

Wayland Public Schools

Superintendent Evaluation Self-Assessment

2011 -2012 School Year

Throughout the following pages, I attempt to be informative and reflective with regard to each aspect (highlighted in **bold** print) of the superintendent's evaluation instrument. This exercise has helped me take a step back and review the progress made over the past 11 months, as well as the areas that we are looking to enhance as we move forward. I hope the facts, as I've described below, will assist Committee members in judging whether I have met the standards set out by the School Committee for the leadership of the Wayland Public Schools.

SECTION I

ANNUAL GOALS:

Over the past several school committee meetings, staff members have reported on the system-wide goals, each in turn. Each presentation provided an overview of the objectives that drive that goal at the building level, with a focus on one of those objectives. The goal reports and presentations speak for themselves, and I refer the Committee to those documents in answering this question. For the purposes of this document, I only supply a summarized overview of the objectives so Committee members can get a sense of the scope of the work being done throughout the system.

a. How well has the Superintendent met, or made adequate progress towards, the district's annual goals related to:

(1) implementing a system-wide RTI program in a teaching and learning environment that includes teacher collaboration, sharing of best practices, differentiated instruction, and the use of data to inform instruction;

The High School's efforts centered on the 9th Grade RTI Structured Support Program, the RTI pilot program in the English Department, and the school-wide Tier I pilots. The Middle School worked to build understanding and consensus about RTI among faculty members, define essential skills, rethink the master schedule, revise the district-wide accommodation plan, and piloted RTI initiatives. The elementary schools established English Language Arts RTI blocks, assured consistent PLC meetings, administered math benchmark assessments (GMADE), examined the schedule to determine best ways to implement the RTI math block, and identified math skills across the continuum from essential to enrichment skills.

(2) increasingly employing instructional technology for the purpose of improving student understanding of core content knowledge and skills, including in the areas of formative assessment and differentiation;

The High School has continued to prepare for the implementation of the 1:1 computer initiative, as well as maximizing the use of technology in the new high school. The

Middle School is expanding the use of ASSISTments, technology tools for teaching (including the iPad), and Google Docs for student communication. The elementary schools increased the use of Lexia, iPads to differentiate instruction, teacher websites, and professional development to promote use of technology.

(3) enhancing health and wellness education, employing a systemic approach to curriculum, instruction, extra-curricular activities and school culture;

At the central office level, we have established a committee that is reviewing the entire K-12 health and wellness curriculum. The High School is preparing to expand its wellness program by increasing electives and increasing class time from 2 to 3 blocks per cycle in Grades 9 and 10. They have enhanced the REACH curricula (expanding to Grade 9), formed an advisory committee to develop an advisory program for next year (the curriculum will include topics such as respect, harassment, organizational skills, transition, accessing services, etc.), added BATHE involvement with the freshman seminar (covering issues such as cyberbullying), expanded peer mentoring, and introduced Rachel's challenge. The Middle School sponsored the Clotheslines Project Presentation. At all levels, staff members have begun to review published, evidenced-based curricula and have contacted schools that have experience with these materials. This will constitute a move away from teacher-made curriculum materials.

(4) continuing to define and narrow the achievement gap;

The school system's efforts to narrow the achievement gap remains closely tied to the other system-wide goals, most particularly the RTI goal. Individual schools have also looked closely at performance of student subgroups in order to raise everyone's level of achievement. We continued our participation in the EMI and GBSOCAN organizations, and staff members have continued to take advantage of their workshops and courses. The Achievement Gap Committee held three parent meetings in Boston, which included a talk by Theresa Perry, author of Young, Gifted and Black, and a screening of the film Far From Home. The School Committee held one of its meetings in Boston, which stirred a very engaging discussion with Boston parents. This Achievement Gap Committee also focused on creating a composite index, composed of indices that are indicative of student success, allowing us to monitor student progress in a very concrete manner.

(5) restructuring the fiscal operations within the school system with an eye toward efficiency, transparency and accountability;

The objectives in this area were threefold:

To revise the development, presentation and reporting of the budget so it provides district financial information in an easily understood and readable format leading to greater transparency.

To restructure the Financial Operations (organization, protocols and procedures) to increase accountability and efficiency.

To improve service and find cost efficiencies in ancillary operations (transportation, food service, facilities) for the benefit of students, staff, parents, and residents.

(6) reviewing the full day kindergarten pilot - including its educational impact, financing, and parental assessment – and recommending future directions;

There were two sections of full day in the pilot's first year, six in the second. We analyzed the costs of the program (which resulted in refunds for participants of both years of the pilot) and surveyed parents of both the full day and traditional programs. Parents clearly felt "positively" or "very positively" about both programs. The FDK program raised a number of complex issues, including whether participation in the program will have a measurable and lasting impact on students' academic achievement. Issues of equity and equal access to the full day program are a concern for the community. The high cost of the program (which is not required by state mandate) raises a very different concern. We decided that the magnitude of this expenditure would excessively stretch our ability to offer what we are already mandated to offer. We recommended that the Full Day Kindergarten program continue as a fee-based program in FY13. Going forward, a new concern has emerged relating to the fact that some families who wanted to enroll in the FDK program were placed on a waiting list due to capacity issues.

(7) reviewing new state regulations regarding teacher evaluation, and accordingly, working to adjust supervisory practice in Wayland; and

Although this item was "on-deck," our efforts did begin, primarily in the area of training. Teachers and administrators attended workshops relating to the new model DESE evaluation system. It was the focus of a district-wide faculty meeting in February, and Wayland sponsored a DESE program on this topic with representatives from neighboring towns in attendance. The Administrative Council spent a good deal of its meeting time reviewing the model, as noted below. We also made overtures to begin a study group with the WTA so that we'll be able to establish mutual interests and concerns prior to any formal required negotiations. Finally, the School Committee subcommittee has just begun to discuss the model, both in terms of the Superintendent's evaluation for next year and in order to report to the DESE whether it intends to adopt, adapt, or revise the model.

(8) increasingly aligning the curricular and extra-curricular activities with activities that will help prepare students to become global citizens in a global economy?

Efforts regarding this "on-deck" goal have focused on the introduction of Chinese language to Wayland's world language course offerings and the establishment of an exchange program with the Beijing Jingshan School Yuanyang Branch. Both efforts have been successful. Enough students have requested Chinese language in Grade 7 to support two sections of this course. Pat Tutwiler visited the school in Beijing and

developed the needed ties with school administrators to establish an exchange program that will begin next fall.

b. How well has the Superintendent met, or made adequate progress toward, the goals outlined in his entry plan of April 23, 2011: To enter the system in a way that is inclusive and productive: by gathering information through interviews with school committee members, other community leaders, staff, and parents, document reviews and school visits; by taking stock of Wayland's strengths and aspirations, by sharing and testing out his findings, and by jointly developing a set of shared goals?

The entry process – which included interviews of 30 to 60 minutes in length with over 40 people – proved to be invaluable. Each interview informed and widened my understanding of the community and the schools. Sending questions out in advance, I asked people to speak about their backgrounds, their interests, and their perceptions regarding the strengths and weaknesses of the school system. I asked what should be preserved at all costs, and what needed to be changed. I asked about goals and initiatives: “Which had traction and which did not?” I asked how I could support each individual in doing the work they were doing.

I began to get to know people on a personal level but, more importantly, I began to identify the needs of and hopes for the system. After taking stock of the system's strengths and weaknesses, I identified 59 goals that were articulated in one or more of my interviews. I subsequently categorized these goals into six major areas: meeting the needs of and challenging all learners; curriculum instruction and assessment; communication and community; resource allocation (business, finance and operations); caring and respect; and staff professional development. These general areas became the focus of a summer workshop with the administrative council. I was able to test out assumptions and then, as a team, we used this information to formulate this year's system-wide goals. I presented these goals for School Committee and public consideration. What began with entry interviews evolved into a process that resulted in the development and approval of these goals. This, in turn, set the stage for each building to align its goals with the system-wide goals.

SECTION II

1. RELATIONSHIP WITH SCHOOL COMMITTEE:

a. How effective is the Superintendent in keeping the School Committee informed about the programs, practices, and problems of the schools?

I have worked to keep the School Committee informed about ongoing happenings in our schools, about any matter that is brought forward for their consideration, and about progress on ongoing goals and initiatives.

In my regular “school news” reports, I told of specific lessons in each of the schools such as teaching letters at The Children's Way, using math stations at Claypit Hill,

creating an Immigration Museum at Happy Hollow, analyzing poetry at the Middle School, and interdisciplinary coursework at the High School. I told of special events, such as Rachel's Challenge, theater performances (5th Grade plays, Katastrophe Kate, Alison Grimm At the Edge of the World), or special awards. These reports highlight for both the Committee and the community the many wonderful goings-on throughout our school system.

With each agenda item, I worked with the staff to assure the Committee had whatever information it needed to make informed decisions. This included extensive presentations by central office staff members on the enrollment, staff deployment, special education, and quarterly financial reports. The latter represented an essential element of our efforts to improve the financial management and oversight of the school budget. On a related matter, I was sure to communicate with the Committee regarding any significant transfer requests. The budget season required that many questions be researched and formally answered. In fact, answers to over 100 questions were provided in writing.

Major reports were well received, although as the year progressed and the School Committee agendas became more and more packed, I noted that there was little time for in-depth discussion of the material within those reports. This was most striking with regard to the MCAS report and the Curriculum Report. In reaction to these occurrences, I suggested that we change past practice regarding progress reports on system-wide goals. To this end, in lieu of a mid-year update and a large end-of-year document covering all the goals, I suggested that we cover one or two goals at separate school committee meetings. Each presentation would be comprised of an overview of the progress on each goal, providing details regarding related school-based objectives. We employed the SWOT (strengths, weaknesses, opportunities, and threats) format to concisely convey how things were progressing. In addition, we would supplement each report with a detailed presentation of one of these objectives. For example, the RTI Goal report included a presentation by the elementary school math coaches, the Technology Goal report included a description of the evaluation process being put into place for the 1:1 Initiative, and the Financial Goal report included a demonstration of the newly decentralized use of the MUNIS system.

b. How effective is the Superintendent in making recommendations to the School Committee relative to policy and to other matters requiring School Committee action, supported by data and information, as necessary, to make informed decisions?

The most significant recommendations that I made beyond the system-wide goals were clearly related to the budget process and how those recommendations reflected both the goals and fiscal reality of the times. I believe the recommended budget achieved a successful balance and was thankful for the support it received from both the Committee and the Town. The budget process will be discussed in more detail below, but it is relevant here to note that I made many recommendations, large and small, which reflected an ongoing, positive relationship with the Committee. These included recommendations to:

- establish a financial assistance program for FDK families
- change the future format of the School Improvement Plans
- consider acquiring the high school science room modular classrooms for use at another location (and later recommending their demolition)
- request a space utilization study (and later a follow-up study focusing on Happy Hollow)
- initiate a parent/staff survey regarding making up the 2 school closings which resulted from storm power outages
- withdraw Wayland's participation in "Race to the Top"
- develop a new policy regarding foreign students attending Wayland schools

c. Does the Superintendent work well with the School Committee to develop a vision, long-range plan and system-wide goals for the district?

The entry process, as described above, very much counted on the participation of each School Committee member, as well as the Committee as a whole. In fact, the entire process was designed to assess the needs of the system and to subsequently develop the system-wide goals. The inclusion of two "on-deck" goals also served as a signpost for future initiatives. The budget book explicitly described how the budget would support each individual goal. The central office staff worked with Committee members in the development of the School Committee's book for town meeting. As an extension of this process, I believe that the manner in which the School Committee is reviewing the progress on system-wide goals (again, described above) engages the Committee in the iterative development of those goals. This will be reinforced by the new DESE model for educator evaluation – starting with the Superintendent's evaluation – since each administrator's goals must be tied to the district's goals.

2. UTILIZATION OF RESOURCES:

a. How effective is the Superintendent in managing the district's resources of staff, time, money, materials, equipment, space, available special services, and other available resources?

Fiscal management and resource allocation has been a focus of this school year, as reflected in the system-wide goal on this very matter. This has involved working with the Abrahams Group, the Operations Review Committee, and the School Committee in implementing a number of recommendations. In conjunction with this, we have been in the process of reviewing fees, revolving accounts, checking accounts, and student activity accounts. With each review, we are revising or refining our practices. The Finance Officer has instituted quarterly reports and his staff is training staff members in all school locations on new procedures.

In conjunction with this goal, the FY13 budget was developed, first by establishing a maintenance-of-effort budget, identifying needs, proposing initiatives and prioritizing those initiatives in accordance with the FinCom guidelines. This process involved many individual and collective meetings with members of the administrative team. It also involved looking for efficiencies. Two "big ideas" emerged, which will ultimately tighten the budget – greatly reducing the possibility of any surpluses while taking on

some risk that reductions will be required in FY14 should the special education tuition prove larger than projected. The first idea reduced the budget by \$75,000 in anticipation of turnover savings. The second idea reduced the special education tuition line item by \$300,000 in anticipation of using special education pre-pay to fund tuition expenses in FY14. The budget book itself offered some new information, including detailed descriptions of each initiative and spreadsheets by location that related dollar costs to FTE's.

It is worth noting that the initiatives themselves represent an accomplishment in that they present exciting programs that will make a difference for students from the very start of the next school year. These include the high school's 1:1 computer initiative, the Grade 7 Chinese language course offering, the High School's exchange program with a school in Beijing, the math preview program, the summer elementary math and literacy programs, the Middle School math coach, the High School math lab, added high school courses in science and art, added ELL teaching, and the increased high school Wellness offerings.

b. How well does the Superintendent determine short and long-range building needs and oversee implementation of such projects?

At the elementary level, we have taken concrete steps to address the impression that our elementary space is overcrowded in some areas. I felt it important to first establish what was meant by "overcrowding." We contracted the firm TBA to conduct a space utilization study and learned a great deal about how to judge whether or not a room was under- or over-utilized. Although there are just a few regular classrooms that are over-utilized, areas used by specialists and common areas are of more concern. We further contracted TBA to recommend how to mitigate these concerns at Happy Hollow within the footprint of that building. This work will be reported out shortly.

The roof is of primary concern at the Middle School. Given the magnitude of this project, it became the focus of this year's capital requests. John Moynihan has taken the lead on this, working with the MSBA.

The High School, of course, proudly opened its new building this January. With the exception of my attendance at the High School Building Committee meetings, I can take no credit for this wondrous accomplishment. The High School faculty deserves high praise for facilitating such a smooth mid-year opening. Wayland has been very fortunate to have such dedicated citizens volunteering their time and effort toward this endeavor.

3. LEADERSHIP:

a. Administrative Leadership: How effective is the Superintendent in inspiring administrators, faculty and staff, to accomplish desirable objectives, utilize effective methods, and accept School Committee direction?

From the outset, it was my goal to assure that the Administrative Council fosters a collegial working relationship among administrators such that they could support each other's work as instructional leaders. This began in the two-day administrative retreat last summer, during which we established group norms for our work together as a leadership team. Throughout the year, we reserved time to discuss educational theory and practice. We read the book, Instructional Rounds, and invited one of its authors to lead us in a workshop. This is a practice through which administrators set up a network that conducts classroom visits in order to further the strategic objectives of the school and school system. We have not yet conducted a rounds exercise, but the study of this approach has been rich with material for discussion. This includes concepts such as the instructional core, a theory of action, a problem of practice, root cause analysis, and more. More recently, we focused on the new DESE model evaluation system, during which we read and discussed such topics as SMART goals, goal-setting, standards, rubrics, evidence-based assessment, and evaluation cycles. These ongoing efforts, coupled with discussions that were the focus of single meetings (such as a visioning exercise we engaged in with regard to the use of technology in the classroom of the future), helped the administrators keep a focus on educational matters when managerial issues could easily cloud the agenda.

I also tried to assist the building administrators in their work by incorporating regular school visits into my schedule. In addition to walk-throughs with the principals, I also scheduled separate walk-throughs with each department chair at both the High School and Middle School, as well as the curriculum leaders at the elementary schools. These visits were invaluable in that they helped me better directly understand the points of pride and areas of concern throughout the schools. Simultaneously, it helped staff members get to know me better. On this latter point, I think I began the year with more visits than I could sustain by the end of the year, as other matters crowded my schedule. My intent is to re-commit to sustaining this effort throughout next year.

b. Instructional Leadership: How effective is the Superintendent in fostering school cultures, instructional programs and strategic initiatives which are conducive to high quality student learning and related to the humanitarian principles described in the WPS Mission Statement?

One aspect of leadership is to convey to faculty how we are a school system and not just a system of schools. I worked with the administrative staff to have the system-wide goals reflect Wayland's Mission Statement and then to integrate those goals with those of the schools. To this end, schools worked on school-based objectives that reflected the system-wide goals. The idea is to create a school improvement plan template, which will show how each school's objectives tie to the system-wide goals. We should see the fruits of these efforts in next year's school improvement plans. Whether speaking to the faculty at the beginning of the school year or at the mid-year professional development workshop on evaluations, I tried to tie our efforts with these goals.

One other approach worth mentioning occurred in the context of reviewing our MCAS results. I called two meetings, one of which included the district's leadership in Math

and Special Education (all levels); the other included the Special Education and ELA leadership. These meetings afforded discussions among the leaders across all levels, which proved to be highly valuable. Staff members discussed use of time, grouping, instructional models, assessments, and curriculum materials. This supported the efforts (already under way) of the elementary curriculum leaders and the principals to take a closer look at how time was being used in the elementary school schedule.

The system-wide goals are strong indicators of my priorities as an educational leader. For example, the RTI goal as envisaged in Wayland is a comprehensive one. It builds on the interconnectedness of professional learning communities, databased decision-making, differentiated instruction, and sharing best practices. I believe that this multi-dimensional approach will have a powerful impact on learning as this continues to gain traction throughout the school system. This and the other goals provide focus to our work and to our use of resources. We are in a profession that can easily splinter into many directions. These paths may all be interesting, but too many goals make it hard to do anything well. Our task for next year will be to establish goals that give us purpose and focus without draining staff energies by moving in too many directions. At this point in time, I think the staff can be proud of the strides they have made thus far, as described in the individual system-wide goal progress reports to the Committee.

On a separate note, I want to point out that the school system went through an extensive coordinated program review conducted by the DESE. This included a compliance review of our ELL and special education programs, as well as a civil rights policies and procedures. Preliminary findings were *very* positive, and we are awaiting a final report. I take no credit for this, but would be neglectful if I omitted this review, given the magnitude of the effort on the part of the Director of Student Services in particular, along with the Assistant Superintendent, the Student Services Coordinator, and the entire student services faculty.

4. DEVELOPMENT OF OTHERS:

a. How successful is the Superintendent in hiring, retaining and developing the potential of staff members (e.g. professional development, morale, evaluation)?

In this first year, I have not needed to hire any new administrative staff members, with the exception of the Math and Science Curriculum Coordinator, who was appointed early last summer. On the “retention” side, (to date) all administrators will fortunately be continuing in their current position. The section above regarding the Administrative Council speaks to my efforts to foster the professional development of and support structure for the administrative staff.

I introduced a new process for the evaluation of principals this year. I sent out a correspondence to all staff members and to all parents informing them that I would be holding office hours at each school to solicit their feedback on each principal’s performance in light of the state standards for effective administrative leadership practice. These standards relate to instructional leadership, management and operations, family and community engagement, and professional culture. I spent 7 to

10 hours of office time at each school. Sometimes referred to as “360 degree evaluations,” these interviews provided very useful feedback, helping me paint a fuller and more accurate picture of each principal’s work than I could otherwise. I also hope that the process had a secondary, but no less important, effect on improving community and faculty engagement.

Finally, I should note that the administrative staff does a great job dealing with personnel issues at their level. However, like all systems, certain issues present particularly difficult challenges. For the sake of confidentiality, I will not comment on any particular matter, but only point out that we have thus far successfully negotiated these challenges.

b. How successful is the Superintendent in recruiting and hiring, as appropriate, highly qualified out-of-district candidates?

In this category, I have to give credit where credit is due. For the most part, the recruitment of staff members is delegated to the Assistant Superintendent. He actively pursues job candidates employing both formal and informal networking, takes full advantage of SchoolSpring, attends job fairs, and is active in the regional and state school personnel organizations. He knows how to act expeditiously so that we don’t unnecessarily lose a top candidate to another district.

I do remain involved in the hiring of every professional position (teachers, counselors, etc.) in the district. I interview all finalists and follow this interview with a discussion with the principal, during which we go over strengths and weaknesses. Only after that point are principals authorized to offer a job to a candidate.

5. KNOWLEDGE AND EXPERIENCE:

a. Does the Superintendent demonstrate, through professional development and otherwise, the capacity and desire to broaden personal perspectives and become more valuable to the school system?

This year has been a very active year in regard to my own professional development, primarily because of my participation in the Department of Elementary and Secondary Education’s New Superintendent Induction Program (NSIP). This included eight full days of coursework, plus ongoing coaching from a retired superintendent. Most every superintendent new to their job or district this year participates, so that the course membership itself has built a strong support network of superintendents. The course has included topics that were designed to directly apply to my work in Wayland. This included topics such as entry plans, data analysis, core values, leadership teams, effective school committee functioning, instructional leadership, classroom observations, strategic initiatives, stakeholder analysis, reviewing student work, and building union relations. The Essential School Board Book (Nancy Walker), which I recommended to the School Committee, was a reading in this course.

In addition to the NSIP course, I also attended three workshops on the new DESE model evaluation system. Most recently, I attended a MASS conference on 1:1 computer initiatives in Massachusetts.

b. Is the Superintendent's depth and breadth of practical, technical, and academic knowledge sufficient for effective handling of the problems of the job?

This past year has given rise to many issues, some routine and others quite unexpected. At times, I was able to draw on my experience working as a math teacher, special education director, assistant principal, principal, Assistant Superintendent for Human Resources, and Deputy Superintendent. The interesting thing about being a Superintendent is that you never know what aspect of one's career best informs any particular discussion or decision. What I do know is that having this experience has proved helpful, such that there were experiences in my past on which I could draw that gave me a reference point even for this year's most unexpected events. Of course, part of my experience is about knowing when to draw on the wisdom and expertise of others – something I have not hesitated to do.

6. JUDGMENT:

a. Does the Superintendent have the ability to establish a clear order of priorities and divide attention and time appropriately?

The setting of system-wide goals, which were later reflected in the budget, was essential to determining how I set my own priorities. From the outset, I made the development of the goals a priority, followed by the budget process. This was a process that was mapped out well in advance, and was a central focus of many central office and Administrative Council meetings as described above. Once set, I knew I had to use my time to further each of the goals – which defined the main purpose of my meetings after the budget was completed. All of this was done in the context of the day-to-day demands of running a school system. When a deadline approached, I worked with staff to spread out the work so that it could be done in a timely manner. However well-laid-out my plans, the business of education brings challenges that demand a flexible adaptation of schedule, time, and effort. Whenever troubling situations arise, it's important to stop and attend to the needs of staff members and students.

I tried to preserve time to visit schools, attend after-school and evening events, and generally get to know the district firsthand. I've learned never to lose sight of this important goal and to make it a priority. It's the easiest to let go of in a busy time, which is why I try to formally schedule school visits throughout the year.

b. Does the Superintendent take appropriate steps to assure the safety and welfare of students and employees in the schools and at school sponsored activities?

For the most part, one wants to be proactive with regard to safety. This relates to having well-established policies and procedures. As problems arise, I like to review

both the incident, as well as related policy matters, in an effort to avoid repeating similar problems. When we had the bomb threat, for instance, I reviewed the emergency procedures with the administrative staff, along with the police and fire chiefs. When concerns arose about a student playing a “choking game,” I distributed information to make sure staff members were aware of the extremely dangerous nature of this game. Safety extends from the condition of the buildings to disciplinary policies to general issues of school culture. In a broader sense, safety has everything to do with our health and wellness curricula and programs (including Open Circle, BERT, and REACH), which is part of the reason this is one of the system-wide goals. Whenever there is a safety concern, the principals and I heighten our communication with each other and with the parent community.

6. COMMUNITY RELATIONS:

a. How well does the Superintendent understand the strengths and problems of the local and school community?

I have tried to develop ties with the Wayland community by attending community events, meeting with representatives of various community organizations (such as the clergy association, the veterans), establishing relationships with the police and fire chiefs, serving on the hiring committee for the new fire chief, and getting to know town government representatives and employees. Similarly, I have attended many events at individual schools, met with representatives of the PTO's, and generally worked to understand the culture of each of Wayland's schools (including The Children's Way). My entry process, described above, also involved numerous interviews with community members. Town Meeting was a new experience for me, as I have spent the majority of my working years in cities with mayoral governments (such as Somerville and Newton). I have learned a great deal in a short period of time, and have grown to more fully understand and appreciate Wayland's challenges and many strengths.

b. How effectively does the Superintendent communicate with the community and other boards and departments of town government?

I try to make my communication both informative and responsive. This is true of my comments at school committee and other town government meetings (such as the ORC), my e-blast messages, my messages to the faculty and my Town Crier articles. I've also tried to employ our new technologies in order to enhance communication. Iautoalert's “reverse 911” was newly introduced, used effectively, and clearly holds potential. In one instance, I surveyed the parent community to see if there was interest in making up lost school days over the December vacation week. All this said, going forward I would still like to increase my written communication.

I work to keep the community informed of any incidents that take place within the schools that have the potential of impacting a wide swatch of our community. I believe in transparency, even – no, especially – if it means delivering troubling news. Unfortunately, I was called upon to give status updates on an extraordinary,

somewhat unbelievable set of events, such as the hurricane, the “Halloween” storm, a bomb threat at the Middle School, a middle school student who had run away, and most stirringly, the devastating murder of a beloved graduate. It remains hard to write down and reflect on this list, especially the latter two circumstances, as the pain and empathy associated with them still echo throughout Wayland, and will for some time. Still, as I’ve tried to convey throughout, Wayland is a caring and resilient community – qualities that were proven throughout the year.

7. SUPPLEMENTAL COMMENTS:

With all sincerity, Wayland is a great community. I feel lucky to work here, and love the work.

Paul Stein
Superintendent of Schools
May 29, 2012