

LEXINGTON SCHOOL COMMITTEE MEETING
Tuesday, February 23, 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 Pertaining to LEA – Unit C (45 minutes)
- b) Exemption 3 – To Discuss Strategy with Respect to Collective Bargaining Pertaining to LEA – Unit C, D, Tech (15 minutes)

7:01 p.m. Return to Public Session and Welcome (5 minutes):

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

7:06 p.m. Superintendent's Announcements:

7:16 p.m. School Committee Member Announcements:

7:31 p.m. Consent Agenda (2 minutes):

1. Approve Minutes
 - a) Vote to Approve and Not Release Executive Session Minutes of March 25, 2015
 - b) Vote to Approve Minutes of May 20, 2015
 - c) Vote to Approve Minutes of October 27, 2015
 - d) Vote to Approve and Not Release Executive Session Minutes of December 1, 2015
 - e) Vote to Approve Minutes of December 1, 2015
 - f) Vote to Approve and Not Release Executive Session Minutes of January 19, 2016
 - g) Vote to Approve Minutes of January 19, 2016
 - h) Vote to Approve Minutes of January 12, 2016
 - i) Vote to Approve Minutes of January 23, 2016
 - j) Vote to Approve Minutes of February 2, 2016
2. Accept Youth Services Council Liaison Report – Margaret Coppe
3. Accept Update from Community Coalition – Jessie Steigerwald
4. Accept Permanent Building Committee Liaison Report – Judy Crocker

7:33 p.m. Agenda:

1. Planning Board Update on Proposed Zoning Amendments for Spring Town Meeting Involving Accessory Apartments and Two-Family Dwellings (10 minutes)
2. Superintendent Mid-Cycle Progress Review (20 minutes)
3. FY'16 2nd Quarterly Report (10 minutes)
4. Multiple School Capital Project Update (10 minutes)
 - a) Discussion of Anticipated Debt Exclusion for School Projects
5. Policy Subcommittee Recommendation Regarding Second Reading of Two Policies and to Vote (10 minutes)
 - a) (JLDBA) Lexington Public Schools Intervention, Prevention, and Postvention Suicide Policy
 - b) (JKAA) Restraint of Students Policy
6. Appointment of Assistant Superintendent for Finance & Operations (5 minutes)
7. Appointment of Schools District Chief Procurement Officer (5 minutes)
8. Planning for Superintendent-School Committee Team-Building Retreat with Rob Evans (5 minutes)

8:50 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.

The next scheduled meeting of the School Committee is as follows:

- Tuesday, March 8, 2016 – 7:00 p.m., Lexington Town Office Building, Selectmen's Meeting Room, 1625 Massachusetts Avenue

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: Feb. 20, 2016

ITEM NUMBER:

A.1

REQUESTED MEETING DATE: February 23, 2016

AGENDA ITEM TITLE: A.1 - Planning Board Update on Proposed Zoning Amendments for Spring Town Meeting Involving Accessory Apartments and Two-Family Dwelling (10 minutes)

PRESENTER: Charles Hornig (or another member of the Planning Board if Mr. Hornig is not available)

SUMMARY:

The Planning Board has some upcoming proposals for Annual Town Meeting that may impact planning for future student enrollment. This will be a short informational item so that all School Committee members and the administration are aware of these proposals. There will be limited time for questions, and members may follow up with the Planning Board at another time.

More information on web:

<http://www.lexingtonma.gov/planning-department/pages/two-family-homes>

<http://www.lexingtonma.gov/planning-department/pages/accessory-apartments>

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:

None

FOLLOW-UP:

Members may wish to learn more about these before Town Meeting.

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

10 minutes

ATTACHMENTS:

http://www.lexingtonma.gov/sites/lexingtonma/files/pages/accessory_aps_motion_2016-01-14.pdf

http://www.lexingtonma.gov/sites/lexingtonma/files/pages/two-family_dwellings_motion_2016-01-14.pdf

ARTICLE XX

AMEND ZONING BY-LAW ACCESSORY APARTMENTS

To see if the Town will vote to amend the Zoning By-Law to simplify the conditions and requirements for accessory apartments, or act in any other manner in relation thereto.

(Inserted at the request of the Planning Board)

DESCRIPTION: This article would relax some existing conditions and requirements which limit the ability to construct accessory apartments. These requirements include lot area, presence of rooming units, connection to Town water and sewer, ownership, location of parking, and age of structure.

6.7 ACCESSORY APARTMENTS.

6.7.1 Purpose. This section authorizing the provision of accessory dwelling units is intended to:

1. ~~1-~~Increase the number of small dwelling units available ~~for rent~~ in the Town;
2. ~~2-~~Increase the range of choice of housing accommodations;
3. ~~3-~~Encourage greater diversity of population with particular attention to young adults and senior citizens; and
4. ~~4-~~Encourage a more economic and energy-efficient use of the Town's housing supply while maintaining the appearance and character of the Town's one-family neighborhoods.

6.7.2 General. An accessory apartment is a second dwelling unit subordinate in size to the principal dwelling unit on a lot, located in either the principal dwelling or an ~~existing~~ accessory structure. ~~The apartment is constructed so as to maintain the appearance and essential character of a one-family dwelling and any existing accessory structures. Three categories of accessory apartments are permitted: basic accessory apartments, which are permitted as of right in certain residential districts and by special permit in other districts, and expanded accessory apartments and accessory structure apartments, which may be allowed by a special permit.~~

6.7.3 Conditions and Requirements; General. The following standards shall apply:

1. There shall be no more than ~~two dwelling units in a structure, and no more than two dwelling units~~ one accessory apartment on a lot.
2. ~~There shall be no roomers within either dwelling unit.~~
3. ~~No structure that is not connected to the public water and sanitary sewer systems shall have an accessory apartment.~~
4. ~~The owner of the property on which the accessory apartment is to be created shall occupy one or the other of the dwelling units, except for temporary absences as provided herein. For the purposes of this section, the "owner" shall be one or more individuals who constitute a family, who hold title directly or indirectly to the dwelling, and for whom the dwelling is the primary residence.~~
5. ~~Temporary absence of owner. An owner of a property containing an accessory apartment who is to be absent for a period of less than two years may rent the owner's unit as well as the second~~

unit during the temporary absence provided:

- a. ~~Written notice thereof shall be made to the Building Commissioner on a form prescribed by him.~~
- b. ~~The owner shall be resident on the property for at least two years prior to and between such temporary absences.~~

6.7.4 Conditions and Requirements; Exterior Appearance. The accessory apartment shall be designed ~~so that the appearance of the structure maintains that to maintain the appearance and essential character~~ of a one-family dwelling with accessory structures, subject further to the following conditions and requirements:

1. ~~1.~~ All stairways to second or third stories shall be enclosed within the exterior walls of the dwelling.
2. ~~2.~~ Any new entrance shall be located on the side or in the rear of the dwelling.
3. ~~3.~~ Where two or more entrances ~~already~~ exist on the front facade of a dwelling, ~~modifications made to any of the entrances shall result in~~ one entrance shall appear~~ing~~ to be the principal entrance and other entrances appear~~ing~~ to be secondary.

~~6.7.5 Conditions and Requirements; Off Street Parking. In order to maintain the one family appearance of the property, all parking spaces on the lot shall be subject further to the following conditions and requirements:~~

4. ~~1.~~ Each parking space and the driveway leading thereto shall be paved or shall have an all-weather gravel surface. ~~No motor vehicles shall be regularly parked on the premises other than in the parking spaces.~~
5. ~~2.~~ No more than two outdoor parking spaces shall be located in the required front yard. ~~All other parking spaces shall be either:~~
6. a. ~~Outdoor parking spaces located in a side or rear yard; or~~
7. b. ~~In a garage or carport.~~
8. ~~3.~~ There shall be no more than four outdoor parking spaces on the lot.
9. ~~4.~~ Parking spaces shall be located so that both the principal dwelling unit and the accessory apartment shall have at least one parking space with direct and unimpeded access to the street without passing through a parking space designated to serve the other dwelling unit.
10. ~~5.~~ Where there are more than two outdoor parking spaces, there shall be provided suitable screening with evergreen or dense deciduous plantings, walls, fence, or a combination thereof in the area between the parking spaces and the nearest side lot line and, if the parking space is in the front yard and parallel to the street, in the area between the parking space and the front lot line. ~~Screening shall be sufficient to minimize the visual impact on abutters and to maintain the one family appearance of the neighborhood.~~

6.7.6 Basic Accessory Apartment~~-. A basic accessory apartment shall be permitted if the requirements set forth in § 6.7.3 are satisfied and the following criteria are met:~~

1. ~~1.~~ The lot area shall be at least 10,000 square feet.

2. ~~2.~~The apartment shall be located in the principal structuredwelling.
3. ~~3.~~The gross floor area of the apartment shall not exceed 1,000 square feet.
4. ~~4.~~There shall not be more than two bedrooms in the apartment.
1. ~~5.~~ ~~The entire structure containing the basic accessory apartment must have been in legal existence for a minimum of five years at the time of application for a basic accessory apartment, except for minimal additions necessary to comply with building, safety or health codes, or for enclosure of an entryway, or for enclosure of a stairway to a second or third story.~~

6.7.7 Expanded Accessory Apartment. ~~._~~The SPGA may grant a special permit for an expanded accessory apartment ~~, subject to the following if the following criteria are met:~~

~~1. The lot shall contain at least the minimum area required by § 135-4.0 in the district in which it is located.~~

1. ~~2.~~The gross floor area of the ~~expanded accessory~~ apartment shall not exceed 40% of the gross floor area of the dwelling, excluding areas of the structure used for parking.
2. ~~3.~~The ~~expanded accessory~~ apartment shall be located in the principal structuredwelling.
3. ~~4. The architectural character of a detached one family dwelling is maintained;~~
4. ~~5.~~The size of the structuredwelling is consistent with ~~the~~ typical ~~size of~~ nearby one-family ~~detached~~ dwellings.

6.7.8 Accessory Structure Apartment. Notwithstanding the prohibition against having more than one dwelling on a lot, the SPGA may grant a special permit to allow the construction of an accessory apartment in an ~~existing~~ accessory structure ~~which is~~ on the same lot as an ~~existing~~ one-family dwelling ~~provided if the following criteria are met:~~

~~1. The lot area is at least 18,000 square feet if in the RS, RT, or CN District and at least 33,000 square feet if in the RO District;~~

~~2. The structure containing the accessory structure apartment was in legal existence for a minimum of five years and had a minimum of 500 square feet of gross floor area as of five years prior to the time of application;~~

1. ~~3.~~The ~~maximum~~ gross floor area of the ~~accessory structure~~ apartment does not exceed 1,000 square feet. ~~The gross floor area for the accessory apartment shall not include floor area used for any other permitted accessory use. The accessory apartment cannot contain floor area that has been designed, intended or used for required off street parking to serve the principal dwelling;~~
2. ~~4.~~The SPGA determines that the exterior appearance of the accessory structure ~~maintains the essential character of the purpose for which it was originally constructed and~~ is compatible with the principal dwelling on the same lot and with ~~other~~ dwellings and accessory structures on adjoining lots.

~~6.7.9 Procedures. No accessory apartment shall be constructed without issuance of a building permit by the Building Commissioner. The application for a building or special permit shall comply with the permitting authority's rules and regulations.~~

~~6.7.10 Certificate of Occupancy. No use as an accessory apartment shall be permitted prior to~~

~~issuance of a certificate of occupancy by the Building Commissioner. A certificate of occupancy shall be issued after the Building Commissioner determines that the accessory apartment as constructed is in conformity with the approved plans and with the provisions of this Zoning Bylaw.~~

ARTICLE XX

**AMEND ZONING BY-LAW
TWO-FAMILY DWELLINGS**

To see if the Town will vote to amend the Zoning By-Law to permit two-family dwellings wherever one-family dwellings are permitted, or act in any other manner in relation thereto.

(Inserted at the request of the Planning Board)

DESCRIPTION: This article would permit construction of two-family dwellings by right in all districts where one-family dwellings are permitted.

MOTION:

Amend Table 1, line A.1.02:

	RO	RS	RT	CN	CRS	CS	CB	CLO	CRO	CM
A. RESIDENTIAL USES										
A.1.0 PRINCIPAL RESIDENTIAL USES										
A.1.01 One-family dwelling	Y	Y	Y	Y	N	N	N	N	N	N
A.1.02 Two-family dwelling	N <u>Y</u>	N <u>Y</u>	Y	Y	N	N	N	N	N	N

6.9.15 Types of Dwellings.

The SPGA may, as part of the grant of a special permit, allow the following types of dwellings:

Type of Dwelling	SSD	BHD	PBD
One-family detached	Yes	Yes	Yes
Two-family (* Yes in RT District)	No <u>* Yes</u>	Yes	Yes
Townhouse	No	Yes	Yes

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

ITEM NUMBER:

A.2

TODAY'S DATE: February 11, 2016

REQUESTED MEETING DATE: February 23, 2016

AGENDA ITEM TITLE: Superintendent Mid-Cycle Progress Review

PRESENTER: Dr. Mary Czajkowski

SUMMARY: As part of the Massachusetts Department of Elementary and Secondary Education Educator Evaluation system, the Superintendent will present her mid-cycle progress review.

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:

1. Memo dated February 11 from Dr. Czajkowski to the School Committee.
2. Superintendent's February 1, 2016, Revised Performance Goals and Self-Assessment



Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

Mary Czajkowski, Ed.D.
Superintendent of Schools

(781) 861-2580, ext. 68040
email: mczajkowski@sch.ci.lexington.ma.us
fax: (781) 863-5829

TO: School Committee

FROM: Mary Czajkowski, Ed.D.
Superintendent of Schools

RE: Superintendent Mid-Cycle Progress Review

DATE: February 11, 2016

As you know, on Tuesday, February 23, I will present my Mid-Cycle Progress Review. Each of you will receive a flash drive, which will include my revised goals as of February 1, a self-assessment of the progress toward these goals, and an electronic submission of my evidence. I will also provide Paula with a binder containing a hardcopy of my evidence should you wish to review these materials in a hardcopy format.

Superintendent's Performance Goals 2015-2016

Superintendent Proposed Revised December 2, 2015 February 1, 2016, Dr. Mary Czajkowski
December goals revised in sub-committee meeting with School Committee members Margaret Coppe and Alessandro Alessandrini.

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Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
 Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	I will visit schools <u>and classrooms introducing myself to students and teachers.</u> <u>During my visits I will attend any meetings principals would like me to participate in during my visit. 1 day per month observing instruction in classrooms or attending data team meetings with the Principal, Assistant Superintendent, and Director of Special Education.</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement						
1	Work collaboratively with the School Committee, Board of Selectmen, Appropriation Committee, Capital Expenditure Committee, Permanent Building Committee, Director of Facilities and Architect to address space capacity, increasing student enrollment, and construction of new building facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	By June 30, 2016, develop a common language regarding the unsatisfactory and exemplary ratings. Meet with the Administrative Council and Joint Council to discuss an understanding and the use of the unsatisfactory and exemplary ratings during this school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	By June 30, 2016, review the technology department organizational structure including job descriptions, meet with the department to better understand the district's vision for technology and make recommendations <u>for any changes</u> based upon feedback from all stakeholders for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Goals (if any):						

Additional Agreed-Upon Standards and Indicators from Model Rubric for Superintendents School Year 2015-2016

Check one box for each goal.

Standard	Indicator	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
I: Instructional Leadership						
I-D	Educator Goals: Support administrators to develop actionable goals that are aligned with District Improvement Plan, School Improvement Plan, and School Committee Goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
II: Management and Operations						
II-A (1)	Environment: Collaborate with the school committee and MASC facilitator to identify superintendent and school committee roles and responsibilities and increase communication and collaboration between both parties through individual meetings with the chairperson and quarterly meetings between the superintendent, school committee and facilitator.	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-A (2)	Student Safety, Health and Social & Emotional Needs: Gain an understanding of the underlying issues related to student and staff stress, <u>attend meetings of the Youth Coalition and work with the Youth Coalition and consultant to develop a plan to reduce stress among students, and develop actionable goals that will increase the social and emotional wellness of our students and staff.</u>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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II -C	Time for Collaboration: Develop expectations and norms of behavior for administrative meetings focused on aligned goals (district, school, school committee).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
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Standard

Indicator

Did Not Meet
Some Progress
Significant Progress
Met
Exceeded

III: Family and Community Engagement

III-A (1)	Family and Community Engagement: Facilitate the Superintendent’s Adhoc Advisory Committee on Redistricting. Work with a consultant to develop a comprehensive redistricting plan to the School Committee to address overcrowding.	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
III-A (2)	Family and Community Engagement: Participate in meetings with the community to address concerns of communication, student and staff stress, homework policy, and technology.	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-A (3)	Family and Community Engagement: Increase parent and community communication through the development of Superintendent House Calls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x

IV: Professional Culture

IV-D	Continuous Learning of Administrator: Review, discuss and provide feedback to school committee on approved school committee policies as they relate to students and staff.	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F	Consensus Building: Work with different constituent groups and boards to build consensus around district and school decisions among administrators, school committee, parents and staff.	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Goal/Standard</u>	<u># Meetings</u>		<u>Meeting Total</u>
Professional Practice (School Visits)	Sep	2	14
	Oct	5	
	Nov	5	
	Dec	2	
District Improvement-1 (e.g. Facilities, Enrollment, Capital Expenditures, etc.)	Jul	2	35
	Aug	3	
	Sep	7	
	Oct	4	
	Nov	12	
	Dec	7	
District Improvement-2 (Exemplary Rating)	Sep	2	3
	Oct	1	
District Improvement-3 (Technology Dept.)	Oct.	3	6
	Nov	3	
I-D (Meetings with administrators, goals, communication, relationships, etc.)	Jul	16	60
	Aug	9	
	Sep	6	
	Oct	11	
	Nov	10	
	Dec	8	
II-A (1) (Collaboration with School Committee and MASC Facilitator)	Aug	3	4
	Dec	1	
II-A (2) (Student stress, Youth Coalition)	Jul	1	8
	Aug	2	
	Sep	2	
	Oct	2	
	Nov	1	
II-C (Collaboration, norms, expectations)	Aug	2	4
	Sep	1	
	Dec	1	

<u>Goal/Standard</u>	<u># Meetings</u>		<u>Meeting Total</u>
III-A (1) (Redistricting)	Jul	1	6
	Oct	2	
	Nov	1	
	Dec	2	
III-A (2) (Family & Community Engagement, student stress, homework policy)	Jul	2	10
	Sep	3	
	Oct	2	
	Nov	1	
	Dec	2	
III-A (3) (Superintendent House Calls)	Aug	1	5
	Sep	1	
	Oct	3	
IV-D (School Committee Policies related to students and staff)	Oct	1	3
	Nov	1	
	Dec	1	
IV-F (Consensus Building e.g. boards, committees, etc.)	Jul	1	10
	Sep	3	
	Oct	2	
	Dec	4	

Note: Electronic and paper evidence supporting the Mid-Cycle evaluation is provided to School Committee via flash drive and binder in Paula McDonough's office.

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

ITEM NUMBER:
A.3

TODAY'S DATE:
February 17, 2016

REQUESTED MEETING DATE:
February 23, 2016

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:
10 minutes

AGENDA ITEM TITLE:
Fiscal Year 2016 Second Quarter Financial Report

PRESENTER:
Ian Dailey

SUMMARY:

The current balance projected as of the Second Quarter report is a surplus of \$1,567,200. The projection assumes all budgeted positions are filled and assumes all program budgets are fully expended. The major source of these funds causing the surplus in Salaries and Wages is turnover in staff, unpaid leaves of absence, and vacancy gaps. The major drivers for the deficit in the Expense portion of the budget are Special Education Out-of-District Tuitions, Special Education Transportation, and Homeless Transportation. A summary table is provided below:

Appropriation Summary	FY 2016 Budget	Transfers/ Adjustments	FY 2016 Budget (adj)	YTD Expended	YTD Encumbered	Favorable/ (Unfavorable)
Salary and Wages	\$ 78,675,324	\$ (48,000)	\$ 78,627,324	\$ 39,188,140	\$ 37,610,801	\$ 1,828,383
Expenses	\$ 13,384,992	\$ 48,000	\$ 13,432,992	\$ 6,272,944	\$ 7,421,231	\$ (261,183)
Total 1100 Lexington Public Schools	\$ 92,060,316	\$ -	\$ 92,060,316	\$ 45,461,083	\$ 45,032,032	\$ 1,567,200

Salaries & Wages

A detailed listing of the Salaries and Wages portion of the budget projection can be found attached. Projections are based on known positions and estimated wage settlements for units with unsettled contracts. The FY16 general fund operating budget included a total of 1,035.73 FTE system-wide. At this time, the current general fund operating budget has increased to a total of 1,050.49, an increase of 14.76 FTE. This is partially attributable to FTE transfers from grants (during Fiscal Year 2015 and 2016), the increase in hours for Full-Day Kindergarten Assistants (15 hours per week to 18 hours per week), and supplemental positions not included in the original budget developed last fall. The Fiscal Year 2015 First Quarter Financial Report included an FTE increase of 24.82 FTE. Therefore, in Fiscal Year 2016 this data point has improved. This has a direct effect on the projected balance in the Salaries & Wages portion of the projection.

Expenses

The overall expense budget currently projects a deficit of \$261,183. At this time the projection assumes all program budgets will be fully expended. Additionally, a detailed review of Transportation and Tuitions is conducted as these are the largest single expense items and are the largest drivers of budget variability in the Expense budget. A summary table of the budget lines reflecting the \$261,183 deficit can be seen below (it should be noted there is an anticipated transfer for the Tuition line of \$576,716):

Line #	Program	FY16 Budget (approved by ATM)	Transfers/ Adjustments	FY16 Expense Budget (adj)	Adjusted YTD EXPENDED	Adjusted ENCUMBERED	FY 16 Projected Expenditures	Favorable/ (Unfavorable)
41	TUITION	\$4,782,238	\$576,716	\$5,358,954	\$2,423,909	\$2,949,865	\$5,373,775	-\$14,821
42	Transportation: Special Education	\$1,387,574		\$1,387,574	\$669,874	\$814,569	\$1,484,443	-\$96,869
42.1	Transportation: Homeless	\$25,000		\$25,000	\$11,885	\$38,335	\$50,220	-\$25,220
47	Teacher Substitutes	\$0		\$0	\$19,290	\$104,984	\$124,273	-\$124,273
Grand Total		\$6,194,812	\$576,716	\$6,771,528	\$3,124,958	\$3,907,753	\$7,032,711	-\$261,183

Line 41 - Tuition

The Fiscal Year 2016 budget included a 50% reduction to the High Risk category of tuition, effectively lowering the tuition budget by \$773,580. This had a direct affect to Line 41 of the budget above. This budget line is being monitored very closely, as such a detailed breakdown can be seen below:

Tuition Budget Analysis	FY16 Budget (approved by ATM)	FY 16 Projected Expenditures	Favorable/ (Unfavorable)
High Risk Budget	\$1,547,160	\$938,721	
Short Term Placements	\$113,677	\$280,973	
Settlements	\$258,764	\$766,007	
Tuition	\$6,915,422	\$7,128,918	
Total Tuition	\$8,835,023	\$9,114,619	-\$279,596
Reduction to High Risk	-\$773,580		
Less LABBB Credit	-\$250,000	-\$250,000	
Less CB Reimbursement	-\$3,029,205	-\$3,190,110	
Tuition Offsets	-\$4,052,785	-\$3,440,110	-\$612,675
Operating Budget Total	\$4,782,238	\$5,674,509	-\$892,271
		High Risk Adjustment	\$300,734
		Anticipated One-time Transfer	\$576,716
		Adjusted Projected Surplus / (Deficit)	-\$14,821

As seen above when comparing the budget to the current tuition projection a deficit of \$892,271 is being projected. This deficit assumes all of the current High Risk Budget will be realized. After a detailed review of this information with the Special Education Department, it is anticipated the \$300,734 of the \$938,721 currently held in High Risk will not be realized. Based on this adjustment, this lowers the projected deficit. Additionally, upon review of expense

accounts after the close of the Fiscal Year 2015 budget, an anticipated one-time transfer of \$576,716 will be completed to further offset the projected deficit.

Based on the data discussed before, the Fiscal Year 2017 budget re-establishes the High Risk portion of the Tuition budget at 100%. A table analyzing the high risk budget and budget surpluses (deficits) each year has been compiled to identify trends. This table can be seen below:

	FY2014	FY2015	FY2016 (projected)
High Risk Budget	\$1,645,452	\$1,195,325	\$1,547,160
SC HR Budget Adjustments			-\$773,580
Net High Risk Budget	\$1,645,452	\$1,195,325	\$773,580
Total Tuition Surplus / (Deficit)	\$852,485	\$61,145	-\$591,537
High Risk cut reversal	\$0	\$0	\$773,580
Difference	\$852,485	\$61,145	\$182,043
Percent of High Risk Returned	51.81%	5.12%	11.77%

The table above outlines the tuition budget surplus (deficit) by fiscal year relative to the High Risk budget of that year. The table above is not adjusted for the anticipated one-time transfers identified in the prior section. The chart includes adjustments to Fiscal Year 2016 to have a consistent comparison with prior fiscal years where the High Risk budget was not reduced by 50%. It should be noted, at the time the Fiscal Year 2016 budget was being created Fiscal Year 2015 final figures were not available. The above table illustrates that budgeting practices in the Tuition line have improved over time.

Line 42 – Transportation: Special Education

The Fiscal Year 2016 budget is projecting a \$96,869 deficit. The Fiscal Year 2016 Special Education Transportation budget was assembled using 182 students (99 In district and 83 Out of District). At this time a total of 196 students (108 In District and 88 Out of District) are riding in the program, an increase of 7.7% in total. This increase in ridership has triggered the currently projected deficit in this budget line.

Line 42.1 – Transportation: Homeless

The Fiscal Year 2016 budget is projecting a \$25,220 deficit. The Fiscal Year 2016 Special Education Transportation budget was assembled using 11 students. At this time a total of 3 students are riding in the program. Additional funds have been included in the projection for anticipated riders that will be added to the program. While the number of students reflected as Homeless has decreased, the costs have actually increase, which is why the budget line is projecting a deficit. This is attributable to the change in ridership. In Fiscal Year 2015, riders were able to utilize our existing Transportation services. The current ridership requires separate Transportation services.

Line 47 – Teacher Substitutes

The Fiscal Year 2016 budget is projecting a \$124,273 deficit. This expense line budget pays for Special Education consultants that are hired during a leave of absence for an employee in their Department as they are not regularly available in the typical substitute pool of employees. These consultants are acting in a substitute capacity due to the leave of absence. These expenditures are offset by salary savings on the Salaries and Wages portion of the budget.

Budget Transfers

As noted in the budget summary table at the beginning of this item a total of \$48,000 is being transferred from the salaries and wages portion of the budget to the expense line of the budget. This is the result of two transfers. This transfers \$60,000 originally budgeted under salaries and wages for the purposes of reimbursing teachers for tuition payments per the LEA Unit A collective bargaining agreement. This was originally budgeted here because the reimbursement payments are paid through payroll, however these costs are truly of the expense nature, thus are being transferred. Also, a total of \$12,000 is being transferred from the Guidance expense budget to the salaries and wages portion of the budget to fund staff tutor payments for students under Home-Hospital and 504 programs.

The below table is assembled to outline all program level budget transfers necessary in the FY16 expense budget at the time of issuing this report. This information is being presented per School Committee Policy (DBJ: Budget Transfer Authority), which requires School Committee approval for those program to program line transfers in excess of \$75,000.

Line #	Program	FY13 Actual	FY14 Actual	FY15 Actual	FY16 Budget (approved by ATM)	Adjustments to report	FY16 Budget (adj)
23	9-12 Math	\$ 22,325	\$ 106,468	\$ 68,184	\$70,512	-\$5,200	\$65,312
23.1	9-12 Math Team				\$0	\$5,200	\$5,200
25	9-12 Social Studies	\$ 39,705	\$ 37,482	\$ 37,315	\$40,261	-\$728	\$39,533
25.1	Debate & Competitive Speech	\$ 2,124	\$ 71,361	\$ 70,618	\$69,668	\$728	\$70,396
29	K-12 Curriculum	\$ 541,391	\$ 400,614	\$ 421,481	\$808,467	-\$260,956	\$547,511
37	Early Childhood Education	\$ 45,249	\$ 45,887	\$ 60,186	\$71,025	\$2,346	\$73,371
39.2	6-8 Counseling			\$ -	\$4,100	-\$4,100	\$0
39.3	9-12 Counseling	\$ 8,128	\$ 12,375	\$ 13,459	\$8,169	\$7,831	\$16,000
39.4	K-12 Counseling	\$ 6,824	\$ 14,343	\$ 62,365	\$78,080	-\$7,831	\$70,249
40.1	K-5 Special Education	\$ 73,364	\$ 89,793	\$ 49,457	\$35,141	\$14,903	\$50,044
40.2	6-8 Special Education	\$ 27,961	\$ 53,256	\$ 20,428	\$114,362	-\$81,959	\$32,403
40.3	9-12 Special Education	\$ 3,407	\$ 13,100	\$ 9,008	\$30,416	-\$5,963	\$24,453
40.4	PreK-22 Special Education	\$ 63,925	\$ 136,774	\$ 107,114	\$258,271	-\$135,707	\$122,564
41	Tuition	\$ 4,420,666	\$ 4,415,327	\$ 4,736,414	\$4,782,238	\$576,716	\$5,358,954
43	Special Educ. Consultants	\$ 460,479	\$ 480,758	\$ 281,686	\$492,283	-\$117,283	\$375,000
48	Administration	\$ 404,117	\$ 460,080	\$ 566,978	\$538,656	-\$538,656	\$0
48.1	School Committee				\$0	\$18,909	\$18,909
48.2	Superintendent				\$0	\$159,157	\$159,157
48.3	Finance and Operations				\$0	\$76,545	\$76,545
48.4	Human Resources				\$0	\$344,048	\$344,048
Grand Total		\$ 6,119,665	\$ 6,337,617	\$ 6,504,694	\$ 7,401,648	\$ 48,000	\$ 7,449,648

Grant Summary

Throughout the fiscal year grants are monitored since awards are often not known at the time of building a budget. A summary of budget, actual awards, and projected balances can be seen below:

Federal Grant Title	FY15 Award - Level Funded for FY16	FY16 Actual Award	Sequestration, enrollment, and low income change	% Change in Award	Revised FY16 Projection as of December 31*	Projected (deficit)/ Balance for FY16 Grants
						(col. C - col. I)
Title I	\$ 151,166	\$ 171,294	\$ 20,128	13.32%	\$ 171,359	\$ (65)
Title II	\$ 85,482	\$ 86,465	\$ 983	1.15%	\$ 86,465	\$ 0
Title III	\$ 66,030	\$ 74,693	\$ 8,663	13.12%	\$ 74,693	\$ -
Title III Carry-Forward	\$ -	\$ 10,460	\$ 10,460		\$ 10,460	\$ -
94-142	\$ 1,547,887	\$ 1,567,873	\$ 19,986	1.29%	\$ 1,462,117	\$ 105,756
94-142 Carry-Forward		\$ 118,078	\$ 118,078		\$ 118,078	\$ -
Early Childhood	\$ 40,067	\$ 40,075	\$ 8	0.02%	\$ 39,301	\$ 774
Total Federal Grants	\$ 1,890,632	\$ 2,068,938	\$ 178,306	28.90%	\$ 1,962,472	\$ 106,466
						5.15%
State Grant Title						
METCO	\$ 1,285,898	\$ 1,473,916	\$ 188,018	14.62%	\$ 1,395,135	\$ 78,782
Essential School Health	\$ 116,440	\$ 116,440	\$ -	0.00%	\$ 116,440	\$ -
Academic Support	\$ 7,400	\$ 5,200	\$ (2,200)	-29.73%	\$ 5,200	\$ -
Full-Day Kindergarten	\$ 177,440	\$ 177,440	\$ -	0.00%	\$ 174,839	\$ 2,601
Special Education Entitlement	\$ 51,219	\$ 53,340	\$ 2,121	4.14%	\$ 53,340	\$ -
Total State Grants	\$ 1,638,397	\$ 1,826,336	\$ 187,939	-10.97%	\$ 1,733,456	\$ 81,383
	\$ 3,529,029	\$ 3,895,274	\$ 366,245	10.38%	\$ 3,695,929	\$ 187,848

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

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 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:

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 or
 with the request that the School Committee take action immediately

If formal action is requested:

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

SUGGESTED MOTION:

Move to approve the transfers outlined in the Budget Transfers section of this agenda item, per School Committee Policy DBJ, for Fiscal Year 2015-16.

FOLLOW-UP:

ATTACHMENTS: Q2 FY2016 Salaries and Wages Projection Detail

LINE No	ROLL UP	FY16 FTE	FTE Adj	FY16 FTE (adj)	FY16 Adj Budget	Current FTEs (through 2/5/16 payroll)	FTE Difference -Favorable (Unfavorable)	Salaries Projection (through 2/5/16 payroll)	\$ Difference - Favorable (Unfavorable)	Notes (Illustrates material changes)
1	UNIT A - LEA	685.56	0.8286	686.39	56,079,958	686.72	(1.16)	\$ 54,067,576	\$ 2,012,382	1. FTE Adjustment: Grant Transfers and misc. internal transfers (0.32 & 0.50) 2. 7.1 FTE Vacancy 3. +0.70 FTE Supplemental Positions
2	UNIT A - STIPENDS			-	734,747	-		\$ 763,041	\$ (28,294)	1. Mentor stipends exceeding budget
3	UNIT A - COACHES			-	633,404	-		\$ 633,404	\$ -	
4	UNIT D - LEA	82.19	-1.4734	80.71	3,374,871	84.61	(2.43)	\$ 3,431,497	\$ (56,627)	1. +4.30 FTE Supplemental Positions 2. Net FTE Transfer: -1.47 FTE 3. 2.17 FTE Vacancy 4. 2.2 FTE on LOA
5	NON-UNION SUPPORT/MGRS	25.15	0.7500	25.90	2,239,042	28.15	(3.00)	\$ 2,289,948	\$ (50,907)	1. Net FTE Transfer: 0.75 FTE 2. 2.25 FTE Supplemental 3. 3.0 FTE Vacancy
7	UNIT C - LEA	152.69	3.3817	156.08	5,715,377	157.63	(4.93)	\$ 5,406,279	\$ 309,098	1. FTE Adjustment: FTE transfer from Line 10 2. 1.70 FTE Supplemental Positions 3. 7.17 FTE Vacancy 4. 1.71 FTE on LOA
7.1	NON-UNION SUPPORT/PARA	5.32	2.9500	8.27	745,566	11.42	(6.10)	\$ 753,182	\$ (7,617)	1. FTE Adjustment: Kind Asst grant transfer and additional 3 hours 2. +2.75 FTE Supplemental Positions 3. 0.88 FTE Vacancy 4. Includes Summer School (EYS)
8	ABA/BCBA INSTRUCTORS	3.89	0.0217	3.91	407,748	3.91	(0.02)	\$ 368,837	\$ 38,912	1. FTE Adjustment: BCBA schedule adjustments
9	OT ASSISTANTS			-	-	-	-	\$ -	\$ -	
10	SPECIAL CLASS AIDES	9.38	-3.3817	6.00	339,732	6.00	3.38	\$ 211,311	\$ 128,422	1. FTE Adjustment: FTE Transfer to Line 7
13	TECHNOLOGY UNIT - LEA	16.00		16.00	932,391	16.00	-	\$ 872,377	\$ 60,014	1. 1.0 FTE Vacancy
14	CENTRAL ADMINISTRATORS	6.00		6.00	1,091,657	6.00	-	\$ 1,021,740	\$ 69,917	
15	PRINCIPALS	9.00		9.00	1,277,849	9.00	-	\$ 1,285,970	\$ (8,121)	
16	ALA - ASST PRINC/SUPERVISORS	40.55	0.5000	41.05	4,496,280	41.05	(0.50)	\$ 4,495,686	\$ 594	FTE Adjustment: Transition Coordinator FTE
17	NURSE SUBS				15,300	-		\$ 17,650	\$ (2,350)	
18	TEACHER SUBSTITUTES				850,210	-		\$ 619,441	\$ 230,769	
18.1	LONG TERM PROFESSIONAL SUBSTITUTES					-		\$ 487,466	\$ (487,466)	
18.2	SECRETARY SUBSTITUTES				16,193			\$ 42,592	\$ (26,399)	
18.3	PARAPROFESSIONAL SUBSTITUTES				50,000	-		\$ 30,944	\$ 19,056	
20	Sal Dif				(500,000)			\$ -	\$ (500,000)	
	All other - operating							\$ -	\$ -	
	Grant/Revolving Activity				127,000	-		\$ -	\$ 127,000	
	Adjustments (Salary Encumbrance)				-			\$ -	\$ -	
SALARIES & WAGES Total		1,035.73	3.5769	1,039.31	\$ 78,627,324	1,050.49	(14.76)	\$ 76,798,941	\$ 1,828,383	

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE:

Feb. 23, 2016

ITEM NUMBER:

A.4 & A.4.a.

REQUESTED MEETING DATE:

February 23, 2016

AGENDA ITEM TITLE:

A.4 Multiple School Capital Project

A.4.a. Discussion of Anticipated Debt Exclusion for School Projects

PRESENTER: School Committee and Administration

SUMMARY:

A.4 Multiple School Capital Project Updated

Special Town Meeting will meet February 22, 2016 and it is anticipated that Dr. Czajkowski and members will discuss the action taken by Town Meeting at that meeting.

As we move to Annual Town Meeting, this agenda item also allows the opportunity for members to receive updates on capital projects that will be presented by the administration at Town Meeting, and for the administration to receive feedback from members.

There will be a brief update on the status of the PBC School Committee Appointment process for Hastings.

A.4.a. Discussion of Anticipated Debt Exclusion for School Projects

At the February 10, 2016 joint meeting of the School Committee and Selectmen, and the Summit that immediately followed, the Selectmen invited input from School Committee members about the anticipated May Debt-Exclusion vote to support school projects, including the Diamond and Clarke renovation, additions and Diamond HVAC. There is an open question about what will be placed on the debt-exclusion. This is an opportunity for members to share any further thoughts or questions.

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:

None as of February 16, 2016

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

10 - 15 minutes

ATTACHMENTS:

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: February 10, 2016

ITEM NUMBER:
A.5.a

REQUESTED MEETING DATE: February 23, 2016

AGENDA ITEM TITLE: Policy Subcommittee Recommendation Regarding Second Reading of Two Policies and to Vote:

Policy: (JLDBA) Lexington Public Schools Intervention, Prevention, and Postvention Suicide Policy

PRESENTER:

Judy Crocker and Margaret Coppe

SUMMARY:

SC Policy JLDBA has been reviewed and revised by the Director of Guidance Val Viscosi and Social Worker Stacy Glickman, the Superintendent, counsel, and the School Committee Policy Manual Subcommittee. The revised draft Policy is ready for its second reading 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:

Approval of Second Policy Reading for Policy JLDBA Intervention, Prevention, and Postvention Suicide Policy

FOLLOW-UP:

Third Reading

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

ATTACHMENTS:

DRAFT SC Policy JLDBA Intervention, Prevention, and Postvention Suicide Policy

**RECOMMENDED REVISION OF FIRST READING ON 2.2.16 IN RED pg2
- SECOND READING 2.23.16**

File: JLDBA

Lexington Public Schools Intervention, Prevention, and Postvention Suicide Policy

The Lexington Public Schools recognizes its role in promoting the health and well-being of all students and staff, and assisting students and staff in dealing with the suicide of a student. The suicide of a student has an impact on the whole school community. In support of this policy, Lexington Public Schools has developed procedures to prevent, assess the risk of, intervene in, and respond to suicide. The district:

- (a) recognizes that physical, behavioral, and emotional health are integral components of a student's education,
- (b) recognizes that suicide is a leading cause of death among young people,
- (c) has a commitment to take a proactive approach in preventing suicide, and
- (d) acknowledges the schools' role in providing an environment that is sensitive to individual and societal factors that place youth at greater risk for suicide, and one that helps to foster positive youth development.

This policy covers actions that take place at school, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, on social media, and at school sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including all district staff, and volunteers.

As part of the Lexington Public Schools Intervention, Prevention and Postvention Suicide Policy and Administrative Guidelines, access to school-based mental health services and supports directly improves students' physical and psychological safety, academic performance, cognitive performance and learning, and social-emotional development. School-based mental health professionals (counselors, social workers, psychologists and nurses) work to provide services that are high quality, effective, and appropriate to the school context. These professionals can support both instructional leaders' and teachers' abilities to provide a safe and supportive school environment for all students.

Having school-based mental health professionals as integral members of the school staff empowers principals to more efficiently and effectively deploy resources, ensure coordination of services, evaluate their effectiveness, and adjust supports to meet the individual needs of their students. Improving access allows for enhanced collaboration with community providers to meet the more intensive clinical needs of students.

* The Superintendent will follow the *Administrative Guidelines* associated with this policy.

Legal Ref: MGL c. 69 s. 1P
Revised: 01/27/2016

MGL c. 71 s. 37Q

Lexington Public Schools Intervention, Prevention, and Postvention Suicide Administrative Guidelines

Section 1. PARENT NOTIFICATION AND INVOLVEMENT

Parent/guardian involvement will take place as per the Lexington Public Schools *Self-Injury and Suicidal Ideation Response Protocols*.

Section II. PREVENTION

1. **District Policy Implementation:** The Superintendent or designee shall be responsible for planning and coordinating implementation of this procedure for the school district.
2. **Staff Professional Development:** Staff will be provided information and training on the *Intervention, Prevention, and Postvention Suicide Policy* and the *Self-Injury and Suicidal Ideation Response Protocols*.
3. **Youth Suicide Prevention Programming:** Students will be provided developmentally appropriate, student-centered education materials integrated into the K-12 curriculum. The content of these age-appropriate materials will include the importance of safe and healthy choices and coping strategies. Support is also provided for students through counseling services, student programs and collaborative partnerships with town and community organizations.

Section III. ASSESSMENT AND REFERRAL

When a student is identified by a staff person as potentially suicidal (e.g. talks about being suicidal, presents overt risk factors such as agitation or intoxication, or an act of self-harm occurs), or a student self-refers, **or referred by a peer**, the Lexington Public Schools *Self-Injury and Suicidal Ideation Response Protocols* will be implemented, including but not limited to calling 911. *

Section IV. IN-SCHOOL SUICIDE ATTEMPTS

In the case of an in-school suicide attempt, the health and safety of the student is paramount. The Lexington Public Schools *Self-Injury and Suicidal Ideation Response Protocols* will be implemented, including but not limited to calling 911.

Section V. RE-ENTRY PROCEDURE

For students returning to school after a mental health crisis (e.g. self injury, suicide attempt, or psychiatric hospitalization), the *Self-Injury and Suicidal Ideation Response Protocols* re-entry protocol will be implemented.

Section VI. OUT-OF-SCHOOL SUICIDE ATTEMPTS

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

1. Call the police and/or emergency medical services, such as 911.
2. Inform the student's parent or guardian, the principal and the Director of Counseling.

If a student contacts a staff member from an out of school location and expresses suicidal ideation, the staff member should try to maintain contact with the student while enlisting the assistance of another staff member to contact the police. Parent/guardian, principal and the Director of Counseling will be notified.

Section VII. POSTVENTION

1. Development and Implementation of an Action Plan: The crisis team will develop an action plan to guide school response following a suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide. The action plan may include the following steps:

- a) **Verify the death.** Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death.
- b) **Assess the situation.** The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider other recent traumatic events within the school community and the time of year of the suicide.
- c) **Share information.** Before the death is officially determined as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that the cause is unknown. Inform the faculty that a sudden death has occurred. Write a statement for staff members to share with students. The statement should include the basic facts of the death (without providing details of the suicide method), known funeral arrangements, recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. With permission and input from the Parents/Guardians, the crisis team may prepare a letter to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.
- d) **Avoid suicide contagion.** It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high-risk students is to prevent another suicide. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.

- e) **Initiate support services.** Students identified as being more likely to be affected by the death will be assessed according to the *Suicidal Ideation Response Protocol*. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental health providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.
- f) **Develop memorial plans.** The school should not create on-campus physical commemoration (e.g. photos, flowers, jerseys, plantings, benches), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral; however students choosing to attend the funeral should be excused from school on that day. Any school-based events (e.g. small gatherings) will include a focus on how to support and prevent future suicides, and prevention resources will be available.

2. External Communication: The Superintendent or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

- a) Keep the Director of Counseling and school principal informed of school actions relating to the death.
- b) Prepare a statement for the media regarding postvention plans, interventions, and resources that are available for students and faculty. A referral will be made to the Town of Lexington Human Services Department, who will provide resources to support families and community members.

For more detail, please refer to the Lexington Public Schools *Intervention, Prevention, and Postvention Suicide Policy*.

Section VIII. DEFINITIONS

1. At risk: A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death, and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the *Self-Injury and Suicidal Ideation Response Protocols*.

2. Crisis team: A multidisciplinary team of primarily administrative, mental health, and safety professionals, whose primary focus is to address crisis preparedness, intervention/response, and recovery. These professionals have been specifically trained in crisis preparedness through recovery, and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis

protocols, and may provide mental health services for effective crisis interventions and recovery supports.

3. **Mental health:** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.

4. **Postvention:** Suicide postvention is a crisis intervention strategy designed to disseminate factual information after a suicide, reduce the risk of suicide and suicide contagion, provide support needed to help survivors cope with a suicide, and address the social stigma associated with suicide.

5. **Assessment:** This is completed by appropriate school staff (e.g. counselor or social worker) and is designed to elicit information regarding the student's intent to die by suicide, previous history of any suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and other relevant risk factors. This assessment is not a mental health assessment to assess whether or not the student is considered to be "suicidal."

6. **Risk factors for suicide:** Characteristics or conditions that increase the chance that a person may try to end his/her life by suicide. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.

7. **Self-harm:** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself can be categorized as either nonsuicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.

8. **Suicide:** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior.

9. **Suicide attempt:** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries.

10. **Suicidal behavior:** Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

11. **Suicide contagion:** The process by which suicidal behavior or suicide influences an increase in the suicidal behaviors of others.

12. **Suicidal ideation:** Thinking about, considering, or planning for self-injurious behavior, which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

* The Lexington Public Schools *Self-Injury and Suicidal Ideation Response Protocols* were developed during 2014-2015 by a multidisciplinary committee comprised of members from the Counseling, Special Education, Nursing and METCO departments in coordination with our district consulting psychiatrist and school attorney.

* This Policy was amended from *The Model School Policy*. *The Model School Policy* was developed in partnership by The American Foundation for Suicide Prevention, The Trevor Project, American School Counselor Association, and National Association for School Psychologists. *The Model School Policy* is research-

based and outlines comprehensive model policies and best practices resulting in a national framework for school districts to follow to protect the health and safety of all students.

Revised: 01/27/2016

RECOMMENDED REVISION – FIRST READING 2.2.16

File: JLDBA

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This policy covers actions that take place at school, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, on social media, and at school sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including all district staff, and volunteers.

As part of the Lexington Public Schools Intervention, Prevention and Postvention Suicide Policy and Administrative Guidelines, access to school-based mental health services and supports directly improves students' physical and psychological safety, academic performance, cognitive performance and learning, and social-emotional development. School-based mental health professionals (counselors, social workers, psychologists and nurses) work to provide services that are high quality, effective, and appropriate to the school context. These professionals can support both instructional leaders' and teachers' abilities to provide a safe and supportive school environment for all students.

Having school-based mental health professionals as integral members of the school staff empowers principals to more efficiently and effectively deploy resources, ensure coordination of services, evaluate their effectiveness, and adjust supports to meet the individual needs of their students. Improving access allows for enhanced collaboration with community providers to meet the more intensive clinical needs of students.

* The Superintendent will follow the *Administrative Guidelines* associated with this policy.

Legal Ref: MGL c. 69 s. 1P

MGL c. 71 s. 37Q

Revised: 01/27/2016

Lexington Public Schools Intervention, Prevention, and Postvention Suicide Administrative Guidelines

Section 1. PARENT NOTIFICATION AND INVOLVEMENT

Parent/guardian involvement will take place as per the Lexington Public Schools *Self-Injury and Suicidal Ideation Response Protocols*.

Section II. PREVENTION

1. **District Policy Implementation:** The Superintendent or designee shall be responsible for planning and coordinating implementation of this procedure for the school district.
2. **Staff Professional Development:** Staff will be provided information and training on the *Intervention, Prevention, and Postvention Suicide Policy* and the *Self-Injury and Suicidal Ideation Response Protocols*.
3. **Youth Suicide Prevention Programming:** Students will be provided developmentally appropriate, student-centered education materials integrated into the K-12 curriculum. The content of these age-appropriate materials will include the importance of safe and healthy choices and coping strategies. Support is also provided for students through counseling services, student programs and collaborative partnerships with town and community organizations.

Section III. ASSESSMENT AND REFERRAL

When a student is identified by a staff person as potentially suicidal (e.g. talks about being suicidal, presents overt risk factors such as agitation or intoxication, or an act of self-harm occurs), or a student self-refers, the Lexington Public Schools *Self-Injury and Suicidal Ideation Response Protocols* will be implemented, including but not limited to calling 911. *

Section IV. IN-SCHOOL SUICIDE ATTEMPTS

In the case of an in-school suicide attempt, the health and safety of the student is paramount. The Lexington Public Schools *Self-Injury and Suicidal Ideation Response Protocols* will be implemented, including but not limited to calling 911.

Section V. RE-ENTRY PROCEDURE

For students returning to school after a mental health crisis (e.g. self injury, suicide attempt, or psychiatric hospitalization), the *Self-Injury and Suicidal Ideation Response Protocols* re-entry protocol will be implemented.

Section VI. OUT-OF-SCHOOL SUICIDE ATTEMPTS

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

1. Call the police and/or emergency medical services, such as 911.
2. Inform the student's parent or guardian, the principal and the Director of

Counseling.

If a student contacts a staff member from an out of school location and expresses suicidal ideation, the staff member should try to maintain contact with the student while enlisting the assistance of another staff member to contact the police. Parent/guardian, principal and the Director of Counseling will be notified.

Section VII. POSTVENTION

1. Development and Implementation of an Action Plan: The crisis team will develop an action plan to guide school response following a suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide. The action plan may include the following steps:

- a) **Verify the death.** Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death.
- b) **Assess the situation.** The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider other recent traumatic events within the school community and the time of year of the suicide.
- c) **Share information.** Before the death is officially determined as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that the cause is unknown. Inform the faculty that a sudden death has occurred. Write a statement for staff members to share with students. The statement should include the basic facts of the death (without providing details of the suicide method), known funeral arrangements, recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. With permission and input from the Parents/Guardians, the crisis team may prepare a letter to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.
- d) **Avoid suicide contagion.** It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high-risk students is to prevent another suicide. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team

will review suicide warning signs and procedures for reporting students who generate concern.

- e) **Initiate support services.** Students identified as being more likely to be affected by the death will be assessed according to the *Suicidal Ideation Response Protocol*. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental health providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.
- f) **Develop memorial plans.** The school should not create on-campus physical commemoration (e.g. photos, flowers, jerseys, plantings, benches), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral; however students choosing to attend the funeral should be excused from school on that day. Any school-based events (e.g. small gatherings) will include a focus on how to support and prevent future suicides, and prevention resources will be available.

2. External Communication: The Superintendent or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

- a) Keep the Director of Counseling and school principal informed of school actions relating to the death.
- b) Prepare a statement for the media regarding postvention plans, interventions, and resources that are available for students and faculty. A referral will be made to the Town of Lexington Human Services Department, who will provide resources to support families and community members.

For more detail, please refer to the Lexington Public Schools *Intervention, Prevention, and Postvention Suicide Policy*.

Section VIII. DEFINITIONS

1. **At risk:** A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death, and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the *Self-Injury and Suicidal Ideation Response Protocols*.

2. **Crisis team:** A multidisciplinary team of primarily administrative, mental health, and safety professionals, whose primary focus is to address crisis preparedness,

intervention/response, and recovery. These professionals have been specifically trained in crisis preparedness through recovery, and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.

3. **Mental health:** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.

4. **Postvention:** Suicide postvention is a crisis intervention strategy designed to disseminate factual information after a suicide, reduce the risk of suicide and suicide contagion, provide support needed to help survivors cope with a suicide, and address the social stigma associated with suicide.

5. **Assessment:** This is completed by appropriate school staff (e.g. counselor or social worker) and is designed to elicit information regarding the student's intent to die by suicide, previous history of any suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and other relevant risk factors. This assessment is not a mental health assessment to assess whether or not the student is considered to be "suicidal."

6. **Risk factors for suicide:** Characteristics or conditions that increase the chance that a person may try to end his/her life by suicide. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.

7. **Self-harm:** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself can be categorized as either nonsuicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.

8. **Suicide:** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior.

9. **Suicide attempt:** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries.

10. **Suicidal behavior:** Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

11. **Suicide contagion:** The process by which suicidal behavior or suicide influences an increase in the suicidal behaviors of others.

12. **Suicidal ideation:** Thinking about, considering, or planning for self-injurious behavior, which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

* The Lexington Public Schools *Self-Injury and Suicidal Ideation Response Protocols* were developed during 2014-2015 by a multidisciplinary committee comprised of members from the Counseling, Special Education, Nursing and METCO departments in coordination with our district consulting psychiatrist and school attorney.

* This Policy was amended from *The Model School Policy*. *The Model School Policy* was developed in partnership by The American Foundation for Suicide Prevention, The Trevor Project, American School Counselor Association, and National Association for School Psychologists. *The Model School Policy* is research-based and outlines comprehensive model policies and best practices resulting in a national framework for school districts to follow to protect the health and safety of all students.

Revised: 01/27/2016

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: February 10, 2016

ITEM NUMBER:
A.5.b

REQUESTED MEETING DATE: February 23, 2016

AGENDA ITEM TITLE: Policy Subcommittee Recommendation Regarding Second Reading of Two Policies and to Vote:

Policy: (JKAA) Restraint of Students Policy

PRESENTER:

Judy Crocker and Margaret Coppe

SUMMARY:

SC Policy JKAA has been reviewed and revised by the Massachusetts Association of School Committees, the Director of Special Education Ellen Sugita, the Superintendent, counsel, and the School Committee Policy Manual Subcommittee. The revised draft Policy is ready for its second reading 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:

Approval of Second Policy Reading for Policy JKAA Restraint of Students

FOLLOW-UP:

Third Reading

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

ATTACHMENTS:

DRAFT SC Policy JLDBA Intervention, Prevention, and Postvention Suicide Policy

RESTRAINT OF STUDENTS POLICY

The Board of Education for the Commonwealth of Massachusetts adopted regulations governing Physical Restraint (603 CMR 46.00), hereinafter referred to as the "Regulations," effective April 2, 2001. In distributing the Regulations, the Board of Education, through the Department of Education (DOE) has described its goal of working in partnership with local educational agencies to ensure that every student participating in a Massachusetts public education program is free from the unreasonable use of physical restraint. The Lexington Public Schools complies with the Regulations to the extent required by law. This policy provides a brief overview of the Regulations.

The Regulations govern the use of physical restraint on students in publicly funded school districts, charter schools, collaborative education programs and special education schools approved under applicable Regulations. Regulations apply not only at school, but also at school-sponsored events and activities, whether or not on school property.

The Lexington School Committee's goal is to work in partnership with the Massachusetts Department of Education to ensure that every student participating in the Lexington Public Schools program is free from the unreasonable use of physical restraint. Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution to prevent or minimize harm to any student as a result of physical restraint.

Methods and Conditions for Implementation

School staff may use physical restraint¹ only (1) when nonphysical interventions are ineffective and the student's behavior poses a threat of imminent, serious harm to self and/or others, or (2) pursuant to a student's Individual Education Plan or other written plan developed in accordance with state and federal law and approved by the school and parent or guardian.

Physical restraint may not be used as a means of punishment or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm.

Chemical and mechanical restraints may not be used². Seclusion³ is prohibited.

¹ *Physical restraint is the use of bodily force to limit a student's freedom of movement. It does not include touching or holding a student without the use of force for the purpose of directing the student.*

² *Exceptions may be made when explicitly authorized by a physician and approved by a parent or guardian. Chemical restraint is the administration of medication for the purpose of limiting the student's freedom of movement. Mechanical restraint is the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. It does not include a protective or stabilizing device ordered by a physician.*

³ *Seclusion is defined as physically confining a student alone in a room or limited space without access to school staff. It does not include the use of "time out" procedures during which a staff member remains accessible to the student.*

RECOMMENDED REVISION – SECOND READING 2.23.16

File: JKAA

Whenever possible, the administration of restraints shall be witnessed by at least one adult who does not participate in the restraint.

The Regulations do not prevent a teacher, employee or agent of the Lexington Public Schools from using reasonable force to protect students, other persons or themselves from assault, or imminent serious physical harm, or from restraining students, as otherwise provided in the Regulations.

Staff Training

In the first month of each school year, all school staff will receive training with respect to the district's restraint policy (i.e., following the Regulations), including receiving information about interventions that may preclude the need for restraint, types of restraint and related safety considerations, and administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student. New hires during the year will be trained within the first month of their employment.

Additionally, each school will identify specific staff to serve as school-wide restraint team to ensure proper administration of physical restraint. These individuals must participate in an in-depth training with respect to restraint and implementation of the Regulations.

Reporting Requirements and Follow-Up

In instances where a physical restraint (1) lasts more than five minutes or (2) results in injury to a student or staff member, the school staff must report the physical restraint to the principal or a designee. The principal/designee must maintain an ongoing record of all such reported instances, which will be made available in accordance with state and federal law and regulations.. The principal/designee must also verbally inform the student's parent or guardian of the restraint as soon as possible, and by written report postmarked no later than three school working days following the use of the restraint. The written restraint report must be provided to the parent or guardian in the language in which report cards and other necessary school-related information are customarily provided. The report must also include information regarding opportunities for the student's parents or guardians to discuss with school officials the administration of the restraint, any disciplinary sanctions that may be imposed on the student and/or any other related matter.

In the event that a physical restraint (1) lasts longer than 20 minutes or (2) results in serious injury to the student or staff member, the school must, within five school working days of the reported restraint, provide a copy of the written report to Department of Elementary and Secondary Education (DESE) along with a copy of the school's record of physical restraints covering the thirty-day period prior to the date of the restraint.

For students who require the frequent use of restraint because they present a high risk of frequent, dangerous behaviors, school staff may seek and obtain the parent or guardian's consent to waive reporting requirements for restraints administered to an individual student that do not result in serious injury to the student or staff member or constitute extended restraint (longer than 20 minutes).

Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

RECOMMENDED REVISION – SECOND READING 2.23.16

File: JKAA

Complaints

To file a complaint regarding a restraint please contact:

Ellen Sugita
Director of Special Education
Lexington Public Schools
146 Maple Street
Lexington, MA 02420

A description of the list of physical restraint methods generally used in the Lexington Public Schools is available in each school building through the school Principal.

Regulations of the Commonwealth of Massachusetts governing Physical Restraint (603 CMR 46.00) can be obtained at: www.doe.mass.edu/lawsregs/603cmr46.html.

RECOMMENDED REVISION – FIRST READING 2.2.16

File: JKAA

RESTRAINT OF STUDENTS POLICY

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The Lexington School Committee's goal is to work in partnership with the Massachusetts Department of Education to ensure that every student participating in the Lexington Public Schools program is free from the unreasonable use of physical restraint. Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution to prevent or minimize harm to any student as a result of physical restraint.

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School staff may use physical restraint¹ only (1) when nonphysical interventions are ineffective and the student's behavior poses a threat of imminent, serious harm to self and/or others, or (2) pursuant to a student's Individual Education Plan or other written plan developed in accordance with state and federal law and approved by the school and parent or guardian.

Physical restraint may not be used as a means of punishment or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm.

Chemical and mechanical restraints may not be used². Seclusion³ is prohibited.

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RECOMMENDED REVISION – FIRST READING 2.2.16

File: JKAA

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Additionally, each school will identify specific staff to serve as school-wide restraint team to ensure proper administration of physical restraint. These individuals must participate in an in-depth training with respect to restraint and implementation of the Regulations.

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Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

RECOMMENDED REVISION – FIRST READING 2.2.16

File: JKAA

Complaints

To file a complaint regarding a restraint please contact:

Ellen Sugita
Director of Special Education
Lexington Public Schools
146 Maple Street
Lexington, MA 02420

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AGENDA ITEM SUMMARY **LEXINGTON SCHOOL COMMITTEE MEETING**

TODAY'S DATE: February 9, 2016

ITEM NUMBER:

A.6

REQUESTED MEETING DATE: February 23, 2016

AGENDA ITEM TITLE: Appointment of Assistant Superintendent for Finance and Operations

PRESENTER: Dr. Mary Czajkowski

SUMMARY:

This item seeks School Committee approval to appoint Ian Dailey to the position of Assistant Superintendent for Finance and Operations effective July 1, 2015.

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 to appoint Ian Dailey to the position of Assistant Superintendent for Finance and Operations effective July 1, 2015.

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM: 5 minutes

ATTACHMENTS:

Assistant Superintendent for Finance and Operations Job Description



**Town of Lexington
Lexington Public Schools
Position Description**

RECEIVED

AUG 21 2014

Assistant Superintendent for Finance and Operations

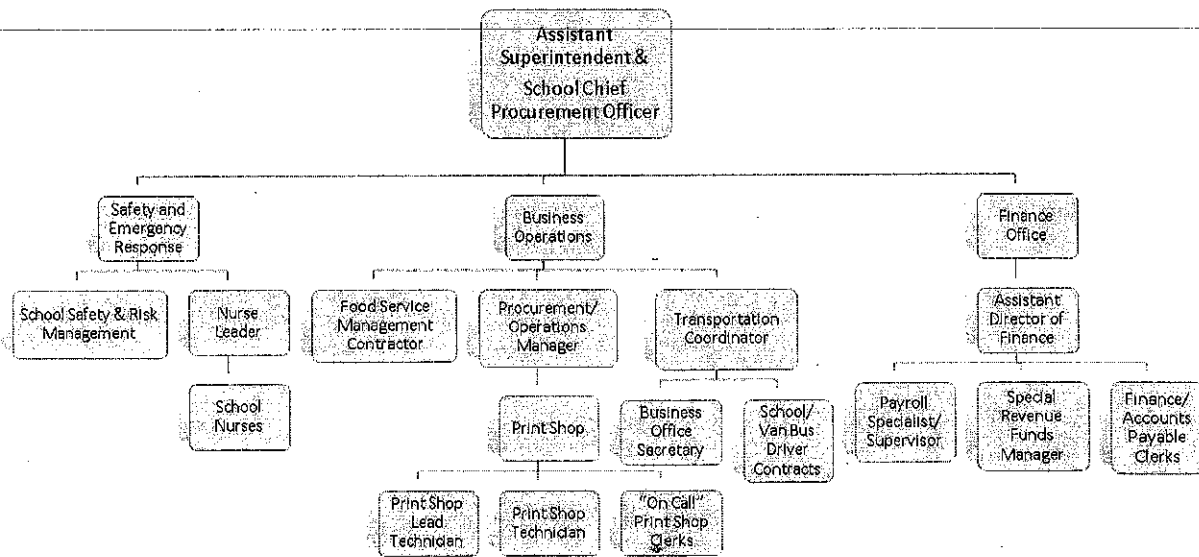
HUMAN RESOURCES

Department: Finance & Business Operations
Reports to: Superintendent
FLSA Status: Exempt

Job Code: S101
Union: Non-Union
Location: Central Administration

ACCOUNTABILITY OBJECTIVE:

This position is accountable, under the direction of the Superintendent of Schools and in accordance with appropriate statutes, regulations, and School Committee policy, to serve the district in all matters related to financial, operations, and emergency response services. The position is appointed by the School Committee as required under Massachusetts General Laws c. 71, Section 59. The position serves as the School Business Administrator for the district. This position serves as the school district's chief procurement officer, as appointed through School Committee and delegation granted by Town Manager.



DIMENSIONS:

Students: 6,700 (approximately)
Schools : 9
Personnel: 1,600 (approximately)
Total School Budget: \$90,000,000 (approximately)

GENERAL SUMMARY:

The Assistant Superintendent for Finance and Business Operations reports directly to and works with the Superintendent of Schools. Reporting directly to the incumbent are the Assistant Director of Finance, Transportation Coordinator, Assistant Procurement/Operations Manager, Food Services Management Company Contractor, and the School Nurse Leader (effective July 1, 2015). The incumbent is concerned with responsibly and responsively managing a service-driven operation focusing on all financial, operational, and emergency/safety affairs of the district, which includes financial tracking and reporting, general fund and special revenue accounting, revenue tracking and reconciliation, certified and classified payroll, public bidding and leasing for services, supplies, and equipment, contract management, budget development and management, records management, state and federal reporting, risk management/insurance, transportation, food service, printing, and emergency response and school safety and mitigation efforts.

Assistant Superintendent for Finance and Business Operations

The incumbent works with and serves the principals, coordinators, department heads, teaching and support staff. The incumbent works with Town of Lexington offices which include but is not limited to the Town Manager, Human Resources, Department of Public Facilities, Finance, Budget, Technology, Public Safety, Department of Public Works, Town Clerk, and Recreation.

The incumbent serves as the Superintendent or School Committee Liaison to the following committees:

1. School Committee/Superintendent Liaison Assignments:
 - a. School Health Advisory Committee (SHAC)
 - b. Readiness and Emergency Management for Schools (REMS) Advisory Committee
 - c. Town Manager's Senior Management Team
 - d. Financial Review Committee (activated as needed)
2. Liaison to Town Boards, Committees, Departments & Town Procurement Officer
 - a. Appropriations Committee
 - b. Capital Expenditure Committee
 - c. Town Meeting Members Association
 - d. Ad Hoc School Transportation Safety Study Committee Liaison
 - e. Transportation Forum
 - f. Town Cell Phone Committee
 - g. Town Electronic Document Management Committee
 - h. Traffic Safety Advisory Committee
 - i. Sidewalk Committee (assigned to Transportation Coordinator)
 - j. Safe Routes to School

The incumbent or staff designee serves as the Superintendent's liaison for all school operations and facilities services when the Superintendent is not available or assigns incumbent to coordinate with department or committee in charge of providing services.

MAJOR RESPONSIBILITIES:

The Assistant Superintendent's major responsibility is to responsibly and responsively managing a service-driven operation focusing on all financial and operational affairs of the district.

Safety and Emergency Response

1. School Safety and Risk Management
2. Emergency Response Services: School Nurses/Police/Fire/Public Safety, Communication System
3. As needed, support Principals and Program Leaders in operationalizing the delivery of instruction and services within school buildings.

Finance

1. Budget & Capital Planning
2. Payroll: US Labor Law/Union Contract Compliance
3. Special Revenue Funds:
 - a. Grants & Revolving Funds;
 - b. Donations & Student Activity Funds;
 - c. Online Payment Centers & Outstanding Fee Collection
4. Accounts Payable: Requisition, Purchase Order approvals, & Procurement Cards
5. MUNIS Administrator for School Department

Operations

4. Budget & Capital Planning
5. Procurement/Purchasing
6. Print Shop/Copy Center
7. Medicaid and E-Rate Claiming
8. Free and Reduced Lunch Program
9. Financial Assistance Program
10. Risk Management./Insurance/Travel Insurance
11. Legal/Policy Compliance, & Procedure Review

12. Electronic Document Management System

Transportation

1. General Education: Yellow School Bus & School Bus Evacuation Drills (Oct/April)
2. Special Education: Out-of-District & In-District Vans
3. METCO Bus Support
4. Consults with DPW, Traffic Safety Officer, & School Safety Officer

Food Service

1. Nutrition Guidelines
2. Health Hunger Free Kids Act Compliance
3. Wellness Policy
4. Free and Reduced Lunch Program
5. Nutrikids (POS Software)
6. Board of Health Compliance
7. Supervise Management Company Operations
8. Catering Program

ESSENTIAL JOB FUNCTIONS:

Oversee the supervision and evaluation of Finance and Business Personnel, School Nurses, Emergency Response Personnel, and overall safety protocols including property management of the district.

Coordinate and manage budgetary and financial affairs of the district, including handling of all funds, accounting, and reporting procedures and planning.

Oversee compliance with Federal, State, and Local procurement laws and regulations

Prepare and present quarterly financial status reports to School Committee.

Supervise and administer various financial functions including assistant director of Finance

Supervise and oversee various operational service functions including procurement, food services, transportation services, and print shop operations.

Ensure the compilation and submittal of financial statistical data to federal, state, and local agencies and committees.

Work collaboratively and collegially with Town Hall staff to coordinate all financial, safety, and operational services

Provide support, tools, and resources to Principals to enhance site-based management practices, emergency response, and operational support.

Develop and administer procurement systems for supplies, services and equipment

Manage contract with all outside vendors for services and supplies.

Coach, supervise and evaluate staff.

Oversee, annual audits of general fund, Student Activities (triennial), gifts, and revenue generating accounts and programs.

Maintain records in accordance with state requirements.

In accordance with the Superintendent and other appropriate administrators, develop an internal communication network which ensures participation in and awareness of risk management, procurement, budget and financial management priorities and policies.

Meet with the School Committee in executive session to discuss strategy with respect to teacher and administrator collective bargaining and to assist the Superintendent of Schools with collective bargaining.

Attend School Committee, Town Meeting, and Town finance meetings.

Perform such other tasks and assume such other responsibilities as the Superintendent may assign.

SUPERVISORY RESPONSIBILITY:

The position is the evaluator and immediate supervisor of Lead Nurse (effective July 1, 2015), Assistant Director of Finance, Procurement/Operations Manager, and Transportation Coordinator.

The position is a contributing evaluator to the following positions School Nurse (12+), Special Revenue Funds Manager (1), Payroll Specialist/Supervisor (1), Secretary to the Business Office (1), Finance and Accounts Payable Clerks (3), Print Shop/Copy Center technicians (2). The position may be asked to be a contributing evaluator to the following positions School Nurse (12+),

Position is responsible for assigning finance, operations, emergency response related tasks and provides direction and supervision in carrying out such tasks.

MINIMUM EDUCATION & EXPERIENCE:

Masters degree in public administration, business or a finance related discipline, and five to ten years of finance/budget related work experience. Incumbent must possess valid DESE School Business Administrator Licensure and Massachusetts Certified Public Purchasing Official (MCPPO) certification.

ADVANCED EDUCATION & EXPERIENCE (Preferred):

Massachusetts Certified Governmental Accountant (CGA)
Massachusetts Certified Municipal Treasurer

QUALIFICATIONS:

Knowledge of:

- ◆ Principles and practices of public administration.
- ◆ Principles and practices of financial accounting and reporting.
- ◆ Pertinent Federal, State and local laws, codes and regulations.
- ◆ Modern office procedures, equipment, and computers.
- ◆ Principles and procedures of confidential record keeping.

Ability to:

- ◆ Operate computer and various software applications necessary for performing assigned duties.
- ◆ Compile, manipulate, and analyze large amounts of financial data with accuracy and attention to detail.
- ◆ Understand and develop processes and structure related to financial management.
- ◆ Maintain accurate print and electronic records.
- ◆ Communicate clearly and concisely, both orally and in writing, and maintain effective relationships.

WORKING CONDITIONS & PHYSICAL DEMANDS:

Work is performed in a normal office environment, not subject to extreme variations of temperature, noise, odors, etc. Operates computer, printer, photocopier, scanner, and other office equipment. Work requires extended periods of sitting, reaching, typing, and mousing, which requires eye-hand coordination and finger dexterity.

The above statements are intended to describe the general nature and level of work being performed by people assigned to do this job. The above is not intended to be an exhaustive list of all responsibilities and duties required. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.

***External and internal applicants, as well as position incumbents who become disabled as defined under the Americans With Disabilities Act, must be able to perform the essential job functions (as listed) either unaided or with the assistance of a reasonable accommodation to be determined by management on a case by case basis.**

TERMS OF EMPLOYMENT:

Full-time twelve-month work year.

Salary range: Based on qualifications and experience

Vacation, Sick, Personal, Bereavement, Holidays: Based on contract and central administrator equivalents.

EVALUATED BY:

Superintendent of Schools

This job description does not constitute an employment agreement between the employer and employee, and is subject to change by the employer, as the needs of the employer and requirements of the job change.

Human Resources Approval: _____

(Name)

(Date)

[Signature] 8/20/14

Superintendent Approval: _____

(Name)

(Date)

[Signature] 8/20/14

Original Approval Date: _____

Revision Date: _____

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: February 9, 2016

ITEM NUMBER:

A.7

REQUESTED MEETING DATE: February 23, 2016

AGENDA ITEM TITLE: Appointment of Chief Procurement Officer

PRESENTER: Dr. Mary Czajkowski

SUMMARY:

This item seeks School Committee approval to appoint Ian Dailey as the School Department's Chief Procurement Officer effective July 1, 2015. School Committee Policy DJ states the following:

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

The Town Manager delegated this authority to Ian Dailey effective July 1, 2014 when appointed as the Interim Director of Finance and Operations. This item seeks School Committee approval aligning with the appointment of Ian Dailey to the position of Assistant Superintendent for Finance and Operations effective July 1, 2015.

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 to appoint Ian Dailey as the School Department's Chief Procurement Officer effective July 1, 2015.

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM: 5 minutes

ATTACHMENTS:

AGENDA ITEM SUMMARY LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE:

Feb. 16, 2016

ITEM NUMBER:
A.8

REQUESTED MEETING DATE:

February 23, 2016

AGENDA ITEM TITLE:

A.8 Vote to Authorize Expense of up to \$ _____ for Superintendent-School Committee Team - Building and Retreat with Rob Evans

PRESENTER:

Jessie Steigerwald / Bill Hurley / Dr. Czajkowski

SUMMARY:

At the February 2, 2016 meeting we agreed to move forward with planning for next retreat and will work with Rob Evans around team-building and new member orientation. We expect to return to work on School Governance with Dorothy Presser at MASC for goal-setting.

In preparation for signing a contract with Mr. Evans, the School Committee is asked to vote to authorize the related expenses. As of February 16, 2016, when this form was due, the amount was not yet quoted by Mr. Evans, but it will be included at the meeting (or earlier if ready). There were no separate fees for Ms. Presser's work as the School Governance project is a service provided by MASC to members. In prior years, when Lyle Kirtman facilitated team-building retreats or other consulting services for the School Committee, the expenses were administered from the LPS administration budget without separate votes from 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 Finance Dept needs a vote School Committee will vote – we will know when Mr. Dailey is back on 2.22.16)**

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 authorize expense of up to \$_____ for Superintendent-School Committee Team-Building and Retreat with Rob Evans, and to authorize Dr. Czajkowski or Ms. Steigerwald to sign contract with Mr. Evans for consulting services.

FOLLOW-UP:

Contract with Mr. Evans will be prepared.

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

5 minutes

ATTACHMENTS:

None at this time. If further information is available, it will be provided.