

**LEXINGTON SCHOOL COMMITTEE MEETING**  
**Tuesday, June 10, 2014**  
**Lexington Town Office Building, Selectmen's Meeting Room**  
**1625 Massachusetts Avenue**

**7:30 p.m. Call to Order and Welcome:**

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

**7:35 p.m. Superintendent's Announcements:**

1. Use of PARCC Versus MCAS Examinations in 2014-2015
2. Update on 2014-2015 Enrollment Numbers
3. FY 2015 LABBB Member Credits

**7:45 p.m. School Committee Member Announcements:**

**7:55 p.m. Agenda:**

1. Recommendations from the Elementary World Language Committee (45 minutes)
2. School District Climate Survey (30 minutes)
3. Report on the 2013-2014 District Improvement Plan (30 minutes)
4. Traffic Safety and Mitigation Policy – Second Reading (30 minutes)
5. Request for Proposals for Superintendent Search Consultant (15 minutes)

**Consent Agenda (5 minutes):**

1. Vote to Approve School Committee Minutes of April 7, 2014
2. Vote to Approve School Committee Minutes of April 9, 2014
3. Vote to Approve School Committee Minutes of April 16, 2014
4. Vote to Approve School Committee Minutes of May 8, 2014
5. Vote to Approve School Committee Minutes of May 13, 2014

**10:30 p.m. Adjourn:**

The next meeting of the School Committee is scheduled for Tuesday, June 17, 2014, at 7:30 p.m. in the Town Office Building, Selectmen's Meeting Room, 1625 Massachusetts Avenue.

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



# Lexington Public Schools

146 Maple Street ❖ Lexington, Massachusetts 02420

Carol A. Pilarski  
Assistant Superintendent for Curriculum, Instruction,  
and Professional Learning

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**To:** Dr. Paul B. Ash

**From:** Carol A. Pilarski

**Re:** Elementary World Language Committee:  
Report on Options and Suggested Next Steps

**Date:** June 10, 2014

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As you know, based on the status report presented to you at the May 13, 2014 School Committee meeting, the World Language Committee (WLC) has been hard at work since its first meeting in October of 2013, addressing and grappling with the many essential aspects required to complete our charge: ***to discuss the process and steps that would need to be put in place in order to investigate and study the possible re-instatement of an Elementary World Language Program in the Lexington Public Schools.***

Needless to say, our journey has been rigorous . . . characterized by research, surveys, and investigations of elementary World Language programs in other communities, coupled with many challenging discussions. Our team came to this charge with a broad spectrum of perspectives and opinions. Over the course of our meetings and our reflections on information acquired and group thinking, we have arrived at several common agreements. We believe that our committee clearly represents an accurate microcosm of our community and our schools. Given the varied thinking with which members came to this task, it has been most interesting and affirming to see how the committee's journey has brought us closer to narrowing our collective understandings and diverse polarities, as we present our options for World Language instruction in Lexington's elementary schools. For me, both personally and professionally, the experience has, once again, proven that hard work and earnest collaboration can yield consensus in even most complex of tasks. I would venture to say, without a doubt, that each member of the committee would agree that our efforts have proven to be productive, fulfilling, and fruitful.

To reiterate from the previous report delivered on May 13, 2014, the research on the early study of World Languages tells us the following and convinces us that World Language instruction should be a necessary component of the overall elementary program:

- Early study of a second language results in cognitive benefits, gains in academic achievement, and positive attitudes toward diversity (Rosenbusch, 1995)
- Providing students knowledge of other cultures augments necessary skills to be citizens of a global society
- Students more seamlessly are able to make inter-disciplinary connections

For ease of reading and clarity of message, this report is broken down into the following categories:

1. The World Language Standards
2. Mission and Vision Statement
3. Core Beliefs
4. Definition of terms
5. Options to be considered
6. Other Alternatives Investigated and Reviewed
7. Unanswered Questions
8. Implementation Plan/Next Steps

## **1. The World Language Standards**

***“Language and Communication are at the heart of human experience.”***

American Council on the Teaching of Foreign Language – ACTFL

The goals and objectives of an elementary World Language Program in the Lexington Public Schools are very much in keeping with the foundational standards and expectations of any high quality World Language program, as nationally endorsed by the American Council on the Teaching of Foreign Languages and fully supported by the World Language Committee. These standards apply to a person/student of any age or grade level and are cited below:

- **Communication**: Students communicate in the target language as they engage in conversation, provide and obtain information, express feelings and emotions, understand, present, and interpret spoken language on a variety of themes and topics. Proficiency levels describe what individuals can do with language in terms of speaking, listening, reading, and writing, in real world situations with native speakers.
- **Culture**: Students acquire cultural proficiency by developing and demonstrating an understanding of the geography, life style, practices, products, and perspectives of the culture studied.

- Connections: Students connect with other programs/disciplines and “link” relevant information.
- Comparisons: Students develop insight into the nature of language and culture as they compare these to their native tongue and personal experience.
- Communities: Students develop and apply insight into the nature of language and culture beyond the confines of the school walls.

## **2. The Mission and Vision Statement**

The above stated standards are reflected in the following Mission and Vision Statement developed and collectively supported by the World Language Committee.

*A Lexington Elementary World Language Program will underscore and emphasize the need and importance in today’s global community for our students to become lifelong learners of another language and other cultures, for their personal enjoyment, enrichment, and potential career paths. The program shall provide an articulated proficiency-based plan of study that develops students’ language ability while inciting a passion to develop and nurture a curiosity for, and an understanding of, other people’s traditions, perspectives, and way of life.*

## **3. Committee’s Core Beliefs in the Development of an Elementary World Language Program**

The following tenets represent unanimous consensus among the group:

- There is resounding consensus that the Lexington Public Schools should offer an Elementary World Language Program that enriches the overall academic program for students.
- Equity for all students has emerged as a common theme. The program should be equally accessible to all students with limited exceptions.
- Current curricular programming and instructional time should not be compromised.
- The program should draw upon the skills, talents, and resources available within the community.

#### 4. Definition of Terms

In investigating the range of models that are currently being implemented in schools across the country and around the world, the committee researched a variety of possibilities and realized very quickly that it was necessary to come to a common understanding of the terminology used to describe certain programs. These definitions helped provide clarity and consistency in our own understanding and on-going discussions. I have selected to include them in this report, so as to provide the same understandings for tonight's discussion and further conversations.

- Exposure/Enhancement  
Students are exposed for a limited amount of time to one OR a number of languages and cultures to increase and enhance their awareness of other countries, their languages, and traditions.
- Content-Based  
A Foreign Language certified teacher gives direct/language instruction to students for a determined time period in accordance with identified and agreed to World Language curriculum standards in reading, writing, speaking, listening and understanding. This type of program is generally a stand-alone program.
- Integrated  
A Foreign Language certified teacher gives direct language instruction to students for a determined time period in accordance with identified and agreed to Foreign Language curriculum standards in reading, writing, speaking, listening and understanding where language instruction reflects, to the greatest extent possible, the content of other core courses. These sessions may also be co-taught in conjunction with core subject matter teachers and requires a significant amount of pre-planning.
- Full/Partial Immersion  
An immersion classroom provides children with a learning environment in which the target language is the primary language of instruction throughout the day OR in partial immersion, in some identified portion of the day. Students participate in all regular learning activities in the target language.

#### 5. Options To Be Considered

As you will notice in each of the three options presented below, there are both “benefits” and “challenges” to each option, as well as considerations that will be required to support each program.

Following the three options, we have included information about other programs that were extensively reviewed and discussed by the committee, but not

considered to be viable alternatives for our district for the reasons described on the subsequent pages of this report.

**OPTION I**

**Content-Based World Language Program**

This “stand alone” elementary school World Language model essentially organizes instruction around a scope and sequence taught by a qualified World Language teacher. Its goals include developing language proficiency with an emphasis on oral skills, as well as providing a gradual introduction to literacy, building cultural knowledge, and tying language learning to the content of the prior grades' World Language curriculum. Elementary World Language programs vary, especially in the number of meetings per week or minutes per session, but research indicates that the most successful programs vary in duration from one and a half hours per week to two hours in multiple sessions.

It should be noted that this program type, while similar to the one that once existed for more than fifty years in the Lexington Public Schools up until the time of the failed override in 2006, would differ significantly from that program in that it would reflect current instructional methodologies and take advantage of 21<sup>st</sup> century innovations in technology and available resources.

<b>BENEFITS</b>	<b>CHALLENGES</b>
<ul style="list-style-type: none"> <li>• Simplest to design and implement</li> <li>• Allows for opportunities for innovation, creativity, and constructivist pedagogy</li> <li>• Does not require additional classroom space</li> <li>• Does not add to current classroom-teacher workload/responsibility</li> <li>• Consistency of curriculum with regard to transition to middle school</li> <li>• Would be the easiest model for hiring quality teachers</li> <li>• Opportunities for natural connections between the WL teacher and the general classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>• World Language (WL) teacher may have demanding schedule in moving across classrooms during school day</li> <li>• Challenge of integrating new students coming into the district at upper grades</li> <li>• Would require revision of middle school program as students move through the K-5 program</li> <li>• Need to ensure that the WL teachers feel a part of the school and teacher community – especially when teachers are moving from school to school</li> </ul>

**CONSIDERATIONS**

- Strong consideration would have to be given to extending the school day to avoid negatively impacting current curricular and instructional programs.
- In the process of phasing in the Elementary World Language program, the Middle School World Language program (in the selected language/s) would need to be revised and rearticulated for anywhere between four to six years to reflect the increasing proficiency levels of elementary school students.

## OPTION II

### Content-Based World Language Program with Subject Matter Integration

Option II is similar to the program described in Option I, and provides the added value of bridging the study of the target language so as to reinforce designated curricular units of study in such programmatic areas as Art, Music, Science, and Social Studies. Its multi-dimensional, multi-modal approach would rely heavily on advancing 21<sup>st</sup> century skills, utilizing current technology and media to correspond with and learn from students of other countries in order to actively and realistically engage students in our world's expanding global community.

<b>BENEFITS</b>	<b>CHALLENGES</b>
<ul style="list-style-type: none"><li>• Demonstrates an even more serious commitment to World Language learning from early age, which enriches overall academic program</li><li>• Language learning is both separate and integrated, creating greater depth of understanding</li><li>• Local community members may be available for cultural elements in the integration elements</li></ul>	<ul style="list-style-type: none"><li>• More challenging to design and implement compared to a “stand alone” content-based program</li><li>• More logistical challenges and planning time required</li><li>• Requires professional learning time for the World Language teacher to plan for the concurrent implementation of the identified units of study designed to reinforce student learning in both the target language and the specified discipline/s</li></ul>

#### **CONSIDERATIONS**

- Strong consideration would have to be given to extending the school day to avoid negatively impacting current curricular and instructional programs.
- In the process of phasing in the Elementary World Language program, the Middle School World Language program (in the selected language/s) would need to be revised and rearticulated for anywhere between four to six years to reflect the increasing proficiency levels of elementary school students.
- This model would require substantial summer curriculum development work for World Language teachers and curriculum specialists and/or teachers.

**OPTION III**

**Optional After-School World Language Program**

**N.B.** this option does not meet the standards or tenets of the committee’s core beliefs

This model would also be taught by a qualified World Language teacher, but would take place after regular school hours and would be based on parent and student choice.

<b>BENEFITS</b>	<b>CHALLENGES</b>
<ul style="list-style-type: none"> <li>• No loss of instructional time and no need to extend school day</li> <li>• Attracts students who are already interested in learning another language</li> <li>• Increases possibility of offering multiple languages</li> </ul>	<ul style="list-style-type: none"> <li>• Would compete with other after-school programs i.e. sports, Lextended Day, etc.</li> <li>• Equity issues: Not all students would be able to participate based on limitations related to payment of tuition, transportation needs, etc.</li> <li>• Staffing of the program: member of LPS staff, sub-contracted individuals, volunteers?</li> <li>• Substantial articulation issues with middle school program</li> <li>• Difficulties in monitoring the quality of the program</li> <li>• Difficulties with supervision of students</li> </ul>
<b>CONSIDERATIONS</b>	
<ul style="list-style-type: none"> <li>• Determination of how program would be funded i.e., operating budget, individual family?</li> </ul>	

**6. Other Alternatives Investigated and Reviewed**

Besides the options presented above, other possibilities were explored, but ultimately not considered for various reasons.

- **Full/Partial Immersion Program**

As explained in our definitions included on page 4, an immersion classroom provides children with a learning environment in which the target language is the primary language of instruction throughout the day OR in partial immersion, in some identified portion of the day. Students participate in all regular learning activities in the target language.

While immersion may offer students the most “experience” in the target language, it would be very difficult to implement for many reasons e.g. equity across schools, impact on curriculum revision, recruitment of highly qualified staffing with multiple certifications. This program would require a substantive and comprehensive overhaul of both current practice and curriculum.



- Exposure/Enhancement Program  
In an exposure/enhancement program, students are exposed for a limited amount of time to one OR more languages and cultures to increase and enhance their awareness of other countries, their languages, and their traditions. The committee overwhelmingly agreed that this type of program would not support the integral elements of the mission and goals of an LPS elementary World Language program that aims at growing proficiency levels in the target language.

## **7. Unanswered Questions**

- Which language(s) will be taught? Spanish, French, Mandarin?
- If multiple languages were to be offered, how would the possible unbalanced demand for one language over another, impact scheduling?
- At which grade level/s will we begin instruction in the first year of implementation?
- Which additional grade level/s will be added incrementally into the progression?
- Would additional classroom space be required?
- In what ways might the choice of the World Language impact the availability of qualified teaching staff?
- In light of current research, what would be the number of minutes per week and/or number of days per week required to implement a high quality WL program?

## **8. Implementation Plan and Suggested Next Steps**

As you will easily conclude from this report, the committee wholeheartedly endorses the reinstatement of an Elementary World Language Program in the Lexington Public Schools. Please also note that the World Language Committee feels equally strongly about retaining the highly effective curricular and instructional programs currently in place in our elementary schools.

It is evident that both Options I and II, presented in this report, would require a lengthening of the school day and subsequent extensive discussions centered on a re-design of the current schedule for our elementary schools. This task clearly represents a highly complex and multi-faceted challenge that would need to include the voices of many stakeholders. In order to ensure high quality, success, and continued sustainability for this program, a thoughtful design and implementation plan must be established. We strongly believe that such a process would require at a minimum three years of planning with an implementation target year of FY18.

For your consideration, please review the following suggested timetable:

- **December 2014:** Superintendent and School Committee decide which option to support
- **January 2015 – December 2015:**
  1. Superintendent and School Committee establish an *Elementary World Language Program Design Team* involving discussions with the community and stakeholders to study and develop the program requirements, determine associated expenses, including staffing, materials, supplies, and professional learning. This committee would address the unanswered questions posed in item #7 on the previous page.
  2. The World Language Committee also foresees the establishment of an *Implementation Task Force* comprised of district administrators, LEA leadership, and classroom teachers working concurrently with the Design Team to collaboratively ensure a high quality World Language Program and to examine the impact of providing additional time in the daily elementary schedule for this program. Considerations would include topics such as changes to the elementary day, contract negotiation, adjustment of transportation schedules, and more.
- **Fall 2015:**
  - Public Discussion and Hearings
  - Regular Update Reports to School Committee from both the *World Language Design Team* and the *Implementation Task Force*
- **December 2015 – May 2016:** School Committee reviews the required budget to support the collaborative recommendation of the *Elementary World Language Design Team* and the *Implementation Task Force*.
- **May 2016:** School Committee endorsement of the proposed plan
- **August/September 2017:** Launch the first year of the Elementary World Language Program

I look forward to our meeting on Tuesday to answer any questions you might have.

## *ACKNOWLEDGEMENTS*

Elementary World Language Committee  
2013-2014

Alessandro Alessandrini  
Dr. Nabila Baba-Ali  
Katie Bettencourt  
Rebekah Bray  
Cathy Brooks  
Sarah Felton  
Sarah Franford

David Frohman  
Laura Horst  
Karen Kishpaugh  
Anne Knight  
Gina Leto  
WenShuai Liao  
Ruth Litchfield

Marie Murphy  
Carol A. Pilarski - Chair  
Deirdre Schadler  
Julie Selhub  
Harvy Simkovits  
Mary Ann Stewart  
Holly Stumpf

Leonard Swanton  
Jennifer Turner  
Karen Thompson  
Joan Yarmovsky



# Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

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Avon Lewis  
Lexington High School  
251 Waltham St.  
Lexington, MA 02420

June 1, 2014

Dr. Paul Ash  
Ms. Phyllis Neufeld  
Lexington Public Schools  
Lexington, MA 02420

Dear Dr. Ash and Ms. Neufeld,

Please find attached my comparison of the district wide results from the 2013 and 2014 LPS Climate Surveys. In this letter, I briefly describe the analysis tools I employed.

In my analysis, you will see I have divided the questions into two groups.

- There are 37 questions that are identically worded on both surveys.
- There are 6 questions with different wording and 1 question that is new on the 2014 survey.

For questions with identical wording, I ran a statistical test to determine if the change in the average responses are significant. In the questions where the wording differed, it was impossible to determine if a change was due to the change in wording or a change in staff perception.

The survey asked participants to identify themselves as a member of one of four staff types: Unit A, Units C/D/Techs, Other or Supervisor. On the subsequent pages, you will find results for both the aggregate response and the sub-populations. There were over 900 responses to the survey in both years. About 600 responses came from Unit A, about 200 responses came from Units C/D/Techs and about 50-60 responses each came from each the Other and the Supervisor categories.

The participants answered each question on a 5 point scale, with sixth option for "Not Applicable". On this scale, a 1 was Strongly Disagree, a 3 was Neutral and a 5 was Strongly Agree. I calculated the average and the standard deviation for each question in both years. While the results varied slightly, a typical standard deviation was about 1. If you consider an example average score of 3.5, and if the distribution is approximately normal, about two thirds of respondents replied between 2.5 and 4.5. However, since the respondents could not give a fractional response, about two thirds of the respondents replied with either a 3 (neutral) or a 4 (agree).

In every case, the change between the 2013 average and the 2014 average is less than one standard deviation. A t-test is used to determine if the change in the averages is significant. This test may only be employed on the 37 questions with identical wording. The t-test looks at the overlap between the two distributions and it returns a percent chance that the two distributions are different. If the percent chance was less than 95%, I reported that the change was not significant. It is important to note that the t-test is sensitive to the size of the sample, so there are places where a larger shift in the average is less significant for one of the smaller groups than a smaller shift in the average is for a larger group.

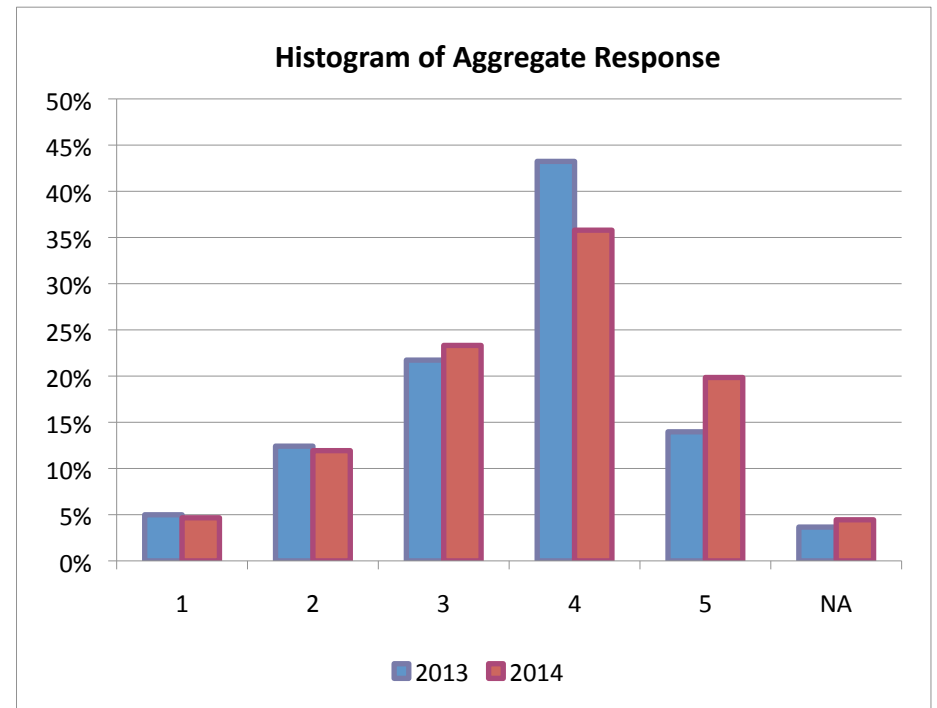
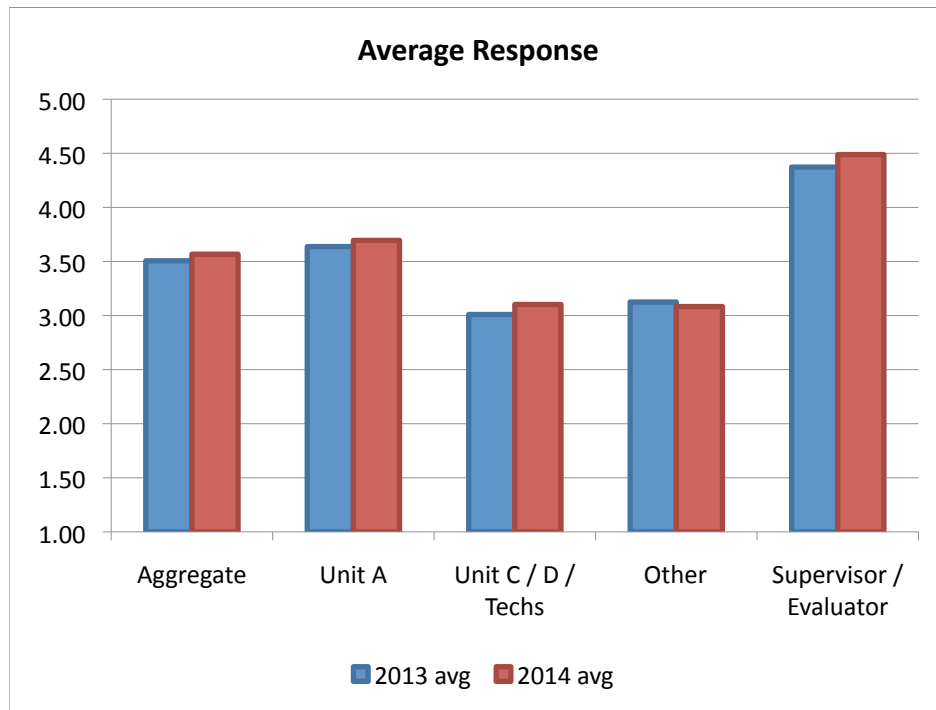
Please let me know if you have any questions.

Respectfully,

Dr. Avon Lewis

I am given meaningful opportunities to provide input in the decisions made in my school.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.51	3.57	0.06	No
Unit A	3.64	3.70	0.06	No
Unit C / D / Techs	3.01	3.10	0.09	No
Other	3.13	3.08	-0.04	No
Supervisor / Evaluator	4.37	4.49	0.12	No

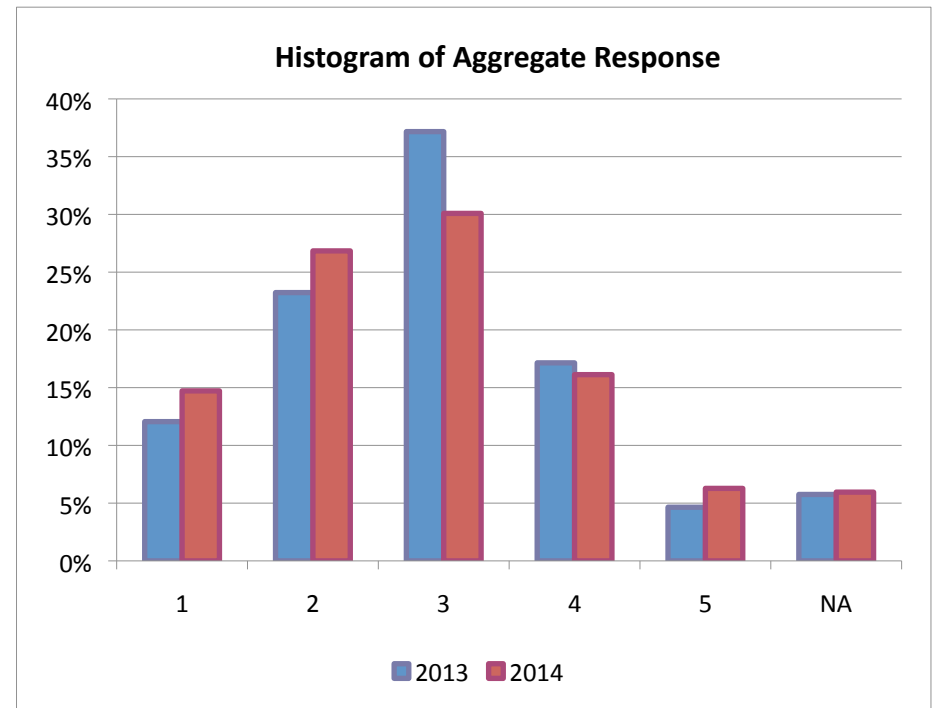
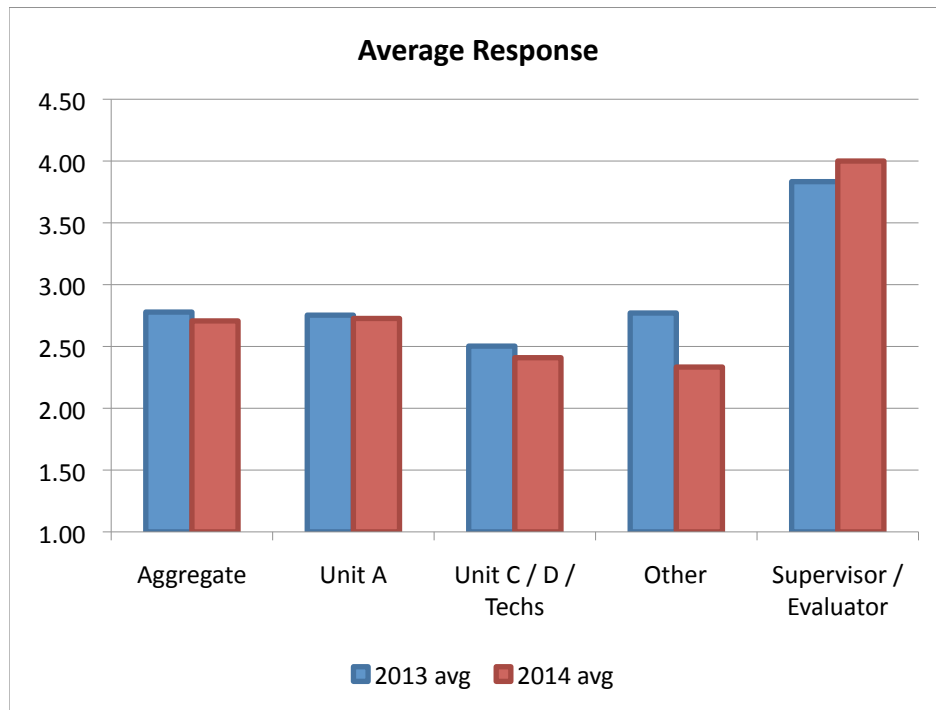


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

I am given meaningful opportunities to provide input in the decisions made in my district.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	2.78	2.71	-0.07	No
Unit A	2.75	2.73	-0.03	No
Unit C / D / Techs	2.50	2.41	-0.09	No
Other	2.77	2.33	-0.44	No
Supervisor / Evaluator	3.83	4.00	0.17	No

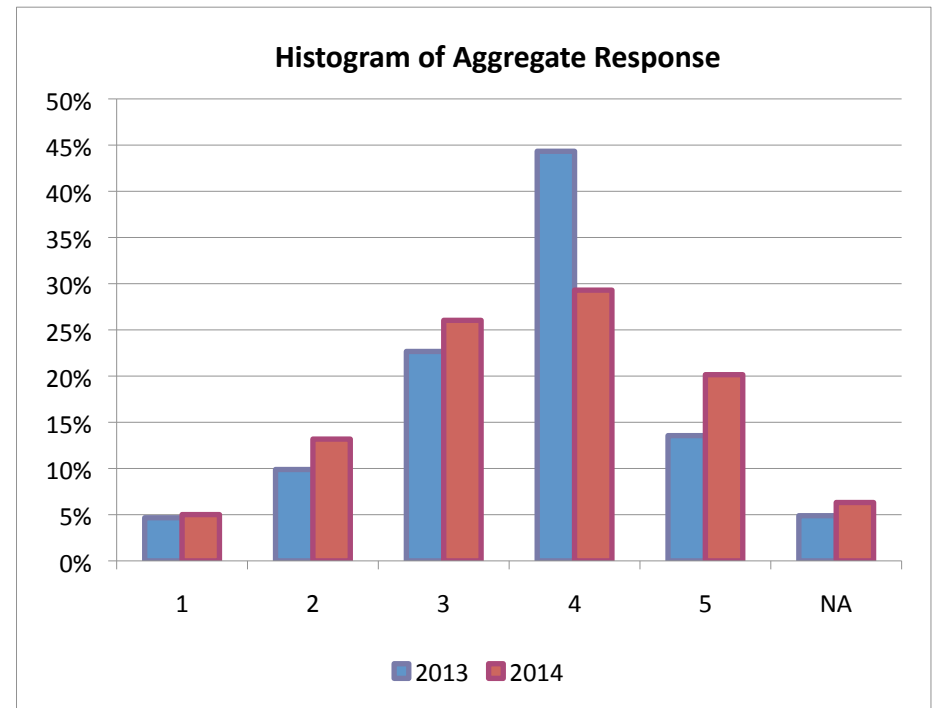
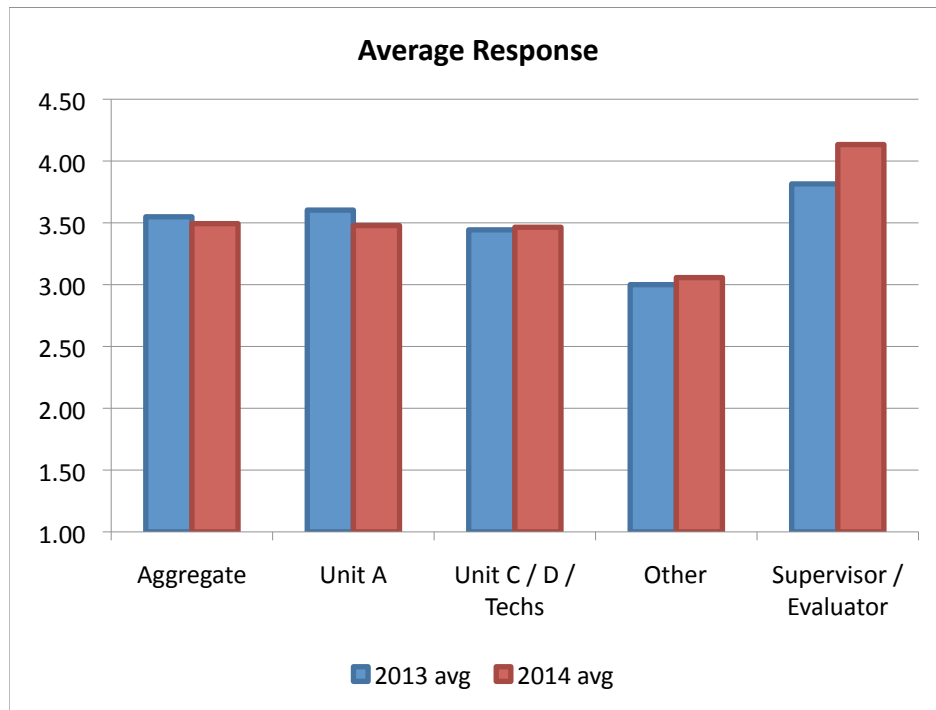


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

District professional development has provided me with strategies that I have incorporated into my work.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.55	3.49	-0.06	No
Unit A	3.60	3.48	-0.13	95% confidence
Unit C / D / Techs	3.44	3.46	0.02	No
Other	3.00	3.06	0.06	No
Supervisor / Evaluator	3.81	4.13	0.32	No

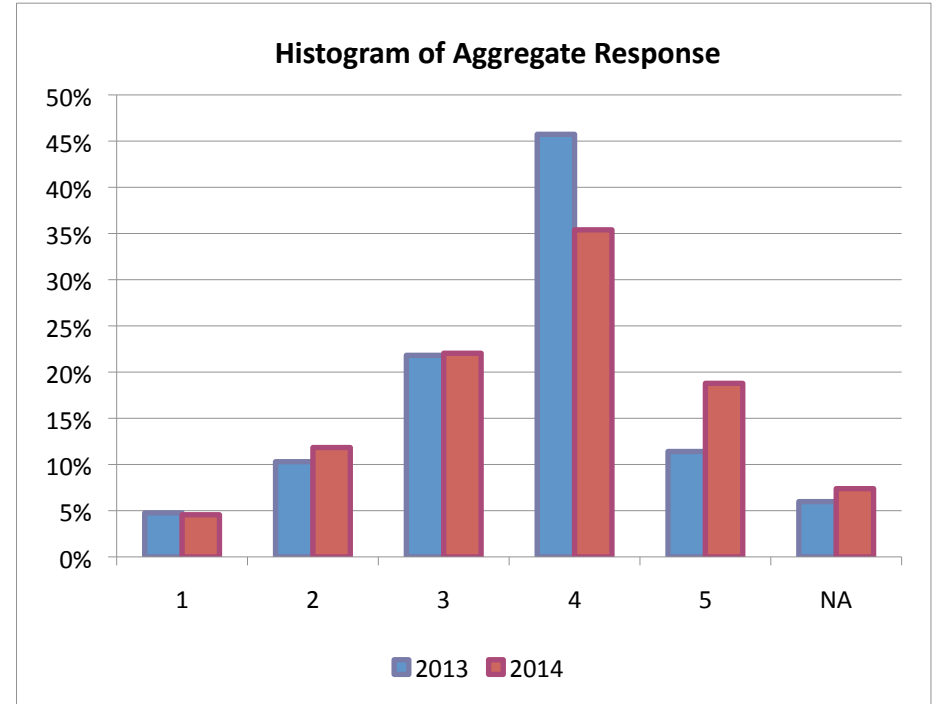
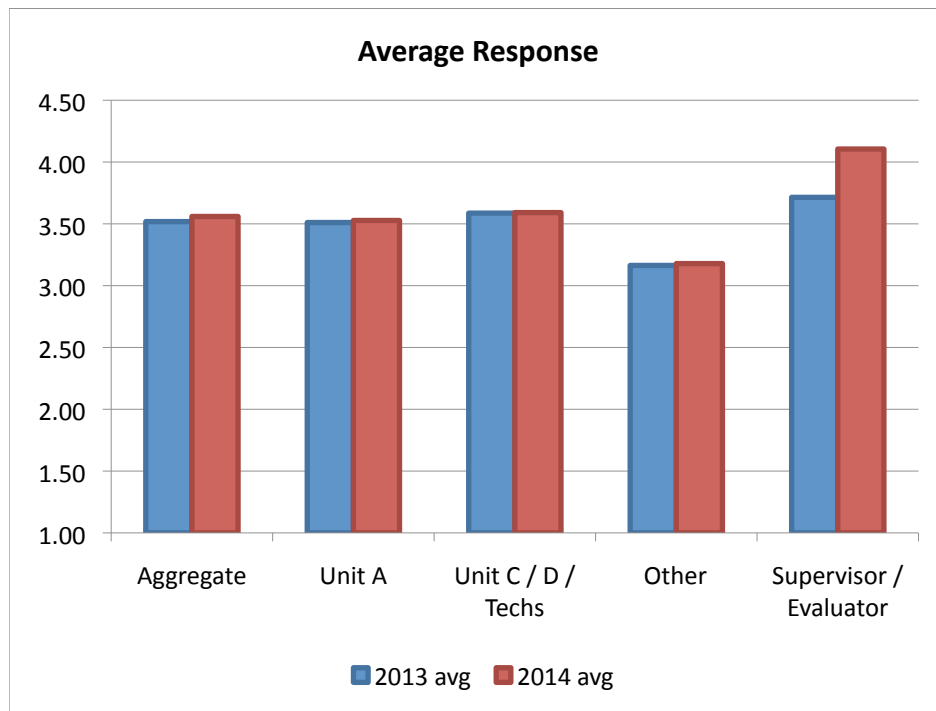


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

School - based professional development has provided me with strategies that I have incorporated into my work.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.52	3.56	0.04	No
Unit A	3.51	3.53	0.02	No
Unit C / D / Techs	3.59	3.59	0.00	No
Other	3.16	3.18	0.01	No
Supervisor / Evaluator	3.71	4.11	0.39	No



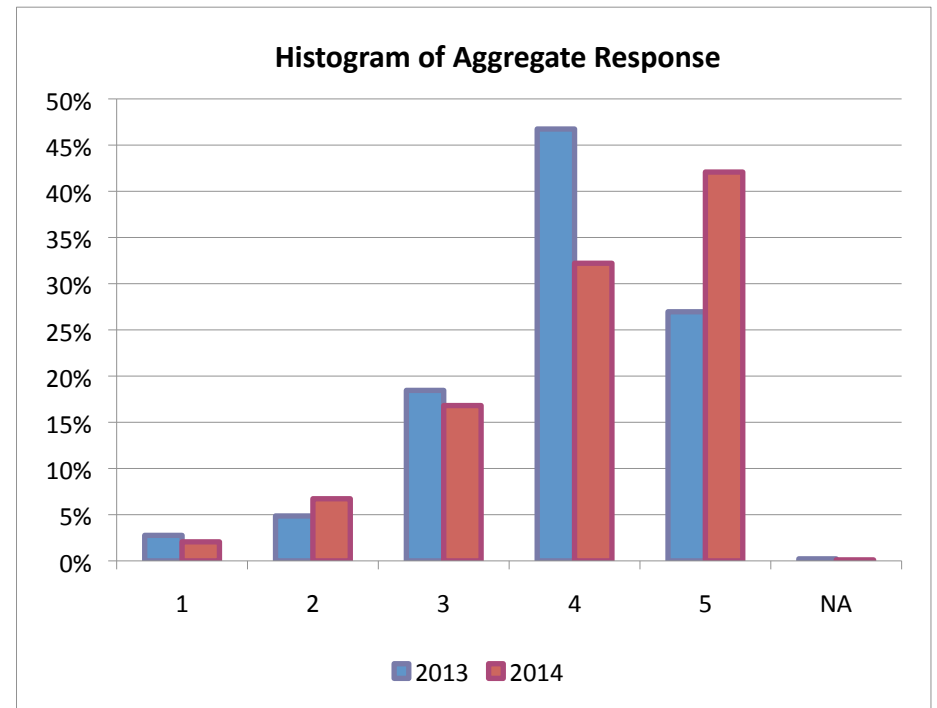
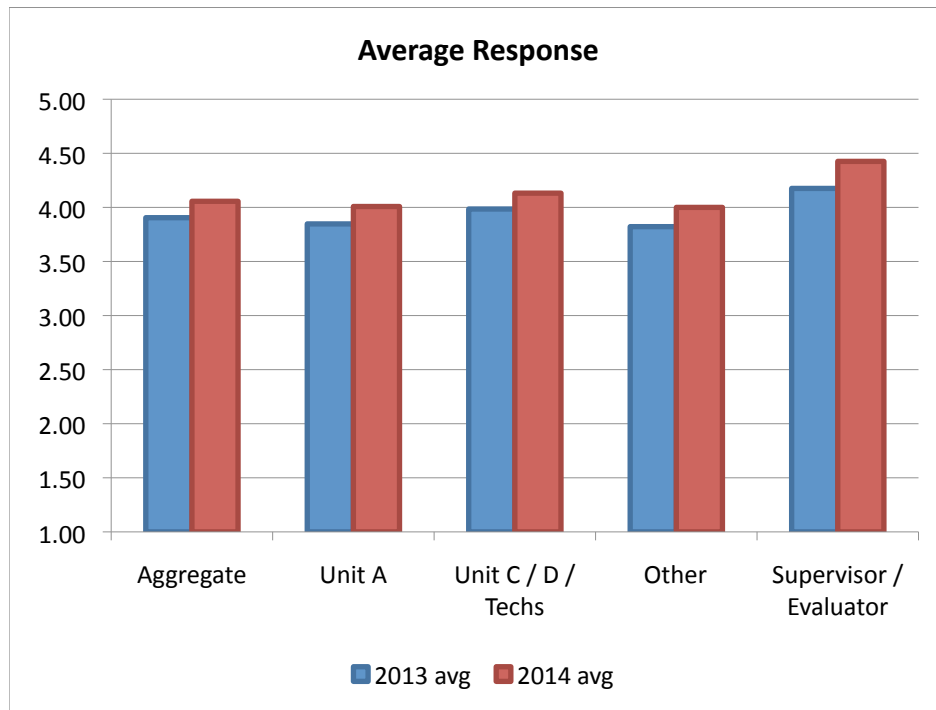
Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable



**I would encourage individuals to work for the Lexington Public Schools.**

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.90	4.06	0.15	99% confidence
Unit A	3.85	4.01	0.16	99% confidence
Unit C / D / Techs	3.99	4.13	0.15	No
Other	3.82	4.00	0.18	No
Supervisor / Evaluator	4.18	4.43	0.25	No

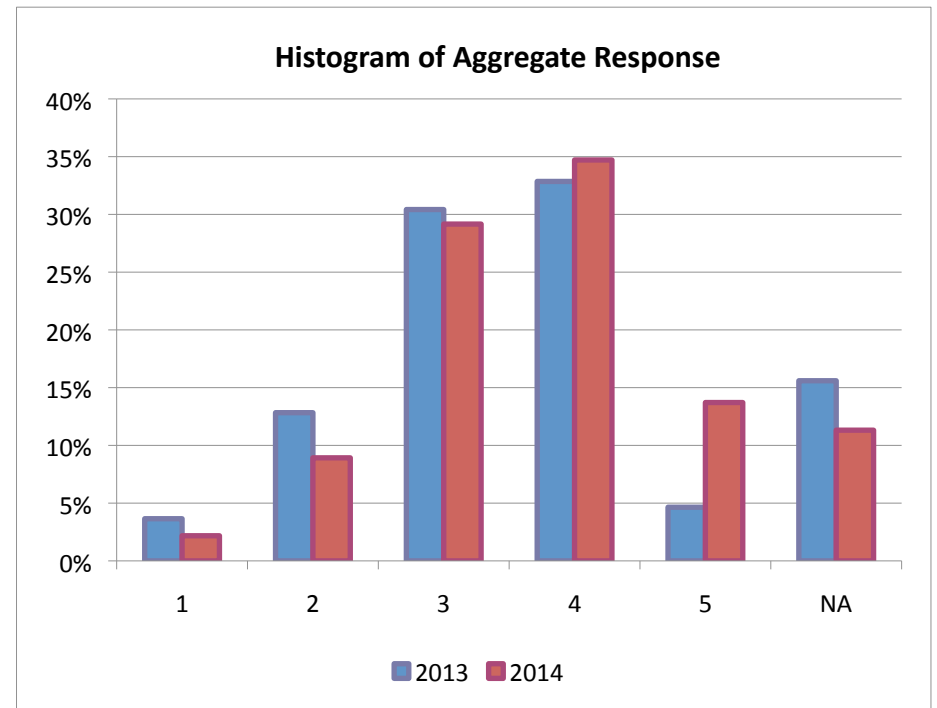
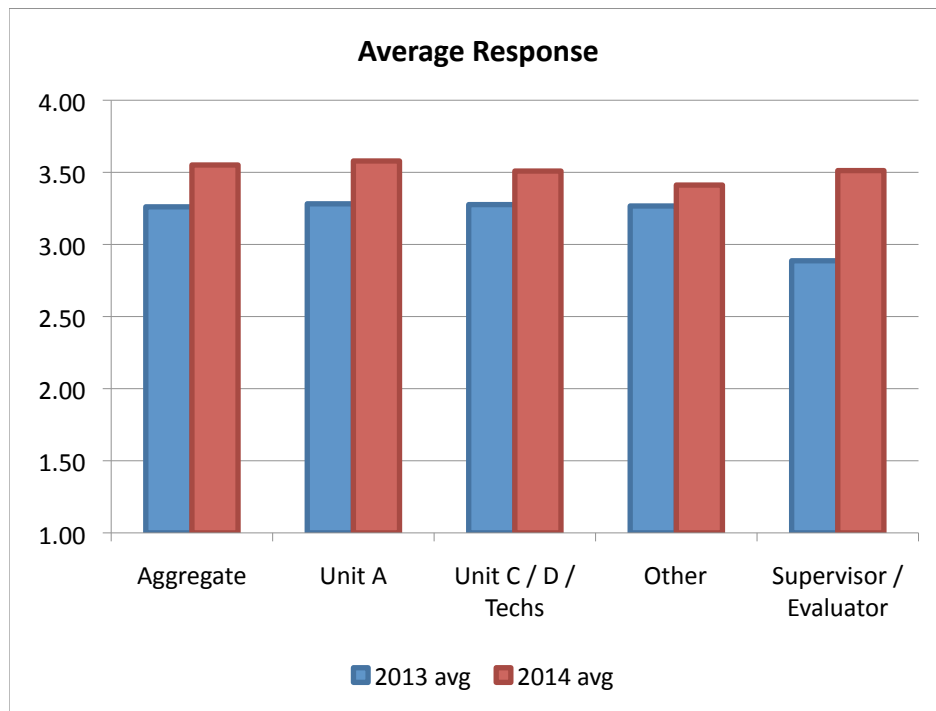


**Rating Scale:**

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

Based on my experience there is a positive relationship between the Lexington Education Association and the distr

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.26	3.55	0.29	99% confidence
Unit A	3.28	3.58	0.30	99% confidence
Unit C / D / Techs	3.28	3.51	0.23	95% confidence
Other	3.27	3.41	0.15	No
Supervisor / Evaluator	2.89	3.51	0.63	99% confidence

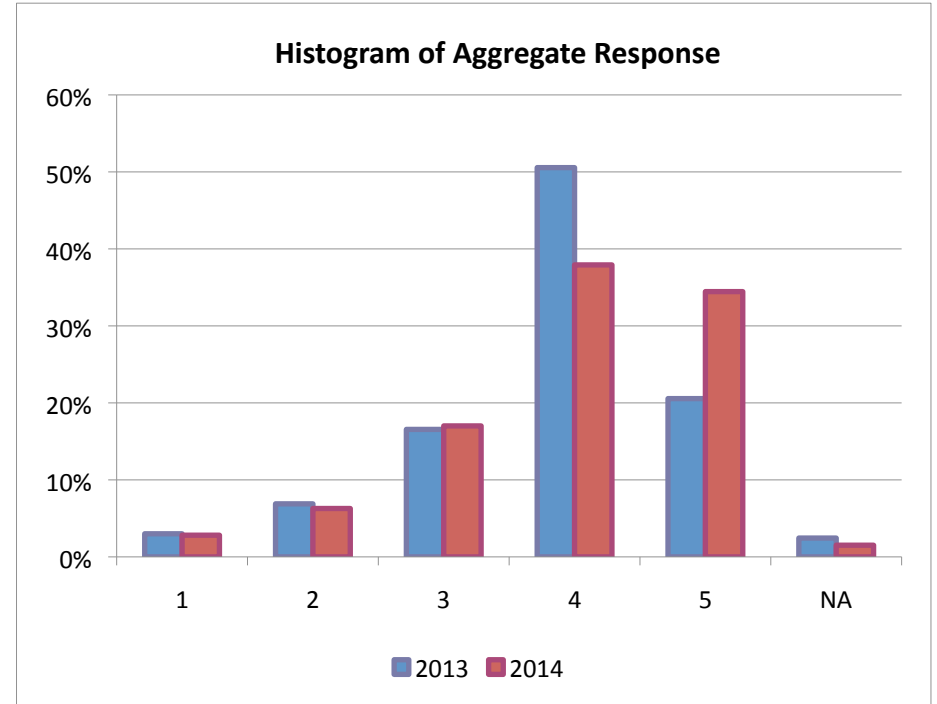
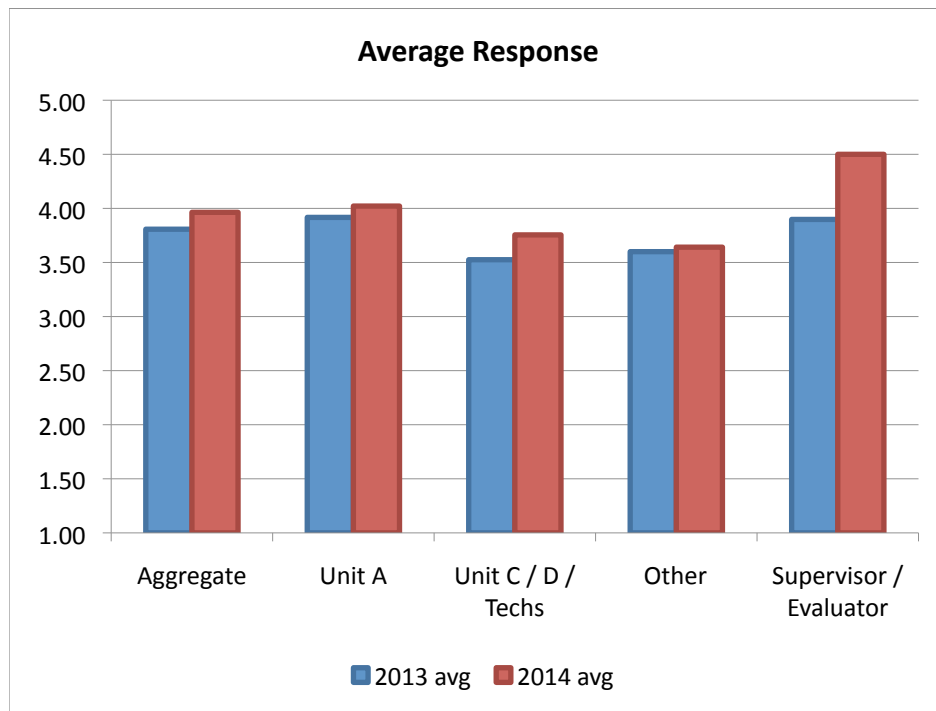


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

## Building Administrators share the information I need to perform my job.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.81	3.96	0.16	99% confidence
Unit A	3.92	4.02	0.10	No
Unit C / D / Techs	3.53	3.76	0.23	95% confidence
Other	3.60	3.64	0.04	No
Supervisor / Evaluator	3.90	4.50	0.60	99% confidence

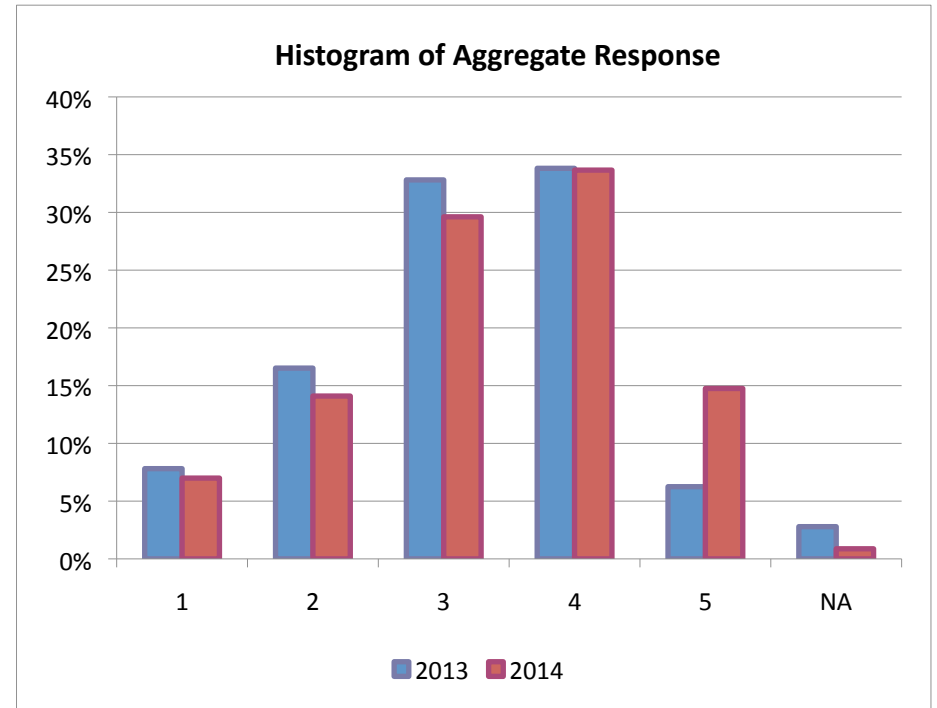
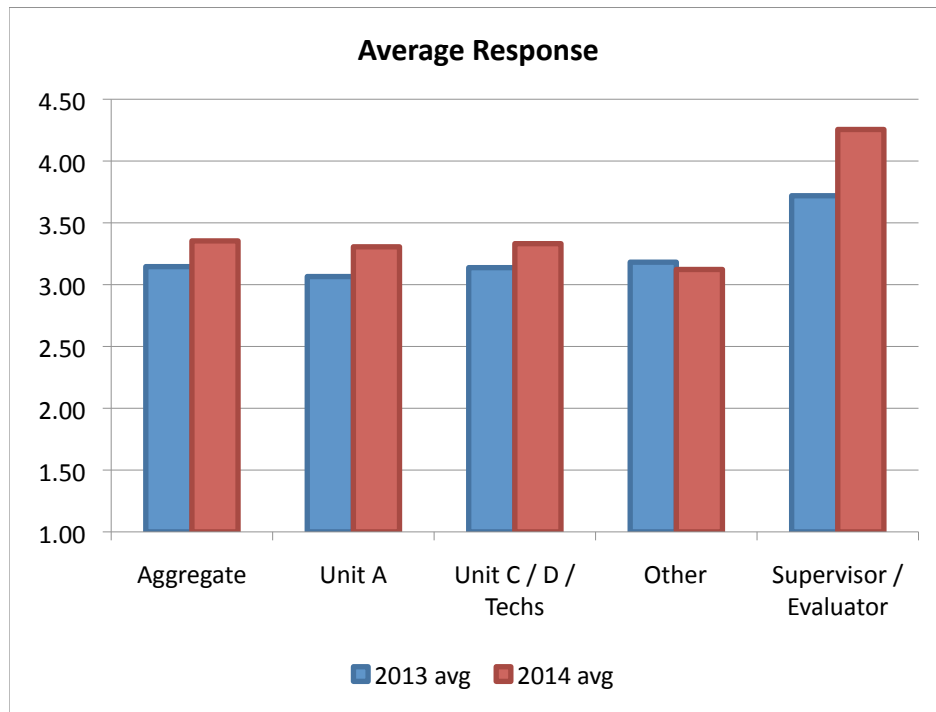


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

**I trust the people who make district decisions that affect me.**

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.15	3.35	0.21	99% confidence
Unit A	3.07	3.31	0.24	99% confidence
Unit C / D / Techs	3.14	3.33	0.19	No
Other	3.18	3.12	-0.06	No
Supervisor / Evaluator	3.72	4.26	0.54	99% confidence

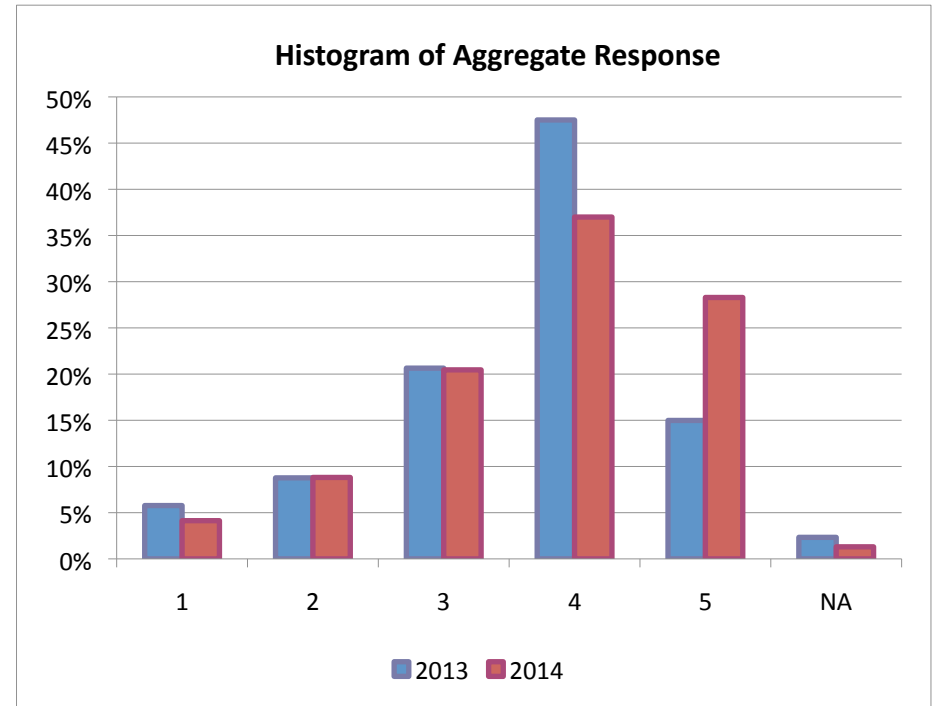
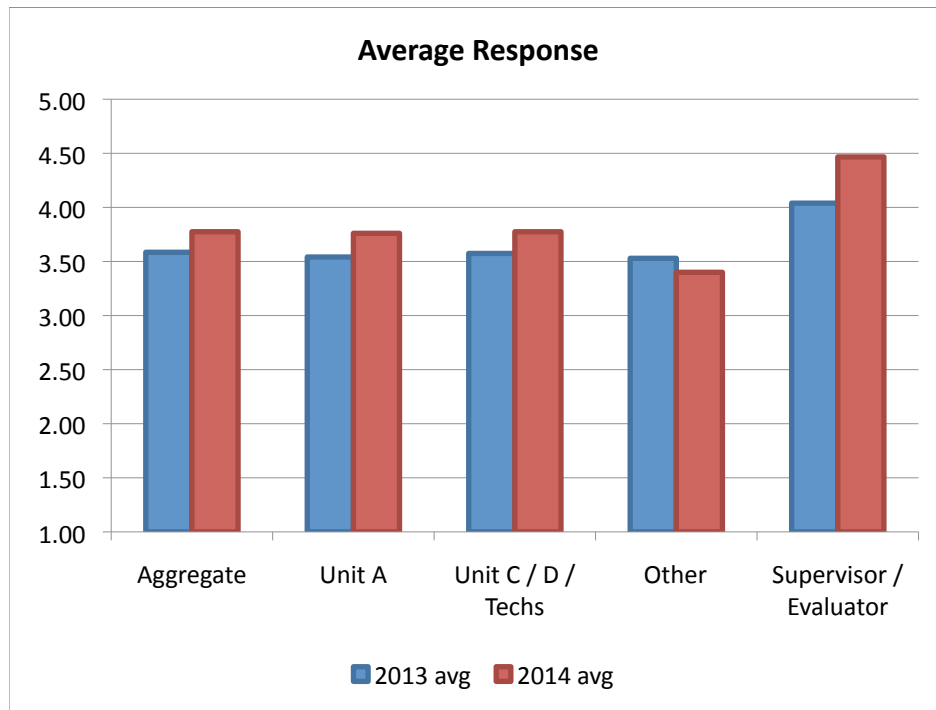


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

## I trust the people who make school decisions that affect me.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.59	3.78	0.19	99% confidence
Unit A	3.54	3.76	0.22	99% confidence
Unit C / D / Techs	3.57	3.78	0.20	No
Other	3.53	3.40	-0.13	No
Supervisor / Evaluator	4.04	4.47	0.43	95% confidence

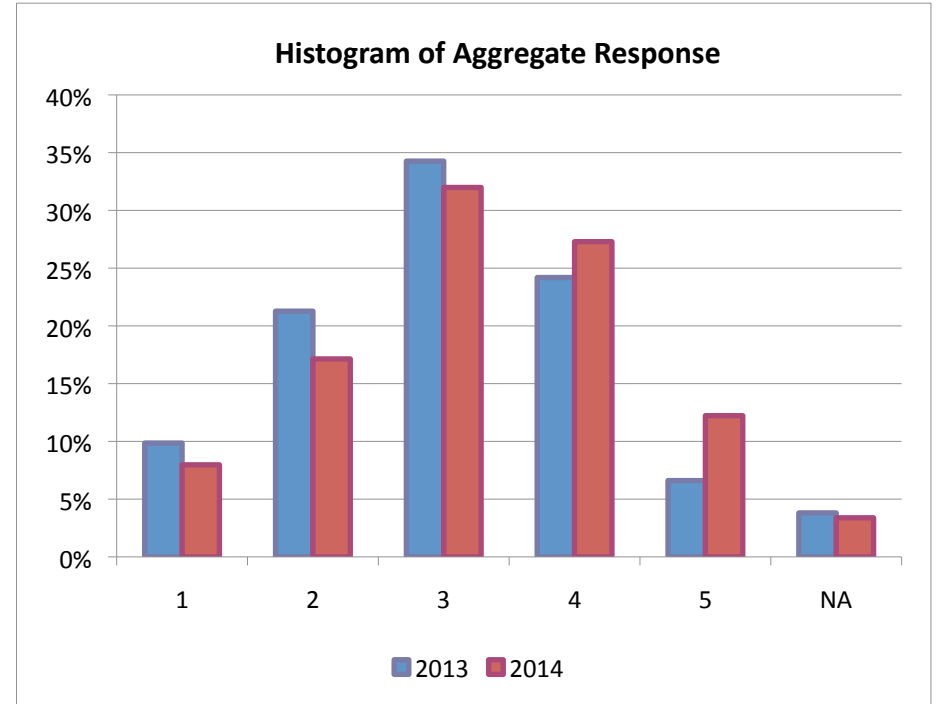
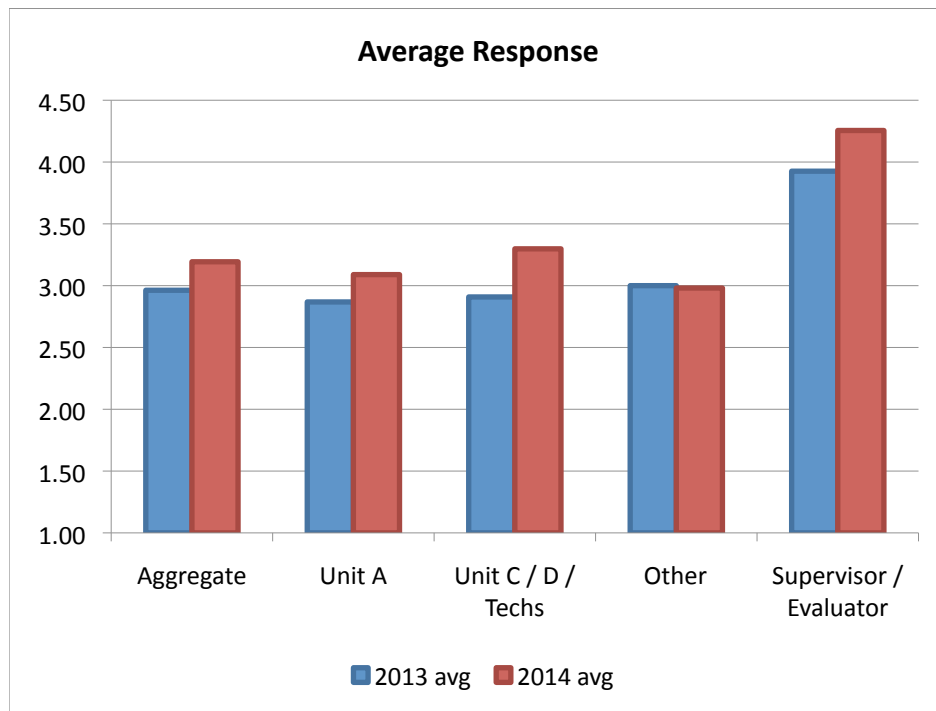


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

I feel safe in stating my opinions about issues facing my district even if I disagree with the approach being taken.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	2.96	3.19	0.23	99% confidence
Unit A	2.87	3.09	0.22	99% confidence
Unit C / D / Techs	2.91	3.30	0.39	99% confidence
Other	3.00	2.98	-0.02	No
Supervisor / Evaluator	3.93	4.26	0.33	No

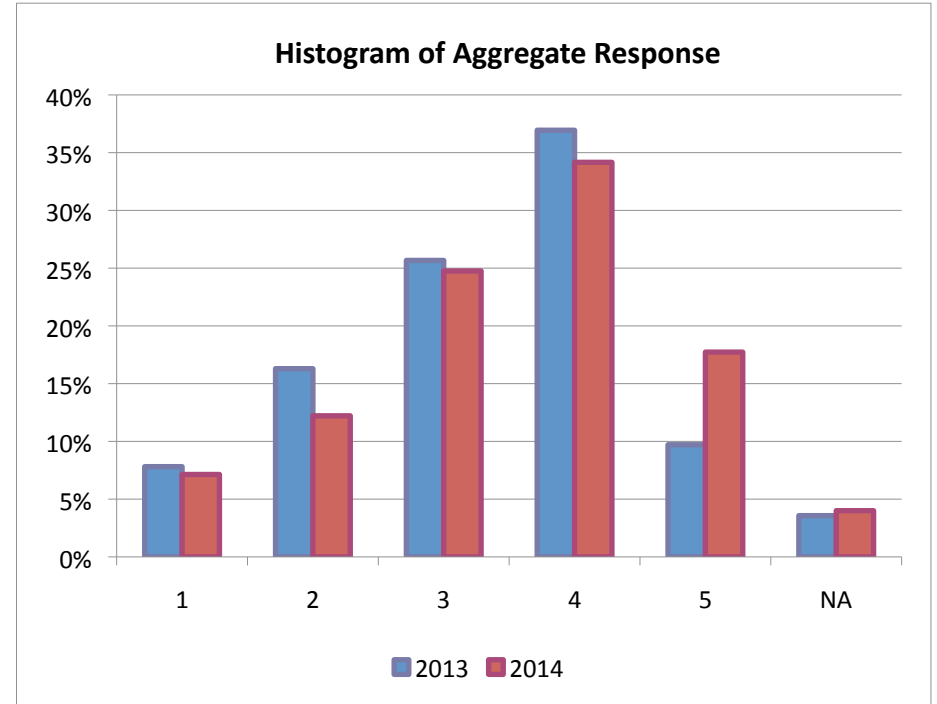
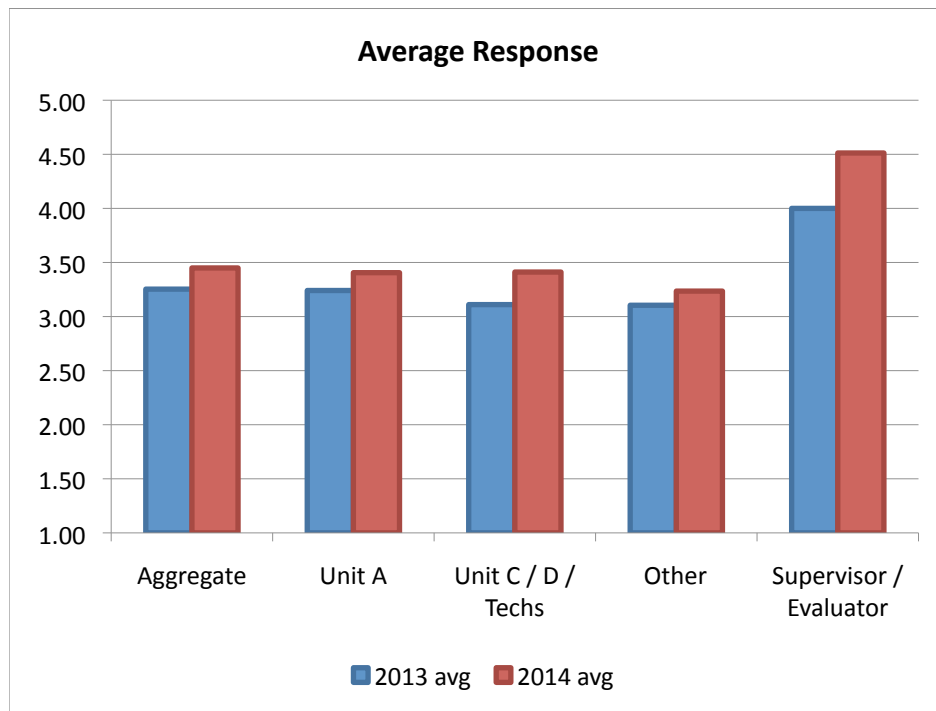


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

I feel safe in stating my opinions about issues facing my school even if I disagree with the approach being taken.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.25	3.45	0.20	99% confidence
Unit A	3.24	3.41	0.16	95% confidence
Unit C / D / Techs	3.11	3.41	0.30	99% confidence
Other	3.10	3.24	0.13	No
Supervisor / Evaluator	4.00	4.51	0.51	95% confidence

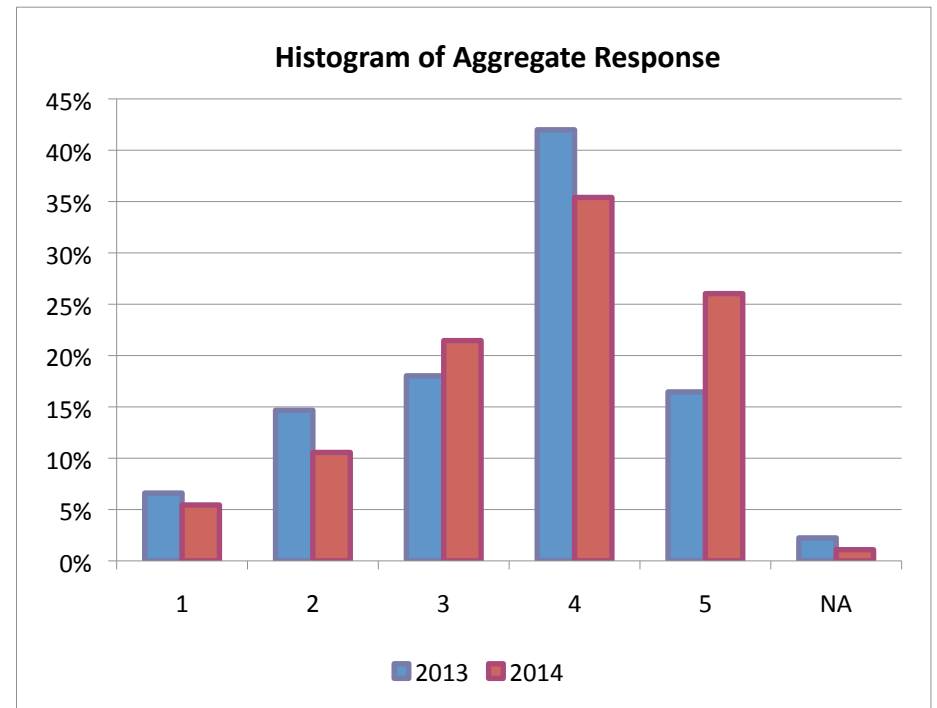
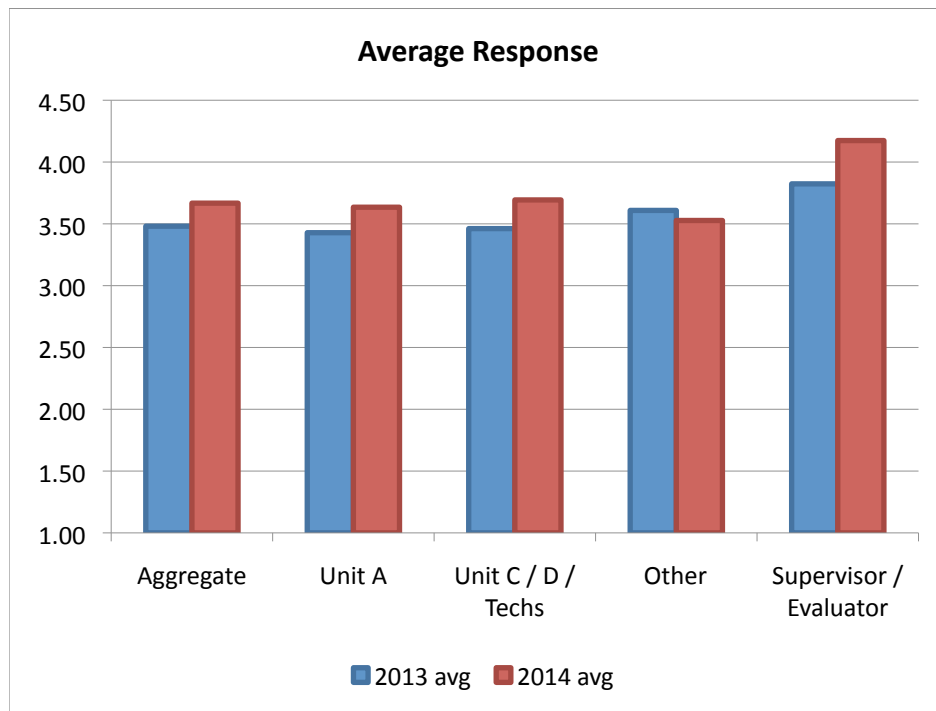


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

There is an atmosphere of trust and mutual respect between my school administrators and staff.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.48	3.67	0.19	99% confidence
Unit A	3.43	3.63	0.21	99% confidence
Unit C / D / Techs	3.46	3.69	0.23	95% confidence
Other	3.61	3.53	-0.08	No
Supervisor / Evaluator	3.82	4.17	0.35	No



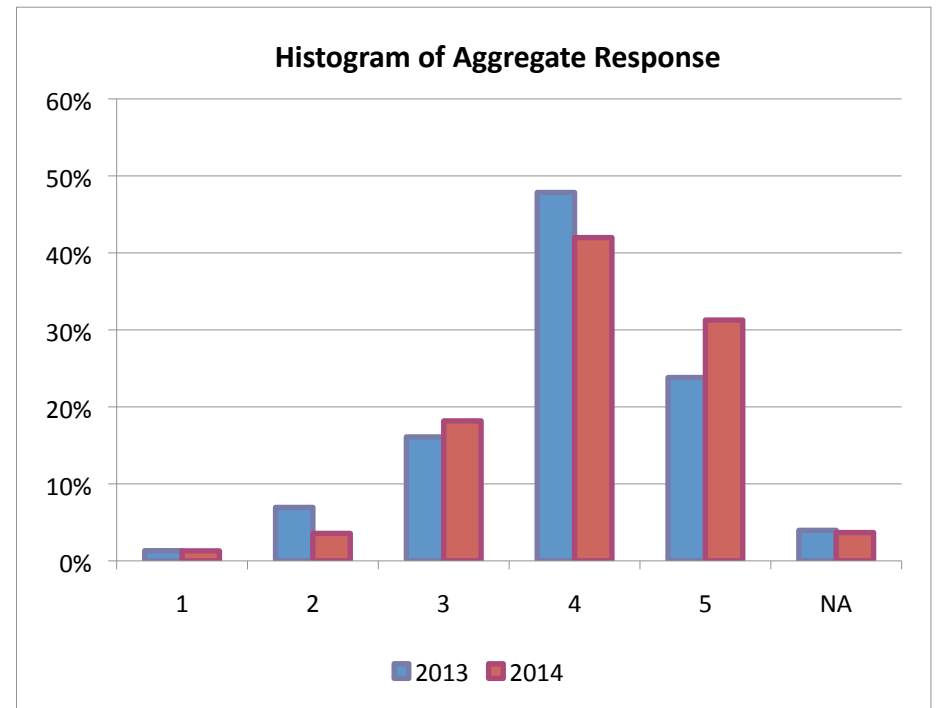
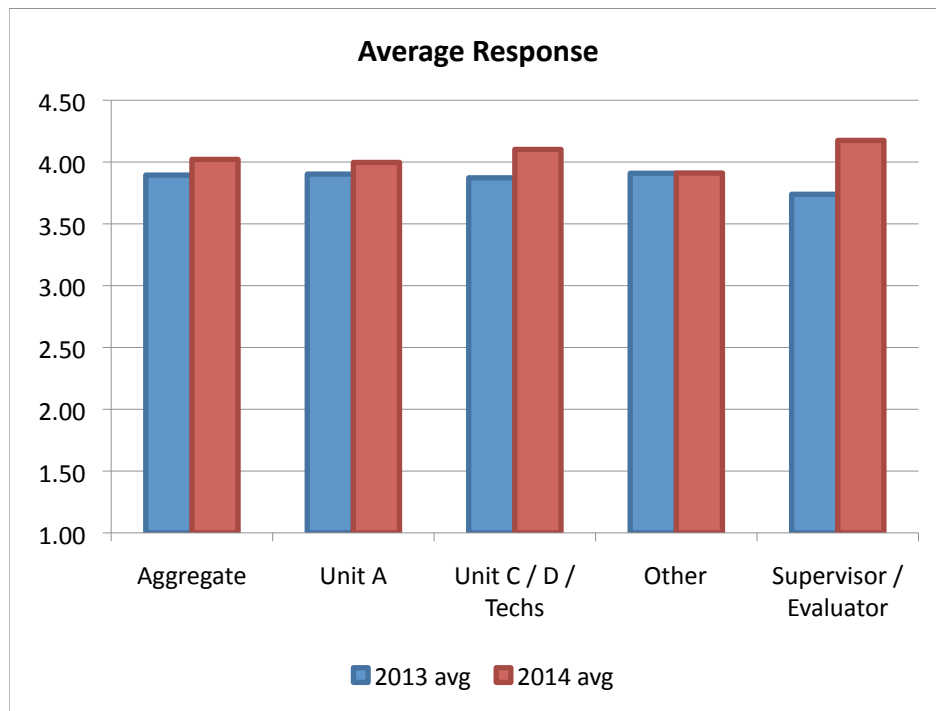
Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable



There is an atmosphere of trust and mutual respect among teachers in my school.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.89	4.02	0.13	99% confidence
Unit A	3.90	4.00	0.09	No
Unit C / D / Techs	3.87	4.10	0.23	95% confidence
Other	3.91	3.91	0.00	No
Supervisor / Evaluator	3.74	4.18	0.44	95% confidence

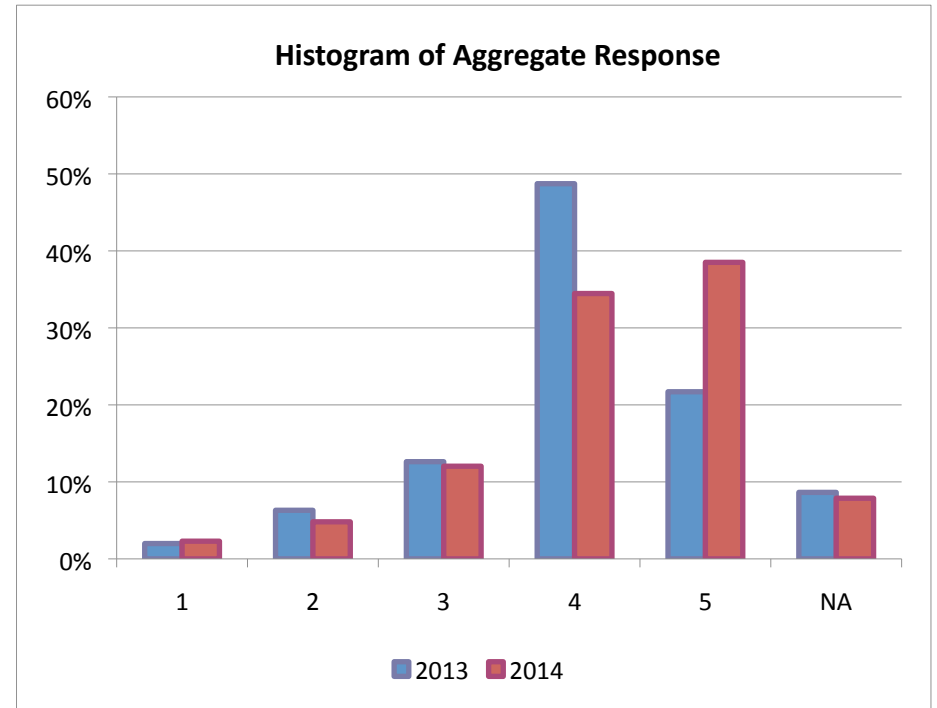
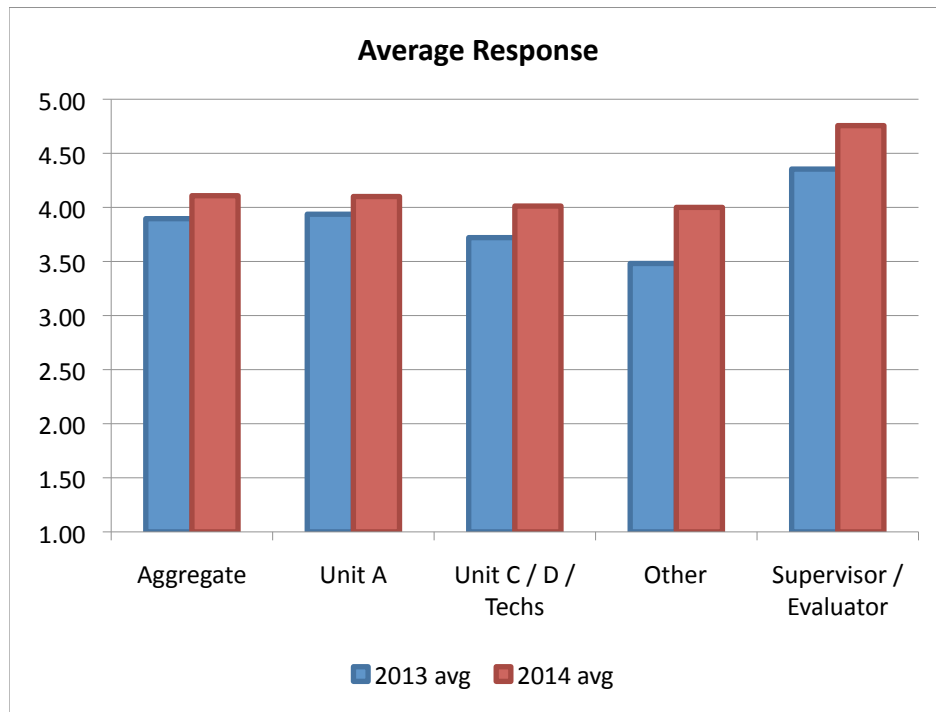


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

**I am trusted to make sound professional decisions about instruction.**

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.90	4.11	0.21	99% confidence
Unit A	3.94	4.10	0.16	99% confidence
Unit C / D / Techs	3.72	4.01	0.29	99% confidence
Other	3.48	4.00	0.52	95% confidence
Supervisor / Evaluator	4.35	4.76	0.40	95% confidence

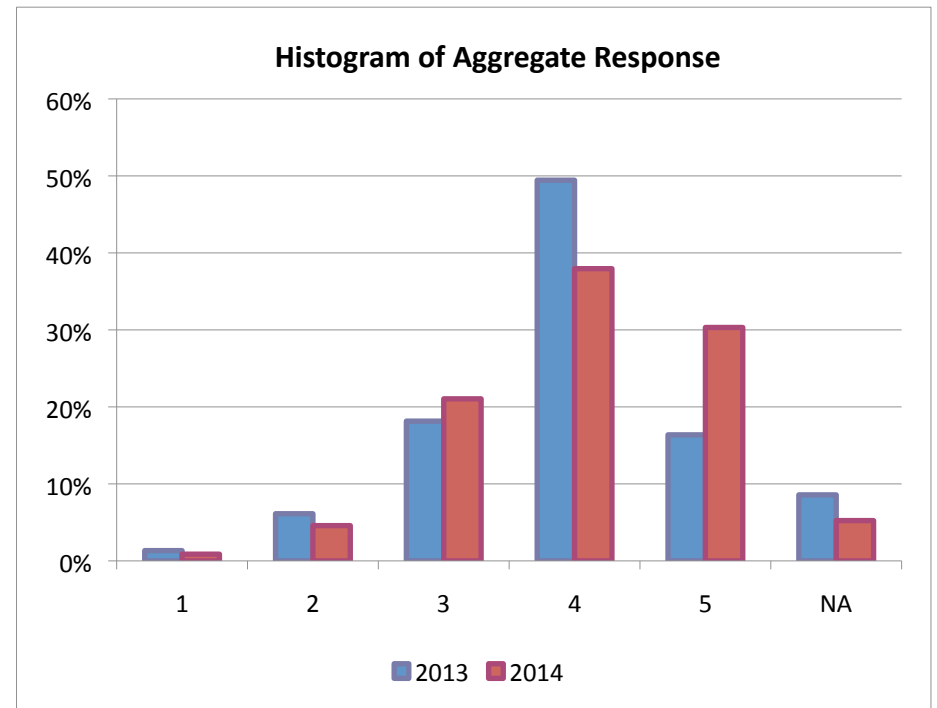
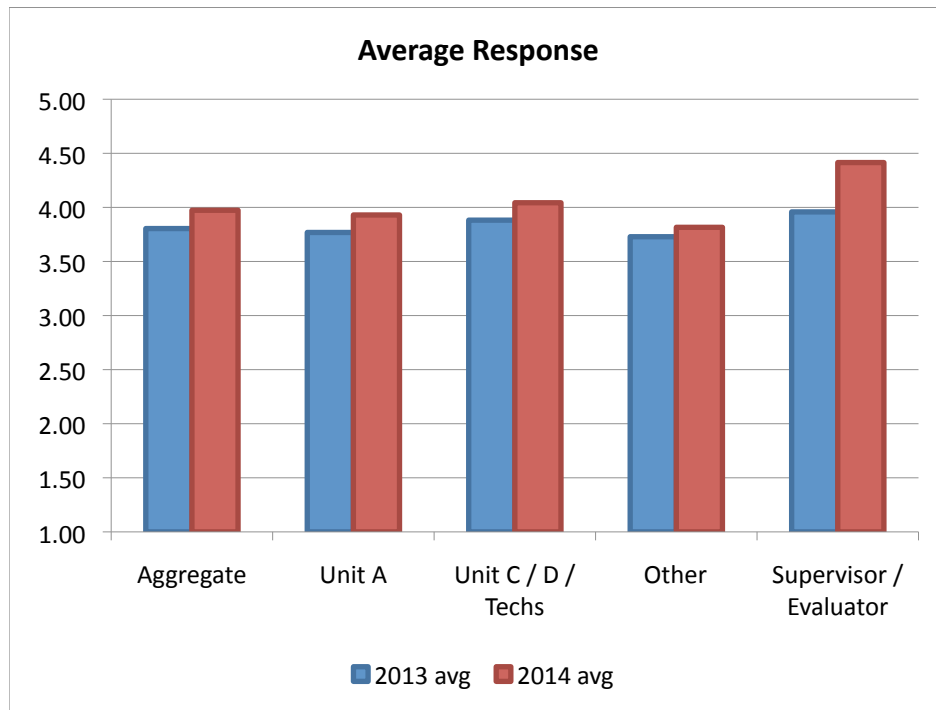


**Rating Scale:**

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

I believe decisions made at my school are based on student data and information.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.80	3.97	0.17	99% confidence
Unit A	3.77	3.93	0.16	99% confidence
Unit C / D / Techs	3.88	4.04	0.16	No
Other	3.73	3.82	0.09	No
Supervisor / Evaluator	3.96	4.41	0.46	95% confidence

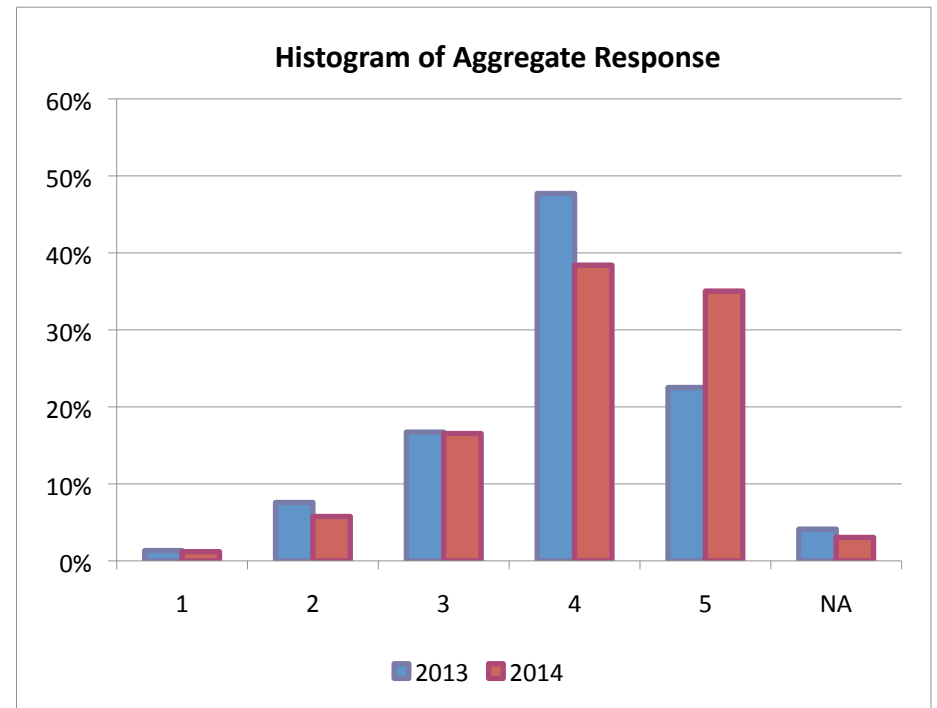
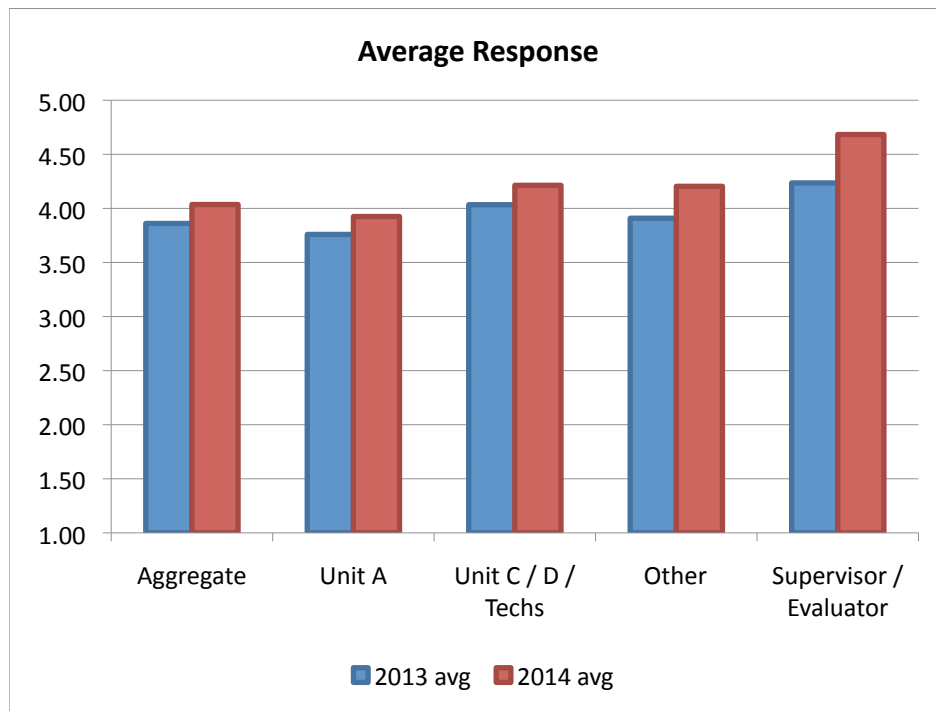


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

Decisions made at my school are based on the best interests of students.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.86	4.04	0.18	99% confidence
Unit A	3.76	3.93	0.17	99% confidence
Unit C / D / Techs	4.03	4.21	0.18	95% confidence
Other	3.91	4.20	0.29	No
Supervisor / Evaluator	4.24	4.68	0.45	99% confidence

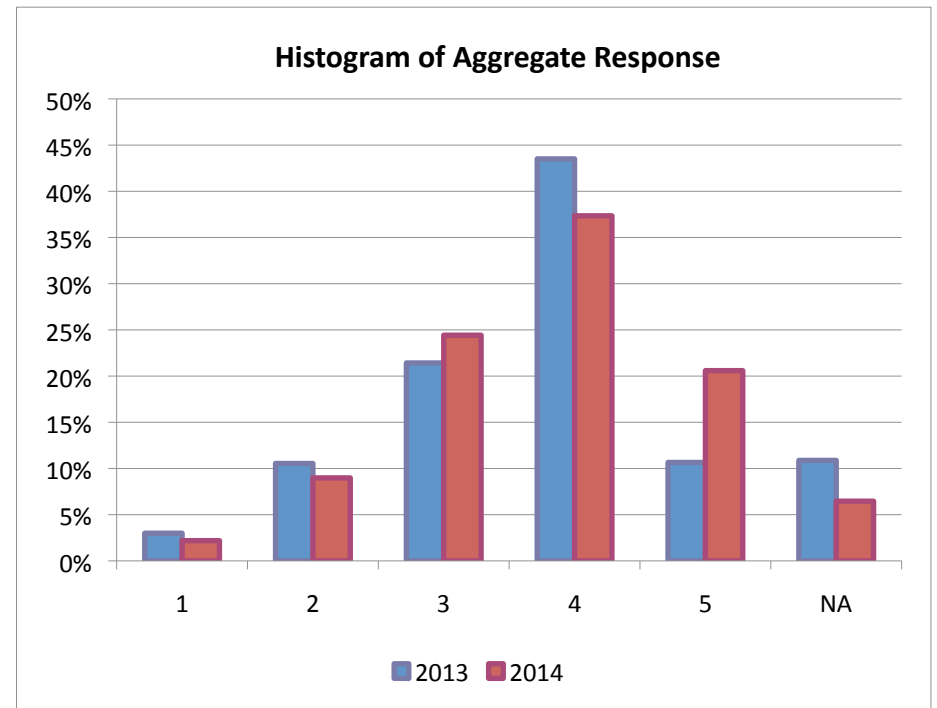
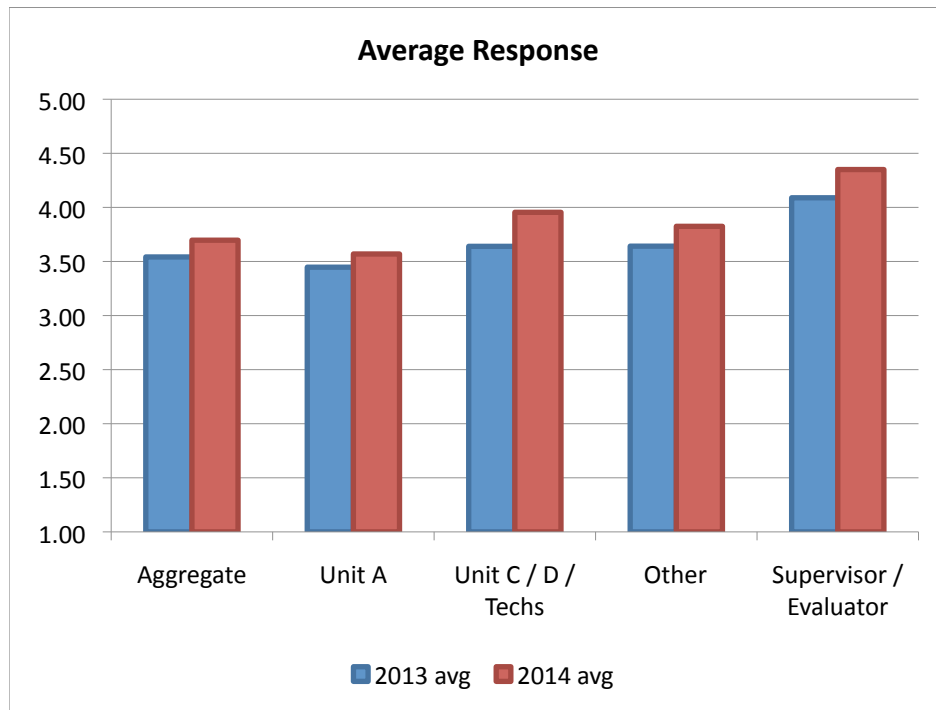


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

## My school faculty has an effective process for making group decisions.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.54	3.70	0.16	99% confidence
Unit A	3.45	3.57	0.12	95% confidence
Unit C / D / Techs	3.64	3.95	0.31	99% confidence
Other	3.64	3.83	0.18	No
Supervisor / Evaluator	4.09	4.35	0.26	No

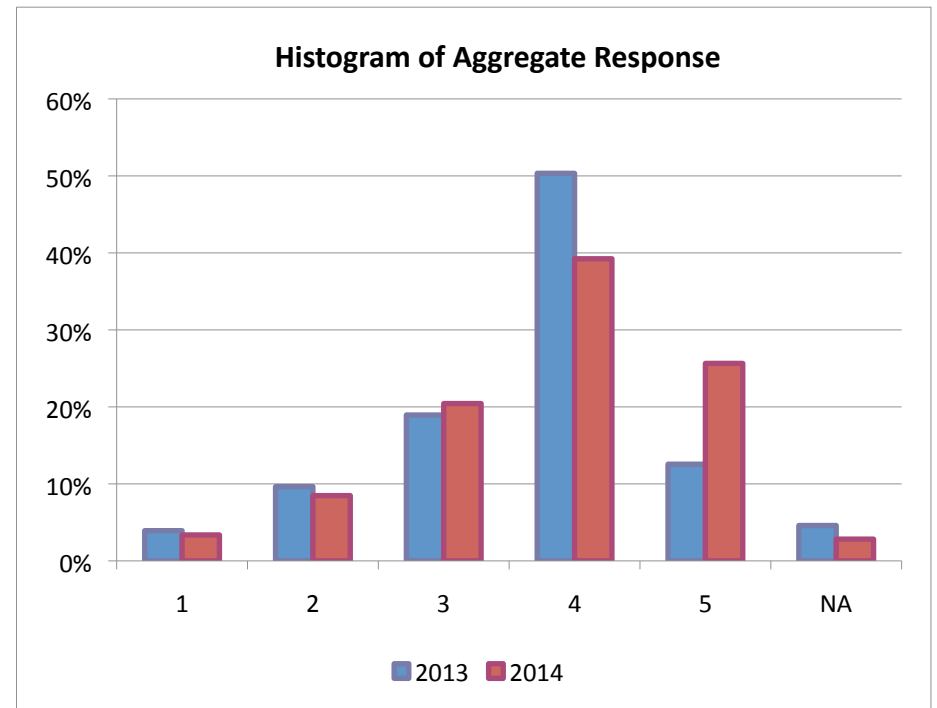
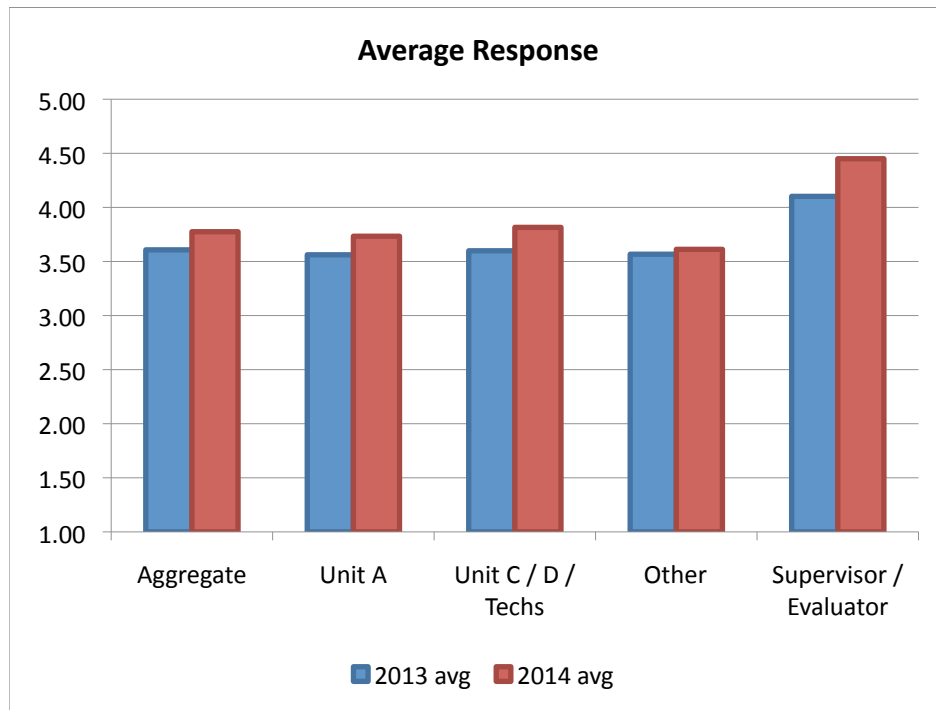


### Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

Employees in this school are empowered to help solve problems.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.61	3.78	0.17	99% confidence
Unit A	3.56	3.73	0.17	99% confidence
Unit C / D / Techs	3.60	3.82	0.22	95% confidence
Other	3.57	3.61	0.05	No
Supervisor / Evaluator	4.10	4.45	0.35	No

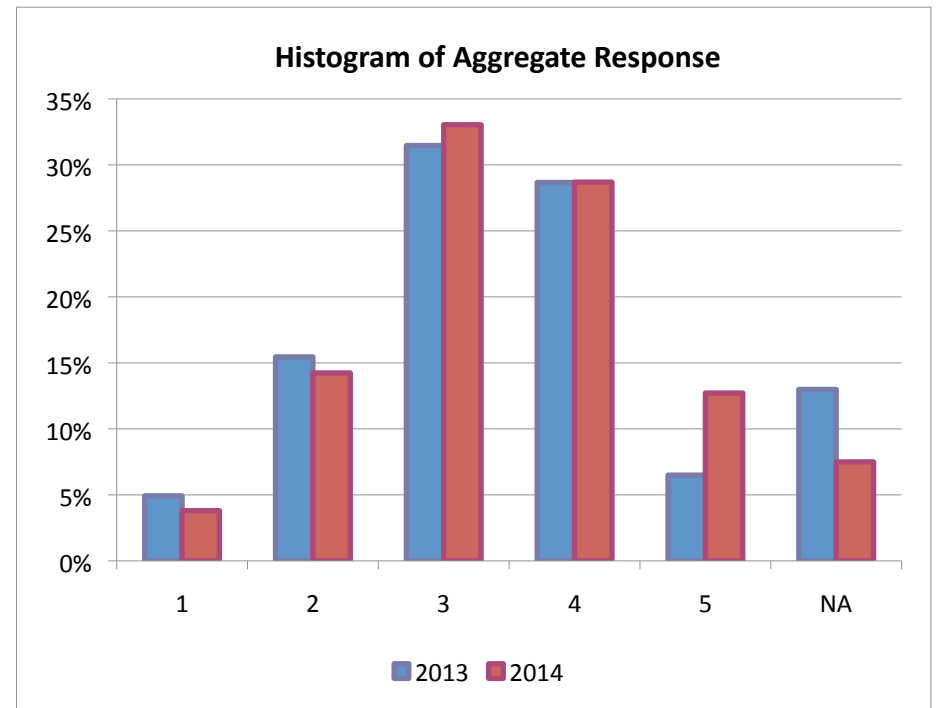
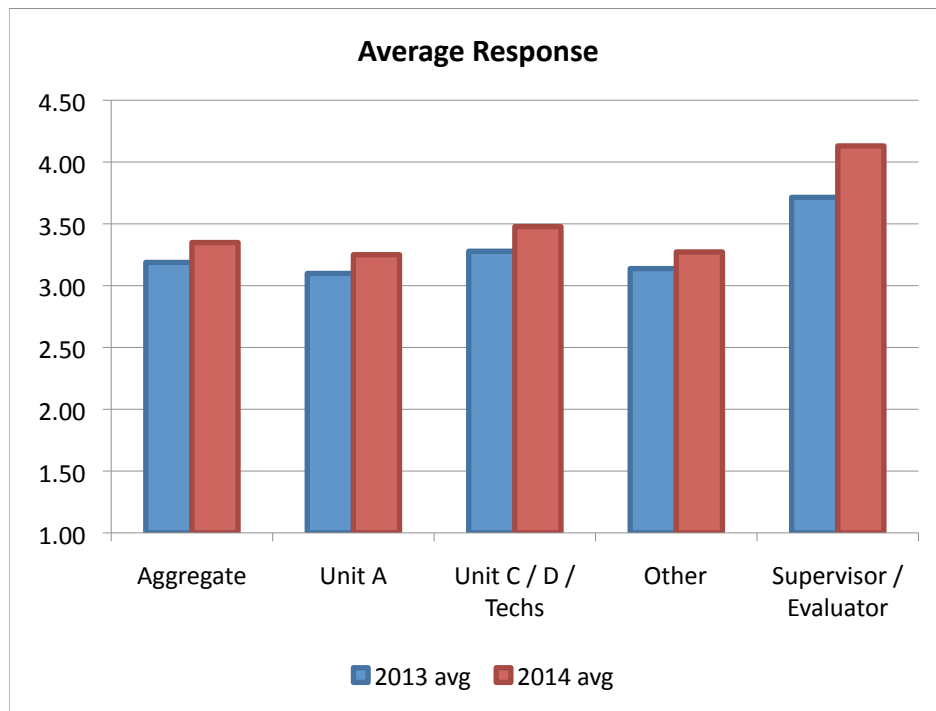


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

**Employees in the district are empowered to help solve problems.**

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.19	3.35	0.16	99% confidence
Unit A	3.10	3.25	0.15	95% confidence
Unit C / D / Techs	3.28	3.48	0.20	No
Other	3.14	3.27	0.13	No
Supervisor / Evaluator	3.71	4.13	0.42	95% confidence

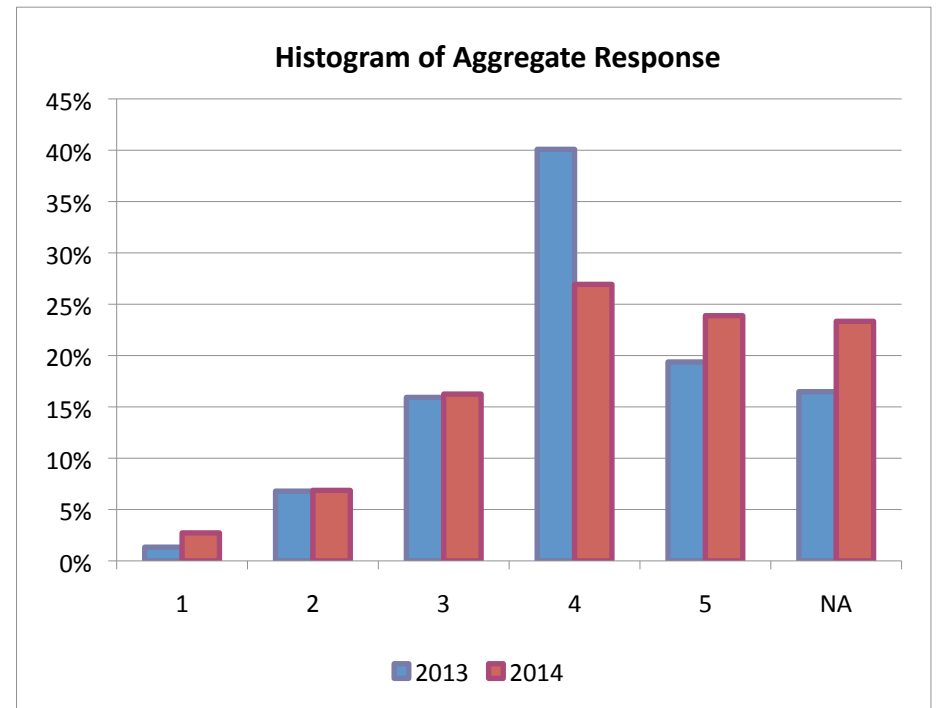
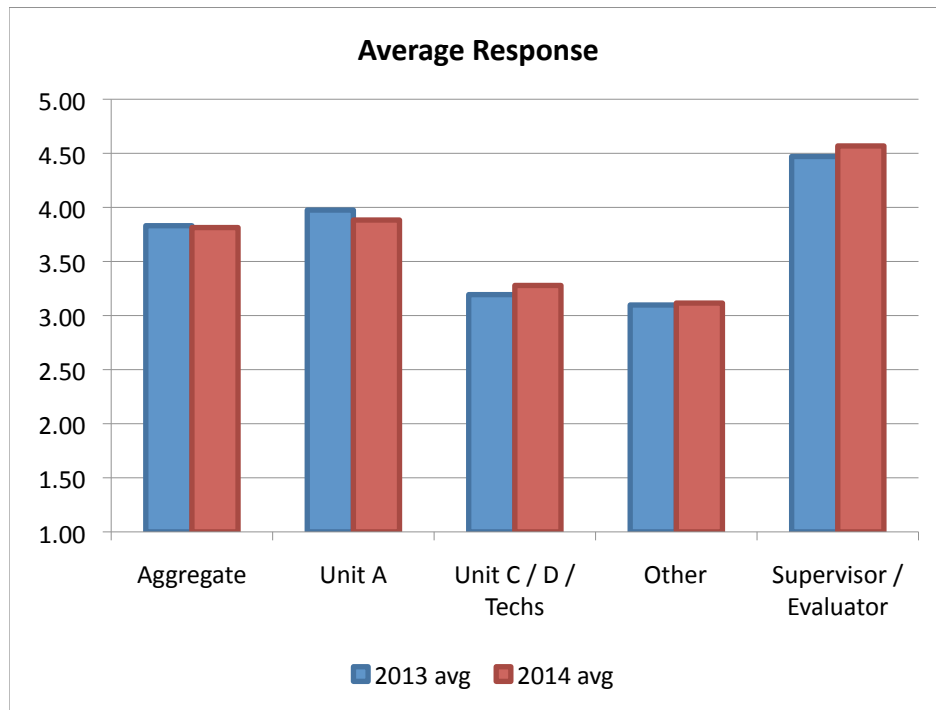


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

I contribute to the work of my department, school, district, and/or LEA through committee work.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.83	3.81	-0.02	No
Unit A	3.98	3.88	-0.09	No
Unit C / D / Techs	3.19	3.28	0.08	No
Other	3.10	3.12	0.02	No
Supervisor / Evaluator	4.47	4.57	0.10	No



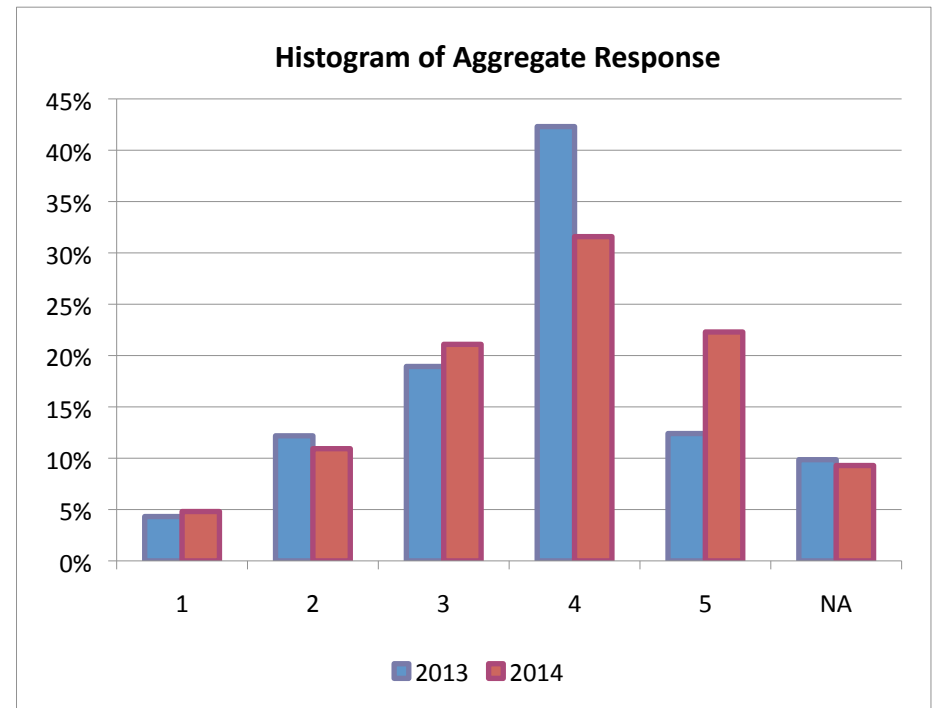
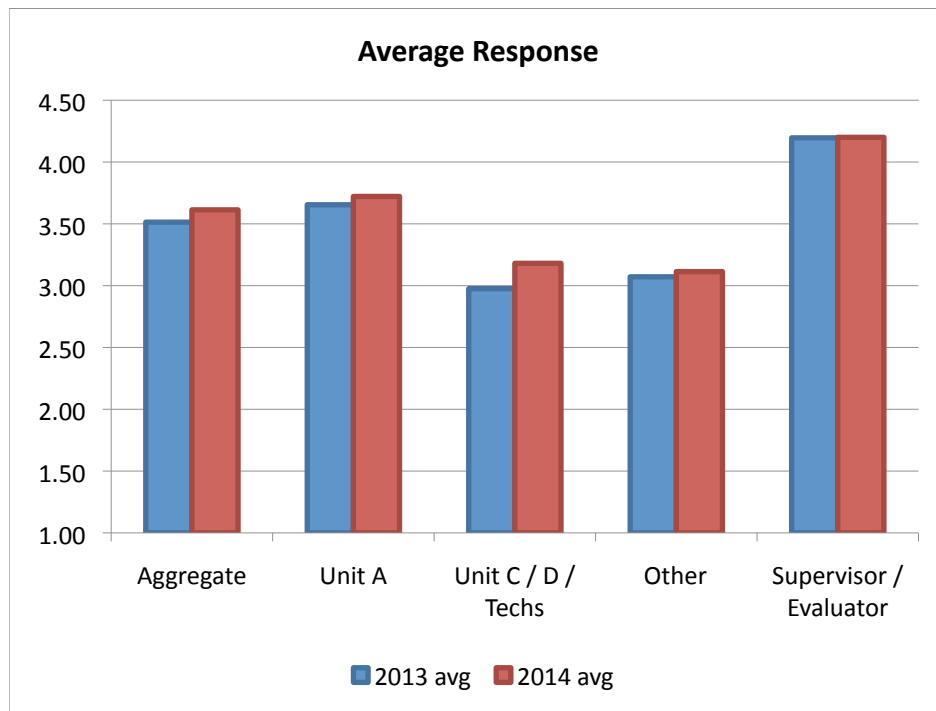
Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable



I am kept informed of the school improvement plan (SIP).

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.51	3.61	0.10	No
Unit A	3.65	3.72	0.07	No
Unit C / D / Techs	2.98	3.18	0.21	No
Other	3.07	3.11	0.04	No
Supervisor / Evaluator	4.20	4.20	0.00	No

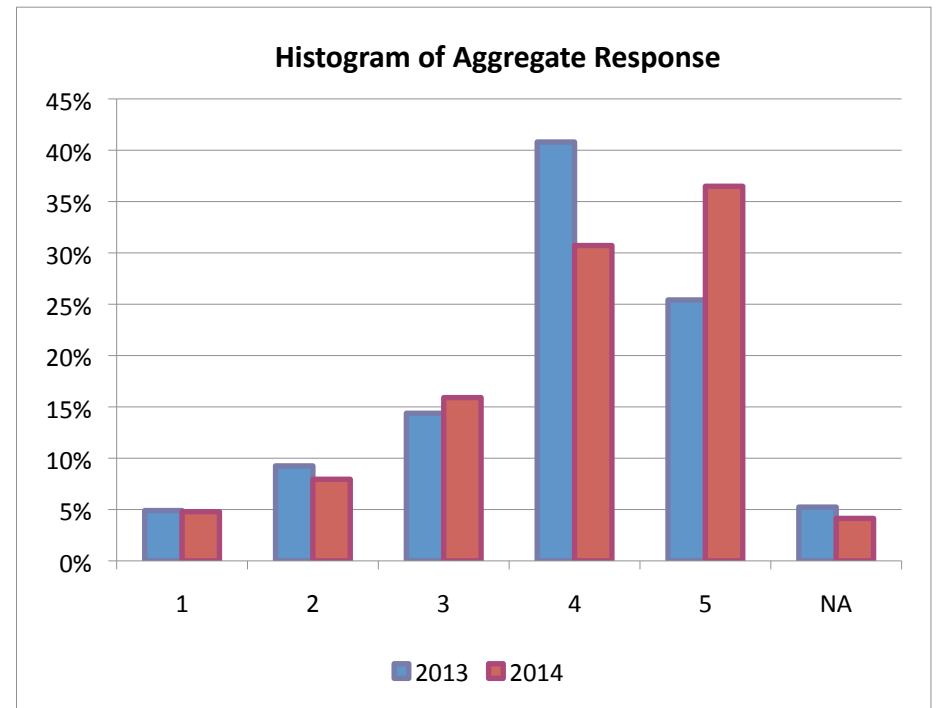
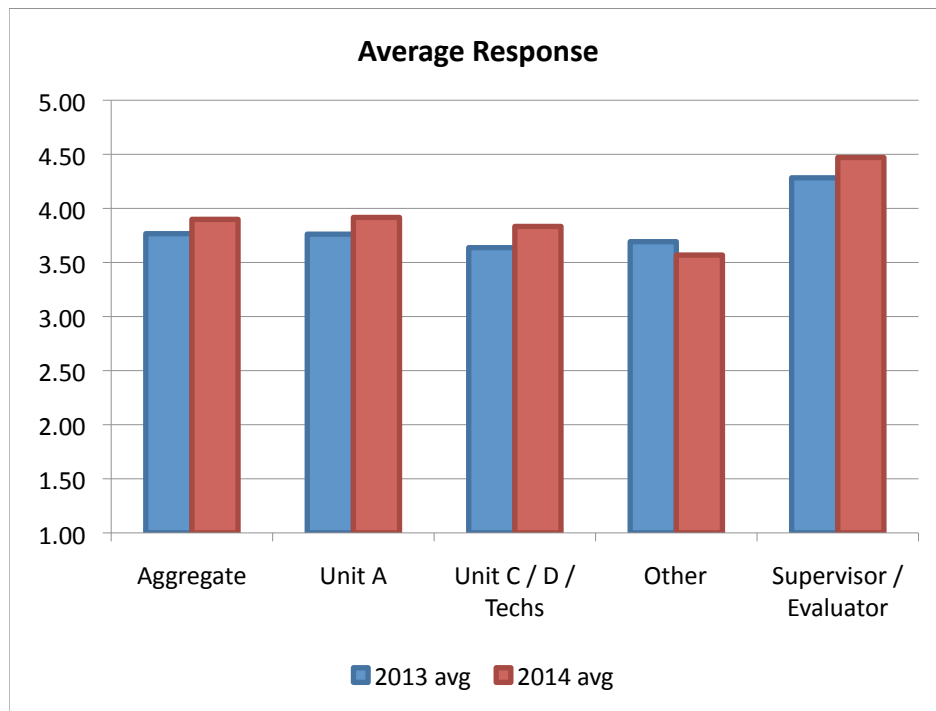


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

**My principal has a clear understanding of the challenges I face in my job.**

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.77	3.90	0.13	95% confidence
Unit A	3.76	3.92	0.15	95% confidence
Unit C / D / Techs	3.64	3.83	0.20	No
Other	3.69	3.57	-0.12	No
Supervisor / Evaluator	4.28	4.47	0.19	No

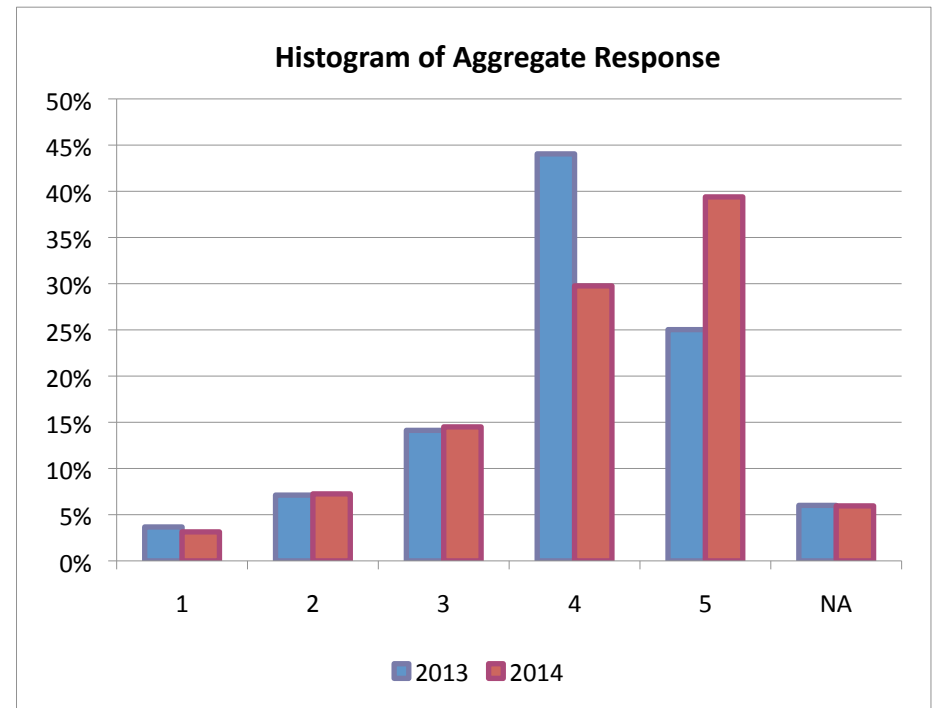
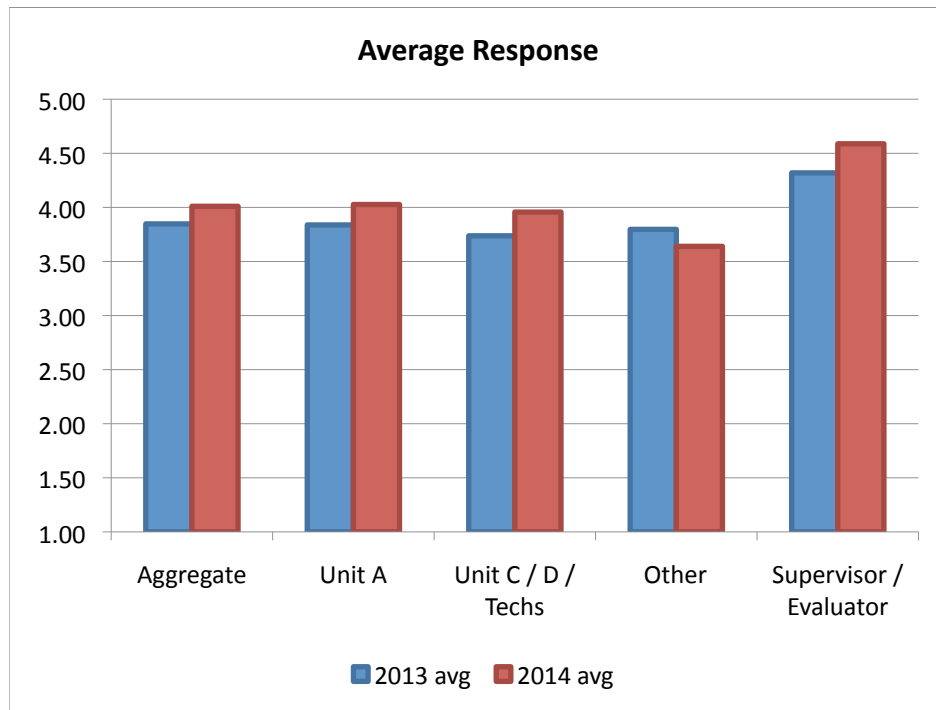


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

## My principal responds to challenges I face in my work.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.85	4.01	0.16	99% confidence
Unit A	3.84	4.03	0.19	99% confidence
Unit C / D / Techs	3.74	3.96	0.22	95% confidence
Other	3.80	3.64	-0.16	No
Supervisor / Evaluator	4.32	4.59	0.27	No

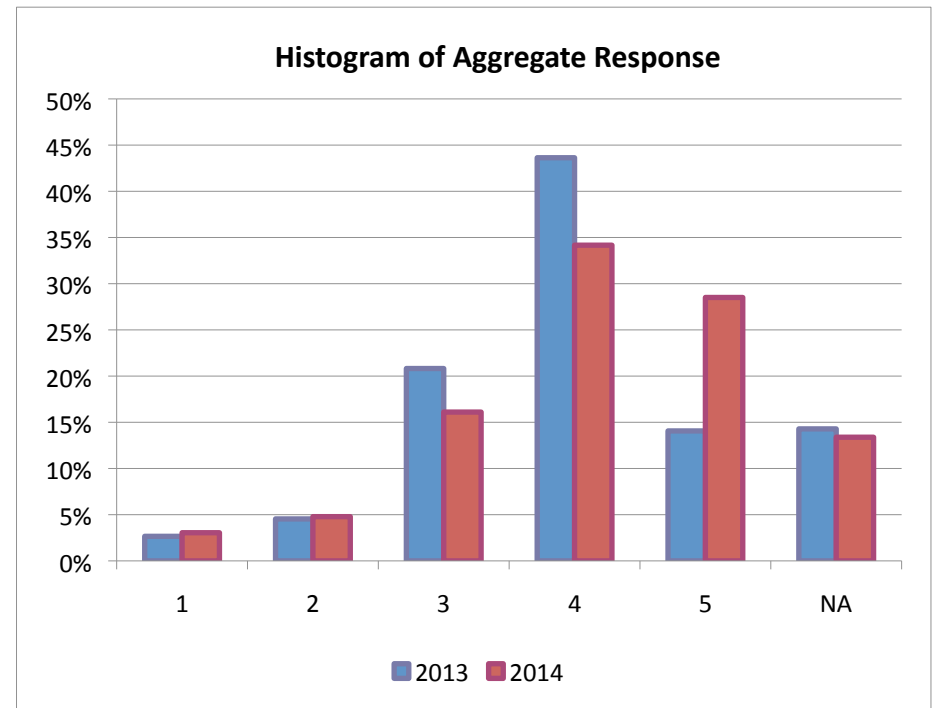
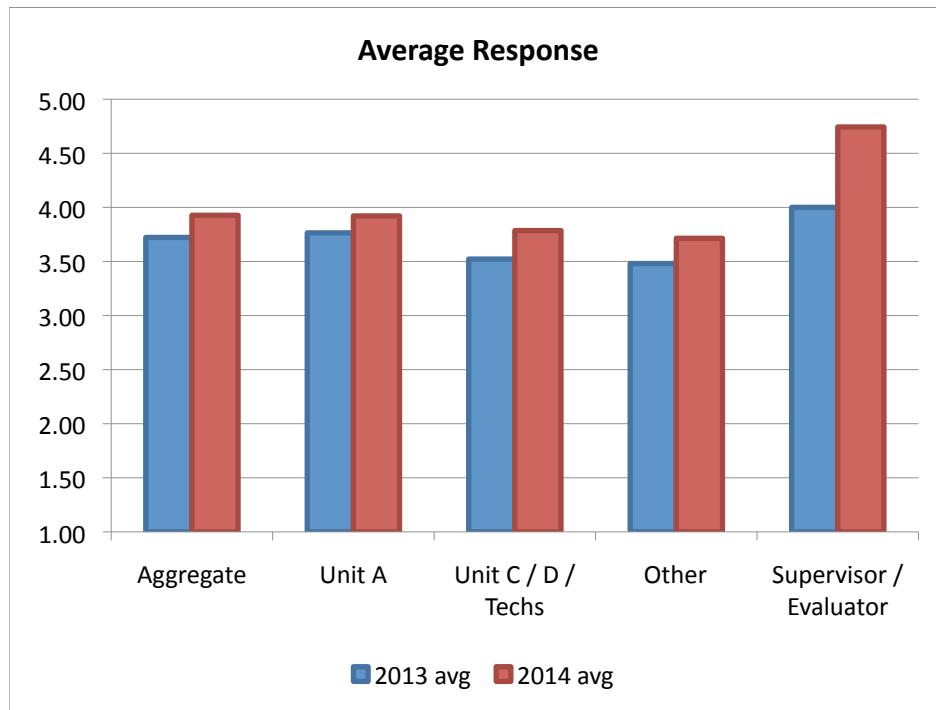


### Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

## The performance evaluation process is fair in my school.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.72	3.93	0.20	99% confidence
Unit A	3.76	3.92	0.16	99% confidence
Unit C / D / Techs	3.52	3.79	0.26	95% confidence
Other	3.48	3.71	0.23	No
Supervisor / Evaluator	4.00	4.74	0.74	99% confidence

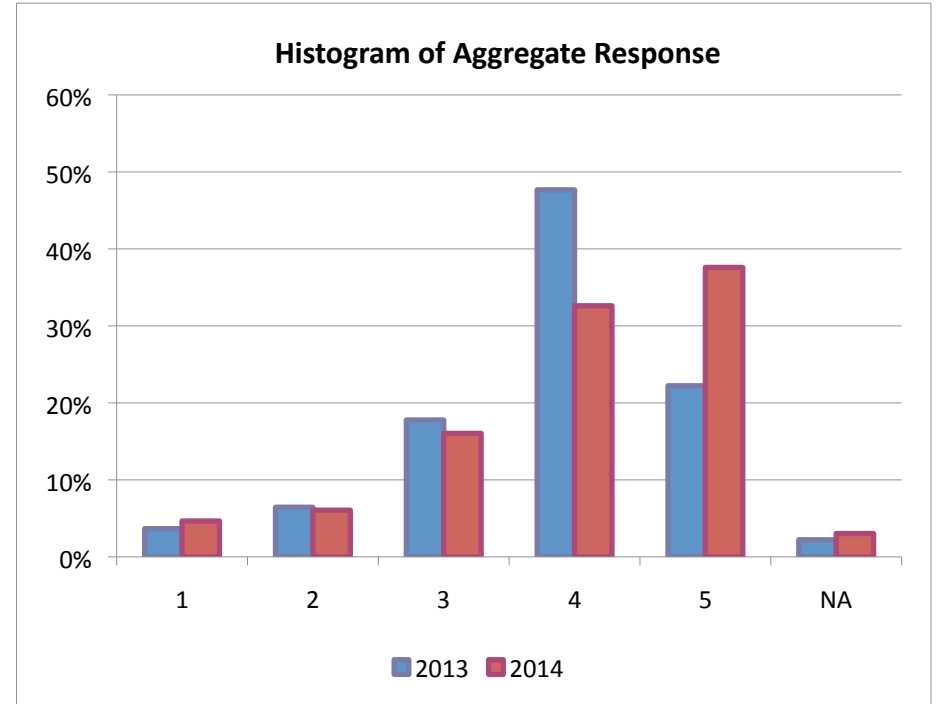
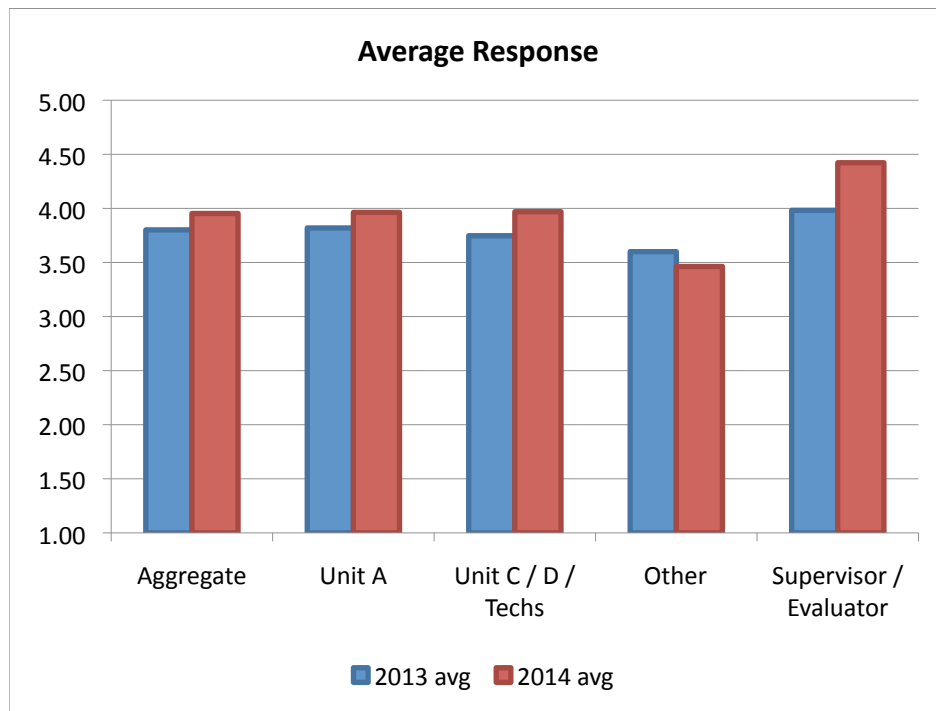


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

## My supervisor gives me specific feedback on how to improve my work.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.80	3.95	0.15	99% confidence
Unit A	3.82	3.96	0.14	95% confidence
Unit C / D / Techs	3.75	3.97	0.22	95% confidence
Other	3.60	3.46	-0.14	No
Supervisor / Evaluator	3.98	4.42	0.44	95% confidence

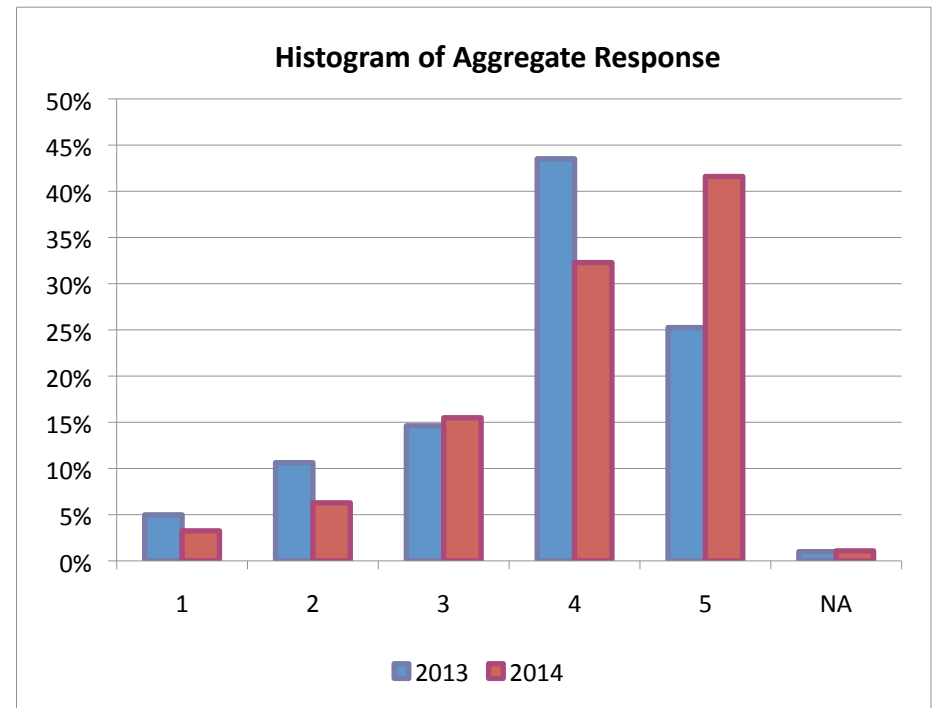
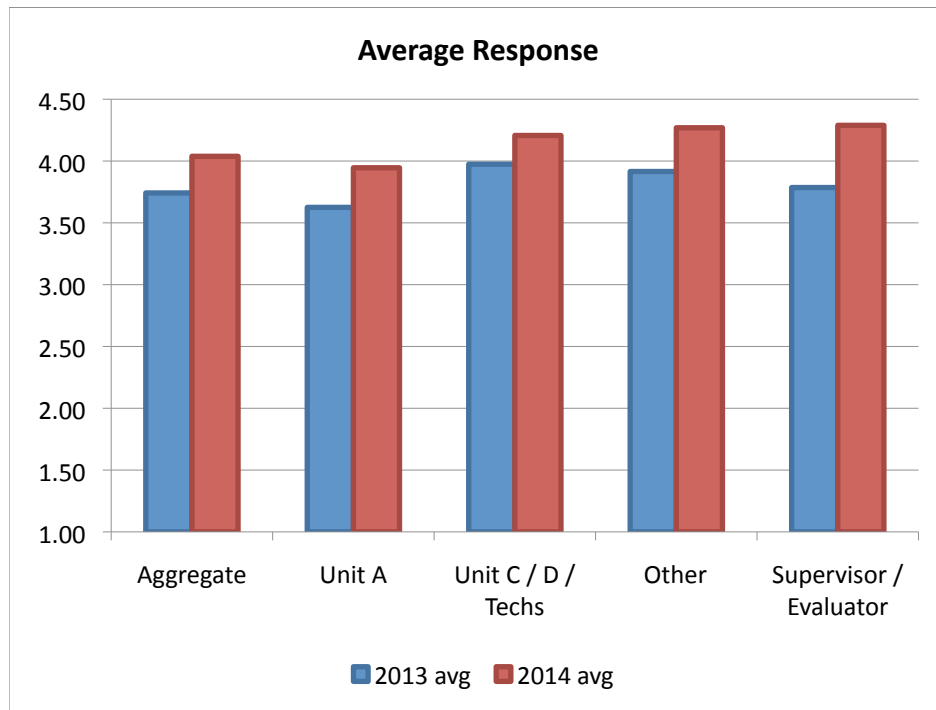


### Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

**Teachers and staff work in a school environment that is clean and well maintained.**

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.74	4.04	0.30	99% confidence
Unit A	3.63	3.95	0.32	99% confidence
Unit C / D / Techs	3.97	4.21	0.23	95% confidence
Other	3.92	4.27	0.35	No
Supervisor / Evaluator	3.79	4.29	0.50	95% confidence

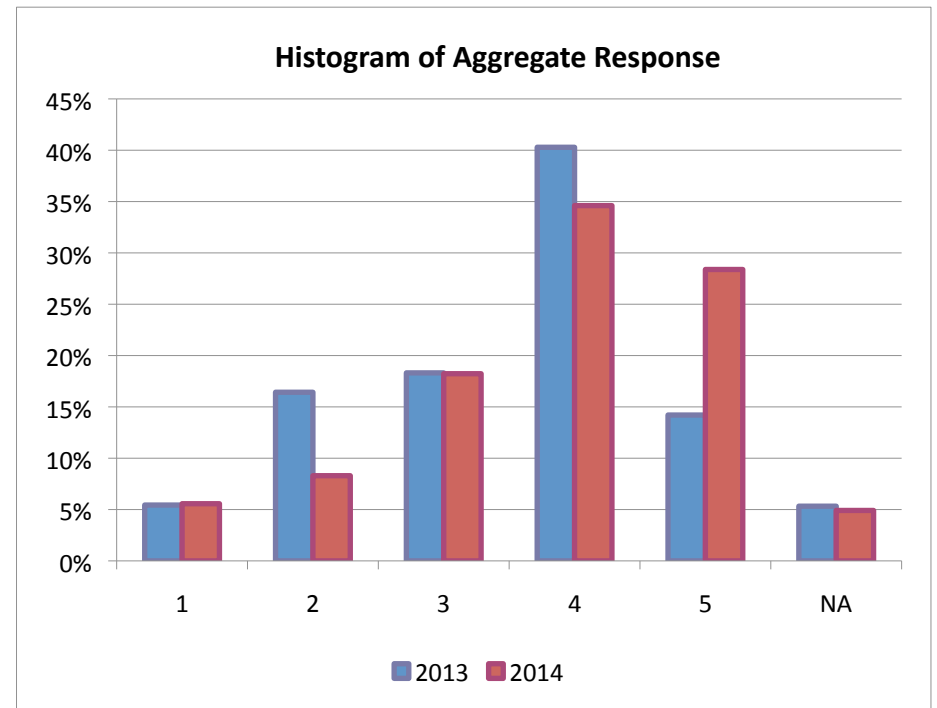
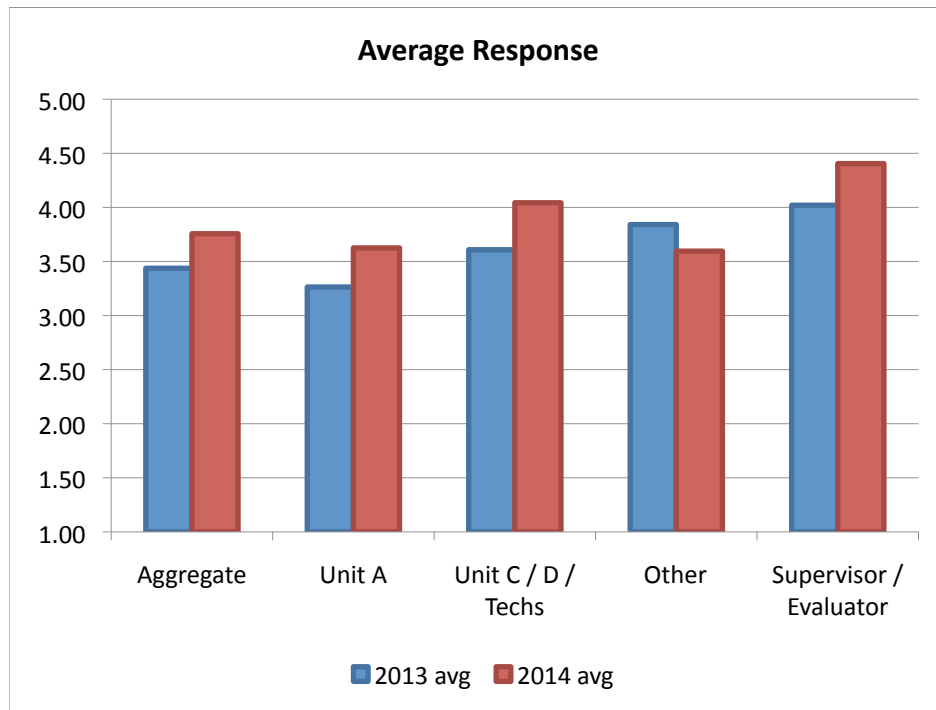


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

Rules for student conduct are consistently enforced by administration.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.44	3.76	0.32	99% confidence
Unit A	3.26	3.63	0.36	99% confidence
Unit C / D / Techs	3.61	4.04	0.43	99% confidence
Other	3.84	3.60	-0.25	No
Supervisor / Evaluator	4.02	4.40	0.38	95% confidence

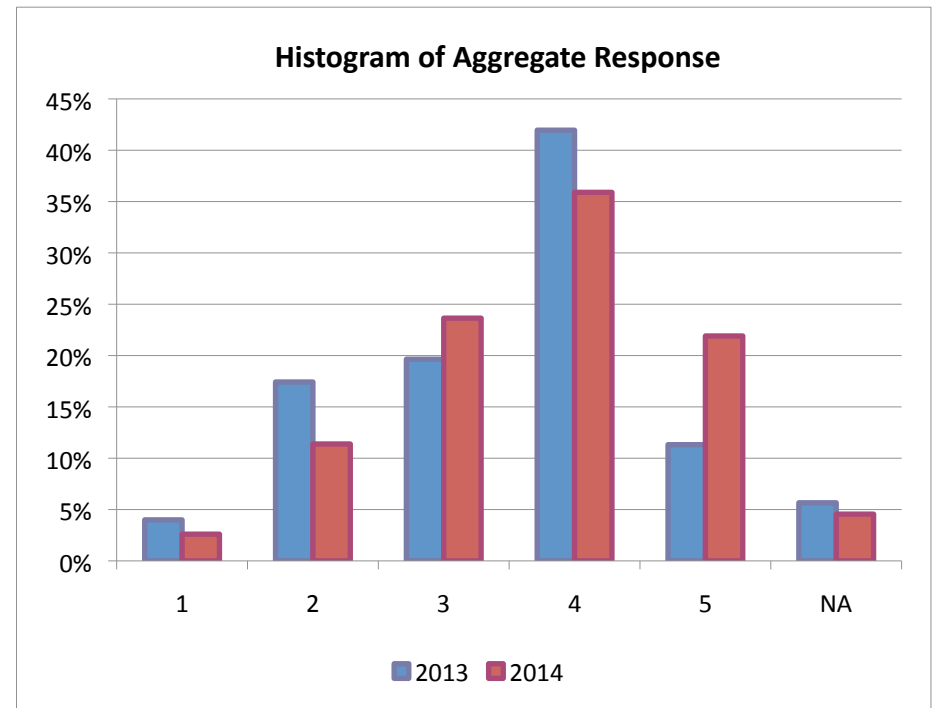
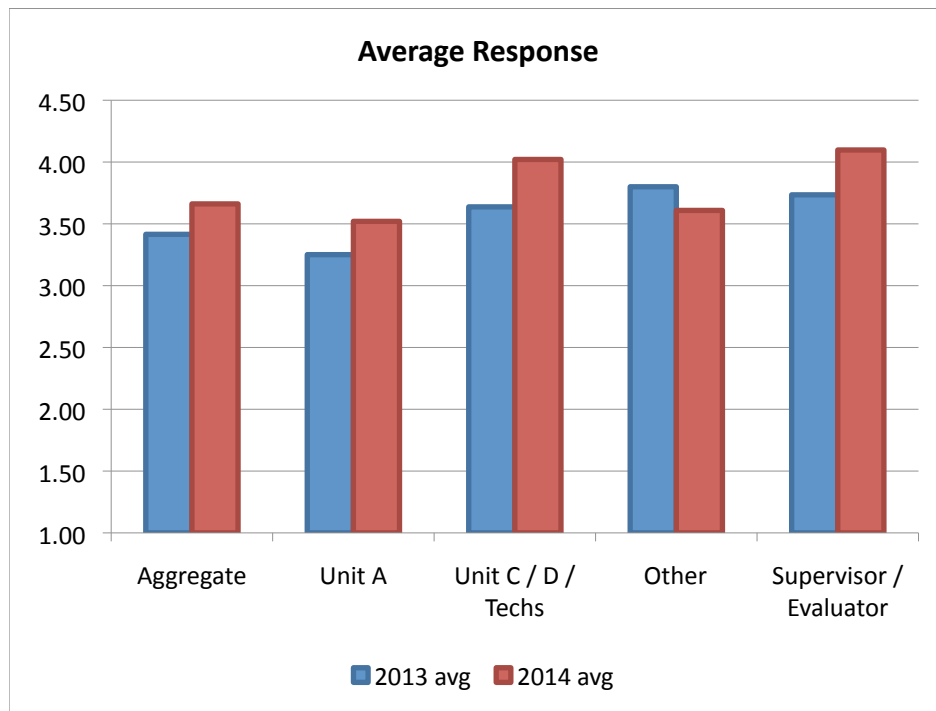


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

Rules for student conduct are consistently enforced by teaching staff.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.42	3.66	0.25	99% confidence
Unit A	3.25	3.52	0.27	99% confidence
Unit C / D / Techs	3.64	4.02	0.38	99% confidence
Other	3.80	3.61	-0.19	No
Supervisor / Evaluator	3.73	4.10	0.36	No



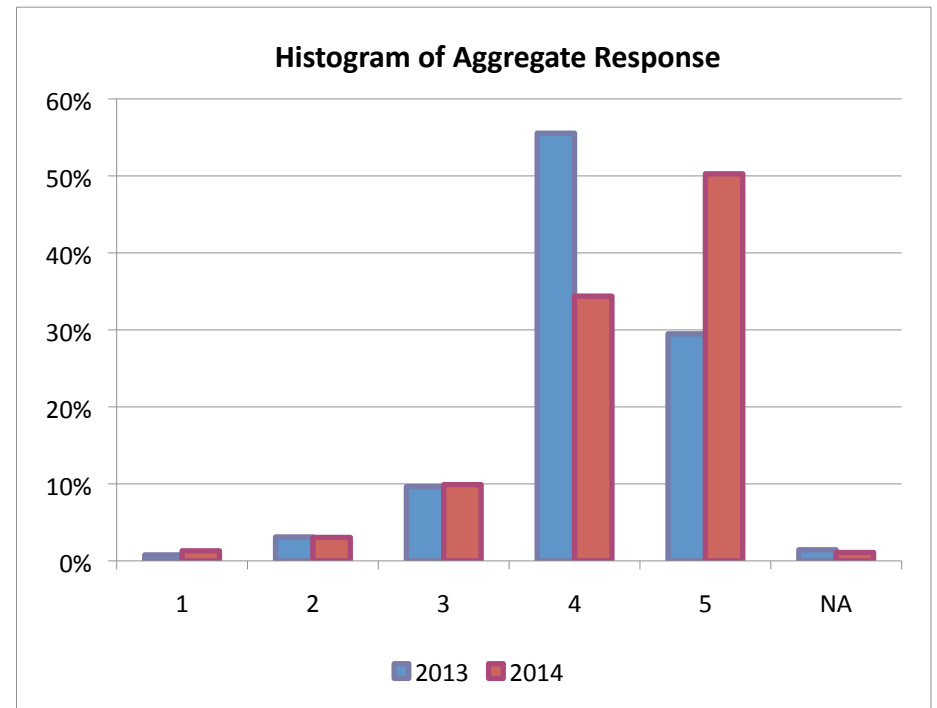
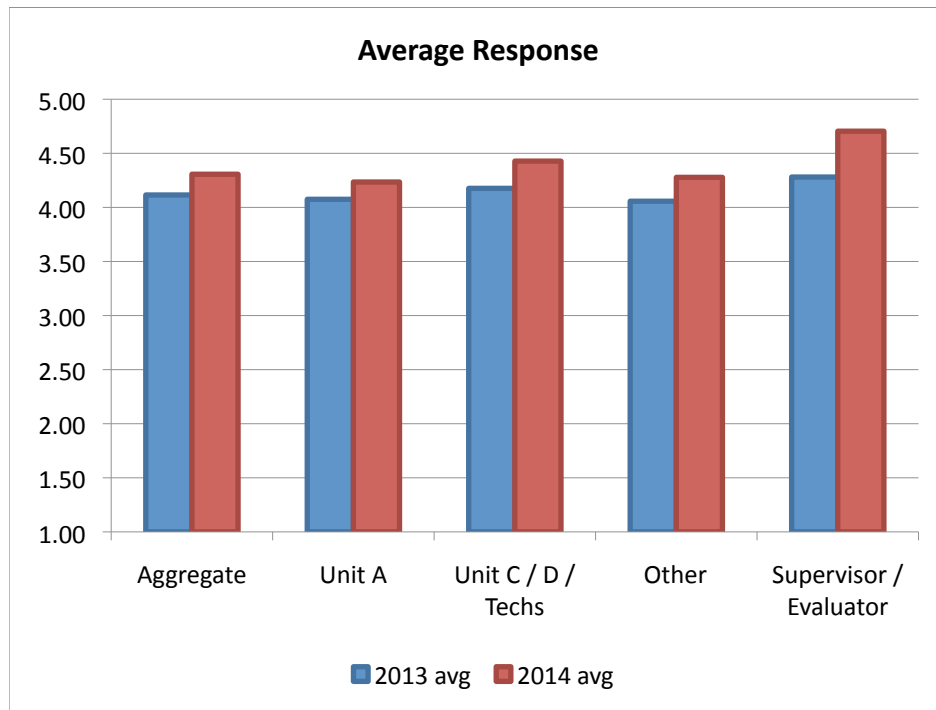
Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable



## Staff work in a school environment that is safe.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	4.11	4.31	0.19	99% confidence
Unit A	4.07	4.23	0.16	99% confidence
Unit C / D / Techs	4.18	4.43	0.25	99% confidence
Other	4.06	4.28	0.22	No
Supervisor / Evaluator	4.28	4.70	0.42	99% confidence

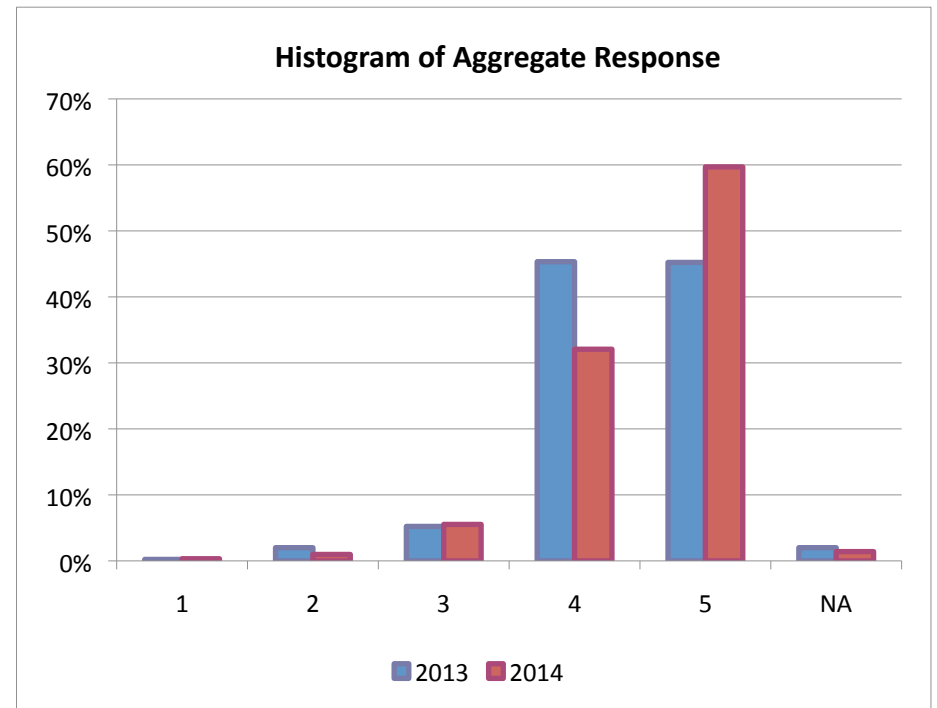
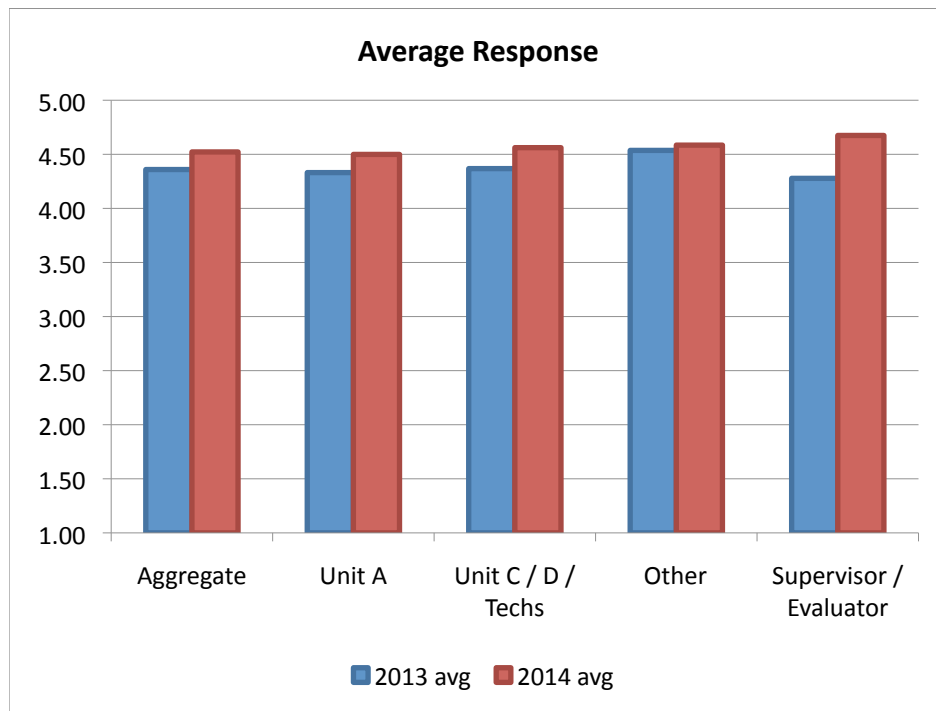


### Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

**Staff at my school respect people from different backgrounds and cultures.**

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	4.36	4.52	0.16	99% confidence
Unit A	4.33	4.50	0.17	99% confidence
Unit C / D / Techs	4.37	4.56	0.19	99% confidence
Other	4.54	4.58	0.05	No
Supervisor / Evaluator	4.28	4.67	0.40	99% confidence

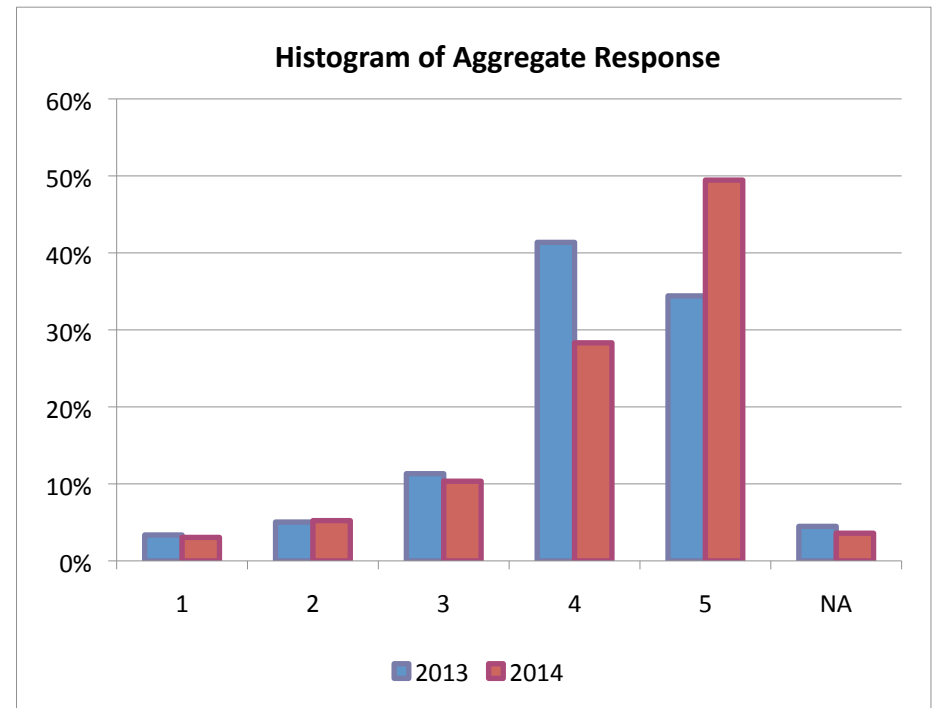
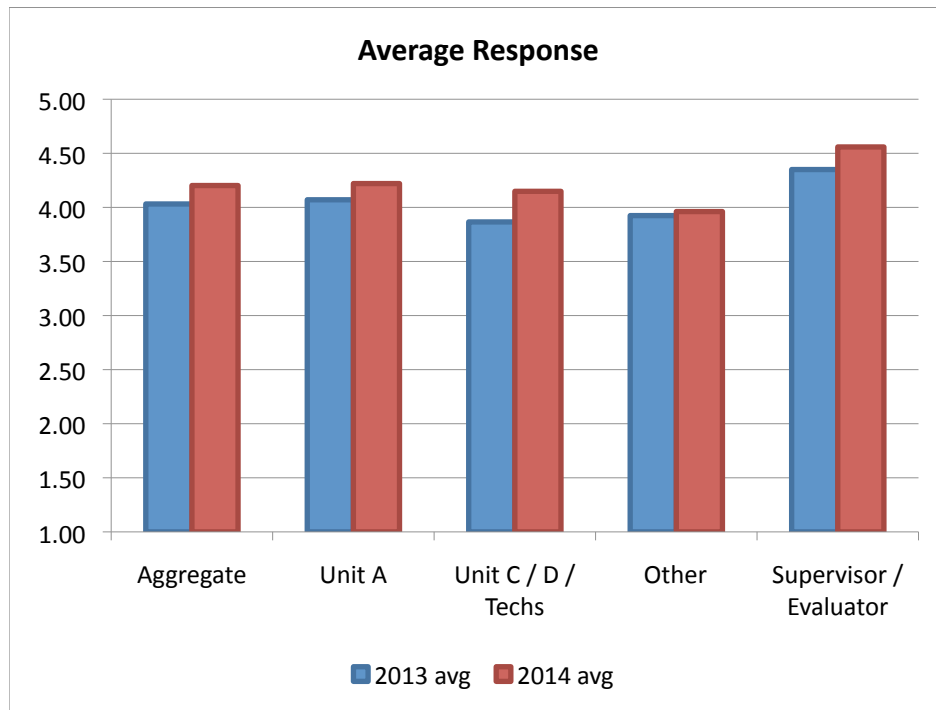


**Rating Scale:**

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

## I feel appreciated by my principal for the work I do.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	4.03	4.20	0.17	99% confidence
Unit A	4.07	4.22	0.15	95% confidence
Unit C / D / Techs	3.87	4.15	0.28	99% confidence
Other	3.92	3.96	0.04	No
Supervisor / Evaluator	4.35	4.56	0.21	No

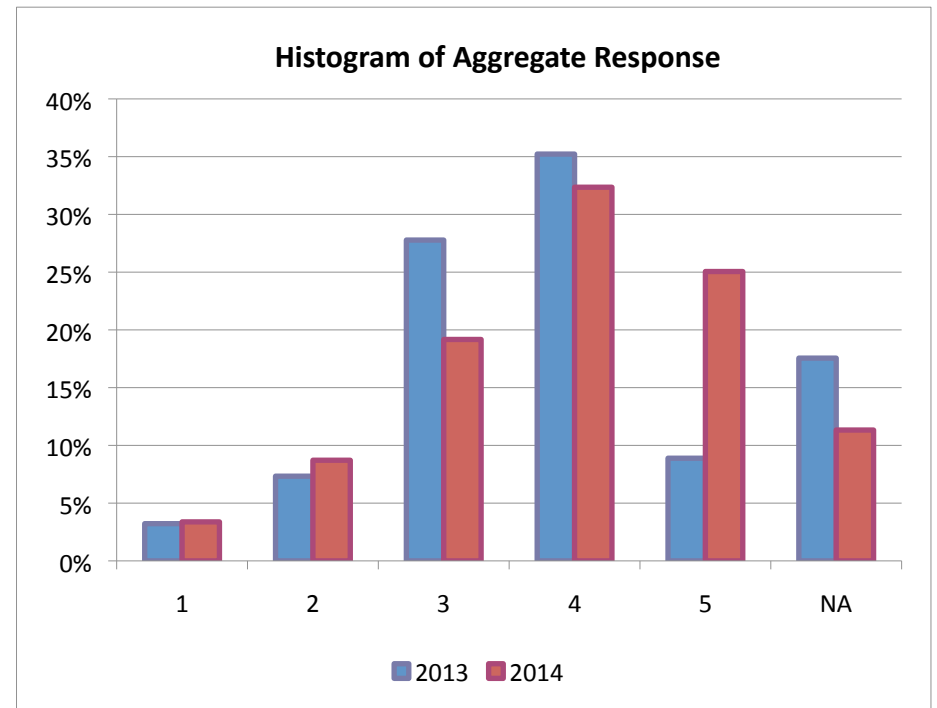
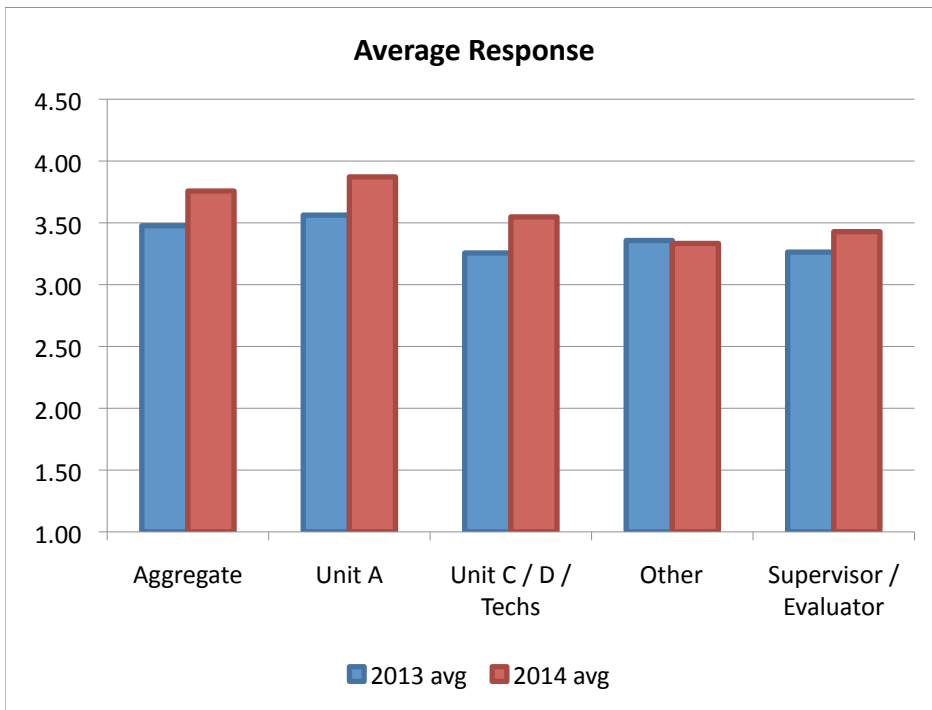


### Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

**I feel appreciated by the Lexington Education Association for the work I do.**

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.48	3.76	0.28	99% confidence
Unit A	3.56	3.87	0.31	99% confidence
Unit C / D / Techs	3.26	3.55	0.29	95% confidence
Other	3.36	3.33	-0.02	No
Supervisor / Evaluator	3.26	3.43	0.17	No

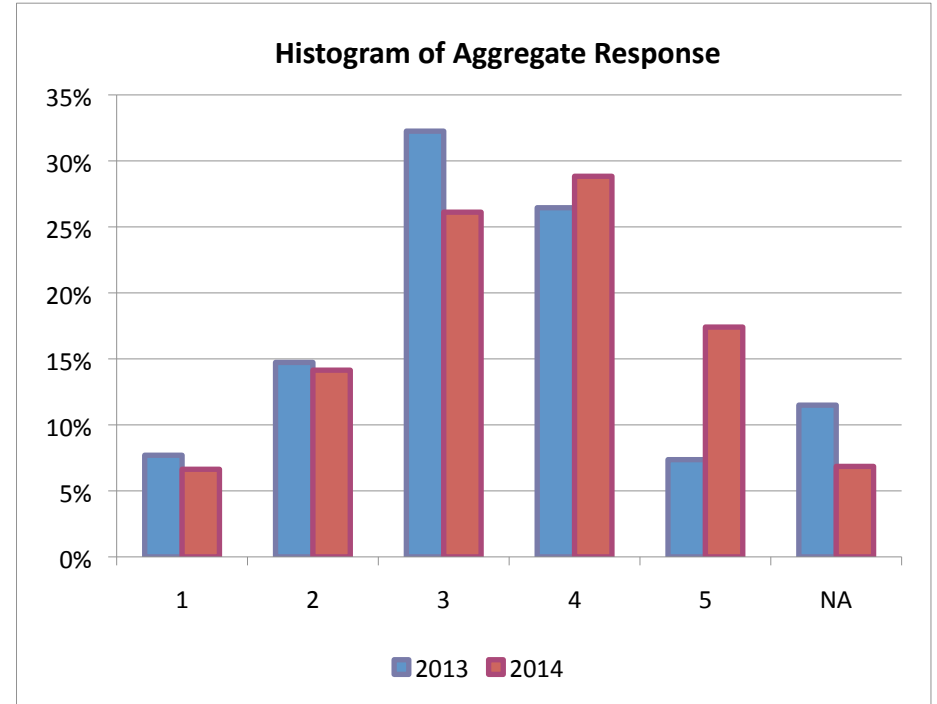
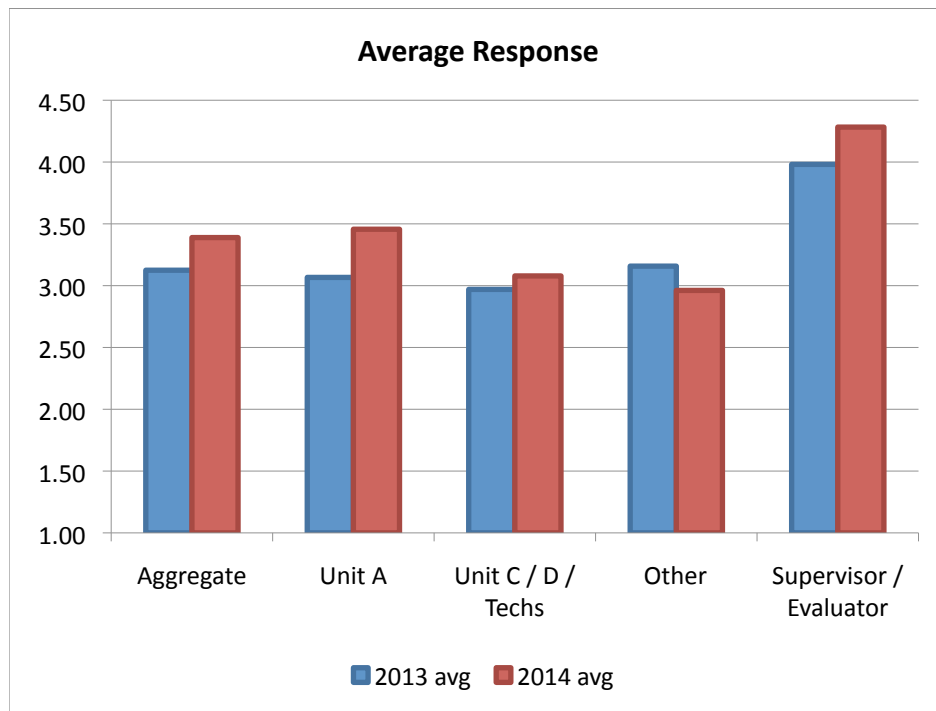


**Rating Scale:**

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

## I feel appreciated by central administrators for the work I do.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.12	3.39	0.26	99% confidence
Unit A	3.07	3.46	0.39	99% confidence
Unit C / D / Techs	2.97	3.08	0.11	No
Other	3.16	2.96	-0.20	No
Supervisor / Evaluator	3.98	4.28	0.30	No

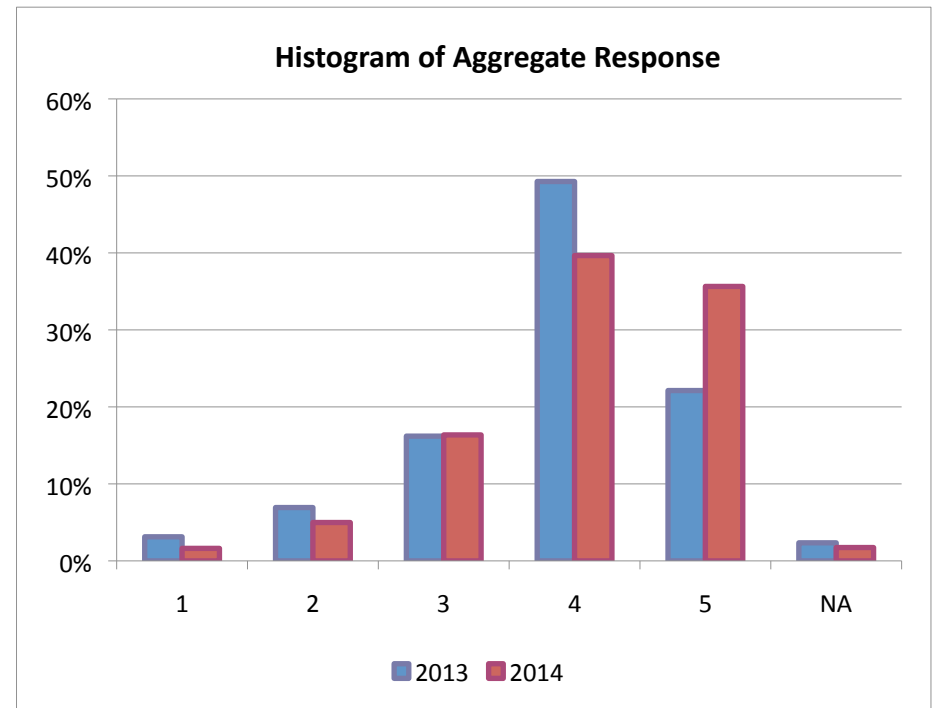
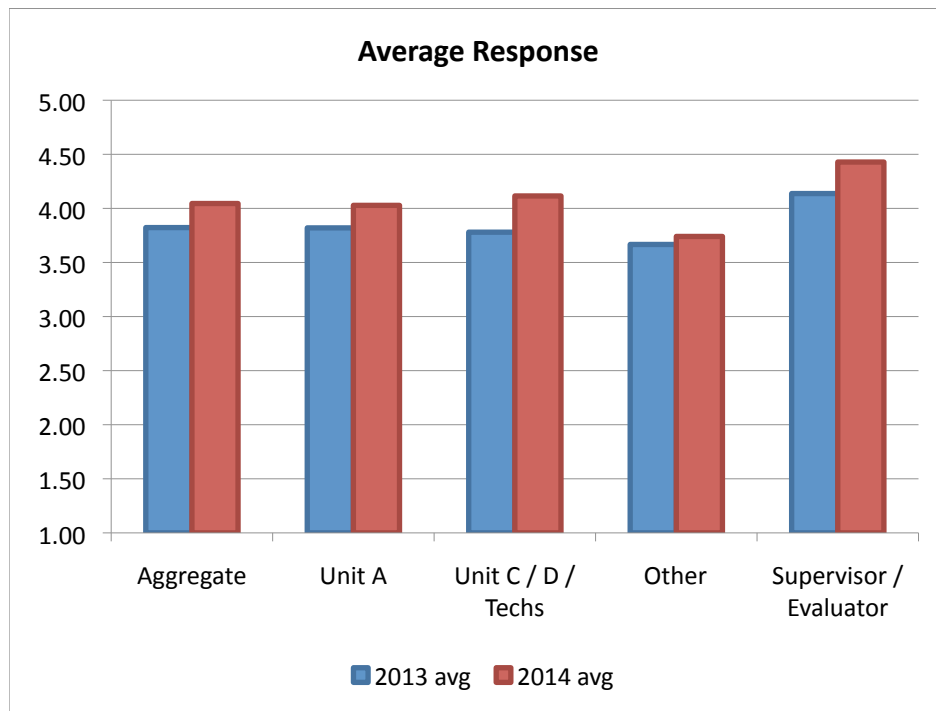


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

I experience a spirit of teamwork and cooperation at my school.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.82	4.05	0.22	99% confidence
Unit A	3.82	4.03	0.21	99% confidence
Unit C / D / Techs	3.78	4.12	0.33	99% confidence
Other	3.67	3.74	0.07	No
Supervisor / Evaluator	4.14	4.43	0.29	No

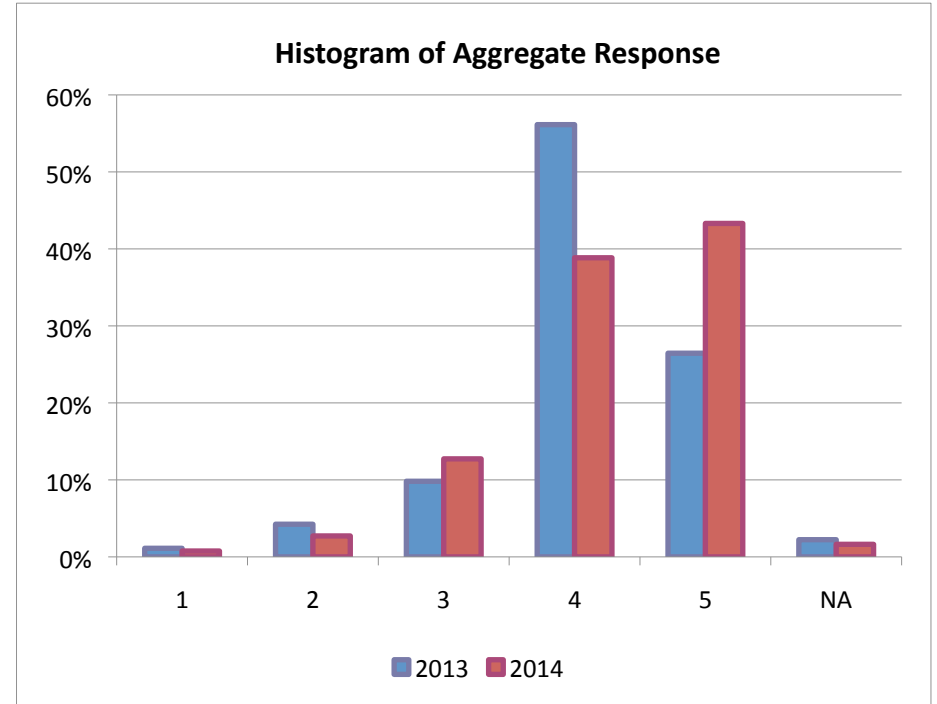
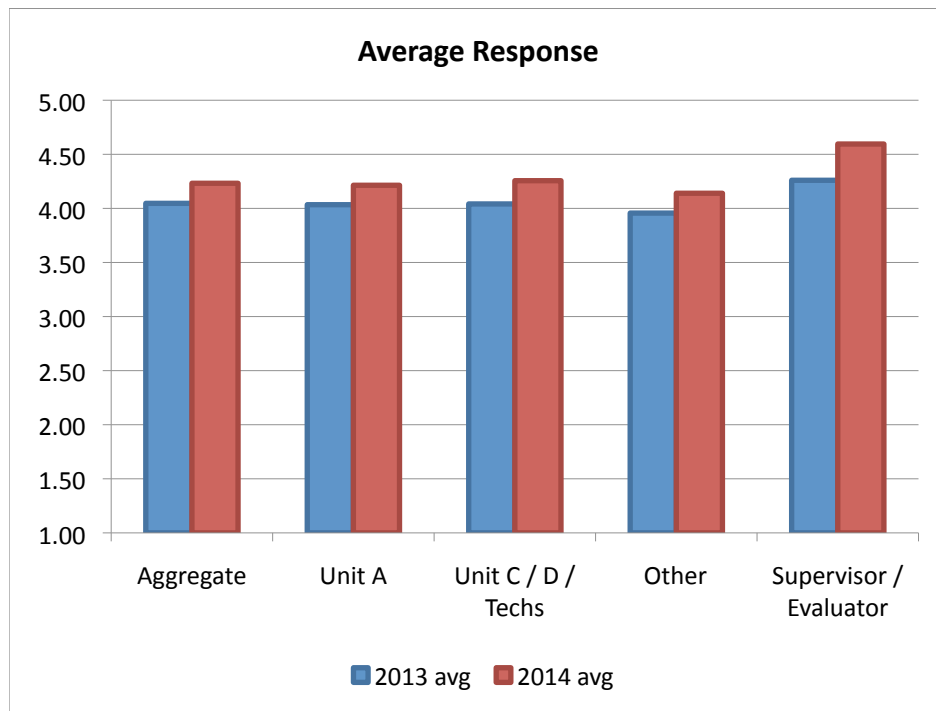


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

## I experience a professional atmosphere at my school.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	4.05	4.23	0.19	99% confidence
Unit A	4.03	4.21	0.18	99% confidence
Unit C / D / Techs	4.04	4.26	0.21	99% confidence
Other	3.96	4.14	0.18	No
Supervisor / Evaluator	4.26	4.60	0.34	No

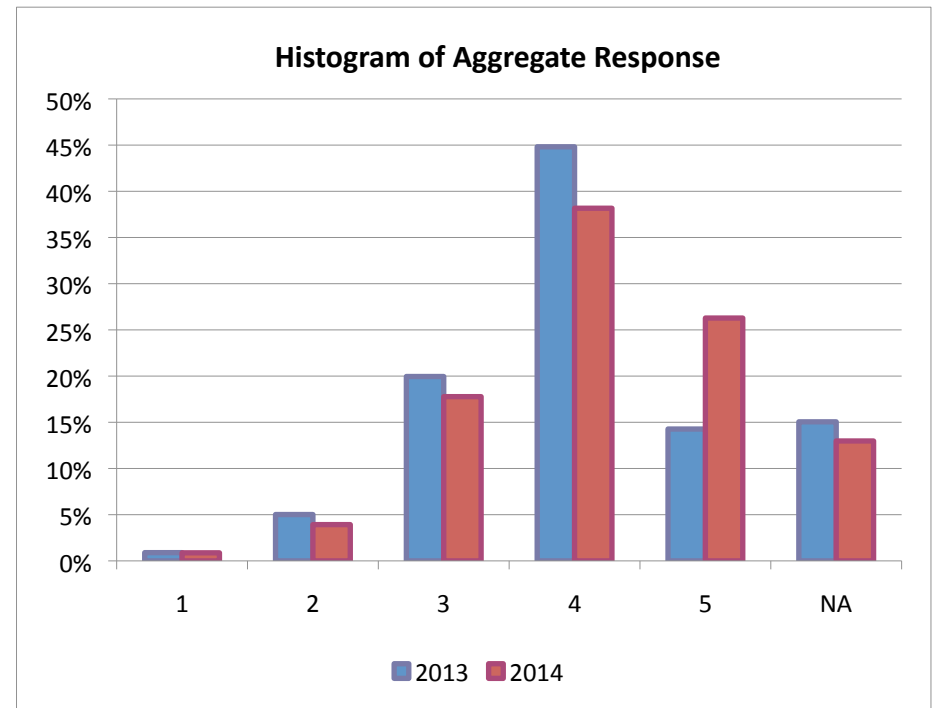
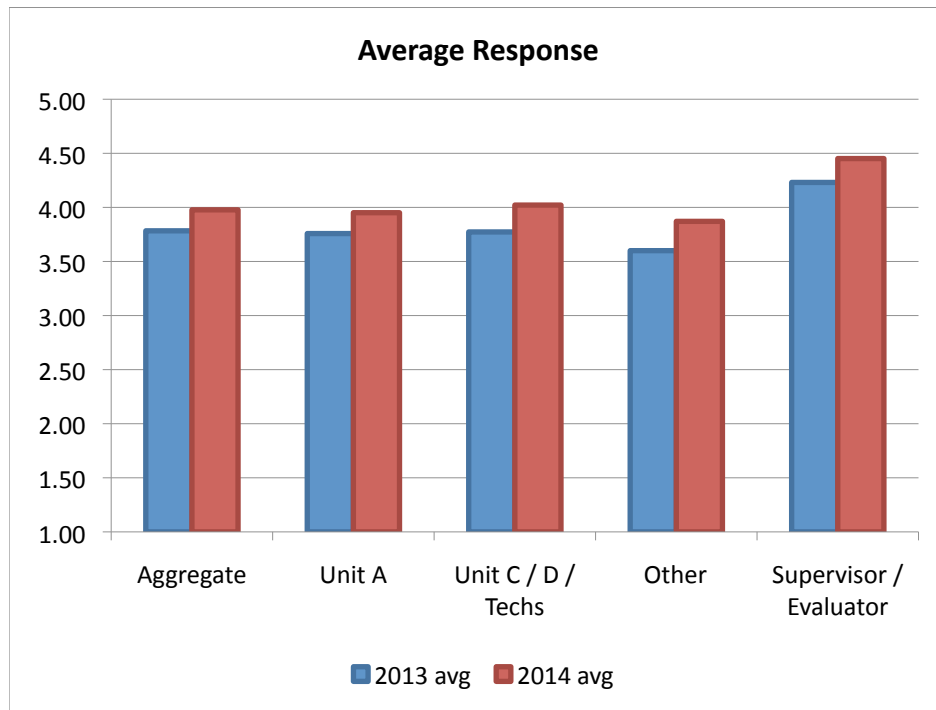


Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

I have the support I need to deliver culturally responsive instruction and teaching.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.78	3.98	0.19	99% confidence
Unit A	3.76	3.95	0.19	99% confidence
Unit C / D / Techs	3.77	4.02	0.25	95% confidence
Other	3.60	3.87	0.27	No
Supervisor / Evaluator	4.23	4.45	0.22	No



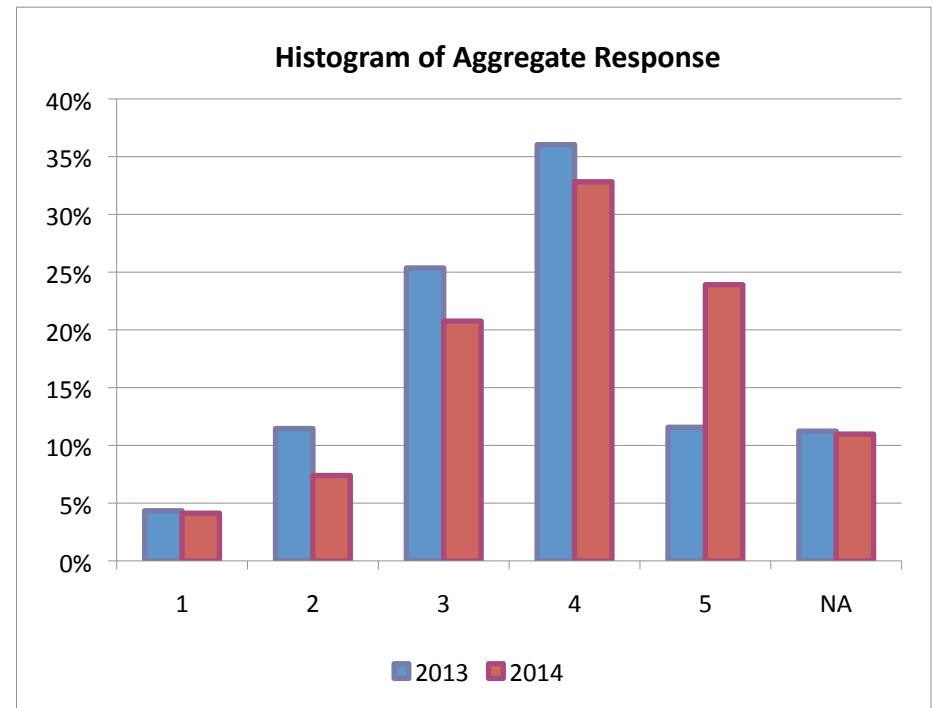
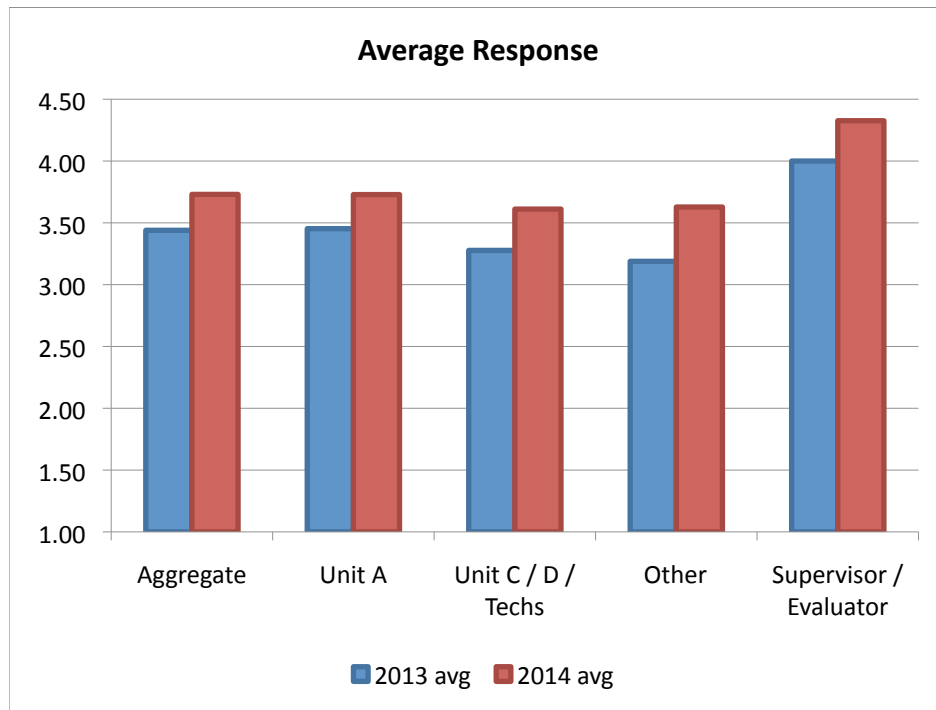
Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable



The professional climate has improved over the past year.

	2013 avg	2014 avg	Difference	Significant change?
Aggregate	3.44	3.73	0.29	99% confidence
Unit A	3.45	3.73	0.28	99% confidence
Unit C / D / Techs	3.28	3.61	0.33	99% confidence
Other	3.19	3.63	0.44	No
Supervisor / Evaluator	4.00	4.33	0.33	No



Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

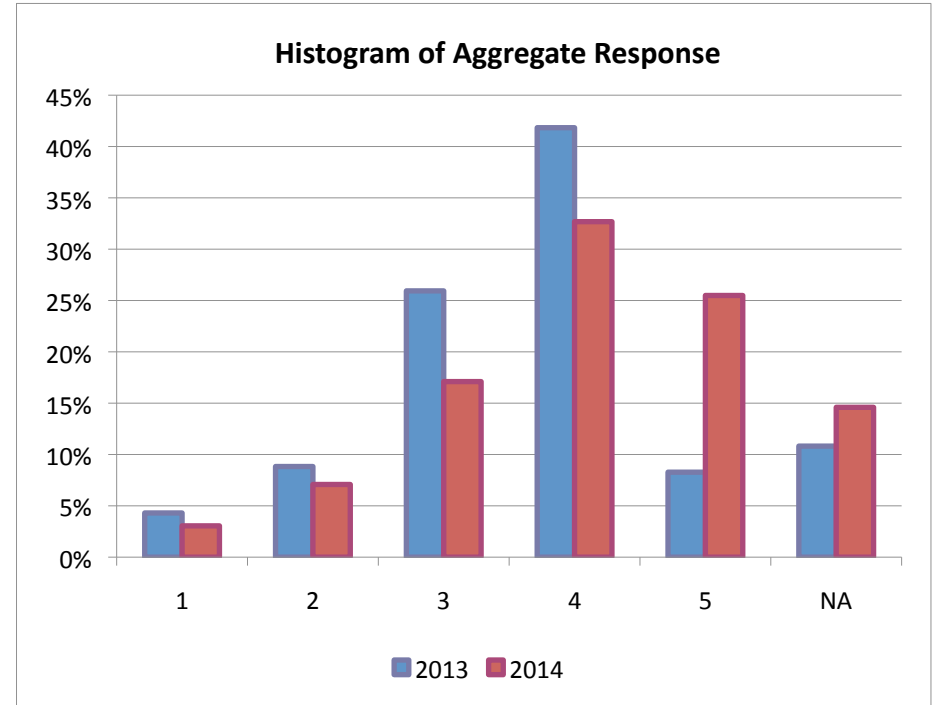
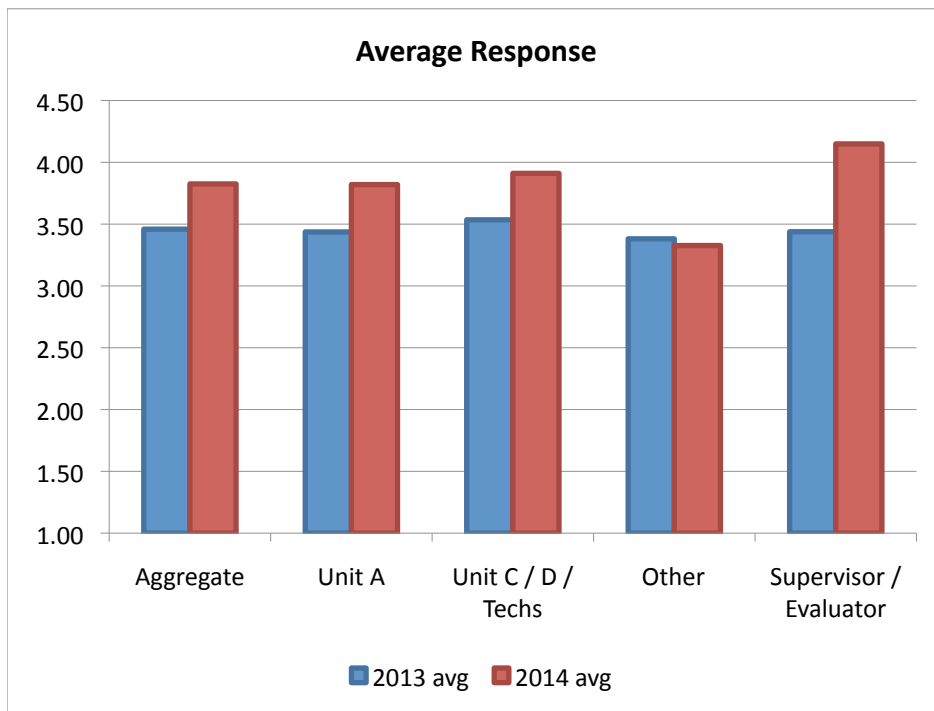
2013 wording:

The Human Resources Office responds to my needs.

2014 wording:

The Human Resources Office responds to my requests in a professional manner.

	2013 avg	2014 avg	Difference
Aggregate	3.46	3.83	0.37
Unit A	3.44	3.82	0.38
Unit C / D / Techs	3.53	3.91	0.38
Other	3.38	3.33	-0.05
Supervisor / Evaluator	3.44	4.15	0.71



Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

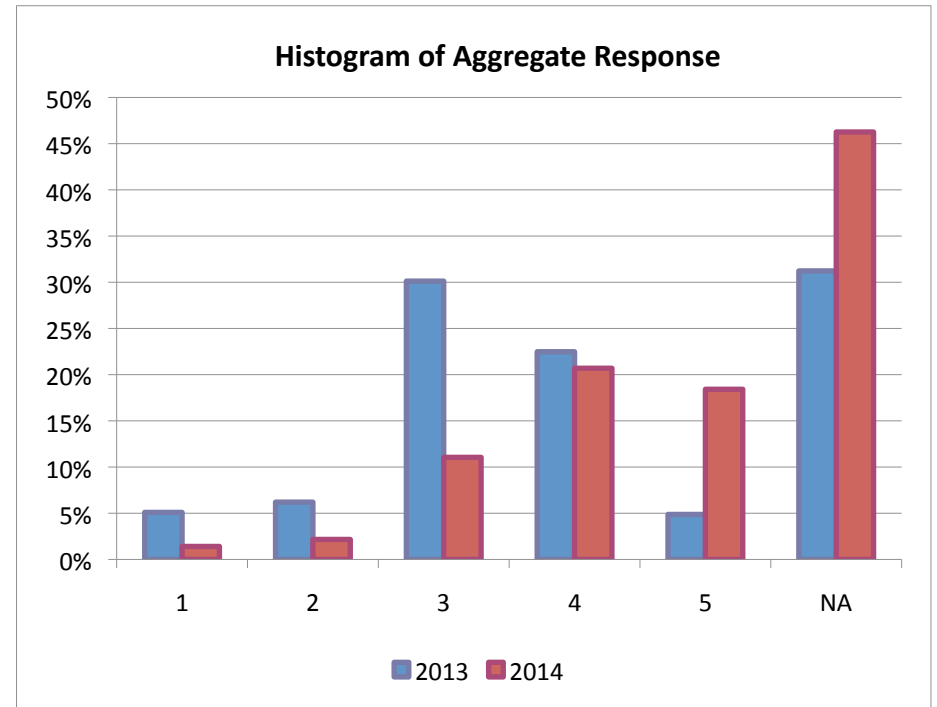
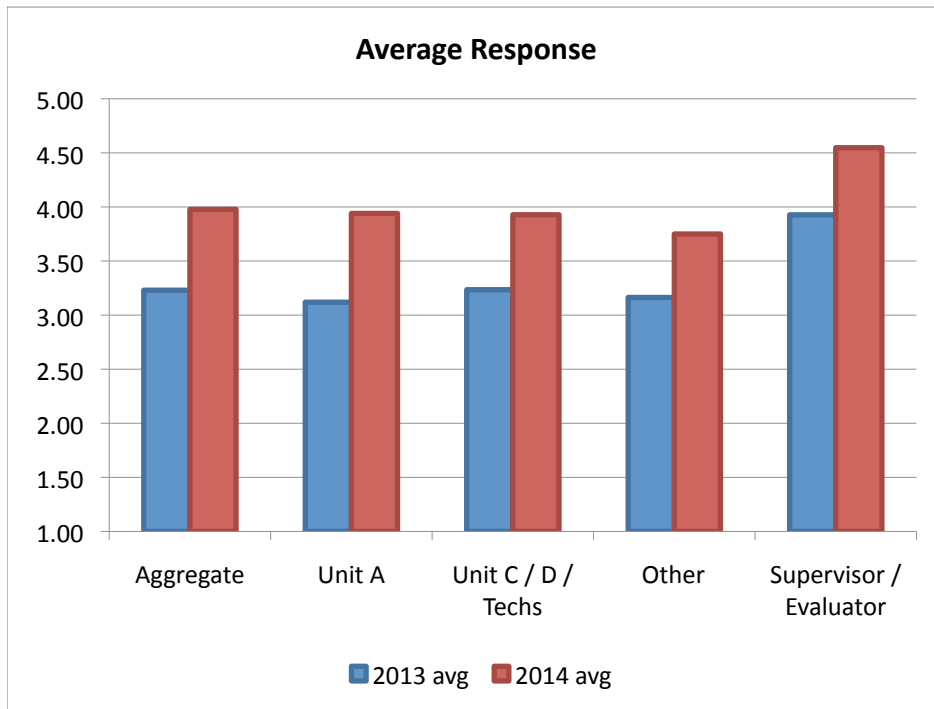
2013 wording:

The Superintendent's Office responds to my needs.

2014 wording:

The Superintendent's Office responds to my requests in a professional manner.

	2013 avg	2014 avg	Difference
Aggregate	3.23	3.98	0.75
Unit A	3.12	3.94	0.82
Unit C / D / Techs	3.23	3.93	0.69
Other	3.16	3.75	0.59
Supervisor / Evaluator	3.93	4.55	0.62



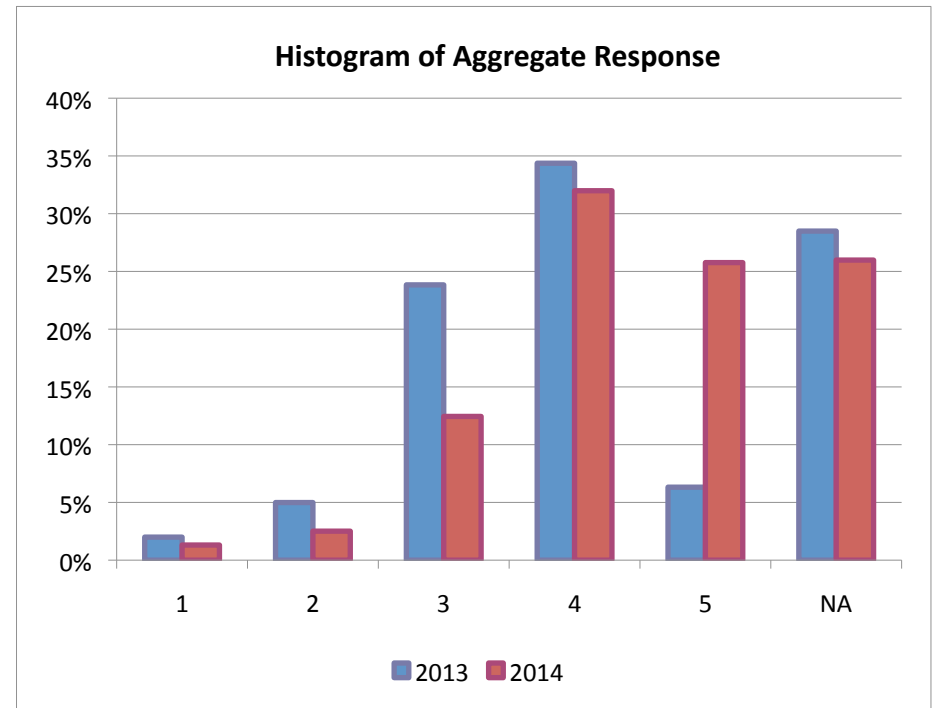
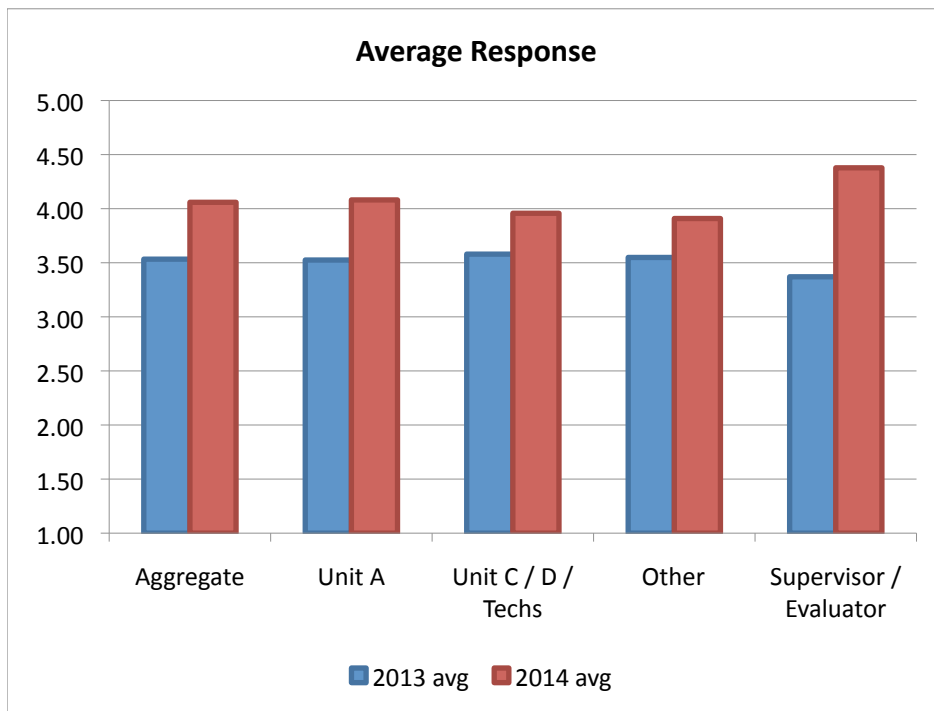
Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

2013 wording: The Finance Office responds to my needs.

2014 wording: The Finance Office (payroll, accounting, special revenue) responds to my requests in a professional manner.

	2013 avg	2014 avg	Difference
Aggregate	3.53	4.06	0.53
Unit A	3.53	4.08	0.56
Unit C / D / Techs	3.58	3.96	0.38
Other	3.55	3.91	0.36
Supervisor / Evaluator	3.37	4.38	1.01



Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

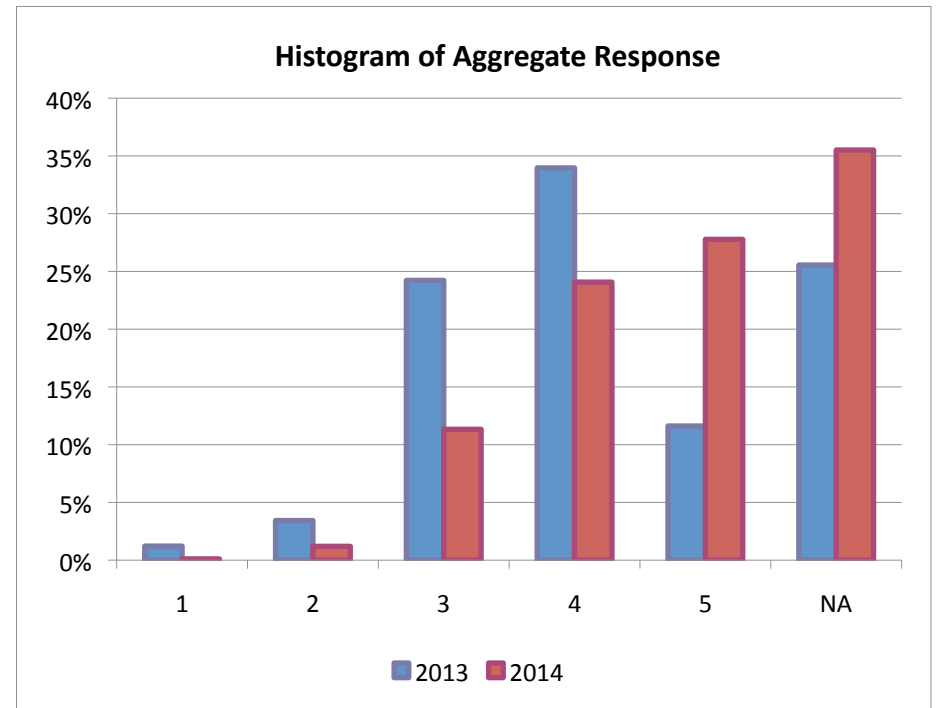
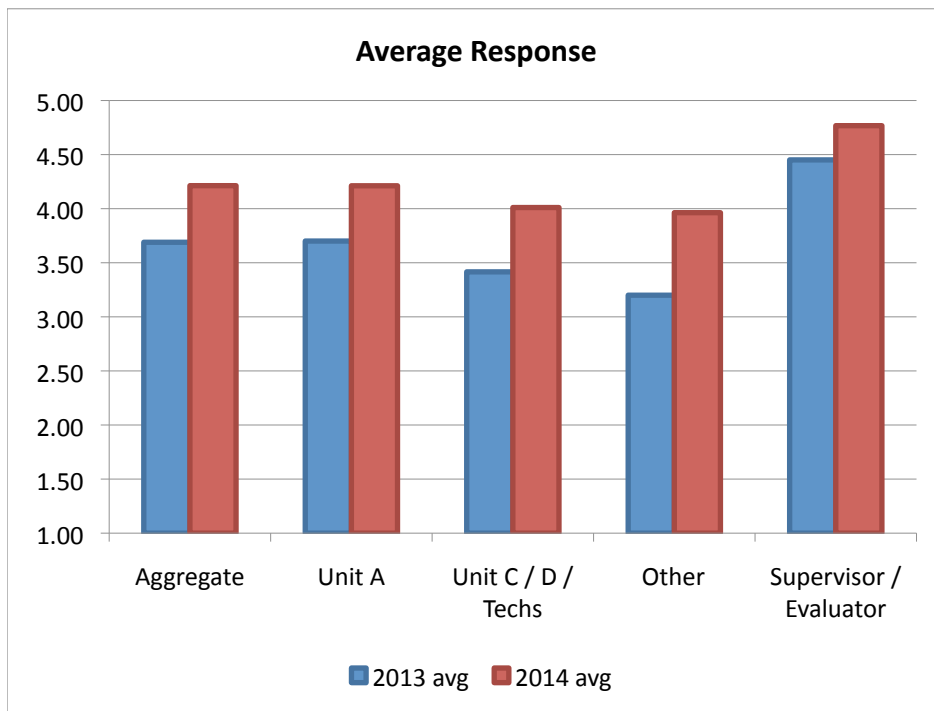
2013 wording:

The Curriculum, Instruction, and Professional Learning Office responds to my needs.

2014 wording:

The Curriculum, Instruction, and Professional Learning Office responds to my requests in a professional manner.

	2013 avg	2014 avg	Difference
Aggregate	3.69	4.21	0.52
Unit A	3.70	4.21	0.51
Unit C / D / Techs	3.42	4.01	0.59
Other	3.20	3.96	0.76
Supervisor / Evaluator	4.45	4.77	0.32



Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

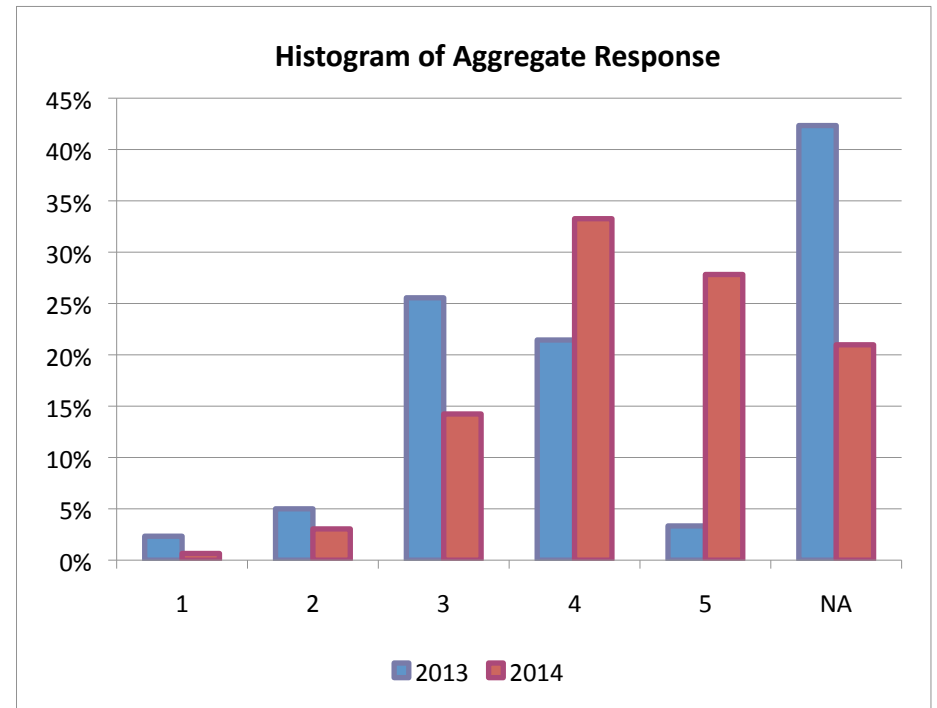
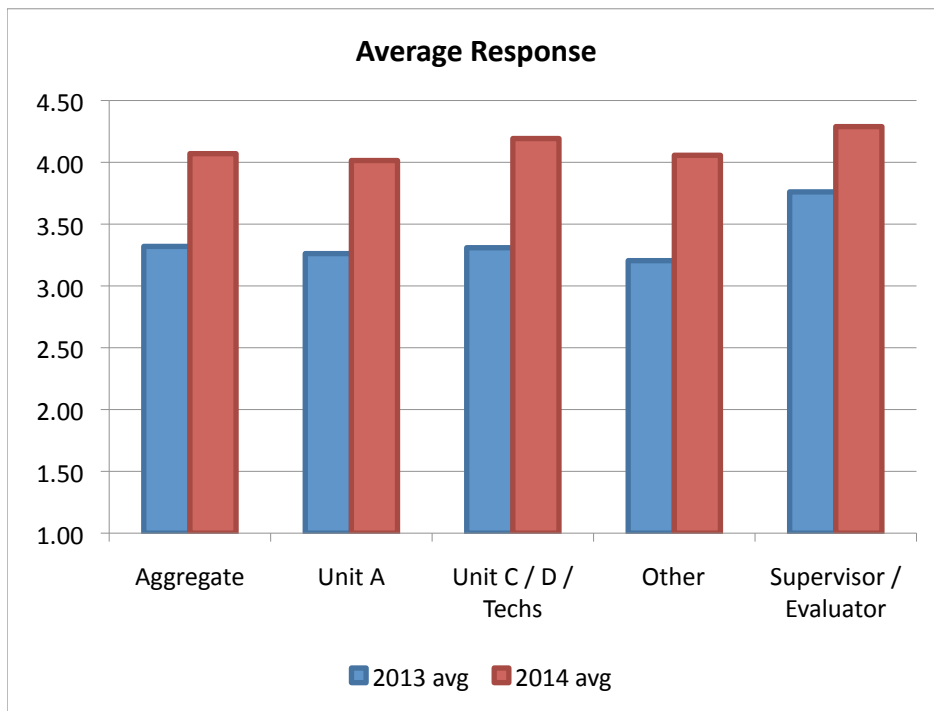
2013 wording:

The Student Services Office responds to my needs.

2014 wording:

The Student Services Office (Special Education, Guidance, Nursing) responds to my requests in a professional manner.

	2013 avg	2014 avg	Difference
Aggregate	3.32	4.07	0.75
Unit A	3.26	4.01	0.75
Unit C / D / Techs	3.31	4.19	0.88
Other	3.20	4.06	0.85
Supervisor / Evaluator	3.76	4.29	0.53



Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

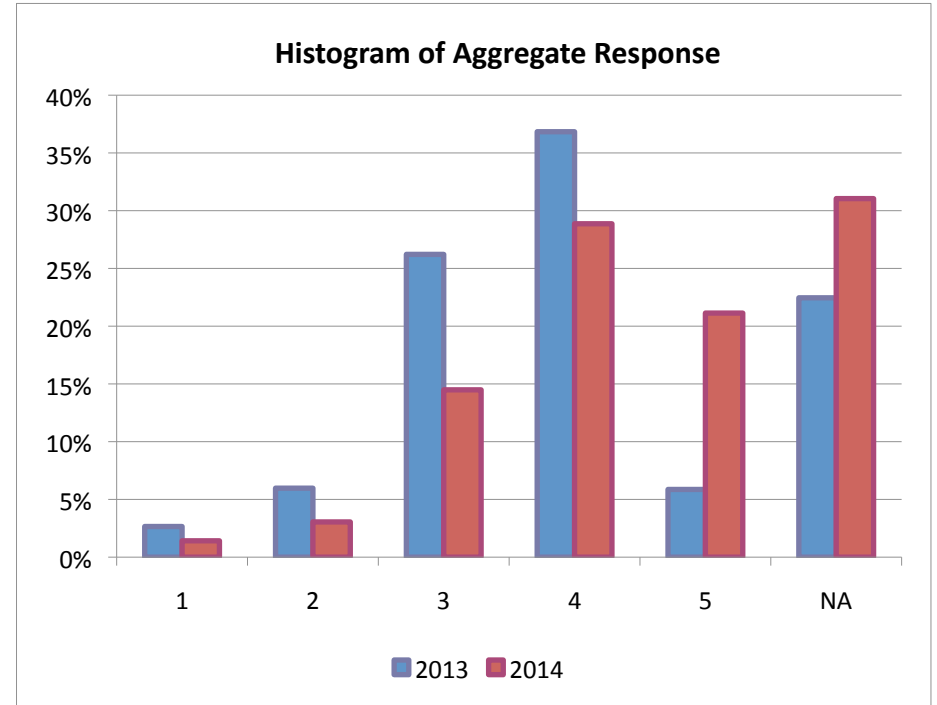
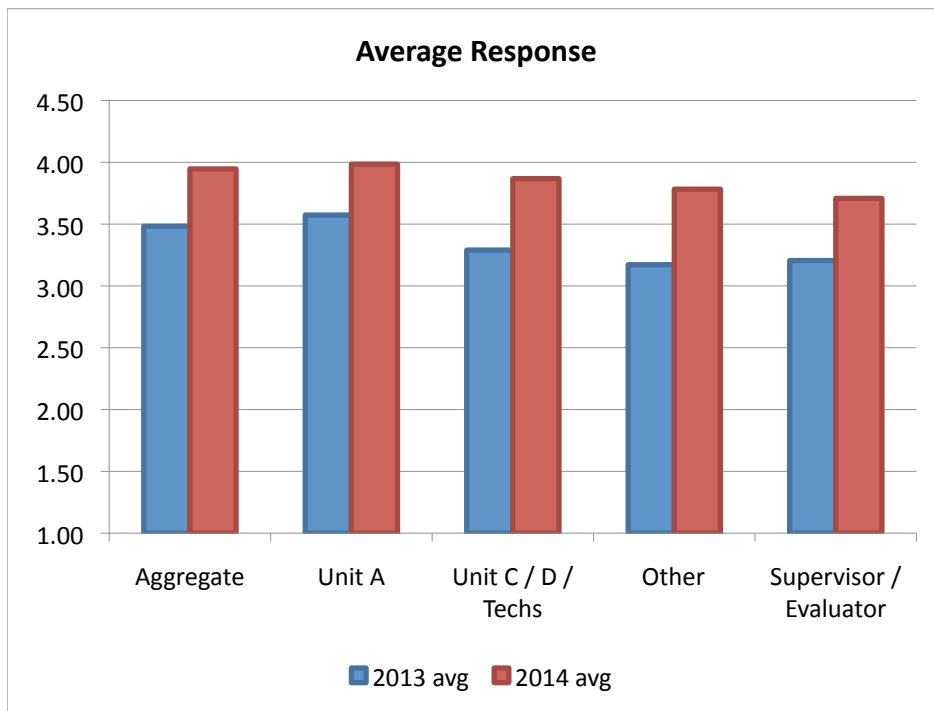
2013 wording:

The Lexington Education Association responds to my needs.

2014 wording:

The Lexington Education Association responds to my requests in a professional manner.

	2013 avg	2014 avg	Difference
Aggregate	3.48	3.95	0.46
Unit A	3.57	3.98	0.41
Unit C / D / Techs	3.29	3.87	0.58
Other	3.17	3.78	0.61
Supervisor / Evaluator	3.21	3.71	0.50



Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable

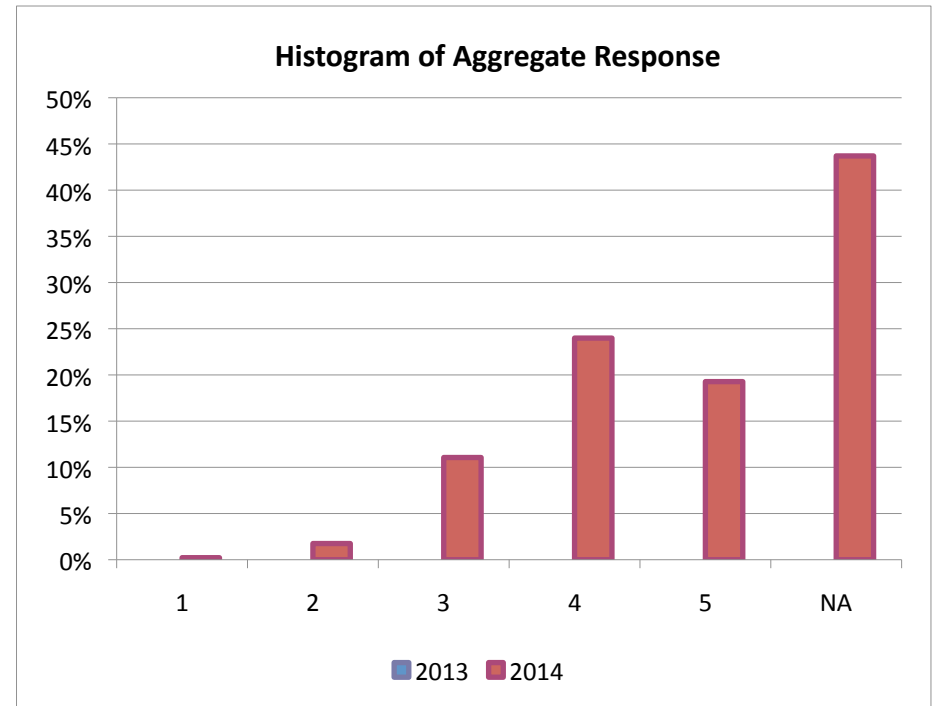
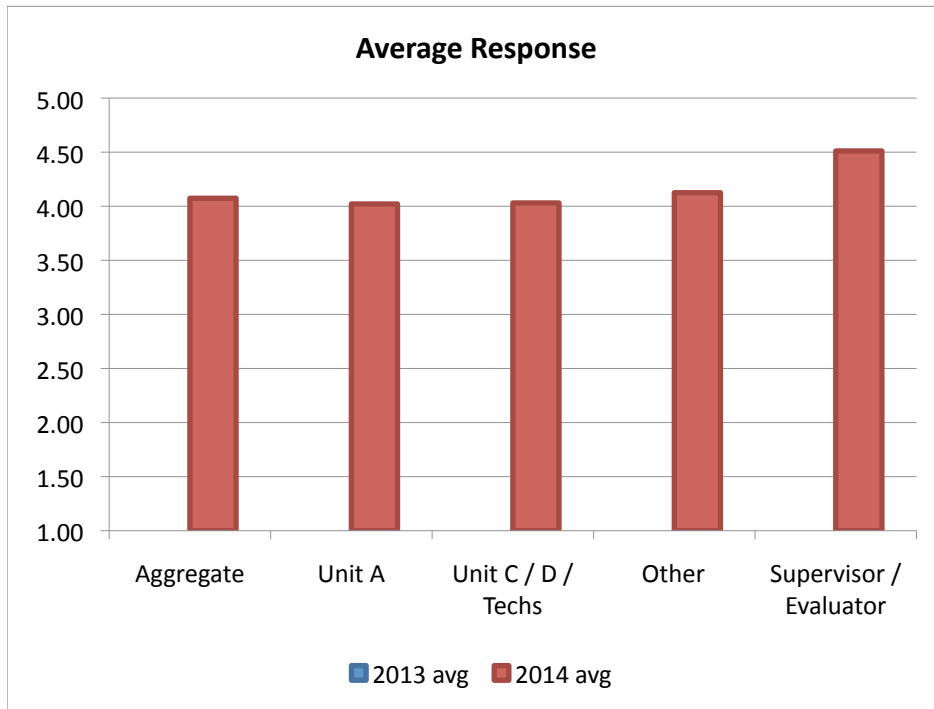
2013 wording:

Question not asked

2014 wording:

The Business Operations Office (transportation, print shop, procurement, financial assistance) responds to my requests in a professional manner.

	2013 avg	2014 avg	Difference
Aggregate		4.07	
Unit A		4.02	
Unit C / D / Techs		4.03	
Other		4.13	
Supervisor / Evaluator		4.51	



Rating Scale:

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; NA = Not Applicable



# Lexington Public Schools

## **Report on the 2013-2014 District Improvement Plan**

**June 10, 2014**

<b>Curriculum and Instruction</b>	
<b>2013-2014 District Goals</b>	<b>Year-End Results</b>
<ul style="list-style-type: none"> <li>• Continue the district’s curriculum review process to ensure that all programs are current and coherent with state and national standards.               <ul style="list-style-type: none"> <li>i. Share all aspects of the completed English Language Arts (ELA) review.</li> <li>ii. Complete year 3 of the Social Studies Curriculum review.</li> </ul> </li> </ul>	<p><b>i.</b> The Lexington Public Schools has enjoyed a strong relationship with Teachers College (TC), thereby benefitting from the latest research in the teaching strategies that have been proven to be most effective in the acquisition of literacy skills. Examples include: Fifty elementary teachers attended the TC Writing Course in Lexington July 8-12, 2013 to advance and refine their expertise in the teaching of Writers Workshop, bringing the total number of trained teachers to 100; Several administrators attended the Reading Coaching Institute at TC, January 26-30, 2014 to plan for this summer’s work and the coaching program in Readers’ Workshop in the FY15 academic year; and Seventeen K-8 teachers attended The Teachers College Saturday Reunion (PL in literacy) in NYC, Saturday October 19, 2013 &amp; Saturday March 15, 2014. All K-12 ELA curriculum units, assessments, and teaching resources are being placed in Atlas Rubicon, the district’s web-based curriculum mapping tool. In addition,</p> <ul style="list-style-type: none"> <li>• Eight teachers aligned ELA units in ATLAS Rubicon, July 2013</li> <li>• Sixty-five elementary teachers worked in teams to read, discuss, and implement the new Units of Study in reading and writing, Summer 2013</li> <li>• All elementary students completed two on-demand writing assessments, scored collaboratively on October 17, 2013 &amp; February 13, 2014</li> <li>• Fourteen teachers new to the district met with literacy coaches to understand the ELA curriculum, August 13 &amp; 14, 2013</li> <li>• Literacy specialists at five schools led book study groups in various topics, including literature, close reading, with approximately 55 teachers participating</li> </ul> <p><b>ii.</b> As reported at the May 13, 2014 School Committee meeting, the K-12 Social Studies Curriculum Review Committee members focused their efforts on aligning Lexington’s Social Sciences Curriculum with state and national standards, developing units that emphasize inquiry-based lessons and higher order thinking skills in keeping with the Common Core standards for College and Career Readiness. Please refer to the end-of-year curriculum review report presented to the Lexington School Committee on May 13, 2014 for all details of the work. As noted at that meeting, the K-5 segment of this curriculum review will require an additional six months to complete, as the units of study at each grade level are being completely re-configured.</p>

<ul style="list-style-type: none"> <li>Assure that the Lexington Public Schools is compliant with newly edited Massachusetts Framework that meets the Common Core standards in preparation for PARCC administration in 2015.</li> </ul>	<p>Six of Lexington’s nine schools participated in the “field test” pilot administration of Partnership for Assessment of Readiness for College and Careers (PARCC). Some of these tests were administered on-line and others on paper. The test consisted of both Performance Based Assessments in English Language Arts and Mathematics <u>and</u> End of Year assessments in those same two domains. In some cases, only one of the two types of tests was administered and at one school (Bowman), both tests were implemented. It should be noted that in a “field test,” no test results will be provided to the district upon completion and analysis of the data. While the logistics of the PARCC implementation were challenging and time consuming, all assessments in all tested grades were fully submitted, with the exception of one school (Harrington) that experienced technical glitches that could neither be resolved by Pearson, DESE, or our technical staff. A state-wide decision will be made by the Commonwealth of Massachusetts at the end of academic year 2015, as to whether or not PARCC will replace MCAS in the years ahead.</p>
<ul style="list-style-type: none"> <li>Agree on a coherent district-wide framework for Response to Intervention (RTI) and identify responsive best practices at each level.</li> </ul>	<p>The Administrative Council has been at work developing a consistent and coherent set of protocols and systems related to intervention strategies and an RTI model. In addition to the formulation of a framework that provides a foundation to RTI and a basis for Lexington Public Schools’ philosophical mission, it is agreed, both in research and practice, that the structures and intervention protocols need to be differentiated for elementary and secondary levels. This will constitute the work of the upcoming academic year.</p>

<b>Supervision and Evaluation</b>	
<b>2013-2014 District Goals</b>	<b>Year-End Results</b>
<ul style="list-style-type: none"> <li>Develop and implement a new system of supervision and evaluation for professional staff members designed to continuously improve professional practice and focus on measurable outcomes of student achievement.</li> </ul>	<p>On twelve days throughout the summer and academic year, professional learning opportunities were provided to all members of the professional staff to address specific procedural training needs, to provide time for educator self-assessment and educator plan development, addressing student learning goals, professional practice goals, and the four standards articulated in the DESE model: Curriculum Planning, Teaching All Students, Family and Community Engagement, and Professional Culture. The district's philosophy throughout this implementation was to focus on the "growth mindset" and continuous improvement, in keeping with our core principles. The training for all teachers and administrators included information on the process itself, as well as the use of Baseline Edge, the web-based program being used by Lexington to input all aspects of student learning goals, professional practice goals, and adherence to professional standards.</p>
<ul style="list-style-type: none"> <li>Provide on-going professional support for all administrators and teachers in the implementation of the DESE's new educator evaluation system.</li> </ul>	<p>On five district-wide dates, on-going support and training on the newly adopted Supervision and Evaluation process for all non-Professional Status Teachers, Professional Status Teachers and Administrators were provided in schools at faculty and department meetings, at Administrative and Joint Council meetings, and individually, as needed.</p>
<ul style="list-style-type: none"> <li>Monitor the collaborative implementation process and recommend refinements to the LEA and School Committee.</li> </ul>	<p>An Ad Hoc committee was established to monitor and oversee the implementation of the first phase of the state's newly adopted supervision and evaluation system. The committee, composed of administrators, teachers, and specialists met ten times and worked together to assess the success of the implementation process and recommend modifications for the second year of implementation for Cohort 2. The feedback the committee received from all constituencies was positive, insofar as all agreed that the collaborative nature of the work, the dialogue, and increased opportunities for conversation and communication, were viewed as tremendously valuable to improving instructional practice. After a year of work, the Ad Hoc Committee members presented their recommendations to the Superintendent of Schools and the President to consider as the district moves into the next year of implementation for Cohort 2.</p>

<b>Professional Learning</b>	
<b>2013-2014 District Goals</b>	<b>Year-End Results</b>
<ul style="list-style-type: none"> <li>• Continue to provide high quality, research-based, job-embedded professional development that enhances educators’ and support staff’s repertoire of assessment strategies, responsive instructional skills, and content knowledge that will increase student learning in both the academic and pro-social domains.</li> </ul>	<ul style="list-style-type: none"> <li>• The district-wide Professional Learning Committee, comprised of seventeen teachers and administrators representing faculty from the elementary, middle, and high schools, coordinated and launched three catalogs of course offerings for staff – Summer 2013, Fall 2013, and Spring 2014.</li> <li>• The catalog offerings, combined with LPS registrations for our on-site RETELL courses, resulted in over 1,000 individual course registrations for FY14. In addition, 359 educators participated in the Supervision &amp; Evaluation training throughout the summer of 2013.</li> <li>• Courses that were offered both reflected and supported requests for targeted offerings to enhance teachers’ skills in pedagogy, assessment, and content areas. A representative sampling of offerings is listed below:             <ol style="list-style-type: none"> <li>1. <b>Teachers College Writing Institutes (K-5)</b> – two week-long summer courses geared towards classroom teachers, administrators and curriculum specialists</li> <li>2. <b>Deepening Your Science Content Knowledge with NSTA SciPacks (K-12)</b> – a blended-learning model for science teachers to research specific areas of content in-depth and to share results with colleagues</li> <li>3. <b>Mathematics Discourse in Secondary Classrooms (6-12)</b> - offered participants an opportunity to learn how to use Teacher Discourse Moves (TDMs) to facilitate productive and powerful mathematical discussions in their secondary mathematics classes.</li> <li>4. <b>Connecting Literacy and Inquiry Science: Talking, Writing, and Reading as Tools of Science (K-5)</b> – a summer course centered on integrating Literacy and Science Instruction, with follow-up coaching provided to participants during the following school year.</li> <li>5. <b>Introduction to Blended Learning – Transforming Classrooms With Meaningful Integration of Technology (6-12)</b> – participants became skilled in the meaningful integration of technology to create rich curriculum and adaptive project-based learning environments.</li> </ol> </li> </ul>

6. **Introduction to Blended Learning – Transforming Classrooms With Meaningful Integration of Technology (6-12)** – participants became skilled in the meaningful integration of technology to create rich curriculum and adaptive project-based learning environments.
  7. **Allies, Achievers, and Risk Takers: Tapping the Social and Academic Potential of ALL Students (PreK-5)** – focused on developing ways to create an empathetic and caring community and to become culturally proficient in a manner that fosters mutual respect and trust among students and teachers (a version of this course designed specifically for grade 6-12 educators will take place in the summer of 2014)
  8. **Finding the Sweet Spot: Using Data to Differentiate Instruction (K-2)** a course designed by Lexington educator for Lexington educators centered on using formal and informal assessment data to provide differentiated, practical, and ‘just right’ learning experiences for students in mathematics and literacy.
  9. **K-5 Mathematics for Classroom Support Personnel – Content, Programs/Materials, and Instructional Strategies** – provided instructional assistants and special educators with the foundational base of mathematics knowledge and skills inherent to elementary mathematics content and instruction.
- The district provided three on-site offerings of the **Studying Skillful Teaching: Using Data Day to Day** course from Jon Saphier’s *Research for Better Teaching* organization as part of our New Teacher Induction program.
  - The **Better Beginnings for Lexington Teachers** course was updated and revised to connect the goals and objectives of the course more closely with those of the district as a whole. The themes of the course included continuous learning through effective feedback, and drew upon the research of John Hattie (*Visible Learning for Teachers*).
  - Approximate eighteen of the sixty courses, trainings, and workshops that were offered through our catalogs were proposed, designed, and taught by LPS faculty and staff.

	<ul style="list-style-type: none"> <li>• There were also six workshop offerings for LPS staff members who are part of the Lexington Education Association Unit D cohort:             <ol style="list-style-type: none"> <li>a. Responsive Classroom for School Support Personnel</li> <li>b. Microsoft Office PowerPoint</li> <li>c. Microsoft Office – Pivot Tables Tips and Tricks</li> <li>d. Difficult Conversations</li> <li>e. From Head Bumps to First Aid: Making Effective Decisions for Students Under Our Care Every Day</li> <li>f. MUNIS Refresher: Student Activities, Requisitions, Budget Module, and Reporting</li> </ol> </li> </ul>
<ul style="list-style-type: none"> <li>• Develop and implement a leadership induction program as part of a long-range plan to provide professional learning opportunities for all school leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• The district-wide Professional Learning Committee devoted two of their monthly meetings to reviewing and discussing recent articles about growing teacher leadership within schools and within districts.</li> <li>• The Committee is forming a Teacher Leadership Study Group to commence in Fall 2014 with the goals of:             <ol style="list-style-type: none"> <li>a. Creating an inventory of formal and informal leadership opportunities that are already in place for LPS faculty and staff</li> <li>b. Identifying and articulating a variety of pathways in which teachers may become authentically involved in school-based and district-wide leadership activities</li> <li>c. Providing an updated and revised version of the Teacher Leadership course that was offered within the district in spring 2011 through consultation with Teachers 21</li> <li>d. Articulating and highlighting the myriad opportunities for leadership within the district so that we can nurture, support, and build capacity within our cadre of current LPS educators</li> </ol> </li> <li>• The district provided a group of Assistant Principals with facilitating, coaching, and mentoring support with Eva Thompson throughout the 2013-2014 academic year.</li> <li>• The district has arranged for Assistant Principals to participate in the <i>Assistant Principal Leadership Institute: A Yearlong Program to Support Assistant Principals</i> (Teachers 21) during summer 2014 and throughout the '14-'15 academic year.</li> <li>• The district provided support for a team of educators (principal and teachers) from Bowman School to present their work and experiences centered on growing teacher leadership at the national Learning Forward Conference in Dallas, TX in December 2013 – presentation title: “Growing School Change: Leading in All Directions.”</li> </ul>

<ul style="list-style-type: none"> <li>Assist professional staff members in complying with RETELL (Rethinking Equity and Teaching for English Language Learners), the DESE’s newly adopted licensure regulations for content teachers and the administrators who supervise them. ALL content teachers and administrators will need to have earned an SEI (Sheltered English Immersion) endorsement for licensure renewal.</li> </ul>	<ul style="list-style-type: none"> <li>The district communicated throughout the summer of 2013 to update teachers and administrators about forthcoming changes in Sheltered English Instruction (SEI) requirements from the DESE.</li> <li>The K-12 Coordinator for English Language Education and ESL faculty arranged for RETELL courses to be offered and implemented on-site for LPS faculty (as well as faculty from other districts) during the 2013-2014 academic year: <ul style="list-style-type: none"> <li>SEI Full Course for Teachers (12 sessions) – Fall</li> <li>SEI Long Bridge Course for Teachers (8 sessions) – Fall</li> <li>SEI Administrator Course (5 sessions) – Spring</li> <li>SEI Full Course for Teachers (12 sessions) – Spring</li> <li>SEI Long Bridge Course for Teachers (8 sessions) – Spring</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Expand the Wellness program for all employees.</li> </ul>	<p>In addition to the existing programs available to all employees, the Employee Wellness Program was expanded in the following areas: a) Wellness Partnership classes were increased from twelve offerings per year to eighteen offerings per year, b) a monthly “Wellness Thursday” program was implemented on a rotating basis at all schools and the Central Office including - Chef of the Month, Lunch ‘n’ Learn program; one-to-one employee meetings with our new Employee Assistance Program provider; and therapeutic relaxation sessions including chair massage, and blood-pressure screenings performed by our school nurses. In addition, all pre-school teachers were provided with four on-site wellness seminars.</p> <p>Working in collaboration with our food services vendor, a lunch program was initiated for all employees at the Central Office, as well as a lunch program for all employees at those elementary schools where adult meals are not available. In addition, an incentive program was implemented for participation in school sponsored employee wellness activities (Wellness Passport Program).</p> <p>The Wellness Program initiated partnerships with the Greater Boston YMCA resulting in all active and retired Town of Lexington employees receiving a 10% membership discount.</p> <p>During the 2013-2014 academic year, oversight of the Employee Wellness Program was transitioned to a 0.2 FTE system-wide Employee Wellness Coordinator, and the Employee Assistance Program (EAP) was transitioned to a new EAP provider offering expanded services to all employees including one to one telephonic wellness coaching.</p>



<b>Student Services</b>	
<b>2013-2014 District Goals</b>	<b>Year-End Results</b>
<ul style="list-style-type: none"> <li>Implement clear and transparent criteria for eligibility and service delivery, in collaboration with the families, so that special education students are appropriately identified and receive services commensurate with their level of disability(ies).</li> </ul>	<p>During the past two years, various committees met by discipline and/or program to develop eligibility and service delivery criteria. The occupational therapists, physical therapist and adaptive physical education teachers met as one committee. Their committee submitted their recommendations to administration and counsel for review. Their recommendations are now ready for implementation. The Speech and Language Pathologists completed their work and recommended the service delivery model that is recommended by the American Speech and Hearing Association. The special education reading teachers completed their work and have made recommendations to the special education administration and to the K-5 English Language Arts Coordinator and the Assistant Superintendent for Curriculum, Instruction and Professional Development. In December of 2012, other committee work was put on hold as the department focused on improving communication and responsiveness.</p>
<ul style="list-style-type: none"> <li>Over the next three years, develop a comprehensive guidance program that is aligned with the Massachusetts and National models of guidance to support students' pro-social behavior, well-being and resiliency.</li> </ul>	<p>This year the K-12 Guidance Department conducted the first year of the three-year Program Review. Members of the Program Review committee include school counselors, social workers, principals and a dean representing the elementary, middle and high school levels. In addition to the six full-days that the Program Review Committee met, task groups focused on Social Work, Data and Networking met for numerous hours.</p> <p>The <i>American School Counselors Association National Model (ANM)</i> was selected as a framework to guide the Program Review. Foundation elements of the model were accomplished this year. The <i>School Social Workers Association of America Practice Model</i> was selected as a framework to guide social work components where they diverge from the school counseling components. The <i>Search Institute's 40 Developmental Assets</i> were adopted as distal outcomes for guidance programming.</p> <p>Current practices were mapped to assess horizontal and vertical alignment of guidance programming throughout the district relative to data identified needs. The <i>University of Massachusetts Amherst Center for School Counseling Outcome Research and Evaluation (CSCORE)</i> provided consultation on the scope and direction of the Program Review activities and offered data literacy training as applied to school counseling and social worker practice. The Pro-Social Skills and Approaches to Learning Indicators from the LPS Elementary</p>

	<p>Report Card were selected to be examined relative to school counseling and social work programming. Contact was made with role-alike practitioners in ‘like’ communities to share professional practices. The Director and Assistant Director of Guidance formed a monthly meeting group during the second half of this year with the Assistant Coordinator of PE/Wellness, the Coordinator of School Health Services, and the METCO Director to examine and plan for the overlap and coordination of related programs and services.</p> <p>Specific programming examined this year included those targeted at suicide prevention and self injurious behavior. Section 504 protocols and practices were established, and trainings were held for school counselors, principals/deans and special educators. Supports and coordination of services for homeless students were augmented, including the acquisition of a Homelessness Social Worker mid-year. Trainings were held for school counselors, social workers and administrative support staff who register students. Guidelines for Home Hospital Tutoring were clarified, and practice was streamlined, including new hiring practices aimed at expediting contact between eligible students and tutors. Training was held for school counselors and principals/deans regarding this program.</p>
<ul style="list-style-type: none"> <li>• Complete the State’s required Coordinated Program Review (CPR).</li> </ul>	<p>The Student Services Department, in collaboration with the Curriculum, Instruction and Professional Learning and Human Resources Departments, completed all necessary electronic submissions, i.e., policies, procedures and student records, as evidence for compliance with regulatory requirements in the areas of special education, civil rights and English Language Learner education, to the Department of Elementary and Secondary Education (DESE) in preparation for the week-long site visit which occurred in November, 2013. The week-long site visit (in November, 2013) by DESE consisted of student record and document reviews, school and program observations, interviews with building principals and district administration and selected faculty. The final report indicated that there was 100% compliance in the area of special education and only two findings in the area of civil rights related to the time on learning requirement of 990 hours at the high school level. The report included two areas of commendation in special education: program development and assistive technology. The district received praise for having one of the top two Coordinated Program Reviews in Massachusetts in the last ten years.</p>

<b>Technology</b>	
<b>2013-2014 District Goals</b>	<b>Year-End Results</b>
<ul style="list-style-type: none"> <li>Support promising practices for encouraging a digitally-rich and un-tethered learning environment.</li> </ul>	<p>The emphasis this year has been on using mobile technology anywhere and anytime in the schools. Laptops and iPads are the predominant devices used by students at all grade levels. Significant rollouts and the sustained use of this mobile technology has been encouraged and supported through our technology department. Teachers have piloted the use of a newly created enterprise Google education account and learning management system technology (e.g. Blackboard) in order to encourage communications, collaboration, and the delivery of curriculum content. The district has facilitated the integration of assistive technology in all special education settings by providing teachers with easy access to low-level technology materials as well as more complicated tech devices.</p>
<ul style="list-style-type: none"> <li>Continue to provide the necessary professional development, technology materials and technical support to ensure that all teachers are able to utilize technology to improve student learning.</li> </ul>	<p>The focus for professional development was on supporting our major initiatives. Professional development was provided for our iPad rollouts with our kindergarten classrooms, with high school world language and science departments, and with our 9<sup>th</sup> grade iPad history/English pilot. On-line print and video training materials supporting a plethora of curriculum and productivity uses of technology were created and posted on our website. A comprehensive training system was successfully carried out for training of 500 supervisors and teachers on the technology component of the supervision/evaluation system. Training was provided to a small number of pilot teachers supporting the delivery of curriculum content (1) through the use of blended instructional activities, (2) specialized curriculum eBooks, and (3) a learning management system (e.g. Blackboard).</p>
<ul style="list-style-type: none"> <li>Implement the 2013-14 Action Steps as outlined in Lexington's Technology Plan 2012-2015.</li> </ul>	<p>Action steps delineated in the areas of curriculum, professional development, hardware, infrastructure, communications, data culture, and personnel were carried out. Noteworthy in this regard were the following: (1) incorporating curriculum materials from additional disciplines into Atlas Rubicon, (2) providing appropriate professional development at all grade levels and through a variety of different strategies, (3) installing interactive projector/whiteboard systems in Grades 3-12 classrooms as phase 2 of a 4-yr plan, (4) completing the installation of wireless building-wide networks in all schools, and (5) expanding on the development of an "intranet" site for school staff as part of the school/district web site.</p>

<b>2013-2014 District Goals – Facilities</b>	
<b>Goal</b>	<b>Year-End Results</b>
<ul style="list-style-type: none"> <li>• Work with the contract team toward completing the Estabrook School on schedule.</li> </ul>	<p>The new Estabrook School opened on February 24, 2014, as scheduled. Detailed plans on moving staff, materials, and students resulted in a smooth transition of the educational program into the new facility. The old school has been demolished and transported off site to the appropriate disposal facilities. The school grounds will be closed over the summer to allow completion of the site work, including new driveway, parking, and fields.</p>
<ul style="list-style-type: none"> <li>• Work with the contract team toward completing the Bridge and Bowman renovation projects on schedule and to develop options for the opening school on schedule if the project timetable is not met.</li> </ul>	<p>The summer renovation schedule for Bridge and Bowman was completed on schedule. The team had developed contingency plans should the contractor again fail to meet the completion dates, but the plans were not required. The closeout of the contract with TLT Construction has been delayed due to nearly all sub-filed bidders requesting direct payments and the TLT surety taking over the closeout process. TLT Construction has lost their DCAM Certification due to their performance in Lexington and other communities. The Lexington project team was able to achieve a satisfactory performance from TLT over the second year of the project and also protect the Town's financial exposure. Over \$300,000 in claims against TLT will be settled during the closeout process.</p>
<ul style="list-style-type: none"> <li>• Develop a space plan for LHS, obtain funds from a Fall Special Town Meeting, and work with the contractor to provide needed educational space.</li> </ul>	<p>School Administration and Public Facilities developed a two-year plan to add modular buildings to LHS, resulting in an additional twelve general education classrooms and additional space for two ILP Programs. The November 2014 Special Town Meeting appropriated \$7.7M to fund the project. The first modular building is in construction and is scheduled to be completed in August of 2014. The bids for the first building were higher than expected, which required the 2014 Annual Town Meeting to fund a supplemental the appropriation of \$495,000.</p>

1 **LEXINGTON SCHOOL COMMITTEE POLICY**

2  
3 **TRAFFIC SAFETY & MITIGATION**

**First Reading:** April 29, 2014

**Second Reading:** June 10, 2014

**Date Approved by  
School Committee:** \_\_\_\_\_

**Signature of Chair:** \_\_\_\_\_

12  
13 **I. PURPOSE/POLICY:**

14 The School Committee and administration strive to ensure overall safety of students, employees,  
15 and community members while on school property. The School Committee encourages walking,  
16 bicycling, school bus, car pool, and other means of mass transit to access school property. In  
17 addition, the School Committee is aware of and understands that traffic conditions on school  
18 property and subsequently residential streets abutting school property affect the neighborhoods'  
19 livability.

20  
21 The goal of the School Committee Traffic Safety and Mitigation Policy is to improve safety by  
22 affecting driver behavior and the quality of life for residents, pedestrians, bicyclists, and motorists.  
23 In addition, it is to ensure that school traffic plans do not hinder quick response time for  
24 emergency service vehicles including fire trucks, police cars, ambulances, and large vehicles such  
25 as school buses and trucks used for providing essential municipal, school, and resident services.

26  
27 The School Committee is responsible for traffic safety and mitigation on school property.  
28 Principals are responsible for following School Committee policy and for the safe and proper  
29 transfer of students to/from home. The principal's jurisdiction is the management and operations of  
30 school grounds and school owned/contracted vehicles. Visitors, parents, guardians, and designated  
31 care-givers are responsible for following all posted policies, regulations and guidelines for traffic  
32 safety and mitigation on and around school property.

33  
34 Traffic safety and mitigation improvement can be achieved through education, enforcement, and  
35 engineered traffic calming programs. Traffic calming is defined as a combination of mainly  
36 physical measures that reduce the negative effects of motor vehicle use, alter driver behavior, and  
37 improve conditions for non-motorized street users.

38  
39 **II. SCOPE OF RESPONSIBILITY:**

40 The superintendent will monitor the implementation of the policy and provide support to principals  
41 and the transportation coordinator who are responsible for implementing the policy and  
42 establishing student to parent transfer procedures for the school buildings. Traffic plans, signage,  
43 direction are part of this policy and must follow MUTCD standards. The School Superintendent or  
44 designee is appointed to the Traffic Safety Advisory Committee

45  
46 Any changes to posted traffic plans for each school building must be reviewed by the Traffic  
47 Safety Advisory Committee before being approved by the School Committee and implemented by  
48 the building principal.

1  
2 **III. ADMINISTRATION**  
3

4 The following shall be enforceable at all times, but with diligence during school hours,  
5 commencing 7:00 a.m.-6:00 p.m. on days Lexington Public Schools is in session, including  
6 summer school programs:  
7

- 8 1. Traffic and parking regulations promulgated by the Commonwealth of Massachusetts and  
9 the Town of Lexington must be followed and are enforceable by the Lexington Police  
10 Department on school property. ***This will be apply to all modes of transportation (e.g.,  
11 vehicle or bicycle).***
- 12 2. All school traffic plans shall use the Lexington Public Schools Standard Signage and  
13 Pavement Markings Guide and shall be Manual on Uniform Traffic Control Devices  
14 (MUTCD) compliant.<sup>1</sup>  
15
- 16 3. Violations of traffic regulations or safety and mitigation policies may be subject to fines  
17 and other penalties permitted by law.  
18
- 19 4. School traffic plans, policies, and guidance will be posted on the district web site for each  
20 school location and reviewed annually by the principal and the school department's  
21 liaison to the Traffic Safety Advisory Committee.  
22
- 23 5. School hours will be posted on district calendars and web sites.  
24
- 25 6. Instructions given by school designated traffic personnel must be followed. School  
26 traffic personnel are identified as any individual wearing a garment that meets the  
27 requirements of ANSI 107 (OSHA) and using hand-signaling devices, such as  
28 STOP/SLOW paddles, to control traffic through specified temporary traffic control  
29 zones.  
30

31  
32 The following actions are prohibited:

- 33 • PARKING, STANDING, OR WAITING to drop off or pick up students in designated  
34 bus lanes.  
35
- 36 • Domesticated animals on school property under town by-law § 187-96 during arrival and  
37 dismissal and no unrestrained animal at any time on school property. All owners are  
38 responsible for cleaning up after their animals if they are brought on school property.  
39
- 40 • Jaywalking. Use all painted crosswalks for crossing driveways and in parking lots.  
41 Avoid illegal or reckless pedestrian crossing of a roadway or driveway.  
42
- 43 • Exiting a vehicle in a non-curbside lane (driver's side).  
44
- 45 • U-turns on school property or adjacent public ways. (Under review with Police Dept.)  
46  
47

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<sup>1</sup> <http://mutcd.fhwa.dot.gov/>

- 1 • Double-parking.
- 2
- 3 • Blocking an intersection in a neighborhood or on school property.
- 4
- 5 • Dropping off or picking up passengers in a driveway or traffic lane.
- 6
- 7 • Horn honking, except as a warning of imminent danger.
- 8

9 In an effort to support safe arrival and dismissal of all students and employees, the principal  
10 may:

- 11
- 12 • Require submission of license plate numbers upon request for all vehicles driven by  
13 visitors, parents, employees, students, and family-designated drivers;
- 14
- 15 • Use license plate information to grant permission and privileges, provide notice or  
16 educational material, or assess authorized fines, penalties, to owners and operators;
- 17
- 18 • Assign parking spaces for employees; (Visitor and handicap parking will be designated  
19 on the posted plan for the school.)
- 20
- 21 • Remove illegally parked vehicles or other obstructions from traffic flow areas and  
22 invoice the owner of the vehicle or obstruction for the removal cost;
- 23
- 24 • Restrict cars from standing, parking, or idling in the pick-up zone prior to the designated  
25 time;
- 26
- 27 • Require use of placard or other signs to identify vehicles picking up students in  
28 designated vehicle lanes;
- 29
- 30 • Establish written transfer procedures for a child from the school house to the parent or  
31 other authorized designee;
- 32
- 33 • Not allow students to be loaded into vehicles in undesignated areas;
- 34
- 35 • Discourage the use of cell phones in the drop-off or pick-up lane/zone; (All drivers,  
36 regardless of age or license status, are banned from texting while behind the wheel.<sup>2</sup>)
- 37
- 38 • Removing privileges of parents to pick up their student should the owner/operator  
39 behavior be deemed unsafe to other motorists, employees, or students.
- 40

41 **Legal Reference:**

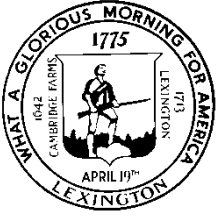
- 42
- 43 1. Manual on Uniform Traffic Control Devices (MUTCD) – FHWA;
- 44 a. State Supplement: Massachusetts Amendments to the 2009 MUTCD (January 2012) (PDF,  
45 1.9MB);
- 46 b. State Traffic Control Detailed Drawings, Policies, Design Manuals: Massachusetts DOT  
47 Highway Division Manuals

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<sup>2</sup> <http://www.dmv.org/ma-massachusetts/safety-laws.php#Cell-Phones-and-Texting>

- 1
  - 2
  - 3
  - 4
  - 5
  - 6
2. No Idling:
    - a. 540 CMR: REGISTRY OF MOTOR VEHICLES (Chapter 386 of the Acts of 2008)
    - b. Town By-Laws: § Chapter 46. Engine Operation Of Stopped Vehicles
  3. Animals on School Grounds: Town By-Laws: §187-96 Prohibited activities, Clause L.
  4. Restraint of dogs required; licenses: Town By-Laws: §9-2.
  5. Parking: Town By-Laws: § 135-5.0, General Regulations, 5.1, Off-Street Parking And Loading.





# Lexington Public Schools

146 Maple Street ❖ Lexington, Massachusetts 02420

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Mary Ellen N. Dunn.  
*Assistant Superintendent for Finance and Business Operations*  
*Chief Procurement Officer ~ School Department*

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[mdunn@sch.ci.lexington.ma.us](mailto:mdunn@sch.ci.lexington.ma.us)

To: Margaret Coppe, School Committee Chair  
From: Mary Ellen Dunn, Assistant Superintendent for Finance and Business Operations  
CC: Paul B. Ash, Superintendent  
Date: June 6, 2014  
Re: Request for Proposals (RFP) for Executive Recruitment for Superintendent Search Consultant Services

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A draft document of the Request for Proposals for Executive Recruitment for Superintendent Search Consultant Services is being provided to the School Committee for discussion and review.

The required public advertisement will be published on June 12 in the *Lexington Minuteman Newspaper* and the *Goods and Services Bulletin*, and a direct mailing will be sent to known providers.

The final version of the document will be available June 12 at <http://lps.lexingtonma.org> (under Quick Links: LPS Procurement & Purchasing Information {<http://lps.lexingtonma.org/Page/657>})