

SCHOOL COMMITTEE MEETING #1,572

Date: Thursday, November 14, 2019

Time: 6:00 p.m.

Location: Mt. Everett Library, 491 Berkshire School Rd, Sheffield, MA 01257

A g e n d a

All interested members of the public are invited to attend.

[The listing of matters is those reasonably anticipated by the Chairman which may be discussed at the meeting. 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.]

1. **Call to Order** – Beth Regulbuto, Superintendent
2. **Reorganization** (Please see enclosed District policies)
 - a. Election of Chair (will assume duties immediately upon election)
 - b. Election of Vice Chair

Appointment of the following:

- Secretary of the School Committee – Beth Regulbuto
- Treasurer – Harvey Thompson
- District’s Law Firm – Murphy, Lamere & Murphy, PC
- Clerk to the School Committee – Lynette Gagnon
- MD for the School District – Lisa Sylvia

3. **Student Spotlight**
4. **Student Representative Report**
5. **Executive Session**

Pursuant to Purpose 1 of the Open Meeting Law (M.G.L. c.30A, §21(a)(1)), to consider Open Meeting Law complaints against a public officer, namely the members of the School Committee, such complaints having been filed with the District by Jennifer Brown on November 5, 2019; and Carl Stewart, received on November 6, 2019; and pursuant to Purpose 7 (M.G.L. c.30A, §21(a)(7)) to comply with or act under the authority of a Massachusetts General Law by receiving legal advice from counsel protected from disclosure under Massachusetts General Law with the relevant citations of law being M.G.L. c.4, §7(26); M.G.L. c.30A, §21(a)(1); and M.G.L. c.214, §1B. and to reconvene in open session to vote on response to OML complaint. Roll Call Vote required.

6. **Vote on Response to Open Meeting Law Complaint**

7. **Public Comment**

8. **Standing Reports**

- a. Approval of School Committee Minutes #1571 of October 24, 2019
- b. Enrollment
- c. Miscellaneous Correspondence

9. **New Business**

- a. Vote to open an 8th Grade Activity Account
- b. Vote to Enter into Negotiations with the Superintendent
- c. Draft of Superintendent’s Goals for Review and Consideration
- d. Strategy for Continuous Improvement
- e. Election of Subcommittee Members (previous listing enclosed for reference)
 - Buildings, Grounds & Technology
 - Collective Bargaining/Negotiations
 - Community Input & Outreach Committee

- Curriculum
 - Executive Evaluation
 - Executive Minute Review
 - Finance
 - Policy
 - Regional Agreement Review Committee
 - SBRSD Future of South Berkshire County Education Ad-Hoc Committee
 - Warrant
 - Berkshire County Ad Hoc Representative
 - Eagle Fund Representative
 - MA Association of School Committees Representative
 - Undermountain/Mt. Everett Youth Athletics Association (UMEYAA) Liaison
 - Liaison to Southern Berkshire Child Care Program
 - Liaison to Wellness Committee
 - Legislative Representative
 - Liaison to Early Childhood Committee
10. **Unfinished Business**
 11. **Business with District Member Towns**
 12. **Subcommittee Reports**
 - a. SBRSD SBEF – Dennis Sears
 - b. Policy Subcommittee – Dennis Sears
 - c. Executive Evaluation Subcommittee – D. Travis
 - d. Negotiation Subcommittee – B. Silvers
 - e. Building, Grounds & Technology Subcommittee – A. Batacchi
 - f. Community, Input and Outreach Subcommittee – B. Silvers
 - g. Curriculum Subcommittee – D. Travis & P. Dufresne
 - h. Finance Subcommittee – D. Sears
 13. **Chairman’s Report**
 14. **Superintendent’s Report**
 15. **Curriculum & Professional Development Coordinator’s Report**
 16. **Director of Student Services Report**
 17. **Business Manager’s Report**
 - a. Approval of Warrants: November 1, 2019
 - b. Vote to Accept Grants and Gifts
 - c. Budget Transfers
 18. **Future Agenda Items**
 - School Improvement Plans – December 19, 2019 meeting
 19. **Adjourn**

Next School Committee Meetings:

December 19, 2019	January 9, 2020	January 30, 2020	February 13, 2020
March 5, 2020	March 12, 2020	April 2, 2020	April 30, 2020
May 21, 2020	June 18, 2020		

The SBRSD shall post all School Committee and Subcommittee meetings on its website (<http://www.sbrsd.org/school-committee.html>) in compliance with Open Meeting Law and pursuant to the regulations of the Massachusetts Attorney General’s Office 940 CMR 29.03(4). Please visit the SBRSD’s website for all meeting information. All approved meeting minutes of the SBRSD school committee are posted on the district’s website on the school committee page.

Southern Berkshire Regional School District does not discriminate on the basis of age, race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness.

SCHOOL COMMITTEE ORGANIZATIONAL MEETING

Annually, within the month of November, the School Committee shall hold an organizational meeting at a public place and at a time of its own choosing.

Those elected shall take office immediately, and shall choose a chairman and vice chairman from among the Committee membership by ballot, as the law requires. A secretary and treasurer, who may or may not be members of the Committee, shall also be chosen.

Method of Election

The organization of the Committee shall be the first item of business following the call of the roll. The Superintendent shall preside until a chairman has been elected.

The Superintendent shall call for nominations for chairman. Nominations shall be made from the floor. For election to office, a nominee must receive a majority vote of the entire Committee membership.

After his/her election, the chairman shall conduct nominations and balloting for the position of vice-chairman followed by nominations and voting on the positions of secretary and treasurer. Other officers (assistant secretary and assistant treasurer) may be chosen at this time.

Any office which becomes vacant during the year shall be filled in the manner prescribed for the annual meeting.

Other Organizational Business

At the first meeting each November, the School Committee also shall consider the appointment of school district counsel, school physician and election of members to all subcommittees.

LEGAL REF.:M.G.L 71:16A

CROSS REF: BDB, School Committee Officers

First Reading: June 27, 2019

Second Reading: July 17, 2019

SCHOOL COMMITTEE OFFICERS

Duties of the Chair

The Chair of the School Committee has the same powers as any other member of the Committee to vote upon all measures coming before it, to offer resolutions and to discuss questions. He/she will perform those duties that are consistent with his/her office and those required by law, state regulations, and this Committee. In carrying out these responsibilities, the Chair will:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Committee.
2. Consult with the Superintendent in the planning of the Committee's agendas.
3. Confer with the Superintendent on crucial matters that may occur between Committee meetings.
4. Appoint subcommittees, subject to Committee approval.
5. Call special meetings of the Committee as found necessary.
6. Be public spokesperson for the Committee at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all Committee meetings.

As presiding officer at all meetings of the Committee, the Chair will:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Committee in its proper order.
3. Enforce the Committee's policies relating to the order of business and the conduct of meetings.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if this is not clear to members.
6. Restrict discussion to the question when a motion is before the Committee.
7. Answer all parliamentary inquiries.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

Duties of the Vice-Chair

The Vice-Chair of the Committee will act in the absence of the Chairperson as presiding officer of the Committee and will perform such other duties as may be delegated or assigned to him/her.

Clerk

The clerk will keep or cause to be kept an accurate journal of all Committee meetings; will comply with state law and Committee policy regarding notification of meetings; and will render such reports as may be required by the state or the town.

Treasurer

The treasurer shall keep an accurate account of all moneys paid or orders drawn on the treasury by the Committee. He/she shall prepare and submit to the Committee quarterly and annual reports showing (a) all moneys received and the sources; (b) all moneys disbursed and the purposes for which expended; and (c) the balance of the general and special funds of the Committee. The treasurer shall deposit all moneys belonging to the Committee in accordance with Committee instructions and in compliance with state law. He/she shall attend all meetings of the Committee when required to do so and shall pay money belonging to the Committee only upon warrants signed by a majority of the Committee. He/she shall be bonded as the law requires.

LEGAL REF.: M.G.L. 71:36
Regional Agreement, Section 2(c)

CROSS REFS.: BDA, School Committee Organizational Meeting

APPOINTED COMMITTEE OFFICIALS

The Superintendent shall be elected by the Committee as provided by law and shall serve as secretary and perform all the duties that are prescribed by law and such other duties, not inconsistent there to, as majority of the Committee may direct.

School Committee: Jane Burke, Jonathan Bruno, Maryellen Brown, Marcella Bush, Dennis Sears, Bonnie Silvers, Danile Kelly, Jeffrey Blaugrund, Art Batacchi, David Travis

Administrators: Superintendent Regulbuto, Peter Dufresne, Charles Miller, Jesse Carpenter, Judy Houle

Press: CTSB TV; Evan Triantafilidis – Berkshire Record

Others:

1. **Call to Order**

Jane Burke called meeting #1571 to order at 6:10 p.m.

2. **Standing Reports**

a. Approval of School Committee Minutes #1570 of October 3, 2019

Motion to approve the school committee minutes #1570 of October 3, 2019.

By: David Travis

Second: Jonathan Bruno

Discussion:

Bonnie Silvers - Change Michelle Shalaby to Mary Shalaby

Jane Burke – Alto Ego will be free and not going to be selling it. Amend minutes to reflect that they will not be sold.

Jane – question about Bonnie Silvers’s motion in item #9 regarding the planning committee.

Delete the sentence “The planning committee will become the planning board”

Vote: D. Travis and A. Batacchi Abstain; Everyone else – Yes. Motion passes: 8 yes/2 abstain

Motion to approve the amended minutes #1570

By: Dennis Sears

Second: Bonnie Silvers

Vote: D. Travis and A. Batacchi Abstain; Everyone else – Yes. Motion passes: 8 yes/2 abstain

b. Miscellaneous Correspondence - None

3. **Student Representative Report - None**

4. **Student Spotlight**

Mr. Miller provided slides from the “Annie” musical. Courtney English gave a recap of the production which featured students in grades 3 through 6. Almost 60 students were involved in the musical. Our tech students got to experience what it was really like to work back stage. Frozen Jr. will be the next show coming up for students in grades 6 – 9.

School Committee members thanked Courtney for all her efforts.

Chris Thompson distributed the passport to the The Berkshire County STEAM Challenge Night. They are working with Flying Cloud. Mt Everett Robot Team will be here to demonstrate their vex robot, underwater robot, drones, 3D printing.

5. Public Comment

J. Brown – Presented the School Committee with an OML violation of the meeting of October 23, 2019

C. Stewart – Requested a copy of the email message sent by the Chair of School Committee that is the subject of the complaint by J. Brown's and any responses to the email

Also requested copies of certifications with dates on them of the ten members of the school committee's certifications stating receipt of the OML.

Having an executive session on the OML complaint is completely improper. On the advice of counsel you cited a number of statutes in the agenda – this is called bootstrapping - does make it proper and another one of the statutes cited is the Massachusetts privacy act which has absolutely no relevance. I did some research on Massachusetts case law and referred to decisions and case law under New York OML and Oregon OML, very similar to mass. This is an improper executive session. If this meeting is held you will have another OML complaint from me tomorrow. Secondly, on #17 there is no provision for taking a vote on the decision. The OML states in relevant part a complaint is made and is delivered to the school committee and the school committee has to respond with 14 days. There is no provision in the law for taking a vote on the response. You are discussing this in private, it's a public matter, and then coming out to vote on it.

C. English – Concern regarding the disappointing disregard of teacher input in scheduling grade 6 grade music. Grade 6 music was cut significantly – some students get 6 times a month and some 3 times a month. Requesting that teachers be included in scheduling in the future.

6. New Business

a. Approval of Memorandum of Understanding, Unit A, Schedule C – Vote Required

Motion to approve the Memorandum of Understanding, Unit A, Schedule C (Theatre Stipends)

By: Dennis Sears

Second: David Travis

Discussion: Bonnie Silvers explained that the MOU fits in within the money available for stipends and no additional funds are being requested. This MOU becomes part of the SBRSD Unit A contract and once approved Jane will sign it and then it will be signed by the Union President.

Vote: Unanimous

b. MCAS Presentation – Slide presentation

Mr. Dufresne presented the SBRSD MCAS Performance Report. Moved from Legacy MCAS to the Next Generation MCAS. For more information go to School and District Profile Reports on the DESE website. Currently SBRSD is making Moderate Progress towards our Improvement Targets. Snapshot of sophisticated data. Mr. Dufresne presented a comparison of the south county districts. Questions and discussion ensued.

7. Unfinished Business – None.

8. Business with District Member Towns - None.

9. Subcommittee Reports

a. SBRSD SBEF – Dennis Sears – No meeting of this committee. Jane Burke informed the committee that they did attend the 8 town meeting last week. Would like the whole committee to know of the progress being made by this group. The school committee members do not have a vote in this group, we are invited to this last meeting so that we could hear reports from MARS about the process involved with considering consolidation and hear from our representative from MASC about their views about consolidation.

This group received the information, digest it, and come back on November 19th to decide what their next would be moving forward. If people have particular questions there were materials that were distributed that Jane has available.

- b. Policy Subcommittee – Dennis Sears – No report, no meeting held
- c. Executive Evaluation Subcommittee – D. Travis
There were two items on the agenda.
To discuss the goals that are being drafted for this current school year and that will be considered with the full school committee in the next couple of weeks.
Also talked about the rubric for assessment that is a more common assessment tool that DESE is piloting this year that would enable us to have a structured, clear way to evaluate the superintendent based on a rubric that lays out the criteria that is required to get a proficient or exemplary or needs improvement rating along the various standards.
The subcommittee will meet on November 12th review the goals before the full school committee meeting on the 14th to have a vote.
- d. Negotiation Subcommittee – B. Silvers
Approved the MOU- Theatre Stipends
Consideration was to extend for a year the Unit E contract which was approved last time.
Discussion regarding the issue of substitutes and whether we could look at the question of substitute policy. Suggestions will be brought back to Beth on the meeting of today.
- e. Building, Grounds & Technology Subcommittee – A. Batacchi – No meeting held.
- f. Community, Input and Outreach Subcommittee – B. Silvers – No meeting held
- g. Curriculum Subcommittee – D. Travis & P. Dufresne
Have not met as yet, would like to set up something within the next two weeks.
- h. Finance Subcommittee – D. Sears – Have not met as yet.

10. **Chairman's Report**

Jane Burke - Appreciate the hard work of the school committee. Our major goal is to improve student learning and the quality of our education. We have been working very hard to deal with a lot of incoming information and it is very frustrating because we are limited by advice from counsel of what we can discuss. Thanks to everyone who has been under stress and I encourage everyone to stay positive because we know our purpose is to work for the best of our children and that is our mission.

11. **Superintendent's Report**

- Tomorrow, with Mr. Carpenter and Mr. Miller, Beth has been asked to be one of the judges at Trunk or Treat
- As an opportunity to get the message out of all the good that happens in our district, we have been working through different tactics, newsletters, social media. One of the things we just talked about is revamping the website. Have met with some people who are interested in maybe helping us with that, and we want to host a brainstorming session on what we might like and how to improve that tool as a means of communication. A meeting is tentatively set for Monday, November 4th at 3:30 p.m. Will follow up with more details. This is an emerging idea and we really want people who have helped on it before or use it on a daily basis to give some input on what they would like to see and how that tool can be more helpful.

- We have a proposal from Alexander Design Works. We have a Website design stipend position that has not been filled.
Mr. Sears suggested that MARS and MASC may have resources to help with website design.
Mr. Travis suggested that if anyone is interested look at other school websites and come with a list of URLs and a list of what you like and why instead of building it from scratch.

12. **Curriculum & Professional Development Coordinator's Report**

No report. Dave asked about professional development. Mr. Dufresne informed the committee that we had just had a professional development day. Training on professional licensure process, how to stay licensed in Massachusetts. Educators need between 150 and 180 PDP (Professional Development Points) to keep their license every 5 years. Also had positive safety training table top exercises led by Officer Zucco and Superintendent Regulbuto. County Wide PD day is coming up on November 5th.

Working on arranging for SEI classes for the teachers to get endorsed – looking at collaborating with other districts.

We are partnering with Simons's Rock regarding training in content areas.

13. **Director of Student Services Report**

Sandra Hubbard was not present – Report attached. On behalf of Sandi, Beth wanted to make it known that the special ed advisory council SEPAC meeting was last night.

14. **Business Manager's Report**

- a. Approval of Warrants: October 4, 2019 and October 18, 2019

Motion to approve the warrants of October 4, 2019 and October 18, 2019 as presented.

By: Dennis Sears

Second: Jeffrey Blaugrund

Discussion: None

Vote: Unanimous

- b. Vote to Accept Grants and Gifts

Motion to accept the gift of \$23,000 from the Alice Pederson Educational Trust.

By: Jeffrey Blaugrund

Second: Art Batacchi

Discussion: None

Vote: Unanimous

- c. Budget Transfers – None.

15. **Future Agenda Items**

- Superintendent's Goals –November 14, 2019 meeting
- Strategy for Continuous Improvement – November 14, 2019 meeting
- School Improvement Plans – December 19, 2019 meeting

16. **Executive Session**

Motion to enter executive session pursuant to Purpose 1 of the Open Meeting Law (M.G.L. c.30A, §21(a)(1)), to consider an Open Meeting Law complaint against a public officer, namely the members of the School Committee, such complaint having been filed with the District by Jennifer Brown on October 18, 2019; and pursuant to Purpose 7 (M.G.L. c.30A, §21(a)(7)) to comply with or act under the authority of a Massachusetts General Law by receiving legal advice from counsel protected from disclosure under Massachusetts General Law with the relevant citations of law being M.G.L. c.4, §7(26); M.G.L. c.30A, §21(a)(1); and M.G.L. c.214, §1B. and to reconvene in open session to vote on response to OML complaint.

By: Jonathan Bruno
Second: Art Batacchi
Discussion ensued.

Roll Call Vote: Jane Burke Yes, Jonathan Bruno - Yes, Maryellen Brown - Yes, Marcella Bush - Yes, Dennis Sears - Yes, Danile Kelly - Yes, Jeffrey Blaugrund - Yes, Art Batacchi - Yes, David Travis – No, Bonnie Silvers - No

Jonathan Bruno called open meeting session to order at 8:35 p.m.

17. Vote on Response to Open Meeting Law Complaint

Motion to approve advice from counsel regarding the response to the Open Meeting Law complaint from J. Brown

By: Jeffrey Blaugrund

Second: Dennis Sears

Discussion: Jane Burke read the offending email and the response from legal counsel, Peter Summers.

Vote: Unanimous

18. **Executive Session:**

Motion to enter executive session to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel and not to reconvene in open session.

By: J. Burke

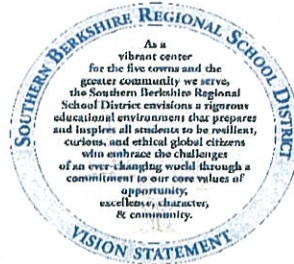
Second: Jeffrey Blaugrund

Roll Call Vote: Jane Burke Yes, Jonathan Bruno - Yes, Maryellen Brown - Yes, Marcella Bush - Yes, Dennis Sears - Yes, Bonnie Silvers - Yes, Danile Kelly - Yes, Jeffrey Blaugrund - Yes, Art Batacchi - Yes, David Travis – Yes

Open session meeting adjourned at 8:38 p.m.

9C

SUPERINTENDENT'S GOALS ~ 2019-2020



~ **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.

During 2019-2020, I will provide leadership that will impact instruction and student learning in our District through:

Indicator I-A. Curriculum – Ensure that Faculty and Staff assess progress across all schools and content areas to make certain that all instructional staff implement effective and rigorous standards based units of instruction.

Indicator I-B. Instruction – Through observations and feedback to Directors/Principals, the Superintendent will monitor and support instructional staff to ensure that there are common and well-defined learning outcomes with a focus on depth and critical thinking skills, and that there is the development and implementation of differentiated, innovative, and student-centered instructional practices.

Indicator I-C. Assessment – Through observations and feedback to Directors/Principals, the Superintendent will monitor and support instructional staffs' practices that include the use of a variety of assessment methods to measure student learning and to provide targeted interventions that meet individual student needs and increased opportunities for inclusion.

Indicator I-D. Evaluation – The Superintendent will ensure that Directors/Principals provide effective and timely evaluations of all faculty and staff that align with state regulations and negotiated contracts.

Indicator I-E. Data-Driven Decision Making – The Superintendent with the support of the Administrative Staff will use various sources of student learning data including state, school, and District assessment results, to measure student growth, to design District goals and continuous improvement initiatives, to monitor faculty and staff effectiveness, and to align school improvement plans.

Indicator I-F. Student Learning – The Superintendent will demonstrate impact on student learning based on multiple measures of student learning, growth, and achievement.

~ **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.**

During 2019-2020, I will ensure a safe, efficient and effective learning environment. This includes:

Indicator II-A. Environment – The Superintendent will review and develop procedures and protocols for managing District operations to ensure efficient and effective practices. The Superintendent and Administration will develop and continually assess and improve the safety and security of current District facilities. Further, current safety procedures and protocols will be reviewed and updated to ensure that staff and students can work and learn in a secure environment.

Indicator II-B. Human Resources Management and Development – The Superintendent will monitor and support a District-wide approach to recruiting, hiring, induction, professional development and distributive leadership opportunities that supports retaining a diverse team of administrators and educators who provide high-quality and effective practices.

Indicator II-C. Scheduling and Management Information Systems – The Superintendent will empower and support the Administrative Team in the development and monitoring of schedules/systems that maximizes quality instructional time for students, optimal teaching time for faculty and staff, and provides regular opportunities for administrators to collaborate both within and across schools.

Indicator II-D. Laws, Ethics, and Policies – The Superintendent will provide 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.

Indicator II-E. Fiscal Systems – The Superintendent will lead the Administrative Team through the budget development process and ensures that the budget aligns with the District’s vision, mission and goals while including stakeholder input. The Superintendent will proactively communicate budget rationale, and provide regular updates throughout the budget cycle.

~ 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.

During 2019-2020, I will lead SBRSD in implementing key enhancements to improve community engagement. This includes:

Indicator III-A. Engagement – The Superintendent will promote and support practices that welcome and encourage all families and community members to actively participate in the District, the classroom, and the school community.

Indicator III-B. Sharing Responsibility – The Superintendent monitors and empowers the Administrative Team to regularly collaborate with families to address the whole child’s needs including academic, social, emotional, and behavioral needs, as well as connecting families to available resources and services.

Indicator III-C. Communication–The Superintendent will engage in and support administration in regular, two-way communication with families and the community stakeholders about student learning and achievement.

Indicator III-D. Family Concerns – The Superintendent ensures that all family concerns are addressed in a timely and effective manner throughout the District, promotes collaborative problem solving processes that are in the best interests of students.

~ 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.

During 2019-2020, I will promote the success of all students by nurturing and sustaining a reflective practice, high expectations, and continuous learning for all staff including:

Indicator IV-A. Commitment to High Standards – The Superintendent will foster an environment that promotes a shared commitment to high standards and high expectations for teaching, learning, and achievement through on-going support and reference to the District’s vision and core values as part of the decision-making process, and by planning and leading meetings and conversations that engage District stakeholders in deliberations about key school matters.

Indicator IV-B. Cultural Proficiency – The Superintendent will ensure that District policies and practices enable staff and students to interact in a culturally diverse environment where backgrounds, identities, challenges and strengths are embraced with respect, guidance, and supports.

Indicator IV-C. Communications – The Superintendent will demonstrate strong interpersonal, written, and verbal communications through regular and informative outreach to staff, families, the School Committee, and the school community. The Superintendent will regularly seek and consider feedback in the decision-making process.

Indicator IV-D. Continuous Learning – The Superintendent will develop a culture that supports regular opportunities for Administrators and Teams to collaborate on best practices and the effectiveness of those related to instruction and student learning, and encourages them to engage in continuing to improve their own leadership practice. The Superintendent will model these behaviors in her own practice.

Indicator IV-E. Shared Vision – The Superintendent will continue to engage all stakeholders in the implementation of the District’s shared vision and core values focused on continuous improvement of all students’ educational experience while ensuring alignment of school and District goals to this vision.

Indicator IV-F. Managing Conflict – The Superintendent will use strategies to respond to disagreement and dissent that are respectful and appropriate. She will reflect on these issues as opportunities for learning, as a way to resolve conflict constructively, and she will model her practice for the Administrators. The Superintendent will use strategies to build consensus within the school community while maintaining a commitment to making decisions that are in the best interests of all students.

~ **Professional Practice Goal** ~

During 2019-2020, I will increase my knowledge and continue to develop skills in my professional practice and successful management of the District through:

- a) **NSIP** - Full participation in the third year of the New Superintendent Induction Program (NSIP), which is a three year professional development and support program sponsored by the Massachusetts Association of School Superintendents (MASS) and DESE. This includes participation in five full day sessions of intensive professional development content, completion of all readings, assignments, and plans, and engagement in monthly coaching sessions.

- b) **Relationship Building** - Active participation in School Committee, District, and Town Board/Community meetings to foster communication and collaboration with all stakeholders.
- c) **Professional Development** - Advancing job related knowledge and skill development through participation in targeted professional development including MASS and MASC workshops and conferences, Berkshire Superintendent Roundtable meetings, monthly MASBO meetings, and ASBO related offerings.
- d) **Doctoral Program** – Actively participating in a program to obtain a Doctor of Education (Ed.D) in Educational Leadership.

Massachusetts Model System for Educator Evaluation

SUPERINTENDENT AND DISTRICT ADMINISTRATOR RUBRIC

Updated July 2019



Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370

Superintendent and District Administrator Rubric

Rubrics—defined in the regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” ([603 CMR 35.02](#))—are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall.

Structure of the Model Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for administrators: *Instructional Leadership; Management and Operations; Family and Community Engagement*; and *Professional Culture*.
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are six Indicators in Standard I of the Superintendent rubric, including *Curriculum, Instruction, and Evaluation*.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory, Needs Improvement, Proficient, or Exemplary*.

Use of the Superintendent and District Level Administrator Rubric

This rubric describes administrative leadership practice at the district level. It is intended to be used throughout the 5 step evaluation cycle for the evaluation of the superintendent. This rubric can also be used by the superintendent for the evaluation of other district level administrators, such as assistant superintendents, directors of curriculum and instruction, school business administrators, and directors of special education.

The responsibilities of administrators to whom this rubric will be applied may vary. DESE encourages administrators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators that are aligned to his/her professional practice, student learning, and district and/or school improvement goals. There are many ways to emphasize these components throughout the evaluation cycle. For example, focus Indicators can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. The expectation is that by the end of the evaluation cycle, administrators and school committees/evaluators have gathered and shared a reasonable amount of evidence related to Indicators in all four Standards, sufficient to support a rating for each Standard. Evaluators may request additional evidence as needed.

Superintendent and District Administrator Rubric

Priorities of a District Leader for Improving Learning for all Students

- **ENSURING SYSTEMS ALIGNMENT AND COHERENCE.** An effective district leader establishes high-functioning systems that work together in support of the district’s vision. These systems include data and measurement systems, hiring and recruitment processes, talent development and professional learning systems, curriculum and instruction supports, etc. When these systems are coherent and aligned with the district’s vision and goals, school leaders are better positioned to execute their responsibilities in support of student learning. The model rubrics represent this coherence through the vertical alignment from classroom teacher rubric to school level administrator rubric to superintendent/district administrator rubric.
- **EMPOWERING PRINCIPALS and OTHER DISTRICT ADMINISTRATORS.** An effective district leader builds the capacity of school leaders and district administrators to enact the district’s vision and its commitment to students. In order to do this well, the superintendent must first have the knowledge, skills, commitment, beliefs, and authority to make critical decisions on behalf of students and staff. They then model these skills through the provision of consistent, high quality feedback to school and district leaders on their leadership practice, and empower them to be successful administrative leaders. Empowering others is the highest form of leadership; as such, the term "empowers" is often noted in the 'Exemplary" descriptors in this rubric.
- **LEADING WITH A COMMITMENT TO EQUITY.** An effective superintendent creates inclusive, multicultural school environments for adults and children and demands equally high outcomes for all participants in the educational system. Leading with a commitment to equity means challenging the predictability of success or failure that currently correlates with any social or cultural factor through the disruption of inequitable practices; the examination of biases; and the discovery and cultivation of the unique gifts, talents and interests that every human possesses.¹ The model rubric denotes a superintendent’s responsibility to equity in references to “all students,” a commitment to data-informed decisionmaking, and the emphasis on culturally responsive teaching and leading.

Definitions of terms used frequently in this document

“All students”: Given that some student groups have been historically underserved, and that any student can be particularly “vulnerable” at any moment in time, it is important to consider practices and outcomes beyond the aggregate to ensure that all students are challenged and supported to learn and grow. The phrase “all” in this document refers to equity for and attention to students from all backgrounds and identities and experiences. These include but are not limited to all races and ethnicities, all genders and gender identities, all sexual orientations, all disabilities, all nationalities, all types of citizenship or immigration status, all religions, all family structures, all family housing situations, all medical/health needs, and all traumatic experiences.

“Disaggregated student data”: Disaggregated student data refers to aggregate student data that is broken down into smaller parts in order to learn about the performance, opportunities, and outcomes of specific student populations; for example, schools, grade levels, and student groups.

“Equity”: Educational equity means that all students have access to the educational resources, opportunities, and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income to meet high expectations for cognitive, behavioral, and social-emotional growth and development.²

“Student group”: Any group of students who share similar characteristics, such as racial or ethnic identification, gender identification, socioeconomic status, physical or learning disabilities, or language skills.³ This includes, but is not limited to, the groups of students for which DESE issues annual performance determinations.

¹ Adapted from the [National Equity Project’s](#) definition of “educational equity”

² Adapted from [Leading for Equity: Opportunities for State Education Chiefs and National Equity project](#)

³ Adapted from [EdGlossary.org](#)

Superintendent and District Administrator Rubric

<u>STANDARD I:</u> Instructional Leadership	<u>STANDARD II:</u> Management and Operations	<u>STANDARD III:</u> Family and Community Engagement	<u>STANDARD IV:</u> Professional Culture
<p>A. <u>Curriculum Indicator</u></p> <ol style="list-style-type: none"> Standards-Based Unit and Lesson Support 	<p>A. <u>Environment</u></p> <ol style="list-style-type: none"> Plans, Procedures, and Routines Operational Systems Social and Emotional Well-Being Student Health and Safety 	<p>A. <u>Engagement Indicator</u></p> <ol style="list-style-type: none"> Family Engagement Community and Stakeholder Engagement 	<p>A. <u>Commitment to High Standards Indicator</u></p> <ol style="list-style-type: none"> Commitment to High Standards Mission and Core Values Meetings
<p>B. <u>Instruction Indicator</u></p> <ol style="list-style-type: none"> Student Engagement Quality of Effort & Work Meeting Diverse Needs 	<p>B. <u>Human Resources Management and Development Indicator</u></p> <ol style="list-style-type: none"> Recruitment and Hiring Strategies Induction, Professional Development, and Career Growth Strategies 	<p>B. <u>Sharing Responsibility Indicator</u></p> <ol style="list-style-type: none"> Student Support Family Support 	<p>B. <u>Cultural Proficiency Indicator</u></p> <ol style="list-style-type: none"> Policies and Practices
<p>C. <u>Assessment Indicator</u></p> <ol style="list-style-type: none"> Variety of Assessment Methods Adjustments to Practice 	<p>C. <u>Scheduling and Management Information Systems Indicator</u></p> <ol style="list-style-type: none"> Time for Teaching and Learning Time for Collaboration 	<p>C. <u>Communication Indicator</u></p> <ol style="list-style-type: none"> Culturally Proficient Communication 	<p>C. <u>Communications Indicator</u></p> <ol style="list-style-type: none"> Communication Skills
<p>D. <u>Evaluation Indicator</u></p> <ol style="list-style-type: none"> Educator Goals Student Learning Measures Observations and Feedback Performance Ratings 	<p>D. <u>Law, Ethics, and Policies Indicator</u></p> <ol style="list-style-type: none"> Laws and Policies Ethical Behavior 	<p>D. <u>Family Concerns Indicator</u></p> <ol style="list-style-type: none"> Family Concerns 	<p>D. <u>Continuous Learning Indicator</u></p> <ol style="list-style-type: none"> Continuous Learning of Staff Continuous Learning of Administrator
<p>E. <u>Data-Informed Decision-Making Indicator</u></p> <ol style="list-style-type: none"> Data-Informed Decision Making Plans and Goals 	<p>E. <u>Fiscal Systems Indicator</u></p> <ol style="list-style-type: none"> Fiscal Systems 	<p>E. <u>Shared Vision Indicator</u></p> <ol style="list-style-type: none"> Shared Vision Development 	<p>E. <u>Shared Vision Indicator</u></p> <ol style="list-style-type: none"> Shared Vision Development
<p>F. <u>Student Learning Indicator</u></p>			<p>F. <u>Managing Conflict Indicator</u></p> <ol style="list-style-type: none"> Response to Disagreement and Conflict Resolution Consensus Building

Superintendent and District Administrator Rubric

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.

Indicator I-A. Curriculum

Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary ⁴
I-A-1. Standards-Based Unit and Lesson Support	Does not support administrators to ensure the implementation of standards-based units of instruction (e.g., fails to provide adequate resources or training).	Provides limited or inconsistent support to administrators to ensure the implementation of standards-based units comprised of well-structured lessons, or does not regularly monitor or assess implementation.	Supports administrators to ensure that instructional staff adapt as needed and implement standards-based units comprised of well-structured lessons aligned to state standards and local curricula. Monitors and assesses progress, providing feedback as necessary.	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, provides feedback, and connects administrators to additional supports as needed. Models this practice for others.

⁴Exemplary practice in many elements includes the expectation that an educator model the practice for other educators. Modeling can occur in formal and informal ways, including but not limited to training, teaching, coaching, assisting, sharing, and/or demonstrating good practice. Where and when this expectation is appropriate, this level of expertise is denoted by “Models this practice for others.”

Superintendent and District Administrator Rubric

Indicator I-B. Instruction

Ensures 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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Student Engagement	Does not look for evidence of or cannot accurately identify ways that principals identify effective teaching strategies that motivate and engage students.	While observing principal practice and artifacts, occasionally looks for evidence or provides feedback to ensure that principals are identifying effective instructional practices that motivate and engage students.	While observing principal practice and artifacts, regularly provides feedback to ensure that principals are identifying and promoting a variety of effective, high-leverage instructional practices that are likely to motivate and engage most students.	While observing principal practice and artifacts and providing high quality feedback, ensures that all principals are identifying and promoting the use of high-leverage instructional practices that motivate and engage all students. Models this practice for others.
I-B-2. Quality of Effort and Work	Does not set expectations for the content and quality of instruction and student work, or the effort required to produce it; or establishes inappropriately low expectations.	Sets high expectations for the content and quality of instruction and student work district-wide, and the effort required to produce it, but allows expectations to be inconsistently applied across the district; may allow inappropriately low expectations for quality of instruction and/or student work.	Sets and models high expectations for the content and quality of instruction and student work district-wide, and the perseverance and effort required to produce it; supports all administrators and instructional staff to consistently uphold these expectations for all students.	Sets and models high expectations for the content and quality of instruction and student work district-wide, and the perseverance required to meet these expectations, such that all administrators and instructional staff are empowered to do the same for their students.
I-B-3. Meeting Diverse Needs	Does not look for evidence of or cannot accurately identify ways that principals identify appropriate inclusive teaching practices that meet the diverse learning needs of all students.	While observing principal practice and artifacts, occasionally looks for evidence or provides feedback to ensure that principals are identifying appropriate inclusive teaching practices that meet the diverse learning needs of all students.	While observing principal practice and artifacts, regularly provides feedback to ensure that principals are identifying and promoting appropriate inclusive teaching practices that meet the diverse learning needs of all students.	While observing principal practice and artifacts and providing high quality feedback, ensures that all principals know and consistently identify appropriate inclusive teaching practices that meet the diverse learning needs of all students. Models this practice for others.

Superintendent and District Administrator Rubric

Indicator 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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Variety of Assessment Methods	Does not set expectations around or ensure the use of a variety of assessment methods, leaving it up to principals and administrators to design and implement their own strategies.	Encourages principals and administrators to use a variety of informal and/or formal assessment methods and suggests coordination within buildings or departments; but does not monitor assessment use, allowing insufficient alignment to content and rigor, or lack of coherence across grade levels and subject areas.	Ensures that all principals and administrators use a variety of formal and informal assessment methods to measure each student's learning, growth, and progress toward achieving state/local standards. Monitors assessment use throughout the district for alignment to content and grade-level standards, and coherence across grade levels and subject areas.	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. Monitors assessment use throughout the district to ensure alignment to content and grade level standards, and coherence across grade levels and subject areas. Models this practice for others.
I-C-2. Adjustments to Practice	Does not encourage principals and administrators to facilitate the use of assessment data by instructional staff to support adjustments to practice and identify appropriate interventions.	Encourages principals and administrators to facilitate the use of assessment data by instructional staff to support adjustments to practice and identify appropriate interventions, but inconsistently monitors this practice.	Ensures that all principals and administrators facilitate practices that propel instructional personnel to (a) disaggregate and analyze results from a variety of assessments to determine progress toward anticipated student learning outcomes, and (b) use findings to adjust practice and implement appropriate interventions and enhancements for student learning. Provides feedback and monitors administrators' efforts and successes in this area.	Empowers teams of administrators and instructional personnel to (a) analyze disaggregated results from a variety of assessments to determine progress toward anticipated student learning outcomes, and (b) use findings to adjust instructional practice and implement appropriate interventions and enhancements for students. Provides feedback and monitors administrators' efforts and successes in this area. Models this practice for others.

Superintendent and District Administrator Rubric

Indicator I-D. Evaluation

Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support administrators to develop professional practice, student learning and/or district/ school improvement goals, review the goals for quality, or support administrators in attaining goals.	Supports administrators and administrator teams to develop professional practice, student learning and, where appropriate, district/ school improvement goals, but does not consistently review them for quality or monitor progress.	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals. Reviews goals for quality and supports progress.	Consistently supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning and district/school improvement goals. Facilitates their progress through a variety of methods and shares best practices and success with the district community. Models this process through the superintendent's own evaluation process and goals.
I-D-2. Student Learning Measures	Supports fewer than half of administrators in the identification of appropriate measures and anticipated student learning gains for use in the evaluation process.	Supports most administrators to identify appropriate measures during development of the Educator Plan, as well as anticipated student learning gains for those measures, but does not consistently review measures for quality or relevance.	Supports all administrators to identify appropriate measures of student learning during development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures. Encourages alignment to school and district learning goals. Regularly monitors and reviews measures for quality and relevance.	Supports all administrators to identify and evaluate appropriate measures of student learning during the development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures. Ensures that measures align to school and district learning goals, and provides clear next steps for improving quality of measures when necessary. Models this process through the leader's own evaluation.

Superintendent and District Administrator Rubric

Indicator I-D. Evaluation

Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-3. Observations and Feedback	Observes administrators only through informal visits and/or does not provide clear feedback to administrators who are not performing proficiently.	Makes infrequent visits to schools to observe administrator practice, rarely provides feedback that is specific, timely, or actionable, and/or critiques struggling administrators without providing support to improve their performance.	Makes multiple visits to each school to observe administrator practice, and provides quality feedback (specific, timely, actionable) that reinforces effective practice and provides clear next steps and support for improvement.	Regularly visits every school throughout the year to observe administrator practice and provide quality feedback (specific, timely, actionable). Regularly engages with administrators in conversations to reinforce effective practice, and provides clear next steps and support for improvement, as well as subsequent monitoring and follow up observation. Celebrates and shares effective practices and strategies with others. Models this practice for others.
I-D-4. Performance Ratings	Assigns performance ratings based on insufficient or inappropriate evidence related to the Standards of Effective Administrative Leadership; and/or does not assign ratings for some administrators.	Assigns performance ratings that reflect evidence of practice related to the Standards of Effective Administrative Leadership, but evidence is incomplete or insufficient for some administrators, and/or the process is not consistently transparent to administrators.	Uses sound and reliable judgment to assign performance ratings related to the Standards of Effective Administrative Leadership for all administrators that reflect evidence of practice, impact on student learning, feedback from staff, and goal attainment; ensures that administrators understand why they received their ratings, and provides clear next steps to further develop their leadership practice.	Exercises sound and reliable judgment in assigning performance ratings related to the Standards of Effective Administrative Leadership for all administrators that reflect evidence of practice, impact on student learning, feedback from staff, and goal attainment. Ensures that administrators understand in detail why they received their ratings, provides clear next steps to further develop their leadership practice, and monitors implementation of those strategies over time. Regularly calibrates judgments of practice with other district administrators to ensure consistency of ratings across the district. Models this practice for others.

Superintendent and District Administrator Rubric

Indicator 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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p>I-E-1. Data-Informed Decision Making</p>	<p>Relies on too few data sources to represent the full picture of school or district performance, or does not analyze the data sufficiently or accurately when making decisions.</p>	<p>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 or inaccurate. Uses appropriate data to make some but not all decisions related to organizational performance, educator effectiveness, or student learning.</p>	<p>Uses multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, and district culture and climate information, to assess and communicate the district's strengths and areas for improvement. Relies on disaggregated data to make decisions related to organizational performance, educator effectiveness, and student learning.</p>	<p>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, as well as other information that offers a unique perspective on school and district performance, to assess and communicate the district's strengths and areas for improvement. Relies on disaggregated data to make decisions about and monitor progress in organizational performance, educator effectiveness, and student learning. Models this practice for others.</p>

Superintendent and District Administrator Rubric

Indicator 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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-2. Plans and Goals	Gathers limited information on school and district strengths and weaknesses and writes district and annual action plans that lack data-informed goals.	Assesses school and district strengths and weaknesses using data that are not carefully analyzed, and/or writes district and annual action plans that lack focused or measurable goals.	Involves stakeholders in creating district improvement and annual action plans comprised of focused, measurable goals informed by evidence-based assessments of organizational performance, educator effectiveness, and the growth, learning, and achievement of all students. Regularly monitors and shares progress with the community. Supports principals to align school improvement goals to district plans and goals.	Facilitates stakeholder involvement in the creation of district improvement and annual action plans comprised of measurable, results-oriented goals informed by evidence-based assessments of organizational performance, educator effectiveness, and the growth, learning, and achievement of all students. Empowers principals to contribute their voice, ownership, and leadership in these plans and goals, and to develop and implement similarly robust and aligned school plans and goals. Regularly monitors and shares progress with the community.

Superintendent and District Administrator Rubric

Indicator 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 model rubrics describe *educator practice* and provide clear criteria across four performance levels that focus on the educator's actions and behaviors.

The Student Learning Indicator is about the *impact of those actions relative to student learning*. Did students learn as much as educators set out to teach?

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. Because evaluators are not required to make a rating determination for any individual Indicator, this allows them to consider evidence of impact alongside evidence of practice when determining a rating for Standard I. **There are no associated elements or performance descriptors for the Student Learning Indicator.**

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.

Superintendent and District Administrator Rubric

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.

Indicator II-A. Environment

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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Plans, Procedures, and Routines	Does not organize the district effectively for orderly and efficient movement of students.	Ensures that some plans, procedures, and routines are in place across the district to promote orderly student entry, dismissal, meals, class transitions, assemblies, and recess, but these are inconsistent throughout the district.	Ensures that effective plans, procedures, and routines are in place across the district that promote orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.	Empowers administrators to develop and execute effective plans, procedures, and routines that result in orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.
II-A-2. Operational Systems	Fails to establish operational systems and processes to support auxiliary staff, such that schools and other buildings are not generally clean, attractive, welcoming, and/or safe.	Operational systems and processes for the support and supervision of auxiliary staff (e.g. custodial/maintenance workers, transportation staff, clerical and administrative assistants, food service workers) do not ensure that all schools and other buildings are consistently clean, attractive, welcoming, or safe.	Implements operational systems and processes for the effective support and supervision of auxiliary staff (e.g. custodial/maintenance workers, transportation staff, clerical and administrative assistants, food service workers) so that all schools and district buildings are clean, attractive, welcoming, and safe.	Implements operational systems and processes for the effective support and supervision of all auxiliary staff (e.g. custodial/maintenance workers, transportation staff, clerical and administrative assistants, food service workers), and cultivates a district-wide culture in which all staff take personal responsibility for keeping campuses clean, attractive, welcoming, and safe. Models this practice for others.

Superintendent and District Administrator Rubric

Indicator II-A. Environment

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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p>II-A-3. Social and Emotional Well-Being</p>	<p>Does not provide training, resources, or supports to administrators to cultivate learning environments that develop students' social and emotional well-being.</p>	<p>Encourages administrators to cultivate learning environments that develop social emotional competencies in students (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), but supports are inconsistent and/or insufficient.</p>	<p>Provides training and supports to administrators to cultivate learning environments that develop social emotional competencies in students (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making).</p>	<p>Cultivates a districtwide commitment to developing social emotional competencies in all students (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). Assesses progress using student and staff feedback and other data sources and makes adjustments as necessary. Models this practice for others.</p>
<p>II-A-3. Student Health and Safety</p>	<p>Allows disciplinary practices to vary from school to school; tolerates discipline violations, bullying, and other unsafe behaviors; and/or fails to ensure equitable decision-making policies or procedures related to student health and safety.</p>	<p>Encourages administrators to set high expectations for student behavior and establishes some district-wide policies and systems to support student health and safety, but allows varying standards to exist throughout the district. Does not monitor for consistency or check for implicit bias in decision-making procedures.</p>	<p>Sets high expectations for student behavior, and establishes district-wide routines, policies and systems that (a) foster safe and supportive school environments, and (b) prevent and address bullying and other unsafe behaviors. Regularly checks for implicit bias in decision-making procedures, and provides training for administrators to uphold these expectations.</p>	<p>Empowers administrators and instructional staff to set and uphold high expectations for student behavior, and ensures implementation of district-wide routines, policies, and systems that (a) foster safe and supportive school environments, (b) prevent and address bullying and other unsafe behaviors, and (c) create opportunities for students to take an active role in preventing behaviors that interfere with learning. Regularly monitors for and addresses implicit bias in decision-making procedures. Models this practice for others.</p>

Superintendent and District Administrator Rubric

Indicator II-B. Human Resources Management and Development

Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p>II-B-1. Recruitment and Hiring Strategies</p>	<p>Does not successfully lead the district's recruitment and hiring process.</p>	<p>Oversees the district's recruitment and hiring process but does not ensure the consistent hiring of effective administrators and educators who meet the needs of the district's students.</p>	<p>Implements a cohesive approach to recruitment and hiring across the district; uses data to identify priority areas of need and anticipated vacancies; and involves stakeholders in the selection of school and district leaders. As a result, consistently identifies and hires effective administrators and educators who share the district's mission and increasingly reflect the diversity in backgrounds and identities across the Commonwealth to meet all students' needs. Supports principals to do the same.</p>	<p>Ensures a districtwide system for recruiting and hiring effective administrators and educators who share the district's mission and increasingly reflect the diversity in backgrounds, identities, and skills to meet the needs of the district's students. Uses data to identify priority areas of need, and proactively partners with preparation providers and other organizations to generate educator pipelines to fill vacancies as needed. Involves stakeholders in the selection of school and district leaders, and empowers principals and other faculty members to implement similarly cohesive hiring processes. Models this practice for others.</p>

Superintendent and District Administrator Rubric

Indicator II-B. Human Resources Management and Development

Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p>II-B-2. Induction, Professional Development, and Career Growth Strategies</p>	<p>Does not support new administrators, provide guidance to them to support educators, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.</p>	<p>Oversees some strategies to develop and retain effective educators, including induction programming for new educators and district-wide professional development programming; however induction and/or professional learning supports are not consistently implemented, high quality, or aligned with district goals. Does not establish robust criteria for the awarding of professional status, and/or support effective administrators' and educators' career growth.</p>	<p>Implements a cohesive, district-wide approach to the development and retention of effective educators through comprehensive induction supports for new administrators and teachers; robust criteria for the awarding of professional status; high-quality, job-embedded professional development aligned with school and district goals; and distributed leadership opportunities to support career growth.</p>	<p>Facilitates the administrator team in developing and implementing a cohesive, district-wide approach to developing and retaining effective educators inclusive of comprehensive induction programming for new administrators and teachers; job-embedded professional learning that (a) reinforces district goals, (b) results in high-quality and effective practice; robust criteria for awarding professional status; and formalized distributed leadership and career growth opportunities. Models this practice for others.</p>

Superintendent and District Administrator Rubric

Indicator II-C. Scheduling and Management Information Systems

Uses systems to ensure optimal use of time for teaching, learning, and collaboration.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Time for Teaching and Learning	Does little to minimize disruptions to instructional time and minimize distractions for school-level staff.	Generally acts to minimize disruptions to instructional time and minimize distractions for school-level staff, but does not monitor or assess efficacy of these systems.	Ensures that schedules, procedures and related systems across the district maximize student access to quality instructional time and minimize school day disruptions and distractions for all school-level staff; consistently monitors the extent to which these systems are effective.	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. Monitors effectiveness of these systems and makes adjustments based on data. Models this practice for others.
II-C-2. Time for Collaboration	Sets unrealistic expectations for collaboration if at all and/or does not provide adequate meeting time for administrators to collaborate. Does not establish norms for the administrator team meetings, allowing interruptions or time-wasting activities to occur.	Sets inconsistent expectations for administrator collaboration and/or provides inadequate or unreliable meeting time for administrators to collaborate around leadership practice. Norms for collaboration are unclear and/or not consistently practiced.	Sets expectations for regular collaboration among administrators, and promotes scheduling that ensures sufficient time for collaboration within and across schools. Establishes norms for effective collaboration, and prevents or deflects activities that may interfere. Supports principals to do the same for their teachers.	Establishes a culture of collaboration among administrators that drives leadership growth and development, and ensures scheduling that maximize time for administrator collaboration within and across schools. Prevents or deflects activities that interfere with meaningful collaboration. Ensures principals are doing the same for their teachers.

Superintendent and District Administrator Rubric

Indicator 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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Laws 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.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies.	Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. 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, and collective bargaining agreements. Models this practice for others.
II-D-2. Ethical Behavior	Demonstrates poor professional judgment, fails to adhere to district code of ethics, /or does not adequately protect administrator, student, family, or staff confidentiality.	Sometimes demonstrates questionable professional judgment or insufficient knowledge of the district's existing code of ethics; and/or does not always protect administrator, student, family, and staff confidentiality appropriately.	Reliably demonstrates sound, professional judgment; adheres to district's existing code of ethics; protects administrator, student, family, and staff confidentiality appropriately; and expects all district personnel to do the same.	Models sound, professional judgment; adheres to district's existing code of ethics; protects administrator, student, family, and staff confidentiality appropriately; and effectively supports all staff to do the same.

Superintendent and District Administrator Rubric

Indicator II-E. Fiscal Systems

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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p>II-E-1. Fiscal Systems</p>	<p>Develops a budget that does not align with the district's goals or mismanages available resources. Does not communicate budget rationale to staff, community members, or other stakeholder groups.</p>	<p>Develops a budget that loosely aligns with the district's vision, mission, and goals, or inconsistently manages expenditures and available resources. Does not effectively communicate budget rationale to staff, community members and other stakeholder groups.</p>	<p>Develops a 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 effectively communicates budget rationale to staff, community members, and other stakeholder groups.</p>	<p>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; and effectively communicates budget rationale to staff, community members, and other stakeholder groups. Allocates and manages expenditures consistent with district/school-level goals; uses budget limitations to create new opportunities for improvement, when possible; and seeks alternate funding sources as needed. Models this practice for others.</p>

Superintendent and District Administrator Rubric

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.

Indicator III-A. Engagement

Welcomes and encourages every family to become active participants in the classroom and school community.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Family 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.	May provide some resources and support and make some attempts to welcome families as members of the district, classroom and school community, but efforts are limited or insufficient.	Supports all personnel to use culturally responsive and collaborative practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness, including but not limited to families with limited access to technology, and families whose home language is not English.	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. Models this practice for others.
III-A-2. Community and Stakeholder Engagement	Limits work to the immediate context of the schools. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to district effectiveness.	Engages some community organizations, community members, and/or businesses in limited ways but lacks a strategic rationale and/or does not make efforts to increase their involvement in district effectiveness.	Establishes strategic relationships with community organizations, community members, and businesses. Engages them to maximize community involvement in district effectiveness.	Establishes strategic partnerships with community organizations, community members, and businesses, and continually works to strengthen and/or expand partnerships in order to maximize involvement in district effectiveness. Empowers school leaders to do the same.

Superintendent and District Administrator Rubric

Indicator III-B. Sharing Responsibility

Continuously collaborates with families to support student learning and development both at home and at school.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p>III-B-1. Student Support</p>	<p>Does not work with administrators to support educators to identify student needs, does not work with administrators to support families to address student needs, and/or does not draw upon internal or external resources.</p>	<p>Asks administrators to identify students struggling academically or behaviorally and/or work with a limited number of families to address student needs, utilizing a limited set of resources.</p>	<p>Provides resources, professional development, and related supports to enable the identification of each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Supports administrators to collaborate with families to address student needs, utilizing resources within and outside of the district.</p>	<p>Provides resources, professional development, and related supports that ensure the identification of each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Empowers administrators to collaborate with families to effectively address student needs and prevent further challenges. Models this practice for others.</p>
<p>III-B-2. Family Support</p>	<p>Does not set clear expectations or support administrators or specialized support staff to engage families in district and school-based policies, resources, and routines that support student learning and development.</p>	<p>Sets general expectations and provides occasional support to administrators and specialized support staff to help families (a) engage in district and school-based policies, resources, and routines, and (b) access relevant support services, but does not consistently monitor these activities to ensure that student needs are being met.</p>	<p>Sets clear expectations for and supports administrators and families (a) understand district and school-based policies and resources that support student learning and development, and (b) access as needed necessary services within and outside of schools to meet students' learning needs. Monitors adherence to these policies district-wide.</p>	<p>Empowers administrators and specialized support staff to ensure that families (a) understand and engage in district and school-based policies and resources that support student learning and development, and (b) access as needed necessary services within and outside of schools to meet students' learning needs. Monitors these processes to ensure all student needs are being met.</p>

Superintendent and District Administrator Rubric

Indicator III-C. Communication

Engages in regular, two-way, culturally proficient communication with families about student learning and performance.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Culturally Proficient 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 does not provide sufficient supports to administrators, and/or 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.	Sets clear expectations and supports administrators to provide regular, two-way, culturally proficient communications with families about student learning and performance. District-wide communications to families are provided in multiple formats and reflect 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.

Indicator III-D. Family Concerns

Addresses family concerns in an equitable, effective, and efficient manner.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D-1. 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 or transparent resolutions that are in the best interest of students.	Ensures that all family concerns are addressed in a timely and effective manner throughout the district, 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 families, faculty, and staff that result in equitable solutions that are in the best interest of students. Models this practice for others.

Superintendent and District Administrator Rubric

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.

Indicator IV-A. Commitment to High Standards

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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement with the administrator team, and/or may demonstrate low expectations for faculty and staff.	May ask administrators for commitment to high standards of teaching and learning with high expectations for achievement for all but does not support or model it.	Fosters and models a shared commitment to high standards of teaching and learning among all administrators, with high expectations for achievement for all students.	Leads administrators in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with administrator team regularly. Models this practice for others.
IV-A-2. Mission and Core Values	Does not develop core values and mission statements for the district.	May develop or promote core values and mission statements but fails to secure administrator commitment and/or rarely uses them to guide decision making.	Develops and secures, and/or promotes staff and community commitment to core values that drive a succinct, results-oriented mission statement and ongoing decision making.	Collaborates with staff and community members to develop and secure and/or promote core values and an aligned mission, and to use them to guide decision making. Models this practice for others.
IV-A-3. Meetings	Leads administrator meetings that lack clear purpose and/or are primarily used for one-way informational updates.	Leads administrator meetings, the majority of which include both one-way informational updates and participatory activities focused on matters of consequence, but does not clearly establish norms.	Regularly plans and leads well-run and engaging administrator 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 district matters. Establishes clear norms for administrator team behavior that promote a supportive team culture.	Empowers administrators to share responsibility for leading team meetings that regularly engage participants in deliberations about important district matters, and foster collaborative learning and problem-solving around instructional leadership issues. Establishes and models behavior norms that reinforce a supportive team culture, and consistently evaluates the effectiveness of the administrator team meetings.

Superintendent and District Administrator Rubric

Indicator 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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices	Develops and implements culturally insensitive or inappropriate policies, does not support administrators and staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having a diverse administration, faculty and/or student body, but some policies are not culturally responsive; and/or provides limited resources for administrators to support the development of cultural proficiency.	Develops and implements culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Provides administrators with relevant resources to support them in building cultural responsive learning environments and a school culture that affirms individual differences.	Leads stakeholders to develop and implement culturally responsive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and support to build culturally responsive learning environments and collaborates with community members to create a culture that affirms individual differences. Models this practice for others.

Indicator IV-C. Communications

Demonstrates strong interpersonal, written, and verbal communication skills.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Communication Skills	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	Utilizes strong interpersonal, written, and verbal communication skills to consistently and effectively communicate with stakeholders.	Utilizes and models strong contextual and audience-specific interpersonal, written, and verbal communication skills. Is able to effectively convey rationale and/or connections to district goals when communicating with others.

Superintendent and District Administrator Rubric

Indicator 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 instruction and achieve improved results. Models these behaviors in the administrator’s own practice.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p>IV-D-1. Continuous Learning of Staff</p>	<p>Accepts the practice of administrators working largely in isolation, without consideration of data and best practices, and/or discourages reflection among administrators, faculty and staff.</p>	<p>May encourage 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 support administrators in these practices.</p>	<p>Sets expectations for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning. Encourages and models curiosity and a growth mind-set, and ensures that all administrators use data, research, and best practices to adapt practice and plan appropriate interventions to achieve improved results.</p>	<p>Models for administrators how to be continually reflective about their practice. Fosters curiosity and a growth mindset, and empowers administrators to use data, research, and best practices to adapt practice to achieve improved results. Regularly convenes administrators to collaborate and share knowledge and skills of best practices that improve student learning within their own buildings.</p>
<p>IV-D-2. Continuous Learning of Administrator</p>	<p>Does not reflect on leadership practice or demonstrate new ways of thinking about administration and leadership.</p>	<p>Occasionally reflects on leadership practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.</p>	<p>Using relevant data, research, and best practices, regularly reflects on and improves leadership practice, sets meaningful goals, and develops new approaches to improve the efficiency and practices of the district.</p>	<p>Demonstrates and models a commitment to continuous learning; regularly reflects on and improves leadership practice; and utilizes relevant student data, current research, and best practice to set meaningful goals and develop new approaches to improve overall district effectiveness.</p>

Superintendent and District Administrator Rubric

Indicator IV-E. Shared Vision

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 responsible citizens and community contributors.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Vision Development	Does not engage stakeholders in the creation of a shared educational vision, or the vision is limited as to be disconnected from college and career readiness, civic engagement, responsible citizenship, and/or community contributions.	Engages some administrators, staff, students, families, and community members in developing a shared educational vision focused on some aspects of student preparation for college and career readiness, civic engagement, responsible citizenship, and community contributions, but stakeholder engagement is limited or unrepresentative.	Continuously engages administrators, staff, students, families, and community members in developing a shared educational vision focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship.	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. Models this practice for others.

Superintendent and District Administrator Rubric

Indicator IV-F. Managing Conflict

Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Response to Disagreement and Conflict Resolution	Does not respond to disagreement or dissent and/or does not address conflict in a solutions-oriented or respectful manner.	Responds respectfully to most cases of disagreement and dissent, but employs only a limited range of strategies to resolve conflict.	Responds respectfully and appropriately to disagreement and dissent, using both as opportunities for learning, and employs a variety of strategies to resolve conflicts in a constructive manner. Models this practice for the administrator team.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning, and resolves conflicts in a constructive manner, such that all parties are able to move forward productively. Empowers and supports administrators to use these approaches in their own leadership.
IV-F-2. Consensus Building	Does not attempt to build consensus within the district community, or attempts at consensus-building around critical decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school district community, with varying degrees of success.	Employs a variety of strategies to build consensus within the district community while maintaining a commitment to decisions that are in the best interest of all students.	Regularly achieves consensus within the school district community while maintaining a commitment to decisions that are in the best interest of all students. Models this practice for others.



Southern Berkshire Regional School District District Strategies for Continuous Improvement

VISION

As a vibrant center for the five towns and the greater community we serve, the Southern Berkshire Regional School District envisions a rigorous educational environment that prepares and inspires all students to be resilient, curious, and ethical global citizens who embrace the challenges of an ever-changing world through a commitment to our core values of opportunity, excellence, character, & community.

Objectives

Initiatives

Progress Status/Due Date

1. Student need will drive decisions with respect to developing curriculum and instruction.

- 1.1 Develop, common, well defined learning outcomes; with a focus on depth and critical thinking skills.
- 1.2 Develop, review and maintain grade level, subject based curriculum maps that are vertically and horizontally aligned to instruction, assessment, and MA State Standards.
- 1.3 Develop and implement differentiated, innovative, and student-centered instructional practices consistently throughout the district.
- 1.4 Continue the 6 -8 middle school reconfiguration with respect to best practices, while making the most efficient use of existing resources for the opening of school year 2019-2020.

- 1.1 - In Progress
- 1.2 - In Progress
- 1.3 - Ongoing Progress through 2021
- 1.4 - Reconfiguration Completed - Refinement Continues through 2021

2. Recognizing the profound influence of a positive school culture, SBRSD will strive towards creating an optimal climate where safety, security, and wellbeing are high priorities.

- 2.1 Provide targeted interventions that meet individual needs and provide increased opportunities for inclusion.
- 2.2 Provide the tools, infrastructure and systems necessary to support district initiatives and ensure positive, technology-enriched learning environments.
- 2.3 Continually assess and improve the safety of current district facilities. Further, current safety procedures and protocols will be reviewed and updated to ensure that staff and students can work and learn in a secure environment.
- 2.4 Provide our school community the skills to navigate their day from a social-emotional standpoint. This includes a formal social – emotional curriculum for all students at all grade levels. Further, we will train faculty and staff in the use of research based best practices for social-emotional programming in order to help adults connect with students and be able to address their behavioral and social-emotional needs.

- 2.1 – Ongoing Progress through 2021
- 2.2 – In Progress
- 2.3 – Ongoing Progress through 2021
- 2.4 – SEL implementation programs are being implemented at both the elementary and secondary.

3. Acknowledging the unique advantages and challenges of sustaining a small district, SBRSD will create a variety of pathways for our students to develop as resilient, curious, and ethical global citizens.

- 3.1 Review and re-organize the current academic programming to formalize student pathways towards interest oriented education while maintaining fidelity to MA State Standards. The SBRSD will focus on enhancing capacity to implement best practices around personalized and blended learning; and design innovative high-tech options for students to meet with success in a college or career setting.
- 3.2 Continue to build effective relationships with the community so that parents and community members are more knowledgeable about and engaged in efforts to achieve the district's vision for an education that prepares every graduate for success in a rapidly changing globally independent world.

- 3.1 – Ongoing progress and implementation
- 3.2 – Ongoing progress

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Southern Berkshire Regional School District District Improvement Plan: Priority Action Steps

Priority 1.1: Develop common, well defined learning outcomes; with a focus on depth and critical thinking skills.

Action Steps	Evidence	Responsible Party	Due Date
<p>I. The Instructional Learning Team will review the learning outcomes the DESE has put out at each grade span.</p> <p>II. School level curriculum leaders will meet and plan for changes to pedagogy and curriculum alignment based on information garnered from Learning Walks</p> <p>III. Established Grade Level Teams and Professional Learning Community (PLC)</p>	<ul style="list-style-type: none"> • Meeting Agendas • Learning Walks • Meeting Agenda • Recommendations to Administration on practice and pedagogy 	<ul style="list-style-type: none"> • Administrative Team • Administrative Team • Administrative Team 	<p>Continued Progress Towards ILT</p> <p>Ongoing</p> <p>Partial completion</p>
<p>IV. Administration will ensure that faculty have time and opportunity to meet as departments both vertically and horizontally in order to align maps, eliminate redundancies, and maximize efficiencies.</p>	<ul style="list-style-type: none"> • Agendas • Meeting minutes • Completed and aligned curriculum maps for all levels of instruction. 	<ul style="list-style-type: none"> • Principals • Director of Curriculum • Superintendent 	<p>June 2020</p>

<p>V. Data teams will cross reference performance on local and state assessments with curriculum maps to ensure alignment and recommend curricular changes.</p>	<ul style="list-style-type: none"> • Data Team reports • Curriculum Maps/Rubicon Atlas • FASTBridge • Data Team recommendations 	<ul style="list-style-type: none"> • Principals • ILT/Data Team • Director of Curriculum 	<p>June 2020</p>

Southern Berkshire Regional School District District Improvement Plan: Priority Action Steps

Priority 1.2: Develop, review, and maintain grade level, subject based curriculum maps that are vertically and horizontally aligned to instruction, assessment, and MA state standards

Action Steps	Evidence	Responsible Party	Due Date
I. Professional development will be given in the use of a curriculum mapping tool.	<ul style="list-style-type: none"> Completed and aligned curriculum maps for all levels of instruction. 	<ul style="list-style-type: none"> Principals Director of Curriculum Superintendent 	Ongoing
II. Administration will ensure that faculty have time and opportunity to meet as departments both vertically and horizontally in order to align maps, eliminate redundancies, and maximize efficiencies.	<ul style="list-style-type: none"> Agendas Meeting minutes Completed and aligned curriculum maps for all levels of instruction. 	<ul style="list-style-type: none"> Principals Director of Curriculum Superintendent 	Partially Completed and Ongoing
III. Data teams will cross reference performance on local and state assessments with curriculum maps to ensure alignment and recommend curricular changes.	<ul style="list-style-type: none"> Data Team reports Data Team recommendations 	<ul style="list-style-type: none"> Principals Data Team Director of Curriculum 	Partially Completed and Ongoing

Southern Berkshire Regional School District District Improvement Plan: Priority Action Steps

Priority 1.3: Develop and implement differentiated, innovative, rigorous, and student centered instructional practices consistently throughout the district.

Action Steps	Evidence	Responsible Party	Due Date
<p>The SBRSD Instructional Leadership Team will analyze local data and pedagogical practices, while also researching innovative instructional practices and opportunities.</p>	<ul style="list-style-type: none"> • Compiled list of best practices for use as a resource for SBRSD Faculty. • Review and refine practice use through collaboration at faculty meetings and in grade level groups. • Collaboration meetings and Instructional Support Office Hours monthly—schedule/agendas. • Elementary and Secondary Curriculum meetings held monthly..notes provided. 	<ul style="list-style-type: none"> • Instructional Leadership Team • Director of Curriculum • Director of Student Services • Principal(s) • Faculty 	<p>Ongoing review of instruction practice effectiveness.</p>
<p>The SBRSD Instructional Leadership Team will review relevant data and suggest research based, student centered instructional practices.</p>	<ul style="list-style-type: none"> • Agendas from faculty meetings and instructional leadership groups. • List of effectively implemented practices. 	<ul style="list-style-type: none"> • Instructional Leadership Team • Director of Curriculum • Superintendent 	<p>June 2021 and Ongoing</p>

<p>FASTBRIDGE roll out, date analyzed, instructional changes as a result, shared with teams.</p>	<ul style="list-style-type: none">• Meeting minutes	<ul style="list-style-type: none">• FASTBridge Leaders	<p>Full roll out by June 2021</p>
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Southern Berkshire Regional School District

District Improvement Plan: Priority Action Steps

Priority 1.4 Continue the grades 6-8, middle school reconfiguration with respect to best practices, while making the most efficient use of existing resources for the opening of school year 2019-2020.

Action Steps	Evidence	Responsible Party	Due Date
<p>I. The SBRSD will form a middle school task force (MSTF) that will study teaming configurations and recommend a team configuration for the middle school for SY 19-20</p>	<ul style="list-style-type: none"> Recommendation document to the SBRSD School Committee outlining team configurations and staffing ratios for the middle school 	<ul style="list-style-type: none"> Middle School Task Force Director of Curriculum 	<p>Completed: June 2019</p>
<p>II. The MSTF will review best practices in middle level education around special services and student supports. Review student IEPs and make programmatic changes to support students in the least restrictive environment, including behavioral programming, staff assignment, and needs analysis.</p>	<ul style="list-style-type: none"> Recommendation document to the SBRSD School Committee outlining best practices in middle level programming to address social/emotional/behavioral needs, special services, and student supports. Grade level special education staff members have been assigned. Data (referrals, behavioral discipline) being gathered on student behavioral and social/emotional referrals gathered on individual students. 	<ul style="list-style-type: none"> MSTF Principal Director of Student Services Director of Curriculum and Development Superintendent 	<p>June 2019</p>

	<ul style="list-style-type: none"> • Staffing model proposal, based on gathered data. 		
<p>III. The MSTF will review best practices in terms of middle school scheduling for incorporation into the SBRSD middle school.</p> <p>IV. Middle school grade level teams will develop interdisciplinary units of study (including a reconfiguration of EXPO)</p>	<ul style="list-style-type: none"> • Recommendation document to the SBRSD School Committee outlining best practices in middle school scheduling. • Middle school meeting notes • Curriculum mapping updates 	<ul style="list-style-type: none"> • Middle School Task Force • Middle school staff • Principal • Director of Curriculum 	<p>June 2019</p> <p>June 2020</p>

Southern Berkshire Regional School District

District Improvement Plan: Priority Action Steps

2.1 Provide targeted interventions that meet individual needs and provide increased opportunities for inclusion.

Action Steps	Evidence	Responsible Party	Due Date
<p>I. Instructional Leadership Team will identify areas of need, through data analysis.</p> <p>II. Explore and Identify ways to foster more collaboration amongst faculty to plan and develop programming to bridge learning gaps.</p>	<ul style="list-style-type: none"> Team will identify area of need and draft a comprehensive plan for interventions. Report on best practices and potential plan for opportunities to ameliorate identified gaps. 	<ul style="list-style-type: none"> Principals, Directors Instructional Leadership Team Faculty members RTI Teams/facilitators Administrative Team 	<p>June 2019</p> <p>June 2020</p>
<p>III. Instructional Leadership Team will develop District-wide RTI initiative plan for provision of individualized interventions.</p>	<ul style="list-style-type: none"> Staff will be identified to provide interventions, schedule will be reviewed and changed, as needed, for intervention provision. Creation of SST and reimaging of the RTI process 	<ul style="list-style-type: none"> Principals, Directors Instructional Leadership Team Faculty members RTI Teams/facilitators 	<p>June, 2020</p>
<p>IV. Professional Development Plan, to ensure staff/administrator training in foundations of RTI process, including PBIS, intervention strategies, UDL, etc..</p>	<ul style="list-style-type: none"> Find trainings/trainers to support this action step 	<ul style="list-style-type: none"> Directors, Principals 	<p>Ongoing annually</p>

V. Professional Development Plan to ensure best practices in inclusion pedagogy.		
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Southern Berkshire Regional School District District Improvement Plan: Priority Action Steps

Priority 2.2: Develop common, well defined learning outcomes; with a focus on depth and critical thinking skills

Action Steps	Evidence	Responsible Party	Due Date
<ul style="list-style-type: none"> Develop and/or identify tools for student achievement 	<ul style="list-style-type: none"> basic word processing, spreadsheet, presentation tools, email, word prediction, text to speech and speech to text, student/parent portals internet research, data access, online videos, virtual field trips, mind mapping. Addition of 3 laptop carts, Learning Ally, Google Classroom (2020) UME review of Digital Standards and implementation plan Addition of technology instruction (keyboarding) plans in UME and Mt. Everett 	<ul style="list-style-type: none"> Technology Coordinator Principals Faculty Director of Curriculum 	Ongoing
<ul style="list-style-type: none"> Develop and/or identify tools for technology integration 	<ul style="list-style-type: none"> PBL: Applying critical thinking with use of digital tools as necessary to solve real-world problems; communication skills both in person and online, team building, prototype creations, track and analyze data, collaborate with 	<ul style="list-style-type: none"> Principal Instructional Learning Team Faculty 	Ongoing

	experts, communicate/contribute information to the web.		
<ul style="list-style-type: none"> Individualized learning and assistive technologies 	<ul style="list-style-type: none"> tracking standards-based skills: math & reading in particular, online assessments, classroom response tools, online classes, blended learning, online textbooks with companion activities. 	<ul style="list-style-type: none"> Technology Coordinator Director of Special Education ETL Principals Instructional Learning Team Director of Curriculum 	Ongoing

Southern Berkshire Regional School District District Improvement Plan: Priority Action Steps

Priority 2-3: Continually assess and improve the safety of current district facilities. Further, current safety procedures and protocols will be reviewed and updated to ensure that staff and students can work and learn in a secure environment.

Action Steps	Evidence	Responsible Party	Due Date
<p>I. An annual building safety audit will be performed in conjunction with appropriate faculty and staff. Further, local safety officials will be a part of this annual review.</p> <p>II. Obtain an outside consultant to perform a Safety Audit of each Building</p>	<ul style="list-style-type: none"> • Each building will have an updated safety audit and corresponding capital plan for building improvement. This plan will be informed by annual safety audit. • Outside safety consultant will provide a report with recommendations on the status of the safety of our facilities. 	<ul style="list-style-type: none"> • Principals • School Business Administrator • Director of Facilities • Superintendent • Director of Curriculum • Superintendent 	<p>Annually by end of June</p> <p>Annually by January of each school year</p>
<p>III. The SBRSD will review current safety protocols annually based on the safety audits and current best practices with respect to school safety.</p>	<ul style="list-style-type: none"> • Updated SBRSD Safety Plan. 	<ul style="list-style-type: none"> • School Resource Officer • Principals • School Business Administrator • Director of Facilities • Superintendent 	<p>Annually in June</p>

<p>IV. Presentation on recommendation for a safety protocol to the school committee</p>	<ul style="list-style-type: none"> • SRO and administrative report to school committee on findings of our research 		<p>Spring of 2020</p>
<p>V. Annually, prepare a budget recommendation and proposal that is informed by the safety audit to improve and maintain school safety in the SBRSD.</p>	<ul style="list-style-type: none"> • Sub-committee meeting minutes • Proposed budget document • Long range capital plan 	<ul style="list-style-type: none"> • Principals • School Business Administrator • Director of Facilities • Superintendent 	<p>March, 2020</p>

Southern Berkshire Regional School District District Improvement Plan: Priority Action Steps

Priority 2.4: Provide students the skills to navigate their day from a social-emotional standpoint. This includes a formal social – emotional curriculum at all grade levels. Further, we will train faculty and staff in the use of research based best practices for social-emotional programming in order to help adults connect with students and be able to address their behavioral and social-emotional needs

Action Steps	Evidence	Responsible Party	Due Date
The (RTI) SST Team will train in a “best practices” setting the best way to implement the PBIS model of social-emotional learning.	<ul style="list-style-type: none"> District-wide trainings in SEL best practices. 	<ul style="list-style-type: none"> Principals Director of Curriculum Superintendent 	Ongoing (June 2020)
Implementation of the FASTBridge tool to gauge students who are at risk from a social/emotional standpoint as well as academically.	<ul style="list-style-type: none"> FASTBridge driven interventions. FASTBridge assessments given 3 times annually. 	<ul style="list-style-type: none"> Principals Director of Curriculum Superintendent 	June, 2020
Data teams will cross reference performance on FASTBridge as well as other data points, to drive students towards intervention points.	<ul style="list-style-type: none"> Data Team reports Tier I/II/III interventions 	<ul style="list-style-type: none"> Principals Superintendent Director of Curriculum 	June 2020

Southern Berkshire Regional School District District Improvement Plan: Priority Action Steps

Priority 3.1 Review and re-organize the current academic programming to formalize student pathways towards interest-oriented education while maintaining fidelity to Ma State Standards. The SBRSD will focus on enhancing capacity to implement best practices around personalized and blended learning; and design innovative high-tech options for students to meet with success in a college or career setting.

Action Steps

<p>I. The SBRSD will take time and opportunity to review pathways or strand-based programs of study from across the state to glean best practices that can be incorporated into our program.</p>	<ul style="list-style-type: none"> • Site visits by the SBRSD to schools with pathway or strand based programs • Document review of the programs of studies from schools with pathway or strand based programs 	<ul style="list-style-type: none"> • Mt. Everett Guidance Dept • Mt. Everett Administration • Director of Curriculum • Superintendent 	<p>In June of 2019 Mt. Everett completed the introduction of six pathways into the Program of Studies.</p>
<p>II. Ongoing refinement of the pathways program is underway.</p>	<ul style="list-style-type: none"> • Gauging student interest, looking at additional certification and credit opportunities, and redesign of internship programming 	<ul style="list-style-type: none"> • Mt. Everett Guidance • Mt. Everett Administration • Director of Curriculum • Superintendent 	<p>Ongoing</p>

<p>III. The SBRSD will review the current program of studies and revise to incorporate “pathways” or “strands” of course work that are centered around content based pursuits, e.g. Humanities, Sciences, Performing & Fine Arts.</p>	<ul style="list-style-type: none"> • Revised program of studies that reflects personalized learning pathways 	<ul style="list-style-type: none"> • Mt. Everett Guidance Dept. • Mt. Everett Administration Director of Curriculum Superintendent 	<p>June 2019</p>
<p>IV. Continued review and revision of Program of Studies.</p>	<ul style="list-style-type: none"> • Update document to reflect programmatic changes and additional requirements 	<ul style="list-style-type: none"> • Mt. Everett Guidance Dept. • Mt. Everett Administration Director of Curriculum Superintendent 	<p>June 2020</p>
<p>V. Gauge student interest in the pathway experience and consideration of application for the DESE Innovation Grant</p>	<ul style="list-style-type: none"> • Guidance department data (possible surveys) 	<ul style="list-style-type: none"> • Mt. Everett Guidance Department • Mt. Everett Administration Director of Curriculum Superintendent 	<p>June 2020</p>

Southern Berkshire Regional School District District Improvement Plan: Priority Action Steps

Priority 3-2: Continue to build effective relationships with the community so that parents and community members are more knowledgeable about and engaged in efforts to achieve the district's vision for an education that prepares every graduate for success in a rapidly changing globally independent. (things already happening include parent nights, parent events, PTO/PTA sponsored gatherings, school committee meetings, Superintendent's news and notes, classroom websites, teacher updates...)

Action Steps	Evidence	Responsible Party	Due Date
<p>I. Create a Superintendent FAQ where parents and community members can ask questions about district plans.</p> <p>II. Send home a tri-annual newsletter regarding happenings in the district, that contains information for all residents of the 5 towns.</p>	<ul style="list-style-type: none"> • FAQ posted on SBRSD.org in response to questions from public comment and the "Ask The Superintendent" feature on the website. • 3 annual newsletters (2 by June of 2020) 	<ul style="list-style-type: none"> • Superintendent • Central Office Staff • Central Office Staff • Principals 	<p>Completed and ongoing</p> <p>June 2021</p>
<p>III. SBRSD schools will send out regular updates (via email) and monthly newsletters (also available on our website.) Parents will be invited to participate in School Council Meetings</p>	<ul style="list-style-type: none"> • Superintendents News and Notes bi-monthly goes out to the entire school community. • Principals send out weekly updates on school happenings. • UME hosted several Principal/Parent Coffee hours in order to establish positive relationships. • Mt. Everett and UME have encouraged parents to attend School Council and SEPAC meetings. 	<ul style="list-style-type: none"> • Principals • Administrative Assistants • Faculty (site based) • PTO officers will provide input 	<p>Completed and ongoing</p>

<p>IV. SBRSD will hire a website coordinator and/or social media consultant to work with district team to gather and share information/media about school news, events, and initiatives</p> <p>IV. School and community input will be gathered and a new website design will be created incorporating that input.</p>	<ul style="list-style-type: none"> • A Social Media Consultant and a Web Content Developer have been hired with the goal of promoting the work of the SBRSD. • Redesigned website 	<ul style="list-style-type: none"> • Superintendent • Administrative Team • New Position/Stipend • Website Coordinator • Administrative Team 	<p>Completed</p> <p>June 2020</p>
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SOUTHERN BERKSHIRE REGIONAL SCHOOL COMMITTEE
Subcommittees 2018-2019

(As approved by the School Committee on November 29, 2018 – revised 1-10-19)

Berkshire County Ad Hoc Subcommittee

Carl Stewart

MA Association of School Committees

Dennis Sears

Buildings, Grounds & Technology Subcommittee

Art Batacchi
Jeffrey Blaugrund
Maryellen Brown
David Travis

Policy Subcommittee

Art Batacchi
Jane Burke
Jonathan Bruno
Dennis Sears

Collective Bargaining Subcommittee

Bonnie Silvers
Dennis Sears
Art Batacchi
Jonathan Bruno

Regional Agreement Review Committee

Art Batacchi (Alternate)
Ken Knox
Dennis Sears
Bonnie Silvers

Community & Input Subcommittee

Jeffrey Blaugrund
Marcella Bush
Ken Knox
Bonnie Silvers
Jonathan Bruno

SBRSD Future of Education in South County

Jane Burke
Marcella Bush (Alternate)
Dennis Sears
Bonnie Silvers

Curriculum Subcommittee

Jeffrey Blaugrund (Alternate)
Jane Burke
Marcella Bush
Jonathan Bruno
Bonnie Silvers
David Travis

Warrant Subcommittee

ALL board members serve as alternates
Dennis Sears
Bonnie Silvers
Marcella Bush

Eagle Fund Representative

David Travis
Jeffrey Blaugrund (Alternate)

Undermountain/Mt. Everett Youth

Athletics Association (UMEYAA) Liaison

Art Batacchi

Liaison to Southern Berkshire Child Care Program

Bonnie Silvers

Executive Evaluation Subcommittee

Jane Burke
Marcella Bush (Alternate)
Ken Knox
David Travis

Liaison to Wellness Committee

Marcella Bush

Executive Minute Review Subcommittee

Dennis Sears
Bonnie Silvers
Maryellen Brown
Jeffrey Blaugrund

Legislative Representative

Ken Knox

Liaison to Early Childhood

Jane Burke

Finance Subcommittee

Art Batacchi
Jeffrey Blaugrund
Maryellen Brown
Ken Knox
Dennis Sears

SOUTHERN BERKSHIRE REGIONAL SCHOOL DISTRICT

ALFORD • EGREMONT • MONTEREY • NEW MARLBOROUGH • SHEFFIELD

OFFICE OF STUDENT SERVICES

Sandra Hubbard - Director

P.O. Box 326 - Sheffield, Massachusetts 01257

Phone (413) 229-8265

Fax (413) 229-7863

November 12, 2019

To: Superintendent Regalbuto, School Committee Members, and the SBRSD School Community
From: Sandi Hubbard, Director of Student Services
Re: November 14 Director's Report for School Committee Meeting

Hello!

A number of staff members participated in an informational webinar about Learning Ally, which was previously known as Recordings for the Blind and Dyslexic. After looking at student needs, participating in discussions across the county and region, and research into the platform, the district has invested in Learning Ally to make books accessible to students on various devices. Chris Thompson is in the process of working with Learning Ally to create student accounts and we are working to prepare more detailed information for students, staff, and families. Previously, the district used Kurzweil, but found that it was not the best platform to meet student needs. We look forward to working with Learning Ally to improve accessibility to written, curricular material.

Our second Special Education Advisory Council (SEPAC) meeting was held on October 23rd. The focus was on an informational activity to support families by making binders with pertinent information regarding educational plans, evaluations, communication, and more. Thank you to Nancy Doherty and all of the SEPAC parents for preparing and attending this important meeting!

The Early Childhood Committee is working together to look at the Kindergarten screening process and assessment tools. Guidance from DESE, faculty participation in trainings, and a look into the needs of our youngest students is all be used as the discussion moves forward, with the goal being a plan for our 2020-21 school year and screening process. More information is forthcoming and thank you to all involved in this important work.

As always, thank you for your continued support of our students, families, staff, and programs!

Respectfully submitted,

Sandi



FY20 WARRANTS SIGNED

November 1, 2019

	Date	Voucher #	Total Amount:	General Fund		
				Amount:	Other Funds	
Payroll Warrants	11/1/19	Oct 10 PR	\$ 377,773.71	\$ 323,947.93	\$ 53,825.78	
	11/1/19	Oct 24 PR	\$ 476,756.07	\$ 419,854.99	\$ 56,901.08	
			\$ 854,529.78	\$ 743,802.92	\$ 110,726.86	
Vendor Warrants	11/1/19	1101	\$ 306,162.80	\$ 288,583.08	\$ 17,579.72	
	11/1/19	1102	\$ 464,695.64	\$ 415,012.02	\$ 49,683.62	
	11/1/09	8006	\$ 6,463.32	\$ 4,622.45	\$ 1,840.87	
			\$ 777,321.76	\$ 708,217.55	\$ 69,104.21	
Total of all Warrants: 11/1/19			\$ 1,631,851.54	\$ 1,452,020.47	\$ 179,831.07	

Submitted by The Management Solution, Inc.



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FY20 BUDGET TRANSFER REQUESTS
NOVEMBER 14, 2019 SCHOOL COMMITTEE MEETING

FUNCTION	DESCRIPTION	TRANSFER OUT
2357	PROF. DEVEL. - CONTRACTED	(2,000.00)
2353	STAFF PROF DAYS - PROGRAM DEVEL.	
2440	ME ART FIELD TRIPS	(400.00)
2420	ME ART REPAIR, INSTRUCT. EQUIP.	
	TOTAL REQUEST	<hr/> <u>(2,400.00)</u>

PREPARED BY:



TRANSFER IN

2,000.00

400.00

2,400.00

SOUTHERN BERKSHIRE REGIONAL SCHOOL DISTRICT
FY2021 BUDGET CALENDAR

DATE	TIME	MEETING	DAY OF THE WEEK	AGENDA
11/19 or 11/20/19	5:30 PM	Finance Committee	Tuesday or Wednesday	General Budget Plans – Presentation of Budget Calendar
12/16 or 12/18/19	5:30 PM	Finance Committee	Monday or Wednesday	Review of enrollment and scheduling (prior to School Committee meeting)
1/22/20	n/a	n/a	Wednesday	Governor's budget is released (4 th Wednesday in January)
1/29/20	5:30 PM	School Committee	Wednesday	Preliminary Revenue Projection
2/5/20	5:30 PM	Finance Committee	Wednesday	Budget presentations – Elementary, Student Services, Secondary, PD/Curriculum, Technology
2/19/20	5:30 PM	Finance Committee	Wednesday	Presentation of preliminary budget proposal
2/26/20	5:30 PM	Finance Committee	Wednesday	Review/Discussion of budget proposal
3/5/20	5:00 PM	School Committee	Thursday	Public Hearing (followed by 6:00 PM regular School Committee Meeting)
3/12/20	6:00 PM	School Committee	Thursday	Budget Adoption
5/2/20	9:30 AM	Town Meeting	Saturday	Monterey Annual Town Meeting (1 st Saturday)
5/4/20	7:00 PM	Town Meetings	Monday	New Marlborough and Sheffield Town Meetings (1 st Monday)
5/5/20	7:00 PM	Town Meeting	Tuesday	Egremont Town Meeting (1 st Tuesday)
5/12/20	7:00 PM	Town Meeting	Tuesday	Alford Town Meeting (2 nd Tuesday)

