LEXINGTON SCHOOL COMMITTEE MEETING  
Tuesday, May 26, 2015  
Lexington Town Office Building, Selectmen’s Meeting Room  
1625 Massachusetts Avenue

7:00 p.m. Call to Order:

7:01 p.m. Executive Session:
1. Exemption 3 – To Discuss Strategy with Respect to Collective Bargaining Regarding LEA Unit A Negotiations
2. Exemption 3 – To Discuss Strategy with Respect to Collective Bargaining Regarding Unit C, Unit D, Technology Unit, SEIU, and ALA
3. Exemption 6 – To consider the purchase, exchange, lease or value of real property regarding Lexington Children’s Place

7:45 p.m. Return to Public Session and Welcome:
Public Comment – (Written comments to be presented to the School Committee; oral presentations not to exceed three minutes.)

7:50 p.m. Superintendent’s Announcements:
1. Presentation of MASBO President’s Award to Assistant Superintendent for Finance and Business Operations Mary Ellen Dunn
2. Revision to 2015-2016 Academic Calendar (Elementary Conference Dates)

8:00 p.m. School Committee Member Announcements:

8:10 p.m. Agenda:
1. Bridge Traffic Update (5 minutes)
2. Capital Update (15 minutes)
3. Staffing Update (15 minutes)
4. Climate Survey (15 minutes)
5. School Committee Goals (20 minutes)
6. Recommended 2015-2016 District Improvement Plan (20 minutes)
7. Superintendent’s Evaluation, Update and Discussion (15 minutes)
8. Review and Approve in Form the Following Policies from Section G – Personnel and Section I – Instruction (20 minutes)
   - GA – Personnel Policies Goals
   - GBA – Equal Employment Opportunity (MASC)
   - GBEA – Staff Ethics/Conflict of Interest
   - GBEB – Staff Conduct
   - GBEBBC – Gifts to and Solicitations by Staff
   - GBEC – Drug-Free Workplace Policy
   - GBED – Tobacco Use on School Property by Staff Members
   - GBGB – Staff Personal Security and Safety
   - GBI – Staff Participation in Political Activities
   - GBJ – Personnel Records
   - GBK – Staff Complaints and Grievances
   - GCA – Professional Staff Positions
GCBA – Professional Staff Salary Schedules
GCBB – Employment of Principals
GCBC – Professional Staff Supplementary Pay Plans
GCC – Family and Medical Leave
GCE – Professional Staff Recruiting/Posting of Vacancies
GCF – Professional Staff Hiring
GCG – Substitute Professional Staff Employment
GCIA – Philosophy of Professional Learning
GCJ – Professional Teacher Status
GCK – Professional Staff Assignments and Transfers
GCO – Evaluation of Professional Staff
GCQD – Resignation of Professional Staff Members
GCQE – Retirement of Professional Staff Members
GCQF – Suspension and Dismissal of Professional Staff Members
GCRD – Private Tutoring for Pay
GDA – Support Staff Positions
GDB – Support Staff Contracts and Compensation Plans
GDD – Support Staff Vacations and Holidays
GDO – Evaluation of Support Staff
GDQC – Retirement of Support Staff Members
GDQD – Suspension and Dismissal of Support Staff Members
IC/ICA – School Year/School Calendar
IHBG – Consideration of Home Schooling Requests – Under M. G. L. C. 76 Section 1 (L)
IHCF – Extended Day Programs Policy
IJOA – Field Trips (L)
IKE – Promotion and Retention of Students

10:15 p.m. Adjourn:

The next scheduled meetings of the School Committee are as follows:

- Tuesday, June 2, 2015 – Time TBD, Town Offices Building, Selectmen’s Meeting Room, 1625 Massachusetts Avenue – Mini Summit on Youth
- Tuesday, June 9, 2015 – 7:30 p.m., Town Offices Building, Selectmen’s Meeting Room, 1625 Massachusetts Avenue
- Tuesday, June 16, 2015 – 7:30 p.m., Town Offices Building, Location TBD

All agenda items and the order of items are approximate and subject to change.
Massachusetts Association of School Business Officials

The President's Award
Mary Ellen Dunn, Lexington Public Schools

The President's Award
MASBO members have always contributed to the growth and improvement of their profession and their investment of time and skills has greatly improved the efficiency of our schools. The President's Award is given in recognition of an individual's outstanding contribution to his or her school system, community, and/or to MASBO.

MASBO is indeed grateful for its partnership with RISO Products of Boston who, through their generosity, have made this extremely prestigious award possible.

To be considered for the President's Award, one must be a member of MASBO and be employed on a full-time basis for 24 consecutive months immediately prior to January 1 of the year in which the nomination is made. The award selection committee is comprised of the President, President-Elect, Vice-President, Immediate Past President, and Secretary/Treasurer of MASBO. Members of the selection committee are not eligible for the award.

Anyone may nominate an individual for this award. The letter of nomination should clearly and concisely state the manner in which the individual has made an outstanding contribution to a school system, community, and/or MASBO.

Nomination
Mary DeLai, Superintendent, Wilmington Public Schools and now Past President of MASBO made the nomination and cited the following:

"Mary Ellen has been an outstanding professional resource for many MASBO members. Mary Ellen initiated and maintained, on her own, the MASBO Bookshelf on the MASBO website which provides members with easy access to important resources, guidance documents, templates, etc. She constantly monitors the MASBO list serve and responds quickly with accurate and timely information. She has been a frequent presenter to MASBO on many, many topics. She freely shares best practice documents with members. She has served on the MASBO Board of Directors and has also chaired and served on many MASBO committees including many years of service to the Annual Institute Committee, the Law Institute Committee, and the MASBO Website Committee. She served on the Committee that eventually led to the implementation of the MASBO Procurement Card program. She has been an outstanding advocate and resource for advocacy efforts in critical areas of educational finance and policy. Her knowledge of municipal finance law from her years as a municipal finance official has been an outstanding resource to members as well."

"Mary Ellen has unselfishly given her time, energy, and resources to MASBO members for the many years that she has been a MASBO member. She is dedicated to our profession as well as to our organization. She is a strong advocate for students and for the educational needs of districts in the Commonwealth. She demonstrates the integrity, transparency, commitment, work ethic, professionalism, and expertise that we all expect from a School Business Official but more than that, she has effectively modeled this behavior for so many of our members, myself included."

Award Presentation
May 26, 2015
School Committee, Lexington, MA
By JC Comellas, Regional Direct Sales Manager • RISO, Inc.
Over the summer and throughout the school year, members of the Bridge Community, Bridge Safe Routes to Schools, public safety, municipal departments, and a traffic engineer met to work out both long term and short term solutions to our traffic congestion. The interim plan being presented to begin at the start of the 2015/2016 school year is designed to mitigate idling and traffic congestion on Middleby Road, provide for efficient and safe arrival and dismissal procedures, allow for emergency access at all times, safety for all while on the Bridge School property. Information regarding the time line is available at http://lps.lexingtonma.org/Page/4394

Bridge Elementary School hosted a PTA Parent Forum on May 8, 2015 to announce the attached plan, rules, and implementation timetable. Feedback and questions were discussed and the PTA is pulling together a information campaign that requires an extension of the bus registration up to June 5 for the Bridge Community.

The Town Wide Transportation Safety Group met on May 12, 2015 and began its review of the plan at its regularly scheduled meeting. Members are in the process of reviewing traffic signage and line painting changes on Middleby Road that will need to be presented for approval to the Board of Selectmen, and DPW and Recreation reaction to a suggestion of making the path from the Reservoir parking lot off Marrett Road more substantial to allow for plowing in the winter and handicap access during the summer.

The School Department has requested the following from the Police Department at the Transportation Safety Group meeting on May 12

1. Move Downing Street Crossing Guard to the new Parent Drop Off/Pick Up entrance at existing crosswalk;
2. Issue same edict as Grove Street for Estabrook: “No queuing on Middleby Road.”; and
3. Input for temporary signage as provided for Estabrook during their implementation.

Response to the inquiries made at the Transportation Safety Group meeting on May 12, is expected at their next meeting on June 23, 2015.

The plan still requires Superintendent and School Committee support for final implementation. Presentation to School Committee for their acceptance of the plan will be done by Mary Ellen Dunn, Meg Colella, Principal, Erin Maguire, Assistant Principal, and Shawn Newell, Assistant Director of Public Facilities.
Bridge School Traffic Procedures
Safety is our Top Priority
2015/2016

Front Circle Procedures

Bus Drop Off 8:00-8:45am
- Bus drop off in right lane, within fenced area
- Students exit bus, walk along Front Sidewalk to the playground
- During inclement weather, students exit bus, enter the school through the Fifth Grade Door 17 and Front Door 1

Bus Pick Up 3:15-3:30pm
- See dismissal procedures explained below
  *When Bridge is holding special events in the classroom (starting at 8:15am) parking will be permitted along the right side of the Front Circle. The emergency lane must remain clear, and parking will be prohibited on the grass and left side of the Front Circle*

Restrictions within the Front Circle
8:00am-8:45am (M-F), 3:00pm-3:30pm (M, T, W, F), 12-12:30pm (Th)
- No parking within the Front Circle Lot
- Left lane for emergency vehicle access and passing cars
- Visitor access to Front Parking Spaces allowed in left lane only
- Visitors that park must walk children to the Front Sidewalk

9:00am-3:00pm
- Visitor parking permitted in designated spots along circle
- 

Live Drop Off and Pick Up Procedures-Side and Back Parking Lots

8:15am-8:30am
- Cars enter the Bridge School Side Lot, follow arrows/signage to the designated drop off area in Back Parking Lot
- Students exit the right side of the car, proceed down sidewalk to playground
- During inclement weather, students exit car on right side, enter the building through the Back Door 6 and Fourth Grade Door 9, proceed to cafeteria

8:30am-8:45am
- Students exit car on right side, enter building through the Back Door 6 and Fourth Grade Door 9, proceed to class

After 8:45am
- Students must be dropped off in Front Circle Lot, within the right side of the fence, proceed into the building through the Front Door 1, sign in, and proceed to class

3:00pm
- Side Parking Lot will be opened after 3:00pm
- No idling will be allowed on Middleby Rd. (Police will enforce new signage)
- When queue for Live Pick Ups is full, cars will not be permitted into the Bridge Side Lot until space is available
3:15-Bridg School Dismissal Begins

- **Car Pick Ups**
  - Students will be dismissed from their classrooms to the cafeteria
  - All cars must have a designated Bridge School placard in the front, passenger visor, facing out. Last names must be written in BOLD, BLACK LETTERING. *(If you are picking up children from 2 or more families, please create a CARPOOL NAME to write on the placard as this will be easily recognizable by the students)*
  - Placards will be distributed to all families
  - Staff will radio into the cafeteria to dismiss children as cars arrive. Students will exit through the Back Door 6 and proceed to their cars in queue
  - Parents/Guardians will be asked to loop around if child(ren) are not ready for pick up when called

- **Bus Dismissal**
  - Students will be dismissed from their classrooms to the gym
  - When busses arrive, staff will dismiss students from the gym
  - Students will exit the building, escorted by staff, through the Fifth Grade Door 17 to waiting busses

- **Walkers**
  - Students meeting parents/guardians on the playground, or walking or riding their bike home from school, will be dismissed from their classroom to Kindergarten Door 2 or Kindergarten Door 5

**Parking**

- **Visitor Parking**
  - Designated parking spaces in Front and Side Parking Lots

- **Staff Parking**
  - Parking by permit only 6:00am-4:00pm
  - Designated in Side and Back Parking Lots
  - Staff will visually display parking tags in front windows
TO: Town of Lexington School Committee Members  
FROM: Robert J. Harris, Assistant Superintendent for Human Resources  
DATE: May 26, 2015  
REF: HR UPDATE  

Dear School Committee Members:

The following is a preliminary report that summarizes the district’s ongoing recruitment efforts to fill its job openings for the 2015-2016 school year.

In FY16, our turnover-rate (resignations, non-rehires, and retirements) is currently at 6.8 percent of our total teaching staff (7.2 percent average over the last eight years). This 6.8 percent includes 22 Unit A employees who will be retiring at the end of this school year (21.4 retirements annually for the past 16 years).

Currently, we have 106 job openings including 45 new full- and part-time educator positions that were created by the School Committee in its FY16 budget. In order to fill these job openings, beginning in January of 2015, the Lexington Public Schools attended and sponsored the job fairs listed below:

January 31, 2015  NEMNET Diversity Career Fair  
March 13, 2015  Simmons College Career Networking Fair  
March 21, 2015  Greater Boston School Human Resources Network (GBSHRN) Job Fair for Teachers of Color

In addition, the Lexington Public Schools also conducted on-campus interviews at the following colleges and universities:

February 24, 2015  University of Massachusetts- Lowell  
February 26, 2015  Harvard University  
March 12, 2015  Boston College  
March 26, 2015  University of Massachusetts – Boston

The Lexington Public Schools also utilizes the following media outlets to post and advertise its job openings:

Boston Globe  
LPS Website  http://www.applitrack.com/lexingtonma/onlineapp/default.aspx  
MASS Job Site  http://jobs.massupt.org/  
Twitter  https://twitter.com/LexingtonPSHR  
FaceBook  https://www.facebook.com/lexingtonpshr  
LinkedIn  https://www.linkedin.com/pulse/activities/lexington-public-sch-hr+0_0dW32dhqFV--jT-I5oucu?trk=nav_responsive_sub_nav_yourupdates  
SchoolSpring  https://www.schoolspring.com/
This hiring season, in lieu of continuing to pay the high-cost of print advertising in the Boston Globe, LPS expanded its recruitment efforts and contracted with SchoolSpring to provide its hiring managers with an additional resource to find teachers, administrators, and education support staff. SchoolSpring has fast become the “go to” place for more than 2 million education job seekers nationwide. SchoolSpring brings the following value-added to our ongoing recruitment efforts:

- Direct job feed from Applitrack (LPS’s current applicant database and tracking system) into SchoolSpring for posting purposes only;
- Featured exposure for unlimited jobs with no time limit;
- Advanced search for candidates in SchoolSpring’s national candidate pool;
- Annual membership fee based on student enrollment ($3900 per annum for LPS), and;
- Distribution to top job boards: Indeed, Beyond, SimplyHired, and Teach.org

To date, given the above recruiting efforts we have filled 66 of our 106 job openings (62.3%), and are on-target to fill all of our educator vacancies by the beginning of the 2015-2016 school year. The HR Department will provide the School Committee with a complete update once all hiring has been completed.

rh/5-26-15
I am given meaningful opportunities to provide input in the decisions made in my school.

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Average Response

Histogram of Aggregate Response

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

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

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Average Response

Histogram of Aggregate Response

1 = Strong Disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly Agree
District professional development has provided me with strategies that I have incorporated into my work.

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

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

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1 = Strong Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree
I would encourage individuals to work for the Lexington Public Schools.

Based on my experience there is a positive relationship between the Lexington Education Association and the district administration.
Building Administrators share the information I need to perform my job.

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

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

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

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Average Response

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

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

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Average Response

1 = Strong Disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly Agree
I feel safe in stating my opinions about issues facing my school even if I disagree with the approach being taken.

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

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

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1 = Strong Disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly Agree
There is an atmosphere of trust and mutual respect among teachers in my school.

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

I am trusted to make sound professional decisions about instruction.

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1 = Strong Disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly Agree
I believe decisions made at my school are based on student data and information.

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

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

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1 = Strong Disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly Agree
My school faculty has an effective process for making group decisions.

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Average Response

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

Employees in this school are empowered to help solve problems.

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Average Response

1 = Strong Disagree  2 = Disagree       3 = Neutral   4 = Agree    5 = Strongly Agree
Employees in the district are empowered to help solve problems.

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Average Response

Histogram of Aggregate Response

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

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

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Average Response

Histogram of Aggregate Response

1 = Strong Disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly Agree
I am kept informed of the school improvement plan (SIP).

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<td>Yes, Decrease</td>
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<td>-0.05</td>
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<td>No</td>
<td>Yes, Increase</td>
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1 = Strong Disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly Agree

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

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1 = Strong Disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly Agree
My principal responds to challenges I face in my work.

The performance evaluation process is fair in my school.
My supervisor gives me specific feedback on how to improve my work.

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<td>No</td>
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Average Response

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

Histogram of Aggregate Response

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

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<td>Yes, Increase</td>
<td>Yes, Increase</td>
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Average Response

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

Histogram of Aggregate Response

13
Rules for student conduct are consistently enforced by administration.

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

---

Rules for student conduct are consistently enforced by teaching staff.

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1 = Strong Disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly Agree
Staff work in a school environment that is safe.

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<td>Yes, increase</td>
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<td>Yes, increase</td>
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<td>0.05</td>
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<td>Yes, increase</td>
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Average Response

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

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

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<td>Yes, increase</td>
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Average Response

1 = Strong Disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly Agree
I feel appreciated by my principal for the work I do.

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<td>Yes, Decrease</td>
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**Average Response**

**Histogram of Aggregate Response**

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

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

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<td>Yes, Increase</td>
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**Average Response**

**Histogram of Aggregate Response**

1 = Strong Disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly Agree
I feel appreciated by central administrations for the work I do.

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

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

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<td>Yes, Yes, increase</td>
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1 = Strong Disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly Agree
I experience a professional atmosphere at my school.

<table>
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<th>2013 avg</th>
<th>2014 avg</th>
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<th>Difference '13-'14</th>
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<th>Significant three year change?</th>
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<td>-0.12</td>
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<td>No</td>
</tr>
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<td>Yes, Increase</td>
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<td>Yes, Increase</td>
</tr>
</tbody>
</table>

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

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

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<td>Yes, Increase</td>
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<td>4.53</td>
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<td>No</td>
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<td>Yes, Increase</td>
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1 = Strong Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree
The professional climate has improved over the past year.

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<td>Yes, Decrease</td>
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<td>Yes, Decrease</td>
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<td>Lower</td>
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<td>No</td>
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<td>0.00</td>
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<td>No</td>
<td>No</td>
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</table>

**Average Response**

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

**Histogram of Aggregate Response**
2013 wording:  The Human Resources Office responds to my needs.
2014/2015 wording: The Human Resources Office responds to my requests in a professional manner.

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<td>3.99</td>
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<td>0.30</td>
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</tbody>
</table>

**Average Response**

**Histogram of Aggregate Response**

1 = Strong Disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly Agree
2013 wording: The Superintendent's Office responds to my needs.
2014/2015 wording: The Superintendent's Office responds to my requests in a professional manner.

<table>
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<td>0.07</td>
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<td>4.00</td>
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<td>No</td>
<td>N/A</td>
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<td>3.91</td>
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<td>N/A</td>
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**Average Response**

- **Aggregate:** 3.23, 3.98, 4.04
- **Unit A:** 3.12, 3.94, 4.00
- **Unit C / D / Techs:** 3.23, 3.93, 3.91
- **Other:** 3.16, 3.75, 4.11
- **Supervisor / Evaluator:** 3.93, 4.55, 4.69

**Histogram of Aggregate Response**

- **1:** Strong Disagree
- **2:** Disagree
- **3:** Neutral
- **4:** Agree
- **5:** Strongly Agree

2013 avg, 2014 avg, 2015 avg
**2013 wording:** The Finance Office responds to my needs.

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

<table>
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<td>-0.08</td>
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</tbody>
</table>

![Average Response](image1.png)

![Histogram of Aggregate Response](image2.png)

1 = Strong Disagree    2 = Disagree    3 = Neutral    4 = Agree    5 = Strongly Agree
2013 wording: The Curriculum, Instruction, and Professional Learning Office responds to my needs.
2014/2015 wording: The Curriculum, Instruction, and Professional Learning Office responds to my requests in a professional manner.

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<td>0.06</td>
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Average Response

Histogram of Aggregate Response

1 = Strong Disagree … 2 = Disagree … 3 = Neutral … 4 = Agree … 5 = Strongly Agree
2013 wording: The Student Services Office responds to my needs.
2014/2015 wording: The Student Services Office (Special Education, Guidance, Nursing) responds to my requests in a professional manner.

<table>
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<tr>
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</table>

1 = Strong Disagree    2 = Disagree    3 = Neutral    4 = Agree    5 = Strongly Agree
2013 wording: The Lexington Education Association responds to my needs.
2014/2015 wording: The Lexington Education Association responds to my requests in a professional manner.

<table>
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<th></th>
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1 = Strong Disagree ... 2 = Disagree ... 3 = Neutral ... 4 = Agree ... 5 = Strongly Agree
### 2013 wording: Question not used

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

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#### Average Response

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

#### Histogram of Aggregate Response
2015-2016 District Improvement Plan

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

Goal 1 – Improve Academic Performance for All Students

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

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

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

4. **Technology**

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

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

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

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**Goal 3 – Improve Safety for All Students and Staff**

- Continue to improve the security of buildings through physical infrastructure changes and by updating procedures.
- Implement further steps in all school buildings to increase safety if there is a potentially dangerous intruder or major hazardous event.
- Adopt and implement the School Traffic and Mitigation Policy and continue district-wide traffic design and infrastructure improvements.
Goal 4 – Refine and Implement the First Phase of the District’s Facilities Master Plan

- Work with DiNisco Design, educators, School Committee, Town Boards, and residents to identify cost-effective options that will address preK through grade 12 space and educational needs.

- Work with the DiNisco Design, the Permanent Building Committee and the Department of Public Facilities to implement the first phase of the construction plan.

- Present a school construction plan at the fall Special Town Meeting.

- Continue the work to update enrollment forecasts.

- Continue to study redistricting options and administrative alternatives that may be needed to address short-term space needs.
Update on the Superintendent Goals for 2014-2015 (as amended on April 23, 2015)  
(May 19, 2015)

Student Learning Goal

In order to improve student pro-social behaviors and resiliency, and reduce unhealthy stress, I will work with community stakeholders, such as the Director of Guidance, Principals, other administrators, and residents to support goal 2 in all school improvement plans (“If we increase student pro-social behavior and resiliency and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.”). This year, I will

Key Actions

1. Explore ways to include FY 16 funds to expand student social services.
2. Work with residents and Lexington and Town employees to discuss ways the schools, municipal government, and local organizations can reduce the risk of student suicide.

Evidence:

1. Key Action #1 - I worked with the principals and Director of Guidance to identify how we could use the FY 16 budget to increase the level of student social services. The FY 16 budget includes three additional K-5 social workers. The extra half-time social worker per school will help elementary schools provide more therapeutic support. The budget also includes adding one high school guidance counselor, a 0.5 guidance counselor at Bridge, a 0.4 high school special education social worker, and a 0.4 high school general education social worker.
2. Key Action #2 - I met with the citizen Ad Hoc Committee on Reducing Stress, Building Resiliency and Improving Services for Our Youth to discuss their draft report and how I could support their ideas. Soon after the report was presented to the School Committee, the school administration provided the Ad Hoc committee leaders with a written response to each of their suggestions. On May 15, I met with a consultant and others to discuss how the school department could work more effectively together to improve student pro-social behavior. A joint meeting of the School Committee, Selectmen and residents will be held on June 2 to continue this how the town could work more effectively together.
3. Key Action #2 - The Guidance Department is looking into offering more programs next year.
4. Key Action #2 - The Guidance Department is in its second year of a three-year curriculum review.

Professional Practice Goal

The recent establishment of data teams in US schools is based on the most current research about improving teaching, learning, and leadership to increase student achievement for all students. This year, I will engage in practices to study the research on data teams and learn about practices other school systems have effectively used to improve student learning. This year, I will
**Key Actions**

1. Participate in data teams and dialogue with staff about effective instructional practices regarding their process.
2. Collaborate with the Director of Planning and Assessment and Principals to share effective practices that strengthen the LPS data team processes.

Evidence:

1. Key Action #1 – I visited three school data team meetings and watched how these teams use local data to monitor student progress and develop revised interventions, if needed. Two data team meetings were cancelled due to snow storms. Due to other priorities, I was not able to get to all schools.
2. Key Action #2 – I held numerous meetings with the Director of Planning and Assessment and principals to share effective practices to strengthen the LPS data team process. These conversations led to a presentation by Maureen Kavanaugh and Len Swanton at a fall Joint Council meeting (all LPS administrators) to discuss what data we currently collect, where the data is stored, and how the new Director could help them identify what data they need collected and analyzed to improve student performance and decision-making. The focus of this work seeks to ensure: the availability of the right information to answer the right questions at the right time, efficiency, and using data to improve the quality of decisions.
3. Key Action #2 – I asked Maureen to attend multiple meetings of the Administrative Council to discuss school and district MCAS data and to follow up on the prior Joint Council meeting and plan next steps. I also supported Maureen’s visits to all school RtI meetings.
4. Other – LEA President Phyllis Neufeld, Director Planning and Assessment Maureen Kavanaugh and I held six school meetings to find out from teachers what initiatives are not worthwhile and should be reduced or eliminated (this is a district goal). In June, Phyllis Neufeld will present the findings to all LPS staff.

**Standard 1 (Instructional Leadership), Section E** - **Data-informed Decision Making Indicator** - Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

**Key Actions:**

1. Work with the Director of Planning and Assessment to examine:
   - What data do we regularly collect?
   - How administrators analyze and report data to stakeholders?
   - How administrators use data in decision-making and planning?
   - What is our current capacity to collect/store/analyze data?
   - What are some of our short- and long-range data and planning needs?

2. Work with the Enrollment Working Group to develop a more effective methodology to forecast student enrollments.

Evidence:

1. Key Action #1 – Please see my response in the Professional Practice Goal section (#2). In addition, I have attended data team meetings in three schools. Two were cancelled by snow
storms. Ms. Kavanaugh has produced an internal document that begins to answer the questions listed in #1 above.

2. Key Action #2 – Completed

**Standard 2 (Management and Operations), Section A - Environment Indicator**: Develops and executes effective plans, procedures, routines and operational systems to address a full range of safety, health, emotional, and social needs of students.

**Key Actions:**

1. Please see the Student Learning Goal for key actions and evidence.

**Standard 3 (Family and Community Engagement), Section D - Family Concerns Indicator**: Addresses family concerns in an equitable, effective, and efficient manner.

**Key Actions:**

In order to address the preK-12 overcrowding concerns and promote community support, I will

1. Serve as an active member of the Ad Hoc School Master Planning Committee and share the committee’s reports with all interested constituencies.

2. Work closely with the architectural firm SMMA to ensure phases 1, 2 and 3 of their studies are complete and on time.

3. Serve as an active member of the Enrollment Working Group and share their reports with all interested constituencies.

4. Make recommendations to the School Committee that will address short- and long-range space needs based on projected enrollments and educational needs.

5. Meet with parents to discuss their school-specific needs and concerns.

6. Work with elected and appointed municipal officials to effectively communicate school facility needs and plan for potential Town Meetings.

**Evidence:**

1. Key Action #1 – Completed
2. Key Action #2 – Completed
3. Key Action #3 – Completed
4. Key Action #4 – Completed
5. Key Action #5 – As always, I meet with any parent who requests a meeting. In addition, I occasionally attend PTA meetings and speak with parents about their concerns. This year, all of the meetings focused on school overcrowding and possible space options.
6. Key Action #6 – Completed

**Standard 4 (Professional Culture), Section D - Shared Vision Development Indicator**: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and careers, and can become responsible citizens and community contributors.
Key actions:
In order to assist the School Committee to develop a district Mission, Vision, and Beliefs statement, I will

1. Participate in the School Committee’s subcommittee on Mission, Vision, and Beliefs to develop a draft document.
2. Communicate the draft Mission, Vision, and Beliefs document to all schools, PTAs/PTOs, and School Site Councils.
3. Work with school and parent leaders to ensure that the draft document is discussed and feedback welcomed.
4. After discussions are held by all of the constituencies listed above, create a summary document for the School Committee and include my recommendation.

Evidence:
1. Key Action #1 – Completed
2. Key Action #2 – Completed
3. Key Action #3 – After the School Committee voted the draft Mission/Vision statement, I asked the principals to share the document with their faculties and Site Councils. This process is now ongoing.
4. Key Action #4 – On June 9 or 16, I will present the final consensus document on Mission/Vision to the School Committee for a vote.

New Goals That Were Added on April 23, 2015

1. Work closely with the incoming superintendent in order to provide a smooth transition on July 1.

Since your appointment of Dr. Czajkowski in December, I regularly speak with her on all important matters (filling major vacancies, matters before the School Committee, and questions she has about the school system). See Goal #2 below for two specific examples.

2. Hire major positions (Assistant Superintendent of Finance and Business Operations, and Director of Educational Technology).

Filling these two positions has been very time consuming. After an extensive searches to find permanent replacements, in consultation with Dr. Czajkowski, I was not able to find suitable permanent replacements. Therefore, I hired an interim Director of Finance and Business Operations, and will be rehiring the current Director of Educational Technology under a critical shortage waiver.

3. Work with multiple constituencies to develop the school facilities plan that was presented at the March 23, 2015 Special Town Meeting.

During this past year, I held meetings with numerous committees to help Town leaders forge a consensus plan that was presented to the Special Town Meeting in March. Committees I met with included: Enrollment Working Group meetings, Ad Hoc School Facilities Master Planning Committee meetings, Summit meetings, School Committee meetings, Permanent Building Committee meetings, Appropriations Committee meetings, and Capital Expenditure Committee meetings, staff meetings, and PTA/PTO meetings.
4. Take a lead role in Unit A collective bargaining.

    Normally, I do not sit at the Unit A bargaining table until the end of the bargaining process. However, due to the complexity of these negotiations and the retirement of the LEA and Superintendent of Schools on June 30, I have taken a direct role in all collective bargaining sessions in order to complete negotiations by the end of the school year.
SECTION G
PERSONNEL

GA PERSONNEL POLICIES GOALS

GBA DIVERSITY POLICY STATEMENT (L)

GBA EQUAL EMPLOYMENT OPPORTUNITY (MASC)

GBEA STAFF ETHICS/CONFLICT OF INTEREST

GBEB STAFF CONDUCT

GBEBC STAFF GIFTS AND SOLICITATIONS (L)

GBEBC GIFTS TO AND SOLICITATIONS BY STAFF (MASC)

GBEC DRUG-FREE WORKPLACE POLICY

GBED TOBACCO USE ON SCHOOL PROPERTY BY STAFF MEMBERS

GBGB STAFF PERSONAL SECURITY AND SAFETY

GBI STAFF PARTICIPATION IN POLITICAL ACTIVITIES

GBJ PERSONNEL RECORDS

GBK STAFF COMPLAINTS AND GRIEVANCES

GCA PROFESSIONAL STAFF POSITIONS

GCBA PROFESSIONAL STAFF SALARY SCHEDULES

GCBB EMPLOYMENT OF PRINCIPALS

GCBC PROFESSIONAL STAFF SUPPLEMENTARY PAY PLANS

GCCC FAMILY AND MEDICAL LEAVE
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PERSONNEL POLICIES GOALS

NOTE: School Committees must realize that even though they are no longer involved in the process of hiring school district employees other than the Superintendent and Assistant Superintendent, they are responsible to the students and residents of the school district they represent to insure that the highest quality individuals available are hired to meet the needs of the District. They have the additional responsibility to articulate the expectations of the District relative to personnel. This must be done in the form of District Policy. The School Committee recognizes that an efficient staff dedicated to education is necessary to maintain a constantly improving educational program.

The District's specific personnel goals are:

1. To develop and implement those strategies and procedures for personnel recruitment, screening, and selection that will result in the employment and retention of individuals with the highest capabilities, strongest commitment to quality education, and greatest probability of effectively implementing the system's learning program.

2. To develop a general staff assignment strategy that will contribute to the learning program, and to use it as the primary basis for determining staff assignments.

3. To provide positive programs of staff development/professional learning that contribute both to improvement of the learning program and to each staff member's career development aspirations.

4. To provide for a genuinely collaborative approach to education.

5. To develop and use for personnel evaluation positive processes that contribute to the improvement of both staff capabilities and the learning program.

SOURCE: MASC

LEGAL REF.: 603 CMR 26:08 paragraphs 3,7,8,9
It is the policy of the Lexington Public Schools to assure equal employment opportunity for all persons, regardless of race, color, gender, age, national origin, ancestry, religion, creed, height, weight, economic background, marital status, sexual orientation or disability.

It is also the policy of the Lexington Public Schools to employ individuals capable of performing the defined duties of positions, to impose valid requirements for hiring and promotion and to administer all personnel actions and system resources without regard to any non-job related factors.

It is the goal of the Lexington Public Schools to achieve significant representation of members of minorities and other underrepresented groups at all levels of employment. This policy mandates aggressive, proactive measures to recruit, employ and promote members of all underrepresented groups. For purposes of this policy, significant representation means representation that reflects the composition of the total student population of this school system.

In assessing candidates it is the policy of the Lexington Public Schools to hire the best candidates available by taking into consideration a range of factors including but not limited to education, credentials, employment experience, life experience, as well as the fact that members of minorities and other underrepresented groups bring diversity to the school system. This policy in no way mandates or approves the adoption of hiring quotas.

The Superintendent of Schools shall have overall responsibility for the Diversity Policy and shall devise a plan for the implementation of this policy. The Superintendent shall submit an annual report to the School Committee in the fall of each year, detailing steps taken and progress achieved in implementing this policy. The report shall include but not be limited to statistical profiles disclosing, for each category of staff, the extent of representation of underrepresented groups.

**The purpose of this policy is to accomplish the following:**

1. To give all students and staff an opportunity to relate to and learn with persons from minorities, and other underrepresented groups and thereby to increase their knowledge and enhance intercultural understanding.

2. To provide adult role models representative of a diverse student body.

3. To create an environment that includes all types of people, that encourages open communication about differences, that promotes appreciation of each person's uniqueness and that empowers each individual to do his or her best.

4. To ensure equal opportunities for the employment, promotion and transfer of all persons.

This policy shall provide a guide for future contractual negotiations.

*Lexington Public Schools*
EQUAL EMPLOYMENT OPPORTUNITY

The School Committee subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that any individual within the District who is responsible for hiring and/or personnel supervision understands that applicants are employed, assigned, and promoted without regard to their race, creed, color, age, sex, gender identity, national origin, disability or sexual orientation. Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit and ability.

It is the goal of the Lexington Public Schools to achieve significant representation of members of minorities and other underrepresented groups at all levels of employment. This policy mandates aggressive, proactive measures to recruit, employ, and promote members of all underrepresented groups. For purposes of this policy, significant representation means representation that reflects the composition of the total student population of this school system.

Our goals are:

1. To give all students and staff an opportunity to relate to and learn with persons from minorities, and other underrepresented groups and thereby to increase their knowledge and enhance intercultural understanding.

2. To provide adult role models representative of a diverse student body.

3. To create an environment that includes all types of people, that encourages open communication about differences, that promotes appreciation of each person's uniqueness and that empowers each individual to do his or her best.

4. To ensure equal opportunities for the employment promotion and transfer of all persons.

SOURCE: MASC

UPDATED: June 2012

LEGAL REF.: BESE Regulations 603 CMR 26:00

CROSS REF.: AC, Nondiscrimination

NOTE: Although it is not usually necessary to have a policy that simply restates existing law, in this case it is important to reaffirm the School Committee’s commitment to equal opportunity and to remind the hiring authorities in the District that many considerations other than District educational goals are factors to be considered.

This is also the category in which to include an affirmative action policy and plans. Details of the affirmative action plan could follow the Committee’s policy as a School Committee-approved regulation. The cross references are to related statements in this manual.
The School Committee expects members of its professional staff to be familiar with the code of ethics that applies to their profession and to adhere to it in their relationships with students, parents, coworkers, and officials of the school system.

No employee of the Committee will engage in or have a financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with his duties and responsibilities in the school system. Nor will any staff member engage in any type of private business during school time or on school property.

Employees will not engage in work of any type where information concerning customer, client, or employer originates from any information available to them through school sources.

Moreover, as there should be no conflict of interest in the hiring, supervision, and evaluation of employees, at no time may any administrator responsible for the supervision and/or evaluation of an employee be directly related to him/her. The Conflict of Interest statute defines immediate family as you and your spouse/partner; both sets of parent; both sets of siblings; and both sets of children.

In order to avoid the appearance of any possible conflict, it is the policy of the School Committee that when an immediate family member, as defined in the Conflict of Interest statute, of a School Committee member or district administrator is to be hired into or promoted within the School District, the Superintendent shall file public notice with the School Committee and the Town or District Clerk at least two weeks prior to executing the hiring in accordance with the law.

SOURCE: MASC
LEGAL REFS.: M.G.L. 71:52; 268A:1 et seq.
STAFF CONDUCT

All staff members have a responsibility to familiarize themselves with and abide by the laws of the State as these affect their work, the policies of the School Committee, and the regulations designed to implement them.

In the area of personal conduct, the Committee expects that teachers and others will conduct themselves in a manner that not only reflects credit to the school system but also sets forth a model worthy of emulation by students.

All staff members will be expected to carry out their assigned responsibilities with conscientious concern.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which will be required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of policies of the Committee and their implementing regulations and school rules in regard to students.
3. Diligence in submitting required reports promptly at the times specified.
4. Care and protection of school property.
5. Concern for and attention to their own and the school system's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:37H; 264:11; 264:14
STAFF GIFTS AND SOLICITATIONS

I. PURPOSE AND SCOPE

No organization may solicit funds of staff members for students within the schools, nor may anyone distribute flyers or other materials related to fund drives through the schools, without the approval of the Superintendent. Nor shall staff members be made responsible, or assume responsibility for the collection of any money or distribution of any fund drive literature within the schools, without such activity having the Superintendent's approval.

First Reading: March 12, 1991
Second Reading: April 30, 1991

SOURCE: Lexington
GIFTS TO AND SOLICITATIONS BY STAFF

Gifts

The acceptance of gifts worth $50 or more by school personnel in a calendar year when the gift is given because of the position they hold, or because of some action the recipient could take or has taken in his or her public role, violates the conflict of interest law. Acceptance of gifts worth less than $50, while not prohibited by the conflict of interest law, may require a written public disclosure to be made.

In keeping with this policy, no employee of the school district will accept a gift worth $50 or more that is given because of the employee’s public position, or anything that the employee could do or has done in his or her public position. Gifts worth less than $50 may be accepted, but a written disclosure to the employee’s appointing authority must be made if the gift and the circumstances in which it was given could cause a reasonable person to think that the employee could be improperly influenced. The value of personal gifts accepted is aggregated over a calendar year (4 gifts of $20 value is the same as 1 gift of $80 if given in the same calendar year).

In general, homemade gifts without retail value are permissible because a reasonable person would not expect an employee would unduly show favor to the giver, so no disclosure is required. Such gifts could include homemade food items (cookies, candy, etc), handpicked flowers, and handmade gifts worth less than $10 (ten) dollars.

Class Gifts

There is a specific exception to the prohibition against accepting gifts worth $50 or more, when the teacher knows only that the gift is from the class, not from specific donors. A single class gift per calendar year valued up to $150 or several class gifts in a single year with a total value up to $150 from parents and students in a class may be accepted provided the gift is identified only as being from the class and the names of the givers and the amounts given are not identified to the recipient. The recipient may not accept an individual gift from someone who contributed to the class gift. It is the responsibility of the employee to confirm that the individual offering such gift did not contribute to the class gift.

Gifts for School Use

Gifts given to a teacher solely for classroom use or to purchase classroom supplies are not considered gifts to an individual employee and are not subject to the $50 limit. However, an employee who accepts such gifts must keep receipts documenting that money or gift cards were used for classroom supplies.

Solicitations

In spirit, the School Committee supports the many worthwhile charitable drives that take place in the community and is gratified when school employees give them their support. However, the solicitation of funds from staff members through the use of school personnel and school time is prohibited by the conflict of interest law. Therefore, no solicitations of funds for charitable purposes should be made among staff members. Staff members of course remain free to support charitable causes of their own selection.

SOURCE: MASC December 2012

Legal Ref: M.G.L. 268A:3; 268A:23; 930 CMR 5.00

CROSS REFS.: KHA, Public Solicitations in the Schools
JP, Student Donations and Gifts

Lexington Public Schools
DRUG-FREE WORKPLACE POLICY

The School District will provide a drug-free workplace and certifies that it will:

1. Notify all employees in writing that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, is prohibited in the District's workplace, and specify the actions that will be taken against employees for violation of such prohibitions.

2. Establish a drug-free awareness program to inform employees about the dangers of drug abuse in the workplace; the District's policy of maintaining a drug-free workplace; and available drug counseling, rehabilitation, and employee assistance programs; and the penalty that may be imposed on employees for drug abuse violations occurring in the workplace.

3. Make it a requirement that each employee whose employment is funded by a federal grant be given a copy of the statement as required.

4. Notify the employee in the required statement that as a condition of employment under the grant, the employee will abide by the terms of the statement, and will notify the District of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.

5. Notify the federal agency within ten days after receiving notice from an employee or otherwise receiving notice of such conviction.

6. Take one of the following actions within 30 days of receiving notice with respect to any employee who is so convicted; take appropriate personnel action against such an employee, up to and including termination; or require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health law enforcement, or other appropriate agency.

7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all the provisions of this policy.

SOURCE: MASC

LEGAL REFS.: The Drug-Free Workplace Act of 1988
CROSS REFS.: JICH, Drug and Alcohol Use by Students

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File: GBEC

Lexington Public Schools
TOBACCO USE ON SCHOOL PROPERTY BY STAFF MEMBERS

Smoking or the use of tobacco within school buildings, the school facilities or on school property or buses by any individual, including school personnel, is prohibited.

Staff members who violate this policy will be referred to their immediate supervisor for further action.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:37H
STAFF PERSONAL SECURITY AND SAFETY

Through its overall safety program and various policies pertaining to school personnel, the School Committee shall seek to assure the safety of general wellbeing of employees during their working hours and assist them in the maintenance of good health.

Employees offered a position as a custodian, maintenance worker or food service worker must successfully pass a pre-employment physical examination (provided at School Committee cost) prior to the date of employment.

The Superintendent may require an employee to submit to a physical examination by a physician appointed by the school system whenever that employee's health appears to be a hazard to children or others in the school system or when a doctor's certificate is legally required to verify need for sick leave.

School employees, their families and members of their household are eligible to use the confidential services provided by the school and/or town's employee assistance program.

Revised: 6/21/04
SOURCE: MASC
LEGAL REFS.: M.G.L. 71:54; 71:55C
CROSS REFS.: EB, Safety Program

NOTE: This category is for statements on staff physical and mental health examination requirements, the School Committee's commitment to assisting employees in maintaining good health, its concern with occupational safety, and so on.

Observe the cross references. Health insurance plans for employees are properly coded under Fringe Benefits for the appropriate category of staff.
STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The School Committee recognizes that employees of the school system have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office and holding an elective or appointive office.

In connection with campaigning, an employee will not: use school system facilities, equipment or supplies; discuss his/her campaign with school personnel or students during the working day; use any time during the working day for campaigning purposes. Under no circumstances, will students be pressured into campaigning for any staff member.

SOURCE: MASC
LEGAL REF.: M.G.L. 71:44
PERSONNEL RECORDS

Information about staff members is required for the daily administration of the school system, for implementing salary and other personnel policies, for budget and financial planning, for responding to appropriate inquiries about employees, and for meeting the School Committee's education reporting requirements. To meet these needs, the Superintendent will implement a comprehensive and efficient system of personnel records maintenance and control under the following guidelines:

1. A personnel folder for each present and former employee will be accurately maintained in the central administrative office. In addition to the application for employment and references, the folders will contain records and information relative to compensation, payroll deductions, evaluations, and any other pertinent information.

2. The Superintendent will be the official custodian for personnel files and will have overall responsibility for maintaining and preserving the confidentiality of the files within the provisions of the law.

3. Personnel records are considered confidential under the law and will not be open to public inspection. Access to personnel files will be limited to persons authorized by the Superintendent to use the files for the reasons cited above.

4. Each employee will have the right, upon written request, to review the contents of his own personnel file.

5. Employees may make written objections to any information contained in the file. Any written objection must be signed by the staff member and will become part of the employee's personnel file. Further, no negative comment will be placed in a staff member's file unless it is signed by the person making the comment and the staff member is informed of the comment and afforded the opportunity to include his/her written response in the file.

6. Lists of school system employees' names and home addresses will be released only to governmental agencies as required for official reports or by the laws.

SOURCE: MASC

LEGAL REFS.: Family Educational Rights and Privacy Act, Sec. 438, P.L. 90-247
Title IV, as amended
88 Stat. 571-574 (20 U.S.C. 1232g) and regulations
M.G.L. 4:7; 71:42C
Teachers' Agreement

CONTRACT REF.: All Agreements

CROSS REF.: KDB, Public’s Right to Know
STAFF COMPLAINTS AND GRIEVANCES

The School Committee will encourage the administration to develop effective means of resolving differences that may arise among employees and between employees and administrators; reduce potential areas of grievances; and establish and maintain recognized channels of communication between the staff, administration, and School Committee.

It is the Committee's desire that grievance procedures provide for prompt and equitable adjustment of differences at the lowest possible administrative level, and that each employee be assured opportunity for an orderly presentation and review of complaints and concerns.

Channels established will provide for the following:

1. That teachers and other school employees may appeal a ruling of a Principal or other administrator to the Superintendent.

2. That all school employees may appeal a ruling of the Superintendent to the Committee, except in those areas where the law has specifically assigned authority to the Principal and/or the Superintendent and Committee action would be in conflict with that law.

3. That all hearings of complaints before the Superintendent or Committee be conducted in the presence of the administrator who made the ruling that is the subject of the grievance.

The process established for the resolution of grievances in contracts negotiated with recognized employee bargaining units will apply only to "grievances" as defined in the particular contract.

SOURCE: MASC

LEGAL REFS.: M.G.L. 150E:5 and 8

CONTRACT REFS.: All Contract Agreements

NOTE: Grievance procedures established through negotiated agreements may be referred to, as in the policy above. Many school systems also cite specific article and section numbers with the contract references.
PROFESSIONAL STAFF POSITIONS

All professional staff positions in the school system will be created initially by the School Committee. It is the Committee's intent to activate a sufficient number of positions to accomplish the school system's goals and objectives and to provide for the equitable staffing of each school building. Although such positions may remain temporarily unfilled, only the Committee may abolish a position it has created.

Each time a new position is established by the Committee, the Superintendent will present for the Committee's approval a job description for the position, which specifies the jobholder's qualifications and the job's performance responsibilities. The Superintendent will maintain a comprehensive set of job descriptions for all positions.

SOURCE: MASC

NOTE: Job descriptions for professional staff positions are available for review in the office of the Superintendent.

NOTE: Subcategories may be added to code GCA for filing job descriptions of professional staff positions. However, if a school system has more than 20 job descriptions, it is recommended that they be filed in a special manual (and referred to, as was done on the sample policy above) to prevent the policy manual from becoming unwieldy.
PROFESSIONAL STAFF SALARY SCHEDULES

Teachers
The School Committee will adopt a salary schedule for regular teaching personnel as part of the contract negotiated with the teachers' bargaining unit. The schedule will be designed to recognize and reward training and experience and encourage additional study for professional advancement.

Principals
Salaries will be reviewed annually prior to July 1. The School Committee, with the advice of the Superintendent, will establish levels of compensation for each position based on the circumstances, dynamics, and requirements of each position. Consideration may be given to individuals for exceptional performance as a basis for establishing merit increases for Principals. It is the responsibility of the Superintendent to present evidence to the School Committee to support recommendations for merit increases.

Administrators
Salaries will be reviewed annually prior to July 1. The Superintendent may, upon the request of the Committee, survey other school systems to determine salaries being paid for comparable positions in each system. The survey will include the effective date of the specified salary.

SOURCE: MASC
LEGAL REFS.: M.G.L. 71:40; 71:43
CONTRACT REF.: Teachers' Agreement

NOTE: If a salary schedule is established unilaterally by the School Committee, the actual schedule might be included as part of the policy or as an exhibit document coded GCBA-E. However, if it is part of a School Committee-staff agreement, it may be referred to, with the appropriate section of the agreement cited in a contract reference (as was done above). In either event, there probably will be procedural regulations pertaining to initial placement and lateral movement on the schedule to include under code GCBA-R.

Regional school districts should cite M.G.L. 71:42B at this code.
EMPLOYMENT OF PRINCIPALS

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

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

The length of second and subsequent contracts of employment for Principals shall be in accordance with state law. Contracts issued to Principals will be up to three years in length, and may be reissued by the Superintendent at levels of compensation/benefits, determined by the School Committee, provided that the Superintendent may employ a Principal under the terms and conditions of the previous contract of employment.

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

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

SOURCE: MASC
PROFESSIONAL STAFF SUPPLEMENTARY PAY PLANS

Certain assignments require extra responsibility or extra time over and above that required of other staff members who are on the same position on the basic salary schedule. When such supplemental assignments require extra time and responsibility beyond that regularly expected of teachers, they will be rewarded with extra compensation.

Assignments that are to be accorded extra compensation will be designated by the Committee. Appointments to these positions will be made by the Superintendent for District-wide positions or by the Principal with the approval of the Superintendent for building based personnel. The amount of compensation for the position will be established by the Committee at the time the position is created.

A teacher who is offered and undertakes a supplementary pay assignment will receive a supplementary contract specifying the pay, duration and terms of the assignment. If a teacher will not be extended the assignment for the following school year but will remain on the teaching staff, he or she will be so notified in writing prior to the expiration of the contract. Upon termination of the assignment, the supplementary pay will cease.

SOURCE: MASC

LEGAL REF.: Collective Bargaining Agreement
FAMILY AND MEDICAL LEAVE

The School System shall comply with the mandatory provisions of the Family and Medical Leave Act of 1993. The Superintendent shall issue, and from time to time amend, regulations setting forth the rights and procedures granted by the Act, and shall ensure compliance with those regulations either personally or by delegation, or by some combination of personal oversight and delegation.

SOURCE: MASC

LEGAL REFS.: P.L. 103-3, "Family and Medical Leave Act of 1993"
PROFESSIONAL STAFF RECRUITING/POSTING OF VACANCIES

It is the responsibility of the Superintendent, with the assistance of the administrative staff, to determine the personnel needs of the school system and it is the responsibility of the Principal, in consultation with the Superintendent, to determine the personnel needs of the individual schools. In addition, school councils may review personnel requirements as a means of evaluating the needs of a school. Any recommendations for the creation or elimination of a position must be approved by the School Committee.

The search for good teachers and other professional employees will extend to a wide variety of educational institutions and geographical areas. It will take into consideration the characteristics of the town and the need for a heterogeneous staff from various cultural backgrounds.

Recruitment procedures will not overlook the talents and potential of individuals already employed by the school system. Any current employee may apply for any position for which he or she has certification, a license for and meets other stated requirements.

Openings in the schools will be posted in sufficient time, before the position is filled, to permit current employees to submit applications.

SOURCE: MASC

LEGAL REFS.: Collective Bargaining Agreements
PROFESSIONAL STAFF HIRING

Through its employment policies, the District will strive to attract, secure, and hold the highest qualified personnel for all professional positions. The selection process will be based upon awareness to candidates who will devote themselves to the education and welfare of the children attending the schools.

It is the responsibility of the Superintendent, and of persons to whom he or she delegates this responsibility, to determine the personnel needs of the school system and to locate suitable candidates. No position may be created without the approval of the School Committee. The District's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the children.

It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all certification/licensure requirements and the requirements of the Committee for the type of position for which the nomination is made.

The following guidelines will be used in the selection of personnel:

1. There will be no discrimination in the hiring process due to age, sex, gender identity, creed, race, color, national origin, disability, sexual orientation or place of residence.
2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.
3. The administrator responsible for the hiring of a staff member (in the case of District-wide positions, for the position of Principals, it is the Superintendent; for building-based personnel, it is the Principal) shall establish a representative screening committee. The administrator has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision.

4. For those positions where the hiring authority rests with the School Committee a representative screening committee may be established by the School Committee or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making his recommendation to the School Committee.

SOURCE: MASC

UPDATED: June 2012

Massachusetts Board of Education Requirements for Certification of Teachers, Principals, Supervisors, Directors, Superintendents and Assistant Superintendents in the Public Schools of the Commonwealth of Massachusetts, revised 1994
BESE Regulations 603 CMR 7:00, 26.00, and 44:00

NOTE: School Committees may determine the size and composition of the screening committee.

Lexington Public Schools
SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT

The school system will employ as substitute teachers, to the extent possible, persons who meet the requirements for teacher appointments and will assign teachers substitute-teaching positions on the basis of their areas of competence. When the supply of potential substitutes in a particular subject area is too limited to meet school department needs, there will be active recruitment for substitutes in those areas. All substitute teachers will be expected to provide educational services, rather than to assume merely a student-supervisory role. They will be provided with as much support as possible by building administrators and teachers.

The School Committee will set the daily rate of pay for substitute teachers, including extended-term substitutes. The latter will be granted such additional benefits as approved by the School Committee.

SOURCE: MASC
PHILOSOPHY OF STAFF PROFESSIONAL LEARNING DEVELOPMENT

All staff members will be encouraged in and provided with suitable opportunities for the development of increased competencies beyond those they may attain through the performance of their assigned duties and assistance from supervisors.

Opportunities for professional growth may be provided through such means as the following:

1. Planned in-service programs and workshops offered within the school system from time to time; these may include participation by outside consultants.
2. Membership on curriculum development committees drawing personnel from within and without the school system.
3. Released time for visits to other classrooms and schools and for attendance at conferences, workshops, and other professional meetings.
4. Leaves of absence for graduate study, research, and travel.
5. Partial payment of tuition for approved courses.

The Superintendent will have authority to approve or deny released time for conferences and visitations and reimbursements for expenses, provided such activities are within budget allocations for the purpose.

SOURCE: MASC

NOTE: Related policies in a school system’s manual might include those on Fringe Benefits (if tuition refunds are included), Leaves and Absences (if these include leave for conferences and workshops, professional development, or sabbaticals). Cross-references should be provided to such statements.
PROFESSIONAL TEACHER STATUS

Teachers and certain other professional employees who have served in the School District for three consecutive years shall be entitled to professional teacher status. The Superintendent, upon recommendation of the Principal, may award such status to a teacher who has served in the Principal's school for not less than one year or a teacher who has obtained such status in any other public school district in the Commonwealth. The Superintendent will base his/her decisions on the results of evaluation procedures conducted according to Committee policy.

At the end of each of the first three years of a teacher's employment, it will be the responsibility of the Superintendent to notify each employee promptly in writing of the decision on reappointment. Notification to a teacher not being reappointed must be made by June 15 or at an earlier date if required by a collective bargaining agreement.

A teacher who attains professional teacher status will have continuous employment in the service of the school system. A teacher with professional teacher status whose position is abolished by the School Committee may be continued in the employ of the school system in another position for which he/she is legally qualified.

Nothing in these provisions will be considered as restricting the Superintendent from changing teaching assignments or altering or abolishing supervisory assignments except that, by law, no teacher may be assigned to a position for which he/she is not legally qualified.

Established by law and Committee policy

SOURCE: MASC


NOTE: Regional school districts should cite M.G.L. 71:42H at this code.
PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

The basic consideration in the assignment of professional staff members will be the needs of the students and the instructional program.

Therefore, the assignment and transfer of professional staff members will be accomplished by the Superintendent on the basis of the employee's qualifications, the needs of the school system, and the employees' expressed desires.

Care will be exercised by the Superintendent to assure that all schools are staffed with effective teachers.

Within an individual school, the building administrator will have the authority to assign classes and courses, provided this is done with full regard for the teacher's area of certification and the policies delineated above.

SOURCE: MASC

CONTRACT REF.: Teachers' Agreement
EVALUATION OF PROFESSIONAL STAFF

In order to ensure a high quality of teacher and administrator performance and to advance the instructional programs of the schools, a continuous program for teacher and administrator evaluation will be established by the School Committee. Regular reports will be made to the Superintendent concerning the outcomes of these evaluations.

The evaluation process will include:

1. The development and periodic review of techniques and procedures for making evaluations.
2. Interpretation of the information gained in the evaluative process in terms of the objectives of the instructional program.
3. The application of the information gained to the planning of professional learning and in-service training activities, which are designed to improve instruction and increase teacher competence.

The evaluation process will include self-evaluation, supervisor initiated observations, and teacher initiated observations.

The formal evaluations will be written and will be discussed by the supervisor and the person being evaluated. The discussions may either precede or follow the writing of the evaluation document. Copies of the written document will be signed by both parties and incorporated into the personnel files of the teacher or administrator. In addition, the individual and his department chairman (if applicable) will receive a signed copy. The signature should indicate that the evaluation has been read and discussed.

The written evaluation should be specific in terms of the person's strengths and weaknesses. Those areas where improvement is needed should be clearly set forth and recommendations for improvement should be made. Subsequent evaluations should address themselves to any improvement or to any continuing difficulty that is observed.

SOURCE: MASC

LEGAL REFS.: M.G.L. 69:1B; 71:38; 71:38Q; 150E; 152B
603 CMR 35:00

.contract ref.: Teachers' Agreement

Lexington Public Schools
RESIGNATION OF PROFESSIONAL STAFF MEMBERS

Professional staff members may discontinue their service in the school system during the school year by submitting a written notice of intent to resign to the appropriate hiring authority.

Such written notice of intent to resign will be given to the Superintendent. The staff member will be notified in writing of the Superintendent’s action on the resignation.

When a resignation is accepted by the Superintendent the employee may be expected to continue in service at his or her assigned duties for a period of 30 days after submission of the resignation.

SOURCE: MASC

Lexington Public Schools
RETIREMENT OF PROFESSIONAL STAFF MEMBERS

Annually, the Superintendent will inform the Committee of the professional staff members who have indicated their intention to retire at the end of the current school year. No further School Committee action is necessary unless approval is needed for the payment of or participation in continued local benefits.

| SOURCE: MASC |
| LEGAL REF.: Age Discrimination in Employment Law, P.L. 95-256 |
| CONTRACT REF.: Teachers' Contract |

**NOTE:** Under Massachusetts law (Teachers' Retirement Act), all professional personnel participate in a teachers' retirement plan, which provides several options on time of retirement and benefits granted to those who retire. It also sets limitations on the number of days a retired employee may be re-employed annually on a temporary basis by the school system. Temporary employment up to 90 days or 720 hours per calendar year is permitted at the discretion of the employer.
SUSPENSION AND DISMISSAL OF PROFESSIONAL STAFF MEMBERS

The Superintendent will strive to assist personnel to perform their duties efficiently. However, the Superintendent may dismiss any employee in accordance with state law. Further, the Committee recognizes the constitutional rights of the District's employees and assures them the protection of due process of law. To guarantee such rights, a system of constitutionally and legally sound procedures will be followed in each case of suspension or dismissal of an employee.

When the Superintendent or a Principal determines that sufficient cause exists that a professional employee be suspended or dismissed from service in the school system, he or she will:

1. Be certain that each such case is supported by defensible records.

2. Determine if the individual is to be suspended immediately with the understanding that the suspension will be subject to restoration of salary and position if an appeal is decided in favor of the individual.

3. Follow the procedures for dismissal or suspension that are contained in applicable laws as well as those included in the current agreement with the teachers' bargaining unit.

4. Provide the individual involved with a written statement that will:
   a. Indicate whether the action the Superintendent is taking is dismissal or suspension.
   b. State the reason for the suspension or dismissal.
   c. Guarantee that all procedures will be in accordance with due process of law.
   d. Inform employees who have a right to request a hearing under appropriate laws that they may be represented at such a hearing by counsel of their choice.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:42; 71:42D
PRIVATE TUTORING FOR PAY

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

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

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

Tutors are private employees who establish their own payment rates.

SOURCE: MASC
SUPPORT STAFF POSITIONS

Education is a cooperative enterprise in which all employees of the school system must participate intelligently and effectively for the benefit of the children. This school system will employ support staff members in positions that function to support the education program.

All support staff positions will be established initially by the Committee. In each case, the Superintendent will submit for the Committee's consideration and action a job description or job specifications for the position.

Although positions may remain temporarily unfilled or the number of persons holding the same type of position reduced in event of de-staffing requirements, only the Committee may abolish a position it has created.

SOURCE: MASC
SUPPORT STAFF CONTRACTS AND COMPENSATION PLANS

In establishing rates of pay and levels of compensation for support staff personnel, the School Committee will take into account the responsibilities of the position, the qualifications needed, past experience of the individual, and years of service in the school department.

In approving the annual budget, compensation plans will be reviewed annually for all categories of staff. Such review, where applicable, will be carried out in connection with negotiations with representatives of recognized bargaining units. The master agreements with these units will be considered appendices to this manual and will have the full force of School Committee policy.

The School Committee will set approve recommendations of The Superintendent for will set the rates of pay for personnel not covered by collective bargaining agreements, consistent with the amount of money approved in the School Committee's annual budget.

Overtime

Support staff employees will be paid overtime wages for work performed in excess of 40 hours in a work week.

In counting hours for the purpose of allowing overtime work and pay, supervisors will consider sick leave, vacation time, and holidays as time worked.

Every effort must be made to minimize overtime by scheduling duties during the regular workday. Overtime will be authorized only by the Superintendent and only to cover emergency situations. All such work will be assigned on a fair and equitable basis.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:38

CONTRACT REFS.: All Contracts

NOTE: For the convenience of all concerned, it is suggested that policies relating to the support staff parallel in coding, format, and treatment of negotiated items policies relating to the professional staff.
SUPPORT STAFF VACATIONS AND HOLIDAYS

Holidays

The school calendar, as adopted by the School Committee, establishes holidays and school recess periods for the employees who work on teacher and/or student days.

Employees who work on a 12-month basis will be granted paid holidays on all legal holidays and such other holidays as designated by the School Committee. They will also be expected to report to work during school recess periods unless days during these periods are considered official and designated as paid holidays by the Committee.

To qualify for holiday pay, the employee must be at work on the day before and the day following the holiday, unless his absence is approved on the basis of current leave policies.

Vacations

All 12-month employees will be eligible for paid vacations in accordance with the following:

1-5 years — two weeks vacation
5-10 years — three weeks vacation
10 years and after — four weeks vacation

Support staff members employed on 10-month basis will be granted two weeks’ paid vacation after completing 10 full years of services in the school system.

SOURCE: MASC

LEGAL REF: M.G.L. 4:7, 136:12

CONTRACT REFS: All support staff contracts
EVALUATION OF SUPPORT STAFF

A program of continuous observation and evaluation will be developed to find and retain the right employees to fill vacancies, determine assignments and equitable work loads, and establish wage and salary policies that encourage employees to put forth their best efforts. The evaluation of employee achievements and the provision of a good atmosphere are some of the major duties of the Committee.

The evaluation will cover the major areas of the employee's responsibilities and will include the following:

1. Specific work assignment
2. Attitude toward students
3. Attitude toward public education
4. Attitude toward supervisors, teachers, and fellow employees
5. Work habits

Each employee will be informed of the basis upon which he/she is to be evaluated in advance of evaluation.

SOURCE: MASC

CONTRACT REFS.: All support staff agreements

NOTE: Evaluation is an area in which many negotiated agreements contain information directly related to policy. The "contract reference" was added to this policy by the school system to direct the user of the manual to pertinent statements in the negotiated agreement. This type of referencing is only one method for dealing with the content of such agreements.
RETIREMENT OF SUPPORT STAFF MEMBERS

All full-time non-instructional personnel are required to participate in the Commonwealth of Massachusetts Retirement System.

Periodically, the Superintendent will present to the Committee the names of support staff members who have indicated their intentions to retire.

SOURCE: MASC

LEGAL REFS.: Age Discrimination in Employment Law, P.L. 95-256

NOTE: Regional school districts should cite M.G.L. 71:16F at this code.
SUSPENSION AND DISMISSAL OF SUPPORT STAFF MEMBERS

Support staff employees employed by the School District may be terminated by the Principal of the building in which they serve, with the approval of the Superintendent. However, employees may request the Superintendent to review the circumstances of their termination.

Bus drivers are employed on a monthly basis with continuity of employment conditioned only upon satisfactory performance. In the event of failure to perform as required, the Superintendent may immediately suspend employment.

Support staff employees will generally be given notice of their dismissal two weeks prior to the effective date.

The Superintendent, or the Principal, with the approval of the Superintendent, may also suspend employees from their assignments.

SOURCE: MASC
The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval annually. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Education:

1. Elementary school will operate for a minimum of 180 days. Schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

2. Secondary schools will operate for a minimum of 180 days. Schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

For the information of staff, students, and parents, the calendar will set forth the days schools will be in session; holidays and vacation periods; in service days; and parent conferences.

**SOURCE:** MASC

**LEGAL REFS.:** M.G.L. 4:7; 69:1G; 71:1; 71:4; 71:4A; 71:73; 136:12
Board of Education Regulations for School Year and School Day, effective 9/1/75
Board of Education, Student Learning Time Regulations
603 CMR 27.00, Adopted 12/20/94

**NOTE:** When a policy covers two topics that appear consecutively in the classification system, the codes and headings can be combined, as shown at the top of this page.

The category "School Year" is designed for policies about the year for students, rather than the working year for teachers and other staff members.
CONSIDERATION OF HOME SCHOOLING REQUESTS - UNDER MGL c. 76 SECTION 1

I. BACKGROUND

Introduction: Parents in the Commonwealth of Massachusetts have the statutory right to educate their children at home, provided they receive the prior approval of the Superintendent of Schools or the School Committee in their district. MGL c. 76 Section 1: Commonwealth v. Roberts, 159 Mass. 372 (1893). This policy will address the issues of what standards are permissible in reviewing an application for home education, and what procedures should be followed in such a review.

Standards: Several United States Court decisions, cited by the Supreme Judicial Court, have affirmed the substantial State interest in the education of its citizenry, with which parents' basic right to direct their children's education must be reconciled. The court agreed with the parents that "the State interest in this regard lies in ensuring that the children residing within the State receive an education, not that the educational process be dictated in its minutest detail." However, the court concluded that the approval process required under General Laws Chapter 76, Section 1 "is necessary to promote effectively the State's substantial interest", and that the School Committee may use that statutory approval process to impose on home education programs "certain reasonable educational requirements similar to those required for public and private schools."

II. PURPOSE AND SCOPE

Time Devoted to Education. The School Committee or Superintendent will satisfy themselves that the student will receive at least the same number of hours of instruction in each required subject as a public school student in any given year. Thus, though the time may be allocated differently in a home education program, the total of teaching hours in each subject should equal that of the public schools which require a minimum of 180 days.

Adequacy of Educational Materials. The School Committee or Superintendent will review the texts, materials, and programs to be used in teaching each subject to see that they are adequate for the task of teaching the children.

III. APPLICATION

Competency of Teachers. The School Committee or Superintendent should consider the competency of the teacher(s), whether the teacher be a parent or a private tutor. The Committee may not require that the teacher be certified, however the presence or absence of the requirements that would lead to certification may be examined. The general standard is that the teachers must be of "competent ability and good morals." MGL c. 71, Section 1.

Curriculum. The School Committee or Superintendent will consider the curriculum proposed for the child's home education. It should include those subjects which are required by law or regulation. The subjects required by law, (MGL c. 71 Section 1), are orthography, reading, writing, the English language and grammar, geography, arithmetic, drawing, music, the history and constitution of the United States, the duties of citizenship, health education, physical education, and good behavior. Instruction in health education must include: consumer health, ecology, community health, body structure and function, safety, nutrition, fitness and body dynamics, dental health, emotional development, and training in the administration of first aid, including cardiopulmonary resuscitation.
Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards. The Superintendent or School Committee may properly require such testing, and in consultation with the parents may decide where the testing will occur and the type of testing instrument to be used. The court noted that “where practical, a neutral party should administer the test,” and that the school authorities and parents may agree to other means of measuring the children’s progress, such as periodic progress reports or dated work samples. In addition, it suggested that on-site visits by public school representatives may be included, although “with appropriate testing procedure or progress reports, there may be no need for periodic on-site visits or observations of the learning environment by school authority personnel.”

* The requirements as stated in MASS GENERAL LAW c. 71 Section 38G

Date approved by School Committee: 1/23/90
Reformatted: 4/2003

SOURCE: Lexington
HOME SCHOOLING

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

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

Prior to removing the student from public school:

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

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

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

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

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

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

SOURCE: MASC

LEGAL REFS.:  M.G.L. 69:1D; 76:1, Care and Protection of Charles Care and Protections of Charles - MASS. Supreme Judicial Court 399 Mass. 324 (1987)
1. Requirements for approval of home instruction will include:
   a. The parent or legal guardian must request permission to hold home instruction on an annual basis.
   b. A home instruction application form will be provided to the parents or legal guardian. This form must be completed and returned to the Superintendent before approval may be granted.
   c. The Committee delegates the approval of home instruction to the Superintendent. Any approval or rejection of an application by the Superintendent is subject to review by the Committee.

2. Children in home instruction may, at the discretion of parents or guardian, attend the public schools on a part-time basis. It may be an advantage for a home-taught child to attend specialized classes in the public school.

3. Parents or a legal guardian in charge of home instruction should make provision for regular testing or use of other indicators of student progress such as standardized achievement tests. As an alternative to home testing and at the request of those in charge of the home instruction, the School District will make provision for inclusion of home-taught children in the annual achievement test battery, which is usually administered in February or March of each school year. The home instruction summary form must include either a summary of home testing results for each required subject for each child or the results of the achievement test that is administered through the School District.

4. Auditing functions of the Committee for the home instruction will include:
   a. The Committee at any time may request a review by the Superintendent of the attendance rolls, records of test scores or other achievement indicators in each required subject for any child in home instruction.
   b. The Committee may request at any time that the Superintendent review the instructional materials and methods used by the person(s) responsible for the home instruction.
   c. The Superintendent will prepare for the Committee an annual summary of the children included in home instruction. This report will also summarize, in general, the appropriateness or possible deficiencies of home education situations.

5. Within one week of the ending date of the home instruction, as indicated on the home instruction application form, the School District will mail the parents or legal guardian a home instruction summary form. The completed form should be returned to the School District within 30 days. This summary form must be returned to the School District office before annual approval of home instruction can be made for any succeeding years.
6. The Committee will act in a responsible, cooperative manner to ensure that all children in the School District receive competent, adequate instruction. This concern includes children in home education. If the Committee determines that a home instruction situation is inadequate, a conference between the parents or legal guardian and the Superintendent will be scheduled to find mutually acceptable ways to correct any deficiency.

7. If deficiencies in a home education situation are not corrected or the proper annual application or summary is not completed by the parents or legal guardian, an appropriate referral will be made.

SOURCE: MASC
EXTENDED DAY PROGRAMS POLICY

| ON HOLD |

I. PURPOSE AND SCOPE

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

II. APPLICATION

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

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

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

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

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

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

Lexington Public Schools
III. BACKGROUND

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

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

SOURCE: Lexington
FIELD TRIPS

I. BACKGROUND

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

II. PURPOSE AND SCOPE

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

A. Types of Field Trips

1. Curriculum-related: a classroom-associated learning experience to afford students the opportunity to gain insight, information or knowledge, such as, but not limited to, a walk on adjacent conservation land, a visit to a historic site or museum, or attendance at a cultural performance.

2. Co-curricular: school-sponsored experiences associated with school groups that normally meet outside regularly scheduled classes, such as, but not limited to, clubs, student organizations, or academic-related teams.

3. Interscholastic: in-district or out-of-district events in which students participate as representatives of the Lexington Public Schools, such as, but not limited to, athletics, cheerleading, and the performing arts.

B. Duration of Field Trips

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

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

3. International Trips
   a. a multi-day program beyond the borders of the continental United States.
C. Inclusion
Reasonable accommodations will be provided to allow eligible students with disabilities to participate in scheduled field trips.

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

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

III. APPLICATION

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

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

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

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

C. Authorization

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

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

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

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

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

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

**D. Implementation**

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

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<thead>
<tr>
<th>CROSS REF.: JIH, Policy Relating to Field Trips Involving Late Night or Overnight Travel</th>
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<tbody>
<tr>
<td>First Reading: November 15, 2005</td>
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<tr>
<td>Second Reading: December 20, 2005</td>
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<tr>
<td>Date Approved: February 28, 2006</td>
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**SOURCE:** Lexington
PROMOTION AND RETENTION OF STUDENTS

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

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

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