

LEXINGTON SCHOOL COMMITTEE MEETING
Tuesday, June 11, 2013
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.)

7:40 p.m. Superintendent's Announcements:

7:45 p.m. Members' Reports / Members' Concerns:

8:00 p.m. Agenda:

1. School Committee Reorganization (10 minutes)
2. Vote to Approve 2013-2014 LHS Italian/Latin Field Trip to Italy (5 minutes)
3. Youth Risk Committee (15 minutes)
4. Lexington High School Class Size Policy – Second Reading (10 minutes)
5. Update on the New K-5 Standards-Based Report Card (20 minutes)
6. Professional Climate Survey (30 minutes)
7. Superintendent's Evaluation (20 minutes)
8. Vote to Accept a \$271 Donation to Lexington Children's Place from LEXFUN Representing Proceeds from Their Annual Consignment Sale (2 minutes)
9. Vote to Accept a \$4,350 Donation to Lexington Children's Place from the LEXFUN Tuition Reimbursement Program (2 minutes)
10. Vote to Accept a \$2,000 Donation from an Anonymous Donor to Support the SADDD Club Activities (2 minutes)
11. Vote to Approve School Committee Minutes of April 30, 2013 (2 minutes)
12. Vote to Approve and Not Release School Committee Executive Session Minutes of May 28, 2013 (2 minutes)

10:00 p.m. Executive Session:

(approx.) Exemption 3 – To Discuss Strategy with Respect to Collective Bargaining Regarding the Following Bargaining Units: LEA Units C, D, and Tech Unit

The next meeting of the School Committee is to be determined.

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

THE HISTORY OF THE UNITED STATES OF AMERICA

FROM THE EARLIEST PERIODS TO THE PRESENT

BY

W. H. CHAPMAN, M.A., F.R.S.

REVISED EDITION

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THE HISTORY OF THE UNITED STATES OF AMERICA

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BY

Draft

Ad Hoc Committee on Youth At Risk

Members: 17 members (and one liaison each from the Board of Selectmen and School Committee)

Appointed by: School Committee and Board of Selectmen

Length of term: As needed

Meeting times: As needed

Description. The Committee will address issues concerning Lexington youth, ages 5 -22, whose health is at risk because of stress originating from physical, emotional, social, cultural, and academic sources that adversely affect them and their families. This is a community public health concern whose solution requires a collaborative approach involving the schools, students, parents, and the broader Lexington community.

The ad hoc Committee would be charged with recommending policies, goals, and programs to address these issues:

- identifying needs for youth who are at risk
- identifying programs in the schools and throughout the community that currently serve youth who are at risk.
- recommending implementation of new community/school programs, or modification of existing community/school programs, to meet these needs
- identifying policies and programs that could be implemented in the schools and throughout the community that would develop the resiliency of Lexington youth.

Proposed Composition of Committee

- one member from the LPS administration
- two Lexington school principals
- one member from a community based program serving youth at risk in Lexington
- one member from the School Health Advisory Council (SHAC)
- one representative from school nursing
- one representative from school guidance
- one member from the Youth Services Council/Lexington Human Services Department
- two members from concerned community groups
- two parents of Lexington youth
- two Lexington youth reflecting the needs of the youth population
- one Lexington-based therapist
- one community business leader
- one representative from the Lexington Police Department

(Add another section for liaisons)

1 **LEXINGTON SCHOOL COMMITTEE POLICY**

2
3 **LEXINGTON HIGH SCHOOL**
4 **CLASS SIZE POLICY**

First Reading: May 28, 2013

5 Second Reading: June 11, 2013

6
7 Date Approved by
8 School Committee: _____

9
10 Signature of Chair: _____

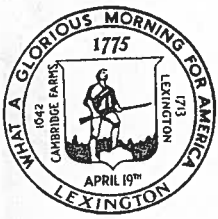
11
12 **Page 1 of 1**

13
14
15 The Lexington School Committee strives to maintain class sizes at Lexington High School
16 that ensure effective instruction and efficient use of personnel.

17
18 In most instances, courses at Lexington High School (LHS) will not be offered when there are
19 fewer than 10 students registered for two consecutive years. The Principal of LHS may
20 recommend exceptions to the Superintendent when the elimination of a course would:

- 21
- 22 1. interrupt a sequential course (e.g. the second year of a language sequence);
 - 23 2. affect specific courses which are a *vital part of an academic high school program,
24 e.g., Latin IV or advanced placement courses);
 - 25 3. affect courses for seniors which are an integral part of career pursuits or post-secondary
26 educational plan, or
 - 27 4. for other good cause (e.g. some students dropping the course because of scheduling
28 conflicts, lowering the number below 10).

29
30
31
32
33 * vital may be defined as what is important to the Lexington school system's and Lexington
34 community's "educational philosophy."
35



Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

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

(781) 861-2580
email: cpilarski@sch.ci.lexington.ma.us
fax: (781) 863-5829

To: Dr. Paul B. Ash
Members of the Lexington School Committee

From: Carol A. Pilarski

Re: Standards-Based Report Card: Status Report Year 1

Date: June 11, 2013

As you know, the Lexington Public Schools proudly introduced the pilot implementation of the district's newly created Standards-Based Report Card (SBRC) for students in grades K-5 during the 2012 - 2013 academic year. As we are near completing the first year of full implementation of this new reporting tool, Louise Lipsitz and I would like to share with you a status report.

First of all, it should be duly noted that the standards-based report card committee, along with our K-5 principals, the entire elementary staff, the district's Data-Base team, the integration technology specialists and technology trainers demonstrated extraordinary team work as we collectively embarked upon this challenging effort. Anything that requires such a dramatic shift in culture necessitates the kind of collective thinking, planning, and follow-through that was exhibited by this team. This collaborative group worked diligently and tirelessly over the course of this past year to ensure a successful roll-out of the new report card for all constituencies: teachers, students, parents/guardians.

As you will recall, the newly adopted report card was designed in order to more effectively communicate the status of student progress in meeting appropriate grade level, year-end goals. This new reporting instrument specifically outlines those standards that should be met by each student, at each grade level, in all academic areas, including pro-social behaviors. As promised at the onset of this project, we have been consistently evaluating the status of the implementation with the entire elementary team of teachers and principals. We are happy to report that considering that the Standards-Based Report Card represents a significant change from the previous report card, our staff has overwhelmingly agreed that the experience itself, as well as the intended outcomes, though challenging, have been most positive and successful.

Clearly, as with any new initiative, there have been suggestions for improvement and slight modifications. At the end of April, our K-5 staff was surveyed and they provided us with information that will guide our summer work and the district's professional learning plan for next year, in an effort to further advance and support this important initiative. In this report, we intend to share some of the highlights, challenges, and intended next steps, as we move into our second year of implementation.

1. HIGHLIGHTS:

- Three years of careful and thoughtful planning before the implementation led to an ability to draw on the ideas and innovative thinking of multiple constituencies, while also giving us the opportunity to incorporate the Common Core standards and other state curricular updates into our work.
- Teachers report they are happy to have replaced the previous decade-old report card as they concur that the new report card more accurately reflects what is being taught and expected in terms of both content and expectations for learning outcomes . . . what is it we want all students to know and be able to do.
- The professional learning schedule that accompanied the implementation plan was greatly appreciated by teachers both by grade-level and building based opportunities. Teachers agreed that the “roll-out” plan for this project was thoughtfully done, providing ample time during the school day to work in teams.
- Collaboration and increased clarity have been the key outcomes. PLCs have developed an even more powerful focus on both student work and clarification of learning goals.
- A number of teachers took on leadership roles as updates to curriculum, revised expectations for student learning, and clarification and alignment of student standards evolved over the course of the research and implementation process.
- Teachers led workshops for peers in curriculum alignment, collaborative analysis of student work, identification of teaching points and strategies.
- The SBRC has kept teachers, parents, and students focused on the desired outcomes for year end learning goals. The new SBRC led teachers to reflect upon their practice in unprecedented ways with an incredibly strong focus on both student work and curricular goals throughout the year, leading in many cases to a movement from ‘my students’ to ‘our students’ at various grade level meetings throughout the schools. Teachers are engaged in a sense of mutual ownership and responsibility of programmatic expectations and student learning.
- Elementary teacher participation in professional learning courses increased as many of our after-school offerings were purposely centered on aspects directly related to the SBRC – “Allies, Achievers, and Risk-takers” for ProSocial work; “The Standards for Mathematical Practice” for the new math practice standards; “Lesson Study” for developing innovative lesson plans that reflect group analysis of methodology and student output; “Jumpstart Your Reading Workshop” for working on implementing and assessing within the workshop model; “The Teachers College Summer Writing Institute” for incorporating the updated Literacy standards into our LPS curriculum goals.
- Teachers have worked much more in teams to create common assessments and to look at student work collaboratively across grade level classrooms to help increase and ensure common understandings of learning goals and outcomes.
- Much of this curricular and instructional work led to further expansion of Atlas Rubicon (the district’s curriculum mapping tool), as both a resource and a repository for longitudinal planning and lesson planning.
- The LPS SBRC Teacher Implementation Guides for each grade level and course were designed with clarity and utility. Teachers expressed gratitude for the information. These guides were often seen at PLC meetings as teachers contributed additional materials and information from their own practices.

- The SBRC has given a greater and deeper focus in conversations at Parent/Teacher conferences.
- At some schools, teachers began creating templates for keeping track of student progress against the standards, and then stored the template models in staff room binders so that others could use and adapt them across grade levels.
- Curriculum is more closely aligned and articulated as a result of grade level teacher discussions around the SBRC – both horizontally and vertically.
- The conversion to entering grades electronically in X2/Aspen is preferred to the paper/pencil task.

2. CHALLENGES:

- The process of completing the new report card has been time consuming, particularly in this first year, as teachers were learning both the standards and the technology. The challenges of learning a new system of grading, a new series of performance indicators, new curriculum (in some cases), new technology, and new forms of communicating information with parents created some significant challenges for our elementary staff – and they responded with creative and innovative ways to measure student progress over time, passionate discussions about student work, curiosity about their day-to-day practice, enthusiasm for the opportunity to collaborate and innovate with peers (both within their schools and across the district), and a feeling that they were finally able to present to parents a reporting instrument that more accurately and more specifically reflected the curricula being implemented and their students' progress towards mastery within those curricula.
- While it was challenging to get the teachers who were not on the SBRC Committee up to speed on the research, the necessity for the change, and the changes in content, curriculum, and grading protocols. Having said that, the faculty responded with keen interest, appreciation for the work that had been completed thus far, and an almost palpable 'growth mindset' that this new way of doing things was going to be far superior to the previous way of doing things.
- Teachers needed time (which was carefully allocated in our planning, although it could always be more...) – to plan new lessons and units to reflect the standards, time to create assessments that would measure student progress with clarity and purpose, time to question, time to reflect, time to share. While we provided plenty of time in the fall, and required less time in the spring, teachers still will need time built into the school calendar to refine the work (whether in PLCs or during scheduled PD days or Principal Days).
- The technology is fairly stable, but it needs some 'human factor engineering' work – e.g., the ability to see first term report card grades beside the entry spaces for second term report card grades. This work is being pursued by our Data Base office who works with X2 in managing technical programming issues.
- While teachers have done an exemplary job with both the adoption of the standards and their work to implement them across their curricula, they will still need time to process the changes and reflect upon their practice in order to get the most out of the new work.

- It will also be important to provide structured, consistent opportunities during PL times for teachers to collaborate across the district on SBRC implementation, particularly as the faculty has indicated that these times have been very helpful for them as they refine and re-imagine curriculum.
- We still need to create authentic, realistic, pragmatic links between general education and special education with regard to drawing upon the talents of both groups in order to most accurately address student learning needs in terms of the SBRC.

3. NEXT STEPS:

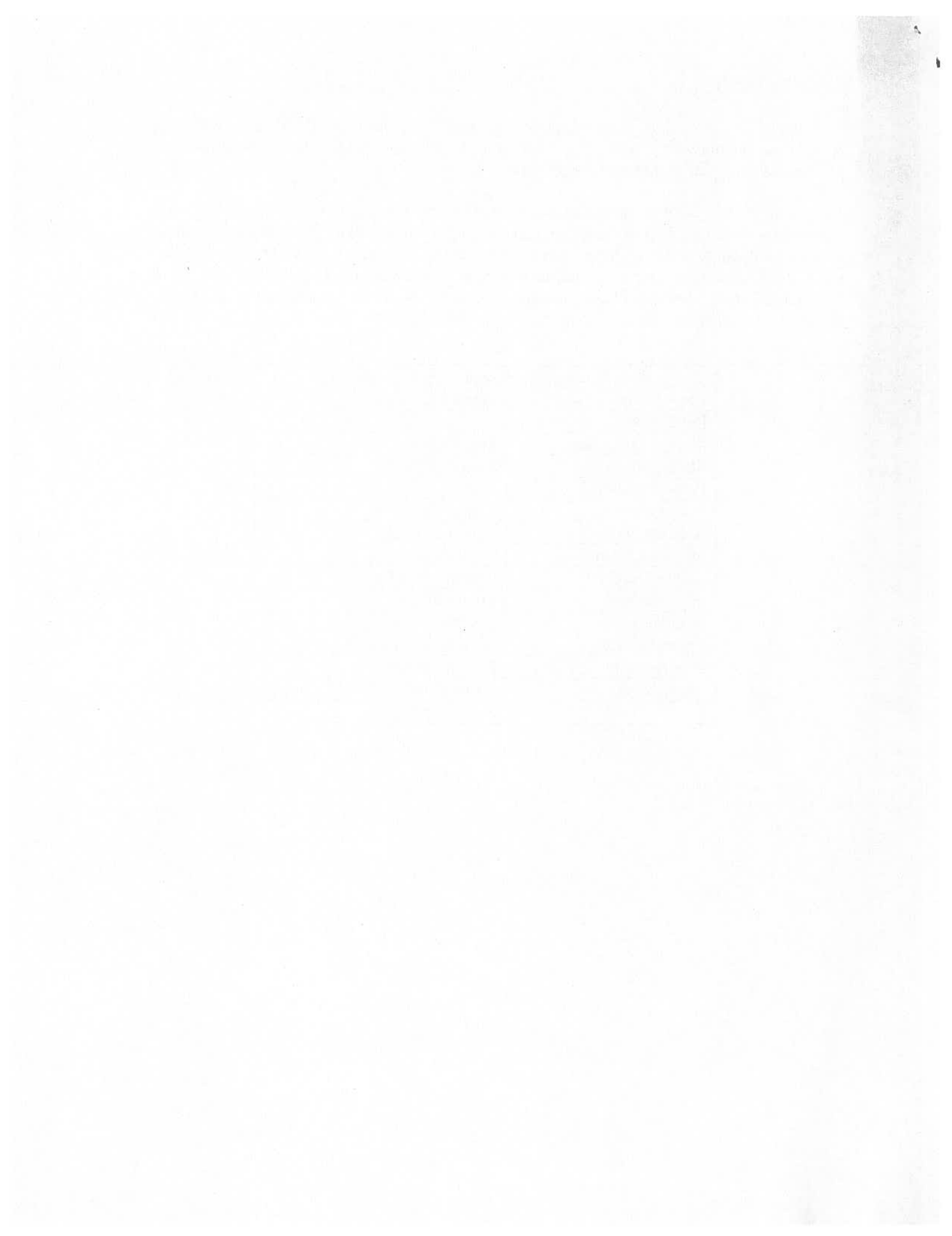
- Offer increased professional learning and time for developing rubrics aimed at increased inter-rater reliability.
- Continue to have informational forums for parents – either through Principal Coffees, PTA meetings, or through other venues to further the understanding of the SBRC and the performance indicators.
- Design PL centered on getting the most out of the technology we use for entering SBRC grades and information.
- Introduce the SBRC to new elementary teachers early in the year – perhaps as one of the first steps in the Mentoring/Coaching process – so that the standards (and student progress towards them) becomes the focus of lesson and unit planning right from the beginning.
- Introduce new teachers to the notion that the first SBRC in January should not have any really big surprises for parents; teachers should have expressed concerns with clarity during the fall conference and/or contacted parents if things had changed prior to the report card going home.
- Create a stronger connection with the middle schools so that they can see how the students will be coming to their schools with a very different set of understandings and skills than they may have had just a few short years ago – e.g., because of the new Standards for Mathematical Practice and the Contexts for Learning units, students now have greater perseverance, a higher tolerance for both ambiguity and differences in solutions, and an expectation that their work will be questioned and analyzed by peers and/or teachers, and that they, in turn, will need to explain their thinking.
- Plan to continue the work of the SBRC Committee – either in its current form or re-constituted – to ensure that the work is updated as the State Frameworks and Common Core Standards are adapted in the coming years, and that we continue to offer opportunities for feedback from teachers and parents.
- Plan to collect feedback from our parents and guardians via an on-line survey that is scheduled to be released on June 24, 2013 when the end-of-year report cards are distributed to students. A letter requesting parental input will be included in every child's report card envelope. (See attached DRAFT of the letter and the survey.)
- There will continue to be two sets of parent/teacher conferences. There has been a change, however, in dates for one week of the elementary fall conferences (please see the revised 2013 -2014 calendar attached to the end of this report). Elementary conferences will take place in the fall on October 31 and November.

4. CONCLUSION:

Co-chair of this committee, Louise Lipsitz, Principal of the Hastings School, and I will look forward to meeting with you on Tuesday, June 11 to present the highlights of this information and to answer any questions you might have.

I must express my gratitude and acknowledgement to the educators listed below for not only their expert work, but their unwavering, and untiring commitment to this project. They have worked hard, but together we have unanimously felt that our experience was satisfying and incredibly productive. . . we even had fun along the way! They have been an amazing group of professionals to work with! I have included their names below for your information. I am personally proud and indebted to them for all they have done.

Standards-Based Report Card Committee	
Carol Pilarski	Laura Lees
Louise Lipsitz	Jeff Leonard
Marie-Louise Bean	Lisa Maffei
Michele Carter	Kathy McCarthy
Patty Cascio	Karen McCarthy
Robyn Grant	Lynne Murray
Amanda Doyle	Katherine Pyskaty
Jen Dugan-Agne	Susan Sepe
Denise Dundon	Eamonn Sheehan
Iris Goldfarb	Ellen Silberman
Sean Hagan	Lauren Stebbins
Ryan Heeden	Leonard Swanton
Jane Hundley	Kirsten Sweet
James Kane	Karen Tripoli
	Mary Yardley



LEXINGTON PUBLIC SCHOOLS

2013 - 2014

SCHOOL CALENDAR

Approved 3/27/13 Revised 5/31/13

NOTE: All Thursdays are half-day dismissal at the Elementary Schools

B = Back to school night

C = Middle School (MS) and/or LHS Conferences; See specific month for ½ day or no school

E = Elem. Conferences, Students - ½ day

H = Holiday, Schools and Offices closed

P = Professional Development

AUGUST

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	T29	30

29 - Teachers Only
30 - Schools Closed, Offices Open

SEPTEMBER

M	T	W	T	F
H2	3	4	H5	6
9	10	11	P12	13
16	17	18	B19	20
23	24	B25	26	27
30				

2 - Holiday
3 - All K-5, All 6th grade, & All new students begin - ½ day
3 - Only Gr. 9 students - full day
4 - All Kindergarten students - ½ day
4 - All Students Gr. 1 - 12 - full day
5 - Holiday
6 - All Kindergarten students - ½ day
6 - All Students Gr. 1 - 12 - full day
12 - Prof. Dev.; Students - ½ day
19 - Back-to-School Night - Elementary Schools
25 - Back-to-School Night - Middle Schools

OCTOBER

M	T	W	T	F
	1	B2	3	4
7	8	9	10	11
H14	15	16	17	18
21	22	23	24	25
28	29	E30	E31	

2 - Back-to-School Night - LHS
14 - Holiday
30, 31 - Elem. Conf.; Students - ½ day

NOVEMBER

M	T	W	T	F
				1
4	5	E6	E7	8
H11	12	13	14	C15
18	19	20	P21	22
25	26	27	H28	H29

6, 7 - Elem. Conf.; Students - ½ day
11 - Holiday
15 - MS Conf.; Students - NO school
21 - All Day Professional Development Students - NO school
27 - Students & Staff - ½ day
28, 29 - Holidays

DECEMBER

M	T	W	T	F
2	3	4	5	C6
9	10	11	12	C13
16	17	18	19	20
23	24	H25	26	27
30	31			

6 - MS Conf.; - ½ day MS students ONLY
13 - MS Conf.; - ½ day MS students ONLY
23 - Schools Closed, Offices Open
24 - Schools Closed, Offices Open
25 - Holiday
26 to 31 - Schools Closed, Offices Open

JANUARY

M	T	W	T	F
		H1	C2	3
6	7	8	P9	10
13	14	15	16	17
H20	21	22	23	24
27	28	29	30	31

1 - Holiday
2 - LHS Conf.; Students - NO school LHS students ONLY
9 - Prof. Dev.; Students - ½ day
20 - Holiday

FEBRUARY

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
H17	18	19	20	21
24	25	26	27	28

12 - LHS Curriculum Night (snow date - Feb. 13th)
17 - Holiday
18 to 21 - Schools Closed, Offices Open

MARCH

M	T	W	T	F
3	4	5	6	7
10	11	12	P13	14
17	18	19	20	21
24	25	26	27	28
31				

13 - Prof. Dev.; Students - ½ day
20 - Kindergarten Orientation

APRIL

M	T	W	T	F
	1	E2	E3	4
7	8	E9	E10	11
14	15	16	17	H18
H21	22	23	24	25
28	29	30		

2, 3, 9, 10 - Elem. Conf.; Students - ½ day
18 - Holiday
21 - Holiday
22 to 25 - School Closed, Offices Open
29 - Clarke and Diamond Students ½ day for 5th grade orientation

MAY

M	T	W	T	F
			1	2
5	6	7	P8	9
12	13	14	15	16
19	20	21	22	23
H26	27	28	29	30

8 - Prof. Dev.; Students - ½ day
26 - Holiday

JUNE

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	F20
23	24	25	26	27
30				

8 - LHS Graduation
20 - Final day for students and teachers if no weather related cancellations; Students - ½ day
23 to 27 - Planned Make-up Days (if needed)

Secondary Term Closes

November 1
January 17
March 28

Elementary Term Closes

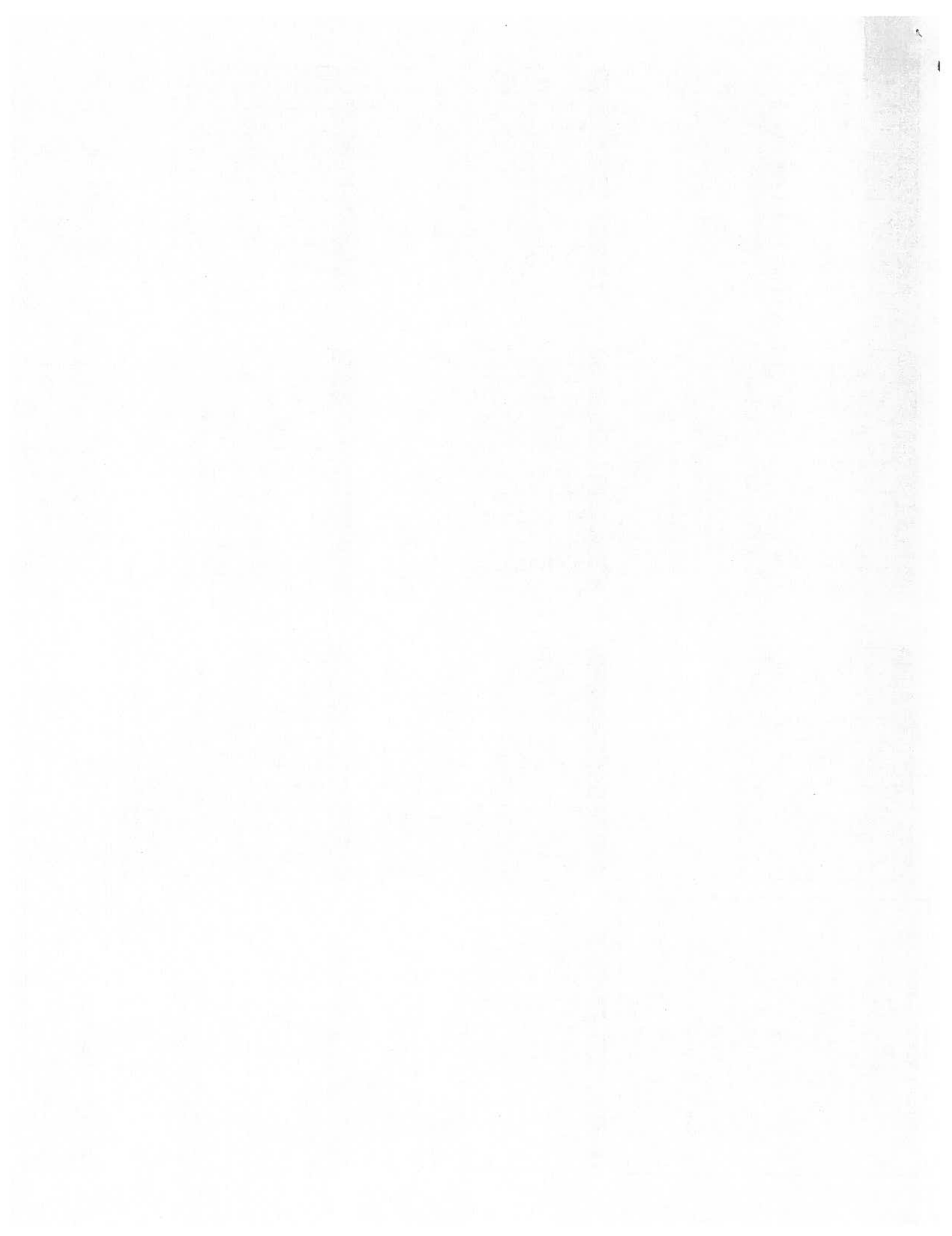
January 17

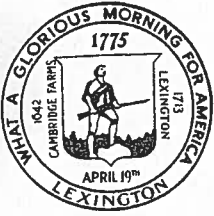
Full-Day Schedule

Grades K-5; 8:45 a.m. - 3:15 p.m.
Grades 6-8; 8:00 a.m. - 2:50 p.m.
Grades 9-12; 7:45 a.m. - 2:25 p.m.

Half-Day Dismissal

Elementary 12:15
Middle School 11:45
High School 11:15





Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

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

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June 24, 2013

Dear Parents and Guardians,

Here we are at the close of another school year! It is hard to believe that the time has gone by so quickly. My hope is that it has been a good year for you and your children.

As you know, during the 2012-13 school year, the Lexington Public Schools introduced and implemented the district's newly adopted Standards-Based Report Card for all students in grades K-5. This report card was designed to more accurately reflect and assess student performance against a specific and observable set of grade level skills and understandings. The Lexington Public Schools' learning standards reflect our district-based standards, and are in keeping with the requirements of the recently adopted Common Core standards and the Massachusetts State Frameworks.

May I also take this opportunity to remind you that a standards based system measures each student against the identified, concrete standard (*what students need to know and be able to do*), instead of measuring how the student performs compared to other students. This type of reporting instrument keeps teachers, parents, and students themselves focused on the desired outcomes for "year end" learning goals from the beginning of the school year.

In concluding this first year of implementation of our Standards-Based Report Card, we are seeking your feedback. To that end, we have designed a brief survey for parents/guardians. We ask that you complete the questions asked in our on-line survey **by July 15, 2013**. The results of this Parent/Guardian survey will be reviewed during the summer months by members of the Standards-Based Report Card Committee.

Please enter the following link into your internet browser in order to access the survey:

- If you have more than one child in our K-5 schools, you may complete the survey more than once.
- If you do not have internet access, please go to your child's school or to the LPS Central Administration Office located at 146 Maple Street to receive a hard copy of the survey for completion. You may return the completed survey to my office at the address listed above.

Thank you, in advance, for your support and valuable input in this matter.

Please accept my best wishes for an enjoyable and relaxing summer!

Sincerely,

CA Pilarski

Carol A. Pilarski

DRAFT - Parent Survey for SBRC

1. Identify your child's/children's school/s. Check all that apply

Bowman Bridge Estabrook Fiske Harrington Hastings

2. Identify your child's/children's grade level/s. Check all that apply.

K 1 2 3 4 5

3. The Standards Based Report Card effectively informed me of my child's performance in Personal Development, Classroom/Community Skills, and Approaches to Learning.

Strongly Agree Agree Disagree Strongly Disagree

Comments (please specify)

4. The Standards Based Report Card effectively informed me of my child's performance in Literacy.

Strongly Agree Agree Disagree Strongly Disagree

Comments (please specify)

5. The Standards Based Report Card effectively informed me of my child's performance in Mathematics.

Strongly Agree Agree Disagree Strongly Disagree

Comments (please specify)

6. The Standards Based Report Card effectively informed me of my child's performance in Social Studies.

Strongly Agree Agree Disagree Strongly Disagree

Comments (please specify)

DRAFT - Parent Survey for SBRC

7. The Standards Based Report Card effectively informed me of my child's performance in Science.

Strongly Agree

Agree

Disagree

Strongly Disagree

Comments (please specify)

8. The Standards Based Report Card effectively informed me of my child's performance in Physical Education.

Strongly Agree

Agree

Disagree

Strongly Disagree

Comments (please specify)

9. The Standards Based Report Card effectively informed me of my child's performance in Art.

Strongly Agree

Agree

Disagree

Strongly Disagree

10. The Standards Based Report Card effectively informed me of my child's performance in Music.

Strongly Agree

Agree

Disagree

Strongly Disagree

11. The following events or information helped me understand the new reporting system: Check all that may apply.

Parent/Guardian forums

On-line Video and links

Parent/Guardian brochure

Principal/Teacher
Newsletters

Parent/Teacher conferences

12. What additional support or information would you need in order to enhance your understanding of the Lexington Public Schools standard based report card?

Standards-Based Report Card - *Status Report*

Lexington Public Schools

June 11, 2013

presented by

Carol A. Pilarski

Louise Lipsitz

REVIEW of Project:

What is a standards-based report card?

- Measures observable end-of-year learning goals
- Measures individual progress towards those goals
- Does not assess progress in comparison to other students

HIGHLIGHTS

- Three years of planning led to thoughtful collaboration and innovative thinking
- Opportunity to incorporate Common Core standards and state curriculum updates
- Educators overwhelmingly were happy to have replaced the decade old report card
- The SBRC more accurately reflects what is being taught and expected in terms of learning outcomes
- Collaboration and increased clarity have been key outcomes

HIGHLIGHTS . . . *continued*

- Teachers led workshops in curriculum alignment, analysis and assessment of student work, teaching strategies
- Teachers are engaged in a sense of mutual ownership and responsibility of programmatic expectations and student learning
- Increased K-5 participation in P.L.
- Teachers have worked more in teams to create common assessments and to look collaboratively at student work
- Further expansion of Atlas Rubicon as a repository for curriculum resources

HIGHLIGHTS . . . *continued*

- Teacher *Implementation Guides* for each grade level and for each course were greatly appreciated
- The SBRC has provided greater depth and focus to parent/teacher conferences
- Teachers were appreciative of the opportunity to work with grade level colleagues across the district
- The conversion to entering grades electronically is preferred to the paper/pencil task

CHALLENGES

- Time consuming
- Technology/software
- Need for continuing time to spend on processing the changes
- Opportunities for more district-wide grade level meetings
- Need to create links between general and special education in response to the standards

NEXT STEPS

- Increased P.L. and time for developing rubrics to increase inter-rater reliability
- More informational forums for parents/guardians
- P.L. for new teachers both in the standards and the technology
- Continuing emphasis on communication so as to avoid any "surprises"
- Stronger connection with middle schools around the new understandings and skills
- Continued SBRC committee work

NEXT STEPS

- Online survey for parents/guardians
 - Letter of explanation to parents/guardians
 - Copy of survey
- Change in parent/teacher conference dates
- Change in end of Term 1 - January 17, 2014
- Continuing work by SBRC Committee in 2013-14
 - Study feedback from parent/guardian survey
 - Make refinements in standards for clarity

Appreciation & Gratitude

- Principals
 - Program Leaders
 - Teachers
 - All Staff
 - Community Members

QUESTIONS ??

To: All LEA Members and Administrators
From: Phyllis Neufeld and Dr. Paul Ash
Re: Update: Building Professional Relationships
Date: May 8, 2013

We are writing to you in order to update you on our collective efforts to build positive professional relationships this past year. This is an important topic to all of us and remains of paramount importance to our success as a district. We have highlighted below the major elements of our work this past year and have expanded on each topic in the remainder of this letter.

- Two days of leadership training to build professional relationships with consultant Cathy Lassiter - Central administration and building principals on August 7 and 8
- Two days of leadership training to build professional relationships with consultant Cathy Lassiter - LEA Executive Board and Representative Council training on Oct. 22 and 23
- Two days of combined leadership training with consultant Cathy Lassiter - Central office administration and building principals, and the LEA Executive Board and Representative Council on February 11 and March 18
- The establishment of written goals by principals and central office administrators targeted at building professional relationships
- The establishment of written LEA goals to build professional relationships
- Work by the Ad Hoc Committee to Build Professional Relationships

1. Two-day summer training with Cathy Lassiter: Central administration and building principals & two-day October training with Cathy Lassiter: LEA Executive Board and Representative Council

Last summer, the central administrative team along with all nine principals participated in a two-day training with the consultant Cathy Lassiter that focused on leadership skills ("The Reflective and Collaborative Leader"). The LEA leadership team, executive board and all representative council members participated in the same training with Cathy on October 22 and 23. During these trainings, the following topics were discussed:

- Building a foundation for collaboration and identifying groundwork needed in order to make that happen
- Examining and overcoming barriers to effective collaboration
- Linking mission and core values to building that collaborative culture.

Also discussed were matters related to the following:

- Personal accountability for each member of the team
- The "10 Dimensions of Effective Leadership" and a multidimensional leadership assessment
- Examination and review of the characteristic attributes of the reflective leader as we work together in the future

2. Combined Training

Carol Pilarski and Phyllis Neufeld jointly developed the agendas with Cathy Lassiter for the two days of combined training.

During the first day of this training we discussed the top three factors of trust for the Lexington Public Schools (as determined by the group):

1. Openly sharing information
2. Aligning thoughts, words and actions and
3. Avoiding blame.

We discussed the twelve factors of trust: the six to avoid and the six to promote, which are listed at the end of this letter. We also discussed some of the attributes of high performing teams: having trust, embracing appropriate conflict, being 'all-in', having strong internal accountability, and focusing on collective results.

On the second day of training, LEA members and administrators met in small groups to begin using the skills of high performing teams to work on a collective problem ñ implementing the new DESE supervision and evaluation system. Group members were asked to further define the DESE evaluation rubric. It was a very fruitful, exhausting day, but everyone left with a sense that we had accomplished much... both on the relationship side, as well as beginning a process that will need to be continued and expanded on the new supervision and evaluation system. The LEA ratification of the new DESE evaluation process is scheduled before the end of May.

3. Principal Goals

After the initial training with Cathy Lassiter, Dr. Ash asked each principal to create goals for their schools to build positive professional relationships with their faculty and staff. Action steps were identified for each goal. The plans were then discussed either in each school's leadership team or at a faculty meeting for input. These plans were presented to the School Committee.

4. LEA Goals

The LEA Executive Board also created a set of goals, asking for input from Representative Council. The final goals were shared with Representative Council, shared in each school, and shared with School Committee. The LEA will post the school goals and the LEA goals in the First Class folders.

5. Work of the Ad Hoc Committee to Build Professional Relationships

The Committee has met several times this year to monitor which goals have been accomplished in each school. On May 8, we agreed on the specifics of a climate survey and when the final survey will be distributed to staff/faculty. In order to gauge the current climate in the Lexington Public Schools, we will be administering an anonymous survey between May 20 and May 28 for all employees in the school district.

6. Next steps

- ✓ Climate Survey
 - Editing final version
 - Participation in survey
 - Analyzing the survey
 - Determination of next steps as result of survey
- ✓ Evaluation of School Goals
- ✓ Evaluation of LEA Goals
- ✓ Continuing the learning/relationships from the trainings with Cathy Lassiter
- ✓ Training of department heads, coordinators, assistant principals, deans, assistant coordinators by Cathy Lassiter on October 7 & 8, 2013
- ✓ Looking at possibility of "Difficult Conversations" training in more schools
- ✓ Continuing the relationship work between the Central administration/principals and the LEA leadership
- ✓ Continuing the work of the Committee to Build Professional Relationships in overseeing our progress
- ✓ Continuing the work of the Ad Hoc Supervision and Evaluation Committee

This past year, the LEA and school administration engaged in numerous activities to build our collective capacity to work together and increase mutual trust. While the work of improving relationships starts with learning skills, the goal is to create a professional culture that ensures respect for everyone, every day.

We invite your comments. The 12 factors of trust are below.

Building Trust on Teams

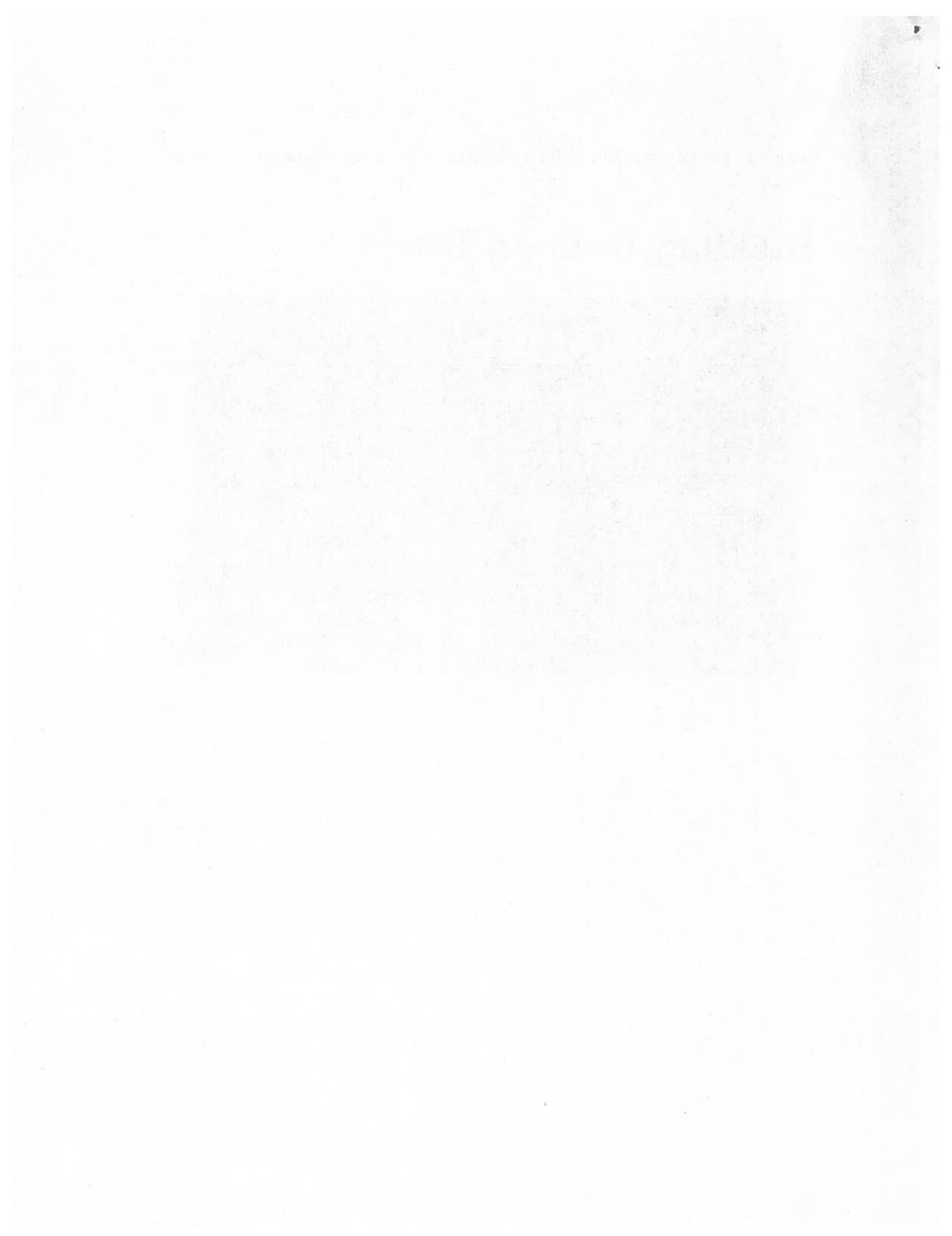
12 Factors of Trust

Avoid:

- Hidden agendas
- Internal competition
- Blame
- Selfishness
- Lip Service
- Defensiveness

Promote:

- Sharing information
- Supporting teammates
- Being predictable, dependable, accountable
- Aligning thoughts, words & actions
- Being Inclusive
- Sharing credit



PROFESSIONAL CLIMATE SURVEY

1. Select your home school.

Answer Options	Pre-K	Bowman	Bridge	Estabrook	Fiske	Harrington	Hastings	Clarke Middle	Diamond Middle	LHS	Central Office
	24	79	79	42	92	69	86	119	102	182	36

2. Please designate your role

Answer Options	Member - Unit A	Member - Unit C, D, Tech	Supervisor/ Evaluator	Other employees	Answered question	Skipped question
	568	204	57	78	907	6

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	127	392	197	112	46	33	907	6

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	42	156	337	213	109	52	909	4

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	174	322	155	112	54	87	904	9

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	122	402	205	89	42	45	905	8

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	103	415	198	93	43	55	907	6

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	246	424	167	44	25	2	908	5

9. Based on my experience there is a positive relationship between the Lexington Education Association and the district administration.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	42	298	276	116	33	142	907	6

PROFESSIONAL CLIMATE SURVEY

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	187	456	149	63	27	22	904	9

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	56	304	295	148	70	25	898	15

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	135	430	186	79	52	21	903	10

13. I trust the people who make department decisions that affect me.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	185	352	152	90	52	70	901	12

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	60	216	306	190	88	34	894	19

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	88	331	230	146	70	32	897	16

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	138	348	164	109	58	87	904	9

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	147	376	161	131	59	20	894	19

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	174	341	156	105	42	79	897	16

PROFESSIONAL CLIMATE SURVEY

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

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
217	434	146	63	12	36	908	5

20. The Human Resources Office responds to my needs.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
75	379	235	80	39	99	907	6

21. The Superintendent's Office responds to my needs.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
45	203	272	56	46	282	904	9

22. The Finance Office responds to my needs.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
58	312	215	45	18	257	905	8

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

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
105	307	219	31	11	233	906	7

24. The Student Services Office responds to my needs.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
30	194	230	45	21	383	903	10

25. The Lexington Education Association responds to my needs.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
54	334	237	54	24	203	906	7

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

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
196	441	114	57	18	79	905	8

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

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
148	446	163	55	12	78	902	11

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

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
202	430	150	68	13	38	901	12

PROFESSIONAL CLIMATE SURVEY

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	96	392	193	95	27	99	902	11

30. Employees in this school are empowered to help solve problems.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	112	449	169	86	35	41	892	21

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	58	256	281	138	44	116	893	20

32. Employees in my department are empowered to help solve problems.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	163	380	136	76	36	108	899	14

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	174	360	143	61	12	150	900	13

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	112	382	171	110	39	90	904	9

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	228	367	129	83	44	47	898	15

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	225	398	127	64	33	54	901	12

37. My department leader responds to challenges I face in my work.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	218	345	114	64	36	124	901	12

PROFESSIONAL CLIMATE SURVEY

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	127	394	188	41	24	130	904	9

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	200	430	160	58	33	20	901	12

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	228	394	132	96	45	9	904	9

41. Rules for student conduct are consistently enforced by administration.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	128	363	165	148	49	48	901	12

42. Rules for student conduct are consistently enforced by teaching staff.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	102	378	177	157	36	51	901	12

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	266	501	87	28	7	13	902	11

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	407	412	47	18	2	18	904	9

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	309	369	101	45	30	41	895	18

46. I feel appreciated by my department leader for the work I do.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	258	340	98	46	30	122	894	19

PROFESSIONAL CLIMATE SURVEY

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	80	318	250	66	29	159	902	11

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	66	237	289	132	69	104	897	16

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	198	441	145	62	28	21	895	18

50. I experience a spirit of teamwork and cooperation in my department.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	236	371	117	50	28	96	898	15

51. I experience a professional atmosphere at my school.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	237	503	88	39	10	20	897	16

52. I experience a professional atmosphere in my department.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	232	409	99	49	15	95	899	14

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

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	128	402	179	45	8	137	899	14

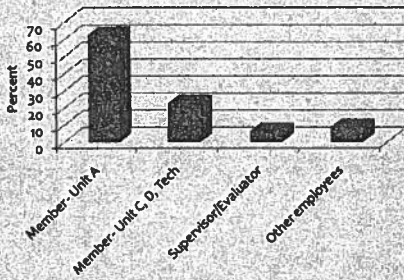
54. The professional climate has improved over the past year.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA / Don't Know	Answered question	Skipped question
	104	324	228	103	39	102	900	13

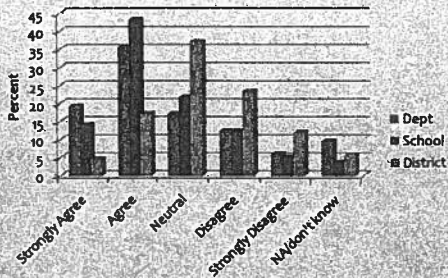
Climate Survey Results

Lexington School Committee Meeting
June 11, 2013
presented by
Dr. Paul B. Ash, Superintendent
Mrs. Phyllis Neufeld, LEA President

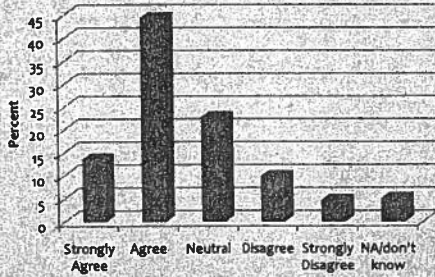
2. Please designate your role.



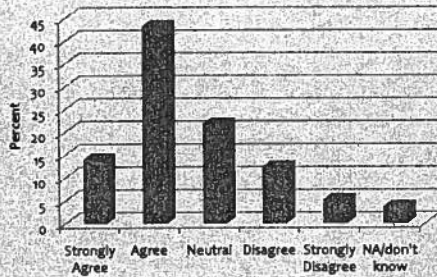
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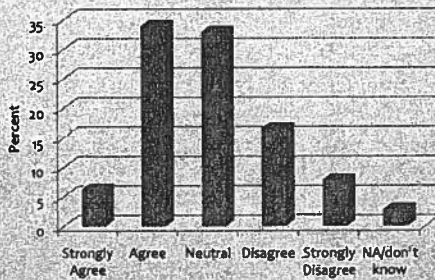
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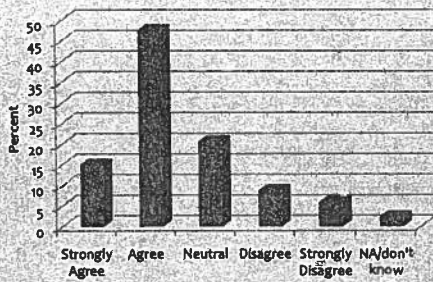
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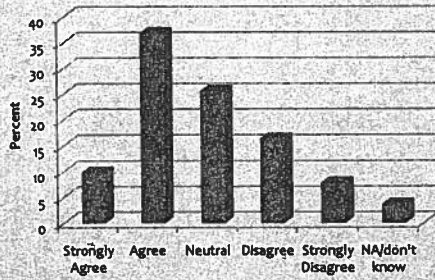
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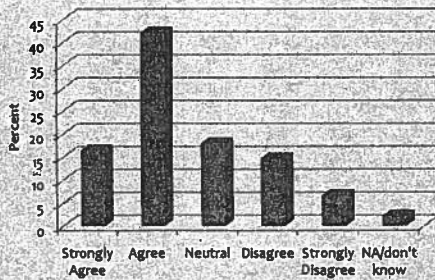
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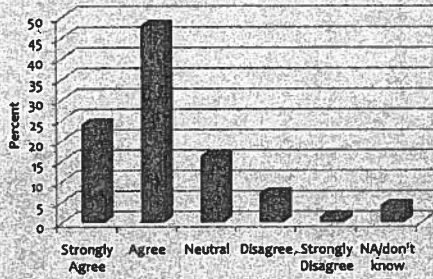
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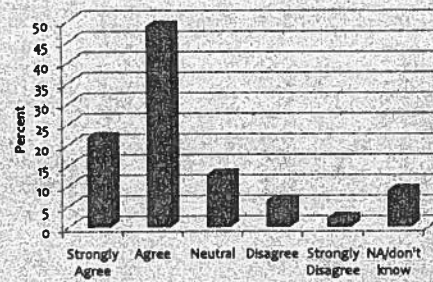
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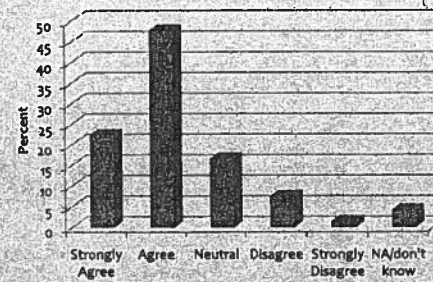
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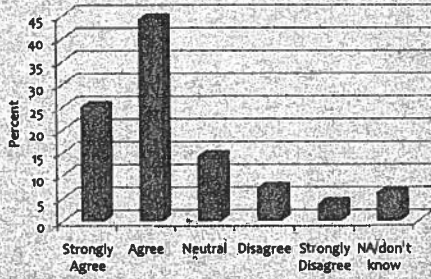
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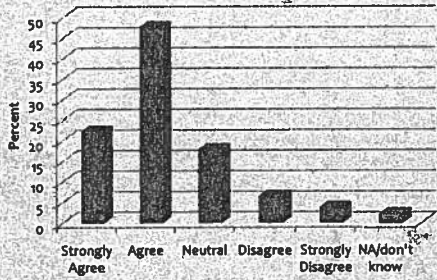
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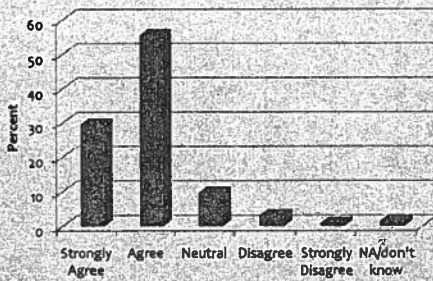
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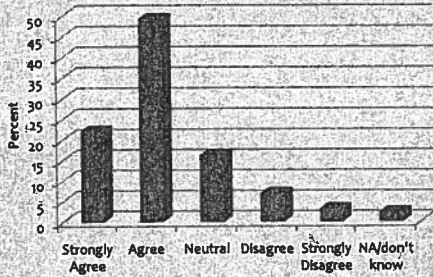
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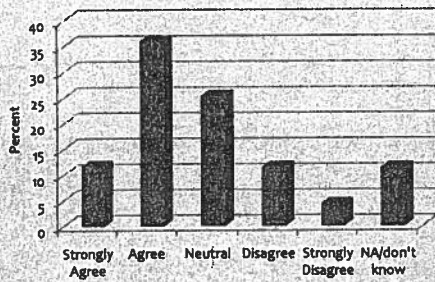
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