LEXINGTON SCHOOL COMMITTEE MEETING
Tuesday, July 26, 2016
School Administration Building
Central Office Upper Level Conference Room
146 Maple Street

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

9:00 a.m. Call to Order and Welcome (3 minutes):
Public Comment – Written comments to be presented to the School Committee, oral presentations not to exceed three minutes.

9:03 a.m. Superintendent Announcements:

9:04 a.m. School Committee Member Announcements:

9:05 a.m. Agenda:
1. Vote to Approve Clarke Middle School Drama Company Trip to the World Festival of Children’s Theatre in Toyama, Japan, July 30 – August 4, 2016 (5 minutes)
2. Vote to Accept a $1,000 Award from the National Science Bowl (NSB) to the Clarke Middle School Science Department for Future Support of the NSB (2 minutes)
3. Discussion of School Committee Vice Chair Position – (20 minutes)
4. School Committee Secretary / Administrative Assistant Position – (30 minutes)
5. Review School Committee Norms (20 minutes)
6. Discussion of School Committee Goals (30 minutes)
7. Discussion of District Improvement Plan 2016-2017 (20 minutes)
8. Discussion of Priorities to Meet Space Needs (60 minutes)
9. Role of the Student Representative to the School Committee (15 minutes)
10. Update on Beyond Measure Filming for Students in the Community (15 minutes)
11. Update on Buffer Zone Policy Development (15 minutes)
12. 2016-2017 Academic Calendar – Elementary Conference Date Change (5 minutes)
13. Vote to Approve for a Period of One Year, Beginning September 12, 2016, the Operation of the Tremont School in Lexington (15 minutes)

1:17 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, August 23, 2016 – 7:00 p.m., Lexington Town Office Building, Selectmen’s Meeting Room, 1625 Massachusetts Avenue
LEXINGTON PUBLIC SCHOOLS
POSITION DESCRIPTION

POSITION: Administrative Assistant to the Lexington School Committee and Superintendent of Schools

REPORTS TO: Superintendent of Schools and School Committee

QUALIFICATIONS:
Minimum of five years secretarial experience, ability to maintain confidentiality; work independently, strong interpersonal skills, working knowledge of school district, working knowledge of Microsoft Office Suite, experience in recording meeting minutes.

SUPERVISION AND EVALUATION:
Works under the direction of the superintendent and Chair of the School Committee. Annual performance review by Superintendent with input from the School Committee.

FUNCTION OF POSITION:

For the School Committee:

• The Recording Secretary for the School Committee attends all regular and special meetings of the Committee including but not limited to evening and early morning meetings; prepares and distributes agendas, materials, minutes, and records follow-up actions of meetings in compliance with the requirements of the Massachusetts Open Meeting Law in a timely manner. Produces draft minutes that accurately reflect the deliberations of, and actions taken by, the School Committee on all agenda items; submits timely draft minutes to the School Committee Chair and Superintendent for review and revision; prepares final draft minutes for inclusion in the School Committee’s information packet in advance of the Committee’s regularly scheduled meetings; makes timely and accurate revisions, if any, to draft minutes and generates the approved minutes of record; indexes and files all School Committee meeting agendas as per the contract between the Town of Lexington and LexMedia.

• Serves as confidential administrative assistant to the School Committee; composes correspondence, processes requests for information as necessary for the Committee; oversees routing of incoming mail; responds to routine matters not requiring the Committee’s attention.

• Posts all School Committee and subcommittee meetings with the Town Clerk’s Office in accordance with the requirements of the Open Meeting Law.

• Locates and reserves meeting rooms for School Committee and subcommittee meetings and special School Committee facilitated groups.

• Prepares purchase requisitions for the School Committee.
• Makes arrangements for any conference and lodging reservations for School Committee members.

• Renews School Committee member journal subscriptions.

• Emails biweekly warrant signing reminders to the School Committee and coordinates schedules to rotate the signing of various documents among members.

• Serves as the central conduit of information between the Superintendent’s Office and the School Committee; coordinates with the Executive Assistant to the Superintendent in the collection of materials for the School Committee’s informational packets.

• Responds to inquiries directed to the School Committee from the general public, other State agencies, municipal governments, and Town departments and boards. Coordinates activities with other departments and agencies as needed.

• Works with the School Committee, Superintendent, and Executive Assistant to the Superintendent to compile district goals. Ensures that all goal items are presented at meetings within the guidelines set by the Committee.

• Processes, verifies, routes, and maintains official records and documents. Provides the public with access to School Committee records in compliance with State public records law and corresponding regulations.

• Maintains all School Committee databases; coordinates and communicates with subcommittee chairs and the Executive Assistant for the Superintendent of Schools.

• Maintains the School Committee pages and calendar on the LPS website and in accordance with legal posting requirements, including liaison lists and subcommittee information. Posts minutes of all School Committee regular and subcommittee meeting on the LPS website.

• Maintains the School Committee Policy Manual, both electronically and in hardcopy and posts to the LPS website and, working with School Committee chair, coordinates updates as needed. Other related duties as assigned.

• Develops the annual School Committee Meeting schedule in coordination with the Executive Assistant to the Superintendent, the Superintendent, and the School Committee Chair.

• Works with the Executive Assistant to the Superintendent to coordinate the presentation and review of handbooks to comply with School Committee policy and the law.

• School Committee work is a priority for this position.

For the Superintendent:

• Serves as confidential administrative assistant to the Superintendent.

• Performs special assignments, studies, routine administrative functions and other related duties as assigned by the Superintendent.

• Assists parents or staff members with issues that do not require the Superintendent’s attention.

• Collects and revises individual reports from schools and department administrators for submission to the Selectmen’s Office for the Annual Town Report.
• Posts School Committee meeting dates and final agendas to the school district web-based calendar.

• Posts final School Committee agenda and meeting packet to the district website and distributes agenda and packet web link via Constant Contact to the School Committee packet subscription list.

• Posts presentations and reports presented to the School Committee to the district website.

• Works with the Superintendent in developing, preparing, and distributing the Superintendent’s Newsletter.

• Works with the Superintendent on special projects as directed by the Superintendent.

• Attends School Committee Subcommittee Meetings at the direction of the Superintendent and School Committee with the Superintendent and School Committee members.

• Works with the Superintendent and School Committee to revise and prepare draft policies.

• Attends agenda setting meetings with the Superintendent and School Committee Chair and prepares draft agendas for review by the Superintendent and School Committee Chair.

• Works with the Executive Assistant to the Superintendent and Superintendent to prepare summer Administrative Retreat agendas and materials, as well as yearly administrative meeting agendas.

• Serves as back-up to the Executive Assistant to the Superintendent of Schools.

• Other administrative tasks as required by superintendent.

**Ability to:**

Communicate clearly and concisely, both orally and in writing.

Write well-composed and professionally formatted business letters, memos, and other correspondence.

Maintain accurate records and apply basic accounting principles. Relate well with multiple individuals in a customer service delivery model. Establish and maintain effective working relationships with all constituents.

Demonstrate good judgment and personal initiative.

Understand the organization and operation of the School Department and other collateral agencies. Provide School Committee policies to multiple constituents and coordinate with School Committee as feedback or inquiries arise.

Coordinate multiple tasks and projects.

Work with interruptions.

Maintain confidentiality.

Work independently and collaboratively.
Take, transcribe, and type dictation at a speed necessary for successful job performance.

Operate and use current office equipment and technology devices.

**TOOLS AND EQUIPMENT USED:**

Personal computer (including word processing, spreadsheets, database, financial, laserfiche, web browsing, and pdf software) and general office equipment (e.g., telephone, copier, facsimile, typewriter, calculator).

**PHYSICAL DEMANDS:**

The physical demands listed are representative of those that must be met by the employee to successfully perform the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions of the job.

In performing the duties of this job, the employee is frequently required to talk, hear, sit, walk, bend, or stoop, and reach. The employee routinely lifts and carries up to twenty-five (25) pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, color vision, and the ability to adjust focus. The employee will routinely be required to discern numerous oral communications from multiple parties within a variety of meeting settings.

**WORK ENVIRONMENT:**

The work environment characteristics described here are representative of those that the employee encounters while performing the essential duties of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions of this job.

**WORK YEAR:**

12 month position (260 day work days). 40 hours per week including meetings.

**COMPENSATION:**

$52,000 - $65,000 per annum
Benefits eligible

**SELECTION GUIDELINES:**

Formal online application, rating of education and experience, oral interview and reference check; job related tests might be required.

The duties listed above are intended only as illustrations of the various types of work that may be performed. 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.

The 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.
Lexington Public Schools
146 Maple Street • Lexington, Massachusetts 02420

Lexington School Committee email: school-com@comet.ci.lexington.ma.us

Operating Norms for the Lexington School Committee — Approved by the School Committee September 29, 2015

The Lexington School Committee promotes the academic, social and emotional success of all students in our district. In our role as advocates for the Lexington Public Schools, we share these common values:

- An open and transparent process that engages our community and the stakeholders in our public schools.
- An ongoing effort to earn the community’s trust and enlist its support for our schools.
- Strong collaboration with each other and the Superintendent, with staff, elected officials and town departments and the broader community to further our common goals.

We will collaborate in the creation of an annual District Improvement plan, approve and monitor a budget that supports the implementation of district goals, supervise and evaluate the Superintendent and set School Committee policies and goals that foster continuous improvement.

We strive to treat one another and our community respectfully at all times, to practice engaged and attentive listening and to ask reflective questions to further understanding.

We will debate issues, not one another. All members should feel free to express their viewpoints. Discussions will be open, encourage candor and assume positive intent.

We will make a strong effort to be well-informed and to share information with other members. Members will inform the Superintendent and other members of questions and concerns they receive from the community.

We understand and respect the chain of communication and will channel requests for information through the superintendent and committee chair rather than directly to staff. The Superintendent will ensure that all members have access to the same information on all topics in a timely manner.

We acknowledge that a school committee meeting is a meeting of the school committee that is held in public, not a public meeting. Discussion will be focused on the agenda, with a sincere effort to adhere to the agenda topics and allotted times.

We will contact the chair prior to a meeting if we have questions and concerns on the agenda. Members may request items be added to a future agenda by contacting the superintendent or chair. Once an agenda is posted, new items will not be added unless timeliness is a concern.

We will all share in committee tasks and assignments. In the event a member cannot fulfill any responsibility, s/he will inform the chair and help find someone to serve as a substitute.

Members will inform the chair if they must be absent from a meeting. If a member wishes to make his/her views known, he/she may provide a written statement to the chair to be read at the missed meeting.

Official positions of the school committee will be communicated through the chair unless the responsibility is delegated to another member. Personal opinions of members will be clearly noted as such.

We recognize the importance of honoring our agreed-upon operating principles and we agree to take responsibility for reminding one another when we get off track.
We are committed to focusing our work on student learning. If disagreements between members make it difficult to do our work constructively or be respectful to one another in meetings, we commit to resolve conflicts through direct communication outside meetings. If this is not effective in building a bridge, we agree to seek outside support as needed, either through the chair or an outside facilitator.

We will perform an annual self-evaluation. The focus will be on teaching and learning and whether our actions have improved student achievement, as well as evaluation of meeting structure. We will use the results to determine appropriate school committee goals for the future.

Appointments: The Chair will make recommendations for appointments to the full committee as appropriate. Deliberations on appointments will be conducted in a respectful manner to honor the committee members and community members who volunteer to serve.

Voted unanimously by:

Jessie Steigerwald, Chair
Bill Hurley, Vice-Chair
Judy Crocker, Clerk
Alessandro Alessandrini
Margaret Coppe
1. Academic Excellence – Providing supports for enriching learning opportunities for every student
   - By June 2016, have a homework policy in place with input from all stakeholders
     - Promote dialogue at each school level, including student, family and staff input
     - Review feedback from 2014-2015 Homework Policy hearings, gather additional feedback, review input from Ad hoc Committee for Youth at Risk 12/2014 report
   - Support, through providing resources, professional learning to align with district goals
     - Monitor by requesting reports on
       - Staff access to professional learning
       - Staff use of tuition reimbursement funds
       - Total expenditures for professional learning
   - Provide materials to support each student’s learning needs

2. Promote Social & Emotional Wellness
   - Through a survey, identify reasons for staff and student stress
   - Use survey results to prioritize actions to reduce unhealthy stress
   - Develop systemic structures to work in collaboration with municipal officials, the community and families to support student social and emotional wellness both in and out of school

3. Improve Safety for All Students and Staff
   - Monitor progress on safety and traffic mitigation issues
     - Quarterly updates on progress of safety training
     - Quarterly updates on progress of traffic mitigation issues

4. Ensure Infrastructure that Supports School & District Needs
   - Further develop 5 Year Capital Plan
     - Continue to work collaboratively with Board of Selectmen, Appropriation Committee, Capital Expenditure Committee, Permanent Building Committee and the community to address rising enrollment issues and capital needs
     - Address short-term over-crowding
     - Evaluate redistricting options
   - Develop a 3 Year plan of operational needs
     - Study enrollment projections
     - Analyze operating expense projections
   - Work with Interim Finance Director to revise budget reporting to School Committee
     - Review warrant approval procedures
     - Review and analyze administrative procedures on finance

5. Transition to new Superintendent and new Administrators
   - Support smooth transition to new Superintendent and new Administrators
   - Workshop with School Committee/Superintendent about entry
   - Participate in joint School Committee/Administrator retreat
   - Develop communication norms and plan
## 2016-2017 District Improvement Plan

### Goal 1 – Improve Academic Performance for All Students

#### A. Supervision and Evaluation

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<th>Proposed Action Steps</th>
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<tr>
<td>• Continue to implement the DESE’s supervision and evaluation system for professional staff members, including the new provisions included in the 2015-2018 teachers’ and administrators’ contract.</td>
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<td>• Establish a joint labor management committee to review Unit A contract language in connection with the development of directed growth plans</td>
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<td>• Continue to provide on-going professional support for all administrators and teachers in the implementation of the state’s educator evaluation system, with specific supports and programs for all those administrators and teachers new to the district</td>
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<td>• Contract consultants to familiarize new educators with all aspects of the DESE’s Supervision and Evaluation requirements</td>
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<td>• Collaborate with the Lexington Education Association leadership in designing staff, parent, and student surveys in keeping with the DESE’s Supervision and Evaluation expectations.</td>
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<td>• Explore the implementation of parent and student surveys as part of the supervision and evaluation process</td>
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#### B. Curriculum, Instruction, and Assessment

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<th>Proposed Action Steps</th>
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<tr>
<td>• Examine ways educators can more effectively use homework as an instructional strategy (e.g., value, purpose, relevancy, feedback, appropriate level of engagement, and time).</td>
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<td>• Establish a Homework Policy Task Force</td>
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<td>• Recommend to the Superintendent a revised Homework policy by March 2017 for presentation to the LSC</td>
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<td>• Continue to conduct programmatic curriculum review cycles to ensure coherency of curriculum and vertical and horizontal alignment K-12</td>
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<td>• Continue with Year 4 of Counseling program review</td>
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<td>• Continue with Year 3 of the World Language program review</td>
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<td>• Ensure that the Lexington Public Schools is compliant with the newly revised Massachusetts Science and Technology/Engineering Curriculum Framework, specifically, in the area of Next Generation Science Standards (NGSS).</td>
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<tr>
<td>➢ Begin Year 1 of Science Curriculum review in Summer of 2016 to revise Science standards in keeping with Next Generation Science Standards (NGSS)</td>
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<td>➢ Plan this curriculum review with the 3 district Science program leaders</td>
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<td>• Plan for the implementation of Digital Literacy standards</td>
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- Continue planning for the reinstatement of an Elementary World Language Program
- Continue necessary planning for the implementation of an elementary world language program and other K-5 curricular options in order to restructure the elementary day schedule to meet all associated contractual agreements in the 2018-2019 academic year.
- Establish a K-5 World Language Task Force to determine grade levels, targeted language, develop curriculum, identify resources required
- Establish an Elementary Design Team to study and identify how the elementary school day would need to be restructured both programatically and logistically to meet contractual agreements required with the elimination of early dismissal on Thursday afternoons

- Further design and refine targeted student interventions at all levels to ensure more consistent and coherent district-wide protocols for all tiers of RtI, both academic and pro-social.
- Design plan to share the 2 year results and findings of the Response to Intervention (RTI) district-wide committee at school sites, particularly the Glossary of Terms and the Resources compilation for grades preK-12

- Begin to develop intervention supports for students who enter the Lexington Public Schools from other school districts.
- Creation of secondary pilot intervention/extension programs at both middle schools and the High School i.e. iBlock, ICE, & WIN

- Deepen the systemic use of data-driven decision-making and research-based accountability measures in the selection and evaluation of programs and services in order to bring about the continuous improvement of student, school, and district outcomes.
- Establish an Enrollment Working group
- Continue the on-going work of the Buffer Zone Policy Committee
- Continue the work of Student Assignment Committee

- Continue to discuss screening and interventions for students who exhibit basic reading disabilities, such as dyslexia.
- Establish a Task Force to study and develop a plan for pending new legislation on dyslexia

- Plan for the assessment of the NECC partner program and ILP3 at the High School. Assessment will focus on student progress, building of staff capacity, and strategic planning for future growth
- Review of program in the fall and spring to assess efficacy and student progress
- Meet with stakeholders
- Review findings and share with school committee by the spring of 2017

### C. Professional Learning

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<th>Proposed Action Steps</th>
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<tr>
<td>Continue to provide high quality, research-based, job-embedded professional learning that expands the repertoire of assessment strategies, responsive instructional skills, and content knowledge to increase student academic and pro-social learning.</td>
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<td>Establish a Learning Walkthrough Task Force charged with the development of a process and protocol for the implementation of Learning Walkthroughs. This committee should include representative from the LEA and administration.</td>
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<td>Contract consultant to work with the AdCouncil and Joint Council in focusing on Adult Learning Theory and strategies that increase the effectiveness and success of providing feedback</td>
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<td>Contract consultant to provide training on the DESE Supervision and Evaluation model for all educators new to the district</td>
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<td>Continue to provide courses, seminars, and workshops for all LPS educators via the district course catalog, as well as internal and external opportunities for professional growth</td>
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<td>D. Technology</td>
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<tr>
<td>• Develop and implement additional strategies to address current educational and operational needs for mobile learning, collaboration, socially interactive instructional opportunities, and digitally-rich learning environments.</td>
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<td>• Build the capacity of the school district to use technology for student assessments and the means for educators to utilize and analyze this information.</td>
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<td>• Develop a three year Technology Plan for the school district which includes a vision statement and appropriate action steps in the areas of curriculum, digital citizenship, technology infrastructure and hardware, personnel, data culture, and communications.</td>
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<td>• Work with town officials to develop improved vehicles for communications and collaboration between the school district and town on technology operations that are common to both domains.</td>
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### Goal 2 – Improve Social and Emotional Program Supports for All Students

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<td>• Continue to provide increased supports for students’ emotional and behavioral needs and, for all students, to decrease unhealthy student stress and promote greater resilience.</td>
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<td>• In collaboration with the COALITION Committee, continue to address matters of social/emotional concerns, particularly in the domain of reducing stress and substance abuse</td>
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<td>• Read Book “Beyond Measure,” Develop a schedule for viewing of accompanying video at Coalition meeting and leadership teams</td>
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<td>• Establish and implement intervention blocks at high school</td>
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<td>• Monitor and assess implementation of current intervention blocks at middle schools</td>
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<td>• Explore and investigate research behind a later start time at high school</td>
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<td>• Review recommendations made in the Executive Summary and accompanying report (Recommendations for Reducing Stress, Building Resiliency and Improving Services for our Youth) submitted by the AdHoc Committee for Youth at Risk</td>
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<td>• Establish a Homework Task Force charged with the review and revision of Lexington’s current policy; new policy to be in place for implementation effective September 2017</td>
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<td>• Work with the School Committee, Board of Selectmen, and residents to improve Lexington programs that support students with significant emotional needs.</td>
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### Goal 3 – Improve Safety for All Students and Staff

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<td>• Continue to improve the security of buildings through physical infrastructure changes and by updating procedures.</td>
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<td>• Review school building security procedures</td>
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<td>• Complete study of LHS building security</td>
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<td>• Implement further steps in all school buildings to increase safety if there is a potentially dangerous intruder or major hazardous event.</td>
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<td>• Continue ALICE training</td>
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<td>• Continue to refine school evacuation drills to improve efficiencies</td>
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<td>• Implement the School Traffic and Mitigation Policy and continue district-wide traffic design and infrastructure improvements.</td>
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<td>• Conduct traffic study and analysis of LHS site to inform potential improvements and construction plans/documents</td>
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<td>• Implement school zone safety signage at Harrington Elementary School.</td>
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<td>Goal 4 – Refine and Implement the Second Phase of the District’s Facilities Master Plan</td>
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<td>Continue work with DiNisco Design, educators, School Committee, Town Boards, and residents to identify cost-effective options that will address preK through grade 12 space and educational needs.</td>
<td>• Provide options for location of Lexington Children’s Place for planned growth of pre-K program &lt;br&gt; • Identify, with options of Lexington Children’s Place the additional elementary school capacity with each option</td>
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<td>Work with the DiNisco Design, the Permanent Building Committee and the Department of Public Facilities to implement the second phase of the construction plan.</td>
<td>• Implement construction projects at Clarke and Diamond Schools &lt;br&gt; • Implement modular classrooms at Bowman, Bridge, and Fiske Schools &lt;br&gt; • Complete renovation of Old Harrington for expansion of Lexington Children’s Place</td>
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<td>Partner with MSBA, contract with an Owner’s Project Manager and Designer, and develop a Project Scope and Budget Agreement for appropriation at a Special Town Meeting in 2017 for the construction of a new Maria Hastings School</td>
<td>• Contract Owners Project Manager &lt;br&gt; • Contract Designer &lt;br&gt; • Complete MSBA process including educational program, preferred schematic, and project scope and budget agreement for the Hastings School Project</td>
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<td>Continue the work to update enrollment forecasts.</td>
<td>• Work with newly established Enrollment Working Group to refine methodologies that will enhance and improve enrollment forecasts &lt;br&gt; • Continue collaborative work with outside consultants in moving this effort forward</td>
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<td>Continue to study phase 2 redistricting options and administrative alternatives that may be needed to address short- and long-term space needs.</td>
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<td>Develop buffer zone policy and research possible implementation of central registration.</td>
<td>• Assemble school committee’s policy sub-committee and staff members from the administration to develop draft policy language for review by the Superintendent and Administrative Leadership team. &lt;br&gt; • Conduct public forums to gather feedback on policy so that language can be recommended to the School Committee for approval and implementation &lt;br&gt; • Develop a plan for centralizing the registration process for preK-12</td>
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MEMORANDUM

From: Dr. Mary Czajkowski, Superintendent of Schools
To: Members of the Lexington School Committee
Date: July 21, 2016
Re: CORI Procedures for Contractors for School Building Projects

This communication will be discussed at the Tuesday, July 26, School Committee meeting under Agenda Item #8, which is “Discussion of Priorities to Meet Space Needs.” During the past several weeks I have been in communication with Pat Goddard, Bob Harris, and Attorney Brunt regarding School Committee Policy ADDA – Background Checks.

Attached are the following four documents for your review prior to discussing this item next Tuesday:

1. School Committee Policy ADDA – Background Checks
2. Revised CORI Procedure for Contractors and Their Laborers, dated July 13, 2016, developed by Bob Harris, Pat Goddard, and me, and also reviewed by Attorney Brunt.
3. An email communication from Attorney Brunt regarding school contractors and fingerprint-based criminal background checks.
4. An email dated July 21, 2016, from Pat Goddard regarding how school building projects will be managed to ensure the safety of students and staff.

It is my recommendation that we will adhere to and implement the revised CORI procedure for all contractors and their laborers effective immediately. Pat Goddard and Bob Harris will be in attendance at the meeting on Tuesday to answer any questions.

cc: Pat Goddard, Director of Public Facilities
    Robert Harris, Assistant Superintendent for Human Resources
## Estimated CORI/Fingerprinting Costs

### Lockerroom

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| Totals                       |                            | 352                | $264,000                    |
BACKGROUND CHECKS

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the following practices and procedures will be followed.

I. Requesting Criminal History Record Information ("CHRI") checks
Fingerprint-based CHRI checks will only be conducted as authorized by M.G.L. c. 71, §38R and 42 U.S.C. § 16962, in accordance with all applicable state and federal rules and regulations, and in compliance with M.G.L. c. 6, §§ 167-178 and 803 CMR §§ 2.00, et seq. If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, he/she shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment [e.g., IdentoGO web site address, Provider Identification Number (Provider ID)].

The Superintendent, Principal or their certified designees shall obtain all CHRI information from the Department of Criminal Justice Information Services ("DCJIS") on all current employees and prospective individuals who may have direct and unmonitored contact with students, which includes, but not limited to, the following:

• employees and applicants for employment, including promotions;
• volunteers and interns;
• student teachers;
• individuals who regularly provide school related transportation to children;
• subcontractors or laborers commissioned by Lexington Public Schools or employed by the town to perform work on school grounds or with students; or
• any other individuals who may have direct and unmonitored contact with students.

All individuals listed above, except volunteers, subcontractors or laborers, are required by law to submit to fingerprint based state and national criminal history record check. Lexington Public Schools, in its discretion, may require volunteers, subcontractors or laborers to submit to fingerprint based state and national criminal history record checks.

II. Access to CHRI
All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Title 28, U.S.C, § 534, Pub. L. 92-544 and Title 28 C.F.R. 20.33(b)

1. Direct and unmonitored contact with children is defined as contact with students when no other employee for whom the school/district has made a suitability determination is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication.
2. Provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

III. Storage of CHRI
CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent CJIS Security Policy, have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards.

In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

IV. Retention and Destruction of CHRI
Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes only:
• Historical reference and/or comparison with future CHRI requests,
• Dispute of the accuracy of the record
• Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in separate, secured, locked locations in the Office of Human Resources. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the Lexington Public Schools.

V. CHRI Training
An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the Lexington Public Schools will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

VI. Determining Suitability
A. Use of Criminal History in Background Screening.

Information from CHRI records used for employment purposes shall only be accessed for applicants who are otherwise qualified for the position for which they have applied and for current employees during periodic criminal background checks.

Unless otherwise provided by law, a criminal record will not automatically disqualify an individual from employment, contract work, volunteering or interning. Rather, determinations of suitability based on background checks will be made consistent with this policy and any applicable law or regulations.
B. Verifying a Subject's Identity.
If a criminal record is received from DCJIS, the information must be closely compared with the information on the Acknowledgement Form and any other identifying information provided by the applicant to ensure the record belongs to the applicant.

If the information in the CHRI record provided does not exactly match the identification information provided by the applicant, a determination is to be made by an individual authorized to make such determinations based on a comparison of the CHRI record and documents provided by the applicant.

C. Inquiring About Criminal History.
In connection with any decision regarding employment, internships or volunteer opportunities within Lexington Public Schools, the individual shall be provided with a copy of his/her criminal history record, whether obtained from DCJIS or from any other sources, prior to questioning the individual about his/her criminal history. The source(s) of the criminal history record is also to be disclosed to the individual.

D. Determining Suitability.
If a determination is made, based on the information as provided in record, that the criminal record belongs to the individual under consideration, and the individual does not dispute the record's accuracy, then the determination of suitability for the position will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to the following:

- Relevance of the record to the position sought;
- The nature of the position or work to be performed;
- Time that has passed since the [offense,] conviction and/or completion of the sentence;
- Age of the applicant at the time of the offense;
- Seriousness and specific circumstances of the offense;
- The number of offenses;
- Whether the applicant has pending charges;
- Any relevant evidence of rehabilitation or lack thereof; and
- Any other relevant information, including information submitted by the applicant or requested by the organization.

The applicant is to be notified of the decision and the basis for it in a timely manner.

A record of the suitability determination must be retained for the period of the employee's employment or for seven (7) years, whichever is longer. The following information will be included in the determination:

- The name and date of birth of the employee or applicant;
- The date on which the school received the national criminal history check results; and
- The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom Lexington Public Schools conducted a suitability determination.
VII. Relying on Previous Suitability Determination.
Under certain circumstances, consistent with 603 CMR 51.06, the Lexington Public Schools may rely on a suitability determination made by another school employer or DESE, if the following factors are met:

- Suitability determination was made within the last seven (7) years; and
- The applicant has not resided outside Massachusetts for any period longer than three (3) years since the suitability determination; and
- either (i) the individual has been continuously employed for one or more school employers or has gaps totaling no more than 2 years in his/her employment for school employers; or (ii) if the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made the favorable suitability determination.

Upon request of another school employer or the individual for whom the Lexington Public Schools conducted the suitability determination, Lexington Public Schools shall provide documentation of the suitability determination.

VIII. Adverse Decisions Based on CHRI
If inclined to make an adverse decision based on an individual's CHRI, the Lexington Public Schools will take the following steps prior to making a final adverse determination:

- Provide the individual with a copy of his/her CHRI used in making the adverse decision;
- Provide the individual with a copy of this CHRI Policy;
- Provide the individual the opportunity to complete or challenge the accuracy of his/her CHRI; and
- Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances (up to thirty calendar days) to correct or complete the CHRI.

IX. Secondary Dissemination of CHRI
If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI.

The following information will be recorded in the log:

1. Subject Name;
2. Subject Date of Birth;
3. Date and Time of the dissemination;
4. Name of the individual to whom the information was provided;
5. Name of the agency for which the requestor works;
6. Contact information for the requestor; and
7. The specific reason for the request.
X. **Reporting to Commissioner of Elementary and Secondary Education**
Pursuant to M.G.L. ch 71, § 71R and 603 CMR 51.07, if Lexington Public Schools dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, Lexington Public Schools shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation, as well as a copy of the criminal record check results. Lexington Public Schools shall notify the employee or applicant that it has made a report pursuant to 603 CMR 51.07(1) to the Commissioner.

Pursuant to M.G.L. ch. 71, § 71R and 603 CMR 51.07, if the Lexington Public Schools discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to 603 CMR 7.15(8)(a), Lexington Public Schools shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether Lexington Public Schools retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to 603 CMR 51.07(2) to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

**LEGAL REFS.:**
M.G.L.71:38R, 151B, 276, §.100A, St.2002, c.385
803 CMR 3.05 (Chapter 149 of the Acts of 2004)

**CROSS REFS:**
ADDA-R, C.O.R.I. Requirements
ADDA-E-1, Information Concerning the Process in Correcting a Criminal Record
ADDA-E-2, C.O.R.I. Requirements
REVISED CORI PROCEDURE FOR CONTRACTORS AND THEIR LABORERS

- Effective immediately, all contractors will submit CORI request forms for their laborers who will be on Lexington school property;

- Each contractor will identify the manager who will verify each CORI request form in-person. Verification shall include confirmation of the following information for approval by Lexington Public Facilities:
  1. Name on driver's license matches name on CORI request
  2. DOB on driver's license matches DOB on CORI request
  3. Signature on driver's license matches signature on CORI request
  4. Photo on driver's license matches the person submitting the CORI request
  5. SSN on CORI request matches SSN in contractor's payroll records

- The contractor will then submit the bundled applications, verified by the approved manager, to Public Facilities for processing through the LPS Human Resources Department;

- LPSHR will inform the DPF of the names of those contractors and their laborers who are approved to work on LPS school property;

- The DPF will maintain an approved list at each job site. The approved list will include the laborer's name and driver's license number. The DPF project manager assigned to each school work-site and General Contractor will be responsible for visually verifying a contractor's and/or laborer's driver's license to ensure that said contractor's and/or laborer's information matches the information on the approved list.

July 13, 2016
Hi all,

I did a quick look in to this issue and this is what the executive office of education says with respect to this issue:

Q: Are all school contractors and their employees required to submit to fingerprint-based criminal background checks?

Yes, but only if the school district contracting for their services requires them to do so. As under the CORI law, independent contractors and their employees who may have direct and unmonitored contact with children on a particular school project may be asked to submit to state and national background checks prior to working in that position. The school or district would review the reports to determine the fitness of the applicant to work in a position in which they may have contact with children.

If an independent contractor adds a new employee to the workforce, the state and national background checks would be conducted by the school prior to the employee being assigned to any work that would bring the employee into direct contact with children, provided the school district requires such checks.

Also, per the regulations:

603 CMR 51.03: Individuals Subject to a National Criminal History Check for Suitability Determinations.

(1) School employers shall review the results of a national criminal history check for all current and prospective school employees in the following categories:

(a) Any full or part-time employee who may have direct and unmonitored contact with children;

(b) Any substitute employee who may have direct and unmonitored contact with children;

(c) Any student teacher, apprentice or intern working at a school who may have direct and unmonitored contact with children; and

(d) Any individual who regularly provides school related transportation to children.

(2) School employers may review the results of a national criminal history check for certain individuals who may have direct and unmonitored contact with children, including:

(a) Any volunteer; and
(b) Any subcontractor or laborer commissioned by the school employer, or employed by the city or town, to perform work on school grounds or with students.

(3) In the case of an individual directly hired by the school committee, such as a superintendent of schools, the chair of the school committee shall review the results of the national criminal history check.

As you can see, with subcontractors, it is a “may” and not a “shall.”

I also reviewed LPS’ policy on this and it is discretionary regarding the requirement of fingerprinting for subcontractors. As such, I am not seeing a requirement for fingerprinting of all subcontractors, but you have the discretion to require it.

Please let me know if you have any further questions.

Colby C. Brunt, Esq.
Stoneman, Chandler & Miller LLP
99 High Street, Boston MA 02110
(617) 542-6789 (o)
(617) 556-8999 (f)
(617) 271-6751 (c)

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Thank you.

View Mary Czajkowski [mailto:mczajkowski@sch.ci.lexington.ma.us]
Sent: Wednesday, July 13, 2016 11:41 PM
To: Colby Brunt
Cc: hurleyw@verizon.net; William J. Hurley; Robert J. Harris; pgoddard@lexingtonma.gov
Subject: CORI Contractors and Laborers

Colby

Per our discussion yesterday, attached are the following 3 documents for your review:
1. School Committee Policy ADDA Background Checks
2. Draft memo to school committee regarding CORI checks and fingerprinting for contractors and laborers
3. CORI revised procedure as agreed upon with Bob and Pat

Please advise. Thank you.

Mary
Miriam

For memo to sc regarding CORI information. We can sit together to review.

Mary

----- Original Message ----- 

Mary,

The Department of Public Facilities administers construction projects throughout the Lexington Public Schools. Part of the process is to meet with the building administrators and review the scope of work to be implemented, the contractor work area, and the schedule for the work to be implemented. Through this process we agree how the projects will be managed to insure the safety of students and administrators. We prioritize construction schedules completes work when students are not present, but when work must be done when students are present, we identify separate areas so that contractor activity does not result in unsupervised contact with students. All contractors will be subject to the LPS CORI process and approved before being authorized to work unsupervised by Lexington staff.

Let me know if you have any questions.
Pat

Patrick W. Goddard
Director of Public Facilities

Town of Lexington
201 Bedford Street, Lexington, MA 02421
(781) 274-8958, pgoddard@lexingtonma.gov
AGENDA ITEM SUMMARY
LEXINGTON SCHOOL COMMITTEE MEETING

TODAY’S DATE:
July 12, 2016

REQUESTED MEETING DATE:
July 26

AGENDA ITEM TITLE:
Update on Buffer Zone Policy Development

PRESENTER
School Committee Policy Manual Subcommittee

SUMMARY:
The School Committee Policy Manual Subcommittee will give an update on its current draft version of the buffer zone policy and working timetable. We welcome feedback on the working draft.

SUGGESTED MOTION:

☐ Accept report – can be on consent agenda.
☒ No motion required
☐ Request School Committee take action as follows: (Insert Motion Language Here)

SUGGESTED MOTION:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:
15 minutes

ATTACHMENTS:
7.13.16 Draft Buffer Zone Policy
LPS Proposed Buffer Zone Policy Process doc

FOLLOW-UP:
Lexington Public Schools maintains specific school attendance areas for each elementary and middle school. Buffer zones and redistricting are attendance area tools used to relieve overcrowding, address program needs, promote balanced and efficient use of school facilities and resources, and to ensure quality educational opportunities for all students. When changes in school attendance areas are considered, the Superintendent and School Committee will confer with the community in advance.

A buffer zone is a specific geographic area where students residing at an individual address are assigned to one of multiple schools designated for that attendance area. All other attendance areas are predetermined and students living within these boundaries are assigned to one school based on address. Attendance areas are defined on the attendance map.

All students must have a fully completed school registration in order to be assigned and enrolled at a school. Students residing in a buffer zone will not have a school assignment until registration is complete the Superintendent/designee has determined the student’s school placement. Once a student is assigned, that will be his or her school as long as he/she resides at that address. Subsequent sibling assignments will be made to the same school.

Buffer zones are a necessary strategy to manage student enrollment. This tool provides the Superintendent/designee greater flexibility to assign students where space and resources afford the most equitable education for all students. While it may be impractical to reconcile each and every student assignment, equity will be achieved by considering the following factors:

- Available enrollment data
- Disparities in class size between schools and/or a condition of classroom overcrowding
- Once an student is assigned to an elementary school, all siblings will attend the same elementary school
- Functional and operational capacity of school core space
- Safe and reasonable school bus transportation and pedestrian patterns
- Any situation in which the Superintendent/designee deems to be an extenuating circumstance
- Family preference will be considered but it is not guaranteed.
New Policy Process

1. Determine working group
2. Determine policy purpose/need
3. Research current best practices, terminology, and associated policies
4. Determine implementation timeline
5. Determine potential budget, staff, stakeholder, and community impact
6. Draft
7. Vet through administration and SC
8. Redraft
9. PR: Public Communication and feedback
10. Redraft
11. SC readings
12. Implementation

LPS Proposed Buffer Zone Policy

1. Determine working group
   - SC subcommittee
   - Maureen Kavanaugh
   - Ian Daily
   - Sandy Trach
2. Determine policy purpose/need
   - Rising enrollment outpacing school capacity, even with current multiple school capital plan
   - Growth is not evenly distributed geographically or per grade level
   - Need flexibility
   - Without added capacity, redrawing attendance zones does not solve problem, merely shifts the problem.
   - 8 out of 9 schools at or over capacity
   - District culture change
   - We are all Lexington Public School students – school parity
   - Fiscal obligation to use existing and future classroom space in the most efficient manner possible – class size
   - Define anticipated outcome year to year
3. Research current best practices, terminology, and associated policies
   - Obtained policies from 14 communities
   - Interviewed SC members from Newton, Brookline, and Arlington
   - Spoken with 3 realtors
   - SAC Considerations
   - Terminology:
     - Grade level closures vs open enrollment
     - Attendance zones
     - School attendance area adjustment plans
4. Determine implementation timeline
   • May - SC approve FY17 redistricting plan
   • K Orientation: print materials (Feb) and event (March)
   • L extended registration (April)
   • Summer principal notices (July/August)

5. Draft
6. Vet through administration and SC
7. Redraft
8. PR: Public Communication and feedback - - Administrative
   • Utilize same wording/language
   • Regular Minuteman, Colonial Times, and school newsletter articles
   • Realtor communication
   • PTA/PTO meetings and PPC
   • Website
     - FAQ sheet
     - Presentations

9. Redraft
10. SC readings
11. Implementation
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<td>M  T  W  T  F</td>
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<tr>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>8  9  10  11 12</td>
<td>12 13 14 15 16</td>
<td>H3  4  5  B6  7</td>
</tr>
<tr>
<td>15  16  17  18 19</td>
<td>19  20  21  B22  23</td>
<td>H10  11  H12  13  14</td>
</tr>
<tr>
<td>22  23  24  25 26</td>
<td>26  27  28  B29  30</td>
<td>17  18  19  20  21</td>
</tr>
<tr>
<td>T29  30  31</td>
<td>30 – All K-5, All 6th grade, &amp; All new students begin – ½ day</td>
<td>24  25  E26  E27  28</td>
</tr>
</tbody>
</table>

**Notes:**
- 29 – Teachers Only
- 30 – Only Grade 9 students – full day
- 31 – All Kindergarten students – ½ day
- 1 – All Students Grades K – 5 – ½ day
- 5, 6, 12, 13 – Elem. Conf.; Students – ½ day
- E = Elem. Conferences, Students – ½ day
- C = Back to school night
- H = Holiday, Offices Open
- B = Back to school night
- * = Recognized Holiday, Schools and Offices closed

## Secondary Term Closes
- November 4
- January 13
- March 24

## Elementary Term Closes
- January 20

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

## Half-Day Dismissal
- Elementary: 12:15 p.m.
- Middle School: 11:45 a.m.
- High School: 11:15 a.m.
To: Dr. Mary Czajkowski  
Lexington School Committee  

From: Carol A. Pilarski  

Re: Application for Approval of Private School  

Date: July 26, 2016  

Head of School, Bill Wilmott, recently informed Superintendent Czajkowski that the Weston based Tremont School would be moving to Lexington onto the satellite campus site of the Minuteman Vocational School. This memorandum is to inform you that under Massachusetts General Laws c.76 § 1, the Tremont School is required to go through a private school approval process that initially requires a review by the district’s superintendent and then approval by the district’s School Committee. Head of School Wilmott will be present at the School Committee’s July 26 meeting to officially present this request for the approval process, so that the Tremont School can open its doors to students on September 12, 2016.

The Tremont School (grades 5-11) will work with Lexington Public School administrators to arrange for appropriate personnel to visit the school and make recommendations to the Lexington School Committee regarding final approval. Please see the accompanying documents and materials provided by Mr. Wilmott. These contain further details regarding the school’s enrollment, curricular philosophy, school calendar, etc.

Mr. Wilmott looks forward to answering any of your questions at the upcoming July 26, 2016 meeting.
NOTIFICATION OF NEW PRIVATE SCHOOL

Please fax the completed form to:

Massachusetts Department of Elementary and Secondary Education
Attn: Kerrie Anastas
FAX #: 781-338-3220

Please check off one of the following required options:

☐ YES - has special education program(s) ☒ NO - does not have special education program(s)

Effective Date __July 26, 2016____________ (the date of the local school committee’s approval*)

School name _______ Tremont School________

School physical address _current: 57 Brown St. Weston, MA 02493 _future: 758 Marrett Rd. Lexington, MA 02421

School mailing address (if different) ___same______________

Grades offered __2016-2017: 5-11 2017-2018: 5-12________________________

Phone number _781-235-4805_________ Fax number __508-796-6246_____________

Website ___www.tremontschool.org_________ email address __info@tremontschool.org________

Principal’s name _Bill Wilmot__________________________

Is the principal certified with the Massachusetts ESE? _Yes (as a teacher) _If yes, license # __416365____

Contact name – person completing the form __Bill Wilmot____________Tel. # __781-235-4805__, cell: 617-827-5876_

Email address: __bill@tremontschool.org________________________

Private elementary and secondary schools have the following responsibilities:

• MA General Laws c. 72 section 2, paragraph 3: “The supervisory officers of all private schools shall within thirty days after the enrollment or registration of any child of compulsory school age, report his/her name, age, and residence to the superintendent of school of the town where that child resides: and whenever a child withdraws from a private school, such officers shall, within ten days, notify said superintendent.”

• Submit The Individual Private School Report (enrollment as of October 1st), sending a copy to the ESE and a copy to the Local School Superintendent or by using our online tool. A blank report will be sent to the school in September. To receive a user ID and password to submit online, please send an email to, privateschools@doe.mass.edu

Principal’s Signature __________

Superintendent’s Signature _________________________

* MA General Laws c.76 section 1: “For the purposes of this section, school committees shall approve a private school when satisfied that the instruction in all the studies required by law equals in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same town; but shall not withhold such approval on account of religious teaching...”
July 20, 2016

Dear Dr. Mary Czajkowski:

Tremont School is planning a move from Weston to Lexington for the coming school year. As we move to Lexington, we are required to go through a private school approval process under Mass. Gen. Laws c. 76, § 1. This requires review by your office and approval by the Lexington School Committee. We are requesting approval for one year so that we can open our doors in Lexington on September 12. During our first year in Lexington, we will work with your office to find a time for the appropriate personnel to visit our school and then make a recommendation to the School Committee regarding ongoing approval. I look forward to meeting you and working together. Thank you for your help with this process.

Sincerely,

Bill Wilmot
Head of School
Tremont School
Approval of Private Special Education Schools

In addition to the school committee's approval responsibility, the Department of Elementary and Secondary Education has responsibility under G.L. c. 71B, § 10, to approve private schools that serve Massachusetts students with disabilities at public expense. That responsibility is further defined in the Massachusetts Special Education Regulations (603 CMR 28.00) and the Regulations on Program and Safety Standards for Approved Public or Private Day and Residential Special Education School Programs (603 C.M.R. 18.00) adopted by the Board of Education. The Department of Elementary and Secondary Education conducts an extensive review of private schools that apply for such approval, including their curriculum, physical facilities, personnel, and administration. Approval by the

Standards for Approval of Private Schools

In order to assist private schools in its district, the school committee should have a written statement of policy and procedures by which it considers and acts upon private school applications for approval. Following are some suggested elements for such a policy. A policy should address:

- the standard for private school approval under G.L. c. 76, § 1 ("equals in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same town.");
- the procedures for school committee approval (application process, timetable, requested documentation, site visits, procedures for periodic review of approval status, etc.);
- other agency approvals that may be required (health, safety, building and fire inspections, etc.);
- the records and materials the school is required to maintain; and
- the criteria for measuring the "thoroughness and efficiency" of private school instruction in such areas as the program of studies and curriculum, student performance assessment procedures, the length of school day and school year, staff distribution and qualifications, textbooks and materials, maintenance of student records, and compliance with applicable federal and state laws.

These guidelines are suggested rather than mandatory; they are intended to assist school committees in developing a private school review process that is open and reasonable. Because G.L. c. 76, § 1, does not specify the manner in which a school committee conducts its review process, school committees are afforded wide discretion in developing their own policies. The only requirement is that a school committee apply its policies and procedures consistently to all private schools located within its jurisdiction.

A sample of factors that a school committee may wish to consider in evaluating the "thoroughness and efficiency" of the instruction offered by a private school is attached. The sample criteria are not mandatory, and the school committee may adopt or amend them in any reasonable way.
Department of Elementary and Secondary Education authorizes the private special education school to enroll students with disabilities at public expense.

Neither the school committee nor the Department of Elementary and Secondary Education may delegate to the other its own statutory function for approving private schools. By regulation, the Department may not approve a private school to serve publicly funded students with disabilities under G.L. c. 71B, §10, unless the private school has received approval by the local school committee pursuant to G.L. c. 76, § 1. Notwithstanding the distinction between the two approval functions, the Department recognizes that the programs offered by some private special education schools are so specialized that it is difficult for the local school committee to assess the equivalency of the programs to those offered in the public schools. Therefore, with respect to private special education schools, the school committee has a choice. The school committee may choose to perform its own evaluation of the school in accordance with G.L. c. 76, § 1, and reasonable standards set by the school committee; or the school committee may designate a public school representative, preferably a special educator, to participate in the Department of Elementary and Secondary Education’s site visit review of the private school program and grant or deny local approval to the school based on the information obtained from the joint site visit. This allows the school committee to retain its independent statutory approval function while utilizing the special education expertise of the Department of Elementary and Secondary Education in evaluating the private school program. A school committee wishing to participate in the Department’s site visit review of a private school should contact the Department’s Program Quality Assurance Services unit (“PQA”) at: (781) 338-3700, or consult the PQA website.

Frequently Asked Questions and Answers

1. does the Department of Elementary and Secondary Education or any other state agency have responsibility for approving private schools for purposes of the compulsory school attendance law?

No. The responsibility to consider and act upon private school applications for approval rests solely with local school committees under G.L. c. 76, § 1. The New England Association of Schools and Colleges has a program for accrediting private schools. Obtaining such accreditation, however, is voluntary and does not substitute for the approval of the local school committee required by state law.

2. If a school committee does not approve a private school, may the private school still operate as a school for Massachusetts students of compulsory school age?

No; at least not for regular attendance purposes. G.L. c. 76, § 1, the Massachusetts compulsory school attendance law, requires private schools to obtain the prior approval of the local school committee. Thus, attendance by a Massachusetts student between the ages of 6 and 16 at a private school operating without such approval would not fulfill the requirements of the Massachusetts compulsory school attendance law, and the student would be considered truant.

3. does a private education program providing only after-school services (e.g., academic tutoring or language immersion) require approval by the school committee under G. L. c. 76, § 1?

No. School committee approval is needed for compulsory attendance purposes and, therefore, is required only for regular day school programs. School committee approval under G.L. c. 76, § 1 is not required for privately operated programs that provide educational or tutoring services to students after school.

4. May a private school appeal a school committee’s decision not to approve a private school to the Department of Elementary and Secondary Education?

No. The Department of Elementary and Secondary Education does not have jurisdiction over local private school approvals. Under G.L. c. 76, § 1, private schools are approved by the school committee of the town in which the private school is located. A private school that disputes a school committee’s or superintendent’s decision may ask the school committee to review the matter. If the private school has a legal claim regarding the approval process or standards, it may have some judicial recourse.

5. Must private schools meet the 900/990 hours and 180 school days minimum standards of the Board of Education’s regulations on Student Learning Time as a requirement for approval?

The Student Learning Time regulations, as such, do not apply to private schools. The stated purpose of the regulations is "to ensure that every public school in the Commonwealth provides its students with the structured learning time needed to enable the student to achieve competency in 'core subjects' and 'other subjects.'" 603 C.M.R. 27.01(2). Therefore, while the school committee may consider the total student learning time and length of the school year at a private school in determining whether the school’s program meets the statutory standard of "thoroughness and efficiency," these factors are not required for approval.

NOTE: Private special education schools that are approved by the Department to provide services to publicly funded students with disabilities are subject to state regulations on minimum school hours and school days. In addition, unapproved private special education schools in which publicly funded students are placed pursuant to 603 CMR 28.06(3)(e) because an appropriate approved school cannot be identified must adhere to state regulations on minimum school hours and school days for those particular students.

6. Once a school is approved, is the approval subject to renewal or periodic review?

Although not required by statute, school committees are encouraged to adopt a private school approval policy that incorporates a periodic review of previously approved schools. School committees may also adopt a policy under which approval is valid until substantial changes are made in the private school's program, at which point the private school must seek re-approval.

7. To what extent may a school committee be liable for damages incurred by a private school?
student, by virtue of its approval of a private school?

The approval function that G.L. c. 76, § 1, imposes upon school committees is fairly limited. Thus, as long as a school committee acts reasonably and in good faith in carrying out its statutory approval function, its potential liability is minimal. It would be advisable to make clear in school committee policy and procedures, deliberations and votes on private school approval, as well as in correspondence with interested parties about a particular private school, just how limited the school committee’s responsibility is under G.L. c. 76, § 1.

8. Are any of the state mandates applicable to public schools made applicable to private schools by the phrase, “when satisfied that the instruction in all the studies required by law equals in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same town?”

Various state laws set forth the subjects that public schools teach. See, for example, G.L. c. 71, §§ 1, 2 and 3; G.L. c. 69, § 1D. Generally, the “thoroughness and efficiency” language in G.L. c. 76, § 1, should not be interpreted as extending particular public school mandates regarding instruction and curriculum to private schools.

9. May a private school seek approval if its students are not residents of the town in which the school is located?

A private school located in a town is required to seek approval from the school committee of that town, irrespective of whether children from the town attend the school.

10. Should a private school provide notification to the school committee prior to closing?

Yes. The private school should provide notice in a timely manner to the school committee from which it received approval pursuant to G.L. c. 76, § 1. In addition, once it has ceased operation, G.L. 71, § 34G requires the owner or administrator of the school to transfer transcripts of all students and former students to the Department of Elementary and Secondary Education, except for students who are transferring to another public or private educational institution. In that case, the private school must transfer the student’s records to the school that the student will be attending.

11. Should a school committee notify the Department of Elementary and Secondary Education when it approves or disapproves a private school?

Yes. Although the Department of Elementary and Secondary Education does not review, monitor, or investigate school committee decisions regarding private school approval, it does require school committees to report such information to the Department. The form, Notification of New Private School [W], requires the school committee to confirm that it has approved the private school, the date which the private school commenced operation, and other basic information, such as the school’s street and e-mail addresses. The Department must collect and track this information for purposes of the various federal grant funds that it distributes to private schools.

In addition, the school committee should timely notify the Department of Elementary and Secondary Education if it has decided not to re-approve, or has revoked approval of, a private school, or if the school has closed. It is important for the Department to receive this information promptly, especially if the private school at issue has a special education program that the Department has approved for placement of publicly-funded students with disabilities.

The Department will refer inquiries regarding the approval status of a particular private school to the superintendent of the district in which that school is located.

12. May a school committee delegate its authority to approve or disapprove a private school to the superintendent or another school administrator?

No. Under G.L. c. 76, § 1, only the school committee has the authority to approve or disapprove a private school. However, the school committee may designate the superintendent or another school administrator to visit the private school, review relevant documentation and make a recommendation on approval to the school committee. The school committee may then vote to approve or disapprove the private school based on the superintendent’s recommendation.

Sample Criteria for Approval of a Private School by a School Committee

1) Population To Be Served

Admissions criteria; documentation of school's enrollment

2) Physical Plant/Safety

A. The school shows evidence of current:

   i) Certificate of Occupancy
   ii) Fire inspection
   iii) Safety inspection
   iv) Elevator inspection, if applicable
   v) Compliance with lead paint poisoning prevention (for children under 6 years old)
   vi) Compliance with other applicable federal and state health and safety standards (e.g., PCB, asbestos inspections, handicap accessibility)
   vii) Copies of valid safety and health inspection certificates
B. The site, plant, and equipment adequately support the program and are operated to ensure the safety and health of the students.

3) Curriculum

The curriculum offered is "equivalent" to that offered in the local school system generally and, specifically, in terms of the following instructional areas:

i) mathematics  
ii) science and technology  
iii) history and social science  
iv) English  
v) foreign languages  
vi) the arts  
vii) physical education

4) Educational Materials

Textbooks and individual instructional materials, including computers and other technology, are adequate.

5) School Staff

The instruction provided is "thorough and efficient" based on:

i) teacher qualifications  
ii) adequate student/teacher ratio  
iii) regular evaluation of staff  
iv) the school principal reviews criminal offender record information (CORI) of current and prospective employees and volunteers, as required by law

6) Administration

The school has a clearly defined organization that facilitates its objectives.

7) Records

A. The school maintains an adequate system of student records (e.g., attendance, health, discipline, progress reports).

B. The student records are kept in a secure and organized manner that is consistent with federal and state student record laws to the extent applicable.

C. The school maintains and timely provides transcripts in response to requests of students and former students in accordance with G.L. c. 71, § 34A.

D. The school is prepared efficiently to transfer transcripts of all students and former students to the Massachusetts Department of Elementary and Secondary Education and/or other schools should it cease operation, in accordance with G.L. c. 71, § 34G.

8) Student Services

The school provides adequate pupil personnel services for all students (e.g., health care procedures, guidance and counseling programs, discipline policy).

9) Financial Support

A. The school provides evidence of financial solvency and resources to sustain the educational program.

B. The school presents documentation of its legal status. These may include copies of the articles of incorporation and the certification of tax exempt status.

10) Student Learning Time

The school provides adequate student learning time (length of school year and school day) and hours of instruction in each subject.

11) Student Performance Assessment

The school periodically evaluates students' skills, competencies, and knowledge and documents their progress.

Last Updated: October 3, 2007
Tremont School
Approval by Lexington School Committee
7/20/2016

The Department of Elementary and Secondary Education outlines the following possible criteria for review of private school program by a school committee.

1. Population To Be Served
2. Physical Plant/Safety
3. Curriculum
4. Educational Materials
5. School Staff
6. Administration
7. Records
8. Student Services
9. Financial Support
10. Student Learning Time
11. Student Performance Assessment

1) Population To Be Served
Tremont School expects to enroll approximately 45 students in the coming school year in grades 5-11. We admit students based on their ability to thrive in a project-based learning environment integrating academic, social, and emotional learning. Criteria include:

- Clear indications of creative problem solving in some area of their life
- A collaborative orientation with teachers and peers
- Positive response to teachers at school
- Positive response to peers at school
- Clear interests in academic or project areas

Our enrollment historically has grown each year and is outlined below:

<table>
<thead>
<tr>
<th>Years</th>
<th>Students</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td>11</td>
<td>5-6</td>
</tr>
<tr>
<td>12-13</td>
<td>23</td>
<td>5-7</td>
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<tr>
<td>13-14</td>
<td>35</td>
<td>5-8</td>
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<td>14-15</td>
<td>45</td>
<td>5-9</td>
</tr>
<tr>
<td>15-16</td>
<td>50</td>
<td>5-10</td>
</tr>
<tr>
<td>16-17 projected</td>
<td>45</td>
<td>5-11</td>
</tr>
</tbody>
</table>

2) Physical Plant/Safety
A. The school shows evidence of current:
   i) Certificate of Occupancy
   ii) Fire inspection
   iii) Safety inspection

We expect to conduct a fire and safety inspection to obtain a Certificate of Occupancy following minor renovations in the building that we will occupy on the Minuteman High School campus. We have kept our Certificate of Occupancy up to
date in our current location in Weston.

iv) Elevator inspection, if applicable - NA

v) Compliance with lead paint poisoning prevention (for children under 6 years old) - NA

vi) Compliance with other applicable federal and state health and safety standards (e.g., PCB, asbestos inspections, handicap accessibility)

We have begun working with the Lexington Building Commissioner to ensure that we meet these requirements.

vii) Copies of valid safety and health inspection certificates

These will be available once renovations are complete.

B. The site, plant, and equipment adequately support the program and are operated to ensure the safety and health of the students.

Tremont School will be leasing the Lincoln Laboratory Children’s Center building, which is currently serving approximately 120 children. We expect that this building will meet our needs for some time to come. It was constructed and is currently approved to the generally higher standards necessary for operating a day care facility.

3) Curriculum

Tremont School uses the Common Core State Standards as the starting point for the design and ongoing review of our Living Curriculum. We have included a sample school schedule below. Student instructional time is flexible providing opportunity for self-guided, one on one, and small group learning.

Each week includes instruction in each of the following curriculum areas:

- English Language Arts – reading and writing
- Math
- Science
- Social Studies
- Social/Emotional Learning
- Foreign Language
- Physical Education
- Art
- Music

Much of the curriculum is presented and structured by the Weekly Contract. The Contract includes all of the students required work for the week. Students are responsible for navigating their way through the work with the help of two co-teachers. The middle school curriculum is organized into four interdisciplinary units each year with an independent study. The upper school curriculum is organized into 2 large interdisciplinary courses each year, a STEM Course and a Humanities course. See the attached overview of the curriculum for the middle school and the upper school for more detail.
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-8:30</td>
<td>Morning Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30-10:00</td>
<td>Writing Lesson</td>
<td>Contract Block</td>
<td>Science Presentation</td>
<td>Spanish</td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td>Contract Block</td>
<td></td>
<td>Contract Block</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00-10:15</td>
<td>Movement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:15-11:45</td>
<td>Contract Block</td>
<td>Contract Block</td>
<td>Contract Block</td>
<td>Math Group</td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td>Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish</td>
<td>Community</td>
<td>Physical Education</td>
<td>Reading Group</td>
<td></td>
</tr>
<tr>
<td>11:45-12:30</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
</tr>
<tr>
<td>12:30-12:45</td>
<td>Refocus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:45-2:45</td>
<td>All School Meeting</td>
<td>Contract</td>
<td>Student Activities</td>
<td>Contract</td>
<td>Contract</td>
</tr>
<tr>
<td></td>
<td>Contract</td>
<td></td>
<td>Advisory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:45-3:00</td>
<td>Class Meeting</td>
<td></td>
<td></td>
<td></td>
<td>Class Meeting</td>
</tr>
</tbody>
</table>
### Sample Upper School Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-8:30</td>
<td>Morning Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30-9:15</td>
<td>STEM</td>
<td>STEM</td>
<td>Humanities</td>
<td>Writing Tutorial</td>
<td>STEM</td>
</tr>
<tr>
<td>9:15-10:00</td>
<td>Humanities</td>
<td>Humanities</td>
<td>STEM</td>
<td>Art</td>
<td>Contract</td>
</tr>
<tr>
<td>10:00-10:15</td>
<td>Movement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:15-11:00</td>
<td>Math Tutorial</td>
<td>Spanish</td>
<td>Math Tutorial</td>
<td>Math Tutorial</td>
<td>Spanish</td>
</tr>
<tr>
<td>11:00-11:45</td>
<td>Music</td>
<td>Contract</td>
<td>Spanish</td>
<td>Contract</td>
<td>Contract</td>
</tr>
<tr>
<td>11:45-12:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lunch/Recess</td>
</tr>
<tr>
<td>12:30-2:45</td>
<td>All School</td>
<td>Contract</td>
<td>Student activities</td>
<td>Contract</td>
<td>Contract</td>
</tr>
<tr>
<td></td>
<td>Meeting</td>
<td></td>
<td>Advisory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:45-3:00</td>
<td>Class Meeting</td>
<td>Class Meeting</td>
<td></td>
<td>Class Meeting</td>
<td>Class Meeting</td>
</tr>
</tbody>
</table>

In addition, the Tremont School focuses on integrating Social and Emotional Learning (SEL) as an important part of its curriculum. In Community or Applied Sociology Class students engage in a curriculum focused on pro social skills, group formation, self-understanding, community service, and health and wellness. We also use Collaborative Problem Solving, developed by Think Kids at Massachusetts General Hospital, as the core of our individualized instructional practice for developing each student’s non-cognitive skills. Every teacher is trained in Collaborative Problem Solving and their work is supported by our Dean of Students who is a Clinical Social Worker and our two social/emotional teachers.

### 4) Educational Materials

Tremont School faculty develop much of the curriculum in response to the needs and interests of the students within the framework of the interdisciplinary units and courses, building on the Common Core State Standards. We have included a number of documents which give you a taste of our educational program including:

1. Upper School Overview
2. Middle School Overview

We also use educational materials such as EmPower writing program, Exploring Mathematics, Khan Academy, and a variety of texts related to unit and course work.
5) School Staff  
   i) teacher qualifications  
   Teachers are hired based on their ability to work in a project based learning environment with a diverse group of learners. All of our classroom teachers have master’s degrees in areas related to their teaching responsibilities.

   ii) adequate student/teacher ratio  
   We have an overall faculty to student ratio 1:4.5

   iii) regular evaluation of staff  
   Faculty and staff are regularly evaluated by the Head of School.

   iv) the school principal reviews criminal offender record information (CORI) of current and prospective employees and volunteers, as required by law  
   We run CORI checks on prospective employees and on volunteers who will work directly with students.

Administrative Staff  
Bill Wilmot – Head of School  
To be hired - Assistant Head of School / Admissions Director  
Seth Tower - Business Communications Marketing Director  
Maile Munson - Dean of Students  
Jill Walker - Campus Coordinator

Faculty  
2 Middle School Humanities teachers  
2 Middle School Math/Science teachers  
1 Upper School Humanities teacher  
1 Upper School STEM teacher  
1 Upper School Math teacher  
1.5 Social Emotional teachers  
1 Art teacher  
.5 Music teacher  
.5 Spanish Teacher

6) Administration  
Tremont School is governed by a Board of Trustees who oversee the planning, policy, and hire the Head of School. The Head of School runs the school on a day to day basis and oversees all other employees.

7) Records  
A. The school maintains an adequate system of student records (e.g., attendance, health, discipline, progress reports).  
Tremont School maintains attendance, health, discipline, and academic records on each student who attends the school. We are member of the Association of
Independent Schools of New England (AISNE) and New England Association of Schools and Colleges (NEASC) and will follow the AISNE and NEASC guidelines with respect to the maintenance and protection of student records. The AISNE guidelines were developed for independent schools by the Boston law firm Ropes and Gray with respect to all applicable federal and state statutes.

B. The student records are kept in a secure and organized manner that is consistent with federal and state student record laws to the extent applicable. All student records are maintained in a physically or electronically secure location, in order to respect the confidentiality of each student.

C. The school maintains and timely provides transcripts in response to requests of students and former students in accordance with G.L. c. 71, § 34A. We also provide for the inspection of records by parents and eligible students within two days of a request. We also provide copies of student transcripts as requested in writing by parents and eligible students. Upon confirmation of attendance at another school, we provide student transcripts.

D. The school is prepared efficiently to transfer transcripts of all students and former students to the Massachusetts Department of Elementary and Secondary Education and/or other schools should the school cease operation, in accordance with G.L. c. 71, § 34G. All records are transferred to the individual, the school where they enroll, and would be transferred to the Massachusetts Department of Elementary and Secondary Education upon the closure of the Tremont School.

8) Student Services
The school provides adequate pupil personnel services for all students (e.g., health care procedures, guidance and counseling programs, discipline policy).

1. The Tremont School contracts with a licensed nurse to develop and implement our health services policy in accordance with Massachusetts and Federal laws, including the management of allergies and potential allergens, the administration and storage of prescription medications, the administration of minor health care, and the training and certification of staff in the use of CPR, Epi-Pens, etc. All teachers go attend CPR and First Aid training every two years. We also have a doctor on call in case medical consult is needed.

2. Guidance and Counseling Resources - Tremont School contracts with a part-time child psychologist to support the counseling needs of our students and families. We also employ a Dean of Students who is a Clinical Social Worker.

3. Tremont School has a well outlined discipline policy in our Student and Family Handbook. We use the Collaborative Problem Solving as our core practice to inform our work with student disciplinary issues.

4. Anti-Bullying - We take the social and emotional lives of our students very seriously, and teach them from day one to work in a collaborative and cooperative manner with respect for each other, their teachers, and the school facility. Much of the Social and Emotional Learning work that we do is designed around pre-empting the need for a bullying policy in the first place.
However, we also recognize that bullying has become an increasing concern for educators, families, and children. We have a comprehensive anti-bullying policy to be included in the Student and Family Handbook and distributed to each member of the Tremont School Community.

9) Financial Support
A. The school provides evidence of financial solvency and resources to sustain the educational program.
Tremont School is audited every year and have had clean audit letters each year.

B. The school presents documentation of its legal status. These may include copies of the articles of incorporation and the certification of tax exempt status.
See the Tax Exempt Certificate attached

10) Student Learning Time
The school provides adequate student learning time (length of school year and school day) and hours of instruction in each subject.
Students follow a 168 day school schedule. See attached school calendar for more detail. Each school day will consist of 6.5 hours of Structured Learning Time as defined in 603 CMR 27.02. We generally follow the public school calendar for holidays and vacation days, and will follow the town of Lexington's policies on snow days and school closings.

11) Student Performance Assessment
The school periodically evaluates students' skills, competencies, and knowledge and documents their progress.
We use a portfolio based assessment system to monitor student progress relative to the Upper School Essential Understanding Goals or Middle School Learning Standards derived from the Common Core State Standards. Students collect artifacts and assessments over the course of the term to demonstrate growth in key areas of the curriculum as well as in their personal goals. We report to parents on the growth and learning of students each trimester in the middle school and quarter in the upper school.
# Academic Calendar 2016-2017

## August/September

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- Faculty Meetings Sep 6-Sep 9
- First Day of School Sep 12

## October

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- Rosh Hashanah Oct 3-4
- School Closed
- Columbus Day Oct 10
- School Closed
- Yom Kippur Oct 12
- School Closed
- Goal Setting Meetings Oct 21
- No Classes

## November

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- Veterans Day Nov 11
- School Closed
- Professional Dev Nov 23
- No Classes
- Thanksgiving Break Nov 24-25

## December

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- MS Conferences Dec 16
- No MS Classes US Open
- Winter Break Dec 26-Dec 30
- School Closed

## January

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- MLK, Jr. Day Jan 16
- School Closed
- Professional Dev Jan 17
- No Classes

## February

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- US Conferences Feb 10
- No US Classes MS Open
- February Break Feb 20-24
- School Closed

## March

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- MS Conferences Mar 31
- No MS Classes US Open

## April

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- Professional Dev Apr 13
- No Classes
- Good Friday Apr 14
- School Closed
- April Break Apr 17-Apr 21
- School Closed

## May

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- Memorial Day May 29
- School Closed

## June

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- Last Day of School June 16
## Middle School Overview

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<tbody>
<tr>
<td>Writing - Reflection &amp; Research</td>
<td>Harvest</td>
<td>Ecosystems</td>
<td>Life Cycles</td>
<td>Evolution</td>
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<tr>
<td>Geography Units</td>
<td>Latin America</td>
<td>Middle East</td>
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<td>Africa</td>
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<td>Writing - Research</td>
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<tr>
<td>Experiment and Design Units</td>
<td>Energy</td>
<td>Sound &amp; Waves</td>
<td>Materials &amp; Elements</td>
<td>Simple Machines</td>
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<td>Writing - Process</td>
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<tr>
<td>Community Units</td>
<td>Colonialism/American West</td>
<td>Election Unit</td>
<td>Communities and Social Action</td>
<td>Industrialization and Immigration</td>
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<tr>
<td>Writing - Narrative &amp; Persuasive</td>
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<td>Independent Study</td>
<td>Students propose a topic, research questions, and a product of their own choosing as the focus for their learning.</td>
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<td>Individualized Math</td>
<td>Teachers work with students and parents to establish individual learning outcomes in math for each year.</td>
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<tr>
<td>Reading Group</td>
<td>Students read fiction focused on the content of each unit. They actively shape the conversations and questions.</td>
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<td>Math Groups</td>
<td>Students are placed in math groups to apply their math skills to a project related to their unit.</td>
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<tr>
<td>Additional Courses</td>
<td>Art studio, Music elective, Physical Education, Spanish</td>
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### Types of units
- **Experiential** units create opportunities at the beginning of the school year to connect learning to real world experiences and the outdoors.
- **Geography** units generally focus on the connection between place and culture and give students the opportunity to dive deeply into the study of one country.
- In **Experiment and Design** units, students work in groups focused on scientific experimentation or the design process.
- **Community** connected units generally focus on finding connections between academic work and community service or community projects.
## Upper School Overview

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<th>Year 1 and Year 2</th>
<th>Year 3 and Year 4</th>
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<tbody>
<tr>
<td><strong>Humanities</strong></td>
<td><strong>World Culture</strong> Comparative Religion – Are the world’s religions more similar or different?</td>
<td><strong>World Conflict</strong> War – What are the sources of conflict? Why do countries go to war?</td>
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<td><strong>The Greatness Project</strong> – What does it mean to be great?</td>
<td><strong>Conflict in Literature</strong> How is conflict developed and resolved in literature?</td>
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<td><strong>Thinking/Reading Skills</strong> Note-taking and research methods, literal and inferential reading, compare and contrast, literary devices: character, setting, plot, figurative language</td>
<td><strong>Thinking/Reading Skills</strong> Categorical, metaphorical, allegorical, analogical thinking</td>
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<td><strong>Expression</strong> Expository, persuasive and creative writing, grammar, sentence structure</td>
<td><strong>Expression</strong> How do you write? Articulate your unique writing process</td>
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<tr>
<td><strong>Math Tutorial</strong></td>
<td><strong>Individualized small group math</strong> - Algebra I and II - Geometry</td>
<td><strong>Individualized small group math</strong> - Geometry - Advanced Algebra - Pre-calculus</td>
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<td><strong>STEM</strong></td>
<td><strong>Solving Problems</strong> Design, Engineering, and Manufacturing – Understanding problem solving processes</td>
<td><strong>Chemistry</strong> States of matter, analytical chemistry, chemical reaction and bonding, reaction rate and forms of energy</td>
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<td><strong>Electricity and Electronics</strong> Applying design processes, physics of electromagnetism</td>
<td><strong>Experimentation</strong> How do you use experiments to answer questions?</td>
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<td><strong>Advanced Science Topics</strong> Climate studies, astronomy, evolution/creation, biochemistry, psychology, neuroscience and genetics, computer programming, biological ethics, robotics</td>
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