

## **Superintendent's Report**

### **April 8, 2015**

- 1. Third Quarter Financial Report:** Mr. King will be reporting on the third quarter and updating the committee on the financial status of the district. I will also be asking for transfers based on this report for areas of the budget where payments need to be made before the end of the school year.
- 2. School Choice:** The school committee is only required to have a vote on school choice if there is a change. If, after public discussion and hearing from the public, the committee decides no such change is warranted then no vote has to take place.
- 3. Sprinkler Issue at NRHS:** During a routine inspection of the high school the safety officer noticed that one of our sprinkler head caps fell off. Upon further inspection, the sprinkler head appeared to not meet code for dropping below the ceiling in the event of a fire. This would cause the water to be diffused above the ceiling rather than down toward the fire. Bill Cleary has investigated the matter with the assistance of a consulting firm and determined that about 25% of the heads need to be adjusted. This work will take place during April vacation. The cost is estimated to be less than \$24,000.
- 4. Valedictorian and Salutatorian:** I am honored to share our valedictorian and salutatorian for the class of 2015. Seniors Riley Davis and Natalie Bettez; Riley will be the valedictorian for the Nashoba and Natalie will be the salutatorian. Theirs is a tremendous accomplishment, a testament to their hard work and dedication and a true recognition of what they set out to do as learners.
- 5. Foundation Commission:** We have our next meeting with the Commission on Tuesday, April 14.
- 6. Exploring Vocational Education Options:** Minuteman Regional High School has an excellent reputation for world class vocational education. Students within our three towns, however, don't always entertain Minuteman because of the distance. Some of these students opt to attend another vocational school, and if accepted this can cause a financial burden to the towns. It is also a concern to us that a number of students don't choose Minuteman, attend our high school, and struggle with courses that don't align with their learning style or interests.

Tri Town was a good venue to discuss whether the idea of how best to meet the needs of our students. Dr. Bouquillon, Superintendent at Minuteman, was present and agreed this was good timing for such a discussion. He offered some data from students who currently attend Minuteman relative to making the decision and I have offered to research the question with our students. He also offered to discuss options such as having a partnership with our high school, offering some satellite vocational programs.

**7. Directors and Coordinators:** Every organization needs support roles that allow those in the field the opportunity to focus on the mission. Without them, the organization could not function with clarity and purpose. Each of our positions is tied to a specific job function that assists school staff, educators, and administration. The biggest area of support is around educator and staff evaluation. Education is notorious for under valuing the need for good supervision and that means meaningful opportunities to observe, discuss, and reflect on practice. By having the district roles, principals and assistant principals have the opportunity to reduce their direct supervision roles or to have them augmented by having district staff provide the evaluation or supporting documentation in the form of observations. Both take up a great deal of time between pre-conference, observation, post conference and write-up. Additionally, because our teaching and learning department is lean, our Coordinators have the responsibility of more than one content area. In 2002, our district had a coordinator for each content area. Today we have three coordinators that manage all curriculum direction. This is especially noteworthy given the assessment requirements, technology integration and the instructional responsibilities with Response to Intervention that did not exist in 2002. These added layers give the principals and educators contact people for research, modeling techniques, finding professional development and facilitating necessary curriculum alignment work.

For district initiatives, this team of individuals help coordinate professional development, they provide the technical support on the software integration, and they coordinate efforts among our collaborative school systems that help us reduce costs and help make connections.

A school system cannot focus on its mission without the ability to align, coordinate and integrate its objectives. Our central office team does this on a shoestring. They are essential to our current and future success.