



Lexington Town Office Building
Selectmen's Meeting Room
1625 Massachusetts Avenue



John Adams and others wrote an inspirational vision of a well-rounded education for every child in the Massachusetts State Constitution, which was published in 1780. His profound words, in this first document of its kind, became the foundation of the U.S. Constitution, and capture the essence of Massachusetts public schools to this day. "It shall be the duty...in all future periods of this commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them; **especially...public schools,** and grammar-schools in the towns; to encourage private societies and public institutions, rewards and immunities, for **the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and a natural history of the country; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in their dealings; sincerity, and good humor, and all social affections and generous sentiments, among the people."**

Revised_08.20.2018

Lexington School Committee **REGULAR BI-MONTHLY MEETING** December 4, 2018 (7 – 10 p.m.)

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

7:00 – 8:00 p.m.

- Call to order and welcome
- School Committee Announcements
- Congratulations and Celebrations
- Consent Agenda (*itemized on page 2*)
- Community Speak

8:00 – 9:00 p.m.

- Superintendent's Report (see enclosure)
- Presentation: Interface Demonstration by Valerie Viscosi
- New Business
 - Strategic Planning Timeline for Lexington Public Schools
 - Job Description for Director of Safety and Student Equity
- Community Speak

9:00 – 10:00 p.m.

- Unfinished Business
 - Vote on Change in School Start for 2019-20
 - Vote on 2019-20 District Calendar
 - Enrollment update - * Informational Purposes Only
- Critical Items Not Reasonably Anticipated in Advance
- Community Speak
- Adjournment

Welcome and A Few Words about Our "Community Speak."

The School Committee's meeting time is dedicated to strategic priorities and the business of the public schools of Lexington. Lexington has a rich tradition of community involvement and participation, and your insights are needed to make education in Lexington the best for every child. "Community Speak" is an opportunity for the public to present brief comments or to pose questions for the School Committee's consideration. School Committee agendas will provide three (3) "on-the-hour" opportunities to speak, lasting up to 15 minutes in duration. We kindly ask that those offering public input do their best to offer new ideas or suggestions and avoid reiterating points made earlier. Each person is encouraged to sign up in advance for "Community Speak." The Chairperson will ask individuals to limit their comments to a maximum of three minutes, depending upon the number of speakers who wish to speak on a given topic. Those offering public input will be given a friendly reminder when nearing the end of their time limit. We are grateful for your cooperation in helping to make our meetings run smoothly.

The next scheduled meeting of the School Committee is December 18, 2018 - 7:00 p.m., Lexington Town Office Building, Selectmen's Meeting Room, 1625 Massachusetts Avenue



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Selectmen's Meeting Room
1625 Massachusetts Avenue



CONSENT AGENDA

ACCEPTANCE OF DONATIONS/GIFTS

1. Donation sponsor checks from First Robotics for Lexington High School

Move to approve donation checks from First Robotics to Lexington High School in the amount of \$830.00 and \$1,000.00

PAYROLL AND ACCOUNTS PAYABLE WARRANT APPROVAL

1. Accounts Payable Period Ending November 30, 2018 (\$1,774,465.96)
2. Accounts Payable US Bank Ending November 30, 2018 (\$67,642.54)

Move to approve the School Department's accounts payable warrant dated November 30, 2018 in the amount of \$1,774,465.96

Move to approve the School Department's US Bank reconciliations in the amount of \$67,642.54

APPROVAL OF MINUTES

1. October 30, 2018

Move to approve School Committee minutes from October 30, 2018

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: November 30, 2018

REQUESTED MEETING DATE: December 4, 2018

AGENDA ITEM TITLE: Superintendent Report

PRESENTER: Dr. Julie Hackett

SUMMARY: Dr. Hackett will provide School Committee with LPS updates/announcements

WHAT ACTION (IF ANY) DO YOU WISH SCHOOL COMMITTEE TO TAKE?

- No action requested, this is a short update or a presentation of information.
- Request input and questions from the School Committee, but no vote required.
- Request formal action with a vote on a specific item.

If formal action is requested, please check one:

This item is being presented

- for the first time, with a request that the School Committee vote at a subsequent meeting
or
- with the request that the School Committee take action immediately

If formal action is requested:

Include a suggested motion or let _____ know if you need assistance preparing a motion.

SUGGESTED MOTION:

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM: 10 minutes

ATTACHMENTS: Superintendent Report



Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

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Superintendent of Schools

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SUPERINTENDENT'S REPORT DR. JULIE HACKETT - DECEMBER 4, 2018

I. A PROPOSED LATER SCHOOL START IN 2019 - 2020: SUPERINTENDENT'S REFLECTIONS AND RECOMMENDATION

BACKGROUND

In 2014, the American Academy of Pediatrics (AAP) issued the first-of-its-kind policy statement on a serious public health crisis facing America's youth: widespread, chronic sleep deprivation. A growing body of research indicates that early school start times are a contributing factor, and in their policy statement, the AAP urges educators and policy-makers to consider school start times that are no earlier than 8:30 a.m. Furthermore, they note that even a 30-minute delay in school start times could lead to improved safety, academic outcomes, physical and mental health, and a better quality of life. The AAP's policy statement was informed by a wide body of scientific evidence, including 63 references from a number of recent studies.¹

In 2017, all Middlesex League Superintendents signed an agreement to implement a later start by the fall of 2018. Lexington did not implement a later school start in the fall of 2018; however, in the span of a year and a half, the School Committee and administration considered no fewer than twelve later school start options. These options ranged from no cost solutions like "The Flip" (a solution that was considered by some as a radical change to both the elementary and high school schedules and one that may have an adverse impact on working parents and families), to options that ranged in cost from \$1 million to close to \$5 million, to the option being contemplated tonight: a low-cost (\$37,000) option that achieves the desired 45-minute later start for high school students, with minimal impacts to elementary and middle school students.

My official start date as the newly appointed Superintendent of Schools in Lexington was July 1, 2018. I have focused my efforts these past five months on trying to better understand the implications of a later start from all perspectives, and to develop a fair process that allows all voices to be heard and leads the School Committee to a final

¹ American Academy of Pediatrics. Policy Statement: School Start Times for Adolescents. Available at: www.pediatrics.org/cgi/doi/10.1542/peds.2014-1697. PEDIATRICS Volume 134, Number 3, September, 2014.

decision. As I reflect on Lexington's process to date, in many ways it would be easy to put an end to the discussion of a later school start. It is a concept that was passed down from the previous administration, there are significant implementation challenges which translate (at least temporarily) into a significantly increased workload for my administrative team, and now that the possibility of a later start is upon us, students, parents, and teachers appear to be somewhat more conflicted about the issue. However, in matters of great consequence, history and experience teach us that the easy thing to do is not always the right thing to do.

DATA COLLECTION

When a school system is faced with a major decision, how the community feels about the decisions matters. Surveys were given in the fall of 2017; approximately 52.5% of high school staff felt the current school day started too early and 48.2% believed students would perform better with a later start. Just under two thirds or 62.2% of high school students responded they were tired or sleepy at school most days or every day. These data were integrated into the resolution I drafted and the School Committee ultimately passed in August, 2018 (see School Committee Resolution on a Later School Start). The School Committee Resolution offered three assurances: (1) School Committee support for a later school start time for Lexington High School students and their desire to maintain elementary and middle school start times at this time; (2) a willingness to explore the possibility of funding a high-school only later start solution for implementation, should cost-savings and other efficiencies be identified in the next few months; and (3) consideration for implementation in the fall of 2019.

Once the decision was made to focus on a later school start with a possible fall, 2019 implementation, we developed another survey and organized several public forums (including one in Boston) to get a sense of the school community's response to a specific option (see Superintendent's 10-25-2018 Letter). As of December 3, 2018, we received approximately 1,800 survey responses from students, staff, and parents, and results were mixed. Many felt the option currently under consideration was the right choice, but they had a number of questions. Others felt it was the wrong choice, and they identified anticipated obstacles, such as the inability to drop their children off at 8:15 a.m. Given the size of the school community, a sample of 1,800 is relatively small; nonetheless, we learned that parents and community members tend to be more in favor of a later start and high school students and staff tend to be less in favor.

The second survey was intentionally open-ended, as we wanted respondents to be able to share what is on their minds. Several parents and community members noted the health-benefits of a later school start at the high school level. One community member, who identified as a pediatrician, stated that a later start would be a "better fit for high school sleep cycles which leads to better mental and physical health...this is a crucial step toward showing the community that we value our children's health and well-being." A smaller number of respondents expressed concerns about the potential negative impact on younger learners. Students and teachers shared similar views, with one

respondent, who identified as a student, indicating, “The 45-minute delay in start time is just that - a delay. It will not slow down the pace of school, or make kids more relaxed and healthy. Instead, it will just push everything back 45 minutes and we will be left with the same problems we have now.”

Many survey respondents asked that we carefully consider the implementation timeline to allow those who are impacted time to adjust. Through public forums, comments on surveys, and in individual meetings, we heard many positives, as well as a host of challenges and concerns, including the following: METCO elementary students may be adversely impacted by arriving later in Boston, which may cause challenges for students when they re-integrate into their own neighborhoods; elementary parents need to drop off their children at 8:15 a.m. in order to get to work on time; staff members who commute are worried about the impact of the change on their professional and personal lives and wonder if they would have a chance to see their families or volunteer for after school clubs and activities. Others urged us to communicate and coordinate with outside providers and transportation, and they wondered about how the change may impact the start and end times for students in the LABBB Collaborative program. Still others expressed concern about athletic scheduling challenges; the impact on student participation rates in sports; and added costs for the Town Recreation Department, which does not presently have the appropriate lighting for athletic fields. It is worth noting that Middlesex League districts have reportedly received similar feedback, and about half of the districts already have or will soon implement a later school start, including: Burlington (2017); Melrose (2017); Stoneham (2018); Winchester (2018). and Reading (2019).

SUPERINTENDENT’S RECOMMENDATION

It has been my experience that for any controversial decision, a good process always gives us a glimpse of the future and a window into the possibilities. We learn the nuances of the potential benefits and the potential pitfalls of a decision from those who speak out and share their unique perspectives. With respect to the decision before us this evening, we have the benefit of thousands of minds who voiced their opinions on how a later school start time decision may impact them personally. Thanks to the involvement of the Lexington school community, we know more about what is on the minds of our stakeholders than we knew prior to seeking their input. Ultimately, the later school start decision rests with the School Committee, and the question before you is whether to move forward with a fall, 2019 implementation of a 15-minute later school start for elementary students and a 45-minute later school start for high school students.

For all of the associated challenges and unintended consequences of a later school start, what I find most compelling are the simple physiological and biological benefits of a later school start. A considerable body of research exists indicating that an early start is detrimental to the health and well-being of adolescents. We know that delaying the

school start times to 8:30 a.m. aligns our school schedule with the sleep patterns of our high school students “whose sleep-wake cycles begin to shift up to two hours at the start of puberty” (Dr. Judith Owens, Boston Children’s Hospital). We know, too, that a 30-minute later start may drastically improve outcomes for adolescents. With as little as a 30-minute later start, they may be less anxious and moody and more emotionally regulated. With as little as a 30-minute later start, students may improve their cognitive functioning and their attention and alertness while driving, resulting in fewer accidents. With as little as a 30-minute later start, students may have better memory, behavior control, executive functioning, and performance in school, not to mention a better quality of life.

The scientific evidence now available to us suggests that it is impossible for an adolescent to fall asleep much before 11:00 p.m. Science tells us that adolescents are biologically programmed to wake at 8 a.m. or later, which conflicts with later school start times. As a result, we now require Lexington High School students to wake for the day and function during the “circadian nadir,” or their lowest level of alertness during a 24-hour day. I do not know how in good conscience we look past this fact when a feasible alternative solution exists.

As we consider a later school start, we are responding to the American Academy of Pediatrics’ adolescent health imperative, which has been given to educational policy makers and leaders throughout the nation. According to the AAP, “The quest to reduce the high cost of sleep loss in adolescents is not only an important public health issue but one of paramount importance to educators, pediatric health care providers, and advocates for adolescent health. Although many changes over the course of adolescence can affect the quality and quantity of sleep, one of the most salient and, arguably, most malleable is that of school start times.”

A number of studies have demonstrated that early start times impede adolescents’ ability to get a sufficient amount of sleep. In one study of 18,000 students who experienced a change in start times (from 7:15 a.m. to 8:40 a.m.), researchers found that students’ bedtimes after the change were similar; in fact, they gained nearly one additional hour of sleep on school nights during the year of implementation (Wahlstrom et al, 1997).

Naturally, there are no guarantees that we will see such positive outcomes because there are variables that are not necessarily within the school system’s control. To a certain extent, it is the students and families who choose how much time they spend on their studies, how often they participate in private lessons, extra-curricular activities, after-school jobs, and technology use. Researchers stress the importance of continued education and community engagement concerning the need for parents to work with schools to balance the demands, indicating that such an approach may increase the likelihood of success should a later start be implemented. While we cannot influence every decision for students and families, education in Lexington is highly valued, which

widens our sphere of influence. By moving to a later school start we may not completely eradicate stress or adolescent sleep deprivation, but that does not mean we will ever stop trying.

While I am confident that we could be ready for a later school start in the fall of 2019, there are a number of implementation challenges that warrant more time. I also believe it would be beneficial for the school community to have time to grow accustomed to the idea.

Therefore, I recommend the following motion:

To implement a later school start for the 2020 - 2021 school year and include the following changes: (1) adjust Lexington High School start times by 45 minutes to an 8:30 a.m. start; (2) decrease the length of the middle school day by 10 minutes, making it a 6 hour and 40 minute day consistent with Lexington High School; (3) adjust elementary school start times by 15 minutes, moving from an 8:45 to 9:00 a.m. school start; and (4) approve the budgetary increase needed to maintain the 8:15 a.m. drop-off time for elementary parents.

Next Steps

Assuming a motion is passed to move to implement a later school start, I propose the following:

1. Superintendent appoints a Project Manager to oversee the effective implementation of a later school start.
2. Superintendent and administrative team identify the logistical considerations that need to be addressed to ensure the effective implementation of a later school start and develop a Later Start Implementation Timeline.
3. Superintendent works with Director of Research and Planning, to design a study to examine the effectiveness of a later school start. Publicly communicating the outcomes of the study would be added to the Later Start Implementation Timeline.

Reference Materials: American Pediatrics Association Policy Statement; Superintendent's 10-25-2018 Letter; and Later Start Resolution of the Lexington School Committee, August, 2018.

II. Equity Audit in the Lexington Public Schools

On September 25, 2018 the Lexington Administrators Council presented a draft position paper called, "Diversity, Equity, and Inclusion: Our Call to Action." In the draft report, we indicated our intention to act on the advice of community members to engage an outside partner in a district-wide equity audit. While we are still in the process of analyzing feedback from our community reviewers and constituents, early analysis

indicates that the equity audit has been well-received. We are currently in the process of selecting an equity audit partner, and we anticipate having a consultant on board and ready to work with our Joint Council to collect preliminary data at our December 12, 2018 meeting.

Reference Materials: Possible Equity Audit Partners.

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: November 30, 2018

REQUESTED MEETING DATE: December 4, 2018

AGENDA ITEM TITLE: Interface Demonstration

PRESENTER: Valerie Viscosi, Director of Counseling

SUMMARY: Valerie Viscosi will provide a brief demonstration to School Committee members on the Interface Mental Health Referral Service with Lexington

WHAT ACTION (IF ANY) DO YOU WISH SCHOOL COMMITTEE TO TAKE?

- No action requested, this is a short update or a presentation of information.
- Request input and questions from the School Committee, but no vote required.
- Request formal action with a vote on a specific item.

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If formal action is requested:

Include a suggested motion or let _____ know if you need assistance preparing a motion.

SUGGESTED MOTION:

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM: 15 minutes

ATTACHMENTS: Interface flyer



WILLIAM JAMES COLLEGE

INTERFACE Referral Service

Wondering About Mental Health Services?

- What services exist in and around your community?
- How do you navigate the mental health system in Massachusetts?
- Where can you find information about topics related to mental health?

Find answers at the William James College INTERFACE Referral Service

interface.williamjames.edu

William James College INTERFACE Referral Service works to increase awareness of mental health issues impacting children, families, and adults and to facilitate access to appropriate services. Visit the website to learn more about anxiety, depression, divorce, substance abuse, suicide and much more. In addition, helpline services are available in:

Lexington

Call the William James College INTERFACE Helpline

888-244-6843 for resource information and/or provider referrals from a mental health professional.

INTERFACE® is a program of William James College and works in collaboration with the Massachusetts Child Psychiatry Access Project (MCPAP), the Massachusetts Department of Mental Health, and the Massachusetts Department of Public Health Suicide Prevention Program. Contact info@williamjames.edu to learn more about the William James College INTERFACE® Referral Service, including how to bring valuable helpline services to your community.

Resource
Information

Provider
Referrals



WILLIAM JAMES COLLEGE

INTERFACE Referral Service

What to Expect When You Call the Helpline

INTERFACE is a mental health resource and referral Helpline that our community has contracted with to help children, adults and families become connected with mental health and wellness resources. Below, please find some information about what you can expect when you call the INTERFACE referral Helpline and are working through the referral process.

- **Intake**- When you call, you will speak with a resource and referral counselor and you will be asked to complete a confidential intake. You will be asked for some basic contact information, information about yourself or your child, your insurance information, your or your child's availability to meet with someone, and general information about what you are concerned about. The length of time to complete the intake varies but should take about 15-20 minutes.
- **Making a match**- After the intake is completed, you will be assigned a case number for use as your reference in calls with INTERFACE. This is to protect your confidentiality. INTERFACE counselors begin a search for a match by utilizing a tailored search process in the database, as well as other resources to find the service you have requested. You can expect that your resource and referral counselor will be in touch with you in the first few business days after your call to update you on the status.
- **Providing matches**- Once a match has been identified, an INTERFACE counselor will call you and/or email you the information including the provider's name, credentials, location, and phone number. The INTERFACE counselor may also provide links to guides on our website that may be helpful, including information about how to choose a mental health provider. The INTERFACE Referral Helpline is committed to making a match within two weeks of receiving the intake, and counselors usually provide you with 2-3 matches.
- **Following-Up**- After you have received the matches, one of the INTERFACE counselors will follow up with you within 2 weeks to see if you have been able to connect with the provider(s), and if so, how it is going. INTERFACE Referral Helpline is committed to honoring your voice and choice, and will follow-up with you until you feel you have found a successful match. The number of times you receive a follow-up may vary depending on how quickly a match is made.
- **Closing a referral**- Once you feel you have found a successful match, the INTERFACE referral counselor will close the referral process with you. However, if you need additional support in the future for other referrals or if the match does not work out for some reason, please know that you can always call the Helpline again.

Throughout the process, the Helpline is available to you from Monday through Friday from 9am to 5pm, and if you do not reach a person when you call, please leave a message as we do check it regularly and return calls very quickly. All you will need to reference is your case number, and anyone who answers will be able to provide you with information, update you about your referral, or assist you. Please review the very extensive website at <http://interface.williamjames.edu/> for additional information.

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: November 30, 2018

REQUESTED MEETING DATE: December 4, 2018

AGENDA ITEM TITLE: Strategic Planning Timeline for Lexington Public Schools

PRESENTER: Dr. Julie Hackett, Superintendent

SUMMARY: Dr. Hackett will provide School Committee with a strategic planning timeline for Lexington Public Schools

WHAT ACTION (IF ANY) DO YOU WISH SCHOOL COMMITTEE TO TAKE?

- No action requested, this is a short update or a presentation of information.
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- Request formal action with a vote on a specific item.

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or

with the request that the School Committee take action immediately

If formal action is requested:

Include a suggested motion or let _____ know if you need assistance preparing a motion.

SUGGESTED MOTION:

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM: 15 minutes

ATTACHMENTS:



Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

Julie Hackett, Ed.D.
Superintendent of Schools

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A PROPOSED STRATEGIC PLANNING TIMELINE FOR THE LEXINGTON PUBLIC SCHOOLS NOVEMBER 11, 2018

PHASE I: COMMUNICATION (November - January, 2019) <i>*please note: all dates, times, and activities subject to change</i>		
Date	Action	Description
11/13/2018	Superintendent submits a strategic planning goal to the School Committee for approval.	At the School Committee's request, the superintendent submits a strategic planning goal for consideration and approval.
12/03/2018	Superintendent meets with members of the Strategic Planning Team to discuss planning efforts.	Members of the core Strategic Planning Team are those typically involved in ongoing district planning efforts, including Assistant Superintendent for Curriculum, Instruction, and Assessment, the Director of Professional Development, and the Director of Research and Planning.
12/04/2018	Draft strategic planning overview and timeline presented to the School Committee for approval. SC identifies Synthesis Team representatives.	Superintendent gives School Committee a presents a brief overview of the proposed strategic planning process, making any necessary adjustments. SC identifies two members to serve on the Synthesis Team.
12/14/2018	The Superintendent and the Strategic Planning Team recruit and organize the first Synthesis Team	Superintendent selects a small group, comprising three teachers, two School Committee members, three principals) whose task it will be to collect, analyze,

	<p>meeting. The ST meets on the second Friday of every month from December through August, and more when needed.</p>	<p>and synthesize all forms of strategic planning data to inform the final draft of the Lexington Strategic Plan. The Synthesis Team (ST) reports to the Superintendent and the Strategic Planning Team (SPT).</p> <p>The ongoing role of the ST will be to identify patterns, themes, and questions for further exploration. The Superintendent will work with the ST to co-construct strategic planning frameworks that reflect our school community members' views and will be presented to stakeholders for feedback.</p>
<p>12/20/2018</p>	<p>Diversity, Equity, and Inclusion (DEI) Community Input Team. Once the initial DEI-CIT meeting is held, a monthly schedule will be produced and incorporated into the strategic planning timeline.</p>	<p>Superintendent and Strategic Planning Team convene the Diversity, Equity, and Inclusion Community Input Team. The overarching purpose of the DEI-CIT is to develop the "Equity" or "DEI" strand of the strategic plan. Since the equity work is an important community endeavor, The DEI-CIT is designed so we can work closely with representatives from various community groups, including but not limited to: Association of Black Citizens of Lexington, Chinese American Association of Lexington, Human Rights Commission, Commission on Disabilities, LexPride, SEPAC, Union leaders, etc. Smaller CITs focusing specifically on one facet of diversity, equity, and inclusion (as defined in the DEI position paper) also will be formed. Team leaders will be appointed by the Superintendent, and each team will report their progress to the DEI Community Input Team.</p>

12/21/2018	Create a communications strategy and an LPS Strategic Planning Process Press Kit.	<p>Letter from Superintendent and School Committee announcing the development of a strategic plan and inviting widespread public participation in the process. Begin to discuss plans with community groups and at School Committee meetings to create public awareness of the LPS Strategic Planning process.</p> <p>Develop a communication campaign that engages a variety of media, including: newsletters, short videos, LexMedia, Twitter, email blasts, etc.</p>
01/01/2019	Hire a Communications Specialist.	With the FY 2019 funds allocated for strategic planning, hire a communications specialist to prepare newsletters and communications to keep the school community apprised of ongoing efforts.
01/01/2019	Develop paid jobs or internships for students to serve as members of the Student Communications Team for the Lexington Strategic Plan.	<p>In an effort to engage students in the strategic planning process at the onset, and to provide authentic, real-world experiences, advertise positions and create an 8 – 10 person “Student Communications Team” to help publicize the strategic planning effort of the Lexington schools.</p> <p>With the FY 2019 funds allocated for strategic planning, In an effort to teach students valuable skills for the future, students will interview for paid positions with the Director of Human Resources and members of the Synthesis Team and/or Strategic Planning Team. All students will be given feedback on what worked in their interview and what they may wish to work on in the future. Student Communication Team members</p>

		<p>will report directly to the Superintendent and a designated member(s) of the Strategic Planning Team or an Advisor.</p> <p>Human Resources will post the positions, and students will apply for the internships. Students will receive assignments and get debriefed on upcoming events. For example, students may be hired to be videographers to videotape the strategic planning process from start to finish. Student writers may be hired to cover the strategic planning process every step of the way. Student social media ambassadors may be hired to blast information about the strategic planning process to the school community via social media. Students on the SCT also will help to coordinate events and develop presentations to update the Lexington School Committee during each phase of the strategic planning process.</p>
01/09/2019	<p>Superintendent and Strategic Planning Team works with the Joint Council to begin building the foundation for the Strategic Plan of the Lexington Public Schools.</p> <p>The anticipated outcomes of the meeting include the following: (1) co-construct a repository of existing data to avoid “reinventing the wheel”; (2) a shared</p>	<p>Joint Council members bring copies of existing data from multiple sources that may inform the strategic plan. Multiple sources of data may include: high school visioning documents, School Improvement Plans, memos, previous strategic plans, innovations that were once tried but not taken to scale, etc. Data will be sent electronically to the Strategic Planning Team in advance of the meeting.</p> <p>Superintendent and Strategic Planning Team gives Joint Council members (approximately 80 administrators) an overview of the strategic planning process/timeline, the architecture of a</p>

	<p>understanding of the importance of a strategic plan; (4) awareness of the elements and architecture of a strategic plan; (5) consensus on the style and format of the strategic plan; and (6) Keep-Lose-Dream-Innovate! Activity.</p>	<p>plan, and various styles and formats from which to choose.</p> <p>Joint Council members examine the purpose of strategic planning, debate the value of a strategic planning process, and explore how a strategic plan could potentially benefit the Lexington schools. Joint Council members review various strategic plans, weighing in on styles and formats until the group reaches consensus on the preferred framework.</p> <p>All educators have a professional development day on 1/10/2019. JC members will lead their respective teams through a session similar to the one they experience on this day to make strategic planning a grass-roots, district-wide endeavor.</p>
01/10/2019	<p>Joint Council members lead Lexington Public School faculty members in activities that begin to build the foundation for the Strategic Plan of the Lexington Public Schools.</p>	<p>During this district-wide, half-day professional development day, Joint Council members will lead the educators whom they supervise in an activity similar to the one they experienced the day before to develop (1) co-construct a repository of existing data to avoid “reinventing the wheel”; (2) a shared understanding of the importance of a strategic plan; and (3) awareness of the elements and architecture of a strategic plan. They will also share the preferred style and format of the strategic plan with those on their team.</p>
01/11/2019	<p>Synthesis Team</p>	<p>The ST begins the process of identifying multiple sources of existing data and information that may be used to inform the strategic planning process.</p>

02/05/2019	Phase I Update to School Committee.	Student Communications Team, Synthesis Team, and Strategic Planning Team will prepare a Phase IV Strategic Planning Update and PowerPoint presentation for the School Committee.
PHASE II: DATA GATHERING (February - May)		
02/01/2019	Design and disseminate a Lexington Strategic Planning Survey.	Superintendent and the Strategic Planning Team work collaborate with the Director of Research and Planning to design a Lexington Strategic Planning Survey to capture from as many stakeholders as possible their thoughts and impressions about what works, what doesn't work, and what we can do make our Lexington schools even better, and any innovations we might explore.
02/06/2019	Keep-Lose-Dream-Innovate! Interactive Workshop #1: <u>Boston Students and Parents</u>	Superintendent and members of the Strategic Planning Team travel to Boston to meet with students and parents and hold a "Keep-Lose-Dream-Innovate!" interactive workshops as a first step toward crafting a collective vision, mission, goals, and strategies for the future. The interactive workshop will be designed to examine what works in Lexington, what doesn't work, what we can do to make our schools even better, and any educational innovations we might wish to explore.
02/06/2019	Keep-Lose-Dream-Innovate! Interactive Workshop #2: <u>Parents & PTO Presidents Council (PPC)</u>	Superintendent and members of the Strategic Planning Team meet with parents in the PPC. See parent description above.

TBD	Keep-Lose-Dream-Innovate! Interactive Workshop #3: <u>English Language Learner Parents</u>	Superintendent and members of the Strategic Planning Team meet with parents of English Language Learners. See parent description above.
TBD	Keep-Lose-Dream-Innovate! Interactive Workshop #4: <u>SEPAC Parents</u>	Superintendent and members of the Strategic Planning Team meet with parents of students with special needs. See parent description above.
02/08/2019	Synthesis Team (with support from the Strategic Planning Team)	Begin to code and identify patterns, themes, and emergent questions that arise from the multiple sources of existing data and the data collected to date. Sketch out possible strategic planning frameworks.
TBD	Keep-Lose-Dream-Innovate! Interactive Workshop #5: <u>Community Forum Morning Session</u>	<p>Following the same structure as the aforementioned K-L-D-I! Interactive Workshop, Superintendent and members of the Strategic Planning Team hold two Community Forums to give community members an opportunity to weigh in on the strategic planning, following the same structure as previously mentioned (see description above). Those who are unable to make either of the meeting dates will be encouraged to complete the survey to provide input.</p> <p>Invitations will be sent to all, including those who attended the Superintendent's Meet and Greets in the fall, as they expressed interest in being part of the strategic planning effort.</p>
TBD	Keep-Lose-Dream-Innovate! Interactive Workshop #6: <u>Community Forum Evening Session</u>	See community forum description above. Community Forums will be held at the Community Center.

TBD	Keep-Lose-Dream-Innovate! Interactive Workshop #7: <u>Elementary Students</u>	Superintendent and elementary principals host a “student-friendly” version of the K-L-D-I! Workshop. With written parental permission, a diverse focus group of elementary students from our six elementary schools will be bused to one location to participate in the workshop. We will encourage student voices and engage our youngest students in conversation about what they think works in Lexington, what doesn’t work for them, and what kinds of things they dream about that would make their schools even better. Students will be asked to participate in station-learning activities, where they will draw pictures of their vision, write poetry, and maybe even get an on-camera interview with their Principal, the Superintendent of Schools, or a Strategic Planning Team member.
TBD	Keep-Lose-Dream-Innovate! Interactive Workshop #8: <u>Middle School Students</u>	See above. Follow the same process for middle school students.
TBD	Student-Led Keep-Lose-Dream-Innovate! Interactive Workshop #9: <u>High School Students</u>	With the support of the Superintendent and the High School Principal, the Student Communications Team members will lead high school peers in their own version of a “Keep-Lose-Dream-Innovate!” activity. High School students also may have an opportunity to get an on-camera interview with their Principal or Superintendent.
03/07/2019	Keep-Lose-Dream-Innovate! Interactive Workshop #10: <u>Elementary Faculty and Staff</u>	Superintendent and Elementary Principals hold a forum to engage elementary faculty and staff in a “Keep-Lose-Dream-Innovate” activity as a first step toward crafting a collective

		<p>vision, mission, and goals for the future. The interactive workshop will be designed to engage faculty and staff in examining what works in Lexington, what doesn't work, what possibilities exist, and any future educational innovations we might wish to explore.</p>
03/07/2019	Synthesis Team (with support from the Strategic Planning Team).	Continue to code and identify patterns, themes, and emergent topics or questions that arise from the multiple sources of existing data and those data collected to date. Begin to sketch out possible strategic planning elements and frameworks.
03/07/2019	Keep-Lose-Dream-Innovate Interactive Workshop #11: <u>Middle School Faculty and Staff</u>	See faculty and staff description above. *Please note: if possible, faculty meetings will be combined, so both middle school staffs can come together for one meeting.
03/07/2019	Keep-Lose-Dream-Innovate! Interactive Workshop #10: <u>High School Faculty and Staff</u>	See faculty and staff description above.
03/15/2019	Synthesis Team Meeting (with support from the Strategic Planning Team).	Examine the multiple sources of existing data and continue to provide feedback to the Strategic Planning Team on the coding, identification of patterns, themes, emergent topics and/or questions that arise. The SPT continues to sketch out possible strategic planning elements and frameworks.
04/12/2019	Synthesis Team Meeting (with support from the Strategic Planning Team).	Examine the multiple sources of existing data and continue to provide feedback to the Strategic Planning Team on the coding, identification of patterns, themes, emergent topics and/or questions that

		arise. The SPT continues to sketch out possible strategic planning elements and frameworks.
05/21/2019	Phase II Update to School Committee.	Student Communications Team, Synthesis Team, and Strategic Planning Team will prepare a Phase IV Strategic Planning Update and PowerPoint presentation for the School Committee.
PHASE III: PLAN DEVELOPMENT, REFINEMENTS, AND MEASUREMENTS (May - August)		
05/01/2019	Superintendent establishes a Planning Team for The Launch.	Engage educators and community members with an interest in event planning to assist with the “big reveal” of the Lexington Strategic Plan on opening day. Utilize FY 2019 allocated strategic planning funds for the launch.
05/10/2019	Synthesis Team	<p>Review and finalize draft vision, mission, and core values to begin sharing out for feedback.</p> <p>Discuss a process to utilize during the Joint Council Meeting in May and the Focus Group meetings in June.</p>
05/16/2019	Joint Council Meeting	<p>The Superintendent, Synthesis Team, and the Strategic Planning Committee share a draft vision, mission, and core values based on data gathered. JC members weigh in on the drafts.</p> <p>To what extent does the vision as written help us see a preferred future? To what extent does the mission as written convey a sense of organizational purpose? To what extent do the core values as written</p>

		<p>reflect who we are and what we care most about in the Lexington schools?</p> <p>What words or phrases resonate? What words are off-putting or should be eliminated? What concepts and ideas are we missing entirely?</p>
TBD	Synthesis Team and the Strategic Planning Team	Takes the input of the Joint Council members and continues the revision and refinement process.
05/29/2019	Joint Council Meeting	<p>Superintendent and Strategic Planning Team provide an overview of the Strategic Planning process by sharing PowerPoint. The 77 administrators in the Joint Council will use the time to collaborate on the development of goals, strategies, and indicators of success.</p> <p>Assign administrators to small groups (7 or 8 per group) and provide each with an assigned core value, sample goal and sample objective. Ask groups to review and add to this information.</p>
TBD	Convene a Student Focus Group.	Superintendent, Student Communications Team, and Synthesis Team members review timeline and strategic planning efforts to date via a PowerPoint. The SCT will co-plan the meeting that will be geared to upper middle and high school students.
TBD	Convene a Teacher Focus Group.	Superintendent and Synthesis Team reviews timeline and strategic planning efforts to date via a PowerPoint. The meeting will be open to all, and teachers

		representing all 10 schools will be invited to weigh in on a draft strategic plan.
TBD	Convene a Parent/Community Focus Group.	Superintendent and Synthesis Team reviews timeline and strategic planning efforts to date via a PowerPoint. The meeting will be open to all, and parents and community members will be invited to weigh in on a draft strategic plan.
TBD	Strategic Planning Team and Synthesis Team hold a "Measurements" Meeting.	Discuss any outstanding alignment issues or challenges encountered. Discuss alignment and how the architecture of the plan influences how we will identify measures. Review measures or outcomes in the draft and discuss approach. Will we link back to broad measures, to strategies, or to both? How will we know if we have been successful?
08.06.2019	Phase III Update to School Committee.	Student Communications Team, Synthesis Team, and Strategic Planning Team will prepare a Phase IV Strategic Planning Update and PowerPoint presentation for the School Committee.
PHASE IV: LAUNCH (FIRST DAY OF SCHOOL, AUGUST, 2019)		
TBD	Strategic Planning Committee (with input from the Synthesis Team members).	Consider feedback from "measurements" meeting. Consider feedback from focus groups. Finalize vision, mission, and core values.
TBD	Strategic Planning Committee (with input from the Synthesis Team members).	Revisit vision and mission statements. Finalizes goals, strategic areas of focus, and measures. Continue to work to address the following questions for each goal: Where are we? Where do we want to be?

TBD	Strategic Planning Committee (with input from the Synthesis Team members).	Discuss developing a rationale and adding quotes to sections to provide further clarity. Review “big ideas” that we wanted to convey in the rationale. Review the draft Strategic Plan and consider what is missing and what parts of the draft do not belong. Finalize Lexington Strategic Plan.
TBD	Synthesis Team	<p>Synthesis Team members respond to each strategic area of focus, answering the following questions:</p> <ul style="list-style-type: none"> ● What is your initial reaction? ● Do goals, measures, strategies and indicators of success align with our core values, vision and mission? ● Are there any high leverage, substantive strategic areas of focus, goals, measures, strategies or indicators of success missing? ● What might you delete and what is the rationale?
TBD	Strategic Planning Team	Review the planning process and stakeholder involvement. Finalize strategic plan using input from Synthesis Team. Discusses next steps in the process.
09.17.2019	Phase IV Update to School Committee.	Student Communications Team, Synthesis Team, and Strategic Planning Team will prepare a Phase IV Strategic Planning Update and PowerPoint presentation for the School Committee.

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: November 30, 2018

REQUESTED MEETING DATE: December 4, 2018

AGENDA ITEM TITLE: Job Description for Director of Safety and Student Equity (DRAFT)

PRESENTER: Dr. Julie Hackett, Superintendent

SUMMARY: Dr. Hackett will provide School Committee with a draft copy of the job description for Director of Safety and Student Equity

WHAT ACTION (IF ANY) DO YOU WISH SCHOOL COMMITTEE TO TAKE?

- No action requested, this is a short update or a presentation of information.
- Request input and questions from the School Committee, but no vote required.
- Request formal action with a vote on a specific item.

If formal action is requested, please check one:

This item is being presented

- for the first time, with a request that the School Committee vote at a subsequent meeting
or
- with the request that the School Committee take action immediately

If formal action is requested:

Include a suggested motion or let _____ know if you need assistance preparing a motion.

SUGGESTED MOTION:

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM: 10 minutes

ATTACHMENTS: DRAFT Job Description

TITLE: DIRECTOR OF SAFETY and STUDENT EQUITY

JOB GOAL: Consistently using an equity lens, the Director shall coordinate safety-related activities with school and community officials, where appropriate, for the purpose of ensuring that school safety needs are communicated and addressed and will act as the civil rights coordinator for all student involved issues and services in the district, including but not limited to: conflict resolution, coordination of student services, and the evaluation of effective practices.

PERFORMANCE RESPONSIBILITIES:

1. Oversees and coordinates all aspects of school safety, including the evaluation of school-based safety needs and equipment, training, implementation and a consistent and orderly approach to fire and evacuation drills.
2. Ensures equitable access and inclusion for all students and families and actively works to ensure that our diverse student body is reflected in a wide variety of extra- and co-curricular programs, working with administrators to achieve student participation goals.
3. As civil rights coordinator, works with building and central office administrators to investigate and impact student complaints in accordance with school committee policy and state and federal laws.
4. As appropriate, acts as a liaison to community groups and engages in actively advocating, promoting, and securing the civil rights of all persons, with a particular emphasis on the students and families within the school system.
5. Oversees, coordinates, and advises on a wide variety of student wrap-around services, including, but not limited to: anti-bullying, suicide prevention programs, child study services, truancy prevention and attendance matters, mental health initiatives, school health services, central registration, student transfer requests and processes, discipline processes, and related parent education programs for the purpose of delivering services which conform to established guidelines and regulations.
6. Oversees special projects and/or conducts programmatic reviews, acting as a resource to school building and district administrators (e.g. student support services, special permission requests, athletics, awareness and prevention programs, safety and crisis intervention, Title IX, etc.) for the purpose of carrying out and achieving objectives within each area of responsibility.
7. At the direction of the Superintendent, becomes involved in district initiatives which can include but not be limited to redistricting, school calendar, implementation of new protocols and procedures as well as other initiatives.
8. Works with building leaders and others to assess student-related incidents and troubleshoot parental complaints (e.g. safety issues, transportation routes, concerns of caregivers, etc.) for the purpose of resolving or recommending a resolution to the situation.
9. As appropriate, works with the Assistant Superintendent of Finance and Operations to monitor budget and resource allocations to ensure equitable distribution related to class size, caseload and flexible assignments.
10. As appropriate, works with the coordinator of grants to apply for and attain grants related to student services, and institutes cost effective practices to demonstrate responsible fiscal control over program budget.

11. In collaboration with the Assistant Superintendent for Finance and Operations, coordinates and monitors regular transportation activities to ensure the safe and efficient transportation of students.
12. Organizes, coordinates, and assists in program reviews, audits, and surveys, and prepares a wide variety of materials (e.g. transportation budget, route report, state reporting, etc.) to assist the organization in maintaining compliance.
13. As a member of the district Administrative Council, facilitates and participates in meetings, workshops and seminars for the purpose of conveying and/or gathering information required to perform functions.
14. Performs all other duties in accordance with district needs and as assigned by the Superintendent of Schools.

TERMS OF EMPLOYMENT:

Period of Employment: Full year

Non-union

Salary to be negotiated

Reports to the Superintendent

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the School Committee's policy on evaluation of professional personnel.

QUALIFICATIONS:

- Minimum of a Master's Degree or CAGS from an accredited college or university
- Massachusetts Department of Elementary and Secondary Education License – Director preferred.
- Minimum of five (5) years of successful experience in education in one of the allied areas of Pupil Personnel Services and experience as a Supervisor, Director, and/or Principal.
- Knowledge of Massachusetts General Law, State and Federal laws, which applies to the programs under the supervision of this position
- Such alternatives to the above qualifications as the school system may deem appropriate.

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: November 30, 2018

REQUESTED MEETING DATE: December 4, 2018

AGENDA ITEM TITLE: Vote on Change in School Start for 2019-20

PRESENTER:

SUMMARY:

WHAT ACTION (IF ANY) DO YOU WISH SCHOOL COMMITTEE TO TAKE?

- No action requested, this is a short update or a presentation of information.
- Request input and questions from the School Committee, but no vote required.
- Request formal action with a vote on a specific item.

If formal action is requested, please check one:

This item is being presented

for the first time, with a request that the School Committee vote at a subsequent meeting
or

with the request that the School Committee take action immediately

If formal action is requested:

Include a suggested motion or let _____ know if you need assistance preparing a motion.

SUGGESTED MOTION:

Vote to approve change in school start for 2019-20

OR

Vote not to approve change in school start for 2019-20

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM: 10 minutes

ATTACHMENTS:

AGENDA ITEM SUMMARY **LEXINGTON SCHOOL COMMITTEE MEETING**

TODAY'S DATE: Nov 28, 2018

REQUESTED MEETING DATE: Dec 4, 2018

AGENDA ITEM TITLE: Amend 2019-2020 School Calendar

PRESENTER: Christine Lyons

SUMMARY: Review proposed revisions to academic calendar (Draft date 12.4.18) including the following

*Revise **Monday, Dec 23, 2019** from 'full day/schools and offices open' to 'Schools Closed/Offices Open'.*

*Revise **Tuesday, Dec 24, 2019** from 'Schools Closed; Offices Open' to 'Schools Closed; Offices Closed' to be consistent with 2018-2019 calendar.*

*Revise the **last day of school** (pending snow days) from Monday, June 15, 2020 to **Wednesday, June 17, 2020**. This takes into consideration*

- a) the change of 12/23/19 from a school day to a no-school day, and*
- b) ensures 182 days for elementary students (required for time on learning); 184 days contractually allowable for teachers, and; 181 days for middle and high school.*

*Move **LHS Curriculum Night** from Wednesday, Feb 5, 2020 to **Thursday, Feb 6, 2020** to be consistent with requested change from LHS for same in Feb 2019.*

WHAT ACTION (IF ANY) DO YOU WISH SCHOOL COMMITTEE TO TAKE?

- No action requested, this is a short update or a presentation of information.
- Request input and questions from the School Committee, but no vote required.
- X Request formal action with a vote on a specific item.**

If formal action is requested, please check one:

This item is being presented

for the first time, with a request that the School Committee vote at a subsequent meeting
or

X with the request that the School Committee take action immediately

If formal action is requested:

Include a suggested motion or let _____ know if you need assistance preparing a motion.

SUGGESTED MOTION: Approve suggested revisions to the 2019-2020 School Calendar.

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM: 5 minutes

ATTACHMENTS: current draft calendar (approved 10.9.18) and proposed revised calendar (12.4.18)

LEXINGTON PUBLIC SCHOOLS
2019 – 2020
SCHOOL CALENDAR
 Draft 10/09/18

NOTE: All Thursdays are half-day dismissal at the Elementary Schools

B = Back to school night

C = Middle School (MS) and/or LHS Conferences; See specific month for ½ day or no school

E = Elem. Conferences, Students – ½ day

H = Holiday, Schools and Offices closed

***** = Recognized Holiday, Schools and Offices Open

P = Professional Learning

AUGUST				
M	T	W	T	F
			1	2
5	6	7	8	9
12*	13	14	15	16
19	20	21	22	23
T26	27	28	29	30

12 – Eid al-Adha
 26 – Teachers Only
 27 – Grades K-5; 8:45 a.m. – 12:15 p.m.
 27 – Grade 6; 8:00 a.m. – 1:00 p.m.
 27 – Grades 7 and 8 - New students only; no transportation 8:30 a.m. – 10:00 a.m.
 27 – Grade 9; 7:45 a.m. – 2:25 p.m.
 27 – Grades 10-12 - New students only; no transportation 10:30 a.m. – 12:30 p.m.
 28 – All Kindergarten students – ½ day dismissal
 28 – All Students Grades 1 – 12 – full day
 29 – All Students Grades K – 5 – ½ day dismissal
 29 – All Students Grades 6 – 12 – full day
 30 – Schools closed, Offices Open
 (Total number of student days – 3)

SEPTEMBER				
M	T	W	T	F
H2	3	4	5	6
9	10	11	P11	13
16	17	18	19	20
23	24	25	B26	27
H30				

2 – Holiday (Labor Day)
 11 – Prof. Learning.; Students – ½ day
 26 – Back-to-School Night – Elementary Schools
 30 – Holiday (Rosh Hashanah)
 (Total number of student days – 19)

OCTOBER				
M	T	W	T	F
	1	B2	B3	4
7	8	H9	B10	11
H14	15	16	17	18
21	22	E23	E24	25
28	29	E30	E31	

2 – Back-to-School Night – Middle Schools Grade 6
 3 – Back-to-School Night – Middle Schools Grades 7 &
 9 – Holiday (Yom Kippur)
 10 – Back-to-School Night – High School
 14 – Holiday (Columbus Day/Indigenous Peoples' Day)
 23, 24, 30, 31 – Elem. Conf.; Students – ½ day
 27 – Diwali
 (Total number of student days – 21)

NOVEMBER				
M	T	W	T	F
				1
4	P5	6	7	8
H11	12	13	14	C15
18	19	20	21	22
C25	26	27	H28	H29

5 – All Day Professional Learning, Lexington Learns Together, Students – NO school
 11 – Holiday Observance (Veterans Day)
 15 – MS Conf.; Students – NO school MS students ONLY
 27 – Students & Staff – ½ day
 28, 29 – Holiday (Thanksgiving)
 25 – LHS Conf.; Students – NO school LHS students ONLY
 (Total number of student days – 17)

DECEMBER				
M	T	W	T	F
2	3	4	5	C6
9	10	11	12	C13
16	17	18	19	20
23	24	H25	26	27
30	31			

6 – MS Conf.; – ½ day MS students ONLY
 13 – MS Conf.; – ½ day MS students ONLY
 25 – Holiday (Christmas)
 24 to 31 – Schools Closed, Offices Open
 (Total number of student days – 16)

JANUARY				
M	T	W	T	F
		H1	2	3
6	7	8	P9	10
13	14	15	16	17
H20	21	22	23	24
27	28	29	30	31

1 – Holiday (New Year's Day)
 9 – Prof. Learning; Students – ½ day
 20 – Holiday (Martin Luther King, Jr.)
 25 – Lunar New Year
 (Total number of student days – 21)

FEBRUARY				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
H17	18	19	20	21
24	25	26	27	28

5 – LHS Curriculum Night (snow date – Feb. 7th)
 17 – Holiday (Presidents' Day)
 18 to 21 – Schools Closed, Offices Open
 21 – International Mother Language Day
 (Total number of student days – 15)

MARCH				
M	T	W	T	F
2	3	4	5	6
9	10	11	P12	13
16	17	18	19	20
23	24	E25	E26	27
30	31			

12 – Prof. Learning; Students – ½ day
 19 – Kindergarten Orientation
 25, 26 – Elem. Conf.; Students – ½ day
 (Total number of student days – 22)

APRIL				
M	T	W	T	F
		E1	E2	3
6	7	8	9*	H10
13	14	15	16	17
H20	21	22	23	24*
27	28	29	30	

1, 2 – Elem. Conf.; Students – ½ day
 9 – Passover begins
 10 – Holiday (Good Friday)
 20 – Holiday (Patriots' Day)
 21 to 24 – School Closed, Offices Open
 24 – Ramadhan begins
 (Total number of student days – 16)

MAY				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	P14	15
18	19	20	21	22
H25	26	27	28	29

1 – Clarke and Diamond Students ½ day for 5th grade orientation
 14 – Prof. Learning; Students – ½ day
 24 – Eid al-Fitr
 25 – Holiday (Memorial Day)
 (Total number of student days – 20)

JUNE				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
F15	16	17	18	19
22	23	24	25	26
29	30			

7 – LHS Graduation
 15 – Final day for students and teachers if no weather related cancellations; Students – ½ day
 16 to 30 – Planned Make-up Days (if needed)
 (Total number of student days – 10)

Secondary Term Closes

November 8
 January 24
 April 3

Elementary Term Closes

January 24

Full-Day Schedule

Grades K-5; 8:45 a.m. – 3:15 p.m.
 Grades 6-8; 8:00 a.m. – 2:50 p.m.
 Grades 9-12; 7:45 a.m. – 2:25 p.m.

Half-Day Dismissal

Elementary 12:15 p.m.
 Middle School 11:45 a.m.
 High School 11:15 a.m.

LEXINGTON PUBLIC SCHOOLS
2019 – 2020
SCHOOL CALENDAR
 Draft 12.4.18

NOTE: All Thursdays are half-day dismissal at the Elementary Schools

B = Back to school night

C = Middle School (MS) and/or LHS Conferences; See specific month for ½ day or no school

E = Elem. Conferences, Students – ½ day

H = Holiday, Schools and Offices closed

*** = Recognized Holiday, Schools and Offices Open**

P = Professional Learning

AUGUST				
M	T	W	T	F
			1	2
5	6	7	8	9
12*	13	14	15	16
19	20	21	22	23
T26	27	28	29	30

12 – Eid al-Adha
 26 – Teachers Only
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 27 – Grade 9; 7:45 a.m. – 2:25 p.m.
 27 – Grades 10-12 - New students only; no transportation 10:30 a.m. – 12:30 p.m.
 28 – All Kindergarten students – ½ day dismissal
 28 – All Students Grades 1 – 12 – full day
 29 – All Students Grades K – 5 – ½ day dismissal
 29 – All Students Grades 6 – 12 – full day
 30 – Schools closed, Offices Open
 (Total number of student days – 3)

SEPTEMBER				
M	T	W	T	F
H2	3	4	5	6
9	10	11	P11	13
16	17	18	19	20
23	24	25	B26	27
H30				

2 – Holiday (Labor Day)
 11 – Prof. Learning.; Students – ½ day
 26 – Back-to-School Night – Elementary Schools
 30 – Holiday (Rosh Hashanah)
 (Total number of student days – 19)

OCTOBER				
M	T	W	T	F
	1	B2	B3	4
7	8	H9	B10	11
H14	15	16	17	18
21	22	E23	E24	25
28	29	E30	E31	

2 – Back-to-School Night – Middle Schools Grade 6
 3 – Back-to-School Night – Middle Schools Grades 7 & 8
 9 – Holiday (Yom Kippur)
 10 – Back-to-School Night – High School
 14 – Holiday (Columbus Day/Indigenous Peoples' Day)
 23, 24, 30, 31 – Elem. Conf.; Students – ½ day
 27 – Diwali
 (Total number of student days – 21)

NOVEMBER				
M	T	W	T	F
				1
4	P5	6	7	8
H11	12	13	14	C15
18	19	20	21	22
C25	26	27	H28	H29

5 – All Day Professional Learning, Lexington Learns Together, Students – NO school
 11 – Holiday Observance (Veterans Day)
 15 – MS Conf.; Students – NO school MS students ONLY
 27 – Students & Staff – ½ day
 28, 29 – Holiday (Thanksgiving)
 25 – LHS Conf.; Students – NO school LHS students ONLY
 (Total number of student days – 17)

DECEMBER				
M	T	W	T	F
2	3	4	5	C6
9	10	11	12	C13
16	17	18	19	20
23	24	H25	26	27
30	31			

6 – MS Conf.; – ½ day MS students ONLY
 13 – MS Conf.; – ½ day MS students ONLY
 23 – Schools Closed, Offices Open
 24 – Schools Closed, Offices Closed
 25 – Holiday (Christmas)
 26 to 31 – Schools Closed, Offices Open
 (Total number of student days – 15)

JANUARY				
M	T	W	T	F
		H1	2	3
6	7	8	P9	10
13	14	15	16	17
H20	21	22	23	24
27	28	29	30	31

1 – Holiday (New Year's Day)
 9 – Prof. Learning; Students – ½ day
 20 – Holiday (Martin Luther King, Jr.)
 25 – Lunar New Year
 (Total number of student days – 21)

FEBRUARY				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
H17	18	19	20	21
24	25	26	27	28

6 – LHS Curriculum Night (snow date – Feb. 7th)
 17 – Holiday (Presidents' Day)
 18 to 21 – Schools Closed, Offices Open
 21 – International Mother Language Day
 (Total number of student days – 15)

MARCH				
M	T	W	T	F
2	3	4	5	6
9	10	11	P12	13
16	17	18	19	20
23	24	E25	E26	27
30	31			

12 – Prof. Learning; Students – ½ day
 19 – Kindergarten Orientation
 25, 26 – Elem. Conf.; Students – ½ day
 (Total number of student days – 22)

APRIL				
M	T	W	T	F
		E1	E2	3
6	7	8	9*	H10
13	14	15	16	17
H20	21	22	23	24*
27	28	29	30	

1, 2 – Elem. Conf.; Students – ½ day
 9 – Passover begins
 10 – Holiday (Good Friday)
 20 – Holiday (Patriots' Day)
 21 to 24 – School Closed, Offices Open
 24 – Ramadhan begins
 (Total number of student days – 16)

MAY				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	P14	15
18	19	20	21	22
H25	26	27	28	29

1 – Clarke and Diamond Students ½ day for 5th grade orientation
 14 – Prof. Learning; Students – ½ day
 24 – Eid al-Fitr
 25 – Holiday (Memorial Day)
 (Total number of student days – 20)

JUNE				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	F17	18	19
22	23	24	25	26
29	30			

7 – LHS Graduation
 17 – Final day for students and teachers if no weather related cancellations; Students – ½ day
 18 to 30 – Planned Make-up Days (if needed)
 (Total number of student days – 13)

Secondary Term Closes

November 8
 January 24
 April 3

Elementary Term Closes

January 24

Full-Day Schedule

Grades K-5; 8:45 a.m. – 3:15 p.m.
 Grades 6-8; 8:00 a.m. – 2:50 p.m.
 Grades 9-12; 7:45 a.m. – 2:25 p.m.

Half-Day Dismissal

Elementary 12:15 p.m.
 Middle School 11:45 a.m.
 High School 11:15 a.m.