

LEXINGTON SCHOOL COMMITTEE MEETING
Tuesday, June 21, 2016
Lexington Town Office Building, Selectmen's Meeting Room
1625 Massachusetts Avenue

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

6:00 p.m. Call to Order:

6:01 p.m. Executive Session:

- a) Exemption 3 - To Discuss Strategy with Respect to Collective Bargaining Regarding LEA - Unit C
- b) Exemption 2 - To Discuss Strategy with Respect to Contract Negotiations with Nonunion Personnel - Superintendent of Schools Dr. Mary Czajkowski's Contract

7:00 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.)

7:10 p.m. Superintendent Announcements:

7:20 p.m. School Committee Member Announcements:

7:35 p.m. Consent Agenda:

1. Vote to Approve 2016-2017 Clarke Middle School 8th Grade French Field Trip to Québec City, Canada, May 31 through June 2, 2017
2. Vote to Approve 2016-2017 Diamond Middle School 8th Grade French Field Trip to Québec City, Canada, May 30 through June 2, 2017
3. Vote to Accept a Donation to the Maria Hastings School from Stop and Shop's A+ Program in the amount of \$1,523.75
4. Vote to Accept a Donation to the Diamond Middle School from Stop and Shop's A+ Program in the Amount of \$1,656.00
5. Vote to Accept a Donations to the Lexington High School Fitness Center Equipment in the Amount of \$6,992.00
6. Vote to Accept a Donation to the Lexington High School from Stop and Shop's A+ Program in the amount of \$1,566.50
7. Vote to Accept a \$7,500 Robotics Club Award from the FedEx Innovation Challenge to the Lexington High School
8. Vote to Approve School Committee Minutes of October 28, 2014
9. Vote to Approve School Committee Minutes of March 8, 2016
10. Vote to Approve School Committee Minutes of March 23, 2016
11. Vote to Approve School Committee Minutes of March 30, 2016
12. Vote to Approve School Committee Minutes of April 26, 2016
13. Vote to Approve and Not Release Executive Session Minutes of April 26, 2016
14. Vote to Approve and Not Release Executive Session Minutes of May 9, 2016
15. Vote to Approve School Committee Minutes of May 10, 2016

7:40 p.m. Agenda:

1. Lexington Education Foundation (LEF) Update (15 minutes)
2. Vote to Approve 2016-2017 Clarke Middle School and Diamond Middle School Grade 8 Field Trips: (5 minutes)
 - a) Vote to Approve 2016-2017 Clarke Middle School Grade 8 Spanish Field Trip to Málaga, Spain, March 22 through March 31, 2017
 - b) Vote to Approve 2016-2017 Diamond Middle School Grade 8 Spanish Field Trip to Málaga, Spain, March 8 through March 17, 2017
3. World Language (45 minutes)
 - a) Curriculum Review - Year 2
 - b) Update on Reinstatement of Elementary World Language and Elementary Restructuring
4. Superintendent Evaluation (30 minutes)
5. FY2016 Budget Transfers (5 minutes)
6. Ratification of the LEA, Unit C, Contract (5 minutes)
7. Discussion of Capital Plan (20 minutes)
8. Recommended 2016-2017 School Committee Meeting Calendar (10 minutes)
9. School Committee Member Designee for the Permanent Building Committee for the Diamond School Project (5 minutes)
10. Discussion of School Committee Vice-Chair Position (5 minutes)
11. Vote to Approve a Resolution Against Lifting the Cap on Commonwealth Charter Schools (5 minutes)

10:10 p.m. Adjourn:**Policy AD: Mission/Vision of the Lexington Public Schools**

The Lexington Public Schools serve to inspire and empower every student to become a lifelong learner prepared to be an active and resilient citizen who will lead a healthy and productive life. Educators, staff, parents, guardians and community members will honor diversity and work together to provide all students with an education that ensures academic excellence in a culture of caring and respectful relationships.

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: June 14, 2016

ITEM NUMBER:

A.1

REQUESTED MEETING DATE: June 21, 2016

AGENDA ITEM TITLE: Lexington Education Foundation report on FY2016 grantmaking

PRESENTERS: Janice Litwin and Karen Orf, FY2017 LEF Presidents

SUMMARY:

In FY2016, LEF awarded grants totaling \$243,203:

10 Program Grants support the exploration and implementation of innovative instruction, enriched curricula, and the use of new technology in the classroom: \$139,416

20 Fellowships enable individual educators to participate in structured professional development opportunities that will have a direct impact on their teaching in the classroom: \$46,037

9 School Community Grants enable each of the nine Lexington public schools to undertake activities that will strengthen learning and build community school-wide: \$57,750

Every school received at least one Fellowship or Program Grant (most received more than one), and every school received a School Community Grant.

This year's grants are diverse in subjects, grade levels, and student constituencies—reflecting the interests, needs and priorities of teachers, families, and the district as a whole. For instance:

-- We funded many projects in STEM, including programs in robotics at the elementary, middle, and high schools.

-- Strengthening and expanding support to ELL students (and their families) across the district has been an ongoing area of concern and effort.

-- Professional learning continues to be a major focus of grant requests and awards, given its importance in sustaining the quality and vitality of learning that takes place in Lexington's classrooms.

-- This year and last, LEF has supported a variety of Fellowships and Program Grants that focus on broadening students' appreciation of music – including world music and composition.

Our presentation to the School Committee this evening will highlight several notable grants. Descriptions of all grants awarded in FY2016 are included in the meeting packet.

We are deeply grateful to the major donors, families, and corporations who support LEF. Your support means the world to the schools, teachers, and students who benefit from the work your donations make possible.

LEF couldn't succeed without dozens of volunteers who plan, manage, and attend to tasks large and small in grant review, fundraising, events, communications, and more. We also thank Jean Kurien, our part-time staff person and unofficial historian, now in her 20th year with LEF.

We want to tell the Lexington teachers and administrators who are retiring or taking on new challenges that we so admire what you've given our students, and that we have loved working with you. We want in particular to thank Carol Pilarski for her extraordinary contributions to education in Lexington and her close working relationship with LEF. We were pleased to present Carol with LEF's first Lifetime Achievement STAR Award at her retirement gathering on June 3rd. We are working on the details for a more lasting way to honor her legacy, and will announce that formally once it is finalized.

We thank the School Committee and Dr. Czajkowski for your partnership and support over the past year, and look forward to continuing to work together to sustain excellence in Lexington's public schools.

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

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

If formal action is requested, please check one:

This item is being presented

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

If formal action is requested:

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

SUGGESTED MOTION:

FOLLOW-UP: NA

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

10 Minutes (5 minutes presentation, 5 minutes for questions)

ATTACHMENTS:

1. Letter from LEF Presidents to Lexington School Committee, reporting on grants awarded in FY2016
2. Descriptions of all grants awarded in FY2016



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June 21, 2016

Lexington School Committee
Lexington Public Schools
146 Maple Street
Lexington, MA 02420

Dear LPS School Committee Members,

We are delighted to share with the School Committee that in FY2016 LEF awarded \$243,203 in grants to sustain and build the excellence of Lexington's extraordinary schools and teachers.

For more than a quarter of a century, LEF has played an important role in supporting "better schools, brighter futures" for Lexington Public School students. As the school district identifies emerging issues and priorities, LEF has funded, and will continue to fund, curricular and pedagogical innovations, professional learning opportunities, and the introduction of technology that address and support these priorities. LEF grants often serve as pilot programs that point the district towards the most effective ways to address the challenges facing our schools.

LEF has raised and directed more than \$4.6 million in private donations from families and local businesses to strengthen and enrich the programs offered by Lexington's nine public schools and central administration. All LEF grants, from small classroom-specific projects to larger district-wide programs, are faculty-initiated. Many are carried out collaboratively by educators from multiple grade levels, subject areas, or schools. Grant proposals undergo a rigorous review by LEF to ensure that we maximize the impact of every dollar we receive in contributions.

LEF awarded grants in three categories:

Program Grants support the exploration and implementation of innovative instruction, enriched curricula, and the use of new technology in the classroom.

FY2016 Awards (for implementation during the 2016-2017 school year): \$139,416

Fellowships enable individual educators to participate in structured professional development opportunities that will have a direct impact on their teaching in the classroom.

FY2016 Awards (for fellowships taking place in calendar year 2016): \$46,037

School Community Grants enable each of the nine Lexington public schools to undertake activities that will strengthen learning and build community school-wide.

FY2016 Awards (for implementation during the 2015-2016 school year): \$57,750

We look forward to continuing our support of Lexington's public schools. To learn more about the grants we have awarded this year and in prior years, please visit www.lexedfoundation.org.

With best wishes,

Riaz Adamjee and Janice Litwin, Presidents

Lexington Education Foundation (LEF) is an independent 501(c)(3) charitable organization. LEF is not affiliated with the Lexington Public Schools.



Lexington Education Foundation FY 2016 Grant Awards

Note: In presenting the complete list of LEF's FY2016 awards together, all grants are described as taking place in the future. In fact, because of the timing of LEF's review process, all School Community Grants and some Fellowships awarded in FY2016 may have occurred by the time of this report in June 2016. All Program Grants awarded in FY2016 will be implemented during the 2016-2017 school year.

LEF awards grants in three categories:

- *Fellowships* enable individual educators to pursue professional learning opportunities to deepen their subject-area knowledge and strengthen their teaching skills. Fellowships recipients attend workshops, institutes, conferences and guided field experiences that relate directly to their positions.
- *Program Grants* support the exploration and introduction of innovative teaching techniques, enriched educational materials, and new uses of technology in the classroom.
- *School Community Grants* enable each of the nine Lexington public schools to undertake activities that will strengthen the overall learning environment and build community school-wide.

Bowman Elementary School

Fellowship

Kim Rogerson, School Psychologist at Harrington and Bowman, will attend the National Association of School Psychologists' annual convention in New Orleans, LA. The conference will present evidence-based research, strategies and techniques for testing, intervention and support that address such issues as how to meet students' increasingly complex needs and differentiate instruction.

Program Grants

Elementary Robotics Curriculum Integration. Building on the successful LEF-funded pilot of an afterschool robotics and engineering program at Estabrook and Bridge Schools, LHS teachers and the LexRobotics team will extend the program to all Lexington elementary schools and train teachers to integrate robotics and

engineering classes into the schools' regular curriculum, as well.

Engaging Students in STEM Using the Flying Classroom Curriculum. Fourth grade students will vicariously circle the globe on a "Flying Classroom" expedition that explores STEM, geography, cultural studies and history in locales around the world via a web-based "reality show" that engages students in hands-on discovery and inquiry and interactive simulations.

School Community Grant

Cultural Proficiency, Mathematics, Reading, and 5th Grade Leadership Development. Bowman will advance ongoing initiatives in cultural proficiency, mathematics professional learning, units of study using the Readers Workshop approach, and the development of a 5th grade leadership development seminar.

Bridge Elementary School

Fellowships

Kristen Gray, a kindergarten literacy teacher, and **Allison Gullingsrud**, a 1st grade teacher, will attend the Columbia Teachers College Summer Reading Institute. They will learn how to use the Readers Workshop model, tailored to each grade level, to create a learning community in which students develop skill in and love of reading as they share ideas and learn both from the teacher and from one another.

Deborah Side, a music teacher, will attend a masters workshop in Ghana that combines an international methodology of teaching music with a focus on building students' understanding of African music and culture through games, songs, dances, and instrumental pieces.

School Community Grant

Outdoor Classroom. Bridge will design and build an outdoor classroom that gives students, teachers, and the community a structured yet open space to extend curriculum and learning opportunities.

Estabrook Elementary School

Fellowships

Karen McCarthy, LPS' K-5 Science Coordinator, Estabrook 2nd grade teachers **Amy Royal** (a member of the Social Studies Curriculum Review Committee) and **Lori Verity** (a member of the Lexington Science Steering Committee), and Jane Hundley, LPS' K-5 Social Studies Coordinator (whose participation is funded by LPS) will participate in an Earthwatch expedition in the Indian Himalayas, conducting research on how environmental change affects butterflies and bees. The program

will give the teachers experience in the practice of scientific inquiry and strengthen their teaching of the Insect Investigations unit and the social studies unit on India.

Erin Affronti, Laurie Barnhart and Elizabeth Thompson, special education teachers, will attend the Association for Supervision and Curriculum Development's annual conference in Atlanta, GA. They will learn from national experts how to apply the principles of growth mindset – a belief that one can learn more and become smarter through hard work and perseverance – to strengthen struggling students' motivation, self-confidence, resilience, and achievement.

School Community Grant

Environmental Learning through Composting. Estabrook will find outlets for the compost created in the school cafeteria, using this initiative as a means of educating students about being responsible stewards of the earth and living into Estabrook's LEED Silver Certification.

Fiske Elementary School

Fellowships

Nick Hart and Susan London, music teachers, will attend a workshop that shares Bobby McFerrin's approach to teaching vocal improvisation through "circle songs" in K-5 music classes and choruses.

Program Grants

Elementary Robotics Curriculum Integration. Building on the successful LEF-funded pilot of an afterschool robotics and engineering program at Estabrook and Bridge Schools, LHS teachers and the LexRobotics team will extend the program to all Lexington elementary schools and train teachers to integrate robotics and engineering classes into the schools' regular curriculum, as well.

Peer Leadership and Newcomer Family Project extends and expands an LEF-funded pilot program to support students and families who are new to Fiske and possess very limited English-language ability. Each student will be matched with both a teacher mentor and a peer leader mentor. The program will include community meetings and outreach to newcomer parents, as well. Approaches, materials, and results will be shared to facilitate the development of similar programs at schools across the district.

School Community Grant

Book Collection. Fiske will augment the school's book collection, purchasing a wide variety of texts across genres and reading levels to engage students as readers and support lifelong literacy skills.

Harrington Elementary School

Fellowship

Kim Rogerson, School Psychologist at Harrington and Bowman, will attend the National Association of School Psychologists' annual convention in New Orleans, LA. The conference will present evidence-based research, strategies and techniques for testing, intervention and support that address such issues as how to meet students' increasingly complex needs and differentiate instruction.

Program Grants

Elementary Robotics Curriculum Integration. Building on the successful LEF-funded pilot of an afterschool robotics and engineering program at Estabrook and Bridge Schools, LHS teachers and the LexRobotics team will extend the program to all Lexington elementary schools and train teachers to integrate robotics and engineering classes into the schools' regular curriculum, as well.

Empowering 21st Century Musicians: Teaching Musical Composition with Interactive Whiteboard Technology. The acquisition of an interactive projector will enable a music teacher to transform the whiteboard in the school's music room into an interactive whiteboard, making it possible for students to engage in creative musical composition.

School Community Grant

A Playground for Everyone. Harrington will design a school playground that meets the needs of a diverse student population – both those who use recess for vigorous physical activities and those who seek quieter, less chaotic spaces.

Hastings Elementary School

Fellowship

Anne Knight, Assistant Principal, will attend a Columbia Teachers College Coaching Institute to learn methods of staff development implemented by the Teachers College Reading and Writing Program.

Program Grant

Elementary Robotics Curriculum Integration. Building on the successful LEF-funded pilot of an afterschool robotics and engineering program at Estabrook and Bridge Schools, LHS teachers and the LexRobotics team will extend the program to all Lexington elementary schools and train teachers to integrate robotics and engineering classes into the schools' regular curriculum, as well.

School Community Grant

“We are Hastings” Project. In celebration of Hastings’ 60th birthday and of the diversity of family cultures and traditions represented at Hastings, the school will create a permanent record in photos and text of the school community as it exists today and as it existed in its earlier years.

Clarke Middle School

Fellowships

Jamie Welsh, a Clarke 7th grade science teacher, **James Werner**, a Clarke 6th grade science teacher, and **Kevin Buckley**, a Diamond 8th grade science teacher, (along with Diamond’s Science Department head Valerie Franks, whose participation is funded by LPS), will attend the National Science Teacher Association’s annual conference in Nashville, TN, where they will learn how to use the Next Generation Science Standards (NGSS) to build students’ scientific literacy. The team will be responsible for determining the scope and sequence of the new middle school science curriculum based on NGSS and MA standards.

Jillian Aldrich and **Amy Timmins**, Clarke 6th grade English teachers, will attend the Columbia Teachers College Summer Reading Institute. They will learn how to use the Readers Workshop model in the 6th grade English/Language Arts class to create a learning community in which students develop skill in and love of reading as they share ideas and learn both from the teacher and from one another.

Program Grant

Using LEGO Mindstorms to Teach Middle School Robotics. Based on learnings from an LEF-funded robotics project at Diamond, Clarke science teachers will develop and teach a robotics course during Clarke’s WIN enrichment blocks. Students will explore science, technology, engineering, and math topics through the use of LEGO Mindstorms EV3 kits that contain software and hardware to create customizable, programmable robots from LEGO parts.

School Community Grant

WIN Block Online Scheduling. Clarke will implement an online program to schedule students into WIN block assignments in the school’s pilot intervention/enrichment program.

Diamond Middle School

Fellowships

Kevin Buckley, a Diamond 8th grade science teacher, **Jamie Welsh**, a Clarke 7th grade science teacher, and **James Werner**, a Clarke 6th grade science teacher (along with Diamond’s Science Department head Valerie Franks, whose participation is

funded by LPS), will attend the National Science Teacher Association's annual conference in Nashville, TN, where they will learn how to use the Next Generation Science Standards (NGSS) to build students' scientific literacy. The team will be responsible for determining the scope and sequence of the new middle school science curriculum based on NGSS and MA standards.

Cecilia Vosland, a reading intervention specialist, will attend the National Council of Teachers of English Convention in Minneapolis. What she learns there about the latest approaches to English/Language Arts curricula, skill-development strategies, national literacy trends, and instructional materials will inform her work with struggling readers and her collaboration with classroom teachers to strengthen students' reading comprehension and critical thinking skills.

School Community Grant

6th Grade Community Building and TIE/ICE Block Online Scheduling. Diamond will bring ImprovBoston to campus to engage the entire 6th grade class in building community and exploring the school's values, and will implement an online program to schedule students into ICE/TIE block assignments in the school's pilot intervention/enrichment program.

Lexington High School

Fellowships

Francesa Pfrommer, an LHS math teacher, will attend the St. Paul School and University of Pennsylvania's Conference on Teaching and Learning, which will present findings on recent brain research about how adolescents learn and offer guidance on how to foster and assess student-centered learning in the classroom.

Christen Walters, an LHS English teacher, will attend the Globe Theatre's "Shakespeare Plays When Shakespeare Works" international teachers' conference in London, where she will participate in master classes on new teaching strategies and resources for bringing the study of Shakespeare to life.

Heidimarie Floerke, an LHS German teacher, will travel to Berlin to attend the Goethe Institute course, "Film City Berlin," which will present innovative techniques for teaching German as a second language and German culture. Using authentic sources (produced by native speakers for native speakers) such as film engages students who present diverse learning styles, and is a key component of the World Language Department's plan for aligning the language curriculum with the National Standards for Language Learning.

Program Grants

Multidisciplinary, Informal Design and Prototyping Learning Facility. Based on the popularity of last year's LEF-funded pilot of an extracurricular R&D engineering space, LHS will acquire additional equipment and materials to establish an expanded, permanent learning space for faculty and students not only in engineering but also in subjects as diverse as music and business. Students will learn at their own pace under the guidance of student and adult mentors.

Understanding the Science of Physics – Creating Resources for AP Physics I. Physics teachers will create textbook and workbook resources aligned with new AP Physics I guidelines that focus on building students' conceptual understanding of the physical world through inquiry-based instruction and assessment.

Student Broadcast Station and Digital Control Room. This project will transform an old, nonfunctional control room at the high school into a true broadcast production learning space and studio. With state-of-the-art HD digital camcorders, nonlinear editing systems, audio and video mixers, and programmable broadcasting equipment, students will have the opportunity to learn broadcast production techniques and create broadcasts for both the LHS and larger Lexington community.

Literature and Composition I iBook for Freshman English. A teacher will bring her entire freshman English curriculum onto an interactive iPad resource that pilots this use of technology to strengthen student learning. The resource will include readings, worksheets and website links and enable students to annotate and highlight material and create digital study flashcards.

Elementary Robotics Curriculum Integration. Building on the successful LEF-funded pilot of an afterschool robotics and engineering program at Estabrook and Bridge Schools, LHS teachers and the LexRobotics team will extend the program to all Lexington elementary schools and train teachers to integrate robotics and engineering classes into the schools' regular curriculum, as well.

School Community Grant

Strengthening Student Publishing and Developing Resiliency in Changing Times. LHS will take the sophomore class poetry publication program to the next level by publishing an online literary magazine. In addition, building on last year's LEF School Community Grant, LHS will offer an experiential Challenge Day program that builds connections among students and teaches empathy, emotional control, self-confidence, and prosocial competence.

Lexington Public Schools Central Office

Program Grant

Summer Professional Development Workshops. The LPS Central Office will create a district-wide schedule of professional learning summer workshops on diverse topics that address the district's goals, meet teachers' educational and

instructional needs, and promote student success. Probable topics include differentiated instruction; the development of integrated units of study that reflect newly revised standards in social science, English, and STEM; meeting the needs of English language learners; and intervention models.

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: June 15, 2016

ITEM NUMBER:

A.2.a

REQUESTED MEETING DATE: June 21, 2016

AGENDA ITEM TITLE:

Vote to Approve 2016-2017 Clarke Middle School Grade 8 Spanish Field Trip to Málaga, Spain, March 22 through March 31, 2017

PRESENTER: Cathy Brooks, Middle School World Language Department Head

SUMMARY:

The School Committee will be asked to approve the Clarke Middle School 2016-17 Grade 8 Spanish language and culture immersion field trip to Málaga, Spain. This destination was selected for next year's trip because of concerns regarding the Zika virus in Cost Rica. The annual trip to Costa Rica had previously been approved by the School Committee.

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

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

If formal action is requested, please check one:

This item is being presented

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

If formal action is requested:

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

SUGGESTED MOTION:

Motion to approve the 2016-2017 Clarke Middle School Grade 8 Spanish Field Trip to Málaga, Spain, March 22 through March 31, 2017

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

ATTACHMENTS:

Lexington Public Schools Field Trip Request Form
Backup materials regarding the field trip

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: June 15, 2016

ITEM NUMBER:

A.2.b

REQUESTED MEETING DATE: June 21, 2016

AGENDA ITEM TITLE:

Vote to Approve 2016-2017 Diamond Middle School Grade 8 Spanish Field Trip to Málaga, Spain, March 8 through March 17, 2017

PRESENTER: Cathy Brooks, Middle School World Language Department Head

SUMMARY:

The School Committee will be asked to approve the Diamond Middle School 2016-17 Grade 8 Spanish language and culture immersion field trip to Málaga, Spain. This destination was selected for next year's trip because of concerns regarding the Zika virus in Cost Rica. The annual trip to Costa Rica had previously been approved by the School Committee.

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

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

If formal action is requested, please check one:

This item is being presented

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

If formal action is requested:

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

SUGGESTED MOTION:

Motion to approve the 2016-2017 Diamond Middle School Grade 8 Spanish Field Trip to Málaga, Spain, March 8 through March 17, 2017

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

ATTACHMENTS:

Lexington Public Schools Field Trip Request Form
Backup materials regarding the field trip

AGENDA ITEM SUMMARY **LEXINGTON SCHOOL COMMITTEE MEETING**

| |
|---|
| ITEM NUMBER: A.3.a & A.3.b |
|---|

TODAY'S DATE: Monday, June 13, 2016

REQUESTED MEETING DATE: June 21, 2016

AGENDA ITEM TITLE: World Language

- a. World Language Curriculum Review Summary Year 2 (15 minutes)
- b. Update on Reinstatement of K-5 World Language Program **and** Necessary Programmatic Restructuring of Elementary Schedule (30 minutes)

PRESENTER:

Marie Murphy and Cathy Brooks (World Language Department Heads)
Ian Dailey (Assistant Superintendent for Finance and Operations)
Carol Pilarski (Assistant Superintendent for Curriculum and Instruction and Professional Development)

SUMMARY:

- a. Ms. Brooks and Ms. Murphy will present a summary of the work completed in Year 2 of the World Language Curriculum review. They will also identify goals and next steps for Year 3 in academic year 2016-2017.
- b. Ian Dailey and Carol Pilarski will provide a Financial and Programmatic update/summary of the work related to the reinstatement of the World language Program and the necessary programmatic restructuring of the entire elementary schedule with the elimination of early dismissal on Thursday afternoons commencing FY19.

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

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

If formal action is requested, please check one:

This item is being presented

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

If formal action is requested:

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

SUGGESTED MOTION:

That the School Committee take a consensus vote to move forward to explore the reinstatement of the Elementary World Language program and all other necessary programmatic changes in the FY19 academic year with the elimination of early dismissal on Thursdays.

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM: Items “a” and “b” (Total 45 minutes)

ATTACHMENTS:

1. World Language Curriculum Review Report Year 2
2. Outline of K-5 World Language Reinstatement and Elementary schedule restructuring Timelines with Estimated Cost Impact for FY19



Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

Catherine Brooks
Middle School World Language Department Head

781-861-2460
email: cbrooks@sch.ci.lexington.ma.us

Marie Murphy
High School World Language Department Head

781-861-2320
email: mmurphy@sch.ci.lexington.ma.us

MEMORANDUM

To: Dr. Mary Czajkowski
Lexington Public School Committee
Carol Pilarski

From: Catherine Brooks, Middle School World Language Department Head
Marie Murphy, High School World Language Department Head
World Language Curriculum Review Committee

Re: World Language Curriculum Review (Year 2)
Report on Progress and Suggested Next Steps

Date: June 21, 2016

As you are aware, the Lexington Public Schools World Language Curriculum Review Committee has completed its second year of the curriculum review cycle. This group, comprised of grade six through grade twelve classroom teachers and administrators, worked determinedly to accomplish the second year objectives. These educators are listed, along with their positions, in Appendix A. The thirty-five committee members collaborated as a vertical 6-12 group to understand the transformed expectations for teaching and learning described in the national standards and the research discussed in this report.

The committee met for six full days on August 26, October 21, December 16, 2015 and January 20, March 16, May 4, 2016. All Middle School and High School World Language Teachers were invited to attend the August 26, 2015 curriculum review meeting. The work was both challenging and invigorating. Committee members took the strong foundation established in the first year of the review cycle and addressed and implemented specific elements of the national standards in both the Middle Schools and High School classrooms. The key elements addressed and implemented were Standards-Based Unit Design, Integrated Performance

Assessments (IPAs) and Rubrics related to unit activities and assessments. All members shared their work with their individual Professional Learning Communities (PLCs).

It is important to note, as we did last year, one of the unique challenges that faces the Lexington Public School World Language curriculum review is that Lexington currently has seven languages being taught at LHS and three of the seven languages begin in Middle School. There are fifty-two distinct World Language courses being offered at Lexington High School and at the middle school level there are eleven distinct courses offered. In this document and in what we will present to you on Tuesday, June 7, 2016, we will summarize and highlight the accomplishments and findings of the World Language Curriculum Review Committee for Year 2. During Year 1, the committee concentrated its efforts on understanding the National World Readiness Standards for Learning Languages (Appendix B) and began to design thematic units based on the standards. During Year 2, our focus shifted to assessment as a key to informing and supporting instruction throughout the thematic unit. The summary below describes our successes and challenges, and the level to which we were able to accomplish these goals.

Content-Specific Curriculum Task Force 6-12

During Year 2, we added members to the curriculum task force that represented all 7 languages at Lexington High School. It will continue to be important that all languages are represented as the committee studies and implements a proficiency based, 21st century World Language Curriculum.

Vision and Mission Development

During Year 2, the Vision and Mission statement was reviewed and finalized.

Mission/Vision LPS World Language Program

The Lexington Public Schools World Language Program prepares students for meaningful interactions with people around the world, helping them to understand the inextricable link between language and culture as they work to understand and communicate with respect in the language they are learning, and at the same time deepening their understanding of their own language and culture; while inspiring them to be curious, to be open to sharing new experiences and new ideas, ultimately with the goal of creating networks of collaboration to address the challenges facing today's world.

Language attributed to:

Clementi, Donna & Terrill, Laura (2013). *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design*. Alexandria, VA.: The American Council on the Teaching of Foreign Languages.

Content-Related Literature and Resources

The committee reviewed pertinent research from various national and local sources. For a summary list of those resources, please refer to Appendix B. From the research in Year 1, the committee arrived at a collective understanding of what proficiency means as well as the importance of the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines and the newly revised World-Readiness Standards for Learning Languages (Appendix C). The national trend is to organize programmatic goals around proficiency attained, as well as to keep a focus on how the student can use the language within a variety of contexts. During Year 2, the committee continued to study the national resources described in the chart below, and added additional resources that deepened our understanding of assessment and how it supports and informs our instruction.

| Resource | Purpose | Description |
|---|---|---|
| The ACTFL World-Readiness Standards for Learning Languages | To provide broad content goals in order to define the role of world languages in the learning career of every student. | The five goal areas (Communication, Cultures, Connections, Comparisons, Communities) of the Standards establish a link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities. |
| The ACTFL Proficiency Guidelines (Info graphic, Appendix D) | To describe what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations, in a spontaneous and non-rehearsed context. | For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level. They are an instrument for the evaluation of functional language ability. |
| The ACTFL Performance | To describe language performance that is the result of | These new Performance Descriptors reflect how language learners perform. The |

| | | |
|--|--|--|
| <p>Descriptors for Language Learners</p> | <p>explicit classroom instruction.</p> | <p>Performance Descriptors help language educators create performance tasks targeted to the appropriate performance range, while challenging learners to also use strategies from the next higher range. These Performance Descriptors also help educators set realistic expectations at the summative assessment level.</p> |
| <p>The NCSSFL (The National Council of State Supervisors for Languages)-ACTFL Can-Do Statements</p> | <p>To explain what learners can do specific to each communication mode (Interpersonal, Interpretive, Presentational) and level of proficiency.</p> | <p>The statements help learners to self-reflect and subsequently identify what they are able to do with the language. They inform the learner as to what they need to be able to do in order to demonstrate a specific level of proficiency. They help educators to plan curriculum, units of instruction, and daily lessons to help learners improve their performance and reach a targeted level of proficiency.</p> |
| <p>The Keys to Planning for Learning - Effective Curriculum, Unit and Lesson Design (Appendix B)</p> | <p>To establish best practices and strategies for designing standards-based and performance-based curricula.</p> | <p>Starting with an understanding of the 21st century learner, the authors establish a mindset for creating curriculum based on developing learners' proficiency in language and culture. It also contains easy-to-follow templates to develop units of instruction and daily lessons that incorporate the Standards for Learning Languages, Common Core State Standards, 21st century skills, and technology integration.</p> |
| <p>The Keys to Assessing Language Performance - A teacher's manual for measuring student progress (Appendix B)</p> | <p>To understand successful assessment of student performance.</p> | <p>This guide provides step-by-step guidance on how to design assessments, clarifies the process of designing rubrics that focus on proficiency and helps educators create assessments that motivate students. The guide also focuses on the impact of performance assessment on instruction and program design.</p> |
| <p>Implementing Integrated Performance Assessment (Appendix B)</p> | <p>To design Integrated Performance Assessment (IPA) tasks to inform the backward design of a unit.</p> | <p>This guide provides the framework for the design of assessment across the three modes of communication (Interpersonal, Interpretive, Presentational). It also contains suggestions on how to provide effective feedback and how to improve learner performance. Also included are rubrics to measure progress through Integrated Performance Assessment.</p> |

During Year 1, through its study of *The Keys to Planning for Learning*, referenced in Appendix B, the committee established that a 21st century World Language Curriculum is proficiency based, flexible, thematic and focused on essential questions that encourage curiosity and motivate the learner. Good instruction teaches learners how to apply the content in order to communicate effectively and proficiently. Learners should continuously expand their understanding and communication skills as well as increase proficiency levels as they move through a sequence of courses. In Year 2, the committee expanded its knowledge of Assessments through its study of *The Keys to Assessing Language Performance and Implementing Integrated Performance Assessment*, referenced in Appendix B. This study prompted the committee to analyze current assessment practices to help inform curriculum and instruction.

Thematic Unit Design

During Year One of Curriculum Review, we learned about building Thematic Units using the Backwards Design method by referencing sample units and by breaking each part of the unit template down to individual pieces to understand the anatomy of the template. The committee established that these units are built by identifying principles based on these four underlying questions:

- what we want all students to know and be able to do
- how we teach so that all students learn
- how will we know when they have learned it
- and what do we do if they have not learned it or already know it

This year our department continued to work on Thematic Unit Design in PLC groups at the various levels. The development of units that incorporate student friendly proficiency goals, such as the ACTFL Can-Do statements, and the designing of IPA style performance assessments has continued throughout this year.

The Curriculum Review committee established the importance of the use of Authentic Materials. Authentic materials can be defined as materials that are produced by native speakers and published in contexts designed specifically for native-speaker consumption, with no thought given to non-native accessibility. The topics, language, syntax, structure, etc., are all pitched at a target audience of native speakers and offered through media intended primarily for native speakers. We dedicated time during PLC meetings to searching for authentic materials appropriate for interpretive listening/viewing and interpretive reading formative and

summative assessments as well as integrating appropriate technologies that allow for authentic material use. Time was also allotted for the creation of corresponding formative and summative assessments based on these authentic materials. Our committee is aware of the immeasurable amount of time needed to create these units and assessments using backwards design and authentic resources. More time needs to be allotted to generate measurable goals, develop well-thought out assessments/rubrics and collect the materials for the use of authentic resources. Time is also needed to design the unit, test it out with the students and to analyze its effectiveness.

Effective Performance Assessment Methods

Members of the Curriculum Review Committee met with Maureen Kavanaugh, District Director of Planning and Assessment on Wednesday, August 26, 2015 to participate in a day-long workshop on assessment. The day was broken down into 3 presentations entitled “Developing Valid Measures”, “The Assessment Development Cycle (Plan)”, and “The Assessment Development Cycle (Blueprint).” This workshop led department members to view assessments and their data through a more critical lens. Department members noted the importance of revising and manipulating assessments as time goes on, as well as, retraining staff and recalibrating our rubrics and scoring procedures periodically.

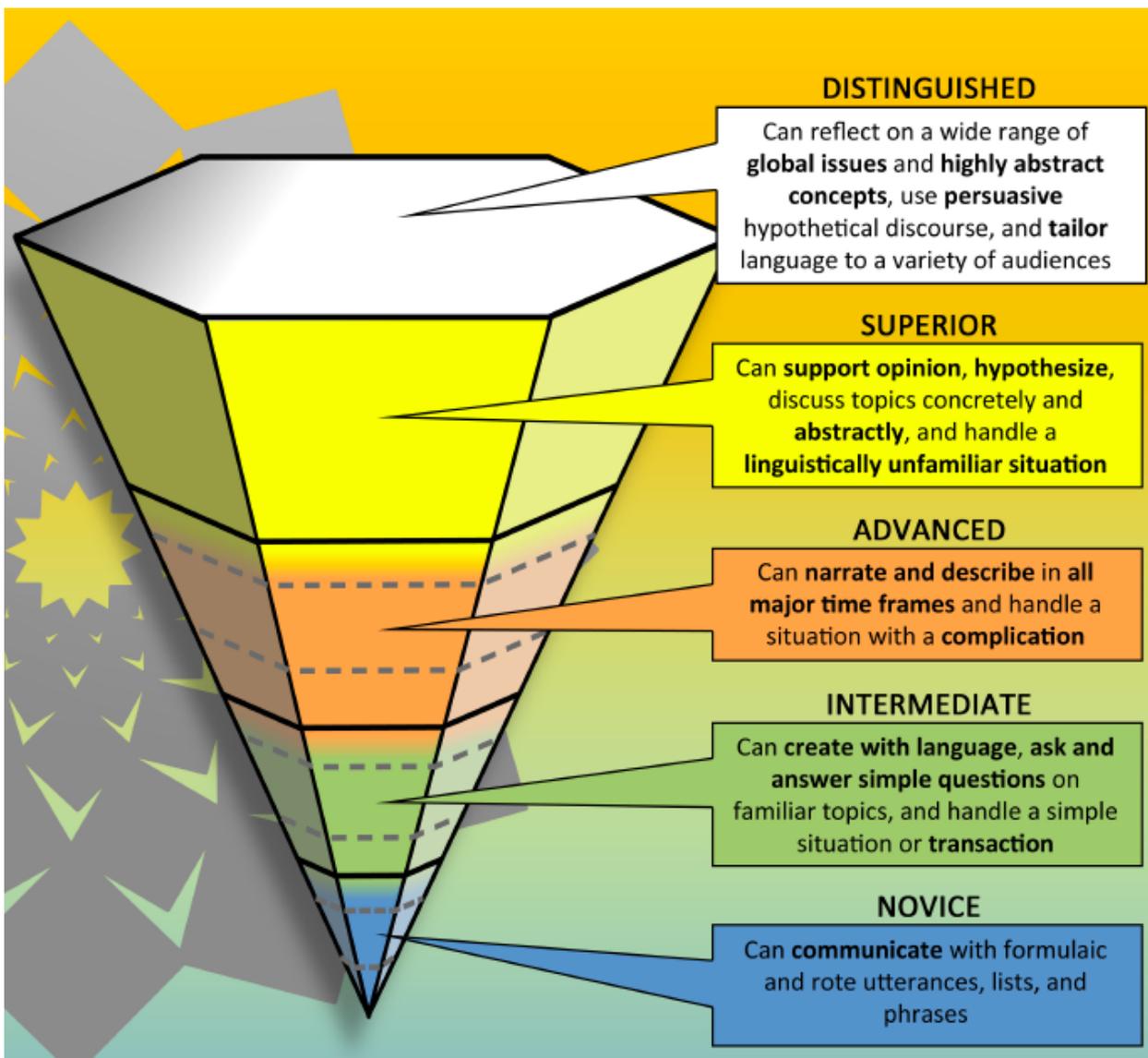
We examined and analyzed rubrics and worked on rubric calibration in our Curriculum Reviews meetings. We watched and interacted with two webinars, “Improving Learner Performance through Integrated Performance Assessment” and “Providing Effective Feedback”, produced by ACTFL (Appendix B), centered on the Integrated Performance Assessment (IPA) model and how it informs instruction and assessment. Committee members were provided with and read parts of ACTFL’s guide, Implementing Integrated Performance Assessment (Appendix B). The webinars and the guide helped the committee to collectively learn the IPA development process, implementation and feedback loop. An IPA is defined as a “multi-task or cluster assessment featuring three tasks, each of which reflects one of the three modes of communication - interpersonal, interpretive, and presentational- as outlined in the Standards for Foreign Language Learning in the 21st Century” (P.9 Implementing Integrated Performance Assessment). The committee then used the ACTFL IPA rubrics (Appendix D) to score students work samples and discuss the effectiveness of the rubrics. We continue to discuss the types and validity of our assessments in our PLCs when we look at common assessments and the data that results. We are thoughtful about making sure our assessments

measure what our stated goal intended to measure, as we use the Backwards Design curriculum planning model to create Thematic Units and the unit's assessments.

We as a department are moving towards proficiency based instruction and assessment rather than discrete content points. We will need continued professional learning and support to ensure appropriate and effective use of assessment data. The committee suggested that our department would benefit from having time devoted to collaboratively developing interim benchmark assessments grounded in the principles of integrated performance assessments, and time for reflection on the results of the assessments.

Program goals and outcomes

As we discussed during Year 1, proficiency is defined as what a learner can understand and produce with the language in an unrehearsed situation. In the past grammar and vocabulary were memorized and repeated. In the present and continuing on into the future context is key to instruction. Developing the skills needed to communicate our thoughts and ideas is our primary goal. Our content standards applied through sound instructional practices promote our communicative goals. As the visual below represents, as a learner moves from novice to intermediate and beyond the pathway widens to allow for an increasing number of topics and complexity.



ACTFL Proficiency Guidelines 2012 (Appendix B)

Proficiency in a second language, not unlike proficiency in our first language, is acquired through practice over time. Our students move rapidly through novice to intermediate levels. Learners spend a considerable amount of time in the intermediate and advanced levels while adding complexity to their language use. Even in the acquisition of our native language, some native speakers can only aspire to gain a superior or distinguished level of proficiency.

During Year 2, the committee continued to learn, through analysis of student work using the IPA rubrics, about language functions and proficiency levels. Teachers analyzed instruction and assessment outcomes in regards to the proficiency levels of our students and our programs. For some courses, a proficiency level has been paired with the desired course outcome and/or proficiency levels have been determined and added to units of study. As teachers continue to formalize units using the ACTFL Unit Design template and ATLAS Rubicon, proficiency

level ranges will be identified for all units and courses. This will lead to proficiency levels and language functions being aligned to courses.

Identification of Appropriate Resources

Through our learning and exploration in thematic unit design we frequently discussed resources. In Year Two we established the need for current and relevant authentic materials as the base of our instruction and assessment. We also recognize the need for a scaffolding of resources that assist students with the content of the curriculum, such as a textbook.

We have started to collect authentic materials for our instruction and assessments and will continue to contribute more materials as we find them. We have also incorporated the ACTFL Assessment of Progress toward Proficiency (AAPPL) at the Middle School level to better assess proficiency levels. The AAPPL is a nationally normed performance-based assessment of standards-based language learning across the three modes of communication (Interpersonal, Interpretive, and Presentational) as defined by the World Readiness Standards. The AAPPL Measure assesses performance, the language that learners have learned and practiced within a classroom setting, providing evidence that points toward a learner's proficiency level.. Some members (High School French/ Spanish/German/Latin) are piloting and selecting new textbooks to align with the new curriculum. We have been sharing helpful websites/online resources with one another that contribute to our thematic unit design. This is an ever evolving process.

Identification of Professional Learning Opportunities

A large group of Curriculum Review members from both middle schools and LHS attended a workshop at the EDCO Collaborative entitled "Thematic Unit Design for Foreign Language Classrooms". This workshop was facilitated by Dr. Laura Terrill from ACTFL as well as Tim Eagan and Rebecca Blouwolff from Wellesley Public Schools. This workshop solidified the participants knowledge of Thematic Unit Design and gave curriculum review members a chance to ask specific questions and collaborate with language teachers from other districts who are on the same curriculum journey. After the workshop, teachers shared what they learned with colleagues during PLC time, began to modify/adapt IPAs for use with students, as well as developed interpersonal speaking activities based on the "TALK" rubric that was presented at the workshop.

The members of the World Language Curriculum Review Committee noted that time to collaborate would be the most important form of professional learning going forward. The

committee suggests that we provide opportunities to teachers and PLC groups to share activities that move us toward more proficiency based approach, perhaps a small scale “Lexington Learns Together” style where we can hear about what other teachers in different schools/languages are doing that has been successful; perhaps organized by skill focus such as “interpersonal speaking” etc. and including all languages/schools. There is a need for technology specific training in regards to ATLAS Rubicon curriculum mapping software and other ways in which our department can catalogue, organize and share resources. Additionally, the committee expressed that there is a need to continually offer technology training in tools that are specific to language learning. There is a need for more professional development regarding the development and calibration of common programmatic, skills-based rubrics. There is a need for professional development in regards to standards based grading.

Conclusion - Year 3 Goals

The World Language Department will continue to design formative and summative performance assessments through which the students will be able to demonstrate what they know and are able to do with the language they are studying. Our committee’s next step will be to use the knowledge gained from the Year 2 exploration of IPA rubrics to establish common skills-based rubrics to be used across grade levels and languages. We will establish unit and course proficiency levels. Based on our established content standards, we will research best practices in instruction and lesson design that allows all learners to reach expected outcomes. Based upon our reflection of the second year of our curriculum review, we have established the following goals for Year 3.

Year 3 Goals

- Continue the alignment and creation of thematic units, common performance assessments and benchmark assessments
- Study best practices related to lesson design: instructional goals / objective writing / instructional delivery
- Calibrate skills-based rubrics (ACTFL)
- Establish proficiency level ranges for courses
- Utilize Atlas Rubicon in order to formalize curriculum
- Create a system to organize and share resources
- Structure collaborative time to share between PLC groups
- Analyze and make decisions on use of data from assessments (internal/external)
- Deepen the focus on integrating culture
- Make resource decisions (text/ancillary)

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LEXINGTON PUBLIC SCHOOLS
WORLD LANGUAGE CURRICULUM REVIEW

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WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

| GOAL AREAS | STANDARDS | |
|---|--|--|
| <p>COMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> | <p>Interpersonal Communication:</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> | <p>Interpretive Communication:</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Presentational Communication:</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> |
| <p>CULTURES</p> <p>Interact with cultural competence and understanding</p> | <p>Relating Cultural Practices to Perspectives:</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> | <p>Relating Cultural Products to Perspectives:</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> |
| <p>CONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p> | <p>Making Connections:</p> <p>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> | <p>Acquiring Information and Diverse Perspectives:</p> <p>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> |
| <p>COMPARISONS</p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence</p> | <p>Language Comparisons:</p> <p>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> | <p>Cultural Comparisons:</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> |
| <p>COMMUNITIES</p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> | <p>School and Global Communities:</p> <p>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> | <p>Lifelong Learning:</p> <p>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> |



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

The five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences.

The National Standards for Learning Languages have been revised based on what language educators have learned from more than 15 years of implementing the Standards. The guiding principle was to clarify what language learners would do to demonstrate progress on each Standard.

These revised Standards include language to reflect the current educational landscape, including:

- Common Core State Standards
- College and Career Readiness
- 21st century skills

These Standards are equally applicable to:

- learners at all levels, from pre-kindergarten through post-secondary levels
- native speakers and heritage speakers, including ESL students
- American Sign Language
- Classical Languages (Latin and Greek)

The 2011 report, *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions*, provided evidence of and support for the following concepts which influenced these revisions:

- The National Standards are influencing language learning from elementary, through secondary, to postsecondary levels.
- The integrated nature of the five “C” goal areas has been accepted by the profession.
- Educators asked for more description of what language learners should know and be able to do in the goal areas of Connections and Communities.

- Over 40 states have used the five “C” goal areas to create state standards for learning languages (identifiable even if configured in slightly different ways).
- Some state documents are beginning to describe cultural outcomes in terms of processes of observation and experience.
- Many local curricula are also aligned with the five “C” goal areas and the details of the 11 standards.

Based on this consensus from all levels of language educators, **the five goal areas and the 11 standards have been maintained.** The World-Readiness Standards for Learning Languages clarify and better illustrate each goal area and standard in order to guide implementation and influence assessment, curriculum, and instruction.

Responses to the online feedback survey gave overwhelming support to the proposed revisions:

- **93.4%** of respondents said the “refreshed” Standards describe **appropriate** (39.1%) or **very appropriate expectations** (54.3%) for language learners.
- **94.9%** of respondents said the “refreshed” Standards provide **equally clear** (10.9%), **somewhat clearer** (26.8%), or **much clearer direction** (57.2%) for language educators and learners.

In response to additional suggestions from the feedback and comments received, specific descriptions of performance at each level (Novice, Intermediate, Advanced, and Superior), sample indicators of progress, and sample learning scenarios will be the next areas addressed in this revision process.

Appendix F *Integrated Performance Assessment (IPA) Rubrics*

Interpretive Mode Rubric: A Continuum of Performance*

| CRITERIA | Exceeds Expectations | Meets Expectations | | Does Not Meet Expectations |
|---|---|---|--|---|
| | Accomplished Comprehension | Strong Comprehension | Minimal Comprehension | Limited Comprehension |
| LITERAL COMPREHENSION | | | | |
| Word Recognition | Identifies all key words appropriately within context of the text. | Identifies majority of key words appropriately within context of the text. | Identifies half of key words appropriately within the context of the text. | Identifies a few key words appropriately within the context of the text. |
| Main idea detection | Identifies the complete main idea(s) of the text. | Identifies the key parts of the main idea(s) of the text but misses some elements. | Identifies some part of the main idea(s) of the text. | May identify some ideas from the text but they do not represent the main idea(s). |
| Supporting detail detection | Identifies all supporting details in the text and accurately provides information from the text to explain these details. | Identifies the majority of supporting details in the text and provides information from the text to explain some of these details. | Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details. | Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details. |
| INTERPRETIVE COMPREHENSION | | | | |
| Organizational features | Identifies the organizational feature(s) of the text and provides an appropriate rationale. | Identifies the organizational feature(s) of the text; rationale misses some key points. | Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or identifies the organizational feature(s) but rationale is not provided. | Attempts to identify the organizational feature(s) of the text but is not successful. |
| Guessing meaning from context | Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate. | Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate. | Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate. | Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking. |
| Inferences (Reading/listening/viewing between the lines) | Infers and interprets the text's meaning in a highly plausible manner. | Infers and interprets the text's meaning in a partially complete and/or partially plausible manner. | Makes a few plausible inferences regarding the text's meaning. | Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible. |
| Author's perspective | Identifies the author's perspective and provides a detailed justification. | Identifies the author's perspective and provides a justification. | Identifies the author's perspective but justification is either inappropriate or incomplete. | Unable to identify the author's perspective. |
| Cultural perspectives | Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives. | Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives. | Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives. | Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/products to perspectives is superficial or lacking. |

Evidence of Strengths:

Examples of Where You Could Improve:

* The Interpretive Rubric is designed to show the continuum of performance for both literal and interpretive comprehension for language learners regardless of language level. See *Implementing Integrated Performance Assessment*, Chapter 2, for suggestions on how to use this rubric to assign a score or grade.

Interpersonal Mode Rubric—Novice Learner

| CRITERIA | Exceeds Expectations | Meets Expectations | | Does Not Meet Expectations |
|--|--|--|---|--|
| | | Strong | Minimal | |
| <p>Language Function Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p> | Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures. | Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated communicative tasks involving topics related to basic personal information and some activities, preferences, and immediate needs. | Uses memorized language only, familiar language. | Has no real functional ability. |
| <p>Text Type Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)</p> | Uses simple sentences and some strings of sentences. | Uses some simple sentences and memorized phrases. | Uses words, phrases, chunks of language, and lists. | Uses isolated words. |
| <p>Communication Strategies Quality of engagement and interactivity; how one participates in the conversation and advances it; strategies for negotiating meaning in the face of breakdown of communication</p> | Responds to direct questions and requests for information. Asks a few appropriate questions, but is primarily reactive. May try to restate in the face of miscommunication. | Responds to basic direct questions and requests for information. Asks a few formulaic questions but is primarily reactive. May clarify by repeating and/or substituting different words. | Responds to a limited number of formulaic questions. May use repetition or resort to English. | Is unable to participate in a true conversational exchange. |
| <p>Comprehensibility Who can understand this person's language? Can this person be understood only by sympathetic listeners used to interacting with non-natives? Can a native speaker unaccustomed to non-native speech understand this speaker?</p> | Is generally understood by those accustomed to interacting with non-natives, although repetition or rephrasing may be required. | Is understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or rephrasing may be required. | Is understood, although often with difficulty, by those accustomed to interacting with non-natives. | Most of what is said may be unintelligible or understood only with repetition. |
| <p>Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency</p> | Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex. | Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning. | Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level. | Has little accuracy even with memorized words. |

Evidence of Strengths:

Examples of Where You Could Improve:

Interpersonal Mode Rubric—Intermediate Learner

| CRITERIA | Exceeds Expectations | Meets Expectations | | Does Not Meet Expectations |
|--|--|---|--|--|
| | | Strong | Minimal | |
| <p>Language Function Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p> | Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently. | Creates with language by combining and recombining known elements; ability to express own meaning expands in quantity and quality. Handles successfully a variety of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures. These exchanges include personal information related to self, interests, and personal preferences, as well as physical and social needs such as food, shopping, and travel. | Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures. | Has no real functional ability. |
| <p>Text Type Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)</p> | Uses mostly connected sentences and some paragraph-like discourse. | Uses strings of sentences, with some complex sentences (dependent clauses). | Uses simple sentences and some strings of sentences. | Uses some simple sentences and memorized phrases. |
| <p>Communication Strategies Quality of engagement and interactivity; how one participates in the conversation and advances it; strategies for negotiating meaning in the face of breakdown of communication</p> | Converses with ease and confidence when dealing with routine tasks and social situations. May clarify by paraphrasing. | Responds to direct questions and requests for information. Asks a variety of questions to obtain simple information but tends to function reactively. May clarify by restating. | Responds to direct questions and requests for information. Asks a few appropriate questions, but is primarily reactive. May try to restate in the face of miscommunication. | Responds to basic direct questions and requests for information. Asks a few formulaic questions but is primarily reactive. May clarify by repeating and/or substituting different words. |
| <p>Comprehensibility Who can understand this person's language? Can this person be understood only by sympathetic listeners used to interacting with non-natives? Can a native speaker unaccustomed to non-native speech understand this speaker?</p> | Is generally understood by those unaccustomed to interacting with non-natives, although interference from another language may be evident and gaps in communication may occur. | Is generally understood by those accustomed to interacting with non-natives. | Is generally understood by those accustomed to interacting with non-natives, although repetition or rephrasing may be required. | Is understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or rephrasing may be required. |
| <p>Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency</p> | Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary. | Demonstrates significant quantity and quality of Intermediate-level language. Accuracy and/or fluency decreases when attempting to handle topics at the Advanced level or as language becomes more complex. | Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex. | Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning. |

Evidence of Strengths:

Examples of Where You Could Improve:

Interpersonal Mode Rubric—Intermediate-High Learner

| CRITERIA | Exceeds Expectations | Meets Expectations | | Does Not Meet Expectations |
|--|---|--|---|--|
| | | Strong | Minimal | |
| <p>Language Function Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p> | Consistently narrates and describes in all major time frames. Able to participate in most informal and some formal conversations on familiar topics, which may include current events, employment, and matters of public interest. Can handle appropriately an unexpected turn of events or complication. | Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently. | Creates with language by combining and recombining known elements; ability to express own meaning expands in quantity and quality. Handles successfully a variety of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures. These exchanges include personal information related to self, interests, and personal preferences, as well as physical and social needs such as food, shopping, and travel. | Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures. |
| <p>Text Type Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)</p> | Uses connected sentences and paragraph-length discourse. | Uses mostly connected sentences and some paragraph-like discourse. | Uses strings of sentences, with some complex sentences (dependent clauses). | Uses simple sentences and some strings of sentences. |
| <p>Communication Strategies Quality of engagement and interactivity; how one participates in the conversation and advances it; strategies for negotiating meaning in the face of breakdown of communication</p> | Maintains conversation. May use communicative strategies such as rephrasing and circumlocution. | Converses with ease and confidence when dealing with routine tasks and social situations. May clarify by paraphrasing. | Responds to direct questions and requests for information. Asks a variety of questions to obtain simple information but tends to function reactively. May clarify by restating. | Responds to direct questions and requests for information. Asks a few appropriate questions, but is primarily reactive. May try to restate in the face of miscommunication. |
| <p>Comprehensibility Who can understand this person's language? Can this person be understood only by sympathetic listeners used to interacting with non-natives? Can a native speaker unaccustomed to non-native speech understand this speaker?</p> | Is understood by native speakers, even those unaccustomed to interacting with non-natives, although this may require some repetition or restatement. | Is generally understood by those unaccustomed to interacting with non-natives, although interference from another language may be evident and gaps in communication may occur. | Is generally understood by those accustomed to interacting with non-natives. | Is generally understood by those accustomed to interacting with non-natives, although repetition or rephrasing may be required. |
| <p>Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency</p> | Demonstrates minimal fluency and some control of aspect in narrating in present, past and future time. Vocabulary may lack specificity. Speech decreases in quality and quantity when attempting to perform functions or handle topics associated with the Superior level. | Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary. | Demonstrates significant quantity and quality of Intermediate-level language. Accuracy and/or fluency decreases when attempting to handle topics at the Advanced level or as language becomes more complex. | Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex. |

Evidence of Strengths:

Examples of Where You Could Improve:

Interpersonal Mode Rubric—Advanced Learner

| CRITERIA | Exceeds Expectations | Meets Expectations | | Does Not Meet Expectations |
|--|--|--|--|---|
| | | Strong | Minimal | |
| <p>Language Function Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p> | <p>Narrates and describes fully and accurately in all major time frames. Can discuss some topics abstractly, especially those related to particular interests and expertise. May provide a structured argument to support opinions and may construct hypotheses.</p> | <p>Consistently and extensively narrates and describes in all major time frames by providing a full account. Participates actively in most informal and some formal conversations on a variety of concrete topics and topics relating to events of current, public, and personal interest. Can handle successfully and with ease an unexpected turn of events or complication.</p> | <p>Consistently narrates and describes in all major time frames. Able to participate in most informal and some formal conversations on familiar topics, which may include current events, employment, and matters of public interest. Can handle appropriately an unexpected turn of events or complication.</p> | <p>Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently.</p> |
| <p>Text Type Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)</p> | <p>Uses paragraph-length discourse and some extended discourse.</p> | <p>Uses connected, paragraph-length discourse.</p> | <p>Uses connected sentences and paragraph-length discourse.</p> | <p>Uses mostly connected sentences and some paragraph-like discourse.</p> |
| <p>Communication Strategies Quality of engagement and interactivity; how one participates in the conversation and advances it; strategies for negotiating meaning in the face of breakdown of communication</p> | <p>Converses with ease, confidence, and competence. Maintains, advances and/or redirects conversation. Demonstrates confident use of communicative strategies such as paraphrasing, circumlocution, and illustration.</p> | <p>Converses with ease and confidence. Maintains and advances conversation. Uses communicative strategies such as rephrasing and circumlocution.</p> | <p>Maintains conversation. May use communicative strategies such as rephrasing and circumlocution.</p> | <p>Converses with ease and confidence when dealing with routine tasks and social situations. May clarify by paraphrasing.</p> |
| <p>Comprehensibility Who can understand this person's language? Can this person be understood only by sympathetic listeners used to interacting with non-natives? Can a native speaker unaccustomed to non-native speech understand this speaker?</p> | <p>Is readily understood by native speakers unaccustomed to interacting with non-natives.</p> | <p>Is readily understood by native speakers unaccustomed to interacting with non-natives.</p> | <p>Is understood by native speakers, even those unaccustomed to interacting with non-natives, although this may require some repetition or restatement.</p> | <p>Is generally understood by those unaccustomed to interacting with non-natives, although interference from another language may be evident and gaps in communication may occur.</p> |
| <p>Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency</p> | <p>Demonstrates full control of aspect in narrating in present, past and future time. Uses precise vocabulary and intonation, great fluency, and ease of speech. Accuracy may break down when attempting to perform the complex tasks associated with the Superior level over a variety of topics.</p> | <p>Demonstrates good control of aspect in narrating in present, past and future time. Has substantial fluency and extensive vocabulary. The quality and/or quantity of speech generally declines when attempting to perform functions or handle topics associated with the Superior level.</p> | <p>Demonstrates minimal fluency and some control of aspect in narrating in present, past and future time. Vocabulary may lack specificity. Speech decreases in quality and quantity when attempting to perform functions or handle topics associated with the Superior level.</p> | <p>Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary.</p> |

Evidence of Strengths:

Examples of Where You Could Improve:

Presentational Mode Rubric—Novice Learner

| CRITERIA | Exceeds Expectations | Meets Expectations | | Does Not Meet Expectations |
|--|--|--|--|---|
| | | Strong | Minimal | |
| Language Function Language tasks the speaker/writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner | Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks and topics necessary for survival in target language cultures. | Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated communicative tasks involving topics related to basic personal information and some activities, preferences, and immediate needs. | Uses memorized language only, familiar language. | Has no real functional ability. |
| Text Type Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse) | Uses simple sentences and some strings of sentences. | Uses some simple sentences and memorized phrases. | Uses words, phrases, chunks of language, and lists. | Uses isolated words. |
| Impact Clarity, organization, and depth of presentation; degree to which presentation maintains attention and interest of audience | Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience. | Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest. | Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details. | Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention. |
| Comprehensibility Who can understand this person's language? Can this person be understood only by sympathetic interlocutors used to the language of non-natives? Can a native speaker unaccustomed to the speaking/writing of non-natives understand this speaker/writer? | Is generally understood by those accustomed to the speaking/writing of non-natives, although additional effort may be required. | Is understood with occasional difficulty by those accustomed to the speaking/writing of non-natives, although additional effort may be required. | Is understood, although often with difficulty, by those accustomed to the speaking/writing of non-natives. | Most of spoken/written language may be unintelligible or understood only with additional effort. |
| Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency | Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex. | Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning. | Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level. | Has little accuracy even with memorized words. |

Evidence of Strengths:

Examples of Where You Could Improve:

Presentational Mode Rubric—Intermediate Learner

| CRITERIA | Exceeds Expectations | Meets Expectations | | Does Not Meet Expectations |
|--|--|---|--|--|
| | | Strong | Minimal | |
| <p>Language Function Language tasks the speaker/writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p> | Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently. | Creates with language by combining and recombining known elements; ability to express own meaning expands in quantity and quality. Handles successfully a variety of uncomplicated communicative tasks and topics necessary for survival in target-language cultures. These exchanges include personal information related to self, interests, and personal preferences, as well as physical and social needs such as food, shopping, and travel. | Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks and topics necessary for survival in target-language cultures. | Has no real functional ability. |
| <p>Text Type Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)</p> | Uses mostly connected sentences and some paragraph-like discourse. | Uses strings of sentences, with some complex sentences (dependent clauses). | Uses simple sentences and some strings of sentences. | Uses some simple sentences and memorized phrases. |
| <p>Impact Clarity, organization, and depth of presentation; degree to which presentation maintains attention and interest of audience</p> | Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience. | Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest. | Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details. | Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention. |
| <p>Comprehensibility Who can understand this person's language? Can this person be understood only by sympathetic interlocutors used to the language of non-natives? Can a native speaker unaccustomed to the speaking/writing of non-natives understand this speaker/writer?</p> | Is generally understood by those unaccustomed to the speaking/writing of non-natives, although interference from another language may be evident and gaps in comprehension may occur. | Is generally understood by those accustomed to the speaking/writing of non-natives. | Is generally understood by those accustomed to interacting with non-natives, although additional effort may be required. | Is understood with occasional difficulty by those accustomed to the speaking/writing of non-natives, although additional effort may be required. |
| <p>Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency</p> | Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary. | Demonstrates significant quantity and quality of Intermediate-level language. Accuracy and/or fluency decreases when attempting to handle topics at the Advanced level or as language becomes more complex. | Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex. | Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning. |

Evidence of Strengths:

Examples of Where You Could Improve:

Presentational Mode Rubric—Intermediate-High Learner

| CRITERIA | Exceeds Expectations | Meets Expectations | | Does Not Meet Expectations |
|--|--|--|---|--|
| | | Strong | Minimal | |
| <p>Language Function Language tasks the speaker/writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p> | Consistently narrates and describes in all major time frames. Able to communicate on familiar topics, which may include current events, employment, and matters of public interest. | Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently. | Creates with language by combining and recombining known elements; ability to express own meaning expands in quantity and quality. Handles successfully a variety of uncomplicated communicative tasks and topics necessary for survival in target-language cultures. These exchanges include personal information related to self, interests, and personal preferences, as well as physical and social needs such as food, shopping, and travel. | Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures. |
| <p>Text Type Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)</p> | Uses connected sentences and paragraph-length discourse. | Uses mostly connected sentences and some paragraph-like discourse. | Uses strings of sentences, with some complex sentences (dependent clauses). | Uses simple sentences and some strings of sentences. |
| <p>Impact Clarity, organization, and depth of presentation; degree to which presentation maintains attention and interest of audience</p> | Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience. | Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest. | Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details. | Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention. |
| <p>Comprehensibility Who can understand this person's language? Can this person be understood only by sympathetic interlocutors used to the language of non-natives? Can a native speaker unaccustomed to the speaking/writing of non-natives understand this speaker/writer?</p> | Is understood by native speakers, even those unaccustomed to the speaking/writing of non-natives, although this may require some additional effort. | Is generally understood by those unaccustomed to the speaking/writing of non-natives, although interference from another language may be evident and gaps in comprehension may occur. | Is generally understood by those accustomed to the speaking/writing of non-natives. | Is generally understood by those accustomed to the speaking/writing of non-natives, although additional effort may be required. |
| <p>Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency</p> | Demonstrates minimal fluency and some control of aspect in narrating in present, past and future time. Vocabulary may lack specificity. Language decreases in quality and quantity when attempting to perform functions or handle topics associated with the Superior level. | Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary. | Demonstrates significant quantity and quality of Intermediate-level language. Accuracy and/or fluency decreases when attempting to handle topics at the Advanced level or as language becomes more complex. | Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex. |

Evidence of Strengths:

Examples of Where You Could Improve:

Presentational Mode Rubric—Advanced Learner

| CRITERIA | Exceeds Expectations | Meets Expectations | | Does Not Meet Expectations |
|--|---|--|--|--|
| | | Strong | Minimal | |
| <p>Language Function Language tasks the speaker/writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p> | Narrates and describes fully and accurately in all major time frames. Can communicate on some abstract topics, especially those related to particular interests and expertise. May provide a structured argument to support opinions and may construct hypotheses. | Consistently and extensively narrates and describes in all major time frames by providing a full account. Able to communicate on a variety of concrete topics and topics relating to events of current, public, and personal interest. | Consistently narrates and describes in all major time frames. Able to communicate on familiar topics, which may include current events, employment, and matters of public interest. | Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently. |
| <p>Text Type Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)</p> | Uses paragraph-length discourse and some extended discourse. | Uses connected, paragraph-length discourse. | Uses connected sentences and paragraph-length discourse. | Uses mostly connected sentences and some paragraph-like discourse. |
| <p>Impact Clarity, organization, and depth of presentation; degree to which presentation maintains attention and interest of audience</p> | Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience. | Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest. | Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details. | Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention. |
| <p>Comprehensibility Who can understand this person's language? Can this person be understood only by sympathetic interlocutors used to the language of non-natives? Can a native speaker unaccustomed to the speaking/writing of non-natives understand this speaker/writer?</p> | Is readily understood by native speakers unaccustomed to the speaking/writing of non-natives. | Is readily understood by native speakers unaccustomed to the speaking/writing of non-natives. | Is understood by native speakers, even those unaccustomed to the speaking/writing of non-natives, although this may require some additional effort. | Is generally understood by those unaccustomed to the speaking/writing of non-natives, although interference from another language may be evident and gaps in comprehension may occur. |
| <p>Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency</p> | Demonstrates full control of aspect in narrating in present, past and future time. Uses precise vocabulary and intonation, great fluency, and ease of speech. Accuracy may break down when attempting to perform the complex tasks associated with the Superior level over a variety of topics. | Demonstrates good control of aspect in narrating in present, past and future time. Has substantial fluency and extensive vocabulary. The quality and/or quantity of language generally decreases when attempting to perform functions or handle topics associated with the Superior level. | Demonstrates minimal fluency and some control of aspect in narrating in present, past and future time. Vocabulary may lack specificity. Language decreases in quality and quantity when attempting to perform functions or handle topics associated with the Superior level. | Demonstrates significant quantity and quality of intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary. |

Evidence of Strengths:

Examples of Where You Could Improve:

World Language and Elementary Programmatic Restructuring

| Fiscal Year | Month/Year | Action Steps | Anticipated Costs |
|-------------|-------------------------|---|--|
| 2015-16 | January - June 2016 | School Committee approved: <ul style="list-style-type: none"> • Addition of .25 FTE for interim K-5 World Language Coordinator • Additional \$50,000 for workshops, stipends, and materials • Five meetings convened with various district leaders to further identify timelines, programmatic and staffing impacts, as well as scheduling challenges • Appointment of K-5 coordinator to lead and assist in decision making on these topics: <ol style="list-style-type: none"> 1. which language 2. which grade levels 3. 6-12 curricular impact 4. overall design and development of WL program • K-5 Coordinator meets with Asst. Supt. For Curriculum & Instruction to review scope of project | <ul style="list-style-type: none"> • \$78,817 |
| 2016-17 | July – December 2016 | <ul style="list-style-type: none"> • Newly appointed Asst. Supt. For Curriculum & Instruction meets with K-5 Coordinator to outline goals and expectations • K-5 Coordinator organizes and leads a committee to begin this work • Asst. Supt. For Curriculum & Instruction meets with K-5 principals and other program leaders to create a committee charged with designing the re-structuring of the elementary school day from both a logistical and programmatic standpoint <ol style="list-style-type: none"> 1. common planning time 2. equity across all grade levels 3. space constraints/considerations 4. adjustment of transportation schedules to | <ul style="list-style-type: none"> • \$79,393 |

| | | | |
|---------|---|---|---|
| | January – June 2017 | <p>accommodate elimination of early dismissal on Thursday afternoons</p> <ul style="list-style-type: none"> • Development of budgetary impact for FY18 • Update 3-year budgetary projections (Summit I) • Public discussion and hearings for community input on both WL and elementary programmatic restructuring • Regular update reports to the LSC from both committees | |
| 2017-18 | <p>July – December 2017</p> <p>January – June 2018</p> | <ul style="list-style-type: none"> • LSC and both Design Teams consider public feedback for budgetary and programmatic decision-making for FY19 • Update 3-year budgetary projections (Summit I) • Budget approved • Hiring of essential staff commences | |
| 2018-19 | <p>July – August 2018</p> <p>September 2018—June 2019</p> | <p>Implementation year (August 2018)</p> <ul style="list-style-type: none"> • Staff hiring completed for World language and other TBD programs • All necessary logistical matters and programmatic elements are in place • Summer training and workshops for newly appointed staff to assimilate new curriculum • Elimination of Thursday early dismissal in K-5 schedule • Ongoing planning for subsequent programmatic impact in World Languages and other identified instructional areas to accommodate for vertical articulation (K-12) –<i>the domino effect</i> • Budgetary impact on FY20 | <ul style="list-style-type: none"> • \$2,507,731 (\$2,318,551 recurring/\$189,180 one-time) • \$123,456 |

FY 2018-19 Cost Impact Projection - K-5 Programmatic and Schedule Restructuring

| Line # | Position & Expense Category | Total Projected FTE Impacts | Projected FY19 Base Salary Cost | Projected FY19 Benefits Costs | Projected FY19 Recurring Expenses | Projected FY19 One-time Expenses |
|------------------|--|-----------------------------|---------------------------------|-------------------------------|-----------------------------------|----------------------------------|
| 1 | Teacher Positions (WL and other content areas) | 12.00 | \$ 762,148 | \$ 191,357 | \$ 953,505 | |
| 1 | Additional 1% of Unit A Salary | - | \$ 618,648 | | \$ 618,648 | |
| 4 | School Support Personnel | 3.87 | \$ 137,732 | \$ 61,760 | \$ 199,492 | |
| 7 | Instructional Assistants | 2.65 | \$ 87,755 | \$ 42,248 | \$ 130,003 | |
| 7 | Specialized Instructional Assistants | 2.11 | \$ 73,265 | \$ 33,595 | \$ 106,860 | |
| 7 | Student Support Instructors | 0.85 | \$ 41,839 | \$ 13,574 | \$ 55,413 | |
| 10 | Special Class Teacher Aides | 0.43 | \$ 15,333 | \$ 6,787 | \$ 22,120 | |
| 16 | Department Head | 0.25 | \$ 26,243 | \$ 3,987 | \$ 30,229 | |
| Exp | K-5 Supplies & Materials (WL and other content areas) | | | | \$ 78,825 | \$ 189,180 |
| Exp | 6-12 WL and other content area curriculum workshops | | | | \$ 75,000 | |
| Exp | 6-12 WL and other content area curriculum materials/supplies | | | | \$ 48,456 | |
| Sub Total | | 21.91 | \$ 1,762,963 | \$ 353,307 | \$ 2,318,551 | \$ 189,180 |

Projected Total FY19 Impact - One-time & Recurring

\$ 2,507,731

Projected Total FY19 - Recurring Impact Only

\$ 2,318,551

Projection Assumptions

- Implement WL and other programs in FY2018-19 (N.B. Projected as deficit year in Summit I Town/School 3-year Budget Projection - \$9 million shortfall)
- Eliminate half-day Thursdays; Implement WL and other content areas K-5; Restructure of full elementary schedule
- Implement necessary contract provisions including common planning time district-wide
- Assumes 160 sections taught at 0.075 FTE per section for teacher positions (WL and other content areas)
- Represents projected additional FTE for hourly employees by utilizing current Wednesday schedules on Thursdays
- Includes cost of benefits as recurring because of impact on total Town budget in FY19 and beyond
- Projects supply and material costs based on per pupil rate of \$25/pupil (recurring) and \$60/pupil (one-time)

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE:

June 15, 2016

ITEM NUMBER:
A.4

REQUESTED MEETING DATE:

June 21, 2016

AGENDA ITEM TITLE:

Superintendent Evaluation

PRESENTER:

William Hurley

SUMMARY:

Report and Discussion of End of the Year Summative Evaluation of the Superintendent of Schools.

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

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

If formal action is requested, please check one:

This item is being presented

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

If formal action is requested:

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

SUGGESTED MOTION:

Motion that the School Committee votes approval of the End of the Year Summative Evaluation of the Superintendent of Schools

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

(30 minutes)

ATTACHMENTS:

Report

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: June 15, 2016

ITEM NUMBER:
A.5

REQUESTED MEETING DATE: June 21, 2016

AGENDA ITEM TITLE: Fiscal Year 2016 Budget Transfers

PRESENTER:

Ian Dailey, Assistant Superintendent for Finance and Operations

SUMMARY:

In order to fund the purchase of equipment purchased with available funds at the close of the Fiscal Year 2016 budget, budget transfers are required. At the School Committee's May 24, 2016 School Committee \$83,197 was approved to be expended from available funds. These purchases are being funded from savings in the salaries and wages portion of the budget.

Consistent with School Committee Policy, DBJ: Budget Transfer Authority, administration is seeking approval to transfers funds as outlined below:

| Line # | Program | FY13 Actual | FY14 Actual | FY15 Actual | FY16 Budget (adj) | New Transfers | FY16 Budget (rev) |
|--------|------------------------|---------------|---------------|---------------|--------------------|---------------|-------------------|
| | Salaries & Wages | \$ 64,117,953 | \$ 68,264,740 | \$ 73,057,650 | \$ 78,627,324 | -\$83,197 | \$ 78,544,127 |
| 5 | Harrington | \$ 24,602 | \$ 23,981 | \$ 37,431 | \$ 47,270 | \$ 5,012 | \$ 52,282 |
| 6 | Hastings | \$ 21,916 | \$ 19,310 | \$ 25,697 | \$ 40,059 | \$ 2,196 | \$ 42,255 |
| 7 | Clarke | \$ 22,064 | \$ 42,920 | \$ 51,207 | \$ 32,195 | \$ 15,708 | \$ 47,903 |
| 31 | K-12 Technology | \$ 448,926 | \$ 658,670 | \$ 493,955 | \$ 504,830 | \$ 25,750 | \$ 530,580 |
| 48.3 | Finance and Operations | | | | \$ 76,545 | \$ 13,951 | \$ 90,496 |
| 48.4 | Human Resources | | | | \$ 344,048 | \$ 20,580 | \$ 364,628 |
| | | | | | Grand Total | \$ - | |

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

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

If formal action is requested, please check one:

This item is being presented

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

If formal action is requested:

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

SUGGESTED MOTION:

Move that School Committee approve the transfers outlined in the Summary Section of this agenda item, per School Committee Policy DBJ, for Fiscal Year 2015-16.

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

5 minutes

ATTACHMENTS:

N/A

AGENDA ITEM SUMMARY LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE:

June 2, 2016

| |
|---------------------|
| ITEM NUMBER: |
|---------------------|

| |
|------------|
| A.6 |
|------------|

REQUESTED MEETING DATE:

June 21, 2016

AGENDA ITEM TITLE:

Ratification of the LEA – Unit C Contract

PRESENTER:

Bob Harris, Assistant Superintendent for Human Resources

SUMMARY:

The School Committee will vote on the ratification of a new three-year agreement with the LEA – Unit C covering the period of July 1, 2015 – June 30, 2018 (attached).

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

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

If formal action is requested, please check one:

This item is being presented

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

If formal action is requested:

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

SUGGESTED MOTION:

I move that the School Committee ratify a new three-year agreement with the LEA – Unit C covering the period of July 1, 2015 – June 30, 2018, and authorize its Chair to affix his signature to the Memorandum of Agreement (MOA) attached hereto.

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

(5 minutes)

ATTACHMENTS:

Memorandum of Agreement

AGENDA ITEM SUMMARY LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE:

June 15, 2016

ITEM NUMBER:
A.7

REQUESTED MEETING DATE:

June 21, 2016

AGENDA ITEM TITLE:

Discussion of Capital Plan

PRESENTER:

William Hurley

SUMMARY:

Continued discussion regarding School Master Plan for additional increased student enrollment.

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

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

If formal action is requested, please check one:

This item is being presented

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

If formal action is requested:

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

SUGGESTED MOTION:

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

(20 minutes)

ATTACHMENTS:

PRE-K (LCP) OPTIONS/SCHOOL USES - EVALUATION

| EVAL. CRITERIA\SITE | Pelham | Bedford St. | Laconia | Land Trade | Harrington Stand Alone on Campus | Harrington Add on to existing | Leased |
|---|---------------|--------------------|----------------|-------------------|---|--|---------------|
| Capacity •Sq ft • # /Students | | | | | | | |
| Timeline | | | | | | | |
| Construction Cost | | | | | | | |
| Operating Costs •nurse •custodian •facility admin | | | | | | | |
| Educational Pros/Cons | | | | | | | |
| Access Ingress/Egress | | | | | | | |

**CENTRAL OFFICE
OPTIONS/SITE EVALUATION**

| | Remain at Harrington | Pelham | Bedford St. | Lease Space | Mass Ave. (Current Police Dept) |
|---|---------------------------------|---------------|--------------------|--------------------|--|
| Staff Offices Staff Uses | | | | | |
| Other • LABBB • Print Shop | | | | | |
| Professional Dev. Training | | | | | |
| Cost | | | | | |
| Timeline | | | | | |

ELEMENTARY EVALUATIONS TO ADD CAPACITY

| | Pelham | | | Laconia | Harrington addition/wo LCP | Land Swap |
|---|---------------|-----------|-----------|----------------|---------------------------------------|------------------|
| | 10-12 | 18 | 24 | | | |
| Capacity •Sq ft • # /Students • #CR | | | | | | |
| Timeline | | | | | | |
| Construction Costs | | | | | | |
| Operating Costs | | | | | | |
| Educational Pros/Cons | | | | | | |
| Access Ingress/Egress | | | | | | |

AGENDA ITEM SUMMARY **LEXINGTON SCHOOL COMMITTEE MEETING**

TODAY'S DATE:

June 15, 2016

| |
|-----------------------------------|
| ITEM NUMBER: A.8 |
|-----------------------------------|

REQUESTED MEETING DATE:

June 21, 2016

AGENDA ITEM TITLE:

Recommended 2016-2017 School Committee meeting Calendar

PRESENTER:

William Hurley

SUMMARY:

Proposed meeting dates and suggested venue for the 2016-2017 School Committee Meetings.

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

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

If formal action is requested, please check one:

This item is being presented

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

If formal action is requested:

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

SUGGESTED MOTION:

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

(10 minutes)

ATTACHMENTS:

Draft Proposed Meeting Dates and Suggested Venue (To be reserved) memo

School Committee Meeting Dates

2016-2017

All meetings to be held in Selectmen's Meeting Room and to begin at **7:00 p.m.**, except as noted.

| <u>Proposed Meeting Date</u> | <u>Suggested Venue (To be Reserved)</u> |
|-------------------------------------|---|
| Tuesday, August 23, 2016 | SMR |
| Tuesday, September 6, 2016 | SMR |
| Tuesday, September 20, 2016 | SMR |
| Tuesday, October 4, 2016 | SMR |
| Tuesday, October 18, 2016 | <u>Boston Meeting (tentative) @ 6:00 p.m., Location TBD</u> |
| Tuesday, November 1, 2016 | SMR |
| Tuesday, November 15, 2016 | SMR |
| Tuesday, November 29, 2016 | SMR |
| Tuesday, December 6, 2016 | SMR |
| Tuesday, December 20, 2016 | SMR |
| Tuesday, January 3, 2017 | SMR |
| Tuesday, January 17, 2017 | <u>SMR or Battin Hall (Public Hearing on FY18 Budget)</u> |
| Saturday, January 21, 2017 | <u>Battin Hall (Public Hearing - FY18 Budget) - 10:00 a.m.</u> |
| Tuesday, January 31, 2017 | SMR |
| Tuesday, February 7, 2017 | SMR |
| Tuesday, February 28, 2017 | SMR |
| Tuesday, March 7, 2017 | SMR |
| *Monday, March 20, 2017 | Cary Memorial Building, Estabrook Hall @ 6:30 p.m. |
| *Wednesday, March 22, 2017 | Cary Memorial Building, Estabrook Hall @ 6:30 p.m. |
| Monday, March 27, 2017 | Cary Memorial Building, Estabrook Hall @ 6:30 p.m. |
| Wednesday, March 29, 2017 | Cary Memorial Building, Estabrook Hall @ 6:30 p.m. |
| Monday, April 3, 2017 | Cary Memorial Building, Estabrook Hall @ 6:30 p.m. |
| Wednesday, April 5, 2017 | Cary Memorial Building, Estabrook Hall @ 6:30 p.m. |
| Monday, April 10, 2017 | Cary Memorial Building, Estabrook Hall @ 6:30 p.m. |
| Wednesday, April 12, 2017 | Cary Memorial Building, Estabrook Hall @ 6:30 p.m. |
| *Monday, April 24, 2017 | Cary Memorial Building, Estabrook Hall @ 6:30 p.m. |
| *Tuesday, April 25, 2017 | SMR |
| *Wednesday, April 26, 2017 | Cary Memorial Building, Estabrook Hall @ 6:30 p.m. |
| Tuesday, May 9, 2017 | SMR |
| Tuesday, May 23, 2017 | SMR |
| Tuesday, June 6, 2017 | SMR |
| Tuesday, June 20, 2017 | SMR |

*Tentative depending on Town Meeting dates.

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE:

June 16, 2016

ITEM NUMBER:
A.9

REQUESTED MEETING DATE:

June 21, 2016

AGENDA ITEM TITLE:

School Committee Member Designee for the Permanent Building Committee for the Diamond School Project

PRESENTER:

William Hurley

SUMMARY:

Ms. Crocker has agreed to be the School Committee voting member to the PBC for the Diamond Project at the request of the Chair.

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

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

If formal action is requested, please check one:

This item is being presented

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

If formal action is requested:

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

SUGGESTED MOTION:

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

(5 minutes)

ATTACHMENTS:

N/A

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE:

June 15, 2016

ITEM NUMBER:
A.10

REQUESTED MEETING DATE:

June 21, 2016

AGENDA ITEM TITLE:

Discussion of School Committee Vice-Chair Position

PRESENTER:

William Hurley

SUMMARY:

The Chair recommends that the Committee elect a Vice-Chair

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

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

If formal action is requested, please check one:

This item is being presented

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

If formal action is requested:

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

SUGGESTED MOTION:

The Chair moves that the committee accept nominations and vote a Vice-Chair for the Lexington School Committee.

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

(5 minutes)

ATTACHMENTS:

N/A

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE:

June 15, 2016

ITEM NUMBER:
A.11

REQUESTED MEETING DATE:

June 21, 2016

AGENDA ITEM TITLE:

Vote to Approve a Resolution Against Lifting the Cap on Commonwealth Charter Schools

PRESENTER:

Sandro Alessandrini

SUMMARY:

Lexington School Committee's stance on lifting the charter school cap.

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

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

If formal action is requested, please check one:

This item is being presented

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

If formal action is requested:

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

SUGGESTED MOTION:

Vote to Approve Resolution Against Lifting the Cap on Commonwealth Charter Schools

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

ATTACHMENTS:

Memo – Resolution Against Lifting the Cap on Commonwealth Charter Schools

Resolution Against Lifting the Cap on Commonwealth Charter Schools

WHEREAS, free public schools available to all students regardless of income, ability, need or English language proficiency are foundational to our democracy; and

WHEREAS, all of our students deserve high-quality public schools that teach the whole child, providing enrichment and addressing social and emotional needs in addition to core academic subjects; and

WHEREAS, local accountability for our public schools is necessary to ensure that schools are responsive to the needs of their communities; and

WHEREAS, public school districts across the state are losing more than \$408 million this year alone — a loss of funds that is undermining the ability of districts to provide all students with the educational services to which they are entitled; and

WHEREAS, Commonwealth charter schools are often approved over the objections of a majority of community residents and their elected officials and are not accountable to local elected officials once they are approved; and

WHEREAS, Commonwealth charter schools often fail to serve the same proportion of special needs students, low-income students and English language learners as the districts from which they receive students and often use high suspension rates to drive out students they don't want to serve; and

WHEREAS, the Commonwealth charter school system is creating separate and unequal opportunities for success; and

WHEREAS, lifting the cap on charter schools would greatly worsen the problems listed above and lead to a costly and divisive two-track school system;

THEREFORE, be it resolved that the Lexington School Committee opposes lifting the cap on Commonwealth charter schools.