



(Vote)

### AMENDED AGENDA

POSTED IN ACCORDANCE WITH THE PROVISIONS OF MGL 30A § 20 Act relative to extending certain COVID-19 measures adopted during the state of emergency

### **Marblehead School Committee**

Name of Board or Committee

### HYBRID MEETING

Address: Marblehead High School- Library at 2 Humphrey St. Marblehead MA, 01945 OR

Zoom Conference join via the web link or Dial in

https://marbleheadschools-org.zoom.us/j/91355062068?pwd=eVgyaVNqbUJMMFBqMjF5Qkd3QTJiQT09 Meeting ID: 913 5506 2068 Password: 981831

Dial in Phone # +1 646 558 8656

Thursday	April	6th	2023	7:00pm
Day of Week	Month	Date	Year	Time

Agenda or Topics to be discussed listed below (That the chair reasonably anticipates will be discussed)

- I. Initial Business
- a. Call to Order
- b. State of the District
- c. Commendations
- d. Student Representative-Yasen Colon
- e. Public Comment

II.	Co	nsent Action and Agenda Items	
	a.	Approval of Minutes	(Vote)
		10/13/2022,11/1/2022,11/10/2022,3/21/2023,3/27/2023	
	b.	Schedule of Bills	(Vote)
	c.	Acceptance of Anonymous Donation in the amount of \$2,000K	
		to the High School Performing Arts Department	(Vote)

### III. Superintendent Report

a. District Updates

### IV. School Committee Communication and Discussion Items

- a. Meet High School Principal Michele Carlson and Approve Contract
- b. Appoint and Approve Contract for Assistant Superintendent Julia Ferreira (Vote)
- c. Planning for Success PfS Strategic Plan Development: Next Steps

- d. Discussion of Superintendent Review
- e. FY24 Budget Planning and Discussion
- f. Subcommittee and Liaisons Updates
- V. Closing Business
  - a. New Business
  - b. Correspondence
  - c. Adjournment

Hybrid Meeting Notice: Members of the public are welcome to attend this in-person at 2 Humphrey St. Marblehead MA 01945 or by the remote zoom connection provided. Please note that the in-person meeting will not be suspended or terminated if technological problems interrupt the remote connection.

### THIS AGENDA IS SUBJECT TO CHANGE

Chairperson:	Sarah Fox
Posted by:	Lisa Dimier
Date:	4/5/2023



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<b>2</b> 073 MAR	31	AM	8:	18

### MEETING NOTICE

POSTED IN ACCORDANCE WITH THE PROVISIONS OF MGL 30A § 20 Act relative to extending certain COVID-19 measures adopted during the state of emergency

### **Marblehead School Committee**

Name of Board or Committee

### **HYBRID MEETING**

Address: Marblehead High School- Library at 2 Humphrey St. Marblehead MA, 01945 OR

Zoom Conference join via the web link or Dial in

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	b.	Schedule of Bills	(Vote)
	c.	Acceptance of Anonymous Donation in the amount of \$2,000K	
		to the High School Performing Arts Department	(Vote)

### III. Superintendent Report

- a. District Updates
- IV. School Committee Communication and Discussion Items
  - a. Meet High School Principal Michele Carlson and Approve Contract (Vote) (Vote)
  - b. Appoint and Approve Contract for Assistant Superintendent Julia Ferreira
  - c. Discussion of Superintendent Review

- d. FY24 Budget Planning and Discussion
- e. Subcommittee and Liaisons Updates
- V. Closing Business
  - a. New Business
  - b. Correspondence
  - c. Adjournment

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### THIS AGENDA IS SUBJECT TO CHANGE

h Fox
Dimier
/2023

### **Marblehead High School**

(

Lindsay Donaldson Assistant Principal

Michele Carlson Assistant Principal

Daniel Bauer Principal

> 2 Humphrey Street Marblehead, Massachusetts 01945-2290 (781) 639-3100 (781) 639-3105 fax

Memo: MHS Anonymous Donation Subject: Performing Arts Music April Trip to Florida Date: 3/28/23 From: Dan Bauer

This request is to accept an anonymous donation to the Performing Arts Music Trip to Florida.

The donation amount is \$2,000 and will be earmarked to defray the total cost of the trip.

Thank you!

### MARBLEHEAD PUBLIC SCHOOLS' EMPLOYMENT CONTRACT FOR PRINCIPAL

This Employment Contract (CONTRACT) is made between the Marblehead Public Schools, acting by and through the Superintendent of Schools (Superintendent) and Michele Carlson hereinafter referred to as the "Parties."

In consideration of the promise herein contained, the parties hereto mutually agree as follows:

- 1. **EMPLOYMENT:** The Marblehead Public Schools (hereinafter "MPS") hereby offers to employ Michele Carlson as Position of PRINCIPAL (hereinafter "PRINCIPAL ") within the public schools of Marblehead. The PRINCIPAL shall be employed as the PRINCIPAL OF the HIGH SCHOOL in the District. The PRINCIPAL hereby accepts employment on the terms and conditions contained in this CONTRACT.
- 2. **ASSIGNMENT:** At the inception of this CONTRACT, the PRINCIPAL is hereby assigned to the MARBLEHEAD SCHOOL DISTRICT. The Superintendent of Schools, in his/her sole discretion, following consultation with the PRINCIPAL, may reassign or transfer the PRINCIPAL to another PRINCIPAL position or administrator's position within the MPS and said transfer will not be considered a demotion.
- 3. **TERM:** The PRINCIPAL shall be employed for two years commencing July 1, 2023, through June 30, 2025. Renewal and extension of this CONTRACT and PRINCIPAL'S employment shall be in accordance with the provisions of M.G.L. c. 71, §41. This Section 3 shall constitute satisfactory notice from the Superintendent sixty (60) days prior to the expiration date of this CONTRACT that this CONTRACT shall not be renewed beyond the expiration date of June 30, 2025, except by an agreement signed by the parties prior to the commencement of such sixty (60) day period. If no such written agreement is reached, the terms of this contract shall extend for one year.
- 4. **COMPENSATION:** The PRINCIPAL shall be paid an annual salary, according to the following schedule:

Contract Years July 1, 2023 - June 30, 2025 Base Salary \$ 140,000 Annually The PRINCIPAL'S base salary shall be subject to withholdings for state and federal taxes and other withholding required by law or authorized by the PRINCIPAL. The base shall be prorated for work of less than a full Contract Year. The base salary shall be payable in equal installments in accordance with the procedures for payment of other PRINCIPALS and/or Department Heads in the MPS. For the purposes of this CONTRACT, a Contract Year is July 1st to the following June 30th.

Any adjustment in the PRINCIPAL'S base salary made during the life of this CONTRACT shall be in the form of a written amendment signed by the Superintendent, and such amendment shall become part of this CONTRACT, but such amendment shall in no respect constitute or be deemed the entry of the parties into a new CONTRACT and shall in no respect extend or alter the termination date of this CONTRACT.

- 5. **BENEFITS**: The PRINCIPAL shall receive benefits, including but not limited to sick leave, vacation leave, and personal leave benefits, in accordance with the policies of the Marblehead School Committee ("Committee") regarding working conditions and benefits for PRINCIPALS and as such may be modified from time to time by the Committee. The Committee may add to, eliminate, or change these benefits from time to time in its sole discretion. The PRINCIPAL will be subject to all requirements and restrictions for such benefits including eligibility and notice requirements and usage restrictions. All sick leave, vacation and personal leave benefits shall be prorated based on start and end date of the administrator.
  - (a) <u>Vacation</u>: Without limiting any provisions in this Section 5, PRINCIPAL shall be entitled to twenty-five (25) days of vacation per Contract Year, to be taken, at a time or times approved by the Superintendent. Such days shall be accrued at the rate of 2.08 days per month worked. A maximum of ten (10) days may be carried over from Contract Year to Contract Year, so that at any one time the maximum number of vacation days which are available shall not exceed thirty-five (35).
  - (b) <u>Sick Leave</u>: The PRINCIPAL is entitled to eighteen (18) sick days annually. Unused sick days will accumulate to a maximum total of ONE HUNDRED AND EIGHTY (180) days while the PRINCIPAL is employed by MPS. After taking four (4) consecutive sick leave days, the PRINCIPAL may be required to produce a document signed by a physician/provider substantiating the basis for said absences and for any continuing absences.
  - (c) <u>Personal Leave</u>: The PRINCIPAL will be entitled to up to two (2) days, per year, noncumulative. In no event shall any such days, if unused, carry over to the next Contract Year. No personal days per this paragraph shall be requested to extend a holiday weekend or school vacation period without Superintendent approval for extenuating circumstances. All requests for Personal Leave shall be made to the Superintendent or their designee and are subject to Superintendent approval.
  - (d) <u>Parental Leave</u>. MPS, upon request, shall grant a parental leave of absence for the birth or adoption of a child of no more than eight (8) calendar weeks' duration for employees who have been employed for at least 90 days in the district. Such leave shall be unpaid except to the extent of actual disability, supported by a doctor's certificate, which shall be treated as paid sick leave. An application for leave must be made at least thirty (30) calendar days prior to the anticipated date of departure and must include a statement of intention to return

and the approximate date on which return is expected. This notice provision may be waived by the Superintendent in the event of extenuating circumstances.

- (e) <u>Other Leave</u>: Any other leave of absence not otherwise provided for in this Contract including, but not limited to be eavement leave and jury duty must be made in writing to the Superintendent as soon as possible. Be reavement leave may be granted for up to five consecutive days for immediate family members and one day for non-immediate family members. Subject to the law, the granting or denial of any such leave, as well as the terms thereof shall be subject to the approval of the Superintendent.
- (f) Holidays: Paid Holidays include the following:
  - New Year's Day
  - Martin Luther King, Jr. Day
  - President's Day
  - Patriots Day
  - Memorial Day
  - Juneteenth
  - Independence Day
  - Labor Day
  - Indigenous Peoples Day
  - Veterans Day
  - Thanksgiving Day & Friday after Thanksgiving
  - Christmas Day
- (g) <u>Continuing Education Tuition Reimbursement</u>: The PRINCIPAL shall be eligible for tuition reimbursement, subject to the following terms and conditions:
  - A. The course, seminar, workshop, or special program must be approved by the Superintendent. Requests for approval must be made in writing, on a form supplied by the Superintendent, in advance of the start of the course, seminar, workshop or special program.
  - B. The course must be recognized for college credit at an accredited college or university and the PRINCIPAL must submit written evidence of such recognition from said college or university. The written evidence must be submitted in advance of the start of the course.
  - C. The PRINCIPAL shall pay the entire tuition cost of approved courses and will be reimbursed under the following terms and conditions:
    - a. The PRINCIPAL must obtain a grade of B- or better and present satisfactory evidence thereof to the Superintendent. In the event the course is not graded in such fashion, the equivalent of B- or better shall be satisfactory.
    - b. A receipted copy of the tuition bill must be submitted as evidence of the cost of the course.
    - c. Not more than six (6) such credits shall be reimbursed in a fiscal year and the total reimbursement shall not exceed \$2,000 per employee
       d. Audited courses will not be reimbursed
    - d. Audited courses will not be reimbursed.
- (h) <u>Professional Association Dues</u>: The MPS shall allow the PRINCIPAL up to a maximum of one thousand dollars (\$1,000) per Contract Year for payment of dues, membership fees, and/or conference costs to professional associations or organizations with the prior approval

of the Superintendent.

- (i) <u>Group Health Insurance & Life Insurance:</u> The PRINCIPAL will be eligible to subscribe to one of the group health insurance plans and to the life insurance plan offered through the Town of Marblehead ("Town") and generally available to other employees in the MPS at the same premium contribution rate in effect for other non-unionized administrators in the MPS. The PRINCIPAL acknowledges and agrees that such plans, coverage, co-payments, deductibles, and premium contribution rates may change from time to time at the discretion of the Town.
- 6. **DUTIES AND RESPONSIBILITIES:** The PRINCIPAL shall faithfully and effectively perform the duties contained in the job description of PRINCIPAL. The Superintendent may modify the job description of the PRINCIPAL from time to time, at the Superintendent's sole discretion. The PRINCIPAL recognizes that their responsibilities and conduct are not determined by prescribed hours and conditions. As a result, the PRINCIPAL will perform the directed and implied duties of their position as determined by the Superintendent and will expend the time and effort necessary to effectively achieve the goals and purposes of the MPS. The PRINCIPAL acknowledges and agrees that their duties and position are exempt from the overtime requirements of the Fair Labor Standards Act.
- 7. **CERTIFICATION/LICENSURE**. The PRINCIPAL represents that they hold a Massachusetts Department of Elementary and Secondary Education license required for the position. Failure to have proper licensure will cause this contract to become null and void. Throughout the term of this contract, the PRINCIPAL shall furnish and maintain a valid and appropriate certification qualifying them to act as an Administrator in the Commonwealth of Massachusetts.
- 8. **ANNUAL WORK SCHEDULE:** The PRINCIPAL shall work twelve months (260 days) per Contract Year (pro-rated where applicable), on the same schedule as the Central Office Administrators, except for legal holidays recognized by the Committee (listed herein) vacation leave and other leave available to the PRINCIPAL under Committee policy or this CONTRACT.
- 9. **PERFORMANCE:** The PRINCIPAL shall fulfill all aspects of this CONTRACT. Any exception hereto shall be by mutual agreement between the PRINCIPAL and the Superintendent in writing. The Superintendent shall evaluate the performance of the PRINCIPAL in accordance with 603 CMR 35.00.
- 10. **OTHER PROFESSIONAL DUTIES:** The PRINCIPAL may accept speaking, writing, lecturing, consultant work or other engagements of a professional nature, provided they do not derogate from his/her duties as PRINCIPAL for MPS, the engagement does not interfere with or detract from his/her work as PRINCIPAL, and the PRINCIPAL has received prior approval of the Superintendent. The PRINCIPAL agrees that such activities shall be limited to not more than three (3) days in the aggregate per Contract Year.
- 11. **EARLY TERMINATION BY THE PRINCIPAL**: In the event that the PRINCIPAL desires to terminate this CONTRACT before the term of service has expired, the PRINCIPAL may do so by providing at least ninety (90) days written notice of his intent to terminate this CONTRACT to the Superintendent.

12. **TERMINATION/SUSPENSION BY THE SUPERINTENDENT FOR CAUSE AFTER THE FIRST 90 DAYS**. The Superintendent may suspend, demote, or dismiss the PRINCIPAL during the term of this contract for good cause. As used herein, "good cause" shall mean any grounds put forth by the Superintendent which are not arbitrary, irrational, unreasonable, in bad faith or not relevant to the sound operation of the school system. In the event this contract is terminated for good cause, the PRINCIPAL shall be so notified in writing. Upon request of the PRINCIPAL, he/she may meet with the Superintendent to review the decision. It is understood and agreed that non-reappointment of the PRINCIPAL by the District upon the expiration of this Agreement, or any renewal or extension thereof, shall not be considered a dismissal. A transfer under section 4 of this contract shall not be considered a demotion.

In the event of early termination of this CONTRACT for any reason including, but not limited to resignation of the PRINCIPAL, dismissal or demotion of the PRINCIPAL, or layoff of the PRINCIPAL, MPS shall not be required to pay and the PRINCIPAL shall not be entitled to receive salary payments and benefits payable after the effective date of the PRINCIPAL'S separation from employment or demotion, regardless of the reason for such separation or demotion. The PRINCIPAL may request to use his/her accrued, unused vacation days prior to his/her separation from employment and/or the Superintendent may schedule the PRINCIPAL for vacation days prior to the PRINCIPAL'S separation of employment.

- 13. **SUSPENSION WITHOUT PAY**. The Superintendent may suspend the PRINCIPAL without pay in accordance with the provisions of M.G.L. chapter 71, section 42D.
- 14. **MTRS RETIREMENT**: As required by law, the PRINCIPAL shall be a member of the Massachusetts Teachers' Retirement System, if eligible, or the Marblehead Contributory Retirement System, and shall be subject to all the obligations and rights associated therewith. Required retirement deductions shall be made from the PRINCIPAL'S pay.
- 15. **ENTIRE AGREEMENT:** This CONTRACT embodies the whole agreement between the MPS and the PRINCIPAL and there are no inducements, promises, terms, and conditions or obligations made or entered into by either party other than those contained herein. This CONTRACT may not be changed except by a writing signed by the parties.
- 16. **SEVERABILITY:** It is understood and agreed by the parties that if any part, term or provision of this CONTRACT is held by a court of competent jurisdiction to be illegal or in conflict with any law of the Commonwealth of Massachusetts, the validity of the remaining portions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the CONTRACT did not contain the particular part, term, or provisions held to be invalid.
- 17. **GOVERNING LAW:** This CONTRACT shall be interpreted, enforced, governed, and construed under and in accordance with the laws of the Commonwealth of Massachusetts.
- 18. **DUPLICATE ORIGINALS:** This CONTRACT shall be executed in two counterparts, each of which shall be deemed to be an original, and both of which taken together shall be deemed one and the same instrument.

IN WITNESS WHEROF, the parties have hereunto signed and sealed this CONTRACT and in duplicate thereof this \_\_\_\_\_ day of \_\_\_\_\_ the year of 2023.

Superintendent of Schools

Date

PRINCIPAL

Date

### MARBLEHEAD PUBLIC SCHOOLS' EMPLOYMENT CONTRACT FOR ASSISTANT SUPERINTENDENT OF TEACHING AND LEANRING

This Employment Contract (CONTRACT) is made between the Marblehead Public Schools, acting by and through the Superintendent of Schools (Superintendent) and Julia Ferreira hereinafter referred to as the "Parties."

In consideration of the promise herein contained, the parties hereto mutually agree as follows:

- 1. **EMPLOYMENT:** The Marblehead Public Schools (hereinafter "MPS") hereby offers to employ Julia Ferreira as Position OF ASSISTANT SUPERINTENDENT OF TEACHING AND LEARNING (hereinafter "ASSISTANT SUPERINTEDNENT") within the public schools of Marblehead. The ASSISTANT SUPERINTENDENT shall be employed as the ASSISTANT SUPERINTENDENT of the District. The ASSISTANT SUPERINTENDENT hereby accepts employment on the terms and conditions contained in this CONTRACT.
- 2. **ASSIGNMENT:** At the inception of this CONTRACT, the ASSISTANT SUPERINTENDENT is hereby assigned to the MARBLEHEAD SCHOOL DISTRICT. The Superintendent of Schools, in his/her sole discretion, following consultation with the ASSISTANT SUPERINTENDENT, may reassign or transfer the ASSISTANT SUPERINTENDENT to another SUPERINTENDENT position or administrator's position within the MPS and said transfer will not be considered a demotion.
- 3. **TERM:** The ASSISTANT SUPERINTENDENT shall be employed for two years commencing July 1, 2023, through June 30, 2025. Renewal and extension of this CONTRACT and ASSISTANT SUPERINTENDENT'S employment shall be in accordance with the provisions of M.G.L. c. 71, §41. This Section 3 shall constitute satisfactory notice from the Superintendent ninety (90) days prior to the expiration date of this CONTRACT that this CONTRACT shall not be renewed beyond the expiration date of June 30, 2025, except by an agreement signed by the parties prior to the commencement of such ninety (90) day period. If no such written agreement is reached, the terms of this contract shall extend for one year.
- 4. **COMPENSATION:** The ASSISTANT SUPERINTENDENT shall be paid an annual salary, according to the following schedule:

Contract Years July 1, 2023- June 30, 2025

Base Salary \$ 135,000 Annually The salary for the second year of the contract shall be determined by the Superintendent, acting on behalf of the COMMITTEE, in accordance with applicable DISTRICT policies but shall not be less than \$135,000. The ASSISTANT SUPERINTENDENT'S base salary shall be subject to withholdings for state and federal taxes and other withholding required by law or authorized by the ASSISTANT SUPERINTENDENT. The base shall be pro-rated for work of less than a full Contract Year. The base salary shall be payable in equal installments in accordance with the procedures for payment of other ASSISTANT SUPERINTENDENT and/or Administrators in the MPS. For the purposes of this CONTRACT, a Contract Year is July 1st to the following June 30th.

Any adjustment in the ASSISTANT SUPERINTENDENT'S base salary made during the life of this CONTRACT shall be in the form of a written amendment signed by the Superintendent, and such amendment shall become part of this CONTRACT, but such amendment shall in no respect constitute or be deemed the entry of the parties into a new CONTRACT and shall in no respect extend or alter the termination date of this CONTRACT.

- 5. **BENEFITS**: The ASSISTANT SUPERINTENDENT shall receive benefits, including but not limited to sick leave, vacation leave, and personal leave benefits, in accordance with the policies of the Marblehead School Committee ("Committee") regarding working conditions and benefits for ASSISTANT SUPERINTENDENTS and as such may be modified from time to time by the Committee. The Committee may add to, eliminate, or change these benefits from time to time in its sole discretion. The ASSISTANT SUPERINTENDENT will be subject to all requirements and restrictions for such benefits including eligibility and notice requirements and usage restrictions. All sick leave, vacation and personal leave benefits shall be prorated based on start and end date of the administrator.
  - (a) <u>Vacation</u>: Without limiting any provisions in this Section 5, ASSISTANT SUPERINTENDENT shall be entitled to twenty-five (25) days of vacation per Contract Year, to be taken, at a time or times approved by the Superintendent. Such days shall be accrued at the rate of 2.08 days per month worked. A maximum of ten (10) days may be carried over from Contract Year to Contract Year, so that at any one time the maximum number of vacation days which are available shall not exceed thirty-five (35).
  - (b) Sick Leave: The ASSISTANT SUPERINTENDENT is entitled to eighteen (18) sick days annually. Unused sick days will accumulate to a maximum total of ONE HUNDRED AND EIGHTY (180) days while the ASSISTANT SUPERINTENDENT is employed by MPS. After taking four (4) consecutive sick leave days, the ASSISTANT SUPERINTENDENT may be required to produce a document signed by a physician/provider substantiating the basis for said absences and for any continuing absences.
  - (c) <u>Personal Leave</u>: The ASSISTANT SUPERINTENDENT will be entitled to up to two (2) days, per year, non-cumulative. In no event shall any such days, if unused, carry over to the next Contract Year. No personal days per this paragraph shall be requested to extend a holiday weekend or school vacation period without Superintendent approval for extenuating circumstances. All requests for Personal Leave shall be made to the Superintendent or their designee and are subject to Superintendent approval.

- (d) Parental Leave. MPS, upon request, shall grant a parental leave of absence for the birth or adoption of a child of no more than eight (8) calendar weeks' duration for employees who have been employed for at least 90 days in the district. Such leave shall be unpaid except to the extent of actual disability, supported by a doctor's certificate, which shall be treated as paid sick leave. An application for leave must be made at least thirty (30) calendar days prior to the anticipated date of departure and must include a statement of intention to return and the approximate date on which return is expected. This notice provision may be waived by the Superintendent in the event of extenuating circumstances.
- (e) Other Leave: Any other leave of absence not otherwise provided for in this Contract including, but not limited to be eavement leave and jury duty must be made in writing to the Superintendent as soon as possible. Be reavement leave may be granted for up to five consecutive days for immediate family members and one day for non-immediate family members. Subject to the law, the granting or denial of any such leave, as well as the terms thereof shall be subject to the approval of the Superintendent.
- (f) Holidays: Paid Holidays include the following:
  - New Year's Day
  - Martin Luther King, Jr. Day
  - President's Day
  - Patriots Day
  - Memorial Day
  - Juneteenth
  - Independence Day
  - Labor Day
  - Indigenous Peoples Day
  - Veterans Day
  - Thanksgiving Day & Friday after Thanksgiving
  - Christmas Day
- (g) <u>Continuing Education Tuition Reimbursement</u>: The ASSISTANT SUPERINTENDENT shall be eligible for tuition reimbursement, subject to the following terms and conditions:
  - A. The course, seminar, workshop, or special program must be approved by the Superintendent. Requests for approval must be made in writing, on a form supplied by the Superintendent, in advance of the start of the course, seminar, workshop or special program.
  - B. The course must be recognized for college credit at an accredited college or university and the ASSISTANT SUPERINTENDENT must submit written evidence of such recognition from said college or university. The written evidence must be submitted in advance of the start of the course.
  - C. The ASSISTANT SUPERINTENDENT shall pay the entire tuition cost of approved courses and will be reimbursed under the following terms and conditions:
    - a. The ASSISTANT SUPERINTENDENT must obtain a grade of B- or better and present satisfactory evidence thereof to the Superintendent. In the event the course is not graded in such fashion, the equivalent of B- or better shall be satisfactory.

- b. A receipted copy of the tuition bill must be submitted as evidence of the cost of the course.
- c. Not more than six (6) such credits shall be reimbursed in a fiscal year and the total reimbursement shall not exceed \$2,000 per employee
- d. Audited courses will not be reimbursed.
- (h) <u>Professional Association Dues</u>: The MPS shall allow the ASSISTANT SUPERINTENDENT up to a maximum of one thousand dollars (\$1,000) per Contract Year for payment of dues, membership fees, and/or conference costs to professional associations or organizations with the prior approval of the Superintendent.
- (i) <u>Group Health Insurance & Life Insurance:</u> The ASSISTANT SUPERINTENDENT will be eligible to subscribe to one of the group health insurance plans and to the life insurance plan offered through the Town of Marblehead ("Town") and generally available to other employees in the MPS at the same premium contribution rate in effect for other nonunionized administrators in the MPS. The ASSISTANT SUPERINTENDENT acknowledges and agrees that such plans, coverage, co-payments, deductibles, and premium contribution rates may change from time to time at the discretion of the Town.
- 6. **DUTIES AND RESPONSIBILITIES:** The ASSISTANT SUPERINTENDENT shall faithfully and effectively perform the duties contained in the job description of ASSISTANT SUPERINTENDENT. The Superintendent may modify the job description of the ASSISTANT SUPERINTENDENT from time to time, at the Superintendent's sole discretion. The ASSISTANT SUPERINTENDENT recognizes that their responsibilities and conduct are not determined by prescribed hours and conditions. As a result, the ASSISTANT SUPERINTENDENT will perform the directed and implied duties of their position as determined by the Superintendent and will expend the time and effort necessary to effectively achieve the goals and purposes of the MPS. The ASSISTANT SUPERINTENDENT acknowledges and agrees that their duties and position are exempt from the overtime requirements of the Fair Labor Standards Act.
- 7. **CERTIFICATION/LICENSURE**. The ASSISTANT SUPERINTENDENT represents that they hold a Massachusetts Department of Elementary and Secondary Education license required for the position. Failure to have proper licensure will cause this contract to become null and void. Throughout the term of this contract, the ASSISTANT SUPERINTENDENT shall furnish and maintain a valid and appropriate certification qualifying them to act as an Administrator in the Commonwealth of Massachusetts.
- 8. **ANNUAL WORK SCHEDULE:** The ASSISTANT SUPERINTENDENT shall work twelve months (260 days) per Contract Year (pro-rated where applicable), on the same schedule as the Central Office Administrators, except for legal holidays recognized by the Committee (listed herein) vacation leave and other leave available to the ASSISTANT SUPERINTENDENT under Committee policy or this CONTRACT.
- 9. **PERFORMANCE:** The ASSISTANT SUPERINTENDENT shall fulfill all aspects of this CONTRACT. Any exception hereto shall be by mutual agreement between the ASSISTANT SUPERINTENDENT and the Superintendent in writing. The Superintendent shall evaluate the performance of the ASSISTANT SUPERINTENDENT in accordance with 603 CMR 35.00.

- 10. **OTHER PROFESSIONAL DUTIES:** The ASSISTANT SUPERINTENDENT may accept speaking, writing, lecturing, consultant work or other engagements of a professional nature, provided they do not derogate from his/her duties as ASSISTANT SUPERINTENDENT for MPS, the engagement does not interfere with or detract from his/her work as ASSISTANT SUPERINTENDENT, and the ASSISTANT SUPERINTENDENT has received prior approval of the Superintendent. The ASSISTANT SUPERINTENDENT agrees that such activities shall be limited to not more than three (3) days in the aggregate per Contract Year.
- 11. **EARLY TERMINATION BY THE ASSISTANT SUPERINTENDENT**: In the event that the ASSISTANT SUPERINTENDENT desires to terminate this CONTRACT before the term of service has expired, the ASSISTANT SUPERINTENDENT may do so by providing at least ninety (90) days written notice of his intent to terminate this CONTRACT to the Superintendent.
- 12. **TERMINATION/SUSPENSION BY THE SUPERINTENDENT FOR CAUSE AFTER THE FIRST 90 DAYS**. The Superintendent may suspend, demote, or dismiss the ASSISTANT SUPERINTENDENT during the term of this contract for good cause. As used herein, "good cause" shall mean any grounds put forth by the Superintendent which are not arbitrary, irrational, unreasonable, in bad faith or not relevant to the sound operation of the school system. In the event this contract is terminated for good cause, the ASSISTANT SUPERINTENDENT shall be so notified in writing. Upon request of the ASSISTANT SUPERINTENDENT, he/she may meet with the Superintendent to review the decision. It is understood and agreed that nonreappointment of the ASSISTANT SUPERINTENDENT by the District upon the expiration of this Agreement, or any renewal or extension thereof, shall not be considered a dismissal. A transfer under section 4 of this contract shall not be considered a demotion.

In the event of early termination of this CONTRACT for any reason including, but not limited to resignation of the ASSISTANT SUPERINTENDENT, dismissal or demotion of the ASSISTANT SUPERINTENDENT, or layoff of the ASSISTANT SUPERINTENDENT, MPS shall not be required to pay and the ASSISTANT SUPERINTENDENT shall not be entitled to receive salary payments and benefits payable after the effective date of the ASSISTANT SUPERINTENDENT'S separation from employment or demotion, regardless of the reason for such separation or demotion. The ASSISTANT SUPERINTENDENT may request to use his/her accrued, unused vacation days prior to his/her separation from employment and/or the Superintendent may schedule the ASSISTANT SUPERINTENDENT for vacation days prior to the ASSISTANT SUPERINTENDENT.

- 13. **SUSPENSION WITHOUT PAY**. The Superintendent may suspend the ASSISTANT SUPERINTENDENT without pay in accordance with the provisions of M.G.L. chapter 71, section 42D.
- 14. **MTRS RETIREMENT**: As required by law, the ASSISTANT SUPERINTENDENT shall be a member of the Massachusetts Teachers' Retirement System, if eligible, or the Marblehead Contributory Retirement System, and shall be subject to all the obligations and rights associated therewith. Required retirement deductions shall be made from the ASSISTANT SUPERINTENDENT'S pay.

- 15. **ENTIRE AGREEMENT:** This CONTRACT embodies the whole agreement between the MPS and the ASSISTANT SUPERINTENDENT and there are no inducements, promises, terms, and conditions or obligations made or entered into by either party other than those contained herein. This CONTRACT may not be changed except by a writing signed by the parties.
- 16. **SEVERABILITY:** It is understood and agreed by the parties that if any part, term or provision of this CONTRACT is held by a court of competent jurisdiction to be illegal or in conflict with any law of the Commonwealth of Massachusetts, the validity of the remaining portions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the CONTRACT did not contain the particular part, term, or provisions held to be invalid.
- 17. **GOVERNING LAW:** This CONTRACT shall be interpreted, enforced, governed, and construed under and in accordance with the laws of the Commonwealth of Massachusetts.
- 18. **DUPLICATE ORIGINALS:** This CONTRACT shall be executed in two counterparts, each of which shall be deemed to be an original, and both of which taken together shall be deemed one and the same instrument.

IN WITNESS WHEROF, the parties have hereunto signed and sealed this CONTRACT and in duplicate thereof this Xth day of April the year of 2023.

Superintendent of Schools

Date

Assistant Superintendent

Date



# **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

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

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

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

evaluation process. The objectives of the pilot include: 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

- 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?

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

### **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 Does not set expectations around or ensure the use of a variety of formal and informal assessment methods throughout the district.	Needs Improvement Encourages most principals and administrators to facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measures student	Proficient 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	<b>Exemplary</b> 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
I-C: Assessment		assessments to measures student learning, growth, and understanding, but assessment use and analysis is inconsistent throughout the district.	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.	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.
	Does not supervise and evaluate administrators in alignment with state regulations or contract provisions, such that:	Supervises and evaluates administrators in alignment with state regulations and contract provisions, but:	Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions,	Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract
	<ul> <li>Administrators' goals are neither SMART nor aligned to</li> </ul>	<ul> <li>Some administrator goals may not be SMART or aligned to</li> </ul>	<ul><li>as evidenced by:</li><li>Support to all administrators in</li></ul>	<ul><li>provisions, as evidenced by:</li><li>Support to all administrators to</li></ul>
	school and/or district goals, and/or	school and district priorities; and/or	developing SMART goals aligned to school and district priorities,	develop and attain SMART goals aligned to school and
I-D: Evaluation	<ul> <li>Administrators rarely provide quality supervision and evaluation to other staff; and/or</li> </ul>	<ul> <li>Observations of and feedback to staff by other administrators is inconsistent or nonspecific; and/or</li> </ul>	<ul> <li>Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty</li> </ul>	<ul><li>district priorities, and sharing</li><li>best practices and success with</li><li>the district community;</li><li>Guidance, support and</li></ul>
	<ul> <li>Administrators are rarely, if ever, observed and provided with feedback on their own leadership practice.</li> </ul>	<ul> <li>Observations of and feedback to administrators by the superintendent are inconsistent or nonspecific.</li> </ul>	and staff, and • Frequent observations of and feedback to administrators on effective leadership practice.	<ul> <li>monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff;</li> <li>Frequent observations of and feedback to administrators on effective leadership practice.</li> <li>Models this process through the superintendent's own evaluation process and goals.</li> </ul>

DRAFT Indicator Rubric for Superintendents

ELEMENTARY AND SECONDARY EDUCATION

DRAFT Indicator Rubric for Superintendents	for Superintendents			
	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

I-F: Student Learning student learning gains associated with those measures when developing the Educator Plan. For superintendents and other district leaders, multiple performance rating for Standard I. Evaluators and educators should identify the most appropriate assessments of student learning and anticipated based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator(s) when determining a There are no associated performance descriptors for the Student Learning Indicator. For administrators, evidence of impact on student learning student progress on common assessments and statewide student growth measures where available.

Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including

community.

multiple schools, district-created common assessments, or others measures that provide information about student learning across the district. measures of student learning might include (but should not be limited to) statewide assessments, assessments from curricular materials used in



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



II-C. Scheduling and Management Information Systems	II-B. Human Resources Management & Development	
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.	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.	Unsatisfactory
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.	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.	Needs Improvement
<ul> <li>Uses systems to ensure optimal use of time for teaching, learning, and collaboration, as evidenced by:</li> <li>school schedules that maximize student access to quality instructional time and minimize school day disruptions; and</li> <li>regular opportunities for administrators to collaborate.</li> </ul>	<ul> <li>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:</li> <li>Hiring and retaining a diverse workforce;</li> <li>Comprehensive induction supports for new educators;</li> <li>Job-embedded professional development aligned with district goals; and</li> <li>Distributed leadership opportunities to support.</li> </ul>	Proficient
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.	<ul> <li>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:</li> <li>comprehensive induction supports for all new educators;</li> <li>job-embedded professional learning that (a) reinforces district goals, (b) results in high- quality and effective practice; and</li> <li>formalized distributed leadership and career growth opportunities.</li> <li>Empowers all administrators to implement these systems consistently.</li> </ul>	Exemplary



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	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 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
Do as cla co un	Does little to welcome families as members of the district, classroom or school community, or tolerates an environment that is unwelcoming to some families. 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 <b>welcome</b> <b>and encourage every family to</b> <b>actively participate in the classroom</b> <b>and school community</b> , 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.
Do ad stu de ad	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.	<ul> <li>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:</li> <li>the collaborative identification of each student's academic, social, emotional, and behavioral needs; and</li> <li>connecting families to the necessary resources and services within the school and the community to meet students' learning needs.</li> </ul>	Empowers all administrators to regularly collaborate with families to address each student's academic, social, emotional, and behavioral 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-D. Family Concerns	III-C. Communication	
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.	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.	Unsatisfactory
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.	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.	Needs Improvement
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.	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.	Proficient
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.	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.	Exemplary



### **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.

IV-A. Commitment to High Standards	
<ul> <li>Does not encourage high standards of teaching and learning or high expectations for achievement among administrators, as evidenced by:</li> <li>1. a failure to develop or articulate the district's mission or core values; and</li> <li>2. an inability or unwillingness to lead administrator leadership meetings that inform school and district matters.</li> </ul>	Unsatisfactory
<ul> <li>May articulate high standards for teaching and learning, but expectations are inconsistently applied throughout the district, as evidenced by:</li> <li>1. Mission and core values are present but may not reflect district-wide buy-in, or are rarely used to inform decision-making.</li> <li>2. Meetings: Leads administrator leadership meetings that address matters of consequence but may not result in meaningful decision-making.</li> </ul>	Needs Improvement
<ul> <li>Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:</li> <li>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 decisionmaking.</li> <li>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.</li> </ul>	Proficient
<ul> <li>Established a district-wide commitment to high standards of teaching and learning with high expectations for achievement for all, including:</li> <li>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.</li> <li>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.</li> <li>Models this practice for others.</li> </ul>	Exemplary



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	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	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.



<sup>1</sup> 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.

IV-E. Shared Vision	IV-D. Continuous Learning	
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.	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. and leadership.	Unsatisfactory
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.	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.	Needs Improvement
<b>Continuously engages all</b> <b>stakeholders in the creation of</b> (or commitment to) <b>a shared educational</b> <b>vision</b> focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship. <sup>1</sup>	<ul> <li>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:</li> <li>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</li> <li>Engaging in their own continuous learning to improve leadership practice.</li> <li>Models these behaviors in their own practice.</li> </ul>	Proficient
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.	<ul> <li>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:</li> <li>Empowering all administrators to collaborate and share knowledge and skills of best practices that improve student learning within their own buildings, and</li> <li>Regularly reflecting on and leadership practice in order to develop new approaches to improve overall district effectiveness.</li> </ul>	Exemplary

Needs ImprovementProficientResponds 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.	ExemplaryInding toModels a variety of strategies for responding respectfully 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
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