

LEXINGTON SCHOOL COMMITTEE MEETING
Tuesday, May 9, 2017
Lexington Town Office Building, Selectmen's Meeting Room
1625 Massachusetts Avenue

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

6:30 p.m. Call to Order:

6:31 p.m. Executive Session:

- a) Exemption 3 – To Discuss “Superior Court Civil Action No. 1581cv05504”

7:00 p.m. Return to Public Session and Welcome (3 minutes):

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

7:03 p.m. Superintendent Announcements:

Introduce Monica Visco – New Director of HR

7:08 p.m. School Committee Member Announcements:

7:13 p.m. Consent Agenda:

Vote to Approve School Committee Minutes of January 3, 2017

Vote to Approve School Committee Minutes of January 13, 2017

7:18 p.m. Agenda:

1. Scientist Day – Jay Kaufman & Sanjana Puri (20 minutes)
2. Vote for Pelham Representative (10 minutes)
3. Vote on School Choice (5 minutes)
4. World Language Update (20 minutes)
5. Organizational Chart – Policy CCA (15 minutes)
6. Assistant Superintendent for Strategic Planning & Operations Job Description (10 minutes)
7. Homework Feedback Presentation (30 minutes)

9:08 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, May 23, 2017 – 7:00 p.m. Town of Lexington, Selectmen's Meeting Room, 1625 Massachusetts Avenue

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: April 3, 2017

ITEM NUMBER: LEAVE BLANK

REQUESTED MEETING DATE:

AGENDA ITEM TITLE: Scientist Day

PRESENTER: Sanjana Puri, Student

SUMMARY:

Dear Lexington School Committee,
My name is Sanjana Puri and I am a junior at Lexington High School. Recently I have been working with Representative Jay Kaufman to garner support for designating an Annual Scientist's Day in Massachusetts schools to celebrate the accomplishments of scientists through the ages. He suggested that I begin at the local level. I would love to present my ideas to you at the next School Committee meeting, if possible. Attached is a letter that I hope more fully explains my goals for this day. Thank you very much and I look forward to hearing from you.

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

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

If formal action is requested, please check one:

This item is being presented

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

with the request that the School Committee take action immediately

If formal action is requested:

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

SUGGESTED MOTION:

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM: One minute

ATTACHMENTS:

Letter to School Committee

In our schools we are taught to revere American history. We rightly celebrate the birthdays of freedom fighters, presidents and civil rights leaders, faithfully recount how their actions and the causes they fought for in their time have changed our lives for the better. Patriot's day, Presidents' day and Martin Luther King day commemorate icons who have undoubtedly changed America. Living in Lexington, Massachusetts, "the birthplace of the American Revolution," I know as much as anyone how important it is to learn about these leaders, not only as a means to stay connected to our country's past, but as a way to use their examples to build a better future.

However, there is another important group of heroes that do not receive as much recognition. Scientists, who have contributed equally, if not more, to the United States of America and the world. Since the beginning of human history, scientists have taught us how the world works, and have shown us how we can use the laws of nature to improve our lives and open new worlds. Children should learn about and be inspired by their lives, their paths of discovery and their overcoming of challenges. The names of great American scientists like Edwin Hubble, Thomas Edison, Jonas Salk, Barbara McClintock, Linus Pauling--do not roll off the tongues of children easily. Edward Jenner, the man who pioneered the smallpox vaccine, is said to have saved more lives than any human who has ever lived, yet most school children have never heard his name. Kindergarten students know about the achievements of Abraham Lincoln and Teddy Roosevelt, both very important figures no doubt, yet they do not know about the individuals who have impacted their lives in other ways. James Watson, Francis Crick, Niels Bohr, Michael Faraday, Charles Darwin, Dmitri Mendeleev, Gregor Mendel are names that should be just as familiar to children as George Washington and Martin Luther King Jr., for without them we would not know about genetics or molecules, evolution or the elements.

It is time to make scientists our everyday heroes too; to honor, memorialize and mark their achievements and contributions on a regular basis, starting at a very young age. One way to bring these changes about is to dedicate a school day as an Annual Scientists Day. Schools would dedicate the day to these thinkers who have changed our world. It would not be a day off but instead a day during which scientists across our community: at schools, colleges, companies and other organizations hold open houses to educate and inspire guests about the sheer possibilities of scientific endeavor. Elementary school students could make presentations and watch videos about great scientists ; middle schoolers might have projects assigned to them, high schoolers might have competitions and quizzes---the possibilities are endless.

The United States, a country that prides itself in being first on so many fronts, is lacking in its STEM education. PISA is a cross national exam administered each year to students of different ages. According to this examination, we are 35th in the world in terms of mathematics, and 27th in science (as of 2012, according to the Pew Research Center). These numbers are particularly dismal considering the rising importance of STEM in the increasingly computerized and scientifically driven society we are living in. In addition, we see these patterns in higher education, with many doctoral students from American universities in STEM fields being international. A 2013 report released by the National Foundation for American Policy states that 70.3% of all electrical engineering, 63.2% of all computer science and 55.4% of all economics graduate students are international, meaning that fewer and fewer American students are filling up their slots. Further, if we consider government research funding as a

reflection of the relative importance countries place on furthering knowledge, the news there is not promising either. In terms of percentage of GDP spent on research and development, the United States ranks 11th in the nation behind countries like South Korea, Germany and Sweden.

If we are to drive young hearts and minds into STEM fields, we must make scientists everyday heroes to be emulated and inspired by. If future generations of children are to work on harnessing the power of science to solve problems-- climate change, sustainable energy or curing cancer-- we should introduce them to the incredible people who dedicated their lives to making the discoveries and inventions that we take for granted today.

I believe that an Annual Scientists Day could kindle a spark of inspiration in a child's life. And hopefully, when that child chooses what they want to do with their life, they will have the example of scientist heroes to follow. We have all heard of George Washington and his cherry tree, but now it is time to be equally familiar with the stories of scientists like Jonas Salk, who when asked who owned the patent to the polio vaccine responded with ""No one. Could you patent the sun?"

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: May 8, 2017

REQUESTED MEETING DATE: May 9, 2017

AGENDA ITEM TITLE: Vote for Pelham Representative

PRESENTER: Alessandro Alessandrini

SUMMARY: School Committee will appoint the Representative to the PBC regarding Lexington Children's Place (LCP) at Pelham Property.

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

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

If formal action is requested, please check one:

This item is being presented

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

If formal action is requested:

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

SUGGESTED MOTION:

School Committee will vote to appoint _____ as School Committee's Representative to the PBC regarding Lexington Children's Place (LCP) at Pelham Property.

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM: 10 minutes

ATTACHMENTS: N/A

AGENDA ITEM SUMMARY **LEXINGTON SCHOOL COMMITTEE MEETING**

TODAY'S DATE: May 3, 2017

REQUESTED MEETING DATE: May 9, 2017

AGENDA ITEM TITLE: Vote on School Choice

PRESENTER: Alessandro Alessandrini

SUMMARY: Per the Massachusetts General Law, the School Committee is required to vote annually as to whether the school district will participate in the School Choice Program. This vote is required to be submitted to the Department of Elementary and Secondary Education.

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

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

If formal action is requested, please check one:

This item is being presented

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or

with the request that the School Committee take action immediately

If formal action is requested:

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

SUGGESTED MOTION:

Motion that the Lexington Public Schools will not participate in the School Choice Program for the 2017-2018 school year.

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM: (5 minutes)

ATTACHMENTS: N/A

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: May 5, 2017

REQUESTED MEETING DATE: May 9, 2017

AGENDA ITEM TITLE: World Language Update

PRESENTER: Kelly Chase, Assistant Superintendent for Curriculum, Instruction, and Professional Learning and Catherine Brooks, World Language Department Head

SUMMARY:

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

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

If formal action is requested, please check one:

This item is being presented

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

with the request that the School Committee take action immediately

If formal action is requested:

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

SUGGESTED MOTION:

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM: (20 minutes)

ATTACHMENTS: Executive Summary Memo; PowerPoint Presentation



Lexington Public Schools

146 Maple Street ❖ Lexington, Massachusetts 02420

TO: Dr. Mary Czajkowski, Superintendent of Schools
Members of the Lexington School Committee

FROM: Kelly Chase, Ed.D., Assistant Superintendent for Curriculum, Instruction, and Professional Learning
Catherine Brooks, World Language Department Head

RE: Update on Elementary World Language Exploration

DATE: May 9, 2017

Introduction

It is with pleasure that I share a spring update on the continued exploration of elementary world language. As you recall, back in January, the School Committee charged Ms. Cathy Brooks with continued research regarding options in the area of elementary world language. Themes that emerged from that conversation as a way of informing next steps in the research included the following:

- Desire for inclusive approach; equal access is important; exposure for all students is important
- Interest in immersion programs as potential pilot; starting small
- Preference for a face-to-face curriculum
- Direction to continue study of and visits to other districts

With those ideas in mind, Ms. Brooks visited a number of existing models of immersion programs and researched models that would allow for larger numbers of students to engage with world languages and cultures. Below are brief summaries of the options explored; a more detailed overview is included in the attached matrix.

Immersion Model

Ms. Brooks visited a number of established immersion programs, each developed with a unique purpose in mind. In one instance, for example, the program grew organically from the need to integrate diverse learners both academically and socially. In another example, a commitment to

the study of a foreign language articulated over 25 years ago began with just two classes in first grade and steadily expanded over time. Today, the program offers two strands to its students: an immersion strand and a more traditional FLES model. Regardless of the reason for implementation, success in the program depends upon slow, strategic growth and a long-term commitment to the model.

An immersion model in Lexington, though very small to start (i.e. with one class in one school), would begin to address the goals of developing high levels of bilingualism and biliteracy; increase language proficiency in the academic areas; provide opportunities to develop positive cross-cultural attitudes and behaviors; and, in the case of a dual-immersion program, support our English language learners.

While a chart highlighting key roll-out considerations, questions, and expansion suggestions is included in the attached matrix, some of the key technical considerations include logistical challenges such as selection of students for the program and the need to plan for expansion as students move through the program. Other important considerations include programmatic questions such as how to deliver literacy instruction that reflects current initiatives (i.e. Teachers College).

Implementation of an immersion program would require a year of planning (2017-2018) to allow for activities such as staff/parent/community education, development of curriculum materials for both the first and second years of the program, and creation of a long-term plan that commits to students in the immersion strand while also expanding access to those participating in a traditional strand.

World Language Exposure for All Students

While an immersion program would allow for long-term, deep study of a world language, it is limited in its ability to offer access to all students. Growth of this model would be slow and measured, and would eventually need to allow for two pathways: one for full immersion, and another that would offer a traditional model. If widespread access to programming is the key priority, the committee may want to re-consider a model that focuses more on exposure to language as part of a larger cultural study.

Unlike the immersion model, which allows for deep study of a single language, a survey approach would offer the opportunity to study a variety of cultures, with language being one component of the study. Goals of such a model include increasing global awareness, incorporating community involvement, and enhancing cultural competency. This model, of which variations are offered in several neighboring districts, could be delivered on-site on early-release Thursdays at one or more schools. Neighboring communities' models vary in how the programs are staffed (i.e. through in-house management or outside vendor.)

The fluid nature of a broad-based survey approach allows for the study of the cultures and traditions reflected in the Lexington population, offers exposure to numerous languages, especially less commonly taught languages, and provides opportunities for students to make meaning of their learning through service projects that connect local and global issues.

Unlike an immersion model that would require a full year of planning, a small-scale pilot of a cultural class could be implemented in January 2018, though coordination with current providers would be essential.

While neither the immersion model nor the after-school model can replace the committee's original recommendation for a full FLES program offered to all students, each model has the potential to serve an important role in the study of language and culture. Should the members of the committee desire to re-visit the original study, a review of key components and cost are included in the attached matrix.

Conclusion

It has been a pleasure learning from Ms. Brooks this year as she assisted with this important exploration. We continue to welcome direction, input, questions, and feedback from committee members regarding next steps. As always, we are incredibly grateful for your support that allows for this continued study and look forward to working with you in this next phase.

Elementary World Language Options Research

Option	Description/Detail	Cost Considerations
<p>Language Immersion Pilot/Expansion</p>	<p>Small-scale pilot of Dual-Language OR Single Language Immersion program with a <u>commitment</u> to multi-year expansion</p> <p>Possible goals:</p> <ul style="list-style-type: none"> ▪ To develop high levels of bilingualism and biliteracy ▪ To support English Learner Community (Dual-Language Immersion) ▪ To increase language proficiency in academic/content language ▪ To develop positive cross-cultural attitudes and behaviors <p>Logistical considerations for pilot of one classroom in one school:</p> <ul style="list-style-type: none"> ▪ Open to only students in one school through lottery? ▪ Open to all students in district through lottery w/district providing transportation to one site? ▪ Open to all students in district through lottery w/parents providing transportation to one site? <p>*Must consider transportation costs/logistics and complications due to enrollment in schools approaching maximum numbers</p> <p>Multi-year expansion</p> <ul style="list-style-type: none"> ▪ Hire 2 teachers (certified in both elementary teaching and language instruction) the first year to teach curriculum for 1st grade/plan curriculum for 2nd. Hire 1 teacher each of the following years to overlap similarly ▪ Expansion to multiple schools after successful pilot (how many years?) ▪ Plan to offer WL choices to elementary students not in immersion program? <p>Other considerations:</p> <ul style="list-style-type: none"> ▪ Language Choice: Dual Language would be based on EL population, One-Way Immersion could be any language ▪ Small portion of population will take part in program ▪ Plan to offer WL choices to elementary students not in immersion 	<p>2017-2018</p> <ul style="list-style-type: none"> • Hiring of staff (coordinator) • Planning for implementation; requires planning for Year 1 and Year 2 of program • Content/Curriculum development time <p>2018-2019</p> <ul style="list-style-type: none"> • Hiring of teaching staff • Pilot begins in one grade and planning for second grade <p>Implementation/staffing could be cost neutral because it is an existing classroom of students</p> <p>New materials and professional learning similar to start-up of a new classroom</p>

	<p>program</p> <ul style="list-style-type: none"> ▪ Resources would be equivalent to opening a new elementary classroom ▪ Integrating grade-level curriculum content/programs (i.e. Teachers College curriculum) ▪ Continued need for early planning for articulation of courses for this cohort through MS and HS ▪ Assessment and reporting of growth, implications for state testing 	
<p>After School Language and Culture Exposure Program</p>	<p>Global Citizenship/Language Exposure program (appreciation of multi-cultures and languages)</p> <p>Possible goals:</p> <ul style="list-style-type: none"> ▪ To increase global awareness and tap into the innate ability and interest of children to learn a new language ▪ To incorporate community involvement ▪ To enhance cultural competencies from existing curriculum <p>Logistical questions:</p> <ol style="list-style-type: none"> a. Offered during ½ day Thursdays at all schools (lunch/recess – 90 minutes instruction, parent pick-up)? b. Offered during ½ day at one site? c. Offered after school on a regular dismissal day? d. Offered at first to grades 1-3, expand to 4-5 later? <p>Some options to consider:</p> <ul style="list-style-type: none"> ▪ School staff run or outside vendor ▪ Global arts programs that introduce students to the diversity of cultures and traditions worldwide ▪ Exposure to foreign languages, especially less commonly taught languages ▪ Service learning projects that connect local and global issues ▪ Cross-cultural communication and collaboration via international exchange projects (both real and virtual) ▪ Global Competence: Investigate the World, Recognize Perspectives, Communicate Ideas, Take Action 	<p>2017 (July-December)</p> <ul style="list-style-type: none"> • Planning for implementation • Content/Curriculum development time <p>2018 (January-June)</p> <ul style="list-style-type: none"> • Implementation of after school program • No fee (cost to district) vs. Fee-Based (no cost to district)? • With or without transportation to one school/site? • Curriculum materials and time for development of curriculum that is connected to grade level content expectations • Administration and staff for program or outside vendor

<p>Original World Language Committee plan for stand alone FLES program</p>	<p>A certified WL teacher gives direct instruction to students for a determined time period according to World Language Standards.</p> <p>Possible goals:</p> <ul style="list-style-type: none"> ▪ To develop functional skills in listening, speaking, reading, and writing in the target language ▪ To develop proficiency in oral and written communication in the target language through the integration of language skills and concepts taught in the content areas ▪ To foster 21st century global learning ▪ To encourage cultural awareness and appreciation <p>Logistical considerations:</p> <ul style="list-style-type: none"> ▪ Restructuring of the K-5 program to accommodate the reinstatement of an elementary world language program and the additional programmatic changes required (changes to the school day, contract negotiations, adjustment of transportation schedules, and more). ▪ Requires staff, space and time during the school day for collaboration and professional learning opportunities, and necessary modifications to schedules that address the changing educational needs of our schools and community. <p>FLES Program - Additional Questions</p> <ul style="list-style-type: none"> ▪ Which language(s) will be taught? In what ways might the choice of the World Language impact the availability of qualified teaching staff? ▪ At which grade level/s will we begin instruction in the first year of implementation? ▪ Which additional grade level/s will be added incrementally into the progression? ▪ Would additional classroom space be required? ▪ In light of current research, what would be the number of minutes per week and/or number of days per week required to implement a high 	<p>Timeline and Cost Considerations *Significant variables dependent on choices/agreements</p> <p>2017-2018</p> <ul style="list-style-type: none"> • Re-establish an Elementary World Language Program Design Team to study, develop, and design the world language program requirements; determine associated expenses, including staffing, materials, supplies, and professional learning. • The Superintendent and other administrators to work with the Lexington Education Association to discuss and negotiate wages, hours, and working conditions associated with the restructuring of the school day (Implementation Task Force). • Public discussion <p>2018-2019</p> <ul style="list-style-type: none"> • Launch the first year of the FLES program <p><u>Cost estimates as of June 2016</u> Projected Total FY19 Impact (One-time & Recurring):</p>

	quality World Language program?	\$ 2,507,731 Projected Total FY19: Recurring Impact Only \$ 2,318,551
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Elementary World Language Exploration: Spring Update

Ms. Catherine Brooks, World Language Department Head

May 9, 2017

Original Elementary World Language Committee (2013-2015)

Examined Research & Explored Existing Programs, Considered Viable Options, Formulated Recommendations

- LPS should offer an Elementary WL program.
- The program should be established without compromising current curricular and instructional programs.
- The program would require a longer school day and redesign of current schedule.
- The program should be equally accessible to all students with limited exceptions.
- The program should draw upon the skills, talents, and resources of the community.
- Recommend a Content-Based FLES program.

Exploration of Alternatives to FLES

September 2016 - January 2017

Distance Learning - Online interactive programs, standards-based curriculum, build a language foundation, introduction to basic expressions, words and phrases, build awareness and appreciation for languages and cultures

Hybrid Programs - Combining classroom and virtual instruction (see above), WL teachers rotate through schools periodically

Outside of the School Day Programs - Expanded learning time, cultural/language exposure

Language Immersion Programs- One-Way and Two-Way Immersion programs

January - May 2017 Exploration Topics

Visits to/Study of Existing Elementary World Language Immersion Programs

- Framingham - Dual language Immersion/Barbieri School (K-12)
- Maynard - Spanish Immersion (K-4+); first cohort in 4th grade
- Milton - French Immersion Program (1-12); Spanish FLES (1-5)
- Mendon-Upton - Spanish Immersion (K-12); after school Spanish FLES
- Holliston - French Immersion (K-12) & Spanish FLES
- Millis - Spanish Immersion (1-12)

Examples of after school Language and Culture Programs

- Wayland - Chinese language and culture, French and Spanish (outside vendor)
- Mendon-Upton - Spanish After School Pilot (2016-2017); runs from 3:30-4:30 Tuesdays and Thursdays
- Arlington Public Schools - After school Spanish/French/Italian/Chinese (outside vendor)

Language Immersion Pilot - Multi-Year Expansion

Small-scale pilot of Dual-Language OR Single Language Immersion program with a commitment to multi-year expansion

Possible goals:

- To develop high levels of bilingualism and biliteracy
- To support English Learner Community (Dual-Language Immersion)
- To increase language proficiency in academic/content language
- To develop positive cross-cultural attitudes and behaviors

Logistical questions for pilot of one classroom in one school:

- a. Open to only students in one school through lottery?
- b. Open to all students in district through lottery w/district providing transportation to one site?
- c. Open to all students in district through lottery w/parents providing transportation to one site?

Language Immersion Pilot - Additional Considerations

Multi-year expansion

- Hire grade level teachers certified in both elementary teaching and language instruction
- Expansion to multiple schools after successful pilot
- Transportation costs/logistics and complications due to enrollment in schools

Other considerations:

- Language Choice: Dual-Language would be based on EL population, One-Way Immersion could be any language
- Small population will take part in program
- Plan to offer WL choices to elementary students not in immersion program
- Resources would be equivalent to opening a new elementary classroom
- Integrating grade-level curriculum content/programs (Teachers College)
- Continued need for early planning for articulation of courses for this cohort through MS and HS
- Assessment and reporting of growth, implications for state testing

Language Immersion Pilot - Additional Considerations

Timeline and Cost Considerations

*Significant variables dependent on logistical choices (location of program/transportation...)

2017-18:

- Planning for implementation; requires planning for Year 1 and Year 2 of program
- Content/Curriculum development time
- Hiring of staff

2018-19

- Pilot begins in one grade and planning for two grades

Implementation/staffing could be cost neutral because it is an existing classroom of students

New materials and professional learning similar to start-up of new classroom

Global Citizenship/Language Exposure Program

After school program - appreciation of multi-cultures and languages

Possible goals:

- To increase global awareness and tap into the innate ability and interest of children to learn a new language
- To incorporate community involvement
- To enhance cultural competencies from existing curriculum

Logistical questions:

- a. Offered during ½ day Thursdays at all schools (lunch/recess – 90 minutes instruction, parent pick-up)?
- b. Offered during ½ day at one site?
- c. Offered after school on a regular dismissal day?
- d. Offered at first to grades 1-3, expand to 4-5 later?

After School Exposure Program - Additional Considerations

Some options to consider:

- School staff run or outside vendor
- Global arts programs that introduce students to the diversity of cultures and traditions worldwide
- Exposure to foreign languages, especially less commonly taught languages
- Service learning projects that connect local and global issues
- Cross-cultural communication and collaboration via international exchange projects (both real and virtual)
- Global Competence: Investigate the World, Recognize Perspectives, Communicate Ideas, Take Action

After School Exposure Program - Additional Considerations

Timeline and Cost Considerations

*Significant variables dependent on logistical choices: No fee (cost to district) vs. Fee-Based (no cost to district)? With or without transportation to one school/site?

2017 (July-December)

- Planning for implementation
- Content/Curriculum development time

2018 (January-June)

- Implementation of after school program

*Curriculum materials and time for development of curriculum that is connected to grade level content expectations

*Administration and staff for program or outside vendor

Questions?

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE: 5/4/17

REQUESTED MEETING DATE: 5/9/17

AGENDA ITEM TITLE: Homework Feedback Presentation

PRESENTERS:

Sandra Trach, Special Assistant to the Superintendent
Maureen Kavanaugh, Director of Planning and Assessment

SUMMARY:

The Special Assistant to the Superintendent and the Director of Planning and Assessment will provide the committee an update on the revised school committee homework policy (IKB). The presenters will also provide a summary of data used to inform reconsideration of this policy.

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

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

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

SUGGESTED MOTION:

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

ATTACHMENTS:

“Review of LPS Homework Policy: School Committee Update”