



Shrewsbury Public Schools

Joseph M. Sawyer, Ed.D.
Superintendent

December 11, 2014

To: School Committee

Re: Superintendent's Evaluation - Mid-year Performance Review

You will be conducting my mid-year performance review at our meeting on Wednesday, December 16. This is an opportunity for you to provide me with feedback regarding how well I am executing the responsibilities of my role, and I look forward to hearing your perspectives.

To assist you with your review, this memorandum provides you with an update on my activities performed since my formal review last spring, organized by the categories in my state-mandated evaluation instrument. As a reminder of the Committee's expectations for the role of Superintendent, I am including a copy of School Committee Policy #249 as well as the various goal documents and the assessment rubric with performance standards. Additionally, I am enclosing a copy of this year's Department of Elementary and Secondary Education's (DESE) Superintendent's Checklist to remind the Committee of one aspect of the scope of my responsibilities relative to overseeing the management of the district's work, in addition to the typical day-to-day activities related to working with Central Office administrators and principals, advancing the district's strategic priorities and goals, overseeing the budget development process, complying with ongoing and new mandates, and responding to stakeholders' questions and concerns. As a reminder, I am also including a copy of my annual goals, approved this past fall, and the District Goals for 2015-2017.

While this review is of my individual performance, I don't believe it is possible to separate any personal successes from the reality that our students, parents, educators, support staff, leadership team, other town departments, community members, and you, the School Committee, are collectively responsible for the ongoing excellence of the Shrewsbury Public Schools. It is my distinct privilege and honor to serve all of these stakeholders as Superintendent of Schools.

Please note the following information regarding my work since my last formal evaluation. It is organized according to the categories found in the superintendent's evaluation document.

Superintendent's Annual Goals

- I believe the district has made progress towards my *student learning goal* “by April 2016, 80% of students, parents, and educators who respond to a survey will agree that a) student learning experiences are engaging, b) student coursework is appropriately challenging, and c) student coursework meets students’ needs.”

The recent presentations to the School Committee by students and teachers from Sherwood and SHS, including middle school students using personal technology devices to design and publish interactive newsletters and videos, the SHS Student Innovation Team elective course, and the SHS television video production class are just a few examples of evidence of ways our schools are engaging students through technology, and ongoing school visits continue to confirm for me that teachers are engaging students in rigorous academic work, including year two of our updated math curriculum (you’ll also receive updates on this program at the December 16 meeting). I have visited every school, most multiple times, and I have observed multiple classrooms with each visit. I will visit each school multiple, additional times over the remainder of the school year.

- I believe I have made progress towards my *professional practice goal* of “By April 2016, the superintendent will provide evidence of 1) creating multiple communications and resources designed to increase SPS staff members’ understanding of key leadership concepts, and 2) developing a multi-year plan to build leadership capacity among SPS staff members.” by April 2015. I have included information and links to resources on leadership topics in each staff memo I have issued since establishing this goal. These resources have focused on topics such as “teacher leadership” and have emphasized universal themes such as “building trust. I am excited about advancing this work further in the coming months.

District Goals

- While I am ultimately responsible for the district goals, the actual execution of the various action steps is carried out by our extremely capable leadership team and, of course, the educators and support staff in the field. I am pleased with the progress that has been made to date on implementation of these goals. There is ample evidence of the use of “project-based learning” approaches that meet the expectations set forth in the goals for learning experiences that require critical thinking, collaboration, presenting to an audience, effective use of technology, etc. In my travels to schools I have also come across several references to the baseline assessments for writing and mathematics that are being given and analyzed this year. The work to ensure students can identify an adult to whom they can turn if experiencing social and emotional difficulties is ongoing, including the institution of a “check and reflect” student self-assessment survey in many schools this fall. I have also been involved in multiple meetings where we are laying the groundwork for the efforts to enhance the SHS athletic complex and to raise funding to accomplish this work.

Standard I: Instructional Leadership

- Under this standard, much of my work has been related to overseeing the continued implementation of the recently instituted educator evaluation system (i.e., Indicator I-D. Evaluation). I brought in an outside expert, Dr. Irwin Blumer, to lead the annual District Leadership Team (DLT) workshop in August, which focused on how leaders can implement the process while working to build trust with those whom they supervise. Mary Beth Banios has led follow up sessions at subsequent DLT meetings this fall that are focused on the areas our leaders identified as most in need of attention, while I have continued the theme by facilitating discussions on how to create trust within the schools and departments our administrators lead. I have done a better job of implementing the evaluation process of the administrators whom I supervise, including working with them to establish and approve their annual goals and completing unannounced observations of their work. However, I still need to tighten up my implementation of the updated model as it applies to my direct reports.
- I have attempted to use my opportunities to communicate with the field to emphasize key elements of the instructional program, including speaking to new teachers at their orientation about the importance of developing a “growth mindset” in themselves and their students and sharing information on this with the staff as a whole.
- I have supported the “research and development” work that Ms. Banios has led, which has resulted in the formation of an Innovation in Learning Study Group that will visit several schools and colleges in the coming year where project-based learning or other innovative approaches appear to be thriving. The theme of this year’s joint School Committee and administration workshop was the changing paradigm of education, with a focus on the new book, *Most Likely to Succeed*. The book’s companion documentary film will be the focus of a community forum and a panel discussion in the spring.
- Through my visits with principals, I have been able to learn about ways in which their faculty are implementing curriculum, instruction, and assessment. I continue to see my role under Indicators I-A (Curriculum), I-B (Instruction), and I-C (Assessment) is that of a facilitator who helps the leadership team stay focused on the district’s strategic priorities and goals and who, when possible, provides resources to move key initiatives ahead.
- Under Indicator I-E (Data-Informed Decision Making), I believe that I have continued to make the community aware of issues related to student performance and district needs by ensuring ongoing reporting of data on testing results, enrollment, and class size. A recent cable television episode of “Superintendent’s Update” included a focus on SHS test results and graduates’ college matriculations.

Standard II: Management and Operations

- Most of my efforts under this standard are related to human resources (II-B), legal and policy leadership (II-D), and budget analysis and development (II-E). The decision to bring

Mr. Patrick Collins on board as the Assistant Superintendent for Finance & Operations has been critically important, and he has made excellent progress in the areas in which I charged him with implementing key tasks. Thanks to Mr. Collins's expertise, leadership, and execution, are in a much stronger position in these areas compared to recent years.

The other area in this domain where I spent considerable time and effort was with regard to the proposed charter school to be located in Shrewsbury. I took a proactive stance that included researching the proposal, communicating with the applicant group and with the Department of Elementary and Secondary Education (DESE), and creating a document for the School Committee to submit to the DESE as part of the public comment period that outlined the financial harm that this project would cause to our district should it move forward (which it did not).

- Regarding human resources (II-B), I believe it is crucial to continue Shrewsbury's longstanding tradition of viewing hiring, developing, and supporting personnel as "job #1," and to this end last spring and summer I again met with every professional level hire individually to discuss the district's mission and core values as part of the appointment process. Unfortunately, human resources leadership also involves appropriately holding accountable those staff members whose performance and/or actions are not in concert with our district's expectations and values, and again I have spent time consulting with Ms. Malone and various administrators on a small number of situations where such matters needed to be addressed. As has been the case in past years, such performance and judgment issues are rare in our district.

- Relative to the budget (II-E), I have delegated the implementation of the Fiscal Year 2016 Budget and the development thus far of the Fiscal Year 2017 Budget to Mr. Collins and his team, but I have continued to be closely connected to this work. Mr. Collins and I worked with the subcommittee to develop the FY17 Budget Priorities and Guidelines.

- As for coordinating policy work, this has been most evident with the substantial efforts to convene and facilitate the Calendar and Start Time Committee, which is in the midst of an intensive period of work. The Policy Subcommittee has met and worked to update one policy thus far, and I will be working with this subcommittee to map out additional work for the winter and spring months.

- The volume and pace of the work required of this role continues to be perhaps the biggest challenge to my effectiveness. However, I believe there has been a significant improvement with the provision of information and materials to the Committee in a timely manner in advance of meetings, etc., compared with the previous years.

- On a regional and state level, I now serve as Chair of the Assabet Valley Collaborative Board of Directors, and I am the Secretary/Treasurer of the Worcester County Superintendent's Association, both of which require significant outside work but which also provide opportunities for connections with other superintendents, state level policy makers, etc.

- I have continued to seek ways for additional financial support for the district by encouraging grant proposals and continuing the Colonial Fund direct giving campaign, which was bolstered by a partnership with Shrewsbury Federal Credit Union. The model of having two, part time Coordinators of Development and Volunteer Activities, which I implemented last year, has been working well.

- The school district environment (II-A) issue that I have focused on most is school safety and security. I charged Mr. Collins and Stephen Rocco, the Coordinator of Transportation, Safety & Security, with improving our overall protocol for emergency response, and as you know from a recent report we have made substantial progress in this area.

III: Family and Community Engagement

- I utilize multiple channels for communicating with families and the community, including email list serv messages, posts to social media (Facebook and Twitter), a superintendent's blog, and episodes of the Superintendent's Update cable television show. I have also continued to be visible at various school and community events, including school concerts, athletic games, PTO fundraisers, etc. I hold periodic, regular meetings with the PTO presidents as well. This year the most high profile improvement for public communication was the launch of our new website, a project I charged Brian L'Heureux, Director of Information Technology, and Kimberlee Cantin, Executive Assistant for Communications & Operations, with implementing. Overall, it has been a great success, with a much improved, user friendly, intuitive interface that is visually appealing and more effective at providing key information to the community.

- In the category of addressing family concerns (III-D), these are typically resolved at the teacher or school administration level. For those that do reach my office, I try to address them respectfully and make decisions that are in accordance with policy and with the district's mission and values. There have been a handful of sensitive issues I have had to address this school year that have consumed significant time in order to ensure they were handled appropriately.

Standard IV: Professional Culture

- I believe that my work continues to model "commitment to high standards" (IV-A). I strive to share information with the staff and with the community regarding the collective and individual successes attained by our students and educators.

- I also work hard to model "respect for all" (IV-B). I am pleased to report that the new website allows families from different language backgrounds much improved access information. The current work of the Calendar Committee is also referencing the changing demographics of our community.

- Regarding communication skills (IV-C), I continue to work to provide all constituencies with accurate, timely information regarding the school district; celebrate the successes

and ensure awareness of our strengths; and outline the challenges we face. As for communication with the School Committee, I have provided three periodic, substantive briefings with information on topics related to federal and state policy, implementation of district initiatives, and updates on my work, while I have also provided specific communications on various timely issues so that the Committee has updated information, such as the state testing decision this past fall.

- I model “continuous learning” (IV-D) by being attentive to my own professional development and that of the leadership team. I again taught a course on leadership in our district’s Summer Institute this past June; I attended multiple leadership conferences designed for superintendents; and I continue to participate in the state superintendents’ association’s Global Studies and 21st Century Skills study group.

- I try to build and communicate a shared vision (IV-E) in a variety of ways, including through my communications to staff and the community through email, cable television, School Committee presentations, and social media updates; through the Shrewsbury School Journal; by recognizing outstanding staff through my annual awards presented on opening day for staff and promoting and assisting with the John P. Collins Awards through the Shrewsbury Education Foundation; and by making connections to the district’s vision through my remarks on opening day, at SHS graduation, etc.

- As I have stated in the past, while Indicator IV-F is titled “managing conflict,” I prefer the language that describes the indicator that uses the term “building consensus,” as I believe in our district we are able to do much more of the latter than the former, especially by being proactive. I have continued to meet with the officers of the Shrewsbury Education Association and the Shrewsbury Paraprofessional Association on a monthly basis, and I believe that proactive, open dialogue about issues of concern has been key to resolving these issues before they become larger problems. This year, I have raised the profile of my monthly meetings with the Faculty Advisory Council by communicating with the entire staff on the topics we discuss. Working with this group helps head off misunderstandings and issues by learning about how various initiatives are faring directly from those in the field who are implementing them.

I look forward to listening to the Committee’s feedback on my performance during our discussion at the December 16 meeting, with the goal of assisting my work to continuously improve my effectiveness as superintendent. Thank you.

<p style="text-align: center;">ORGANIZATION AND ADMINISTRATION</p>	<p style="text-align: center;">SUPERINTENDENT OF SCHOOLS</p>	<p style="text-align: center;">249</p>
<p>Primary Purpose</p>	<p>The Superintendent of Schools shall be the chief executive officer of the School Committee and serves as its professional advisor. In accordance with the policies of the School Committee and statutes of the Commonwealth, he/she shall provide professional leadership for the public education in Shrewsbury. The Superintendent/School Committee working relationship will be in accordance with the current Code of Ethics adopted by the Massachusetts Superintendents Association and the current Code of Ethics adopted by the Massachusetts Association of School Committees.</p>	
<p>Terms of Employment</p>	<p>The Superintendent works a twelve-month year. Conditions of employment are included in a contract with salary and benefits to be agreed upon by the Superintendent and School Committee. The initial contract will be three years in duration. The performance of the Superintendent will be evaluated annually as mutually determined by the Superintendent and School Committee.</p>	
<p>Leadership Role</p>	<ol style="list-style-type: none"> 1. Is directly responsible to the Shrewsbury School Committee. 2. Embraces high moral and ethical standards in all interactions, and sets the tone to promote similar practices in each classroom and school. 3. Develops a vision and direction in collaboration with the School Committee and the district's many constituencies. 4. Formulates strategic goals, plans, and changes in conjunction with staff and community. Prepares annual district goals and objectives and presents periodic assessments and final report to the School Committee. 5. Sets high standards for the recruitment, hiring and supervision of all personnel. 6. Oversees the annual operating budget recommendations and implements the School Committee's annual approved budget. 7. Develops and empowers school leadership to facilitate effective school-based management teams. 8. Stays current with best educational and management practices, and keeps the School Committee and the public informed of trends. 	
<p>Policy/ Governance</p>	<ol style="list-style-type: none"> 1. Attends all meetings of the Shrewsbury School Committee under normal circumstances and provides administrative recommendations on each action item. 2. Informs and advises the School Committee about programs, practices and problems of the schools; periodically informs the School Committee about personnel appointments and other staff changes. 3. Manages the school system consistent with state law and the policy determinations of the School Committee. 4. Formulates policies and plans for consideration and action by the School Committee; advises the School Committee on the need for new and/or revised policies; and oversees the implementation of all policies. <p style="text-align: right;">Continued on next page</p>	

	<p>5. Informs the School Committee periodically about personnel appointments and other personnel changes.</p>
<p>Qualifications</p> <p>Adopted 7/11/79 Revised 2/16/94 11/19/08</p>	<ol style="list-style-type: none">1. The applicant will be licensed or eligible for license as Superintendent of Schools in Massachusetts.2. The applicant is required to have a master's degree while an additional advanced degree is preferred. The applicant must also have experience in school and/or central office administration.3. School Committee may also consider other appropriate qualifications.

Superintendent Goal Achievement Plan 2015-2016

Educator—Name/Title: _____ Joseph M. Sawyer, Ed.D. _____

Primary Evaluator—Name/Title: _____ School Committee _____

Check all that apply¹: Proposed Goals Final Goals Date: Sep. 23, 2015

A minimum of one student learning goal and one professional practice goal are required. Team goals must be considered per [603 CMR 35.06\(3\)\(b\)](#).

Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team: <ul style="list-style-type: none"> • By April 2016, 80% of students, parents, and educators who respond to a survey will agree that a) student learning experiences are engaging, b) student coursework is appropriately challenging, and c) student coursework meets students' needs. <p>Note: This goal is aligned with the School Committee's 2011-2016 Strategic Priorities, Goal "C" under "Engage & Challenge All Students."</p>	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team: School Leadership Team <ul style="list-style-type: none"> • By April 2016, the superintendent will provide evidence of 1) creating multiple communications and resources designed to increase SPS staff members' understanding of key leadership concepts, and 2) developing a multi-year plan to build leadership capacity among SPS educators. <p>Note: This goal is not designed to provide formal training for administrative roles, but rather to build leadership knowledge and skill that can enhance effectiveness regardless of role and further advance a collaborative, distributed leadership model throughout the district.</p>

S.M.A.R.T.: S=Specific and Strategic; M=Measurable; A=Action Oriented;
R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

* Format is adapted from model provided by the Department of Elementary and Secondary Education

Student Learning Goal(s): Planned Activities for 2015-2016

Student Learning Goal: By April 2015, 80% of students, parents, and educators who respond to a survey will agree that a) student learning experiences are engaging, b) student coursework is appropriately challenging, and c) student coursework meets students' needs.

Note: This goal is aligned with the School Committee's 2016 goal "C" under "Engage & Challenge All Students."

Action	Supports/Resources from School/District	Timeline or Frequency
<ul style="list-style-type: none"> • Work with district and school leaders to ensure effective implementation of district initiatives in curriculum, instruction, and assessment (e.g. new math core materials; Shrewsbury Writing Project; 1:1 technology; PARCC, etc.) • Work with District Leadership Team, Faculty Advisory Council, parent leaders, and student leaders to operationally define "engagement," "challenge," and "meeting needs." • Directly observe teaching and learning through classroom visits at each school in order to develop firsthand knowledge of student learning experiences; communicate with constituents to build awareness of learning experiences taking place in schools. • Develop and distribute survey instrument to measure constituents' perspectives regarding academic engagement, challenge, and needs. 	<ul style="list-style-type: none"> • School administrators; curriculum & instruction leadership personnel • Professional development opportunities for educators • Curriculum, instruction, and technology materials • Meetings/communications with these groups • Communication tools (email, social media, cable TV, etc.) • Online survey tool 	<ul style="list-style-type: none"> • 2015-2016 school year • By end of December 2015 • At least one visit to each school per month • Develop survey by end of February 2016; distribute survey in March 2016; analyze and report results by mid-April 2016

Professional Practice Goal(s): Planned Activities for 2015-2016

Professional Practice Goal:

- By April 2016, the superintendent will provide evidence of multiple communications designed to increase SPS educators' understanding of key leadership concepts and will have developed a multi-year plan to build leadership capacity among SPS educators.

Action	Supports/Resources from School/District	Timeline or Frequency
<ul style="list-style-type: none"> • Include information and resources on leadership topics in regular communications to staff (such as memos). • Utilize the Faculty Advisory Council, District Leadership Team, and other methods such as online tools in order to gather feedback on how to build leadership capacity among staff members. • Create online collection of resources on leadership topics that staff can access. • Using feedback from staff, create a multi-year plan that provides pathways to gain knowledge and skill in various leadership domains that can be applied regardless of role. 	<ul style="list-style-type: none"> • Executive Assistant for Communications & Operations • Meeting opportunities • Communications equipment and software, such as <i>Schoology</i>. • <i>Schoology</i> software • Consultations with staff • Opportunity to review research and best practices, including potential conference attendance 	<ul style="list-style-type: none"> • At least monthly • Begin in September, continue monthly • Create initial collection by December; continue to add resources monthly • Plan drafted by end of March 2016



DISTRICT GOALS 2015-2017

Unanimously approved by the School Committee on April 8, 2015

STRATEGIC PRIORITIES: ENGAGE AND CHALLENGE ALL STUDENTS & ENHANCE LEARNING THROUGH TECHNOLOGY

Professional Practice Goals:

1) By the end of the 2016-17 school year, all grade level and department teams will have re-designed and implemented an existing learning experience for students that includes:

- An open-ended question that requires students to think critically about an engaging topic
- A special introductory event to the learning experience that generates curiosity and motivates students to learn more about the topic
- Multiple pathways to demonstrate learning
- Opportunities for students to share their thinking and collaborate with others
- Work shared with an audience beyond teacher and classroom
- Technology integration that enhances learning at the Modification and/or Redefinition level (SAMR Model)

The resources for this learning experience will be organized digitally to support team and department collaboration and innovation.

2) Beginning in 2015-2016, all students in Grades 5 through 12 will receive explicit instruction in *digital citizenship* each year, and the middle and high schools will collect feedback and data to best target this instruction.

**STRATEGIC PRIORITIES:
ENGAGE AND CHALLENGE ALL STUDENTS &
ENHANCE LEARNING THROUGH TECHNOLOGY (CONTINUED)**

Student Learning Goals:

- 1) In spring 2017, the number of students meeting the proficiency benchmark on PreK-12 common writing assessments will increase by at least 5% in each grade level compared with the baseline established in 2016.
- 2) In spring 2017, the number of students meeting the proficiency benchmark on PreK-12 common mathematics assessments will increase by at least 5% in each grade level compared with the baseline established in 2016.

STRATEGIC PRIORITY: PROMOTE HEALTH AND WELLNESS

Professional Practice Goal:

- 1) Based on surveys and observations, each school will ensure a systematic response to address the needs of students who are at-risk for behavioral or mental health issues, especially those who are identified as lacking a connection to a caring adult in the school environment.

Student Learning Goal:

- 1) All students will be able to identify at least one way they can access the help and support they need in the school environment when they or a friend are struggling with social, emotional or mental health issues.

STRATEGIC PRIORITY: INCREASE VALUE TO THE COMMUNITY

Community Goal:

- 1) Partner with booster and community groups, local businesses, and alumni in order to raise \$1 million towards the renovation and improvement of the athletics infrastructure at Shrewsbury High School.

- * To mark a task complete, double-click the 'Done' cell and type the letter 'a'.
- * To reach an ESE contact by phone, dial 781-338 plus the 4-digit extension.
- * To sort or filter any column, use the filter arrows at the head of the column.

Security portal and grants management links:
 Portal: <https://gateway.edu.state.ma.us/>
 Grants: <http://www.doe.mass.edu/Grants/>

Timeline					Task	Resources and support			Done?
Action	Person Responsible	ESE Submission	Start by	Due by	Item	Resource	Call	ESE contact	Type 'a'
Human resources		Required	Ongoing	Ongoing	Submit requests for waivers for educators who are unlicensed for their current teaching assignment, including substitute teachers who have been in the same instructional role for more than 90 consecutive days and are not licensed for the role. Call Commissioner's Hotline (x3065) for assistance.	Click for more info	3065	--	(Ongoing)
Local			Ongoing	Ongoing	Report to local fire department any fire in school or on school grounds. Conduct fire drills at start of school year and during the year as required by state law and local fire chief.	Click for more info	6303	Student Support	
Regional			Ongoing	Ongoing	Obtain special education reimbursement from Medicaid. Reimbursement for municipal districts goes to municipality. Reimbursement for regional school districts goes to school district.	Click for more info	3375	Special Education	(Ongoing)
Parent notice			Ongoing	Once annually	Mail Parent's Notice of Procedural Safeguards to all households with students found eligible for special education once during each school year.	Click for more info	3375	Special Education	(Ongoing)
Parent notice			Ongoing	Ongoing	Notify parents/guardians of children who have been assigned or have been taught for four or more consecutive weeks by a teacher who is not highly qualified (Title I schools only).	Click for more info	3550	Title I	(Ongoing)
Finance			Ongoing	Ongoing	Submit monthly requests for funds for state and federal grants.	Click for more info	6595	Grants Management	(Ongoing)
Local			Ongoing	Ongoing	Provide professional development to build skills related to bullying prevention and intervention.	Click for more info	6303	Student Support	
Local			Ongoing	Ongoing	Maintain an updated technology plan consistent with ESE's Local Technology Plan Guidelines.	Click for more info	3505	Digital Learning	(Ongoing)
Local			Ongoing	Ongoing	Superintendent and school committee review school improvement plans (M.G.L. ch.71 §59C).	Click for more info	3535	CDSA	(Ongoing)
Human resources			Ongoing	Ongoing	Obtain and review CORI of employees of taxicab companies that have contracted to provide transportation to students under G.L. c. 71, § 7A.	Click for more info	3400	Legal Office	(Ongoing)
Human resources			Varies / Ongoing	Varies / Ongoing	Review the results of national criminal history checks.	Click for more info	3400	Legal Office	(Ongoing)
Human resources		Required	Ongoing	Ongoing	Send notice to Commissioner within 30 days of discovering information from a national criminal history check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license sanction, regardless of whether the school district retains or hires the educator.	Click for more info	3400	Legal Office	(Ongoing)

Timeline					Task	Resources and support			Done?
Action	Person Responsible	ESE Submission	Start by	Due by	Item	Resource	Call	ESE contact	Type 'a'
Human resources		Required	Ongoing	Ongoing	Send notice to Commissioner within 30 days of any dismissal, non-renewal, resignation, or other discipline of licensed educator or an applicant for a Massachusetts educator license arising from results of a national criminal history check or misconduct that might give cause to limit or revoke educator's license.	Click for more info	3400	Legal Office	(Ongoing)
Virtual Schools		Required	Early Jun-15	Mid Jun-15	Submit pre-enrollment report (virtual schools only).		3251	Jennifer Gwatkin	
Data Review			29-Jun-15	29-Jun-15	View MCAS composition images on mcasservicecenter.com	Click for more info	3625	Student Assessment	
Data Review			30-Jun-15	30-Jun-15	Access MCAS preliminary ELA and multiple-choice Math and STE results (student roster and .csv data file) in DropBox Central in the Security Portal/MassEdu Gateway.	Click for more info	3625	Student Assessment	
Data Review			3-Jul-15	3-Jul-15	Access MCAS preliminary ELA and multiple-choice Math and STE results in Edwin Analytics in the Security Portal/MassEdu Gateway.	Click for more info	3625	Student Assessment	
Finance		Required	Late June-15	10-Jul-15	Submit Annual Statement of Assurances for federal and state grants.	Click for more info	3595	Grants Management	
Data report		Required	Mid May-15	16-Jul-15	Submit FY15 Title I data via the Title I Data Collection Application in the Security Portal.	Click for more info	6230	Title I	
Charters		Required	Early June-15	31-Jul-15	Submit charter amendment requests requiring approval by the Board of Elementary and Secondary Education (charter schools only).	Click for more info	3227	Charter School Office	
Charters		Required	Early June-15	31-Jul-15	Submit annual report to Office of Charter Schools and School Redesign (charter schools only).	Click for more info	3227	Charter School Office	
Charters		Required	Early June-15	31-Jul-15	Submit application for renewal of charter (charter schools only).	Click for more info	3227	Charter School Office	
Digital			Early Aug-2015	Aug-15	To start the process of seeking funding for eligible IT services under the E-rate program, file FCC form 470 (description of services requested). You must then file FCC form 471 in the winter (see entry for January).	Click for more info	3256	Digital Learning	
Data report		Required	1-Jun-15	6-Aug-15	Submit end-of-year EPIMS (Education Personnel Information Management System) and SCS (Student Course Schedule) data (collection opening date is tentative).	Click for more info	3582	Robert Curtin	
Data review		Required	7-Aug-15	13-Aug-15	View student roster reports and .csv data files with preliminary MCAS results for all spring tests in DropBox Central in the Security Portal/ MassEdu Gateway. Report potential discrepancies.	Click for more info	3625	Student Assessment	
Data review			10-Aug-15	10-Aug-15	View preliminary district and school MCAS summary reports in Edwin Analytics in the Security Portal/ MassEdu Gateway.	Click for more info	3625	Student Assessment	
Data review			Mid Aug-15	Mid Aug-15	View preliminary accountability data for <i>high schools only</i> via the Accountability Data application in the Security Portal/ MassEdu Gateway.	Click for more info	3550	Elementary and Secondary Education Act (ESEA)	

Timeline					Task	Resources and support			Done?
Action	Person Responsible	ESE Submission	Start by	Due by	Item	Resource	Call	ESE contact	Type 'a'
Local			Mid Aug-15	Late Aug-15	Update school and district contact information in Directory Administration to ensure correct listings on ESE's public website and receipt of important messages from ESE.	Click for more info	3582	Robert Curtin	
Finance			Early June-15	31-Aug-15	Submit grant applications for any grants projected to have a 9/1 start date.	Click for more info	6595	Grants Management	
Local			Early Aug-15	31-Aug-15	Discuss with local chief of police or designee the process for notification of a bullying incident that may result in criminal charges.	Click for more info	6303	Student Support	
Data report			Early Aug-15	31-Aug-15	Submit year-end report on head injuries and concussions in extracurricular athletic activities to the Department of Public Health.	Click for more info	6480	School Nutrition	
Parent notice			Early Aug-15	31-Aug-15	Provide written notice to students and parents/guardians of the student-related sections of the bullying prevention plan in age-appropriate terms and the most prevalent languages.	Click for more info	6303	Student Support	
Human resources			Early Aug-15	31-Aug-15	Check licensure status of all educators via ELAR. Call Commissioner's Hotline (x3065) for assistance.	Click for more info	3065	--	
Local			Early-Aug-15	31-Aug-15	Complete and review Annual Multi-Hazard Evacuation Plan for each school with fire chief and police chief before the start of school.	Click for more info	6303	Student Support	
Finance			1-Jul-15	31-Aug-15	Submit final expenditure reports (FR-1) for grants that ended on 6/30.	Click for more info	6595	Grants Management	
Local		Required	Early Aug-15	1-Sep-15	Each school must submit a medical emergency response plan that was developed with school, police, fire, and emergency personnel. Plans must be practiced at the beginning of the year and periodically throughout.	Click for more info	3010	MERP	
Local			1-Sep-15	1-Sep-15	Designate Civil Rights Coordinator (603 CMR 26.00; federal civil rights laws) and ensure in compliance with all applicable requirements.	Click for more info	3400	Legal Office	
Testing			8-Sep-15	16-Sep-15	High school principals order test materials for MCAS November ELA and Mathematics retests.	Click for more info	3625	Student Assessment	
Data review		Required	Early Sept-15	Early Sep-15	Superintendents and principals review official embargoed spring MCAS district data files in Edwin Analytics in the Security Portal/ MassEdu Gateway and check for accuracy.	Click for more info	3625	Student Assessment	
Data review			Mid Sep-15	Mid Sep-15	View official embargoed 2015 accountability data for <i>high schools only</i> via the Accountability Data application in the Security Portal/ MassEdu Gateway.	Click for more info	3550	Elementary and Secondary Education Act (SEA)	
Data review			Mid Sep-15	Mid Sep-15	Principals receive MCAS-Alt portfolios and Portfolio Feedback Forms.	Click for more info	3625	Student Assessment	
Data review			Mid Sep-15	Mid Sep-15	ESE releases MCAS district and school performance level results to the public. Embargo lifted on discussion of school and district results.	Click for more info	3625	Student Assessment	
Data review			Mid Sep-15	Mid Sep-15	ESE releases official 2015 accountability data for high schools only to the public. Embargo lifted on discussion of high school results.	Click for more info	3550	Elementary and Secondary Education Act (SEA)	

Timeline					Task	Resources and support			Done?
Action	Person Responsible	ESE Submission	Start by	Due by	Item	Resource	Call	ESE contact	Type 'a'
Parent notice			Mid Sep-15	Mid Sep-15	Superintendents receive printed <i>Parent/Guardian Reports</i> for students who participated in spring MCAS and MCAS-Alt and receive Adams Scholarship notifications.	Click for more info	3625	Student Assessment	
Data report		Required	Mid Aug-15	Mid Sep-15	Notify ESE of school openings/closings via downloadable forms.	Click for more info	3582	Robert Curtin	
Local			Early Sep-15	Late Sep-15	Review Standard Precautions (formerly called Universal Health Precautions) with all staff.	Click for more info	6303	Student Support	
Local			Early Sept-15	Late Sep-15	Hold training on schools' physical restraint policy within the first month of every school year and within a month of new employee hires (603 CMR 46.00).	Click for more info	3700	Program Quality Assurance	
Human resources			1-Sep-15	30-Sep-15	Send Civil Rights and Equal Education notices to all school employees, notifying of training dates (603 CMR 26.00).	Click for more info	3400	Legal Office	
Parent notice			1-Sep-15	30-Sep-15	Publish student handbook and send required notices to parents/guardians (see third tab in workbook for list). Notices may be included in the handbook (G.L. c. 71, §37H).	Click for more info	3400	Legal Office	
Human resources			1-Sep-15	30-Sep-15	Inform teachers, administrators, and other professional staff of reporting requirements relating to suspected child abuse and neglect, and reporting of fires (G.L. c. 71, § 37L).	Click for more info	3400	Legal Office	
Finance		Required	Early Sep-15	30-Sep-15	Submit End-of-Year Financial Report for prior school year (except charter and virtual schools).	Click for more info	6594	Jay Sullivan	
Local			Early Sep-15	30-Sep-15	Hold school council elections for parent, teacher, and community representatives.	Click for more info	3400	Legal Office	
Data Report		Required	1-Sep-15	1-Oct-15	Submit personnel agreements, including educator evaluation system agreements, to the Department of Elementary and Secondary Education under the authority of MGL c. 15, § 55A, amended 2008 and 603 CMR 35.11.	Click for more info	3246	Contract Agreements	
Data report		Required	Early Sep-15	1-Oct-15	Submit Secondary School Anti-Hazing Report (secondary schools) (MGL ch. 269 §§17-19; 603 CMR 33.00).	Click for more info	3788	Darlene Lynch	
Local			Early-Sept-15	Suggested three times per year (Sept., Jan., May)	Conduct , along with chief of police, bus evacuation drills and vehicle evaluations.	Click for more info	6300	Student Support	
Data report		Required	1-Oct-15	30-Oct-15	Submit October 1 SIMS (Student Information Management System) data (collection opening date is tentative).	Click for more info	3582	Robert Curtin	
Data report		Required	Mid Oct-15	22-Jul-16	Submit School Safety and Discipline Report (SSDR), including bullying incident data under G.L. c. 71, § 37O(k). Data collection opens mid-October 2015; data are collected year-round. Final report due July 24, 2016.	Click for more info	3582	Robert Curtin	

Timeline					Task	Resources and support			Done?
Action	Person Responsible	ESE Submission	Start by	Due by	Item	Resource	Call	ESE contact	Type 'a'
Finance			Early Sep-15	31-Oct-15	Submit final expenditure reports (FR-1) for grants that ended on 8/31.	Click for more info	6561	Grants	
Parent notice			Early-Sep-15	31-Oct-15	Send Nutrition Program Reports and Claim Forms (school lunch/breakfast) to parents/guardians.	Click for more info	6480	School Nutrition	
Testing			26-Oct-15	30-Oct-15	High school principals order test materials for MCAS February Biology test.	Click for more info	3265	Student Assessment	
Regional			1-Jul-15	31-Oct-15	Submit to the Department of Revenue (DOR) the forms and schedules required for the purpose of reviewing and certifying the balance in the regional school district's excess and deficiency fund (regional school districts only.)	Click for more info	6520	Christine Lynch	
Charters		Required	Early Aug-15	2-Nov-15	Submit Independent Financial Audit (charter schools only).	Click for more info	3227	Charter School Office	
Charters		Required	1-Oct-15	6-Nov-15	Submit 2014-2015 Charter School Updated Waitlist Report (charter schools only).	Click for more info	3227	Charter School Office	
Testing			4-Nov-15	10-Nov-15	High schools administer MCAS November ELA and Mathematics retests.	Click for more info	3625	Student Assessment	
Testing			26-Oct-15	13-Nov-15	Principals order test materials for ACCESS for ELLs tests.	Click for more info	3265	Student Assessment	
Human resources			Mid Sep-15	14-Nov-15	Develop new Individual Professional Development Plans for those who renewed their Professional license . As a reminder, the Licensure Regulations (603 CMR 44.04(1)(c)) permits the use of the same plan to satisfy the requirements of Educator Evaluation and License Renewal.	Click for more info	3124	Brian Devine	
Charters		Required	Mid Nov-15	25-Nov-15	Submit charter school end-of-year financial report (charter schools only).	Click for more info	3227	Charter School Office	
Local			Early-Nov-15	30-Nov-15	Ensure that educators new to the district are enrolled in induction programs.	Click for more info	6680	Educator Development	
Data review			Late Fall-15	Late Fall-15	Superintendents and principals view preliminary accountability data for grades 3-8 (<i>non-high school</i>) in the Security Portal/MassEdu/Gateway.	Click for more info	3550	Elementary and Secondary Education Act (ESEA)	
Data review			Late Fall-15	Late Fall-15	Superintendents and principals view official embargoed PARCC grade 3-8 (non high school)students results in the Security Portal/MassEdu Gateway.	Click for more info	3625	Student Assessment	

Timeline					Task	Resources and support			Done?
Action	Person Responsible	ESE Submission	Start by	Due by	Item	Resource	Call	ESE contact	Type 'a'
Data review			Late Fall-15	Late Fall-15	Superintendents and principals view official embargoed 2015 accountability data for non-high schools in the Security Portal/MassEdu Gateway.	Click for more info	3550	Elementary and Secondary Education Act (ESEA)	
Data review			Late Fall-15	Late Fall-15	ESE releases PARCC grades 3-8 (non high school) district and school performance level results to the public. Embargo lifted on discussion of school and district results.	Click for more info	3625	Student Assessment	
Local			Late Fall-15	Late Fall-15	Distribute 2015 school "report cards" providing information about accountability, assessment, teacher quality, and the right of parents/guardians of children attending Title I schools to know certain information about teacher qualifications.	Click for more info	3550	Elementary and Secondary Education Act (ESEA)	
Data report		Required	1-Oct-15	3-Dec-15	Submit October 1 EPIMS (Education Personnel Information Management System) and SCS (Student Course Schedule) data (collection opening date is tentative).	Click for more info	3582	Robert Curtin	
Data report		Required	12-Oct-15	4-Dec-15	Submit Individual Non-Public School Report(s).	Click for more info	3582	Robert Curtin	
Virtual Schools			Late Nov-15	1-Jan-16	Submit annual report to Office of Digital Learning (virtual schools only)		3251	Jennifer Gwatkin	
Virtual Schools			Late Nov-15	1-Jan-16	Submit Independent Financial Audit (virtual schools only).		3251	Jennifer Gwatkin	
Data review			Early Jan. 2016	Early Jan. 2016	Superintendents view student results from the MCAS November retest in Edwin Analytics in the Security Portal/MassEdu Gateway.	Click for more info	3625	Student Assessment	
Parent notice			Early Jan. 2016	Early Jan. 2016	Superintendents receive letters for students who earn the Adams Scholarship to send to parents/guardians.	Click for more info	3625	Student Assessment	
Testing			4-Jan-16	15-Jan-16	Principals order materials for spring 2015 MCAS (including MCAS-Alt) tests.	Click for more info	3625	Student Assessment	
Testing			4-Jan-16	15-Jan-16	High school principals order test materials for MCAS March ELA and Mathematics retests.	Click for more info	3625	Student Assessment	
Data report			Early Dec-15	31-Jan-16	Complete annual digital learning survey to help inform policy decision and prioritize areas of support/focus.	Click for more info	3256	Digital Learning	
Testing			1-Feb-16	2-Feb-16	High schools administer MCAS February Biology test.	Click for more info	3625	Student Assessment	
Testing			7-Jan-16	11-Feb-16	Schools administer ACCESS for ELLs test to ELL students in grades K to 12.	Click for more info	3625	Student Assessment	

Timeline					Task	Resources and support			Done?
Action	Person Responsible	ESE Submission	Start by	Due by	Item	Resource	Call	ESE contact	Type 'a'
Parent notice			Early Feb-16	Mid Feb-16	Superintendents receive November MCAS ELA and Mathematics Retest <i>Parent/Guardian Reports</i> .	Click for more info	3625	Student Assessment	
Data report		Required	1-Jan-16	26-Feb-16	Submit School-Attending Children Report (not submitted by charter and regional voc/tech schools).	Click for more info	3582	Robert Curtin	
Finance			Early Feb-16	27-Feb-16	Submit Intent to Claim for Circuit Breaker Extraordinary Relief (if applicable).	Click for more info	6594	Jay Sullivan	
Local			Early Dec-15	Mid Mar-16	For federal discounts on eligible IT services through the e-rate program, file FCC form 471 (description of services ordered). The FCC Form 471 must be completed online.	Click for more info	3256	Digital Learning	
Charters		Required	Mid Feb-16	1-Mar-16	Submit 2/15 Charter School Claim Form (charter schools only).	Click for more info	6586	Hadley Cabral	
Testing			2-Mar-16	6-Mar-16	High schools administer MCAS March ELA and Mathematics retests.	Click for more info	3625	Student Assessment	
Testing			7-Mar-16	17-Mar-16	High school principals order test materials for MCAS June STE tests.	Click for more info	3625	Student Assessment	
Charters		Required	Mid Feb-16	16-Mar-16	Submit 2015-2016 Charter School Pre-Enrollment Report (charter schools only).	Click for more info	3227	Charter School Office	
Charters		Required	Mid Feb-16	15-Mar-16	Submit 2016-2017 Charter School Waitlist Report (charter schools only)	Click for more info	3227	Charter School Office	
Data report		Required	25-Feb-16	24-Mar-16	Submit March 1 SIMS data (collection opening date is tentative).	Click for more info	3582	Robert Curtin	
Data report			Mid Jan-16	Late Mar-16	Update school and district contact information in Directory Administration to ensure correct listings on ESE's public website and receipt of important messages from ESE.	Click for more info	3582	Robert Curtin	
Innovation		Required	Early Feb-16	31-Mar-16	Submit annual innovation schools and innovation academies evaluation report.	Click for more info	3217	Shay Edmond	
Finance			Ongoing	31-Mar-16	Submit End of Year Compliance Supplements to ESE (within nine months of the close of the previous fiscal year.)	Click for more info	6594	Jay Sullivan	
Finance			Mid-March-16	31-Mar-16	Submit applications for circuit breaker extraordinary relief payments (if applicable).	Click for more info	6594	Jay Sullivan	
Testing		Required	Early Sep-15	1-Apr-16	Principals monitor development of MCAS-Alt portfolios throughout the year and submit in April (grades 3–12).	Click for more info	3625	Student Assessment	
Testing			21-Mar-16	5-Apr-16	Schools administer MCAS ELA tests (grades 3–8 and 10)-- pending Board of Education vote on ELA and math assessment program.	Click for more info	3625	Student Assessment	

Timeline					Task	Resources and support			Done?
Action	Person Responsible	ESE Submission	Start by	Due by	Item	Resource	Call	ESE contact	Type 'a'
Data report		Required	Early March-16	Early April-16	Submit Regional Student Advisory Council members' election affidavits to ESE (M.G..L ch.15 §1E).	Click for more info	6320	Donna Taylor	
Finance		Required	Early April-16	30-Apr-16	Submit School Choice Claim Form (submitted by receiving districts).	Click for more info	6527	Roger Hatch	
Parent notice			Early May-16	Early May-16	Superintendents receive February MCAS Biology and March MCAS ELA and Mathematics Retest <i>Parent/Guardian Reports</i> (data available in Edwin Analytics in the Security Portal/MassEdu Gateway earlier).	Click for more info	3625	Student Assessment	
Parent notice			Early May-16	Early May-16	Principals receive ACCESS for ELLs <i>Parent/Guardian Reports</i> .	Click for more info	3625	Student Assessment	
Testing			Early May-16	Early May-16	Schools administer MCAS Mathematics (grades 3–8 and 10), STE (grades 5 and 8) tests -- pending Board of Education vote on ELA and math assessment program.	Click for more info	3625	Student Assessment	
Data review			Late May-16	Late May-16	Superintendents and principals access spring ACCESS for ELLs results.	Click for more info	3625	Student Assessment	
Local			Early May-16	29-May-16	Appoint student advisory member to local school committee (M.G.L. ch.71 §38M).	Click for more info	6320	Donna Taylor	
Local			Early Jan-16	29-May-16	Publish notice of public hearing on annual budget by school committee at least seven days in advance of hearing (M.G.L. ch.71 §38N).	Click for more info	6520	Christine Lynch	
Local			Early April-16	1-Jun-16	Certify School Choice participation vote by school committee, where applicable.	Click for more info	6527	Roger Hatch	
Testing			1-Jun-16	2-Jun-16	High schools administer MCAS high school STE tests.	Click for more info	3625	Student Assessment	
Local			Early Sep-15	Mid Jun-16	Districts incorporate student and staff feedback as evidence in their educator evaluation system.	Click for more info	3243	Educator Evaluation	
Local		Required	Early Sep-15	Mid Jun-16	Districts implement systems for evaluating educator impact (e.g. DDMS) consistent with June 2015 Update, and report implementation status in June 2016. (Student Impact Ratings are reported for some educators following 2015-16 and all educators following 2016-17 or in accordance with the district's approved alternative pathway request).	Click for more info	3243	Educator Evaluation	
Virtual Schools			Early Jun-16	Mid Jun-16	Submit pre-enrollment report (virtual schools only).		3251	Jennifer Gwatkin	
Data review			Mid Jun-16	Mid Jun-16	Principals view Portfolio Feedback Forms for students who participated in the MCAS-Alt.	Click for more info	3625	Student Assessment	
Data review			Mid Jun-16	Mid Jun-16	Principals access Portfolio Feedback Forms for students who participated in the MCAS-Alt.	Click for more info	3625	Student Assessment	

Timeline					Task	Resources and support			Done?
Action	Person Responsible	ESE Submission	Start by	Due by	Item	Resource	Call	ESE contact	Type 'a'
Data report			Late June-16	Late June-16	Superintendents and principals file MCAS-Alt score appeals, as needed.	Click for more info	3625	Student Assessment	
Regional		Required	Spring 2016	20-Jun-16	Provide written notification to Commissioner if regional school district will not have an approved budget by June 30 (regional school districts only.)	Click for more info	6520	Christine Lynch	
Finance			Mid-June-16	6-Jul-16	Submit final special education circuit breaker claims for preceding school year.	Click for more info	6594	Jay Sullivan	
Data report		Required	1-Jun-16	7-Jul-16	Submit End-of-Year SIMS data (collection opening date is tentative).	Click for more info	3582	Robert Curtin	
Data report		Required	Mid Oct-15	22-Jul-16	Submit School Safety and Discipline Report (SSDR), including bullying incident data under G.L. c. 71, § 37O(k). Data collection opens mid-October 2015; data are collected year-round. Final report due July 24, 2016.	Click for more info	3582	Robert Curtin	
Finance		Required	1-Jul-16	30-Jul-16	Submit Annual Statement of Assurances for federal and state grants.	Click for more info	6595	Grants Management	
Data review			31-Jul-16	31-Jul-16	Principals receive MCAS-Alt score appeal results.	Click for more info	3625	Student Assessment	
Local		Required	Early Jun-16	31-Jul-16	Complete and submit Annual Induction and Mentoring Report for beginning teachers.	Click for more info	3292	Educator Development	
Data review			Summer 2016	Summer 2016	Principals view MCAS composition images on mcasservicecenter.com	Click for more info	3625	Student Assessment	
Data review			Summer 2016	Summer 2016	Principals view student rosters with partial preliminary MCAS results in DropBox Central in the Security Portal/MassEdu Gateway.	Click for more info	3625	Student Assessment	
Data review			Summer 2016	Summer 2016	Principals access partial preliminary MCAS student data files in DropBox Central in the Security Portal/MassEdu Gateway.	Click for more info	3625	Student Assessment	
Data review			Summer 2016	Summer 2016	Superintendents and principals view partial preliminary MCAS student results in Edwin Analytics in the Security Portal/MassEdu Gateway.	Click for more info	3625	Student Assessment	
Data report		Required	Jun-16	16-Aug	Submit end-of-year EPIMS (Education Personnel Information Management System) and SCS (Student Course Schedule) data (collection opening date is tentative).	Click for more info	3582	Robert Curtin	

Glossary of actions

Action	Definition
Charters	An action to be taken by charter schools only
Data report	Data to be reported to the state
Data review	Data to be reviewed locally
Finance	Actions related to grants, reimbursements, etc.
Human resources	Actions related to licensure matters, notifications to district employees, etc.
Local	An action to be taken at the local level
Parent notice	Notifications to parents
Regional	An action to be taken by regional schools only
Testing	State testing activities
Virtual	An action to be taken by virtual schools only

Required parent notices to be sent by September 30. Notices may be included in the school/student ha

Notice	Resource	781-338-
Rights of parents and eligible students (603 CMR 23.07 (4)(a))	Click for more info	3400
Release of certain information to military recruiters unless parents opt out.	Click for more info	3400
Release of directory information. (603 CMR 23.07 (4)(a))	Click for more info	3400
Sex education course information and opt-out information to parents/guardians (M.G.L. ch.71 §32A).	Click for more info	6300
Notice to parents of privacy rights under federal Family Educational Rights and Privacy Act (FERPA).	Click for more info	3400
Anti-hazing notice to students. (M.G.L. ch.269 §19; 603 CMR 33.00)	Click for more info	3700
Student handbook (M.G.L. ch.71 §37H), including notice of nondiscrimination under Title IX.	Click for more info	3400

andbook.

ESE contact

Legal Office

Legal Office

Legal Office

John Bynoe

Legal Office

Program Quality
Assurance

Legal Office