015

It is expected that all fees charged will be collected and or waived by the School Committee's Financial Assistance Program. If balances are owed as a result of insufficient funds for checks received the following will occur:

- 1) First notice shall be sent by the Principal or designee with copy to the Finance Office {sample letter is included in Lexington Public Schools Administrative Support Guide and follows Consumer Protection Act M.G.L. Chapter 93A}. Payment is due within 14 days of the date of the letter.
- 2) The second notice shall be sent by the Finance Office if payment has not been received by the building principal. Payment is due within 14 days of the date of the letter.
- 3) The following letter as written in M.G.L. Chapter 93, section 40A shall be used as the third and final notice for all balances owed to the school district for student fees, fines, and charges resulting from the receipt of insufficient funds checks.

Acts, 1987, M.G.L. Ch. 93, s., 40A-Chap 510
DEMAND FOR PAYMENT OF DISHONORED CHECK

Date:

To:

WARNING: YOU MAY BE SUED 30 DAYS
AFTER THE DATE OF THIS NOTICE IF YOU
DO NOT MAKE PAYMENT

Your check/draft/order in the amount of \$ _____ Dated _____

Payable to the order of **The Lexington Public Schools**

Has been dishonored by the bank or other depository upon which it has been drawn because:

- The maker had no account with such bank or depository
- The maker had insufficient funds on deposit with such bank or depository

If you do not make payment within thirty days of the above date, you may be sued to recover payment. If a judgment is rendered against you in court, it will include not only the original face amount of the check/draft/order, but also additional liquidated damages of not less than one hundred dollars (\$100.00) nor more than five hundred dollars (\$500.00).

Payment must be made by cash, credit card through the district online payment system, money order, certified bank check, only and includes a \$25.00 fee**

Please make payment in the amount of: \$ _____ payable to:

Lexington Public School District
146 Maple Street
Lexington, MA 02420
Attn. Accounts Payable DC

Unless otherwise specified through School Committee action, each fee shall be established on a yearly basis for the next school year.

Legal References:

- M.G.L. Chapter 71: Section 47.** Athletic programs; school organizations; student activity accounts
- M.G.L. Chapter 44: Section 69.** Municipal or district services, fees or charges; insufficient funds checks; penalty
- M.G.L. Chapter 60: Section 57A.** Payment by check not duly paid; penalty
- M.G.L. Chapter 93a: Regulation of Business Practices for Consumers Protection**
- M.G.L. Chapter 93: Section 40A.** Dishonored checks; demand for payment
- M.G.L. Chapter 71, Section 49** Purchase of textbooks by pupils
- DESE Full Day Kindergarten Regulations