3.1.2 Educational Program

A. Grade and School Configuration Policies

The Education Program has been developed in concert with the Education Plan developed by the district; meetings with most all teachers and staff of the school; analysis of the curriculum and a process that interprets to curriculum into the types and numbers of teaching spaces required.

1. Current Grade Configuration

Lexington High School (LHS) is a 9th–12th grade high school and serves all eligible students in the Lexington Public School District. The current enrollment is 2,315 students, which includes students from the LABBB Collaborative (Lexington, Arlington, Burlington, Bedford, Belmont) and METCO (Metropolitan Council for Educational Opportunity).

2. Proposed Grade Configurations to be Considered.

There are no proposed changes to the existing 9th-12th grade configuration.

3. Advantages of Proposed Grade Configuration

Lexington's grade configuration:

- Early Childhood
- Elementary - Kindergarten – Grade 5
- Middle – Grades 5 through 8
- High School – Grades 9 – 12

Lexington Public Schools has organized its planning and innovation through a multi-year district strategic plan established in 2019. The final plan and our subsequent two-year school and department Innovation Plans are centered around 4 strategic objectives:

- Address and Narrow Equity Gaps
- Redefine Success
- Cultivate Student Agency and
- Innovate for Sustainable Change. School-based Innovation plans have been created by Lexington Site Councils and are designed to satisfy the School Improvement Plan requirements established by the State.

LPS has built an inclusive school community designed to eliminate barriers to student learning, resulting in the highest graduation rates and lowest dropout rates in history.

LPS has built a system that is consistent through all grades, giving students pathways to success by addressing academic rigor while applying Universal Design for Learning (UDL) and providing social and emotional support. Student (and teacher) mental health is a priority at all schools.

4. If a Different Grade Configuration is Proposed Describe the Plans to Facilitate Transitions in the Proposed Configuration

No changes to class size policies are currently being proposed.

B. Class Size Policies

District Policies, Targets, and Guidelines by Grade

The Lexington School Committee recognizes that it has a responsibility to provide an appropriate educational setting for each of the children in the Lexington Public Schools, and that part of that setting is related to the number and mix of students in each classroom.

The District's policy for Elementary School class sizes are as follows:

The School Committee will make every effort to maintain the following building-wide teacher/pupil ratios for the duration of the Agreement:

- Kindergarten: 1-18
- Grade 1: 1-22
- Grades 2-5: 1-24

1. Current Policy

Currently, the district does not have a policy related to class sizes at the middle school or high school grades. However, LHS strives to maintain small class sizes whenever possible. No policy or contractual language exists to guide class size. The average class size at Lexington High School is approximately 22-24 students. The project has adopted a class planning size of 23 students.

2. Proposed Changes and Why or Statement that No Changes are Proposed

At the outset of the project planning process, the school and district administrations agreed to set a maximum class size of 23 students for most curriculum offerings for planning purposes. (There may be some variations based on safety or practicality issues). This is consistent with the MSBA Guidelines for room sizes and quantities.

The 23-student class size has been discussed in nearly all of the programming meetings conducted with LHS staff.

C. School Scheduling Method

Rotating Block Schedule

1. Current Scheduling Methodology Including Advantages and Disadvantages

LHS uses a rotating block schedule, although not every block meets the same number of times. There are eight rotating instructional blocks (A-H) which meet four times in a six-day cycle. These instructional blocks meet for 55-65 minutes, depending on the time of day it meets in a rotation. Most Core Academic classes meet four times in the cycle, with the one exception being Science. CP Science classes meet five times in a cycle to accommodate a lab period, while AP Science classes meet six times a cycle to accommodate two lab periods. This is achieved by taking one or two periods from another block. One block, referred to as I-block, meets three times a rotation and is a non-instructional period. Most classes meet for a full year, while the school continues to build an elective model with more semester-long classes. Currently, electives are offered across most disciplines of study and are mostly semester-long classes but not always (for example, AP Art Studio is full year while other Visual Arts classes are semester long).

All students are required to fulfill the minimum course distribution as follows:

- English – 16 credits
- Social Studies - 16 credits
- Mathematics – 16 credits
- Visual and/or Performing Arts – 8 credits
- Science – 18 credits
- World Language – 8 credits
- PE – 6 credits
- Health and Wellness – 2 credits

The current scheduling structure at Lexington High School follows:

2. Proposed changes and why or statement that no changes are proposed

No changes are currently being proposed, but the school may consider changes in the future.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
8:30–9:30 (60) A_1	8:30–9:35 (65) G_1	8:30–9:35 (65) B_2	8:30–9:25 (55) A_3	8:30–9:30 (60) G_3	8:30–9:30 (60) B_4
9:35–10:35 (60) B_1	9:40–10:45 (65) H_1	9:40–10:40 (60) A_2	9:30–10:25 (55) B_3	9:35–10:30 (55) H_3	9:35–10:40 (65) A_4
10:40–11:35 (55) C_1	10:50–11:55 (65) E_2	10:45–11:40 (55) G_2	10:30–11:30 (60) C_3	10:35–11:35 (60) E_4	10:45–11:45 (60) G_4
11:40–1:10 (60 or 25+30) D_1 11:35-12:05 12:05-12:35 12:40-1:10	12:00–1:35 (65 or 30+30) F_2 11:55-12:25 12:30-1:00 1:05-1:35	11:45–1:15 (60 or 25+30) H_2 11:40-12:10 12:10-12:40 12:45-1:15	11:35–1:05 (60 or 25+30) D_3 11:30-12:00 12:00-12:30 12:35-1:05	11:40–1:15 (65 or 30+30) F_4 11:35-12:05 12:10-12:40 12:45-1:15	11:50–1:20 (60 or 25+30) H_4 11:45-12:15 12:15-12:45 12:50-1:20
1:15–2:10 (55) E_1	1:40–2:05 (25) Advisory	1:20–2:00 (40) I Block	1:10–2:10 (60) E_3	1:20–2:05 (45) I Block	1:25–2:05 (40) I Block
2:15–3:10 (55) F_1	2:10–3:10 (60) D_2	2:05–3:10 (65) C_2	2:15–3:10 (55) F_3	2:10–3:10 (60) D_4	2:10–3:10 (60) C_4

D. Teaching Methodology and Structure

Administrative and Academic Organization/Structure

1. Current Organization

Lexington High School is a public, 4-year comprehensive high school with an administrative organization that includes: Principal, Associate Principal, 5 Deans and 10 Department leaders. The academics are separated into the following departments English, History, Math and Computer Science, Performing Arts, Science, Visual Arts, Wellness & Health, and World Language. Each department is located in a separate section (or building) of the campus and is overseen by a Department Coordinator and 6-12 Curriculum Coordinator or Director who, in collaboration with the Principal, is responsible for department curricula, professional development and the day-to-day operations of the department. Building and district administrators oversee the supervision, support and evaluation of all department staff members

Students generally select courses at the following levels for each subject: AP, Honors, or College Prep. Special attention is now paid to ensure all students are on track to complete a MassCore sequence of courses. In all of our classes, especially at the College Prep level, there are a wide range of learners. These heterogeneous classrooms create a rich learning environment but are suited to smaller class sizes where students can receive differentiated instruction that helps them to access the curriculum.

LHS currently has several Guidance Office locations, as the campus is made up of separate buildings, which house the Assistant Guidance Director and 12 Guidance Counselors.

The school was originally constructed in 1953, as double loaded corridors with departmental organization. Several additions were built in 1957, 1965, 1988, 2000, 2014, and 2015. The rigidity of the existing building has significantly restricted the ability to change from the current departmental organization, (individual buildings for each academic department) to a more inter-disciplinary model.

The Educational Visioning identified an organizational structure of interest that is based on the concept of small learning communities. These interdisciplinary small learning communities would include elements such as a freshman house, synchronous teacher teaming, and sharing students in real time.

2. Proposed Changes and Why or Statement that No Changes are Proposed.

The changes that are anticipated to the Administrative and Academic organizational structure are ones that will enhance and promote project based and collaborative learning as described below. Departments will still exist but will not be geographic as they currently are. The school will organize interdepartmentally with a wide range of geographic adjacencies.

School is changing in positive ways, as the school works to create teaching and learning environments in which all students can succeed. Every classroom must have access to aesthetically pleasing collaborative spaces to promote wellness and to promote interdisciplinary work, project-based learning, engaging student and community presentations, and student and teacher collaboration.

Curriculum Delivery Methods and Practices

1. Current Practices

The teaching methodology at LHS has been undergoing a transition from traditional "stand and deliver," lecture-based teaching to a structure that encourages student-centered learning, with a focus on students independently developing the skills and strategies they will need to be successful beyond high school. Administrators and educators have committed to undertaking a more student-focused learning approach. Currently, there is a limited but growing amount of personalized instruction, cross-disciplinary learning, emphasis on inquiry learning, problem solving, and technology integration. The curriculum is tailored to engage students in active and self-directed learning, self-assessment, and reflection. The curriculum is also being revised to include more inclusive voices and perspectives, as part of the district's commitment to equity, diversity and inclusion. All levels of classes are adopting more varied instructional strategies to engage a wide range of learners and to ensure that students being challenged appropriately.

I-Block

I-Block is a unique component of the 6-day rotating schedule. It is scheduled for 3 periods a rotation, for 40-45 minutes.

I Block is a highly valued time set aside during the school day for interventions and enrichment. There is an additional need for larger class spaces for speakers, activities, AP review sessions, or small group work areas during I-Block. There also is a need for breakout spaces for teachers who are organizing and supporting students from differing classes or with differing needs. Currently, space restrictions hinder special enrichment topic I-block opportunities for staff to provide to students.

Study/Seminar

Study/seminar periods are scheduled for all LHS students for independent and self-directed study. It is recognized by DESE as time-on-learning, and occurs during a typical instructional block (A-H blocks). These Study/Seminar periods typically take place in most, if not all, academic spaces within the school.

Hybrid Technology

In 2017, the Lexington Public Schools adopted a 1:1 technology initiative. Every student in grades 6-12 has a Google Chromebook assigned exclusively for their use. Students may take their device home. During the pandemic, all students and families, PK-12, had access to these devices. Google Classroom is a classroom management tool and resource that is consistently used throughout the district, including at Lexington High School, to enrich and personalize our students' learning experience.

Textbooks are important supplemental resources, but teachers draw the core of their instructional materials from many different online resources. The most critical technologies are extremely strong and reliable Wi-Fi and a crystal-clear projection system with integrated audio.

2. Proposed Changes and Why, or Statement that No Changes are Proposed

Since more discussion and planning is being focused around how to break out of traditional departmental structures and grow cross disciplinary and collaborative learning between subjects that have natural educational overlap, the building needs to support this progress. At times, the current building creates obstacles for collaboration between program areas within the same department.

A Large Group Instruction (LGI) space - for multiple classes exploring an area of study and interdisciplinary instruction and collaboration for project and inquiry-based programs. This can apply to all of the areas of study below.

Mathematics and Computer Science

1. How Curriculum is Delivered

The current academic year has 3,171 seats enrolled in 17 Math and 7 Computer Science curriculum offerings. This large number (greater than the full enrollment) indicates that many of the curriculum offerings are semester courses. This also suggests that some students are taking multiple math or computer science electives. LHS has 29 mathematics teachers (25.8 FTE), 2 math academic support teachers (1.6 FTE), and 8 computer science teachers (4.0 FTE), totaling 31.4 FTE.

The teaching of mathematics and computer science at Lexington High School has consistently been responsive to contemporary best practices for meeting the needs of all learners. To a greater extent than at most high schools, instructional methodology has shifted from teacher-centered approaches to student-centered approaches. Students are active learners engaging in inquiry-based, problem-centered learning in communication with peers and teachers. For students, working in collaborative groups is an everyday experience, as evidenced by each math classroom's default arrangement of student desks into tables.

2. Proposed Changes and Why, or Statement that No Changes are Proposed

Future classrooms will need to have sufficient space and furniture to move flexibly between front-facing seating and collaborative seating. Larger classrooms will provide the flexibility needed for Next Generation Learning.

Technology labs of multiple types are needed for the teaching, experimenting, and prototyping for Computer Science curricula.

Science

1. How Curriculum is Delivered

The current academic year has 2,373 seats enrolled across 18 curriculum offerings in four areas of science. This is more than 100% of the student body. The subject areas include Environmental Earth Science, Biology, Chemistry and Physics. The high student enrollment in the sciences suggest that some students are taking more than one science offering. The Science Department currently has 30 teachers, one (1) administrative assistant, and a Science Department Head.

In general, science classes are intended to be "lab base". Currently, there are some classes that are taught in conventional classrooms due to the lack of labs. Most lab-based sciences are conducted in conventional modalities.

2. Proposed Changes and Why, or Statement that No Changes are Proposed

Science lecture / labs will often be used in conventional ways although the new, larger spaces will allow for new and different uses.

2 new Science electives will be introduced in the next academic year: Introduction to Engineering and Biotechnology

LHS efforts to address and narrow equity gaps in Science have included merging the CP2/CP1 courses and eliminating the CP2 9th grade class using Universal Design Principles (UDL). Educators have started aligning to the Next Generation Science Standards (NGSS), as it applies to the grade 8 to grade 9 transition. The Science Department will continue to develop the vertical alignment and articulation of those skills through various disciplines this year. There is a need for breakout spaces which will support opportunities for project-based learning, long term inquiry-based projects, and/or co-teaching.

It is anticipated that more use of the exterior environments will be possible.

Current Science Lab

Humanities: ELA and Social Studies

1. How Curriculum is Delivered

The current academic year has 3,284 seats enrolled 36 Social Studies curriculum offerings. This large number (greater than the full enrollment) indicates that many of the curriculum offerings are semester courses. This may also suggest that some students are taking multiple social studies electives.

The English Department currently has 25 teachers, 1 staff (administrative assistant shared with Social Studies), and an English Language Arts Department Head. The Social Studies Department currently has 30 full- and part-time teachers; 0.5 FTE administrative assistant; and one (1) Social Studies Department Head.

Currently at Grade 9, there are seven (7) pairs of History/English teachers who share a common roster of students with the goal of integrating the curriculum over the course of the year. This process has been inhibited by the inability of the teaching pairs to combine or reconfigure classes (taking the two classes and breaking them into smaller groups by skill level or differentiated assignments) due to the small sizes of the classrooms and that these paired classes are frequently not adjacent to each other.

Current Typical Classroom

2. Proposed Changes and Why, or Statement that No Changes are Proposed

Although some project based and interdisciplinary teaching and learning currently takes place, the new or renovated building will allow for considerably more to be undertaken.

At Grade 9, some classrooms that open into one large collaborative space for instruction, activities, or speakers are needed. These rooms also could be broken into smaller spaces or typical single classroom spaces.

Throughout, it is anticipated that interdisciplinary teaching and learning is practiced, such as a science/history or math/history teacher pair to be in the same space at the same time, large-size elective or required classes (i.e., 40-45 students) with two content area specialty teachers leading the course, planning together, and facilitating smaller groups.

World Language

1. How Curriculum is Delivered

The current academic year has 1,848 students enrolled in over 50 curriculum offerings in 8 languages. This is about 84% of the student body. The subject areas include French, German, Italian, Latin, Mythology, Mandarin, Spanish and American Sign Language. The World Language Department currently has 24 teachers, 1 staff (an administrative assistant shared with the Math Department), and a World Language Department Head.

The current small classrooms have little room for learning stations, word walls, reading corners, “genius bars,” or group discussions. The limited space also makes it challenging to appropriately differentiate lessons or to hear one another when everyone is talking at the same time and in a language class, the priority is for learners to speak as much as possible and as often as possible.

2. Proposed Changes and Why, or Statement that No Changes are Proposed

Though some project based and interdisciplinary teaching and learning currently takes place, the new or renovated building will allow for considerably more to be undertaken. Teachers see the opportunity for more creative, kinesthetic lessons that get learners out of their seats, moving, and speaking.

Although the school is 1:1 with ChromeBooks, LHS currently has a language lab that is used extensively because it has computers with features that ChromeBooks cannot provide. That space is considered a necessity for the future.

A guiding principle of an effective world language program is the ability to ask students to apply their language skills to practical uses outside of the classroom and support them accordingly. In doing so, students consider diverse perspectives, build empathy, and act collectively to contribute to strong communities. Appropriate space such as meeting rooms, an auditorium and AV room will offer more students the shared experience of meeting and conferencing with native speakers from around the world and making global connections.

Current World Language Lab

Academic Support Programming Spaces

1. How Program is Delivered

Academic Intervention

LHS school-wide programming and interventions currently includes ten (10) teachers and one (1) Dean of Students.

LHS has six independent academic intervention programs, including A Learning Place for Healing Adolescents (ALPHA), Metropolitan Council for Educational Opportunity (METCO), and support in Math, Humanities, Science, and English Language Learner (ELL) program. They are in six separate offices across campus in three different buildings. This configuration does not allow teachers to collaborate with shared students and teachers as effectively and efficiently as possible. It also does not allow students to access a variety of supports with ease, as they are spread all over our campus.

The METCO, ELL, and ALPHA support rooms also serve as affinity spaces for their respective student populations. Access to a safe space like an affinity space allows a student to take academic risks and feel comfortable, and it is something that the school would like to maintain in a new building. These locations should be prioritized, ideally with access to other private offices, spaces, and/or egresses to maintain student safety and privacy as needed.

ALPHA and ELL Support

The current locations of the school's support rooms create discrepancies in the way the academic support blocks can be run. The rooms are of different sizes and have varied staffing capabilities. For example, Humanities, Math, METCO, ELL, and ALPHA are run by staff members who are full time support teachers. By contrast, Science academic support is run by nine (9) different teachers, who use the academic support time to help balance their teaching loads due to discrepancies in teaching loads across the Science Department. The different model of oversight for science academic support means that no single teacher coordinates efforts, which leads to inherent inconsistencies in oversight and access. A Dean and Science Department Head coordinate various aspects of the program. It also makes it hard for collaboration with other members of the academic support team.

2. Proposed Changes and Why, or Statement that No Changes are Proposed

Academic support rooms should be centrally located because it is easier for students to access a variety of supports if they are in one place. Having this student-centered approach would allow teachers to seamlessly send students to another support room as needed without sending them across campus. The space needs to be desirable and approachable to students who are seeking help.

Dedicated spaces are needed for each of these specialized programs. Designated teacher bathroom and designated student bathroom located within support pod to ensure students are not gone for extended periods of time.

Student Guidance and Support Services

1. Current Services and Programs

The Lexington Public Schools has 55 counselors and social workers across the elementary, middle, and high schools who provide prevention, intervention, and postvention programs and services to promote the mental health and wellbeing of all students.

LHS has 13 counselors, 5 social workers, 1 ALPHA teacher, 1 registrar, 1 assistant to registrar, 1 AP/SSD coordinator, 1 opportunities coordinator, 1 counseling secretary, and 1 administrative assistant to the LHS/Assistant Director of Counseling who are overseen by one (1) LHS/Assistant Director of Counseling and one (1) K-12 Director of Counseling (office is currently located at Central Office).

The primary purpose of the high school counseling department is to assist all students in maximizing their potential academically, socially, and personally. The school counseling curriculum aligns with the district's vision of helping students become confident, lifelong learners who are respectful and caring members of their community. Using the Massachusetts School Counselors Association Model as a guide, the counseling department aims to ensure all students are college and career ready. The three core objectives of college and career readiness are:

- Academic preparation whereby students receive access to high quality learning opportunities in core subject areas that will meet MassCore requirements.
- Workforce readiness whereby students receive career awareness, career exploration, and career immersion activities.
- Personal/social skills whereby students develop the knowledge, skills, and competencies needed to become active and responsible citizens.

2. Proposed Changes to Services and Programs and Why, or Statement that No Changes are Proposed

The Counseling Suite should be in a centralized location that is structured in a "spoke and wheel" model. The counselor and social workers offices are connected to a College and Career Center, a Registrar, a Testing Coordinator, and a Health and Wellness Center, with a design similar to a higher education model to promote holistic approaches to addressing student needs. The deans' offices could connect to the suite to promote coordination with counselors and social workers.

The high school has an existing student support model that clusters the Dean/Counselor teams together. The cluster model provides a "home base" for students and student support teams. Goals of this model are to provide a smaller, more intimate feel on an expansive campus with a large student body, and to ensure that the Dean/Counselor teams are in proximity throughout the school day, providing increased interactions and communication on behalf of students.

Multiple mindfulness and wellness spaces for students to relax and access therapeutic resources, such as sand and trays, fidgets, coloring, bean bags, and sensory resources. These areas should have the ability to have low light and should be attached or near the Counseling suite. Potential strategies include designating different rooms for different needs, such as an active space with punching bag, bike, or a low-sensory space with weighted lap blankets.

The ALPHA Program is a therapeutic program for students returning from an extended school absence for psychiatric, medical, or other issues. ALPHA provides students with opportunities for easing back into a typical school day and week. The program has a dedicated teacher, as well as a dedicated counselor and social worker. The program could use a dedicated bathroom, or immediate adjacency to a bathroom.

There is a College & Career Center (CCC) that connects to the Registrar/Testing Coordinator. This could benefit from having an adjacency to the Guidance Counselors.

E. Teacher Planning and Professional Development

Existing Teacher Planning Spaces

1. Existing teacher planning spaces and scheduled planning times and how they support delivery of curriculum

Currently, the school has teacher planning spaces that provide a dedicated desk for all teachers within each department. This provides a place to call home. It also allows for internal department collaboration. There are additional teacher planning spaces around the building.

One of the major goals of the project is to be interdisciplinary, involving many subject areas. The goal is to have multiple teacher planning areas spread across the school building. Each planning area will be interdisciplinary for true collaborative work. Every teacher will have their own desk in one of the planning rooms.

Proposed changes to planning time and number of spaces and why or statement that no changes are proposed

Each planning room is intended to have multiple zones: individual teacher desks; conference areas for collaborative planning; areas for lunch with a kitchenette area; photo coping and other assembly areas; soft seating for socializing; phone booth type areas for private conversations and more. The intent is for real life professional areas for real life professionals is important to all.

2. Current professional development practices

The 2023-2024 professional learning plan endeavors to provide flexible, immediately relevant learning and growth opportunities for all educators and staff. At this point, three years after the first disruptions of the pandemic, the district is still working to address unfinished learning from the pandemic, more varied student needs, and pervasive achievement gaps. While still offering a robust suite of professional learning (PL) options, LHS is planning for a strong focus on the areas of Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS), as well as continuing the school's collective DEI learning.

Current Teacher Planning Room

3. Proposed changes to professional development and why or statement that no changes are proposed:

For detailed descriptions of the Professional Learning Program, use the following links to the Table of Contents:

New Educator Orientation

Mentoring and Induction

District Professional Learning Days

Leadership Professional Learning

Building-Based Professional Learning

After-School Professional Learning Program

Summer Workshop Program

Additional Opportunities

F. Lunch Program

Kitchen and Servery

1. Program Delivery

Lexington High School is a commissary kitchen for multiple schools in Lexington.

The HS kitchen provides 1,400 lunch meals/day at the high school including 50% of LABBB. It also provides 300-400 breakfasts/day.

Lunch is serviced Monday - Friday. A new MA law mandates that breakfast be provided as well. Meals are served on half days as well.

In addition, the kitchen provides:

- Approximately 200,000 catering meals / year.
- Afternoon snacks
- PTA fundraising
- Breakfast, lunch, dinner on Saturday and lunch on Sunday.
- Any food related to the district is catered for.
- Any catered event that is town or school related Whitson's (the food service operator) is involved with and they use the HS kitchen. Whitson has 52 employees in the district, 5 managers at the high school, 17-18 staff at HS.
- There is a need for catered event space for functions. Large group instruction space could be a great spot for catering for functions if a credenza were built into one wall.
- Catered outdoor event space with food service. It is important that they currently outsource outdoor storage shipping. Food prep area (small kitchen) for catered events.
- Students with Disabilities
- A higher percentage of students in cafeteria with physical disabilities than some other schools.
- Students approach the table or the server from a chair or assistive walking device.
- Snack Shack
- 30% of sales are snacks.
    - METCO students who play after school sports have a need for late day nutrition.

Bldg. D – Kitchen

Bldg. C – Grab-and-go servery at Commons 2

There are two cafeteria spaces and two scramble serveries, none of which are large enough to accomodate the student population. Cafeteria tables are typically set up in the adjacent corridors to attempt to accommodate overflow. In addition, some Juniors and Seniors earn the privilage of going “off-campus” for luch as part of the “open campus” school policy.

Students dining in a main corridor

2. Proposed changes and why, or statement that no changes are proposed

A larger cafeteria(s) will more adaquately accomodate the student population and may encourage juniors and seniors to remain on campus during lunch.

The design process will explore distributed serveries and dining areas throughout the school.

The kitchen needs to be sized to support the significant commissary and school catering needs.

Lunch Schedule

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
11:35-12:05	11:55-12:25	11:40-12:10	11:30-12:00	11:35-12:05	11:45-12:15
12:05-12:35	12:30-1:00	12:10-12:40	12:00-12:30	12:10-12:40	12:15-12:45
12:40-1:10	1:05-1:35	12:45-1:15	12:35-1:05	12:45-1:15	12:50-1:20

G. Technology Instruction Policies and Program Requirements

Existing Educational Technology

1. Program Delivery

In 2017, the Lexington Public Schools adopted a 1:1 technology initiative. Every student in grades 6-12 has a Google Chromebook assigned exclusively for their use. Students may take their device home. During the pandemic, all students and families, PK-12, had access to these devices. Google Classroom is a classroom management tool and resource that is consistently used throughout the district, including at Lexington High School, to enrich and personalize students' learning experiences.

Textbooks are important supplemental resources, but teachers draw the core of their instructional materials from many different online resources. The most critical technologies are extremely strong and reliable Wi-Fi and a crystal-clear projection system with integrated audio.

2. Proposed Educational Objectives

A standard technology setup in every classroom, with wireless technology features for making teacher presentations and student work visible, including document cameras and display technology for sharing any teacher or student screen so the whole class can see.

Appropriate and sufficient power outlets for charging computers and graphing calculators.

Technology in classrooms to support hybrid teaching and learning (visualizers, auto-tracking cameras, interactive control boxes, charging stations and carts)

H. Visual Arts Programs

Visual Arts Department

1. How curriculum is delivered

The Visual Arts Department currently has 24 K-12 art educators, 11 of which are at LHS, two (2) departmental secretaries shared with Performing Arts, and one Visual Arts Department Head

The Art & Design program at Lexington High School offers a comprehensive curriculum encompassing traditional, contemporary, and digital art forms, and is aligned with Lexington Public Schools' Strategic Plan, the National Core Art Standards, and Massachusetts Art Curriculum Framework. The Art & Design Department at Lexington High School is high achieving and nationally recognized. The program caters to students of all levels, from beginners to advanced artists, acknowledging the diverse range of artistic experiences and abilities within its student body.

The curriculum and teaching methodologies embrace art appreciation, individual student growth, skill development, community engagement, and social justice. The courses offered provide students with invaluable opportunities to develop essential 21st century life skills, which include effective communication, creative problem solving, critical thinking, self-discovery, social emotional learning, and a deeper understanding of the world in which they live. The LHS Visual Art & Design team is invested in adapting to the educational needs of all students in their program, as well as facilitating opportunities for each student to experience growth and success.

The department currently has seven well-equipped, yet small, classrooms outfitted with a wide array of specialized equipment, allowing students to explore various media, techniques, and processes.

The existing film photography space is inadequate, falling short of meeting the high student demand and cannot appropriately respond to the programmatic and curricular requirements of the art and design courses.

Digital arts classes, which include Graphic Design, Digital Imaging, Video Game Design, Advanced Video Game Design, and Advanced Digital Art and Animation, are taught in a repurposed general classroom and a repurposed storage closet.

The Digital Video Production classroom, which was retrofitted to accommodate its current purpose, is ill-suited for its intended use.

2. Proposed Changes

The Lexington High School Art & Design Department envisions a transformative shift over the next five to ten years. The department is considering bringing on an Assistant Visual Arts Department Head, to support the Department Head.

Flexible classroom spaces are needed to serve the wide range of curricular offerings.

A larger film darkroom is needed to support increasing demands of the Photography courses.

Digital art, digital video production and related programs need state of the art, non-vocational large technology labs, including technology equipment to support the curricula.

I. Performing Arts Programs

Music

1. How Curriculum is Delivered

The Performing Arts Department currently has: 6.8 FTE worth of teachers, 1.53 FTE Administrative Assistants, 1 K-12 Performing Arts Coordinator and 1 K-12 Performing Arts Assistant Coordinator

The current programs include: three (3) concert bands, three (3) orchestras, and five (5) choruses. The sections meet in rotations. Instructional space includes a Band Room and a Choral Room, both of which were retrofitted in former technical education spaces.

The Band and Choral rooms have low ceilings, and lack appropriate acoustical treatment, resulting in compacted sound that is musically inappropriate and unhealthy for one's ears, due to decibel thresholds.

Existing Band and Chorus practice rooms are simple box layouts lacking appropriate wall geometry, ceiling height and finishes for best music acoustics.

The school has four (4) practice rooms that are not adjacent or near the Band and Choral Rooms, making it difficult for staff to supervise students, and for students to access.

2. Proposed Changes and Why

While curriculum delivery is not expected to change, the rehersal and performance spaces need to be approprately sized (3-dimensionally) and equipped.

Bldg. C – Choral room

Bldg. C - Band room

Theater

Auditorium

1. How Curriculum is Delivered

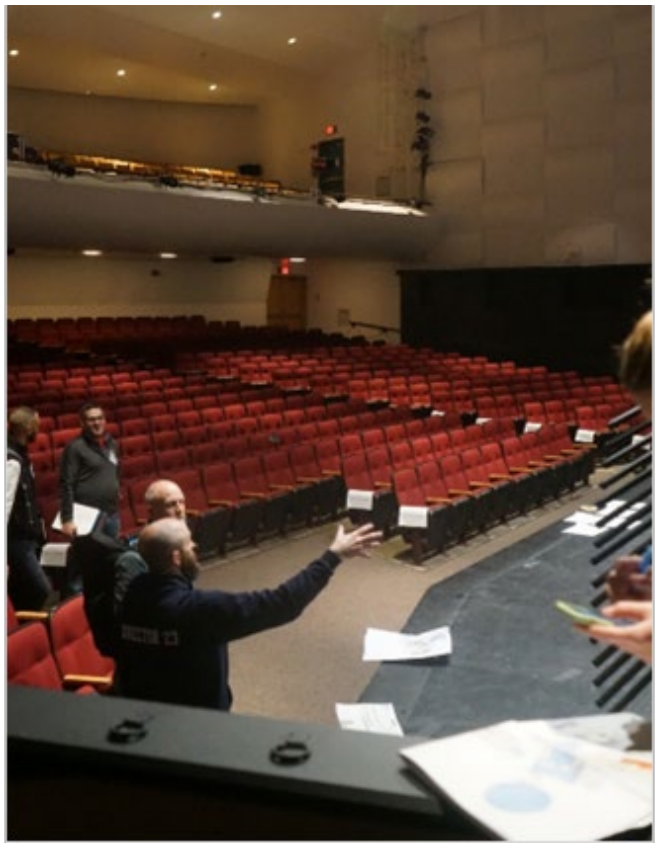
The current theater space provides for theatrical and musical performance in a proscenium theater setting, with seating for 1000, including in a balcony that connects to the 2nd floor of Building D.

The stage, pit orchestra area, wing-space, and line sets are inadequate for the wide range of programs. The orchestra pit can be covered temporarily with a removable stage extension.

The Auditorium also has the following support space: Scenery shop, and prop/costume storage space.

2. Proposed Changes and Why

The theater department would like to offer courses in lighting, sound, and set building, as well as expand or enhance current offerings in acting and directing. The auditorium, multiple storage spaces for theater props and music suite should be constructed together to create a Performing Arts wing of the new building.



Auditorium - Seating chamber with GWB (Gypsum Wallboard) ceiling, articulated acoustic wall panels, carpeting and upholstered seating.

Black Box Theater

1. How Curriculum is Delivered

LHS currently has a Black Box Theater where all of the performing arts courses are taught.

The space is a conversion of a former classroom, lacking both the floor space and sectional height typically needed for theatrical productions and the existing linear pendant fluorescent fixtures are inadequate for a Black Box.

2. Proposed Changes and Why

There are no proposed changes to the Theater curriculum. This is intended to continue with the new or renovated school. The Black Box Theater, a true “theater in the round” with ample perimeter seating that can be flexibly set up, will be a dedicated dramatic arts space to produce small scale productions and musical presentations.

Will be outfitted with full technical capabilities of lighting and sound.

The staging in this area should be the same size as the stage in the auditorium.

The Black Box Theater must be outfitted with an appropriate sized technology booth and area for lighting, sound, and technical direction.

Black Box Theater

J. Physical Education Programs

Health & Wellness

1. How Curriculum is Delivered

The PE, Health & Wellness Department currently has 15 teachers, including eight (8) Physical Education teachers, one (1) Adapted Physical Education teacher, four (4) Health Education teachers, and two (2) K-12 Prevention Specialists based at LHS staff. The leadership model consists of one K-12 PE, Health & Wellness Assistant Department Head, and one K-12 PE, Health & Wellness Department Head.

The schools' philosophy and vision is encapsulated in their mission statement - "Purposeful Movement, Healthy Decisions, Strategies for Life". The department's goal is to support student achievement of both physical and health literacy through a combination of lifelong learning through physical activity, exercise, and sport while encouraging students to make health-conscious decisions, meet challenges, and participate in positive behaviors.

There are many opportunities where interdepartmental collaborative opportunities can occur with the availability of the desired spaces. Collaboration opportunities with the Science Department in such areas as anatomy and physiology, biomechanics, kinesiology, and neuroscience as it relates to the teen brain and addiction/decision making are all examples of potential opportunities to promote the notion of a "well rounded" education.

Wellness

The Health and Wellness Prevention Program provides free and confidential information, counseling, and support to students and their families for any alcohol or drug related questions or problems. As part of the district's efforts to reduce exclusionary practices and suspensions and to maximize restorative practices and educational opportunities, the prevention program provides intervention, assessment, and education to students who violate the LPS code of conduct substance-use policies as an alternative to suspension. Space constraints often make it challenging to provide a confidential space to hold associated meetings with students and families.

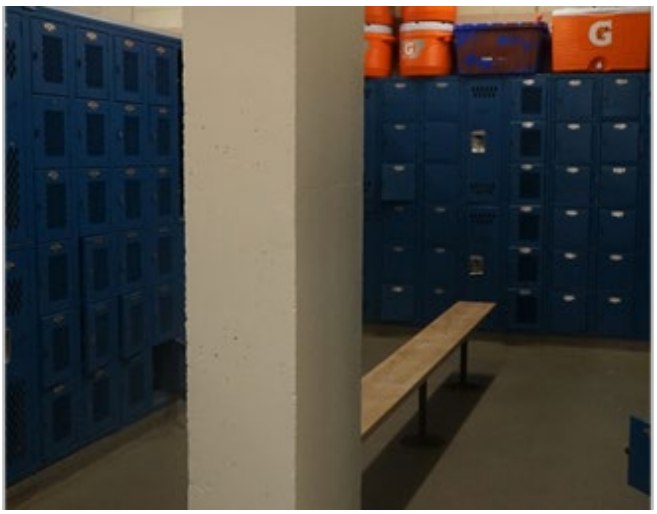
Health

Health Education classrooms allow for innovative, interactive, and flexible activities student participation.

2. Proposed Changes and Why

There are no proposed changes to the delivery of health and wellness programs.

Bldg. E - Top braced changing and shower stalls in locker rooms; no accessible stall provided



Bldg. E - Locker rooms are composed of 5-tier metal lockers. Benching and accessible lockers are limited

Locker Rooms

Locker rooms are in poor condition and in need of replacement. There are no adaquate all gender facilities in the locker rooms.

Outdoor Space

Athletic and Recreation Facilities:

The property contains numerous resources specific to athletics and recreation.

See Section 3.1.5 Site Development Requirements (Page 576) for a list of facilities and site plan.

Educationally – There are no outdoor classrooms.

The Quad, formed by the original building, 1957 and 1965 academic buildings is an important cultural space for the school serving: student gathering, lunches, student lead meetings and circulation.

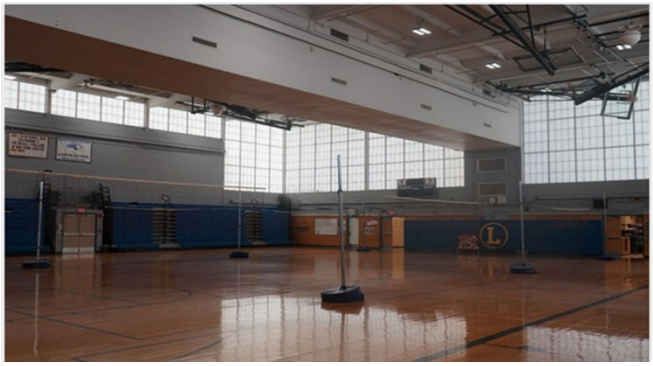
Gymnasium

All PE classes are capped at 25 students. The existing gymnasium does not adequately serve the number of teaching stations required for their PE curriculum.

Field House

The field house is critical to providing the large number of teaching stations required for PE. Depending on the schedule, 5 to 7 classes takeplace in any given period. The current gymnasium and exercise rooms do not offer enough teaching stations.

While insufficient and inefficient the space does provide a variety of uses including a banked track, basketball courts and open flat areas for exercise, workouts and other activities and is programmed throughout the school day and evening.



Bldg. E – Existing gymnasium includes wooden wall paneling and a translucent fiber-reinforced clerestory glazing system1

K. Special Education Programs

The Special Education Department at LHS currently has 34 Special Educators, 4.5 Speech Language Pathologists, 4 Social Workers, 2.6 Evaluation Team Supervisors, 2.5 School Psychologists, 2 Transition Counselors, 1 Transition Coordinator, 1 BCBA, 1 Occupational Therapist, 39 Paraprofessionals (12 IAs, 19 SIAs, 8 SSIs), 2 Administrative Assistants and a Special Education Supervisor.

Special Education teachers share classrooms and repurposed spaces across the campus. As the student body has grown, so has the number of students with special needs, increasing the number of special educators and support staff. Unfortunately, this growth results in the school continuously redefining and repurposing space often intended for use other than small group instruction. These spaces do not meet their students' needs and further displace other special or general education programming.

1. Deficiencies in the Existing Program

Co-teaching efforts are hampered by the inability to fully implement a range of co-teaching strategies in small classrooms that lack breakout space.

The building lacks Life Skills facilities including training kitchens.

Overall, there is a lack of adequately sized and equipped rooms for most programs, including:

- Resource Rooms for students with ILPs
- Pull out (pull over) Rooms for students with ILPs
- All Specialized Programs listed below.

Specialized Programs and Collaborative Spaces

- Intensive Learning Program (ILP) (3 levels)
- Delelopmental Learning Program (DLP)
- Language Learning Program (LLP)
- Therapeutic Learning Program (TLP)
- Speech and Language Program (S&L)
- LHS includes the Lexington, Arlington, Burlington, Bedford, Belmont Collaborative (LABBB Collaborative), serving more than 120 students from Lexington, other Collaborative communities and students with disabilities from school systems across the Commonwealth.

2. Proposed Programs

In addition to the current programs which will remain, a Transition Program is proposed for students aged 18-22, who are currently educated out of the district.

L. Vocation and Technology Programs

Non-Chapter 74 Programming Vocational / Technical / Enrichment / STEM Programming

Program (Design, Robotics, Maker Spaces, etc.), Activities

Many of these programs are currently taught in conventional classrooms which is academically restrictive for the practices needed, experimentation and prototyping.

Proposed labs include:

- Maker Space
- Audio / Visual Classroom Lab
- TV Production
- Fabrication Lab
- Digital Design / Technology Lab
- Digital Design Lab (3)
- Business Lab (2)
- Engineering / Robotics Lab
- Graphics / Communication Lab
- Digital Art Lab
- Carpentry Lab

1. How Curriculum is Delivered

Each lab has unique characteristics and requirements. An example of such a lab include:

The Digital Video Production program classroom, lacks designated spaces for production and editing. The video production lab needs separate spaces for production and editing are crucial for a seamless workflow. A studio with a green screen backdrop, adjustable lighting fixtures, and high-quality audio equipment will enable students to produce content of exceptional quality. To facilitate post-production work, an advanced editing suite complete with industry-standard software and hardware is needed. Moreover, a spacious layout allowing for flexible seating arrangements and camera placements is vital to accommodate diverse shooting scenarios.

2. Proposed Changes and Why

Each of these labs are unique, designed to address manipulation, experimentation, prototyping and production of the respective couse offerings.

The ideal space for most of these programs is large, with flexible options for student collaboration, design, building and testing projects of varying sizes. These project-based learning environments and students should have easy access to materials and tools, including access to computers for programming in their robotics units. Writable wall surfaces would promote collaborative problem-solving. Ample storage for materials and tools is essential. An adjacent, vented space for woodworking would allow for more diverse build applications. Open floor spaces and access to an outdoor space would allow for easier testing of student builds.

3. General Program Requirements

LHS has significant need for technology and STEM labs to serve many areas of the curriculum. To date, most of these lab activities have been conducted in conventional classrooms significantly compromising the effectiveness of the student experiences.

These lab spaces are critical to the “project based work”, as well as students having opportunities for differentiated learning / Universal Design for Learning (UDL).

M. Transportation Policies

1. Current Services and Practices

Lexington High School is committed to school bus transportation safety. There are 37 bus routes serving the high school. Buses queue and enter from both Waltham Street and Worthen Road.

The pedestrian and bike populations are significant in number.

There are approximately 50 vans/small buses that serve LHS Special Education students, as well as the LABBB Collaborative students. Their arrival and dismissal schedules are different from LHS's schedule to avoid conflicts. Most traffic for LABBB comes from Muzzey Street at the north side of the campus.

Parent dropoff / pick up is substantial at LHS, and although there are separate school bus lanes, the parent vehicle traffic often conflicts with the bus traffic.

A large number of juniors and seniors drive vehicles to school. Parallel parking occurs along Worthen Road and both sides of the street are typically lined student vehicles.

There are 450 parking spaces on site. Parking counts, locations and "used by" is addressed in Section 3.1.5 (page 569)

METCO students arrive and depart in full size yellow busses from and to Boston, consistant with those from within Lexington. A "late bus" transports students to Boston for those who stay late for athletics, club participation and other activities.

There are numerous bike racks located on both the north and south sides of the site. Observation notes they are typically well used.

2. Proposed Changes and Why, or Statement that No Changes are Proposed

Separation of bus and car traffic, especially parent traffic, into clearly defined lanes is a priority for the site.

Worthen Road Entrance

Muzzey Street Arrival

N. Functional and Spatial Relationships

Desired Educational Adjacencies and Why

The location, internal organization, and infrastructure of some spaces in the existing high school drive their functionality to some extent and prohibit programmatic flexibility. Most notably, the “California Campus” style of three seperate buildings separates departments and requires students to travel outside to get to those programs.

The goal is to connect all building components, if the project is a renovation, and if a new building is built, the goal is to create interdepartmental adjacencies in small learning communities. There is a desire to shed the departmental silos that the existing building creates and perpetuates.

O. Security and Visual Access Requirements

Physical and Operational Requirements

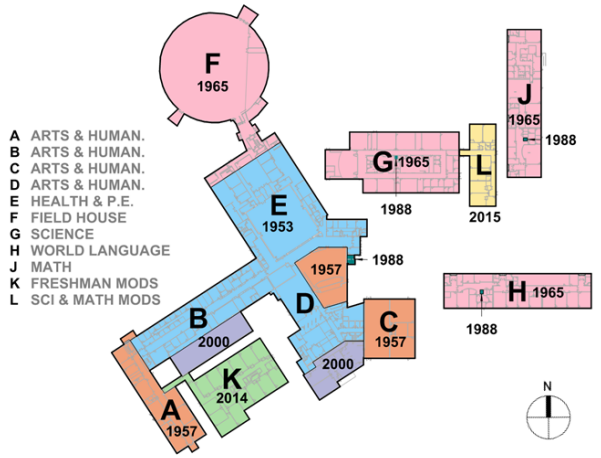
LHS is a series of buildings constructed over multiple decades with disconnected buildings. This requires multiple doors to remain open duing passing times.

Open Campus

The school has had a policy of “open campus” for decades and has become a part of the school culture. At this time, the school anticipates that Open Campus will continue into the future. The design challenge is to create a campus that retains the students by choice, rather than go off-campus, due to either lack of space, or lack of amenities. This may mean including food choices that are easily accessible and distributed around the campus and providing alternative casual learning spaces and relaxation / hangout spaces around the school and site.

This internalized approach for campus retention will improve security, limiting school day access into the school from only a few supervised doors. This will allow the vast majority of egress doors to be set up with egress only hardware and security system components.

This single building approach is expected to reduce passing time. It will also allow for easier daily maintenance of the building.



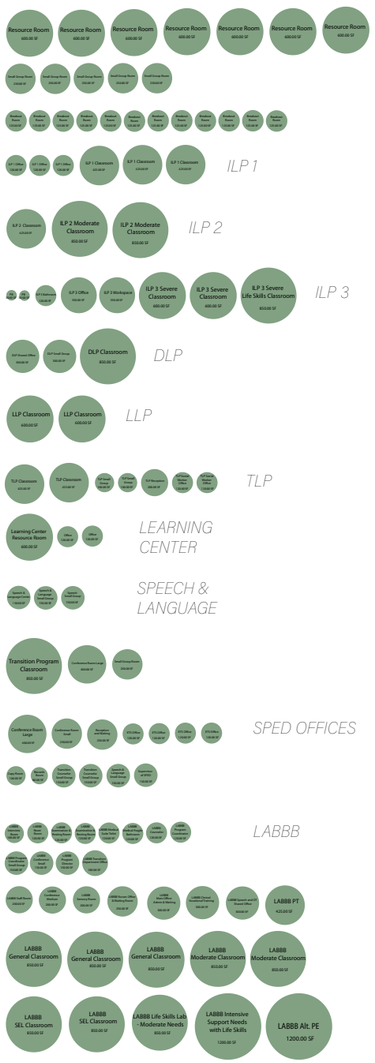
The Quad

The “quad” at the north side of the original building is a major organizing element to the California campus. It is also a major social and cultural part of the campus.

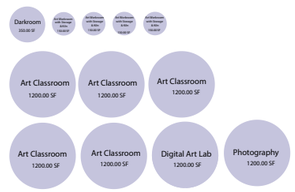
PROGRAM

CORE ACADEMIC

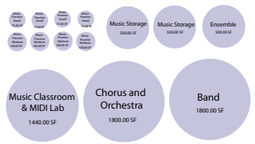
SPECIAL EDUCATION



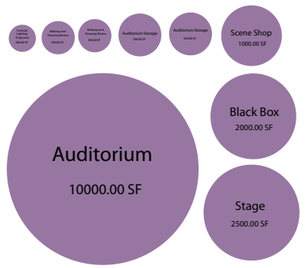
VISUAL ART



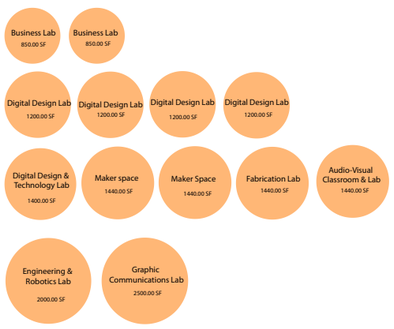
MUSIC



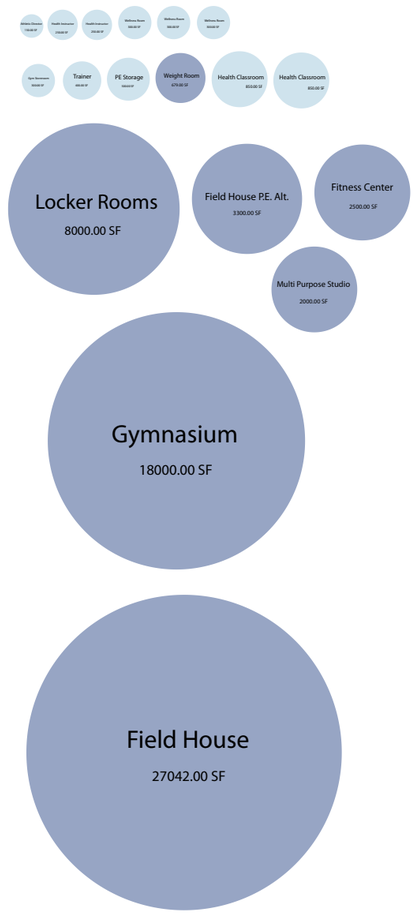
PERFORMING ART



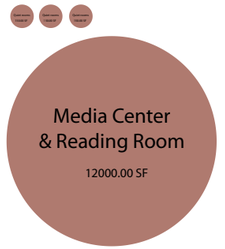
INNOVATION LABS



HEALTH & PHYSICAL EDUCATION



MEDIA



DINING

MEDICAL

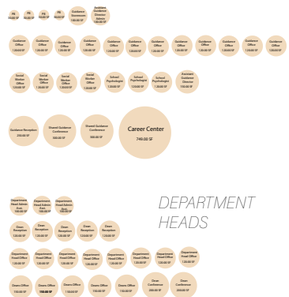
CUSTODIAL

OTHER

ADMIN/GUIDANCE

MAIN OFFICE

GUIDANCE

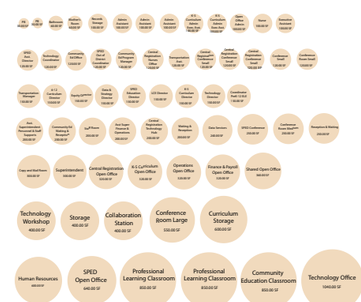


DEPARTMENT HEADS

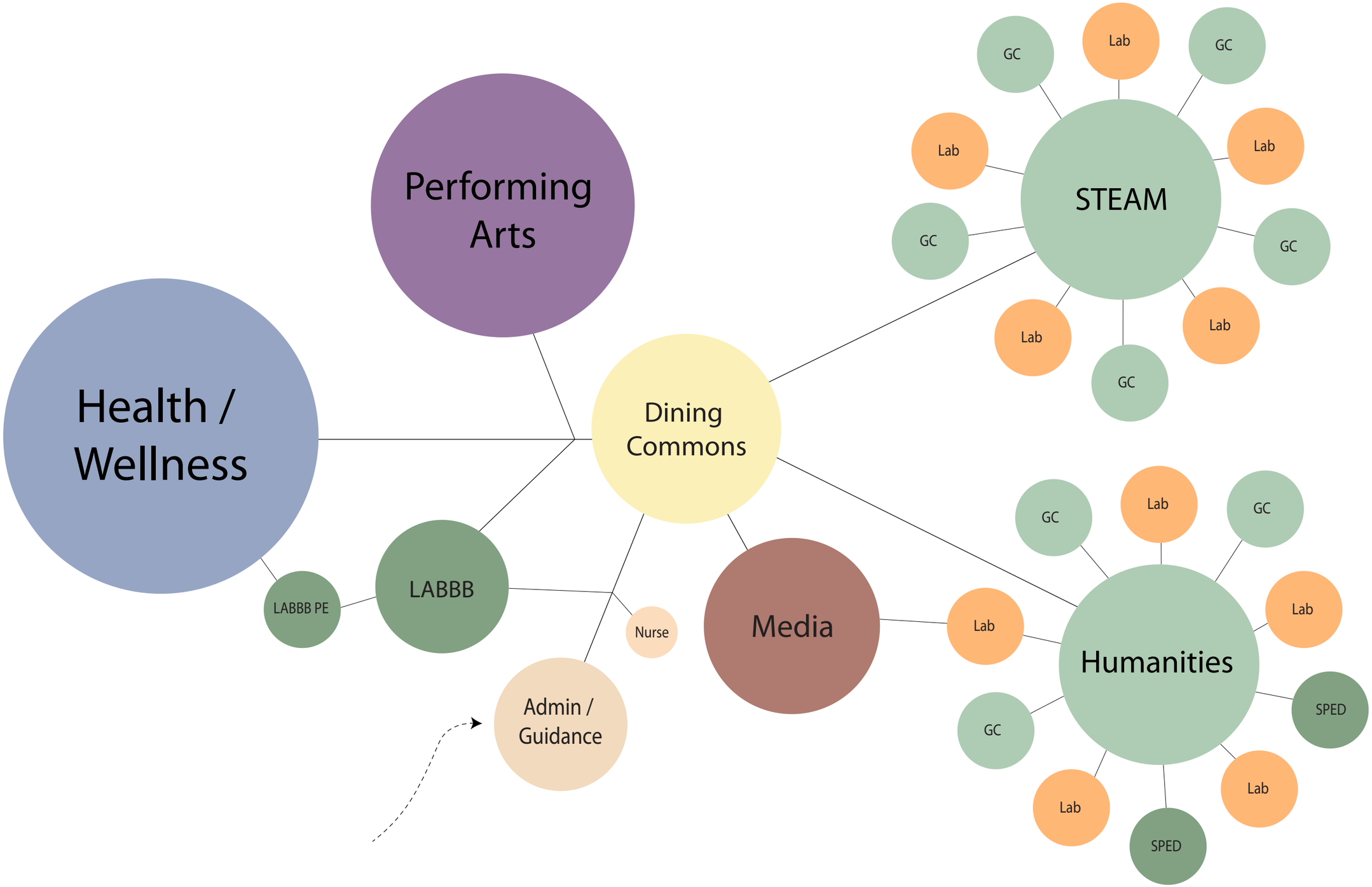
METCO

ALPHA

CENTRAL OFFICES



Core Academic
Science
Teacher Planning
Special Education
Visual Art/Music
Performing Art
Innovation
Health & Fitness
Health & Physical Ed.
Media
Dining
Medical
Custodial
Other
Admin/Guidance


Performing Arts
Health / Wellness
Dining Commons
LABBB PE
LABBB
Nurse
Admin / Guidance
Media
STEAM
GC
Lab
GC
Lab
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Humanities
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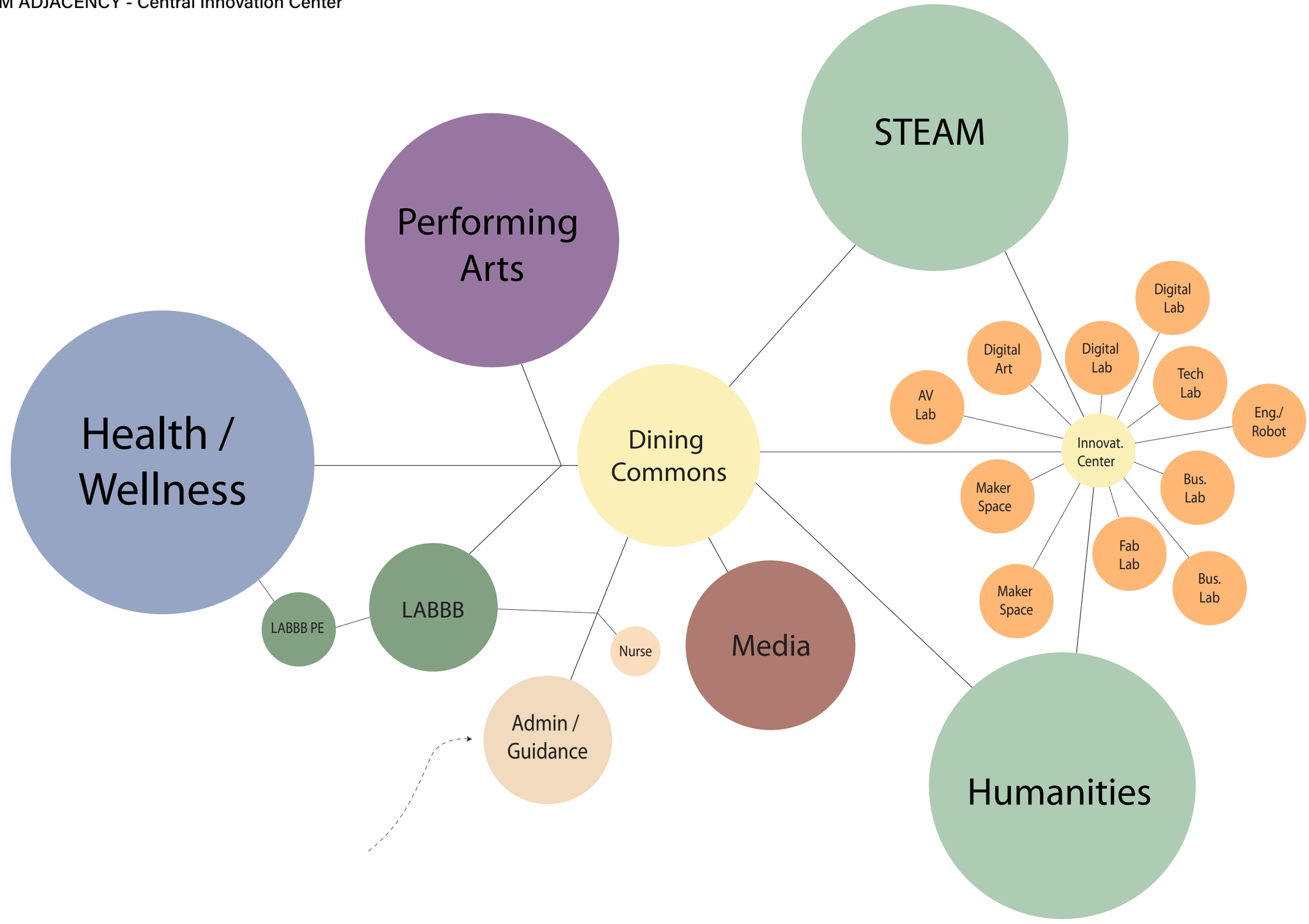
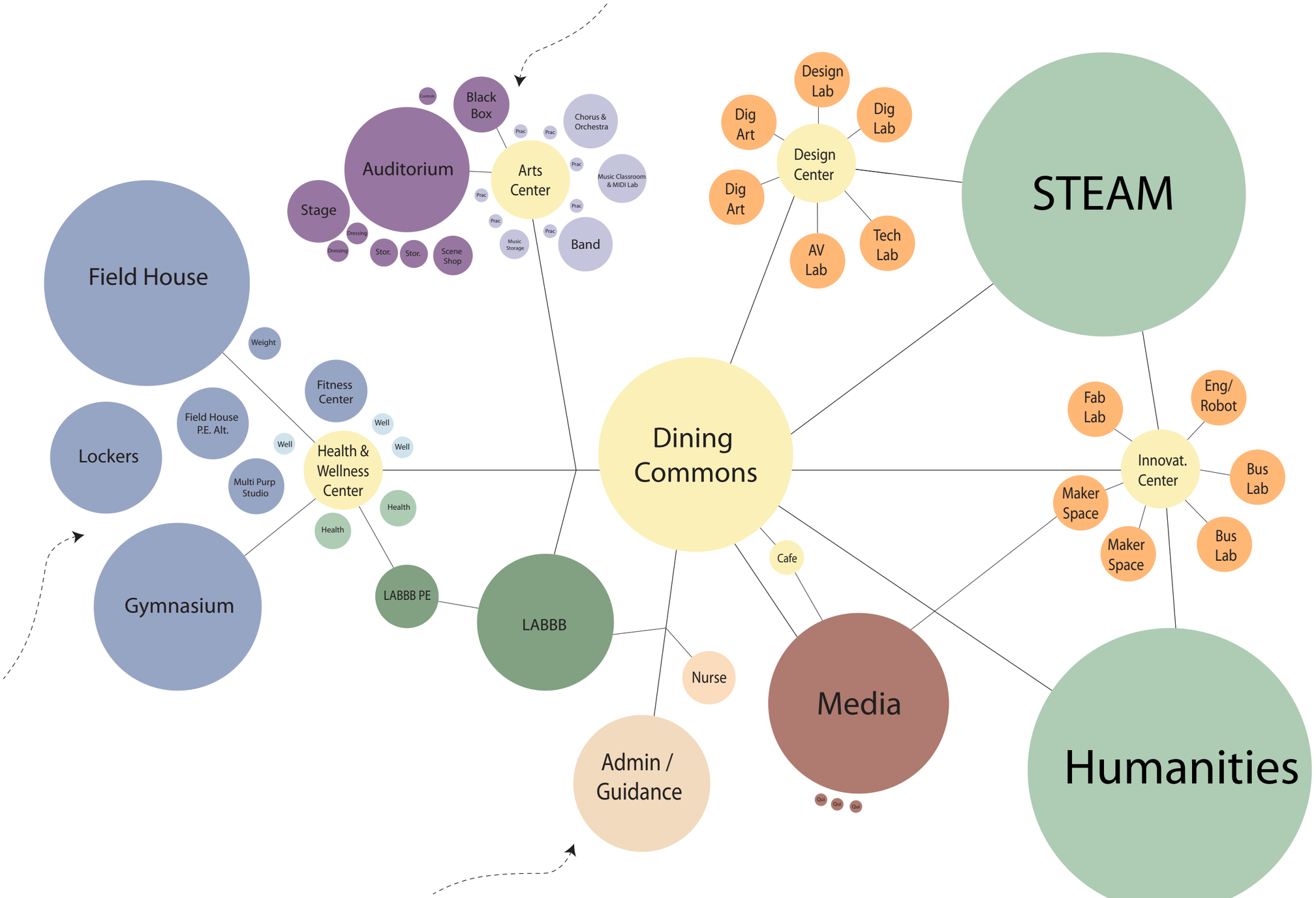
SPED
Lab
SPED

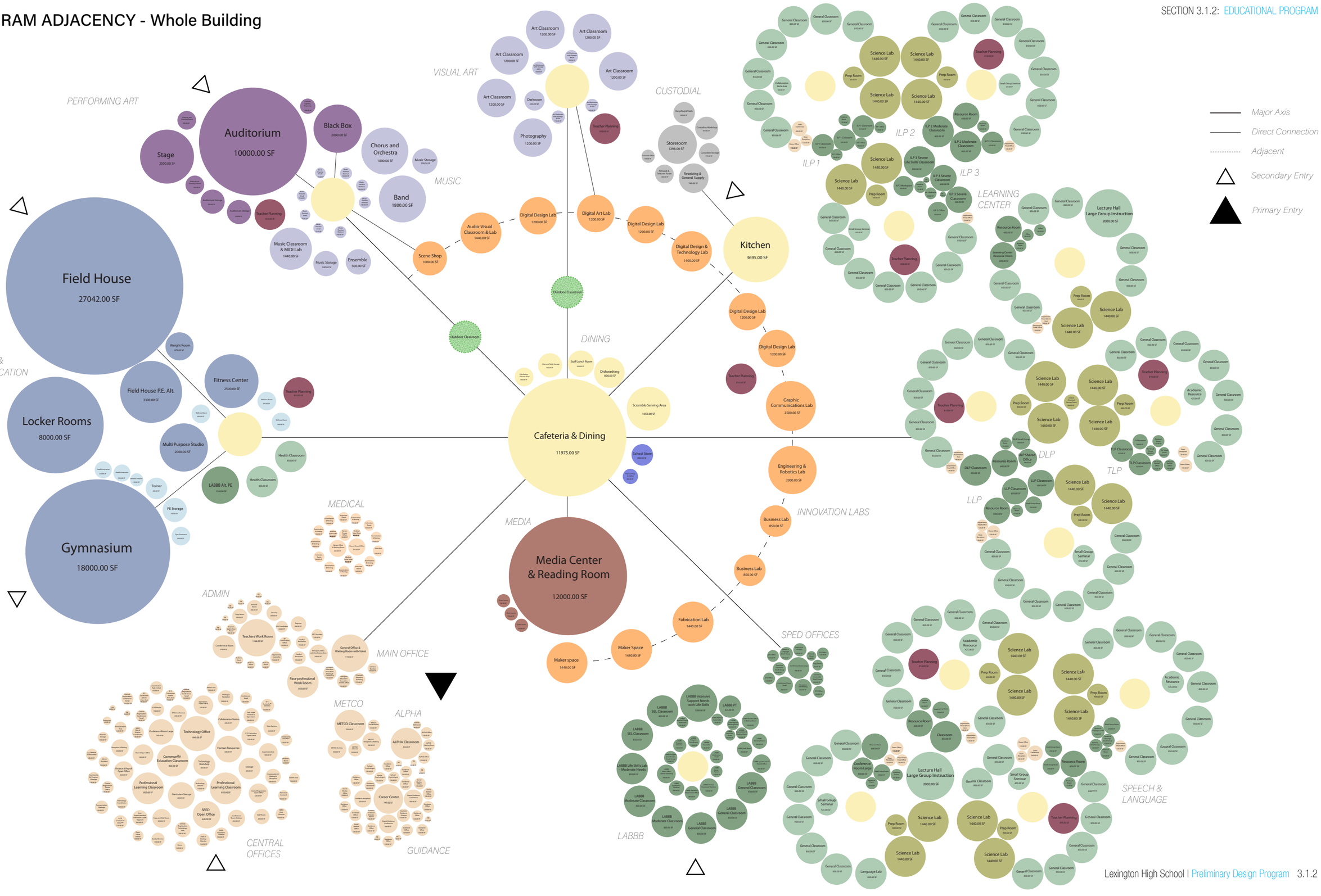
PROGRAM ADJACENCY - Central Innovation Center



PROGRAM ADJACENCY - Multiple Centers - Dispersed



PROGRAM ADJACENCY - Whole Building

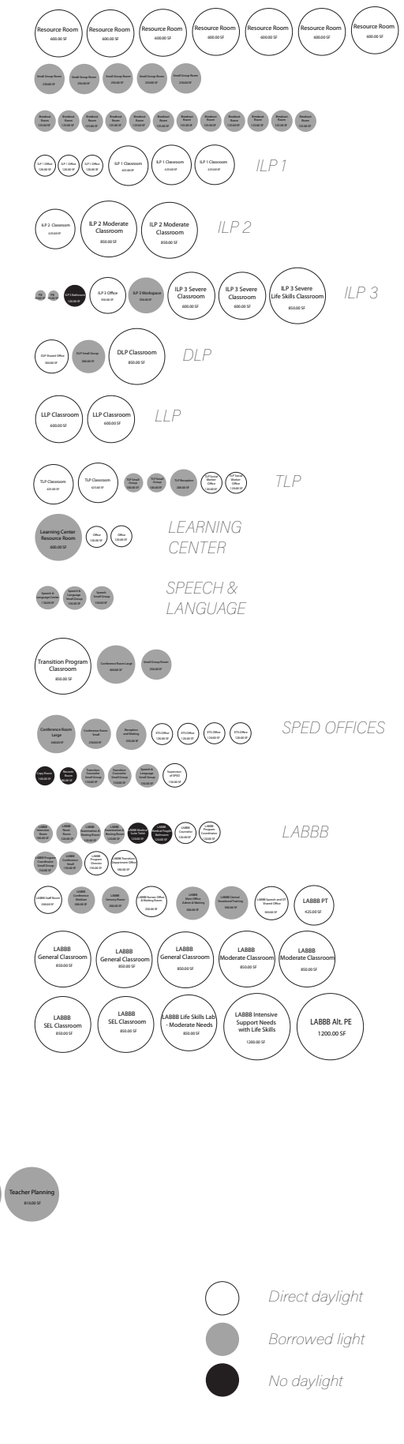


- Major Axis
- Direct Connection
- Adjacent
- Secondary Entry
- Primary Entry

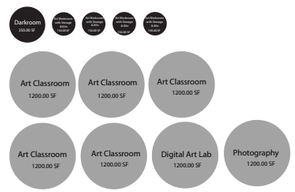
DAYLIGHTING

CORE ACADEMIC

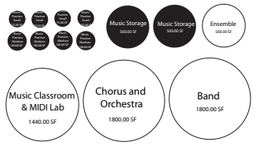
SPECIAL EDUCATION



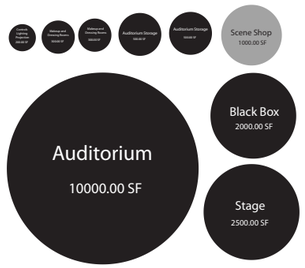
VISUAL ART



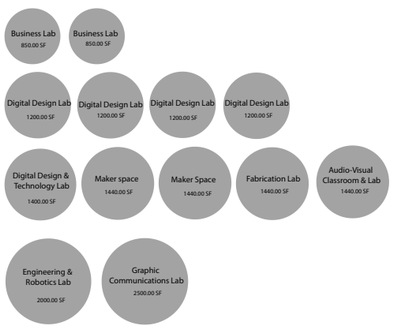
MUSIC



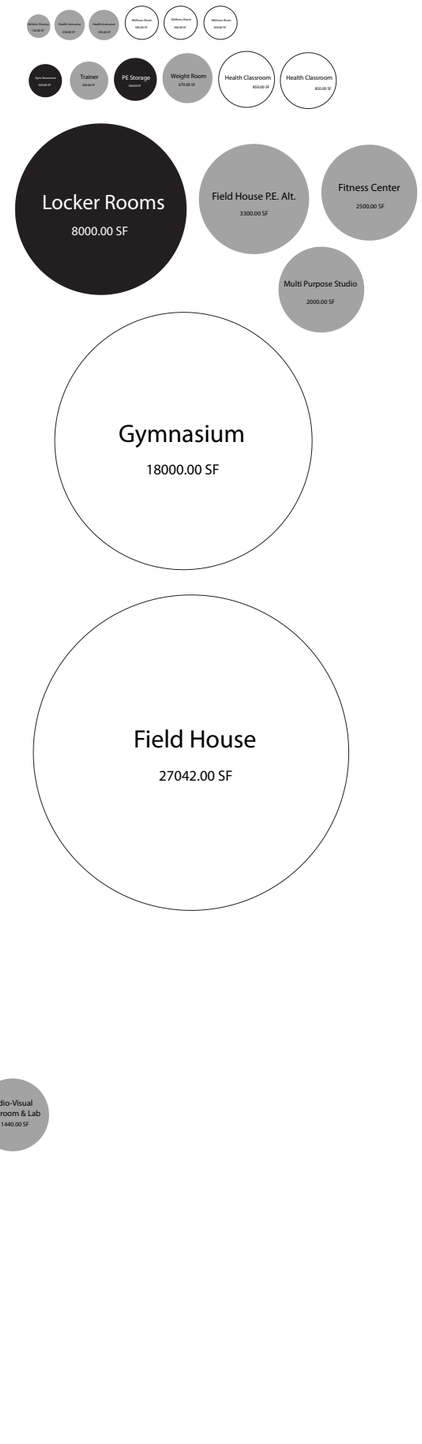
PERFORMING ART



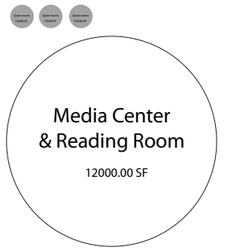
INNOVATION LABS



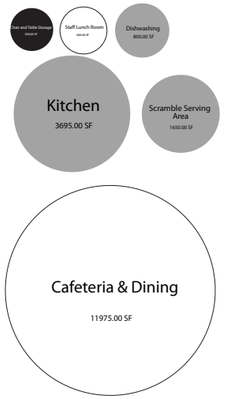
HEALTH & PHYSICAL EDUCATION



MEDIA



DINING

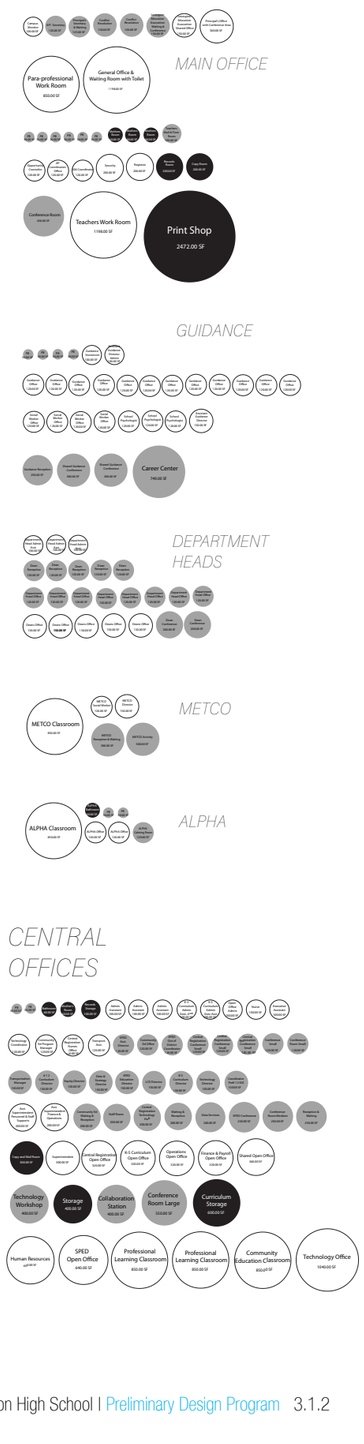


MEDICAL

CUSTODIAL

OTHER

ADMIN/GUIDANCE



Direct daylight

Borrowed light

No daylight