School Committee Meeting

April 29, 2015
7:00 pm

Town Hall
Selectmen's Meeting Room

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING
AGENDA
April 29, 2015 7:00pm
Town Hall—Selectmen's Meeting Room
Revised 4/28/15

Items	Suggested time allotments

I.	Public Participation	7:00 – 7:10
II.	Chairperson's Report & Members' Reports	
III.	Superintendent's Report	
IV.	Time Scheduled Appointments	
	A. Student presentation: SHS Robotics Team	7:10 – 7:25
	B. School Safety & Security: Report	7:25 – 7:50
V.	Curriculum	
VI.	Policy	
VII.	Budget	
	A. Fiscal Year 2016 Budget: Discussion & Vote (if necessary)	7:50 – 8:00
	B. Fiscal Year 2015 Budget Update	8:00 – 8:10
VIII.	Old Business	
IX.	New Business	
	A. Superintendent's Performance Evaluation: Vote	8:10 – 8:35
X.	Approval of Minutes	8:35 – 8:40
XI.	Executive Session	8:40 – 9:15
	A. Potential discussion of collective bargaining negotiations with cafeteria workers association and/or paraprofessionals association	
XII.	Adjournment	9:15

Next regularly scheduled meeting: May 6, 2015 7:00pm

ITEM NO: I.   **Public Participation**   MEETING DATE: 4/29/2015

SPECIFIC STATEMENT OR QUESTION:
Will the School Committee hear thoughts and ideas from the public regarding the operations and the programs of the school system?

BACKGROUND INFORMATION:
Copies of the policy and procedure for Public Participation are available to the public at each School Committee meeting.

ITEM NO: II.   **Chairperson's Report/Members' Reports**

SPECIFIC STATEMENT OR QUESTION:
Will the School Committee hear a report from Dr. B. Dale Magee, Chairperson of the School Committee and other members of the School Committee who may wish to comment on school affairs?

BACKGROUND INFORMATION:
This agenda item provides an opportunity for the Chairperson and members of the Shrewsbury School Committee to comment on school affairs that are of interest to the community.

STAFF AVAILABLE FOR PRESENTATION:
Dr. B. Dale Magee, Chairperson
Mr. Jason Palitsch, Vice Chairperson
Ms. Erin Canzano, Secretary
Ms. Sandra Fryc, Committee Member
Mr. John Samia, Committee Member

ITEM NO: III.   **Superintendent's Report**

SPECIFIC STATEMENT OR QUESTION:
Will the School Committee hear a report from Dr. Joseph M. Sawyer, Superintendent of Schools?

BACKGROUND INFORMATION:
This agenda item allows the Superintendent of the Shrewsbury Public Schools to comment informally on the programs and activities of the school system.

STAFF AVAILABLE FOR PRESENTATION:
Dr. Joseph M. Sawyer, Superintendent of Schools

ACTION RECOMMENDED FOR ITEMS I, II, & III:
That the School Committee accept the report and take such action as it deems in the best interest of the school system.

ITEM NO: **IV. Time Scheduled Appointment**   MEETING DATE: **4/29/2015**
         A. Student presentation: SHS Robotics Team

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a presentation by the SHS Robotics Team regarding their program and their recent competitions?

BACKGROUND INFORMATION:

1. The SHS Robotics team will present information on their work this year and discuss their accomplishments, including earning the Chairman's Award at both the district qualifier and the district championship levels, along with the Innovation in Control award during the Hartford qualifier.
2. Their achievements qualified them for the national competition, which was held in St. Louis this past week.
3. Members of the team will be available to answer questions.

ACTION RECOMMENDED:

That the School Committee hear the presentation and take such action as it deems in the best interest of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Euan McInally – Class of 2015
Sarath Mohan – Class of 2015
Karina Naras – Class of 2015
Aayush Walia – Class of 2015
Carol McInally – Advisor

SHREWSBURY PUBLIC SCHOOLS
School Committee

ITEM NO: **IV. Time Scheduled Appointment**   MEETING DATE: **4/29/2015**
       B. School Safety & Security: Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on school safety and security?

BACKGROUND INFORMATION:

1. Mr. Rocco was appointed as the Coordinator of Transportation, Safety & Security in August 2014. Dr. Sawyer and Mr. Rocco have enclosed a memorandum regarding work accomplished during the past year regarding school safety and security in the district.

2. Dr. Sawyer and Mr. Rocco will provide a summary and will be available to answers questions from the Committee.

ACTION RECOMMENDED:

That the School Committee hear the report and take such action as it deems in the best interest of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools
Mr. Stephen Rocco, Coordinator of Transportation, Safety & Security

April 28, 2015

To: School Committee
From: Joe Sawyer
Re: Safety & Security Update

Throughout my career in Shrewsbury (almost 18 years now), I have witnessed how school administrators have spent time and effort on issues related to school safety and security. While this is something that is constantly in the background, there is no question that the two highest profile national school shooting tragedies, Columbine High School in Littleton, CO (April 20, 1999) and Sandy Hook Elementary School in Newtown, CT (December 14, 2012), created the greatest impetus to review and improve the district's approach to keeping our students and staff safe and being able to react to crisis situations.

Since the Sandy Hook tragedy, the district has worked internally as well as in conjunction with the Shrewsbury Police and Fire Departments, Shrewsbury Emergency Management, Shrewsbury Public Buildings, and other town departments. I convened a Safety & Security Committee, including members of these departments and parents involved in law enforcement, that has consulted on ways to improve our ability to improve safety and manage potential crises. Upon reflection, I felt it was important to increase the district's capacity to move the work of the district ahead in this area, and with the Committee's approval this year we created the position of Coordinator of Transportation, Safety & Security, which is funded through a combination of transportation fee and facility rental fee revenue. Stephen Rocco was appointed to this position, and he has done an excellent job to date of determining areas of need and working to provide or plan enhancements to school safety and security. Per my request, Mr. Rocco provided me with a list of accomplishments through the end of March, which also includes work in the transportation area of his responsibilities. I am including this list at the end of this memorandum in order to provide the Committee with a sense of how the inclusion of this position has positively impacted the district.

My "professional practice goal" for the current year was "By April 2015, the district will implement updated plans and practices designed to improve student and staff safety, emergency response and crisis management." To date, the following has been accomplished:

1) Empowered the Coordinator of Transportation, Safety & Security, Steve Rocco, to work with district administrators, School Resource Officers, Shrewsbury Emergency Management personnel, Public Buildings personnel, etc. to address short-term issues and begin to build a longer term plan.

2) Through Mr. Rocco and Ms. Wirzbicki, the School Department is providing partial funding (through the building rental account) for a public safety radio repeater in the new Sherwood building in order to improve emergency radio access; new radios have also been ordered for each school.

3) Met with the Safety & Security Task Force twice, once to get information from a Fire Department official from another community with strong emergency planning.

4) Along with Mr. Rocco, met with representatives from a vendor who provides updated mapping and online emergency plans; we are currently determining whether to move forward with putting a bid out for these services (utilizing building rental and/or other revolving funds).

5) Worked with Mr. Rocco to consider new protocols for emergency response/crisis management. Mr. Rocco has focused his work on reviewing current protocols by being present for lockdown drills at each school, debriefing with administration and School Resource Officers, and updating needs assessment for Public Buildings (note, Public Buildings has included funding in its FY16 budget proposal for work to address safety/security issues.

6) Tasked Mr. Rocco with investigating options for improved video surveillance capacity, especially at Shrewsbury High School.

7) Per Ms. Bell's and Mr. Rocco's recommendation, the intercom system at Paton was enhanced to ensure that PA speaker announcements would reach all portions of the building.

8) Work left to be accomplished: a) bid for mapping/planning services and implementation; b) determination of adjusted protocols for emergency response and c) create and execute plan to provide updated information on protocols/response expectations, training as necessary, etc.

I would be remiss if I did not mention the critical importance of the School Resource Officer positions in assisting the district with this important work. Mr. Rocco has established a strong working relationship with Officer Mark Hester (Shrewsbury High School liaison) and Officer Scott Mentzer (PK-8 liaison, office at Oak Middle School), which is a significant benefit to the school district.

In summary, I believe the addition of the Coordinator of Transportation, Safety & Security has been very beneficial for our school district, and I am confident that this position has given us the capacity to continuously improve our approach to providing the safest possible school environments while preparing for crises that we hopefully never have to experience.

Mr. Rocco and I will present information to you at the meeting on April 29 and will be available to answer your questions at that time.

1. Researched, vetted, and assessed various software companies regarding online set up of district emergency response protocols and capabilities as foundation for district's response to all type of emergency situations.

2. Assisted with the scheduling, coordination, and conduct of Fire Drills at schools. Conducted debriefs of events.

3. Assisted with the scheduling, coordination, and conduct of Lockdown Drills at schools. Conducted debriefs of events.

4. Assisted with the scheduling, coordination, and conduct of Bus Evacuation Drills. Conducted debriefs of events.

5. Assisted with the scheduling, coordination, and conduct of Building Assessments. Wrote reports of deficiencies surfaced from a safety and security standpoint.

6. Responded to scene of minor bus accidents (7), acted as liaison with Shrewsbury PD and gathered information for dissemination and notifications.

7. Conducted school bus stop and route analysis to address potential safety and security concerns for both town and school department. Recommended corrective actions.

8. Reviewed and provided input regarding all existing school emergency response manuals.

9. Attended meetings between school administrators and parents to provide guidance and input relative to matters involving school or bus incidents, safety and security issues.

10. Reviewed bus GPS and bus video surveillance tapes to resolve and report matters of safety and security.

11. Assisted and resolved missing children notifications.

12. Developed and implemented notification protocols with town, fire, police, building, and highway departments regarding issues impacting schools, buses, and personnel.

13. Developed emergency response protocols for the school district.

14. Active participant in Shrewsbury Emergency Management meetings.

15. Conducted site visits, reports, and findings regarding enhanced two-way radio communications between school and emergency responders (police). Assisted with

resolving ongoing "dead spot" communication issues at Floral Street School and Sherwood Middle School. Conducted site visits with contractors.

16. Developed, briefed, and trained school administrators regarding new bomb threat responses and protocols.

17. Served as liaison with local law enforcement and fire regarding the latest best practices in the safety and security fields as they relate to school safety.

18. Maintained liaison with out of district school administrators to provide guidance and insight regarding best practices regarding safety and security issues impacting their respective schools.

19. Assisted nurses with the development of their written medical emergency notifications and protocols.

20. Responded to and provided assistance during gas leak and evacuation of neighborhood near Town Hall. Access and report potential adverse impact on school district.

21. Assisted in the resolution of CORI and Fingerprint related matters impacting bus drivers' suitability.

22. Provided training and guidance to bus drivers relative to notification procedures involving accidents or extended delays which may adversely impact bus routes to School Department.

23. Observed and provided input to emergency bus evacuation drills. Conducted debrief of event.

24. Spearheaded effort to identify and implement enhanced video surveillance system, design and coverage capabilities for Shrewsbury High School.

25. Conducted audit of the bus fee subsidy program to ensure participants were eligible per their free and reduced lunch status; assisted with authoring collection correspondence and the subsequent collection of monies.

26. Conducted the bus ridership audit, authored collection correspondence and subsequent collection of monies owed. Provided follow-up information to AA Transportation.

27. Researched, vetted, and negotiated price points with various companies, relative to the purchase of school bus safety restraint seats for Parker Road Preschool.

28. Attended Town Department Head meetings.

29. Conducted site and safety surveys of roads and bus stops.

30. Rode various buses to observe and report ridership numbers and safety and security concerns.

31. Conducted investigations surrounding disputes between parents, children, and bus drivers.

32. Coordinated and identified hazardous roads and bus stop conditions during this winter and worked with the Highway Department to mitigate the problem areas related to snowbank height, etc.

33. Assisted with the improvements of the bus transportation and registration website sections.

34. Assisted with the development of the bus registration banner and related alert correspondence.

35. Conducted school site surveys of student bus drop-off and pick-up procedures as well as parent pick-up.

36. Attended School Committee meetings to address bus transportation and registration procedures.

37. Attended Special Education Department meetings and provided input regarding transportation issues and logistics.

38. Attended fire safety conference.

39. Attended Mass State Police conference on bomb threat procedures and protocols.
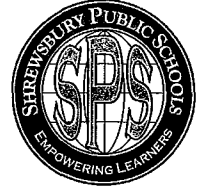
ITEM NO: **V.** **Curriculum**   MEETING DATE: **4/29/2015**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION

ITEM NO: **VI. Policy**   MEETING DATE: **4/29/2015**

SPECIFIC STATEMENT OR QUESTION:
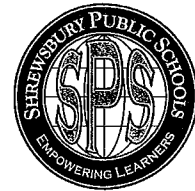
BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

SHREWSBURY PUBLIC SCHOOLS
School Committee

ITEM NO: **VII. Budget**   MEETING DATE: **4/29/2015**
       A. Fiscal Year 2016 Budget: Discussion & Vote
       (If necessary)

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee discuss the Fiscal Year 2016 Budget recommendation and if necessary vote to approve the recommendation?

BACKGROUND INFORMATION:

1. Dr. Sawyer will provide an update regarding the status of the recommendation for the Fiscal Year 2016 budget and the factors that may influence it.

2. If necessary, Dr. Sawyer will ask for the School Committee's to vote on his updated budget recommendation.
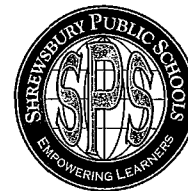
ACTION RECOMMENDED:

That the School Committee discuss the Fiscal Year 2016 Budget recommendation and vote to approve if necessary.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools
Ms. Cecelia F. Wirzbicki, Director of Business Services

SHREWSBURY PUBLIC SCHOOLS
School Committee

ITEM NO: **VII. Budget**   MEETING DATE: **4/29/2015**
     A.   Fiscal Year 2015 Budget Update

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on the Fiscal Year 2015 year-to-date budget status?

BACKGROUND INFORMATION:

1. At the meeting, Ms. Wirzbicki will present an update on the 2015 Fiscal Year operating budget.
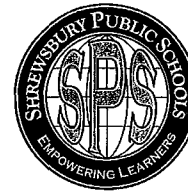
ACTION RECOMMENDED:

That the School Committee hear the report and take such action as it deems in the best interest of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools
Ms. Cecelia F. Wirzbicki, Director of Business Services

SHREWSBURY PUBLIC SCHOOLS
School Committee

ITEM NO: **VIII. Old Business**

MEETING DATE: **4/29/2015**
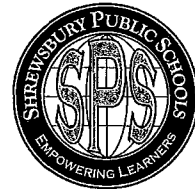
SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

SHREWSBURY PUBLIC SCHOOLS
School Committee

ITEM NO: IX. **New Business**   MEETING DATE: **4/29/2015**
            A. Superintendent's Performance Evaluation: Vote

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee conduct the annual performance evaluation for the Superintendent of Schools?

BACKGROUND INFORMATION:

1. The School Committee performs a performance evaluation of the Superintendent each year, according to state regulation.
2. In addition to using their own observations and knowledge of the Superintendent's work, each member of the School Committee reviewed evidence provided by Dr. Sawyer according to the performance standards and indicators outlined in the evaluation rubric, which is enclosed.
3. Each individual member provided information to the Committee Chair, Dr. B. Dale Magee, who compiled this feedback into a single, composite evaluation document. This document is under separate cover.
4. Dr. Magee will summarize the report and read excerpts as appropriate, and members will be provided the opportunity to comment in order to provide feedback to the Superintendent.
5. The School Committee will vote to approve the composite evaluation.

ACTION RECOMMENDED:

That the School Committee vote to approve the annual evaluation of the Superintendent of Schools.

SCHOOL COMMITTEE PRESENTATION:

Dr. B. Dale Magee, Chair of the School Committee

Shrewsbury Public Schools

Superintendent Evaluation Process 2014-2015

The School Committee's evaluation of the Superintendent of Schools must comply with Massachusetts State Regulations 603 CMR 35.00. This document describes the process to be used in Shrewsbury. The vast majority of the rubric is directly adopted from the model rubric provided by the Department of Elementary and Secondary Education (DESE), with some additions and modifications to the "communication" section.

- The timeline for the evaluation will be as follows:

October 1, 2014: School Committee votes to approve Superintendent's goals for 2014-2015

January 21, 2015: Superintendent presents mid-cycle update to the School Committee for their feedback

April 29, 2014: School Committee conducts summative evaluation of Superintendent's performance

- Specific deadlines for School Committee members to provide summative evaluation documents to the Chairperson will be provided under separate cover

- Please refer to the DESE's *Impementation Guide for Superintendent Evaluation* for more specific information

Standards and Indicators of Effective Administrative Leadership
Superintendent Rubric

Rubrics – defined in the regulations as "scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance" (603 CMR 35.02) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall.

Structure of the Superintendent Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for all administrators: *Instructional Leadership; Management and Operations; Family and Community Engagement;* and *Professional Culture.*

- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are five Indicators in Standard I of the Superintendent rubric including *Curriculum, Instruction,* and *Evaluation.*

- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.

- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory, Needs Improvement, Proficient,* or *Exemplary.*

Use of the Superintendent Rubric

This rubric describes administrative leadership practice at the district level. It is intended to be used throughout the 5 step evaluation cycle for the evaluation of the superintendent by the school committee.

Superintendent Rubric At-A-Glance

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum Indicator 1. Standards-Based Unit Design 2. Lesson Development Support	**A. Environment Indicator** 1. Plans, Procedures, and Routines 2. Operational Systems 3. Student Safety, Health, and Social and Emotional Needs	**A. Engagement Indicator** 1. Family Engagement 2. Community and Business Engagement	**A. Commitment to High Standards Indicator** 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings
B. Instruction Indicator 1. Instructional Practices 2. Quality of Effort & Work 3. Diverse Learners' Needs	**B. Human Resources Management & Development Indicator** 1. Recruitment & Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies	**B. Sharing Responsibility Indicator** 1. Student Support 2. Family Collaboration	**B. Cultural Proficiency Indicator** 1. Policies and Practices
C. Assessment Indicator 1. Variety of Assessments 2. Adjustment to Practice	**C. Scheduling & Management Information Systems Indicator** 1. Time for Teaching and Learning 2. Time for Collaboration	**C. Communication Indicator** 1. Communication with Families and Community Stakeholders 2. Culturally Proficient Communication 3. Communication with Town and State Officials 4. Communication with the Media 5. Use of Communication Tools	**C. Communications Indicator** 1. Communication Skills
D. Evaluation Indicator 1. Educator Goals 2. Observation s & Feedback 3. Ratings 4. Alignment Review	**D. Law, Ethics & Policies Indicator** 1. Laws and Policies 2. Ethical Behavior	**D. Family Concerns Indicator** 1. Family Concerns	**D. Continuous Learning Indicator** 1. Continuous Learning of Staff 2. Continuous Learning of Administrator
E. Data-Informed Decision Making Indicator 1. Knowledge & Use of Data 2. School and District Goals 3. Improvement of Performance, Effectiveness, and Learning	**E. Fiscal Systems Indicator** 1. Fiscal Systems		**E. Shared Vision Indicator** 1. Shared Vision Development
			F. Managing Conflict Indicator 1. Response to Disagreement 2. Conflict Resolution 3. Consensus Building

Standards and Indicators of Effective Administrative Leadership
Superintendent Rubric

Standard I: Instructional Leadership. The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Indicator I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Standards-Based Unit Design	Does not set the expectation that administrators use effective strategies for ensuring development of well-designed standards-based units, provide adequate resources or support for this activity, and/or monitor or assess progress.	Provides limited training and/or support to administrators to employ effective strategies for ensuring well-designed standards-based units. May sometimes monitor and assess progress and provide feedback.	**Provides support and assistance for administrators to learn and employ effective strategies for ensuring that educators and educator teams design standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.**	Empowers administrators to employ strategies that empower staff to create rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects administrators to additional supports as needed. Is able to model this element.
I-A-2. Lesson Development Support	Does not state expectations for administrators that they establish effective strategies to ensure development of well-structured lessons, does not provide training or support, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices.	Provides limited training to administrators on how to establish effective strategies for ensuring that educators develop well-structured lessons and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed.	**Supports administrators to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.**	Supports administrators to collaborate on developing strategies that enable educators to consistently develop series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership
Superintendent Rubric

Indicator I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
I-B. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
I-B-1. Instructional Practices	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies when the principals observe practice and review unit plans..	While the superintendent may observe principal practice and artifacts, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices when they observe practice and review unit plans.	**While observing principal practice and artifacts, ensures that principals identify a variety of effective teaching strategies and practices when they observe practice and review unit plans.**	While observing principal practice and artifacts, ensures that principals know and employ effective strategies and practices for helping educators improve instructional practice. Is able to model this element.
I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of content, student effort, and/or student work district-wide, or expectations are inappropriate.	May set high expectations for the quality of content, student effort, and student work district-wide, but allows expectations to be inconsistently applied across the district.	**Sets and models high expectations for the quality of content, student effort, and student work district-wide and supports administrators to uphold these expectations consistently.**	Sets and models high expectations for the quality of content, student effort, and student work district-wide and empowers administrators, educators and students to uphold these expectations consistently. Is able to model this element.
I-B-3. Diverse Learners' Needs	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies and practices that are appropriate for diverse learners.	While the superintendent may observe principal practice, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans.	**While observing principal practice, ensures that principals look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.**	Employs strategies that ensure that principals know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership
Superintendent Rubric

Indicator I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.				
I-C. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
I-C-1. Variety of Assessments	Does not communicate or monitor a strategy for assessments, leaving it up to administrators to design and implement their own strategies.	Provides administrators with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice.	**Supports administrator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.**	Leads administrator teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessment and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.
I-C-2. Adjustment to Practice	Does not encourage or facilitate administrator teams to review assessment data.	Suggests that administrator teams meet to review data and plan for adjustments and interventions but inconsistently monitors this practice.	**Provides the resources for planning time and effective support for administrator teams to review assessment data and identify appropriate interventions and adjustments to practice. Monitors administrators' efforts and successes in this area.**	Leads, plans, facilitates, and supports administrator team review meetings after each round of assessments. Monitors teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership
Superintendent Rubric

Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support administrators to develop professional practice, student learning and/or district/school improvement goals, review the goals for quality, and/or support administrators in attaining goals.	Supports administrators and administrator teams to develop professional practice, student learning and, where appropriate, district/school improvement goals but does not consistently review them for quality and/or monitor progress.	**Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals.**	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning and district/school improvement goals and models this process through the superintendent's own evaluation process and goals. Is able to model this element.
I-D-2. Observations and Feedback	Rarely conducts visits to observe principal practice and/or does not provide honest feedback to administrators who are not performing proficiently.	Makes infrequent unannounced visits to schools to observe principal practice, rarely provides feedback that is specific and constructive for administrators, and/or critiques struggling administrators without providing support to improve their performance.	**Typically makes at least three unannounced visits to each school to observe principal practice every year and provides targeted constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than *Proficient*.**	Makes unannounced visits to schools throughout the year to observe administrator practice and provides targeted constructive feedback to all administrators. Engages with all in conversations with all administrators about improvement, celebrates effective practice, and provides targeted support to administrators whose practice is less than *Proficient*. Is able to model this element.
I-D-3. Ratings	Assigns ratings for performance, goal attainment, and impact on student learning without collecting and analyzing sufficient and/or appropriate data or does not assign ratings for some administrators.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to administrators.	**Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that administrators understand why they received their ratings.**	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that administrators understand in detail why they received their ratings and provides effective support around this practice Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-4. Alignment Review	Does not review alignment between judgment about practice and data about student learning when evaluating and rating administrators.	Occasionally reviews alignment between judgment about practice and student learning data.	**Consistently reviews alignment between judgment about practice and student learning data and provides guidance to administrators to make informed decisions about educator support and evaluation based upon this review.**	Studies alignment between judgment about practice and data about student learning when evaluating and rating administrators and provides effective support around this practice. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

Indicator I-E.	Data-Informed Decision Making: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.			
I-E. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
I-E-1. Knowledge and Use of Data	Relies on too few data sources to represent the full picture of school or district performance, and/or does not analyze the data accurately.	May work with administrators to identify multiple sources of student learning data, but these data do not provide multiple perspectives on performance, and/or analysis of the data is sometimes inaccurate.	**Guides administrators and supports them in identifying a range of appropriate data sources and effectively analyze the data for decision-making purposes.**	Leads administrator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school and district performance, and models effective data analysis for staff. Is able to model this element.
I-E-2. School and District Goals	Gathers limited information on school and district strengths and weaknesses and/or does not use these data to inform district plans or actions.	Assesses school and district strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan.	**Uses data to accurately assess school and district strengths and areas for improvement to inform the creation of focused, measurable district goals. Provides support to principals in their efforts to create focused, measurable school goals.**	Involves stakeholders in a comprehensive diagnosis of school and district strengths and weaknesses using appropriate data, and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. Is able to model this element.
I-E-3. Improvement of Performance, Effectiveness, and Learning	Does not share assessment data with administrators or provide them with resources and support to use data to make adjustments to school or district plans, and/or model appropriate data analysis strategies.	Shares limited data with administrators to identify student and/or educator subgroups that need support; provides limited assistance to administrator teams in using data to improve performance.	**Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support.**	Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support. Empowers educators to use a range of data sources to pinpoint areas for their own and schoolwide improvement. Is able to model this element.

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*Standard II: **Management and Operations.*** *Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling*

Indicator II-A.	**Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.**			
II-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
II-A-1. Plans, Procedures, and Routines	Does not organize the district effectively for orderly and efficient movement of students.	May establish plans, procedures, and routines to guide administrators, but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient.	**Develops systems, plans, procedures, and routines for administrators to implement that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.**	Establishes systems, plans, procedures, and routines that empower administrators, students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Is able to model this element.
II-A-2. Operational Systems	Fails to establish systems and procedures to support custodial and/or other staff, so that the campus is not generally clean, attractive, welcoming, and/or safe.	Develops systems and procedures that result in inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe.	**Develops systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.**	Creates and maintains a district environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element.
II-A-3. Student Safety, Health, and Social and Emotional Needs	Does not develop consistent procedures for student discipline; district disciplinary practice varies from school to school; often tolerates discipline violations and/or enforces district policies or procedures inconsistently.	May urge administrators to demand good student behavior but allows varying standards to exist in different schools. Supervises and supports administrators in addressing student discipline and bullying matters on a case-by-case basis in the absence of a system of procedures and consequences.	**Supports administrator teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training for administrators to uphold these expectations. Establishes district-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.**	Guides administrators and teams to develop practices that consistently showcase high expectations for student behavior and invest staff and students in upholding these expectations. Successfully implements district-wide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element.

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Indicator II-B.	Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.			
II-B. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
II-B-1. Recruitment and Hiring Strategies	Does not successfully lead the recruitment and hiring process.	Leads the recruitment and hiring process but does not consistently identify effective administrators and educators.	**Leads the district's recruitment and hiring process and, through it, consistently identifies effective administrators and educators who share the district's mission.**	Consistently identifies effective administrators and educators who share the district's mission. Empowers administrators and faculty members to share in a structured, consistent interview process. Is able to model this element.
II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not support new administrators, provide guidance to them to support educators, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited district-wide induction program for new administrators and teachers and/or inconsistently implements the district's induction strategy; organizes job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support effective administrators' and educators' career growth. Does not establish criteria for the awarding of professional status.	**Develops district-wide induction support for new administrators and teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with district goals; and supports the career growth of effective professional personnel by distributing leadership tasks, developing criteria for the awarding of professional status, and monitoring progress and development.**	Facilitates the administrator-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with district goals; are consistently viewed by professional personnel as effective and helpful, and provide multiple opportunities for administrator and educator growth and learning. Leads the administrator team in developing district criteria for the awarding of professional status. Is able to model this element.

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Indicator II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.				
II-C. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
II-C-1. Time for Teaching and Learning	Does little to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Generally acts to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	**Creates schedules, procedures and related systems that maximize instructional time and minimize school day disruptions and distractions for school-level staff, including principals; and consistently monitors the extent to which these systems are effective**	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize instructional time and minimize disruptions and distractions for all school-level staff. Is able to model this element.
II-C-2. Time for Collaboration	Sets unrealistic expectations for administrator team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities. Does not establish norms for the administrator team meetings.	Sets inconsistent expectations for administrator team meetings and/or creates a schedule that only provides adequate meeting time for some team meetings. Works to prevent or deflect activities with limited success. Norms for team behavior are unclear and/or not consistently practiced.	**Sets expectations for administrator team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with administrators' ability to focus on the agenda during team time. Establishes norms for effective team behavior.**	Is transparent and forthcoming about expectations for all administrator team meetings; creates and implements a schedule that maximizes meeting time for all team members. Collaborates with team members to develop team norms. Is able to model this element.

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Indicator II-D. Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Laws and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies.	**Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Provides the resources and support to ensure district-wide compliance.**	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Is able to model this element.
II-D-2. Ethical Behavior	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect administrator, student, family, and/or staff confidentiality.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect administrator, student, family, and staff confidentiality appropriately.	**Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately; and expects all district personnel to reflect this practice.**	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element.

Indicator II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.

II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Fiscal Systems	Builds a budget that does not align with the district's goals or mismanages available resources.	Develops a budget that loosely aligns with the district's vision, mission, and goals or inconsistently manages expenditures and available resources.	**Develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.**	Leads the administrator team to develop a district budget that aligns with the district's vision, mission, and goals with supporting rationale; uses budget limitations to create new opportunities for improvement, when possible; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Is able to model this element.

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Standard III: Family and Community Engagement. *Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.*

Indicator III-A. **Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district and community.**

III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Family Engagement	Does little to welcome families as members of the district, classroom or school community or tolerates an environment that is unwelcoming to some families.	May provide some resources and support and make some attempts to welcome families as members of the district, classroom and school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	**Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English.**	Provides resources and support for all personnel to use culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to district, classroom, school, and community effectiveness. Works with administrators, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Is able to model this element.
III-A-2. Community and Business Engagement	Limits work to the immediate context of the schools. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to district effectiveness.	Engages some community organizations, community members, and/or businesses in annual district events but does not make efforts to increase their involvement to maximize community contributions for district effectiveness.	**Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness.**	Establishes strategic partnerships with community organizations, community members, and businesses that improve district effectiveness. Works to increase the types and number of organizations with whom the district partners in order to deepen relationships and increase partner contribution. Is able to model this element.

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Indicator III-B.	Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.			
III-B. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
III-B-1. Student Support	Does not work with administrators to support educators to identify student needs, does not work with administrators to support families to address student needs, and/or does not draw upon internal or external resources.	Asks administrators to identify students struggling academically or behaviorally and/or work with a limited number of families to address student needs, utilizing a limited set of resources.	**Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to address student needs, utilizing resources within and outside of the district.**	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the district. Is able to model this element.
III-B-2. Family Collaboration	Does not set clear expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at home and at school.	Sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency.	**Sets clear expectations for and supports administrators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.**	Sets clear expectations and provides differentiated resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities. Is able to model this element.

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Indicator III-C. Communication: Engages in effective communication with families, community stakeholders, and the media about key district issues, including student achievement, district needs, and best practices in education.				
III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Communication with Parents and Community Stakeholders	Poor performance regarding communicating community stakeholders by providing timely and relevant information about student achievement, district needs, and best practices in education. Poor performance regarding opportunities for stakeholder feedback through personal interactions, forums, committees, surveys, etc.	Uneven performance regarding communicating community stakeholders by providing timely and relevant information about student achievement, district needs, and best practices in education. Uneven performance regarding opportunities for stakeholder feedback through personal interactions, forums, committees, surveys, etc.	**Communicates effectively with parents and community stakeholders by providing timely and relevant information about student achievement, district needs, and best practices in education. Provides opportunities for stakeholder feedback through personal interactions, forums, committees, surveys, etc.**	Communicates effectively with parents and community stakeholders by providing timely and relevant information about student achievement, district needs, and best practices in education. Provides opportunities for stakeholder feedback through personal interactions, forums, committees, surveys, etc. Feedback from stakeholders regarding the superintendent's performance on this element is highly favorable, and the superintendent is able to model this element.
III-C-2. Culturally Proficient Communication	Does not set clear expectations for or provide support to administrators regarding culturally sensitive communication and/or allows inappropriate disrespectful communication with families that ignores different family cultural norms.	May set expectations for administrators regarding culturally sensitive communication but does not provide support to them; and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values.	**Sets clear expectations for and provides support to administrators regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values.**	Sets clear expectations for, models, and provides differentiated support regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.
III-C-3. Communication with Town, State, and Other Officials.	Does not build effective relationships with town, state, and other officials in order to ensure understanding of the school district's needs, seek assistance to meet those needs, and to understand other officials' questions and concerns.	Uneven performance regarding building and maintaining relationships with town, state, and other officials in order to ensure understanding of the school district's needs, seek assistance to meet those needs, and to understand officials' questions and concerns.	**Builds and maintains effective relationships with town, state, and other officials in order to ensure understanding of the school district's needs, seek assistance to meet those needs, and to ensure that the school district is meeting its obligations.**	Builds and maintains effective relationships with town, state, and other officials in order to ensure understanding of the school district's needs, seek assistance to meet those needs, and to understand other officials' questions and concerns. Is able to model this element.

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III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-4. Communication with News Media.	Does not develop productive and professional relationships with news media; contributions to media stories do not reflect well upon the school district.	Uneven performance regarding developing productive and professional relationships with news media; contributions to media stories sometimes do not reflect well upon the school district.	**Develops productive and professional relationships with news media; provides information and responds to requests in ways that help members of the media report accurately. Contributions to media stories reflect well upon the school district.**	Develops productive and professional relationships with news media, including proactive work to ensure that members of the media have access to school district news and sufficient details to provide accurate accounts; ensures that the media has access to information that demonstrates the district's performance. Contributions to media stories reflect extremely well upon the school district. Is able to model this element.
III-C-5. Use of Communication Tools.	Does not effectively utilize a variety of communication tools in order to connect with different stakeholder groups.	Uneven performance regarding the use of a variety of communication tools in order to connect with different stakeholder groups.	**Effectively utilizes a variety of communication tools in order to connect with different stakeholder groups, including the Shrewsbury School Journal, cable television, the district website, automated phone calls, e-mail list servs, and social media.**	Effectively utilizes a variety of communication tools in order to connect with different stakeholder groups, including the Shrewsbury School Journal, the district website, automated phone calls, e-mail list servs, and social media, and is able to model this element.

Indicator III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.

III-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D-1. Family Concerns	Fails to provide systems and support for personnel to consistently reach out to families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	May systems and support to address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students.	**Provides systems, and support for administrators to reach out to families as concerns arise and works to reach equitable solutions in the best interest of students.**	Provides system and support for all school personnel to reach out to families proactively, as soon as concerns arise. Effectively reaches equitable solutions that satisfy families, faculty, and staff and are in the best interest of students. Is able to model this element.

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Standard IV: Professional Culture. *Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.*

Indicator IV-A.	Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all.			
IV-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement with the administrator team, and/or may demonstrate low expectations for faculty and staff.	May ask administrators for commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	**Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all.**	Leads administrators in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with administrator team regularly. Is able to model this element.
IV-A-2. Mission and Core Values	Does not develop core values and mission statements for the school.	May develop core values and mission statements but rarely uses them to guide decision making.	**Develops, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.**	Leads administrators to develop core values and mission statements, share these statements with families and the school district community, and use them to guide decision making. Is able to model this element.
IV-A-3. Meetings	Leads administrator meetings that lack clear purpose and/or are primarily used for one-way informational updates.	May lead administrator meetings that include both one-way informational updates and participatory activities focused on matters of consequence, but does not clearly establish norms.	**Plans and leads well-run and engaging administrator meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations. Establishes clear norms for administrator team behavior.**	Plans and facilitates engaging administrator team meetings in which small groups of administrators learn together and create solutions to instructional leadership issues. Team has established norms for behavior and consistently adheres to them. Consistently evaluates the effectiveness of the administrator team meetings. Is able to model this element.

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Indicator IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices	Develops and implements culturally insensitive or inappropriate policies, does not support administrators and staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having a diverse administration, faculty and/or student body, but some policies are not culturally sensitive; and/or provides limited resources for administrators to support the development of cultural proficiency.	**Develops and implements culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Provides administrators with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.**	Leads stakeholders to develop and implement culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences. Is able to model this element.

Indicator IV-C. Communications: Demonstrates strong interpersonal, written and verbal communication skills.

IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Communica- tion Skills	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	**Demonstrates strong interpersonal, written, and verbal communication skills.**	Demonstrates strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to model this element.

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Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt practice and achieve improved results. Models these behaviors in the administrator's own practice.

IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Continuous Learning of Staff	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices, and/or discourages reflection among administrators, faculty and staff.	May encourage administrators to reflect on the effectiveness of interactions with faculty and students and to use data and best practices to adapt practice but does not support administrators in these practices.	**Leads all administrators and teams to reflect on the effectiveness of interactions with faculty and students. Ensures that administrators use data, research, and best practices to adapt practice to achieve improved results.**	Models for administrators how to reflect on the effectiveness of interactions with faculty and students and uses data, research, and best practices to adapt practice to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element.
IV-D-2. Continuous Learning of Administrator	Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	**Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve efficiency and practice.**	Demonstrates openness and commitment to learning; reflects on personal practice; and relies on student data, current research, and best practice to improve own leadership. Is able to model this element.

Indicator IV-E. Shared Vision: Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.

IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Vision Development	Does little to engage stakeholders in the creation of a shared educational vision, or the vision is disconnected from college and career readiness, civic engagement, and/or community contributions.	Engages administrators, staff, students, families, and community members in developing a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions.	**At all grade levels, continuously engages administrators, staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.**	Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizenship. Is able to model this element.

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Indicator IV-F.	Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.			
IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Response to Disagreement	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but responds inconsistently and does not always employ a non-confrontational approach	**Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning. Models this practice for the administrator team.**	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Provides professional development for the administrator team to build these conflict resolution strategies. Is able to model this element.
IV-F-2. Conflict Resolution	Does not address conflicts in a solution-oriented and/or respectful manner.	May attempt to respectfully resolve conflicts as they arise, but employs only a limited range of strategies.	**Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner. Models this behavior for the administrator team.**	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers and supports administrators to use these approaches. Is able to model this element.
IV-F-3. Consensus Building	Does not attempt to build consensus within the district community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school district community, with varying degrees of success.	**Builds consensus within the school district community around critical school decisions, employing a variety of strategies.**	Employs a variety of strategies to build consensus within the school district community around critical school decisions, while encouraging dialogue and different points of view. Is able to model this element.

SHREWSBURY PUBLIC SCHOOLS
School Committee

ITEM NO: X.   **Approval of Minutes**   MEETING DATE: 4/29/2015

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee approve the minutes of the School Committee meeting on April 8, 2015?

BACKGROUND INFORMATION:

1. Ms. Canzano has reviewed the minutes.

ACTION RECOMMENDED:

That the School Committee vote to approve the minutes of the School Committee meeting on April 8, 2015.

STAFF AVAILABLE FOR PRESENTATION:

Dr. B. Dale Magee, Chairperson
Ms. Erin Canzano, Secretary

SHREWSBURY PUBLIC SCHOOLS
100 MAPLE AVENUE
SHREWSBURY, MASSACHUSETTS

MINUTES OF SCHOOL COMMITTEE MEETING

WEDNESDAY, APRIL 8, 2015

Present: Dr. B. Dale Magee, Chairperson; Mr. Jason Palitsch, Vice Chairperson; Ms. Erin Canzano, Secretary; Ms. Sandra Fryc, Mr. John Samia, Dr. Joseph Sawyer, Superintendent, Shrewsbury Public Schools; Ms. Mary Beth Banios, Assistant Superintendent, Shrewsbury Public Schools; Ms. Cecelia Wirzbicki, Director of Business Services, Shrewsbury Public Schools; Ms. Barbara Malone, Director of Human Resources, Shrewsbury Public Schools

The meeting was convened at 7:01 PM by Dr. B. Dale Magee

I. Public Participation
None

II. Chairperson's Report and Members' Reports
None

III. Superintendent's Report
Dr. Sawyer thanked people for attending the annual MOVE program event. He said that the MOVE program provides SHS students, who plan to enter the workforce directly after graduation, with excellent training and skills in the hospitality industry. Dr. Sawyer thanked the teachers and staff members who are part of this program for their great work and contributions.

Dr. Sawyer shared information about the rebate prizes that will be offered to families that register for the 2015-2016 school year by the registration deadline. He thanked the entire Shrewsbury district office team for the good work with the bus registration process.

IV. Time Scheduled Appointments
A. Student Advisory Committee: Report
The Student Advisory Committee members presented their fourth and final report to the School Committee for the 2014-2015 school year. Ms. Canzano, School Committee member and liaison with the Student Advisory Committee thanked the students for the great work. The students shared updates on SHS electronics, class offerings and events. Dr. Magee asked the students to comment on the use of technology at SHS. Students responded and said that although the transition from using Google to Schoology has had some challenges, overall the new technology initiatives at SHS have been working well. Dr. Sawyer acknowledged the good work of the administration team for adding new classes for next year and mentioned the mathematical modeling course as an example.

B. Senator Michael O. Moore: State Update

Senator Michael Moore presented a report to the School Committee regarding the status of state funding for public education and other state level issues. He discussed the developments at the state level related to the school finance and other issues that affect public education. Senator Moore discussed the governor's budget and the Chapter 70 funding. He told the School Committee that he will work hard to get some funding back into the kindergarten grant program. Senator Moore said that a bill will be coming up for the universal free funding kindergarten access. He told the School Committee that he has recommended to the Ways and Means Committee that the funding allocated per student be $100. Senator Moore said the funding per student will likely be $50. He said that he has requested full funding for circuit breaker. The School Committee and Dr. Sawyer told Senator Moore that they believe that not raising the cap for charter school funding would be positive. Dr. Sawyer said that he cannot emphasize enough how important Circuit Breaker is to the schools. He said he looks forward to Senator Moore's support in trying to get the Chapter 70 funding in line with the real costs. The School Committee thanked Senator Moore for attending the meeting and sharing the state news and updates.

V. Curriculum
A. Digital Curriculum Resources: Report

Ms. Banios presented a report to the School Committee on the digital curriculum resources. She shared information regarding current and future uses of digital resources and how this approach is benefiting students and educators, from an educational perspective as well as from a cost efficiency perspective. She discussed how the one to one program will both cut costs and add educational value. Ms. Banios shared examples of how students' learning opportunities are being advanced in a fiscally responsible way. She said that under the new model students can take things home use this technology for learning opportunities and homework assignments. Ms. Banios shared some examples of digital curriculum resources. She said that the learning opportunities that we are able to provide to students through digital curriculum resources create much more engaging learning opportunities. Ms. Banios emphasized that the goal is to develop critical thinkers and that the goal is to use technology when it enhances students' learning experiences. Committee members commented on the use of digital curriculum resources being a great model for critical thinking and that the Shrewsbury district is using available technology to enhance the students' learning experiences. Committee members questioned if Shrewsbury's initiatives in this education area are being shared with other school districts. Ms. Banios said at the middle school level the Shrewsbury district is receiving lots of requests and inquiries. Dr. Sawyer mentioned that Ms. Banios and Dr. Jones received great feedback when they presented at a recent conference on educational technology. Additionally, he believes the use of digital curriculum resources is a great example of how we are providing educational value for students and doing this for less cost.

VI. Policy
A. District Goals 2015-2017: Vote

Dr. Sawyer said the general feedback he has received about the proposed Shrewsbury district goals for 2015-2017 has been positive. He said he has been told that the district goals are broad enough that individual schools within the district will have room for innovation. Dr. Sawyer told School Committee members that he has no language changes and recommended that the Shrewsbury district goals for 2015-2017 be adopted.

Dr. Magee requested a motion to vote to approve the District Goals for 2015-2017. On a motion by Mr. Palitsch, seconded by Mr. Samia, the School Committee voted unanimously to approve the District Goals for 2015-2017.

VII. Budget
A. Fiscal Year 2016 Budget: Discussion
Dr. Sawyer asked School Committee members if they wanted to provide any feedback and guidance regarding priorities in advance of making an updated budget recommendation later this month. Ms. Canzano said she thinks it is important to prioritize the professional and staff positions that would add an extra $300,000 to the budget. Ms. Fryc commented that it is important to continue to look at the shifting costs in the school budget. Mr. Samia said he thinks there are many ways to use the revolving account budgets and he would like to learn more about these options and agreed that it is important to keep being innovative when exploring ways for shifting and moving costs. Dr. Magee said it is important to protect our innovation technology investment so programs can continue to evolve. Dr. Sawyer told the School Committee that their input and the discussion were very helpful and he will work to develop a revised budget recommendation to put in front of the School Committee before the upcoming Shrewsbury Finance Committee and Town Meetings.

VIII. Old Business
None

IX. New Business
A. Appointment of Assistant Superintendent for Finance & Operations: Vote
Dr. Sawyer discussed the qualifications and professional background of Patrick C. Collins, candidate for the Assistant Superintendent for Finance & Operations position. He and School Committee members were very positive about Mr. Collins professional experience and the interview process.

Dr. Magee requested a motion for the School Committee to vote to appoint the Superintendent's recommendation (Patrick C. Collins) as the Assistant Superintendent for Finance and Operations. On a motion by Mr. Palitsch, seconded by Mr. Samia, the School Committee voted unanimously to appoint Patrick C. Collins as the Assistant Superintendent for Finance and Operation.

Mr. Collins addressed the School Committee and discussed his enthusiasm about returning to the district and assuming the exciting and challenging new role as the Assistant Superintendent for Finance and Operations.

X. Approval of Minutes
Dr. Magee requested a motion to approve the minutes of the School Committee Meeting for March 25, 2015. On a motion by Mr. Palitsch, seconded by Mr. Samia, the School Committee members voted unanimously to approve the minutes of the School Committee Meeting for March 25, 2015.

XI. Executive Session
A. Potential discussion of collective bargaining negotiations with cafeteria workers association and/or paraprofessionals association

Dr. Magee requested a motion for the School Committee to adjourn to executive session for the purposes of discussing collective bargaining negotiations with cafeteria workers association and/or paraprofessionals association. On a motion by Mr. Samia, seconded by Mr. Palitsch, on a roll call vote: Mr. Samia, yes; Ms. Fryc, yes; Ms. Canzano, yes; Mr. Palitsch, yes; Dr. Magee, yes; the School Committee voted to adjourn to executive session for the purposes of discussing collective bargaining negotiations with cafeteria workers association and/or paraprofessionals association.

XII. Adjournment
Dr. Magee requested a motion to adjourn the School Committee meeting for April 8, 2015. On a motion by Mr. Palitsch, seconded by Mr. Samia, the School Committee members voted unanimously to adjourn the meeting at 9:48PM.

Respectfully submitted
Christine Taylor, Clerk

Documents referenced:
    1) Student Advisory Committee: Report
    2) Digital Curriculum Resources: Report and Slide Presentation
    3) Draft of District Goals 2015-2017: Summary Report
    4) Recommendation to Appoint Assistant Superintendent for Finance & Operations: Memo
    5) Minutes for the March 25, 2015 School Committee Meeting

ITEM NO: **XI. Executive Session**   MEETING DATE: **4/29/2015**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee enter into executive session in order to discuss collective bargaining negotiations with the cafeteria workers association and/or paraprofessionals association, where deliberation in an open meeting may have a detrimental effect on the School Committee's bargaining position?

BACKGROUND INFORMATION:

1. The Massachusetts Open Meeting Law allows public bodies to enter executive session to discuss strategy with respect to collective bargaining where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body.

ACTION RECOMMENDED:

That the School Committee vote to enter into executive session in order to discuss collective bargaining negotiations with the cafeteria workers association and/or paraprofessionals association, where deliberation in an open meeting may have a detrimental effect on the School Committee's bargaining position.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Barbara A. Malone, Director of Human Resources
Dr. Joseph M. Sawyer, Superintendent of Schools

ITEM NO: **XII. Adjournment**