

LEXINGTON PUBLIC SCHOOLS

Joy | Curiosity | Compassion



Photo credit to Vikram Anantha, Lexington High School, Class of 2024.

THE EDUCATIONAL PLAN FOR LEXINGTON HIGH SCHOOL

LPS MISSION: JOY IN LEARNING | CURIOSITY IN LIFE | COMPASSION IN ALL WE DO

February 2024

EDUCATIONAL PLAN - LEXINGTON HIGH SCHOOL

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INTRODUCTION

This and the following sections describe the educational plan for Lexington High School as envisioned by the community, the school district, and the School Building Committee, as well as

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the contextual setting for Lexington High School and the educational objectives of a possible building project.

At the end of this document, a list of references is given that includes links, when available, to on-line versions.

Town Demographics

Lexington is a suburban town in Middlesex County, Massachusetts, located only about ten (10) miles from downtown Boston. The area was originally inhabited or frequented by indigenous peoples. A European settlement began in 1641. Lexington is well-known as the site of the first shots of the [American Revolutionary War](#) in the [Battle of Lexington](#) on April 19, 1775, and is otherwise known as the location of the notorious "shot heard 'round the world." The population was 34,454 as of the 2020 census.

Education is of prime importance to Lexington residents. According to the U.S. Census Bureau, approximately [84% of Lexington residents of ages 25 and above have a bachelor's or higher degree](#), compared to 46% in Massachusetts. In 2022, dwellics.com ranked [the Town of Lexington as the fourth most educated city \(town\) in America](#). In the last two years, two Lexington High School graduates, [Dr. Carolyn Bertozzi](#) and [Dr. Drew Weismann](#), were named Nobel Prize winners. Dr. Bertozzi, now a Stanford University professor, was honored for developing chemical techniques used to study cancer, immune disease, pathogens, and more. Dr. Weismann, now the Roberts Family Professor in Vaccine Research at the University of Pennsylvania Perelman School of Medicine, was honored for his groundbreaking efforts that "fundamentally changed our understanding of how mRNA interacts with our immune system," leading to the recognition (along with his co-researcher, Katalin Kariko) of his "pioneering work developing the technology that powers the Pfizer-BioNTech and Moderna COVID-19 vaccines." It is impressive that much of this [prize-winning research](#) took place 15 years before COVID-19. Dr. Weisman acknowledges that his strong interest in biology blossomed at Lexington High School.

Lexington's residents not only tend to be well-educated but also tend to have higher earnings, improved health outcomes, lower mortality rates, and lower crime rates relative to the average Massachusetts city or town. A strong commitment to public education contributes to our school community's success. Four of Lexington's schools, Bridge Elementary School, Harrington Elementary School, Hastings Elementary School, and Jonas Clarke Middle School, have been named National Blue Ribbon Schools. Lexington Public Schools is consistently recognized as one of the top school systems in the United States. In 2021, [Jonas Clarke Middle School was ranked 9th best middle school in Massachusetts](#). In 2022, [Lexington High School was recognized as the fourth best high school in Massachusetts](#), and the only traditional academic public school (i.e., non-charter school) to be recognized in the top four best high schools in the state. In addition to excellent academic outcomes and a 99% graduation rate, our students excel in the creative and performing arts and successfully compete at the national level. The success of LPS is a testament to the hard work of our students, faculty, and staff and our community's unwavering commitment to educational excellence.

District & School Configuration

LPS operates ten schools. Preschool students attend Lexington Children's Place (LCP). Students in kindergarten through grade five attend Bowman, Bridge, Estabrook, Fiske, Harrington, or Hastings Elementary School. Students in grades six through eight attend either Jonas Clarke Middle School or William Diamond Middle School. Students in grades nine through twelve attend Lexington High School. The District preschool through 12th grade enrollment count as of October 1, 2023 was 6,805 students. Lexington serves approximately 238 Boston resident students in the METCO program, 75 of whom are high school students. The METCO enrollment numbers are included in the overall District enrollment count.

Of the approximately 6,805 students, approximately 14.7% are identified as students with disabilities. Approximately 7.6% of the student population is identified as low income, a relatively low number compared to the State average of 42.3% that is not unexpected given the relatively high wealth of the community. Approximately 581 students are identified as English Learners (EL).

Please click the following link for the most recent [LHS Profile](#), with graduation and post-secondary information.

Proposed District & School Configuration

Lexington's district and school configuration will remain as described above.

Community and School District teaching philosophy and methods; goals and objective continued below

Brief Building History

Lexington High School (LHS) was relocated in 1953 to a new building at 251 Waltham Street. Modest additions, which included a new auditorium, shop wing, and 16 additional classrooms to accommodate more students, were completed in 1957. As enrollments rose, three (3) separate new buildings were completed around 1964: one for science classes and two, together with much of the 1950's main building, to accommodate a "house model" in which students would be assigned to a particular house within a building. The intention was to limit the need for students to travel from building to building during the school day. Each of nine (9) houses, three (3) in each of the three (3) buildings, contained a cafeteria, classrooms, and support areas sufficient to serve up to 300 students except in classes for science, physical education, performing arts, visual arts, and other special subjects. The field house also was constructed in the mid-1960s. The house model was abandoned prior to 1990. A major renovation of LHS that included construction of a new library was completed in 2001 and was intended to serve up to 1,850 students. In this renovation, the walls that originally separated the houses were removed to facilitate indoor passage within each building. Even so, the LHS campus was left with four (4) detached academic buildings, now curriculum-focused and known as the Humanities, Math, World Language, and Science buildings. In 2014, when it was clear that enrollment growth was outpacing capacity,

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17,000 square feet was added via modular construction. In 2015, this was augmented with an additional 8,000 sf modular installation, most of which is dedicated to students with disabilities in the Intensive Learning Program (ILP), ensuring safer access to the space and better compliance with the ADA guidelines. At present the buildings at LHS comprise approximately 360,000 GSF of floor area.

In 2014, Lexington participated in the Green Repair Project, in which part of the aging and damaged roof over the cafeteria was replaced. The MSBA contributed \$360,547 (approximately 34%) of the funding for this project. There is currently a proposal under review for a renovation that would reconfigure space in the Science building into biology and chemistry lab spaces to accommodate increasing enrollments. Throughout the years, there have been many other modest space-mining and reconfiguration projects to meet the needs of our growing population, as well as work to retrofit our buildings with wireless capacity needed to incorporate technology into learning. Although financial support from the Town and the State have allowed for maintenance and numerous renovations and expansions over the past decades, today the general infrastructure of the buildings is in poor condition. The existing steam piping system, pneumatic controls system, and unit ventilators in the main building were all installed in the 1950's or 1960's and are well beyond the life expectancy of 20-25 years. The heating and air conditioning roof units are at the end of their 15-year life expectancy, as well. The roof has sprung leaks and, although replaced in 2000 and later repaired in part through the 2014 Green Repair Project, it, too, is close to its end of life. The Lexington Public Facilities Department does an admirable job keeping these systems up and running; however, the systems are neither efficient nor reliable. In 2016, the Town contracted with an architectural and engineering firm to explore potential updates to mechanical systems in only the main building of LHS. A feasibility study, pre-schematic, schematic, and design development was completed. The process was halted when the estimated price of \$21,000,000 was determined to be cost-prohibitive, especially considering other facility needs across the campus. Aging infrastructure in a significantly overcrowded facility make for increasing difficulties in meeting even the most basic needs of students.

Lexington High School is situated on the southeast part of a mostly flat 56-acre parcel of land owned by the Town of Lexington. The school site is close to residential neighborhoods on the southwest, south, east, and north. The Center Recreational Complex comprising school and town athletic facilities lies immediately to the northwest. Worthen Road is used to access the High School Main Building and faculty parking (Lot A) as well as the school bus loop and the student drop-off and pick-up loop. Waltham Street provides access to faculty parking (Lot B) and acts as a single point of access to the central area of the campus. The Park Drive entrance is used as access to the rear of the property, the three outer buildings, and Lot B, and is used by parents as a drop-off and pick-up point. There is inadequate on-site parking for staff and itinerant staff, some of whom utilize on-street parking when needed. There are wetlands on and bordering the school site.

Overcrowding in Lexington Public Schools

Districtwide, the enrollment increased steadily by about 1,000 students between 2010-2011 and 2018-2019. The middle school enrollment increases lagged somewhat behind the elementary school enrollment increases, and the high school increases have lagged behind the middle school increases. The elementary enrollments show a clear peak around 2017-2018, the middle school enrollments show an indistinct peak around 2019, and the high school enrollment is still slowly increasing. While in recent years the school district has experienced widespread overcrowding in all of the elementary, middle and high school grades, construction projects at the elementary and middle schools have addressed much of the current space needs at those levels. The overcrowding at Lexington High School (LHS) has continued to intensify over the past few years. Analysis of enrollment data indicates that the LHS projected enrollment, which was 2,318 on October 1, 2023, could continue slightly above or near that level (+ or - 100 students) for the foreseeable future. Any measurable increases put additional pressure on the planned operating capacity for large core spaces such as the cafeteria and lunchroom spaces, as well as the instructional spaces. Since the core spaces were designed for 1,850 students, the current high school enrollment would need to decline by approximately 450 students for the core spaces to be within the planned operating capacity. There is no indication in the enrollment data that such a decline is likely to occur within the present horizon of enrollment projections of roughly 10 years.

The significant overcrowding at Lexington High School creates a serious challenge. Nearly 100% of existing classrooms are undersized, 100% of science rooms do not meet the MSBA standard of 1,440 square feet, and approximately 30% of general education classrooms do not meet the recommended square footage guidelines. The spaces for science labs and performing arts are inadequate. Educators are forced to search for spaces to teach and collaborate, and much effort and expense is devoted to retrofitting classrooms to ensure all students have access to fundamental learning experiences. In short, teaching and learning are impacted on a daily basis,

Overcrowding also creates safety hazards, such as congestion in hallways. Many students must eat lunches in hallways because there is not enough seating in the dining areas to accommodate all students, and students sit in the hallways while doing schoolwork. To make matters worse, wheelchairs and other pieces of mobility equipment are left in hallways due to inadequate storage. Overcrowding in the hallways is further exacerbated because many campus doors have been locked in an effort to tighten security; this means there are fewer viable routes from one building to another.

Overcrowding also impacts our ability to implement a new schedule that would enable LHS to meet the 990-hour time-on-learning requirement. A new schedule would require approximately 10% more space at LHS than does the current antiquated 8-period schedule that negatively impacts time-on-learning. Moreover, the impact of overcrowding has resulted in inadequate space for students with disabilities in the LABBB Collaborative Program and the Intensive Learning Program (ILP), as well as a shortage of space for English Language Learners (ELLs). Due to space limitations, we are unable to create more appropriate inclusive, in-district programs for students with disabilities who should be educated with their peers for the mutual benefit of all.

The lack of space also results in some Juniors and Seniors, who are unable to take desired courses, ending up in study halls for those periods.

PART II: COMMUNITY PLANNING PROCESSES

The school community has conducted a number of planning exercises that yielded reports useful for the development of this plan. A brief timeline of major reports is given below.

2017: A report entitled “Educational Visioning” reflects the work of a facilitated group of approximately 80 teachers, administrators, students, parents, school committee members, municipal representatives, and business representatives. “Educational Visioning” is intended to guide the long-term development of both education and facilities for Lexington High School. A comprehensive report contains two major sections, one on an educational vision, and one on facility concepts. The educational vision section outlines guiding principles, keywords for education, school transformation and developmental maps, concepts for the future, schooling in the community, learning modalities, and curriculum integration. The facilities concepts section outlines keywords for facilities, places for learning, defined places, future furniture, and school organization. The report also discusses the positive and negative aspects of 14 real-world new schools.

2018-2019: The Lexington Public Schools administration spent a year and a half collaborating to develop a new LPS Strategic Plan. The process is well-documented through agendas, minutes, products, processes, and multiple drafts. The plan’s mission, vision, and core values reflect the kind of educational system we envision for our students, PK-12.

2018 - 2021: In 2018, DiNisco Design finalized the Facilities Master Plan, which incorporates the District’s Master Educational Plan that was developed in collaboration with the Master Planning Advisory Committee (MPAC). Soon after the completion of the Facilities Master Plan, the MPAC developed a Master Planning Compendium.

2020-2021: The district and high school administration, including curriculum leaders, worked together to develop a comprehensive narrative identifying unmet programmatic needs by department. Each curriculum supervisor worked with educators to identify facilities-related obstacles to students achieving a 21st century education. The comprehensive narrative identifies specific building needs and connects to the Lexington Public Schools Strategic Plan.

Master Planning Advisory Committee

In 2017, the School Committee established a Master Planning Advisory Committee (MPAC) which commenced its efforts early in SY 2017-2018. Members of the MPAC include representatives from municipal government, various boards, and the school community. School enrollments were increasing when the MPAC was formed, and, hence, the School Committee sought assurances that we were adequately assessing the capacity of our school buildings, enrollment shifts, and planning for future educational needs. The MPAC’s collaboration led to the creation of two master

planning documents to guide our capital planning efforts: (1) the Facilities Master Plan; and (2) the Master Planning Compendium.

Facilities Master Plan and Master Planning Compendium

The Facilities Master Plan includes all of the traditional elements that one might expect to find in a capital plan, including an introduction; evaluation of existing conditions including square footage in schools and space utilization; planned operating capacities; educational programming; district enrollment projections; evaluation of strategies; and appendices. DiNisco Design assisted in the completion of the ten-year plan, and the extensive community engagement in the capital planning process was fundamental to the MPAC's planning efforts.

The [Master Planning Compendium](#) is a companion to the more detailed and technical [Facilities Master Plan](#). The Compendium contains the Superintendent's foreword; an introduction and plan highlights; who are we and what do we believe; defining the problem; LPS facilities and student assignment; student enrollment and trends; summary of advisory committee recommendations; land swaps and purchases; high performance facilities; and an appendix to describe our planning process. The Compendium also outlines possible alternatives that give flexibility to address impacts of unanticipated shifts in enrollment by grade span or other unanticipated changes or events that affect the use of school facilities. It is organized by grade span (elementary, middle and high school) and tells us what we should consider if enrollments are (a) as anticipated; (b) lower than expected; or (c) higher than projected.

The MPAC members strongly endorsed the decision to engage in a districtwide elementary school redistricting effort (completed in SY 2021) along with a plan to increase the size of the high school facility by replacing it with a new or renovated building.

The Facilities Master Plan was completed by DiNisco Design prior to the onset of the COVID-19 pandemic in March of 2020. The Master Planning Compendium was finalized in May, 2021, at which time the School Committee unanimously voted to formally approve both documents.

Enrollment Advisory Group

A subgroup of the Master Planning Advisory Committee (MPAC) is the Enrollment Advisory Group (EAG), a group of Lexington residents and data analysts who have studied enrollment trends throughout the last decade. In collaboration with the Director of Data and Strategy, the group formerly known as the Enrollment Working Group (EWG), has been instrumental in providing the best possible enrollment projections to determine future space utilization and needs.

Through a collaborative effort with the EAG, Lexington Public Schools updated statistical models, sharing them with members of the MPAC. The EAG used the Cohort Survival Method, the statistical method used historically by the district, to forecast future student enrollment growth for the next five years.

More information on school enrollments and projections may be found [here](#).

STUDENT ENROLLMENT CAPACITY CONSIDERATIONS: Accurate enrollment projections are required to right-size a new school. However, given previous upsurges in enrollment history; the inherent unreliability of any 10-year enrollment projection; the substantial overcrowding at the high school in the past several years; the uncertainty of enrollment rebounds related to the pandemic; and the recent approval of zoning bylaw changes intended to encourage the construction of multifamily housing and thereby satisfy and even exceed the Multi-Family Zoning Requirement for MBTA communities, there is significant community concern about the size of a new or renovated high school.

To set a design enrollment, the MSBA hired an independent demographer, and a negotiation occurred between the MSBA demographer and the staff, which then started a dialogue with the district. Through this process, we were able to increase the design enrollment number by just under 200 additional students. The result is that the MSBA has authorized a [design enrollment of 2,395](#) students for Lexington High School.

The design of a new or renovated school must take concerns about future enrollment growth into account by incorporating the ability to add space, as well as other design elements that may apply, to a completed new or renovated facility should future enrollments at the High School exceed the design capacity.

PART III: COMMUNITY AND SCHOOL VALUES AND PRIORITIES

LPS Core Values

The Lexington Public Schools (LPS) is committed to providing “joy in learning, curiosity in life, and compassion in all we do.” Our core values were created by the school community—and not for the school community; therefore, they remain deeply embedded in the day-to-day lives of our students, faculty, and staff, and they are heard, felt, and seen by all. Our core values are visible on school swag and featured in our school-based “Joy in Learning” celebrations. They come alive in the “We All Belong” elementary school song that 100+ elementary school students performed at this year’s districtwide convocation. Our core values are part of our diverse hiring practices, school committee agendas, school budget documents, curriculum development, and supervision and evaluation processes. The values include the following:

We All Belong: We are inclusive of all people, and we embrace and serve one another. We are dedicated to working toward mutual understanding of all cultures, backgrounds, identities, ideas, beliefs, learning styles, and abilities that are different from our own. In our community, we all bring unique skills, perspectives, and experiences. We create a safe and supportive learning environment when we work to ensure that everyone is honored and respected.

Use Your Mind: To learn and grow, we must continually seek new knowledge, think critically, know how to process information and apply skills to new situations. We seek out other points of view and work to understand the perspective of others. We recognize that all learning requires failure and making mistakes. We grow from these experiences and strive to continually challenge ourselves to our highest ability.

Be Curious and Have Fun: Joyful learning is fueled by an inquisitive mindset, a questioning attitude, and an imaginative, playful spirit. Mastery of facts and skills is not enough. Active inquiry, application of skills, good humor, and productive struggle are the hallmarks of deep, lifelong learning.

Care for Yourself and Others: We nurture empathy and compassion for one another and care for our own well-being and that of others. When we seek joy for ourselves and nurture our own mental, physical, and emotional health and well-being, we are able to share our gifts with others.

Do Your Part: As members of communities, both small and large, we are united in many purposes. When we encounter challenges or conflicts, we work together with confidence and humility. None of humanity's great accomplishments were done in isolation. Members of our community meet each other where they are and are invested in one another's success.

Be Courageous: Doing the right thing requires daily practice. When we act with integrity and moral courage, even our small actions can lead to big changes. We believe it is our obligation to serve and care for others in our local and global communities and stand up for just causes, even when it might be unpopular to do so.

Embrace Your Revolutionary Spirit: We are pioneers and innovators with the power to make meaningful, lasting change. We take bold and thoughtful risks, and we do not shy away when it is our time to lead. We resist the urge to make changes for the sake of change, and we willingly embrace new ideas that hold long-term promise and help us grow.

You Are Enough: We are all, at this moment, on unique paths. Life is a personal journey that is our own and not to be compared with others. Everyone has moments of doubt. Persevere. There is no one definition of success. We get to define and redefine success throughout our lifetime.

Our Vision for Learning

As noted above, in 2019 the Lexington school community developed a districtwide strategic plan, including a mission, vision, core values, goals, and strategies. Our vision for learning tells us what we want our school community to look like ten years from now as a result of living our mission

and achieving our goals, and lets us know what we can expect if we do what we say we will do. The vision in the strategic plan emphasizes five areas: (1) diversity, equity, and inclusion; (2) redefining success; (3) students as active agents; (4) authentic learning; and (5) community partnership. See the Strategic Plan for full discussions of these areas.

Community Priorities

What a community values is an important aspect of any school construction process. Lexington's broad commitments to education have been noted above. To know Lexington is to understand our deep, longstanding commitments to diversity, equity and inclusion and sustainability and resilience.

In Lexington, we are inclusive of all people, and we embrace and serve one another. We recognize that people from different backgrounds offer new ways of seeing the world and solving problems. We are dedicated to working toward mutual understanding of all cultures, backgrounds, identities, ideas, beliefs, learning styles, and abilities that are different from our own. In our community, we all bring unique skills, perspectives, and experiences. We create a safe and supportive learning environment when we work to ensure that everyone is honored and respected. In this section we highlight several areas/programs that particularly serve to help us meet the community's commitments to diversity, equity, and inclusion.

Lexington also has a long-standing and deep commitment to global stewardship and to building sustainable, resilient, high-performance facilities. Considerations of sustainability are given in a separate section of this report.

The community also maintains the priorities of providing high quality recreational resources for its residents and of providing high quality space for administrative use in a cost-effective manner. When these priorities are viewed together, they imply that the LPS Central Office should be relocated to new space in a new or renovated LHS. Considerations of a possible relocation are given in a separate section of this report.

Diversity, Equity & Inclusion

A Brief History of DEI in LPS

In 2018, members of our community expressed concern about a lack of DEI prioritization in Lexington, and a firmer commitment began to take shape at this time in the Lexington Public Schools. In the summer of 2018, LPS educational leaders organized a retreat and worked together to draft and publish [DEI: Our Call to Action](#).

The concepts articulated in the DEI: Our Call to Action were incorporated in the [LPS Strategic Plan](#) wherein we recognize that people from different backgrounds offer new ways of seeing the world and solving problems (see LPS Strategic Plan). DEI is prioritized in the Superintendent-School Committee Collaborative Goals, in educators' goals, and in School Innovation Plans, as we work to "address and narrowing equity gaps." These efforts have produced additional

important bodies of work, such the [Inclusion Community Input Team \(Inclusion CIT\) Report](#) and the development of a PK-12 DEI Curriculum, which is in its early stages. Now in its fourth edition, LPS also published the [Eliminating Systemic Barriers Annual Report](#)—a public report card of sorts—designed to hold ourselves publicly accountable through an honest annual assessment of the extent to which we live up to our DEI ideals and commitments.

LPS also actively works to recruit and retain a diverse staff. There is substantial research suggesting that students of color, especially Black students, benefit socially and academically from having educators who look like them. [Our LPS students, themselves, acknowledge that diversity matters.](#) There is great power in the collaboration of individuals with different backgrounds, identities, and experiences, and it makes a difference for our students. Staff diversity enhances our ability to creatively solve problems and improve the educational experience for students. We are able to identify new and more effective approaches to teaching and learning and solutions to challenging problems. In pursuit of this goal, we continue to use multiple strategies to attract and keep diverse candidates on staff. We periodically evaluate the impact of specific strategies, monitor our progress, and make adjustments as needed.

Diverse Representation Policy

We know that it takes more than a focus on the *interpersonal* and *intrapersonal* aspects of our work to live our DEI values; it takes a real commitment to actively dismantle the policies and practices that perpetuate racism and the many other harmful ideologies that exist in every community, organization, and school system in America. Consistent with our DEI vision, the School Committee and Superintendent created [Policy KCBC - Diverse Representation on Working Groups and Committees](#). Through this policy, the School Committee encourages all those in our school community to ensure diverse representation on working groups and committees. Through its four (4) guiding principles, the school community is encouraged to:

1. Increase participation from underrepresented groups on decision-making committees or working groups is fundamental to achieving fair and equitable outcomes in employment and education.
2. As committees or working groups make decisions that affect the school community in both employment and education, the participation of diverse individuals on decision-making committees or working groups is fundamental to achieving equitable outcomes; therefore, consideration shall be given to age, race, color, sex, religion, national origin, sexual orientation, gender identity, or disability.
3. To the extent possible, committee or working group membership should reflect the diversity of the school community, ensuring that all voices are heard in decision-making processes.
4. Speaking against prevalent opinion or the expected opinion—or even speaking up—can be an act of courage for a member of a marginalized group. Community outreach to marginalized individuals or groups may prove useful in validating those who may feel

vulnerable due to their prior experiences or lack of experience, undermining their comfort, confidence, and valuable contributions to our schools. Thought and effort must be given to how we continue to lift up the voices of those from marginalized populations, helping them bring their whole selves to spaces where their voices may not represent the views of the majority.

Equity and Inclusion

Equity is not accomplished by treating every individual, or program, the same way. Rather, it implies that each person or program is treated according to their or its particular circumstances and needs. LPS will strive to give each student a fair and equitable opportunity to obtain an excellent education.

The principles of equity and inclusion demand that any school design process in Lexington must support from the start the needs of underrepresented, marginalized, or disadvantaged populations in our community. A more expansive version of special education needs can be found in the “Teaching Methodologies and Structures” section of this Plan, along with other disciplines, ensuring that special education will be integrated into the general education setting so that students with disabilities and those without will have the opportunity to learn together whenever possible.

As we design and build a new or renovated high school, we will work to ensure that our new high school is a safe and welcoming environment for all. To underscore this, several populations are highlighted below to send a clear signal to the Design Team that it is essential to meet the needs of these individuals. The populations (in alphabetical order), and the students and staff affiliated with them are (1) English language learners; (2) LABBB Collaborative students; (3) LGBTQIA+ students and staff; and (4) METCO students and staff.

English Language Learners

In SY 2022-2023, LPS had a total PK-12 enrollment of approximately 6,845 students. Approximately 581 or about 8% of those students were identified as English Learners (ELs). There were 40 languages spoken by EL families who represented 36 countries; the two most common languages spoken were Chinese (34% of ELs) and Japanese (11% of ELs).

Academic outcomes are relatively strong for Lexington ELs, as compared to the State. Approximately 56% of Lexington ELs, compared to 12% (State), attain proficiency on the ACCESS ELL evaluation. In Grades 3-8 on the Next Generation MCAS, Lexington ELs outperform their counterparts by “Meeting” or “Exceeding” the standard in English and Mathematics: ELA - 36% (Lexington), compared to 6% (State); Math - 59% (Lexington), compared to 9% (State). For more information, [click here](#). The outcomes may be partially attributable to the push-in and co-teaching inclusion models that are used throughout the district, which has implications for the design of a new high school.

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Lexington Public Schools offers a comprehensive English Language Education program for grades pre-K through 12. In each of the district's ten schools, English learners typically receive daily English as a Second Language (ESL) instruction, using state of the art materials that build skills in each of the four domains of reading, writing, speaking, and listening. Our instruction is based on World Class Instructional Design and Assessment (WIDA) standards for English proficiency, developed at the University of Wisconsin, Madison. Throughout the students' day, they learn academic content in their general classrooms from educators who have been trained to shelter the content (i.e., to use English appropriate for those particular ESL students), using strategies that increase student comprehension.

PreK students receive ELL support, and at the elementary level, English learners are instructed in a warm and welcoming classroom, where they learn the language with their grade-level peers using National Geographic's REACH and Hampton Brown's Avenues series. These series were selected because of their comprehensive approach to teaching academic vocabulary, grammar, study skills, and fiction and non-fiction writing. Students read a wide variety of genres, including short stories, scientific articles, poetry, biography, and more. In addition, ESL teachers often provide 'push-in' instruction in the students' general education classroom, a particularly effective strategy for improving writing and for content area instruction. At the middle school levels, ELLs are scheduled into daily English as a Second Language instruction, where they learn with their grade level peers, using Pearson's Keystone series levels A-C.

At the high school, students are scheduled into ESL classes with other students of similar English proficiency (ESL I, ESL II, ESL III & ESL IV), using Pearson Longman's Keystone series levels D-F, or Edge, Level C. Students learn academic vocabulary, grammar, study skills, and fiction and non-fiction writing through the reading of text typically found in a high school setting. These include excerpts from novels, plays, short stories, biographies, and informational text, such as those found in a Science or Social Studies classroom. Students practice the types of writing that they will need for their content classes, thus improving their success in the classroom. The Keystone series is a parallel curriculum that presents English development instructional material using literature that is suited to what adolescent students need in our rigorous school environment. The series also offers a vertically aligned educational experience for our English learners, moving from middle school to high school.

DESIGN CONSIDERATIONS (ENGLISH LANGUAGE LEARNERS):

- ELL needs both inclusionary spaces for co-teaching, as well as separate spaces for appropriate “pull out” services.
- In addition to five (5) small workstations for staff members, one office for the Director of English Language Learners, a small conference room, a resource area to learn more about the Lexington community, and a small playroom for children that includes books in multiple languages will be incorporated to make the space as warm and inviting for our new families as possible.

LABBB Collaborative – see Special Education section for details of the existing program and restrictions and the detailed needs

Over 50 years ago, a few forward thinking Lexington parents “embraced their revolutionary spirit,” seeking innovative ways to ensure the inclusion of students with disabilities at a time when exclusionary practices were more widespread in public education. Due to their efforts, a unique partnership was formed among five member districts, including Lexington, Arlington, Burlington, Bedford, and Belmont (LABBB). Watertown recently joined the LABBB Collaborative as a sixth member district. The superintendents of these districts serve on the LABBB Board of Directors, sharing space for specialized programs in their respective school systems to educate students with disabilities. In addition to its member districts, LABBB now proudly serves students from more than 60 communities in Massachusetts.

The LABBB program is integral to Lexington High School educationally and culturally.

Lexington High School is an inclusive, loving environment where dedicated educators strive to help students feel a deep sense of belonging and purpose. We believe that a student’s first placement should be in the general education setting, so inclusivity is the goal. Whenever possible, LABBB students are included in the general educational setting, which is mutually beneficial for students with and without disabilities.

Best Buddies is a club that works to promote inclusion and build friendships between people with and without intellectual and developmental disabilities. Students with and without disabilities work together to host dances, events, and fundraisers at Lexington High School. LABBB students from the 60 districts converge once a year at LHS for a spectacular Special Olympics event hosted by LHS students and staff, and there is a great sense of camaraderie, community, and inclusivity. It is a special event for the entire Lexington school community.

LHS design considerations regarding the LABBB collaborative are discussed in the General Design Considerations section of this document.

LGBTQIA+

The Department of Elementary and Secondary Education ([DESE](#)) [published guidance](#) for Massachusetts public schools to create safe and supportive school environments. As noted on the DESE website, “*An Act Relative to Gender Identity* (Chapter 199 of the Acts of 2011), which became effective on July 1, 2012, amended several Massachusetts statutes prohibiting discrimination on the basis of specified categories **to also prohibit discrimination on the basis of gender identity**. Among the statutes amended is G.L. c. 76, § 5, prohibiting discrimination on the basis of gender identity against students who enroll in or attend the public schools. G.L. c. 76, §5 now reads as follows:

“Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, *gender identity*, religion, national origin or sexual orientation.”

We honor all members of the LGBTQIA+ community, including students, staff, parents/caregivers, and community members in Lexington. Beginning in preschool, our curriculum is designed to reflect the diversity that exists in the classrooms and the larger world beyond. Consistent with research on adolescent development, we believe that young children need to be exposed to a variety of experiences and ideas, as they are formulating their schemas of understanding about the world. Classroom materials and books reflect diverse populations, including exploring what it means to be a family.

In an effort to ensure that all students see themselves and their families reflected in the curriculum, staff has worked diligently to create inclusive lessons for LGBTQIA+ students and families. The K-3 Social Studies curriculum in LPS elementary schools includes a focus on the diversity of families that includes members of the LGBT community. Lexington Public Schools has developed gender-inclusive lessons for the 4th and 5th grades that educate all students at age-appropriate levels about how bodies develop and grow. The Gender and Sexuality Alliance is an important part of our students’ educational experience, with GSA’s starting in middle school. [The Lexington Gender & Sexuality Alliance](#) is a group of the Lexington Pride Center for LGBTQIA+ youth to explore their identities, find support, and be a part of the community in a safe, welcoming environment moderated by trustworthy adults.

LHS design considerations regarding support of the LGBTQIA+ community are discussed in the General Design Considerations section of this document.

METCO Program

The METCO Program (Metropolitan Council for Educational Opportunities) was founded in 1966. It is a voluntary integration program that provides a suburban public school education primarily for African-American, Hispanic, and Asian students from Boston. The Lexington Public Schools has participated in the program since 1968, and we have the third largest student enrollment in the State. METCO provides Lexington students and staff an opportunity to interact with many minority students and to benefit from a culturally diverse learning environment.

The Guiding Principles of the Lexington METCO program are as follows:

- **COMMUNITY** – We strive to contribute to and build our community by using our talents and creativity in a positive manner.
- **DIGNITY** – We practice mutual respect, honor who we are and recognize the victory of our struggle.
- **HUMOR** – We do not take ourselves too seriously, and strive to see the humor in every situation while bringing a clever sensibility to bear upon intellectual challenges when appropriate.
- **INTEGRITY** – We are honest and ethical in our words and actions.
- **LEADERSHIP** – We define ourselves with our actions. We are creative and are willing to lead by example.
- **PEACE AND EMPATHY** – We respect the thoughts and feelings of others, and strive to resolve conflicts in a cooperative and constructive manner.
- **PERSEVERANCE** – We are resourceful, work hard and always strive to do our best. We invest the time and effort to improve our skills and work habits.
- **PURPOSE** – We develop specific goals for ourselves, and are thoughtful and deliberate in working toward those goals.
- **SCHOLARSHIP** – We think critically, and aspire to achieve academic excellence.

LHS design considerations regarding support of the METCO Program are discussed in the General Design Considerations section of this document.

PART III: CLASS SIZE & SCHOOL SCHEDULE

Class Size

The School Committee recognizes that class size is an important factor in quality education and establishes student-teacher ratios at the elementary levels. While middle and high school class sizes are favorable, no policy or contractual language exists to guide class size. The average class size at Lexington High School is approximately 22-24 students.

At the elementary level, the teacher/pupil ratios are based upon the projected number of students in the budget guidelines for the coming year. The School Committee makes every effort to maintain building-wide student/teacher ratios at or below 18 for Kindergarten, 22 for grade 1, and 24 for grades 2-5.

Principals, librarians, reading specialists, art specialists, music specialists, and physical education specialists, foreign language teachers, speech and language pathologists, special needs teachers, counselors, and other professional support personnel are excluded in the computation of the student/teacher ratios. Children in substantially separate placements are incorporated in the mainstreamed homeroom core lists for the computation of the student/teacher ratios.

In the event that an elementary classroom exceeds 20 in Kindergarten, 24 in Grade 1, or 26 in grades 2-5 on October 1 of the school year, or on any day following October 1 of that school year, the teacher will be provided with two hours per day of instructional aide assistance. The scheduling of this aide time shall be determined by the School Council.

If any class exceeds the maxima by 20% or more, the class will be split. The above maxima apply to "home room" class size and not to class sizes as a result of redeployment of students for specific subjects as mutually determined between and among teachers.

LHS Scheduling History

2017 - 2018

In 2018, for the first time in over 20 years, Lexington High School convened a committee to review the LHS school schedule and propose options for a new schedule starting in 2019-2020. The motivations included:

- changes in educational practices since the last review
- opportunities for different kinds of teaching and learning
- concerns about instructional time in current schedule
- concerns about equitable teaching loads
- concerns about student stress and well-being

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- concerns about physical space constraints
- need for I Block implementation and effectiveness review
- possible need for a schedule that fits a change in start time

The 2018 Schedule: Investigating LHS's schedule, the Schedule Committee found that it provides shorter class periods (44-49 minutes) and less total class time (191 minutes/week for a standard class) than any of the 11 high schools in comparison groups. The average class length of comparison groups is 59 minutes (range of 47-80 minutes) and the average total class time per week is 229 minutes (range of 206-240 minutes). While some of LHS's class time shortfall is due to I Block, the most significant cause is that our schedule has an 8-block (A through H) structure where most comparable schools have 7 blocks within a similar-length day. The Schedule Committee also learned that the LHS schedule presents logistical problems, ranging from crowded lunch periods to building security challenges.

Schedules of Comparable Schools: The Schedule Committee collected and analyzed the schedules of dozens of schools, including all of the schools in our comparison group. They found that, even among the schools most similar to ours, there exists a remarkable variety of schedules. The following trends were noted, especially among schools that use recently-changed schedules:

- longer class periods with fewer class periods per day
- introduction of flexible blocks (comparable to LHS's I Block)
- use of class cycles other than a week

To investigate a similar school with a significantly different schedule, the Schedule Committee visited Natick High School where classes meet for 80-minute periods on alternating days, and found that educators had a broadly positive view of its schedule. The Committee also reviewed published research about school schedules, but found no conclusive body of research favoring any particular type of schedule. Some research suggests that a schedule with longer class blocks, fewer transitions, and more downtime during the school day has student mental health benefits without adverse educational impacts.

Faculty Perspectives: The Schedule Committee's gathering of faculty views included input sessions for the entire faculty about strengths and challenges of the LHS schedule, as well as the potential teaching and learning opportunities of a new schedule. A focus group on schedule design was offered and approximately 30 faculty attended. Questions about preferences related to the length of a class were posed and tabulated departmentally. The Committee's main findings about faculty views are:

- Many teachers appreciate that our current schedule provides students opportunities for elective choices, and that it provides support/intervention time through I Blocks.

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- Many teachers find our current class periods to be too short. They want longer and more consistent class period lengths than we presently have, but some want periods only slightly longer, (e.g., 55-60 minutes) while others want them much longer (e.g., 70-80 minutes).
- Some teachers expressed concerns about demands on their time, as well as the frenetic pace of our current schedule for both students and teachers.

Student Perspectives: The Schedule Committee engaged students in varied ways to gather their input about the current schedule. These included a meeting with the Student-Faculty Senate, student focus groups during I Block, and class assemblies for grades 10 and 11, using electronic polling methods. Preliminary student views identified included:

- Students appreciate the number of course choices available.
- Students want more class time to ask questions, finish assessments and labs, make music and art, etc.
- I Block is really helpful, but appointment booking and access to desired sessions could improve.

Parent/Caregiver Perspective: The Schedule Committee also sought parent feedback in multiple ways. About 75 parents in the Associate Principal's monthly daytime parent group engaged in the same activity as faculty about strengths and challenges of the current schedule, as well as the potential opportunities afforded by a new schedule. Perceptions and viewpoints of this group included:

- I Block helps students get teacher support and start homework, limiting stress and anxiety.
- Classes are not long enough to cover all the content which leads to more homework.
- The opportunity for students to take an additional course in an 8th block is valued.
- Transition time between classes is too short.

The Committee also hosted evening parent focus groups that were unsuccessful due to a lack of attendance; therefore, future outreach is necessary.

Emergent Themes: The pre-pandemic efforts of the 2017 - 2018 Schedule Committee yielded the following results:

- There is a desire for longer class periods in order to enable active learning, exploration, inquiry, and project-based learning, but mixed views about how long to make them. Educators may need professional development regarding teaching in longer class periods.

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- There is a need to increase the total amount of instructional time per course, but the existing constraints (length of school day, 8-block structure) currently make it impossible to reach the time amounts that exist in comparable schools.
- Many stakeholders expressed a preference to continue having flexible I Blocks.
- Some scheduling obstacles, such as those related to teaching loads, curriculum, and graduation requirements, cannot be overcome without decisions by district leaders and the School Committee.

Schedule Types to Consider: Of the varied types of schedules that could be designed, the Committee has found three general types that warrant further consideration:

- Monday-Friday schedules where typical classes meet 3x per week instead of 4x per week.
- Schedules with a cycle other than weekly (for example, classes meet “4 out of 6” or “5 out of 8” days).
- Alternating-day schedules (classes of 75-80 minutes, but only on every other day).

Any of these schedule types would allow longer class periods than what currently exist. In the fall of 2018, the Committee focused on developing schedule prototypes to be considered for adoption in SY 2019 - 2020.

2020 - 2022

In the words of Robert Burns, “The best laid schemes o’ mice an’ men” often go awry. In March 2020, the [pandemic shut down](#) impacted public education and governmental agencies alike, derailing our previous scheduling efforts.

The Centers for Disease Control and Prevention and Boards of Health recommended six foot separations between older students and adults, which had a profound impact on public education in Massachusetts, with typical class sizes necessitating separations of three feet or less between student desks. These conditions led to the creation of a “hy-flex learning model” with flexibility of attendance modes and synchronous and asynchronous options. The Hy-Flex Schedule would become one of the most contentious and challenging aspects of pandemic education at LHS. Various iterations of the high school schedule emerged during this period of time.

2022 - 2024

The schedule for the three lunches each day and the framework governing the weekly schedule for a Lexington High School student are shown below.

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Lunch Periods

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

6-Day Schedule

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

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2:15–3:10 (55)	2:10–3:10 (60)	2:05–3:10 (65)	2:15–3:10 (55)	2:10–3:10 (60)	2:10–3:10 (60)
F ₁	D ₂	C ₂	F ₃	D ₄	C ₄



Student School-Building Committee Members (S-SBC) from left to right: Nidhi Inhamdar, Elizabeth Yan, Paige Freeman, Sanjana Thesayi, Izadore Schuman-Olivier, Rithvik Iyer, Juliana Nudi, Itamar Assulin.

A Day in the Life of A LHS Student

by LHS Students, Elizabeth Yan, Juliana Nudi, and Itamar Assulin.



Photo credit to Vikram Anantha, Lexington High School, Class of 2024.

It's another Monday morning in October, and I'm ready to head back to school after a restful weekend. My alarm goes off at 7:00 a.m., and I wake up and make breakfast, keeping in mind that I have first lunch today at 10:45 a.m. Afterwards, I pack my school bag, violin, and soccer backpack,

making sure that I have all the gear that I need for the school day and practice afterwards.

At 7:55 a.m., I make my way to my bus stop. We arrive at school at around 8:20 a.m.. There are lots of students that take the bus each morning, and my bus driver always tries to get there a little earlier to avoid the crowd of buses. He carefully navigates along Worthen Road, making sure to pause for the students crossing the road and trying to parallel park on the sidewalks. After arrival, I drop my soccer things off at the team room in the locker room and head to the Orchestra room to put my violin down. By the time I get back to the main hallway on my way to English class, it's around 8:28 and I have two minutes to fight my way through the extremely congested portion of the school to the stairs leading upstairs. I usually avoid the main hallway at all costs, because it's nearly impossible to get through and not be late, but this morning I accidentally get caught in a crowd.

After English, I head over to the Rock Room at 9:35 a.m. during my free block to make hot chocolate and talk with some other peer leaders. It's a highlight of my day because it is quiet and I get to relax. It's super nice to have a space to slow down during such a busy day, but I wish there were more rooms like this throughout the school. At 10:45 a.m., I walk to get lunch in Commons 2 and squeeze in with everyone else in the lunch line. The cafeterias need to be much bigger because there isn't enough room for everyone. I like that there are options to sit outside in the quad, but it rained last night and the benches are wet, so my friends and I opt to sit inside. We finally find a spot to squeeze in in the corner, but we can barely hear each other or move since it is so cramped.

After lunch, I head to Orchestra in Room 133 at 11:20 a.m. Today, we can't use the stage, so the Orchestra teachers are especially flexible and creative in order to fit all 60 musicians into one room. The performing arts programs are all world class and hold amazing concerts, but it would

be great if we had more space and better chairs and stands. The ones in 133 work, but the real musician chairs are all on the stage.

At 12:25 p.m., I go out to the quad to take a minute of fresh air before going to Spanish class. I love being able to see greenery and feel the breeze in the middle of my day after spending so much time inside. I'm glad the rain has stopped, though, because the world language building is a bit far. The Spanish room is a good temperature today, which I cherish before winter hits and it becomes freezing due to the lack of good heating.

Afterwards, I head to I-block for Chemistry at 1:35 p.m. I have to work on a lab that I missed last week, and I'm happy to have the time to. The science building's classrooms have great lab space and equipment. However, I wish we had some more flexibility in the spaces we have to learn—doing so labs outside would be super cool.

My last class at 2:05 p.m. is History in the main building. The ventilation system is oddly loud today, so my teacher has to speak louder when giving us directions for the upcoming test.

Once the bell rings at 3:10 p.m., I head to the locker room and change quickly to get ready for soccer practice. Before I leave, I rush back to the orchestra room and pick up my violin. At 3:20 p.m., I walk with a couple teammates to Lincoln fields for practice. It's a bit far with all my stuff, but we make it just in time. It's very nice that we have our own fields for practice, though, with good turf and equipment.

After practice, I head home at around 5:40 p.m. and shower before starting my homework. At 6:30 p.m., my family has dinner, and I pause my math homework. Afterwards, I do some chores and practice violin. Finally, at 9:00 p.m., I go back to my homework and study for my History test. After I finish, I finally get to sleep, ready for the rest of the week to continue tomorrow.

A Week in the Life of A LHS Student

The next week is a bit hectic, but very fun and full of activity and productivity. On Monday, I follow my Day 2 schedule and have a study and time to study for my test on Wednesday. In advisory, we spend some time covering the upcoming school events and signing up for I block. Afterwards, I have an away soccer game, and head out to the bus after changing in the locker room. Heading home, I barely manage to finish my homework and practice violin before getting to bed.

On Tuesday, I'm especially busy as I have an orchestra concert right after practice. I rush back to school and change quickly before rehearsal. It's worth it though, as the auditorium is filled with students, parents, and others that come to appreciate the great music. I get home and try to do some quick review before sleeping early for the History test on the next day.

On Wednesday, I have the History test I've been studying for. It goes well, thanks to the time I spent in preparation. Our teacher focuses on learning content and concepts for the long term over short term memorization, which is a pedagogy that I agree with. It's super important to me that my classes help me develop skills that I can use after I finish them.

On Thursday, it's raining. Everything else goes as usual, but I have to sit indoors again in Commons 1 because of the pouring rain in the quad. On my way to math, I try my best to walk under the overhangs to keep from getting soaked.

On Friday, we have a half day. I love half days, as I can spend some extra time with my friends and unwind after a busy week. My friends and I walk to the nearby center and get some ice cream after school lets out early. I head back to the locker room at 3:00 to change and get to practice.

On Saturday, I finish up the homework for the weekend and practice violin before my lesson. It's a pretty chill day, as I don't have practice.

On Sunday, I spend time with my friends and family before the start of another week.

PART IV: OVERALL BUILDING DESIGN CONSIDERATIONS

Ted Dintersmith, in *What School Could Be*, argues that “Our education system is stuck in time, training students for a world that no longer exists. Absent profound change in our schools, adults will keep piling up on life’s sidelines, jeopardizing the survival of a civil society.” Dintersmith visited schools in all 50 states over one year and discovered some innovative and inspirational ideas that could be taken to scale to transform schooling. His words inspire school communities like ours to “think big” and embrace their revolutionary spirit!

The design of a school building influences the educational delivery model. Unlike education in the industrial era, contemporary education includes small learning communities, teacher collaboration, shared leadership, and personalized, student-centered learning. Students are actively engaged in their own learning, making use of small and large-group learning spaces, performance spaces, and specialty areas, such as nooks and quiet spaces to encourage reflection and mindfulness. Students use their multiple (i.e., spatial, linguistic-verbal, logical-mathematical, body-kinesthetic, interpersonal; intrapersonal, and naturalistic, intelligences)¹ to engage with content and make their learning visible through written and artistic expression, public speaking, multimedia presentations, and other products and processes. Educators and educational leaders thrive in spaces created to foster shared leadership and interdisciplinary collaboration.

The Organizational Structure

As we think about a new or renovated Lexington High School, we note that, in the 2017 Educational Visioning report, participants identified an organizational structure of interest that is based on the concept of small learning communities. These interdisciplinary small learning

¹ Gardner, H. (1983;2003). *Frames of Mind. The Theory of Multiple Intelligences*. New York: BasicBooks.

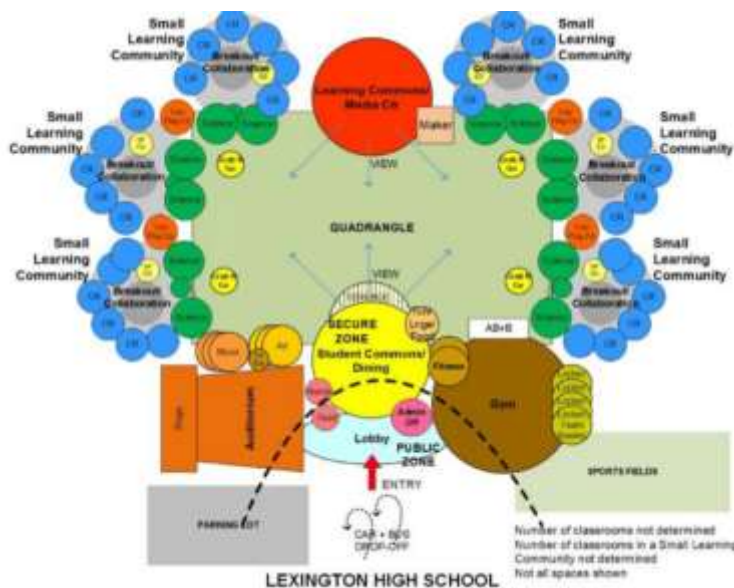
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communities would include elements such as a freshman house, synchronous teacher teaming, and sharing students in real time.

The visioning team reviewed 13 exemplary schools from the USA, the United Kingdom, and Australia, and ranked the exemplars for their appropriateness for our future new or renovated Lexington High School. The essential characteristics of the core learning spaces include:

- Learning spaces arranged as small learning communities
- Classrooms are components of “suite spaces,” supported by other spaces, immediately adjacent to each other
- Circulation should be used for learning
- Flexible classrooms spaces that are interconnected and supported by auxiliary spaces, including extended learning, collaboration, breakout, and commons spaces
- Interdisciplinary possibilities
- Open, shared presentation areas
- A variety of furnishings, offering students and teachers more choices in supporting learning
- Possibility of students working in multiple spaces under the guidance of a teacher
- Teacher collaboration supported by the facilities, through double-sized classrooms and strategic placement of related functions
- Teacher Planning Centers to support teacher collaboration and sense of community
- Innovative relationships to cafeterias, such as the breakout/collaborative space centering classrooms or immediately adjacent to enable breakout activities, movement, etc.

Overall School Organization



The Lexington Community Workshop (Educational Visioning) participants engaged in a series of exercises to develop an overall school organization relationship diagram (shown on left). Ultimately, the preferred concept featured the following characteristics: whole school planning; small learning communities; essential functions; and exterior functions.

When asked to identify the most important concepts for future learning and facilities at Lexington High School, the Educational Visioning team noted three

priorities: (1) project based learning; (2) social emotional learning; and (3) relationships.

The Community Workshop participants identified the following priorities in the organization and structure of a new high school: making things to learn; student engagement; 21st century learning; relationships; flexible platform for continued change; end of isolated teaching; safety and security; interdisciplinary teaching and project based learning; teacher planning centers; and the end of the classroom as we know it today. As noted in the report, these concepts, collectively, call for radical change in educational deliveries and facilities.

Whole School Planning

The following list includes important considerations for the overall organization of the school building:

- Organize the building around a quadrangle
- Air conditioning in all classrooms and interior spaces in the high school
- The Cafeteria and the Media Center/Learning Commons to be located in prominent positions with views to overlook the quadrangle
- Create small learning communities in the Secure Zone
- Create Public Zones for the most common community uses, including the gymnasium, cafeteria, and the auditorium
- Lots of natural light from windows, hallways, and skylights.

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- Windows that open.
- Quality air filtration systems to minimize germs.
- Sound proofing/mitigation in all spaces so sounds don't get amplified
- Climate control that allows our classrooms to be comfortable enough for learning and teaching during periods of increasing climate instability.
- Environmental and sustainability features meeting a LEED rating level that is commensurate with community values and financial resources.
- Out-of-classroom space where students can casually sit and collaborate during off periods.
- Elevators, hallways, and doorways that make all rooms on all floors fully accessible to those with physical disabilities or mobility needs.
- Gender-inclusive bathrooms that are central. Bathrooms that are inclusive and bathrooms that are gender specific so all students' and teachers' needs are met.

Small Learning Communities

Small learning communities were a priority as identified in the educational visioning exercises. Educators and community members articulated the following preferences:

- Create Small Learning Communities (SLCs) in the Secure Zone:
- Departmental organization with SLCs assigned to departments AND/OR "House" organization with interdisciplinary SLCs that could be thematic or Freshmen
- Extended Learning Area Common zone at the heart of each SLC
- Teacher Planning Centers
- Small Group rooms
- Special Education spaces

Essential Functions

- Media Center/Learning Commons
- Satellite Administration suites with Deans and Assistant Principals
- Guidance to be part of a College and Career Center
- PE/Athletics Center to include:

Exterior Functions

- Outdoor spaces designed for teaching and learning, and student study
- Parking
- Visitors/Community
- Faculty and staff
- Students
- Several Drop off/Pick up zones
- Community use
- Bus drop off/pick up separate from car drop off/pick up

GENERAL DESIGN CONSIDERATIONS

Since the design of a new or renovated school will include both heating and air conditioning for all space, natural light in all classrooms, LED rather than fluorescent lighting, operable windows, charging stations for electric vehicles, parking, etc., these characteristics are not enumerated for specific parts of the facility in the details below.

LGBTQIA+ Community

Each of our LPS school buildings has all-gender restroom options. LHS has one all-gender restroom in each of the campus's four main buildings. In the main building, the restroom is a multiple-occupancy restroom, and the others are single-occupancy. There are all-gender restrooms in the Health Office, as well. Middle school and high school students have raised a pressing concern about the proximity of gender-inclusive bathrooms to core academic spaces. Our students describe how difficult it is to walk from one part of the campus to another to use an inclusive restroom. As we begin to imagine a schematic design for a new or renovated high school, we must keep in mind that every student and staff member deserves access to safe and inclusive spaces.

DESIGN CONSIDERATIONS (LGBTQIA+):

- Create safe and confidential affinity spaces for LGBTQIA+ students and staff.
- Using the principles of Universal Design, ensure an appropriate number of gender-inclusive bathrooms throughout the building and in close proximity to all teaching and learning pods for easy access.
- Special attention should be paid to restrooms, locker rooms, and changing facilities. All students are entitled to have access to spaces that are sanitary, safe, and appropriate.

- Transgender students who are uncomfortable using a sex-segregated restroom should be provided with a safe and appropriate alternative, such as a “unisex” restroom, ideally located in close proximity or in the nurse’s restroom, for those who prefer this location.

TEACHING METHODOLOGY AND STRUCTURE

An exploration of the teaching methodology and structure begins with the [program of studies](#). Inclusive, collaborative, and technologically-advanced classrooms are a must, as we consider our new or renovated high school. The teaching methodology and structure at Lexington High School is changing in positive ways, as we work 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. If feasible and cost effective, classrooms or communal spaces in each teaching pod should be equipped with the advanced technology necessary to create hybrid learning environments, providing opportunities for remote or asynchronous learning, as appropriate.

Inclusionary Practices

We believe that inclusionary practices can benefit all learners and that whenever possible, a child’s first placement is in the general education setting. At Lexington High School many approaches to co-teaching occur on a daily basis. There are six approaches to co-teaching, which can be seen utilized throughout the high school, and they include: (1) one teach, one observe; (2) one teach, one assist; (3) parallel teaching; (4) station teaching; (5) alternative teaching; and (6) team teaching. Despite some misconceptions, no single approach to co-teaching is better than another. In support of our equity and inclusion goals, educators have begun using Multi-Tiered Systems of Support (MTSS) and [Universal Design for Learning \(UDL\)](#) practices, “a lever of change to make learning inclusive and transformative” for all students.

Teacher Workloads

Teacher caseloads are changing, which will increase collaboration and our educators’ ability to support students’ academic and social-emotional needs. A failed override in 2006 left LHS teacher assignments imbalanced, with inequitable teacher workloads ranging from 3 to 5 courses taught, depending upon the discipline. A new and more equitable system, more commonly referred to as “the 4 vs. 5 phase-in plan,” will bring our high school teachers’ caseload to four classes, which has implications for the number of collaborative spaces needed by the department. Departments will increase the number of teachers over a period of a few years, and we should design classroom spaces with this in mind.

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.

Our 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. Additionally, we serve numerous hearing-impaired students and staff who would benefit from a built-in amplification system in every room.

The implications of the COVID-19 pandemic on education are discussed above under "LHS Scheduling History." During this time, Lexington High School adopted a "Hy-Flex" model of teaching and learning, integrating face-to-face learning and synchronous learning. Given the physical distancing requirements, students were able to participate in education in three ways: (1) face-to-face synchronous class sessions in person in the classroom; (2) face-to-face class sessions by video conference; and (3) asynchronous participation utilizing Google Classroom.

At a minimum, there should be a shared space, not necessarily in every classroom, equipped with a hybrid learning environment that includes technology enabling teachers to instruct students as though they were physically in the classrooms with them. Technology that lends itself to this effort includes visualizers or document cameras that enable the teacher to project HD quality images to student devices. Another important addition to classrooms of today and the future are auto-tracking cameras with artificial intelligence (AI) tracking functions. Interactive control boxes enable teachers to integrate a variety of sources (e.g., computers, visualizers, and tablets) into a diverse layout that the teacher can easily adjust, without the need to plug in and out to switch devices. Finally, charging carts and cabinets should be a built-in feature for departments, if not all classrooms.

PART VI: DEPARTMENTAL DESIGN CONSIDERATIONS

More information relevant to many of the subsections below may be found in the Educational Profile Questionnaire submitted to the MSBA. To learn more, please click [here](#).

LABBB Collaborative

There are approximately 120 LABBB students on campus at any given time with many vans coming and going throughout the day. Transportation at Lexington High School is complex due

to time constraints between tiers. LHS is a “second tier” school, which means that drop-off/pick-up must be efficient in order for the bus drivers to get to their next destination on time. Elementary schools are on the third tier, so late buses from the high school affect the on-time delivery of elementary students. Additional buses and vans to transport students with disabilities are part of the daily arrival on the high school campus. The placement of the LABBB program in the new or renovated high school is critical. Students arrive on campus in specialized vans and buses that come and go throughout the day. Space for students in the LABBB program should be in close proximity to the pick-up/drop-off site, and close to large shared spaces like the gymnasium, cafeteria, music, and art, so our LABBB students can more easily integrate with their peers.

Storage space in the LABBB portion of Lexington High School is wholly inadequate for students with significant disabilities. We do not have enough space to store wheelchairs or other mobility equipment. Students with disabilities must have some of their personal care needs met behind a curtain in the classroom, rather than in a private and more dignified separate space.

DESIGN CONSIDERATIONS (LABBB PROGRAM):

- At least two small private medical areas should be designed so staff can attend to students' personal care needs.
- Significant storage for wheelchairs and other mobility and medical equipment.
- LABBB should have a dedicated suite of rooms for students that will be centrally located with easy access to transportation and shared public spaces, such as the cafeteria, gymnasium, music, art, etc.
- Transition services should be considered, and students should have authentic environments to work and learn, such as a coffee shop that they can run and manage. Later in this report, we discuss the relocation of our current Print Shop (see “Other Speciality Areas” section), as well as the addition of a bank that we create within our high school (see “Humanities” section) near LABBB, so partnerships and work opportunities can develop.
- Consideration of a separate drop-off/pick-up space for LABBB students who come and go throughout the day in specialized vans and buses.

METCO Program

A total of 238 students currently attend the Lexington METCO program. There are 101 elementary school students; 62 middle school students; and 75 high school students.

METCO students are transported daily to and from Boston to Lexington High School. When students get off the bus, they typically stop at the METCO Academic Support classroom to check-

in and prepare for the day ahead. Others go to the METCO Office to connect, regroup from the bus ride, and/or prepare for their first class. At the end of the day, students check back in at these spaces before boarding the bus. METCO students, as well as resident students, utilize the METCO office as an affinity space throughout the day. This affinity space allows students to process their experiences and day in real time with each other.

A relaxation room or a space where students can unwind that is in close proximity to the bus pick-up and drop-off would be ideal. Students also need small gathering spaces to gather, perform, and celebrate. For example, we have an African American Latinx Scholars (AALS) Club that meets regularly and could benefit from dedicated space. The AALS Club has historically been a recognition program that identifies students of color at LHS who are exceptional in their achievement and potential for leadership. It drives these students to reach for higher goals and set high standards for themselves. Additionally, it rewards them by offering access to additional support and by increasing their content knowledge about matters related to their racial and cultural identities. Most importantly, this program encourages students to develop personal relationships that will help them be successful now and in the future. It does this through field trips, seminars, community service, readings, guest speakers, weekly discussion groups, and mentorship with successful adults who look like them. The AALS program honors student commitment to their academics and fosters a culture of high scholastic achievement for African-American and Latinx students at LHS.

DESIGN CONSIDERATIONS (METCO):

- The METCO suite should include offices for the Director of METCO, the Administrative Assistant, and one to two Social Workers. An area with comfortable seating for students and families should be included, as some students wait for late buses or practices in the METCO area. The suite should be close to the bus drop-off/pick-up location, enabling students to have easy access to a space to relax and unwind before and after their bus ride.
- The suite should include an area with comfortable seating, as some students wait for late buses or practices in the METCO area. The suite should be close to the bus drop-off/pick-up location, enabling students to have easy access to a space where they can relax and unwind before and after their bus ride.
- The suite should include at least one (1) conference room and one (1) medium-sized room for small group gatherings and performances of approximately 40-50 people.
- The Administrative Assistant will require an office space located upon entering the METCO suite that would enable them to have confidential conversations (e.g. phone calls). This space also should include a space for confidential records to be stored away from the student space.
- One (1) of the Social Worker's office spaces will be used for the METCO Social Worker to conduct clinical work with students and should include enough space to have a desk, chair, comfortable/flexible seating for students, and a round table for

games, worksheets, and other activities. This office should have an operable window, and the ability for warm lighting.

- A second office space will be a therapeutic quiet space where students can be affirmed in their racial and cultural identities. Ideally, this space would be close to the general counseling pods in order to demonstrate to students that we are unified in purpose and support.
- METCO Academic Support needs a fully equipped classroom. The space needs to be open enough to move the tables and chairs in a flexible configuration for optimal collaboration. The classroom needs to be soundproofed and include shelving, technology, and lighting that helps to create a sense of calmness and warmth. Ideally, it would include operable windows and carpeting to reduce noise. A separate area in addition to the METCO Academic Support classroom is needed with conversational seating, as well.
- The Furniture, Fixtures & Equipment (FF & E) for this space should include various types of seating, nooks and workspaces (e.g., a round table, single desks, two (2) cubicles, and comfortable conversational seating) The color of the room should be warm and neutral, as a calming environment is optimal for academics.

ART & DESIGN

The Visual Arts Department currently has 24 K-12 art educators, 11 of which are at Lexington High School, two (2) department secretaries shared with Performing Arts, and one Visual Arts Department Head, with the possibility of an Assistant 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. What sets us apart is our ability to cater to students of all levels, from beginners to advanced artists, acknowledging the diverse range of artistic experiences and abilities within our student body.

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

Offering a comprehensive Art & Design program that continues to provide the most effective learning experiences for evolving and diverse students presents unique challenges that are

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universally recognized by art educators everywhere, no matter what city or state. This is because the quality and success of our programs, curriculum, teaching, and student learning relies directly and heavily on access to external resources, such as funding, facilities, and maintaining and replenishing a large volume of consumable supplies at any given moment, as well as several unique considerations for health and safety and proper disposal of these essential teaching and learning tools.

The content and learning experiences in our department are complex and unique with varied and highly specific spatial, media, technological, and pedagogical nuances. As such, our spaces necessitate tailored consideration. We are excited to strengthen what is already working, and to find new ways to best serve our students and community. High priorities include increasing classroom space and storage to better support student choice, integrating additional technology and industry-standard equipment, spaces designed and dedicated to facilitating teacher collaboration, and centrally located large and small scale spaces for professional level presentation of student work that is so important to bringing visibility of that amazing work to the broader Lexington community.

The LHS Art & Design current courses include: Foundations of Fine Art, Foundations of Digital Art, Animation, Graphic Design, Collaborative Art Studio, Drawing I, Drawing II, Illustration, Painting I, Painting II, Art for Social Change, Video Game Design, Advanced Video Game Design, Ceramics, Advanced Ceramics, Honors Ceramics, Photography, Advanced Photography, Digital Imaging, Sculpture, Advanced Placement Art Studio, Digital Video Production, Advanced Digital Art, Collaborative Art, and more than 40 students who undertake Independent Studies or serve as Teachers Assistants each year. In recent years, LPS Art & Design has engaged in interdisciplinary curriculum development in the creation of Art for Social Justice and an anticipated art and science course, Art of the Natural World. We have increased opportunities for project-based learning in classes like Video Game Design, Graphic Design, and Illustration in which students explore real world scenarios developing their work. Art & Design boasts a full calendar of art exhibitions that engage the community, and student and teacher collaboration. Currently, teachers are collaborating with a team of students to expand the Digital Video Production offerings, updating the curriculum, finding more access points for students, and expanding the ways in which students experience real life applications in our community.

The department presently has seven well-equipped but small classrooms outfitted with a wide array of specialized equipment, allowing students to explore various media, techniques, and processes. Among the state-of-the-art resources are Apple iMacs, Wacom tablets, Animation cell pegboards, Glowforges (3D laser printers), and a fully functional darkroom with 18 Beseler 23CII enlargers. A comprehensive selection of software, ranging from Adobe Suite to Blender and Godot video game software, equips students with the necessary tools to integrate traditional techniques with contemporary technology. Our Ceramics Studio offers more than 16 wheels, including a standing/wheelchair accessible wheel, two kilns, pugmill, extruder, slab roller, and an extensive selection of glazes, enabling students to create functional pottery and sculpture projects. We have a single storage room.

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Our department and existing spaces also support an array of extracurricular activities overseen by dedicated art educators, providing additional avenues for creative expression and collaboration. These additional opportunities include the National Art Honors Society, Animation Club, Sustainable Fashion Club, Fashion Club, LHS Mural Crew, HighCut/HighLine, Illustration Club, Humans of LHS, and Lex Create. Students in the Art & Design program have numerous opportunities for recognition and exhibition. Students participate in renowned contests such as the Scholastic Art Awards, LexArt Regional Art Show, and The Griffin Museum of Art Photography Contest. Within Lexington, students display their work at the K-12 Art Show, Cary Library, and the Senior Art Show. For more information about our current facilities (2023) please visit our informational document, [“Things you might Not Know about Art & Design.”](#)

The current LHS Art Department facilities present significant challenges in meeting the demands of our dynamic and growing program. The Art department has 7 classrooms shared by 11 educators teaching 24 distinct course offerings (83+ class sections per year). These are made up of 1 ceramics classroom, 1 photography classroom with a darkroom, 3 general art studios, 2 computer labs, a gallery space, and one storage room.

The existing film photography space proves inadequate on multiple fronts, falling short of meeting the high student demand and failing to cater to the programmatic and curricular requirements of our courses. It is imperative that we prioritize the establishment of a dedicated space characterized by light tightness and precise temperature control, and equipped with a state-of-the-art ventilation system. This space should feature ample workstations complete with sinks and safelights, as well as designated storage and drying areas for film negatives and prints. Furthermore, our analog photography class is limited in space and cannot comfortably accommodate a full class load of students in the darkroom at this time. The constraints of the photography classroom have impeded our ability to integrate digital photography and facilitate post-production processes. To address this, an upgraded facility must have access to a nearby digital art lab. Currently we must find temporary spaces to set up photo studio spaces and backdrops. A dedicated space with professional-grade lighting and customizable backdrop options will facilitate a wide range of dynamic photography projects.

The current ceramics studio finds itself overwhelmed by the high student interest in the course, highlighting a pressing need for expansion. To meet the demand and sustainability of our ceramics program, it is imperative that we provide a specialized environment commensurate with its unique requirements. This entails the incorporation of a second dedicated ceramics space as well as additional kilns. A ventilation system tailored specifically for ceramics is needed both for the kiln and air purification. The present ceramics room has a single small storage closet. There is a need for a large storage closet, ample shelving, and optimized storage solutions for materials and projects to accommodate the materials that will need to be stored as student demand increases. Designated workspaces are needed for hand-building and wheel-throwing and additionally, we must prioritize inclusive spaces for adaptive potter's wheels, catering to the specific needs of all students to foster an environment where every artist can thrive. In the past, in order to allow students to experience the use of a raku kiln, the ceramics instructor has

facilitated field trips in order to take select students to visit a studio with such a kiln. In order for all ceramics students to be able to have access to this experience, LHS would benefit from a permanent raku kiln to be installed in an appropriate outdoor space on campus, near the ceramics studio.

Similarly, our digital arts classes that include Graphic Design, Digital Imaging, Video Game Design, Advanced Video Game Design, and Advanced Digital Art and Animation are confined within a repurposed general classroom and a repurposed storage closet. These spaces can only accommodate a fraction of the demand, with each room hosting a maximum of 18-20 students. The expansion of our digital arts curriculum to encompass Video Game Design, Advanced Video Game Design, and a new Animation curriculum has revealed an acute need for larger, collaborative spaces. To meet the needs of our current program, spaces should be equipped to facilitate model-making and stop-motion animation, large scale 2D printers, 3D printers, and laser cutters and other vital devices that are already components of these courses. A forward-thinking digital arts facility should be equipped with collaborative workspaces that encourage interaction and idea-sharing among students. High-performance computers with animation software, a designated area equipped for model-making and stop-motion animation, and professional-grade cameras and lighting setups would support the unique requirements of these courses.

The Digital Video Production program classroom, having been retrofitted for its current purpose, is ill-suited for its intended use. It lacks designated spaces for production and editing, fundamentally limiting both instruction and students' hands-on experiences. Moreover, the room's capacity of at most 20 students, significantly hinders our ability to accommodate the high demand for this course. In a typical video production facility, 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 would enable students to produce content of exceptional quality. To facilitate post-production work, an advanced editing suite complete with industry-standard software and hardware should be available. Moreover, a spacious layout allowing for flexible seating arrangements and camera placements is vital to accommodate diverse shooting scenarios.

Our department-owned cameras and digital devices currently circulate through the library's check-out system. This arrangement is far from optimal, prompting the necessity for a designated departmental space for the storage and easy accessibility of these vital resources. This need arises from the challenge of overseeing the condition and use of these devices under the current arrangement. Additionally, having a dedicated space will enhance security, organization, and the availability of these crucial tools for our students' creative endeavors.

The LHS Art & Design department previously enjoyed a large walk-in gallery space on the first floor. This space has been reduced by two-thirds to accommodate office areas in the entry hallway. This has compromised our ability to properly showcase our students' creative works impeding student recognition and growth opportunities. To properly showcase the diverse talents of our students, a spacious and flexible gallery area is essential. Adjustable wall panels and display fixtures would enable the curated presentation of various mediums, accommodating both

traditional and digital artworks. Adequate lighting, including adjustable spotlights and natural lighting options, would ensure that each piece is exhibited in its best possible light. Additionally, digital displays and interactive elements could be incorporated to enhance the viewer experience and provide context for the showcased works.

Lastly, we must address the needs of our students for dedicated studio spaces beyond regular class hours. A substantial cohort of over 100 students actively participates in independent studies, assumes roles as teacher assistants, and immerses themselves in advanced level and advanced placement art classes. This underscores the imperative nature of ensuring studio spaces on par with the resources allocated to our performing arts counterparts for their practice rooms.

Addressing these critical facility needs is paramount to sustaining student success and expansion of a growing Lexington High School Art Department. It is imperative that we undertake these upgrades to create an environment conducive to nurturing our students' artistic potential.

The Lexington High School Art & Design Department envisions a transformative shift over the next five to ten years. The Art & Design program is in the Research Phase of the curriculum review process and we are gathering feedback and data from students and other stakeholders that is informing our current practices and future curricular goals and offerings. We are in the process of adjusting our foundational offerings to be more responsive to student interest while providing greater access and opportunity for students to choose a specialized or exploratory pathway in upper level courses. As we move forward we will:

- Work with student artists in purpose-built collaborative environments within our evolving facilities in which we can merge traditional craftsmanship with cutting-edge technology
- Offer cross-disciplinary exploration and engagement through collaborative projects
- Offer partnerships with local artisans, art studios, and initiatives, to enhance students' understanding of sustainable art-making practices
- Foster collaborative ventures with neighboring institutions, local businesses, and community organizations to provide students with invaluable real-world experiences, nurturing a strong sense of civic responsibility
- Empower students to play an active role in their creative journeys by introducing specialized tracks in multidisciplinary collaboration, enabling them to delve into art forms leveraging emerging technologies and addressing critical issues
- Continue to implement ethics and personal responsibility as part of artistic practice, prompting students to critically engage with matters of justice, cultural representation, and environmental sustainability
- Equip graduates with not only artistic expertise but also visionary thinking and visual literacy to navigate our ever-evolving global society.

This forward-looking approach embodies boundless creativity, ethical consciousness, and transformative collaboration. Our design considerations are guided by the department's specific curricular needs, [LPS Strategic Plan](#), [National Core Art Standards](#), [NAEA Design Standards for School Art Facilities](#), course enrollment requests, student input, and the collective expertise of our highly-qualified team of art educators. The National Core Art Standards dictate the necessity for areas dedicated to presentation, curation, analysis, display, collaboration, and art production. Further, our discipline has specific and varied material needs, equipment, storage, instructional, and safety needs. These design considerations are based on our current program, historical enrollments, and work being done within the curriculum review process.

DESIGN CONSIDERATIONS (ART):

- Art display space throughout the school that accommodates both 2D and 3D work with locks, appropriate lighting, and pedestals.
- A lockable Walk-In Gallery with adjustable lighting, pedestals and windows to a common space.
- Adjustable wall panels and display fixtures
- Digital displays
- A large, lockable, shared storage space for large quantities of consumable supplies that supports 21st century student-centered learning that promotes student choice in all classes.
- Storage for portable display panels (on casters)
- Two (2) Ceramics Studios
- One (1) Photography Studio with Darkroom
- Five (5) Advanced Placement Art/General Art Studios (one of which is Sculpture-specific)
- Three (3) Digital Labs
- Digital Video Production Studio
- Gallery/Central Studio Maker Space (Flex Space)
- Teacher offices/workroom
- All department rooms should all be together on the ground floor to promote accessibility mobility impaired students and avoid the need for using the elevator for supplies, furniture, and equipment including kilns.
- Adjacent classrooms are essential for the sharing of supplies, resources, media, and materials, flexible instruction, and to support PLC collaboration among department members. This will also allow for greater integration of traditional and new media as it forms the core of artistic innovation through the synthesis of ideas, art forms, and different disciplines and is aligned with post secondary and field experiences.
- Larger doors than a typical classroom to allow for installation and replacement of large equipment and art pieces (double doors?)
- Outdoor light, north facing, fill light, focal lighting, full spectrum LED lighting, rheostat/dimmable, spotlights, controlled window coverings like blinds and opaque shades in order to ensure optimal illumination for accurate color perception and reduce glare, creating an ideal environment for artistic work in the classroom.

- Designated shared Art & Design-specific office space (as with other departments) designed to support collegial collaboration

General Space Considerations for All Rooms

- Flexible spaces within the classroom (this also makes space for anticipating the ever changing and future needs of art education)
 - Flexible points of instruction and demonstration in the round
 - Space for student collaborations
 - Art Display
 - Critiques and student discussion space
 - Flexible space for the changing material and equipment needs of courses so that teachers can continue to implement things like sewing machines and dress forms, printing presses, large scale sculpture and installations, still life setups, etc. Students often work on different media within one class or unit (student choice/project based learning)
- All rooms equipped with three (3) sinks and one utility sink. Eyewash stations, hot and cold faucets and sink depth able to fill buckets, all with clay/plaster traps and filtration systems, ADA compliant. (Digital Art rooms only require 1 sink, utility)
- Ventilation to accommodate materials and media such as 3D printers and laser cutters as well as for the specialized needs of ceramics, sculpture, and photography.
- In-class space to store and secure materials. Open storage, locking cabinets and closet spaces, portfolio storage, cubbies, finished artwork storage, print storage (flat files), walk-in storage closets.
- Slip resistant flooring
- Technology in classrooms to support hybrid teaching and learning (visualizers, auto-tracking cameras, interactive control boxes, charging stations and carts)
- Classroom sets of Apple Pencils and iPads with art and design applications like ProCreate and Adobe apps.

Ceramics

- Ceramics needs two classrooms each, with:
 - Two main sections, the room design should accommodate the educator's need to see students working in all areas of the room. The spaces needed are (1) Hand building section with large tables, and (2) a dedicated area for 20 potter's wheels, featuring safe electrical placement options (either in-floor with waterproof covering or on knee-high walls with outlets on either side). Additionally, include floor drains for easy cleanup around the wheels. Wheelchair accessible design with at least 2 accessible/adaptive wheels for students.
 - Four or more sinks per classroom, with clay traps and double faucets if possible. Include one eye wash station.

- Locking kiln room located separately, between the adjacent ceramics rooms with four kilns to accommodate class loads. Proper ventilation and metal storage cabinets for kiln shelves and supports.
 - Special electrical circuits to meet the kiln manufacturers requirements, state and local codes; ventilation, vent/hood to the outdoors to remove fumes and residual heat.
 - Metal storage cabinets to accommodate kiln shelves, shelf supports, and kiln wash.
- Outdoor location for raku kiln, covered and fenced, in a lockable space. Direct access from the ceramics room to raku space outside.
- Pug mill room with essential equipment like a pug mill, a sink, extruder, work surfaces, and storage for clay. Additionally, it should have proper ventilation and safety equipment.
- Slab roller and wedging tables
- Damp box cabinet or room for storing works in progress (to accommodate 100+ students)
- Spray booth for ceramic glazing
- Air filter
- Storage and additional workspace including a large storage closet. Multiple tall metal adjustable shelves to store works in progress. Shelving for storing ceramic studio examples and student projects. Countertops, lockable high and low cabinets for storage of clay, glazes, aprons, and tools.

Sculpture

- The sculpture-specific classroom to support non-ceramic sculpture (adjacent to ceramics studios)
- 220v wiring for glass fusing, enameling, welding
- Walls wired with many outlets, and mounted extendable electrical cords for plugging in tools. Outlets wired to lockable disconnect boxes for locking out power to machinery like kilns, saws, and drills when the room is unsupervised
- Ventilated hoods over work benches, for enameling, glass fusing, soldering, casting
- Sculpture-specific kiln for glass and enameling
- Sturdy flexible height workbenches with vices and heat proof surfaces for metal working and jewelry-making
- Central compressed air with expandable hoses
- Appropriate storage for gasses and hazardous/flammable materials. Cage for storing tools. Storage space for student work. Built storage cabinets for bulky materials, plaster, fibers, cardboard, etc.
- 3 ample sinks with traps, one utility sink
- Art nature lab (within the sculpture classroom)
 - Storage for organizing natural examples, bones, models, specimens,

- Microscopes, magnifying glasses, cameras for observing and recording
 - Refrigeration and freezers for perishable art examples
- An outdoor gravel flex space adjoining the sculpture room for installing outdoor sculpture, doing work that requires outdoor ventilation

Photography

- Photography classroom with an adjoining film darkroom and film developing room (3 spaces total)
- Adjacent to digital art studio space
- Light table for reviewing negatives and a white light viewing station
- Ample storage with locks for cameras and specialty equipment
- Ample counter space and spacious area for large work tables
- Shelving for drying prints (specific to silver gelatin printmaking needs)
- Separate light-tight film loading space/room with a long countertop and electrical outlets at countertop height
 - Double door system for exiting/entering while lights are out during film development. Safety light on a key switch. One 4' by 2' photo sink with temperature controlled water
 - An enclosed tall cabinet for drying negatives. Other ample cabinet space.
- A dedicated space with professional-grade lighting and customizable backdrop options
- Darkroom
 - large spacious area with separations between each work station/enlarger. Counter space and individual stalls with electrical outlets for 18 enlargers and timers, with one large drawer under each stall, and cabinets under drawers. One or two of these spaces should be accessible to persons with disabilities
 - Light tight with maze entrance accessible by students with disabilities
 - One 4' x 8' photo sink with temperature controlled water at the end of the darkroom near the door, to keep wet and dry areas separate. Storage under sink for trays and measurement containers. Exhaust is to be located directly above the sinks where the photographic paper will be developed to enable adequate ventilation. Controlled by a lockable switch. Surge protected electrical outlet for a timer and clock should be located on the wall near the sink
 - A silver recovery unit/system
 - Chemical storage cabinets centrally located back to back with wet/dry chemical storage cabinets below the sinks
 - Countertop for the photo paper cutter should be located away from the entrance, sink and enlarging stations
 - Drains on downgrade on floor; silver filters for all sinks
 - Safety eye-wash station

3 Digital Art Computer Labs

- With layouts that can accommodate individual computers as well as a collaborative space. Presentation board with screen casting capabilities that can be viewed from all seats in the room and/or TVs around the room that replicate the presentation board to maximize students' ability to see demonstrations.
- Walk-in closet with outlets to charge technology and help organize materials and media of different sizes. This includes traditional art media.
- Lighting in all digital art spaces with LED rheostat/dimmable canister lamps to accommodate the need for both lower lighting (reduced glare on computer screens) and brighter lighting (to be able to have classroom conversations).
- In or adjacent to the Animation and Art for Social Change classroom (Lab A) - The space also requires enough surfaces for creating models, sculpting characters, refining and iterating on Graphic Design merchandise, 3D sculpture pieces, and Art for Social change installation components. These surfaces should be flexible and movable, so that in one block when animation is using them for stop motion, the stage can be saved and moved for the Graphic Design model products to be displayed and viewed.
- In or adjacent to the Video Game Design Classroom (Lab B) - A versatile gaming hub which would foster a sense of community and camaraderie among students, a space for both casual and competitive gaming, including eSports practice. It would double as an educational center, providing resources for learning game theory, vocabulary, and mechanics, while also offering a platform for testing and refining student-made games in a collaborative environment.

Video Production Facility

- Adjacent to Digital Art Lab
- With separate spaces for production and editing, a studio with a green/ blue / black / white screen backdrop, adjustable lighting fixtures, high-quality audio equipment, and an advanced editing suite with appropriate software and hardware. A spacious layout allowing for flexible seating arrangements to accommodate various in-class shooting scenarios.
- A separate recording booth is essential for voice overs, character acting, sound effect creation for both Animation, Digital Video Production and both levels of Video Game Design. When not in use, this space would also be available for use by sign-up Performing Arts students.
- Seating arrangements should allow for students to pitch ideas to each other, a storyboard wall, a few circle tables for script feedback and script reading, and community building

Gallery/Central Studio Maker Space (Flex Space)

- A collaborative space for students and educators that doubles as a gallery space. This large professional level gallery space is dedicated to showcasing student artwork on a rotating basis and for annual school-wide shows. This can also be used for class critiques, and should be regarded as an equivalent level of need as performing arts spaces necessary for showcasing student performances and work.
- A makerspace that can be viewed from the hallway and some classrooms with sound proof windows. The makerspace will have adequate venting for 3D printers, large-scale 2D printers, laser cutters, and traditional media like spray booths, printing press tables, as well as giant tables that can be used as collaborative work space. Will be open to be used for Art & Design classes, clubs, and independent studies.
- Worktables and cubicle studio spaces for students (as with performing arts practice rooms)
- Sewing machine bank and dress forms
- Dedicated print-making space for intaglio, block, and screen printing
- Spray booth for spray painting, fixative, etc.
- Studio washing machine and dryer for laundering smocks/aprons
- Lockers upon request for students personal art supplies
- A lockable “cage” or lending library for art equipment and technology as well as large equipment storage.
- 3 computer stations equipped with access to large color printer, large bed scanner, drawing tablets, and edit specific keyboard

HUMANITIES: ELA & SOCIAL STUDIES

Current Staffing

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.

Please note that as of 2023-2024, the history department has adequate staffing to place all students in the elective courses they have selected during the scheduling process. Any new electives/course offerings would likely require additional staffing, or the corresponding elimination of another course.

Current Program, Delivery & Future Educational Activities

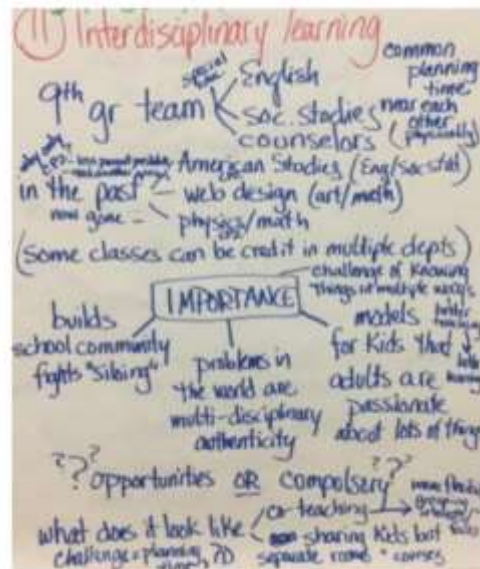
9th Grade Humanities Program

Currently, 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.

Ideally, we would have rooms that could be opened up into one large collaborative space for instruction, activities or speakers. These rooms also could be broken into smaller spaces or regular singular class spaces.

Interdisciplinary Courses

Although at times we have ideas for interdisciplinary course offerings or collaborative course offerings, our current building limits these opportunities. If it was more feasible for a science/history or math/history teacher pair to be in the same space at the same time, we could feasibly run 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. This would be very exciting! There are other opportunities and structures that would potentially allow for greater interdisciplinary collaboration and offerings for students as well, if our spaces were more conducive to it. It would be harder to do if the buildings are not connected and travel means walking outside in winter, and if there are not large capacity classrooms available.



Addressing and Narrowing Equity Gaps

College Prep (CP2) classes are for students who are struggling, and these classes tend to disproportionately serve special education and students of color. For the past several years, the Social Studies and English departments have been collaborating to address concerns and plans are in the works to phase out CP2 classes. In order to support this planned phase-out, additional breakout and collaborative space is required. Our phase-out plan creates more heterogeneous sections of CP1 or College Prep classes that will be supported by co-teachers from the Special Education department. Moreover, we have piloted a co-taught English Language Learners class for ninth (9th) graders in which an ELL instructor has been paired with a team of English/Social Studies teachers in order to support and develop language skills for students new to the high school who need additional support, as measured by the WIDA chart. The current space limitation

inhibits the effectiveness of efforts to expand heterogeneity and co-teaching strategies. Ideally, this breakout space could support students from different class sections in small group instruction or reteaching and support strategies.

Furthermore, having co-taught ELL/ELA classes in grades 10-12 would support the growing number of students with ELL needs. Providing this valuable support for ELL students would require additional staff. Then, with more ELL staff in classrooms, the need for more break-out spaces increases. Right now, these co-taught classes exist in grade 9 only, and no breakout space is available for use by these classes.

Another support for ELL students is the World History course for grade 9 students co-taught by an ELL teacher and a history teacher. Having similar co-taught history courses for students who enter above grade 9 but whose WIDA scores are low would serve this population (this would be needed for grade 10 modern world history, and grade 11 US history as well as potentially for one elective such as child development). An alternative would be to have small group sheltered English sections of each of these courses taught by a dually-licensed history/ELL teacher.

Additionally, with the English department's Honors for All model of heterogeneous classes, the need for greater flexibility in learning spaces becomes more apparent. Employing UDL strategies requires a nimbleness that our current classrooms do not support. Classrooms do not have the means to create smaller learning spaces within them that are not affected by the sounds of the rest of the group. Classrooms with glassed-in small conference rooms would be ideal for providing support and extension activities in one teacher's eyeline.

Research Skills

Social Studies students engage in lessons and assessments that develop research skills throughout their grade 9-12 experience at LHS. This serves to address two of the seven practice standards for History and Social studies in Massachusetts:

- 3. Organize information and data from multiple primary and secondary sources
- 5. Evaluate the credibility, accuracy, and relevance of each source.

While our 9th grade students do complete the steps of a classical research paper assignment, students in all other history classes have frequent opportunities to select, use, and cite sources in learning activities tailored to the content of each course, ranging in size and scope. The current small room configuration inhibits the ability of the students to work in small groups. Access to the library and support from professional librarians is essential for all history/social studies instruction.

Debate Program

The Debate Program can accommodate 150 students and currently explores three (3) styles of debate in a high powered co-curricular program. The Debate Program has room to grow and hopes to expand to other styles of debate in future academic years, including developing Debate Across the Curriculum courses for single semester noncompeting students that focus on critical

thinking, research, and communication skills. The Varsity or Advanced Policy, Public Forum, and Lincoln-Douglas Debate classes allow sophomore, junior, and senior students to collaborate across grade and experience levels. The novice classes combine freshmen and sophomores with different background knowledge and research skills and at least two senior Teaching Assistants.

All three Varsity debate classes are Honors courses, meaning that the courses may exceed the standard 25 student cap based on student interest. Because debate teachers manage large classes with students at varied skill levels and different argument styles, even when classes have fewer than 25 students, the fact that second, third, and fourth year students share a classroom means additional space, flexible furniture, and opportunities for small group work is vital. There is also a need for debate practice spaces so the classes can be broken down into soundproofed areas that the current singular classroom arrangement cannot support. Ideally, each of these spaces should fit at least five (5) people, preferably closer to 8-10 people. We should have at least four (4) practice spaces given the size of the Debate Program. Having multiple small-group learning spaces would also be helpful for our beginning students who currently work with teaching assistants in one noisy and crowded classroom.

The students in the Debate Program practice after school in order to get ready for the local, regional, and national tournaments that occur on weekends. We also run a Debate Club for students who are interested in debate but do not compete and do not have to be enrolled in any debate class. Currently a safety concern exists because, whenever students go into separate classrooms for practice rounds, it is impossible for the coach to adequately monitor all of these student spaces simultaneously. Therefore there is a need for a common breakout space that would allow simultaneous supervision of multiple student groups.

Journalism and Digital Media

In order for Lexington High School to continue its long tradition of a student newspaper, the facilities to produce it and the faculty to instruct must be present. At the moment, we have neither. *The Musket* is a beloved student publication functioning the same way it did 50 years ago, but the burden of advising this in the modern era is too much for one person who also teaches full time. A journalism curriculum can satisfy 21st century standards and enhance student engagement. Having a dedicated FTE to instruct journalism and digital media will bring our student publications into modernity and enhance student skills of critical thinking, communication, collaboration, and creativity. A dedicated space for this program, which includes desktops for layout and design and flexible work tables, will provide the necessary resources for students who have a passion for journalism, and who are not currently served, to produce a newspaper of note.

I Block

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, our space restrictions hinder special enrichment topic i-block opportunities for staff to provide to students.

Business, Personal Finance, and Economics Courses

We currently teach 20+ sections of business and economics courses each semester at LHS, many of which are directly related to state standards. These are often key parts of the student experience, are a popular part of the course catalog offerings, and they help students explore potential majors and career options prior to college. Recently, our personal finance teachers have begun planning a “Credit for Life” fair, which will provide all 11th graders an opportunity to learn about budgeting and managing their finances in an interactive, experiential format.

Dedicated spaces for these courses would facilitate sharing resources, benefit the school store, and could allow for an expansion of existing programming. Some schools have spaces for student credit unions, banking services, and an ATM that would benefit our courses as well as students and faculty. Many universities have at least one classroom that has a stock broker trading floor design, and business school buildings almost always have capacity for tech-integrated small group collaboration and presentation.

Psychology and Child Development Courses

Currently, we offer approximately 14 child development or psychology sections per semester, and there is perennial high demand for these classes. There is an interest in extending offerings in this area to include an introductory teaching course which would require additional staffing. We hope that an on-site daycare or preschool could lend itself to learning opportunities and field study work for our students in this strand. We are interested in a dedicated space that emphasizes Color and Aesthetics (especially Ingrid Fetell Lee’s work around designing for the aesthetics of joy), choosing color schemes and aesthetics that promote a positive and calming atmosphere while considering the psychological impact of colors on mood. Additionally, the space should facilitate collaboration by designing common areas akin to a lounge that foster social interaction, group projects, and a sense of community, acknowledging the importance of social development in high school. Lastly, outdoor classrooms and green spaces would encourage outdoor learning and interaction with nature, which has proven benefits for mental health.

Student Teachers/Interns

At the moment, the office space for student teaching interns is extremely limited. It does little to encourage a young educator to become part of the profession when we cannot support them with quality workspace and the ability to have conversations with their collaborating teacher in private. When considering office spaces, we must plan for more units than we have faculty.

DESIGN CONSIDERATIONS (HUMANITIES):

Technology

- Technology in classrooms to support hybrid teaching and learning (visualizers, auto-tracking cameras, interactive control boxes, charging stations and carts)
- Way to monitor each student computer (main computer that shows each screen).
- Dedicated computer that doesn't move from the room to eliminate dongle issues, and allows all students to see a projected image, instructions, or even video content while the teacher circulates with their own laptop to meet individual student needs.
- Room with desktops with production programming
- OUTLETS (10+/room)
- Chargers in hallways
- Phone jammers (private student phones cannot access wifi)

Teacher Office Space

- Individual work spaces for teachers with doors and landline phones
- Offices separate from lunch space, kitchen, and restrooms... places where one can close the door/have privacy for planning & grading
- Individual offices / dedicated personal spaces
- Additional spaces for student teachers/interns
- Teacher wellness is considered with a kitchen, refrigeration, and eating space with modern equipment, even allowing for some light cooking.

Classrooms

- All teachers have their own classroom.
- Each teacher teaches in a single classroom.
- Breakout spaces to facilitate inclusion and differentiation
- Classrooms with flexible seating arrangements and large enough to alter desk setups into different configurations.
- Easy access to outdoor green spaces for discussions and performances, outdoor green spaces that have sound capabilities
- Large enough classrooms to have tables for teachers/co-teachers to do small group work with students.
- Not fluorescent lighting; lighting with dimmers (teacher controlled), more than overhead lighting
- Flooring that is easier on the body (cushioned, carpeted)
- Desks with chromebook charging capabilities
- Bar-height counters outside of classrooms (instead of lockers)
- Proximity to working photocopiers, printers every few classrooms for easy access.
- Coat hooks

- Permanent phone banks/hotels/jails in the classrooms with chargers
- Unified seating / all desks and chairs match
- More standing desks
- More whiteboard/display space on walls
- Whiteboard desks and [sliding whiteboard panels](#).
- Doors with jammers/double lock features for lockdown situations
- Window shades for classroom doors for lockdown situations
- Windows that fully open and provide sufficient ventilation for the room should the HVAC system not be working; also that can be used as an emergency egress
- Dedicated charging station/cabinet for student chromebooks with additional Chromebooks in each room to limit the amount of time kids spend out of the classroom getting loaners
- Better projectors/HD television screens for visuals/movie clips etc. Works in a bright space.
- Universal keys

Alternative Class/Teaching Spaces

- Collaborative spaces for students and educators that may double as presentation spaces
- Large collaborative spaces and classrooms for interdisciplinary work.
 - 9th grade humanities rooms for 2x25 or 1x50
- A space or room like [Bentley's Trading Room](#) to support Business, Economics, and Personal Finance classes
- "LHS branch" of a community bank with working financial services for students
- A department-specific lecture or presentation hall or interdepartmental meeting space
 - With adequate Wi-Fi
 - Clocks and wall panels that tell you what day it is and what block is next
 - Room for guest speakers, shared class activities, etc.
 - Designated spaces where students can showcase their work.
- Dedicated spaces for Socratics/discussions with Harkness tables (could be reserved by teachers ahead of time?)
- Private spaces for students to make up work/extra time for assessments (outside of 1 block)
- Book-able private spaces for one-on-one meetings
- ADA-compliant Project Based Learning (PBL) spaces that students can access within 5 minutes. These PBL spaces should include sound-proofed classroom space, a quiet work and lunch space for teachers, a place to store valuables, and work with students one-on-one. Ideally, these PBL spaces would incorporate green plants and natural elements, with access to the outside, integrating the local conservation trails into our school.

- Acting/Performance space for English specific performances and a place to take classes when using acting techniques to teach content
- Access to an event space that has the capacity to connect 500+ devices to school Wi-Fi
 - This space would enable schoolwide events to access Wi-Fi easily (One example being the annual Credit for Life Fair, but would allow for other such events)
- Craft room
- 2 film-screening rooms to be booked

Debate Building Considerations

- Soundproofed classroom for at least 35 students.
- Four (4) soundproofed practice spaces that each fit at minimum five (5); preferably eight to ten (8-10) people around one table
- Fully functional projectors / sound equipment to watch demonstration debates in class
- Cases to display trophies and plaques
- Lots of electrical outlets for charging devices
- WiFi that allows for students to use their personal devices to practice in our classroom spaces
- Movable tables instead of individual student desks to promote collaboration in practice debates
- Debate Office needs locking filing cabinet, phone, computer monitor, printer/copier, and bookshelf
- Storage units for tournament items such as medals, team sweatshirts, other team apparel, caution tape, posters, masking tape, etc.
- Bulletin boards for posting team announcements and other relevant information for students on the team, in addition to white boards.
- Standing tables for student presentations; one (1) per practice room and at least one (1) in the main classroom

General Space Considerations

- Private spaces for conferencing, parent phone calls, IEP/504 meetings; these spaces should fit up to six (6) people
- Conference rooms for PLCs to meet
- Climate controlled spaces (teacher controlled)
- Quiet HVAC systems
- HVAC with appropriate filters to optimize student and staff safety
- Bookcases built into classroom walls
- Locking storage in classrooms
- Book storage space (separate from classroom, climate controlled)

- Storage space for backpacks in the classroom, so teachers don't trip over them

Other Important Spaces

- Lactation Room near department spaces
- Gender inclusive and/or gender neutral bathrooms in all wings of building
- Sufficient parking for ALL staff - in areas close to their primary building - and perhaps even upperclassmen?
- Daycare options on campus, proximity of child development classes to the daycare, space to accommodate high school student assistants in addition to small children and daycare teachers.
- Student Lounge - a hip space for cool cats
- Recreational space for freshman to go outside (recess, play games, etc.) that is near humanities spaces
- Areas separate from staff and student parking for parent drop off/pick up
- More bottle filling stations
- "[Peace Corner](#)" for teachers to minimize stress and maximize health and wellness; it might look like this: "[Wellness Room](#)"
- Individual lockers/drawers with personalizable codes for students to store their personal computers during the day; 15-20 to use on a first come, first served basis with student selected changing padlock codes

MATHEMATICS & COMPUTER SCIENCE

Current Staffing

For 2023-24, Lexington High School 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

department is part way through a phase-in of a teaching load change established through collective bargaining; this already-determined increase will add 4.6 FTE to the department for a total of 36.0 FTE by 2025-26. A new facility will need to reflect this permanent change in faculty size. Additionally there is an 0.5 FTE Administrative Assistant and an 0.8 FTE Math Department Head, thus a total staffing baseline of 37.3 FTE.

The mathematics department has a long history of a single, collaborative work space where we keep our desks. While we desperately need private space, and while we yearn to work with colleagues in other disciplines, we fear losing this space and the culture that it enables.

Current Program, Delivery & Future Educational Activities

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, which is visible through student desks in every math classroom being configured in tables as a default arrangement, even in undersized classrooms where movement is difficult. Future classrooms will need to have sufficient space and furniture to move flexibly between front-facing seating and collaborative seating.

While Lexington High School has had adequate classroom capacity for its core set of math courses, the spaces are extremely small and inflexible, making it difficult to utilize flexible grouping as current educational best practices demand. Moreover, there is no space to help students during unscheduled periods and it can be difficult to collaborate or conference with colleagues and parents.

There has not been sufficient space for a widening range of elective computer and technology courses. LHS has introduced three (3) new computer science courses in the past decade, all aimed at attracting more diverse students into the subject, including the State-encouraged equity-oriented AP Computer Science Principles course. This program expansion has been tremendously successful in attracting more students with greater diversity: the number of students requesting computer courses has gone from 200 in SY12, to 350 in SY17, to 700 in SY22. While adding 500 additional computer science enrollments, LHS has only been able to add one (1) more room for computer science, covering less than half of the demand increase. The remainder has needed to be absorbed into math classrooms through overcrowding. To meet even the current demand for computer courses without burdening math classroom capacity, LHS would need 2 to 3 additional computer classrooms, and trends of increasing demand are likely to continue.

Lack of appropriate and sufficient classroom space is a significant obstacle as Lexington High School attempts to fulfill the expectations of the 2016 Massachusetts Curriculum Framework in Digital Literacy and Computer Science. Meeting this framework's standards, in the areas of Computing and Society, Digital Tools and Collaboration, Computing Systems, and Computational

Thinking, for every student, not just those who choose to take computer electives, will require either new technology courses taken by all students, or additional instructional time in existing STEM courses. Either approach requires additional classroom capacity that the school currently lacks. For example, adding a single half-year technology course as a graduation requirement would require 2 additional classrooms to serve 300 students per semester.

Lexington High School does not have any of the more contemporary kinds of technology instruction facilities that benefit students at high schools with updated facilities. For example, despite the school's large size, there is no dedicated maker space, even though the school has many students likely to be interested in using such a facility. A single regular classroom is jammed with all the equipment used by a robotics course and two extracurricular robotics teams, as well as the school's 3-D printers and other design equipment. This over-crowded space does not allow school-owned equipment to be used to its full potential by students. For the future, LHS aims to have amounts of computer design and robotics equipment commensurate with the school's size, housed in facilities such as laboratories and maker spaces to make these resources fully available to students both during and outside the school day.

DESIGN CONSIDERATIONS (MATHEMATICS):

- Mathematics classrooms sufficient for 32 mathematics teachers (29.4 FTE), with a preference that every full-time teacher have their classes in one classroom.
- Academic support room(s) for mathematics with appropriate furnishings that are conducive to collaboration (for example, tables and whiteboards)
- 5 appropriately-equipped classrooms dedicated to Computer Science.
- 2 additional Technology classrooms to provide all students with sufficient exposure to technology learning in order to address and comply with the Massachusetts Digital Learning and Computer Science standards.
- Dedicated maker space(s) sufficient for a school of this size
- Dedicated robotics space
- Ample usage space and safe storage space for robotics equipment, 3-D printers, laser cutters, and other design equipment
- Outdoor spaces that can be used flexibly for projects and testing maker-space creations

General Classroom Spaces

- Collaborative spaces for students and educators that may also serve as presentation spaces
- Spaces that are large enough for co-teaching different groups in the same space, or facilitating simultaneous activities
- Large whiteboards on as many classroom walls and other walls as possible, in keeping with contemporary recommendations about making teacher and student

thinking visible (see for example *Building Thinking Classrooms in Mathematics* by Liljedahl), though not at the expense of windows and other natural-light features. In math classrooms, include graphing grids on the whiteboards in several locations per room.

- 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)
- All spaces should be equally accessible for those with disabilities. For example, all classrooms should be able to accommodate someone who's hearing-impaired.
- Tables/furniture with wheels (and brakes) so things can be easily rearranged as needed
- Storage for classroom materials - markers, protractors, paper, erasers, books, etc.

Office and Adult-Facing Features

- Desk space for each teacher, administrative assistant, and department head
- Flexible work space for teachers (desks that can be sitting or standing)
- A private space with a phone for teachers to make phone calls to parents.
- A conference room for teachers to meet with parents, do math placements, etc.
- A space for teachers to work quietly together, with enough space to accommodate all teachers in the department. Also, adjacent bathrooms, as well as a space for more collaborative work for faculty/students, photocopier in a separate space from desks, etc.
- Storage space for office supplies, teaching supplies, textbook inventory, and departmental book library (currently several hundred books)
- Modest staff kitchen
- Faculty bathrooms on each floor that are accessible for staff (ease of use while teaching)
- Mother's room with fridge and soundproofing to account for the sound of a pump

PERFORMING ARTS

Current Staffing

The Performing Arts Department currently has:

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- 6.8 FTE worth of teachers
 - Six 1.0 FTE teachers
 - One 0.2 FTE orchestra teacher who also teaches at the middle and elementary schools
 - One 0.2 FTE vocal teacher who is a vocal coach supporting our chorus program
 - One 0.2 FTE drama teacher who teaches one class (for FY 25)
 - One 0.2 FTE teacher who is also the K-12 Performing Arts Coordinator (0.8 FTE)
- 1.53 FTE Administrative Assistants
 - One 10 month employee at 37.5 hours a week
 - One 10 month employee at 20 hours a week
- 1.0 K-12 Performing Arts Coordinator (0.2 Teaching and 0.8 Administration)
- 1.0 K-12 Performing Arts Assistant Coordinator (0.2 Teaching and 0.8 Administration)

Current Program, Delivery & Future Educational Activities

Lexington High School has continued to provide an exceptionally rich and robust program of studies that enables students the opportunity to access a curriculum that is rooted in expansive STEM and Humanities programming, as well as students' interests, passions, and social-emotional needs. The LHS Performing Arts Department has a long tradition and widespread reach of engaging an extremely high number of students from diverse backgrounds. We are consistently recognized as one of the nation's premiere public high school performing arts programs providing an exceptionally robust curriculum that has been a model for performing arts programs across the nation. Somehow these accolades are possible despite the significant physical constraints of the current building. We look forward to the kinds of opportunities and experiences that we will be able to provide our students in the future when the current limitations are addressed.

In terms of rehearsal and performance spaces, the three (3) concert bands, three (3) orchestras, and five (5) choruses meet in rotation between two (2) classroom spaces that were outfitted in spaces previously used for technical education. The rehearsal halls are small in size with ceilings that are quite low, resulting in compacted sound that is musically inappropriate and also unhealthy for one's ears, due to decibel thresholds. Along with this, with the high number of students that we have in each ensemble, the rooms cannot adequately fit all of the students, chairs, instruments, stands, and other equipment required for effective instructional and rehearsal practices. Ideally, we would be able to use four (4) adequate rehearsal halls, i.e., for Band, Orchestra, Chorus, Jazz, with adjustable acoustical panels and ceilings with heights of at least 26 feet. These rooms will need access to the exterior of the building for loading and unloading equipment as well as direct access to the auditorium stage.

Storage of both equipment and repertoire is a major issue, as most of the instrument lockers are in disrepair and even desperate need of being replaced, and additional space is needed to house the rest of the large number of both school- and student-owned instruments our students play. Many of the instruments have a value well above \$10,000, so secure space is necessary. The instrument/equipment storage lockers need to be large enough to hold our biggest pieces of

equipment. Right now, our locker storage poses safety risks in terms of the actual storage unit, as well as the overage of equipment needed to be stored, as equipment just cannot get housed anywhere.

Currently, we have four (4) practice rooms that are located well away from the band and orchestra/chorus rooms, making it difficult to supervise students and for students to access in general. While the rooms vary in size, there is only one room that can fit more than four (4) people at a time. This makes it difficult for students to work collaboratively in chamber music settings (quintets, quartets, instrumental choirs, small chamber choirs) and also in sectionals (by instrument type). By having more adequate practice room space with some spaces a bit larger to accommodate 5-10 people, students would be able to work more independently and collaboratively, which has been somewhat impossible to do with our current configuration.

While the LHS Auditorium can seat approximately 1000 audience members, the stage, pit orchestra area, wingspace, and line sets are inadequate for a program this large. The stage itself needs to be expanded and should include more expansive, authentic wing space that can house automated line sets and winches, enabling us to appropriately prepare for musical concerts and dramatic arts productions in a safe way. Currently, the stage is not large enough in terms of both length and depth to fit all students in a given ensemble. The wing space is pretty much non-existent, posing safety concerns with equipment and access to egresses. We need an attached, well ventilated, and large prop/building shop with appropriate sized doors (floor to ceiling) that will enable equipment and sets to easily be maneuvered from prep areas to the stage. We do have a prop/costume storage space; however, its set up poses many safety issues, and it is not large enough to handle the kind of work that needs to be done for productions. While we do have an orchestra pit, it is exceptionally narrow, making it extremely difficult for instrumentalists to perform during productions and it is only accessible when the front of the stage is removed, thereby reducing the space on the actual stage itself during musical productions. The sheer quality of the stage in the auditorium poses safety concerns in general due to its deteriorated nature. The future rehearsal spaces should be directly “attached” or at least within direct access to the auditorium and stage areas.

LHS has a Black Box Theater located upstairs in the main building, away from the auditorium and the rest of the performing arts spaces. The space is just a double sized classroom with a carpet and painted black walls. There are windows that have curtains for a more enclosed feeling, but light can still come through. While this is adequate as a classroom space, we are lacking the kind of dramatic arts space to produce small scale productions and presentations. Ideally, the black box theater would be a true, theater in-the-round, with perimeter seating for an audience. Right now we are very limited in terms of the number of audience members who can attend our improv shows and festival productions as the seating takes up the performance space. Again, this type of space would be ideal for small dramatic arts productions, as well as small musical presentations. For example, we have an extensive jazz program, and we have difficulty finding space for them to hold their many jazz evenings for both our large jazz ensembles, as well as our smaller jazz combos. Many of the dramatic arts courses are taught in the Black Box Theater.

EDUCATIONAL PLAN - LEXINGTON HIGH SCHOOL

As we work to further expand and diversify our performing arts course offerings at LHS outside of just performance based ensembles and dramatic performances, we are lacking an instructional space that can accommodate non-performing arts courses in music theory, music production, recording, and engineering, piano keyboard, guitar, ukulele classes, modern band classes, steel drum ensembles and handbell choirs, composition and arranging, and music related humanities classes in an effective way. Our current space limits enrollment to 15 students per class. We also lack the technology to provide an even more meaningful learning experience. By having a MIDI-style set-up or advanced DAW system, our students would be provided a technological environment that caters to the needs of the context within which they work - especially if their objectives exist outside of traditional performing ensembles (chorus, band, orchestra, and jazz). This type of technology would also enable these spaces to double as recording studios for our instrumental and choral students to record tracks for all of the festivals and adjudications in which they take part and for formative assessments of their musical progress in general.

In terms of teacher preparation spaces, right now, our music teachers work in a small space between the band and orchestra/chorus rehearsal spaces (this area used to be technology/automotive education) in a cubicle style set up. The space also doubles as sheet music, uniform, concert attire, and miscellaneous storage for the entire music department. There is a small office that is used outside of the Black Box theater for our drama teacher and there is one small space near the auditorium for our technical theater director. In an ideal situation, we would have appropriate, adequate, and usable workspace for our teachers to work independently and collaboratively. It is desirable to have teacher workspaces attached to their designated rehearsal spaces, though many teachers do teach in multiple locations throughout the day.

In general, having a Performing and Visual Arts Center set up would work most effectively for our department. We have seen other schools where there is a designated arts center that is attached to the school, and that can, however, be closed off from the rest of the school should events, such as third party rentals or community events, take place after school hours. Right now community members need to enter LHS directly and then navigate their way to the performing arts areas. Again, all rehearsal halls, practice spaces, the auditorium, black box theater, music classrooms, scene and prop shops, instrument and theater storage, dressing rooms, recording spaces, and multi-use spaces would be centralized together within the footprint of the school. The performing and visual arts spaces could also be integrated together where visual arts could have a permanent art gallery integrated into the entrance to the performing arts/auditorium areas.

While there are so many priorities to be considered when building a new high school, here in Lexington, the performing arts program is an extremely important and foundational part of the curriculum across the school district and the community itself. This is a community that not only appreciates, but truly *values* the arts, providing an exceptionally high-quality and well-rounded education for its students. Outside of our non-performing classes, approximately 1,000 students participate in our ensembles, which is nearly half of the entire population of Lexington High School. As our program has been recognized on a national and global level, having such

resources and adequate spaces to work within will strengthen the support and development of our students in the best ways possible.

DESIGN CONSIDERATIONS (PERFORMING ARTS):

- It would be extremely beneficial to have a Performing (and Visual) Arts Center as a standalone but attached structure accessible to the rest of the school, that can be closed off from other areas of the school as needed especially when it's being used for performances after school hours and for third party and community rentals.
- Collaborative spaces for students and educators that may also serve as presentation spaces
 - Mixed use spaces for performance (small stages, recording studios, etc.) integrated throughout the building (i.e. cafeterias, etc.)
- Technology in classrooms to support hybrid teaching and learning (visualizers, integrated interactive white boards, auto-tracking cameras, interactive control boxes, charging stations and carts)
- Four (4) appropriately sized dedicated large ensemble rehearsal and performance spaces as part of an integrated Performing Arts Center with high ceilings for Band, Orchestra, Jazz, and Chorus, with adjustable acoustical panels and ceiling heights of at least 26 feet. There should be NO permanent risers built into the floors.
 - These instrumental rehearsal spaces must be large enough to fit upwards of 100+ students in an ensemble WITH instruments. Because of this, instrument lockers should be placed in a different area.
 - The chorus rehearsal hall could work as another dramatic arts space if it were expanded into a double sized room. This space must fit upwards of 300 vocalists at one time. Additionally having mirrors placed in the rehearsal space helps with the curricular aspects of vocal health and technique
 - These rooms will need access to the exterior of the building for loading and unloading equipment.
 - Each of these rooms should have audio recording capability integrated into the space
 - Each of these rooms must have direct and easy access to the auditorium and stage.
 - Each rehearsal space should have a plumbed sink and cleaning area for maintenance of instruments including mouthpieces and sanitation
- Two (2) music classroom spaces to support music technology, recording, and audio engineering as well as MIDI and DAW integrated workstations with full sized keyboards. The classroom should be able to fit no less than 25 stations. We are looking for one large space (double classroom) that can be converted into recording space, modern band and music making areas. A second additional space would support such classes as music theory, composition and arranging, and dramatic arts classes.
- At least 10 soundproof practice rooms located near Band, Orchestra, Jazz, and Chorus rooms. Practice rooms must fit between 4 - 10 students (non-modular units) with wired technology for recording.

- Adequate music storage for our growing ensembles, with space for chairs, instruments, and music stands, sheet music, uniforms, amplifiers and jazz equipment, etc. with easy access to outside loading areas
 - Ideally there would be a large instrument storage locker room to house student and large school-owned instruments in an easily accessible way.
 - There would be another space for uniforms, amplifiers, jazz equipment, etc.
 - There would be a separate space for sheet music storage to support music for five choruses, three concert band, three orchestras, two jazz bands, and a myriad of jazz combos
- A Black Box Theater, a true “theater in the round” with ample perimeter seating that can be flexibly set up, which 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 tech booth and tech area for lighting, sound, and technical direction
- Dance rehearsal space to expand opportunities for dance/creative movement curriculum; space should mimic the footprint of the stage, so it can be used as a second rehearsal space for large productions (space could be a swing space for community dance/yoga classes)
- The auditorium could be stadium seating or stadium seating with a balcony - ideally would be able to continue to be able to seat 1,000 people.
 - It must integrate a fully housed tech booth for lighting, sound, and technical direction.
 - Adjustable acoustical paneling will enable the acoustics of the space to be changed - we are aiming for sound that works for dramatic and music ensemble performances (dead for microphoned performances, but with sliding acoustical panels to bring ring and vibrance to the space for acoustic performances)
- The stage itself needs to be expanded and include more expansive true wing space that can house automated line sets and winches, enabling us to appropriately prepare for musical concerts and dramatic arts productions in a safe way.
 - The stage needs to be able fit at least 150 instrumentalists at one time and upwards of 250 chorus students at one time.
 - The staging would also have automated staging built into the staging infrastructure
 - The technical aspects would include automated line sets, winches, lighting and sound with a full (not half) fly system
 - Acoustical shells on stage and lighting permanently installed via line sets - this means they can be maneuvered around and slid out for dramatic arts productions, etc.
 - The addition of a piano locker is necessary for our grand piano.
- The performing arts space should have dressing and green room areas attached to the auditorium spaces that have integrated audio for monitoring productions. These rooms should be large enough to fit upwards of 15 students at a time.

- A generously sized sunken orchestra pit to seat 35-45 people, making it easier for instrumentalists to perform during productions - accessible by tunnel or through hydraulic lift
- An attached, well-ventilated large prop/building shop (double/triple height ceilings) that will enable equipment and sets to easily be maneuvered from prep areas to the stage - ideally with floor to ceiling sized doors or garage doors. The size of the space should mirror the size of the stage
 - The space should also have dust collection and/or exhaust fans for adequate and safe cleaning
- An additional costume construction space would also need to be created and be large enough to store all costumes for productions
- Teacher workspaces (offices) either integrated into the rehearsal spaces (band, chorus, jazz, orchestra, respectively) or in a collaborative work environment (a suite of teacher offices). Workspaces for 7 teachers must be provided.

PHYSICAL EDUCATION, HEALTH & WELLNESS

Current Staffing

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.

Current Program, Delivery & Future Educational Activities

Vision: Our philosophy and vision is encapsulated in our mission statement - “Purposeful Movement, Healthy Decisions, Strategies for Life”. As a department our 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.

The grades 9-12 program at LHS has a strong foundation but space limitations impact our ability to collaborate with other departments to the level that we envision. 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. Without the available space and updated facilities, these opportunities will not be realized. It is also noted that the extracurricular athletics program also works closely with the Department in sharing and utilizing these facilities and the Department will continue collaborative conversations with the Athletic Department to ensure that an optimal level of facilities are considered for the new building. The Athletic Department also receives a number of requests

from school clubs to use an activity area; however, due to space limitations none of these requests have been able to be accommodated to date.

The Gymnasium is currently too small to accommodate some of the study units, and the existence of a large soffit running through the middle of the gym impacts the ability to deliver effective curriculum in some activity units along with having an impact on after-school sports such as the volleyball and basketball programs. The **Fitness Center** space is a converted space that has approximately ten concrete support columns throughout the room, and this greatly impacts both the safety of students who need to be mindful of these obstructions and the space that is available to effectively run the desired classes and accommodate the after-school sports teams. The **Yoga/Dance Studio** is a space that was formerly dedicated to printing operations. The size of the studio is inadequate for its current purpose and requires daily lesson modifications in order to safely teach some of the more dynamic performance based units of study.

The **Athletic Training** room also doubles as a classroom, and, due to the current size of the room, we have had to restrict the class sizes of both the CPR and Sports Medicine classes to a maximum of 18 students thus impacting the number of students who have access to these classes each year. The size of the AT room is totally inadequate to serve the after-school sports teams by effectively evaluating, treating, and rehabilitating the numerous sports injuries which are treated in the room every school year (3000+ visits per three seasons); this is a potential health and safety issue. As licensed healthcare professionals, the Athletic Training staff would be able to provide a much higher level of cost effective (free) injury care given the appropriate level of facilities.

Health Education classes require safe and private spaces to allow students to speak with the health education staff when personal issues are part of the conversation. Furthermore some of the units require intervention and support from the two social workers in the Department and the need for a private welcoming space is optimal to support student emotional health.

The Department coordinates our **School Health Advisory Council (SHAC)**, a school and community partnership with significant student participation. SHAC resources support programs that promote better health for our school community and the Town of Lexington, which includes students, families, community agencies, organizations and school personnel. Space is limited and often inadequate for the work of the council and subcommittees. Running meetings at the high school has afforded greater accessibility for all students to participate. Space constraints at the high school make it difficult to assure student access to all meetings. ([LPS SHAC Report](#))

SHAC, our prevention program and town agencies have co-sponsored frequent and ongoing Teen/Adult dialogues over the years. These events provide opportunities to engage large numbers of students, parents/adult caregivers and community partners in the district and department's ongoing DEI efforts. Current space at the high school prevents us from fully implementing this program. Dialogue nights draw large numbers of students and families averaging up to 400+ attendees. These events are facilitated by trained student leaders recognizing that cross generational dialogue requires conscious effort. Conversations reflect the work of the district and State efforts in "creating an equitable environment for all", respecting diversity and human civil rights.

The **Prevention Program** continues to experience challenges with regard to having a permanent and proper space to support the student-led peer leadership programs along with all other associated student activities including SADD (Students Against Destructive Decisions) club, SHAC meeting space, and the Teen/Adult dialogue events. Currently the program does not have the space available to support the ability to effectively plan and support the student-facing K-12 elements of the program. Current student participation is well over 300 trained high school students each year.

The Lexington Public Schools PE, 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 ([see The Prevention Program Diversion Services](#)).

DESIGN CONSIDERATIONS (PHYSICAL EDUCATION & WELLNESS):

- Collaborative spaces for students and educators that may also serve as presentation spaces
- Technology in classrooms to support hybrid teaching and learning (visualizers, auto-tracking cameras, interactive control boxes, charging stations and carts)
- With the current configuration, the department is the most separated group at the high school, divided between the Humanities and World Language building. This configuration has not provided for any meaningful collaborative opportunities between the PE, Health Education and Prevention groups and the new building will provide the

department with the up-to-now unavailable opportunity to do more interdisciplinary work in the new building with the vision being that the entire department will be located in one compact area.

- Indoor Facilities: A model similar to the Lincoln/Sudbury Regional High school could be considered for the basis of the PE design.
- A main gymnasium which could host varsity after-school games, and a second gymnasium which could simultaneously host sub-varsity games with limited spectator facilities.
- A dance/yoga studio along with a Fitness Center in addition to the planned retention of the Field House.
- A separate wrestling (for Athletics) room should also be planned as this is normal to common practice in most new school construction projects.
- This level of facility design is needed due to the current and future trend of needing to simultaneously serve typically 5-6 PE classes involving 120-150 students. All of these facilities would be in full use during the winter months, and it should also be noted that the department collaborates with the LABBB program to provide PE/activity facilities when possible, but on a limited basis due to the current space limitations. The wrestling room proposal will be explained further in the Athletics Dept. submission but would fit into the PE/HE/Prevention footprint.
- Classrooms designed for auditory learners.
- At least two (2) dedicated yoga/dance studio class spaces, with secure storage for yoga equipment, appropriate sprung floor, mirrors.
- Installed sound system in yoga/dance rooms.
- Two (2) all purpose studio rooms for CPR, Athletic Training, presentations, alternate class space for special PE projects.
- AirPlay in all classrooms.
- Private 1:1 spaces so that Health Education Teachers and Prevention Social Workers can meet with students (separate from our offices).
- Common meeting space for Health Education and PE Teams to collaborate.
- Four (4) Health Education classrooms that allow for innovative, interactive, and flexible activities student participation.
- Chairs for students that help with sensory needs in the classroom and general sensory issues.
- One idea is to connect the new building to the existing fieldhouse and put PE & Health spaces along this corridor.
- Laundry room for equipment maintenance and sanitary purposes.
- Multiple two (2) gymnasias/multi-purpose spaces for the expansive PE offerings (e.g., fencing, volleyball, yoga, and rollerblading).
 - On average, there are 5-6 classes per block scheduled and current space is inadequate to effectively teach classes separately. An additional gym would provide the classroom space to effectively deliver curriculum to all students along with having an updated Fitness Center and Yoga/dance studio.

- Gymnasium #1 would double as the venue for all of the after school sports events (basketball, volleyball games, etc.) with bleachers to facilitate spectators.
- Gymnasium #2 would not require the same sizing or footprint, as it would only require minimal spectator accommodations similar to the Hastings and Estabrook gymnasias.
- Locker spaces for securing student valuables during class.
- Locker spaces for non-binary students.
- Offices that can adequately accommodate up to 10 physical education teachers.
- Offices that can adequately accommodate up to six (6) health education teachers.
- Offices that can adequately accommodate two (2) Prevention Specialists.
- Offices that can adequately accommodate two program leaders who are based at LHS.
- After school sports separate space needs (e.g., coaches' offices, team rooms, etc.) should be discussed with the Athletic Director to determine the needs of this program.
- Adaptive Physical Education offers one of the few fully inclusive APE programs in the district and will continue to do so, as it has been a successful and effective model that benefits all of our students who participate in this program. The department does not anticipate requiring any specialized space for this program as the areas described in this submission will meet the needs of our student population.
- Athletic Training (AT) spaces are inadequate in size to serve the student Sports Medicine needs. While the space is primarily used for the after-school sports program, we also see the AT room space as a place to give an opportunity for students to pursue Sports Medicine and Exercise Physiology units of study using a coordinated scheduling approach.
- A Lifeskills swing space that can be a multipurpose area for Wellness enrichment programs, and those that allow for partnerships with our Food Services team to provide electives such as nutrition, medicine, food preparation, and fundamental cooking skills is an example of an interdisciplinary opportunity.

SCIENCE

Current Staffing

The Science Department currently has 30 teachers, one (1) administrative assistant, and a Science Department Head. Since the failed override of 2006, LHS science teacher assignments have been imbalanced, with some teaching 3 or 4 classes, depending upon their course level. A newly bargained, more equitable system (commonly referred to as "4 vs. 5"), necessitates a

change in workload for some in the Science Department, which will be factored into future assignments.

Current Program, Delivery & Future Educational Activities

The goal of the LPS Science Department is to inspire all students to experience wonder and appreciation for the natural and designed world, and to prepare them for success as students, scientists, and global citizens.

Over the last six years, the Science Department has been forced to modify the Science Building and spaces available based on limitations of our current building's configuration. We have added a modular classroom, converted a collaborative student support space into a classroom, and converted a biology classroom into a chemistry classroom. Even with these modifications, all of our classrooms use at least 6 out of 8 teaching blocks, and 50% use at least 7/8 teaching blocks, which means that all teachers share classrooms. The pressure on these shared spaces, combined with the lack of available space during the school day, minimizes the lab experiences that we are able to offer, as teachers must set up and breakdown labs for different classes and coordinate the use of equipment, lab spaces, and supplies, all within the allotted five (5) minutes of passing time. Even after this series of modifications and adaptations, we still lack enough space to engage in the kind of science education that our students need today.

Currently, there are (6) classrooms dedicated to the required 9th grade Environmental Earth Science (EES) course, focusing on climate change, water, and the human impact on Earth's resources. Of these six (6) classrooms, only three (3) have a lab space associated with them, which would normally result in unequal access of opportunity for approximately half of our 9th graders. Our EES teachers go above and beyond to eliminate this inequity by switching rooms so that all students have a chance to have authentic lab experiences.

We currently offer a robust four discipline Science curriculum that includes: (1) Environmental Earth Science (EES); (2) Biology; (3) Chemistry; and (4) Physics. Due to limited classroom space, we offer a limited set of electives: full year robotics, and semester electives of the following: Robotics/Engineering, Marine Science, Scientific Research Methods, Physics of Resonance. We plan to offer 2 new electives to students next year: Introduction to Engineering and Biotechnology. We have had to turn students away in each of the last two years due to a lack of space and teacher availability to run these electives. Additional classroom and lab space will allow us to increase the electives that we can offer, opening our students to a world of new opportunities for budding young scientists.

Our efforts to address and narrow equity gaps in Science have included merging the CP2/CP1 courses and eliminating our CP2 9th grade class using Universal Design Principles (UDL). Educators also have begun to align 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. We are hampered by a lack of space for teachers to support all learners in this effort. There is a need for breakout

spaces which could support opportunities for project based learning, long term inquiry based projects, and/or co-teaching.

Ideally, to support our work on the Next Generation Science Standards (NGSS) and our LPS vision for authentic learning experiences, we would have a lab preparation space dedicated to the preparation of materials and inquiry-based learning experiences. This dedicated lab space could support both teachers and students in authentic learning experiences, where they could pursue their interests and passions. We have a strong history and participation in the [Massachusetts Science & Engineering Fair](#), empowering our students to "ask tough questions, and problem solve using science and engineering practices." The lack of adequate lab space creates inequalities for students who are not able to work on a project at home.

Program delivery is impacted by a critical shortage of science labs, which forced us to invest funds to temporarily convert Environmental Earth Science (EES) classrooms to Chemistry and Biology labs. All science classes are lab-based and additional time is allotted in the schedule for labs. There are limitations to offering EES, as there are only six (6) classrooms, three (3) of which contain wet labs, necessitating the relocation to alternate spaces. There are three (3) prep rooms for Physics, and an additional three (3) prep areas are inaccessible due to their locations within classrooms or offices. The prep areas are small, essentially closet-sized, limiting the number of staff who can prepare and store labs in those spaces. Currently, there are 23 classrooms; fifteen (15) wet labs: six (6) Biology labs; six (6) Chemistry labs; and three (3) EES Labs that must swap spaces whenever there is a wet lab rotation among the twenty-seven (27) sections. Given these realities, there is a need for:

- Four (4) additional learning spaces for Physics and Engineering, ideally these would be located off centralized open concept maker space
- Three (3) additional EES labs for courses & electives
- Two additional wet labs for biology courses and electives
- Two additional wet labs for chemistry courses and electives
- Three additional lab prep spaces
- Independent and long-term project storage accessible to each discipline.

A New Teacher-Designed Science Sequence

Our current science sequence creates indisputable opportunities for some students and limits opportunities for others. A concern for our educators is that the required science courses do not necessarily lend themselves to the development of budding young scientists who will be faced with solving the contemporary challenges of our time, including climate change and global stewardship of the earth.

The LHS Science educators are working together to review and improve the Science sequence for our students. The Science teachers hope to increase opportunities for students to explore beyond the traditional classes via a recommendation that will articulate the sequence and structure of a 9-12 science program designed to serve all students, including students interested in pursuing advanced studies.

The Science Department is the first to undertake the course sequence work; as they explore new pathways, their efforts will pave the way for other departments. Potential changes in course sequences or graduation requirements matter in the design of a new school building. For this reason, Science is the only area where the Massachusetts School Building Authority has a more prescriptive model for how space should be utilized.

Departments develop course sequences, and School Committees traditionally develop graduation requirements. Graduation requirements are competency determinations that include the number of courses and credits required per discipline. The Science Department is interested in exploring options to improve its Science sequence to reach more students:-

The Science Department hopes to finalize a recommendation that will be submitted to the Principal and Director of Secondary Education for feedback and approval and then to the Superintendent and School Committee. As a course sequence develops, we will create opportunities for students, parents, and caregivers to provide feedback.

The Science Department's efforts, in concert with the School Committee's goal to adopt a new graduation policy, should provide organizational coherence and clarity. With this in mind, Science classrooms and lab spaces should be designed with the greatest flexibility in mind.

LHS Physical Grounds & Plant

- Charging stations for electric vehicles.
- Space could be located in proximity to the PE/Wellness area for increased collaboration, as well as shared use of each department's facilities to increase access to classroom experiences.
- Pond ecosystem (similar to the current one outside of the LHS Science building) for hands-on outdoor experiences.
- Greenhouse space and native plant species in landscaping.
- Observatory and telescope.
- Areas to showcase student work and awards in all halls.
- Meditation/quiet relaxation room for staff.
- Bathrooms on all floors and multiple staff bathrooms.
- Planetarium.
- Staff lunch room.
- Air conditioning and heat in all classrooms.
- Wider hallways/stairs for easy travel.
- As much natural light as possible in each room.
- Outdoor tables, a pavilion, and a space for students and staff, so they can enjoy the fresh air and not feel like they are locked inside.

General Space Considerations

- Collaborative spaces for students and educators that may serve as presentation spaces, designed better than just an empty classroom or office. Perhaps a pod around which six classrooms are centered, similar to an elementary school set up merged with a public library meeting room concept.
- Small group meeting spaces/conference rooms/hallway spaces.
- Technology in classrooms to support hybrid teaching and learning (visualizers, auto-tracking cameras, interactive control boxes, charging stations and carts)
- Office space for everyone to be together to collaborate.
- One key for all classroom doors, separate from prep room spaces, offices, and bathroom.
- Moveable tables, furniture, standing desks, etc. Consider high top lab desks and student tables that are high tops for flexible seating (with stools) or standing.

SPECIAL EDUCATION

Current Staffing

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.

Current Program, Delivery & Future Educational Activities

The Lexington Public Schools Strategic Plan states, “Everyone has a right to an excellent education, and it is our individual and collective responsibility to create learning opportunities and systems that are fair and just.” We are committed to providing access to an excellent education for all students. At this time we have the necessary personnel to achieve this vision, but we do not have appropriate facilities at Lexington High School to match that commitment.

Special Education teachers share classrooms and reclaimed spaces across the campus. As our student body has grown, so has the number of students with special needs and the number of special educators and support staff. Unfortunately, this expansion means that we are constantly redefining and recovering space often intended for a purpose other than small group instruction. These spaces imperfectly meet our students’ needs and displace other special or general education programming. We need more space that is well-designed and utilized for its intended purpose.

Currently, co-teaching efforts are somewhat hampered by our inability to fully implement a range of co-teaching strategies in small classrooms that lack breakout space. We need larger general education classrooms with access to breakout spaces that could also serve a range of purposes beyond co-teaching, including project based learning, creative I Block opportunities, scheduled advisory sessions, and restorative justice circles.

LHS has one classroom with a kitchen area. We currently have students with a wide range of specialized programming needs who require instruction in life skills, including meal preparation. With the only kitchen area located inside a classroom that has students in it for most of the day, other students have very limited access, which impacts our ability to help them develop essential skills. In order to address these skills, the students require access to a kitchen. This could be a shared well-designed, accessible kitchen that would be scheduled by special educators, untethered to a classroom, and with a dining area to allow programming for social skills, meal etiquette, and meal preparation.

Some students with intensive special needs remain eligible for special education after graduation until they turn 22. These students require intensive transition services with specialized programming not currently offered through LHS due in large part to space constraints. At present, there simply is nowhere to site a program that requires 1) a location away from most classrooms

and with a direct exit from the building to an accessible parking area to give students ready access to the community; 2) a large kitchen with expansive accessible counter areas to learn and implement meal/food preparation skills, to stage small business production, and to prep for a small cafe; 3) an adjacent small cafe and school store to address vocational skills; 4) a laundry area to teach basic life skills and with the potential for vocational instruction; 5) two breakout spaces for small group instruction; and 6) proximity to accessible restrooms. With these elements in place, we would be able to provide the opportunity for students to act as active agents in their own learning - "Learning is authentic and connected to the real world, allowing students to apply knowledge and skills in context."

Facility constraints at Lexington High School significantly limit our ability to offer a wide variety of course and programming options to satisfy state and local requirements and meet the needs of all LHS learners. Federal law mandates a "Free and Appropriate Education" (FAPE) for all students in their "least restrictive environment." One visit to the LHS wing that houses 120 more or less LABBB Collaborative students (students with disabilities from school systems across the Commonwealth) would confirm that the limitations of the high school facility impede our ability to provide students with the most appropriate education in their least restrictive environment.

Students with disabilities who are medically fragile are in inadequate spaces that offer little in the way of privacy. Small classrooms have enough room for the students but not for the mobility equipment that they need to be successful. Often it is the case that the students' mobility equipment must be stored outside of the classroom, which presents many challenges for them. These limitations put enormous and undue pressure on our staff, who are responsible to ensure the safety and well-being of our students. Another challenge for students with disabilities in the Intensive Learning Program (ILP) is that they do not have access to the in-house educational opportunities their families desire related to transitional programming that is required by the State.

The Department of Elementary and Secondary Education (DESE) recently revamped the State's accountability system and the Massachusetts Comprehensive Assessment System now emphasizes "college and career readiness." While there are a number of course offerings at LHS to prepare students for the college experience, few career readiness opportunities exist. Given our current space limitations at LHS, we are unable to offer vocational courses of any kind. In the Town of Lexington, there are a number of community experts who would enrich the lives of our students if given the opportunity to mentor. Unfortunately, we are unable to offer valuable mentoring experiences, college and career advising, and internships/externships due to space limitations.

DESIGN CONSIDERATIONS (SPECIAL EDUCATION):

- Collaborative spaces for students and educators that may double as presentation spaces.
- Space for a Transition Program for students ages 18-22 who are currently educated

out of district.

- Close proximity between van drop-off and the learning space for students who require 1:1 and/or physical support for students, such as those in ILP 3, to the Transition Program.
- Adequate HVAC-controlled space for anticipated growth of program numbers (e.g., 20+ students in ILP3). ILP3 numbers at the middle school are rapidly increasing each year, and as those students matriculate to the high school, they will require ample space for 1:1 learning with limited distractions.
- Consider proximity to other students with loud vocal behaviors, space available for students to spread out and learn in a quiet space, an area with an adjoined kitchen/laundry area, private student restrooms.
- Close proximity between service provider offices and program classrooms, ensuring coverage by other providers and a quick Board Certified Behavior Analyst (BCBA) response to students in crisis.
- Sensory “lounge” for development of self-regulation and leisure skills, or for students who need to decompress.
- Three (3) areas for students to gain access to practicing functional life skills activities, including: (1) a kitchen; (2) laundry machines; and (3) simulated checkout/inventory shelving.
- Approximately 6-10 small offices for staff paperwork and consult or parent meetings.
- Approximately six (6) small offices for student evaluation.
- Approximately eight (8) rooms to accommodate up to 12 for small group or resource classes, ideally with private offices attached to rooms for phone calls and private conversations/meetings with teacher/student/counselors, etc.
- Multiple faculty bathrooms on all floors.
- Student bathrooms for all genders on all floors.
- Increased number of water bubbler/bottle fill stations.
- Shared suite for Language Learning Program pullout classes with more than five (5) small classrooms, study rooms, staff work/meeting areas, offices for additional professionals, including Speech Language Pathologists, Reading Teachers, Social Workers, etc.
- Teacher lounge and shared office space that can be used for collaboration, planning meetings, virtual meetings, and consults.
- Adequate natural light for students with sensory needs who respond negatively to fluorescent/LED light.
- A Therapeutic Learning Program (TLP) space located in an area of the campus with lower traffic and noise, perhaps at the end of a hallway. This program requires a self-contained layout within the school which includes a small lobby or entryway with desks and seating and attached space of at least two (2) small offices, two (2) small study spaces, a small conference room, and four adjacent classrooms dedicated strictly to this program.

- Sound-proof rooms for areas in which counseling and therapeutic services are delivered.
- Sound attenuation in rooms that support larger resource rooms.
- At least three (3) dedicated classrooms, fitting up to 10 persons each, including appropriate technology, sound attenuation, and storage space for texts and manipulative materials, in which to provide reading services.
- Dedicated spaces for students in the Developmental Learning Program (DLP), including two (2) classroom spaces that fit at least eight (8) students in each room, allowing for students with physical disabilities to easily navigate their surroundings.
- An office for teachers/support staff connected to the DLP classrooms with at least two (2) desks. A dedicated life skills, e.g., kitchen, laundry, etc., space that students in this program have exclusive access to at all times. Also, first floor spaces for students who require assistance transitioning.
- Five (5) private speech therapy offices, with one provider per office, to provide therapy and private student check-ins. A conjoined space with a common area for large social groups would be best, with program-specific Speech Language Pathologists (SLPs) in close proximity to program classrooms.
- Dedicated room for new breastfeeding mothers.
- Dedicated conference space with digital/virtual connections.
- A kitchen area that can be accessed for learning opportunities by all students, not just for program-specific needs.
- A Garden/Farm space.
- Bright open windows.
- Storage spaces and bookcases in classes.
- Adequate parking for all staff separated from student and visitor parking.
- Functional climate control: air conditioning, heat, light and air filters for all spaces.
- Dedicated spaces for students in Intensive Learning Program II for small group courses, including four (4) classroom spaces designated for core subject areas, including English, history, mathematics, and science. These spaces each must fit at least 10 students, and include an office for teachers/support staff connected to each of the classrooms. A dedicated office space for the program social worker will be connected and have an attached classroom for student de-escalation and incidental social emotional support.
- Maker space to integrate academics and kinesthetics.
- Common space for staff to interact, work, and stay connected to reduce splits between departments.
- Office space in the classroom, so staff who need to have a private conversation with a student can.
- Space for two (2) Transition Counselors, including two (2) small, private but connected offices with built-in bookshelves/storage (similar to current set up of Rooms 602 and 603). These spaces would allow staff to work privately with individual students, and

these areas would be attached to a shared or connected larger classroom space, accommodating up to 10 to 15 people for small group classes and presentations.

- Space for students who need separate location/small group testing accommodations either within a classroom or testing center/room. It may include flexible room dividers/partitions for the room, etc.
- Space for life skills type classes such as culinary arts, woodshop, child development, clothing and design, which are important for an inclusive approach to education of students with varying academic skills.
- A full kitchen available to teachers to reserve for life skills lessons or special events with students.
- Windows that open and close in all spaces
- Handicap accessible classrooms, doors, etc.
- Similar space to current Room 217 Suite for Evaluation Team Supervisor (ETS), psychologists, and administrative assistants. Currently, eight (8) small offices with windows, one (1) conference room that holds up to 12 people, two (2) front offices with desks, a file room, additional storage, and a copy room.
- Re-creation of multiple spaces similar to what exists for ILP1. Open classrooms for resource room and social thinking group activities, with separate office spaces for Special Education teachers, social worker, and SLP clustered together and not spread through the first floor of a building.
- Tinted glass so that the sun doesn't create additional heat.
- Standing desks for students in classrooms, including general education classrooms and Special Education rooms.
- Mounted TVs around the school for announcements, club and sports announcements, encouraging school spirit and unification.
- Space for the whole school to gather for pep rallies, dances, etc.
- School store space.
- Consider adding vape detectors in all bathrooms.
- Storage for advisors to clubs and activities to store materials and equipment.
- Adequate parking for all staff away during drop off/pick up.
- Separate parking for teachers without adding in buses, vans, or parent drop off.
- Doors that lock automatically during the day, and those entering must swipe an ID to enter the building or people need to be buzzed in from the main office only.
- Safety cameras in all hallways and open areas, both inside and outside.
- Sensory friendly chair options like chairs that rock, "spikey" chairs, etc.
- Sinks or handwashing stations inside classrooms.
- Dedicated testing space with enough capacity for juniors and seniors who need to arrange extended time and separate seating accommodations to support the way these accommodations are accessed in post-secondary schools.
- Easier access to color printers and laminators.
- Noise-canceling devices for hallway sound control when offices are too loud for testing

and to ensure confidentiality in shared spaces.

- Flex office space for district-wide Special Education staff to complete testing.
- Shades that keep heat out from outside during warm days/keep rooms cool when it is hot and keep heat in during cold or winter days, diminishing glare on bright and sunny days.
- Coffee shop/cafe on campus that can be staffed by students as a vocational experience.
- Print shop on campus that can be staffed by students as a vocational experience.
- Secure doors and safe and coordinated traffic patterns for parents/caregivers when dropping off students
- Green flora/fauna in the school to increase mood and air quality.
- School pool for swim team, life guard training classes, swim lessons, and community use.
- As noted in the Performing Arts section, consider a recording studio as an outlet for creativity, music skill development, where students can make personal or collegiate recordings without cost.
- Small designated rooms for students who need to complete assessments in a quiet setting.
- Daycare available to staff in the district (and some space for the community), with opportunities for students who are interested in early childhood to work/learn about the field, volunteer/community service, and participate in paid work experience.
- A smaller auditorium/presentation space that fits 75-100 people that can be reserved by any department for larger presentations, meetings etc. Ideally, the space would have stadium style seating and tables that are easy to sit in by students and adults, such as the Film Lecture Hall at Newton North High School.

WORLD LANGUAGE

Current Staffing

The World Language Department currently has 24 teachers, 1 staff (an administrative assistant shared with the Math Department), and a World Language Department Head. If possible, it would be helpful if the layout of the building reflects the sharing of assistants between departments.

Current Program, Delivery & Future Educational Activities

In the World Language Department, we currently offer 7 different languages and have 18 classrooms shared by 24 teachers, with more teachers joining our program in the near future as the “4 vs. 5 phase-in plan” moves forward. We strive to bring the people, products and practices indicative of diverse communities into the classroom space. When we share classrooms, we often lack sufficient word walls and wall space dedicated to multiple languages/cultures. Sharing classrooms also leads to not having all resources on hand when we plan and/or teach, as well as

being constantly displaced by study halls, counselor seminars, and other meetings. It also impacts our school culture and community: teachers have to find a suitable place to work when their classroom is in use; students or faculty who look for a teacher during the day may be unable to locate them; and it is rarely possible for a teacher to greet their students at the door and/or stay after class for a quick conversation or check-in, as the room needs to be occupied by another teacher/class in five minutes.

In the future, with flexible space and no space constraints, teachers see the opportunity for more creative, kinesthetic lessons that get learners out of their seats, moving, and speaking. Teachers could include activities like inner/outer circles or Flip Freeze Dance (recording videos in the target language on Flip, moving around the classroom, and responding to classmates' videos), and tasks for interpersonal communication. In our current small classrooms there is 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, our priority is for learners to speak as much as possible and as often as possible.

We also see the benefit of a designated language lab rather than a mobile lab. However, If we don't have a designated world language lab in our future building, the classrooms need to be big enough for an effective mobile lab. With our current setup and space constraints, teachers and students cannot successfully use the DiLL mobile lab to record and listen because there is too much ambient noise when everyone is recording at the same time in a small space. Also, there are no wheelchair-accessible spaces in our current lab, which is a real problem.

A guiding principle of an effective world language program is the ability to ask and support students to apply their language skills to practical uses outside of the classroom. In doing so they consider diverse perspectives, build empathy, and act collectively to contribute to strong communities. With appropriate space such as a meeting room, an auditorium and AV room, we could offer more students the shared experience of meeting and conferencing with native speakers from around the world and making global connections. Currently, when we have guest speakers, the learning experience only impacts one small group at a time which doesn't allow us to meet our program goals. This type of combined space would also be perfect for the screenings of our Blue and Gold French and Spanish Film Festivals at the end of the year, making the enrichment opportunity available to all language students.

We also lack a functional, multi purpose space to celebrate our multiple exchange partnerships and our students. We currently use a kitchen/bathroom/workroom for our exchange celebrations and award ceremonies; this space is ill-suited for special events with invited dignitaries and community members. Moreover, the current staffroom is used by staff for many purposes, including: meeting with students, working when displaced from one's classroom, printing/photocopying, and eating/socializing. We need separate spaces to address these needs so that we can work productively, build a sense of community and collaboration, and promote a healthy work/life balance.

DESIGN CONSIDERATIONS (WORLD LANGUAGE):

- Collaborative spaces for students and educators that may double as presentation spaces
- A room for 40-50 for guest speakers, virtual speakers, invited dignitaries and guests (exchanges) to engage students in intercultural communication.
- A room for up to 3 classes of students to come together for interpersonal speaking, a movement based lesson, or other interdisciplinary project.
- A testing space where each student has private space to think and work.
- A mini auditorium for showing the language films at the Blue and Gold Film Festival.
- A library oriented space for our free voluntary reading programs.
- A kitchen for integrating the products and practices of multiple cultures.
- Multiple student-centered accessories, such as water filling stations, restrooms, and printers throughout the building.
- Storage spaces for books (bookroom/book storage), materials, chromebooks, chargers, laminators, office supplies etc.
- Several private spaces for mentoring conversations and one on one meetings
- Technology in classrooms to support hybrid teaching and learning (projectors, high quality audio, visualizers, auto-tracking cameras, interactive control boxes, charging stations and carts). WL needs to include not just Chromebook or laptop or tablet charging and storage, but we need to consider access to microphones for recording, headphones for listening, and some number of high quality cameras for recording our films or skits.
- All classrooms should be equipped with systems to aid the hearing-impaired and, as a rule, should have good acoustics for optimal listening conditions.
- Language lab/recording space that includes technology and areas for listening, speaking, viewing, and recording both audio and video.
- In classrooms, flexible and comfortable seating for various grouping and communicative activities. Seating should be able to adapt during a single class block to allow for different groups and partners. Seating should allow for easy movement around the space. All rooms should allow for wheelchair users.
- Classrooms dedicated for each teacher so they can personalize it with cultural material. (Or at least no sharing rooms across languages so that the cultural and linguistic materials are relevant to the learners).
- In-classroom space for quiet recordings or student conferences.
- A teacher-only space with cubicles as well as collaborative spaces for prepping and safeguarding confidential materials (ed plans, assessments)
- Small rooms where teachers can meet in small groups (PLCs), teachers can conference privately with families or students, or teachers can make private phone calls.
- A kitchen for incorporating the food component into our teaching, for after school language and culture clubs and for staff usage.
- Large-scale wall space that is either cork or magnetic for display purposes as well as electronic (for image slideshows).

- As mentioned elsewhere in this Plan, safety should be a priority throughout the building (e.g., doors built with lockdown safety in mind).
- 2 staff spaces. One dedicated to staff work and eating. Another area where teachers can collaborate with students.
- Kitchen area ONLY for teachers and space for eating.
- Working area for prepping separated from eating area and/or multiple purposes area.
- Café where we can purchase coffee/snacks - students could work there. This could also be an area where language-specific peer tutoring could happen under the supervision of a language teacher such as found at Newton North - a kind of learning center for WL.
- Areas to display student work and language decor around the classrooms and in hallways near classrooms.
- Dean's office with space for an administrative assistant area and staff mailboxes.
- A world language department head office with space for administrative assistant.
- White board technology that allows teachers to circulate around the room with their laptop and project.
- Teachers' private workstations.
- Logical numbering of rooms in the building.
- Ample gender-inclusive restroom facilities for students and faculty.
- Multiple copiers and printers on each floor.
- Sound-proof classrooms so that we cannot hear each other's activities/audio/etc while others are testing, etc.
- WL classrooms are located near one another so that it is easy to interact with colleagues.
- Thoughtful placement of windows and selection of window coverings.
- Cost effective, non fluorescent lights. Lighting that can be dimmed and brightened.
- Control of air conditioning and heating in each room. Comfortable temperatures in all spaces regardless of the outside weather.
- Teachers should have a way to control student Chromebook wifi access in the classroom.
- Hepa filters to manage air quality in anticipation of climate change related air quality variability.
- Staff access to bathrooms is limited, and there are long lines that make it extremely difficult to get to the bathroom within the five (5) minute passing period.
- Charging stations for electric vehicles.
- Wider hallways.
- Classroom storage space, particularly for headphones needed for differentiated classroom activities
- With the increase in insect-borne illnesses like EEE and West Nile Virus, as well as students with life-threatening allergies to bee stings, any windows that open should have screens.

PART VII. NON-TRADITIONAL SPACES

SCHOOLWIDE PROGRAMMING & SUPPORT

Academic Intervention

Current Staffing

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

Current Program, Delivery & Future Educational Activities

LHS has six independent academic intervention programs, including ALPHA, METCO, and support in Math, Humanities, Science, and ELL. We are located in six separate offices across campus in three different buildings. This configuration does not allow us 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. In addition to our teachers, we have an extensive peer-tutoring program that is housed in the math academic support room. As our peer tutoring program has grown significantly, we hope in the future to have a dedicated space for peer tutoring in an open and welcoming environment. We envision the space could be monitored by a 1.0 FTE Peer Tutoring Monitor, who would be able to schedule all peer tutors, take attendance for students dropping in for help, track community service hours for the tutors, and give passes to students to excuse them from their study halls when they attend peer tutoring during the school day.

Science, Math, METCO, and Humanities academic support blocks are offered to our general and special education populations as a Tier II intervention. We offer academic support for students whose academic needs cannot be met with regular classroom instruction and/or additional tier-one interventions offered by their general education teachers. The support classes are each capped at a maximum of 8 students per block, and we meet with students 1-2 times during our 6 day cycle. Students in any given support block could all be in different grades and different courses of concern – limiting the full group discussions and creating an environment that warrants small group or 1-1 support.

Once a student is placed in the academic support, academic support teachers check in with the student's referring general education teacher roughly every six weeks in order to determine if the student is making progress toward their academic goals. Because the Learning Center is intended to be a time-limited intervention, most students are placed temporarily, based on teacher feedback about the student's performance in the general education classroom. Our main goal is to assist students in becoming independent learners.

ALPHA and ELL Support

The current locations of our support rooms create discrepancies in the way the academic support

blocks can be run. We have different sized rooms and 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 us to collaborate with the other members of the academic support team. We hope in the future to gain two additional teachers, which will enable us to dedicate one (1) Biology support teacher and one (1) Earth Science support teacher to cover the two greatest student support needs in our Science department. These 2.0 FTE support teachers will increase efficiencies and minimize the need to coordinate coverage for support blocks among nine classroom teachers.

Our 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 us 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 out our help.

As teachers, we feel we do not need to have our support rooms located directly near our department offices because we can easily check in with classroom teachers during our planning time. The need for support rooms to be in one place is much greater, and puts the students' needs first. Collaboration and teamwork among support staff will give us leverage toward greater student success.

When considering a location for our support wing, we feel it needs to be visible and accessible to students, e.g., not at the dead end of a long hallway. It would be ideal if it was located near a staircase with a similar pod of counseling offices housed on the floor directly above/below our support rooms. Often there are students who need social emotional support from counseling as well as needing support academically. Having these services in close proximity would help students. We envision the support classrooms being near other quiet spaces such as the library, but away from loud spaces such as cafeterias.

Currently the METCO, ELL, and ALPHA support rooms double as affinity spaces for those populations of students. Access to a safe space like an affinity space allows a student to take academic risks and feel comfortable, and it is something that we feel needs to be maintained in a new building. Their locations should be prioritized, ideally with access to other private offices, spaces, and/or egresses to maintain student safety and privacy as needed.

DESIGN CONSIDERATIONS (ACADEMIC INTERVENTION):

- Collaborative spaces for students and educators.

- A dedicated area for all academic support intervention classrooms (Math, Science, Humanities, METCO, ALPHA, ELL)
- Large inviting support rooms with natural light, but still plenty of whiteboard space
- Table configurations that are conducive to collaboration (possibly furniture with wheels and locks)
- Technology and power sources to support the use of technology in the classroom
- All spaces should be equally accessible for those with disabilities. For example, all classrooms should be able to accommodate someone who's hearing-impaired.
- Storage for classroom materials - markers, protractors, paper, erasers, books, etc.
- An inviting common space outside of the support classrooms where monitored peer tutoring can take place
- Designated teacher bathroom and designated student bathroom located within support pod to ensure students are not gone for extended periods of time
- 2-3 desktop computers in peer tutoring space for students to use for printing assignments
- Copy machine/printer centrally located in pod for teacher/student printing
- whiteboards on wheels in the large open peer tutoring space AND/OR white board walls
- Two person pods that can be pre-booked by students or staff for phone calls or meetings or private conversations; Examples of office pods for a central space: <https://thinktanks.io/collections/modular-office-booths>.

Counseling and Social Work

Current Staffing

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

Currently, at LHS there are 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).

Current Program, Delivery & Future Educational Activities

The K–12 Counseling Department program is designed to:

- Align with national standards, including the American School Counselors Association National Model.
- Promote equitable access to an exemplary education for all students.
- Identify the knowledge and skills all students will acquire as a result of the PK–12 comprehensive counseling department program.
- Utilize student-centered and data-driven decision-making.
- Provide multiple tiers of support, moving progressively from universal prevention to intensively responsive services.
- Adhere to a systematic method for implementation.
- Incorporate collaboration between school personnel, families, and community members.

The Counseling Department program targets success in three major areas: learning, emotional and social development, and post-secondary planning. In collaboration with building-based administrators, school counselors and social workers focus their skills, time, and energy on providing direct and indirect services to students. This is accomplished through a variety of methods including individual and group counseling, classroom lessons, and school-wide initiatives.

LHS has a variety of programs and services that are provided by counselors and social workers, including the following:

- social emotional learning
- student needs assessment

EDUCATIONAL PLAN - LEXINGTON HIGH SCHOOL

- individual and group counseling
- behavior plans, strategies, coping tools
- progress monitoring
- conflict mediation between students, and between students and staff
- academic advising
- transition planning & support between levels & post-secondary planning
- self-assessment & career planning
- new student/family transition
- crisis response
- critical incident management
- consultation to staff
- staff professional development
- parent communication, consultation, and education
- referral to resources and supports
- coordination with outside service providers and community agencies
- reentry facilitation after hospitalizations/extended absences

EDUCATIONAL PLAN - LEXINGTON HIGH SCHOOL

Town of Lexington & Community Partners

There are many town and community groups in Lexington that seek to support the development of the whole child. They recognize and appreciate that our youth need support at home and in the community, and that schools alone cannot provide all the support students need for emotional, psychological, and social well-being.

The Town of Lexington Youth and Family Services works closely with school personnel to meet the mental health needs of Lexington residents. The schools are also supported by the Town of Lexington Public Health, Police, and Fire Departments to support the mental health, wellbeing, and safety of our youth and families.

Child welfare and behavioral health agencies, e.g., Advocates Emergency Services, the Department of Children and Families, the District Attorney, the Department of Mental Health, Riverside Trauma Center, LYFS Inc., collaborate with school counseling department staff to coordinate support for students.

The LPS participates in groups that bring school, town and community partners/stakeholders together, such as:

School Health Advisory Council

Forum for school personnel, community representatives, parents and students to support and advocate for a comprehensive school health program.

Lexington Community Coalition

A coalition of members representing the Town of Lexington, the Lexington Public Schools and community groups that seeks to address shared goals to support Lexington residents across the life span.

Lexington Asian Community Alliance

LACA is an alliance of the Chinese American Association of Lexington (CAAL), Indians of Lexington (IAL), and Koreans of Lexington (KoLex) which works in partnership with the district and community to advocate on behalf of, and offer parent workshops in support of, topics important to Asian American families and students.

Lexington Interfaith Community Association

The Lexington Interfaith Clergy Association (LICA) comprises spiritual leaders from Lexington area faith communities and represent the traditions of Christianity, Judaism, Hinduism, Islam, Unitarian Universalism, Buddhism, and Sikhism.

LYFS, Inc.

LYFS, Inc. is a non-profit organization that facilitates the Sources of Strength youth suicide prevention program and provides drop-in mental health support for youth.

Challenges and Unmet Needs

The scope of school-based mental health services is to provide support, tools, and strategies to maximize students' access to their educational program. Students with mental health challenges often need outside of school treatment, such as therapy, medication, home-based services, emergency services, etc., in addition to the programs and services that can be provided at school. One challenge is connecting students with the necessary outside service providers to meet their mental health needs. Challenges include:

- long waiting lists
- insurance/costs
- availability of specialty areas (e.g. substance abuse, home-based services, crisis counseling)
- navigating the complex mental health systems
- stigma associated with mental illness and asking for help
- cultural or linguistic challenges in navigating the referral process, lack of translators
- lack of culturally competent service providers

Consideration should be given to additional ways of identifying students at risk. The Lexington Public Schools Youth Risk Behavior Survey (YRBS) indicates that 15% of middle school students and 17% of high school students reported anonymously that they had seriously considered suicide in the last 12 months. Our Lexington Public Schools Student Self-Injury & Suicide Ideation Response Protocol (SISIRP) data indicate that we have seen approximately 3% of students who were seriously considering suicide.

Some of our students are impacted by the unmet mental health and other needs of adults in our community. For example, of the 57 child abuse and neglect reports filed by the Lexington Public Schools during the last school year, 67% included allegations of physical abuse perpetrated by adult Lexington residents. Adult impacts include:

- mental illness
- domestic violence
- substance abuse
- anger management and discipline
- financial strain
- unemployment

- resistance to counseling
- deportation
- parenting difficulty with firmness, limit setting, balance of activity and rest, sleep, supervision & monitoring

Space Considerations

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 close proximity throughout the school day, providing increased interactions and communication on behalf of students.

DESIGN CONSIDERATIONS (COUNSELING):

General Counseling Spaces

- Counselors, social workers, and support staff in a central location with both private offices and communal/shared flex spaces.
- Each counselor/social worker requires their own office with a window and enough space to have small family meetings (3-4 people), with comfortable seating.
- Office doors should not open into hallways due to privacy concerns, but rather a waiting area. Space to wait for counselors should be welcoming, comfortable, and private.
- The Counseling Center would need classrooms and flex spaces to host seminars, groups, meetings, college visits, etc. Several spaces are needed.
- A minimum of two (2) conference spaces are needed for meetings, including Section 504 meetings and programming meetings.
- Private spaces for student use, e.g., for virtual meetings and calls to therapists/other providers. These areas should have windows for visibility/safety, and these areas could double as phone rooms for staff without private spaces, as well as quiet spaces for tests.
- Storage for counselor seminars and group supplies, craft supplies, etc.

- An exit from the Counseling Center directly out of the building for privacy of exit during crisis.
- Library space for shared Counseling resources.
- Multiple relaxation/mindfulness/Zen/wellness/craft 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. Perhaps we could designate different rooms for different needs, e.g., an active space with punching bag; bike; low-sensory space with weighted lap blankets; low clutter, etc.
- Bathroom in or nearby suite for students and staff.
- Access to water, e.g., sink, integrated bottle filler/fountain, etc.
- Lunch/break room space with food storage, sink, etc for Counseling staff.

Alpha Program

- The Alpha Program is a therapeutic program for students returning from an extended school absence for psychiatric, medical, or other issues.
- This program needs a classroom space.
- Water bottle station.
- Conference room space with the ability to house no fewer than 10 people.
- Kitchenette in the classroom with sink, running cold and hot water, cabinet space.
- Refrigerator and small kitchen appliances such as kettle, microwave, toaster, etc.
- Lots of electrical outlets to foster the use of non-fluorescent lights.
- Non-fluorescent overhead lights.
- A minimum of (3) three offices attached to the classroom for the academic coordinator and the social worker, as well as a swing space for student meetings with outside providers.
- Offices should be well lit with natural light.
- Offices should have windows, allowing fresh air to circulate.
- Attached gender neutral single use bathroom.
- A sensory room, located near or within the Counseling Department. Located near an accessible building exit and near nursing, if possible.
- Social worker office with external entrance/hallway-facing door for purposes of meeting with non-ALPHA students (e.g., perhaps one internal and one external door). Handicap accessible and on the first floor.

College & Career Center

- College & Career Center (CCC) that connects to the Registrar/Testing Coordinator
- The CCC area should include work tables, outlets for computers, white boards, and book shelves for resources. If it is separate from the Counseling Suite, it should include 1-2 offices or small meeting rooms that can be closed off for presentations,

meetings, etc. In other words, not just a common open space, but mostly open as a drop-in space for students.

- Space for virtual interviews.
- Potential after school dual enrollment course space.

Registrar Suite

- Registrar Suite: work space for the Registrar and the Assistant Registrar; perhaps the Opportunities Coordinator and AP Coordinator could be in the same suite.
- Locked records room for cumulative folders and student record storage.
- Small area where students can sit and fill out forms. The space could double as a space for special accommodations, such as school-day testing for the SAT.
- Storage for exams between delivery and test day and testing supplies.
- Easy access to usable flex space for testing on test days.
- Connectivity for a dedicated printer, copier, and fax.

School-Wide Testing

- Large space that can be utilized for our largest Advanced Placement exams, reducing interruption to school day. Consult Collegeboard requirements regarding the size of the desk/table space required per student.
- Storage for exams between delivery and test day, including supplies for testing that will need to be locked.
- Small testing spaces that can double as private call spaces for staff with a need to make private phone calls, etc., that can be used for small group testing or for students who need to test in a separate space.
- Advanced Placement/Student Services Disability Coordinator to have a private office to discuss private matters, including financial assistance for exams and students with disabilities in need of accommodations for PSAT, SAT, AP, and ACT exams.

Community Service, Pathways & Internships/Externships

- Community service office space and activities area/storage area for crafts. A space for students to work on school community service projects.
- Other opportunities for students, including jobs and enrichment. Space for resources, bulletin boards, and video monitors.
- Pet therapy space for training pathway and partnership for existing LHS STEPS Club.
- Washable services (sink), easy access to the outside, and a classroom with tile floor.
- A creative space to consult with mentors and experts in the community in the future.

School Health Services

Current Staffing

The LPS health offices employ 20 professional registered school nurses, with 3.9 FTE at Lexington High School, as recommended by state guidelines. Currently, one (1) Director of School Health Services oversees the nurses.

Current Program, Delivery & Future Educational Activities

The Lexington Public Schools nurses use their expertise to support students in maintaining optimal mental and physical well-being. Our LHS nurses provide compassionate, collaborative, culturally sensitive, and evidenced-based care, thereby enabling students to be healthy, safe, and successful learners.

School nurses play a key role in the daily management of mental health problems. Nurses are integral team members for mental health services care coordination. Nurses share critical information with families, providers, teachers and other staff to help the student move towards better health and learning in the classroom. The nurse does follow-up and helps determine if additional resources are needed.

All schools have at least one nurse available at all times when children are in school. LHS nurses manage over 25,000 visits per year, and they provide a variety of interventions, including but not limited to coping enhancement and reassurance; the administration of medication; behavioral health assessment; anxiety reduction; and Screening, Brief Intervention, and Referral to Treatment (SBIRT) Screening.

Nursing coordinates with counseling and prevention specialists to screen 1,100 students annually for substance use. They participate in Parent Academy, along with experts from the mental health field, offering parents timely and pertinent information on topics such as anxiety and stress. In collaboration with Counseling, nurses assist with the LPS Student Self-Injury Suicidal Ideation Response Protocol with outreach to vulnerable students.

For the past several years, vaccine clinics have been offered to all Lexington community members wishing to be inoculated against influenza and COVID-19. Additionally, in order to expedite a new student's entry into the high school, vaccine clinics are offered to all LPS students. The vaccine clinics are necessary, as the State's mandated vaccines often mean delays in school entry due to language barriers and other challenges, including the inability to secure a medical appointment due to the shortage of providers.

If possible, the LHS Nursing Office and the LHS Counseling Office should be located in close proximity to one another. The suite of nursing offices should include ample space for student exam rooms, private offices, and shared spaces to accommodate 50-100 people for health education assemblies, vaccination clinics, and other efforts.

DESIGN CONSIDERATIONS (NURSES):

- Two (2) large exam/treatment rooms.
- Medication room that is smaller and separate, including running water, ice maker, and medication refrigerator.
- Five (5) private offices with visibility for all nurses to see the waiting area.
- One (1) office for the Director of School Health Services with a separate entrance.
- Shared space for health education, health screenings, and vaccination clinics.
- One (1) storage room, large enough for all health supplies, wheelchairs, and extra pillows/cots.
- Three (3) bathrooms; at least one for students, and at least one for staff
- A student waiting area.
- A private consultation room for up to six (6) people.
- Large resting area with enough space for up to nine (9) cots and a separate mindful quiet area.
- Staff/lunch room; nurses currently use the conference room.
- Automatic handicap door opener and main door handicap accessible.
- Water dispenser.
- Two entrances/exits; we only have one door now.
- Direct access to outside for sick student pickup.
- Windows.
- Hydraulic desks for all nurses.
- Built-in self-service station for bandaids, period products, etc.
- Built-in speakers for calming music
- Large 48 inch TV to show slides depicting health education/wellness/guided imagery .
- Health office near counselors/social workers.
- Health office near or on the same floor as the cafeteria, as many medications are administered during lunch time.

LEARNING COMMONS: LIBRARY, MEDIA CENTER & STEM SPACE

Lexington Public Schools is committed to the full utilization of technology to enhance student learning and staff instruction. Students enjoy exciting programs and systems that afford worldwide connectivity. Both stationary and portable computer labs, outfitted with state of the art equipment as well as a variety of educational and productivity applications and software, are available to students at all grade levels. In our schools, all instructional spaces are completely networked and have access to the Internet. All of the LPS school buildings have fully managed, robust wireless networks to support teaching and learning.

Students in grades K through 12 are exposed to and naturally practice skills that are in the Massachusetts Curriculum Framework for Digital Literacy and Computer Science. That document can be viewed [HERE](#).

The standards presented in the Framework cover the following:

- Integrate practices necessary to successfully act in a technological world.
- Present coherent progressions of core concepts and practices from grades K to 12.
- Complement other Massachusetts Curriculum Frameworks and address core concepts in four key domains:
 1. Computing and Society
 2. Digital Tools and Collaboration;
 3. Computing Systems; and
 4. Computational Thinking.

Information literacy has transformed from the ability to manage simple reference resources to the ability to handle an ever-expanding variety of multimedia resources used as teaching and learning tools. The flow of information today is rapid and requires that all students acquire critical thinking skills that enable them to learn independently. Furthermore, the sheer amount of information available to students necessitates that all learners have the appropriate skills to select, evaluate, and use information appropriately and effectively. The addition of space dedicated to STEM will allow students to explore conceptual understandings with various concrete materials — create visual models to deepen their growing knowledge and provide them the room to exercise voice and choice in how they demonstrate their growing proficiency in all areas of the curriculum.

DESIGN CONSIDERATIONS (LIBRARY):

- Media centers and STEM spaces are crucial to developing much-needed information and technology management skills. For this reason, the Learning Commons should be in a central location easily accessible for classes to utilize.
- Open space for collaborative learning with room for more than one class at a time.
- Storage space with outlets to charge various types of devices/robotics
- Access to an outdoor commons to extend real-world learning.
- Multiple circulation stations.
- Wireless access and infrastructure support for a continuously growing technology atmosphere.
- Built-in sound lift.

- Ensure heating and cooling systems provide the best learning environments and can control temperatures adequately for technology and literacy materials left in storage during seasonal breaks.
- Interactive projectors or platforms with accessibility for all students to participate.
- Technology-based safety measures for lock-downs, including PA system and phone.
- Space should provide ample cabinets (some with locking capabilities), sinks, large-flexible tables with seating for group work as well as smaller work areas.
- The space could be used to house materials including recycled materials, science equipment, robotic equipment, math manipulatives, math games, and other valuable materials.
- Mounted whiteboards and a projector, electrical outlets embedded on the flooring, a built-in sound lift, and A/V equipment with green screens.

TEACHER PLANNING

Currently, the Math Department has teacher planning spaces that provide a dedicated desk for all teachers in the department. This provides a place to call home. It also allows for internal department collaboration. One of the major goals of the project 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.

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.

PROFESSIONAL DEVELOPMENT

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, we as a district are 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, we are planning for a strong focus on the areas of Universal Design for Learning and [Multi-Tiered Systems of Support](#), as well as continuing our collective DEI learning.

EDUCATIONAL PLAN - LEXINGTON HIGH SCHOOL



Oversight of the district Professional Learning program is shared between the Assistant Superintendent for Personnel and Staff Supports (onboarding, mandatory trainings, mentoring and induction, New Educator Orientation), and the Directors of Elementary and Secondary Education (Lexington Learns Together, after-school courses, job-embedded professional learning). Working with the Directors as advisory committees include the Units A, C, and D Professional Learning Committees.

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](#)

PRE-KINDERGARTEN (NOT APPLICABLE)

KINDERGARTEN (NOT APPLICABLE)

LUNCH PROGRAMS

EDUCATIONAL PLAN - LEXINGTON HIGH SCHOOL

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 M-F. New MA law mandates breakfast be provided. Served on half day too. The HS cafeterias compete with “open campus” where juniors and seniors can qualify for off-campus for leaving campus for food.

Two cafeterias and two scramble serveries are cramped into three lunch periods starting at 10:30 AM. Neither the cafeteria or serveries are large enough to handle the demand.

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 was built into one wall.
- Catered outdoor event space with food service. Important that they currently outsource outdoor storage shipping. Food prep area (small kitchen) for catered events.

Students with Disabilities

- 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 is snacks.
- There is a need of a snack shack or snack area that kids can go to, or using mobile carts that go into different areas of the school, were discussed. It is likely that it will be staffed.
- For after school activities there are kids hanging around. With sports there are a lot of grabs and go after school for smoothies, parfaits, water.
- METCO students who play after school sports have a need for late day nutrition.

In the future, the cafeteria(s) and serveries will need to be substantially larger than currently exist in order to accommodate to volume of students and limited time available. The school will also explore a revolving lunch period to provide students the time needed to order their food and sit to dine.

Green Team

- Green Team are also lunch monitors at the schools.
- School has been composting 8 years, front and back of house.
- Have compostable trays, forks, knives, spoons, napkins.
- Plant-based cups.
- Recycle, front and back of house.
- Team is pushing for reusables - washable trays and wares are the vision.
- Currently one dishwasher at Hastings for front/back of house
- Focus group on sustainability - cafeteria to be highly sustainable.
- School will not have gas – the school is expected to be designed as all electric.
- It is anticipated that the High School in the future will have all permanent flatware, cups, plates etc., requiring dishwashing facilities.

TECHNOLOGY INSTRUCTION POLICIES AND PROGRAM REQUIREMENTS see

Math and Computer technology and Sciences

TRANSPORTATION POLICIES

- a. Describe the current transportation policies.*
- b. Describe the proposed changes and the reasons for those changes or provide a statement that no changes are proposed.*

Lexington High School is committed to school bus transportation safety. There are 37 bus routes serving the high school.

Lexington is in the process of updating and refining our website, so please excuse our website appearance at the moment. We currently have 60% ridership K-12, which is the highest rate we have seen to date. Potential changes that are currently under discussion include how to increase ridership to reduce carbon emissions and road congestions. There are also some informal conversations happening with School Committee members regarding the door-to-door service that we provide families. The worry is that bus stops are too close to one another which may be wasteful; on the other hand, if ridership is higher now than before, it would be useful to learn more about whether this level of service contributes to more interest in riding the bus. Finally, we are looking into the purchase of electric vans for special education buses or in-district transportation.

FUNCTIONAL AND SPATIAL RELATIONSHIPS

- a. Provide a list and describe the District's preferred educational adjacencies and the reasons for those adjacencies.*

- b. Provide a list and describe the District's preferred **site** adjacencies and the reasons for those adjacencies.*

The current high school site is assumed to be the only site available for a renovated or new building.

The overall criteria is for an interdisciplinary, interdepartmental project based learning environment based in equity for all.

The organizational structure will likely be discussed at the start of the early design some components to be explored include:

- Family Welcome Center close to the school entry
- Students with multiple disabilities located on the first floor or easily accessible. Note all LABB and certain Special Education students travel by small vans.
- Special education students including LABBB be fully integrated throughout the school
- The need to integrate the arrival and dismissal of students across the community
- Maintaining a physical and intellectual relationship between the school and Lexington Center
- Acknowledging the need for easy access for walkers and bikers
- How to create a plan for parking on a small, impacted site.

SECURITY AND VISUAL ACCESS REQUIREMENTS

- a. Describe the local process for collaboration, coordination, and review required to update emergency response plans for the proposed school and to establish physical and operational requirements regarding security and access for the proposed project.*

We anticipate that early on in the project a discussion of this topic will be opened up between the design team, OPM, school and district administrations, students and the larger community. The elephant in the room is "Open Campus" which has been enshrined into the school culture. It is likely that open campus will never fully go away. The charge to the design team is how to create environments that reduce the desire to leave campus. Safe outdoor environments: within courtyards of roof top or partially fenced are all potential components, possibly using them all. Outdoor study, dining, clubs, socializing will all need to be considered.

With an enrollment of 2,400 students, having a single front door is unlikely. If there are multiple front doors, the administration will need to cover all.

Technology will play a big role for signing in, tracking and communication with all, will be a critical part of any design solution.

OTHER SPECIALITY SPACES

Additional Specialty Spaces for Consideration

Throughout this document much attention has been given to the need for creating spaces throughout the building to promote student and staff health and well-being. **The Rock Room** is one such space, and it is where LHS students go to relax and unwind.

There is a sizable portion of the high school population for whom the current experiences offered do not meet their needs. We refer to these students as “kids in the middle” who could greatly benefit from career exploration and more hands-on learning. Many of these students attend Minuteman High School, but a good 50-60 students do not, and we are challenged by providing them the kinds of learning opportunities that they need to be engaged and successful. Opportunities for hands-on learning are few and far between, and we have discussed the benefit of adding into the high school a new **Daycare**, and relocating from the Central Office at 146 Maple Street the following services: the **Tech Hub** (which could become a new Tech Hub), the **Print Shop**, and a new **Family Welcome Center** (to replace the current Central Registration). Students could be given more agency in their learning by exploring learning opportunities, including early childhood education, and they could help operate a Technology Help Desk, the Print Shop, and the new Family Welcome Center, where they could earn community service hours or credentials for being student ambassadors to newcomers.

Although perhaps it is too soon to discuss the site plans for a new or renovated school, since that happens after the Feasibility Study is complete, we did want to flag another idea that is being discussed in the community. The proposal is to develop an **Asphalt Bike Park Pump Track** as a recreational amenity that could be part of the new high school complex. There are benefits of an asphalt vs. dirt bike park. An asphalt pump track requires little to no maintenance. It does not require a wooded area and can be incorporated into a larger park or recreation complex together with sports fields, playgrounds and other recreational amenities.

These “pump parks” provide maximum inclusion and accessibility for the community, as all types of human-powered wheeled vehicles can use an asphalt pump track, including wheelchairs, scooters, push bikes, dirt bikes, inline skates, and skateboards. It would provide ideal

EDUCATIONAL PLAN - LEXINGTON HIGH SCHOOL

opportunities for students in the LABBB program or those who take Adaptive Physical Education classes.

The site requirements are relatively manageable, with an area of 30,000 square feet. The ideal pump track area uses approximately 10,000 square feet. The cost estimates for a pump track, depending on the scope and features, is in the range of \$250-500K. A local benchmark is the Smith Field Pump Track in Allston, MA, an asphalt track built by Velosolutions, an international company. This company specializes in pump tracks and bike parks. Catherine Baker-Eclipse, Boston Parks and Recreation is the project lead. The budget for this project is \$350,000.



A SUSTAINABLE, RESILIENT LEXINGTON

The Lexington community is committed to reduce our contributions to climate change. By taking action at the local level, Lexington can contribute to a broader collective effort to reduce emissions and build resilience against climate change impacts.

The recently adopted [Resilient Lexington - Climate Action and Resilience Plan](#) notes that climate change threatens our environment, health, infrastructure, and economy. “Lexington is designing solutions to ensure our Town thrives in the future. From transforming our energy and transportation systems, to protecting our health and natural environment and striving for equity and inclusion, Lexington has long embraced a thoughtful approach that understands how climate connects to our daily lives. Resilient Lexington is our pathway to a sustainable future. While the effects of climate change are local, their cumulative impact is global.

The Climate Action and Resilience Plan seeks to build upon a solid foundation of climate leadership and complement ongoing efforts to create a sustainable future. This Plan strives to incorporate the recommendations and priorities from previous plans, including the ‘Getting to Net Zero Emissions Roadmap & Recommendations.’ With a bold vision for a resilient community at its core, our community can continue to lead the way with action.”

The following history of our community’s efforts speaks to the community’s deep commitment to climate leadership and creating a sustainable future.

EDUCATIONAL PLAN - LEXINGTON HIGH SCHOOL

- 2010 - Created the Sustainable Lexington Committee; Town designated as one of the first Green Communities in Massachusetts
- 2013 - Adopted a Climate Change Resolution to require consideration of climate change in all appropriate decisions (Article 33)
- 2017 - Launched Lexington's Community Choice Program
- 2018 - Adopted the Lexington Sustainable Action Plan and released Lexington's Getting to Net Zero Emissions Roadmap & Recommendations
- 2021 - Passed a Fossil Fuel Free New Construction bylaw
- 2022 - Passed a Zero Waste Resolution and a Building Energy Use Disclosure bylaw
- 2023 - Launched Lexington's Climate Action and Resilience Plan

High Impact Actions

Lexington's Climate Action and Resilience Plan has identified a number of actions that are especially high impact given their ability to reduce greenhouse gas emissions, lower life-cycle costs and improve public health when implemented:

- [Building Efficiency & Electrification](#)
- [Renewable Energy](#)
- [Sustainable Transportation](#)
- [Waste Diversion](#)

Integrated Building Design & Construction Policy

Prior to the publication of the Lexington Climate Action and Resilience Plan, Lexington worked to develop a policy for high performance buildings. First approved by the Select Board and School Committee (SC) in 2019 and updated in 2023, the [Integrated Building Design & Construction Policy](#) applies to all Town funded building projects, including LPS school building projects. Also referred to as the Integrated Building Policy, the goal of this policy is to "achieve the highest reasonably attainable and economically viable performance standards for health, energy, and resilience." According to this policy, a high performance facility will build on the LEED standard, but with a particular emphasis on:

- Creating a healthy environment, by focusing on indoor air quality and ventilation, while minimizing the use of toxic materials and eliminating the combustion of fossil fuels onsite.
- Creating an energy efficient, low operating cost structure by (1) optimizing layout to maximize passive energy and maximize onsite renewables and energy storage systems, (2) selecting design options, materials and equipment that allow the Department of Public Facilities to minimize energy use and cost and (3) achieving a net zero facility.

- Maximizing the utility of the buildings, from a resiliency standpoint, taking into account short term weather events, e.g., heat waves, black outs, storms or floods, and expected longer term changes in climate conditions.

Hastings Elementary School and Lexington Children's Place are net zero school buildings that were developed using the performance standards included in the Integrated Building Policy. The Integrated Building Policy ensures that any future projects, including a new or renovated high school, will consider design options required to meet the specified building standards, including a total life cycle cost analysis.

Renewable Energy & Energy Storage

The Town of Lexington Department of Public Facilities has installed solar energy systems at all nine (9) schools (see Table 6). The projects are currently providing significant economic and social benefits to the Town of Lexington. Solar energy and energy storage systems are expected to provide similar significant economic and health benefits in a new or renovated high school project.

Economic Benefits

The Town is expected to save about \$7,700,000 over the expected life of the systems. The solar energy systems generate revenue for the Town in the form of electricity savings, PILOT payments paid by the developer, and energy storage (battery) related savings. Lexington High School currently has a 459 kW rooftop installation, which produces about 532,486 kWh each year. This rooftop installation is expected to yield a 20-year savings to the Town of about \$1,400,000. We would expect a significantly larger solar energy and energy storage system to be installed on the rooftops and over the parking lots of a new high school building.

Health Benefits & Sustainable Practices

The Lexington Children's Place and Hastings Elementary School are net-zero energy facilities. The solar energy systems at the nine (9) schools produce a total of 4,428,102 kWh of renewable electricity annually. This represents approximately 40% of the Town of Lexington's annual electricity use. This reduction is equivalent to the electricity used by 600 homes and provides \$2.3 million in health benefits from greenhouse gas emission reductions over 20 years. Additionally, the avoided fossil fuel consumption from these projects will result in a yearly 2,255-ton reduction of CO₂ emissions.

Lexington teachers utilize the solar energy systems as educational tools, including real-time monitoring and dashboards available to students, and for public outreach at school or public events.

Lexington School Solar Energy Systems

School Name	Installation Type	System Size (kWh)	Expected Annual Electricity Production (kWh)	Energy Storage System (kW/kWh)	20-year Savings to Town
Lexington HS	Rooftop	459	532,486		\$1,373,277
Estabrook	Rooftop	133	154,344		\$ 495,382
LCP	Rooftop, Carport	314	373,660	120/240	\$ 645,700
Hastings	Rooftop, Carport	865	1,029,350	250/500	\$ 1,886,923
Bowman	Rooftop, Carport	94 210	109,695 249,900	120/240	\$ 240,824
Clarke	Rooftop, Carport	214 266	248,946 316,540	120/240	\$ 637,489 \$ 549,558
Diamond	Rooftops, Carport	549	653,310	250/500	\$ 550,877
Bridge	Carport	210	249,900	120/240	\$ 165,854
Harrington	Rooftop, Carport	168 266	193,431 316,540	120/240	\$ 620,167 \$ 569,260
Total		3,748	4,428,102	1,100 / 2,200	\$7,735,311

Net Zero or Net Positive

Lexington's Climate Action and Resilience Plan notes "The goals and targets put forth in the Plan are meant to be ambitious and representative of what it takes to get to a net-zero, resilient future, whereas the strategies and actions are designed to help us get started on reaching those goals quickly and efficiently. If Lexington were to continue on our current path without concerted action to address climate change, we would generate over 9.5 million metric tons of CO₂e by 2050.

The strategies in the Plan will reduce our community's GHG emissions and allow us to reach near-zero emissions by mid-century. The faster we act, the more emissions we can avoid. If we achieve the (desired) pathway, we could avoid over 6.4 million MTCO₂e by 2050, 67% of business-as-usual emissions. As the regional grid becomes cleaner, it is important that we are electrifying our buildings alongside that transition. To decarbonize and fight climate change in the timescale needed, electrification and clean energy development must happen together."

Lexington's Integrated Building Policy requires net zero design options in order to create an energy efficient, low operating cost structure, along with maximizing passive energy and onsite

renewables and selecting materials and equipment that minimizes energy consumption and cost. Lexington's new high school should be net zero at a minimum.

Increasingly, we are learning about new schools working toward “net positive” school buildings. For example, [Fales Elementary School in Westborough, MA](#) is “striving for net-positive performance by consuming far less energy (less than two-thirds of a code compliant building) and harnessing on-site renewable energy sources.” The Town of Westborough has a goal of becoming carbon-emissions free by 2035. This net-positive school is the first project completed towards that goal, with forty geothermal wells that heat and cool the building and a 25,000 square rooftop solar array that generates renewable energy.

At a minimum, Lexington's new or renovated high school should be a net zero building, and potentially a net positive building. Given the expected size of the building and associated parking areas, and the expected low energy use, a net positive scenario is not only likely achievable, but very important to meeting our economic and sustainability goals.

Toward LEED Platinum

The Integrated Building Policy puts Lexington High School on a path to LEED Gold certification, which should be the minimum standard for the new high school project. Embodied and operational carbon should be at the forefront of the design and construction process. According to the [World Green Building Council](#), “Buildings are currently responsible for 39% of global energy related carbon emissions: 28% from operational emissions, from energy needed to heat, cool and power them, and the remaining 11% from materials and construction.”

[LEED-certified buildings](#) are critical to addressing climate change and meeting Environment, Social and Governance (ESG) sustainability goals, enhancing resilience, and supporting more equitable communities. LEED is a holistic system that doesn't simply focus on one building element, such as energy, water or health. Instead, it looks at the big picture, factoring in all critical elements that work together to create the best building possible. The goal of LEED is to create better buildings that: (1) Reduce contribution to global climate change; (2) Enhance individual human health; (3) Protect and restore water resources; (4) Protect and enhance biodiversity and ecosystem services; (5) Promote sustainable and regenerative material cycles; and (7) Enhance community quality of life.

Of all LEED credits, 35% relate to climate change, 20% directly impact human health, 15% impact water resources, 10% affect biodiversity, 10% relate to the green economy, and 5% impact community and natural resources. In [LEED v4.1](#), most LEED credits are related to operational and embodied carbon. [Learn more](#). LEED categories can also contribute toward meeting the U.N.'s Sustainable Development Goals (SDGs). [Explore synergies between LEED and SDGs](#).

DESIGN CONSIDERATIONS (SUSTAINABILITY):

- Minimally, a new Lexington High School must be a LEED Gold net zero building. We should explore what it would take to design and construct a LEED Platinum, net positive building, including the resultant long-term economic savings of increased efficiency and energy generation.
- Geothermal energy is a renewable resource, and ground source heat pumps will be an important design option to consider as we work to meet the requirements in the Integrated Building Policy and achieve all our sustainability goals.
- In accordance with the Town's "Building Efficiency and Electrification" goals and Integrated Building Policy, a new Lexington High School must be an all-electric school building to contribute to the Town's goal of prioritizing healthy, resilient, and energy efficient buildings. The building must also achieve an EUI (energy use intensity) of the lower of 1. the [Eversource Path 1 incentive requirement](#) for K-12, EUI of 25 kBtu/sf/yr or less, and 2. 30% less than the ASHRAE 90.1-2019 baseline according to the Integrated Building Policy.
- In accordance with the Town's "Renewable Energy" goals and Integrated Building Policy, designs must maximize photovoltaic solar arrays on all roof, parking surfaces as well as consider building facades, outdoor plazas and walkways.
- In accordance with the Town's Integrated Building Policy, the building must "utilize energy storage when cost effective to lower peak demand charges and integrate with onsite solar." Battery storage paired with solar **behind the meter** will lower total life cycle costs, while increasing building resiliency and not adding much in upfront cost. Battery storage also dramatically increases the size of the solar energy system the utility will approve.
- In accordance with the Town's Integrated Building Policy, plans must "include embodied carbon in the total life-cycle analysis for each design option," and should seek to use materials with the lowest possible levels of embodied carbon.
- In accordance with the Town's "Sustainable Transportation" goals and Integrated Building Policy, the new high school should include a plan to accelerate the transition to electric vehicles (EVs) for school buses. Also working to improve charging infrastructure, enhancing pedestrian and bicyclist safety and access, and shifting to low emissions transit vehicles, Lexington will enable safe, pleasant, efficient, and sustainable mobility options.
- In accordance with the Town's "Waste Diversion" goals, the [Zero Waste Plan](#) and Integrated Building Policy, the design must maximize opportunities for resource reduction, material reuse and waste diversion. The new high school must have spaces and appliances to allow waste reduction, composting and recycling in all applicable areas. This includes dishwashers for, storage for, and collection of reusable foodware in all cafeteria, kitchen, and lounge areas. In order to maximize reusable products, the building must also include an adequate number of filtered water bottle filling stations and include laundry facilities. In addition to following the [LPS Waste Reduction Policy](#), maximizing reusable products will reduce operating costs each year.

CENTRAL OFFICE RELOCATION to LHS

For the past year and a half, the Lexington community has been contemplating a permanent relocation of the Central Office to the new or renovated high school. After a lengthy process that included the collaboration of various boards and committees, the community is in general support of a permanent relocation of the Central Office to the new Lexington High School.

The LPS Central Office building is located in the 46,000 square foot former Harrington School building at 146 Maple Street that is in dire need of upgrades that are estimated to cost approximately \$16 million dollars. At the same time, the [Recreation Department reports](#) that there are more than 2,000 hours of unmet need in playing field needs in the community; therefore, a need exists to increase the number of playing fields in the community. Several years ago, the community discussed the possibility of creating new playing fields on the 146 Maple Street site, but it appears that no formal plans to do so were created.

We see the new arrangement as a win-win for our community. The new playing fields would enable both our student athletes and athletes from the wider community to be less impacted by playing time disruptions that happen during a school construction project than they might otherwise be. The pandemic significantly interrupted athletic opportunities for our students; therefore, it is our hope that we will be able to minimize further disruptions during the school construction process. Additionally, the demolition of the current Central Office building would obviate the need to expend approximately \$16M for roof, window, and flooring replacements, and HVAC upgrades among other repairs.

Meetings and Resources

Throughout the past year and a half, there have been several planning meetings, including Master Planning Committee meetings, School Committee meetings, and joint meetings of the School Committee and the Select Board. To learn more about the work that has been done to date, please click the following links:

- [Central Office Space Utilization Study](#)
- [MPC Relocation of CO Memo 11-15-2022](#)
- [Central Office Relocation Ppt 03-14-2023](#)
- [Central Office Land Memo 5.15.23](#)

The Town of Lexington's budget is developed through a highly collaborative and public process that engages the [Select Board](#), the [School Committee](#), the [Appropriation Committee](#), the [Capital Expenditures Committee](#), the Town and School staff, and citizens. At our second Budget Summit of the year for FY25, we reached general consensus to support a potential relocation of Central Offices to Town-owned swing space on 173 Bedford Street, and then to the new or renovated high school. Budget Summit #2 was held on November 15, 2023; please [click here](#) to view a copy of the agenda and presentation.

Central Office Space Utilization Study

Last year, we completed a [space utilization study](#) of the Central Office, which has given us valuable insight into the amount of space needed for CO now and in the future. An initial meeting was held on September 20, 2022, with architects from DRA, the Director of Public Facilities, the Assistant Superintendent for Finance and Operations, and the Superintendent of Schools. The purpose of the meeting was to review and discuss who is currently housed at the Central Office and how much square footage is needed, should the Central Office move to 173 Bedford Street temporarily at first, and then permanently to the new or renovated Lexington High School.

The staff positions that need to be part of the Central Office were identified, along with those who might reasonably relocate to elsewhere in the district. The architects then conducted a thorough walk-through of the Central Office building, examining the space available to employees in the workplace. A second meeting was held with the architects on October 25, 2022, to review their recommended space-related needs and the appropriate square footage for CO employees. The architects then used the information from our discussion to refine the details in their space utilization study.

The following information was shared with members of the Master Planning Committee, who ultimately approved in concept the idea of moving the Central Offices to the new or renovated high school.

- The Town's 20-Year Capital Plan rates the current Central Office building an 'F' and estimates that costs to upgrade the multiple deficient systems in the building will be approximately \$16M. As presented to the Select Board on November 14, 2022, the capital plan that includes costs can be viewed [here](#).
- The Town's 20-Year Capital Plan rates the 173 Bedford St. building an 'F'. The upgrades to the building that would enable it to temporarily accommodate the Central Office or other Town departments in the future would include an elevator, sprinklers, HVAC upgrades, etc., at a cost estimated to be approximately \$6M.
- The Central Office building at the Old Harrington School comprises approximately 46,637 square feet of floor area, while the 173 Bedford St. building comprises approximately 16,397 square feet. The current square footage of the Central Office is approximately twice the size of the space that it requires, and, if desired, the Central Office can temporarily fit into the 173 Bedford St. building.
- If a relocated CO requires about 17,000 square feet of space, the construction cost to provide that amount of space at LHS would be, at the current cost of construction estimated at \$925 per square foot, about \$16M. This is approximately the same as the estimated cost of the upgrades needed at the old Harrington School.
- Further refinements to the square footage needed for the Central Office relocated to the new/renovated high school could be achieved in a variety of ways. First, certain

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employees currently housed at Central Office are direct service providers who could be relocated to various schools. The floor area needed for a relocated CO could be reduced to approximately 10,000 square feet if some of the operations that are currently housed at the CO are transferred to the high school design plans, where they are more appropriately placed. For example, we want to create more career-oriented opportunities for interested students. Students could help run the Tech Hub, the Print Shop, and Central Registration (or a new Family Welcome Center).

- A temporary relocation of the Central Office to 173 Bedford St. is possible. There are other uses for 173 Bedford St. in the future that potentially limit any long-term stay.
- During the approval process for the construction of the new Harrington School, the concept of demolishing the old Harrington School building and constructing new ballfields was discussed.
- Many of the athletic fields in the Center Recreation Complex/LHS area will not be usable during the construction of a new or renovated high school. The extent of the disruption depends on whether the high school project is a renovation or new construction as well as other details, but it will be very significant in any case.
- Recreation indicates that currently there are approximately 2,000 hours per year of unmet recreation needs in Town. Recreation is trying to proactively address anticipated needs now, so that other athletic fields will be fully available during the anticipated high school construction phase.
- The cost estimate for the demolition and removal of the CO building is approximately \$1.5M. The Recreation Director indicates costs for the two multi-use fields with lights at that site would be in the range of \$3.6M to \$6.1M, depending on the plan.
- The new Police Station is scheduled for completion in the late spring of 2024, and is expected to vacate 173 Bedford St. by June 1, 2024. This would allow the upgrades to 173 Bedford St. to be completed by July 2026, if everything goes according to plan.

Additional advantages to the relocation of the Central Office to the high school include:

- The proximity of the Superintendent's Office next to the largest school in the district where approximately one third of our students reside may be desirable in terms of safety.
- Community Education is part of the Central Office and could take advantage of the shared public spaces in the new high school building, including the auditorium or other large meeting spaces for special events.
- More professional learning and collaborative opportunities may be available.

A New Family Welcome Center

Lexington is becoming increasingly more diverse, and it would be ideal to have a New Family Welcome Center to replace Central Registration, which currently is housed at the Central Offices on 146 Maple Street. As we consider a new high school, we need to thoughtfully consider the ways that we are welcoming many newcomers to the Lexington Public Schools throughout the year. Unfortunately, current space limitations impede our ability to welcome newcomers to a more centralized location like Lexington High School. The administration, School Committee and community believe the integration the Family Welcome Center into the high school proper will be a far more effective solution.

Approximately six years ago, the school registration process took place in individual school buildings. In the 2017-2018 school year, four (4) staff were hired, including two (2) administrative assistants and one (1) nurse, and space was made available at the Central Office; then Central Registration was able to commence operations. The intent was to streamline the registration process to make it easier. However, newcomers must first locate the Central Office, which is separate from their child's school, and then the entrance to Central Registration in the back of the building. Furthermore, the complex registration process, wherein parents must provide proof of residence and medical vaccinations, can be particularly challenging for newcomers who hail from different countries and are not fluent in English.

We believe that a new Family Welcome Center (FWC) could be incorporated into the Central Office wing of the new or renovated high school, and in close proximity to the English Language Learners Department. We envision newcomers being greeted at the FWC by colorful and welcoming word art in many languages.

The Family Welcome Center will function as a resource for PK-12 families as well as a Central Registration center. Language proficiency assessments could be administered at this location and IEPs could be evaluated during this process to determine appropriate program placement. FWC personnel could work with families in small conference rooms with technology hubs and work stations, helping them navigate and complete their paperwork.

DESIGN CONSIDERATIONS (FAMILY WELCOME CENTER):

- The new or renovated high school, with the largest student population, will include a Family Welcome Center to serve all newcomers to the Lexington Public Schools.
- Our new Family Welcome Center will be located next to the new Central Office in the high school. We will welcome families with signage in various languages and comfortable, conversational seating.
- The Family Welcome Center should also be close to the English Language Learners Department in order to have access to world language assistance when it is needed.

REFERENCES

2017 Education Vision

Strategic Plan

Facilities Master Plan

Master Planning Compendium

etc.