



**School Committee
Meeting Book**

**December 16, 2015
7:00 pm**

**Town Hall
Selectmen's Meeting Room**



SHREWSBURY PUBLIC SCHOOLS
School Committee



MEETING AGENDA
December 16, 2015 7:00pm
Town Hall—Selectmen's Meeting Room

The meeting may open at 6:15pm in Town Hall - Conference Room A and immediately enter executive session for the purpose of a) discussing negotiations with the Shrewsbury Education Association, Unit A, and/or b) for the purpose of reviewing and/or approving executive session minutes from a prior meeting.

| <u>Items</u> | <u>Suggested time allotments</u> |
|---|----------------------------------|
| I. Public Participation | 7:00 – 7:10 |
| II. Chairperson's Report & Members' Reports | |
| III. Superintendent's Report | |
| IV. Time Scheduled Appointments: | |
| V. Curriculum | |
| A. SHS Mathematics: Student Presentation & Report | 7:10 – 7:25 |
| B. Middle Level Mathematics: Student Presentation & Report | 7:25 – 7:40 |
| C. Elementary Level Mathematics: Report | 7:40 – 7:55 |
| D. Discussion of Mathematics Curriculum | 7:55 – 8:10 |
| VI. Policy | |
| VII. Finance & Operations | |
| A. Online Payment Option: Report | 8:10 – 8:25 |
| B. Procurement Card: Report & Vote | 8:25 – 8:35 |
| VIII. Old Business | |
| IX. New Business | |
| A. Evaluation of the Superintendent: Midyear Review | 8:35 – 8:50 |
| X. Approval of Minutes | 8:50 – 8:55 |
| XI. Executive Session (if necessary) | 8:55 – 9:20 |
| A. Negotiations with the Shrewsbury Education Association, Unit A | |
| B. Possible review and approval of executive session minutes | |
| XII. Adjournment | 9:20 |

Next regular meeting: January 6, 2016



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: I. Public Participation

MEETING DATE: 12/16/15

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 Mr. John Samia, 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:

Mr. John Samia, Chairperson
Ms. Sandra Fryc, Vice Chairperson
Ms. Erin Canzano, Secretary
Dr. B. Dale Magee, Committee Member
Mr. Jon Wensky, 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.



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **IV. Time Scheduled Appointment**

MEETING DATE: **12/16/15**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **V. Curriculum**

MEETING DATE: **12/16/15**

A. SHS Mathematics: Student Presentation & Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a presentation on mathematics from SHS faculty and students?

BACKGROUND INFORMATION:

1. Although the SHS mathematics curriculum did not require significant changes when the state updated its curriculum frameworks, the program has continued to evolve, especially as students who participated in the advanced math options at Sherwood and Oak Middle Schools have reached high school and have exhausted the highest AP course levels prior to senior year. A mathematical modeling course was introduced this year to address these needs.
2. Mr. Peter Collins and students from his mathematical modeling class will present information regarding their work thus far this year, especially regarding the application of mathematical knowledge and skills.

ACTION RECOMMENDED:

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

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Mr. Peter Collins, Mathematics Teacher, SHS
Andrew Freeman, SHS Student
Rebecca McBrayer, SHS Student



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **V. Curriculum**

MEETING DATE: **12/16/15**

B. Middle Level Mathematics: Student Presentation & Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a presentation on mathematics from middle level faculty and students?

BACKGROUND INFORMATION:

1. The mathematics curriculum was updated last year at Oak Middle School, with some rearrangement of topics in order to ensure rigor and strong preparation for high school mathematics. This report will provide an update on aspects of this evolution.
2. Mrs. Melissa McCann, Ms. Jennifer Dufault and students from Ms. Dufault's 8th grade class will present information regarding their work thus far this year, especially regarding the communication of mathematical ideas.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Mrs. Melissa McCann, Mathematics Curriculum Coordinator, Middle Level
Ms. Jennifer Dufault, Grade 8 Mathematics Teacher, Oak Middle School
Nihal Chaudry, Grade 8 Student, Oak Middle School
Rishika Sai, Grade 8 Student, Oak Middle School
Lauren Tocman, Grade 8 Student, Oak Middle School



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **V. Curriculum**
C. Elementary Level Mathematics: Report

MEETING DATE: **12/16/15**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on elementary mathematics?

BACKGROUND INFORMATION:

1. The mathematics curriculum was updated last year at the elementary level, with the adoption of a new curriculum resource called *Math In Focus*, aka, "Singapore Math." This report will provide an update on aspects of this change.
2. Mrs. Susan Conley and Mrs. Lisa Papazian will present information regarding the elementary mathematics program, especially regarding the teaching of problem solving skills.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Mrs. Susan Conley, Instructional Coach/Curriculum Specialist, Calvin Coolidge School
Mrs. Lisa Papazian, Instructional Coach/Curriculum Specialist, Walter J. Paton School



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **V. Curriculum**
D. Discussion of Mathematics Curriculum

MEETING DATE: **12/16/15**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee have a discussion on mathematics curriculum?

BACKGROUND INFORMATION:

1. This is an opportunity for the Committee to ask further questions and discuss the previous three presentations regarding the district's mathematics program.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Ms. Mary Beth Banios, Assistant Superintendent

Growing Mathematicians

Update on investment in the K-12 mathematics program



Context

Massachusetts Math State Frameworks

| Content | Mathematical Practices |
|--|---|
| Identification of discreet math skills to be taught at each grade level. | A standardized PreK-12 set of skills associated with developing the “Habits of Mind” of a mathematician. These skill stay the same year after year but grow in their application to more complex mathematical problems. |

The educators in the Shrewsbury Public Schools have been working to both align to the Massachusetts State Frameworks and to also ensure our students are ready for the more abstract problem solving demands of the work and college environments. The district has primarily addressed the changes in content through a K-8 purchase of materials that are well aligned with the new state standards. The selected materials were also seen as strong anchors for the Mathematical Practices. However, the teaching of these practices is a very complicated task and requires sustained focus and attention to do well. This report specifically outlines on some of the work occurring in our schools with these practices as we focus on growing our students into strong mathematicians.

For a review of the Principles of Mathematical Practice please refer to the Illustrative Mathematics site using the following link: <https://www.illustrativemathematics.org/practice-standards>

Problem Solving and Communication (Grades K - 4)

Starting in the 2014-15 school year and continuing to the present, the Elementary Instructional Coaches have been working in collaboration with elementary teachers to develop an assessment that helps to document student growth in problem solving and to identify instructional teaching steps for each phase of of as student's development. Assessment questions and student exemplars are being developed for each grade level for use across the entire district. In each of the assessments, students are asked to solve one problem on their own, and then to solve a second problem but also to look at another hypothetical solution to another problem and to critique the reasoning and accuracy of the work.

Please see below for language from the current *draft* of a rubric designed to score the 4th grade problem solving questions

| Construct Measured | Score Point 4 | Score Point 3 | Score Point 2 | Score Point 1 |
|--------------------|---|--|--|------------------------------------|
| Accuracy | | I solved the problem correctly. | | I did not solve problem correctly. |
| Strategy | I solved the problem using an efficient strategy. | I solved the problem using an appropriate strategy that matches how I got the answer. | I solved the problem using an incorrect strategy. | I did not show a strategy. |
| Model | I modeled the problem using a clear and/or labeled drawing or diagram, chart, graph, or equation. | I modeled the problem using a drawing or diagram, chart, graph, or equation that represents the problem. | I attempted to model the problem using a drawing, chart, graph, or equation. | I did not model the problem. |
| Score | Advanced 11 | Proficient 10 9 8 | Needs Improvement 7 6 5 | Warning 4 3 |

| | Construct Measured | Score Point 4 | Score Point 3 | Score Point 2 | Score Point 1 |
|--|----------------------------------|--|--|---|--|
| Student ability to solve the problem themselves | Accuracy | | I solved the problem correctly. | | I did not solve the problem correctly. |
| | Strategy | I solved the problem using an efficient strategy. | I solved the problem using an appropriate strategy that matches how I got my answer. | I solved the problem using an incorrect strategy. | I did not show a strategy. |
| | Model | I modeled the problem using a clear and/or labeled drawing or diagram, chart, graph, or equation. | I modeled the problem using a drawing or diagram, chart, graph, or equation that represents the problem. | I attempted to model the problem using a drawing, chart, graph, or equation. | I did not model the problem. |
| Score | | Advanced 11 | Proficient 10 9 8 | Needs Improvement 7 6 5 | Warning 4 3 |
| Student ability to identify and explain the math error | Identification of Math Error | | I correctly identified the math error. | | I did not correctly identify the math error. |
| | Explanation for Correcting Error | My explanation for correcting the math error is correct and very clear and addresses the error made. | My explanation for correcting the math error is correct and reasonably clear and addresses the error made. | Some parts of my explanation for correcting the math error are incorrect, unclear or missing. | My explanation for correcting the math error is incorrect, missing or all parts are unclear. |
| Score | | Advanced 7 | Proficient 6 5 | Needs Improvement 4 3 | Warning 2 |

Problem Solving and Communication (Grades 5 - 8)

Teachers place a strong emphasis on problem solving and communication in math at the middle level. Students are instructed and assessed in these areas during each unit. Over the past few years, the math department at Oak Middle School has developed explicit lessons and rubrics to help students improve their written communication in math. The term "SO C⁴" represents the criteria used at OMS to identify an appropriately communicated written response to a math task. The resources and strategies developed at OMS promote rigor and consistency across the math department.

Please find below the criteria used to assess students' problem solving and communication skills

Standard: Solves problems in real-world and mathematical contexts.

| 4 | 3 | 2 | 1 |
|--|--|--|--|
| Thoroughly interprets scenarios; Accurately applies math skills to solve problems; Solutions show an in depth conceptual understanding | Thoroughly interprets most scenarios; Minor inaccuracies in math skills do not reflect conceptual misunderstanding; Solutions show a proficient conceptual understanding | Inconsistently interprets scenarios; Inaccuracies in math skills reflect some conceptual misunderstanding; Solutions show a limited conceptual understanding | Inaccurately or incompletely interprets scenarios; Inaccuracies in math skills reflect conceptual misunderstanding; Solutions show little or no conceptual understanding |

Standard: Communicates mathematical thinking clearly and concisely.

| 4 | 3 | 2 | 1 |
|---|--|---|---|
| Consistently uses appropriate forms of representation; Work is consistently and clearly organized; Accurately uses math vocabulary; Uses relevant and concise reasoning to support all ideas. | Uses appropriate forms of representation; Most work is clearly organized; Accurately uses some math vocabulary; Uses relevant reasoning to support most ideas. | Inconsistently uses appropriate forms of representation; Clear organization is lacking; Accurately uses limited math vocabulary; Support for a number of ideas is incomplete or contains errors in reasoning. | Rarely uses appropriate forms of representation; Work is unorganized; Math vocabulary is used inaccurately or is missing; Most ideas are unsupported or supported using irrelevant reasoning. |

Please find below a consistent strategy used across Oak Middle School to support students in communicating their problem solving work

SO C⁴ CHECKLIST: Supported, Organized, Correct, Complete, Clear, Concise

Correct
Complete
Is the math right?

Check for any mistakes in:
your reasoning
your calculations
your representations
your mathematical language
Check that you have included all necessary parts.

Organized
Supported
Is there a clear path of steps and reasons?

Check that:
the flow is logical
you give the reader clear signposts to show where you are going
you have backed up all claims

Clear
Concise
Have you included enough but not too much?

Ask yourself:
Will the reader understand?
Have I included appropriate mathematical language and representations (diagrams, tables, equations, graphs)?
Do I keep my focus and stick to the info that is really helpful?

Problem Solving and Communication Application (Shrewsbury High School)

SHS Mathematical Modeling and the HiMCM

Mathematical Modeling, a full-year course, is being offered for the first time at Shrewsbury High. This elective is an honors-level course offered to upper classmen taking AP-level math. The course offers students the opportunity to solve real-world problems - collaboratively and with the use of technology - using math learned both in the Modeling Course and math learned in prior years.

In November, the students in the Modeling Course competed in the HiMCM - the High School Mathematical Competition in Modeling. This is a 36-consecutive-

Mary Beth Banios, Peter Collins, Melissa McCann, Elementary Instructional Coaches
Shrewsbury Public Schools
December 11, 2015

hour competition where teams of four students solve a real-world problem using math. In this year's problem, students had to analyze crime statistics – specifically 11 thousand rows of crime data - to measure the relative safety of a city. Each group put forth a tremendous effort and produced a professional report that provided a well-thought-out solution to the problem. Please see the attached brochure for additional details on the HiMCM project.

**COMAP ANNOUNCES THE EIGHTEENTH ANNUAL
HIGH SCHOOL MATHEMATICAL CONTEST IN MODELING®**

HIMCM®

October 30–November 16



**Additional support provided by the National Council of Teachers of Mathematics (NCTM),
the Mathematical Association of America (MAA),
and the Institute for Operations Research and Management Sciences (INFORMS).**

Dear Colleague:

I would like to invite your school's participation in COMAP's Eighteenth Annual High School Mathematical Contest in Modeling (HiMCM). The HiMCM is designed to provide students with an opportunity to work as a team in a contest that will stimulate and improve their mathematical problem-solving proficiency as well as develop their writing skills.

The competition takes place with teams consisting of up to, but no more than, four students working on a real-world problem in a consecutive thirty-six-hour period between October 30 – November 16, 2015. Teams are allowed to work on the contest problem at any local facility. Each team has a faculty advisor to guide them and submit their work. Papers are submitted to COMAP for judging by a panel of mathematics educators.

I wish to encourage the teachers and students at your school to form a team or teams. More data is in this flyer, and further detailed information is online at **www.himcm.org**. Teams must be registered by 2:00 pm EST on October 30, 2015. I look forward to your participation in this exciting and challenging adventure.

Best wishes,



William Fox
Contest Director

The High School Mathematical Contest in Modeling is open to all secondary schools. This flyer presents an overview of the contest. Detailed information is available online at: **www.himcm.org**

CONTEST FEES: \$75 per team. Fees must be paid at online registration.

Please register only the teams that will take part in the contest. Registration fees are not refundable.

Contest Date and Time: The 2015 contest must be accomplished at a local facility, during a thirty-six-hour consecutive time period starting anytime after 3:01 pm EST on Friday, October 30 and ending at 8:00 pm EST on Monday, November 16, 2015.

Faculty advisors must ensure that no alterations of any form are made after the 8:00 pm cutoff. All papers must be emailed and received at COMAP by 9:00 pm EST on November 16, 2015.

The Contest Materials: The contest Website contains all the guidelines, requirements, registration, judging criteria, and suggested procedures for the submission of solution papers, including step-by-step instructions.

No materials will be available in any other form.

On Friday, October 30 at 3:00 pm EST, the contest problems will be posted on the contest Website.

The Role of Advisors: The advisor informs students about this competition and encourages the formation of teams.

Advisors guide and rehearse the team(s) prior to the beginning of the competition.

During the competition, students are expected to develop all of the substantive analysis without the help of others. Advisors ensure that students have access to computers and graphing calculators.

Advisors distribute guardian consent forms and have them signed prior to the contest.

Registration of Teams: All teams must register online on or before October 30, 2015 at 2:00 pm EST.

Each team may consist of up to four students who are enrolled in school at the time of the contest.

There is no limit to the number of teams an advisor can sponsor.

Team members do not need to be named at the time of registration, but they must be determined before the contest problems are read.

The Contest Problems: Teams will choose one of two modeling problems that will be posted on the Website at 3:00 pm EST on Friday, October 30, 2015.

Data, if needed, will be attached to the problem, or available on the Website.

Sample problems from other years are available online at: **www.himcm.org**

The Report: Participants may use all the technology available such as computers, libraries, software packages, Internet, or any other inanimate sources.

Problems are designed to be open-ended and are unlikely to have a unique solution.

Attention must be focused on clarity, analysis, and design of the solution. The narrative section of the solution papers must be typed and in English. Partial solutions are acceptable.

Each team is now required to submit an electronic copy of its solution paper by email to solutions@comap.com. The advisor or any team member may submit this email. Your email MUST be received at COMAP by the email submission deadline of 9:00 pm EST on November 16, 2015.

New for 2015

- You are no longer required to mail a hard copy/print copy of your Solution Paper.
- You are required to mail a hard copy/print copy of the signed Control Sheet and the signed Parental/Guardian Authorization forms.
- Staple the Control Sheet on top of the Parental/Guardian Authorization forms and mail them to COMAP Inc.

Your teams Control Sheet and the signed Parental/Guardian Authorization forms must be printed, mailed and received by COMAP no later than 5:00 pm EST on Monday, November 30, 2015.

For detailed instructions please visit the HiMCM website at: **www.himcm.org**

Results: Judging will be completed in January, 2016.

The solutions will be recognized as Successful Participant, Honorable Mention, Meritorious, Finalist, National Finalist, or Outstanding.

The results will be posted on COMAP's Website after February 1, 2016.

Certificates and a press release will be mailed or emailed in February 2016.

All successful participants will receive a certificate.

Outstanding teams will have their solution papers (or their solution abstracts) published in *Consortium*. For detailed information on all of the above, please go to the HiMCM Website at: **www.himcm.org**

Project Directors

John Dossey
Emeritus

Frank Giordano
Naval Postgraduate School, CA

Contest Director

William Fox
Naval Postgraduate School, CA

Associate Contest Director

Kathleen Snook
COMAP, Inc., MA

Executive Director

Solomon Garfunkel
COMAP, Inc., MA

The Consortium for Mathematics and Its Applications (COMAP) is dedicated to the improvement of mathematics education. COMAP publishes a wide variety of innovative curriculum materials including printed modules, computer software, and video programs.

Mathematical Contest in Modeling (MCM)[®], High School Mathematical Contest in Modeling (HiMCM)[®], and Interdisciplinary Contest in Modeling (ICM)[®] are registered trade marks of COMAP, Inc.



For more information about COMAP products visit **www.comap.com**.

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SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **VI. Policy**

MEETING DATE: **12/16/15**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: VII. Finance & Operations
A. Online Payment Option: Report

MEETING DATE: 12/16/15

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report regarding a new online payment option as part of the district's business function?

BACKGROUND INFORMATION:

1. Mr. Patrick Collins, Assistant Superintendent for Finance and Operations, will provide information regarding the upcoming pilot of an online payment system. It is expected that this program will eventually provide a significant improvement to receiving funds for payment of a variety of purposes.

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick C. Collins, Assistant Superintendent for Finance and Operations



Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

10 December 2015

To: School Committee

1. On-Line Payment Service Provider Update

Background

One of the goals the superintendent charged me with upon my re-employment was the implementation of an on-line payment option for the varied fee transactions that are now a larger part of the overall financing of district operations.

For example, the following receipts were taken in and processed “manually” in FY15:

| Fund | Description | YTD EXPENDED |
|---------------|--------------------------------------|---------------------|
| 1600 | Food Service | \$ 1,553,314 |
| 232308 | Preschool Tuition | \$ 486,064 |
| 232309 | Full-Day Kindergarten Tuition | \$ 681,710 |
| 232310 | Extended School Care | \$ 1,150,179 |
| 232311 | SAT Testing Program | \$ 37,131 |
| 232321 | Elementary Summer Enrichment | \$ 193,606 |
| 232327 | Kindergarten Transition Program | \$ 6,460 |
| 232332/232346 | Bus Fees | \$ 623,509 |
| 232335 | SHS Athletic Fees | \$ 315,202 |
| 232336 | After School Music Lessons | \$ 241,048 |
| 232337 | Oak Middle Student Activity Fee | \$ 22,750 |
| 232338 | Sherwood Middle Student Activity Fee | \$ 10,950 |
| 232339 | SHS Student Activity Fee | \$ 51,675 |
| 232350 | iPad Program-Legacy | \$ 323,623 |
| | Total | \$ 5,697,221 |

Currently, an on-line option is not available for these types of payments. Previously, the district did use an on-line payment vendor for bus fees but it lacked “back-end” sophistication in reporting and thus became problematic for both the district and parents.

Needless to say, we are handling lots of transactions with lots of dollars and providing an on-line option to parents will not only give them convenience but it will also make our operation more efficient if managed properly.

Vendor Selection Process

I have worked closely with Brian L'Heureux, Director of Information Technology, and he has provided enormous technical support and product screening. We agreed at the outset that the following product criteria would meet our needs and/or be advantageous:

- ▶ Integration/inter-operability with PowerSchool
- ▶ Integration/inter-operability with Meal Magic
- ▶ Single-Sign On [SSO] Capability to payment vendor via PowerSchool
- ▶ Ability to handle multiple payment types/options
- ▶ Robust “back-end” accounting and treasury functions and reporting
- ▶ Varied payment options for customers [credit card, debit card, eCheck]

After initial vetting was complete, we conducted two product webinars with the SchoolPay product representatives. The first one included me, the Town Accountant, Town Treasurer, School Business Office staff, Superintendent Sawyer, Transportation Coordinator, IT Director, and Volunteer Coordinators. The second webinar was focused strictly on the Food Service Operation and included myself, the Food Service Director, the Food Service Financial Assistant, and IT Director.

Subsequently, we had a number of telephone and email inquiries with SchoolPay and also telephoned several of their current customer references.

Having reviewed all of this information and input from participants along the way, I decided to execute a contract with SchoolPay [<https://www.schoolpay.com/>]

Costs/Savings

Their payment software product, set-up support, training, and ongoing customer support cost the district \$750 in Year One and \$300 annually in subsequent years.

Transaction or “convenience fees” to customers are \$1.95 per food service payment and 2.99% + \$.30 per transaction for credit/debit cards and .75% + \$.50 for eCheck transactions.

In the long run, I do believe the district will realize some reduction in overtime costs associated with processing over 2,200 bus payments in a short period of time.

Summary

We plan to begin implementation in early January 2016 on a small scale with a pilot population of parents for Food Service payments and general donations. Subsequently, as we roll out a new year for bus registrations and payments in the spring we will offer an on-line payment option for that fee as well. I will make a fee recommendation to the school committee prior to that time about bus fee amounts and possibly differentiating it [e.g. making it lower] for on-line payments versus payment by check.

I will provide the committee a status update in mid-winter after we have some experience with food service payments and general donations.



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **VII. Finance & Operations**
B. Procurement Card: Report & Vote

MEETING DATE: **12/16/15**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report regarding a proposed adoption of a so-called “procurement card” and vote to approve guidelines for use of such a card and an agreement with a bank so that the district may utilize this function?

BACKGROUND INFORMATION:

1. Mr. Patrick Collins, Assistant Superintendent for Finance and Operations, will provide information regarding the purpose of utilizing a procurement card and how this will benefit the district’s operations.
2. Mr. Collins will outline the proposed guidelines for use.

ACTIONS RECOMMENDED:

That the School Committee vote to approve the enclosed guidelines for use of a procurement card.

That the School Committee also vote to approve the enclosed resolution to enter into an bank agreement that enables the district to issue individual procurement cards per the approved guidelines.

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick C. Collins, Assistant Superintendent for Finance and Operations



Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

10 December 2015

To: School Committee

1. Procurement Card: Vote to Approve

Background

The district has a need for a Procurement Card [P-Card] Program for a variety of reasons. First, each year we have staff chaperoning students on out-of-state or overseas trips. In the event of a financial-related emergency the staff chaperone may have to procure goods or services [e.g. medications, airline tickets, hospital services, hotel rooms] with a credit card. It is neither reasonable nor prudent to expect a staff chaperone to use their personal card to do this. Secondly, the district occasionally needs to make time-sensitive emergency purchases with local vendors and again expecting a staff member to use their own credit card is not reasonable. Lastly, with the growing move to *ecommerce* an increasing number of vendors are unwilling to extend credit to customers and accept a purchase order as a promise of future payment.

Although procurement cards in both the private and public sector have been in place for many years, neither the Town nor School Department have a procurement card or credit card available for use by staff.

Vendor Selection Process

Several years ago, the Massachusetts Association of School Business Officials [MASBO] conducted a P-Card Selection process on behalf of all its members and selected the "Illinois ASBO Program". This program uses a *MasterCard* platform through Harris Bank/Bank of Montreal. The IASBO P-Card Program is in more than 850 schools across sixteen states and has over \$850M in collective spending. Approximately 23 Massachusetts school districts are now using this program.

Since this is a proven program with a multitude of controls in place, I have selected this program as most advantageous to the district.

Uses

While there are many uses for P-Cards to include eliminating small-dollar purchase order processing, our use will be targeted for staff/student travel, emergency procurement, and use with vendors who do not accept purchase orders.

Controls

Cards will be maintained at Town Hall and issued on an as-needed basis to staff with the approval of the Assistant Superintendent for Finance and Operations. When staff take a card for travel to a conference or chaperoning student travel, they will be provided written notice on appropriate uses and prohibitions. Cards will be set with charge limits and coded to prohibit use at targeted merchant categories. Further, staff will still be required to submit original, detailed receipts for all purchases and internal purchase orders will be used to encumber funds in our budget. I have and will continue to work closely with the Town Accountant on this topic to ensure ongoing compliance with municipal and state laws and regulations pertaining to procurement and recordkeeping.

Approvals Required

The IASBO P-Card Program requires school committee approval via “board resolution” and vote to approve in order to proceed. Please see the attached document.

Proposed Implementation Plan & Timeline

Contingent upon your approval, I am proposing that we begin implementation per the timeline below:

- | | |
|-------------|--|
| December: | Vote to approve and complete application materials |
| January: | Order cards and set up on-line account access, Business Office and Town Accountant Office complete training |
| Feb.- June: | Begin use of cards on trial basis and monitor |

Recommendation

It is recommended that the school committee vote to approve the enclosed board resolution to implement the MASBO/IASBO P-Card Program. The Town Accountant is supportive of this recommendation.

Also, it is recommended that the school committee vote to approve the enclosed Procurement Card Terms and Conditions of Use to regulate card usage.



Shrewsbury Public Schools

Procurement Card [P-Card] Program

Terms and Conditions

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A) Introduction

The P-Card program is NOT designed to circumvent our purchasing process but rather to enable travel-related and emergency procurement. It may also be used in instances when a vendor will not accept a purchase order for the sale of goods or services. The P-Card program should be viewed as a payment method card program. With the exception of emergency procurement, all other purchases are still required to have prior approval with an approved internal purchase order in place.

B) P-Card Overview

All purchases must be made in compliance with the Shrewsbury Public Schools and State of Massachusetts purchasing laws, regulations, policies, and guidelines. The Business Office establishes the number of cards for the district and individual card limits based on district needs.

C) Personal Liability and Your Credit Rating

The use of the procurement card (P-Card) results in Shrewsbury Public Schools liability, not a personal liability for the card user. Your credit rating will not be affected. However, remember that you sign an agreement with the district prior to using the card and, as such, you are responsible for any misuse of the card as outlined in this manual.

D) Security of Cards

It is the card user's responsibility to safeguard the P-Card and card account number. The card should be treated with the same level of care you use with your personal credit card. Users are prohibited from lending the card to anyone or allowing others to charge expenses to it.

E) Guidelines for P-Card Use:

- For each purchase using the P-Card, the cardholder is responsible for submitting to the Business Office an itemized receipt or invoice.
- The card user shall inform the vendor that the purchase is NOT subject to sales tax, as the district is exempt. An "Exempt Organization Certification Card" will also be given to each card user.

The card user will be required to reimburse the district for any avoidable sales taxes charged.

Types of authorized purchases include:

- 1) Lodging and meal purchases according to approved per diem rates with approved conference request form on file.
- 2) Pre-approved on-line purchases to vendors that are unwilling to accept purchase orders
 - a) Only purchase items from companies that are reputable and creditable.
 - b) When entering P-Card information, make sure you are on a secure site.
 - c) All orders should be shipped before a billing transaction occurs on the P-Card.
- 3) Emergency procurement related to staff or student safety or the safeguarding of district assets.

Unauthorized P-Card Use includes:

- 1) Cash advances, wires transfers or money orders
- 2) Anything without prior authorization by the Business Office [except emergency procurements]
- 3) Any “personal” purchase not related to district business
- 4) Alcohol, tobacco, gambling/lottery purchases
- 5) Gift Cards

F) P-Card Receipt/Invoice Processing

- a) The card user must identify the district corresponding PO number on each receipt or invoice.
- b) The card user verifies each invoice or receipt by signing the invoice or receipt which indicates all items or services have been received and the amount on the receipt or invoice should be paid. Any packing lists or shipping documentation should be forwarded to the Business Office with the invoice or receipt.
- c) Attach the P-Card payment receipt to the original invoice/receipt.
- d) All itemized receipts/invoices, P-Card receipts, packing lists and or shipping documentation should be forwarded DIRECTLY to the Business Office.

H) Lost or Stolen Card

If your card is lost or stolen, the user is responsible to immediately contact the Business Office. Upon notification, the card will be suspended immediately and any charges posted to the account after “missing date” will be denied.

I) Consequences of Failure to Comply with P-Card Policy

Any misuse/abuse of the card or other failure to comply with these procedures will result in the following card user consequences:

- Revocation of future use of the card.
- Disciplinary measures (up to and including termination of the user).
- In addition, if the misuse involves personal transactions, the card user must repay the district for all personal amounts, including any applicable state or county sales taxes.

NOTE: A card user who makes unauthorized purchases or carelessly uses the P-Card may be liable for the total dollar of such unauthorized purchase plus any administrative fees charged by the card issuer in connection with the misuse. The card user will also be subject to disciplinary action, up to and including termination.

Attachment A

Shrewsbury Public Schools P-Card Program User Agreement

Employee Name _____ Position Title _____
P-Card Number _____ Date of Card Issuance _____

As an employee of Shrewsbury Public Schools and as an Authorized P-Card User, I understand and agree to the following Agreement made on this ____ day of _____, 20__, between the Shrewsbury Public Schools. I have been entrusted with a procurement card ("P-Card") for use in the purchase of goods and services solely and exclusively for the authorized business purposes of the district; and agree to abide by the terms and conditions of the P-Card as set forth by the district. The designation as an Authorized User is assigned based on current job responsibilities and may be revoked or revised if job responsibilities change, as identified by my supervisor(s).

- 1) This P-Card may only be used to for job-related expenses.
- 2) The Authorized User shall not use the P-Card for the purchase of any goods or services which are not authorized by the direct written approval of the Business Office supported with an approved purchase order.
- 3) Use of this card will be limited as forth by district policy, administrative regulations, procedures and direct supervisory oversight. Limits may include but not limited to use with approved merchants, daily or monthly expense limits, per transaction amounts, and type of transaction (such as internet, telephone or fax transactions).
- 4) The Authorized User hereby agrees to immediately return the P-Card upon request.
- 5) The Authorized User shall submit original detailed receipts and such other reasonable documentation of goods or services purchases as requested by the Business Office.
- 6) The Authorized User must immediately notify the Bank and the district Business Office in the event of a possible loss, theft, or unauthorized use of the Card. The Bank should be notified by phone at (800) 361-3361 or by fax notice at (888) 224-5394. The district Business Office should be contacted at (508) 841-8400.
- 7) The Authorized User shall immediately indemnify the district for any improper or unauthorized expenditure and for any and all costs and expenses (including attorneys' fees and expenses) incurred by the district in recovering improper or unauthorized expenditures by the Authorized User.
- 8) In addition to reimbursement and recovery of costs in Paragraph 7, above, use of the card for improper or unauthorized purchases will subject the cardholder to loss of card privileges, employee discipline up to and including dismissal and criminal prosecution.
- 9) I acknowledge that I have read the P-Card Terms and Conditions, and understand that it is my responsibility to read and comply with such and any revisions or updates made to it.

Employee/Card User, Shrewsbury Public Schools

Signature

Date



SHREWSBURY PUBLIC SCHOOLS

100 Maple Avenue, Shrewsbury, MA 01545
Tel.: 508-841-8400 Fax: 508-841-8490
schools.shrewsbury-ma.gov



Joseph M. Sawyer, Ed.D.
Superintendent of Schools

Mary Beth Banios
Assistant Superintendent

Patrick C. Collins
Assistant Superintendent for Finance & Operations

Barbara A. Malone
Director of Human Resources

Resolution Authorizing Issuance Of Individual Procurement Cards

WHEREAS, the School Committee of the Shrewsbury Public Schools has the authority to enter into an agreement with the Bank of Montreal for purchasing cards;

NOW, THEREFORE, BE IT RESOLVED by the School Committee of the Shrewsbury Public Schools that the Chairman is authorized to enter into an Agreement with the Bank of Montreal to secure Procurement Cards for each authorized employee or department of the school district under such terms and conditions as approved by the Board.

The School Committee authorizes the Superintendent to execute a p-Card program agreement on its behalf.

Approved this _____ day of December 2015.

Ayes_____

Nays_____

Chairman_____

Date_____



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **VIII. Old Business**

MEETING DATE: **12/16/15**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: IX. New Business

A. Evaluation of the Superintendent: Midyear Review

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee conduct the annual midyear review of the Superintendent's performance?

BACKGROUND INFORMATION:

1. Per contract, the School Committee provides a midyear review of the work of the Superintendent.
2. Dr. Sawyer has enclosed a memorandum with information on his activities since his formal evaluation last spring, as well as other supporting documents.

ACTION RECOMMENDED:

That the School Committee review the information and provide feedback to the Superintendent regarding his performance this year to date.

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



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.

| | | |
|---------------------------------------|---|-----|
| ORGANIZATION AND ADMINISTRATION | SUPERINTENDENT OF SCHOOLS | 249 |
| Primary Purpose | 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. | |
| Terms of Employment | 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. | |
| Leadership Role | <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. | |
| Policy/ Governance | <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. | |

Continued on next page

| | |
|---|---|
| | <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: • 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. Note: This goal is aligned with the School Committee's 2011-2016 Strategic Priorities, Goal "C" under "Engage & Challenge All Students." | <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team: School Leadership Team • 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. 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. |

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 Gwatin | |
| 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 (ESSA) | |
| 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 (ESSA) | |

| 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



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **X. Approval of Minutes**

MEETING DATE: **12/16/15**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee approve the minutes of the School Committee meeting on November 18, 2015?

BACKGROUND INFORMATION:

1. The minutes will be provided under separate cover.

ACTION RECOMMENDED:

That the School Committee approve the minutes of the School Committee meeting on November 18, 2015.

STAFF AVAILABLE FOR PRESENTATION:

Mr. John Samia, Chairperson
Ms. Erin Canzano, Secretary



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: XI. Executive Session

MEETING DATE: 12/16/15

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee enter into executive session executive session for the purpose of a) discussing negotiations with the Shrewsbury Education Association, Unit A, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body, and/or b) for the purpose of reviewing and/or releasing executive session minutes from a prior meeting,

BACKGROUND INFORMATION:

Executive session is warranted for these purposes.

ACTION RECOMMENDED:

That the School Committee enter into executive session.

STAFF AVAILABLE FOR PRESENTATION:

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

ITEM NO: XII. Adjournment