

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

Meeting of the Dudley-Charlton Regional School Committee
Wednesday, November 12, 2025 at 6:30 PM
Charlton Middle School
2 Oxford Rd.
Charlton, MA 01507

Minutes

I. Call Meeting to Order

The meeting was called to order at 6:32 pm
In attendance:

Cathleen Carmignani, Vice-Chair	Kelly Szela
Maureen Chickering	Anthony Aube
Jaime Dell'Ovo	Caitlynn Panczyk

II. Pledge of Allegiance

III. Moment of Silence

IV. Dudley Elementary Showcase – Principal Audette

Students read excerpts from personal narratives they wrote.

V. Consent Agenda Items

A. Approval of the Warrant

B. Approval of Minutes Regular Meeting – October 8, 2025

C. Out of State Field Trips (Policy IJOA) –

1. #255 – DMS – Vernon, CT – March 10, 2026
2. #250 – DMS – Cranston, RI – February 28, 2026
3. #246 – DMS – Salem, NH – March 14, 2026
4. #238 – DMS – Warwick, RI – March 13, 2026
5. #244 – SHRHS – Grove City, OH – February 26, 2026

A motion by J. Dell'Ovo, seconded by A. Aube to approve the consent agenda items with edits to the minutes passed unanimously.

C. Carmignani - Yes	K. Szela - Yes
M. Chickering - Yes	A. Aube - Yes
J. Dell'Ovo - Yes	C. Panczyk - Yes

VI. Communications

- Friends of John Parr has opened back up.
- Reminder that Jackyl training is on Monday, November 17th. This program is for suicide prevention.
- The Community Unified Basketball game will be on Tuesday, November 18th.
- Sports night is tomorrow, November 13th at SHRHS.
- K. Szela attended a PTO meeting and will be running the kids shop event on December 6th at CMS.
- Congratulations to Principal Elwell on his wedding this Saturday, November 15th.

- K. Szela volunteered at the Spooktacular and said it was a lot of fun with many parents volunteering.
- The next SEPAC meeting is November 19th at 7:00pm and will be virtual.
- The next Coffee meeting will be December 5th at 9:00am at Sturbridge Coffee Roasters in Dudley.

VII. Student Representative Report – Danika Marcotte

- Football traveled to Marblehead last Friday for the first round of MIA playoffs but unfortunately lost. They will be playing away against Auburn on Friday.
- Marching Band travelled to Pennsylvania this past weekend for Nationals and finished in second place.
- The National Honor Society is collecting donations for the Thanksgiving food drive. All donations go towards a full Thanksgiving meal for DCRSD families.

VIII. Superintendent's Report

Looking back on Veteran's Day, Superintendent Lamarche extended his sincere gratitude to the men and women who have served and continue to serve. Superintendent Lamarche also wanted to express his appreciation for staff, Students, families and community partners as we approach the Thanksgiving break.

IX. Public Comment

There was no public comment

X. New Business

A. Report from SHRHS Principal – Principal Elwell

- Eighth grade students from CMD and DMS visited SHRHS on November 6th for a fall "step-up" showcase. A SHRHS delegate visited both middle schools during conferences to promote the school's academic, cocurricular and extracurricular opportunities.
- This year, 5 new teachers and 5 new paraprofessionals were hired at SHRHS.
- Although MCAS is no longer a graduation requirement in MA, it was administered in 2025 and the state continues to use the assessment data for school and district accountability ratings.
- The current School Improvement Plan prioritizes academic achievement, wellness and belonging, and operational effectiveness, and serves as a compass for schoolwide decision-making.
- A committee of six educators visited SHRHS on October 6th to conduct a Collaborative Conference, in anticipation of the school's Decennial Visit in the Fall of 2027. A formal report will be issued, detailing the school's performance across the Standards for Accreditation.
- SHRHS and HES are actively participating in the Center for Leadership and Educational Equity's (CLEE) Plan-Lead-Act-Network-Sustain (PLANS) initiative. Principal leadership coaching sessions, along with CLEE-facilitated community and faculty forums have helped to further narrow the focus of school improvement efforts with the ultimate goal of improving outcomes for all students.
- Principal Elwell answered all questions the School Committee had.

B. Financial Updates: Director of Finance Joe DeSantis

1. Donation Acceptance Request - DES – The Ruda Family
DCRSD acknowledges receipt of a donation in the amount of \$2500.00 from Amy Fox and the Ruda Family, in the name and memory of Elaine Ruda. Mrs. Ruda was a beloved Dudley Elementary School teacher for many years, who passed away in 2005. This year marks the 25th anniversary of Mrs. Ruda's passing. DCRSD and Dudley Elementary School wish to thank the Ruda family for their generous donation, as it will go to directly serve the students of DES.

A motion by A. Aube, seconded by K. Szela to approve the donation in the amount of \$2500.00 from Amy Fox and The Ruda Family passed unanimously.

C. Carmignani - Yes
M. Chickering - Yes
J. Dell'Ovo - Yes

K. Szela - Yes
A. Aube - Yes
C. Panczyk - Yes

2. FY25 DESE End of Year Report Update
DCRSD submitted the FY2025 End of Year Report to DESE. DCRSD met DESE Requirements with regards to Net School Spending and Maintenance of Effort.
3. FY25 Fiscal Year Close Out Update
Financials have been rolled over into FY2026 and the FY2025 End of Year Report has been filed with DESE. CBIZ, the district's audit firm, will be performing their annual audit of DCRSD financial statements 11/10/25-11/14/25.

C. Joint Purchasing Agreement for Active Employees Health Insurance – Steven Lamarche

Superintendent Lamarche stated we are part of MSHG which has 14 representative communities. We would like to have geographically based joint purchasing groups within this group. This would be a way to work with other public schools like Webster and Spencer/East Brookfield to come together and have more shared risk. Annual risk would be the annual cost for services for our members. With MSHG, Dudley-Charlton Regional School District shares some cost, (Ex. Administrative cost) but we don't share the risk. DCRSD is on its own when it comes to setting rates from year to year. If we were part of the group with Webster and Spencer/East Brookfield our 21% health insurance increase last year would have only been 12% because the other communities didn't have as bad of a risk as we did, it balances out. It gives DCRSD an opportunity to work together as a regional base. This has been discussed with the Insurance Advisory Council and we have their full support. The Town of Webster has already voted in favor of this and The Towns of Spencer/East Brookfield will be voting in the next couple of weeks. Superintendent Lamarche asked the School Committee to vote in favor of this and answered all questions asked.

C. Carmignani entertained a motion to join a joint purchasing agreement within MSHG. A motion by K. Szela, seconded by A. Aube to join a joint purchasing agreement within MSHG passed unanimously.

C. Carmignani - Yes
M. Chickering - Yes
J. Dell'Ovo - Yes

K. Szela - Yes
A. Aube - Yes
C. Panczyk - Yes

D. Policy Subcommittee Update

1. Policies for Distribution
 - a) KBG – Parent Advisory Councils (New)
 - b) KBE – Relations with Parent/Booster Organizations (New)
 - c) KI – Visitors to Schools (New)
 - d) ECAB – Access to Buildings and Grounds (New)

Superintendent Lamarche answered all questions from School Committee members regarding Policy KBG, KBE, KI, and ECAB.

2. Policies for Action

a) IHBH – Middle School Pathways Exploration (New)

A motion by C. Panczyk, seconded by A. Aube to accept policy IHBH was approved unanimously.

C. Carmignani - Yes
M. Chickering - Yes
J. Dell'Ovo - Yes

K. Szela - Yes
A. Aube - Yes
C. Panczyk - Yes

b) KE – Parent/Guardian Guide to Address Concerns in the DCRSD (Amended)

A motion by A. Aube, seconded by J. Dell'Ovo to approve policy KE as amended was approved unanimously.

C. Carmignani - Yes
M. Chickering - Yes
J. Dell'Ovo - Yes

K. Szela - Yes
A. Aube - Yes
C. Panczyk - Yes

XI. Old Business

A. Formative (2026) and Evaluative (2027) standards/indicators of Superintendent Goals.

A motion by A. Aube, seconded by K. Szela to accept the performance indicators as noted 1E, 2C, 2E, 3D, and 4E was approved unanimously.

C. Carmignani - Yes
M. Chickering - Yes
J. Dell'Ovo - Yes

K. Szela - Yes
A. Aube - Yes
C. Panczyk - Yes

XII. Adjourn

A motion by A. Aube, seconded by J. Dell'Ovo to adjourn the meeting at 7:58 pm was passed unanimously.

C. Carmignani - Yes
M. Chickering - Yes
J. Dell'Ovo - Yes

K. Szela - Yes
A. Aube - Yes
C. Panczyk - Yes

The items listed, which may be discussed at the meeting, are those reasonably anticipated by the chair. Not all items listed may, in-fact be discussed, and other items not listed may also be brought up for discussion to the extent permitted by law. The School Committee may vote on all items listed on this agenda.

Dudley-Charlton Regional School Committee Goals 2025–2026

Governance and Leadership Capacity:

The Dudley-Charlton Regional School Committee will strengthen its governance practices and leadership capacity by building consistent systems, fostering effective communication, and deepening collaboration with students, families, and community partners.

Educational Excellence and Student Experience:

The School Committee will ensure all students have equitable access to high-quality instruction, effective educators, and enriching experiences that promote learning, engagement, and well-being.

Fiscal Responsibility and Resource Stewardship:

The School Committee will strategically align fiscal planning and resource allocation with the District's 10-Year Capital Plan to ensure financial sustainability and equitable student outcomes.

Next Meeting Dates:

School Committee Meeting: Wednesday, December 10, 2025 6:30 PM - SHRHS

Budget and Finance Subcommittee: Friday, December 5, 2025 10:00 AM - Video Conference

Policy Review Subcommittee: Friday, December 12, 2025 10:00 AM at District Office, in-person

Capital Outlay/Safety Subcommittee: Friday, December 5, 2025 - Video Conference

Curriculum for Teaching & Learning: Thursday, December 18, 2025 8:00 AM - Video Conference

School Calendar Review: Friday, December 12, 2025 8:30 AM at District Office, in-person

Executive Sessions Minutes Review: Thursday, November 20, 2025 8:30 AM at District Office, in-person

Future Agenda Items: Least Restrictive Environment Update, SEPAC, Student Representative/Student Advisory Council, School Councils

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- II. Pledge of Allegiance**
- III. Moment of Silence**
- IV. Dudley Elementary Showcase – Principal Audette**
- V. Consent Agenda Items**
 - A. Approval of the Warrant**
 - B. Approval of Minutes Regular Meeting – October 8, 2025**
 - C. Out of State Field Trips (Policy IJOA) –**
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- VI. Communications**
- VII. Student Representative Report – Danika Marcotte/Hayley Phommala**
- VIII. Superintendent's Report**
- IX. Public Comment**
- X. New Business**
 - A. Report from SHRHS Principal – Principal Elwell**
 - B. Financial Updates: Director of Finance Joe DeSantis**
 - 1. Donation Acceptance Request - DES – The Ruda Family
 - 2. FY25 DESE End of Year Report Update
 - 3. FY25 Fiscal Year Close Out Update
 - C. Joint Purchasing Agreement for Active Employees Health Insurance – Steven Lamarche**
 - D. Policy Subcommittee Update**
 - 1. Policies for Distribution
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2. Policies for Action

- a) IHBH – Middle School Pathways Exploration (New)
- b) KE – Parent/Guardian Guide to Address Concerns in the DCRSD (Amended)

XI. Old Business

- A. Formative (2026) and Evaluative (2027) standards/indicators of Superintendent Goals.

XII. Adjourn

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Future Agenda Items: Least Restrictive Environment Update, SEPAC, Student Representative/Student Advisory Council, School Councils

From: Form Approvals districtoffice@dcrsd.org
Subject: Request #255 for your review
Date: November 7, 2025 at 9:07 AM
To: districtoffice@dcrsd.org

REQUEST #255 | RECIPIENTS: 4 of 8 | NOV 07, 2025

Field Trip/Event Form - Day Trips, In or Out of State and Overnight

You have been requested to review the following:

Principal/School:	gdesto@dcrsd.org
Email Address:	slynch@dcrsd.org
Field Trip/Event Title:	Renaissance Regional Conference Champion your school's culture
Field Trip/Event Date Please note that you request must be submitted two-weeks prior to the date entered for a day trip, and, six months prior to the date entered for an out-of-state or overnight trip.:	Mar 10, 2026
Departure Time:	7:45:00 AM
Return Time:	2:00:00 PM
Address/Destination of Field Trip/Event Must include street address, city/town and state:	Rockville High School 70 Loveland Hill Rd Vernon, CT
Grade/Group:	Ocean Race/Champions of the Sea
Location Contact/Telephone Number:	(860) 870-6050
Number of Students:	25
Number of Chaperones/Adults Proper supervision and adult/student ratio is 10-12 students per adult chaperone. Work with your building office staff to ensure all chaperons have an up-to-date CORI.:	2
List the Names of the Chaperones/Adults:	Stacy M Lynch, Dena Kobel

Do All Chaperones/Adults have an up-to-date CORI through DCRSD.:

Yes

Three weeks prior to the event/field-trip, the Special Education Coordinator must receive a list of attending students. The Special Education Coordinator will review the needs of students and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities. If this does not occur, the trip/event may be canceled to prevent civil rights violations.:

Understood (by checking this box you take full responsibility and liability if this did not occur)

Three weeks prior to the event/field-trip, your school nurse must receive a list of attending students. The school nurse will review the needs of students and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities. If this does not occur, the trip/event may be canceled to prevent civil rights violations.:

Understood (by checking this box you take full responsibility and liability if this did not occur)

Total Cost of the Field Trip/event including transportation:

0

Per Student Cost:

0

Funding Source:

No Funding Required

As a result of selecting this field-based curriculum experience or event in accordance with School Committee Policy IJOA, how will your students benefit and what will your students know and be able to do as a result?:

Students and staff will have the opportunity to recharge and strengthen their culture-building efforts alongside both adult and student leaders. Through inspiration, practical insights, and proven strategies, you'll be equipped to move forward with purpose, joy, and consistency. By the end of the day, you'll leave with a clear, actionable plan to build a school culture that boosts staff morale, promotes academic success, and fosters strong character development.

Additional Funding Source or N/A:

No Funding Required

In accordance with School Committee Policy IJOA, what are your student follow-up activities or lessons?:

"Connections that Count" Challenge: To turn inspiration into action by creating small, meaningful projects that foster stronger relationships among schools within our district.

Are substitutes (if required) provided in School for the

Yes No

Are substitute(s) required in School for the yes, 2
School Day as a Result of this Field
Trip/Event. If so Please Explain and
Identify the Number of Substitutes
Required as an Added Cost to the
Request:

Administrative Assistant/School: dzieminski@dcrsd.org

Special Education Coordinator: smartin@dcrsd.org

School Nurse: awhite@dcrsd.org

Is this an overnight trip request?: No

This is an automated email sent by formapprovals.com; do not reply to or forward this email. You are receiving this email because you are a workflow participant of this request. Your form administrator is districtoffice@dcrsd.org

From: Form Approvals districtoffice@dcrsd.org
Subject: Request #250 for your review
Date: October 29, 2025 at 3:53 PM
To: districtoffice@dcrsd.org

REQUEST #250 | RECIPIENTS: 4 of 8 | OCT 29, 2025

Field Trip/Event Form - Day Trips, In or Out of State and Overnight

You have been requested to review the following:

Principal/School: gdesto@dcrsd.org

Email Address: csnow@dcrsd.org

Field Trip/Event Title: Nesba Colorguard Show

Field Trip/Event Date Please note that you request must be submitted two-weeks prior to the date entered for a day trip, and, six months prior to the date entered for an out-of-state or overnight trip.: Feb 28, 2026

Departure Time: 12:00:00 PM

Return Time: 8:00:00 PM

Address/Destination of Field Trip/Event Must include street address, city/town and state: Cranston RI

Grade/Group: Colorguard

Location Contact/Telephone Number: Cindy Snow

Number of Students: 35

Number of Chaperones/Adults Proper supervision and adult/student ratio is 10-12 students per adult chaperone. Work with your building office staff to ensure all chaperons have an up-to-date CORI.: 4

List the Names of the Chaperones/Adults: Kelleigh maisonet
Kelli Devlin
Cadence Donais
Julie Russell

Do All Chaperones/Adults have an up-to-date CORI through DCRSD.:

Yes

Three weeks prior to the event/field-trip, the Special Education Coordinator must receive a list of attending students. The Special Education Coordinator will review the needs of students and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities. If this does not occur, the trip/event may be canceled to prevent civil rights violations.:

Understood (by checking this box you take full responsibility and liability if this did not occur)

Three weeks prior to the event/field-trip, your school nurse must receive a list of attending students. The school nurse will review the needs of students and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities. If this does not occur, the trip/event may be canceled to prevent civil rights violations.:

Understood (by checking this box you take full responsibility and liability if this did not occur)

Total Cost of the Field Trip/event including transportation:

\$200

Per Student Cost:

0

Funding Source:

DMS Music Parents Association
performance

As a result of selecting this field-based curriculum experience or event in accordance with School Committee Policy IJOA, how will your students benefit and what will your students know and be able to do as a result?:

Additional Funding Source or N/A:

N/A

In accordance with School Committee Policy IJOA, what are your student follow-up activities or lessons?:

rehearsal

Are substitute(s) required in School for the School Day as a Result of this Field Trip/Event. If so Please Explain and Identify the Number of Substitutes Required as an Added Cost to the Request:

no

Administrative Assistant/School:

dzieminski@dcrsd.org

Special Education Coordinator:

smartin@dcrsd.org

School Nurse:

awhite@dcrsd.org

Is this an overnight trip request?:

No

From: Form Approvals districtoffice@dcrsd.org
Subject: Request #246 for your review
Date: October 23, 2025 at 8:16 PM
To: districtoffice@dcrsd.org

REQUEST #246 | RECIPIENTS: 4 of 8 | OCT 24, 2025

Field Trip/Event Form - Day Trips, In or Out of State and Overnight

You have been requested to review the following:

Principal/School:

gdesto@dcrsd.org

Email Address:

csnow@dcrsd.org

Field Trip/Event Title:

NESBA Colorguard Show

Field Trip/Event Date Please note that you request must be submitted two-weeks prior to the date entered for a day trip, and, six months prior to the date entered for an out-of-state or overnight trip.:

Mar 14, 2026

Departure Time:

10:00:00 AM

Return Time:

9:00:00 PM

Address/Destination of Field Trip/Event Must include street address, city/town and state:

Salem NH High School

Grade/Group:

Colorguard A and B

Location Contact/Telephone Number:

Cindy Snow

Number of Students:

30

Number of Chaperones/Adults Proper supervision and adult/student ratio is 10-12 students per adult chaperone. Work with your building office staff to ensure all chaperons have an up-to-date CORI.:

4

List the Names of the Chaperones/Adults:

Kelleigh Maisonet
Kelli Devlin
Cadence Donais
Christine Aronson

Do All Chaperones/Adults have an up-to-date CORI through DCRSD.:

Yes

Three weeks prior to the event/field-trip, the Special Education Coordinator must receive a list of attending students. The Special Education Coordinator will review the needs of students and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities. If this does not occur, the trip/event may be canceled to prevent civil rights violations.:

Understood (by checking this box you take full responsibility and liability if this did not occur)

Three weeks prior to the event/field-trip, your school nurse must receive a list of attending students. The school nurse will review the needs of students and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities. If this does not occur, the trip/event may be canceled to prevent civil rights violations.:

Understood (by checking this box you take full responsibility and liability if this did not occur)

Total Cost of the Field Trip/event including transportation:

\$200 registration fee

Per Student Cost:

0

Funding Source:

DMS Music Parents Association

As a result of selecting this field-based curriculum experience or event in accordance with School Committee Policy IJOA, how will your students benefit and what will your students know and be able to do as a result?:

Performance and Judges critique

Additional Funding Source or N/A:

DMS Music Parents Association

In accordance with School Committee Policy IJOA, what are your student follow-up activities or lessons?:

rehearsal

Are substitute(s) required in School for the School Day as a Result of this Field Trip/Event. If so Please Explain and Identify the Number of Substitutes Required as an Added Cost to the Request:

no

Administrative Assistant/School:

dzieminski@dcrsd.org

Special Education Coordinator:

smartin@dcrsd.org

School Nurse:

awhite@dcrsd.org

Is this an overnight trip request?:

No

Field Trip/Event Form - Day Trips, In or Out of State and Overnight

You have been requested to review the following:

Principal/School:

gdesto@dcrsd.org

Email Address:

kpotter@dcrsd.org

Field Trip/Event Title:

Lil' Rhody Rumble Show Choir Festival

Field Trip/Event Date Please note that you request must be submitted two-weeks prior to the date entered for a day trip, and, six months prior to the date entered for an out-of-state or overnight trip.:

Mar 13, 2026

Departure Time:

1:30:00 PM

Return Time:

10:30:00 PM

Address/Destination of Field Trip/Event Must include street address, city/town and state:

Bishop Hendricken High School
2615 Warwick Ave
Warwick, RI 02889

Grade/Group:

Show Choir

Location Contact/Telephone Number:

Richard Sylvia (401) 739-3450

Number of Students:

30

Number of Chaperones/Adults Proper supervision and adult/student ratio is 10-12 students per adult chaperone. Work with your building office staff to ensure all chaperons have an up-to-date CORI.:

5

List the Names of the Chaperones/Adults:

Kristen Potter
Zachary Moore
Cathy Carmignani
Anna Rabski
Maggie Hogan

Do All Chaperones/Adults have an up-to-date CORI through DCRSD.:

Yes

Three weeks prior to the event/field-trip, the Special Education Coordinator must receive a list of attending students. The Special Education Coordinator will review the needs of students and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities. If this does not occur, the trip/event may be canceled to prevent civil rights violations.:

Understood (by checking this box you take full responsibility and liability if this did not occur)

Three weeks prior to the event/field-trip, your school nurse must receive a list of attending students. The school nurse will review the needs of students and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities. If this does not occur, the trip/event may be canceled to prevent civil rights violations.:

Understood (by checking this box you take full responsibility and liability if this did not occur)

Total Cost of the Field Trip/event including transportation:

TBA

Per Student Cost:

0

Funding Source:

School Budget

As a result of selecting this field-based curriculum experience or event in accordance with School Committee Policy IJOA, how will your students benefit and what will your students know and be able to do as a result?:

Clinic with accomplished musicians/choreographers in the field.

Additional Funding Source or N/A:

DMS Music Parents Association

In accordance with School Committee Policy IJOA, what are your student follow-up activities or lessons?:

Weekly rehearsals

Are substitute(s) required in School for the School Day as a Result of this Field Trip/Event. If so Please Explain and Identify the Number of Substitutes Required as an Added Cost to the Request:

No

Administrative Assistant/School:

dzieminski@dcrsd.org

Special Education Coordinator:

smartin@dcrsd.org

School Nurse:

awhite@dcrsd.org

Is this an overnight trip request?:

No

From: Form Approvals districtoffice@dcrsd.org
Subject: Request #244 for your review
Date: October 21, 2025 at 12:19 PM
To: districtoffice@dcrsd.org

REQUEST #244 | RECIPIENTS: 4 of 8 | OCT 21, 2025

Field Trip/Event Form - Day Trips, In or Out of State and Overnight

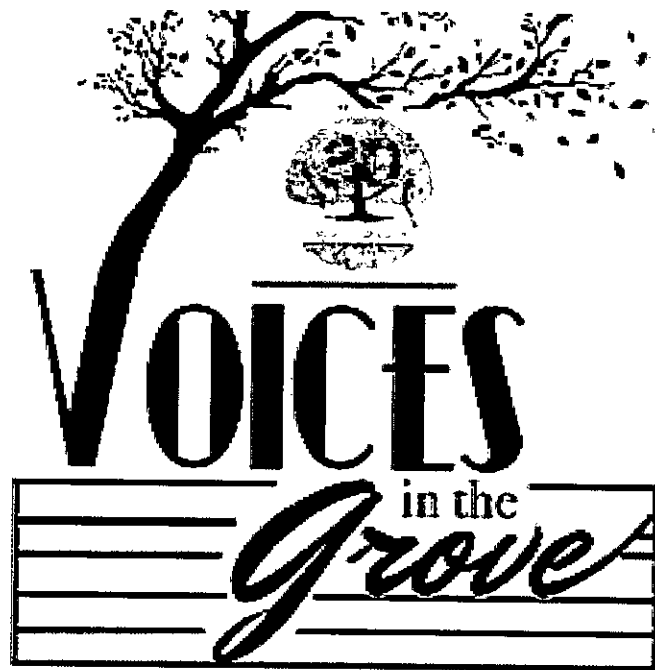
You have been requested to review the following:

Principal/School:	delwell@dcrsd.org
Email Address:	bbussiere@dcrsd.org
Field Trip/Event Title:	Show Choir Ohio
Field Trip/Event Date Please note that you request must be submitted two-weeks prior to the date entered for a day trip, and, six months prior to the date entered for an out-of-state or overnight trip.:	Feb 26, 2026
Departure Time:	6:00:00 AM
Return Time:	8:30:00 PM
Address/Destination of Field Trip/Event Must include street address, city/town and state:	See attached itinerary
Grade/Group:	9-12
Location Contact/Telephone Number:	Becky Bussiere, 774-254-6919
Number of Students:	43
Number of Chaperones/Adults Proper supervision and adult/student ratio is 10-12 students per adult chaperone. Work with your building office staff to ensure all chaperons have an up-to-date CORI.:	9
List the Names of the Chaperones/Adults:	Becky Bussiere, Kristin Marengo, Ken Bonin, Elizabeth Paradis, Lexus Erickson, Adam

Do All Chaperones/Adults have an up-to-date CORI through DCRSD.:	Girard, Ken Caeouette, Joshua Levie, Michelle White No
Three weeks prior to the event/field-trip, the Special Education Coordinator must receive a list of attending students. The Special Education Coordinator will review the needs of students and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities. If this does not occur, the trip/event may be canceled to prevent civil rights violations.:	Understood (by checking this box you take full responsibility and liability if this did not occur)
Three weeks prior to the event/field-trip, your school nurse must receive a list of attending students. The school nurse will review the needs of students and identify accommodations or supports that may be needed to ensure each student can access and participate in the planned activities. If this does not occur, the trip/event may be canceled to prevent civil rights violations.:	Understood (by checking this box you take full responsibility and liability if this did not occur)
Total Cost of the Field Trip/event including transportation:	31,000.00
Per Student Cost:	860
Funding Source:	Students/Families
As a result of selecting this field-based curriculum experience or event in accordance with School Committee Policy IJOA, how will your students benefit and what will your students know and be able to do as a result?:	Living History, Live performance with feedback, Historical Documents,
Additional Funding Source or N/A:	Student Activities Account
In accordance with School Committee Policy IJOA, what are your student follow-up activities or lessons?:	Review of feedback from judges, reflection on the trip
Are substitute(s) required in School for the School Day as a Result of this Field Trip/Event. If so Please Explain and Identify the Number of Substitutes Required as an Added Cost to the Request:	yes
Administrative Assistant/School:	lpytko@dcrsd.org
Special Education Coordinator:	sprosc@dcrsd.org
School Nurse:	rgoetz@dcrsd.org
Is this an overnight trip request?:	Yes
If YES, you must upload more information for review, e.g., itinerary:	<u>File Upload 1</u>

SHEPHERD HILL SHOW CHOIRS

Voices in the Grove



Thursday February 26 -March 1, 2026
Itinerary

FTI Coach
Po Box 579
38 Providence rd
Linwood Ma 01525
508-234-4585

Thursday February 26, 2026

- Depart Shepherd Hill at 6 am
- Head to Niagara Falls, American Side

- **Quality Inn**

Niagara Falls BLVD 7708

Niagara Falls, New York 14304 USA

- **Niagara Underground Railroad**

- **Dinner at The Rainforest Cafe**

- 300 3rd St, Niagara Falls, NY 14303

- (716) 278-2626

Friday February 27, 2026

- 8:00 AM Breakfast in the hotel.

- 9:00 AM Depart for **Rock and Roll Hall of Fame**

- **Union Home Mortgage Plaza, 1100 Rock & Roll Blvd. | Cleveland, Ohio 44114**

- Arrive at 12:30 pm, Possible performance

- Depart Cleveland for Grove City

- **Comfort Suites**

- 4200 Gantz Road

- Grove City OH 43123

- 1-614-808-4496

- Dinner at **The Olive Garden,**

- 1514 Stringtown Rd,

- Grove City, OH 43123

Saturday March 1, 2025

- 7:00 AM Breakfast begins in the hotel

- 9:00 AM Depart for competition.

- Grove City High School

- 4665 Hoover Rd,

- Grove City, OH 43123

- Lunch and Dinner on your own at the competition.

- Awards at 10:00pm, depart to hotel at 10:30pm

- **SENIOR NIGHT.**

Sunday March 1, 2026

- Breakfast in Hotel

- Depart at 6:30 am for Shepherd Hill. This means the bus is packed, your rooms are somewhat clean and you have left a tip for the cleaners. You checked the walls for chargers because once we leave we will not be coming back. • Lunch and snack

breaks en route

- Arrive at Shepherd Hill 8:30pm

Chaperones

Becky Bussiere
Kristin Marengo
Lexus Erickson
Michelle White
Elizabeth Paradis
Ken Bonin
Joshua Levie
Adam Giard
Ken Caouette

NON-NEGOTIABLE RULES ON THE BUS

1. Act with respect and class at all times
2. No foul language in public or on the bus
3. No open containers, all beverages must have caps
4. You will listen to your chaperones as they are acting on my behalf and will be relaying information that I am giving them
5. You will keep the bus clean
6. Use headphones, no music
7. We will bring movies for the 6 hour ride

NON-NEGOTIABLE RULES AT THE COMPETITION

1. Do not boo, scream out names, leave during a performance or be on your phone during a performance
2. You will give every group a standing ovation, you know hard they all work
3. You will not hang out in the classrooms, you will be watching the other show choirs
4. You will not say anything negative about any group that we watch. Follow the golden rule: **If you have nothing nice to say don't say it at all.**
5. You will never leave the school unless accompanied by an adult.

NON-NEGOTIABLE RULES IN THE HOTEL

1. You will follow curfews
2. You will keep your rooms clean (lol)
3. No visiting rooms unless the door is propped wide open
4. When we check you in we will give you a bottle of water and a snack. We will then tape your room. Do not break the seal. There is no reason to come out of that room. If you have an issue, call your chaperone. **If you break the seal you will be suspended from the group and school.** Do not tempt fate.
8. I will take the tape off your doors at 7-am so you can come out for breakfast.
Breakfast starts at 7am
9. You will clean up after yourself at breakfast
10. You will wear shoes outside of your rooms at all times
11. You will never leave the hotel or run in the hotel
12. You will be quiet once we tape you in, you need to sleep and so do all the other paying customers

**Represent the school and the music department by displaying
Pride, Unity and Class.**



DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

School Committee

11.12.2025



Good evening, members of the School Committee, staff, families, and members of the community.

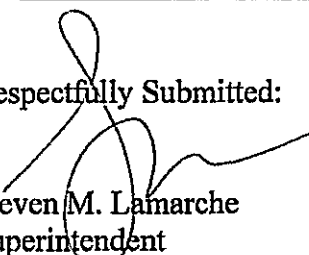
As we look back on Veterans Day, I want to extend our sincere gratitude to the men and women who have served, and continue to serve, our Nation in uniform. Across Dudley and Charlton, our schools took time this past week to honor their sacrifice to remind us what service, duty, and commitment truly mean.

We are deeply proud of the many students and families in our district who have a connection to military service. Their stories bring Veterans Day close to home and remind us that courage and selflessness are not abstract ideals, they are lived values within our community. To every veteran among us: thank you for your service, your example, and your enduring impact on our Nation and our schools.

In addition, as we approach the Thanksgiving break, I also want to take a moment to express appreciation to our staff, students, families, and community partners. This time of year, invites us to slow down, reflect, and give thanks for one another, for the work we share, and for the continued support of the Dudley and Charlton communities.

On behalf of the entire district, I wish everyone a restful and joyful Thanksgiving surrounded by family, friends, and gratitude.

Respectfully Submitted:


Steven M. Lamarche
Superintendent

Here a few important dates in 2025/26

November

Wednesday, November 26, 2025 - Early Release Day for All – Thanksgiving Break

Thursday, November 27, 2025 – Thanksgiving - No School

Friday, November 28, 2025 – Thanksgiving Break – No School

December

Friday, December 12, 2025 – Early Release Day for all students – Educator PD

Tuesday, December 23, 2025 - Early Release Day for All – Winter Holiday Break

Wednesday, December 24, 2025 – Friday, January 2, 2026 – Winter Holiday Break

<i>DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT</i>

TO: School Committee

FROM: Joseph DeSantis - Director of Finance & Operations

DATE: November 12, 2025

SUBJECT: Finance Director Update

- A. Donation Acceptance Request:** The Dudley Charlton Regional School District acknowledges receipt of a donation in the amount of \$2,500.00 from Amy Fox and the Ruda Family, in the name and memory of Elaine Ruda. Mrs. Ruda was a beloved Dudley Elementary teacher for many years, who passed away in 2005. This year marks the 20th anniversary of Mrs. Ruda's passing. To mark the significance of this milestone, the Ruda Family wishes to make a donation to DCRSD and Dudley Elementary School. DCRSD and Dudley Elementary wish to thank the Ruda family for their generous donation, as it will go to directly serve the students of Dudley Elementary School. The impact of the many years of 2nd grade instruction from Elaine Ruda will continue via these donated funds, and will be embodied in the form of a book vending machine designed to directly impact student reading and literacy. DCRSD can only hope the donated funds and associated materials can make a portion of the impact Mrs. Elaine Ruda has made on the district.
- B. FY25 DESE End of Year Report Update:** DCRSD has submitted to DESE the FY2025 End of Year Report required on an annual basis. The district met DESE requirements with regards to Net School Spending and Maintenance of Effort.
- C. FY25 Fiscal Year Close Out Update:** FY2025 close out is in process. Financials have been rolled over into FY2026, and as mentioned above, the End of Year Report FY2025 has been filed with DESE. CBIZ, the district's Audit firm, will be performing their annual audit of DCRSD financial statements the week of 11/10/25-11/14/2025, with resulting FY2025 Financial Statements to be issued subsequent to Audit testing. Excess & Deficiency certification (E&D) is due to the Department of Revenue on 11/30/2025.



SWCHIG

**Southern
Worcester County
Health Insurance
Group**

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SWCHIG

SOUTHERN WORCESTER COUNTY
HEALTH INSURANCE GROUP

Article 1. Authority and Purpose

The governmental units that are signatories to this agreement, hereinafter referred to as “participating governmental units” or “participants”, have entered into this agreement pursuant to Massachusetts General Laws, Chapter 32B, Section 12 for the purpose of jointly providing health coverage to their employees and retirees (and their dependents) and to such other individuals as are eligible for participation in their health plans under Chapter 32B, or under state or federal laws requiring continuation coverage. The legal entity established by this agreement shall be known as the Southern Worcester County Health Insurance Group (SWCHIG).

Article 2. Eligibility and Participating Governmental Units

A. Participants

The participants in this joint negotiation and purchase agreement are listed in Appendix A, as it may be modified from time to time by vote of the Board to reflect changes in participants. Those units that were party to this agreement at its inception and are still participants are listed alphabetically at the top of Appendix A. Each governmental unit that became a participant after the Group’s inception is listed thereafter by chronological order with the date of its admission in parentheses. Additional governmental unit participants may be added pursuant to Section C. of this Article and Article 12.

B. Eligibility

Participants shall be Massachusetts governmental units as the term is defined in M.G.L. Chapter 32B, section 2(f).

C. Application for Participation

Membership in the Group is granted at the discretion of the Group’s Board of Directors. A governmental unit that wishes to participate in the Group must submit a written application to the Chairperson of the Board of the Group. The governmental unit must also submit information and data as required by the Group. Upon acceptance into the Group, the Appropriate Public Authority (MGL Ch.32b sec. 2), of the new member unit must sign this agreement and fulfill all other obligations for participation as described in this agreement.

D. Entry Fee

The Board may establish a one-time entry fee for each new member, payable in accordance with terms as the Board may set.

Article 3. Term of Agreement and Participation

A. Duration

This agreement shall continue in full force and effect for an indefinite period, subject to amendment as agreed upon in accordance with the terms of Article 12 of this agreement, so long as two or more governmental units elect to continue participation.

B. Withdrawal of a Participating Governmental Unit

A Participating Governmental Unit may withdraw participation at its discretion, but a withdrawal may only be effective on June 30th of any Plan Year. An election by a governmental unit to terminate participation under this agreement must be communicated in writing to the Board on or before December 31st, via first class mail, return receipt requested, and addressed to the Chairman of the Board at his/her usual place of business. Withdrawing members shall not be entitled to any Trust surplus which may exist at the time of their withdrawal.

C. Plan Year

For purposes of this Agreement the Plan Year shall be the period from July 1 to June 30.

D. Termination of a Participating Governmental Unit by the Group

All payments from Participating members shall be made by ACH. Any Participating Governmental Unit which is 45 days in arrears for the payments due under Article 10 of this agreement may be terminated from participation in this Agreement for Joint Negotiation and Purchase of Health Coverage by a weighted two-thirds vote of the Board of Directors. Such termination shall not limit the Board from obtaining payment of all monies in arrears under Article 10. The Board of Directors may, in lieu of termination, take other appropriate action to correct delinquency by an unweighted vote of the Board. A Participating Governmental Unit shall be subject to automatic termination pursuant to Article 4 for non-participation in the Board's operations. In either event, a terminated Participating Governmental Unit shall be liable for (1) the governmental unit's proportionate share of any certified deficit in the trust fund as of the following June 30 (based upon claims incurred as of June 30), (2) unpaid contributions or assessments attributable to periods prior to the effective date of the governmental unit's termination, (3) subsequent expense for its covered members still on the plan after termination (where required by law) and (4) all expenses that the Group suffers as a result of the governmental unit's termination.

E. Termination of the Group

In the event that the Group terminates and there is a certified Trust Fund deficit, each Participating Governmental Unit agrees to make payment of its share of such deficit. Such payments, if required, will be assessed on the basis set forth below.

In the event that the Group terminates and there is a certified Trust Fund surplus, once all obligations of the Group have been met, surplus funds shall be distributed to the Participating Governmental Units on the basis set forth below. The determination of a Participating Governmental Unit's proportionate share of the certified surplus or deficit shall be calculated as follows: The "proportionate share" of each

Participating Governmental Unit shall be calculated by dividing each member's active plan subscribers on the June 30th of the effective date of termination, by the Group's total subscribers on the same June 30th, to determine each member's "proportionate share" as a percentage.

This percentage will be multiplied times any deficit or surplus as the respective member's "proportionate share". Alternatively, the Board may decide, by two-thirds vote, on an alternative distribution formula.

Each Participating Governmental Unit agrees to make payment of its proportionate share of a deficit within thirty (30) days of its receipt of a statement from the Board.

Distributions of any surplus will be made as soon as all obligations of the Group have been satisfied.

Upon termination of the Group, the Board shall continue to serve to conclude the affairs of the Group.

Article 4. Administration

Administrative authority shall be vested in a board to be known as the SWCHIG hereinafter referred to as the "Board". The Appropriate Public Authority as defined in M.G.L. Chapter 32B, Section 2 of each participating governmental unit shall appoint one member of the Board, and one alternate representative who shall assume all of the responsibilities of the primary member (excepting Chairperson and Vice-Chairperson responsibilities) in the event of the primary member's absence. The Board Member representative and alternate of each governmental unit shall serve until replaced in writing by the Appropriate Public Authority of the Participating Governmental Unit. It is understood and agreed that the SWCHIG may rely on the authority of each Board Member (or alternate) to represent the respective Participating Governmental Units and any vote of any individual Board Member or alternate shall be deemed to be binding upon the Participating Governmental Unit represented by such Board Member or alternate. It is understood that if both the Board Member and alternate representative attend a meeting, only the Board Member may vote. Only the designated Board Member or alternate may represent the Participating Governmental Unit at a Board meeting, or may vote or participate at such meetings.

The Participating Governmental Units recognize the critical importance of active participation by their Board members and/or alternates in the operation of the Group. Accordingly, it is understood that if during any Plan Year (July 1 – June 30) a Participating Governmental Unit is not represented (by its Board member or alternate) at two (2) Board meetings, the Board shall send a notice (on a form designed for that purpose) to the Board Member and alternate. The notice will state that if the Participating Governmental Unit is not represented at any Board meeting for the remainder of the Plan Year by either a designated Board Member or alternate, a notice will be sent (on a form designed for that purpose) by the Board to the Appropriate Public Authority of that governmental unit. The notice will state that if the Participating Governmental Unit is not represented by a designated Board member or alternate (i) at another Board meeting during that Plan Year or (ii) at more than two (2) Board meetings during the succeeding Plan Year, the Participating Governmental Unit will be automatically terminated from the Group (without need of a vote by the Board) effective as of the last day of the applicable Plan Year.

Article 5. Meetings, Voting and Quorum

A. Scheduling of Meetings

The Board shall adopt a schedule of meeting dates and times for the conduct of ordinary business and shall establish a reasonable procedure for notice to the members of the Board concerning special meetings.

B. Types of Voting

For purposes of this Agreement, voting will be conducted in two (2) alternative forms: a.) weighted and b.) unweighted.

- a.) **Weighted Vote** – When a weighted vote is taken under this Agreement, each Participating Governmental Unit shall have a percentage vote that reflects its proportionate share of the total premium and/or working rate contributions billed to and due from all Participating Governmental Units under this Agreement during the preceding Plan Year (July 1 through June 30). Notwithstanding the above sentence, if there is a change in the Group's membership, the calculation of the weighted vote for the ensuing year shall be based upon each member's proportionate share of the total premium and/or working rate contributions billed to and due from all Participating Governmental Units under this Agreement for the month of July. The Group's Treasurer shall be responsible for performing the calculation and notifying the Board of the results of that calculation.
- b.) **Unweighted Vote** – When an unweighted vote is taken under this Agreement, each Participating Governmental Unit that participates in the vote will have an equal vote.

C. Quorum of the Board

The Board may take no action at a meeting unless a quorum is present. For purposes of this Agreement a quorum of the Board shall require the attendance of representatives of at least fifty percent (50%) of the Participating Governmental Units. In addition, the Participating Governmental Units represented must reflect at least fifty (50%) of the total weighted vote of the Group.

D. Voting by the Board

Except where otherwise specified in this Agreement, a motion made at a Board meeting shall be conducted by unweighted vote and shall be deemed to have been accepted by the Board if more than fifty percent (50%) of the Board members (or alternates) present vote in the affirmative.

Article 6. Chairperson

The Board, shall elect from its membership (both primary and alternate members), by unweighted vote of the Primary Representative, at a duly called meeting, a Chairperson and Vice Chairperson (to act in the absence of the Chairperson) for the Board who shall serve for terms of twenty-four (24) months, unless replaced prior to termination of such period by unweighted vote of the Board at a duly called meeting. It is agreed that the Chairpersons and Vice Chairpersons of the Board may be elected for succeeding terms at the discretion of the Board.

It shall be the duty of the respective Chairperson to call meetings of the Board, including designation of the date, place, and time of such meetings, to establish an agenda, and to post the agenda prior to the Board meeting in compliance with the Mass. Open Meeting Law MGL. Ch.30A, secs. 18-25, and to perform other duties and functions as delegated by the Board, respectively.

The Board may appoint any other officers and committee chairpersons whom the Board deems appropriate, by unweighted vote at a duly called meeting. The term of membership of such additional officers and committee chairpersons and the duration of such committees shall be determined at the discretion of the Board.

Article 7. Communication

It shall be the duty of each member of the Board (and alternate) to communicate all matters relating to the action of the Board to the member's respective Participating Governmental Unit, and its Appropriate Public Authority. The Chairperson, acting directly or through the Group's consultant/central administrative office, shall provide minutes of the Board meetings to all Board members.

Article 8. Calculation of Working Rate Contributions and/or Acceptance of Premium Rates

A change in the Group's insurance carrier(s) or health benefit administrator(s) and/or a change in the Group's funding mechanism (from premium to self-funding or vice versa) must be voted pursuant to the waiver procedure provided at Article 12.

When the Group elects to purchase health care on a premium basis the Board shall be responsible for negotiating with the insurance carrier(s) for the premium rates that will be payable by the Participating Governmental Units.

When the Group elects to engage in self-funding, the Board shall determine the monthly rates and any uniform or non-uniform assessments payable by each participating governmental unit with the advice and recommendations of the consultant/administrator. Those rates shall be set at amounts which will fully satisfy the funding requirements of the claims trust fund from which all claims will be paid. The funding requirements for the claims trust fund will, in turn, be established through underwriting and/or actuarial estimates. The Board shall further be responsible for negotiating with the carrier(s) for administrative rates and with reinsurers for appropriate stop loss coverage.

The Board may elect to use surplus funds to reduce the working rates or premium rates charged to the Participating Governmental Units, or the Board may decide to increase working rates or premium rates to make up for any Trust Fund deficit.

For plan years that the Group elects self-funding, the Board shall determine, based upon the advice of the consultant/administrator, within six (6) months of the last day of the plan year, a reconciliation of the trust fund balance for the joint purchase group for that plan year. In establishing the reconciled balance, the Board shall include a factor to represent the cost of the run-out of claims which were incurred as of the last day of the plan year but which have not been paid as of the reconciliation date.

At the conclusion of plan years for which the Group elects self-funding, the Board shall contract with an accounting firm for the performance of an annual audit. This report shall be provided to each member of the Board. For plan years that the Group elects to purchase health care entirely on a premium basis, the Board may at its discretion decide to contract for an audit.

Each governmental unit shall be responsible for paying all insurance, premium, administration, or claims charges which were incurred by the governmental unit or any person enrolled in the governmental unit's health program prior to the effective date of its membership in the Group.

Article 9. Establishment and Operation of the Group's Trust Fund(s)

A. Appointment of Treasurer

The Board shall appoint a Treasurer and negotiate a fee for the Treasurer, to receive and hold all contributions described in Articles 8 and 10 and other funds of the Group as provided in this Article 9.

The Treasurer shall be required to obtain a fidelity bond for himself/herself from a bonding company licensed to do business in Massachusetts in an amount designated by the Board. The premium expense for said bond shall be paid by the Group.

The Board agrees not to collect, or cause to be collected, from such bond, any loss, judgement, fee, penalty or like charge, unless such loss was directly caused by the Treasurer's own acts of malfeasance which include, fraud, embezzlement, misappropriation of funds or any other intentional and illegal act. All costs, legal and otherwise, associated with defending such claims, or costs associated with such claims that are assessed to the Treasurer by his surety, shall be reimbursed to the Treasurer by the Board, unless such loss was directly caused by the Treasurer's own acts of malfeasance which include, fraud, embezzlement, misappropriation of funds or any other intentional and illegal act.

B. Trust Fund Bank Accounts and Investments

The Board, or Treasurer if designated by the Board, shall contract with one or more banks to act as depository of payments contemplated by Article 9, and accounts established shall be interest bearing accounts. Each designated bank shall be required, as a precondition to service as such depository, to act under the direction of the Board or its designee for the benefit of the Participating Governmental Units and the Board and shall provide for periodic reports and statements of accounts as required by the Board or its designee. The Board, or Treasurer if designated by the Board, shall establish one or more checking accounts, which may be interest or non-interest-bearing accounts. Said checking accounts shall be

funded from the Trust Fund_depository account(s). The Board, or Treasurer if authorized by the Board, shall make deposits as required from the Trust Fund depository (ies) into the checking account(s) and the Board may authorize the Treasurer to draw on such checking accounts for the payment of covered benefits to plan members and for administrative and stop loss expenses, and other expenses associated with the operation of the Group.

All payments for covered benefits for eligible plan members, all administrative fees, health plan premiums (other than premium payments that the Board designates for billing directly by the carrier with payment made directly to the carrier), reinsurance premiums, consulting fees, attorney's fees, Treasurer's fees, banking fees, and other expenses related to the operation and development of the Group and its programs shall be paid from the Group's Trust Fund. Such expenses shall be built into the Participants rates. All expenses of the Group shall be paid by the Treasurer after proper authorization at a duly posted meeting, by the majority vote of the Board on a Bill Warrant prepared by the Treasurer.

The Board, or the Treasurer upon authorization by the Board, may invest a portion of the Group's Trust Fund monies in certain investments as permitted by law and this agreement. The Treasurer will report to the Board on the status of investments at least once per quarter-year.

Article 10. Payment of Premium or Working Rate Charges

When benefits are procured on a premium basis the Board may designate that the premium payments be billed by the carrier and paid directly by the Participating Governmental Units to the carrier or by the Trust as the Board may decide.

When benefits are provided on a self-funded basis, on a monthly basis each Participating Governmental Unit shall make payment to the Treasurer of the full premium or working rate charges for its subscribers, and shall also make payment of any assessment allocated to it by the Board. The Treasurer shall determine the appropriate payment due from each Participating Governmental Unit each month. Each member may "true up" enrollments and advise the Treasurer of a credit or additional charge owed for the previous month.

All payments described in the second paragraph of this Article 10 shall be due and payable on the first day of the month. If payment is not received by the Treasurer on or before the 10th day of the month, interest may be assessed, at a rate determined by the Board, from said 10th day forward.

Article 11. Collective Bargaining and Eligibility Determinations

A. Collective Bargaining

Notwithstanding any other provisions of this agreement, a governmental unit maintains its autonomy and responsibility for collective bargaining. Each Participating Governmental Unit shall determine the level of contribution that it will make towards benefits provided to its employees/retirees through this agreement provided that said contribution is in conformance with M.G.L. Chapter 32B.

B. Eligibility Determination

Nothing contained in this Agreement for Joint Negotiation and Purchase of Health and Life Coverages shall in any way limit the authority of a Participating Governmental Unit to determine that a person is eligible for participation in the health coverage program, provided that the person is eligible under M.G.L. Chapter 32B, and provided further that each Participating Governmental Unit has adopted the provisions of MGL Ch. 32B, sec. 18. Unless the Group specifically contracts for centralized services regarding notification of eligibility, including notification to and from affected parties of eligibility rights under M.G.L. Chapter 32B, the Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1985, and any other applicable federal and state statutes, these functions and tasks, as well as employee direct billing, shall be the responsibility of and determined by the Participating Governmental Unit.

No Participating Governmental Unit that has adopted the provisions of M.G.L. Chapter 32B, sec. 19 concerning coalition bargaining will be eligible for membership in the SWCHIG. Any Participating Governmental Unit that adopts the provisions of said legislation will be deemed to have terminated its membership in the SWCHIG, effective the July 1st following adoption of the legislation. In that event, the Participating Governmental Unit will be entitled to its share of any surplus, or will be required to pay its share of any deficit, in accordance with the provisions of Article 3. Paragraph E. of this Agreement.

Article 12. Amendment, Waiver, Addition of New Participants
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A. Amendment

The provisions of this Agreement may be amended at any time provided that the Board representatives of at least two-thirds (2/3rds) of the Participating Governmental Units and the Board representatives of participants making up at least two-thirds (2/3rds) of the total weighted vote of the Group vote in favor of the amendment. No vote shall be taken at a meeting on an amendment unless the Board representatives of all Participating Governmental Units have been provided that at least a seven (7) days' notice of the proposed amendment. Ordinarily, the vote on a proposed amendment will be taken at a Board meeting. However, if the Chairperson concludes that it is impractical to schedule a Board meeting for that purpose and further concludes that the proposed amendment should be put to a vote before the Board's next regularly scheduled meeting, the Chairperson may direct that the votes of all Board members (or alternates) concerning the proposed amendment be taken by facsimile transmission or other suitable media and may specify the timeframe within which the submission of ballots shall be required. In such case the Chairperson, acting directly or through the Board's consultant, shall provide each Board member (or alternate) with a ballot containing the proposed amendment as well as boxes in which the Board member (or alternate) may indicate his/her vote on the proposed amendment. No ballot shall be valid unless it has been signed by the Board member (or alternate). The Chairperson shall be responsible for tabulating the results. The Chairperson may also invoke the facsimile (or alternative) ballot procedure when an amendment has been scheduled for consideration at a Board meeting but the vote fails due to insufficient attendance at that meeting.

B. Waiver

The Board may, in appropriate situations, decide to waive the application of a specific requirement of this Agreement as it applies to a particular member or prospective member. A motion to waive will require a weighted two-thirds (2/3rds) vote of the Board as well as an unweighted two-thirds (2/3rds)

vote of the Board present at a duly called meeting. Alternatively, the Chairperson may decide that a vote to waive be taken by the facsimile (or alternative) ballot procedure provided, above, for amendments to this Agreement.

C. Addition of New Participants

Additional governmental units may be added as participants, commencing on a date mutually agreed upon, pursuant to Article 2 and this section. The addition of governmental units will require a vote pursuant to the amendment procedure provided at Section A., above.

In addition to executing this Agreement, a new governmental unit will be required to sign an agreement that outlines the conditions upon which it is being admitted to the Group.

A new Participating Governmental Unit may be admitted to the Group on an individual rated basis, if the Board so determines. In that event, the Board will determine the monthly rates for that Participating Governmental Unit, and those rates will be unique to that Participating Governmental Unit. Alternatively, the Board may elect to admit a new Participating Governmental Unit as an addition to the experience pool of the Group's existing members. In that event, the new Participating Governmental Unit would pay the same monthly rates as the Group's existing members. The Board may further agree that a participant that is originally admitted on an individual rated basis, will transition to full participation in the Group's experience pool over a set period of time, as approved by a two-thirds vote of the Board.

As a condition of membership, a new member ordinarily may be required to purchase a share in the Group's surplus (if any), as an entry fee. The new member's share will be calculated by determining, for the year preceding the new member's acceptance into the Group, the percentage of the Group's total subscribers that the new member's subscribers represent. Unless waived by the Group in accordance with this Agreement, the new member will be responsible for paying to the Group (as its share of the surplus) the resulting percentage of the Group's surplus that existed on June 30th preceding the new member's acceptance into the Group. The "surplus that existed on June 30th" will be determined in arrears by subtracting from the Group's total assets on hand on June 30th the value of all claims incurred on or before June 30th. The new member will be required to make payment of its share of the surplus to the Group within sixty (60) days of the date that it is notified of its share of the surplus or in accordance with such other schedule as the Group and the new member mutually agree in writing.

Article 13. Liability Following Termination of Participation
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A. Participating Governmental Unit's Liability

A Participating Governmental Unit that withdraws from the Group in accordance with the procedures specified at Article 3B shall have no liability for contributions and assessments for any period following the effective date of termination of its participation under this agreement, except for (1) the governmental unit's proportionate share of any certified deficit in the trust fund as of the last day of the Plan Year during which the withdrawal is effective (based upon claims incurred as of that date (June 30), (2) unpaid contributions or assessments attributable to periods prior to the effective date of the governmental unit's termination, and/or (3) subsequent expense for its covered members still on the plan after termination (where required by law). A Participating Governmental Unit that either (A) withdraws

from the Group without satisfying the procedures for withdrawal specified at Article 3. B or (B) is terminated from the Group in accordance with Article 3. C or Article 4 shall be liable for (1) the governmental unit's proportionate share of any certified deficit in the trust fund as of the last day of the Plan Year during which the withdrawal or termination is effective (based upon claims incurred as of that date (June 30), (2) unpaid contributions or assessments attributable to periods prior to the effective date of the governmental unit's termination, (3) subsequent expense for its covered members still on the plan after termination (where required by law) and (4) a penalty equal to three times the largest premium invoice or self-funded monthly working rate total which occurred during the prior twelve (12) month period preceding improper withdrawal as well as all other expenses, if any, that the Group suffers as a result of the governmental unit's termination or untimely withdrawal.

A Participating member shall have no share of any surplus which may exist at the effective date of their withdrawal.

A Participating Governmental Unit that withdraws from the Group or that is terminated from the Group shall be assessed its proportionate share of any trust fund deficit.

In the event that the Group is purchasing health care entirely on a premium basis during the Plan Year that the Participating Governmental Unit withdraws or is terminated, the participant's proportionate share of a trust fund deficit shall reflect its percentage of the total premium and/or working rate contributions billed to and due from all Participating Governmental Units under this Agreement during the last Plan Year that the Group engaged in the self-funding of benefits.

In the event that the Group is engaged in the self-funding of benefits during the Plan Year that the Participating Governmental Unit withdraws or is terminated, the participant's proportionate share of a trust fund deficit shall reflect its percentage of the total premium and/or working rate contributions billed to and due from all Participating Governmental Units under this Agreement during that Plan Year.

In either event, payment by the withdrawing participant shall be effectuated within sixty (60) days following the annual trust fund reconciliation. If the Group had been purchasing benefits entirely on a premium basis and, pursuant to Article 8, elects not to have an annual reconciliation performed, payment by the withdrawing participant shall be effectuated on or before October 1, unless another date is mutually agreed upon by the Group and the terminating participant.

B. Liability of the Group after Termination of a Participating Governmental Unit

The Group shall have no liability for benefits received by a subscriber or dependent of a terminated participant after the date of the participant's termination, except as may be provided in the Plan Document and/or Certificate of Insurance of the health plan in which the subscriber or dependent is enrolled. Each Participating Governmental Unit agrees that, in the event that its participation under this Agreement terminates and a subscriber or dependent of that participant takes legal action against the Group seeking payment for any benefits received by that subscriber or dependent after the participant's termination (other than post-termination benefits provided in the Plan Document and/or Certificate of Insurance of the health plan in which the subscriber or dependent is enrolled), the Participating Governmental Unit will indemnify the Group for all expenses that the Group may incur in the defense of such action including legal fees and costs, as well as the costs of any settlement or any judgments that may be rendered against the Group or its representatives.

Article 14. Indemnification

A. Personal Protection for Board Members and Alternates

Each Participating Governmental Unit agrees that as a precondition for entering into this Agreement for Joint Negotiation and Purchase of Health Coverage each representative and alternate designated by the Participating Governmental Unit to serve on the Board and any committee established by the Board shall be indemnified and held harmless from personal financial loss and expense, including reasonable legal fees and costs, if any, to the full extent permitted by all applicable statutes, including M.G.L. Chapter 258, sections 8, 9, and 13.

Indemnification shall be provided for liability arising from all activities directly related to the establishment of this agreement and all related activities, commencing on and after the effective date of this agreement through and including the date which such designated representative terminates his or her position as a delegate or alternate delegate to the Board and the Board's committees. This hold harmless protection shall include indemnification from any claim, demand, suit or judgment by reason of any act or omission, except an intentional violation of the civil rights of any person arising as a result of such person's service to the SWCHIG.

This hold harmless status shall include any and all activities relating to such Board participation, including but not limited to, serving on any related committee, holding an office as a member of the Board or Committee established by the Board, traveling to and from meetings relating to the designee's service, communications and all other acts related to the appointment as a representative or alternate representative of the Participating Governmental Unit.

B. For the SWCHIG

Each Participating Governmental Unit agrees to hold the Group harmless from any and all charges, including legal fees, judgments, administrative expenses, and benefit payment requirements that the Group may incur arising from or in connection with any negligent or willful acts or omissions (including the Participating Governmental Unit's failure to comply with any laws or regulations) of the Participating Governmental Unit, its agents or employees under this agreement. By way of example, each Participating Governmental Unit shall hold the Group harmless from any of the above-described charges related to the Participating Governmental Unit's enrollment of an ineligible person in its health plan or related to the Participating Governmental Unit's failure to comply with Medicare Secondary Payor, COBRA or HIPAA requirements. This clause shall survive termination from the Group and will apply to terminated Participants to the extent its terms apply to the period a terminated member was a member of the group.

Article 15. Certification of Funds

It is understood and agreed that each Participating Governmental Unit shall provide adequate funds to pay its proportionate share of the joint purchase group health insurance premium and other related expenses approved by the Board in a timely manner. The appropriate public officials shall verify annually upon request to the Board the availability of such funds.

Article 16. Signatories to Agreement

By our signatures, we, the undersigned appropriate public authority evidence our acceptance of the terms of this Agreement For Joint Negotiation And Purchase Of Health Coverage on behalf of our governmental unit under the terms and conditions described in such agreement.

We agree to become a Participating Governmental Unit and to appoint a person to represent our governmental unit on the Board described in Article 4 herein and agree to appoint such representative within thirty days following execution of this agreement. We also agree to appoint an alternate representative to serve on the Board to ensure representation of our governmental unit in the event of incapacity, inability or unwillingness to attend meetings of the Board by our primary representative. It is understood and agreed that such primary representative and alternate representative shall have full authority to represent our governmental unit in accordance with the terms of this Agreement For Joint Negotiation And Purchase Of Health Coverage except for the authority reserved to us as described in Article 11.

For: Southern Worcester County Health Insurance Group (SWCHIG)
Participating Governmental Unit (M.G.L. Chapter 32B, Section 2f).

Signature

Title

Date

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

(NEW) File: KBG

PARENT ADVISORY COUNCILS (PACs)

Massachusetts General Law requires the formation and support of specific Parent Advisory Councils. These PACs can provide valuable feedback for School Committees. Committees should engage with their PACs to encourage stakeholder feedback by both designating liaisons to their PACs as with other groups and inviting the PACs to present updates on their activities to the Committee on a regular basis.

PACs must be granted access to district resources to assist them in their operations and activities where available, including but not limited to spaces for meetings and the ability to communicate with parents in the manner most accessible. PACs will not be charged for using district facilities.

Special Education Parent Advisory Councils

Every district in Massachusetts and their school committee are responsible for the establishment and support of a Special Education Parent Advisory Council, or SEPAC, in their city or town.

The "duties of the SEPAC, shall include but not be limited to: advising the school committee on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school committee's special education programs."

If a district does not have an established SEPAC, the School Committee, in conjunction with the district, shall solicit volunteers to form an interim SEPAC board. The interim board shall then work independently to create bylaws following the guidance put forth by DESE and hold formal elections by the end of the current school year.

In the absence of a SEPAC, the Student Services Department will hold the required annual Basic Rights workshop until one is established.

English Learner Parent Advisory Councils and Multilanguage Learner Parent Advisory Councils

ELPACs, or MLPACs, are required in Massachusetts under the following conditions:

"School districts or charter schools operating a language acquisition program for ELs serving 100 or more ELs or in which ELs comprise at least five percent of the school district's or charter school's student population, whichever is less; and/or

"Schools designated as underperforming or chronically underperforming and operating a program for ELs

ELPACs and MLPACs "are intended by law to advise school districts and schools regarding matters that impact ELs, such as providing advice on English learner education programs, meeting regularly with school officials about educational opportunities for ELs, and providing input on school or district improvement plans as they relate to ELs."

Schools and/or districts will provide notification to parents/guardians annually in a language that is accessible to them.

LEGAL REFS: MGL Ch 71B, Section 3

603 CMR 28.07 (4)

603 CMR 28.03 (1) (a) (4)

"Act Relative to Language Opportunity for Our Kids,"

Chapter 138 of the Acts of 2017 (The LOOK Act)

OTHER REFS: Guidance for Special Education Parent Advisory Councils - DESE 2010

Guidance for English Learner Parent Advisory Councils - DESE 2018

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

(NEW) File: KBE

RELATIONS WITH PARENT/BOOSTER ORGANIZATIONS

To enhance communications between parents/guardians and school officials, the Committee encourages the maintenance of formal parent organizations, including booster organizations. For this purpose, the Committee will officially recognize parent organizations with the following requirements:

1. Organizations will be officially recognized by the superintendent or designee.
2. A vote, open to all parents/guardians of children enrolled, will designate the organization to be recognized if more than one organization with the same purpose makes the request to represent the same school or student body.
3. All parent organizations shall obtain 501C3 status and file appropriate paperwork with state authorities and make proof of such status available to school district administration.
4. Parent/booster organizations wishing to conduct raffles and games of chance must comply with all applicable required federal, state, and local laws and regulations, including but not limited to the receipt of all necessary permits, and the filing of all required reports and schedules.
5. All parent organizations need to recognize that spending on student activities must comply with federal law relating to equity among student genders.

LEGAL REFS: Title IX, Education Amendments of 1972

M.G.L. 271:7A

Massachusetts Attorney General's Guidance on Raffles

940 CMR 12.00

CROSS REFS: ACA - Nondiscrimination on the Basis of Sex

KHA - Public Solicitation in Schools

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

(NEW) File: KI

Requires reindexing of current KI to IHBAA

VISITORS TO THE SCHOOLS

"Visitors" in this policy refers to anyone who is not a current student, a school staff member assigned to work in that specific building, or a district-level staff member with legitimate district business in the school building.

The superintendent shall develop procedures for visitor check-in and access to buildings.

Observations of educational spaces and programs by all visitors including parents/guardians will be governed by procedures developed by the Superintendent and/or their designee.

Once authorized, visitors are to proceed directly to the space in the building where the business they are attending to will be held. Staff are authorized to greet visitors in the hall and ensure they are proceeding to the space directed.

While in the building, visitors may not disrupt the building operations or go to spaces to which they are not invited or authorized. Visitors may not record or photograph students or staff while in the building without explicit prior permission of the superintendent or their designee; any such recording or photos must be done in alignment with district policies regarding staff and student privacy.

During non-school hours or on non-school days, access to the school buildings is limited to those attending school and district events or for uses authorized by the superintendent or their designee. Building access will be allowed only to those participating in or attending authorized events. Such access will be limited to only sections of the building required by the event authorized, including appropriate bathroom access.

The superintendent will ensure procedures enacting this, and related policies, are enacted and followed.

CROSS REFS: IHBAA - Observations of Special Education Programs

KF - Community Use of School Facilities

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

(NEW) File: ECAB

ECAB - ACCESS TO BUILDINGS AND GROUNDS

The buildings and grounds of the Dudley-Charlton Regional Schools represent a significant community investment. The primary purpose of that investment is for the students of the school district.

It is in the best interest of the public that this investment be secured while nonetheless providing maximum possible community use of the district buildings and grounds.

During school hours when school is in session, access to the buildings and grounds of the Dudley-Charlton Regional Schools are limited to district students, staff, and those with legitimate business with the school or district. Those visiting for recognized business must follow the district visitor policy and accompanying procedures. Access to school grounds during the school day, except for recognized school or district activities, is limited. Such limited use is secondary to use by any school or district activity or to any community use as provided through rental or donation.

During outside of school hours and on non-school days, the public is welcome to use school grounds from dawn until dusk under procedures promulgated by the superintendent.

Access to school buildings after school hours and on non-school days is only for attending school and district events or for uses authorized by the superintendent or their designee. Access within the building will be limited to only those participating in the authorized event. Such access will be limited to those rooms and spaces required by the event, including appropriate restroom access.

The superintendent will ensure that procedures enacting this and related policies are created and enforced.

CROSS REFS:

IHBAA, Observations of Special Education Programs

KF, Community Use of School Facilities

KI, Visitors to the Schools

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

(NEW) File: IHBH

Middle School Pathway Exploration Policy

Purpose and Overview

In accordance with Massachusetts regulations 603 CMR 4.00, the Dudley-Charlton Regional School District (DCRSD) shall maintain a Middle School Pathway Exploration Policy that ensures middle school students are made aware of and gain exposure to career technical education (CTE) schools and programs available to them in the district, regional, agricultural, and other public high schools.

Goals

The goals of the Middle School Pathway Exploration Policy are to:

- Ensure equitable access for all middle school students to information about CTE and secondary school pathways. E.g., Southern Worcester County Regional Vocational High School (Bay Path)
- Provide structured opportunities for students to learn about career pathways in alignment with their future academic and career goals.
- Establish clear partnerships between the district and the Southern Worcester County Regional Vocational High School (Bay Path) offering CTE.
- Support student readiness for secondary and postsecondary planning.

High School Pathway Options

Students enrolled in DCRSD middle schools have access to a variety of secondary school options including:

- Shepherd Hill Regional High School programs
- Southern Worcester County Regional Vocational Technical School (Bay Path RVTHS)
- Other agricultural high schools available to students by application

These pathways provide academic, technical, and career-related experiences that support both college and career readiness.

Middle School Career Exploration

The district shall provide middle school students with information about CTE programs and related careers through multiple methods including:

- Presentations delivered at middle schools by representatives from CTE schools and programs
- Written materials available in the school and distributed by mail or email
- Information posted on the district website by October 15 of each school year

Middle School CTE Tour Opportunities

The district will ensure that all middle school students have the opportunity to participate in tours of CTE schools and programs during regular school hours. Transportation costs for these tours shall be assumed by the school hosting the tours.

Students who participate in approved tours shall not receive an unexcused absence, provided that the CTE school or program confirms attendance.

Collaboration with CTE Schools and Programs

The district will collaborate with CTE schools and programs to inform students about opportunities, admission timelines, and expectations.

Records and Admissions Support

The district will provide information to CTE schools and programs in support of the admission process, consistent with state and federal laws.

The district shall also maintain documentation of student participation in tours and other activities related to this policy.

Review and Updates

This policy will be reviewed and updated as required by the Department of Elementary and Secondary Education.

REF: 603 CMR 4.03(6)(i)-(f)(j)

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

POLICY KE - Update

PARENT/GUARDIAN GUIDE TO ADDRESS CONCERNS IN THE DUDLEY-CHARLTON REGIONAL SCHOOLS General Complaints from the Community KE

The school ~~Committee~~ realizes that in order to continuously attempt to create and maintain schools that reflect the public's wishes, a system needs to be in place for receiving, considering and acting upon complaints from the ~~community~~ parents/guardians.

Although no member of the community will be denied the right to have ~~his/her~~ their ~~complaints~~ concerns heard and investigated, ~~he/she~~ but, they will be referred through the proper administrative channels for solution before investigation or action by the Superintendent and/or ~~Committee~~ is considered. Exceptions will be made when the complaints concern Committee actions or Committee operations only. Anonymous complaints will be disregarded.

While we recognize that concerns may arise in moments of frustration or heightened emotion, parents and guardians are expected to engage with school staff in a civil manner, meaning communication that is respectful and free from personal attacks, intimidation, or inappropriate language.

When a parent/guardian determines that there is a school-related concern that needs to be addressed with school officials, the sequential steps outlined below should be followed. Dudley-Charlton Regional Schools seeks to work collaboratively with to find parent/guardian the fastest resolution to any problem.

The school committee believes that complaints are best handled and resolved as close to their origin as possible, and that professional staff should be given every opportunity to consider the issues and attempt to resolve the problem. Therefore, the proper channeling of complaints will be as follows:

1. The parent/guardian should address the concern with the staff member most directly involved, (i.e., a question regarding the content of instructional materials or homework assignments should be shared with the classroom teacher).
2. If the matter is not resolved at this level, the parent/guardian may bring the concern to the attention of the Principal.
3. If the matter continues to remain unresolved, the parent/guardian may bring the concern to the attention of the Superintendent/Assistant Superintendent.
4. If the matter still remains unresolved, the parent/guardian may bring the concern to the attention of the School Committee by directly contacting the School Committee Chairperson and requesting appropriate action.
5. Anonymous complaints will be disregarded.

Level 1 — Teacher (move to level 2 if applicable, non-applicable or unresolved);

Level 2 — Principal or principal's designee and teacher (move to level 3 if unresolved) —

Level 3 — Superintendent, principal and teacher (move to Level 4 if unresolved and if applicable)

Level 4 — School Committee (if applicable).

The following are examples of issues that should be addressed at the level indicated. If a parent/guardian has a concern that is not listed here, the parent/guardian may call their child's Principal for direction to the most appropriate person.

1. Teachers and Specialists (e.g., Art, Music, Technology, Library, Health, and Physical Education)

- Student homework, assignments, quizzes, test, and grading
- Course instructional materials, practices, academic progress, and extra help
- Issues related to classroom discipline, interactions with other pupils

2. Athletic Instructors and Coaches

- Concerns regarding athletic activities should be directed to the student's coach
- At the High School concerns should be directed to the Athletic Director

3. Guidance and Adjustment Counselors

- Concerns between school and home, teacher and pupil, pupil and other pupils
- Personal matters relating to student development, behavior, or interaction with others
- Course selection and student schedules
- Scheduling of grade/team level meetings at the Middle School
- Course placement or career information
- Middle and high School academic records
- Accommodations plans
- Student placement issues (in a class, program or instructional level)

4. Principals and/or Assistant Principals

- Co-curricular program issues (athletics, music, drama, etc.)
- Matters related to the school building/physical plant
- Concerns regarding school personnel
- Student records, school-wide student expectations, discipline issues, or bus conduct
- Policy, procedure, and protocol concerns

5. Superintendent and/or Assistant Superintendent

- Questions regarding School Committee policies and administrative procedures
- School Committee meetings and agenda items
- Concerns regarding instructional materials/curriculum and data

- Concerns regarding school personnel or services which have not been resolved at the Principal's level

6. Director of Finance and Operations

- Transportation matters
- Budgetary matters to also include any issue or item of the Dudley-Charlton Regional Schools budget

7. School Committee

- Matters pertaining to district-wide policy, protocol, and procedures
- Concerns regarding the Superintendent
- Issues relating to school committee minutes and agenda items (directed to the Chairperson)
- Long-range planning
- District-wide budget issues
- Any item that should be included in future planning by the Dudley-Charlton RSD

8. Director of Pupil Personnel Services and Special Education Coordinators

- The parent should first try to address a concern with the appropriate Contact Person regarding provision of services and IEP, e.g. service providers/liaisons
- If the concern is not resolved at this level, the parent may then contact the Special Education Coordinator at their child's school
- If the concern remains unresolved, the parent may bring the matter to the attention of the Principal
- If the concern continues to remain unresolved, the parent may bring the matter to the attention of the Director of Pupil Personnel Services

As one moves further along the chain of communication, the staff is less directly involved and therefore, will need time to research the situation before they can give an answer or solution. If you do not hear back from the person that you have contacted within 48 hours (two school days), it is permissible to move to the next person in the chain of communication. We do not expect concerns to go unanswered for long periods of time.

The Committee will address complaints only after they have been explored by the appropriate administrative level according to the above sequences. In the event the school committee determines that the complaint is not within its jurisdiction or certain levels have been skipped, it will be referred back through the proper channels. To contact the Committee, go on to the District website and under School Committee are the listed email addresses of the School Committee Members.

Complaints about school personnel will be investigated fully and fairly. However, before any such complaint is investigated, the complainant must submit their complaint in writing.
Anonymous complaints will be disregarded.

The School Committee expects the staff to receive complaints courteously and to make a proper reply to the complainant.

~~Upon written receipt of such complaint and all action taken thus far, the school committee and the superintendent shall confer as to whether the issue presented is one within the jurisdiction of the school committee under Massachusetts General Laws.~~

~~Complainants should be aware that the school committee does not hire, fire or discipline any school employee other than the superintendent, assistant superintendent or administrator of special needs~~

~~In the event the school committee determines that the complaint is not within its jurisdiction or certain levels have been skipped, it will be referred back through the proper channels.~~

~~If the complaint warrants discussion and/or action by the school committee, the complainant shall be informed that the issue will be placed on an upcoming agenda. The school committee will give careful consideration to the problem while affording all involved any legal rights they may have under applicable law and contract, and will inform the complainant of any action taken to arrive at a solution to the extent the release of such information does not abrogate any such right.~~

REF: MGL c.66
MGL c.4 § 7 cl.26
MGL c.66A
MGL c.30A, § 19(a)
5 USC § 552
603 CMR 26.00

Adopted July 10, 2002
Amended February 27, 2013
Amended April 14, 2021

SUPERINTENDENT EVALUATION: EXAMPLES OF COMMON TYPES OF EVIDENCE BY INDICATOR

In addition to relevant and publicly available artifacts such as school committee reports and presentations, accountability data, and school and district improvement plans, the following list includes *examples* of common types of evidence¹ associated with each Standard and Indicator. It is meant to guide—not prescribe—the collection of evidence of Focus Indicators that have been agreed upon by School Committees and Superintendents. This list should not be seen as comprehensive, nor should a superintendent or committee attempt to gather all of the examples cited below.

STANDARD I:		STANDARD II:		STANDARD III:		STANDARD IV:	
Instructional Leadership		Management and Operations		Family and Community Engagement		Professional Culture	
A. Curriculum Indicator	✓ Curriculum maps	A. Environment Indicator	✓ Analysis of safety and crisis plan elements and/or incidence reports	A. Engagement Indicator	✓ Family and community engagement/participation rates and trends	A. Commitment to High Standards Indicator	✓ Example leadership team meeting agenda items and analysis
	✓ Example unit plans		✓ Analysis of student support systems, structures, or programs		✓ Examples of outreach to community stakeholders and organizations		✓ School-site walkthrough data and follow-up reports
B. Instruction Indicator	✓ Aggregated classroom walkthrough/observation data	B. Human Resources Management and Development Indicator	✓ Staff hiring and retention data	B. Sharing Responsibility Indicator	✓ Reports of family participation in district/school services	B. Cultural Proficiency Indicator	✓ Implementation updates for relevant policies/practices
	✓ Aggregated student feedback		✓ School and district PD plans		✓ Compilation of family referrals to and use of outside services		✓ Compilation of student/staff feedback on learning environments
C. Assessment Indicator	✓ Report on district assessments	C. Scheduling and Management Information Systems Indicator	✓ Analysis of master schedules and time on learning	C. Communication Indicator	✓ Compilation of survey results from parents/community stakeholders	C. Communications Indicator	✓ Memos/newsletters to staff and public
	✓ Aggregated classroom walkthrough/observation data		✓ Report on common planning time and professional development opportunities		✓ District website and newsletters		✓ Compilation of procedures and protocols to communicate effectively with the School Committee
D. Evaluation Indicator	✓ Compilation of educator goals	D. Law, Ethics, and Policies Indicator	✓ Relevant leadership team meeting agenda items	D. Family Concerns Indicator	✓ Compilation of parent feedback	D. Continuous Learning Indicator	✓ Professional development for principals/administrators
	✓ Analysis of school and classroom observation data		✓ Policies and protocols governing confidentiality and district code of ethics		✓ Observations of superintendent at school committee meetings and other public settings		✓ Report on professional development/continuous learning for superintendent

¹ Any evidence collected by or shared with a school committee as part of the superintendent's evaluation—particularly when such evidence may communicate information about students, families, and/or staff—must adhere to all confidentiality rules and regulations.

SUPERINTENDENT EVALUATION: EXAMPLES OF COMMON TYPES OF EVIDENCE BY INDICATOR

STANDARD I:		STANDARD II:		STANDARD III:		STANDARD IV:	
Instructional Leadership		Management and Operations		Family and Community Engagement		Professional Culture	
E. Data-Informed Decision-Making Indicator	E. Fiscal Systems Indicator					E. Shared Vision Indicator	
✓ District/school improvement plans	✓ Budget analyses and monitoring reports					✓ Example leadership team meeting agenda items and analyses	
✓ Examples of status updates and other reports for school committee	✓ Budget presentations					✓ District communications with staff, families, and community	
F. Student Learning Indicator						F. Managing Conflict Indicator	
✓ Statewide assessment data						✓ Compilation of feedback from staff, parents, and/or other community members	
✓ Common assessment data						✓ Observations of superintendent at public meetings	
✓ Analysis of other performance data							

Model Guidance on the Superintendent Evaluation Process is available at

www.doe.mass.edu/edeval/model/



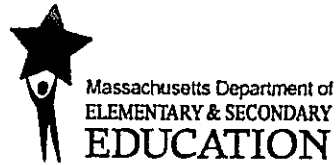
Massachusetts Department of
**ELEMENTARY & SECONDARY
EDUCATION**

The Massachusetts Model System for Educator Evaluation

Evaluating Superintendents and District- Level Administrators

August 2019

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
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Overview

Purpose of this Guide

This guide supports school committees, districts and superintendents to implement the Model System for Superintendent Evaluation in accordance with the requirements set forth in the Massachusetts educator evaluation regulations ([603 CMR 35.00](#)). School committees and school districts can adopt the Model System, adapt the Model System, or revise their own evaluation system to align with the regulations. Further detail on district-level systems and structures to support the educator evaluation process can be found in the [Massachusetts Educator Evaluation Framework: Overview](#).

This guide:

- Outlines the requirements of the regulations as well as the principles and the priorities that underlie the educator evaluation framework;
- Describes the roles, responsibilities, and process embedded in the Model System for Superintendent Evaluation; and
- Shares resources and best practices supporting effective implementation.

This guide focuses on the evaluation of superintendents and other district-level administrators. Guidance particular to implementation of this process for teachers can be found in [Evaluating Teachers and Specialized Instructional Support Personnel](#) and for principals in [Evaluating the Principal and School-Level Administrators](#). Lessons from the field have been incorporated throughout the Model System.

This guide includes three major sections:

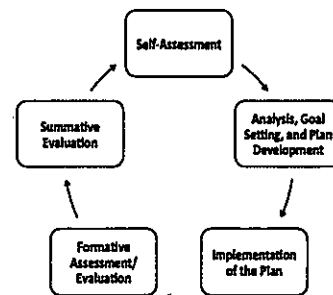
1. The **Overview** includes information about the Massachusetts Educator Evaluation Framework; the 5-Step Cycle for Superintendents; and considerations for Organizing the Process of superintendent evaluation;
2. The **5-Step Cycle** provides detail about each step, as well Conditions for Effective Implementation including important knowledge, capacity, systems, and recommended resources based on best practices; and
3. **Step-Specific Resources** include regulatory requirements and deeper dives into key features of the cycle, such as SMART goal setting, measures of student learning, and staff feedback.

**Note: While this guide provides sufficient information to support the evaluation of superintendents and district-level administrators, the most in-depth recommendations for a meaningful 5-Step Cycle—applicable to *all* educators—are available in *Evaluating Teachers and Specialized Instructional Support Personnel*.*

Overview

Five-Step Cycle of Continuous Improvement for Superintendents

The Model System for Superintendent Evaluation describes a one-year evaluation cycle with a formative assessment occurring at mid-cycle. At the discretion of the School Committee, the evaluation cycle can be two years for experienced superintendents, although annual goals are still recommended. A typical annual cycle aligned with the school-year calendar¹ includes the following steps (a description of the steps in a typical two-year cycle appears as Appendix B):



Late Spring/Summer	Step 1: Self-Assessment. The superintendent conducts a <u>self-assessment</u> using the performance Standards and <u>rubric</u> , data about student learning, past progress on the district improvement plan and goals (when available), the prior year's evaluation (when available), input from the administrative leadership team, staff feedback, and other relevant evidence. Based on that assessment, the superintendent identifies goals to propose to the school committee: one professional practice goal, one student learning goal, and two to four district improvement goals. In addition, the superintendent identifies six to eight focus Indicators aligned to the goals—at least one from each Standard—to focus the school committee's assessment of performance on the Standards.
Summer/Early Fall	Step 2: Analysis, Goal Setting, and Plan Development. During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and progress benchmarks, along with the proposed focus Indicators. ² In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises as needed and approves the goals and related focus Indicators. These goals—along with key strategies and benchmarks of progress—become the Superintendent's Annual Plan. ³ The plan also outlines the evidence that will be used to assess goal progress and determine performance ratings on each Standard and overall.
Throughout School Year	Step 3: Plan Implementation and Collection of Evidence. The superintendent implements the Superintendent's Annual Plan, with assistance from the committee, as appropriate. School committee members and the superintendent collect, share, and regularly discuss evidence of progress on goals and performance against the focus Indicators.
Mid-year	Step 4: Formative Assessment/Evaluation. At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress made on the goals in the Superintendent's Annual Plan. The school committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent.
Late Spring/Summer	Step 5: Summative Evaluation. The superintendent prepares an End-of-Cycle Report on goal progress and performance against the focus Indicators for each Standard. In a public meeting, the school committee completes a performance review and <u>End-of-Cycle Summative Evaluation Report</u> assessing attainment of the goals and the superintendent's performance against the Standards.

¹ School committees and superintendents that align the evaluation cycle to the election year should adjust dates accordingly.

² Pursuant to the revised Open Meeting Law (c. 28, s. 18 2009), this must take place in a public meeting.

³ The Superintendent's Annual Plan is not the same as the District Improvement Plan described in MGL CMR 69 11. One or more of the district improvement goals that appear in the superintendent's annual plan also may appear in the district plan, but the superintendent's plan is not intended to include every goal the school committee has identified in its district plan. Instead, the superintendent's plan identifies the two to four goals that will carry the most weight in assessing the superintendent's performance in that cycle. That said, school committees and superintendents are encouraged to coordinate these two planning processes.

Organizing the Process for Superintendent Evaluation

The Massachusetts Educator Evaluation Framework applies to all educators, from teachers to school leaders to district administrators and superintendents. The superintendent is in the unique position, however, of having to be evaluated by a collective body, rather than a single evaluator, comprised of individuals from a variety of backgrounds and expertise oftentimes unrelated to education. And unlike other educators, whose performance evaluations are confidential, the superintendent's evaluation is conducted in public pursuant to open meeting laws. These factors require added attention to the process in order to ensure that the evaluation is fair and transparent. When done well, the superintendent evaluation process serves as a foundation for strategic planning within the district as a whole, a roadmap for implementation supports, and a critical mechanism for ongoing communication between the superintendent and the school committee.

VIDEO HIGHLIGHT

Organizing the Process

In this [video](#), you will learn how superintendents and school committees in five MA districts organized subcommittees, revised calendars, and maintained ongoing communication in order to promote effective evaluation cycles and focus on continuous improvement.

While the high-level process is articulated via the 5-Step Cycle, individual school committees determine the specific process by which the cycle is enacted. School committees and superintendents should put time aside at the outset of each evaluation cycle (or during Step 2 at the latest) to organize the process they will use, focusing on timelines, the number of goals and focus Indicators, forms to be used, and the criteria and process for making and reporting decisions. The recommendations that follow reflect several best practices in establishing a transparent, efficient, and fair process for evaluating the superintendent.

- ☐ **Timeline**, e.g.: Will this be a one-year to two-year evaluation cycle? When does the evaluation cycle start and conclude? When will the mid-cycle check-in take place? How often should the superintendent update the committee?
 - ✓ A one-year cycle for superintendents in their first three years is important; at the committee's discretion, it may be extended to two years for superintendents working under extended contracts, although annual goals are still strongly recommended.
 - ✓ At a minimum, there need to be three public meetings each year dealing with evaluation:
 - At the start, meet to establish goals and focus Indicators
 - In the middle, meet to examine progress on goals and make mid-course adjustments if needed
 - At the end, meet to assess whether goals have been achieved and performance on the related focus Indicators and determine performance ratings
 - ✓ Regardless of the number of meetings devoted formally to superintendent evaluation, both school committee members and superintendents report that ongoing, two-way communication about perceptions of the superintendent's performance and progress on goals is critical to smooth process.
 - ✓ Many committees have shifted from an evaluation cycle governed by the local election cycle to one that matches the school year cycle with goals established in late summer or very early fall and summative evaluation done in late spring or early summer.
- ☐ **Number of goals and focus Indicators**, e.g.: Will there be a maximum number of goals or focus Indicators? Will each goal be tied to one or more focus Indicators? Will there be any focus Indicators not associated with one or more goals?
 - ✓ Effective superintendent evaluation processes often emulate best practices for teacher and principal evaluation: each evaluation cycle focuses on a limited number of goals and a limited

Overview

number of related Indicators. In this way, the evaluation process can be supportive of the kind of attention and focus that is critical for both improvement and impact.

- ✓ Three to six goals with a total of six to eight related focus Indicators generally permits the level of focus needed yield necessary district improvement.
- ✓ Identifying at least one focus Indicator for each Standard that is aligned to a goal permits both goal progress and performance on focus Indicator(s) to inform overall performance on that Standard.
- ✓ If a concern arises during that cycle related to a different Indicator, school committee members may note it and include it as a focus Indicator for the next cycle.

VIDEO HIGHLIGHT

Putting Goals at the Center

In this [video](#) you will learn how superintendents and school committees in five MA districts have developed collaborative processes to establish and monitor goals that are meaningful, measurable, and attainable.

- **Forms**, e.g.: How will the superintendent report their self-assessment and proposed goals, mid-cycle goal progress, and end-of-cycle goal progress and performance on focus Indicators? How will individual committee members report their summative ratings on each Standard and overall? How will they offer written feedback beyond ratings?

- ✓ Regular reporting by the superintendent on progress on district improvement goals – as a consistent and frequent element of school committee meetings – is a common characteristic of evaluation processes reported to be both fair and useful.
- ✓ Both committee members and superintendents see value in the superintendent preparing a written end-of-cycle narrative report with links to existing documents and evidence that points committee members to relevant evidence of progress on goals and focus indicators.

- **Criteria for Assessing Performance**, e.g., how will school committee members and the superintendent know what evidence will be deemed sufficient to determine that a goal has been met or a priority Indicator performed at a proficient level? Do they have a shared understanding of the difference between performance at the “needs improvement,” “proficient,” or “exemplary” levels?

- ✓ When superintendent goals approved by the school committee include key action steps and benchmarks for both progress and outcomes, superintendents and committee members have a clearer shared picture of what it will take to agree that a goal has been achieved.
- ✓ Some committees agree in advance that when a goal is achieved, its related focus Indicator(s) will be presumed to have been performed at a proficient level; others look for additional evidence related to each focus Indicator.

- **Compiling ratings**, e.g.: how will individual ratings be aggregated? Will the final rating represent the predominant rating made by individual members? Will it be a mathematical average of individual ratings? Will the range of ratings be displayed? If so, how?

- ✓ Many committees report the preponderance of ratings, sometimes adding a display of the number of individual ratings at each performance level. However, numerical averages can be the least reflective of a superintendent's performance because outlier scores can skew the average. See “Decision-making process” below for recommendations on synthesizing ratings.

VIDEO HIGHLIGHT

Deciding and Reporting Ratings

In this [video](#) you will learn how superintendents and school committees in five MA districts develop shared expectations around and clear processes for determining summative performance ratings.

Overview

- ☐ **Decision-making process**, e.g.: Will individual members submit their individual ratings and comments to a designated member of the committee in advance who will compile and present a composite at a public meeting? Or will members present their individual ratings and comments publicly and then the committee as a whole deliberates and votes on the summative ratings at the same meeting? Will a designated person(s) prepare a synthesis of individual ratings for full committee review? If so, who? Will individual ratings and/or comments be presented publicly and discussed? Or will only a composite or synthesis?
 - ✓ Designating a person or subcommittee to prepare a synthesis of individual ratings and comments for full committee review and discussion results in a process described by both committee members and superintendents as efficient, fair and transparent.

Subcommittees

Many school committees choose to develop an evaluation subcommittee to assume various levels of responsibility over the superintendent's evaluation. In districts with relatively large school committees, or where there are multiple school committees responsible for evaluating one superintendent, the establishment of an evaluation subcommittee can help clarify and facilitate the process of evaluating the superintendent. A subcommittee may be tasked with one or both of the following:

- Recommending the process to be used;
- Ensuring that committee members and the superintendent follow the process; and/or,
- Compiling and/or synthesizing performance ratings to share with the committee as a whole.

A subcommittee may also be charged with conducting the actual evaluation of the superintendent and making a recommendation to the committee as a whole. In this case, the subcommittee may be responsible for one or all of the following:

- Approving Goals, Focus Indicators and the Annual Plan;
- Collecting and assessing evidence related to goal progress and performance against Standards;
- Collecting, compiling and synthesizing performance ratings from individual committee members; and/or,
- Determining performance ratings to recommend to the school committee.

Considerations for Superintendents Evaluated by Multiple School Committees

School committees and superintendents need to consider how to adapt the process for superintendents who serve more than one school committee. If the goal-setting process outlined in Step 2 is completed independently by each school committee, the resulting set of goals from each committee may prove unwieldy: there may be too many goals and they may be too fragmented or disconnected. A similar problem can occur when committees establish focus indicators and the relative weight that goal attainment will play in the evaluation process. If done separately by each committee, this process can leave the superintendent addressing competing, and possibly conflicting, priorities.

Overview

For both of these reasons, school committees and superintendent should consider establishing a process through which the committees—all members or designated members of each—meet publicly as a committee of the whole to establish the four to six goals and focus indicators that will guide the evaluation process. Some committees may conclude that it also makes sense to join together to conduct Step 5 of the process (End-of-Cycle Summative Evaluation) as well. Some committees have found merit in agreeing on a set of common goals and focus indicators and then adding one or two that may be unique to one or a subset of the committees.

Continuous Improvement

As school committee members and/or superintendents change, it is important to provide regular opportunities to familiarize all individuals with the roles, responsibilities, and processes involved in an effective superintendent evaluation. School committees and superintendents should always conduct an (re)orientation process either before launching Step 1 of the 5-Step evaluation cycle, or at the outset of Step 2. The (re)orientation is used to (a) introduce new individuals to the process, and (b) confirm and/or adjust the process, when needed. All committee members and the superintendent can benefit from the opportunity to ask questions about the process and offer suggestions for how to make it as useful as possible for everyone involved. The school committee and superintendent may also consider engaging in regular workshops (annual and/or biannual) to reflect upon and improve the process. A growing number of districts have found the workshop facilitation services of the Massachusetts Association of School Committees (MASC) related to organizing the evaluation process and goal setting instructive and helpful.

SUPERINTENDENT EVALUATION IN MASSACHUSETTS: A 5-PART VIDEO SERIES

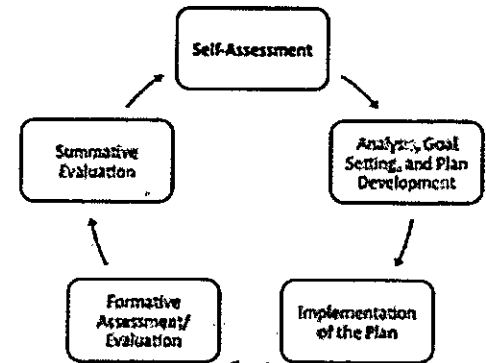
This series of five short videos profiles the experiences of school committees members and superintendents from five districts as they developed, implemented, and continue to refine the superintendent evaluation process. Each has gone beyond compliance to develop practical approaches that help both the school committee and superintendent focus their work on actions that can, and will, make a real difference for students.

- 1. Making the Most of the Opportunity***
- 2. Organizing the Process***
- 3. Putting Goals at the Center***
- 4. Assessing Progress and Performance***
- 5. Deciding and Reporting Ratings***

Step 1: Self-Assessment

Step 1: Self-Assessment

The first step of the Educator Evaluation cycle is self-assessment and goal proposal. In this step:



1. The superintendent completes the self-assessment.

Using the rubric that describes the four levels of performance, the superintendent assesses his or her practice in relation to the four Standards and related Indicators. The superintendent examines a wide range of evidence, including appropriate measures of student learning and feedback from school committee members. They also consult with the district's administrators and principals to determine focus areas and priorities.

2. The superintendent identifies professional practice and student learning goals.

The superintendent uses the self-assessment to identify goals to propose to the school committee. At least one of the goals is related to improving student learning, and one is related to improving the superintendent's own professional practice. For each goal, the superintendent identifies key actions, timelines, and benchmarks related to both progress and outcome(s) that will be used to assess progress in achieving the goals.

3. The superintendent drafts 2 to 4 district improvement goals.

In consultation with others, and informed by the district improvement plan, the superintendent drafts two to four district improvement goals with key actions, timelines, and benchmarks that can be used to assess progress in achieving the goals. To help ensure effective collaboration, it is recommended that the superintendent seek out committee perceptions of district needs and priorities in advance of drafting district improvement goals.

4. The superintendent identifies six to eight Indicators from the Standards for Effective Administrative Leadership that are closely associated with the goals to serve as focus Indicators for assessing performance on Standards.

The superintendent reviews the rubric and identifies six to eight Indicators that will be in evidence in pursuing the student learning, professional practice and district improvement goals. The superintendent should identify at least 1 to 2 Indicators from each Standard to ensure coverage of all four Standards. Successful completion of the goals will provide much of the evidence of effective performance in the focus Indicators.

5. The superintendent combines the goals and associated focus Indicators into a draft Superintendent's Annual Plan to propose to the school committee.

In addition to the professional practice, student learning, and district improvement goals, the plan includes key actions, benchmarks of progress, and sources of evidence. The focus Indicators associated with each Goal may also be articulated in the Annual Plan.

Step 1: Self-Assessment

Conditions for Effective Implementation

A guiding principle of the Model System is that evaluation should be done *with* educators, not *to* them. Embracing the self-assessment process empowers superintendents to shape the initial conversation with the school committee around meaningful, actionable goals that address important needs of the district, reflect what they think their strengths are, and address the areas on which they want to focus and supports they need. When done well, a goal-driven evaluation process creates an important roadmap that everyone can follow and understand.

Aligning Calendars and Goals. In order to meaningfully center a superintendent's evaluation around individual and district-aligned goals, it is important to schedule the process accordingly. Ensuring the evaluation cycle corresponds with the work of the district facilitates more meaningful goal-setting, implementation support, progress monitoring, and summative determinations. School committees and superintendents will often launch the evaluation cycle in late summer or early fall to align to district improvement planning, engage in regular communications throughout the year to monitor implementation efforts, and conclude the evaluation cycle at the end of the school year or early summer.

Establishing the District Improvement Plan. Having a clear district improvement plan in place prior to the superintendent's self-assessment is critical in ensuring the throughline between the evaluation process and the district improvement work. While not every goal embedded within the district improvement plan will be incorporated into the superintendent's annual action plan, the superintendent should select those that are actionable, measurable, and relevant to their leadership for inclusion in the annual plan.

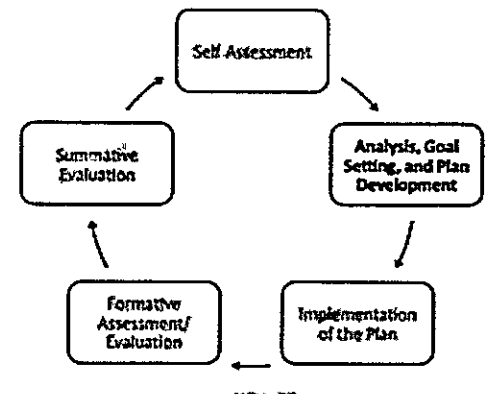
Step 2: Analysis, Goal Setting, and Plan Development

Step 2: Analysis, Goal Setting, and Plan Development

The second step of the evaluation cycle is goal setting and plan development. Each of the following steps takes place at a public meeting.

1. The superintendent and school committee⁴ review the rubric that describes the Standards and Indicators for Effective Superintendent Practice as well as the draft goals.

The purpose of this joint review is to help the superintendent and school committee members clarify expectations; develop shared understanding of focus Indicators for the evaluation cycle; and ensure alignment between the proposed goals and focus Indicators.⁵



In collaboration with the superintendent, the committee asks and answers the following questions:

- Which six to eight Indicators will be a focus for the year? Which goal(s) best reflect performance in those Indicator(s)?
- Are there any Standards or Indicators that will be weighted more heavily than others by the committee in rating the superintendent's performance at the end of the year?

To ensure that the consensus reached during the rubric review is taken into account during the end-of-cycle performance review, the chair or superintendent should make appropriate annotations on the End-of-Cycle Summative Evaluation Report Form to reflect the decisions made about focus Indicators and related goals.

2. The superintendent presents the proposed annual plan to the school committee.

The superintendent meets with the school committee to present the proposed goals as well as the key actions, timelines, benchmarks of progress and outcomes, as well as sources of evidence.

3. The school committee decides on the Superintendent's Annual Plan.

Following discussion of the superintendent's proposed goals, the school committee approves the superintendent's annual plan which includes the following:

- the professional practice, student learning, and district improvement goals;
- key actions, timelines, and benchmarks of progress and outcomes;
- the evidence that will be used to monitor goal progress and determine the superintendent's performance ratings on each Standard and overall, including student learning measures and anticipated student learning gains that will be considered as evidence of the administrator's contributions towards student learning, growth, and achievement; and
- Resources and supports needed to be successful.

⁴ Depending on the structure selected by the school committee for the evaluation of the superintendent, "school committee" may also mean "subcommittee" and "school committee chair" may be "subcommittee chair."

⁵ Some committees may prefer to conduct the review of the rubric during a planning and orientation meeting.

Step 2: Analysis, Goal Setting, and Plan Development

Conditions for Effective Implementation

The process of developing the Superintendent's Annual Plan is designed to ensure that the superintendent and school committee can achieve clarity on priorities for action. If attainment of some goals is considered more important than others, this is the time to make those expectations clear. Similarly, if performance on certain focus Indicators is considered significantly more important performance in others, this is also the time for committee members to offer feedback and make those expectations clear. The chair or superintendent should annotate the End-of-Cycle Summative Evaluation Report Form to reflect these priorities.

When making a final determination around goals, it is important for the superintendent and school committee members to consider the following:

- *Distinguishing between individual and district-wide goals.* A district's improvement plan is comprised of several goals. It is important to distinguish between goals that are specific to the individual superintendent (such as their professional practice goal) and goals that reflect a district-wide priority, and the relative weight each might have with respect to the superintendent's performance evaluation.
- *Identifying progress and outcome metrics.* Developing goals that can be assessed is critical to a meaningful evaluation of a superintendent's progress and impact. Identifying concrete progress and outcome metrics at the outset will support focused and transparent reporting throughout the year. See "[Setting SMART Goals](#)" for more information on drafting SMART Goals.
- *Connecting goals to Standards and Indicators.* Associating goals with specific Indicators from the rubric helps to ensure that the evaluation process is focused on and driven by action-oriented goal progress.

Establishing priorities among Standards. The regulations place a priority on Standard I: Instructional Leadership, for all administrators. No administrator can earn an overall rating of Proficient unless he or she has earned a rating of Proficient on Standard I. That said, a superintendent and school committee may identify specific focus Indicators and/or additional Standards as areas of focus depending the needs of the district.

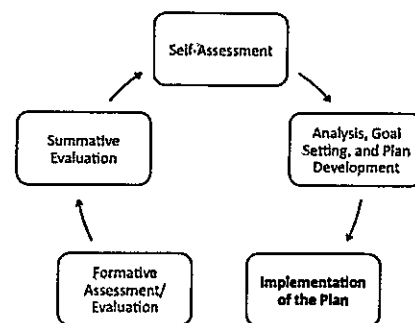
Multiyear goals: School committees and superintendents often see benefit in pursuing multiyear goals. It is possible to establish multiyear goals in this annual process. As long as a multiyear goal has measurable annual benchmarks, it can be included in the Superintendent's Annual Plan.

Step 3: Plan Implementation

Step 3: Plan Implementation

The third step of the evaluation cycle is Implementation of the Superintendent's Plan. For superintendents and school committees, activities in this step include:

- 1. The superintendent implements the plan.** The superintendent, in collaboration with the school committee, implements the plan.
- 2. The superintendent and school committee members regularly communicate around progress on goals and share relevant evidence.** Evidence should communicate progress toward professional practice, student learning, and district improvement goals, impact on student learning in relation to anticipated student learning gains on identified measures, and practice related to focus Indicators.



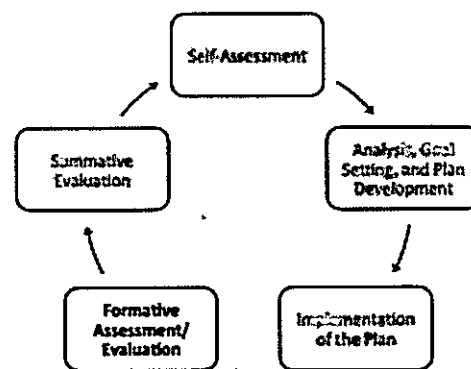
Conditions for Effective Implementation

Establishing regular communications to track progress. School committee members and the superintendent should discuss goal progress throughout the year. Incorporating progress updates into regularly scheduled public meetings allows the superintendent to keep committee members up to date on agreed upon priorities related to district improvement, student learning, and leadership development, and share relevant information and artifacts aligned to key actions and benchmarks. Regular, focused updates around goal progress also allow the superintendent and school committee to make any necessary adjustments to goals or activities, and to keep the community apprised of progress toward district improvement efforts. Regular communications around goal progress keep the evaluation process focused and help to ensure that there are no surprises at the end of the evaluation cycle.

Step 4: Formative Assessment/Evaluation

Step 4: Formative Assessment/Evaluation

The fourth step of the educator evaluation cycle is Formative Assessment or Evaluation, which serves as a mid-cycle opportunity to take stock of progress, provide the superintendent with feedback, and make adjustments as needed. A *Formative Assessment* occurs at the midpoint of the evaluation cycle, during which evaluators assess progress toward goals and/or performance on Standards.⁶ In this step:



1. The superintendent prepares a progress report.

At mid-cycle, the superintendent synthesizes information obtained to date and prepares an assessment of progress on each of the goals detailed in the Superintendent's Annual Plan to present to the school committee for review. When available, this report should include evidence of progress towards the anticipated student learning gains associated with the identified student learning measures. To enhance public understanding of the evaluation process, the superintendent typically presents the progress report on goals as an agenda item at a regularly scheduled meeting of the school committee.

2. The school committee and superintendent review the progress report at a public meeting.

The superintendent and school committee review and discuss the report and evidence. Their purpose is to share relevant feedback, develop a clear understanding of the progress being made on each goal, and achieve agreement on what, if any, mid-course adjustments may be needed. To enhance public understanding of the evaluation process, it is recommended that the committee review the report and evidence at the same meeting at which the superintendent presents the report or at a subsequent regularly scheduled meeting of the school committee.

Conditions for Effective Implementation

Collecting and Sharing Evidence. Collecting and sharing evidence of goal progress ideally happens throughout the year, but the mid-cycle formative assessment is an opportunity to assess the evidence collected to date in accordance with what was outlined in the Superintendent's Annual Plan, as well as the three types of evidence required in the regulations:

- Multiple measures of student learning, growth, and achievement;
- Judgments based on observations and artifacts of professional practice, including observations of practice; and
- Additional evidence relevant to one or more Performance Standards, including feedback from staff.

Sharing evidence of goal progress and performance related to focus Indicators with school committee members on a regular basis helps the superintendent establish a comprehensive picture of practice that

⁶ Formative ratings on each Standard and overall are only required for superintendents on 2-year self-directed growth plans and may default to the prior Summative Evaluation Ratings unless significant evidence demonstrates otherwise. This acknowledges the expertise of experienced, proficient superintendents and eases the burden of developing *new* ratings at the Formative Evaluation stage unless absolutely necessary.

Step 4: Formative Assessment/Evaluation

reflects evidence from each of the three categories. Examples of the evidence that may be most useful for superintendents and/or committee members may include:

- School committee agendas, reports, and minutes
- Observations of the superintendent “in action” at school committee meetings, in forums with parents, at meetings with municipal officials, and in community events
- Student outcome data from statewide, common, and/or classroom assessments (more information on student learning measures is available [here](#))
- Budget presentations and reports
- Samples of newsletters, local media presentations, and other community awareness and outreach efforts
- District and school improvement plans
- Recruitment, hiring, and retention analyses
- External reviews and audits
- Superintendent’s analysis of professional practice and student learning goals
- Superintendent’s reflection on staff feedback
- Samples of leadership team agendas
- Reports about student and staff performance

Important Note: Any evidence collected by or shared with a school committee as part of the superintendent’s evaluation—particularly when such evidence may communicate information about students, families, and/or staff—must adhere to all confidentiality rules and regulations.

Step 5: Summative Evaluation

Step 5: Summative Evaluation

The final step of the cycle is the Summative Evaluation. In this step:

1. The superintendent submits an End-of-Cycle Progress Report and school committee members each draft a Summative Evaluation Report.

The superintendent prepares and submits to the school committee an assessment of progress on the goals and performance on each of the Standards based on performance on the focus Indicators, including relevant evidence from all three categories of evidence.

2. Each committee member reviews the evidence and report prepared by the superintendent.

School committee members review the report, alongside any other relevant evidence, for the purpose of arriving at an assessment of progress on goals, a rating of the superintendent's performance on each of the Standards based on progress on goals and the focus Indicators related to that Standard, and an overall rating of the superintendent's performance.

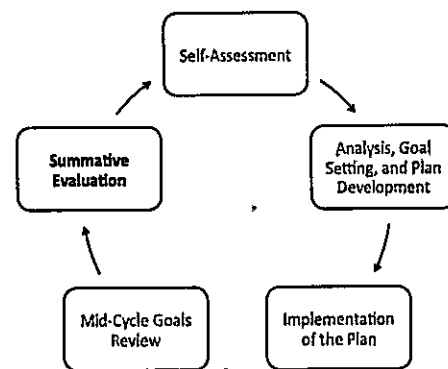
3. The school committee chair drafts a Summative Evaluation Report.

The school committee chair compiles the Summative Evaluation Reports prepared by each member of the school committee and prepares a single summative evaluation based on the preponderance of individual ratings.

4. The school committee adopts a final Summative Evaluation Report.

At a regular or special meeting of the school committee, the superintendent and school committee discuss the report. The school committee adopts a Summative Evaluation Report.

The Summative Evaluation completes a full evaluation cycle. The meaning behind this step does not lie in the end of one cycle, however, but in the beginning of the next. A thoughtful Summative Evaluation offers feedback for improvement, providing the superintendent with valuable information as they continue through the improvement cycle with Step 1: Self-Assessment and Goal Proposal.



Step 5: Summative Evaluation

Conditions for Effective Implementation

Sufficient evidence collection. At this stage, a school committee should have multiple data points for each Standard and focus Indicator, including multiple measures of student learning, evidence of the superintendent's practice (including artifacts and observations), feedback from staff, and other evidence related to performance Standards as determined at the outset of the evaluation cycle.

The Role of the End-of-Cycle Summative Evaluation Report. The End-of-Cycle Summative Evaluation Report form is used at six points in the evaluation cycle:

- The superintendent and/or chair record the goals established in the Superintendent's Annual Plan and align each to focus Indicators from the four Standards of performance.
- The superintendent and/or chair annotate the Summative Evaluation Report to reflect goals, Standards, and focus Indicators which may be considered priorities by the School Committee.
- Individual committee members use it to complete their individual Summative Evaluation Reports.
- The school committee chair or designee uses it to draft a composite Summative Evaluation Report
- The school committee chair or designee record the Summative Evaluation Report adopted by the school committee.

In addition, the superintendent may use the report to record key components of his or her End-of-Cycle Progress Report.

Evidence-Based Performance Ratings. There are no numbers or percentages that dictate ratings on Standards, the assessment of educator goal attainment, or the overall Summative Performance Rating for a superintendent. That said, a holistic approach to evaluation does not equate to a "black box" from which school committee members can determine a performance rating. Members must adhere to the process articulated at the outset of the evaluation (see Organizing the Process), and use the evidence collected and presented to drive their assessment of administrator's practice.

Regular collaboration and calibration with committee members and the superintendent around expectations of effective leadership practice is also critical to ensuring that evidence-based performance assessments are reinforcing a shared vision of effective leadership.

Cycle of Continuous Improvement

The five-step evaluation cycle is a continuous improvement process. The end of the annual cycle is the start of the next annual cycle. The End-of-Cycle Summative Evaluation Report that the superintendent prepares for Step 5 is the core of the self-assessment required for Step 1. Together with the school committee's End-of-Cycle Summative Evaluation Report and the discussion that led to its adoption, the superintendent has critical feedback needed to begin to consider the goals he or she will propose to the school committee for Step 2 of the next evaluation cycle. Of course, it is not all of the information the superintendent will want to consider. For example, reviewing evidence about progress on school and district goals with district administrators, principals, teachers and others will yield essential information. So, too, will thoughtful reflection of his or her own performance against key Indicators in the rubric. That said, a carefully prepared End-of-Cycle Progress Report and thoughtful development of the school committee's End-of-Cycle Summative Evaluation Report are keys to ensuring that the dream of continuous improvement becomes a reality.



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Deep Dives

- **Setting S.M.A.R.T. Goals**
 - **Student Learning Measures & Anticipated Student Gains**
 - **Student & Staff Feedback**
-

Deep Dive: Setting S.M.A.R.T. Goals

Good goals help educators, schools, and districts improve. That is why the educator evaluation regulations require educators to develop goals that are specific, actionable, and measurable. They require, too, that goals be accompanied by action plans with benchmarks to assess progress.

This S.M.A.R.T. Goal framework is a useful tool that individuals and teams can use to craft effective goals and action plans:

S	=	Specific and Strategic
M	=	Measurable
A	=	Action Oriented
R	=	Rigorous, Realistic, and Results-Focused (the 3 Rs)
T	=	Timed and Tracked

Goals with an action plan and benchmarks that have these characteristics are S.M.A.R.T.

A practical example some of us have experienced in our personal lives can make clear how this S.M.A.R.T. goal framework can help turn hopes into actions that have results.

First, an example of *not* being S.M.A.R.T. with goals: *I will lose weight and get in condition.*

Getting S.M.A.R.T.er: *Between March 15 and Memorial Day, I will lose 10 pounds and be able to run 1 mile nonstop.*

The hope is now a goal, that meets most of the SMART Framework criteria:

It's Specific and Strategic	= 10 pounds, 1 mile
It's Measurable	= pounds, miles
It's Action-oriented	= lose, run
It's got the 3 Rs	= weight loss and running distance
It's Timed	= 10 weeks

S.M.A.R.T. enough: To make the goal really S.M.A.R.T., though, we need to add an action plan and benchmarks. They make sure the goal meets that final criteria, "Tracked." They also strengthen the other criteria, especially when the benchmarks include "process" benchmarks for tracking progress on the key actions and "outcome" benchmarks that track early evidence of change and/or progress toward the ultimate goal.

Key Actions

- Reduce my daily calorie intake to fewer than 1,200 calories for each of 10 weeks.
- Walk 15 minutes per day; increase my time by 5 minutes per week for the next 4 weeks.

Deep Dive: Setting S.M.A.R.T. Goals

- Starting in week 5, run and walk in intervals for 30 minutes, increasing the proportion of time spent running instead of walking until I can run a mile, non-stop, by the end of week 10.

Benchmarks:

- For Process, maintaining a daily record of calorie intake and exercise
- For Outcome, biweekly weight loss and running distance targets (e.g., After 2 wks: 2 lbs/0 miles; 4 wks: 4 lbs/0 miles; 6 wks: 6lbs/.2 mi; 8 wks: 8 lbs/.4 miles)

Below are more details on the characteristics of S.M.A.R.T. goals as they apply in schools and districts.

S = Specific and Strategic

Goals need to be straightforward and clearly written, with sufficient specificity to determine whether or not they have been achieved. A goal is strategic when it serves an important purpose of the school or district as a whole and addresses something that is likely to have a big impact on our overall vision.

M = Measurable

If we can't measure it, we can't manage it. What measures of quantity, quality, and/or impact will we use to determine that we've achieved the goal? And how will we measure progress along the way? Progress toward achieving the goal is typically measured through "benchmarks." Some benchmarks focus on the process: are we doing what we said we were going to do? Other benchmarks focus on the outcome: are we seeing early signs of progress toward the results?

A = Action Oriented

Goals have active, not passive verbs. And the action steps attached to them tell us "who" is doing "what." Without clarity about what we're actually going to do to achieve the goal, a goal is only a hope with little chance of being achieved. Making clear the key actions required to achieve a goal helps everyone see how their part of the work is connected—to other parts of the work and to a larger purpose. Knowing that helps people stay focused and energized, rather than fragmented and uncertain.

R = Rigorous, Realistic, and Results-Focused (the 3 Rs)

A goal is not an activity: a goal makes clear what will be different as a result of achieving the goal. A goal needs to describe a realistic, yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement but not be out of reach. The focus and effort required to achieve a rigorous but realistic goal should be challenging but not exhausting. Goals set too high will discourage us, whereas goals set too low will leave us feeling "empty" when it is accomplished and won't serve our students well.

T = Timed

A goal needs to have a deadline. Deadlines help all of us take action. For a goal to be accomplished, definite times need to be established when key actions will be completed and benchmarks achieved. Tracking the progress we're making on our action steps (process benchmarks) is essential: if we fall behind on doing something we said we were going to do, we'll need to accelerate the pace on something else. But tracking progress on process outcomes isn't enough. Our outcome benchmarks help us know whether we're on track to achieve our goal and/or whether we've reached our goal. Benchmarks give us a way to see our progress and celebrate it. They also give us information we need to make mid-course corrections.

Deep Dive: Student Learning Measures & Anticipated Student Gains

Massachusetts educator evaluation regulations require that evaluators incorporate evidence of an educator's impact on student learning into performance ratings. For district administrators, evidence of their impact on student learning informs their performance rating for Standard I: Instructional Leadership (Indicator I-F: Student Learning). Evaluators and administrators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan.

Identifying Types of Measures. Identifying appropriate measures for the administrator is the first step. Evidence from the following types of assessments may be used to inform an administrator's evaluation:

- For administrators with direct responsibility for overseeing instruction of academic content assessed by statewide testing, **statewide student growth measures** must be one of the measures used to determine impact on student learning.
- Administrators with direct responsibility for overseeing instruction of academic content in non-tested grades and subjects should use **common assessments** that are used across the district or multiple classrooms. Common assessments may be measures of learning, growth, or achievement. They should be comparable within grades or subjects and aligned to the MA Curriculum Frameworks or other relevant frameworks.
- Where no common assessments are available, they should use data from **classroom assessments** as evidence of impact on student learning.
- For administrators whose role and/or key responsibilities are not directly related to the instruction of students, direct measures may focus on social, emotional, behavioral, or skill development. Indirect measures of impact may also be most appropriate, such as a measure related to student suspension or chronic absenteeism rates. Many administrators may use an indirect measure of student learning along with other direct measures.

Each type of assessment provides unique information that administrators can use to improve leadership practice and evaluators can use to provide administrators with meaningful feedback about their impact.

Determining Anticipated Student Learning Gains. Anticipated student learning gains are expectations for student performance established during the development of the educator plan for each assessment, against which actual results will be measured. While it may be challenging to determine anticipated learning gains at the beginning of the evaluation cycle, doing so sets up a richer conversation when administrators and evaluators reflect on student results during the later stages of the cycle.

The relationship between the actual and anticipated gains on a given measure is ultimately what the evaluator and administrator examine when considering the administrator's impact on student learning. Administrators and evaluators therefore must have a shared understanding of the anticipated student learning gains associated with these measures.

- **DESE determines anticipated student learning gains for statewide growth measures.** Evaluators must consider student growth percentiles (SGP) for educators who have 20 or more students who have taken statewide assessments. The anticipated student learning gain associated with statewide assessments is a mean SGP between 35-65. A mean SGP of 65 or above exceeds expected growth, and a mean SGP of 35 or lower does not meet expected growth.

Deep Dive: Student Learning Measures & Anticipated Student Gains

- **Districts are responsible for determining anticipated student learning gains for common assessments.** These anticipated student learning gains should be consistent across the district.
- When classroom assessments or indirect measures are used as evidence of an administrator's impact on students, **the educator and the evaluator should agree upon the anticipated learning gains.**
 - More tips and resources for identifying appropriate measures and determining anticipated student learning gains are available on DESE's [Educator Evaluation website](#).

Deep Dive: Staff and Student Feedback

The Massachusetts Educator Evaluation Framework is designed to include information about educator practice from a wide and representative range of sources. Student and staff feedback, which is a required type of evidence, offers a unique and important perspective on educator effectiveness. When taken together with other information sources, student and staff feedback helps to provide a more accurate and detailed picture of an educator's practice.

Student feedback informs teachers' evaluations, and staff feedback informs administrators' evaluations. Educators may incorporate student and/or staff feedback into the evaluation process at any point in time, including the self-assessment and goal-setting phase, or via reflection and analysis at the formative or summative phase. By including student and staff feedback in the evidence that educators will collect, the Massachusetts' educator evaluation framework ensures that this critical perspective is used to support professional growth and development.

Identifying Feedback Instruments

Districts have flexibility in the identification of feedback instruments for educators. They may choose to utilize district-wide feedback instruments, such as student or staff surveys, or they may create processes by which educators and evaluators can identify feedback instruments at the individual educator level. These approaches are not mutually exclusive, and leaders may settle on a combination of district-wide and educator-specific instruments in order to best meet the needs of all educators.

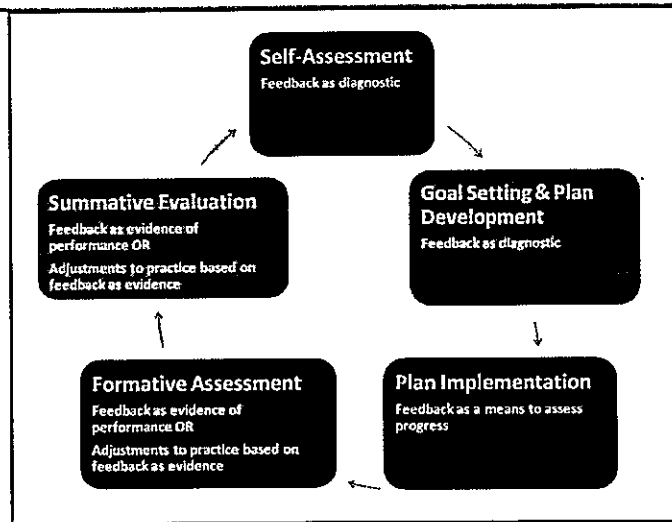
The following principles offer best practices for districts to consider when making decisions about student and staff feedback instruments; they are intended to be applicable regardless of the method for collecting student and/or staff feedback.

- Feedback should be aligned to one or more MA Standards and Indicators for Effective Teaching Practice or Administrative Leadership so that it yields information that is relevant to an educator's practice.
- Feedback should be informative and actionable.
- Instruments must be accessible to all potential respondents so that the information they provide allows educators to draw valid conclusions.

Incorporating Feedback into the 5-Step Cycle of Evaluation

There is no point value or numerical weight associated with feedback in an educator's evaluation. Districts have the flexibility to determine how staff feedback informs an administrator's Summative Performance Rating. Staff feedback may be gathered at multiple points in the 5-step evaluation cycle and considered formatively, summatively, or both.

Deep Dive: Staff and Student Feedback



The most meaningful and actionable ways an administrator may incorporate staff or student feedback into the evaluation cycle is through their self-assessment, as a tool to shape his or her goal-setting process, and/or as a means to demonstrate changes in leadership practice over time.

A. Key Messages

- **Feedback should be meaningful and actionable.**
- **Feedback collection tools can take many forms (not just surveys).**
- **Feedback is one component of an evaluation framework that draws on many different types of evidence.**
- **There are no weights or formulas associated with feedback.**

DESE's Model Feedback Surveys

DESE's model feedback surveys are designed to assist districts in this work. Student feedback surveys for classroom teachers are available for grades 3-12 in standard, short, and mini forms. Staff surveys for school-level administrators are available in standard and short forms. The staff surveys may be modified for use by district-level administrators, including a superintendent.

The surveys were designed in accordance with the same key principles of effective feedback outlined above and give districts a feasible, sustainable, cost effective tools for educator to use. Districts may adopt or adapt these surveys, and/or choose to use other feedback instruments.

More information on student and staff feedback in educator evaluation, including examples of feedback methods and uses, is available on DESE's Staff and Student Feedback [webpage](#).

Appendices



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EDUCATION

Appendices

Appendices

Appendix A: The MA Educator Evaluation Framework

Educator Evaluation is designed to promote student learning, growth, and achievement by providing educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability (603 CMR 35.00).

The MA educator evaluation framework applies to every educator. School committees evaluate superintendents using the MA educator evaluation framework; superintendents apply the same framework when they evaluate assistant superintendents, principals and other district administrators; and principals, in turn, apply the framework when they evaluate teachers, SISP, and school-level administrators.

There are six key features of the Massachusetts educator evaluation framework:

1. **Statewide Standards and Indicators for Effective Administrative Leadership and Teaching Practice.** The Standards and Indicators for both administrators and teachers establish a statewide understanding about what effective administrative leadership and teaching practice looks like.⁷ Each Standard is broken down into 3-6 core Indicators.

Standards for Administrators

Instructional Leadership

Management and Operations

Family and Community Engagement

Professional Culture

Standards for Teachers

Curriculum, Planning and Assessment

Teaching All Students

Family and Community Engagement

Professional Culture

2. **Role-specific rubrics define the Standards and Indicators.** The Standards and Indicators are “translated” into rubrics that describe practice in detail at different levels of proficiency (603 CMR 35.06). Educators and evaluators use the rubric most appropriate to the role of the educator as a foundation for self-assessment, formative assessment and summative evaluation. Rubrics give substance to the Standards and Indicators. Each Indicator⁸ is broken down into elements that are in turn described at four levels. Rubrics are a tool for making explicit and specific the behaviors and actions present at each level of performance. They prompt careful analysis and foster constructive dialogue about those expectations and how to improve practice. Detailed information about rubrics can be found in the Guide to Model Evaluation Rubrics.

3. **Three Categories of Evidence.** To assess educator performance on the Standards and Indicators, the regulations require use of three types of evidence (603 CMR 35.07(1)):

Multiple measures of student learning, growth, and achievement, including classroom assessments, common assessments comparable across grade or subject district-wide, and state-wide growth measures where available, including the MCAS Student Growth Percentile (SGP) and ACCESS for English Learners.

Judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration; and

⁷ The regulations define the Standards and Indicators for Effective Teaching Practice and for Administrative Leadership Practice (603 CMR 35.03 and 603 CMR 35.04).

⁸ The Student Learning Indicator (I-F for administrators and II-C for teachers) is the only Indicator without corresponding elements or descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by an evaluator when determining a performance rating for that Standard.

Appendices

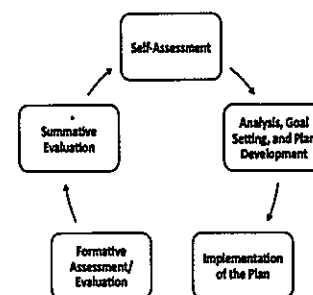
Additional evidence relevant to one or more Performance Standards, including student feedback as a source of evidence when evaluating teachers, and staff feedback as a source of evidence when evaluating administrators (603 CMR 35.07(1)).

4. **Statewide Performance Rating Scale.** The performance of every educator is rated against the Performance Standards described above. All educators earn one of four ratings: Exemplary, Proficient, Needs Improvement, or Unsatisfactory. Each rating has a specific meaning:
 - *Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance that is of such a high level that it could serve as a model.
 - *Proficient* performance is understood to be fully satisfactory. This is the rigorous expected level of performance; demanding, but attainable.
 - *Needs Improvement* indicates performance that is below the requirements of a Standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.
 - *Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard and is considered inadequate, or both.
5. **Four Educator Plans.** The regulations define four different Educator Plans differentiated for educators by both career stage and performance. The following three plans apply only to “experienced” educators (defined as a teacher with Professional Teacher Status (PTS)) or administrators with more than three years in an administrative position in the school district:
 - The *Self-Directed Growth Plan* applies to experienced educators rated Proficient or Exemplary and is developed by the educator. Evaluators apply professional judgement to collected evidence of educator performance to place educators on either a one or two-year plan.
 - The *Directed Growth Plan* applies to experienced educators rated Needs Improvement and is a plan of one school year or less, developed by the educator and the evaluator.
 - The *Improvement Plan* applies to experienced educators rated Unsatisfactory and is a plan of no less than 30 calendar days and no longer than one school year, developed by the evaluator.
 - The *Developing Educator Plan* applies to teachers without PTS, an administrator in the first three years in a district, or an educator in a new assignment (at the discretion of an evaluator). This plan is developed by the educator and the evaluator and is for one school year or less.
 - New educators are automatically placed on Developing Educator Plans, independent of their performance rating, in recognition of their initial growth and development within a new role.
6. **Five-Step Evaluation Cycle.** The 5-Step Evaluation Cycle is the centerpiece of the evaluation framework and designed to have all educators play an active, engaged role in their professional growth and development. Every evaluation begins with a Self-Assessment and concludes with a Summative Evaluation. It is a continuous improvement process in which evidence from the Summative Evaluation becomes important information for the educator’s next Self-Assessment and subsequent goal setting.

Appendices

Appendix B: 2-Year Evaluation Cycle for a Superintendent

The Model System for Superintendent Evaluation describes a one-year evaluation cycle with a formative assessment occurring at mid-cycle. At the discretion of the School Committee, the evaluation cycle can be two years for experienced superintendents, although annual goals are still strongly recommended. A typical two-year cycle includes the following steps:



Late Spring/Summer	Step 1: Self-Assessment. The superintendent conducts a <u>self-assessment</u> using the performance Standards and <u>rubric</u> , data about student learning, past progress on the district improvement plan and goals (when available), the prior year's evaluation (when available), input from the administrative leadership team, administrator feedback, and other relevant evidence. Based on that assessment, the superintendent identifies goals to propose to the school committee: one professional practice goal, one student learning goal, and two to four district improvement goals. In addition, the superintendent identifies six to eight focus Indicators aligned to the goals—at least one from each Standard—to focus the school committee's assessment of performance on the Standards. Note: the superintendent may propose 1- or 2-year goals depending on the nature of the goals.
Summer/Early Fall	Step 2: Analysis, Goal Setting, and Plan Development. During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and progress and outcome benchmarks, along with the proposed focus Indicators. ⁹ In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises as needed and approves the goals and related focus Indicators. These goals—along with key strategies and benchmarks of progress—become the Superintendent's Two-Year Plan. ¹⁰ The plan also outlines the evidence that will be used to assess goal progress and determine performance ratings on each Standard and overall.
Over 2 School Years	Step 3: Plan Implementation and Collection of Evidence. The superintendent implements the Superintendent's Two-Year Plan, with assistance from the committee, as appropriate. School committee members and the superintendent collect, share, and regularly discuss evidence of progress on goals and performance against the focus Indicators.
Year 1 Spring/Summer	Step 4: Formative Evaluation. At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress made on the goals in the Superintendent's Annual Plan. The school committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent. At this point in time, the superintendent and school committee may discuss potential goals for Year 2, and/or determine the date by which those goals and related Year 2 Annual Plan will be established.
Year 2 Spring/Summer	Step 5: Summative Evaluation. The superintendent prepares an End-of-Cycle Report on goal progress and performance against the focus Indicators for each Standard. In a public meeting, the school committee completes a performance review and <u>End-of-Cycle Summative Evaluation Report</u> assessing attainment of the goals from Years 1 and 2, as well as the superintendent's performance against the Standards.

⁹ Per Open Meeting Law (c. 28, s. 18 2009), this component of the Superintendent evaluation must take place in a public meeting.

¹⁰ The Superintendent's Two-Year Plan is not the same as the District Improvement Plan described in MGL CMR 69 11. One or more of the district improvement goals that appear in the superintendent's two-year plan also may appear in the district plan, but the superintendent's plan is not intended to include every goal the school committee has identified in its district plan. Instead, the superintendent's plan identifies the two to four goals that will carry the most weight in assessing the superintendent's performance in that year. That said, school committees and superintendents are encouraged to coordinate these two planning processes.

Appendix C: End-of-Cycle Summative Evaluation Report: Superintendent

The performance of every educator is rated against the four performance Standards defined in the educator evaluation regulations. All educators earn one of four ratings: *Proficient*, *Exemplary*, *Needs Improvement* or *Unsatisfactory*. Most effective educators will be rated *Proficient* on a Standard rather than *Exemplary* because *Exemplary* is reserved for educators – superintendents included – whose practice in a particular area is so strong that it can be a model for others. Each rating has a specific meaning:

- *Proficient* performance is understood to be fully satisfactory. For the superintendent, and all other administrators as well as teachers, this is the rigorous expected level of performance. It is a demanding, but attainable level of performance.
- *Exemplary* performance represents a level of performance that exceeds the already high standard of *Proficient*. A rating of *Exemplary* is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for leaders regionally or statewide. Few educators—superintendents included—are expected to earn *Exemplary* ratings on more than a handful of Indicators.
- A rating of *Needs Improvement* represents performance that is below the requirements of a Standard but is not considered to be *Unsatisfactory* at the time. Improvement is necessary and expected. For new educators, performance is often on track to achieve proficiency within three years.
- *Unsatisfactory* performance is merited when performance has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a Standard and is considered inadequate, or both.

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: _____

Evaluator: _____

Date

Signature

Name

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.)

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.

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	☐	☐	☐	☐
Standard II: Management and Operations	☐	☐	☐	☐
Standard III: Family and Community Engagement	☐	☐	☐	☐
Standard IV: Professional Culture	☐	☐	☐	☐

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: 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*.

Comments:



Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal			☐	☐	☐	☐	☐
Professional Practice Goal			☐	☐	☐	☐	☐
District Improvement Goal 1			☐	☐	☐	☐	☐
District Improvement Goal 2			☐	☐	☐	☐	☐
District Improvement Goal 3			☐	☐	☐	☐	☐
District Improvement Goal 4			☐	☐	☐	☐	☐

Standards and Indicators for Effective Administrative Leadership			
Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communications
I-D. Evaluation	II-D. Laws, Ethics, and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



Rate each focus indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available	The Student Learning indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership 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.	☐	☐	☐	☐
Comments and analysis (recommended for any overall rating of Exemplary, Needs Improvement or Unsatisfactory):				



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

Rate each focus indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)		U	NI	P	E
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. ☐ Focus Indicator (check if yes)		☐	☐	☐	☐
		☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)		☐	☐	☐	☐
		☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)		☐	☐	☐	☐
		☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)		☐	☐	☐	☐
		☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)		☐	☐	☐	☐
		☐	☐	☐	☐
OVERALL Rating for Standard II: Management & Operations 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.		☐	☐	☐	☐

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

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



Rate each focus indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard III: Family & Community Engagement 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**):

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard IV: Professional Culture 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.	☐	☐	☐	☐

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

Appendix D: Sample District and Superintendent SMART Goals

Please note that these goals are not yet “SMART” because they do not have key actions and progress or outcome benchmarks attached to them that will make clear how they will be accomplished and measured.

District Improvement Goals

Goal 1: Professional Learning Communities. By June 20__, at least half of our teachers will be working in a professional learning community that is supporting them to improve their practice.

Goal 2: Social Emotional Learning. By June 20__, the district will have adopted a SEL framework, piloted programming in at least three grades, and implemented professional development that teachers report is relevant and useful.

Goal 3: Student-Centered Learning. By June 20__, at least 20% of 9th and 10th grade students will have completed at least one project based learning experience that they report was challenging and stimulating.

Goal 4: College & Career Readiness. By June 20__, increase the percentage of students who graduate having completed the MassCORE graduation requirements by five percent.

Goal 5: Goal Setting. By December 1, 20__, all principals and department heads will be pursuing a school or district improvement goal that has all of the attributes of a SMART goal including progress and outcome benchmarks

Student Learning

Goal 1: Achievement Gap. By September 20__, the gap in math achievement between white students and students of color as evidenced by the percentage of students earning proficient scores in the mathematics MCAS will be reduced by __ percent

Goal 2: College Readiness. By June 20__, the percentage of students taking advanced placement tests will grow by at least __ percent, and the percentage earning scores of 3 or higher on advanced placement tests will increase by __ percent.

Goal 3: Student Growth. The median MCAS Student Growth Percentile (SGP) score in 20__ for mathematics will increase by __ percent in at least four of six grade levels.

Educator's Professional Practice

Goal 1: Meeting Leadership. I will develop more effective ways to address basic administrative tasks so that leadership team meetings can focus more on instructional improvement—75% of my leadership team meetings will have an academic focus lasting at least 45 minutes that engages members of the team in a discussion and/or activity that results in improved understanding of high-quality supervision and evaluation.

Goal 2: School Visits. I will manage my time more effectively in order to increase the frequency and quality of school visits from one one-hour visit per week, on average, to two two-hour visits per week.

Goal 3: Assessing Teaching Practice. I will improve my skills at debriefing classroom observations done jointly with principals by including my assistant superintendent and a content specialist in at least one quarter of my classroom observations and follow-up debriefs with principals.

Appendix E: What Changes in the Process and Timelines Should Be Considered for New Superintendents?

The evaluation process for superintendents who are new to the district or who have been promoted from within need not be substantially different from the process used for superintendents who have served more than one year in the district. One modification related to goal setting is worth considering.

Most new superintendents in Massachusetts will be participating in the three-year New Superintendent Induction Program (NSIP). Launched in 2010 by ESE and MASS in collaboration with MASC, NSIP supports superintendents to be effective instructional leaders, build strong relationships with their school committees and union leaders, and develop high-functioning leadership teams of district administrators and principals. They are supported to spend a considerable portion of the first year working with key stakeholders—including, of course, the school committee—to examine district needs and develop a coherent, widely understood strategy and goals for addressing them. The goals established for the superintendent's first year need to take into account the timetable for that work and, at the same time, ensure forward momentum on important ongoing improvement efforts at the school and district levels.

To that end, the following three goals can serve as starting points for the superintendent and school committee as they collaborate to develop the goals to be included in the Superintendent's Annual Plan for the superintendent's first year.¹¹ The first two are district improvement goals. The third is a goal related to the superintendent's own professional practice.

Goal 1: Effective Entry and Direction Setting. By late spring, the district will have broad recognition by key stakeholder groups about the district's most critical needs and will have a widely-understood process underway to identify the strategies and goals that will address those needs most effectively, and the measures that will be used to assess progress.

Key Actions

1. By mid-August, present to the school committee a written **Entry Plan**, including (a) types of evidence to be analyzed, (b) stakeholders to be interviewed, (c) methods for assessing instructional practice, d) processes to be used to identify any access and achievement gaps, and (e) methods for assessing district systems of support including financial management, human resources, and operations.
2. By February, complete and present a **Report of Entry Findings** that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.
3. By May, launch a process to engage key stakeholders in identifying key strategies to improve student learning and other district systems of support.

Benchmarks

1. Presentations completed on schedule (process).
2. Strategy Development process launched (process).
3. Results of spring survey of key leaders including administrators, teacher leaders, school committee, and union leaders) demonstrate awareness (90 percent) and engagement (75 percent) in the entry process and confidence (75 percent) that the Report of Entry Findings captured important insights about the state of the district and the issues that most require attention.

Goal 2: Maintaining Momentum During the Transition. Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district and school goals.

Key Actions

1. By October 15, review and establish student learning, professional practice and district/school improvement goals with all principals and district administrators.
2. By March 1, complete Formative Evaluation conferences with each principal and district administrator the superintendent supervises.
3. By late spring, conduct at least three school visits to each school .¹²
4. By June 30, analyze progress on goals and complete Summative Evaluation Reports for all supervisees.

Benchmarks

1. Completed Educator Evaluation Plans (process).
2. Log or notes demonstrating at least three visits per school (process).
3. Analysis of Summative Evaluation Reports demonstrates "meets" or "exceeds" rating on 75 percent of principal and district administrator goals (outcome).

Goal 3: (Professional Practice) New Superintendent Induction Program. Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the first year of the New Superintendent Induction Program.

Key Actions

1. Attend eight day-long sessions.
2. Complete all NSIP assignments.
3. Meet with assigned coach at least monthly.

Benchmarks

1. Calendar documents attendance and contact with coach (process).
2. Verification from NSIP that superintendent actively engaged in first year of the program (process and outcome).

Appendix F: How Do the Open Meeting and Public Records Laws Affect the Superintendent Evaluation Process?

The Attorney General has issued guidance in the form of responses to frequently asked questions concerning superintendent evaluations pursuant to the revised Open Meeting Law (c. 28, s. 18 2009).

1. May a public body perform an evaluation of an employee in executive session?

No. Deliberations conducted for the explicit purpose of evaluating the professional competency of an individual may not occur during an executive session. See G.L. c.30A, s.21(a)(1). While conclusions drawn from deliberations about professional competency may be part of a deliberation for another executive session purpose, the evaluation of professional competency, itself, must occur during open session. For example, as part of the discussion in preparation for renegotiating a superintendent's contract, a school committee may wish to consider the results of an annual professional competency evaluation. The evaluation results may be considered as part of deliberations about strategy held in executive session, however, only after deliberations about professional competency were held during a previously convened open session.

2. Are individual evaluations completed by members of public bodies public records?

Yes. The Open Meeting Law carves out an exception from the Public Records Law for "materials used in a performance evaluation of an individual bearing on his professional competence," that were created by members of a public body and used during a meeting. See G.L. c. 30A, s.22(e). Individual evaluations created and used by members of a public body for the purpose of evaluating an employee are public records. Comprehensive evaluations that aggregate the individual public body members' evaluations are also public records if they are used during the course of a meeting. However, evaluations conducted by individuals who are not members of public bodies are not public records. For example, the individual evaluations created by municipal employees in response to a request for feedback on the town administrator are not public records, provided the employees completed the evaluations are not also members of the public body tasked with evaluating the town administrator's professional competency.

3. May the individual evaluations of an employee be aggregated into a comprehensive evaluation?

Yes. Members of a public body may individually create evaluations, and then submit them to an individual to aggregate into a master evaluation document to be discussed at an open meeting. Ideally, members of the public body should submit their evaluations for compilation to someone who is not a member of the public body, for example, an administrative assistant. If this is not a practical option, then the chair or other designated public body member may compile the evaluation. However, once the individual evaluations are submitted for aggregation there should be no deliberation among members of the public body regarding the content of the evaluations outside of an open meeting, whether in person or over email.

4. May a public body discuss issues relative to the salary of a public employee in executive session?

It depends. Discussions of salary issues may only occur in executive session as part of a contract negotiation. See G.L. c.30A, s.21(a)(2), (3). Other discussions related to salary, such as a discussion about whether an employee's job performance merits a bonus or salary increase, must be conducted in open session.

Appendix G: What's Required in the Regulations

Step 1: Self-Assessment

The regulations on educator evaluation require that educators conduct a self-assessment addressing the Performance Standards and Indicators defined in 603 CMR 35.03 or 35.04, and any additional local standards established through collective bargaining or included in individual employment contracts as per 603 CMR 35.06(2). During this phase of the evaluation cycle, each educator is responsible for gathering and providing to the evaluator information on his or her performance, which is to include:

- an analysis of evidence of student learning, growth, and achievement for students under the educator's responsibility;
- an assessment of practice against Performance Standards; and
- proposed goals to pursue to improve practice and student learning, growth, and achievement, which include
 - a minimum of one individual or team **professional practice goal** to improve the educator's professional practice tied to one or more statewide Standards and Indicators defined in 603 CMR 35.00 and any additional local performance standards, and
 - a minimum of one individual or team **student learning goal** to improve the learning, growth and achievement of the students under the educator's responsibility.

The educator provides this information to the evaluator in the form of a self-assessment at the point of goal setting and plan development.

Step 2: Goal Setting & Plan Development

The regulations on educator evaluation require that each educator have an Educator Plan as per 603 CMR 35.06(3).

An Educator Plan outlines a course of action that an educator will take to pursue goals. Educator Plans must include a minimum of one individual or team goal to improve the educator's professional practice tied to one or more Performance Standards and a minimum of one individual or team goal to improve the learning, growth, and achievement of the students under the educators' responsibility. Evaluators have final authority over goals.

The Plan must outline actions that educators will take in order to attain these goals, including but not limited to professional development activities, self-study, and coursework, as well as other supports and resources for completing these actions.

Educator Plans must be aligned with Statewide Standards and Indicators defined in 603 CMR 35.00 and any additional local performance standards; they must be consistent with school and district goals; they must be designed to provide educators with feedback for improvement, professional growth, and leadership; they must be designed to ensure educator effectiveness and overall system accountability.

There are four types of Educator Plan. The type, duration, and developer of each Plan is established according to status and performance as follows:

- **Developing Educator Plan** (developed by the educator and the evaluator)
This plan is for an administrator with less than three years of experience in a district; an educator without Professional Teacher Status (PTS); or an educator in a new assignment (at the discretion of the evaluator). This plan is for one school year or less.
- **Self-Directed Growth Plan** (developed by the educator)

Appendices

This plan is for an “experienced” educator (defined as an administrator with more than three years in an administrative position in the school district or a teacher with Professional Teacher Status) with an Exemplary or Proficient performance rating on the previous Summative Evaluation. Evaluators will apply professional judgement to collected evidence of educator performance to place educators on either a one or two-year plan.

- **Directed Growth Plan** (developed by the educator and the evaluator)
This plan is for an experienced educator rated as Needs Improvement on the previous Summative Evaluation. This plan is for one school year or less.
- **Improvement Plan** (developed by the evaluator)
This plan is for an experienced educator rated as Unsatisfactory on the previous Summative Evaluation. This plan is for no less than 30 calendar days and no longer than one school year.

Step 3: Plan Implementation

The regulations on educator evaluation require the following **categories of evidence** to be used in evaluating each educator as per 603 CMR 35.07:

For educators responsible for direct instruction, multiple measures of student learning, growth, and achievement, which shall include:

1. Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
2. Measures of student progress on learning goals set between the educator and evaluator for the school year;
3. Statewide growth measure(s) where available, including the MCAS Student Growth Percentile and the Massachusetts English Proficiency Assessment.
4. Common assessments of student learning, growth, and achievement.

For educators whose primary role is not as a classroom teacher, the appropriate measures of the educator's contribution to student learning, growth, and achievement are set by the district.

Judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration;

Additional evidence relevant to one or more Performance Standards, including, but not limited to:

1. Evidence compiled and presented by the educator including:
 - a. Evidence of fulfillment of professional responsibilities and growth, such as: self-assessments; peer collaboration; professional development linked to goals and or educator plans; contributions to the school community and professional culture;
 - b. Evidence of active outreach to and ongoing engagement with families.
2. Student feedback (with respect to teachers and support personnel) collected by the district.
3. Staff feedback (with respect to administrators) collected by the district.
4. The Department shall research the feasibility and possible methods for districts to collect and analyze parent feedback as part of educator evaluation.
5. Any other relevant evidence from any source that the evaluator shares with the educator.

Step 4: Formative Assessment/Evaluation

Appendices

The educator evaluation regulations require every educator to have a Formative Assessment or a Formative Evaluation. The regulations differentiate between a "Formative Assessment" and a "Formative Evaluation" (as per 603 CMR 35.02 and 35.06(5)) in the following way:

- A **Formative Assessment** is the process used to assess progress towards attaining goals set forth in Educator Plans, performance on performance Standards, or both. While Formative Assessment is ongoing and can occur at any time during the evaluation cycle, it typically occurs at least mid-cycle.
- A **Formative Evaluation** is an evaluation at the end of year one for educators on two-year Self-Directed Growth Plans used to arrive at a rating on progress towards attaining the goals set forth in the plans, performance on performance Standards, or both.
 - An experienced educator on a Self-Directed Growth Plan (rated Proficient or Exemplary in the last Summative Evaluation) will maintain the same overall rating in the subsequent Formative Evaluation, unless there is evidence of a significant change in performance.

In rating educators on Performance Standards for the purposes of Formative Assessment or Formative Evaluation, districts may use either the rubric provided by the Department in its Model System or a comparably rigorous and comprehensive rubric developed by the district and reviewed by the Department.

The educator shall have the opportunity to respond in writing to the Formative Assessment or evaluation.

Changing the Plan. If an educator receives performance ratings during the Formative Assessment or Formative Evaluation that differ from the most recent Summative Performance Ratings, the evaluator may place the educator on a different Educator Plan, appropriate to the new rating.

Minimum standards for Proficiency. The regulations (603 CMR 35.08(4)) specify minimum standards for overall Proficient ratings. Administrators must be rated Proficient or Exemplary in Standard I: Instructional Leadership to be eligible for an overall Proficient rating.

Step 5: Summative Evaluation

Every educator has a Summative Evaluation per 603 CMR 35.06. The Summative Evaluation is used to arrive at a rating on each Standard, determine an overall rating, and serve as a basis for making personnel decisions. Every educator must be rated as Exemplary, Proficient, Needs Improvement, or Unsatisfactory. In rating educators on performance Standards for the purposes of Summative Evaluation, districts may use either the rubric provided by the Department in its Model System or a comparably rigorous and comprehensive rubric developed by the district and reviewed by the Department.

- To be rated Proficient overall, an administrator must have been, at a minimum, rated Proficient on the Standard 1: Instructional Leadership as defined in 604 CMR 35.04.
- The Summative Evaluation rating must be based on evidence from multiple categories of evidence. MCAS growth scores cannot be the sole basis for a Summative Evaluation rating.
- Evidence and professional judgment shall inform the evaluator's rating of performance standards and the overall rating.

Educators have the opportunity to respond to the Summative Evaluation in writing.

EVALUATING THE SUPERINTENDENT

AN EXPLANATION AND GUIDE TO A MEANINGFUL AND MANAGEABLE EVALUATION PROCESS

masc

Massachusetts Association of School Committees

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INTRODUCTION

In 2010, the Massachusetts Legislature passed *An Act Relative to the Achievement Gap*. The objective of the legislation, along with enabling Massachusetts to qualify for Race to the Top federal funding, was to focus resources and efforts on improving the educational outcomes for all students and close persistent gaps in achievement between student cohorts.

Because a rigorous evaluation can be a valuable tool for helping teachers and administrators be effective educators, the law authorized the Massachusetts Board of Elementary and Secondary Education (BESE) to establish an educator evaluation model which is now used to evaluate all licensed educators, including teachers, administrators and superintendents throughout the Commonwealth.

The purposes of the evaluation are multifold and include:

- Linking the work of educators to the goals of the district;
- Creating a consistent set of standards throughout the state to measure educator performance;
- Connecting the evaluation to the impact an educator has on student achievement;
- Assisting educators in developing their own professional skills and improving their performance.

MASC was closely involved in developing the general outline for the model system, as well as in revising the Standards and Indicators of Effective Administrative Leadership in 2019. MASC has trained many school committees on implementing the new evaluation model system since its inception and guided school committees in the development of processes and practices that provide for an objective and fair evaluation of the superintendent in a thorough, yet effective manner.

For many, particularly school committee members and others unfamiliar with the model system, it can seem quite daunting. However, when broken into its component parts, it becomes much more manageable. This guide describes the components of the model system and guides the reader through the superintendent evaluation process and cycle to make it approachable and understandable.

The guide also advises school committees on the important tasks to accomplish at each stage of the evaluation cycle. While the Massachusetts model system for educator evaluation can seem more complex than the tools many committees used in the past, when done well, it has the advantage of being more objective and less subjective than past tools.

The Big Picture – District Goals

Before delving into the evaluation of the superintendent, it's important to take a step back and understand how the work of the superintendent fits in to the big picture of the district. In broad terms, the superintendent guides the district in achieving the district's mission, vision and goals. As school committees work with the superintendent to determine the goals and standards on which the superintendent will be evaluated, this big picture should inform and guide the work.

THREE COMPONENTS OF THE EVALUATION SYSTEM

COMPONENT ONE: TWO-PART TOOL

The model system for educator evaluation consists of two parts: Goals and Standards.

GOALS:

The evaluation model is GOAL FOCUSED. It is intended to foster growth on the part of the individual educator and, for the superintendent, keep the focus on improvement in student growth and achievement in the district. Keeping the focus on the goals makes the evaluation a tool that is unique to the individual educator and to the school district. In the regulations for educator evaluation, superintendents are required to have one Professional Practice goal, related to their individual professional growth and one Student Learning goal, related to their impact on student achievement. It is also recommended that they have two to four District Improvement goals that relate to the work necessary to drive the district forward.

STANDARDS:

The Department of Elementary and Secondary Education (DESE) has defined the Standards and Indicators of Effective Administrative Leadership in a document referred to as the rubric. The Standards and Indicators are defined in the regulations and are the same for all educators with a similar role throughout the state.

There are four standards for superintendents: Instructional Leadership, Management and Operations, Family and Community Engagement and Professional Culture. Standards are broad categories of knowledge, skills and performance relative to the work of the superintendent.

Standards are further broken down into Indicators. Indicators define more specific knowledge, skills and performance for each of the four Standards.

And then, Indicators are broken down even further into Elements, which define even more specific aspects of practice. Each element has four (4) descriptors, which describe the practice when implemented at an Unsatisfactory, Needs Improvement, Proficient or Exemplary level. To better understand the framework of the Rubric, refer to the Appendix. The full rubric for superintendents has the four (4) Standards, twenty (20) Indicators and thirty-nine (39) Elements.

IMPORTANT - NEW FOR 2019

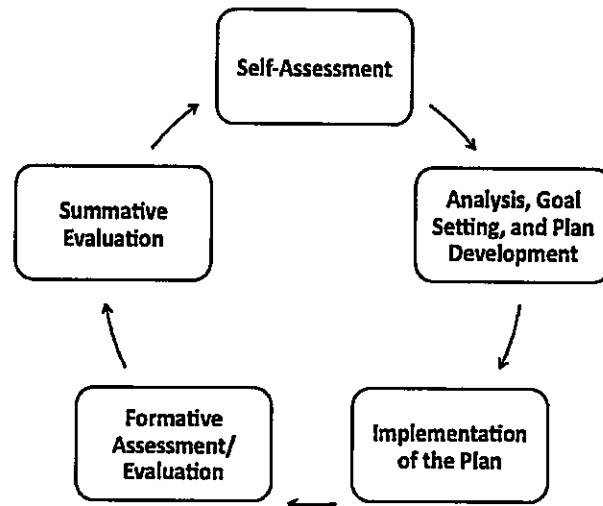
DESE has introduced a pilot rubric for superintendents which has only the four (4) Standards and twenty (20) Indicators. Each Indicator has descriptors for what that Indicator looks like at different levels of practice. The Elements are not included in the pilot rubric.

This new rubric better addresses the role of the school committee as evaluator and allows the school committee to: maintain its governance role by focusing on the results of the work, make the process more manageable when multiple people contribute to the evaluation, and help make the evaluation more understandable to the public,

The regulations for Educator Evaluation specifically define each of the Indicators. So, the regulatory language for each Indicator has become the description of Proficient in the rubric.

COMPONENT TWO: 5-STEP CYCLE

DESE defines a 5-step cycle for educator evaluations, including those of superintendents. It's important to understand that, for the process to proceed smoothly and be of value, attention needs to be paid to every step in the cycle.



Graphic supplied by MA Department of Elementary and Secondary Education. August, 2019

STEP 1. Self-Assessment

The evaluation process both starts and ends with a self-assessment. One can think of the self-assessment as a recap of the work done and progress made during the previous evaluation cycle. It answers the basic questions of “what has been accomplished in the past year and what work needs to be done?” As part of the self-assessment, the superintendent will provide evidence to support the conclusions of work on the goals and standards. It will also become the basis for informing the goals and standards for the next cycle.

STEP 2. Analysis, Goal Setting and Plan Development

Taking the information and evidence from the self-assessment, the superintendent will recommend, for approval by the school committee, a plan for the upcoming cycle. In this phase, the superintendent and school committee (evaluatee and evaluator) will discuss the work to be accomplished in the cycle, how it supports the work of the district and identify the priorities to be addressed. The plan will include goals that the superintendent will work to achieve, as well as limited selection of Indicators from the rubric (referred to as Focus Indicators) that demonstrate effective practice. The discussion should leave everyone with a clear understanding of the steps that will be taken and the work to be done to accomplish the plan.

According to DESE, goals should be SMART: Specific and Strategic; Measurable, Attainable; Rigorous, Realistic and Results-Focused, and Timed and Tracked. SMART goals also have key actions and benchmarks, which define when actions will happen and measurements of progress. Goals should clearly define an outcome that is understood by all.

STEP 3. Implementation of the Plan

Once the goals are set, it's time to get to work. For the most part, this is the work of the superintendent. There may, of course, be support the school committee must provide to enable the work. For example, certain initiatives might require budget allocations to be successfully implemented. In addition, it is helpful for the superintendent to keep the school committee apprised of progress throughout the cycle.

STEP 4. Formative Assessment

Approximately half-way through the cycle, the superintendent provides the school committee with an update on the progress of the plan. This is not a written evaluation, but rather an agenda item at a school committee meeting. It provides the opportunity for the school committee, as well as the community, to hear about the status of the plan. It gives the school committee the opportunity to ask any questions or voice any concerns it may have. If there is a need to make any adjustments to the goals in the plan, this would be the time to do it. While the Formative Assessment is important, ideally updates on implementation of the plan are occurring throughout the cycle, not just at the time of the Formative Assessment.

STEP 5. Summative Evaluation

At the end of the cycle, the superintendent presents the self-assessment, along with evidence to support the work done to achieve the goals and meet the standards agreed upon at the beginning of the cycle. Individual committee members consider this information, and, along with their own observations, evaluate the superintendent. Most commonly, the individual evaluations are compiled by a member of the committee into a composite evaluation. This composite evaluation is then discussed and voted upon as the final evaluation of the superintendent. In Massachusetts, this is a public process, conducted at a school committee meeting.

COMPONENT THREE: RATING SYSTEM

Lastly, the regulations define a rating system for the evaluation.

At the time of the Summative Evaluation, the superintendent will receive a rating for each Goal.

The possible ratings are:

- Exceeded
- Met
- Significant Progress
- Some Progress
- Did Not Meet

The superintendent will receive a rating on each Standard. The possible ratings are:

- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

Each rating for the Standards is broadly defined as follows:

Exemplary: A level of performance that exceeds the already high standard of Proficient. Reserved for performance that is of such a high level that it could serve as a model for leaders regionally or statewide.

Proficient: Performance is understood to be fully satisfactory. This is a rigorous expected level of performance. It is a demanding, but attainable level of performance.

Needs Improvement: Performance that is below the requirements of a Standard, but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Unsatisfactory: The rating is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a Standard and is considered inadequate or both.

The ratings on the Goals and the Standards are combined into an over-all summative rating of Unsatisfactory to Exemplary.

There are a couple items to keep in mind about the rating system:

- A superintendent must be rated on each of the four Standards.
- In order to receive an overall rating of Proficient, the superintendent must receive a rating of at least Proficient on the Instructional Leadership standard.

HOW DOES THIS ALL WORK?

(Implementing the Model Process)

At every stage of the 5-step cycle, there are tasks to be completed by both the superintendent and school committee. Keep in mind that paying significant attention to the tasks in the Goal Setting and Plan Development stage will reap benefits later in the cycle by ensuring everyone has the same understanding of expected outcomes.

GOAL SETTING AND PLAN DEVELOPMENT

First, set the goals. Remember, this is a Goal-Focused Evaluation. Keeping the focus in the goals keeps the focus on what is important for YOUR district's growth and improvement. Therefore, setting the goals first ensures that you keep this focus.

Using the self-assessment from the prior cycle, along with the district plan, the superintendent will work with the school committee to agree on goals for the coming cycle. If the superintendent is new to the district, this assessment would address the priorities the superintendent identifies upon reviewing the status of the district. The goals should, on the whole, describe the work that the superintendent will do to implement the district plan and goals, and to drive the district forward. As the district vision and plan is implemented, some goals may not change significantly from cycle to cycle, but the action plans should represent the next step in implementing the over-all district plan.

Goals should be SMART:

- Specific & Strategic
- Measurable
- Action-oriented
- Rigorous, Realistic and Results-Oriented
- Timed and Tracked

When a school committee and superintendent take the time to have a thorough discussion about what the goals mean and what they intend to accomplish, the remainder of the evaluation cycle can go much more smoothly. This can also help ensure that, at the end of the cycle, the ratings for the superintendent from the individual members of the school committee are more closely aligned.

At this point, a discussion of the goal OUTCOMES can be extremely beneficial in aligning expectations of everyone on the committee. Some questions to help ensure that the goal adequately describes the outcomes to be accomplished are:

- What is the outcome expected from implementation of this goal?
- How will the district be different a year from now if this goal is accomplished?

A discussion of expected outcomes will help ensure that the goal has a positive impact on the district, rather than being a list of tasks to complete that, in the end, have little or no impact.

Next, consider the Standards. Once the goals are set, then consider the second part of the two-part tool, The Standards and Indicators of Effective Administrative Leadership – the rubric.

While there are 20 Indicators, (and, if the committee is using the longer rubric, nearly 40 Elements) the committee should not use all the Indicators (or Elements) in the evaluation of the superintendent. Rather, pick a limited number of Focus Indicators (DESE recommends 6-8) that most closely relate to the goals you have set, or that you agree need attention. A limited number will help streamline the end of the process. And, again, it will help ensure that the ratings of individual school committee members are more closely aligned.

However, keep in mind that the superintendent must be evaluated on every Standard. So, in your choices, ensure that at least one Indicator from each Standard is selected.

Discuss the evidence. At this point it is very helpful to discuss the evidence that the superintendent might provide to show progress on the goals and implementation of the Standards. This serves a couple of purposes. First, it helps the superintendent consider the types of evidence that may be provided to the committee. Most importantly, it's another check to ensure everyone is viewing the goals and standards, and what will be accomplished during the cycle, through the same lens. Again, at the time of the summative evaluation, this can help keep the ratings of all the individual evaluators aligned more closely than they might be otherwise.

It should be noted that, especially when the goals and standards are aligned with each other, there are not necessarily two sets of evidence that the superintendent must provide, one for the goals and one for the standards. The same pieces of evidence will likely suffice for both. It's important to consider the evidence that truly supports the work, rather than expecting a large body of evidence that may or may not be relevant to the goals and standards.

Once the goals are set, Focus Indicators identified and evidence discussed, the school committee and superintendent can create a plan to monitor progress. One of the most effective ways to accomplish this is to create a year-long agenda for presentations at school committee meetings. This provides the opportunity for both the school committee and community to hear about the progress that's been made. It provides the opportunity for the school committee to provide feedback, lessening the chances of surprises at the end of the evaluation cycle. It also means that members are building an understanding of progress as the plan is implemented. So, at the end of the cycle, the review of evidence is just that, a review of information that's been conveyed all year rather than a "data dump" to be absorbed all at once.

Some superintendents and school committees have also found it beneficial to create a tool, such as a Google Docs or Dropbox folder where evidence related to goals and standards can be placed as it becomes available. This can help streamline the work of the superintendent in gathering the evidence as well as help school committee members build an understanding of progress during the entire evaluation cycle.

FORMATIVE ASSESSMENT

Part-way through the evaluation cycle, somewhere near the half-way point, there should be a formative assessment, a check-in on progress. This is not intended to be a written assessment, but rather a chance to discuss accomplishment to that point in time. The formative assessment takes place at a school committee meeting. It would generally be listed as an agenda item. The superintendent reports on progress and answer questions that the committee may have. It's an opportunity to keep the committee apprised of progress and to verify that the committee has a common understanding of the goals. Should there be a need to adjust the goals for any reason, this would be the time to do so. As noted above, while the Formative Assessment is beneficial, it is also wise to be monitoring progress throughout the entire evaluation cycle.

SMART goals delineate the actions that will be taken to complete them. Often, there are dependencies that must be in place for the goal to be achieved. There could be instances where a change in circumstances mean that the goal can't be accomplished as anticipated. In this case, it would be appropriate to revise the goal to fit the new circumstances. For example, if a goal was written in anticipation of receiving a grant, and the grant did not come through, the goal may need revision to adjust to the new circumstances.

SUMMATIVE EVALUATION

The summative evaluation is the public evaluation of the superintendent. The superintendent has only one evaluator, the committee as a whole and, therefore, only one evaluation. The final evaluation of the superintendent is intended to provide feedback that will help the superintendent know where the committee believes the superintendent has been successful and where improvement may be warranted. To serve the district and the superintendent well, the summative evaluation should provide objective feedback. It should also be limited to the goals and standards agreed upon at the beginning of the cycle and limited to the timeframe of the cycle.

Completion of the final summative evaluation generally takes place over several meetings. The superintendent will first provide a self-assessment to the committee, recapping the work completed and progress made during the cycle. Evidence to support the assessment will be presented and/or reviewed. This presentation allows members to ask the superintendent any clarifying questions as they prepare to complete the evaluation.

The process for preparing the committee's evaluation, often referred to as the Composite Evaluation can be accomplished in different ways, depending on committee preference. Most commonly, all members complete an individual evaluation which is collected by one compiler, usually the chairperson or a designee. Some committees may use a subcommittee to create the composite evaluation and some committees utilize someone outside the committee, such as a school committee administrative assistant. Alternatively, some committees forego the creation of individual evaluations and discuss and create the composite together at a public meeting.

Whatever process is utilized, however, it can be very beneficial to make sure everyone is clear on the process before it begins. This prevents surprises and potential contention at the end of the process, when the focus should be on the content of the evaluation itself.

After the superintendent's self-assessment is presented, committee members will have the material needed to complete individual evaluations. They will have the self-assessment, the evidence presented and the form to complete the evaluation. Everyone should also be clear on the deadline for returning the individual evaluation to whoever will compile the Composite Evaluation. Enough time should be allowed for individual committee members to ask the superintendent or chairperson any questions that arise as they complete their evaluations. And, of course, enough time should be allowed for the composite to be drafted.

In discussing preparation of the Composite Evaluation, committee members should be clear on the process for determining ratings and for drafting the narrative portion of the document. For the ratings, it's important to remember that, since the superintendent has only one evaluator, at the end there is only one rating for each goal, for each standard and for the overall summative rating. Therefore, the compiler must have a method for arriving at the composite rating. This should be more than assigning a number to each rating descriptor, adding them up and taking an average. The final composite rating should reflect a preponderance of the individual ratings. (Note that, however, committees can certainly present the individual ratings when discussing the evaluation in public.) Again, this is where a thorough discussion of the expected goal outcomes and the expectations for the standards back at the beginning of the evaluation cycle can make preparation of the composite much easier.

The process for preparing the composite narrative, a summary of member comments, should also be discussed in advance. Particularly in the comment section of the evaluation, the compiler has the challenge of creating one document that reflects the entire committee, but ensures that every individual can hear their voice reflected in the comments. Often, members agree that at least two members must make a similar comment for it to be reflected in the composite. Should a member feel an important comment was left out, they have the

opportunity to persuade their fellow committee members to include the comment during the public discussion of the evaluation.

Whatever process a committee uses to arrive at the composite evaluation of the superintendent, the final piece of the process is the public evaluation. According to the Open Meeting Law, discussions of professional competence - which is what the evaluation is - take place in public. In addition, employees of public boards are evaluated in public. So, whether individual evaluations are compiled into a draft composite, or whether the committee creates the document jointly, there is a public discussion and vote on the final evaluation. This may be the chairperson simply reading the composite or it may be a more extensive discussion. Completing the evaluation of the superintendent, however, lets the community know that the school committee is fulfilling one of its most important responsibilities and is monitoring and evaluating progress of both the superintendent and the district.

FREQUENTLY ASKED QUESTIONS

How does the evaluation relate to the superintendent's contract?

This is left to the discretion of the committee and superintendent. The evaluation can be used to determine a salary increase, bonus and/or contract extension. Some specifics of the evaluation, such as the timetable for the evaluation, the process for aggregating feedback from individual members may be in the contract. There may also be provisions about which school committee members are allowed to participate in the evaluation. Some contracts specify that members must be on for a specific amount of time before contributing to the evaluation.

Some contracts also call for a "mutually agreeable" process, timetable and tool. Others may require that school committees "confer and consult" with the superintendent regarding the evaluation. While the regulations are clear that the evaluator has the final decision on the goals in an evaluation, this does leave room for discussion and potential disagreement on other parts of the evaluation content and process. To avoid potential stalemates, MASC recommends "confer and consult" language in the contract.

What is the timing of the evaluation cycle?

The timing of the evaluation cycle is left to local discretion. As the new goal-focused evaluation model becomes established, many committees are adjusting the cycle to fit with the goal setting and planning that occurs in the rest of the district. The superintendent is evaluated at the end of the school year, with planning occurring over the summer and goals set no later than early fall.

Some committees may tie the evaluation cycle to the municipal elections, or to the release of state test scores, as they may be a piece of evidence for the evaluation. The rationale for tying the cycle to elections is to ensure that the committee sitting at the time the evaluation document was created is the same committee that completes the summative evaluation.

When committees choose a cycle that does not coincide with elections, it is useful to consider what happens if the composition of the committee changes during the cycle. Members stepping off the committee can prepare an individual evaluation that cover the period up until the point they leave the committee and this can become part of the composite. Members that join the committee part-way through may contribute to the evaluation based on the time they have been on the committee. They may choose not to participate, depending on how up-to-speed they feel. Or, they may decide to participate in part or fully participate. Of course, as members of the committee at the time of the actual evaluation, they are fully able to vote on the final evaluation if they choose.

How long is an evaluation cycle?

In the past, DESE defined an annual cycle for superintendents. With the new guidance in 2019, the Department now defines a two-year cycle for experienced superintendents. Simply put, the entire process spans two years rather than one. The formative, mid-cycle review would occur at the end of year one of the cycle and the summative evaluation would occur at the end of the year two.

An experienced superintendent is a superintendent who has been in the role for three years or longer and/or in the district for three years or longer. The decision to use a one-year or two-year cycle for an experienced superintendent is at the discretion of the school committee. Defining the length of the cycle in contract language, in this case, could be helpful.

Are the evaluations of individual members public?

Yes. If the individual evaluations are used in the creation of a composite document, they are considered public records.

Here is the answer from the Open Meeting Law Division of the Attorney General's office:

Yes, if those evaluations are used by the public body during an open meeting. The Open Meeting Law states that "materials used in a performance evaluation of an individual bearing on his professional competence," that were created by members of a public body and used during a meeting are public records, and cannot be withheld from public disclosure. See G.L. c. 30A, §22(e). Thus, employee evaluations that members of a public body create and then use during an open meeting to evaluate an employee are public records. Comprehensive evaluations that aggregate the individual public body members' evaluations are also public records if they are used during the course of a meeting. <https://www.mass.gov/info-details/frequently-asked-questions-about-the-open-meeting-law#frequently-asked-questions-about-evaluations->

What is the Supreme Judicial Court ruling regarding evaluations that is sometimes mentioned?

The SJC ruling refers to the release of the composite evaluation of the superintendent to the public. The Court determined that the composite evaluation contains the opinion of the individual members of the committee. As such, it rises, in the Court's eyes, to the level of deliberation. Therefore, as soon as the composite evaluation is available to the committee members, it must also be available to the public. This is to meet the requirements of the Open Meeting Law that deliberation by a public body is to occur in public. If the composite evaluation is made available to the committee in advance of the meeting, it must also be made available to the public through posting on a website and be available in paper form if requested.

APPENDIX

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Superintendent Evaluation Procedural Steps Worksheet

<u>Task</u>	<u>Date</u>
1. Establish Goals and Focus Indicators	_____
• Determine process to establish: ○ Superintendent recommendation to full committee? ○ Superintendent work with subcommittee? • Discuss criteria to assess performance: ○ Key actions and benchmarks ○ Ensure goals are SMART ○ Examples of evidence that could be provided	
2. School Committee vote to approve Goals and Focus Indicators	_____
3. Committee and superintendent discuss Formative (mid-cycle) Assessment	_____
• Agenda item, not written assessment	
4. Superintendent provides end-of-cycle report	_____
5. Committee members receive evaluation form	_____
• Insert agreed-upon Goals into evaluation form • Highlight agreed-upon Indicators • Provide copy of rubric • Discuss: ○ Who will compile? ○ How will ratings be determined? ○ How will ratings be presented? ○ How will narrative be composed? ○ Will individual evaluations be shared with committee?	
6. Committee members submit completed individual evaluations	_____
• Allow enough time to ask clarifying questions	
7. Compiler creates composite evaluation	_____
8. Final evaluation presented, discussed and voted in a public meeting	_____

DRAFT Indicator Rubric for Superintendent Evaluation

The Indicator Rubric for Superintendent Evaluation is an evaluation tool intended to support a shared understanding of effective leadership practice between a superintendent and school committee members.

Designed around the 21 Indicators from the Standards of Effective Administrative Leadership (603 CMR 35.04), the Indicator Rubric includes descriptions of a superintendent's practice for each *Indicator* and articulates the specific responsibilities that a school committee may be expected to reasonably evaluate. This is a significant departure from the more detailed, *element-level* rubrics associated with other educator roles in the model system for educator evaluation.

While this structural difference results in a shorter, less complex evaluation tool, it does *not* simplify the responsibilities of a superintendent. All 21 Indicators associated with the four Standards of Effective Administrative Leadership remain in place, and the superintendent is still expected to meet expectations associated with each Standard, typically assessed by focusing on one to two Indicators per Standard each year. Describing practice at the Indicator level, rather than at the element level acknowledges the following unique components of an educator evaluation process conducted by a school committee:

- **The Role of the School Committee:** The school committee's role is governance, rather than management. A school committee thereby focuses on the *what* and the *why* (governance) of superintendent leadership, rather than the *how* (management). The Indicator Rubric does the same.
- **The Composition of a School Committee:** The school committee as "evaluator" is comprised of multiple individuals, rather than a single evaluator. This demands consensus building, a process made exponentially easier when focused around fewer descriptors of practice.
- **The Focus of a School Committee:** School committee members, many of whom are often non-educators, focus primarily on the outcome of a superintendent's work, rather than the details of implementation. The Indicator Rubric guides committee members to maintain this focus.
- **A Public Process.** The superintendent's evaluation is the only educator evaluation conducted in public. The Indicator Rubric includes the practices to which a committee can reasonably be expected to have access or insight, such that the public process of collecting and evaluating evidence may be conducted with transparency and integrity.

The 2019-2020 Rubric Pilot. DESE is supporting a year-long pilot of the draft **Indicator Rubric** to evaluate its use and impact on the superintendent evaluation process. The objectives of the pilot include:

- ✓ Assess the implementation of the rubric by superintendents and school committees. *Is it accessible and relevant to all involved?*
- ✓ Assess the impact of the rubric. *Does it promote a comprehensive evaluation of superintendent practice? Does it support consistency and transparency in aspects of the evaluation process, including analyzing evidence, providing feedback, and using professional judgment to determine ratings?*

DESE will collect input from pilot districts through a qualitative survey and interview process. For more information on participating as a pilot district, please contact Claire Abbott at cabbott@doe.mass.edu.

STANDARD I: Instructional Leadership

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
I-A: Curriculum	Does not ensure the implementation of standards-based units of instruction across the district (e.g. fails to provide adequate resources or training).	Ensures that most instructional staff implement standards-based units of instruction consisting of well-structured lessons, but curricula in some schools or content areas lack appropriate rigor or alignment to state standards.	Monitors and assesses progress across all schools and content areas to ensure that all instructional staff implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	Empowers administrators to ensure all instructional staff collaboratively plan, adapt as needed, and implement standards-based units comprised of well-structured lessons aligned to state standards and local curricula. Continually monitors and assesses progress, and provides additional supports as needed. Models this practice for others.
I-B: Instruction	Does not ensure that instructional practices across schools and content areas reflect high expectations for teaching and learning, are engaging and motivating, or meet the diverse learning of all students; or establishes inappropriately low expectations for teaching and learning.	Supports instructional practices in some schools or content areas that reflect high expectations, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness; but allows lower expectations and/or insufficiently engaging instruction to persist in parts of the district.	Monitors and supports principals and instructional staff through observations and feedback to ensure that instructional 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.	Sets high expectations for the content and quality of instruction and empowers all administrators to do the same, such that instructional practices throughout the district are engaging, inclusive, and personalized to accommodate diverse learning needs of all students. Stays informed of new, evidenced-based instructional practices and provides resources and supports to implement them as needed. Monitors principals and instructional staff in support of these practices through observations and feedback.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C: Assessment	Does not set expectations around or ensure the use of a variety of formal and informal assessment methods throughout the district.	Encourages most principals and administrators to facilitate practices that propel personnel to use a variety of formal and informal methods and assess student learning, growth, and understanding, but assessment use and analysis is inconsistent throughout the district.	Monitors and supports principals and instructional staff through observations and feedback to ensure 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.	Empowers teams of administrators and instructional staff to use a comprehensive system of informal and formal assessment methods to measure each student's learning, growth, and progress toward achieving state/local standards, and to use findings to adjust instructional practice and implement appropriate interventions and enhancements for students. Ensures alignment of assessments to content and grade level standards, and monitors administrators' efforts and successes in this area. Models this practice for others.
I-D: Evaluation	Does not supervise and evaluate administrators in alignment with state regulations or contract provisions, such that: - Administrators' goals are neither SMART nor aligned to school and/or district goals, and/or - Administrators rarely provide quality supervision and evaluation to other staff; and/or - Administrators are rarely, if ever, observed and provided with feedback on their own leadership practice.	Supervises and evaluates administrators in alignment with state regulations and contract provisions, but: - Some administrator goals may not be SMART or aligned to school and district priorities; and/or - Observations of and feedback to staff by other administrators is inconsistent or nonspecific; and/or - Observations of and feedback to administrators by the superintendent are inconsistent or nonspecific.	Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by: - Support to all administrators in developing SMART goals aligned to school and district priorities; - Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff; and - Frequent observations of and feedback to administrators on effective leadership practice.	Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by: - Support to all administrators to develop and attain SMART goals aligned to school and district priorities, and sharing best practices and success with the district community; - Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff; - Frequent observations of and feedback to administrators on effective leadership practice. Models this process through the superintendent's own evaluation process and goals.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E: Data-Informed Decision Making	Gathers limited information on district strengths and weaknesses and writes district and annual action plans that lack data-informed goals.	Identifies multiple sources of evidence related to student learning to assess the district's strengths and areas for improvement, but these data are not comprehensive and/or analysis is insufficient, such that district and annual action plans lack focused or measurable goals.	Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform district goals and improve organizational performance, educator effectiveness, and student learning. Regularly monitors and shares progress with the community. Supports principals to align school improvement goals to district plans and goals.	Leads administrator teams in identifying and using multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, district culture and climate information, to assess and communicate the district's strengths and areas for improvement. Involves stakeholders in the creation of district improvement and annual action plans comprised of measurable, results-oriented goals, and empowers principals to develop and implement similarly robust and aligned school plans and goals. Regularly monitors and shares progress with the community.
I-F: Student Learning	Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <i>There are no associated performance descriptors for the Student Learning Indicator. For administrators, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator(s) when determining a performance rating for Standard I. Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan. For superintendents and other district leaders, multiple measures of student learning might include (but should not be limited to) statewide assessments, assessments from curricular materials used in multiple schools, district-created common assessments, or others measures that provide information about student learning across the district.</i>			

STANDARD II: Management and Operations

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
II-A. Environment	Fails to establish plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students throughout the district, such that schools and other buildings are not generally clean, attractive, welcoming, or safe.	Oversees plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students, but allows for variation in implementation and/or quality across the district, such that not all students have equitable access to clean, safe, and supportive learning environments.	Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students throughout the district, as evidenced by: - orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; school and district buildings that are clean, attractive, welcoming, and safe; and - safe and supportive learning environments for all students.	Empowers all administrators to develop and execute effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of all students throughout the district, as evidenced by: - orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; school and district buildings that are clean, attractive, welcoming, and safe; and - safe and supportive learning environments for all students. Assesses efficacy using feedback from students, staff, and families, and other data sources, and makes adjustments as necessary. Models this practice for others.

DRAFT Indicator Rubric for Superintendents

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B. Human Resources Management & Development	Does not implement any formal processes for the recruitment and hiring of faculty and staff, and/or fails to provide sufficient induction, development, or career growth supports to educators, as evidenced by an inability to reliably hire and retain educators that meet the learning needs of district students.	Oversees processes for recruitment, hiring, induction, development, and career growth, but systems are inadequately or inconsistently implemented throughout the district, and/or do not consistently promote the hiring, retention, and support of a diverse, effective educator workforce.	Monitors and supports the implementation of a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice, as evidenced by districtwide systems that support: - Hiring and retaining a diverse workforce; - Comprehensive induction supports for new educators; - Job-embedded professional development aligned with district goals; and - Distributed leadership opportunities to support educator career growth.	Ensures a districtwide system for recruiting, hiring, and retaining an effective and diverse workforce of administrators and educators who share the district's mission and meet the learning needs of all students, as evidenced by: - comprehensive induction supports for all new educators; - job-embedded professional learning that (a) reinforces district goals, (b) results in high-quality and effective practice; and - formalized distributed leadership and career growth opportunities. Empowers all administrators to implement these systems consistently.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C. Scheduling and Management Information Systems	Does not implement systems to ensure optimal use of time for teaching, learning, or collaboration, such that instructional time is inadequate and/or routinely disrupted, and administrators have limited to no opportunities to collaborate around meaningful practice.	Encourages the use of scheduling and management information systems that promote time for teaching and learning, but does not monitor efficacy throughout the district and/or allows for frequent schedule disruptions; provides inadequate time for administrators to collaborate around leadership practice.	Uses systems to ensure optimal use of time for teaching, learning, and collaboration, as evidenced by: - school schedules that maximize student access to quality instructional time and minimize school day disruptions; and - regular opportunities for administrators to collaborate.	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize access to quality instructional time for all students, and minimize disruptions and distractions for all school-level staff. Supports ongoing administrator collaboration within and across schools.
II-D. Laws, Ethics and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements, and/or fails to adhere to ethical guidelines.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies, and/or ethical guidelines.	Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines, and provides the resources and support to ensure district-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. Models this practice for others.

DRAFT Indicator Rubric for Superintendents

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E. Fiscal Systems	Develops a budget that does not align with the district's goals or mismanages available resources. Does not communicate budget rationale or financial short falls to staff, community members, municipal stakeholders, or the school committee.	Develops a budget that loosely aligns with the district's vision, mission, and goals, and/or inconsistently manages expenditures and available resources. Does not effectively communicate budget rationale to staff, community members, municipal stakeholders, and the school committee.	Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources; and effectively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.	Leads the administrator team to develop a district budget aligned with the district's vision, mission, and goals that addresses the needs of all students. Allocates and manages expenditures consistent with district/school-level goals, and seeks alternate funding sources as needed. Proactively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.

STANDARD III: Family and Community Engagement

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 school and district.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement	Does little to welcome families as members of the district, classroom or school community, or tolerates an environment that is unwelcoming to some families.	Invites families to participate in the classroom and school community, but efforts are limited or insufficient, leading to limited family involvement throughout the district.	Promotes, monitors and supports comprehensive, culturally responsive and collaborative engagement practices that welcome and encourage every family to actively participate in the classroom and school community , and engages community stakeholders to contribute to the classroom, school, and community's effectiveness.	Ensures that all personnel to use culturally responsive and collaborative practices that engage all families to contribute to district, classroom, school, and community effectiveness, including but not limited to families with limited access to technology, and families whose home language is not English. Actively engages stakeholders from all segments of the community, including residents, municipal officials, and business leaders, in furthering the mission of the school and the district. Models this practice for others.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B. Sharing Responsibility	Does not ensure that administrators are identifying student learning and development needs and working with families to address them.	Encourages administrators to work with families to address students struggling academically or behaviorally, but does not consistently monitor these activities to ensure that student needs are being met, either within or outside of schools.	Monitors adherence to district-wide policies and practices that promote continuous collaboration with families to support student learning and development both at home and at school, as evidenced by: - the collaborative identification of each student's academic, social, emotional, and behavioral needs; and - connecting families to the necessary resources and services within the school and the community to meet students' learning needs.	Empowers all administrators to regularly collaborate with families to address each student's academic, social, emotional, and behavioral needs, and to access as needed necessary services within and outside of schools to address those needs. Monitors these processes to ensure all student needs are being met. Models this practice for others.
III-C. Communication	Does not set clear expectations for or provide support to administrators regarding regular or culturally sensitive communication with families, and/or allows culturally insensitive, inappropriate, or disrespectful communications with families to occur. District communication regarding student learning and performance occurs primarily through school report cards.	May set expectations regarding regular, two-way, culturally proficient communications with families, but allows occasional communications that are culturally insensitive to some families' home language, culture, and values. District communication primarily occurs through school newsletters and other one-way media.	Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance, that is provided in multiple formats and reflects understanding of and respect for different families' home languages, culture, and values.	Supports and empowers all administrators to engage in regular, two-way, culturally responsive communications with families about student learning and performance. District-wide communications with families are provided in multiple formats and respect and affirm different families' home languages, culture, and values.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D. Family Concerns	Does not address most family concerns in a timely or effective manner, fails to provide systems or supports for administrators to do the same, and/or allows responses to be inconsistent or insufficient. Resolutions are often not in the best interest of students.	Ensures that most family concerns are addressed as they arise, but responsiveness is inconsistent across the district. Supports administrators to reach solutions to family concerns, but may not ensure equitable resolutions that are in the best interest of students.	Addresses family concerns in an equitable, effective, and efficient manner, and supports administrators to seek equitable resolutions to both academic and non-academic concerns that (a) reflect relevant information from all parties including families, faculty, and staff, and (b) are in the best interest of students.	Ensures that all family concerns are addressed in a timely and effective manner throughout the district; empowers administrators to proactively respond as academic or non-academic concerns arise; and promotes collaborative problem solving processes informed by relevant input from all families, faculty, and staff that result in equitable solutions that are in the best interest of students. Models this practice for others.

STANDARD IV: Professional Culture

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement among administrators, as evidenced by: 1. a failure to develop or articulate the district's mission or core values; and 2. an inability or unwillingness to lead administrator leadership meetings that inform school and district matters.	May articulate high standards for teaching and learning, but expectations are inconsistently applied throughout the district, as evidenced by: 1. Mission and core values are present but may not reflect district-wide buy-in, or are rarely used to inform decision-making. 2. Meetings: Leads administrator leadership meetings that address matters of consequence but may not result in meaningful decision-making.	Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including: 1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making. 2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.	Established a district-wide commitment to high standards of teaching and learning with high expectations for achievement for all, including: 1. Mission and core values: Collaborates with educators and community members to develop, secure and/or promote core values and an aligned mission, and to use them to guide decision making. 2. Meetings: Empowers administrators to share responsibility for leading team meetings that address important district matters, and foster collaborative learning and problem-solving around instructional leadership issues. Models this practice for others.

IV-B. Cultural Proficiency	Develops and implements culturally insensitive or inappropriate policies and practices, does not support administrators and staff in building cultural proficiency, and/or fosters a culture that minimizes the importance of individual differences.	Takes pride in having a diverse administration, faculty and/or student body, but some policies and practices are not culturally responsive; and/or provides limited resources for administrators to support the development of culturally responsive learning environments and school culture that affirms individual differences.	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, as evidenced by the sufficient provision of guidance, supports, and resources to all schools to promote culturally responsive learning environments and school cultures that affirm individual differences of both students and staff.	Leads stakeholders to develop and implement culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and supports to build culturally responsive learning environments and collaborates with community members to create a culture that affirms individual differences. Models this practice for others.
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DRAFT Indicator Rubric for Superintendents

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C. Communications	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times, such that staff, families and community members, and/or the school committee lack accurate or sufficient information.	Demonstrates adequate interpersonal, written, and verbal communication skills, but outreach to staff, families and community members, and/or the school committee may be inconsistent or unclear.	Demonstrates strong Interpersonal, written, and verbal communication skills , as evidenced by regular and informative outreach to staff, families and community members, and the school committee in a manner that advances the work of the district. Regularly seeks and considers feedback in decision-making.	Utilizes and models strong context- and audience-specific interpersonal, written, and verbal communication skills. Actively seeks and incorporates feedback into decision-making and in communicating rationale for the decisions to staff, family, community members and school committee.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D. Continuous Learning	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices. Does not reflect on leadership practice or demonstrate new ways of thinking about administration and leadership.	Encourages administrators and teams to reflect on the effectiveness of instruction and student learning and use data and best practices to adapt practice, but does not monitor administrators in these practices to ensure consistency or efficacy. Occasionally reflects on their own leadership practice.	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 instruction and achieve improved results, as evidenced by: - Supporting regular opportunities for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning, and - Engaging in their own continuous learning to improve leadership practice. Models these behaviors in their own practice.	Develops, nurtures, and models a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results, as evidenced by: - Empowering all administrators to collaborate and share knowledge and skills of best practices that improve student learning within their own buildings, and - Regularly reflecting on and improving their own leadership practice in order to develop new approaches to improve overall district effectiveness.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E. Shared Vision	Does not engage stakeholders in the creation of or commitment to a shared educational vision, such that the vision is not one in which all students will be prepared to succeed in postsecondary education and become responsible citizens and community contributors.	Engages some administrators, staff, students, families, and community members in developing and committing to a shared educational vision focused on student preparation for college and career readiness, civic engagement, responsible citizenship, and community contributions, but stakeholder engagement is limited and/or the vision is unrepresentative of the district community.	Continuously engages all stakeholders in the creation of (or commitment to) a shared educational vision focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship. ¹	Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around student preparation for college and careers, civic engagement, community contributions, and responsible citizenship. Ensures alignment of school and district goals to this vision. Models this practice for others.
IV-F. Managing Conflict	Does not respond to disagreement or dissent and/or does not address conflict in a solutions-oriented or respectful manner. Does not attempt or fails to build consensus within the district and school communities.	Responds respectfully to most cases of disagreement and dissent, but employs only a limited range of strategies to resolve conflict and build consensus within the district and school communities, with varying degrees of success.	Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout district and school communities , while maintaining a commitment to decisions that are in the best interest of all students.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, and resolves conflicts in a constructive manner such that all parties are able to move forward productively. Regularly strives to achieve consensus within the district and school communities, while maintaining a commitment to decisions that are in the best interest of all students. Empowers and supports administrators to use these approaches in their own leadership.

¹ The original Indicator language is modified in this rubric to reflect a more expansive definition of student success that is inclusive of college and career readiness. This definition is reflected in the other model rubrics as well as Massachusetts policies and initiatives to improve outcomes for all students.

SUPERINTENDENT EVALUATION: EXAMPLES OF COMMON TYPES OF EVIDENCE BY INDICATOR

In addition to relevant and publicly available artifacts such as school committee reports and presentations, accountability data, and school and district improvement plans, the following list includes *examples*² of common types of evidence² associated with each Standard and Indicator. It is meant to guide—not prescribe—the collection of evidence of Focus Indicators that have been agreed upon by School Committees and Superintendents. This list should not be seen as comprehensive, nor should a superintendent or committee attempt to gather all of the examples cited below.

STANDARD I:		STANDARD II:		STANDARD III:		STANDARD IV:	
Instructional Leadership		Management and Operations		Family and Community Engagement		Professional Culture	
A. Curriculum Indicator	✓ Curriculum maps	A. Environment Indicator	✓ Analysis of safety and crisis plan elements and/or incidence reports	A. Engagement Indicator	✓ Family and community engagement/participation rates and trends	A. Commitment to High Standards Indicator	✓ Example leadership team meeting agenda items and analysis
	✓ Example unit plans		✓ Analysis of student support systems, structures, or programs		✓ Examples of outreach to community stakeholders and organizations		✓ School-site walkthrough data and follow-up reports
B. Instruction Indicator	✓ Aggregated classroom walkthrough/observation data	B. Human Resources Management and Development Indicator	✓ Staff hiring and retention data	B. Sharing Responsibility Indicator	✓ Reports of family participation in district/school services	B. Cultural Proficiency Indicator	✓ Implementation updates for relevant policies/practices
	✓ Aggregated student feedback		✓ School and district PD plans		✓ Compilation of family referrals to and use of outside services		✓ Compilation of student/staff feedback on learning environments
C. Assessment Indicator	✓ Report on district assessments	C. Scheduling and Management Information Systems Indicator	✓ Analysis of master schedules and time on learning	C. Communication Indicator	✓ Compilation of survey results from parents/community stakeholders	C. Communications Indicator	✓ Related PD descriptions and/or feedback analysis
	✓ Aggregated classroom walkthrough/observation data		✓ Report on common planning time and professional development opportunities		✓ District website and newsletters		✓ Memos/newsletters to staff and public
D. Evaluation Indicator	✓ Report of data team meetings and/or protocols	D. Law, Ethics, and Policies Indicator	✓ Relevant leadership team meeting agenda items	D. Family Concerns Indicator	✓ Example agendas for Back-to-School Night and similar events	D. Continuous Learning Indicator	✓ Compilation of procedures and protocols to communicate effectively with the School Committee
	✓ Report on school and classroom observation data		✓ Policies and protocols governing		✓ Compilation of parent feedback		✓ Professional development for principals/administrators
							Report on professional

² Any evidence collected by or shared with a school committee as part of the superintendent's evaluation—particularly when such evidence may communicate information about students, families, and/or staff—must adhere to all confidentiality rules and regulations.

SUPERINTENDENT EVALUATION: EXAMPLES OF COMMON TYPES OF EVIDENCE BY INDICATOR

STANDARD I: Instructional Leadership	STANDARD II: Management and Operations	STANDARD III: Family and Community Engagement	STANDARD IV: Professional Culture
✓ Analysis of student and staff feedback data E. Data-Informed Decision-Making Indicator ✓ District/school improvement plans ✓ Examples of status updates and other reports for school committee F. Student Learning Indicator ✓ Statewide assessment data ✓ Common assessment data ✓ Analysis of other performance data	confidentiality and district code of ethics E. Fiscal Systems Indicator ✓ Budget analyses and monitoring reports ✓ Budget presentations	and other public settings	development/continuous learning for superintendent E. Shared Vision Indicator ✓ Example leadership team meeting agenda items and analyses ✓ District communications with staff, families, and community F. Managing Conflict Indicator ✓ Compilation of feedback from staff, parents, and/or other community members ✓ Observations of superintendent at public meetings

Model Guidance on the Superintendent Evaluation Process is available at

www.doe.mass.edu/edeval/model/

Indicator Rubric for Superintendent Evaluation

The Indicator Rubric for Superintendent Evaluation is an evaluation tool intended to support a shared understanding of effective leadership practice between a superintendent and school committee members.

Designed around the 21 Indicators from the Standards of Effective Administrative Leadership (603 CMR 35.04), the Indicator Rubric includes descriptions of a superintendent's practice for each *Indicator* and articulates the specific responsibilities that a school committee may be expected to reasonably evaluate. This is a significant departure from the more detailed, *element*-level rubrics associated with other educator roles in the model system for educator evaluation.

While this structural difference results in a shorter, less complex evaluation tool, it does *not* simplify the responsibilities of a superintendent. All 21 Indicators associated with the four Standards of Effective Administrative Leadership remain in place, and the superintendent is still expected to meet expectations associated with each Standard, typically assessed by focusing on one to two Indicators per Standard each year. Describing practice at the Indicator level rather than at the element level acknowledges the following unique components of an educator evaluation process conducted by a school committee:

- **The Role of the School Committee:** The school committee's role is governance, rather than management. A school committee thereby focuses on the *what* and the *why* (governance) of superintendent leadership, rather than the *how* (management). The Indicator Rubric does the same.
- **The Composition of a School Committee:** The school committee as "evaluator" is comprised of multiple individuals, rather than a single evaluator. This demands consensus building, a process made exponentially easier when focused around fewer descriptors of practice.
- **The Focus of a School Committee:** School committee members, many of whom are often non-educators, focus primarily on the outcome of a superintendent's work, rather than the details of implementation. The Indicator Rubric guides committee members to maintain this focus.
- **A Public Process.** The superintendent's evaluation is the only educator evaluation conducted in public. The Indicator Rubric includes the practices to which a committee can reasonably be expected to have access or insight, such that the public process of collecting and evaluating evidence may be conducted with transparency and integrity.

STANDARD I: Instructional Leadership

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
I-A: Curriculum	Does not ensure the implementation of standards-based units of instruction across the district (e.g. fails to provide adequate resources or training).	Ensures that most instructional staff implement standards-based units of instruction consisting of well-structured lessons, but curricula in some schools or content areas lack appropriate rigor or alignment to state standards.	Monitors and assesses progress across all schools and content areas to ensure that all instructional staff implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	Empowers administrators to ensure all instructional staff collaboratively plan, adapt as needed, and implement standards-based units comprised of well-structured lessons aligned to state standards and local curricula. Continually monitors and assesses progress, and provides additional supports as needed. Models this practice for others.
I-B: Instruction	Does not ensure that instructional practices across schools and content areas reflect high expectations for teaching and learning, are engaging and motivating, or meet the diverse learning of all students; or establishes inappropriately low expectations for teaching and learning:	Supports instructional practices in some schools or content areas that reflect high expectations, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness; but allows lower expectations and/or insufficiently engaging instruction to persist in parts of the district.	Monitors and supports principals and instructional staff through observations and feedback to ensure that instructional 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.	Sets high expectations for the content and quality of instruction and empowers all administrators to do the same, such that instructional practices throughout the district are engaging, inclusive, and personalized to accommodate diverse learning needs of all students. Stays informed of new, evidenced-based instructional practices and provides resources and supports to implement them as needed. Monitors principals and instructional staff in support of these practices through observations and feedback.

Indicator Rubric for Superintendents

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C: Assessment	Does not set expectations around or ensure the use of a variety of formal and informal assessment methods throughout the district.	Encourages most principals and administrators to facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, but assessment use and analysis is inconsistent throughout the district.	Monitors and supports principals and instructional staff through observations and feedback to ensure 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.	Empowers teams of administrators and instructional staff to use a comprehensive system of informal and formal assessment methods to measure each student's learning, growth, and progress toward achieving state/local standards, and to use findings to adjust instructional practice and implement appropriate interventions and enhancements for students. Ensures alignment of assessments to content and grade level standards, and monitors administrators' efforts and successes in this area. Models this practice for others.
I-D: Evaluation	Does not supervise and evaluate administrators in alignment with state regulations or contract provisions, such that: • Administrators' goals are neither SMART nor aligned to school and/or district goals, and/or • Administrators rarely provide quality supervision and evaluation to other staff; and/or • Administrators are rarely, if ever, observed and provided with feedback on their own leadership practice.	Supervises and evaluates administrators in alignment with state regulations and contract provisions, but: • Some administrator goals may not be SMART or aligned to school and district priorities; and/or • Observations of and feedback to staff by other administrators is inconsistent or nonspecific; and/or • Observations of and feedback to administrators by the superintendent are inconsistent or nonspecific.	Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by: • Support to all administrators to develop and attain SMART goals aligned to school and district priorities, and sharing best practices and success with the district community; • Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff; • Frequent observations of and feedback to administrators on effective leadership practice.	Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by: • Support to all administrators to develop and attain SMART goals aligned to school and district priorities, and sharing best practices and success with the district community; • Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff; • Frequent observations of and feedback to administrators on effective leadership practice. Models this process through the superintendent's own evaluation process and goals.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E: Data-Informed Decision Making	Gathers limited information on district strengths and weaknesses and writes district and annual action plans that lack data-informed goals.	Identifies multiple sources of evidence related to student learning to assess the district's strengths and areas for improvement, but these data are not comprehensive and/or analysis is insufficient, such that district and annual action plans lack focused or measurable goals.	Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform district goals and improve organizational performance, and student educator effectiveness, and student learning. Regularly monitors and shares progress with the community. Supports principals to align school improvement goals to district plans and goals.	Leads administrator teams in identifying and using multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, district culture and climate information, to assess and communicate the district's strengths and areas for improvement. Involves stakeholders in the creation of district improvement and annual action plans comprised of measurable, results-oriented goals, and empowers principals to develop and implement similarly robust and aligned school plans and goals. Regularly monitors and shares progress with the community.
I-F: Student Learning	Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <i>There are no associated performance descriptors for the Student Learning Indicator. For administrators, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator(s) when determining a performance rating for Standard I. Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan. For superintendents and other district leaders, multiple measures of student learning might include (but should not be limited to) statewide assessments, assessments from curricular materials used in multiple schools, district-created common assessments, or others measures that provide information about student learning across the district.</i>			

STANDARD II: Management and Operations

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
II-A. Environment	Fails to establish plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students throughout the district, such that schools and other buildings are not generally clean, attractive, welcoming, or safe.	Oversees plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students, but allows for variation in implementation and/or quality across the district, such that not all students have equitable access to clean, safe, and supportive learning environments.	Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students throughout the district, as evidenced by: - orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; - school and district buildings that are clean, attractive, welcoming, and safe; and - safe and supportive learning environments for all students.	Empowers all administrators to develop and execute effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of all students throughout the district, as evidenced by: - orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; - school and district buildings that are clean, attractive, welcoming, and safe; and - safe and supportive learning environments for all students. Assesses efficacy using feedback from students, staff, and families, and other data sources, and makes adjustments as necessary. Models this practice for others.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B. Human Resources Management & Development	Does not implement any formal processes for the recruitment and hiring of faculty and staff, and/or fails to provide sufficient induction, development, or career growth supports to educators, as evidenced by an inability to reliably hire and retain educators that meet the learning needs of district students.	Oversees processes for recruitment, hiring, induction, development, and career growth, but systems are inadequately or inconsistently implemented throughout the district, and/or do not consistently promote the hiring, retention, and support of a diverse, effective educator workforce.	Monitors and supports the implementation of a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice , as evidenced by districtwide systems that support: - Hiring and retaining a diverse workforce; - Comprehensive induction supports for new educators; - Job-embedded professional development aligned with district goals; and - Distributed leadership opportunities to support educator career growth.	Ensures a districtwide system for recruiting, hiring, and retaining an effective and diverse workforce of administrators and educators who share the district's mission and meet the learning needs of all students, as evidenced by: - comprehensive induction supports for all new educators; - job-embedded professional learning that (a) reinforces district goals, (b) results in high-quality and effective practice; and - formalized distributed leadership and career growth opportunities. Empowers all administrators to implement these systems consistently.
II-C. Scheduling and Management Information Systems	Does not implement systems to ensure optimal use of time for teaching, learning, or collaboration, such that instructional time is inadequate and/or routinely disrupted, and administrators have limited to no opportunities to collaborate around meaningful practice.	Encourages the use of scheduling and management information systems that promote time for teaching and learning, but does not monitor efficacy throughout the district and/or allows for frequent schedule disruptions; provides inadequate time for administrators to collaborate around leadership practice.	Uses systems to ensure optimal use of time for teaching, learning, and collaboration , as evidenced by: - school schedules that maximize student access to quality instructional time and minimize school day disruptions; and - regular opportunities for administrators to collaborate.	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize access to quality instructional time for all students, and minimize disruptions and distractions for all school-level staff. Supports ongoing administrator collaboration within and across schools.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D. Laws, Ethics and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements, and/or fails to adhere to ethical guidelines.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies, and/or ethical guidelines.	Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines, and provides the resources and support to ensure district-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. Models this practice for others.
II-E. Fiscal Systems	Develops a budget that does not align with the district's goals or mismanages available resources. Does not communicate budget rationale or financial shortfalls to staff, community members, municipal stakeholders, or the school committee.	Develops a budget that loosely aligns with the district's vision, mission, and goals, and/or inconsistently manages expenditures and available resources. Does not effectively communicate budget rationale to staff, community members, municipal stakeholders, and the school committee.	Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources; and effectively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.	Leads the administrator team to develop a district budget aligned with the district's vision, mission, and goals that addresses the needs of all students. Allocates and manages expenditures consistent with district/school-level goals, and seeks alternate funding sources as needed. Proactively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.

STANDARD III: Family and Community Engagement

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 school and district.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement	Does little to welcome families as members of the district, classroom or school community, or tolerates an environment that is unwelcoming to some families.	Invites families to participate in the classroom and school community, but efforts are limited or insufficient, leading to limited family involvement throughout the district.	Promotes, monitors and supports comprehensive, culturally responsive and collaborative engagement practices that welcome and encourage every family to actively participate in the classroom and school community , and engages community stakeholders to contribute to the classroom, school, and community's effectiveness.	Ensures that all personnel to use culturally responsive and collaborative practices that engage all families to contribute to district, classroom, school, and community effectiveness, including but not limited to families with limited access to technology, and families whose home language is not English. Actively engages stakeholders from all segments of the community, including residents, municipal officials, and business leaders, in furthering the mission of the school and the district. Models this practice for others.
III-B. Sharing Responsibility	Does not ensure that administrators are identifying student learning and development needs and working with families to address them.	Encourages administrators to work with families to address students struggling academically or behaviorally, but does not consistently monitor these activities to ensure that student needs are being met, either within or outside of schools.	Monitors adherence to district-wide policies and practices that promote continuous collaboration with families to support student learning and development both at home and at school , as evidenced by: - the collaborative identification of each student's academic, social, emotional, and behavioral needs; and - connecting families to the necessary resources and services within the school and the community to meet students' learning needs.	Empowers all administrators to regularly collaborate with families to address each student's academic, social, emotional, and behavioral needs, and to access as needed necessary services within and outside of schools to address those needs. Monitors these processes to ensure all student needs are being met. Models this practice for others.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C. Communication	Does not set clear expectations for or provide support to administrators regarding regular or culturally sensitive communication with families, and/or allows culturally insensitive, inappropriate, or disrespectful communications with families to occur. District communication regarding student learning and performance occurs primarily through school report cards.	May set expectations regarding regular, two-way, culturally proficient communications with families, but allows occasional communications that are culturally insensitive to some families' home language, culture, and values. District communication primarily occurs through school newsletters and other one-way media.	Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance, that is provided in multiple formats and reflects understanding of and respect for different families' home languages, culture, and values.	Supports and empowers all administrators to engage in regular, two-way, culturally responsive communications with families about student learning and performance. District-wide communications with families are provided in multiple formats and respect and affirm different families' home languages, culture, and values.
III-D. Family Concerns	Does not address most family concerns in a timely or effective manner, fails to provide systems or supports for administrators to do the same, and/or allows responses to be inconsistent or insufficient. Resolutions are often not in the best interest of students.	Ensures that most family concerns are addressed as they arise, but responsiveness is inconsistent across the district. Supports administrators to reach solutions to family concerns, but may not ensure equitable resolutions that are in the best interest of students.	Addresses family concerns in an equitable, effective, and efficient manner, and supports administrators to seek equitable resolutions to both academic and non-academic concerns that (a) reflect relevant information from all parties including families, faculty, and staff, and (b) are in the best interest of students.	Ensures that all family concerns are addressed in a timely and effective manner throughout the district; empowers administrators to proactively respond as academic or non-academic concerns arise; and promotes collaborative problem solving processes informed by relevant input from all families, faculty, and staff that result in equitable solutions that are in the best interest of students. Models this practice for others.

STANDARD IV: Professional Culture

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement among administrators, as evidenced by: 1. a failure to develop or articulate the district's mission or core values; and 2. an inability or unwillingness to lead administrator leadership meetings that inform school and district matters.	May articulate high standards for teaching and learning, but expectations are inconsistently applied throughout the district, as evidenced by: 1. Mission and core values are present but may not reflect district-wide buy-in, or are rarely used to inform decision-making. 2. Meetings: Leads administrator leadership meetings that address matters of consequence but may not result in meaningful decision-making.	Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including: 1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making. 2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.	Established a district-wide commitment to high standards of teaching and learning with high expectations for achievement for all, including: 1. Mission and core values: Collaborates with educators and community members to develop, secure and/or promote core values and an aligned mission, and to use them to guide decision making. 2. Meetings: Empowers administrators to share responsibility for leading team meetings that address important district matters, and foster collaborative learning and problem-solving around instructional leadership issues. Models this practice for others.

Indicator Rubric for Superintendents

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B. Cultural Proficiency	Develops and implements culturally insensitive or inappropriate policies and practices, does not support administrators and staff in building cultural proficiency, and/or fosters a culture that minimizes the importance of individual differences.	Takes pride in having a diverse administration, faculty and/or student body, but some policies and practices are not culturally responsive; and/or provides limited resources for administrators to support the development of culturally responsive learning environments and school culture that affirms individual differences.	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, as evidenced by the sufficient provision of guidance, supports, and resources to all schools to promote culturally responsive learning environments and school cultures that affirm individual differences of both students and staff.	Leads stakeholders to develop and implement culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and supports to build culturally responsive learning environments and collaborates with community members to create a culture that affirms individual differences. Models this practice for others.
IV-C. Communications	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times, such that staff, families and community members, and/or the school committee lack accurate or sufficient information.	Demonstrates adequate interpersonal, written, and verbal communication skills, but outreach to staff, families and community members, and/or the school committee may be inconsistent or unclear.	Demonstrates strong interpersonal, written, and verbal communication skills , as evidenced by regular and informative outreach to staff, families and community members, and the school committee in a manner that advances the work of the district. Regularly seeks and considers feedback in decision-making.	Utilizes and models strong context- and audience-specific interpersonal, written, and verbal communication skills. Actively seeks and incorporates feedback into decision-making and in communicating rationale for the decisions to staff, family, community members and school committee.

Indicator Rubric for Superintendents

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D. Continuous Learning	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices. Does not reflect on leadership practice or demonstrate new ways of thinking about administration and leadership.	Encourages administrators and teams to reflect on the effectiveness of instruction and student learning and use data and best practices to adapt practice, but does not monitor administrators in these practices to ensure consistency or efficacy. Occasionally reflects on their own leadership practice.	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 instruction and achieve improved results, as evidenced by: - Supporting regular opportunities for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning, and - Engaging in their own continuous learning to improve leadership practice. Models these behaviors in their own practice.	Develops, nurtures, and models a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results, as evidenced by: - Empowering all administrators to collaborate and share knowledge and skills of best practices that improve student learning within their own buildings, and - Regularly reflecting on and improving their own leadership practice in order to develop new approaches to improve overall district effectiveness.
IV-E. Shared Vision	Does not engage stakeholders in the creation of or commitment to a shared educational vision, such that the vision is not one in which all students will be prepared to succeed in postsecondary education and become responsible citizens and community contributors.	Engages some administrators, staff, students, families, and community members in developing and committing to a shared educational vision focused on student preparation for college and career readiness, civic engagement, responsible citizenship, and community contributions, but stakeholder engagement is limited and/or the vision is unrepresentative of the district community.	Continuously engages all stakeholders in the creation of (or commitment to) a shared educational vision focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship.¹	Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around student preparation for college and careers, civic engagement, community contributions, and responsible citizenship. Ensures alignment of school and district goals to this vision. Models this practice for others.

¹ The original Indicator language is modified in this rubric to reflect a more expansive definition of student success that is inclusive of college and career readiness. This definition is reflected in the other model rubrics as well as Massachusetts policies and initiatives for all students.

Indicator Rubric for Superintendents

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F. Managing Conflict	Does not respond to disagreement or dissent and/or does not address conflict in a solutions-oriented or respectful manner. Does not attempt or fails to build consensus within the district and school communities.	Responds respectfully to most cases of disagreement and dissent, but employs only a limited range of strategies to resolve conflict and build consensus within the district and school communities, with varying degrees of success.	Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout district and school communities, while maintaining a commitment to decisions that are in the best interest of all students.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, and resolves conflicts in a constructive manner such that all parties are able to move forward productively. Regularly strives to achieve consensus within the district and school communities, while maintaining a commitment to decisions that are in the best interest of all students. Empowers and supports administrators to use these approaches in their own leadership.

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