

LEXINGTON SCHOOL COMMITTEE MEETING
Tuesday, September 24, 2013
Lexington Town Office Building, Selectmen's Meeting Room
1625 Massachusetts Avenue

7:30 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.)

7:40 p.m. Superintendent's Announcements:

7:45 p.m. School Committee Member Announcements:

7:55 p.m. Agenda:

1. Financial Support for Academic Foreign Travel for Students (20 minutes)
2. Summer Work on Curriculum Development and Professional Learning (20 minutes)
3. Superintendent's Professional Practice and Student Learning Goals(20 minutes)
4. Transportation Report (15 minutes)
5. Traffic Safety and Mitigation Study (30 minutes)
6. Student Stress Committee – Update by School Committee Members (10 minutes)

9:50 p.m. Consent Agenda (5 minutes):

1. School Committee Member Reports:
 - a. Public Hearing on Potential Zoning Regulations for Medical Marijuana Dispensaries
 - b. Liaison Report – Lexington Education Foundation
2. Homelessness Policy – Third Reading
3. Standards for Acceptable Use of Technology Policy – Third Reading
4. Vote to Approve Clarke Middle School 8th Grade French Field Trip to Québec City, Canada, June 4 through June 6, 2014

9:55 p.m. Adjourn:

The next meeting of the School Committee is scheduled for Tuesday, October 8, 2013, at 7:30 p.m. in the Town Offices Building, Selectmen's Meeting Room, 1625 Massachusetts Avenue.

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





Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

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

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To: School Committee
From: Paul B. Ash, Ph.D. *P.A.*
Superintendent of Schools
Re: Options to Fund Student Out-of-State and Foreign Travel
Date: September 18, 2013

On September 24, the School Committee is scheduled to discuss if it wishes to establish new guidelines for approving student travel, out-of-state and overseas. Last year, some committee members asked whether there should be a maximum cost per student and whether the Lexington Public Schools should include funds in its budget in order to provide financial assistance to families when the cost of the field trip would be a financial hardship.

On the attached chart, I have listed for all of the out-of-state trips last year, the number of students who participated per trip, the cost per pupil, the gross cost, the amount of funds raised for financial assistance, and the net cost. The chart shows that the cost of foreign trips ranged from a low of \$2,300 to a high of \$3,500. The overall cost of all trips for 626 students was \$777,709, not including \$51,387 from outside sources (funds raised and Clarke PTO funds).

From a financial perspective, the administration is seeking your direction on how to proceed. Here are some options you may want to consider.

1. Keep the status quo – Continue to allow trips out-of-state and overseas with no formal maximum cost (there has been an unofficial maximum cost of about \$3,000 per student).
2. Continue to allow trips out-of-state and overseas with no formal maximum cost.
3. Continue to allow trips out-of-state and overseas and establish a maximum cost.
4. Continue to allow trips out-of-state and overseas and ask the Superintendent to include financial assistance funds in the FY 15 budget. If so, what should be the level of funding and what should be the criteria for financial assistance?
5. Include funds in the FY 15 budget to pay all of the costs for trips out-of-state and overseas. In this case, the number of student trips would be limited to the amount of available funds.
6. Eliminate all student travel that is out-of-state and overseas unless all funds can be raised by outside sources.

Please let me know if you need any additional information.

LPS Student Overnight Travel
2012-2013

Location	Comment	Students		Cost / Student	Gross Cost	Funds Raised	Net Cost
		Participated	Lexington High School				
France		16	\$ 2,300	\$ 36,800	\$ 650	\$ 36,150	
Italy		24	\$ 3,150	\$ 75,600	\$ 1,232	\$ 74,368	
China	Every 2 Years	17	\$ 2,950	\$ 50,150	\$ -	\$ 50,150	
Europe	Music - not a yearly trip	75	\$ 3,500	\$ 262,500	\$ 41,688	\$ 220,812	
Montreal	Music	55	\$ 800	\$ 44,000	\$ -	\$ 44,000	
New York / New Jersey	Music	70	\$ 750	\$ 52,000	\$ -	\$ 52,000	

Clarke Middle School							
Costa Rica		30	\$ 2,800	\$ 84,000	\$ -	\$ 84,000	
Quebec		34	\$ 525	\$ 17,850	\$ -	\$ 17,850	
Washington DC		225	\$ 789	\$ 177,525	\$ 7,817	\$ 164,059	

Diamond Middle School							
Quebec		80	\$ 429	\$ 34,320	\$ -	\$ 34,320	
Total for LPS		626	\$ 17,993	\$ 834,745	\$ 51,387	\$ 777,709	

Clarke Middle School



Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

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

From: Carol A. Pilarski
Leonard E. Swanton

Re: Professional Learning Report: Summer Workshops and Courses

Date: September 24, 2013

INTRODUCTION

The summer of 2013 has been an especially busy time for the administrators and teachers of the Lexington Public Schools. As part of the district's efforts to grow as a "learning organization," we are pleased to say that 1,100 staff members at all grade levels enthusiastically reported their summer was filled with outstanding professional and collaborative learning opportunities. Educators expressed enthusiasm that their summer courses will help them improve both student learning and pro-social skills. Each year, our professional learning program is becoming more aligned with the needs expressed by LPS educators and school/district goals.

Our district's strong commitment to the following beliefs and practices are now central to our hiring practices, supervision and evaluation process, school culture, and professional learning program:

- A core belief that all students can learn;
- A deep commitment to a "growth mindset" that acknowledges the importance of continuous improvement;
- A belief that a strong collaborative environment that promotes mutual responsibility and ownership will ensure greater student and teacher success;
- Learning opportunities that yield equity and access for all;
- A robust professional learning program that supports teacher growth and, in turn, advances student growth;
- An on-going district commitment to curriculum reviews that yield clear, consistent, and coherent information about what we want all students to know and be able to do at every level in every program across the district;

- A greater understanding of Common Core standards and what they truly mean as we commit ourselves to the importance of essential skills, and reading and writing across the curriculum, accompanied by the need for creativity and innovation, and the reinforcement of higher order thinking skills;
- The formulation and use of common assessments and data that are responded to by strategic instructional interventions (RtI) and differentiated instruction (DI), and
- The active promotion and support of teacher leadership throughout the district, both in our individual schools, and through our professional learning course offerings.

These beliefs and practices are just a few of the key drivers that are transforming learning in the Lexington Public Schools. Much of our work in becoming a highly successful learning organization requires adaptive change . . . a shift in thinking and philosophy, and much of our work also requires technical training. The adaptive and the technical pieces need to walk hand-in-hand in order for us to be truly effective and we have made tremendous progress in that area.

The on-going desire expressed by staff for such meaningful professional opportunities has led to increasing numbers of educators signing up for courses and wanting to know and learn more. As you may recall hearing on Opening Day in August, we have had a 'hallmark' summer. A greater than ever number of staff participated in workshops and enrolled in course work offered by the district. The quality of the lessons and units completed AND the feedback from staff enrolled in LPS courses have been impressive. Whether teachers participated in courses or workshops that were taught by experts in the field or by their colleagues, teachers reported that the work was enriching, and that the content had direct correlation to their practice with students.

HIGH QUALITY PROFESSIONAL LEARNING

The true test of high quality professional learning is how, over time, teacher learning leads to student learning and achievement. While this correlation is often difficult to measure, teachers report on their feedback forms that their courses are tremendously valuable. In addition, we have seen a marked increase in the number of teachers who are requesting opportunities for peer observations and shared 'lesson study' coaching, so that they may collaborate and share feedback on best instructional practices in real-class settings. This year, we look forward, along with many of our colleagues, to visit classrooms where we will have the opportunity to observe firsthand the benefits of this work, as it is displayed in classrooms by the teachers and their students.

In the Lexington Public Schools, we find ourselves at an exciting time – both in terms of curriculum evolution and professional learning. We have been committed to innovations in curriculum review and design, the thorough and thoughtful alignment of our learning standards with our instructional practices, and a deliberate focus on providing faculty with timely, robust professional learning opportunities that connect with this work. We are now at a stage where the various threads of all of our efforts are being woven together to create the rich tapestry of teaching and learning that is – both historically and currently - the hallmark of our school district.

In recent years, we have had a significant, system-wide focus on aligning our curriculum with the Massachusetts Curriculum Frameworks and, more recently, with the Common Core State Standards. At the secondary level, this has included a broad range of professional learning sessions for faculty centered on the development of essential questions, curriculum mapping, and unit design. Teams of teachers and administrators have worked collaboratively to improve the

LPS curriculum and expand our instructional toolbox. We are confident that LPS educators will continue to be dedicated to this important work in the coming years.

Meanwhile, at the elementary level, faculty members have worked diligently and creatively throughout the district to align their instructional practice with the very latest state and federal learning standards, and have welcomed the new Standards Based Report Card as a way to more effectively communicate student learning with parents. Teachers have had multiple opportunities to collaborate with grade-level colleagues throughout the district and within their own schools, and we plan to offer further opportunities for cross-school planning in the future.

Throughout the district, in their own reflective practice and in their instruction in classrooms, our educators continue to nurture and support continuous learning for their students and themselves, much in the spirit of the research of “growth mindset” based on the work of Stanford University’s Carol Dweck. This way of thinking embraces the idea that our intelligence or talents are not “fixed traits,” but rather abilities that can be developed and nurtured through dedication and hard work. Whether it is our collaboration in Professional Learning Communities, differentiating of instruction in our classrooms, or setting professional practice and student learning goals in our new supervision and evaluation program, we aspire to teach and learn in the spirit of “growth mindset” for ourselves and for our students.

While some of what we have described above may have been previously viewed as discrete and unrelated, it is our belief that these interdependent elements are increasingly being seen as related and integrated into our daily work.

In the summaries provided below, we have provided you with a brief synopsis of the quantity of work completed and highlights of this summer’s work. The documents that have been placed in your school committee packet outline in more detail the specifics of each workshop or summer courses.

SUMMER WORKSHOPS and CATALOG COURSES

You have heard us say many times that while the summer provides staff with well-deserved and well-needed R&R, it also provides our staff with the invaluable resource of uninterrupted time to think, reflect, collaborate, and plan without the obligations of daily routines. Both summer workshop and summer course participants were able to give their undivided attention to the topic or project at hand with tremendous focus and continuity. Teachers report being energized from this work as they enter the new school year with new ideas, lessons, and instructional practices that will continue to support academic excellence. The fact that so many of our staff selected to avail themselves of these offerings, speaks volumes to their dedication and commitment to the teaching profession and their individual practice. The resultant skills development and/or the work produced promises to add enormous value to classroom instruction and curricular clarity in many programs.

As you can see in reviewing the *Summer 2013 Professional Learning Catalog* and the array of workshops offered (see enclosed), tremendous focus was placed on providing teachers with courses designed to increase and improve the instructional repertoire of pedagogical strategies targeted at advancing achievement for all students and providing technological training for teachers in utilizing appropriate hardware and software in diversifying instruction and integrating technology as part of successful teaching practices.

Eighty-six (86) summer workshops focused on curriculum development, instructional practices, units of study in mathematics, literacy, science, and more, along with eighteen (18) supportive course offerings which included a total of 742 staff members.

CONVERGENT LEARNING

When we speak about the ‘convergence’ of the technical training provided through our catalog courses being woven with the resultant adaptation and implementation within our classrooms, there are a number of examples of work from this past summer that immediately come to mind:

Teachers College, Columbia University Writing Institute

Educators from around the world travel every year to Teachers College at Columbia University in New York to study with Lucy Calkins and her staff at The Reading and Writing Project. While at the university, they learn about the very latest research-based methods for literacy instruction, and return to their districts in the fall, both inspired and rejuvenated. This summer, consultants from Teachers College came to Lexington when we created and implemented a “Home-Grown Institute” for our faculty.

This week-long Teachers College Writing Institute brought Lexington elementary teachers and literacy specialists an opportunity to learn from expert staff developers. The courses took place in early July, with each of the two sections being fully-subscribed. Fifty-three (53) classroom teachers and Literacy Specialists then collaborated in eleven (11) individual curriculum development workshops across individual grade levels K-5. Their work was directly correlated to the technical training provided in the Teachers College Institutes, using the skills gained to adapt and innovate our LPS curriculum for the new school year.

Assistive Technology

In response to new Massachusetts legislation, calling for increased teacher instruction on the appropriate use of augmentative and alternative communication (AAC), our assistive technology (AT) specialist, our AAC specialist, and members of our Instructional Technology staff proposed and taught three K-12 courses. One focused on supporting students with AAC needs across the school day; another focused on Universal Design for Learning (UDL) and technology accommodations for literacy instruction. The third course was an introduction to building school-based assistive technology teams. In addition, a comprehensive guide for all faculty members was created which incorporated the strategies discussed in some of these courses.

Connecting Literacy and Inquiry Science

A summer catalog course entitled “*Connecting Literacy and Inquiry Science: Talking Writing and Reading as Tools of Science*” took place with expert consultants Martha Heller-Winokur and Jeff Winokur. Subsequently, a team of seven (7) teachers and the K-5 Science Coordinator met in a summer workshop to scaffold science writing strategies for the three science units at their respective grade levels. In addition, Ms. Winokur is also working with summer course participants to model lessons in their classrooms this fall, and coach teachers in best practices as they implement their new skills.

The Standards for Mathematical Practice

This past spring, two of our elementary mathematics coaches taught a course entitled "*The Standards for Mathematical Practice*," incorporating the latest instructional methods with our revised standards for student learning. This summer, there were nine (9) curriculum development workshops in which these same concepts were integrated into our K-5 grade level curricular road maps.

Mathematics Discourse in the Secondary Grades

One of our high school mathematics teachers has designed a robust course entitled "*Mathematics Discourse in the Secondary Grades*" based on similar standards and practices to the work described above taking place at the elementary level. Mathematical discourse and emphasis on mathematical practice standards are important components of the Common Core Standards. It incorporates the most current research in developing rich, robust discussion and inquiry in secondary mathematics classes. The course has been approved for 3 credits from Endicott College, and will be running this fall and winter.

Blended Learning

A course in *Blended Learning* was offered to Grade 4-12 teachers. Participants in this course became skilled in the meaningful integration of technology, creating rich curriculum and adaptive project-based learning environments. In addition, a science teacher at one of our middle schools proposed a 'blended learning' model for exploring Science content through the National Science Teachers Association SciPacks initiative. Teachers who are participating in this course have worked independently on web-based science content modules created by NSTA, and will be collaborating this fall to share their understandings and content with colleagues.

Lindamood Bell Phoneme Sequencing LiPS Training

Our Special Education Department proposed a course for the summer entitled "*Lindamood Bell Phoneme Sequencing (LiPS) Training*," which provided training using a research-based program that develops phoneme awareness, symbol imagery, and concept mastery. The course was very well-received by participants, and teachers are collaborating in the schools across disciplines to share the technical knowledge that was learned.

Supervision and Evaluation

Well over 390 LPS teachers participated in one of six full-day training sessions sponsored by the district this past summer to prepare for the new DESE Supervision and Evaluation system implementation. As part of their New Teacher Orientation program in August, all new faculty members also received this same training. Sixty administrators participated in two similar full-day sessions. These trainings were organized through the coordinated efforts of LPS Administration and the Lexington Education Association, and reflect our shared goals of fostering professional collaboration, embracing "growth mindset" for all students, teachers, and administrators, and continuously improving student learning at all grade levels.

RETELL

In other professional learning news, a large number of LPS faculty have enrolled in one of the five Sheltered English Instruction (SEI) courses that are being offered by the district (through the MA Department of Elementary and Secondary Education) throughout this coming year, so that they may earn the SEI Endorsement as outlined in the RETELL program. Indeed, our LPS faculty enrollments in these courses have exceeded the DESE-established cap for our district.

DISTRICT-WIDE PROFESSIONAL LEARNING COMMITTEE

While this report is focused on the summer workshops and catalog offerings, it is also important to note that as part of our ongoing mission to provide opportunities for continuous learning for LPS faculty and staff, the District-wide Professional Learning Committee organized a wide array of courses, workshops, and professional training sessions, offered through our three Professional Learning catalogs (Fall, Spring, and Summer). From September 2012 to August 2013, many of our faculty and staff enrolled in these free, after-school offerings. In total, we were able to implement and complete fifty courses, workshops, and trainings, with 767 individual enrollments in all.

We are especially proud to note that of these fifty offerings, more than half (twenty-eight) of the courses and workshops were designed, coordinated, and taught by LPS faculty and staff members. Our colleagues are committed to professional learning that addresses ever-evolving student learning needs, while also providing opportunities for continuous growth and innovation in our professional work throughout the district. By encouraging our 'in-house experts' to propose, develop, and teach graduate-level courses and workshops to their colleagues, we affirm our commitment to the development of teacher leadership at all levels, and have the additional satisfaction in knowing that our courses will have direct connections to our daily practice within the Lexington Public Schools.

We also continue to provide many opportunities for professional learning that are taught by recognized experts in their respective fields, both in school-based settings during the day (with in-class coaching and lesson modeling), and in our optional, after-school course offerings. By creating a 'just right' balance between our homegrown courses and those offered through thoughtful collaboration with our external affiliates, we provide myriad opportunities for professional learning throughout the district and throughout the school year.

The structure of our courses has also evolved over time. We now have more classes that offer 'blended learning' opportunities for faculty and staff, with part of the course work taking place in traditional face-to-face sessions, while other components of the class are 'asynchronous' in an online environment (through the use of wikis, conference boards, and social network applications). In fact, our Lesson Study course that took place this past winter (designed and taught by LPS faculty) involved many of these components, plus peer observations and collaborations across multiple grade levels, from elementary school level through to the high school.

CONCLUSION

As you can see from the enclosures in your packet, the curriculum workshops requested and conducted by teachers and administrators this past summer centered on a variety of subject matters at all levels: elementary, middle, high school, and district-wide endeavors. The work accomplished by participating faculty members has been and will be shared during the coming weeks at building, departmental and/or team meetings so that all parties, teachers and students alike, can collectively benefit from this work. All of these efforts promise to have an on-going impact on the teaching and learning process. Please note that all of this work provided occasions for teachers to work across district to ensure further coherency and consistency in the design and implementation of curriculum and instructional practice.

Deep gratitude is extended to the school committee and the community at large for their endorsement of the importance of professional learning and the financial resources afforded to us in the FY14 budget to continue this work. Much appreciation is also extended to the Lexington Education Foundation for the organization's on-going generosity and support of our educational program. As noted, many significant and well-needed curricular and instructional projects were able to take place. The resultant work will, undoubtedly, add enormous value to classroom instruction and curricular clarity in many programs and reinforce all of those many elements we have outlined in the introductory paragraph.

On Tuesday night, we plan to elaborate further on some of the highlights of the workshops listed in the attached documents and we look forward to answering any questions you might have at that time.

2012-2013 Professional Learning Courses - Completed

CATEGORY	COURSE TITLE	INSTRUCTOR(S)	DATES	INTENDED AUDIENCE	STATUS
Curriculum & Instruction	PD-CI-305 Implementing the Writing Workshop (K-5)	Kathy Dodwell, Teachers 21	October 3, 17 November 7 December 5 January 9	K-5	11 participants (completed)
Curriculum & Instruction	PD-CI-500 Studying Skillful Teaching: Using Data Day to Day (preK-12)	Janice Burres, Research for Better Teaching	January 9, 16, 23 February 6, 27 March 6, 13, 27 April 24 May 1, 8 15	PreK-12	41 participants (completed)
Curriculum & Instruction	PD-CI-507 Responsive Classroom II (K-5)	Lynn Majewski, Northeast Foundation for Children	October 16, 17 November 28 December 11, 20 (1/2 day)	K-5	21 participants (completed)
Curriculum & Instruction	PD-CI-508 Better Beginnings for Lexington Teachers (preK-12)	Erin Maus, Jackie Crowe, Cheryl Tikonoff, Leslie Colby, Len Swanton LPD Faculty	September 19 October 17 November 14 December 5 January 9, 16, 23, 30 February 6, 13 27	PreK-12	31 participants (completed)
Curriculum & Instruction	PD-CI-510 Mentor/Coach Institute	Chuck Christensen	August 7, 8 November 3 December 8 January 31	preK-12	7 participants (completed)
Curriculum & Instruction	PD-CI-LS1 The Power of Collaborative Inquiry: Using "Lesson Study" to Improve Instruction and Reach All Learners (K-12)	Jackie Crowe and Bill Cole, LPS Faculty	October 10 November 28 January 29 Plus 7 asynchronous meeting times and online component	K-12	16 participants (completed)
Curriculum & Instruction	PD-CI-112 Jump Start Your Reading Workshop! (K-5)	Mary Canner, Teachers 21	May 2, 9, 16, 28, 2013 Plus 3 hours asynchronous component	K-5	22 participants (completed)

Curriculum & Instruction	PD-CI-507 Many Ways to Communicate: Supporting Students with AAC (Augmentative and Alternative Communication) Needs Across the School Day (preK-12)	Amy Golding, LPS Faculty	April 23, 30, May 14, 21, 28, 2013 Plus 5 hours asynchronous component	PreK-12	11 participants (completed)
Curriculum & Instruction	PD-CI-508 Universal Design for Learning and Technology Accommodations for Literacy Instruction (K-12)	Rachel Kuberry, Ann Kim Tenhor, Lisah Rhodes, LPS Faculty	February 26, March 5, 12, 19, 26, 2013 Plus 4 hours asynchronous content	K-12	12 participants (completed)
Curriculum & Instruction	Responsive Classroom I	Suzanne Stark, NECC	April 23, 24, May 21, 29, June 4, 2013	K-5	30 participants (completed)
Curriculum & Instruction	PD-CI-901 Introduction to "Blended Learning" - Transforming Classrooms With Meaningful Integration of Technology (6-12)	Grace Magley, ACCEPT Collaborative	March 6, 13 April 3, 10, 24 Plus 6 hours asynchronous component	Grades 6-12	17 participants (completed)
Curriculum & Instruction	PD-CI-510 Mentor/Coach Institute	Chuck Christensen	May 14, 30 August 27, 28 September 25 November 20	PreK-12	17 participants (in progress)
Curriculum & Instruction	PD-CI-509 Introduction to Building School-Based Assistive Technology Teams	Amy Golding and Rachel Kuberry	March 14, April 9, May 7, June 4, 2013 plus 16 hours asynchronous component		13 participants (completed)
Curriculum & Instruction	PD-CI-705 Allies, Achievers, and Risk-Takers	Jan Fovel & Bill Craft, Teachers 21	April 24, May 1, 9, 22, 2013	PreK-5	15 participants (completed)

Curriculum & Instruction	PD-CI-112A Teachers College Writing Institute (K-2)	Katie Wears, Teachers College Reading and Writing Project, Columbia University	July 8, 9, 10, 11, 12	K-2	25 participants (completed)
Curriculum & Instruction	PD-CI-112B Teachers College Writing Institute (3-5)	Chris Lehman, Senior Staff Developer, Teachers college Reading and Writing Project, Columbia University	July 8, 9, 10, 11, 12	3-5	25 participants (completed)
Curriculum & Instruction	PD-CI-500 Studying Skillful Teaching: Using Data Day to Day	Janice Burres, Research for Better Teaching	August 5, 6, 7, 8, 9 October 9 November 13	K-12	19 participants (in progress)
Curriculum & Instruction	PD-CI-505 Responsive Classroom (K-5)	Leslie Cirone, Northeast Center for Children	July 22, 23, 24, 25, 26	K-5	11 participants (completed)
Curriculum & Instruction	PD-CI-901 Introduction to "Blended Learning" - Transforming Classrooms With Meaningful Integration of Technology (6-12)	Grace Magley, ACCEPT Collaborative	August 7, 8, 13, 14 Plus 6 hours asynchronous component	Grades 6-12	6 participants (in progress)
Curriculum & Instruction	PD-CI-902 Moving the Frontal Lobe to the Front of the Class: The Educator's Guide to Executive Function (K-5)	Dr. Chris Kaufman, Kaufman Psychological Services	July 19	PreK-5	52 participants (completed)
Curriculum & Instruction	PD-CI-908 Lindamood Bell Phoneme Sequencing (LiPS) Training (PreK-5)	Lisa Brooks, Commonwealth Learning Center	July 22, 23, 24, 25	PreK-5 Reading Specialists, Gen Ed and Sp Ed Classroom Teachers, ELL, S&L Specialists	17 participants (completed)

Health	PD-HE-1032 CPR/AED for Workplace, Family, and Friends - Complete Certification Course	Eamonn Sheehan, LPS Faculty	November 14 3 hrs	PreK-12	14 participants (completed)
Health	PD-HE-1032 CPR/AED for Workplace, Family, and Friends - Complete Certification Course	Eamonn Sheehan, LPS Faculty	3 hrs	PreK-12	8 participants (completed)
Health	PD-HE-1032 CPR/AED for Workplace, Family, and Friends - Complete Certification Course	Eamonn Sheehan, LPS Faculty	August 12	PreK-12	8 participants (completed)
Mathematics	PD-CI-613 The Standards for Mathematical Practice (K-5)	Amy Burk & Edie Lipinski, LPS Faculty	March 12, 19 April 23, 30 May 14, 21, 2013	K-5	16 participants (completed)
Mathematics	PD-CI-202 Assessing Math Concepts - Overview and Training (K-2)	Megan Hinton, Linda Menkis, Mary Yardley, LPS Faculty	July 25	K-2	12 participants (completed)
Science	PD-SC-614 Deepen Your Science Content Knowledge with NSTA SciPacks (K-12)	David Lawrence, LPS Faculty	June 13 September 12, 26 plus 10 ours of asynchronous learning component	K-12	9 participants (in progress)
Science	PD-SC-615 Connecting Literacy and Inquiry Science: Talking, Writing, and Reading as Tools of Science (K-5)	Jeff Winokur and Martha Heller- Winokur, Consultants and Wheelock College Faculty	July 15, 16, 17 Plus additional session in fall for in- class live coaching	K-5	13 participants (in progress)

Supervision & Evaluation	PD-SE-101A Supervision & Evaluation Training for Teachers	Patricia Grenier, David Castelline, Tracy Mara, Teachers 21	June 25	PreK-12	60 participants (completed)
Supervision & Evaluation	PD-SE-101B Supervision & Evaluation Training for Teachers	Patricia Grenier, David Castelline, Tracy Mara, Teachers 21	June 26	PreK-12	60 participants (completed)
Supervision & Evaluation	PD-SE-101C Supervision & Evaluation Training for Teachers	Patricia Grenier, David Castelline, Tracy Mara, Teachers 21	June 27	PreK-12	60 participants (completed)
Supervision & Evaluation	PD-SE-101D Supervision & Evaluation Training for Teachers	Patricia Grenier, David Castelline, Tracy Mara, Teachers 21	June 28	PreK-12	60 participants (completed)
Supervision & Evaluation	PD-SE-101E Supervision & Evaluation Training for Teachers	Patricia Grenier, David Castelline, Tracy Mara, Teachers 21	July 11	PreK-12	60 participants (completed)
Supervision & Evaluation	PD-SE-101F Supervision & Evaluation Training for Teachers	Patricia Grenier, David Castelline, Tracy Mara, Teachers 21	August 22	PreK-12	60 participants (in progress)
Technology	PD-TCH-813 Exploring the Use of iPads in the Middle and High School Classrooms	Maggie Keeler & Mary Pappas, LPS Faculty	November 7, 21	6-12	18 participants (completed)
Technology	PD-TCH-814 Exploring the Use of iPads in the Elementary School Classrooms	Ann Kim Tenhor & Lisah Rhodes, LPS Faculty	October 23 November 6	PreK-5	14 participants (completed)
Technology	PD-TCH-816 Creating Your Own Classroom Website Using SchoolWires (PreK-12)	Instructional Tech Faculty	October 4, 18 November 1	PreK-12	7 participants (completed)

Technology	PD-TCH-818 The iPad in the Middle School Mathematics Classroom (6-8)	Matthew Rosenthal, LPS Faculty	October 4 November 1, 29	6-8	7 participants (completed)
Technology	PD-TCH-926 Introduction to BookShare Online Module (1-12)	Rachel Kuberry, LPS Faculty	December 21	1-12	8 participants (completed)
Technology	PD-TCH-802 Creating Your Own New and Improved Classroom Websites Using SchoolWires (PreK-12)	Betsy Peterson, LPS Faculty	April 30 May 7, 2013	PreK-12	3 participants (completed)
Technology	PD-TCH-814 Exploring the Use of iPads in the Elementary School Classrooms	Ann Kim Tenhor & Lisah Rhodes, LPS Faculty	March 7, 14, 21, 2013	PreK-5	8 participants (completed)
Technology	PD-TCH-926 Introduction to BookShare Online Module	Rachel Kuberry, LPS Faculty	3 hours online	SPED/ELA Teachers All Levels	1 participant (completed)
Technology	PD-TCH-820 iPads I - Just the Basics (PreK-12)	Ann Tenhor & Mary Pappas, LPS Faculty	August 7	PreK-12	14 participants (completed)
Technology	PD-TCH-820 iPads II - Productivity and Creativity Applications (PreK-12)	Maggie Keelor and Lisah Rhodes, LPS Faculty	August 7	PreK-12	8 participants (completed)
Technology	PD-TCH-820 iPads III - Elementary Applications & Integration (PreK-5)	Ann Tenhor, LPS Faculty	August 8	PreK-5	6 participants (completed)
Technology	PD-TCH-820 iPads IV - Secondary Applications and Integrations (6-12)	Maggie Keelor OR Mary Pappas, LPS Faculty	August 7	6-12	5 participants (completed)

Technology	PD-TCH-824 Introductory Clicker 6 Workshop (PreK-12)	Rachel Kuberry, LPS Faculty	August 28	PreK-12	6 participants (in progress)
Technology	PD-TCH-825 Advanced Clicker 6 Workshop (PreK-12)	Rachel Kuberry, LPS Faculty	August 28	PreK-12	6 participants (in progress)
Unit D	PD-UD-100 Navigating the Chart of Accounts and Other Finance Essentials	TBD, LPS Faculty	November 6	Unit D	24 participants (completed)
Unit D	PD-UD-A: Responsive Classroom for SSPs	Susan Roser, Northeast Foundation for Children	November 6, 3 hours	Unit D	30 participants (completed)
Unit D	PD-UD-B: Responsive Classroom for Instructional Assistants	Susan Roser, Northeast Foundation for Children	November 6, 3 hours	Unit D	31 participants (completed)
Unit D	PD-UD-101 Making Your Work Space Work for You and Excel: Beyond the Basics	Ryan Osterland, WORKSENSE & Kristen Butler, LCE	3 hours	Unit D	21 participants (completed)
Unit D	PD-UD-102 How to Use Statewide Contracts	Mary Ellen Dunn, LPS Faculty	3 hours	Unit D	12 participants (completed)
Unit D	PD-UD-103 Excel: Beyond the Basics - Continued!	Kristen Butler, Lexington Community Education	3 hours	Unit D	14 participants (completed)
Unit D	PD-UD-104 MCC - Online Field Trip and Activity Forms	Wendie Burger, MCC Inc.	3 hours	Unit D	11 participants (completed)
Unit D	PD-UD-105 Records Management	Adrienne Bell, S, C, and M and Deb Harvey, LPS Staff	3 hours	Unit D	14 participants (completed)

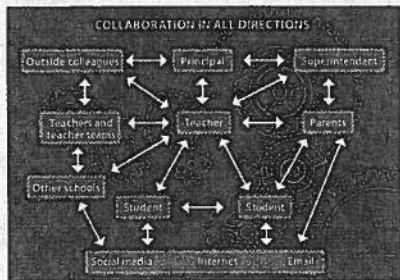
**Summer Workshops
Summer Courses
A Learning Organization
Convergent Learning**

presented by

Carol A. Pilarski and Leonard E. Swanton

Lexington Public Schools
Lexington School Committee
September 24, 2013

A Learning Organization



**A Learning Organization . . .
The Essential Components**

- All students can learn
- A "growth mindset" - *continuous improvement*
- Collaborative Environment
- Equity and Access for all
- A robust Professional Learning program
- Clear, Consistent, Coherent curriculum
- Strategic Instructional Practices
- Common Core, Essential skills, Creativity, Innovation
- Common Assessments & Data to inform Instruction
- Teacher Leadership

OVERVIEW

Summer Workshops

Operating Budget:

- Sixty-Eight (68) workshops- 383 participants

Lexington Education Foundation:

- Eighteen (18) workshops - 117 participants

Supervision & Evaluation - 430 participants

- Six (6) full-day teacher sessions
- Two (2) administrator/supervisor sessions

OVERVIEW . . . continued

Selected Catalog Courses

- Studying Skillful Teaching
- Responsive Classroom
- Blended Learning - Transforming Classrooms with Meaningful Technology
- Deepen Your Science Content Knowledge with NSTA SciPacks
- iPad technology courses

OVERVIEW . . . continued

Catalog Courses

Status Report: September 2012 - August 2013

- LPS Faculty & Staff
- Outside Experts
- External Affiliates
- Blended Learning Opportunities

What Constitutes High Quality Professional Learning?

The highest quality of professional learning is characterized by a strong correlation between *teacher growth and student growth . . .*

&
The successful blending of *theory and practice*

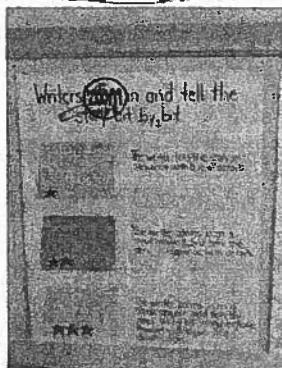
SUMMER HIGHLIGHTS

- Teachers College, Columbia University Writing Institute
- Connecting Literacy and Inquiry Science
- Lindamood Bell Phoneme Sequencing LiPS Training
- Assistive Technology
- The Standards for Mathematical Practices
- Mathematics Discourse in the Secondary Grades
- Supervision & Evaluation
- RETELL (*DESE English Language Learning Certificate of Endorsement*)

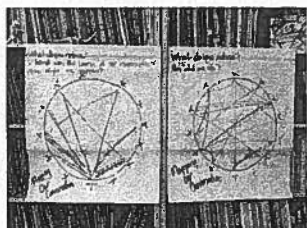
Teachers College Writing Institute



Teachers
College
Writing
Institute



Connecting Literacy and Inquiry
Science



Conclusion

Gratitude & Appreciation

QUESTIONS?

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OLIVERIO

Goal Setting Form

Educator—Name/Title: Paul B. Ash, Ph.D., Superintendent of Schools



Primary Evaluator—Name/Title: Lexington School Committee

Supervising Evaluator, if any—Name/Title/Role in evaluation:

School(s): Lexington Public Schools

Check all that apply¹: Proposed Goals Final Goals Date: _____

A minimum of one student learning goal and one professional practice goal are required. **Team goals must be considered per 603 CMR 35.06(3)(b).** Attach pages as needed for additional goals or revisions made to proposed goals during the development of the Educator Plan.

Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<p><input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team:</p> <p><u>Superintendent's Student Learning Goal</u></p> <p>The Superintendent, in collaboration with other school and district leaders, will work with principals to help them meet nearly 100% of their school learning goals for identified students.</p> <p><i>Key Actions:</i></p> <ol style="list-style-type: none"> 1. The Superintendent, in conjunction with the Office of Curriculum, Instruction, and Professional Learning will support, supervise, and provide resources that will enable principals and other administrators to achieve their student learning goals. 2. The Superintendent, in collaboration with other school leaders, will collect, assemble, and present data on students with high needs, as articulated in their student learning goal. 	<p><input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team:</p> <p><u>Superintendent's Professional Practice Goal</u></p> <p>To advance student learning, the Superintendent, in collaboration with principals and other administrators, will make substantial progress to establish a common understanding of what effective classroom instruction entails, in order to provide quality educator feedback under the new educator evaluation system.</p> <p><i>Key Actions:</i></p> <ol style="list-style-type: none"> 1. The Superintendent will conduct instructional rounds with principals and other administrators and collaboratively share conclusions about the level of practice observed. 2. The Superintendent will debrief with administrators about what was observed: share levels of practice observed, and share ideas for feedback to teachers.

¹If proposed goals change during Plan Development, edits may be recorded directly on original sheet or revised goal may be recorded on a new sheet. If proposed goals are approved as written, a separate sheet is not required.

<p>3. The Superintendent, principals, and district administrators will regularly report, share, and discuss progress made on student learning goals at Administrative Council meetings.</p> <p>4. Based on student data, the Superintendent will support principals and other educators as they develop and implement intervention models designed to meet identified educational needs.</p> <p>5. The Superintendent will use various forums to support these efforts in addressing the student learning goals of each school.</p> <p>6. If necessary, the Superintendent will make recommendations to the Lexington School Committee for additional resources.</p>	<p>3. The Superintendent will support, supervise, and monitor the frequency of visits to classrooms by principals.</p> <p>4. The Superintendent will devote time at leadership meetings to increasing a shared understanding of "proficient" practice discussing observations, case studies, and rubrics</p> <p>5. The Superintendent will review collaboratively the quality of evaluator's feedback to teachers</p> <p>6. The Superintendent will identify, record and share examples of proficient instructional practice that increases inter-rater reliability between and among administrators</p> <p>7. The Superintendent will seek input from educators to ascertain if supervisor feedback is effective</p>
--	---

S.M.A.R.T.: S=Specific and Strategic; M=Measurable; A=Action Oriented;
R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked



Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

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

Tel: (781) 861-2563
Fax: (781) 863-5829
mdunn@sch.ci.lexington.ma.us

To: Paul Ash, Superintendent
From: Mary Ellen Dunn, Assistant Superintendent for Finance and Business
Date: September 20, 2013
Re: School Bus Transportation Preliminary Update

The School Bus Transportation Program has experienced its highest registration at the start of school since 2006. There are currently 2,847 students riding on 61 runs, provided by 25 buses. In addition, we have limited or no wait list. The success of this year's start up can be attributed to the following:

1. School Committee's support for the fee structure of \$300 for on-time registration;
2. Elaine Celi, Transportation Coordinator, and Adrian Leone, Business Office Secretary, worked tirelessly to automate the registration process;
3. The willingness of parents to register online and on time and pay by August 1.

Ridership:

School bus ridership continues to grow. The Flexpass option appears to serve families with middle and high school students. The "Ride After" program for elementary students also appears to be gaining support, and parents are becoming open and comfortable in considering this mass transit model for elementary students.

	FY13 as of 10/24/12	FY14 start 9/18/13	Change
Bowman	293	282	-3.75%
Bridge	218	252	15.60%
Estabrook	219	236	7.76%
Fiske	133	163	22.56%
Harrington	164	175	6.71%
Hastings	161	170	5.59%
Clarke	559	593	6.08%
Diamond	376	379	0.80%
LHS	518	597	15.25%
waitlist	31	0	
Total	2672	2847	6.55%

Safety:

The district needs to review the possible need for additional support at our elementary schools to direct students to the correct bus at release time (“Ride After” or normal route home). The variety of schedules that students have for afterschool programs is a significant challenge to keep up to date.

In addition, bus stop locations continue to be challenged by parents who are seeking door-to-door service. Door-to-door service for a mass transit system such as ours cannot be provided. The staff continues to report sidewalk and visibility concerns to DPW for consideration in their annual maintenance plan. DPW and Police continue to be supportive and responsive to our inquiries about road repairs and allowing buses to continue through construction zones and not alter our routes.

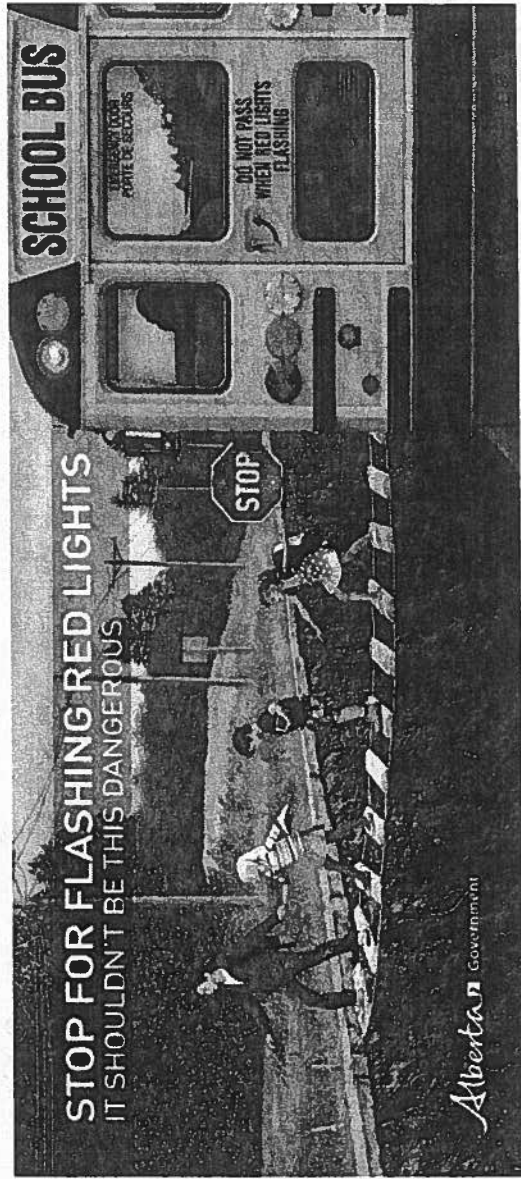
Motorists passing school buses with flashing lights continues to be the most significant safety concern. C&W Transportation is reporting 10-15 violators per week. During the week of September 11, there were five (5) violators reported. The School Transportation Safety Study Committee is recommending to the district administration to begin an education campaign directed towards motorists who pass a school bus with flashing lights. We are considering sending a form letter to the owner of the vehicle informing them of the violation and the our concern for student safety. The letter would be cc’d to the Police Department and to the Registry of Motor Vehicles. In addition, STS has also garnered the Board of Selectmen’s approval to include the attached tax bill insert to be printed in color. C&W Transportation has agreed to reimburse the town for the difference in cost of the color printing.

Financial Update:

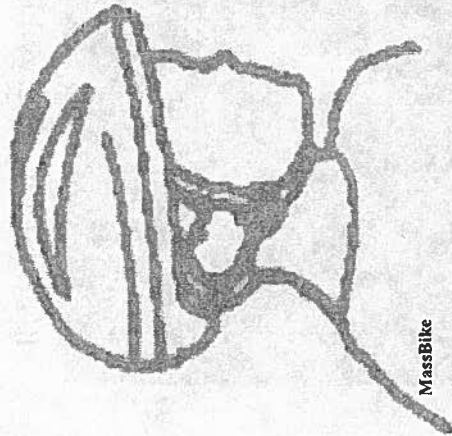
Financial data is still being reviewed for completeness. The program is currently owed approximately \$67,000 from fee based riders. Invoices were mailed this week to families of over 75 students who still owe the balance of their bus pass. We currently have over 150 financial assistance applications to review that are part of the balance owed. We issued passes to all families who applied for assistance, even though a determination has not been made. Should a family be denied, we offer a payment plan for the balance of the year.

The registration process that occurred for this year was an overwhelming success in terms of planning and routing. Extensions were granted when the online registration system crashed.

Best pricing and guaranteed seating for registrations received by the May 11th Deadline			
Register by:	Before July 1st	Before July 1st	After July 1st
Per Seat Cost*	\$500/\$1,250* (\$222 Subsidy)	\$500/\$1,250* (\$222 Subsidy)	\$722/\$1,805 (Actual cost/seat)
Distance Eligible**	\$0 ~ Registration is required.		
After School Bus Option Elementary Only	\$60 ~ Additional Fee - Must also have round trip bus pass. Cannot purchase separately		
FLEXPASS Option LHS & Middle	\$50 ~ Additional Fee- Must also have round trip bus pass. Cannot purchase separately		
<p><i>*FAMILY CAP for 3+ fee paying riders in a family.</i> <i>**Students are eligible for Town Paid Service if they are in Grade K-6 and the distance between home and school is over 2.0 miles ~ Registration is required.</i></p>			



It's the Law – Everywhere! Lexington takes student safety very seriously.



MassBike

16 or Younger HELMETS are the LAW



MA General Law 85 S11B1/2: Any person 16 years of age or younger shall wear a helmet and such helmet shall fit the person's head and be secured by straps at all times.



Traffic & Transportation Safety Update

Mary Ellen Dunn
Assistant Superintendent for Finance and Business Operations,
Traffic Safety Advisory Committee Liaison,
School Transportation Safety Study Committee member and
School Department Emergency Response Coordinator

Overview

- School Committee vote on February 26, 20139 commissioned traffic safety and mitigation study
- Scope of Traffic Study
- Major Findings
- Recommendations and Action Steps

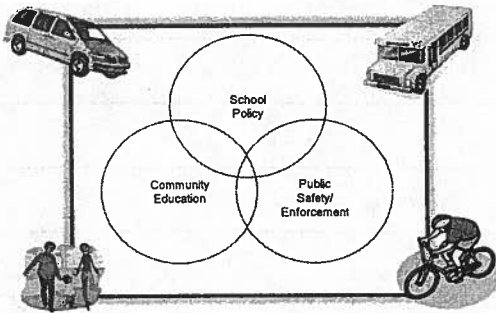
Traffic Study Scope

- Examine:
 - Roadways,
 - Sidewalks,
 - Signage,
 - Crosswalks,
 - Play structures,
 - Public playing fields,
 - Private residential access and
 - School building(s) access
 - Parking for employees, visitors, handicap access, and events

Traffic Study Scope: cont'd

- Stakeholders:
 - pedestrians,
 - bicyclists,
 - school buses & special education vans,
 - private vehicles,
 - delivery trucks,
 - community traffic,
 - public safety vehicles,
 - abutters,
 - School employees, and
 - School Committee and municipal departments

Findings



The District Needs to Create:

- A comprehensive transportation and traffic policy that promotes safety, efficiency, and uniform standards across all schools.
- Procedures for emergency vehicle access to all schools during dismissal.
- An education program for residents, parents, and employees regarding domesticated animals on school property and vehicle idling.

The District Needs to Create:

- A staffing model for arrival and dismissal procedures at schools.
- A master plan, including maps, that show all required signage and traffic patterns at each school.

Recommendations

- Policy Development and Approval
- Further development of site specific traffic safety plans (e.g. procedures, capital enhancements)
- Fund education and enforcement efforts

STATE OF TEXAS

COUNTY OF _____

Know all men by these presents, that _____ of the County of _____ State of Texas, for and in consideration of the sum of _____ Dollars, to _____ in hand paid by _____ the receipt of which is hereby acknowledged, have granted, sold and conveyed, and by these presents do grant, sell and convey unto the said _____ of the County of _____ State of Texas, all that certain _____

STATE OF TEXAS

COUNTY OF _____

Know all men by these presents, that _____ of the County of _____ State of Texas, for and in consideration of the sum of _____ Dollars, to _____ in hand paid by _____ the receipt of which is hereby acknowledged, have granted, sold and conveyed, and by these presents do grant, sell and convey unto the said _____ of the County of _____ State of Texas, all that certain _____

WITNESSETH my hand and seal of office this _____ day of _____ 19____.



Addenda to the School Traffic Evaluation and Preliminary Recommendation Report from WorldTech Engineering

Revised: September 19, 2013

Submitted by

Mary Ellen N. Dunn
Assistant Superintendent for Finance and Business Operations,
Traffic Safety Advisory Committee Liaison,
School Transportation Safety Study Committee member, and
School Department Emergency Response Coordinator

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Overview:

The following addenda are generated as a response and supplement to the World Tech Engineering School Traffic Evaluation and Preliminary Recommendation Report commissioned by the School Committee. WorldTech Engineering of Woburn, MA was hired as a result of the school committee's approval to commission a traffic safety and mitigation study on February 26, 2013. The report highlights the potential impact on community culture and climate around traffic and school access, school committee policy, building practice, school manuals, and capital and budget requests.

Impact of Report Findings:

Enhancement of both the safety and quality of life within school zones, residential neighborhoods, and on school property need to be achieved through the following means:

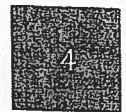
- Education: Increase the neighborhood residents' and parent awareness that there are traffic related safety concerns such as pedestrian/bicycle access, school bus and emergency vehicle access, excessive speeds, non-local (cut-through) traffic, and the potential for accidents.
- Enforcement: Encourage parents and visitors to respect and follow school property traffic policies and arrival and dismissal procedures. Encourage compliance with speed limits on local streets through speed reducing tactics provided by the Lexington Police Department, which include, but are not limited to, traditional enforcement, and the use of speed monitoring devices.
- Engineering: Evaluate the affected street for speeding, traffic volumes, and accidents to determine if traffic calming measures are warranted. Evaluate school property to ensure bus, emergency vehicle, pedestrian, bicycle access is prioritized and vehicle traffic is managed and minimizes queuing on public roadways.

Comment and Review Process:

Initial comment and review of the report was conducted by the following individuals and groups. Their input and review was invaluable for the recommendation of the administration. Their continued partnership in identifying long term infrastructure, policy and procedures will be essential.

- *Principals and Building Administration*
- *School Committee Liaisons*
- *Paul Ash, Superintendent*
- *Mary Ellen Dunn, Assistant Superintendent*
- *Traffic Safety Advisory Committee*
- *School Transportation Safety Study Committee*
- *Police Department Liaison*
- *Dept of Public Works Liaisons*
- *Planning Board Liaison*
- *Transportation Advisory Committee Liaison*

Additional input from the parent community and abutters will need to be part of the next steps in the development of school policy and guidelines as well as any infrastructure recommendations.



Proposed School Committee Traffic Safety and Mitigation Policy

The School Committee and administration strive to ensure overall safety of student, employees, and community members while on school property. The School Committee encourages walking, bicycling, school bus, car pool, and other means of mass transit to access school property. In addition, the School Committee is aware of and understands that traffic conditions on school property and subsequently residential streets abutting school property affect the neighborhoods' livability.

The goal of the School Committee Traffic Safety and Mitigation Policy is to affect driver behavior in order to improve safety and the quality of life for residents, pedestrians, bicyclists, and motorists. In addition, it is to ensure that school traffic plans do not hinder quick response time for emergency service vehicles including fire trucks, police cars, ambulances, and large vehicles such as school buses and trucks used for providing essential municipal, school, and resident services.

The School Committee is responsible for traffic safety and mitigation on school property. Principals are responsible for following school committee policy and for the safe and proper transfer of students to/from home. The Principal's jurisdiction is the management and operations of school grounds and school owned/contracted vehicles. Parents, Guardians, and designated Care-givers are responsible for educating and following all posted policies, regulations, and guidelines for traffic safety and mitigation on and around school property.

Traffic safety and mitigation improvement can be achieved through education, enforcement, and engineered traffic calming programs. Traffic calming is defined as a combination of mainly physical measures that reduce the negative effects of motor vehicle use, alter driver behavior, and improve conditions for non-motorized street users.

The Superintendent will post and maintain a Traffic Safety and Mitigation Policy and guidelines for all school property. Monitor and provide support to Principals and Transportation Coordinator who are implementing the policy and establishing student to parent transfer procedures for the school buildings.

The following procedures shall be enforceable at all times, but with diligence during school hours, 7:00 a.m.-6:00 p.m. (school days, including summer school)

1. All Commonwealth of Massachusetts traffic laws must be followed;
2. All school traffic plans shall be Manual on Uniform Traffic Control Devices (MUTCD) compliant;¹

¹ <http://mutcd.fhwa.dot.gov/>

3. School Traffic Plans, Policies, and guidance will be posted on the district web site for each school location and reviewed annually by the Principal and the Traffic Safety Advisory Committee liaison member for the school department.
4. School Hours are as follows or as posted on district calendar:

Full-Day Schedule		Half-Day/Early Release Schedule	
Grades K-5	8:45 am – 3:15 pm	Release	12:15 pm
Grades 6-8	8:00 am – 2:50 pm	Release	11:45 am
Grades 9-12	7:45 am – 2:25 pm	Release	11:15 am

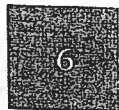
5. Instructions given by school traffic personnel must be followed. School traffic personnel are identified as any individual wearing a lime green traffic vest (OSHA requirement).
6. All traffic safety and mitigation policy elements are enforceable by law enforcement and by extension may be subject to fines and penalties as allowed under town by-law or state traffic codes.

The following actions are prohibited:

- NO PARKING, STANDING, OR WAITING to drop off or pick up students in designated bus lanes;
- No animals on school property under town by-law § 187-96 during arrival and dismissal and no unrestrained animal at any time on school property. All owners are responsible for cleaning up after their animals if they are brought on school property.
- Jaywalking; Use all painted crosswalks for crossing driveways and in parking lots. Avoid illegal or reckless pedestrian crossing of a roadway.
- Exiting a vehicle in a non-curb side lane
- U-turns on school property or adjacent public ways
- Double-parking
- Blocking an intersection in a neighborhood or on school property
- Dropping off or picking up passengers in a driveway or traffic lane
- Horn honking, except as a warning of imminent danger

Please follow these procedures at all times:

- Do not arrive early. See school posted start and dismissal times. Students should not be arriving to school more than 30 minutes ahead of posted start time.
- Do not expect your child to be dismissed before the posted dismissal time. Student learning continues up to the posted dismissal time. Students can take between 5-10 minutes to be ready for boarding vehicles.



- Schedule all afterschool appointments, activities, play dates, etc. 30-45 minutes after the school dismissal time. This will allow enough time for all vehicles to safely travel within Lexington from school to the desired location(s).
- If a curbside location is not available, park your car legally and walk to the school.
- To prevent unnecessary traffic back-ups or delays, students should disembark or embark in an expeditious and safe manner.
- Backpacks, etc., should be readily available, not in the trunk.
- Drivers must always remain in their cars.
- Do not engage faculty or staff in conversation. Traffic and safety are their primary concern at arrival and dismissal. If you wish to talk with a teacher please call the school office and leave a message.
- Traffic officers and school personnel will be on duty daily during arrival and dismissal times. Please direct any problems to them only if there is imminent danger or issues. Otherwise, report your concern to the Principal's office.

Additional options available to principals (this is not an inclusive list):

- License plate numbers may be requested for all vehicles driven by parents, students, and family-designated drivers and registered with the Principal's Office for traffic, parking, and carpooling; (School Department contracted vehicle license plates are on file with the district transportation coordinator.);
- Assign parking spaces for employees;
- Remove illegally parked vehicles or other obstructions from traffic flow areas;
- Not allow cars into the pick-up zone prior to the designated time;
- Use of placard or other signs to identify vehicles picking up students in designated vehicle lanes;
- Establish written transfer procedures from their school to the parent or authorized designee that involves the operation of the school house and supports safe arrival and dismissal of all students and employees.
- Not allow students to be loaded to vehicles in undesignated area
- Discourage or prohibit the use of cell phones or texting while in the drop-off or pick-up lane/zone (active or inactive).
- Removing privileges of parents to pick up their student should the driver's behavior be deemed unsafe to other motorists, employees, or students.

Any changes to posted traffic plans for each school building must go through the following review process before being approved by the School Committee and implemented by the building principal.

Step 1: Recommendation/Issue/Concern to change posted plan must be provided in writing by or to the school principal with documentation of details the situation warrants.

Step 2: School Principal reviews Recommendation/Issue/Concern and completes a work order, assigns to Step 3 for data gathering and recommendation, or moves to Step 4 to make a



correction to the approved plan.

Step 3: Safe Routes to School Committee (each building) and School Liaison to TSAC review and provide recommendation using data collection and other best practices recommendations and submit summary to step 4.

Step 4: Traffic Safety Advisory Committee (TSAC) reviews concern and forwards recommendation or correction to

1. Municipal department for correction (e.g. DPF, DPW, Police, etc), or
2. Board of Selectmen for traffic by-law change or traffic codification change, and/or
3. Superintendent for recommendation to School Committee for building traffic plans or policy change.

Step 5 Board of Selectmen review, comment, or approval based on TSAC recommendation.

And/Or

Superintendent sends recommendation to School Committee for review, comment, or approval based on TSAC recommendation.

Step 6: Board of Selectmen provides direction through Town Manager to DPW, Police, or other municipal department to initiate correction, or update town by-law or local traffic codes.

School Committee provides direction to School Administration and/or Department of Public Facilities to initiate correction or update to the approved traffic plan and policy for the specific building.

Legal References:

1. Manual on Uniform Traffic Control Devices (MUTCD) – FHWA; State Supplement: Massachusetts Amendments to the 2009 MUTCD (January 2012) (PDF, 1.9MB); State Traffic Control Detailed Drawings, Policies, Design Manuals: Massachusetts DOT Highway Division Manuals
2. No Idling: 540 CMR: REGISTRY OF MOTOR VEHICLES (Chapter 386 of the Acts of 2008)
3. Animals on School Grounds: Town By-Laws: § 187-96 Prohibited activities, Clause L. [Adopted 2-9-1981; amended in its entirety 6-27-2011]
4. Section 2 of Article XXVII of the town's General By-Laws

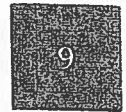
Feedback and Comment to Draft Report

General Comments and Recommendations:

Comments:

The report highlights the need for a formalized and documented traffic safety and mitigation plans. The next steps on the part of the school department is to prioritize some of the following

1. GIS mapping of all sign, crosswalk, parking, codification for easier maintenance by the Department of Public Facilities
 - a. Location of existing bus lanes in and out of schools (either based on school regulations or what is done in practice)
 - b. Bus drop off areas
 - c. Crossing guard locations
 - d. Existing bike rack locations
 - e. Existing crosswalks
 - f. Existing sidewalks
2. Prioritize in-depth studies of each site
3. Incorporate the Safe Routes to Schools Committees under the school department to work with and support the Principal and the TSAC Liaison for the school department.
4. Continue coordinating efforts with the DPW which is finalizing the Town School Zone study.
5. Continue and develop broad based education efforts for traffic safety and mitigation on school property.
6. Delineate enforcement levels for community members, and empower Police department to act in traffic safety situations when called upon.
7. All schools should have consistent visitor and handicap parking rules and spaces.
8. All schools and public buildings should have accessible bike racks at or near the front entrance.
9. Every effort shall be made to segregate pedestrian and mass transit transportation modes from single occupancy vehicles.
10. Every effort shall be made to contain parent traffic within school property and not on public roadways.
11. Update all LPS websites and handbooks, including Lexington Children's Place and the Central Office, with transportation procedures and maps.



Alternate Recommendations:

1. Increase Department of Public Facilities budget to cover cost of the following:
 - a. Installing signs including a mechanism to reclaim payment for signs hit and damaged by motorists, contractor removal, or other means by which the sign disappears;
 - b. Repainting parking lots, driveways, and crosswalks annually;
 - c. Capital Paving Plan to replace, maintain and otherwise ensure pavement is in good and adequate condition (Central Administration circle should not be our standard of pavement on school property. Harrington School, adjacent, should be our standard of pavement quality);
 - d. Landscaping: removing of trees and branches that cover signs, site lines, or create other obstructions to pedestrians, motorist, or bicyclists.

2. Consider employing Traffic Safety Cadets/Officers with similar shifts as Crossing Guards to handle the enforcement of school committee policy, local traffic laws on school property, and function as a support presence for the Principal and staff directing traffic and transferring students to their parent/guardians. These individuals would not be assigned to directing traffic, but to enforcement and education around parking, bad behavior toward our staff, and other traffic related tasks. They do not replace the responsibility of the school employees to provide a controlled transfer of student to parent/guardian authorized transport home. (Estimated cost: \$180 days x \$20 hour x 2 hours x 9 schools = \$ 64,800.00).

3. Pursue the idea of developing a traffic team at all schools. A middle school example would look like the following: consisting of at least 4 people who would work a twenty-minute shift in the morning (7:45-8:05AM) and an afternoon shift (2:45-3:05PM) at the rate of \$20/hour for the duration of the school year. (180 x 40 minutes x \$15 - \$20/hour = \$1,800-\$2,400/year/head or up to \$90,000 per year in stipends for traffic control and duty time.

In addition, at the elementary level, hire an additional position as the above to oversee the Afterschool Activity Program bus offering. These students can change daily and need to be appropriately monitored to be sure they are on the correct bus.

Rationale: These positions would allow each school to have a consistent team of trained individuals to better manage the traffic flow during arrival and dismissal times. Having the same people doing this job all year would ensure that the same rules and regulations are followed. This consistency would make it easier for families and bus drivers to get used to the routine and it would help with the effectiveness of our enforcement of various rules and regulations, thereby increasing the safety for our students.

In addition, having a traffic team outside would ensure that there is always consistent adult presence during these times inside the building. This is especially important as these are times of less structured transition at the middle school level and adult monitoring and presence is essential for maintaining a safe environment for students.

4. Driveways in the front of all school buildings shall be assigned as fire lane access and as such shall only be used by emergency vehicles and modes of student mass transit (school buses, vans, and carpools). Any existing parking located in front of a school shall be re-assigned as handicapped, staff, and 15-minute visitor parking (not school drop off and pick up).
5. Develop a comprehensive LPS transportation and traffic policy, promoting safety, efficiency, and uniform standards across all schools.
6. No Idling: Resolve and educate community on School Air Quality requirements: 540 CMR: REGISTRY OF MOTOR VEHICLES (Chapter 386 of the Acts of 2008)
 - a. "540 CMR 27.00 is adopted by the Registrar of Motor Vehicles pursuant to the authority of M.G.L. c. 90, § 1613. 540 CAR 27.00 governs the operation and idling of all motor vehicles on school grounds. The purpose of 540 CMR. 27.00 is to restrict unnecessary idling time and to govern the time during which a motor vehicle can idle on school grounds, in order to improve and protect school campus air quality. Enforcement of 540 CMR 27.00 is to be undertaken by local law enforcement authorities."
 - b. "7.02; Definitions In addition to the definitions contained in M.G.L. c. 90, § 1, the following definitions shall also apply. School Grounds For the purposes of 540 CMR 27.00, school grounds shall mean in, on or within 100 feet of the real property comprising a public or private accredited preschool, accredited Head Start facility, elementary, vocational or secondary school whether or not in session, and shall include any athletic field or facility and any playground used for school purposes or functions which are owned by a municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility, or playground."
 - c. "27.05: Signage: Each public or private accredited preschool, accredited Head Start facility, elementary, vocational, secondary school, school district or municipality shall erect and maintain in a conspicuous location on school grounds 'NO IDLING' permanent signage as described below.

All such signage shall be sized and contain appropriate sized font so as to be visible from a distance of 50 feet.

NO IDLING.

PENALTIES OF \$100 FOR FIRST OFFENSE AND \$500
FOR SECOND AND SUBSEQUENT OFFENSES
M.G.L. C. 90, § 16B and 540 CMR 27.00
540 CMR: REGISTRY OF MOTOR VEHICLES"

- d. Exemptions of Note:
 - i. "(d) Cool/Hot Weather - School Buses.
 1. If the interior temperature of any school bus is less than 35°F , then idling is allowed to heat the interior of the school bus for a period or periods aggregating not more than three minutes in any 15 minute period during which the school bus is waiting to accept or discharge passengers; or
 2. If the interior temperature of any school bus is greater than 80°F and it is not practical or possible to open the windows or to park in a shaded area,

and the school bus is equipped with air conditioning, then idling is allowed to cool the interior of the motor vehicle for a period or periods aggregating not more than three minutes in any 15 minute period during which the school bus is waiting to accept or discharge passengers."

ii. "(e) Cold/Hot Weather - Motor Vehicles Other Than School Buses.

1. "If the exterior temperature is less than 35°F, then idling is allowed to heat the interior of any motor vehicle other than a school bus for a period or periods aggregating not more than one minute in any 15 minute period during which the motor vehicle is waiting to accept or discharge passengers; or
2. If the exterior temperature is greater than 80°F and it is not practical or possible to open the windows or to park in a shaded area, and the vehicle is equipped with air conditioning, then idling is allowed to cool the interior of the motor vehicle other than a school bus for a period or periods aggregating not more than one minute in any 15 minute period during which the motor vehicle is waiting to accept or discharge passengers."

7. Animals on School Property: Resolve and educate community on the Town by-Law regarding domesticated animals on school property and playing fields. This includes use of playing fields and open areas on school property that may be in use for curriculum and instruction with students, or arrival/dismissal time. Of particular concern is the potential for contact by students, staff and other visitors with allergies to domesticated animals or fecal matter left by animal owners in curriculum and recreational open spaces. Resolve and embrace shared use of abutting conservation, recreation, and school open spaces for all to enjoy and use without putting students and staff in harm's way.
- a. Dept of Recreation Playing Fields and Conservation Paths: School property includes public ways such as playing fields regulated by the Dept of Recreation and walking trails regulated by Lexington Conservation Commission. The regulations governing their use should be respectful of school property rules during school hours and posted as such, including requiring restraint of domesticated animals and maintaining reasonable noise levels. At no time should playing fields or open spaces on school property be used to exercise animals. These spaces are often used for curriculum based activities such as the Big Back Yard. Issues of sanitation are of concern.
 - b. Town By-Laws: § 187-96 Prohibited activities, Clause L. [Adopted 2-9-1981; amended in its entirety 6-27-2011]: "To allow any domestic animal, other than dogs on leash to go upon these grounds. All animals including dogs, are expressly prohibited from school grounds, playgrounds, and playing fields. The exception is a service animal as designated by the American with Disabilities Act."
 - c. Town By-Laws: § 187-97 Compliance required; violations and penalties. Compliance with the foregoing regulations is a condition of the use of these premises. Any person willfully doing any of the things above forbidden shall be punished by a fine not exceeding \$100.
 - d. Section 2 of Article XXVII of the town's General By-Laws requires that a person who owns a dog shall keep that animal under restraint at all times. {source: <http://www.lexingtonma.gov/police/aco/restraint.cfm>}

"No dog owned or kept in this Town shall be allowed to be off the premises of its owner or keeper except in the immediate restraint and control of some person by means of a leash or effective command. The owner or keeper of any such dog that is not restrained or controlled off the premises of its owner or keeper shall be punishable by a fine of up to fifty dollars or the maximum permitted by Section 173A of Chapter 140 of the Massachusetts General Laws, whichever is higher."

Restraint means:

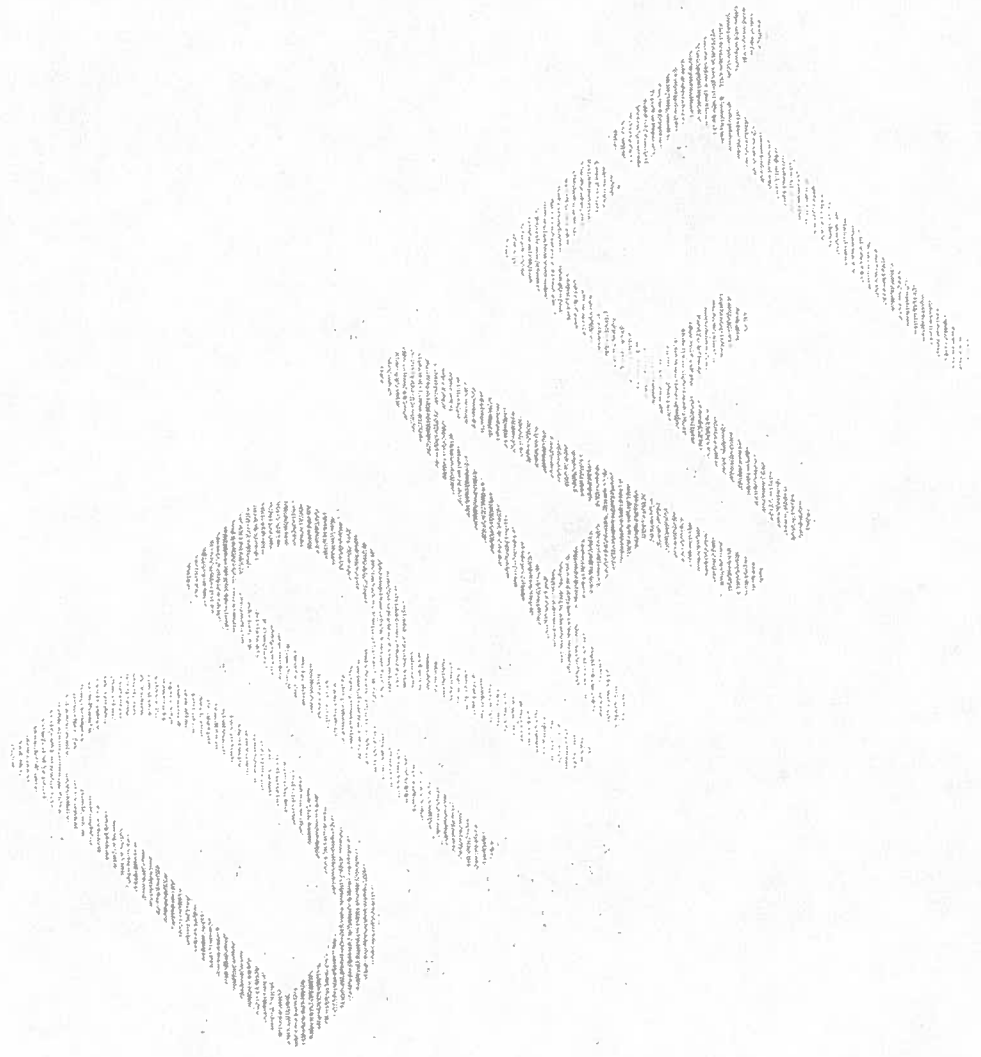
- Physical confinement, for example, as by leash, chain, rope, fence, or within a building.
- Under competent voice control which, if on the owner's property, requires that the owner be present, monitoring the dog's activities. If off the owner's property, the animal must be restrained.
- Under competent voice control when on the property of the owner and the owner is present with the animal and monitoring all of its activities."

Task:

- Write section in student/parent handbooks educating on the restriction of domesticated animals on school property and when domesticated animals are used in relation to the curriculum.
 - Install consistent signage on all school property and playing fields referencing Town By-Laws. Provide and post enforcement guidelines to school/town employees.
 - Install consistent signage on trails that cut through school or public property to notify walkers of by-law and to inform them their animal needs to be under restraint during school hours and to clean up after their animals as it may be a curriculum teaching area.
8. All crossing guards shall park in staff lots and not obstruct sight lines of vehicles.
 9. Label all bus lanes and live drop-off/pick-up areas as such.
 10. All schools shall ask CO for additional staffing if the safety and supervision of students during arrival and dismissal is in question.
 11. Educate parents and staff that "(LPS property) rules apply to everyone" and that Lexington takes student safety very seriously. Staff shall park within school property.
 12. Review with bus and van drivers of the proper protocol for bus lane use and lawful flashers use.
 13. Suggest discussing and identifying any other transportation accommodations that are presently connected to or in the vicinity of the school and offer recommendations to improve connections and encourage usage. (This might dovetail with the study that is looking at the school zones.)
 - a. Trails
 - b. Sidewalks
 - c. Bike Routes

School Building Comments and Recommendations:

Individual school comments and feedback have been provided directly to the Principals to review with their building teams before being incorporated into this report. Once their review is complete this addenda will be updated.



1 **LEXINGTON SCHOOL COMMITTEE POLICY**

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

First Reading: September 7, 2010

Second Reading: August 28, 2012

7 Date Approved by
8 School Committee: _____

10 Signature of Chair: _____

12 Page 1 of 1

13
14 **1.0 Purpose and Acceptable Use**

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

43
44
45 **2.0 Roles**

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

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

8
9 2.3 **Principals** (or designee of the Building Principal) will serve as the building coordinator
10 for all technology systems and network related activities. The building coordinator, in
11 partnership with the Director of Educational Technology & Assessment (and the
12 Director of Technology, as needed) and applicable curriculum leaders, will coordinate
13 building level technology activities. Together they will ensure that staff receives
14 training in the use of all systems and this policy. They will establish a system to ensure
15 that students using any computing resources receive appropriate supervision and
16 understand how to use all systems responsibly.

17
18 2.4 **Teachers**, when using the Internet for instruction, are responsible for selecting materials
19 that are relevant to curriculum objectives and are appropriate for students. Teachers are
20 responsible for monitoring students' online usage while in the classroom and previewing
21 all sites and resources to determine appropriateness to the classroom. Teachers are also
22 responsible for modeling effective and appropriate use of technology. Teachers will
23 teach students about cyber bullying and appropriate responses; appropriate online
24 behavior, including interacting with other individuals on social networking sites; and
25 will assist students in developing the skills to ascertain the reliability of information,
26 distinguishing bias and quality of information as it relates to their research.

27
28 2.5 LPS will develop a coordinated web presence to provide information about the district.
29 LPS will develop and inform parents of expected channels of communication.

30
31
32 **3.0 Access to the System and Resources**

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

44
45 3.2 **Students.** Students will have appropriate access to the Internet and LPS network through
46 the schools' technology equipment.

47
48 3.3 **Other Users.** Guest accounts may be established for, for example, temporary staff (e.g.,
49 long term substitutes, service vendor, interns, student teachers, community education
50 instructors, volunteers). A guest's access may be limited.

1
2 **4.0 Disclaimer**
3

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

10
11
12 **5.0 Ownership/Privacy**
13

14 5.1 The LPS technology systems are the property of the LPS. As such, a user's activities
15 and files are subject to inspection by the administration at any time. LPS has the right to
16 monitor and log any and all aspects of its technology systems including, but not limited
17 to, monitoring Internet usage, file downloads, and all communications. LPS designs and
18 updates its network and computing environment by integrating appropriate controls in
19 support of this policy. Tools used may include, but are not limited to: monitoring
20 devices, content and spam filtering, virus protection, log-on utilities, virtual networks,
21 user access profiles and network security settings.

22
23 5.2 Users should not have an expectation of privacy regarding any use of the LPS
24 technology systems.

25
26 5.3 E-mail that is created or received by a public school employee is a matter of public
27 record and may be subject to public production in accordance with the Massachusetts
28 public records law.

29
30
31 **6.0 Unacceptable Uses**
32

33 6.1 LPS technology systems may not be used for political or social advocacy or solicitation.
34 This prohibition includes fund raising or advocacy for any non-school organization or
35 group.

36
37 6.2 LPS technology systems may not be used for entertainment, illegal purposes (or support
38 of illegal activities), or commercial purposes such as, but not limited to, offering,
39 providing or purchasing goods and/or services for personal use or gain. In addition, the
40 technology systems cannot be used as a public access service or a public forum. As such
41 the district reserves the right to place reasonable restrictions on the materials users can
42 access or post through the LPS technology systems.

43
44 6.3 Users may not use the LPS technology systems to obtain or share information about
45 staff, students or families for any non-school purpose.

46
47 6.4 Users are prohibited from copying copyrighted material without authorization from the
48 copyright holder unless the copies are used for teaching (including multiple copies for
49 classroom use), scholarship or research. If there is uncertainty as to the extent of
50 copyright protection for Internet materials, users must obtain permission to use material
51 from the copyright holder.

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

33 34 35 **7.0 Internet Safety**

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

1 personal or private information on any commercial or other internet media sharing site
2 (e.g., Facebook; Myspace, chat rooms), particularly if these are not school sponsored or
3 hosted sites. The system should not be used to meet or arrange to meet unknown people.
4

5 7.4 When accessing schools resources and data from any systems (including outside the LPS
6 network), staff will use due caution to protect the privacy and integrity of student data.
7

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

10 11 12 **8.0 Data and Control**

13
14 8.1 LPS has the right to re-image any technology device as necessary.
15

16 8.2 LPS is responsible for the provision, installation and maintenance of all software and
17 maintaining proper licensure.
18

19 8.3 No personal data or files may be stored on the local machine or network, which is the
20 property of LPS.
21

22 8.4 The school district provides all users with network accounts and storage. It is the users'
23 responsibility to insure that all files and data are stored on the network servers. The
24 District conducts regularly scheduled backups to prevent against loss or corruption.
25 However, the school district cannot guarantee that all information can be recovered in
26 the event of a catastrophic failure.
27

28 8.5 The district maintains a disaster recovery plan to insure against loss of data and or
29 services.
30

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

34 35 36 **9.0 Hardware/Software**

37
38 9.1 Any and all equipment issued by LPS for use by any user must be treated with due care.
39 We are all responsible for ensuring equipment is not damaged or stolen. Abuse, damage
40 or improper use should be reported immediately to the Building Principal and the
41 Director of Technology.
42

43 9.2 Any LPS owned (or leased) computer or device (including but not limited to laptop
44 computers, netbooks, iPods, iPads, projectors, digital cameras, hand held devices, etc.)
45 that are to be taken off the building premises may be checked out of the library (with
46 standard lending agreements in place) or loaned from the building or district office when
47 (and only when) there is a signed agreement in place which specifies responsibilities and
48 care for the device.
49

50 9.3 Any and all issues or problems related to any hardware, software, system or network
51 must be reported to the technology department using the LPS reporting system.
52

1 9.4 LPS does not provide technical support for equipment brought in from the outside by
2 any user.
3

4 9.5 A user who wishes to use outside technology devices (i.e. technology devices not owned
5 or provided by LPS) on school premises must complete an application form before
6 bringing such outside equipment onto school premises. In addition, the Director of
7 Technology must give advance written permission before any outside equipment is used
8 on school premises. Student users also must obtain advance written permission from
9 their Building Principal and parent/guardian.

10 9.6 Users understand that the district accepts no liability or responsibility for outside
11 equipment brought into the system.
12

13 9.7 The District reserves the right to confiscate or disable any outside equipment that
14 interferes with the operation of the network, systems, or provided services.
15

16 9.8 LPS is not responsible under any circumstances for damage to, or loss of, equipment
17 brought in from the outside.
18

19
20
21 **10.0 Violations**
22

23 10.1 Access to LPS's technology systems is a privilege not a right. LPS reserves the right to
24 deny, revoke, or suspend specific user privileges and/or to take disciplinary action up to,
25 and including, suspension, expulsion (students), and dismissal (staff) for violations of
26 this policy.
27

28 10.2 LPS will advise appropriate law enforcement agencies of any illegal activities conducted
29 using LPS's technology systems. LPS also will cooperate fully with local, state and/or
30 federal officials in any investigation related to any illegal activities conducted through
31 the LPS computing system.
32

33
34 Leg. Ref: Children's Internet Protection Act (CIPA) 47 USC §254
35 Copyright Law 17 U.S.C. Section 107
36

37 Policy Ref: Bullying Prevention and Intervention Plan Policy
38 Harassment
39