



SCHOOL COMMITTEE MEETING

Buker Elementary School
Multi-Purpose Room

Wednesday, October 24, 2018

7:00 PM

1. **Call to Order** 7:00
2. **Pledge of Allegiance**
3. **Approval of Warrants**
4. **Citizens' Comments**
5. **Chair's Report**
6. **Superintendent's Report**
 - a. Proposed FY20 Budget Meetings with Hamilton and Wenham Finance Committees and BOS
 - b. **Consent Agenda**
 - a. Waiver Requests for 8th grade participation in JV Girls' Basketball and JV Girls' Ice Hockey Exhibit A
 - c. **New Business**
 - a. Presentation from Powers and Sullivan on FY2018 Audit. Exhibits B1-B4
 - b. Student Government Presentation
 - c. Vote Contract with HWREA Exhibit C
 - d. Select Delegate and Alternate for MASC Conference
 - e. Vote on MASC Resolutions Exhibit D
 - f. Discuss Longmeadow Property Exhibits E1-E3
 - g. Staff Turnover Analysis Exhibit F
 - h. Assistant Treasurer Position
 - i. Finalize Superintendent's Review Exhibit G
 - j. Donations: Hockey Boosters--\$2000 for User Fee Reduction Exhibit H
 - d. **Other**
 - a. Topics for next meeting
 - e. **Adjourn**

David Polito, Chairperson HWRSC

dmb

Knowledge • Responsibility • Respect • Excellence

The District does not discriminate in its programs, activities or employment practices based on race, color, national origin, religion, gender, gender identity, sexual orientation, age or disability.

Wednesday, October 10, 2018 at 1:46:43 PM Eastern Daylight Time

Subject: WINTER - 8th Grade Waivers

Date: Tuesday, October 9, 2018 at 12:28:54 PM Eastern Daylight Time

From: Genuardo, Craig

To: Hovey, Craig, Harvey, Michael, Tracy, Eric

Good Morning,

As in the last several years, HWRHS is looking to see if we can get approval for 8th Grade Waivers for Girl's Basketball and Ice Hockey.

In both cases, 8th graders would only allowed to play JV.

Both programs have successfully continued to make whatever accommodations rules allow to make it less of a burden on an 8th grade athlete.

CAL has approved

Once you approve we send to SC and then to MIAA

Thanks

Craig



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Hamilton-Wenham Regional School District Fiscal 2018 Audit Presentation

Presented by:
Frank Serreti, CPA Partner
Thomas Couto, Senior Auditor



Results of the Fiscal 2018 Financial Statement Audit

- ▶ The principle objective of our work for fiscal 2018 was the expression of our opinion on the District's financial statements.
- ▶ We performed our audit in accordance with auditing standards generally accepted in the United States of America, and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.
- ▶ Our responsibility is to plan and perform our audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement and are fairly presented in accordance with U.S. generally accepted accounting principles.
- ▶ Management is responsible for the preparation and fair presentation of the financial statements.



Results of the Fiscal 2018 Financial Statement Audit

- ▶ We met with the District's staff to understand their processes and control systems.
- ▶ We tested the amounts and disclosures in the financial statements and assisted with the drafting of financial statements.

RESULTS:

- ▶ Based on our audit, we issued an Unmodified Audit Opinion on the District's financial statements.
- ▶ There were no material proposed audit adjustments.



Management's Responsibilities

As part of the audit process, management is responsible for the following:

- The fair presentation of the District's financial statements in accordance with U.S. GAAP;
- Establishing and maintaining effective internal controls over financial reporting to ensure all significant transactions are properly reflected within the financial statements;
- Identifying and ensuring that the District complies with the laws and regulations applicable to its activities;
- Making all financial records and related information available to P&S;
- Perform procedures to ensure the appropriate valuation of the District's assets and liabilities;
- Identify contingent liabilities of the District and ensure that they are assessed and appropriately reflected in the financial statements; and
- Adjusting the financial statements to correct material misstatements and affirming to the auditor in the representation letter that the effects of any uncorrected misstatements aggregated by the auditor, if any, during the current engagement pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

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P&S Responsibilities

- ▶ Our responsibility is to express an opinion on the District's financial statements;
- ▶ An audit includes obtaining an understanding of internal control sufficient to plan the audit and to determine the nature, timing and extent of audit procedures to be performed. An audit is not designed to provide assurance on internal control or to identify reportable conditions;
- ▶ We are responsible for ensuring that the School Committee is aware of any significant deficiencies and/or material weaknesses; and
- ▶ Our responsibility is to communicate those matters that have come to our attention as a result of the performance of our audit.
- ▶ The financial statements and other materials were discussed in detail with the Assistant Superintendent of Finance and Administration, the Director of Accounting and Payroll, and the District Treasurer.

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General Fund – Fund Balance

- ▶ General fund fund balance totaled \$1.8 million.
- ▶ Reservations against fund balance:
 - Encumbrances totaling \$304,000.
 - Represents open purchase orders as of June 30.
 - E&D voted to fund fiscal 2019 appropriations totaled \$347,000.
- ▶ Unassigned fund balance totaled \$1.1 million.

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General Fund – Operations

- ▶ Actual revenues exceeded the budget by \$164,000. This was primarily due to Chapter 70 State Aid, and Medicaid reimbursements.
- ▶ Actual expenditures were \$24,000 less than budgeted. Approximately \$18,000 relates to instructional services and \$2,000 relates to programs with other districts.
- ▶ \$26,000 of transportation aid closed out to the general fund.
- ▶ \$569,000 of E&D was used to balance the operating budget.
- ▶ Overall, this resulted in a \$342,000 decrease in fund balance.

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Estimated Excess and Deficiency

- ▶ Subject to Department of Revenue review and approval.
- ▶ Can be appropriated for any valid school purpose.
- ▶ Excess & Deficiency was submitted to the DOR on 10/4/18 for certification and is estimated to total \$1.1 million.
- ▶ Statute allows the District to maintain a balance not to exceed 5% of subsequent years budget.
- ▶ Any excess is required to be returned to member Town's.
- ▶ The estimated balance is expected to be approximately \$510,000 under the 5% DOR limit and \$147,000 over the 3% limit established by School Committee policy.

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OPEB and Pension Liabilities

- ▶ The District implemented *GASB 75 – Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* in 2018. The implementation of this standard required different methods and assumptions for determining the total OPEB liability as well as updated footnote disclosures and required supplementary information schedules.
 - The net OPEB liability as of June 30, 2017, totaled \$19.4 million reported under GASB 45 and was revised to \$27.8 million under GASB 75. An increase of \$8.4 million.
 - This increase is mainly due to GASB 75 requiring the immediate recognition of the OPEB liability vs. GASB 45 requiring the recognition of the OPEB liability over 30 years.
 - Also contributing to the increase was a decrease in the discount rate from 3.5% to 3.25%

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OPEB and Pension Liabilities (continued)

- The net OPEB liability totaled \$35 million as of June 30, 2018, an increase of \$7.1 million from the revised prior year balance of \$27.8 million.
 - \$5.6 million of this increase is attributable to premium increases and updated teacher retirement assumptions (increasing the liability by \$5 million).
 - Changes of assumptions increased the liability by another \$1.4 million.
- ▶ The net pension liability totaled \$10.5 million, a decrease of \$400,000 from the prior year. This liability relates to employees that are part of the Essex Regional Retirement System. Teachers and eligible administrators are enrolled in the Massachusetts Teachers Retirement System, in which the pension liability is funded by the Commonwealth.



Management Letter

The current year management letter does not include any comments that we consider to be Material Weaknesses or Significant Deficiencies; however the following informational comment has been included:

- ▶ Documentation of internal controls
 - In December 2013, the U.S. Office of Management and Budget (OMB) issued Uniform Administrative Requirements, Cost Principles, and Audit Requirements of Federal Awards (Uniform Guidance) in an effort to (1) streamline guidance for federal awards while easing the administrative burden and (2) to strengthen oversight over the expenditures of federal funds and to reduce the risks of waste, fraud and abuse. In accordance with the Uniform Guidance, non-federal entities must establish and maintain effective internal control over the federal award in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award. These internal controls should be in accordance with guidance in “Standards for Internal Control in the Federal Government” issued by the Comptroller General of the United States (the Green Book) or the “Internal Control Integrated Framework” issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).
 - We recommend that management document and evaluate the system of internal controls over Federal Awards by utilizing the COSO Internal Control Framework.
 - In FY18, District Federal Awards totaled \$681,000.

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Questions?

Thank You



Contact Information:

Frank Serreti, fserreti@powersandsullivan.com

Thomas Couto tcouto@powersandsullivan.com

Powers & Sullivan LLC
100 Quannapowitt Parkway, Suite 101
Wakefield, MA 01880
Phone 781 914 1700

www.powersandsullivan.com

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

***REPORT ON EXAMINATION OF
BASIC FINANCIAL STATEMENTS***

YEAR ENDED JUNE 30, 2018

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
REPORT ON EXAMINATION OF BASIC FINANCIAL STATEMENTS

JUNE 30, 2018

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100 Quannapowitt Parkway

Suite 101

Wakefield, MA 01880

T. 781-914-1700

F. 781-914-1701

www.powersandsullivan.com

Independent Auditor's Report

To the Honorable School Committee
Hamilton-Wenham Regional School District
Wenham, Massachusetts 01984

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Hamilton-Wenham Regional School District (District), as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District, as of June 30, 2018, and the respective changes in financial position and, where applicable, cash flows, thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, located on the following pages, and required supplementary information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financials statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated September 24, 2018, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the District's internal control over financial reporting and compliance.



September 24, 2018

Management's Discussion and Analysis

Management's Discussion and Analysis

As management of the Hamilton-Wenham Regional School District, we offer readers of these basic financial statements this narrative overview and analysis of the financial activities for the year ended June 30, 2018. The District complies with financial reporting requirements issued by the Governmental Accounting Standards Board (GASB). Management's discussion and analysis are part of these requirements. All amounts, unless otherwise indicated, are expressed in whole dollars.

Overview of the Basic Financial Statements

This discussion and analysis is intended to serve as an introduction to the Hamilton-Wenham Regional School District's basic financial statements. These basic financial statements comprise three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements.

Government-wide financial statements. The *government-wide financial statements* are designed to provide readers with a broad overview of finances, in a manner similar to private-sector business.

The *statement of net position* presents information on all assets and liabilities, with the difference between them reported as *net position*. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position is improving or deteriorating.

The *statement of activities* presents information showing how the government's net position changed during the most recent year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, *regardless of the timing of related cash flows*. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future periods (e.g., uncollected revenues and earned but unused vacation leave).

The government-wide financial statements distinguish functions that are principally supported by member Town assessment and intergovernmental revenues (*governmental activities*) from other functions that are intended to recover all or a significant portion of their costs through user fees and charges (*business-type activities*). The governmental activities include administration, instructional services, other student services, operation and maintenance, employee benefits and other fixed charges, programs with other districts, school construction assistance, depreciation and interest. The District had no business-type activities.

Fund financial statements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. Fund accounting is used to ensure and demonstrate compliance with finance-related legal requirements. All of the funds can be divided into two categories: governmental funds and fiduciary funds.

Governmental funds. *Governmental funds* are used to account for essentially the same functions reported as *governmental activities* in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund statements focus on *near-term inflows of spendable resources*, as well as on *balances of spendable resources* available at the end of the year. Such information may be useful in evaluating near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for *governmental activities* in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between *governmental funds* and *governmental activities*.

The Hamilton-Wenham Regional School District adopts an annual appropriated budget for its general fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with this budget.

Fiduciary funds. Fiduciary funds are used to account for resources held for the benefit of parties outside the government. Fiduciary funds are *not* reflected in the government-wide financial statement because the resources of those funds are *not* available to support the District's own programs. The accounting used for fiduciary funds is much like that used for proprietary funds.

Notes to the basic financial statements. The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Other information. In addition to the basic financial statements and accompanying notes, this report also presents certain *required supplementary information* concerning the District's budgetary basis of accounting, pension and other postemployment benefit plan. This report also presents *other supplementary information*, which consists of a combining statement of revenues, expenditures and changes in fund balances for the nonmajor governmental funds, for the purpose of additional analysis.

Government-wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of a government's financial position.

Net position of \$17.1 million reflects its investment in capital assets; less any related debt used to acquire those assets that are still outstanding. The District uses these capital assets to provide services to pupils; consequently, these assets are *not* available for future spending. Although the investment in its capital assets is reported net of its related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities.

Restricted net position of \$532,000 represents resources that are subject to external restrictions on how they may be used.

The remaining balance of unrestricted net position has a year-end deficit of \$39.0 million. The primary reason for this deficit balance is the recognition of \$35.0 million and \$10.5 million of other postemployment benefit liabilities and pension liabilities, respectively.

At year-end, the District is able to report positive balances in two out of the three categories of net position.

The District's liabilities and deferred inflows of resources exceeded assets and deferred outflows of resources for governmental activities by \$21.3 million at the close of 2018.

	2018	2017 (As Revised)
Assets:		
Current assets.....	\$ 5,931,293	\$ 6,144,130
Noncurrent assets (excluding capital).....	-	611,619
Capital assets, net of accumulated depreciation.....	21,129,049	22,163,953
Total assets.....	27,060,342	28,919,702
Deferred outflows of resources.....	5,416,482	1,090,410
Liabilities:		
Current liabilities (excluding debt).....	2,765,105	2,232,375
Noncurrent liabilities (excluding debt).....	45,758,499	39,032,682
Current debt.....	1,956,932	1,998,728
Noncurrent debt.....	2,530,000	4,576,910
Total liabilities.....	53,010,536	47,840,695
Deferred inflows of resources.....	783,399	197,083
Net position:		
Net investment in capital assets.....	17,147,103	16,889,963
Restricted.....	532,117	763,543
Unrestricted.....	(38,996,331)	(35,681,172)
Total net position.....	\$ (21,317,111)	\$ (18,027,666)

Governmental activities decreased the District's net position by \$3.3 million. The following table shows the key elements affecting this decrease.

	2018	2017 (As Revised)
Program Revenues:		
Charges for services.....	\$ 1,108,450	\$ 1,159,571
Operating grants and contributions.....	7,500,940	7,224,133
Capital grants and contributions.....	5,611	15,600
General Revenues:		
Member town assessments.....	26,607,448	26,135,301
Grants and contributions not restricted to specific programs.....	4,385,816	4,455,723
Unrestricted investment income.....	13,675	2,960
Miscellaneous.....	80	17,988
Total revenues.....	39,622,020	39,011,276
Expenses:		
District administration.....	1,115,601	1,125,733
Instructional services.....	19,543,681	19,343,216
Other student services.....	3,012,168	2,872,575
Operation and maintenance.....	2,112,250	2,167,458
Employee benefits and other fixed charges.....	12,395,603	11,165,881
Programs with other school districts.....	3,234,139	2,514,871
Depreciation.....	1,327,814	1,313,980
Interest.....	170,209	218,848
Total expenses.....	42,911,465	40,722,562
Change in net position.....	(3,289,445)	(1,711,286)
Net position, beginning of year (as revised).....	(18,027,666)	(16,316,380)
Net position, end of year.....	\$ (21,317,111)	\$ (18,027,666)

Beginning net position of the governmental activities has been revised to reflect the implementation of GASB Statement #75. To reflect this change, the District has revised the total other postemployment liability (OPEB), which has resulted in the revision of the June 30, 2017, balance of the governmental activities by \$8,467,906. Accordingly, previously reported net position, which was in a deficit position of \$9,559,760, has been revised and is in a deficit position of \$18,027,666 (see note 15).

Revenue increased by \$620,000 during the year, which was primarily due to the recognition of a \$239,000 increase in nonemployer pension contributions paid to the Massachusetts Teachers Retirement System (MTRS) by the Commonwealth of Massachusetts on behalf of the District and a \$472,000 increase in member town assessments. The increase in assessments can be attributed to an increase in the current year general fund operating budget.

Expenses increased by \$2.2 million during the year, which was primarily due to a \$1.2 million increase in employee benefits, a \$719,000 increase in programs with other districts and a \$258,000 increase in instructional services. The increase in employee benefits is due to an \$856,000 increase in expense related to the OPEB liability and an increase in pension expense of \$477,000. \$239,000 of the increase in pension expense is due to the recognition of nonemployer pension contributions paid to the MTRS by the Commonwealth of Massachusetts on behalf of the District and \$238,000 relates to the recognition of the net pension liability. The increase in instructional services primarily relates to teacher's salaries. The increase in programs with other Districts primarily relates to tuitions to collaboratives and private schools.

The \$3.3 million decrease in net position is primarily due to a \$7.1 million increase in the OPEB liability, and a \$715,000 increase in deferred outflows/inflows of resources related to pensions. These decreases were offset by a \$4.5 million increase in deferred outflows/inflows of resources related to OPEB and a \$466,000 decrease in the net pension liability.

Financial Analysis of the Government's Funds

As noted earlier, the District uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental funds. The focus of the Hamilton-Wenham Regional School District's governmental funds is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the Hamilton-Wenham Regional School District's financing requirements. In particular, unassigned fund balance may serve as a useful measure of a government's net resources available for spending at the end of the year.

At year-end, governmental funds reported a combined ending fund balance totaling \$2.8 million of which \$1.8 million relates to the general fund, \$822,000 relates to the revolving fund and \$186,000 relates to the nonmajor governmental funds. Cumulatively there was a decrease of \$613,000 in fund balance from the prior year. This decrease was due to a \$342,000 decrease in the general fund, a \$134,000 decrease in the revolving fund and a \$137,000 decrease in the nonmajor governmental funds.

The general fund is the chief operating fund. At the end of the current year, unassigned fund balance of the general fund was \$1.1 million, while total fund balance is \$1.8 million. As a measure of the general fund's liquidity, it may be useful to compare both unassigned fund balance and total fund balance to total fund expenditures. Unassigned fund balance represents 3% of total general fund expenditures, while total fund balance represents 5% of that same amount.

The \$342,000 decrease in the general fund is primarily due to the use of excess and deficiency to balance the operating budget. The \$134,000 decrease in the revolving fund is primarily due to the use of circuit breaker funds for private school tuition.

Capital Asset and Debt Administration

Outstanding long-term debt of the District totaled \$4.5 million as of June 30, 2018, of which \$1.8 million relates to the refunding bonds of 2010, \$1.3 million relates to the Cutler School roof and other school building repairs and \$1.4 million relates to the Buker School and Winthrop School heating and roof projects.

The District has been approved to receive school construction assistance through the MSBA. The MSBA provides resources for eligible construction costs and debt interest and borrowing costs. During 2018, \$1.1 million of such assistance was received and the final payment of \$1.1 million will be received in 2019. Of this amount, \$520,000 represents reimbursement of long-term interest costs, and \$612,000 represents reimbursement of approved construction costs. Accordingly, a \$612,000 intergovernmental receivable and corresponding deferred inflow have been recorded in the fund based financial statements and the change in the receivable has been recognized as revenue in the conversion to the government-wide financial statements.

In 2018, the District acquired Apple iPads that were financed through capital lease agreements totaling \$60,000, which when combined with prior year capital lease balances and current year lease activity, the outstanding capital leases at year-end totaled \$136,000. The iPad lease is funding the acquisition of iPads for the District's 1 to 1 digital learning program at the high school.

Capital asset additions totaled \$293,000, the majority of which relates to information technology, playground and other equipment.

Requests for Information

This financial report is designed to provide a general overview of the Hamilton-Wenham Regional School District's finances for all those with an interest in the government's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Business Office, Hamilton-Wenham Regional School District, 5 School Street, Wenham, Massachusetts 01984.

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Basic Financial Statements

STATEMENT OF NET POSITION

JUNE 30, 2018

	Primary Government
	Governmental Activities
ASSETS	
CURRENT:	
Cash and cash equivalents.....	\$ 5,319,674
Receivables, net of allowance for uncollectibles:	
Intergovernmental.....	611,619
Total current assets.....	5,931,293
NONCURRENT:	
Capital assets, net of accumulated depreciation.....	21,129,049
TOTAL ASSETS.....	27,060,342
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows related to pensions.....	961,579
Deferred outflows related to other postemployment benefits.....	4,454,903
TOTAL DEFERRED OUTFLOWS OF RESOURCES.....	5,416,482
LIABILITIES	
CURRENT:	
Warrants payable.....	663,246
Accrued payroll.....	1,629,870
Accrued interest.....	29,162
Other liabilities.....	219,680
Compensated absences.....	139,998
Capital lease obligations.....	83,149
Bonds payable.....	1,956,932
Total current liabilities.....	4,722,037
NONCURRENT:	
Compensated absences.....	275,576
Net pension liability.....	10,477,680
Total other postemployment benefits liability.....	34,952,280
Capital lease obligations.....	52,963
Bonds payable.....	2,530,000
Total noncurrent liabilities.....	48,288,499
TOTAL LIABILITIES.....	53,010,536
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows related to pensions.....	783,399
NET POSITION	
Net investment in capital assets.....	17,147,103
Restricted for:	
Gifts and grants.....	532,117
Unrestricted.....	(38,996,331)
TOTAL NET POSITION.....	\$ (21,317,111)

See notes to basic financial statements.

STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2018

		Program Revenues				
Functions/Programs	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Net (Expense) Revenue	
Primary Government:						
<i>Governmental Activities:</i>						
District administration.....	\$ 1,115,601	\$ -	\$ -	\$ -	\$ (1,115,601)	
Instructional services.....	19,543,681	173,451	1,433,284	-	(17,936,946)	
Other student services.....	3,012,168	934,999	85,266	5,611	(1,986,292)	
Operation and maintenance.....	2,112,250	-	25,030	-	(2,087,220)	
Employee benefits and other fixed charges.....	12,395,603	-	5,485,845	-	(6,909,758)	
Programs with other school districts (tuitions).....	3,234,139	-	-	-	(3,234,139)	
Depreciation.....	1,327,814	-	-	-	(1,327,814)	
Interest.....	170,209	-	471,515	-	301,306	
Total Governmental Activities.....	\$ 42,911,465	\$ 1,108,450	\$ 7,500,940	\$ 5,611	\$ (34,296,464)	

See notes to basic financial statements.

(Continued)

STATEMENT OF ACTIVITIES (continued)

YEAR ENDED JUNE 30, 2018

	<u>Primary Government</u>
	<u>Governmental Activities</u>
Changes in net position:	
Net (expense) revenue from previous page.....	\$ <u>(34,296,464)</u>
<i>General revenues:</i>	
Member town assessments.....	26,607,448
Grants and contributions not restricted to specific programs.....	4,385,816
Unrestricted investment income.....	13,675
Miscellaneous revenue.....	<u>80</u>
Total general revenues.....	<u>31,007,019</u>
Change in net position.....	(3,289,445)
<i>Net position:</i>	
Beginning of year (as revised).....	<u>(18,027,666)</u>
End of year.....	\$ <u><u>(21,317,111)</u></u>

See notes to basic financial statements.

**GOVERNMENTAL FUNDS
BALANCE SHEET**

JUNE 30, 2018

	General	Revolving Fund	Nonmajor Governmental Funds	Total Governmental Funds
ASSETS				
Cash and cash equivalents.....	\$ 4,118,731	\$ 863,614	\$ 337,329	\$ 5,319,674
Receivables, net of uncollectibles:				
Intergovernmental.....	611,619	-	-	611,619
TOTAL ASSETS.....	\$ 4,730,350	\$ 863,614	\$ 337,329	\$ 5,931,293
LIABILITIES				
Warrants payable.....	\$ 522,327	\$ 5,409	\$ 135,510	\$ 663,246
Accrued payroll.....	1,602,560	11,177	16,133	1,629,870
Other liabilities.....	194,550	25,130	-	219,680
TOTAL LIABILITIES.....	2,319,437	41,716	151,643	2,512,796
DEFERRED INFLOWS OF RESOURCES				
Unavailable revenue.....	611,619	-	-	611,619
FUND BALANCES				
Restricted.....	-	821,898	185,686	1,007,584
Assigned.....	651,108	-	-	651,108
Unassigned.....	1,148,186	-	-	1,148,186
TOTAL FUND BALANCES.....	1,799,294	821,898	185,686	2,806,878
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES.....	\$ 4,730,350	\$ 863,614	\$ 337,329	\$ 5,931,293

See notes to basic financial statements.

**RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TOTAL FUND BALANCES TO THE STATEMENT OF NET POSITION**

JUNE 30, 2018

Total governmental fund balances.....	\$ 2,806,878
Capital assets (net) used in governmental activities are not financial resources and, therefore, are not reported in the funds.....	21,129,049
Accounts receivable are not available to pay for current-period expenditures and, therefore, are unavailable in the funds.....	611,619
The statement of net position includes certain deferred inflows of resources and deferred outflows of resources that will be amortized over future periods. In governmental funds, these amounts are not deferred.....	4,633,083
In the statement of activities, interest is accrued on outstanding long-term debt, whereas in governmental funds interest is not reported until due.....	(29,162)
Long-term liabilities are not due and payable in the current period and, therefore, are not reported in the governmental funds:	
Bonds payable.....	(4,486,932)
Net pension liability.....	(10,477,680)
Total other postemployment benefits liability.....	(34,952,280)
Capital lease obligations.....	(136,112)
Compensated absences.....	(415,574)
Net effect of reporting long-term liabilities.....	<u>(50,468,578)</u>
Net position of governmental activities.....	<u>\$ (21,317,111)</u>

See notes to basic financial statements.

GOVERNMENTAL FUNDS
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES

YEAR ENDED JUNE 30, 2018

	General	Revolving Fund	Nonmajor Governmental Funds	Total Governmental Funds
REVENUES:				
Member town assessments.....	\$ 26,607,448	\$ -	\$ -	\$ 26,607,448
Intergovernmental.....	5,266,360	1,052,478	880,798	7,199,636
Intergovernmental - teachers retirement.....	5,485,845	-	-	5,485,845
Charges for services.....	-	284,746	823,704	1,108,450
Miscellaneous revenue.....	80	25,030	-	25,110
Investment income.....	13,675	-	-	13,675
TOTAL REVENUES.....	37,373,408	1,362,254	1,704,502	40,440,164
EXPENDITURES:				
Current:				
District administration.....	1,115,601	-	-	1,115,601
Instructional services.....	18,506,998	482,400	749,540	19,738,938
Other student services.....	1,859,431	17,478	1,123,137	3,000,046
Operation and maintenance.....	2,285,483	19,533	589	2,305,605
Employee benefits and other fixed charges.....	3,929,158	26,910	27,280	3,983,348
Pension benefits - teachers retirement.....	5,485,845	-	-	5,485,845
Programs with other school districts (tuitions).....	2,309,979	924,160	-	3,234,139
Capital outlay.....	-	-	157,594	157,594
Debt service:				
Debt service principal.....	1,876,000	-	-	1,876,000
Interest.....	216,860	-	-	216,860
TOTAL EXPENDITURES.....	37,585,355	1,470,481	2,058,140	41,113,976
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES.....	(211,947)	(108,227)	(353,638)	(673,812)
OTHER FINANCING SOURCES (USES):				
Capital lease financing.....	-	-	60,326	60,326
Transfers in.....	25,983	-	156,362	182,345
Transfers out.....	(156,362)	(25,983)	-	(182,345)
TOTAL OTHER FINANCING SOURCES (USES).....	(130,379)	(25,983)	216,688	60,326
NET CHANGE IN FUND BALANCES.....	(342,326)	(134,210)	(136,950)	(613,486)
FUND BALANCES AT BEGINNING OF YEAR.....	2,141,620	956,108	322,636	3,420,364
FUND BALANCES AT END OF YEAR.....	\$ 1,799,294	\$ 821,898	\$ 185,686	\$ 2,806,878

See notes to basic financial statements.

**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES**

YEAR ENDED JUNE 30, 2018

Net change in fund balances - total governmental funds.....		\$ (613,486)
<p>Governmental funds report capital outlays as expenditures. However, in the Statement of Activities the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense.</p>		
Capital outlay.....	292,910	
Depreciation expense.....	<u>(1,327,814)</u>	
Net effect of reporting capital assets.....		(1,034,904)
<p>Revenues in the Statement of Activities that do not provide current financial resources are unavailable in the Statement of Revenues, Expenditures and Changes in Fund Balances. Therefore, the recognition of revenue for various types of accounts receivable differ between the two statements. This amount represents the net change in unavailable revenue.....</p>		
		(660,550)
<p>The issuance of long-term debt provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the financial resources of governmental funds. Neither transaction has any effect on net position. Also, governmental funds report the effect of premiums, discounts, and similar items when debt is first issued, whereas these amounts are unavailable and amortized in the Statement of Activities.</p>		
Principal payments on capital leases.....	100,611	
Capital lease financing.....	(60,326)	
Net amortization of premium from issuance of bonds.....	36,309	
Debt service principal payments.....	<u>1,876,000</u>	
Net effect of reporting long-term debt.....		1,952,594
<p>Some expenses reported in the Statement of Activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds.</p>		
Net change in compensated absences accrual.....	(17,031)	
Net change in accrued interest on long-term debt.....	10,342	
Net change in deferred outflow/(inflow) of resources related to pensions.....	(715,147)	
Net change in net pension liability.....	466,269	
Net change in deferred outflow/(inflow) of resources related to other postemployment benefits...	4,454,903	
Net change in total other postemployment benefits liability.....	<u>(7,132,435)</u>	
Net effect of recording long-term liabilities.....		<u>(2,933,099)</u>
Change in net position of governmental activities.....		<u>\$ (3,289,445)</u>

See notes to basic financial statements.

FIDUCIARY FUNDS
STATEMENT OF FIDUCIARY NET POSITION

JUNE 30, 2018

	Private Purpose Trust Funds	Agency Funds
ASSETS		
Cash and cash equivalents..... \$	134,962	\$ 89,772
Investments.....	251,880	-
TOTAL ASSETS	386,842	89,772
LIABILITIES		
Liabilities due depositors.....	-	89,772
NET POSITION		
Held in trust for other purposes..... \$	386,842	\$ -

See notes to basic financial statements.

FIDUCIARY FUNDS
STATEMENT OF CHANGES IN FIDUCIARY NET POSITION

YEAR ENDED JUNE 30, 2018

	Private Purpose Trust Funds
<u>ADDITIONS:</u>	
Contributions:	
Private donations.....	\$ 2,000
Net investment income:	
Investment income.....	<u>(3,232)</u>
TOTAL ADDITIONS.....	<u>(1,232)</u>
<u>DEDUCTIONS:</u>	
Educational scholarships.....	<u>14,729</u>
NET INCREASE (DECREASE) IN NET POSITION.....	(15,961)
NET POSITION AT BEGINNING OF YEAR.....	<u>402,803</u>
NET POSITION AT END OF YEAR.....	<u>\$ 386,842</u>

See notes to basic financial statements.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accompanying basic financial statements of the Hamilton-Wenham Regional School District (District) have been prepared in accordance with accounting principles generally accepted in the United States of America (GAAP). The Governmental Accounting Standards Board (GASB) is the recognized standard-setting body for establishing governmental accounting and financial reporting principles. The significant accounting policies are described herein.

A. Reporting Entity

The Hamilton-Wenham Regional School District (the District), was regionalized in 1974 and by agreement serves the Towns of Hamilton and Wenham, Massachusetts. A seven member School Committee governs the District, which consists of elected members from the member Towns.

For financial reporting purposes, the District has included all funds, organizations, agencies, boards, commissions and institutions. The District has also considered all potential component units for which it is financially accountable as well as other organizations for which the nature and significance of their relationship with the District are such that exclusion would cause the basic financial statements to be misleading or incomplete. As required by GAAP, these basic financial statements present the District (the primary government) and its component units. The District has no component units that require inclusion in these basic financial statements.

B. Government-Wide and Fund Financial Statements*Government-Wide Financial Statements*

The government-wide financial statements (i.e., statement of net position and the statement of changes in net position) report information on all of the non-fiduciary activities of the primary government and its component units. *Governmental activities* are primarily supported by member Town assessments and intergovernmental revenues.

Fund Financial Statements

Separate financial statements are provided for governmental funds and fiduciary funds even though fiduciary funds are excluded from the government-wide financial statements. Major individual governmental funds are reported as separate columns in the fund financial statements. Nonmajor funds are aggregated and displayed in a single column.

Major Fund Criteria

Major funds must be reported if the total assets and deferred outflows of resources, liabilities and deferred inflows of resources, revenues, or expenditures/expenses of an individual governmental fund are at least 10 percent of the corresponding element (assets and deferred outflows of resources, liabilities and deferred inflows or resources, etc.) for all funds of that category or type.

Additionally, any other governmental fund that management believes is particularly significant to the basic financial statements may be reported as a major fund.

Fiduciary funds are reported by fund type.

C. Measurement Focus, Basis of Accounting and Financial Statement Presentation

The District's basic financial statements include both government-wide (reporting the District as a whole) and fund financial statements (reporting the District's major funds). Both the government-wide and fund financial statements categorize primary activities as either government or business-type. Governmental activities are generally financed through intergovernmental assessments or other nonexchange transactions. The District does not have any activities classified as business-type activities.

Government-Wide Financial Statements

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Under this method, revenues are recorded when earned and expenses are recorded when the liabilities are incurred. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

The statement of activities demonstrates the degree to which the direct expenses of a particular function or segment are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment.

Certain costs, such as employee fringe benefits, property and liability insurance, among others are not allocated among the District's functions and are included in employee benefits and other fixed charges in the Statement of Activities. Depreciation is reported as one amount, in total, on the Statement of Activities. None of these costs are allocated among the respective functions.

Other items not identifiable as program revenues are reported as general revenues.

The effect of interfund activity has been removed from the government-wide financial statements.

Fund Financial Statements

Governmental fund financial statements are reported using the flow of current financial resources measurement focus and the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual (i.e., measurable and available). Measurable means the amount of the transaction can be determined and available means collectible within the current period or soon enough thereafter to pay liabilities of the current period. Expenditures are recorded when the related fund liability is incurred, except for unmatured interest on general long-term debt which is recognized when due, and certain compensated absences, claims and judgments which are recognized when the obligations are expected to be liquidated with current expendable available resources.

Investment income is susceptible to accrual. Other receipts and revenues become measurable and available when the cash is received and are recognized as revenue at that time.

Entitlements and shared revenues are recorded at the time of receipt or earlier if the susceptible to accrual criteria is met. Expenditure driven grants recognize revenue when the qualifying expenditures are incurred and all other grant requirements are met.

The following major governmental funds are reported:

The *general fund* is the primary operating fund and is used to account for all financial resources, except those that are required to be accounted for in another fund.

The *revolving fund* is used to account for the District's revolving fund activities, which are established in accordance with Massachusetts General Laws.

The *nonmajor governmental funds* consist of other special revenue and capital projects that are aggregated and presented in the *nonmajor governmental funds* column on the governmental funds financial statements. The following describes the general use of these fund types:

The *special revenue fund* is used to account for and report financial resources that are restricted, committed, or assigned to expenditure for capital outlays, including the acquisition or construction of capital facilities and other capital assets of the governmental funds.

The *capital projects fund* is used to account for and report financial resources that are restricted, committed, or assigned to expenditure for capital outlays, including the acquisition or construction of capital facilities and other capital assets of the governmental funds.

Fiduciary fund financial statements are reported using the flow of economic resources measurement focus and use the accrual basis of accounting. Fiduciary funds are used to account for assets held in a trustee capacity for others that cannot be used to support the governmental programs.

The fiduciary fund type *private purpose trust fund* is used to account for assets that are held for future scholarships and awards.

The fiduciary fund type *agency fund* is used to account for student activity assets that are held in a purely custodial capacity.

D. Cash and Investments

Government-Wide and Fund Financial Statements

Cash and cash equivalents are considered to be cash on hand, demand deposits and short-term investments with an original maturity of three months or less from the date of acquisition. Investments are carried at fair value.

E. Fair Value Measurements

The District reports required types of financial instruments in accordance with the fair value standards. These standards require an entity to maximize the use of observable inputs (such as quoted prices in active markets) and minimize the use of unobservable inputs (such as appraisals or valuation techniques) to determine fair value. Fair value standards also require the government to classify these financial instruments into a three-level hierarchy, based on the priority of inputs to the valuation technique or in accordance with net asset value practical expedient rules, which allow for either Level 2 or Level 3 depending on lock up and notice periods associated with the underlying funds.

Instruments measured and reported at fair value are classified and disclosed in one of the following categories:

Level 1 – Quoted prices are available in active markets for identical instruments as of the reporting date. Instruments, which are generally included in this category, include actively traded equity and debt securities, U.S. government obligations, and mutual funds with quoted market prices in active markets.

Level 2 – Pricing inputs are other than quoted in active markets, which are either directly or indirectly observable as of the reporting date, and fair value is determined through the use of models or other valuation methodologies. Certain fixed income securities, primarily corporate bonds, are classified as Level 2 because fair values are estimated using pricing models, matrix pricing, or discounted cash flows.

Level 3 – Pricing inputs are unobservable for the instrument and include situations where there is little, if any, market activity for the instrument. The inputs into the determination of fair value require significant management judgment or estimation.

In some instances the inputs used to measure fair value may fall into different levels of the fair value hierarchy and is based on the lowest level of input that is significant to the fair value measurement.

Market price is affected by a number of factors, including the type of instrument and the characteristics specific to the instrument. Instruments with readily available active quoted prices generally will have a higher degree of market price observability and a lesser degree of judgment used in measuring fair value. It is reasonably possible that change in values of these instruments will occur in the near term and that such changes could materially affect amounts reported in these financial statements. For more information on the fair value of the District's financial instruments, see Note 2 – Fair Market Value of Investments.

F. Accounts Receivable

Government-Wide and Fund Financial Statements

The recognition of revenue related to accounts receivable reported in the government-wide financial statements and fiduciary funds financial statements are reported under the accrual basis of accounting. The recognition of revenue related to accounts receivable reported in the governmental funds financial statements are reported under the modified accrual basis of accounting.

Intergovernmental

Various federal and state grants for operating and capital purposes are applied for and received annually. For non-expenditure driven grants, receivables are recorded as soon as all eligibility requirements imposed by the provider have been met. For expenditure driven grants, receivables are recorded when the qualifying expenditures are incurred and all other grant requirements are met.

These receivables are considered 100% collectible and therefore do not report an allowance for uncollectibles.

G. Inventories

Government-Wide and Fund Financial Statements

Inventories are recorded as expenditures at the time of purchase. Such inventories are not material in total to the government-wide and fund financial statements, and therefore are not reported.

H. Capital Assets

Government-Wide Financial Statements

Capital assets which include buildings and improvements, and machinery and equipment are reported in the government-wide financial statements. Capital assets are recorded at historical cost, or at estimated historical cost, if actual historical cost is not available. Donated capital assets are recorded at the estimated fair market value at the date of donation. Except for the capital assets of the governmental activities column in the government-wide financial statements, construction period interest is capitalized on constructed capital assets.

All purchases and construction costs in excess of \$10,000 are capitalized at the date of acquisition or construction, respectively, with expected useful lives of greater than one year.

Capital assets (excluding land and construction in progress) are depreciated on a straight-line basis. The estimated useful lives of capital assets are as follows:

<u>Capital Asset Type</u>	<u>Estimated Useful Life (in years)</u>
Buildings and improvements.....	15-50
Machinery and equipment.....	5-20

The cost of normal maintenance and repairs that do not add to the value of the assets or materially extend asset lives are not capitalized and are treated as expenses when incurred. Improvements are capitalized.

Governmental Fund Financial Statements

Capital asset costs are recorded as expenditures in the acquiring fund in the year of the purchase.

I. Deferred Outflows/Inflows of Resources

Government-Wide Financial Statements (Net Position)

In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then. The District has reported deferred outflows of resources related to pensions and OPEB in this category.

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. The District has reported deferred inflows of resources related to pensions in this category.

Governmental Fund Financial Statements

In addition to liabilities, the governmental funds balance sheet will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents assets that have been recorded in the governmental fund financial statements but the revenue is not available and so will not be recognized as an inflow of resources (revenue) until it becomes available. The District has recorded unavailable revenues from school construction grants as deferred inflows of resources.

J. Interfund Receivables and Payables

During the course of its operations, transactions occur between and within individual funds that may result in amounts owed between funds.

Government-Wide Financial Statements

Transactions of a buyer/seller nature between and within governmental funds are eliminated from the governmental activities in the statement of net position.

Fund Financial Statements

Transactions of a buyer/seller nature between and within funds are *not* eliminated from the individual fund statements. Receivables and payables resulting from these transactions are classified as “Due from other funds” or “Due to other funds” on the balance sheet.

K. Interfund Transfers

During the course of its operations, resources are permanently reallocated between and within funds. These transactions are reported as transfers in and transfers out.

Government-Wide Financial Statements

Transfers between and within governmental funds are eliminated from the governmental activities in the statement of net position.

Fund Financial Statements

Transfers between and within funds are *not* eliminated from the individual fund statements and are reported as transfers in and transfers out.

L. Net Position and Fund Equity*Government-Wide Financial Statements (Net Position)*

Net position reported as “net investment in capital assets” includes capital assets, net of accumulated depreciation, less the principal balance of outstanding debt used to acquire capital assets. Unspent proceeds of capital related debt are not considered to be capital assets. Outstanding debt related to future reimbursements from the state’s school building program is not considered to be capital related debt.

Net position is reported as restricted when amounts are not available for appropriation or are legally restricted by outside parties for a specific future use.

Net position has been restricted for “gifts and grants” which represents assets that have restrictions placed on them from outside parties.

Sometimes the District will fund outlays for a particular purpose from both restricted (e.g. restricted bond or grant proceeds) and unrestricted resources. In order to calculate the amounts to report as restricted - net position and unrestricted - net position in the government-wide and proprietary fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the District’s policy to consider restricted - net position to have been depleted before unrestricted - net position is applied.

Fund Financial Statements (Fund Balances)

Governmental fund balances are classified as nonspendable, restricted, committed, assigned, or unassigned based on the extent to which the government is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

The governmental fund balance classifications may include the following:

“Restricted” fund balance includes amounts subject to constraints placed on the use of resources that are either externally imposed by creditors, grantors, contributors, or laws or regulations of other governments; or that are imposed by law through constitutional provisions or enabling legislation.

“Committed” fund balance includes amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the government’s highest level of decision-making authority, the member communities.

“Assigned” fund balance includes amounts that are constrained by the District’s intent to be used for specific purposes, but are neither restricted nor committed.

“Unassigned” fund balance includes the residual classification for the general fund. This classification represents fund balance that has not been assigned to other funds and that has not been restricted, committed, or assigned to specific purposes within the general fund.

Sometimes the District will fund outlays for a particular purpose from different components of fund balance. In order to calculate the amounts to report as restricted, committed, assigned, and unassigned fund balances in the governmental fund financial statements a flow assumption must be made about the order in which the resources are considered to be applied. When different components of fund balance can be used for the same purpose, it is the District’s policy to consider restricted fund balance to have been depleted first, followed by committed fund balance, and assigned fund balance. Unassigned fund balance is applied last.

M. Investment Income

Investment income derived from major and nonmajor governmental funds is legally assigned to the general fund unless otherwise directed by Massachusetts General Law (MGL).

N. Use of Estimates

Government-Wide and Fund Financial Statements

The preparation of basic financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure for contingent assets and liabilities at the date of the basic financial statements and the reported amounts of the revenues and expenditures/expenses during the year. Actual results could vary from estimates that were used.

O. Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of both the Essex Regional Retirement System (ERRS) and the MTRS and additions to/deductions from the Systems fiduciary net position have been determined on the same basis as they are reported by the Systems. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

P. Long-term Debt*Government-Wide Financial Statements*

Long-term debt is reported as liabilities in the government-wide statement of net position. Material bond premiums and discounts are deferred and amortized over the life of the bonds using the effective interest method. Bonds payable are reported gross of the applicable bond premium or discount. Bond issuance costs are reported as an outflow of resources in the reporting period in which the costs are incurred.

Governmental Fund Financial Statements

The face amount of governmental funds long-term debt is reported as other financing sources. Bond premiums and discounts, as well as issuance costs, are recognized in the current period. Bond premiums are reported as other financing sources and bond discounts are reported as other financing uses. Issuance costs, whether or not withheld from the actual bond proceeds received, are reported as general government expenditures.

Q. Compensated Absences

Employees are granted vacation and sick leave in varying amounts based on collective bargaining agreements, state laws and executive policies. Compensated absence liabilities related to governmental activities are normally paid from the funds reporting payroll and related expenditures. Compensated absences are reported in governmental funds only if they have matured.

Government-Wide Financial Statements

Vested or accumulated vacation and sick leave are reported as liabilities and expensed as incurred.

Governmental Fund Financial Statements

Vested or accumulated vacation and sick leave, which will be liquidated with expendable available financial resources, are reported as expenditures and fund liabilities upon maturity of the liability.

R. Fund Deficits

Several individual temporary fund deficits exist at June 30, 2018, within the nonmajor governmental funds. These deficits have been funded through grant proceeds in the subsequent year.

S. Total Column*Government-Wide Financial Statements*

The total column presented on the government-wide financial statements represents consolidated financial information.

Fund Financial Statements

The total column on the fund financial statements is presented only to facilitate financial analysis. Data in this column is not the equivalent of consolidated financial information.

NOTE 2 – CASH AND INVESTMENTS

The District maintains a cash and investment pool that is available for use by all Funds. Each Fund Type's portion of this pool is displayed on the balance sheet as "Cash and Cash Equivalents". The deposits and investments of the trust funds are held separately from those of other funds.

Statutes authorize the investment in obligations of the U.S. Treasury, agencies, and instrumentalities, certificates of deposit, repurchase agreements, money market accounts, bank deposits and the State Treasurer's Investment Pool (the Pool). The Treasurer may also invest trust funds in securities, other than mortgages or collateral loans, which are legal for the investment of funds of savings banks under the laws of the Commonwealth. In addition, there are various restrictions limiting the amount and length of deposits and investments.

Custodial Credit Risk – Deposits

In the case of deposits, this is risk that in the event of a bank failure, the government's deposits may not be returned to it. The District's policy allows for unlimited bank deposits up to one year in financial institutions that are fully collateralized or fully insured by Federal Depository Insurance or the Depository Insurance Fund. The District's policy limits unsecured deposits to no more than 5% of an institution's assets and no more than 25% of the District's cash may be comprised of unsecured bank deposits. This percentage may be increased for not more than 30 days during times of heavy collection or in anticipation of large payments that will be made by the District in the near future. These payments may be for such items as debt service payment or regional school assessments. Their credit worthiness will be tracked by Veribanc, or other bank credit worthiness reporting systems. They will be diversified as much as possible. CDs will be purchased for no more than one year and will be reviewed frequently.

At year-end, the carrying amount of deposits totaled \$5,530,083, and the bank balance totaled \$5,624,692. Of the bank balance, \$250,000 was covered by Federal Depository Insurance and \$5,374,692, was uninsured and uncollateralized.

Custodial Credit Risk – Investments

For an investment, this is the risk that, in the event of a failure by the counterparty, the government will not be able to recover the value of its investments or collateral security that are in the possession of an outside party. The District's policy to mitigate custodial credit risk requires review of the financial institution's financial statements and the background of the brokerage house and broker/dealer (Advisor). The intent of this qualification is to limit the District's exposure to only those institutions with a proven financial strength, capital adequacy of the firm, and overall affirmative reputation in the municipal industry. Further, all securities not held directly by the District, will be held in the District's name and tax identification number by a third-party custodian approved by the Treasurer and evidenced by safekeeping receipts showing individual CUSIP numbers for each security.

At year-end, the District's investments totaled \$266,205 of which \$54,694 and \$123,445 are invested in equity securities and corporate bonds, respectively, which are subject to custodial credit risk.

Interest Rate Risk

The District's policy to mitigate interest rate risk is to manage the duration of investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

As of June 30, 2018, the District had the following investments and maturities:

Investment Type	Fair value	Maturities	
		Under 1 Year	1-5 Years
<u>Debt securities:</u>			
Government sponsored enterprises.....	\$ 73,741	\$ 24,916	\$ 48,825
Corporate bonds.....	<u>123,445</u>	<u>24,908</u>	<u>98,537</u>
Total debt securities.....	197,186	<u>\$ 49,824</u>	<u>\$ 147,362</u>
<u>Other investments:</u>			
Equity securities.....	54,694		
Money market mutual funds.....	<u>14,325</u>		
Total investments.....	<u>\$ 266,205</u>		

Credit Risk

The District's policy to mitigate credit risk allows for unlimited investments in United States Treasury and United States Government Agency obligations. In regards to other investments, the District will only purchase investment grade securities with a high concentration in securities rated A or better. The District may invest in the Massachusetts Municipal Depository Trust (MMDT) with no limit to the amount of funds placed in the fund.

As of June 30, 2018, the District's investments in corporate bonds included \$24,442 in A rated securities, \$24,657 in A- rated securities, \$49,438 in BBB+ rated securities, and \$24,908 in BBB rated securities and. The District's investments in government sponsored enterprises included \$73,741 in AA+ rated securities.

Concentration of Credit Risk

The District will minimize concentration of credit risk by diversifying the investment portfolio so that the impact of potential losses from any one type of security or issuer will be minimized. The District did not have any investments in any one issuer exceeding 5% of their total investments. Investments in mutual funds, external investment pools, and other pooled investments are excluded from this requirement.

Fair Value of Investments

The District holds investments that are measured at fair value on a recurring basis. Because investing is not a core part of the District's mission, the District determines that the disclosures related to these investments only need to be disaggregated by major type. The District chooses a tabular format for disclosing the levels within the fair value hierarchy.

The following table presents financial assets at June 30, 2018, for which the District measures fair value on a recurring basis, by level, within the fair value hierarchy:

Investment Type	June 30, 2018	Fair Value Measurements Using		
		Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Investments measured at fair value:				
<u>Debt securities:</u>				
Government sponsored enterprises.....	\$ 73,741	\$ 73,741	\$ -	\$ -
Corporate bonds.....	123,445	-	123,445	-
Total debt securities.....	197,186	73,741	123,445	-
<u>Other investments:</u>				
Equity securities.....	54,694	54,694	-	-
Money market mutual funds.....	14,325	14,325	-	-
Total other investments.....	69,019	69,019	-	-
Total investments measured at fair value.....	\$ 266,205	\$ 142,760	\$ 123,445	\$ -

Government sponsored enterprises, equity securities, and money market mutual funds classified in Level 1 of the fair value hierarchy are valued using prices quoted in active markets for those securities. Corporate bonds classified in Level 2 of the hierarchy are valued using a matrix pricing technique. Matrix pricing is used to value securities based on the securities' relationship to benchmark quoted prices.

NOTE 3 – RECEIVABLES

At June 30, 2018, receivables for the individual major and nonmajor governmental funds totaled \$620,494. The receivable balance includes the principal portion of school construction assistance totaling \$611,619 that is anticipated to be received from the MSBA and is reported in the general fund and offset by unavailable revenues. Additionally, the receivable balance includes \$8,875 for education grants that are recorded in the nonmajor governmental funds. These receivables are considered to be fully collectible and do not include an allowance for uncollectible accounts.

NOTE 4 – CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2018, was as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Governmental Activities:				
<u>Capital assets being depreciated:</u>				
Buildings and improvements.....	\$ 38,726,525	\$ 157,594	\$ -	\$ 38,884,119
Machinery and equipment.....	1,403,762	135,316	(85,921)	1,453,157
Total capital assets being depreciated.....	40,130,287	292,910	(85,921)	40,337,276
<u>Less accumulated depreciation for:</u>				
Buildings and improvements.....	(17,219,077)	(1,100,577)	-	(18,319,654)
Machinery and equipment.....	(747,257)	(227,237)	85,921	(888,573)
Total accumulated depreciation.....	(17,966,334)	(1,327,814)	85,921	(19,208,227)
Total governmental activities capital assets, net.....	\$ 22,163,953	\$ (1,034,904)	\$ -	\$ 21,129,049

Depreciation expense was not allocated to school functions and appears unallocated on the statement of activities. Accumulated depreciation related to the disposal of capital assets is included in the adjustment for current year depreciation.

NOTE 5 – CAPITAL AND OPERATING LEASESCapital Leases

The District entered into lease agreements to finance iPads for the High School's 1 to 1 Digital Learning Program. Under this program, parents are required to sign an agreement with the school where an annual fee is paid for the right to use an iPad, the necessary software applications, and technology support services. The agreements include a buyout provision at the end of the term. The District has also entered into lease agreements to finance three trucks.

These lease agreements qualify as capital leases for accounting purposes and therefore have been recorded at the present value of their future minimum lease payments as of the inception date of the lease agreement.

The assets acquired through capital leases are as follows:

Asset:	Governmental Activities
Machinery and equipment.....	\$ 421,493
Less: accumulated depreciation.....	(240,534)
Total.....	\$ 180,958

The future minimum lease obligations and the net present value of these minimum lease payments as of June 30, 2018, were as follows:

<u>Years ending June 30:</u>	<u>Governmental Activities</u>
2019.....	\$ 88,516
2020.....	38,626
2021.....	<u>16,577</u>
Total minimum lease payments.....	143,719
Less: amounts representing interest.....	<u>(7,607)</u>
Present value of minimum lease payments.....	<u>\$ 136,112</u>

Operating Leases

The District leases copiers and a digital mailing system. The total cost of these leases for the year ended June 30, 2018, was \$71,281 and is reported as instructional services and administration expenditures in the basic financial statements.

The future minimum lease payments for the District's operating leases are as follows:

<u>Years ending June 30:</u>	<u>Governmental Activities</u>
2019.....	\$ 71,281
2020.....	71,281
2021.....	4,393
2022.....	<u>1,443</u>
Total	<u>\$ 148,397</u>

NOTE 6 – INTERFUND RECEIVABLES, PAYABLES AND TRANSFERS

There were no interfund receivables and/or payables between funds at June 30, 2018. Interfund transfers for the year ended June 30, 2018, are summarized as follows:

Transfers Out:	Transfers In:			
	General fund	Nonmajor governmental funds	Total	
General fund.....	\$ -	\$ 156,362	\$ 156,362	(1)
Nonmajor governmental funds.....	25,983	-	25,983	(2)
Total.....	\$ 25,983	\$ 156,362	\$ 182,345	

(1) Represents a transfer from the general fund to fund various athletic programs offered by the District.

(2) Represents the transfer of regional transportation aid to the general fund.

NOTE 7 – SHORT-TERM FINANCING

Short-term debt may be authorized and issued to fund the following:

- Current operating costs prior to the collection of revenues through issuance of revenue or tax anticipation notes (RANS or TANS).
- Capital project costs and other approved expenditures incurred prior to obtaining permanent financing through issuance of bond anticipation notes (BANS) or grant anticipation notes (GANS).

Short-term loans are general obligations and carry maturity dates that are limited by statute. Interest expenditures and expenses for short-term borrowings are accounted for in the general fund. At June 30, 2018, the District did not have any short-term debt outstanding.

NOTE 8 – LONG-TERM DEBT

State law permits the District, under the provisions of Chapter 71, Section 16, to authorize indebtedness for capital acquisition and construction. Furthermore, written notice of the amount of debt authorized and general purpose of the debt must be given to the Board of Selectmen in each of the member communities comprising the District.

At June 30, 2018, the District's General obligation bonds outstanding are as follows:

Project	Maturities Through	Original Loan Amount	Interest Rate (%)	Outstanding at June 30, 2018
Refunding issue of 2010.....	2019	\$ 15,540,000	2.0 - 5.0	\$ 1,755,000
Cutler School roof and repair projects.....	2030	1,582,000	2.0 - 3.5	1,270,000
Buker/Winthrop heating and roof projects.....	2032	1,531,000	2.0 - 3.0	1,440,000
Total Bonds Payable.....				4,465,000
Add: Unamortized premium on bonds.....				21,932
Total Bonds Payable, net.....				\$ 4,486,932

Debt service requirements for principal and interest for Governmental bonds payable in future years are as follows:

Year	Principal	Interest	Total
2019.....	\$ 1,935,000	\$ 155,276	\$ 2,090,276
2020.....	185,000	62,951	247,951
2021.....	190,000	58,251	248,251
2022.....	190,000	53,501	243,501
2023.....	195,000	48,676	243,676
2024.....	195,000	43,776	238,776
2025.....	210,000	38,701	248,701
2026.....	215,000	33,376	248,376
2027.....	220,000	27,376	247,376
2028.....	230,000	20,876	250,876
2029.....	230,000	14,476	244,476
2030.....	240,000	7,938	247,938
2031.....	115,000	3,450	118,450
2032.....	115,000	1,150	116,150
Total.....	\$ 4,465,000	\$ 569,774	\$ 5,034,774

The District has been approved to receive school construction assistance through the MSBA. The MSBA provides resources for eligible construction costs and debt interest and borrowing costs. During 2018, \$1,132,065 of such assistance was received and the final payment of \$1,132,065 will be received in 2019. Of this amount, \$520,446 represents reimbursement of long-term interest costs, and \$611,619 represents reimbursement of approved construction costs. Accordingly, a \$611,619 intergovernmental receivable and corresponding deferred inflow have been recorded in the fund based financial statements and the change in the receivable has been recognized as revenue in the conversion to the government-wide financial statements.

The District is subject to various debt limits by statute and may issue additional general obligation debt under the normal debt limit. At June 30, 2018, the District had \$628,150 of authorized and unissued debt related to the Buker and Winthrop School projects.

Changes in long-term liabilities

During the year ended June 30, 2018, the following changes occurred in long-term liabilities:

	Beginning Balance (As Revised)	Bonds and Notes Redeemed	Other Increases	Other Decreases	Ending Balance	Due Within One Year
Governmental Activities:						
Long-term bonds payable.....	\$ 6,341,000	\$ (1,876,000)	\$ -	\$ -	\$ 4,465,000	\$ 1,935,000
Add: Unamortized premium on bonds...	58,241	(36,309)	-	-	21,932	21,932
Total bonds payable.....	6,399,241	(1,912,309)	-	-	4,486,932	1,956,932
Capital lease obligations.....	176,397	-	60,326	(100,611)	136,112	83,149
Compensated absences.....	398,543	-	146,686	(129,655)	415,574	139,998
Net pension liability.....	10,943,949	-	400,721	(866,990)	10,477,680	-
Total OPEB liability.....	27,819,845	-	7,880,550	(748,115)	34,952,280	-
Total governmental activity long-term liabilities, as revised.....	\$ 45,737,975	\$ (1,912,309)	\$ 8,488,283	\$ (1,845,371)	\$ 50,468,578	\$ 2,180,079

NOTE 9 – GOVERNMENTAL FUND BALANCE CLASSIFICATIONS

GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, establishes a hierarchy for fund balance classifications and the constraints imposed on the uses of those resources. GASB 54 provides for two major types of fund balances, which are nonspendable and spendable. Nonspendable fund balances are balances that cannot be spent because they are not expected to be converted to cash or they are legally or contractually required to remain intact. Examples of this classification are prepaid items, inventories, and principal (corpus) of an endowment fund.

In addition to the nonspendable fund balance, GASB 54 has provided a hierarchy of spendable fund balances, based on a hierarchy of spending constraints.

- Restricted: fund balances that are constrained by external parties, constitutional provisions, or enabling legislation.
- Committed: fund balances that can only be used for specific purposes pursuant to self-imposed constraints of the government from its highest level of decision making authority, the member communities.
- Assigned: fund balances that contain self-imposed constraints of the government to be used for a particular purpose.
- Unassigned: fund balance of the general fund that is not constrained for any particular purpose

The District's spending policy is to spend restricted fund balance first, followed by committed, assigned and unassigned fund balance. Most governmental funds are designated for one purpose at the time of their creation. Therefore, any expenditure from the fund will be allocated to the applicable fund balance classifications in the order of the aforementioned spending policy. The general fund and certain other funds may have more than one purpose.

The District has classified its fund balances within the following hierarchy:

	General	Revolving Funds	Nonmajor Governmental Funds	Total Governmental Funds
Fund Balances:				
Restricted for:				
Revolving Funds.....	\$ -	\$ 821,898	\$ -	\$ 821,898
Athletic/ Extracurricular Revolving Funds.....	-	-	143,982	143,982
Cafeteria.....	-	-	12,225	12,225
Capital Projects.....	-	-	27,276	27,276
School Capital Projects Fund.....	-	-	2,203	2,203
Assigned to:				
Encumbrances:				
Administration.....	76,395	-	-	76,395
Instructional services.....	144,620	-	-	144,620
Other student services.....	46,509	-	-	46,509
Operation and maintenance.....	9,000	-	-	9,000
Employee benefits and other fixed charges.....	27,366	-	-	27,366
Subsequent years' expenditures.....	347,218	-	-	347,218
Unassigned.....	1,148,186	-	-	1,148,186
Total Fund Balances.....	\$ 1,799,294	\$ 821,898	\$ 185,686	\$ 2,806,878

NOTE 10 – RISK FINANCING

The District is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; and natural disasters for which the District carries commercial insurance. The District participates in premium-based health care plans for its active employees and its retirees'.

NOTE 11 – PENSION PLAN

Plan Descriptions

The District is a member of the Essex Regional Retirement System (ERRS), a cost-sharing multiple-employer defined benefit pension plan covering eligible employees of the 46 member units. The system is administered by five board members (Board) on behalf of all current employees and retirees except for current teachers and retired teachers. Chapter 32 of the MGL assigns authority to establish and amend benefit provisions of the plan.

The District is a member of the MTRS, a cost-sharing multi-employer defined benefit pension plan. MTRS is managed by the Commonwealth of Massachusetts (Commonwealth) on behalf of municipal teachers and municipal teacher retirees. The Commonwealth is a nonemployer contributor and is responsible for 100% of the contributions and future benefit requirements of the MTRS. The MTRS covers certified teachers in cities (except Boston), towns, regional school districts, charter schools, educational collaboratives and Quincy College. The MTRS is part of the Commonwealth's reporting entity and the audited financial report may be obtained by visiting <http://www.mass.gov/osc/publications-and-reports/financial-reports/>.

Special Funding Situation

The Commonwealth is a nonemployer contributor and is required by statute to make 100% of all actuarially determined employer contributions on behalf of the District to the MTRS. Therefore, the District is considered to be in a special funding situation as defined by GASB Statement No. 68, *Accounting and Financial Reporting for Pensions* and the Commonwealth is a nonemployer contributor in MTRS. Since the District does not contribute directly to MTRS, there is no net pension liability to recognize. The total of the Commonwealth provided contributions have been allocated based on each employer's covered payroll to the total covered payroll of employers in MTRS as of the measurement date of June 30, 2017. The District's portion of the collective pension expense, contributed by the Commonwealth, of \$5,485,845 is reported in the general fund as intergovernmental revenue and employee benefits in the current fiscal year. The portion of the Commonwealth's collective net pension liability associated with the District is \$52,560,042 as of the measurement date.

Benefits Provided

Both Systems provide retirement, disability, survivor and death benefits to plan members and beneficiaries. Massachusetts Contributory Retirement System benefits are, with certain minor exceptions, uniform from system to system. The System provides for retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For persons who became members on or after April 2, 2012, average salary is the average annual rate of regular compensation received during the five consecutive years that produce the highest average, or, if greater, during the last five years (whether or not consecutive) preceding retirement. Benefit payments are based upon a member's age, length of creditable service, level of compensation, and group classification. Members become vested after ten years of creditable service.

Employees who resign from service and who are not eligible to receive a retirement allowance or are under the age of 55 are entitled to request a refund of their accumulated total deductions. Survivor benefits are extended to eligible beneficiaries of members whose death occurs prior to or following retirement.

Cost-of-living adjustments granted between 1981 and 1997 and any increase in other benefits imposed by the Commonwealth's state law during those years are borne by the Commonwealth and are deposited into the pension fund. Cost-of-living adjustments granted after 1997 must be approved by the Board and are borne by the System.

Contributions

Chapter 32 of the MGL governs the contributions of plan members and member units. Active plan members are required to contribute to the System at rates ranging from 5% to 9% of gross regular compensation with an additional 2% contribution required for compensation exceeding \$30,000. The percentage rate is keyed to the date upon which an employee's membership commences. The member units are required to pay into the ERRS a legislatively mandated actuarial determined contribution that is apportioned among the employers based on active current payroll. The District's proportionate share of the required contribution equaled its actual contribution for the year ended December 31, 2017 and totaled \$866,990 which was 23.37% of covered payroll, actuarially determined as an amount that, when combined with plan member contributions, is expected to finance the costs of benefits earned by plan members during the year, with an additional amount to finance any unfunded accrued liability.

Pension Liabilities

At June 30, 2018, the District reported a liability of \$10,477,680 for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2017, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2018. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating members. At December 31, 2017, the District's proportion was 2.78%, which decreased 0.06% from its proportion measured at December 31, 2016.

Pension Expense

For the year ended June 30, 2018, the District recognized pension expense of \$1,115,868.

The balances of deferred outflows (inflows) at June 30, 2018 consist of the following:

Deferred Category	Deferred Outflows of Resources	Deferred Inflows of Resources	Total
Differences between expected and actual experience.....	\$ -	\$ (148,279)	\$ (148,279)
Difference between projected and actual earnings.....	-	(461,311)	(461,311)
Changes of assumptions.....	860,248	-	860,248
Changes in proportion and proportionate share of contributions.....	101,331	(173,809)	(72,478)
Total deferred outflows/(inflows) of resources.....	\$ <u>961,579</u>	\$ <u>(783,399)</u>	\$ <u>178,180</u>

The District's net deferred outflows (inflows) of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30:

2019.....	\$ 144,990
2020.....	155,186
2021.....	(23,466)
2022.....	<u>(98,530)</u>
Total.....	\$ <u>178,180</u>

Actuarial Assumptions

The total pension liability in the January 1, 2018 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement that was updated back to December 31, 2017:

Valuation date.....	January 1, 2018
Salary increases.....	Based on years of service, ranging from 7.50% at 0 years of service decreasing to 3.75% after 5 years of service.
Net investment return/discount rate.....	7.50%
Cost of living adjustments.....	3.0% of the first \$14,000
Mortality Rates:	
Pre-Retirement.....	RP-2000 Employee Mortality Table projected generationally with Scale BB.
Healthy Retiree.....	RP-2000 Healthy Annuitant Mortality Table projected generationally with Scale BB.
Disabled Retiree.....	RP-2000 Healthy Annuitant Mortality Table, set forward two years projected generationally with Scale BB.

Investment policy

The pension plan's policy in regard to the allocation of invested assets is established by the Pension Reserve Investment Trust (PRIT) and the Board. Plan assets are managed on a total return basis with a long-term objective of achieving a fully funded status for the benefits provided through the pension plan.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These returns are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage, adding expected inflation and subtracting expected investment expenses and risk margin. The target allocation and projected arithmetic real rates of return for each major asset class, after deducting inflation, but before investment expense, used in the derivation of the long-term investment rate of return assumption as of December 31, 2017, are summarized in the following table:

<u>Asset Class</u>	<u>Long-Term Expected Asset Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Domestic equity.....	17.50%	6.15%
International developed markets equity.....	15.50%	7.11%
International emerging markets equity.....	6.00%	9.41%
Core fixed income.....	12.00%	1.68%
High yield fixed income.....	10.00%	4.13%
Real estate.....	10.00%	4.90%
Commodities.....	4.00%	4.71%
Hedge fund, GTAA, Risk parity.....	13.00%	3.94%
Private equity.....	12.00%	10.28%
Total.....	<u>100.00%</u>	

Rate of return

For the year ended December 31, 2017, the annual money-weighted rate of return on pension plan investments was 17.11%. The money-weighted rate of return expresses investment performance, net of investment expense, adjusted for the changing amounts actually invested, measured monthly.

Discount rate

The discount rate used to measure the total pension liability was 7.50% compared to 7.75% in the prior year. The projection of cash flows used to determine the discount rate assumed plan member contributions will be made at the current contribution rate and that contributions will be made at rates equal to the actuarially determined contribution rate. For this purpose, only employer contributions that are intended to fund benefits for the current plan members and their beneficiaries, as well as projected contributions from future plan members, are not included. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the net pension liability to changes in the discount rate

The following presents the net pension liability, calculated using the discount rate of 7.50%, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.50%) or 1-percentage-point higher (8.50%) than the current rate:

	1% Decrease (6.50%)	Current Discount (7.50%)	1% Increase (8.50%)
The District's proportionate share of the net pension liability.....	\$ 13,182,195	\$ 10,477,680	\$ 8,202,806

Changes of Assumptions

The discount rate was reduced from 7.75% in the prior year to 7.5% in the current year.

Changes in Plan Provisions – None.

NOTE 12 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS

Plan Description – The Hamilton-Wenham Regional School District administers a single-employer defined benefit healthcare plan (“the Retiree Health Plan”). The plan provides lifetime healthcare insurance and life insurance benefits for eligible retirees and their spouses through the District's group health insurance plan, which covers both active and retired members. Chapter 32B of the MGL assigns authority to establish and amend benefit provisions of the plan. Benefit provisions are negotiated between the District and the unions representing District employees and are renegotiated each bargaining period. The Retiree Health Plan does not issue a publicly available financial report.

Funding Policy – Contribution requirements are also negotiated between the District and union representatives. The required contribution is based on a pay-as-you-go financing requirement. No assets have been accumulated in a trust. The District contributes 60 percent of the cost of current-year premiums for eligible retired plan

members and their spouses. Plan members receiving benefits contribute the remaining 40 percent of their premium costs.

Total OPEB Liability – GASB Statement #75 requires the total OPEB liability to be measured as of a date no earlier than the end of the employer's prior fiscal year and no later than the end of the employer's current fiscal year, consistently applied from period to period. The District's total OPEB liability of \$34,952,280 was measured as of June 30, 2017, and was determined by an actuarial valuation as of June 30, 2017.

Employees Covered by Benefit Terms – The following table represents the Plan's membership at June 30, 2017:

Active members.....	309
Inactive employees or beneficiaries currently receiving benefits.....	<u>194</u>
Total.....	<u><u>503</u></u>

Significant Actuarial Methods and Assumptions – The total OPEB liability in the June 30, 2017, actuarial valuation was determined by using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified, to be in accordance with GASB Statement #75:

Valuation date.....	June 30, 2017
Actuarial cost method.....	Individual Entry Age Normal Cost Method.
Amortization method.....	30 year level flat dollar amortization at 3.25%.
Nominal investment rate of return.....	6.75%
Single equivalent discount rate.....	3.25% as of June 30, 2017.
Inflation rate.....	2.75% as of June 30, 2017 and for future periods.
Projected salary increases.....	Groups 1 & 2: 6% to 4.25% based on service. Group 4: 7% to 4.75% based on service.
Salary increases.....	3.00% annually and for future periods.
Healthcare cost trend rate.....	5.0% annually.
Pre-Retirement mortality.....	RP-2000 Employee Mortality Table projected generationally with scale BB and a base year 2009 for males and females.
Post-Retirement mortality.....	RP-2000 Healthy Annuitant Mortality Table projected generationally with scale BB and a base year 2009 for males and females.
Disbled mortality.....	RP-2000 Healthy Annuitant Table projected generationally with scale BB and a base year 2012 for males and females.

Discount rate – The discount rate was based on the S&P Municipal Bond 20 – Year High Grade Index.

Changes in the Total OPEB Liability

	<u>Total OPEB Liability</u>
Balances at June 30, 2016.....	\$ 27,819,845
Changes for the year:	
Service cost.....	1,375,144
Interest.....	936,777
Differences between expected and actual experience.....	5,568,629
Benefit payments.....	<u>(748,115)</u>
Net change.....	<u>7,132,435</u>
Balances at June 30, 2017.....	\$ <u><u>34,952,280</u></u>

Sensitivity of the Total OPEB Liability to Changes in the Discount Rate – The following table presents the total other postemployment benefits liability, calculated using the discount rate of 3.25%, as well as what the total other postemployment benefit liability would be if it were calculated using a discount rate that is 1-percentage-point lower (2.25%) or 1-percentage-point higher (4.25%) than the current discount rate:

	1% Decrease (2.25%)	Current Discount Rate (3.25%)	1% Increase (4.25%)
Total OPEB liability.....	\$ <u><u>41,617,426</u></u>	\$ <u><u>34,952,280</u></u>	\$ <u><u>29,776,421</u></u>

Sensitivity of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rates – The following table presents the total other postemployment benefits liability, calculated using the current healthcare trend rate of 5.00%, as well as what the total other postemployment benefits liability would be if it were calculated using a healthcare trend rate that is 1-percentage-point lower or 1-percentage-point higher:

	1% Decrease (4.00%)	Current Trend (5.00%)	1% Increase (6.00%)
Total OPEB liability.....	\$ <u><u>25,699,674</u></u>	\$ <u><u>34,952,280</u></u>	\$ <u><u>47,066,739</u></u>

OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB – For the year ended June 30, 2017, the GASB Statement #75 measurement date, the District recognized OPEB expense of \$2,677,532. At June 30, 2017, the District reported deferred outflows of resources from the net difference between expected and actual experience totaling \$4,454,903.

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year ended June 30:

2019.....	\$	1,113,726
2020.....		1,113,726
2021.....		1,113,726
2022.....		<u>1,113,725</u>
Total.....	\$	<u><u>4,454,903</u></u>

Changes of Assumptions – None.

Changes in Plan Provisions – None.

NOTE 13 – CONTINGENCIES

Various legal actions and claims are pending. Litigation is subject to many uncertainties, and the outcome of individual litigated matters is not always predictable. Although the amount of liability, if any, at June 30, 2018, cannot be ascertained, management believes any resulting liability should not materially affect the financial position at June 30, 2018.

NOTE 14 – SUBSEQUENT EVENTS

Management has evaluated subsequent events through September 24, 2018, which is the date the financial statements were available to be issued.

NOTE 15 – REVISION OF NET POSITION PREVIOUSLY REPORTED

Beginning net position of the governmental activities has been revised to reflect the implementation of GASB Statement #75. To reflect this change, the District has revised the total OPEB liability, which has resulted in the revision of the June 30, 2017, balance of the governmental activities by \$8,467,906. Accordingly, previously reported net position, which was in a deficit position of \$9,559,760, has been revised and is in a deficit position of \$18,027,666.

NOTE 16 – IMPLEMENTATION OF NEW GASB PRONOUNCEMENTS

During 2018, the following GASB pronouncements were implemented:

- GASB Statement #75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. The basic financial statements, related notes and required supplementary information were updated to be in compliance with this pronouncement.
- GASB Statement #81, *Irrevocable Split-Interest Agreements*. This pronouncement did not impact the basic financial statements.

- GASB Statement #85, *Omnibus 2017*. This pronouncement did not impact the basic financial statements.
- GASB Statement #86, *Certain Debt Extinguishment Issues*. This pronouncement did not impact the basic financial statements.

The following GASB pronouncements will be implemented in the future:

- The GASB issued Statement #83, *Certain Asset Retirement Obligations*, which is required to be implemented in 2019.
- The GASB issued Statement #84, *Fiduciary Activities*, which is required to be implemented in 2019.
- The GASB issued Statement #87, *Leases*, which is required to be implemented in 2021.
- The GASB issued Statement #88, *Certain Disclosures Related to Debt, including Direct Borrowings and Direct Placements*, which is required to be implemented in 2019.

Management is currently assessing the impact the implementation of these pronouncements will have on the basic financial statements.

Required Supplementary Information

GENERAL FUND
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE -
BUDGET AND ACTUAL

YEAR ENDED JUNE 30, 2018

	Budgeted Amounts			
	Amounts Carried Forward From Prior Year	Current Year Initial Budget	Original Budget	Final Budget
REVENUES:				
Member town assessments.....	\$ -	\$ 26,607,448	\$ 26,607,448	\$ 26,607,448
Intergovernmental.....	-	5,112,407	5,112,407	5,112,407
Investment income.....	-	4,000	4,000	4,000
Miscellaneous revenue.....	-	-	-	-
TOTAL REVENUES.....	-	31,723,855	31,723,855	31,723,855
EXPENDITURES:				
Current:				
District administration.....	84,500	1,135,489	1,219,989	1,192,990
Instructional.....	142,669	18,847,308	18,989,977	18,669,978
Other student services.....	7,917	1,922,665	1,930,582	1,906,581
Operation and maintenance.....	6,623	2,227,622	2,234,245	2,295,244
Employee benefits and other fixed charges.....	23,200	3,978,971	4,002,171	3,957,172
Programs with other school districts (tuitions).....	25,819	1,931,399	1,957,218	2,312,217
Debt service:				
Debt service principal.....	-	1,876,000	1,876,000	1,876,000
Interest.....	-	216,860	216,860	216,860
TOTAL EXPENDITURES.....	290,728	32,136,314	32,427,042	32,427,042
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES.....	(290,728)	(412,459)	(703,187)	(703,187)
OTHER FINANCING SOURCES (USES):				
Use of prior year reserves.....	290,728	-	290,728	290,728
Use of excess and deficiency.....	-	568,821	568,821	568,821
Transfers in.....	-	-	-	-
Transfers out.....	-	(156,362)	(156,362)	(156,362)
TOTAL OTHER FINANCING SOURCES (USES).....	290,728	412,459	703,187	703,187
NET CHANGE IN FUND BALANCE.....	-	-	-	-
FUND BALANCES AT BEGINNING OF YEAR.....	2,141,620	2,141,620	2,141,620	2,141,620
FUND BALANCES AT END OF YEAR.....	\$ 2,141,620	\$ 2,141,620	\$ 2,141,620	\$ 2,141,620

See notes to required supplementary information.

	Actual Budgetary Amounts	Amounts Carried Forward To Next Year	Variance to Final Budget
\$	26,607,448	\$ -	\$ -
	5,266,360	-	153,953
	13,675	-	9,675
	<u>80</u>	<u>-</u>	<u>80</u>
	<u>31,887,563</u>	<u>-</u>	<u>163,708</u>
	1,115,601	76,395	994
	18,506,998	144,620	18,360
	1,859,431	46,509	641
	2,285,483	9,000	761
	3,929,158	27,366	648
	2,309,979	-	2,238
	1,876,000	-	-
	<u>216,860</u>	<u>-</u>	<u>-</u>
	<u>32,099,510</u>	<u>303,890</u>	<u>23,642</u>
	<u>(211,947)</u>	<u>(303,890)</u>	<u>187,350</u>
	-	-	(290,728)
	-	-	(568,821)
	25,983	-	25,983
	<u>(156,362)</u>	<u>-</u>	<u>-</u>
	<u>(130,379)</u>	<u>-</u>	<u>(833,566)</u>
	(342,326)	(303,890)	(646,216)
	<u>2,141,620</u>	<u>-</u>	<u>-</u>
\$	<u>1,799,294</u>	<u>\$ (303,890)</u>	<u>\$ (646,216)</u>

Pension Plan Schedules

The Schedule of the District's Proportionate Share of the Net Pension Liability presents multi-year trend information on the District's net pension liability and related ratios.

The Schedule of District's Contributions presents multi-year trend information on the District's required and actual contributions to the pension plan and related ratios.

The Schedule of the Special Funding Amounts of the Net Pension Liability for the Massachusetts Teachers Contributory Retirement System presents multi-year trend information on the liability and expense assumed by the Commonwealth of Massachusetts on behalf of the District along with related ratios.

These schedules are intended to present information for ten years. Until a ten year trend is compiled, information is presented for those years for which information is available.

**SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE
OF THE NET PENSION LIABILITY
ESSEX REGIONAL RETIREMENT SYSTEM**

<u>Year</u>	<u>Proportion of the net pension liability (asset)</u>	<u>Proportionate share of the net pension liability (asset)</u>	<u>Covered payroll</u>	<u>Net pension liability as a percentage of covered payroll</u>	<u>Plan fiduciary net position as a percentage of the total pension liability</u>
December 31, 2017.....	2.78%	\$ 10,477,680	\$ 3,709,896	282.43%	55.40%
December 31, 2016.....	2.84%	10,943,949	3,971,144	275.59%	51.12%
December 31, 2015.....	2.84%	10,306,211	3,656,348	281.87%	51.01%
December 31, 2014.....	2.75%	9,315,057	3,502,758	265.93%	52.27%

Note: this schedule is intended to present information for 10 years.

Until a 10-year trend is compiled, information is presented for those years for which information is available.

See notes to required supplementary information.

SCHEDULE OF DISTRICT'S CONTRIBUTIONS
ESSEX REGIONAL RETIREMENT SYSTEM

Year	Actuarially determined contribution	Contributions in relation to the actuarially determined contribution	Contribution deficiency (excess)	Covered payroll	Contributions as a percentage of covered payroll
June 30, 2018.....	\$ 866,990	\$ (866,990)	\$ -	\$ 3,709,896	23.37%
June 30, 2017.....	823,009	(823,009)	-	3,971,144	20.72%
June 30, 2016.....	779,283	(779,283)	-	3,656,348	21.31%
June 30, 2015.....	704,356	(704,356)	-	3,502,758	20.11%

Note: this schedule is intended to present information for 10 years.

Until a 10-year trend is compiled, information is presented for those years for which information is available.

See notes to required supplementary information.

**SCHEDULE OF THE SPECIAL FUNDING AMOUNTS
OF THE NET PENSION LIABILITY
MASSACHUSETTS TEACHERS' RETIREMENT SYSTEM**

The Commonwealth of Massachusetts is a nonemployer contributor and is required by statute to make all actuarially determined employer contributions on behalf of the member employers which creates a special funding situation. Therefore, there is no net pension liability to recognize. This schedule discloses the Commonwealth's 100% share of the associated collective net pension liability; the portion of the collective pension expense as both a revenue and pension expense recognized; and the Plan's fiduciary net position as a percentage of the total liability.

<u>Fiscal Year</u>	<u>Commonwealth's 100% Share of the Associated Net Pension Liability</u>	<u>Expense and Revenue Recognized for the Commonwealth's Support</u>	<u>Plan Fiduciary Net Position as a Percentage of the Total Liability</u>
2018.....	\$ 52,560,042	\$ 5,485,845	54.25%
2017.....	51,438,198	5,247,033	52.73%
2016.....	47,483,472	3,851,332	55.38%
2015.....	37,616,788	2,613,419	61.64%

Note: this schedule is intended to present information for 10 years.
Until a 10-year trend is compiled, information is presented for those years for which information is available.

See notes to required supplementary information.

Other Postemployment Benefit Plan Schedules

The Schedule of Changes in the District's Total Other Postemployment Benefit Liability and Related Ratios presents multi-year trend information on changes in the Plan's total OPEB liability.

**SCHEDULE OF CHANGES IN THE
DISTRICT'S TOTAL OPEB LIABILITY AND RELATED RATIOS
OTHER POSTEMPLOYMENT BENEFIT PLAN**

	Measurement Date June 30, 2017
Total OPEB Liability	
Service Cost.....	\$ 1,375,144
Interest.....	936,777
Differences between expected and actual experience.....	5,568,629
Benefit payments.....	<u>(748,115)</u>
Net change in total OPEB liability.....	7,132,435
Total OPEB liability - beginning.....	<u>27,819,845</u>
Total OPEB liability - ending (a).....	<u>\$ 34,952,280</u>
Covered-employee payroll.....	\$ 18,795,232
Total OPEB liability as a percentage of covered-employee payroll.....	185.96%

Note: this schedule is intended to present information for 10 years.
Until a 10-year trend is compiled, information is presented for those years for
which information is available.

See notes to required supplementary information.

NOTE A – STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY**1. Budgetary Information**

The District adopts a balanced budget that is approved by the Committee. The Superintendent of Schools presents an annual budget to the Committee, which includes estimates of revenues and other financing sources and recommendations of expenditures and other financing uses. The Committee, which has full authority to amend and/or reject the budget or any line item, adopts the expenditure budget by majority vote. Increases in the budget subsequent to the approval of the annual budget require majority Committee approval.

The majority of the District's appropriations are non-continuing which lapse at the end of the year.

The District adopts an annual budget for the general fund in conformity with the guidelines described above. The initial 2018 approved budget for the general fund authorized \$32.3 million in appropriations. The District did not approve any supplemental appropriations during the year.

The District's accounting office has the responsibility to ensure that budgetary control is maintained on a bottom line, total budget basis. Budgetary control is exercised through the District's accounting system.

2. Budgetary - GAAP Reconciliation

For budgetary financial reporting purposes, the Uniform Municipal Accounting System basis of accounting (established by the Commonwealth) is followed, which differs from the GAAP basis of accounting. A reconciliation of budgetary-basis to GAAP-basis results for the general fund for the year ended June 30, 2018, is presented below:

Net change in fund balance - budgetary basis.....	\$	(342,326)
<u>Basis of accounting differences:</u>		
Recognition of revenue for on-behalf payments.....		5,485,845
Recognition of expenditures for on-behalf payments.....		<u>(5,485,845)</u>
Net change in fund balance - GAAP basis.....	\$	<u><u>(342,326)</u></u>

NOTE B – PENSION PLAN**A. Schedule of the District's Proportionate Share of the Net Pension Liability**

The Schedule of the District's Proportionate Share of the Net Pension Liability details the District's allocated percentage of the net pension liability (asset), the District's proportionate share of the net pension liability, and the District's covered payroll. It also demonstrates the District's net position as a percentage of the District's pension liability and the District's net pension liability as a percentage of the District's covered payroll.

B. Schedule of District's Contributions

Governmental employers are required to pay an annual appropriation as established by PERAC. The District's appropriation includes the amounts to pay the pension portion of each member's retirement allowance, an amount to amortize the actuarially determined unfunded liability to zero in accordance with the system's funding schedule, and additional appropriations in accordance with adopted early retirement incentive programs. The District's appropriations are payable on July 1 and January 1. The District may choose to pay the entire appropriation in

July at a discounted rate. Accordingly, actual District contributions may be less than the “total appropriation”. The pension fund appropriation is allocated to the District based on covered payroll.

C. Changes of Assumptions

The discount rate was reduced from 7.75% in the prior year to 7.5% in the current year.

D. Changes in Plan Provisions

None.

NOTE C – OTHER POSTEMPLOYMENT BENEFITS

The District administers a single-employer defined benefit healthcare plan (“The Other Postemployment Benefit Plan”). The plan provides lifetime healthcare insurance and life insurance benefits for eligible retirees and their spouses through the District’s group health insurance plan, which covers both active and retired members.

The Other Postemployment Benefit Plan

A. The Schedule of Changes in the District’s Total Other Postemployment Benefit Liability and Related Ratios

The Schedule of Changes in the District’s Total Other Postemployment Benefit Liability and Related Ratios presents multi-year trend information on changes in the Plan’s total OPEB liability.

B. Changes of Assumptions

None.

C. Changes in Provisions

None.

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

MANAGEMENT LETTER

JUNE 30, 2018



100 Quannapowitt Parkway

Suite 101

Wakefield, MA 01880

T. 781-914-1700

F. 781-914-1701

www.powersandsullivan.com

To the Honorable School Committee
Hamilton-Wenham Regional School District
Wenham, Massachusetts 01984

In planning and performing our audit of the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Hamilton-Wenham Regional School District (District) as of and for the year ended June 30, 2018, in accordance with auditing standards generally accepted in the United States of America, we considered the District's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

However, during our audit we became aware of other matters that we believe represent opportunities for strengthening internal controls and operating efficiency. The memorandum that accompanies this letter summarizes our comments and suggestions concerning those matters.

We will review the status of these comments during our next audit engagement. We have already discussed these comments and suggestions with various District personnel, and will be pleased to discuss them in further detail at your convenience, to perform any additional study of these matters, or to assist you in implementing the recommendations.

The District's written responses to the matters identified in our audit have not been subjected to the audit procedures applied in the audit of the financial statements and, accordingly, we express no opinion on them.

This communication is intended solely for the information and use of management of the District and is not intended to be and should not be used by anyone other than these specified parties.

September 24, 2018

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

MANAGEMENT LETTER

JUNE 30, 2018

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MATERIAL WEAKNESSES

MATERIAL WEAKNESSES

This report does not identify any matters that we consider to be material weaknesses in internal control.

INFORMATIONAL COMMENT

DOCUMENTATION OF INTERNAL CONTROLS

Comment

In December 2013, the U.S. Office of Management and Budget (OMB) issued *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) in an effort to (1) streamline guidance for federal awards while easing the administrative burden and (2) to strengthen oversight over the expenditure of federal funds and to reduce the risks of waste, fraud and abuse.

The Uniform Guidance supersedes and streamlines requirements from eight different federal grant circulars (including OMB Circular A-133) into one set of guidance. Local governments were required to implement the new administrative requirements and cost principles for all new federal awards and to additional funding to existing awards made after December 26, 2014 (fiscal year 2016).

In conformance with Uniform Guidance, the non-Federal entity must: (a) Establish and maintain effective internal control over the Federal award that provides reasonable assurance that the non-Federal entity is managing the Federal award in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award.

These internal controls should be in compliance with guidance in “Standards for Internal Control in the Federal Government” issued by the Comptroller General of the United States (the Green Book) and the “Internal Control Integrated Framework”, issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

Management is responsible for internal controls and to see that the entity is doing what needs to be done to meet its objectives. Governments have limited resources and constraints on how much can be spent on designing, implementing, and conducting systems of internal control. The COSO Framework can help management consider alternative approaches and decide what action it needs to take to meet its objectives. Depending on circumstances, these approaches and decisions can contribute to efficiencies in the design, implementation, and conduct of internal control. With the COSO Framework, management can more successfully diagnose issues and assert effectiveness regarding their internal controls and, for external financial reporting, help avoid material weaknesses or significant deficiencies.

The COSO internal control framework must incorporate the 5 major components of internal control, while addressing the 17 principles of internal control that support the COSO framework. Refer to www.coso.org for articles describing the 5 components and their 17 principles in detail.

Management should evaluate and assess the government’s internal control system to determine whether: each of the five essential elements of a comprehensive framework of internal control is present throughout the organization; whether each element addresses all of the associated principles; and whether all five elements effectively function together.

Recommendation

We recommend management follow the best practice for establishing and documenting their internal control system using the COSO Internal Control Framework.

Powers & Sullivan, LLC

Certified Public Accountants



100 Quannapowitt Parkway
Suite 101
Wakefield, MA 01880
T. 781-914-1700
F. 781-914-1701
www.powersandsullivan.com

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Independent Auditor's Report

To the Honorable School Committee
Hamilton-Wenham Regional School District
Wenham, Massachusetts 01984

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Hamilton-Wenham Regional School District, as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the Hamilton-Wenham Regional School District's basic financial statements, and have issued our report thereon dated September 24, 2018.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Hamilton-Wenham Regional School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Hamilton-Wenham Regional School District's internal control. Accordingly, we do not express an opinion on the effectiveness of the Hamilton-Wenham Regional School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Hamilton-Wenham Regional School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "Pons & Allie, LLC". The signature is written in a cursive, flowing style.

September 24, 2018

October 1, 2018
HWRSC Contract Proposal
HW Regional Education Association

The District proposes the following:

- 1.) A new three (3) year Agreement with a Term from September 1, 2018 – August 31, 2021
- 2.) COLA increases to be applied against Salary Schedules (Appendix A) as well as all Stipends Schedules (Appendix A, B, C, D) as follows:
 - a. Year 1 – 2.50%
 - b. Year 2 – 2.25%
 - c. Year 3 – 2.00%

Year 1 Salary Schedule COLA increases as well as any retroactive pay for the current school year will be reflected in each member's paycheck within two (2) pay periods of the execution of the new Contract.

Year 1 Stipend COLA increases (increment only) for all stipends covered by this Agreement for the current school year will be paid out as a lump sum to each member as appropriate in June 2019.

- 3.) Effective in Year 3, add a new M15 column with an upper limit of Step 12 to existing Salary Schedule (Appendix A). The salary at each step in the new M15 column shall be calculated as the mid-point of the existing M and M30 columns, but only after the Year 3 COLA increase of 2.00% has been applied to the Salary Schedule (Appendix A). Teachers must comply with the written "notice" requirement regarding changes in a salary column (section 25.1). This specifically includes the requirement that written notice be provided to the Superintendent prior to December 1, 2019 from every Teacher who believes that they are eligible for the new M15 column which becomes effective in Year 3 of this Agreement.

- 4.) Revise Tuition Reimbursement (sections 25.5 a & d) to reflect a Total Pool of:

- a. Year 1 - \$30,000 (no change)
- b. Year 2 - \$40,000
- c. Year 3 - \$50,000

And a Teacher annual maximum of:

- a. Year 1 - \$625 (increased from \$500)
- b. Year 2 - \$750
- c. Year 3 - \$875

- 5.) Teacher work day (section 8.2) Remove "hours per week" and replace existing language with specific teacher start/end times as follows:

High School/Middle School: Start at 7:25 a.m. End: 2:50 p.m. (Monday-Thursday)

High School/Middle School: Start at 7:25 a.m. End: 2:20 p.m. (Friday)*

Elementary: Start: 8:05 a.m. End: 3:15 p.m. (Monday-Thursday)

Elementary: Start: 8:05 a.m. End: 2:57 p.m. (Friday)*

* Note: On Fridays and before holidays/long weekends, all teachers may leave when supervisory responsibilities of students are complete.

- 6.) Eliminate the sick leave buy back benefit for new teachers beginning in Year 2 (section 16.3). Includes members hired on or after September 1, 2019.
- 7.) Eliminate the college degree requirement for Day Substitutes beginning in Year 1 (section 23.2)
- 8.) Elementary Preparation Time. (Section XI: 11.3) Replace existing 4th sentence with: "Every Elementary Teacher will be provided this time in equal blocks (e.g. 50 minutes) on M, T, TH, and F."
- 9.) Beginning in Year 2, Stipends (Appendix C, D, E, and F) to be added and deleted as summarized in the two attachments included herein.
- 10.) Eliminate Stipend Committee language (section 26.9).
- 11.) Revise and simplify Sick Leave Bank language (section 16.2). Specifically, add language requiring a Teacher to contribute two (2) sick days annually to the Sick Leave Bank during the term of this Agreement beginning in Year 1. Also, revise language to limit a Teacher to draw a maximum of ninety (90) days total during a career. A passive enrollment will occur each year for the Sick Leave Bank. This means that every Teacher will be automatically enrolled in the Sick Leave Bank prior to the start of each school year during the term of this Agreement. In Year 1, a member can opt out of the Sick Leave Bank by sending written notification to the Superintendent within two (2) weeks of execution of the new Agreement. In years 2 and 3, a member can opt out of the Sick Leave Bank by sending written notification to the Superintendent by September 15th. For new members who join the District during the course of a school year, they will have two (2) weeks to opt out of the Sick Leave Bank by sending written notification to the Superintendent otherwise they will be enrolled and a prorated number of days (rounded to the nearest ½ day) will be deducted from their beginning balance.
- 12.) Eliminate the June 1st Teacher Assignment Notification requirement for all Teachers beginning in Year 1 (section 10.1). Revise language to only include a requirement to Notify Teachers whose Assignment will be changing for the subsequent school year. In the final sentence of section 10.1, replace the word "November" with the word "October".
- 13.) Add to Section 8.3b: "The Tuesday Meeting agenda will be determined by the Building Principal with input provided from the: 6-12 Curriculum Leaders at the High School; the 6-12 Curriculum Leaders and Building Leadership Team at the Middle School; and Building Leadership Team at the Elementary level."
- 14.) Coaching—Add section on "Coaching" after Article 6.1: "Coaching is intended as a support to help teachers to improve their instructional practice, and it is not to be used for evaluative

purposes. Coaches will not share information from coaching activities with evaluators. If an evaluator wants a teacher to work with a coach to improve, then the evaluator needs to have that conversation with the teacher, not the coach."

Amend language in teacher preparation time (Article XI) for both high school and middle school to accommodate coaching:

"Individual activities may include, but are not limited to: course research, correcting, class preparation, and individual professional growth activities such as coaching."

- 15.) Strike all existing language in Section 26.2 "Special Education Chairpersons" and replace with the following with "The Out-of-District Special Education Team Chairperson may be expected to work up to ten (10) more days than the standard teacher work year (at their per diem rate) at the sole discretion of the Director of Student Services".
- 16.) Strike the 3rd and 4th sentences in Section 26.3 "High School Guidance Counselors and Chairperson beginning with "The High School Guidance Chairperson will..." through the end of the section.
- 17.) Revise language in APPENDIX C final section "6-12 Curriculum Leaders, HS Guidance Director & Special Education Department Chair". Delete any references to HS Guidance Director & Special Education Department Chair in section title as well as in the body of the payment schedule. These positions no longer exist.
- 18.) Complete a collaborative comprehensive review of the entire contract and revise language as needed and appropriate.

Hamilton-Wenham Regional School District
Teacher Contract Negotiations - Proposed Stipend Changes - As of 10/1/18

<u>Stipend Name</u>	<u>Appendix</u>	<u>FY18 Contract Amount</u>	<u>Proposed Revised Amount</u>	<u>Change</u>	<u>Action</u>	<u>Notes</u>
District ER - 1 New Teacher Trainer	C	\$ 336.00	\$ -	\$ (336.00)	Delete	Historically not filled
District ER - ELL Coordinator	C	\$ 336.00	\$ -	\$ (336.00)	Delete	Historically not filled
District ER - Tech Coordinator Summer Maintenance # 1 of 3	C	\$ 3,921.00	\$ -	\$ (3,921.00)	Delete	Historically not filled
District ER - Tech Coordinator Summer Maintenance # 2 of 3	C	\$ 3,921.00	\$ -	\$ (3,921.00)	Delete	Historically not filled
District ER - Tech Coordinator Summer Maintenance # 3 of 3	C	\$ 3,921.00	\$ -	\$ (3,921.00)	Delete	Historically not filled
District ER - Before-School Traffic Monitor Middle School	C	\$ 1,714.00	\$ -	\$ (1,714.00)	Delete	Reduced to 1 combined AM stipend for HS/MS
District ER - After-School Traffic Monitor Middle School	C	\$ 1,714.00	\$ -	\$ (1,714.00)	Delete	Reduced to 1 combined PM stipend for HS/MS
Buker ER - ELL Evaluator	C	\$ 914.00	\$ -	\$ (914.00)	Delete	Historically not filled
Cutler ER - ELL Evaluator	C	\$ 914.00	\$ -	\$ (914.00)	Delete	Historically not filled
Winthrop ER - ELL Evaluator	C	\$ 914.00	\$ -	\$ (914.00)	Delete	Historically not filled
High School ER - Schedule Coordinator	C	\$ 2,413.00	\$ -	\$ (2,413.00)	Delete	Historically not filled
High School ER - Portfolio Coordinator	C	\$ 841.00	\$ -	\$ (841.00)	Delete	Historically not filled
High School ER - ELL Evaluator	C	\$ 914.00	\$ -	\$ (914.00)	Delete	Historically not filled
Middle School ER - Curriculum Coach # 1 of 3	C	\$ 1,488.00	\$ -	\$ (1,488.00)	Delete	Historically not filled
Middle School ER - Curriculum Coach # 2 of 3	C	\$ 1,488.00	\$ -	\$ (1,488.00)	Delete	Historically not filled
Middle School ER - Curriculum Coach # 3 of 3	C	\$ 1,488.00	\$ -	\$ (1,488.00)	Delete	Historically not filled
Middle School ER - ELL Evaluator	C	\$ 914.00	\$ -	\$ (914.00)	Delete	Historically not filled
High School EA - Foreign Language Club Advisor	D	\$ 914.00	\$ -	\$ (914.00)	Delete	Historically not filled
High School EA - Literacy Magazine-Advisor	D	\$ -	\$ -	\$ -	Delete	Historically-not-filled. Keep in Contract per ET.
Buker - PK-12 SPED Chair	C	\$ 3,642.00	\$ -	\$ (3,642.00)	Delete	Reorg
Cutler - PK-12 SPED Chair	C	\$ 3,642.00	\$ -	\$ (3,642.00)	Delete	Reorg
Winthrop - PK-12 SPED Chair	C	\$ 3,642.00	\$ -	\$ (3,642.00)	Delete	Reorg
Guidance - Grades 9-12 Department Chairs	C	\$ 4,373.00	\$ -	\$ (4,373.00)	Delete	Reorg
Special Education - Grades 9-12 Department Chairs	C	\$ 4,373.00	\$ -	\$ (4,373.00)	Delete	Reorg
High School EA - Peer Mediation Advisor	D	\$ 1,143.00	\$ -	\$ (1,143.00)	Delete	Historically not filled
High School EA - Science Team Advisor	D	\$ 1,140.00	\$ -	\$ (1,140.00)	Delete	Historically not filled
Middle School EA - Morning News Advisor	D	\$ 1,222.00	\$ -	\$ (1,222.00)	Delete	Historically not filled
Middle School EA - Talent Show Coordinator	D	\$ 1,393.00	\$ -	\$ (1,393.00)	Delete	Historically not filled
Middle School EA - New Teacher Mentor (11)	D	\$ 857.00	\$ -	\$ (857.00)	Delete	Historically not filled
District ER - New Teacher Mentor (11)	C	\$ 12,573.00	\$ 22,860.00	\$ 10,287.00	Modify	Change language from "(11)" to "(As Needed)". Budget # (20) of slots/3 yr run rate.
High School ER - Teacher-in-charge	C	\$ 2,241.00	\$ 1,500.00	\$ (741.00)	Modify	Revised given presence of additional Administrators at HS/MS
High School ER - Substitute Dispatcher	C	\$ 1,555.00	\$ 3,600.00	\$ 2,045.00	Modify	\$20.00/Day for 180 Days
Middle School ER - Substitute Dispatcher	C	\$ 1,555.00	\$ 3,150.00	\$ 1,595.00	Modify	\$27.50/Day for 180 Days
Middle School ER - Teacher-in-charge	C	\$ 2,241.00	\$ 1,500.00	\$ (741.00)	Modify	Revised given presence of additional Administrators at HS/MS
High School EA - Interest Club Advisors (Up to 4 Clubs per Yr.)	D	\$ 3,656.00	\$ 9,140.00	\$ 5,484.00	Modify	Change language from "(Up to 4 Clubs per Yr.)" to "(Up to 10 Clubs per Yr.)"
Middle School EA - Interest Club Advisors (Up to 4 Clubs per Yr.)	D	\$ 3,656.00	\$ 7,312.00	\$ 3,656.00	Modify	Change language from "(Up to 4 Clubs per Yr.)" to "(Up to 8 Clubs per Yr.)"
High School EA - Science Fair Coordinator	D	\$ 1,900.00	\$ -	\$ (1,900.00)	Modify	See sidebar letter
Middle School EA - Science Fair Coordinator	D	\$ -	\$ 1,900.00	\$ 1,900.00	Modify	See sidebar letter
High School EA - DECA Advisor	D	\$ -	\$ 4,000.00	\$ 4,000.00	Add	New
High School EA - DECA Assistant Advisor	D	\$ -	\$ 2,000.00	\$ 2,000.00	Add	New
Buker EA - Interest Club Advisors (3)	D	\$ -	\$ 2,742.00	\$ 2,742.00	Add	New
Cutler EA - Interest Club Advisors (3)	D	\$ -	\$ 2,742.00	\$ 2,742.00	Add	New
Winthrop EA - Interest Club Advisors (3)	D	\$ -	\$ 2,742.00	\$ 2,742.00	Add	New
Middle School EA - Science Resource Advisor	C	\$ -	\$ 925.00	\$ 925.00	Add	Support STEMScopes at MS level
UPN Supervisor Stipend	C	\$ -	\$ 893.00	\$ 893.00	Add	Existing
Mentor Coordinator # 1	C	\$ -	\$ 1,143.00	\$ 1,143.00	Add	Existing
Mentor Coordinator # 2	C	\$ -	\$ 1,143.00	\$ 1,143.00	Add	Existing
Buker - Sub Dispatcher	C	\$ -	\$ 2,700.00	\$ 2,700.00	Add	\$15.00/Day for 180 Days
Cutler - Sub Dispatcher	C	\$ -	\$ 2,700.00	\$ 2,700.00	Add	\$15.00/Day for 180 Days
Winthrop - Sub Dispatcher	C	\$ -	\$ 2,700.00	\$ 2,700.00	Add	\$15.00/Day for 180 Days

Hamilton-Wenham Regional School District
Teacher Contract Negotiations - Proposed Stipend Changes - As of 10/1/18

<u>Stipend Name</u>	<u>Appendix</u>	<u>FY18 Contract Amount</u>	<u>Proposed Revised Amount</u>	<u>Change</u>	<u>Action</u>	<u>Notes</u>
Detention Monitor RHS	C	\$ -	\$ 2,627.00	\$ 2,627.00	Add	Existing. Need to add to Contract
Virtual HS Coordinator	C	\$ -	\$ 2,627.00	\$ 2,627.00	Add	Paid historically by the EdFund. Need to add to Contract
Ice Hockey Head Coach	E	\$ 5,640.00	\$ 6,059.00	\$ 419.00	Modify	Move from Cat III to Cat II
Ice Hockey Assistant Coach	E	\$ 3,664.00	\$ 3,937.00	\$ 273.00	Modify	Move from Cat III to Cat II
Ice Hockey Assistant Coach	E	\$ 3,664.00	\$ 3,937.00	\$ 273.00	Modify	Move from Cat III to Cat II
Mock Trial Advisor	D	\$ -	\$ 1,519.00	\$ 1,519.00	Add	Add to Contract per ET
Nurse Leader	C	\$ -	\$ 1,499.00	\$ 1,499.00	Add	Existing. Need to add to Contract. Base stipend of \$1,051 plus \$128 per FTE
JMS Homework Help Center Advisor	C	\$ -	\$ 2,627.00	\$ 2,627.00	Add	Add to Contract per CH and LI
Elementary Music Program Coordinator	D	\$ -	\$ 1,891.00	\$ 1,891.00	Discuss	Exists. Need to add to Contract.
				\$ 7,278.00		

APPENDIX F:
Middle School Intramurals

Intramural Director	FY19	FY20	FY21				
	\$5,602	TBD	TBD				

	FY19				FY20			
	1 Day/Wk	2 Days/Wk	3 Days/Wk	4 Days/Wk	1 Day/Wk	2 Days/Wk	3 Days/Wk	4 Days/Wk
Intramural Coaches (1) -Up to 12 Coaches per school year	\$196	\$392	\$588	\$784	TBD	TBD	TBD	TBD
Inter-Scholastic Coaches (2)* -Up to 6 Coaches per school year	\$420	\$841	\$1,261	\$1,681	TBD	TBD	TBD	TBD

(1) - Intramural sports are recreational sports organized within the Miles River Middle School. Coaching positions cannot be used interchangeably with Inter-Scholastics.

(2) - Interscholastic sports are recreational sports organized between the Miles River Middle School and another Middle School. Coaching positions cannot be used interchangeably with Intramurals.

* - Up to two (2) coaching stipends can be used on a single sport if the level of student participation supports it as determined by the Principal.

RESOLUTIONS AS APPROVED BY THE BOARD OF DIRECTORS

July 11, 2018 for Referral to the Delegate Assembly

RESOLUTION 1: Rejecting the Arming of Educators

WHEREAS the Massachusetts Association of School Committees has been strong advocates to provide students, faculty and staff a safe and supportive school and classroom, and

WHEREAS attention has been placed recently on the mass killing of students in school in Florida and Texas, and

WHEREAS the President of the United States and other policy makers have given support toward equipping educators with firearms, and

THEREFORE, BE IT RESOLVED THAT

the Massachusetts Association of School Committee rejects the notion of providing firearms to any educators. The safest environment would be to provide additional mental health resources and violence prevention programs in public schools.

EXPLANATION: This resolution addresses recent federal initiatives to provide safer schools by arming school personnel, including teachers. The resolution rejects that approach and argues for further mental health and violence prevention strategies in the classroom and in school.

Opponents may argue that arming educators under appropriate standards and safety precautions could prevent school shootings or other acts of violence that have led to the deaths and injury of children and adults.

RESOLUTION 2: On Small and Rural Districts

WHEREAS: Massachusetts has a number of small and rural school districts that have special academic, social, financial, and operational needs, and, yet, operate with an enviable measure of success,

WHEREAS: Some of the factors that create disproportionately severe impact upon small and rural districts are declining population, lower bases upon which to set property taxes, loss of employment, inequitable access to technology including wireless and traditional internet access, costs of transportation, access to social supports and major health care centers, and isolation of the population, and

WHEREAS: The already onerous compilation of state regulations imposes an added burden on small and rural districts with small staffs and fewer administrators to comply with the many reporting requirements and standards imposed by the Commonwealth,

NOW, THEREFORE BE IT RESOLVED:

That MASC call for the creation of a working group to advise the legislature on the best public policy solutions to support small and rural school districts, and further

That this working group propose modifications to the Foundation Budget and other elements of the Chapter 70 financial assistance program; designate specific instances where excessive regulation interfere with the ability of school leaders to direct the academic improvement of children; identify and advise on eligibility for state and federal programs to support public education; and find strategies to ameliorate the impact of forces that jeopardize the growth, stability and success of these school districts, and further

That MASC oppose legislation or unlegislated regulations that would attempt to undermine the right of any city, town or regional district to have imposed upon it a mandate to restructure, expand, regionalize, or dissolve its school district without its consent.

EXPLANATION: Regional districts, addressing lower economies of scale, economic recession, rising costs (i.e., transportation), and declining enrollment need additional financial assistance and regulatory flexibility to operate successfully. This resolution would ask the state to authorize the Foundation Budget Review Commission or the legislature itself to study and implement changes to the Foundation Budget to support small and rural districts. Further, mindful of previous attempts by the state DESE to coerce districts to consolidate against their will, this resolution would prevent the legislature or state agency from requiring a school district to change its format without its consent.

Opponents would argue that some small and rural districts might require state intervention to make their fiscal, academic, operational and structural status more efficient and would not do so without state intervention.

RESOLUTION 3: Elimination of the Federal Department of Education

WHEREAS The current Administration has made proposals to merge the U.S. Department of Education with the U.S Department of Labor to create the Department of Education and the Workforce, and

WHEREAS The role of the Department of Education is to serve as a fiduciary agent over federal education funding, drive education policy for the country and protect the rights of all students, and

WHEREAS The merger of the two government agencies could diminish the work of the current Education and Labor Departments, and

Therefore, be it resolved that

The Massachusetts Association of School Committees works with the federal delegation to reject any notion of combining the U.S. Department of Education with other government departments.

EXPLANATION: A consolidation of federal cabinet agencies has been suggested by the Trump Administration. Previously, this function was part of the federal Department of Health, Education and Welfare (HEW) before being separated out into a separate Department of Education (US DoE). Advocates believe that, however the unpopular the administration at US DoE may be, public education requires a discrete voice among the among bureaucracies.

Opponents may argue that US DoE is part of an oversized federal bureaucracy and can easily be accommodated as part of a more efficient, consolidated agency.

Resolution 4: Regional School Transportation

WHEREAS Among the transportation cost concerns for regional school districts is the lack of competition for bus contracts for regular day (“yellow bus”) services, as well as the steadily mounting cost for special education transportation, and

WHEREAS M.G.L. c. 71, § 7C prohibits certain uses of regional transportation authorities to provide school district transportation services, and

WHEREAS Elimination of M.G.L. c. 71, § 7C would free the Regional School Districts and Regional Transportation Authorities to collaborate on plans to provide safe and efficient transportation alternatives that lessen the financial impact on the both the districts and the Commonwealth, and

WHEREAS the lack of bidders on school transportation contracts requires a deeper analysis by the appropriate state officials, and

THEREFORE, BE IT RESOLVED THAT

To promote greater competition for bus service contracts, the Legislature should eliminate M.G.L. c. 71, § 7C, and authorize a deeper analysis of the lack of bidders on school transportation contracts.

EXPLANATION: In order to overcome a paucity of bidders for public school transportation contracts, and in light of the severe cost burden upon districts to pay for both regional and municipal school districts, this resolution urges an analysis of why few bidders emerge, how better competition might be obtained, or what collaborations might emerge.

Critics of this policy would point to the state’s bidding laws and regulations as sufficient, or cite that the problem might be better addressed by full funding of regional transportation as established in law but, subject to appropriation, and currently less than 100%.

RESOLUTION 5: Regarding Reporting and Accountability Standards

WHEREAS the Massachusetts Association of School Committees recognizes and upholds the right of any group to establish and maintain schools so long as such schools are fully financed by their own supporters.

WHEREAS private and home schools should be subject to governmental regulation that assures a minimum standard of instruction under state law.

WHEREAS private schools or other entities that receive public subsidies, funding, or support under state or federal law, whether directly or indirectly, should be held to the same reporting and accountability standards, including the same annual assessments of student proficiency, required of public schools as a condition of continued eligibility to receive public subsidies or funding.

WHEREAS schools that receive any public funding should be subject to the same statutory and constitutional requirements as public schools.

THEREFORE, BE IT RESOLVED THAT:

the Massachusetts Association of School Committees works with the legislature and Board of Elementary and Secondary Education to ensure that all students in schools that receive public funds under the authority of the MA Department of Elementary and Secondary Education (DESE) or a local public school district are held to the same standards and requirements in the Commonwealth of Massachusetts.

EXPLANATION: Some public schools, such as charter schools, are exempted from some of the state regulations imposed on non-charter public schools. In addition, some private and quasi-public schools receive funding for various programs, but are not subjected to the standards imposed on public school districts. This resolution would require any school that receives DESE funding to be subject to the same standards as all other public schools.

Opponents of this resolution would see this as limiting the ability of charter schools to have the flexibility needed to be an effective alternative to public education; or, that private and religious schools who may accept some public funding through DESE might be inappropriately targeted for state regulation. They would argue that state education regulation, widely regarded as harsh and punitive in nature, would be inappropriate to private institutions or charter schools where exemptions may exist.

RESOLUTION 6: Regarding Reproductive Health Education

- WHEREAS The Massachusetts Association of School Committees supports the health of all students.
- WHEREAS Youth should be committed to feel empowered to make healthy and informed choices about their bodies and their relationships.
- WHEREAS The Massachusetts Association of School Committees supports a medically accurate and age-appropriate reproductive health curriculum.
- WHEREAS The Massachusetts Association of School Committees rejects the federal governments' plans to redirect funding from evidence-based programs to prevent teen pregnancy to programs that teach abstinence-only and rhythm method-based sex education initiatives.

THEREFORE, BE IT RESOLVED THAT:

The Massachusetts Association of School Committees supports evidence-based reproductive health curricula. Further, we call upon the U.S Department of Education and Executive Branch stop their support of abstinence-only education.

- EXPLANATION: There exists a debate over the appropriate content of sexual and reproductive health education. Recent federal initiatives may lead to limiting funding for programs to prevent teen pregnancy and adverse health outcomes to those which teach abstinence-only or rhythm method-based curricula.
- Advocates for this resolution would prevent the diversion of funds from broader reproductive health education content to abstinence-based curricula which they view as inadequate and naive. Opponents would argue that only abstinence-based educational programs would meet their standards for ethical behavior consistent with their principles and beliefs, leaving further education to parents.

RESOLUTION 7: On Gender Identity Inclusive Athletic Participation Policy

(Submitted by the Framingham School Committee)

- WHEREAS Public school leaders need to provide educational access and maintain safe environments for all, including LGBTQ students; and
- WHEREAS All students must be protected from discrimination, harassment and bullying, and
- WHEREAS LGBTQ students experience adverse incidents at alarming rates compared to their counterparts, and
- WHEREAS It is the job of the schools to provide safe and supportive environments for optimal wellbeing, and
- WHEREAS There are instances in athletics where LGBTQ students do not have protection nor the opportunity for privacy, and
- NOW THEREFORE BE IT RESOLVED: That MASC help file legislation which would have the effect of protecting LGBTQ students from discrimination, harassment and bullying by that schools should treat students based on their gender identify, protecting their privacy, providing access to gender-neutral restrooms, locker rooms and private stall showers, using their preferred pronouns, embedding sensitivity training in professional development and providing uniform accommodations.
- RATIONALE: The at-risk behavior for LGBTQ students, which includes suicidal ideation, is sharply reduced with some basic interventions. With federal laws that are vague with the protections for our vulnerable students, public schools in Massachusetts should take steps to ensure their protection. With guidance from the legislature, LGBTQ students throughout Massachusetts will have better protections and will have reduced adverse behaviors.
- EXPLANATION: This resolution addresses various forms of discrimination based on gender identity and seeks to protect students from such bias in various public school venues and at school sponsored activities. In particular, it addresses such items as uniform accommodations for athletes regardless of gender identity, and other areas where federal protections are vague.
- Opponents may argue that federal protections should be adequate and that this represents more intrusive regulation on the area of sexual identity.

RESOLUTION 8: Relative to Sports Wagering

WHEREAS: The General Court, in its effort to fund public education to the full extent of the law, including partially funded and unfunded mandates imposed upon school districts, is limited in its ability to do so by the limits to revenues generated from the current tax codes, and

WHEREAS: Advocates for public education have articulated several important strategies to improve public schools, many of which require additional funding appropriated by the General Court, and

WHEREAS: The Commonwealth has begun implementing casino gambling as a means of generating additional tax revenues, and

WHEREAS: In Nevada, sports wagering has provided an additional element to legalized gambling that has generated additional revenue, and

WHEREAS: A recent decision by the Supreme Court of the United States (Murphy vs. National Collegiate Athletic Association) has overturned federal restrictions on wagering on the outcome of sporting events, and

WHEREAS: The Commonwealth has had a long and successful history of administering a public lottery program that is convenient, accessible, and locally based, as well as easily adaptable to accommodating wagering,

NOW, THEREFORE BE IT RESOLVED: The Massachusetts Association of School Committees requests that, should the General Court enact legislation to legalize wagering on sporting events, the General Court, shall commit a portion of the revenues generated from sports wagering to public education.

EXPLANATION: States are no longer prohibited from permitting and regulating sports betting. This resolution takes no position on this possibility, but would ask the legislature to provide a portion of the revenues generated from sports betting to public education.

It is possible that individuals would be so opposed to legalizing sports betting that they would not wish to even suggest that such funding that the so-called “sin taxes” might have generated would be shared with public schools.

RESOLUTION 9: Relative to Access to Information for Parents and Students Who Are Clients of Special Education

WHEREAS: The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

WHEREAS: “In the law, Congress states that Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.”

WHEREAS: “The stated purpose of the IDEA is to ensure that the rights of children with disabilities and parents of such children are protected, to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services”

WHEREAS: Parents are also members of the team during the IEP process and should but do not always have access to the assessments and other information related to their child(ren) with sufficient advance time to review them, consult with experts or advocates, or prepare for meetings at which Individual Education plans are discussed,

THEREFORE, BE IT RESOLVED THAT:

MASC urges the legislature to amend state law to require that parents and students be provided with a copy via email or mail of all the assessments that are performed for students in the families’ preferred language, at least five days prior to any meeting at which parents and students will review a proposed Individual Education Plan (IEP).

EXPLANATION: Families of students served by Special Education Programs, and particularly, those who are English Language Learners, frequently benefit from having information about their children provided in time to allow them to advocate for their children. This information may be brief or complex and require not only time to digest, but also translation and explanation. This resolution would seek legislation to require that information be provided to parents at least five days prior to an IEP meeting and be provided in the family’s’ preferred language.

Opponents of this resolution explain that it is not always possible to prepare all the information in every family’s preferred language and that the language of the resolution might subject school districts to higher costs or litigation should they fail to comply.

Below is a summary of the discussions that the Hamilton Wenham School Committee has had to date regarding the Longmeadow property. While most of the discussion has revolved around the future need for a new school, we are cognizant that the land could be used for other infrastructure needs (turf field, parking, etc.). That being said, we do not currently have a need for the property and do not have an interest in buying the land at this point in time. However, we would welcome the opportunity to maintain an option to purchase the land in the future. There is currently work underway to explore funding options for a new school (see below), which we will have more clarity on in Q3 of 2018. We also continue to evaluate our long-term capital plan which includes other initiatives (turf field, etc.).

While a summary is provided below, you can find the full set of minutes at the following site: <http://www.hwschools.net/page.cfm?p=1654>

Longmeadow – Summary of School Committee Discussions

- On **10/19/17** the Hamilton Wenham School Committee made the following motion: “The Hamilton Wenham Regional School Committee would like to carefully evaluate the potential future need of any amount of land available on the Longmeadow property in order to determine if the land might best serve to support the future infrastructure needs of the school district.” The motion passed.
 - o The motion was made in response to discussions with Andrew DeFranza, Executive Director at Harborlight Community Partners (“HCP”), and Bill Wilson. Mr. DeFranza indicated that they would provide an option for the school district to buy a portion of the land. The School Committee thought that a free option was better than no option given that we are not in a position today to buy the land ourselves but could be in the future.
- At our school committee meeting on **11/21/17** Dr. Harvey presented a 2016 school survey report completed by the MA School Building Authority. The school committee discussed the building condition ratings across the district. We also discussed how the ratings impact our decision to prepare a Statement of Interest (“SOI”) for a new school. It was highlighted that without support from the MSBA, it would be very unlikely for anyone to support a new building.
 - o The SOI process opens in January and closes in April, with decision usually taking about 3-6 months.
 - o We decided not to sign the draft MOU from HCP which we received on 11/20/17. If the developer wanted to provide us with the option to purchase, that would be great, but we didn’t want to be bound by the MOU as currently constructed.
- At our school committee meeting on **12/6/17** we continued our discussion about submitting an SOI. The Hamilton Wenham School Committee made the following motion: “I move that the Hamilton Wenham School Committee direct the superintendent to go forward with the Statement of Interest on behalf of the district to explore option in getting new schools.” The motion passed.
 - o Mr. Sands indicates that a draft SOI would likely need to be completed by 3/5/18.

TYMANN LLC
Law & Compliance

100 Cummings Center
Suite 207P
Beverly, MA 01915
978.922.0900

100 Cambridge Street
14th Floor
Boston, MA 02114
617.933.9490

Benjamin B. Tymann
Tel.: 617.835.8850
btymann@tymannlaw.com

November 14, 2017

VIA FIRST CLASS MAIL AND E-MAIL

William B. Wilson, Chair
Hamilton Board of Selectmen
Town Hall
577 Bay Road
Hamilton, MA 01936

Michael A. Lombardo
Hamilton Town Manager
Town Hall
577 Bay Road
Hamilton, MA 01936

Joshua Liebow, Chair
Hamilton-Wenham School Committee
24 Burnham Road
Wenham, MA 01984

Michael Harvey, Ed.D.
Superintendent
Hamilton-Wenham Regional School District
5 School Street
Wenham, MA 01984

Russ Tanzer, Chair
Hamilton Affordable Housing Trust
Town Hall
577 Bay Road
Hamilton, MA 01936

Re: Harborlight Community Partners / Longmeadow Way

Dear Sirs:

I represent Harborlight Community Partners ("HCP") and write to you at the request of HCP's Executive Director Andrew DeFranza to (1) summarize the status of HCP's development plans at the Longmeadow Way site; and (2) further amplify HCP's comprehensive proposal to, among other things, provide the Hamilton-Wenham Regional School District ("HWRSD") an opportunity in the coming years to take ownership of, and/or exercise control over, fourteen (14) acres at the site for potential use as new athletic fields.

As you know, the Hamilton Affordable Housing Trust ("AHT") recently committed \$300,000 to assist in the development of twenty (20) affordable housing units at 59-63 Willow Street in Hamilton and another \$300,000 toward the development of forty (40) affordable units at another location, which HCP hopes and intends to be the Longmeadow Way site. With regard to the Willow Street location, HCP is agreeing to develop 20 units for seniors in a two-story

building, including, it is anticipated, a new space in the building for the Acord Food Pantry. HCP is appreciative of AHT's backing and looks forward to continuing to build broad-based support within Hamilton for both the Willow Street and Longmeadow Way developments.

I. Summary of HCP's Longmeadow Way Development Rights

With regard to Longmeadow Way specifically, let me highlight some key points summarizing HCP's current development rights for this multi-parcel site:

- The Longmeadow Way site is comprised of three (3) parcels: 1 Longmeadow, the front parcel comprising approximately four (4) acres (the "Front Site"), where HCP intends to develop 40 units of affordable housing pursuant to G.L. c. 40B; and 3 & 5 Longmeadow Way, the commonly-owned and adjoining rear parcels, which together comprise approximately fifteen (15) acres (collectively, the "Rear Site").
- While HCP originally acquired rights to the Rear Site in order to pursue a phased development at that location in conjunction with the abutting Front Site, HCP's rights to develop housing on the sites are mutually exclusive. In other words, under its purchase and sale agreements HCP is free to develop housing, *i.e.*, the contemplated 40 units, on just the Front Site. In other words, the current owners of the Rear Site have no ability under our P&S to break or modify the agreement based on development decisions with regard to any portion of the entire site (Front Site or Rear Site).
- HCP controls development rights for the Rear Site until April 2021; however, beginning in April 2019, if it wishes to maintain site control, it must begin making interest payments that will likely range from approximately \$14,575 per month through April 2020 to approximately \$29,150 per month through April 2021.
- The current owners of the Rear Site, the Millers, have the option under HCP's agreement with them to continue living in their home rent-free for up to seven (7) years. The prospective lease the parties have agreed to calls for the Millers to cover all utility and insurance costs on the property. This lease has no impact on the ability of HCP, or a potential future owner of the Rear Site such as HWRSD, to develop the 14 acres as athletic fields or any other use.

II. Proposal for Comprehensive Longmeadow Way Solution, Including HWRSD Control of Rear Site

HCP is willing to forgo development of housing on the Rear Site if a comprehensive agreement can be reached with all municipal stakeholders. HWRSD, and its potential future use of the vast majority of the Rear Site for athletic fields or other School uses, would be a particularly essential component to any such agreement.

HCP realizes that the school district needs time to assess the feasibility of new athletic fields or facilities at this location. Helpfully, the timetable established under HCP's agreement with the owners of the Rear Site can accommodate a careful deliberative evaluation by the School Committee and Administration. As stated, HCP has the option to hold these rights until April 2021 (though at a cost beginning in April 2019).

Accordingly, HCP wishes to outline the following proposal for your consideration and that of the full Board of Selectmen ("BOS"), School Committee, and the AHT:

- ***HWRSD control of Rear Site.*** HCP is willing to relinquish control over 14 of the 15 acres of the Rear Site to HWRSD, for the schools' potential future use for new athletic fields or facilities. HCP is open to discussing alternative mechanisms for transferring rights to these 14 acres. One mechanism could be that HCP maintains its interest in the Rear Parcel for the full duration of its current site control period, until April 2021, and then transfers its rights to HWRSD at that time. This option – which the school district may find appealing because it will provide a more than three-year runway for evaluation and planning – would be acceptable to HCP so long as its monthly interest costs were covered by HWRSD beginning in April 2019. This would be a straight pass-through of the monthly interest costs; there would be no financial advantage gained by HCP, just a covering of its carrying cost. We hope that the fact this option would result in no costs to HWRSD until April 2019, approximately eighteen (18) months from now, will be an appealing feature for the district.
- ***Reserving one acre of Rear Site.*** As suggested above, HCP would require that up to one (1) acre of the Rear Site's fifteen (15) acres be retained under HCP's control. This portion of land on the Rear Site will help HCP better facilitate access to the 40-unit development on the Front Site.
- ***Easements.*** HCP and HWRSD would need to complete appropriate easement agreements, including for the use of the Longmeadow roadway. The owners of the Rear Site also own the private roadway, and so their cooperation, which is anticipated, will be required to finalize all necessary access easements.
- ***Local preference.*** As part of a comprehensive agreement, HCP is willing to include the maximum local resident preference allowable by the Massachusetts Department of Housing and Community Development at both the 40-unit Longmeadow Front Site and the 20-unit Willow Street site. This would be contingent, however, on no appeals of either project being filed.

November 14, 2017

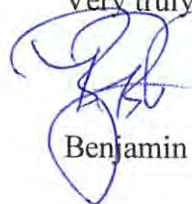
- ***Approvals for Front Site development.*** This global agreement would be contingent upon HCP receiving all necessary municipal approvals for the development of the 40 affordable housing units on the Front Site. These approvals, typical of “friendly 40B” projects, would include, without limitation: final and binding commitment of AHT grant monies; any associated 2018 Annual Town Meeting approvals; and the Zoning Board of Appeals’ issuance of a comprehensive permit without uneconomic conditions. The agreement would also be contingent upon the absence of any zoning appeals with respect to the Front Site development.
- ***Contingency planning in event of HWRSD opting out.*** Should HWRSD be interested in moving forward with a written agreement that includes an “evaluation phase” covering some or all of the period prior to April 2021, but decide at any point during that evaluation phase not to move forward, HWRSD’s obligations with respect to the Rear Site would end, with only one possible exception: if, prior to April 2021, HWRSD were to take title to the Rear Site as part of this agreement, certain assurances would need to be included in the agreement that (1) gives HCP the right to still obtain the one acre from the Rear Site, in order to facilitate complete development of the Front Site; (2) imposes no restrictions or impediments on HCP’s and/or the current owners’ ability to finalize appropriate easements, including for roadway access; and (3) imposes no restrictions or conditions on the ability of HCP and/or the current owners to pursue alternative development options on the Rear Site.

We have prepared a first draft of a Memorandum of Understanding detailing the points conveyed in this letter. Andrew DeFranza will distribute copies of this draft MOU at the AHT meeting scheduled for tomorrow, November 15. The draft MOU is intended to facilitate further discussion between and among HCP, the BOS, School Committee, and the AHT, and to hopefully move this process forward toward a solution that benefits the schools, the Town, and the critical goal of providing greater affordable housing opportunities for North Shore families.

Thank you for your attention to this letter. If you have any questions or otherwise require additional information from HCP concerning the Longmeadow Way site, kindly let Andrew DeFranza or me know.

We look forward to hearing from you.

Very truly yours,



Benjamin B. Tymann

Enclosure

cc: Andrew DeFranza

- 1 -

MEMORANDUM OF UNDERSTANDING
CONCERNING DEVELOPMENT OF AFFORDABLE HOUSING AT CERTAIN SITES
IN HAMILTON, MASSACHUSETTS AND
POTENTIAL CONTROL OF CERTAIN TRACT BY
HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

I. PARTIES

This Memorandum of Understanding (“MOU”) is entered into between and among the Hamilton Board of Selectmen (“BOS”), the Hamilton-Wenham Regional School District (“HWRSD”), the Hamilton Affordable Housing Trust (“AHT”), and Harborlight Community Partners, Inc. (“HCP”) (collectively, the “Parties”).

II. RECITALS

A. WHEREAS, HCP is a non-profit organization whose mission is, among other things, the promotion and expansion of affordable housing opportunities to all communities residing on the North Shore of Massachusetts, as well as acting as a developer of such housing;

B. WHEREAS, HCP currently has, or soon will have, binding agreements to purchase three (3) sites in Hamilton which HCP is acquiring for the purpose of developing affordable housing. These sites are: (1) 59-63 Willow Street; (2) 1 Longmeadow Way; and (3) 3-5 Longmeadow Way (the “Harborlight Sites”);

C. WHEREAS, 1 Longmeadow Way, a site of approximately four (4) acres (the “Front Longmeadow Site”), and 3-5 Longmeadow Way, a two-parcel site in common ownership which together totals approximately fifteen (15) acres (the “Rear Longmeadow Site”), abut one another;

D. WHEREAS, the Town of Hamilton, its BOS, and its AHT are devoted to finding, after proper evaluation and public input, appropriate sites for the development of affordable housing in the Town;

E. WHEREAS, the AHT recently committed \$300,000 in grant monies to assist in the development of twenty (20) affordable housing units at 59-63 Willow Street site (the “Willow Street Site”) and another \$300,000 in grant monies toward the development of up to forty (40) affordable units at another location in Hamilton, which HCP intends to be the Front Longmeadow Site;

F. WHEREAS, HCP deems it financially infeasible to devote the substantial resources required to successfully complete development of affordable housing projects if the only such project it could pursue with AHT and BOS support was the 20 units at the Willow Street Site;

G. WHEREAS, accordingly, HCP intends to pursue development of affordable housing on both the Willow Street Site (20 units) and the Front Longmeadow Site (40 units) in parallel, or otherwise will opt not to pursue development at any of the Harborlight Sites but instead to assign or relinquish its development rights;

H. WHEREAS, HCP controls development rights for the Rear Longmeadow Site until April 2021; however, under its agreement with the current owners, beginning in April 2019, if it wishes to maintain site control, HCP must begin making interest payments on the note that will secure the property;

I. WHEREAS, HCP’s rights to develop housing on the Front Longmeadow Site and on the Rear Longmeadow Site are mutually exclusive, *i.e.*, under its purchase agreements, HCP may elect to pursue development of housing only on the Front Site and the current owners of the Rear Site would have no ability based on this HCP election to break or modify their agreement to sell the Rear Longmeadow Site to HCP;

J. WHEREAS, the Rear Longmeadow Site, directly abuts the Hamilton-Wenham Regional High School;

K. WHEREAS, the majority of the Rear Longmeadow Site is comprised of open space that HWRSD may wish to someday obtain or control for the use of athletic fields, facilities, or other uses;

L. WHEREAS, HWRSD requires a reasonable period of time to assess its need for additional athletic fields or facilities, or other future uses, as well as to evaluate the feasibility of undertaking such new or expanded uses on the adjoining Rear Longmeadow Site;

M. WHEREAS, HCP's control of the Rear Longmeadow Site through April 2021 could afford HWRSD a considerable period of time to conduct such needs assessment and feasibility evaluation; and

N. WHEREAS, the Parties, without creating binding legal obligations through the instrument of this MOU, wish to memorialize in this MOU steps they each intend to undertake to advance their respective interests and objectives on behalf of those they represent, as well as furthering their collective objective of responsibly increasing the production of affordable housing in Hamilton.

III. PARTIES' UNDERSTANDINGS, REPRESENTATIONS, AND ACTIONS

NOW, THEREFORE, in reliance on the representations contained herein, the Parties agree as follows:

A. HCP Actions

1. HCP intends, pursuant to and conditioned upon the understandings in this MOU, to take all necessary steps to pursue, under Mass. Gen. L. c. 40B, §§ 20-23 ("Chapter 40B"), the development of twenty (20) units of affordable housing on the Willow Street Site and forty (40) units of affordable housing on the Front Longmeadow Site.

2. HCP agrees to include the maximum local resident preference allowable by the Massachusetts Department of Housing and Community Development at both the Willow Street Site and the Front Longmeadow Site, should its comprehensive permits under Chapter 40B be approved at the 20- and 40-unit levels, respectively, and provided that no appeals of the comprehensive permits or related approval are filed.

3. HCP agrees to relinquish control over approximately 14 of the approximately 15 acres of the Rear Longmeadow Site to HWRSD, for the school district's potential future use for new athletic fields or facilities, or other uses HWRSD deems appropriate. The precise dimensions and contours of the approximately 14-acre tract ("Rear Longmeadow 14-Acre Tract") would be determined by further mutual agreement between HCP and HWRSD. The potential mechanisms for HWRSD obtaining site control over the Rear Longmeadow 14-Acre Tract are detailed under "HWRSD Actions" below.

B. AHT Actions

1. Subject to further written grant agreements with HCP, the AHT agrees to make final and binding commitments of grant monies, in the amount of \$300,000 for each of two affordable housing projects, which HCP will then be free to use for development of the Willow Street Site and the Front Longmeadow Site.

2. The AHT agrees to publicly support the understandings and anticipated actions set forth in this MOU at the 2018 Hamilton Annual Town Meeting or other Hamilton Town Meetings or public hearings or public information sessions where the AHT is either legally required, or officially requested by the BOS or HCP, to give its recommendation or position with respect to this MOU and the elements thereof.

C. BOS Actions

1. The BOS agrees to publicly support, or at a minimum not to oppose, the understandings and anticipated actions set forth in this MOU at the 2018 Hamilton Annual Town Meeting or other Hamilton Town Meetings or public hearings or public information sessions where the BOS is legally required to give its recommendation or position with respect to this MOU and the elements thereof.

D. HWRSD Actions

1. HWRSD agrees to make a binding decision, no later than April 1, 2021, whether or not to (a) assume those rights and obligations under HCP's purchase agreement with the owners of the Rear Longmeadow Site ("Rear Longmeadow Owners") necessary to effectuate HWRSD's ownership of the Rear Longmeadow 14-Acre Tract, or (b) enter into its own independent agreement with the Rear Longmeadow Owners, with HCP's assent, to take ownership of the Rear Longmeadow 14-Acre Tract.

2. No later than April 1, 2019, unless the HWRSD has already taken ownership of the Rear Longmeadow 14-Acre Tract in the manner described in Paragraph D.1. above, HWRSD agrees to enter into a suitable written agreement with HCP – *e.g.*, an option agreement, conditional assumption and/or assignment agreement, or similar written instrument (hereinafter, the "HWRSD Land Purchase Option Agreement") – that (a) sets forth in greater detail the conveyancing to the HWRSD, should it ultimately occur prior to April 1, 2021, of the Rear Longmeadow 14-Acre Tract; (b) commits the HWRSD to pay in full, beginning in April 2019, the monthly interest payments arising from HCP's note with the Rear Longmeadow Owners; and (c) sets forth other material rights and obligations of the respective contracting parties with respect to the period of time between the execution of such HWRSD Land Purchase Option

Agreement and April 1, 2021, including, for example and without limitation, (i) an obligation to allow the Rear Longmeadow Owners to continue residing, at their option, in the house on the Rear Longmeadow Site, as tenants; and (ii) those assurances described in Paragraph D.6.

3. HWRSD agrees that, pursuant to any agreement with respect to the Rear Longmeadow Site to which HWRSD becomes a party, approximately one (1) acre ("Single Acre Tract") of the approximately fifteen (15) acre Rear Longmeadow Site shall be retained by and/or transferred to HCP or its designee, and that, insofar as this Single Acre Tract is contiguous to the Front Longmeadow Site, HCP shall have approval authority over its precise location, dimensions and boundaries. Said determination of the Single Acre Tract, and the corresponding determination of the precise location, dimensions, and boundaries of the Rear Longmeadow 14-Acre Tract shall be a part of the HWRSD Land Purchase Option Agreement.

4. HWRSD agrees to cooperate with HCP in the preparation of any necessary subdivision approval applications or other land use applications required to carry out the determinations of the Single Acre Tract and/or the Rear Longmeadow 14-Acre Tract. Any cost sharing with respect to the pursuit of such applications shall be a part of the HWRSD Land Purchase Option Agreement.

5. HWRSD agrees to cooperate with HCP and any other necessary parties with respect to completing appropriate easement agreements, including for the use of Longmeadow Way itself, a private way that provides access to both the Front Longmeadow Site and the Rear Longmeadow Site.

6. If, prior to April 1, 2021, HWRSD were to gain site control over the Rear Longmeadow Site or the Rear Longmeadow 14-Acre Tract, HWRSD agrees certain assurances would need to be included in the HWRSD Land Purchase Option Agreement, or other written

agreement, that (a) gives HCP the right to still obtain the Single Acre Tract in order to facilitate the completion of development of the Front Longmeadow Site; and (b) imposes no restrictions or impediments on HCP's and/or the current owners' ability to finalize appropriate easements, including for roadway access; and (c) imposes no restrictions or conditions on the ability of HCP and/or the Rear Longmeadow Owners to pursue alternative development options on the Rear Longmeadow Site in the event HWSRD relinquishes site control over the Rear Longmeadow Site or the Rear Longmeadow 14-Acre Tract, or otherwise terminates its participation in this MOU or the agreements arising from it.

E. Right to Terminate this MOU

1. HCP has the right to unilaterally terminate this MOU if it (a) does not receive a comprehensive permit from the Hamilton Zoning Board of Appeals for either the 20-unit project on the Willow Street Site or the 40-unit project on the Front Longmeadow Site; (b) receives a comprehensive permit for either project, but with uneconomic conditions necessitating HCP's appeal to the Massachusetts Housing Appeals Committee; (c) does not receive any other necessary local or state-level approval or permit required to construct either project; (d) any party files a judicial appeal or other legal challenge to permits or approvals issued to HCP for either project; or (e) the AHT, BOS or HWRSD declines to timely complete any of the actions set forth in this MOU.

2. The BOS, AHT and HWRSD each has the right to unilaterally terminate this MOU in the event (a) HCP does not receive a comprehensive permit from the Hamilton Zoning Board of Appeals for either the 20-unit project on the Willow Street Site or the 40-unit project on the Front Longmeadow Site; (b) a mutually satisfactory HWRSD Land Purchase Agreement cannot be reached prior to April 1, 2019; (c) the HWRSD declines, prior to April 1, 2021, to take

ownership or control of the Rear Longmeadow 14-Acre Tract; or (d) HCP declines to timely complete any of the actions it has committed to undertake in this MOU.

F. Other Terms and Conditions

1. Governing Law. This MOU shall be governed by, and interpreted in accordance with, the laws of the Commonwealth of Massachusetts.

2. Drafting Party. The Parties agree that, for purposes of construction of this MOU, all Parties shall be deemed to have been an author of the entire MOU.

3. Entire Agreement; Modification. This MOU embodies the entire agreement between the Parties and no oral agreements to the contrary have been made. Any waiver, amendment or modification of this MOU, of other written agreement superseding this MOU, shall be effective only if in writing and signed by all Parties, or, in the instance of follow-on agreements specifically contemplated by this MOU, by those parties referenced in connection with such follow-on agreements .

4. Lack of Judicial Enforceability of MOU. The Parties agree that this MOU does not create binding legal obligations that are judicially enforceable or enforceable through arbitration or other legal proceedings. The Parties further agree, however, that future agreements potentially arising from this MOU, *e.g.*, a HWRSD Land Purchase Option Agreement, may well be legally enforceable.

5. Third-Party Beneficiaries. This MOU is not intended for the benefit of any third party and shall not be legally enforceable by any third party. The Parties represent and warrant that no Party will assist any third party in pursuing any claim against another Party.

6. Representation and Warranty. Each person who signs this MOU in a representative capacity warrants that he or she is duly authorized to do so.

7. Counterparts. This MOU may be executed in counterparts, each of which constitutes an original and all of which constitute one and the same MOU.

IN WITNESS WHEREOF, the Parties hereto affix their signatures:

**HARBORLIGHT COMMUNITY
PARTNERS, INC.**

By:

Andrew DeFranza
Executive Director

**TOWN OF HAMILTON
BOARD OF SELECTMEN**

By:

William B. Wilson
Chairman

**HAMILTON-WENHAM REGIONAL
SCHOOL DISTRICT**

By:

Michael Harvey, Ed.D.

**TOWN OF HAMILTON
AFFORDABLE HOUSING TRUST**

By:

Marc Johnson, Member

Michael Lombardo, Member

William Massos, Member

William B. Wilson, Member

Hamilton-Wenham Regional School District

3 Year Teacher Contract Turnover Analysis*

FY18:

Turnover Type	Elementary	MRMS	RHS	DISTRICT	Totals
Retirement	2	1	1	1	5
(In) Voluntary	2	5	0	0	7
Non-Renew	0	0	2	0	2
Total Turnover:	4	6	3	1	14
Budgeted FTE:	75.4	44.2	57.2	4.6	181.4
Turnover %:	5%	14%	5%	22%	8%

FY17:

Turnover Type	Elementary	MRMS	RHS	DISTRICT	Totals
Retirement	3	1	1	0	5
(In) Voluntary	5	3	9	1	18
Non-Renew	1	1	1	0	3
Total Turnover:	9	5	11	1	26
Budgeted FTE:	74.9	43.7	61.2	4.6	184.4
Turnover %:	12%	11%	18%	22%	14%

FY16:

Turnover Type	Elementary	MRMS	RHS	DISTRICT	Totals
Retirement	1	2	5	0	8
(In) Voluntary	1	3	6	0	10
Non-Renew	0	0	1	0	1
Total Turnover:	2	5	12	0	19
Budgeted FTE:	77.9	44.7	62.2	2.6	187.4
Turnover %:	3%	11%	19%	0%	10%

* - includes all positions covered by the Teachers Contract.



End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: Michael M. Harvey, Ed.D.

Evaluator: David Polito, Chair HWRSD

10/10/18

Signature

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Step 4: Rate Impact on Student Learning (*Check only one.*)

Low
☐

Moderate
☐

High
☒

Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:

It is important to note that the rating of proficient is more than a satisfactory grade. Assuming the designation of Exemplary is to be used sparingly and specifically, I am choosing to use this designation regarding Dr Harvey's Family and Community Engagement assessment. I often hear stories of shock that Dr Harvey attends so many community events and makes himself available for students and parents throughout the district. I am grateful for the time, dedication, and expertise Dr. Harvey puts in to lead our district. We are truly lucky to have him as superintendent in Hamilton-Wenham. – **David Polito**

In my opinion, Mike utilizes every tool and evaluation opportunity available to him to further develop our schools, the curriculum, and overall success of our students. His enthusiasm and desire to the community and education of our students is clearly evident. - **K Gertz**

Dr. Harvey has continued to make great strides in leading our School District, but has left the School Committee as a whole out of communication on important decisions equally. Would like to see more input from team leadership to get an idea of how leadership and teams are working together for our School District. I feel that our curriculum still is not to it's full potential, which has taken a long time which might be the problem in our decline our High School rankings. Concern for not completing the IT plan, as asked over 4 years ago. – **S Metterneck**

Superintendent's Performance Goals



Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	Continue to develop the skills of the District Leadership Team, Teaching Force and my own personal leadership skillset to move the District towards its goal of developing an integrated system of curriculum, instruction and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	Explore, communicate, and implement the shifts in curriculum, instruction, and assessment necessary in order to meet the District's Mission of preparing our students to be "Future Ready."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3	Continue to develop the District's ability to create the structures, procedures and processes that support high-quality instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Superintendent's Performance Rating for Standard I: Instructional Leadership



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard I (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.			

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

-Dr. Harvey explores a variety of district examination tools and is data focused when recommending curriculum ideas. - **K. Gertz**

-Over the 2017-2018 school year, Dr. Harvey has demonstrated significant progress in meeting the District's Student Learning and Professional Improvement goals. His work leading the administrative team to evaluate curriculum and instructional needs and practices reinforces a culture of accountability and improvement. He is always thinking of how to improve teaching, learning, and student achievement, in a pro-active, achievement-centered approach. – **G Lee**

- I believed that a rating of exemplary is appropriate here because of all the work that has gone into building a new curriculum for the district. While no man is an island this could not be done without the leadership of Dr. Harvey and his leadership team. I also want to point out that when somethings isn't working I have been through enough cycles that I have seen him do minor course corrections when something isn't working the way that will be the best for the district. – **J Bertrand**

iE. Review of our district's individual schools MCAS Annual Comparison shows a downward trend in the ELA and Mah achievement levels (except in the high school) Review of the Next Generation MCAS baseline year (2017) shows the downward trend in the ELA and Math achievement levels continuing. – **P Wolcizk**

I-A Staff utilizes professional development time on creating units and measuring learning outcomes. The data from several universal screeners and assessments seems to be tracked as reported to School Committee.

I-D The absence of a grievance would indicate that staff evaluations are occurring within the contract provisions. -**M Bailey**

Examples of evidence superintendent might provide:

- | | | |
|---|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of staff evaluation data | <input type="checkbox"/> Relevant school committee meeting agendas/materials |
| <input type="checkbox"/> Analysis of classroom walk-through data | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| <input type="checkbox"/> Analysis of district assessment data | <input type="checkbox"/> Student achievement data | <input type="checkbox"/> Protocol for school visits |
| <input type="checkbox"/> Sample of district and school improvement plans and progress reports | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Other: _____ |
| | <input type="checkbox"/> Analysis of staff feedback | |



Superintendent's Performance Rating for Standard II: Management and Operations

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-C.—Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D.—Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II-E.—Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Overall Rating for Standard II (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
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☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

-Throughout the year, Dr. Harvey has shown strong management skills, leading the School Committee through an assessment of capital improvement needs, leading the process for the school library spaces, and revising the District's Strategic Blueprint. – **G. Lee**

-Would like to see more information throughout the process of budget. As well more financial reports as stated in the Regional Agreement. – **S Metterneck**

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Budget analyses and monitoring reports
- ☐ Budget presentations and related materials
- ☐ External reviews and audits
- ☐ Staff attendance, hiring, retention, and other HR data

- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Analysis of safety and crisis plan elements and/or incidence reports

- ☐ Relevant school committee meeting agendas/minutes/materials
- ☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
- ☐ Other: _____

Superintendent's Performance Rating for Standard III: Family and Community Engagement



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Check one box for each indicator and indicate the overall standard rating below.				
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard III (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.
---	--

☐ **Unsatisfactory**

☐ **Needs Improvement**

☒ **Proficient**

☐ **Exemplary**

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

-The most frequent comment I receive as a member of the HWRSC is about the accessibility and engagement of Dr. Harvey. From classroom visits, to sporting events, and theater productions, Dr. Harvey makes a concerted effort to be an active part of the Hamilton Wenham school community. – **D Polito**

-Dr Harvey utilizes a variety of community outreach tools to engage family communication, such as focus groups Overall the district and SC could do a better job of truly engaging and enticing parents to be more actively involved in the schools. - **K. Gertz**

-Dr. Harvey is actively engaged with the school community from school-sponsored events to town events and meetings. He is knowledgeable, engages stakeholders, and responsive. He interacts positively with all constituents: children, youth, and adults, parents and non-parents. -**G.Lee**

-III-A I did not see evidence of this in the artifacts provided by Dr Harvey. Highlighting the evidence of this would be helpful in evaluating how well this standard is met. – **P Wolcizk**

Examples of evidence superintendent might provide:

- | | | |
|--|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Sample district and school newsletters and/or other communications | <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders |
| <input type="checkbox"/> Participation rates and other data about school and district family engagement activities | <input type="checkbox"/> Analysis of school improvement goals/reports | <input type="checkbox"/> Relevant school committee presentations and minutes |
| <input type="checkbox"/> Evidence of community support and/or engagement | <input type="checkbox"/> Community organization membership/participation/contributions | <input type="checkbox"/> Other:_____ |

Superintendent's Performance Rating for Standard IV: Professional Culture

Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard IV (C h e c k o n e .)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.			

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

The school year 17-18 Dr Harvey was exemplary in creating a unified vision for the district with his leadership team and had all stakeholders present detailed reports to both the school and general community throughout the year. I feel the 17/18 school year was a giant leap forward in turning the vision into reality for the success of the school district. – **D Polito**

-Throughout the year, Dr. Harvey has shown strong management skills, leading the School Committee through an assessment of capital improvement needs, leading the process for the school library spaces, and revising the District's Strategic Blueprint. – **G. Lee**

- Dr. Harvey continues to promote a culture of excellence throughout the district. Examples of this include never being satisfied with "Good enough" continually looking for improvements to be made. – **J. Bertrand**

-
IV-F Concern about handling of disagreement with Public Health Nurse about actions regarding school safety.

IV-E Hiring of Buker principal included parents. -**M Bailey**

IV-D IV-E. Review of our district's individual schools MCAS Annual Comparison shows a downward trend in the ELA and Mah achievement levels (except in the high school) Review of the Next Generation MCAS baseline year (2017) shows the downward trend in the ELA and Math achievement levels continuing. – **P Wolcizk**

Examples of evidence superintendent might provide:

- | | | |
|--|--|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> School visit protocol and sample follow-up reports | <input type="checkbox"/> School committee meeting agendas/materials |
| <input type="checkbox"/> District and school improvement plans and reports | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Sample of leadership team(s) agendas and materials |
| <input type="checkbox"/> Staff attendance and other data | <input type="checkbox"/> Analysis of staff feedback | <input type="checkbox"/> Analysis of staff feedback |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> Samples of principal/administrator practice goals | <input type="checkbox"/> Other: _____ |

Superintendent Evaluation Rubric

#####

<-- Shaded block means was left blank on individual review as of 9/12,

Progress Towards Goals

	David	Gene	Kerry	Jeanise	Michelle	Stacey	Peter	
Professional Practice	4	4	5		3	3	3	3.666667 out of 5
Student Learning	4	4	5		4	3	3	3.833333 out of 5
District Improvement	4	4	5		3	3	3	3.666667 out of 5

Performance Standards

Instructional Leadership	3	3	4	3	3	3	3	3.142857 out of 4
Management and Operations	3	3	3	3	3	3	3	3 out of 4
Family and Community Engagement	4	3	3	3	2	2	3	2.857143 out of 4
Professional Culture	3	3	4	3	2	2	2	2.5 out of 4

Overall Summative Performance

	3		4		3	3	3	3.2 out of 4
--	---	--	---	--	---	---	---	---------------------

Impact on Student Learning (Grayed Out?)

	3	3	3		2	2	2	2.5 out of 3
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Performance Goals

Professional Practice	4	4	5	4				4.25 out of 5
Student Learning	4	4	5	4				4.25 out of 5
District Improvement	4	4	5	4				4.25 out of 5

Standard 1 Instructional Leadership

1A Curriculum	3	3	4	4	4	3	3	3.428571 out of 4
1C Assement	3	3	4	3	3	3	3	3.142857 out of 4
1D Evaluation	3	3	3	3	3	3	3	3 out of 4
1E Data Informed Decision Making	3	3	4	3	3	3	2	3 out of 4

Overall Rating	3	3	4	<div><div></div></div>			3	3	3.2 out of 4
Standard 2 Management and Operations									
2A Environment	3	3	3	3	3	3	3	3	3 out of 4
2b Human Resources Management	3	3	3	3	3	3	3	3	3 out of 4
Overall Rating	3	3	3	3	3	<div><div></div></div>		3	3 out of 4
Standard 3 Family and Community Engagement									
3A Engagement	4	3	3	3	3	2	3	3	3 out of 4
Overall Rating	4	3	3	<div><div></div></div>			3	3.25 out of 4	
Standard 4 Professional Culture									
4D Continous Learning	3	3	4	3	3	3	2	3	3 out of 4
4E Shared Vision	4	3	4	3	3	3	2	3.142857	3 out of 4
4F Managing Conflict	3	3	4	3	2	2	3	2.857143	3 out of 4
Overall Rating	3	3	4	3	<div><div></div></div>		2	3	3 out of 4

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Michael M. Harvey, Ed.D.

Evaluator: David Polito

Signature

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

Proficient = *Proficient* practice is understood to be fully satisfactory. *This is the rigorous expected level of performance.*

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Step 4: Rate Impact on Student Learning (*Check only one.*)

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input checked="" type="checkbox"/>
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Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:

It is important to note that the rating of proficient is more than a satisfactory grade. Assuming the designation of Exemplary is to be used sparingly and specifically, I am grateful for the time, dedication, and expertise Dr. Harvey puts in to lead our district. We are truly lucky to have him as superintendent in Hamilton-Wenham.

Superintendent's Performance Goals



Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	Continue to develop the skills of the District Leadership Team, Teaching Force and my own personal leadership skillset to move the District towards its goal of developing an integrated system of curriculum, instruction and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	Explore, communicate, and implement the shifts in curriculum, instruction, and assessment necessary in order to meet the District's Mission of preparing our students to be "Future Ready."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3	Continue to develop the District's ability to create the structures, procedures and processes that support high-quality instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Superintendent's Performance Rating for Standard I: Instructional Leadership



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard I (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
---	---

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Examples of evidence superintendent might provide:

- | | | |
|--|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> and progress reports | <input type="checkbox"/> Analysis of student feedback |
| <input type="checkbox"/> Analysis of classroom walk-through data | <input type="checkbox"/> Analysis of staff evaluation data | <input type="checkbox"/> Analysis of staff feedback |
| <input type="checkbox"/> Analysis of district assessment data | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Relevant school committee meeting agendas/materials |
| <input type="checkbox"/> Sample of district and school improvement plans | <input type="checkbox"/> Student achievement data | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |

Superintendent's Performance Rating for Standard II: Management and Operations

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-C.—Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D.—Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E.—Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard II (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.			

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Budget analyses and monitoring reports
- ☐ Budget presentations and related materials
- ☐ External reviews and audits
- ☐ Staff attendance, hiring, retention, and other HR data

- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Analysis of safety and crisis plan elements and/or incidence reports

- ☐ Relevant school committee meeting agendas/minutes/materials
- ☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
- ☐ Other: _____



Superintendent's Performance Rating for Standard III: Family and Community Engagement

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard III (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.
---	--

☐ Unsatisfactory

☐ Needs Improvement

☐ Proficient

☒ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

The most frequent comment I receive as a member of the HWRSC is about the accessibility and engagement of Dr. Harvey. From classrooms, to sporting events, and theater productions, Dr. Harvey makes a concerted effort to be an active part of the Hamilton Wenham school community.

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Participation rates and other data about school and district family engagement activities
- ☐ Evidence of community support and/or engagement
- ☐ Sample district and school newsletters and/or other communications
- ☐ Analysis of school improvement goals/reports
- ☐ Community organization membership/participation/contributions
- ☐ Analysis of survey results from parent and/or community stakeholders
- ☐ Relevant school committee presentations and minutes
- ☐ Other: _____

Superintendent's Performance Rating for Standard IV: Professional Culture

Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard IV (C h e c k o n e .)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.			

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

The school year 17-18 Dr Harvey was exemplary in creating a unified vision for the district with his leadership team and had all stakeholders present detailed reports to the community and community throughout the year. I feel the 17/18 school year was a giant leap forward in turning the vision into reality for the success of the school district.

Examples of evidence superintendent might provide:

- | | | |
|--|--|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> School visit protocol and sample follow-up reports | <input type="checkbox"/> School committee meeting agendas/materials |
| <input type="checkbox"/> District and school improvement plans and reports | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Sample of leadership team(s) agendas and materials |
| <input type="checkbox"/> Staff attendance and other data | <input type="checkbox"/> Analysis of staff feedback | <input type="checkbox"/> Analysis of staff feedback |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> Samples of principal/administrator practice goals | <input type="checkbox"/> Other: _____ |

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Michael M. Harvey, Ed.D.

Evaluator: Gene Lee

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

Proficient = *Proficient* practice is understood to be fully satisfactory. *This is the rigorous expected level of performance.*

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Step 4: Rate Impact on Student Learning (*Check only one.*)

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input checked="" type="checkbox"/>
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Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:

Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	Continue to develop the skills of the District Leadership Team, Teaching Force and my own personal leadership skillset to move the District towards its goal of developing an integrated system of curriculum, instruction and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	Explore, communicate, and implement the shifts in curriculum, instruction, and assessment necessary in order to meet the District's Mission of preparing our students to be "Future Ready."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3	Continue to develop the District's ability to create the structures, procedures and processes that support high-quality instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Superintendent's Performance Rating for Standard I: Instructional Leadership



Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard I
(Check one.)

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

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Over the 2017-2018 school year, Dr. Harvey has demonstrated significant progress in meeting the District's Student Learning and Professional Improvement goals. His work leading the administrative team to evaluate curriculum and instructional needs and practices reinforces a culture of accountability and improvement. He is always thinking of how to improve teaching, learning, and student achievement, in a pro-active, achievement-centered approach.

Examples of evidence superintendent might provide:

- | | | |
|---|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of staff evaluation data | <input type="checkbox"/> Relevant school committee meeting agendas/materials |
| <input type="checkbox"/> Analysis of classroom walk-through data | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| <input type="checkbox"/> Analysis of district assessment data | <input type="checkbox"/> Student achievement data | <input type="checkbox"/> Protocol for school visits |
| <input type="checkbox"/> Sample of district and school improvement plans and progress reports | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Other: _____ |
| | <input type="checkbox"/> Analysis of staff feedback | |

Superintendent's Performance Rating for Standard II: Management and Operations

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard II (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.			

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Throughout the year, Dr. Harvey has shown strong management skills, leading the School Committee through an assessment of capital improvement needs, leading the process for the school library spaces, and revising the District's Strategic Blueprint.

Examples of evidence superintendent might provide:

- | | | |
|---|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Budget presentations and related materials | <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data |
| <input type="checkbox"/> Budget analyses and monitoring reports | <input type="checkbox"/> External reviews and audits | <input type="checkbox"/> Analysis of student feedback |

- ☐ Analysis of staff feedback
☐ Analysis of safety and crisis plan elements and/or incidence reports

- ☐ Relevant school committee meeting agendas/minutes/materials

- ☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
☐ Other: _____



Superintendent's Performance Rating for Standard III: Family and Community Engagement

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard III (Check one.) <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input checked="" type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.			

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Dr. Harvey is actively engaged with the school community from school-sponsored events to town events and meetings. He is knowledgeable, engages stakeholders, and responsive. He interacts positively with all constituents: children, youth, and adults, parents and non-parents.

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Participation rates and other data about school and district family engagement activities
- ☐ Evidence of community support and/or engagement

- ☐ Sample district and school newsletters and/or other communications
- ☐ Analysis of school improvement goals/reports
- ☐ Community organization membership/participation/contributions

- ☐ Analysis of survey results from parent and/or community stakeholders
- ☐ Relevant school committee presentations and minutes
- ☐ Other: _____

Superintendent's Performance Rating for Standard IV: Professional Culture

Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard IV (C h e c k o n e .)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.			

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

With respect to continuous learning, Dr. Harvey has clearly demonstrated the establishment of and reinforcement of this aspect. He clearly values professional development and approaches assessments and evaluations in a positive, not punitive way.

Examples of evidence superintendent might provide:

- | | | |
|--|--|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> School visit protocol and sample follow-up reports | <input type="checkbox"/> School committee meeting agendas/materials |
| <input type="checkbox"/> District and school improvement plans and reports | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Sample of leadership team(s) agendas and materials |
| <input type="checkbox"/> Staff attendance and other data | <input type="checkbox"/> Analysis of staff feedback | <input type="checkbox"/> Analysis of staff feedback |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> Samples of principal/administrator practice goals | <input type="checkbox"/> Other: _____ |

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: Michael M. Harvey, Ed.D.

Evaluator: Kerry Gertz

Kerry Gertz
Signature

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Complete pages 4-7 first; then check one box for each standard.)

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three years.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

☐ Unsatisfactory
 ☐ Needs Improvement
 ☐ Proficient
 ☒ Exemplary

Step 4: Rate Impact on Student Learning (Check only one.)

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input checked="" type="checkbox"/>
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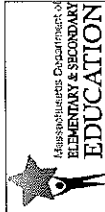
Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of Exemplary, Needs Improvement or Unsatisfactory or Impact on Student Learning rating of high or low.

Comments:

In my opinion, Burke utilizes every tool and evaluation opportunity available to him to further develop our schools, the curriculum, and overall success of our students. His enthusiasm and desire to make the community + education of our students is clearly evident.

Superintendent's Performance Goals



Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	Continue to develop the skills of the District Leadership Team, Teaching Force and my own personal leadership skillset to move the District towards its goal of developing an integrated system of curriculum, instruction and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student Learning						
2	Explore, communicate, and implement the shifts in curriculum, instruction, and assessment necessary in order to meet the District's Mission of preparing our students to be "Future Ready."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District Improvement						
3	Continue to develop the District's ability to create the structures, procedures and processes that support high-quality instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



Superintendent's Performance Rating for Standard I: Instructional Leadership

Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Overall Rating for Standard I
(Check one.)

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

☐ Unsatisfactory

☐ Needs Improvement

☐ Proficient

☒ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Mr. Harvey explores a variety of district examination tools and in data focused when recommending curriculum ideas.

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Analysis of classroom walk-through data
- ☐ Analysis of district assessment data
- ☐ Sample of district and school improvement plans
- ☐ and progress reports
- ☐ Analysis of staff evaluation data
- ☐ Report on educator practice and student learning goals
- ☐ Student achievement data
- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Relevant school committee meeting agendas/materials
- ☐ Analysis of leadership team(s) agendas and/or feedback

☐ Protocol for school visits

☐ Other: _____



Superintendent's Performance Rating for Standard II: Management and Operations

Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-C. —Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D. —Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. —Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard II (Check one.)

The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Examples of evidence superintendent might provide:

- ☐ Goals progress report
☐ Budget analyses and monitoring reports
☐ Budget presentations and related materials
☐ External reviews and audits
☐ Staff attendance, hiring, retention, and other HR data

- ☐ Analysis of student feedback
☐ Analysis of staff feedback
☐ Analysis of safety and crisis plan elements and/or incidence reports

- ☐ Relevant school committee meeting agendas/minutes/materials
☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
☐ Other: _____

Superintendent's Performance Rating for Standard III: Family and Community Engagement

Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard III
(Check one.)

The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Mr. Harvey utilizes a variety of community outreach tools to engage family communication, such as FO groups. Overall the District + SC could do a better job of truly engaging + entraining parents to be more actively involved in the schools.

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Participation rates and other data about school and district family engagement activities
- ☐ Evidence of community support and/or engagement

- ☐ Sample district and school newsletters and/or other communications
- ☐ Analysis of school improvement goals/reports
- ☐ Community organization membership/participation/contributions

- ☐ Analysis of survey results from parent and/or community stakeholders
- ☐ Relevant school committee presentations and minutes
- ☐ Other: _____

Superintendent's Performance Rating for Standard IV: Professional Culture

Check one box for each indicator and indicate the overall standard rating below.

Indicator	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Overall Rating for Standard IV

The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.

☐ Unsatisfactory

☐ Needs Improvement

☐ Proficient

☒ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ District and school improvement plans and reports
- ☐ Staff attendance and other data
- ☐ Memos/newsletters to staff and other stakeholders

- ☐ School visit protocol and sample follow-up reports
- ☐ Presentations/materials for community/parent meetings
- ☐ Analysis of staff feedback
- ☐ Samples of principal/administrator practice goals

- ☐ School committee meeting agendas/materials
- ☐ Sample of leadership team(s) agendas and materials
- ☐ Analysis of staff feedback
- ☐ Other: _____

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: Michael M. Harvey, Ed.D. _____

Evaluator: _____

Signature

Step 1: Assess Progress Toward Goals (*Complete page 3 first; check one for each set of goal[s].*)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

Step 2: Assess Performance on Standards (*Complete pages 4–7 first; then check one box for each standard.*)

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

Proficient = *Proficient* practice is understood to be fully satisfactory. *This is the rigorous expected level of performance.*

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership			x	
Standard II: Management and Operations			x	

Standard III: Family and Community Engagement			x	
Standard IV: Professional Culture			x	

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Rate Impact on Student Learning (*Check only one.*)

Low	Moderate	High
-----	----------	------

Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:

Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	Continue to develop the skills of the District Leadership Team, Teaching Force and my own personal leadership skillset to move the District towards its goal of developing an integrated system of curriculum, instruction and assessment.				x	

Student Learning						
2	Explore, communicate, and implement the shifts in curriculum, instruction, and assessment necessary in order to meet the District's Mission of preparing our students to be "Future Ready."				x	
District Improvement						
3	Continue to develop the District's ability to create the structures, procedures and processes that support high-quality instruction.				x	

Superintendent's Performance Rating for Standard I: Instructional Leadership

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.				x
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.			x	
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.			x	
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.			x	
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.			x	

Overall Rating for Standard I (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
--	---

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

I believed that a rating of exemplary is appropriate here because of all the work that has gone into building a new curriculum for the district. While no man is an island — this could not be done without the leadership of Dr. Harvey and his leadership team. I also want to point out that when something isn't working I have been through enough cycles that I have seen him do minor course corrections when something isn't working the way that will be the best for the district.

Examples of evidence superintendent might provide:

Goals progress report
 Analysis of classroom walk-through data
 Analysis of district assessment data
 Sample of district and school improvement plans
 and progress reports

Analysis of staff evaluation data
 Report on educator practice and student learning goals
 Student achievement data
 Analysis of student feedback
 Analysis of staff feedback

Relevant school committee meeting agendas/materials
 Analysis of leadership team(s) agendas and/or feedback
 Protocol for school visits
 Other:

Superintendent's Performance Rating for Standard II: Management and Operations

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Check one box for each indicator and indicate the overall standard rating below.				
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.			x	
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.			x	
II-C.—Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.			x	
II-D.—Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.			x	
II-E.—Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.				x

Overall Rating for Standard II (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
--	--

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Examples of evidence superintendent might provide:

Goals progress report
Budget analyses and monitoring reports
Budget presentations and related materials
External reviews and audits
Staff attendance, hiring, retention, and other HR data
Analysis of student feedback
Analysis of staff feedback
Analysis of safety and crisis plan elements
and/or incidence reports

Relevant school committee meeting
agendas/minutes/materials
Analysis and/or samples of leadership team(s)
schedule/agendas/materials
Other:

Superintendent's Performance Rating for Standard III: Family and Community Engagement

□

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Check one box for each indicator and indicate the overall standard rating below.				
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.			x	
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.			x	
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.			x	
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.			x	

Overall Rating for Standard III (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

Goals progress report
Participation rates and other data about school and district
family engagement activities
Evidence of community support and/or engagement

Sample district and school newsletters and/or other
communications
Analysis of school improvement goals/reports
Community organization membership/participation/
contributions

Analysis of survey results from parent and/or community
stakeholders
Relevant school committee presentations and minutes
Other:

Superintendent's Performance Rating for Standard IV: Professional Culture

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.				X
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.			X	
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.				X
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.			X	
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.			X	
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.			X	
Overall Rating for Standard IV <i>(Check one.)</i>	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.			

Unsatisfactory

Needs Improvement

Proficient. X

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Dr. Harvey continues to promote a culture of excellence throughout the district. Examples of this include never being satisfied with "Good enough" continually looking for improvements to be made.

Examples of evidence superintendent might provide:

Goals progress report
District and school improvement plans and reports
Staff attendance and other data
Memos/newsletters to staff and other stakeholders
School visit protocol and sample follow-up reports
Presentations/materials for community/parent meetings
Analysis of staff feedback
Samples of principal/administrator practice goals
School committee meeting agendas/materials
Sample of leadership team(s) agendas and materials
Analysis of staff feedback
Other:

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Michael M. Harvey, Ed.D.

Evaluator:

Michelle Bailey

Signature

August 14, 2018

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

Proficient = *Proficient* practice is understood to be fully satisfactory. *This is the rigorous expected level of performance.*

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Step 4: Rate Impact on Student Learning (*Check only one.*)

Low <input type="checkbox"/>	Moderate <input checked="" type="checkbox"/>	High <input type="checkbox"/>
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Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:

Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	Continue to develop the skills of the District Leadership Team, Teaching Force and my own personal leadership skillset to move the District towards its goal of developing an integrated system of curriculum, instruction and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	Explore, communicate, and implement the shifts in curriculum, instruction, and assessment necessary in order to meet the District's Mission of preparing our students to be "Future Ready."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3	Continue to develop the District's ability to create the structures, procedures and processes that support high-quality instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Superintendent's Performance Rating for Standard I: Instructional Leadership



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard I (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
---	---

☐ Unsatisfactory

☐ Needs Improvement

☐ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

I-A Staff utilizes professional development time on creating units and measuring learning outcomes. The data from several universal screeners and assessments seems to be tracked as reported to School Committee.

I-D The absence of a grievance would indicate that staff evaluations are occurring within the contract provisions.

Examples of evidence superintendent might provide:

- | | | |
|--|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> and progress reports | <input type="checkbox"/> Analysis of student feedback |
| <input type="checkbox"/> Analysis of classroom walk-through data | <input type="checkbox"/> Analysis of staff evaluation data | <input type="checkbox"/> Analysis of staff feedback |
| <input type="checkbox"/> Analysis of district assessment data | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Relevant school committee meeting agendas/materials |
| <input type="checkbox"/> Sample of district and school improvement plans | <input type="checkbox"/> Student achievement data | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |

Superintendent's Performance Rating for Standard II: Management and Operations

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
II-C.—Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	<input type="checkbox"/>
II-D.—Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/> X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E.—Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard II (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.			

☐ Unsatisfactory

☐ Needs Improvement

☐ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

II.C.2 - I am concerned that our high school students seem to have difficulty getting all the higher-level classes they need to be competitive in college applications.

II-D – Dr. Harvey should work to improve communication with the School Committee by presenting items that require their approval in a timely manner and providing timely equal access to information.

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Budget analyses and monitoring reports
- ☐ Budget presentations and related materials
- ☐ External reviews and audits
- ☐ Staff attendance, hiring, retention, and other HR data

- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Analysis of safety and crisis plan elements and/or incidence reports

- ☐ Relevant school committee meeting agendas/minutes/materials
- ☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
- ☐ Other: _____



Superintendent's Performance Rating for Standard III: Family and Community Engagement

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard III (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.			

☐ Unsatisfactory

☐ Needs Improvement

☐ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

III-C The communication about school safety should have been more prompt with more than a full school day lapsing before communicating. Also, overall communication via blogs and SC reports has significantly decreased this year. Also, this standard looks to support administrators to maximize the number of face-to-face family/teacher interactions. From Middle School up, face-to-face family/teacher interactions are limited.

III-B When selecting the parents to be on the Buker principal screening committee, Dr. Harvey only looked to the Friends of Buker group and not the wider community of parents at the school. The parents that are concerned about school safety seemed to only have recourse through political will at a Committee meeting. I am wondering if parents feel they can contribute to the effectiveness of the district in other ways. Dr. Harvey does use Twitter to retweet other district staff and school visits.

III-D If Dr. Harvey is doing this, I am unaware of it. I hear from parents that they are

Examples of evidence superintendent might provide:

- | | | |
|--|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Sample district and school newsletters and/or other communications | <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders |
| <input type="checkbox"/> Participation rates and other data about school and district family engagement activities | <input type="checkbox"/> Analysis of school improvement goals/reports | <input type="checkbox"/> Relevant school committee presentations and minutes |
| <input type="checkbox"/> Evidence of community support and/or engagement | <input type="checkbox"/> Community organization membership/participation/contributions | <input type="checkbox"/> Other: _____ |

Superintendent's Performance Rating for Standard IV: Professional Culture

Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard IV
(C h e c k o n e .)

The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.

☐ Unsatisfactory

☐ Needs Improvement

☐ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

IV-F Concern about handling of disagreement with Public Health Nurse about actions regarding school safety.

IV-E Hiring of Buker principal included parents.

Examples of evidence superintendent might provide:

- | | | |
|--|--|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> School visit protocol and sample follow-up reports | <input type="checkbox"/> School committee meeting agendas/materials |
| <input type="checkbox"/> District and school improvement plans and reports | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Sample of leadership team(s) agendas and materials |
| <input type="checkbox"/> Staff attendance and other data | <input type="checkbox"/> Analysis of staff feedback | <input type="checkbox"/> Analysis of staff feedback |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> Samples of principal/administrator practice goals | <input type="checkbox"/> Other: _____ |

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Michael M. Harvey, Ed.D.

Evaluator: Stacey Metternick

8/21/18

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

Proficient = *Proficient* practice is understood to be fully satisfactory. *This is the rigorous expected level of performance.*

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

☐ Unsatisfactory

☐ Needs Improvement

X ☒ Proficient

☐ Exemplary

Step 4: Rate Impact on Student Learning (*Check only one.*)

Low <input type="checkbox"/>	Moderate X <input checked="" type="checkbox"/>	High <input type="checkbox"/>
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Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:

Dr. Harvey has continued to make great strides in leading our School District, but has left the School Committee as a whole out of communication on important decisions equally. Would like to see more input from team leadership to get an idea of how leadership and teams are working together for our School District. I feel that our curriculum still is not to it's full potential, which has taken a long time which might be the problem in our decline our High School rankings. Concern for not completing the IT plan, as asked over 4 years ago.

Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	Continue to develop the skills of the District Leadership Team, Teaching Force and my own personal leadership skillset to move the District towards its goal of developing an integrated system of curriculum, instruction and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	Explore, communicate, and implement the shifts in curriculum, instruction, and assessment necessary in order to meet the District's Mission of preparing our students to be "Future Ready."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3	Continue to develop the District's ability to create the structures, procedures and processes that support high-quality instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Superintendent's Performance Rating for Standard I: Instructional Leadership



Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	X <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard I
(Check one.)

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

☐ Unsatisfactory

☐ Needs Improvement

X☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- | | | |
|---|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of staff evaluation data | <input type="checkbox"/> Relevant school committee meeting agendas/materials |
| <input type="checkbox"/> Analysis of classroom walk-through data | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| <input type="checkbox"/> Analysis of district assessment data | <input type="checkbox"/> Student achievement data | <input type="checkbox"/> Protocol for school visits |
| <input type="checkbox"/> Sample of district and school improvement plans and progress reports | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Other: _____ |
| | <input type="checkbox"/> Analysis of staff feedback | |

Superintendent's Performance Rating for Standard II: Management and Operations

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard II (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.			

☐ Unsatisfactory

☐ Needs Improvement

☐ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Would like to see more information throughout the process of budget. As well more financial reports as stated in the Regional Agreement.

II-C I am concerned that our high school students seem to have difficulty getting all the higher-level classes they need to be competitive on college applications.

II-D Dr. Harvey needs to work on improving communication with the School Committee by presenting items that require their approval in a timely manner and providing timely equal access to information.

II-E Concerned no IT plan in place, as have asked for over 4 years to help with testing requirements and needs of the District.

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Budget analyses and monitoring reports
- ☐ Budget presentations and related materials
- ☐ External reviews and audits
- ☐ Staff attendance, hiring, retention, and other HR data

- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Analysis of safety and crisis plan elements and/or incidence reports

- ☐ Relevant school committee meeting agendas/minutes/materials
- ☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
- ☐ Other: _____



Superintendent's Performance Rating for Standard III: Family and Community Engagement

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard III (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.			

☐ Unsatisfactory

☐ Needs Improvement

☐ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

III-C Overall communication via blogs and SC reports has significantly decreased this year. Also, this standard looks to support administrators to maximize the number of face-to-face family/teacher interactions. From Middle School up, face-to-face family/teacher interactions are limited.

An example.. The communication about school safety should have been more prompt with more than a full school day lapsing before communicating. Also, III-B When selecting the parents to be on the Buker principal screening committee, Dr. Harvey only looked to the Friends of Buker group and not the wider community of parents at the school. Also, the parents that are concerned about school safety or sport user fees seemed to only have recourse through political will at a Committee meeting. I am wondering if parents feel they can contribute to the effectiveness of the district in other ways. Dr. Harvey does use Twitter to retweet other district staff and school visits.

III-D If Dr. Harvey is doing this, I am unaware of it. Would love to hear from Dr. Harvey first hand, not from parents otherwise.

Examples of evidence superintendent might provide:

- | | | |
|--|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Sample district and school newsletters and/or other communications | <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders |
| <input type="checkbox"/> Participation rates and other data about school and district family engagement activities | <input type="checkbox"/> Analysis of school improvement goals/reports | <input type="checkbox"/> Relevant school committee presentations and minutes |
| <input type="checkbox"/> Evidence of community support and/or engagement | <input type="checkbox"/> Community organization membership/participation/contributions | <input type="checkbox"/> Other:_____ |

Superintendent's Performance Rating for Standard IV: Professional Culture

Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard IV
(C h e c k o n e .)

The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.

☐ Unsatisfactory

☐ Needs Improvement

☐ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

IV-F Concern about handling of disagreement with Public Health Nurse about actions regarding school safety. Also, there has been incidents at High School where parents were ignored about incidents involving their kids and tried to contact Dr. Harvey for answers with no response from leadership on either end.

IV-E Hiring of Buker principal included parents.

Examples of evidence superintendent might provide:

- | | | |
|--|--|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> School visit protocol and sample follow-up reports | <input type="checkbox"/> School committee meeting agendas/materials |
| <input type="checkbox"/> District and school improvement plans and reports | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Sample of leadership team(s) agendas and materials |
| <input type="checkbox"/> Staff attendance and other data | <input type="checkbox"/> Analysis of staff feedback | <input type="checkbox"/> Analysis of staff feedback |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> Samples of principal/administrator practice goals | <input type="checkbox"/> Other: _____ |

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Michael M. Harvey, Ed.D.

Evaluator: Peter Wolczik, MA, M.Ed.

Name

Signature

Date

Step 1: Assess Progress Toward Goals(Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards(Completpages 4–7 first; then check one box for each standard.)

Indicators

Unsatisfactory= Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

Proficient= *Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.*

Exemplary= A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Step 4: Rate Impact on Student Learning (*Check only one.*)

Low
☐

Moderate
☒

High
☐

Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:

Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	Continue to develop the skills of the District Leadership and my own personal leadership skillset to move the District towards its goal of developing an integrated system of curriculum, instruction and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	Explore, communicate, and implement the shifts in curriculum, instruction, and assessment necessary in order to meet the District's Mission of preparing our students to be "Future Ready."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3	Develop plans to ensure the facilities of the HWRSD support the District's Mission and Strategic Blueprint.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Superintendent's Performance Rating for Standard I: Instructional Leadership



Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard I (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
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☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

I-E Review of our district's individual school's MCAS Annual Comparison shows a downward trend in the ELA and Math achievement levels (except in the high school). Review of the Next Generation MCAS baseline year (2017) shows the downward trend in the ELA and Math achievement levels continuing.

Examples of evidence superintendent might provide:

☐ Goals progress report
☐ Analysis of classroom walk-through data
☐ Analysis of district assessment data
☐ Sample of district and school improvement plans and progress reports

☐ Analysis of staff evaluation data
☐ Report on educator practice and student learning goals
☐ Student achievement data
☐ Analysis of student feedback
☐ Analysis of staff feedback

☐ Relevant school committee meeting agendas/materials
☐ Analysis of leadership team(s) agendas and/or feedback
☐ Protocol for school visits
☐ Other: _____

Superintendent's Performance Rating for Standard II: Management and Operations

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard II (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
--	--

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

II-D Communication with the School Committee and providing more timely responses to requests (e.g. teacher turnover rate) would help the School Committee better serve our students.

II-E Our district's IT requirements should be determine and an IT plan should be put in place.

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Budget analyses and monitoring reports
- ☐ Budget presentations and related materials
- ☐ External reviews and audits
- ☐ Staff attendance, hiring, retention, and other HR data

- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Analysis of safety and crisis plan elements and/or incidence reports

- ☐ Relevant school committee meeting agendas/minutes/materials
- ☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
- ☐ Other: _____

Superintendent's Performance Rating for Standard III: Family and Community Engagement

Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard III (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.			

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

III-A, III-B, III-C, III-D I did not see evidence of this in the artifacts provided by Dr. Harvey. Highlighting the evidence of this would be helpful in evaluating how well this standard is met.

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Participation rates and other data about school and district family engagement activities
- ☐ Evidence of community support and/or engagement

- ☐ Sample district and school newsletters and/or other communications
- ☐ Analysis of school improvement goals/reports
- ☐ Community organization membership/participation/contributions

- ☐ Analysis of survey results from parent and/or community stakeholders
- ☐ Relevant school committee presentations and minutes
- ☐ Other: _____

Superintendent's Performance Rating for Standard IV: Professional Culture

Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard IV
(Check one.)

The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.

☐ Unsatisfactory

☒ Needs Improvement

☐ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

IV-A , IV-D IV-E Review of our district's individual school's MCAS Annual Comparison shows a downward trend in the ELA and Math achievement levels (except in the high school). Review of the Next Generation MCAS baseline year (2017) shows the downward trend in the ELA and Math achievement levels continuing.

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ District and school improvement plans and reports
- ☐ Staff attendance and other data
- ☐ Memos/newsletters to staff and other stakeholders

- ☐ School visit protocol and sample follow-up reports
- ☐ Presentations/materials for community/parent meetings
- ☐ Analysis of staff feedback
- ☐ Samples of principal/administrator practice goals

- ☐ School committee meeting agendas/materials
- ☐ Sample of leadership team(s) agendas and materials
- ☐ Analysis of staff feedback
- ☐ Other: _____



HWRHS Ice Hockey Boosters
203 Willow Street
South Hamilton, Massachusetts 01982-2292

October 11, 2018

Chairman David Polito and Committee Members
HWRSD School Committee
5 School Street
Wenham MA 01984

Dear Chairman and Committee Members:

The HW Hockey Boosters have voted to make a \$2,000 contribution to lower the registration fees for the High School Hockey Varsity and JV Teams for the 2018-19 season. Please let me know if you need additional information to approve this contribution.

We greatly appreciate the support you have provided to the athletic department at the High School.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Elizabeth Collins', with a stylized flourish at the end.

Elizabeth Collins
HW Boosters Board Chair

CC: Mr. Craig Genuardo