



# Lexington Public Schools

## *Office of the Superintendent of Schools*

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### MEMORANDUM

**To:** School Committee

**From:** Paul B. Ash, Ph.D.  
Superintendent of Schools

**Re:** Report on 2009-2010 System Goals

**Date:** June 8, 2010

I am very pleased to report that the faculty and administration made significant progress on all of the 2009-2010 system goals. Some of the major accomplishments this past year have included:

- Selected by the Massachusetts Department of Elementary and Secondary Education as the only K-12 school district that was designated as a school district with high achievement and high growth on the grade 3 through 10 mathematics MCAS examinations. In addition, all Lexington schools scored near the top of the state on the English Language Arts MCAS examinations;
- Completed K-12 curriculum reviews in three departments;
- Expanded the use of professional learning communities to improve the quality of teaching and learning;
- Provided a research-based professional development program to 211 teachers, instructional assistants, and administrators to improve the quality of teaching and learning;
- Enhanced the district's capacity to utilize technology both as an instructional and administrative tool;
- Received Town Meeting approval to develop bid documents for Bridge and Bowman renovation projects;
- Reduced special education transportation costs by \$400,000 through inter-district routing;
- Continued to lower energy consumption in all schools; and
- In collaboration with the Town Manager, negotiated a coalition agreement with all sixteen unions that will reduce the Town's cost for health insurance.

My sincerest thanks to everyone that helped us achieve our goals and improve learning for all students.

The following three core purposes represent the essential and enduring commitments of the Lexington school community:

*Academic excellence*

*Respectful and caring relationships*

*A culture of reflection, conversation, collaboration and commitment to continuous improvement*

As such, these three core purposes serve as the basis for the district's 2009-2010 System Goals.

1. **Ensure that the academic, social, and emotional needs of ALL students are identified and matched with appropriate and effective curriculum and instructional experiences.**

**Key Indicators:**

**A. Conduct Year 1 of the K-12 curriculum review process for the English Language Arts program.**

In order to provide high quality curriculum and instruction in each of our programs, curriculum must meet the highest national and state standards in content, concepts, and best pedagogical practices. Lexington has worked diligently and rigorously over the course of the past four years to conduct program reviews based on a three-year review cycle. To date, three curriculum committees have completed the three-year cycle: Mathematics, Physical Education/Wellness, and Science. The English Language Arts (ELA) review committee completed the first year of the review process and presented its report to the School Committee on May 25. The Year 1 program goals and accomplishments for this committee were:

- Assembled three vertical K-12 subcommittees: Standards, Research and Literature, Student Performance and Assessment, to answer essential questions.
- Identified the best practices and programs for English language arts instruction.
- Identified what students will know and be able to do at the end of each school year.
- Identified what is and is not working in the existing curriculum.
- Developed a survey given to ALL teachers K-12 and worked in grade spans to analyze survey results.
- Organized MCAS and other data trends by grade span.
- Developed a vision and mission for the curriculum.
- Learned to use the Atlas Rubicon Curriculum Mapping Tool, a web-based program adopted by the district to assist in the development of all curricula reviews. English language arts will be the first review committee to use Atlas Rubicon to develop an interactive and accessible curriculum.
- The entire committee read and discussed the research and standards that will influence the on-going work of the committee.

The ELA committee is scheduled to begin Year 2 of the process on two summer workshop dates: August 25 and 26, 2010.

## **B. Finalize the curriculum review process for Mathematics.**

The curriculum review process for Mathematics required an additional half-year in order to complete the details of the three-year review. In addition to the work completed at the end of Year 3 and reported to the School Committee on June 2, 2009, a *Scope and Sequence* for grades 6-8 has now been completed. A binder of resources and activities for each teacher for each course and level was developed to support the instruction of the curriculum. New textbooks for the 8<sup>th</sup> grade Algebra I program and the High School Level 1 pre-calculus and calculus courses have been reviewed and selected for purchase and implementation.

Some of the most important work completed this past year has been the creation of common assessments developed collaboratively by the mathematics faculty members of both middle schools to ensure that common priority standards are being addressed, taught, and learned by students in the same courses and levels across the district. The mathematics teachers from both Clarke and Diamond worked as a Professional Learning Community (PLC) to identify the essential ideas embedded in each course and in each unit of study. Similar work has also been done at the high school level to design summative assessments for each course. The high school work has been guided and influenced by the work of nationally renowned assessment experts Larry Ainsworth and Mike Wasta in keeping with the collaborative philosophy of PLCs that focuses teacher attention on student data and the appropriate instructional response to the data.

This past year, the district took steps to share student and program information with teachers in the next grade. For example, last year's K-5 end-of-year assessments for each grade yielded valuable data for teachers and mathematics specialists to provide appropriate services for students as we entered the 2009-2010 academic year. In order to encourage and promote common understandings of the 6<sup>th</sup> grade program of studies among the 5<sup>th</sup> grade faculty members in the six elementary schools, a joint meeting was held to share information about middle school programming and to provide clarity around matters of recommendations for course levels.

The key to continued success in the curricular development process is regularly scheduled conversation and discussion among all mathematics teachers, particularly at the critical transition junctures. Reports from 9<sup>th</sup> grade teachers on the performance of previous 8<sup>th</sup> graders will be sent to 8<sup>th</sup> grade teachers so that they may validate the appropriateness of their student course recommendations. The 5<sup>th</sup> grade end-of-year assessment results will be sent to each middle school so that 6<sup>th</sup> grade teachers will have more information at the beginning of the year regarding those skills mastered or in need of reinforcement for their entering 6<sup>th</sup> graders.

This past year, a strong focus has been placed on the need to use technology as an instructional tool to address the varied learning needs of students and to reinforce those skills that are required in a 21<sup>st</sup> century environment. Specifically, two new programs were added this year: FASTT Math, a program designed to increase students' automaticity skills in basic arithmetic facts (at the 3<sup>rd</sup> grade level for all students), and Fraction Nation, which was introduced as a pilot at the middle school to promote the understanding of fractions.

The district-wide adoption of *Atlas Rubicon*, a web-based program for curriculum articulation, promises to be a valuable tool for us as we move forward in placing all of our curriculum “on-line” for teachers to access and to be able to share implementation strategies and activities across grade levels. Certain “privileges” and access to this site will also be provided to parents, once the work of uploading and refining our information is complete. Further training is planned for this summer in the use of this program.

### **C. Complete Year 3 of the Science, Technology and Engineering Curriculum review.**

The science curriculum review process has been a successful endeavor with products and processes in place that will impact the program in future years. The science and engineering concepts and skills identified in the Lexington document are aligned with the Massachusetts Science and Technology/Engineering Framework at all grade levels. In several areas, Lexington standards have been developed that are more rigorous than state standards.

A summary of the work, by level, is described below:

#### **Elementary**

- a. Completed curriculum document (materials alignment, vocabulary, common assessments).
- b. Revised science section of K-5 report cards, to follow a standards-based reporting format.
- c. Fully implemented new units in grade 3, Water Cycle in Massachusetts; grade 4, Sun, Moon and Stars; and grade 5, Weather and Climate. Provide professional development, as necessary.
- d. Offered Science Notebooks workshops for all K-5 classroom teachers and literacy specialists.
- e. Provided a selection of technology/engineering design challenges for each grade level K-5, including “Engineering Is Elementary” units (at least 1 per year required).
- f. Included lessons on the application of technologies such as recycling and energy conservation.

#### **Middle School**

- a. Completed curriculum documents with accompanying activities associated with standards, the development of common assessments, the development of the climate change strand, and the design of activities for using the Vernier Probeware System.
- b. Evaluated and chose textbooks and student reference materials to support the curriculum.
- c. Collaborated with Review Team members to develop Technology/Engineering program. This involved identifying student objectives that will enable the achievement of state standards in technology/engineering.
- d. Continued to identify common vocabulary to coordinate with common assessments using the Classroom Performance System (personal response “clickers”).
- e. Offered workshops to ensure that all teachers are trained to use new equipment.

### High School

- a. Reformatted curriculum documents using NEASC work as a base, including the identification of essential vocabulary.
- b. Implemented new curriculum/labs using the Vernier Probeware System and collected data (student assessments) to compare student achievement before and after implementation.
- c. Collected and reviewed data about the impact of the new ecology unit in the Earth Science course.
- d. Offered professional development workshops for teachers to address ways to help and encourage struggling and underperforming students. Designed and implemented workshops to bring teachers of Level 2 classes together to discuss best practices.
- e. Reviewed the Massachusetts Technology/Engineering standards and identified the essential standards. Examined current LHS science courses for areas where these essential technology/engineering standards could be integrated into the current curriculum. (Rationale: There are five sets of science/engineering standards for high school. It is not feasible to teach full-year courses for all five. By adding some technology/engineering standards to the four comprehensive courses, Earth Science, Biology, Chemistry and Physics, all students will be exposed to the essential technology /engineering standards.)
- f. Identified opportunities for students to learn additional technology/engineering skills through after-school programs, electives, and courses taught in other departments.

### **D. Implement Year 3 of the Equity and Excellence Report.**

Three years ago, the district made a commitment of focus time and resources to address the significant academic gap between resident students and our METCO students from Boston. Over time, the mission of the Achievement Gap Task Force broadened to include ways we could provide excellence *with equity* for all students. During this past year, all nine schools focused on specific activities to identify struggling students, monitor student achievement, and provide intervention services as quickly as possible. Last October, the Equity and Excellence Committee presented its annual MCAS report that showed progress in closing the achievement gap in grade 10 mathematics, and grades 8 and 10 English Language Arts. In 2006, 56% of the Boston students scored proficient or advanced on the grade 10 mathematics exam. In 2009, 78% of the grade 10 Boston students scored at the proficient or advanced level. In 2006, grade 8 and grade 10 Boston students scored at the 65% and 74% proficiency level, respectively. Three years later, the percentage of students at the proficient or advanced level increased to 75% (grade 8) and 91% (grade 10).

There is much to laud, much to assess, much to learn, and a great distance still to go. Five major areas of focus this past year included:

1. **Program Development:** Curriculum Reviews, Units of Study in Writing, CARE, Words Their Way, FASTT Math, Literacy Book Groups, Executive Functioning, Mentoring, METCO Scholars, METCO Seminars, and Zeroes Aren't Possible (ZAP), to name a few
2. **Data-Driven Instruction:** Developmental Reading Assessment (DRA), AIMSweb Literacy Probes, Common Formative and Summative Assessments, Tiered Intervention Systems, Content / Grade-Level Professional Learning Communities, and Rubrics, to name a few

3. **Intervention:** Intervention Block Scheduling, Leveled Literacy Intervention System, RTI (Response to Intervention), Three-Tiered Mathematics Intervention System, Intervention RAVE-O, Re-Grouping Math Stations, Culturally Relevant Instruction, and Freshmen Academic Club, to name a few
4. **Extended Learning:** MELP (METCO Extended Learning Program), MASC (METCO After School Club), Math Path, and After School Homework Clubs, to name a few
5. **Professional Development:** Spring Professional Development Courses (funded with federal stimulus dollars), Multiple Assessments Training, EDCO, PLC Development, RTI Study Groups, Multi-School PD Meetings, Common Assessment Conferences and Training, Data Team Development, and Harvard's Achievement Gap Initiative, to name a few

**E. Develop a K-5 report card that more accurately communicates student achievement and progress.**

A committee of twenty-nine teachers, administrators, and program leaders representing all curricular areas and all K-5 grade levels, including special education and ELL teachers, began work in September to develop a K-5 report card that will more accurately communicate student achievement and progress. The first several meetings focused on recent standards-based research, in order to develop a common understanding of what is meant by a *standards-based* approach to assessment. Multiple samples of other districts' reporting tools were collected, shared, and reviewed. In addition to the goal of identifying the power standards related to each curriculum area, it was equally essential that we agree on those standards related to student work habits, personal development, and classroom/community skills.

This summer, work is scheduled to refine and prepare this draft document for distribution and review to all K-5 teachers and specialists in September. Next year, the report card committee will develop rubrics that will be used to assess each identified skill. A clear understanding of the meaning of the rubrics is essential to ensure inter-rater reliability. The Director of Educational Technology is currently exploring the role of X2 in the final implementation of the report card so that all information regarding student performance can be entered electronically by teachers via a series of drop-down menus designed to fit the needs of each grade level. A plan will be developed to educate teachers and parents on the new report card once it is ready for pilot implementation.

**F. Expand the district's capacity to use data to assess programs and student work.**

In order to further increase student performance, we continued to expand the district's capacity to use data to assess student work. At the high school, consultant Mike Wasta worked with PLC teams to develop meaningful formative and summative assessments. Teams at the middle schools met regularly to create common assessments and begin to analyze the student data that was collected. PLC teams at the elementary schools focused on assessing student work in math and/or ELA.

Other initiatives to use data included:

- Data Warehousing – Elementary principals, elementary curriculum leaders, and selected high school and middle school educators were trained to use the state’s Data Warehouse to access and analyze MCAS data. These educators provided MCAS data to teachers in their respective schools, to the ELA Curriculum Review Committee, and to METCO Extended Learning teachers.
- AIMSweb progress monitoring system – In order to monitor reading fluency and to provide data for determining reading intervention strategies, AIMSweb tests were incorporated for all K-2 students (and Grades 3-5 at Bowman).
- FASTT Math and InspireData – Math specialists and Grade 3 teachers (Grade 4 at Fiske) were trained to understand the student data on math automaticity being provided by the FASTT Math software. In addition all elementary math specialists as well as selected elementary teachers were trained on using InspireData (a visual database analysis tool) to analyze formative math test data.

### **G. Expand opportunities to improve student social and emotional supports.**

The Guidance Department formed a K-12 committee whose goal was to align the LPS guidance program with national guidance standards and Massachusetts guidance standards, with a particular focus on expanding opportunities to improve student social and emotional supports and resiliency.

For our purposes, resiliency was defined as experiencing and managing difficult situations by utilizing effective coping skills while maintaining emotional and physical health.

The K-12 Guidance Department is researching the possibility of developing a program focused on *Teaching Resiliency to Promote Academic Success*. Guidance counselors worked with classroom teachers, implemented classroom interventions and activities, formed counseling groups, and worked with individual students in the area of resiliency. Skill development was also provided in the areas of conflict management, coping strategies, stress management, and positive peer relationships. The guidance department is currently gathering data from different sources to identify student, parent, and faculty concerns, and to develop a more formalized program based on student needs. A comprehensive teacher survey was developed and administered. Teachers were asked to assess the following:

- Healthy and unhealthy student coping strategies
- Student stress “triggers”
- How stress manifests itself in students
- The degree to which managing stress is a significant student issue

In late June, counselors will analyze the teacher survey data, finalize corresponding student and parent surveys, and establish a time table for their administration. Counselors will then incorporate their findings into future work implementing responsive as well as preventive school-based interventions.

A second district-wide guidance committee worked on the development of a pilot Response to Intervention (RTI) system to identify, respond, and monitor students with

emotional/behavioral needs. The pilot is scheduled to be implemented at the Bridge School during the 2010-2011 school year. After examining numerous screening and assessment tools, the committee chose a screening tool, the BASC-2 Behavioral and Emotional Screening System, which will be used to help identify students at risk. In addition, the eCove data collection system will be used as part of the screening process. The 3<sup>rd</sup> grade students at Bridge have been selected as the target grade for this pilot. The Bridge School also created the Behavior Assistance Committee made up of counselors and teachers who will review the results of the screening and then recommend intervention strategies to be implemented for those students identified. This year, the Behavior Assistance Team (BAT) began developing intervention strategies for each tier. The committee also researched progress monitoring tools to assess the effectiveness of the intervention strategies. The BAT met on a regular basis and recommended intervention strategies for specific students referred to the team, even though the formal screening process was not in place. This screening process is slated to begin in September 2010. While the Bridge School has been selected for the pilot, other schools across the district, including both middle schools, have volunteered to participate in implementing this RTI system.

During the 2009-2010 school year, various high school departments examined the population of students served in the Multidisciplinary Support Team (MST) program and the population of students who have been hospitalized for emotional crisis. The level of academic and social/emotional support provided for students hospitalized is not adequate. Given the needs of these students and the difficulties transitioning back to school, the LHS guidance and special education staff, in collaboration with administration, developed the Alpha Program that will support students who have been hospitalized for an emotional crisis. During the 2010-2011 school year, the Alpha program will consist of academic support, social emotional support and case management for general education students who experience psychiatric hospitalizations. While the MST will continue to provide support in the academic and psychosocial domains, it is a special education program and services only those students on an individualized education program (IEP). The Alpha Program is needed to support students in general education. By restructuring services and reassigning existing staff, a .8 FTE social worker will be hired to provide services to general education students upon returning from hospitalization. Academic tutoring and case-management will be provided to students. The Alpha Program will assist students in the transition back to school and provide families with community resource assistance. The Alpha program can also serve to be a hospital diversion program in the future, providing support to help stabilize students with the hopes of preventing hospitalization.

Members of the Lexington Public Schools staff and administration will be attending a conference on the new anti-bullying legislation on June 23, 2010. Additional planning and program development will take place once regulatory requirements are known.

- 2. Ensure that the faculty and staff are of high quality and are enabled and supported to perform at the highest professional level.**

**Key Indicators:**

- A. Support teacher professional development that increases learning and student achievement.**

The joint LEA/LPS Administration Professional Development Committee was organized in June 2009 for the purpose of recommending the most effective ways to create job embedded, capacity building, professional development, utilizing stimulus funds, to support the long-term educational goals of the school system. The committee was charged with “Identifying the short- and long-term ways in which, together, we can create a self-sustaining, job-embedded professional development program that supports the ongoing needs of teachers and students.”

The seventeen members of the K-12 Professional Development Committee began their work by reviewing the current abstracts, articles, and literature on establishing high quality, effective professional development. The committee reviewed the National Staff Development Council’s recommendations for staff development and published standards, the Lexington Public Schools’ system-wide goals and individual school improvement plans, and the system-wide curriculum review and Equity and Excellence reports on the LPS website.

The committee identified key principles for effective professional development; drafted a Vision Statement for LPS Professional Development, including Principles for Effective Professional Development; and drafted Standards and Indicators for the LPS Professional Development Program. Within the context of the established vision, principles, and standards, the committee focused its energies on developing workshops and course offerings, directly aligned with the systemwide goals and efforts to close the achievement gap and provide equity and excellence for all students.

The committee obtained feedback from all stakeholders through a series of focus interviews and an online Professional Development Survey (430 respondents). The results, key findings, and recommendations from the survey and interviews were communicated to all stakeholders. Based on this information, the committee recommended the courses and workshops for the spring 2010 pilot. Six courses/workshops were offered in the area of curriculum and instruction, and eleven workshops were offered in technology. Two hundred thirteen staff members participated in these courses, representing all nine schools and the Central Office. The committee has recommended a series of courses for the summer, and is in the process of conducting an evaluation of the spring pilot.

## **B. Enhance the district’s capacity to utilize technology both as an instructional and administrative tool.**

The district implemented staffing changes to improve technology support and delivery of services immediately. In the summer of 2009, an Elementary Technology Specialist, an Assistive Technology Specialist, and a Field Technician were hired. A budget for FY11 was developed that called for additional staffing positions – three Instructional Technology Specialists and three Technology Maintenance Associates.

A significant amount of technology hardware was purchased and deployed (approximately 600 computers, 40 printers, and 50 projection systems). Of emphasis in this purchase was wireless hardware in all schools in order that classrooms and meeting areas become areas where students and teachers use technology in a more seamless manner. In addition, a consultant was hired to provide long-term capital budget recommendations for the renovation of all of our buildings to incorporate wireless technology and interactive

whiteboards (or tables) for every classroom. The district was able to improve internet access by securing increased bandwidth for internet use and by the deployment of a content filter.

Promising classroom instructional practices for using technology were instituted in all schools. These practices included FASTT Math for Grade 3 students, reading fluency technology for selected struggling readers, the use of science probes, employment of laptops in special and regular education to promote writing across the curriculum, document readers and projection systems to better visualize classroom instruction, and the on-line incorporation of wikis, blogs, and online discussions to support student writing, student reading, and student curriculum understanding. Professional development opportunities for classroom technology integration were provided through both a coaching model and through formal workshops.

Communication between teachers and parents was encouraged through the creation of teacher web pages. Currently every middle school team and most special teachers not on the teams at the middle schools are maintaining their own web sites. In addition, individual high school and elementary teachers are maintaining their own web sites. An on-line curriculum-mapping tool by Atlas Rubicon Inc. was introduced for use by our different curriculum review teams to produce fluid curriculum documents and resource materials for teachers.

### **C. Foster a more diverse workforce in keeping with Lexington's goal to embrace diversity.**

This past year we continued our efforts to increase the diversity of our workforce by seeking new opportunities in the areas of teacher recruitment and development. Although we continue to attend local and regional diversity job fairs, these fairs have not resulted in our hiring minority candidates. This is largely due to the fact that there are very few minority applicants in the "pipe-line." Working with Lexington's Diversity Task Force, Brookline and Andover, and a New York State based organization named *Today's Students Tomorrow's Teachers*, we decided to seek funding through a Federal Innovation Grant to start a "grow your own" program in the 2011-2012 school year. The purpose of this program will be to establish a small cohort of students of color who, with academic support, mentoring, and college tuition assistance, may someday go on to be teachers of color working in the Lexington Public Schools.

The Diversity Task Force has been instrumental in providing support for this initiative. Task force members attended a regional diversity summit at Regis College to learn about this program from the founder and CEO of *Today's Students Tomorrow's Teachers*, Dr. Bettye Perkins. The task force will also continue its efforts to promote diversity within the community by sponsoring various activities in connection with the town-wide celebration of the Martin Luther King Day in January 2011.

Finally, William Cole, Dean at Lexington High School, was recognized at Town Meeting as the recipient of Lexington's annual Diversity Award for his work with the METCO Scholars program.

### **3. Obtain and manage the resources that maintain and improve the quality of the educational program and physical condition of our schools.**

**Key Indicators:****A. Continue to implement cost-savings opportunities throughout the school system while maintaining high quality services.**

**Transportation** – In the spring of FY 08, Lexington Public Schools began discussing collaboration with Arlington, Burlington, Waltham, and Watertown to combine routes so that students who attend the same school could share one vehicle. In FY 09 the five districts combined twenty routes with approximately 100 students sharing rides and saved the town \$186,000. During FY 09, business managers, student services directors, and transportation coordinators met monthly to discuss expansion of the pilot program. For FY 10, the LABBB/EDCO Transportation Network was expanded with the addition of Belmont Public Schools. I am pleased to report that the Transportation Network included 96 programs and 375 students. Lexington and Belmont included all in-district students in the bidding process for more competitive prices.

- FY 08 Actual — \$1,035,236 (old model)
- FY 09 Actual — \$849,070 (pilot)
- FY 09 Savings — **\$186,166** (returned to town)
- FY 10 savings from budgeted amount is \$397,000 (as of the 3<sup>rd</sup> quarter)

**Facilities** – The Department of Public Facilities (DPF) continued to prioritize cost savings opportunities while maintaining high quality service. The DPF implemented a Kronos Work Force Central Time and Attendance System that records custodian attendance in real time at each school. The DPF also collaborated with the SEIU on a new systemwide custodian position that can be deployed at any school without prior notice. The combination of these two improvements enables DPF to assign system wide custodians daily to replace absences and to reduce overtime. The FY 2011 overtime budget was reduced by \$15,100 (8.6%) due to these changes.

The Department also continues to implement improvements on utility efficiencies. The FY 2010 school utility budget is currently forecast to end the year at \$252,000 favorable. The FY 2011 utility budget is reduced \$281,000 by incorporating savings from the Clarke and LHS energy efficiency projects, Estabrook natural gas conversion, reduction of phone lines at LHS, water and sewer reductions, and implementation of grant funding to replace the Central Administration oil fired boilers with high efficiency natural gas boilers.

**B. Develop a ten-year facilities master plan.**

The Ad Hoc Facilities Committee (AHFC), the Superintendent, and the Public Facilities Department met throughout the summer reviewing the Design Partnership of Cambridge PreK-12 Master Plan. The AHFC report to the School Committee agreed with the conclusions of the Master Plan that LHS is overcrowded and should be pursued for MSBA funding, Estabrook should be replaced, Bridge and Bowman should be renovated and Hastings will need replacement or renovation. From this report, the Superintendent and DPF proposed a 10 year Capital Plan. The plan minimum budget of \$72.6M addresses the deferred maintenance of the four schools, replaces Estabrook, and includes \$12.1M to address the ongoing needs of the district. An additional \$33.2M may be required if the MSBA supports the Statement of Interest (SOI) to address overcrowding at LHS. Also, if the decision is made to replace Hastings, this is projected to add an additional \$18.9M of spending.

The first phase of the ten-year plan has been initiated. In October the Superintendent submitted an SOI to the Mass School Board Authority requesting project support due to overcrowding at LHS and in April Town Meeting appropriated \$750,000 for design of the Bridge and Bowman renovations that will extend the useful lives of the two schools 20 years.

### **C. Negotiate six labor contracts.**

At the time of writing, tentative agreement has been reached between the Town of Lexington and all 16 unions town-wide regarding the settlement of a two-year Public Employee Coalition (PEC) agreement. The PEC agreement will be brought for ratification by all unions by mid-June 2010.

At this time, the Lexington Public Schools has further reached tentative agreement with all LEA bargaining units (Unit A, Unit C, and Technology Unit) with respect to a three (3) year wage settlement. Tentative agreements have also been reached on contract language with Unit A and Unit C. Although we are still in contract negotiations with the Association of Lexington Administrators (ALA) and the Lexington Educational Secretaries Association (LESA), we anticipate both wages and contract language on or before June 30, 2010.

Lastly, since the collective bargaining agreement between SEIU Local 888 (custodians and maintenance workers) and the School Committee does not expire until June 30, 2010, the parties have not been actively engaged in negotiations at the table. We anticipate that the parties will reach a wage agreement prior to June 30, 2010, and that they will continue to negotiate language items.

### **D. Continue to improve the safety programs in all schools.**

The district has taken the following measures to improve safety in all schools:

1. The REMS Advisory Committee has met monthly to oversee the implementation of the REMS grant. The Advisory Committee includes Town representatives of the Health Department, Town Manager's Office, Police, Fire, and Youth Services. In addition, three parents serve on the committee. The first year report for the grant is due in July and the report will conclude that the implementation is on schedule to achieve sustainable Emergency Management Plans for each school with trained staff, appropriate communication to students, and instructions to parents on emergency responses. In addition, staff has been trained to implement annual School Vulnerability Assessments which will help drive continuous improvement for school safety. Practice on the Emergency Management Plans is scheduled for August 23, 2010. The district is in mid-cycle of the implementation plan. An advisory Committee is established with three parent representatives.
2. The Assistant Superintendent for Finance and Business, in coordination with the school department's Lead Nurse and the Lexington Director of Public Health coordinated a school-based response for H1N1 Influenza, the recent Boil Water Order, and PCBs in our pre-1978 constructed schools.
3. The Superintendent utilized the voice component of the emergency notification system to announce snow days and two of our town-wide health events. The Assistant Superintendent for Finance and Business utilized the email function of the emergency notification system during two of our events this year.