



**DENNIS-YARMOUTH REGIONAL SCHOOL DISTRICT
SCHOOL COMMITTEE AGENDA**

Monday, February 5, 2024

**Dennis-Yarmouth Intermediate/Middle School
286 Station Avenue
South Yarmouth, Massachusetts 02664**

6:30 p.m. – Regular Meeting

Part A: Public Hearing – FY25 DYRSD Budget – 6:30 p.m.

Members:

Ms. Jeni Landers, Chairperson
Ms. Jennifer Rose, Vice Chairperson
Ms. Marilyn Bemis, Secretary
Mr. Tomas Tolentino, Treasurer
Mr. Joseph Tierney
Mr. Phillip Morris
Mr. Joe Glynn

Administration

Dr. Marc J. Smith, Superintendent of Schools
Mr. David Flynn, Assistant Superintendent for Finance and Operations
Mrs. Maria Lopes, Assistant Superintendent of Student Services and Instruction

A. Open the Meeting (6:30)

B. The Chair Will Open the Public Hearing

i. Presentation of FY 2025 Budget

Marc Smith, Superintendent

David Flynn, Assistant Superintendent for Finance and Operations

ii. The Chair will take comments from the public

iii. The Chair will take comments from the School Committee

iv. The Chair will close the Public Hearing

C. Reports and Discussions

i. Student Representatives Report – Rose-Anna Joachim and Isabella Power

ii. Tentative FY25 Budget

Superintendent Marc Smith

Assistant Superintendent David Flynn

Motion: That the School Committee adopt a tentative FY25 budget of \$80,999.651.

iii. Assistant Superintendent Report – Maria Lopes

Employee Handbook Revision

D. Subcommittee, Representatives, Liaison Reports

- i. School Building Committee Report – Joseph Tierney
- ii. School Committee Liaisons to the Boards of Selectmen

E. Superintendent's Report

- i. Recognition of Donations and Acknowledgments
- ii. Superintendent Evaluation Process
Motion: Move that the Superintendent's 2023-2024 evaluation will be determined using the following indicators:
Standard I.A – Curriculum
Standard I.B – Instruction
Standard II.A – Environment
Standard III.C – Communication
Standard III.D – Family Concerns
Standard IV.A – Commitment to High Standard
Standard IV.C – Communications
Standard IV.D – Continuous Learning

F. School Committee Business (Enclosure 6)

Consent Agenda

G. Bills, Requisitions and Payroll

H. Calendars (Enclosure 8)

I. Public Comment

J. Adjournment

**The items listed to be discussed are those reasonably anticipated by the Chair. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.*

***Please note: The timeframes listed above are intended to guide the School Committee in their work. It should be understood that the times are approximate, and therefore may occur earlier than noted; and may be taken out of order at the request of the Chair and a vote of the School Committee.*

Should there be a need for clarification on any of the aforementioned, please contact me prior to the meeting to allow sufficient time for further research if necessitated. Thank you. Dr. Marc J. Smith, Superintendent

Consent Agenda (Enc. 6)

The Superintendent recommends the School Committee approve the following items as presented:

Donation:

Move to accept a donation of a binding machine, laminator, and laminator sheets to the Dennis-Yarmouth Regional High School WAVE2 program from Teodolinda Gonzalez-Osorio and Douglas Bashaw as per Mrs. Bennett's January 10, 2024 memo.

Minutes:

January 22, 2024

FY 2025 Budget Hearing



**School Committee Meeting
February 5, 2024**



DYRSD

FY25 Overall Goal

Maintain the same level of educational service while looking closely at our programs for efficiencies that allow us to more effectively and efficiently meet the needs of all learners in our district and ensure they are empowered to achieve excellence.



Factors Influencing the FY25 Budget: “The Perfect Storm”

- Staff-related contractual obligations related to COLA and extending the school day pre-K to grade 7.
- The ending of Elementary and Secondary School Emergency Relief (ESSEER) funds, Federal COVID relief funds, that has been supplementing operational needs for the last 2+ years.
- Upward inflationary pressure on most fixed costs over the past two years:
 - Transportation, Salaries, Utilities, Insurance, Special Programs, etc.
- Lower than anticipated State Aid (Chapter 70)



Factors Influencing the FY25 Budget:

ESSER Funding Ending

	ESSER 1, 2, 3	FY 2021	FY 2022	FY 2023	FY 2024	TOTAL
COVID Cleaning		91,769				91,769
COVID Supplies		90,972				90,972
COVID - HVAC Svc/Upgrades				447,741	225,580	673,321
Technology Hardware		292,053				292,053
Software / Curriculum		101,046	196,839	83,006	387,102	767,993
Psych, OT, PT, SEL			293,474	101,278	78,205	472,957
Professional Development			41,344	58,567	2,600	102,511
Transportation					600,000	600,000
Salary & Benefits		16,246	1,189,884	1,274,982	2,367,203	4,848,315
		592,086	1,721,541	1,965,574	3,660,690	7,939,891



FY25 Budget Timeline

Key Dates

Monday 1-8-24	Initial Budget Presentation
Monday 1-22-24	SC Approve Tentative Budget <i>- Not less than 30 days prior to final budget adoption</i>
Monday 2-5-24	SC Public Budget Hearing
Monday 3-6-24	SC Final Budget Adoption <i>- Not less than 45 days before first Town Meeting</i>
Friday 3-8-24	<i>Last Possible Date to Adopt Final Budget</i>
Tuesday 4-23-24	Yarmouth Town Meeting
Tuesday 5-7-24	Dennis Town Meeting



DYRSD FY25 Initial Budget Proposal

Governor's proposed budget includes:

- Chapter 70 Aid
- Charter School Aid
- Transportation Aid
- School Choice estimate
- **– \$15.4 Million in Revenue**
(Projected for FY 2025)
- Foundation Enrollment
- Minimum Required Contribution from Towns

- Charter School Assessment
- School Choice Assessment
- Special Education Assessment
- **– \$4.9 Million in Assessments**
(Projected for FY 2025)

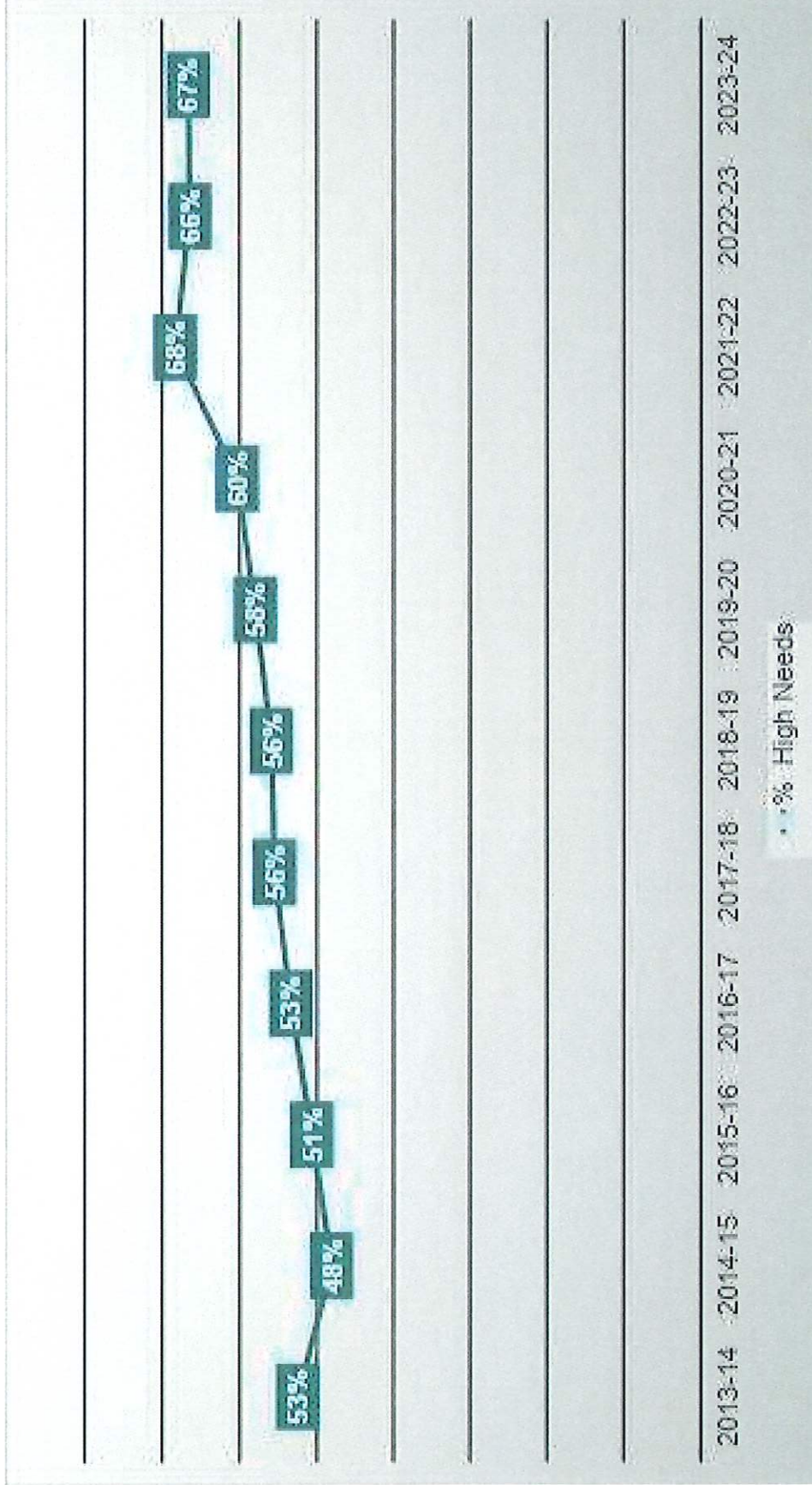


DYRSD Student Enrollment Data



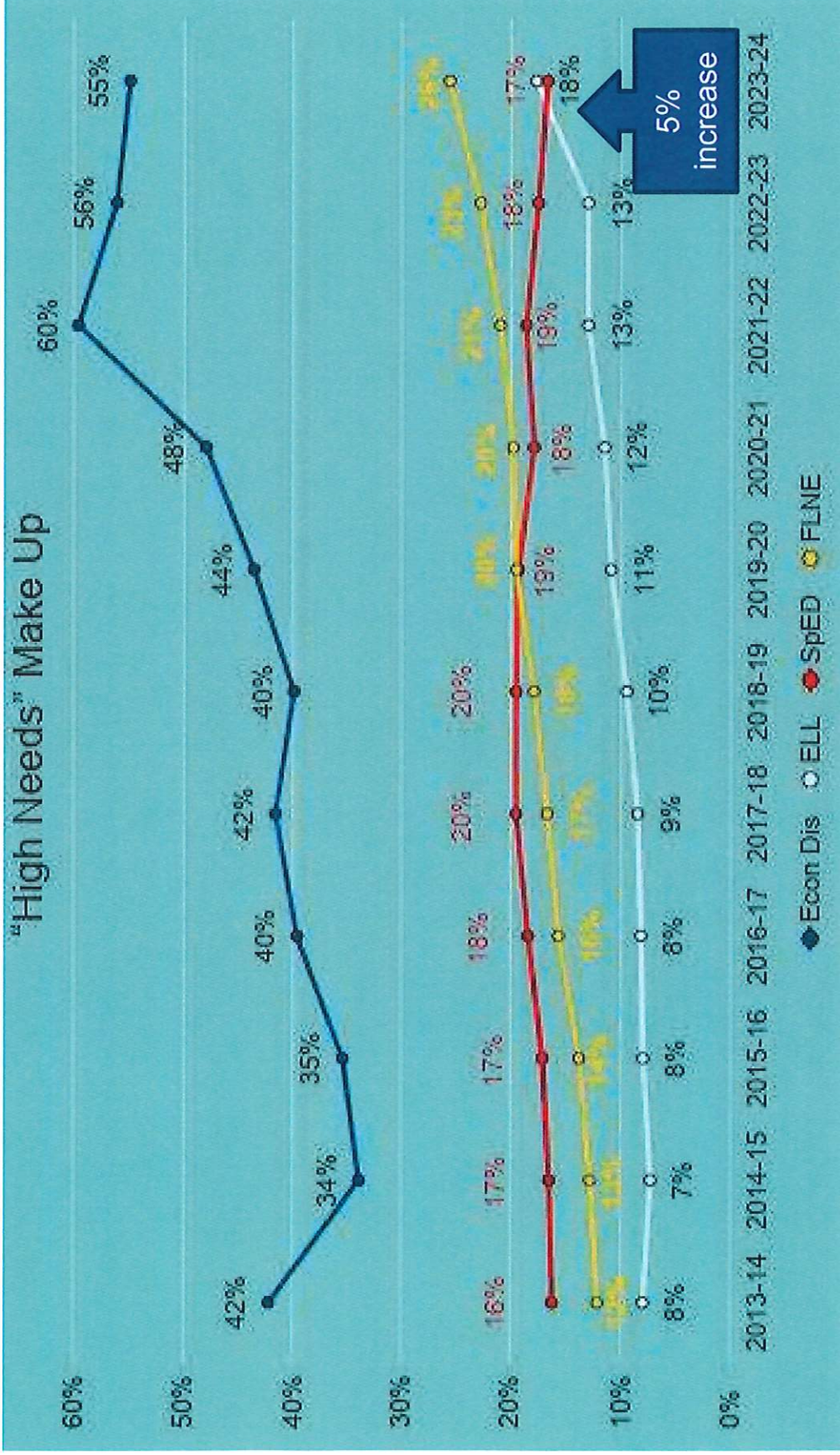


DYRSD Student Populations





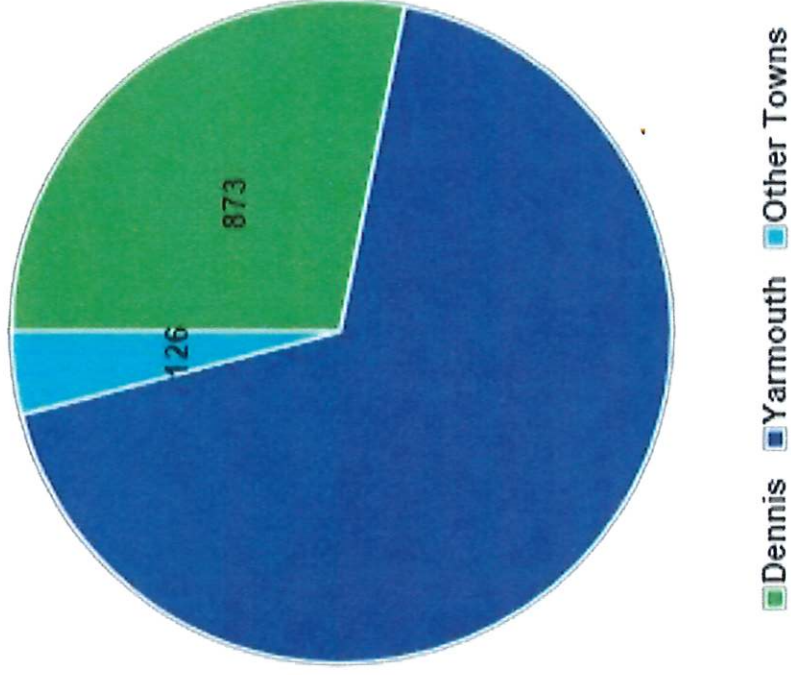
DYRSD Student Populations





DYRSD Student Populations

Students Attending From - January 2024



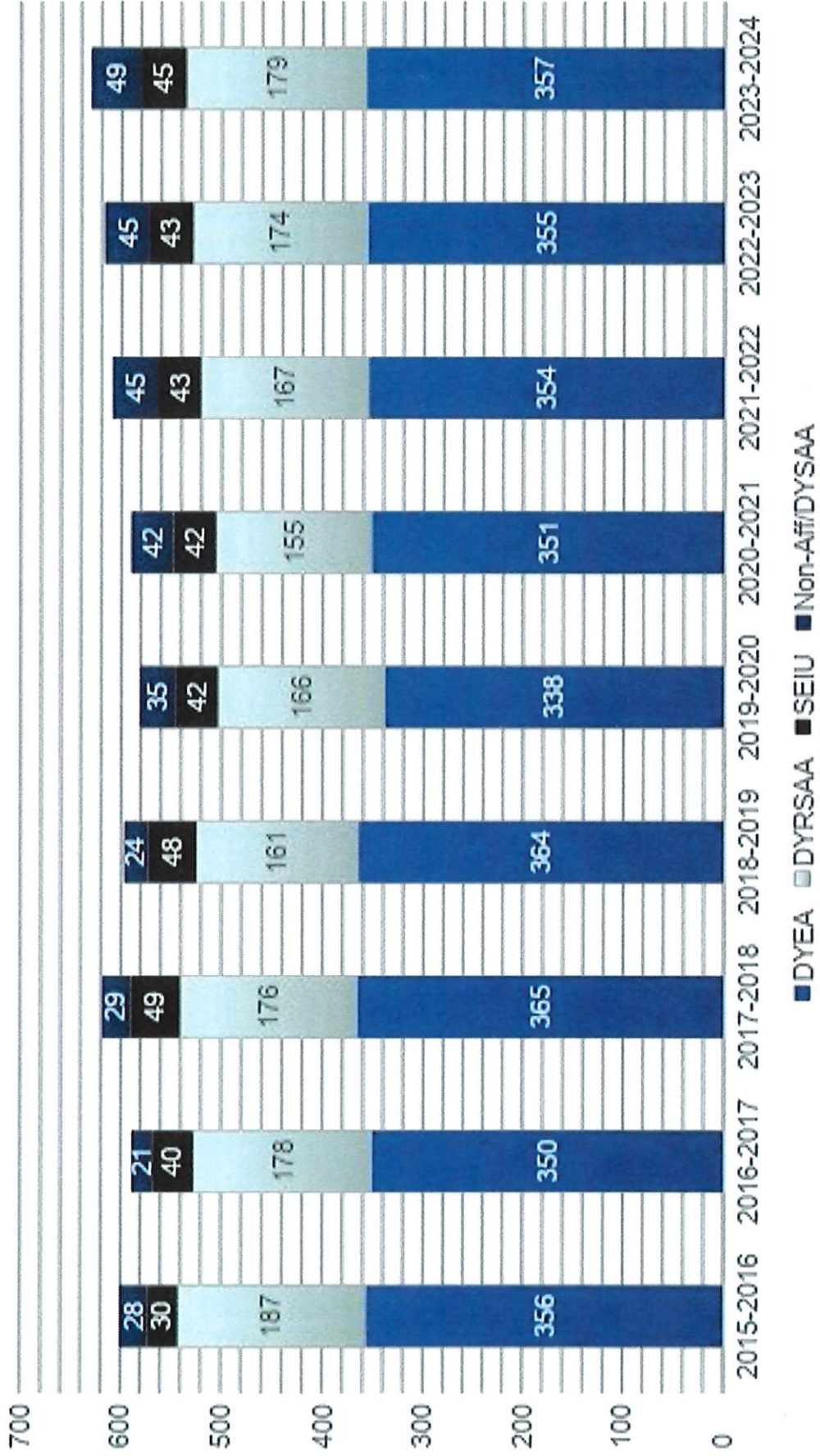


DYRSD College Plans

DESE Plans of High School Graduates	Percentage of District	Percentage of State
(2021-2022)		
4 Year Private College	23.1%	27.9%
4 Year Public College	26.9%	29.8%
2 Year Private College	1.3%	0.5%
2 Year Public College	27.6%	13.5%
Other Post-Secondary	2.6%	2.8%
Apprenticeship	0.0%	0.8%
Work	16.0%	14.4%
Military	1.9%	1.4%
Other	0.0%	2.0%
Unknown	0.6%	6.7%
Total College & Post Secondary	81.5%	74.5%

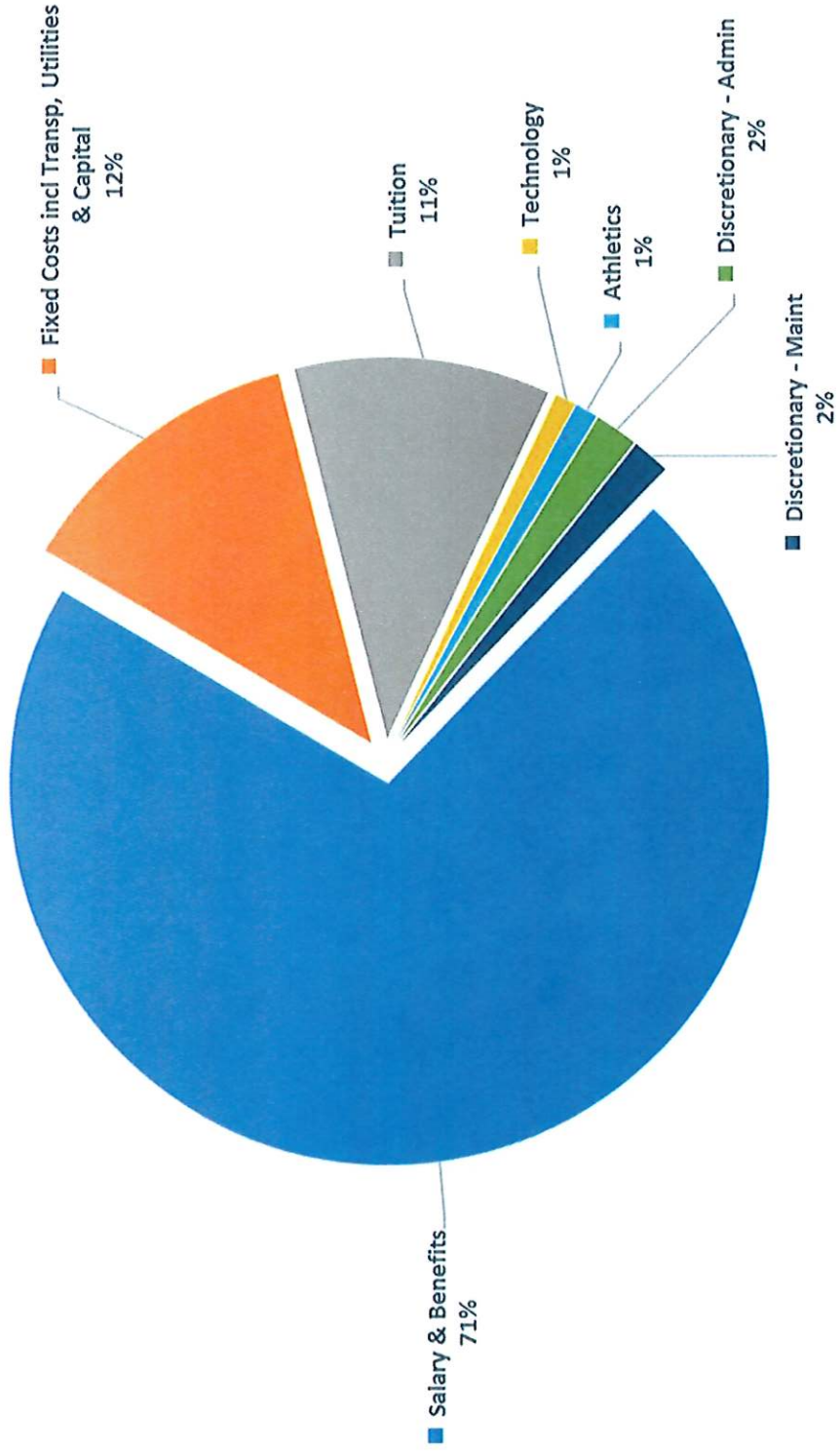


DYRSD Staffing Level





DYRSD FY 2024 Budget by Category





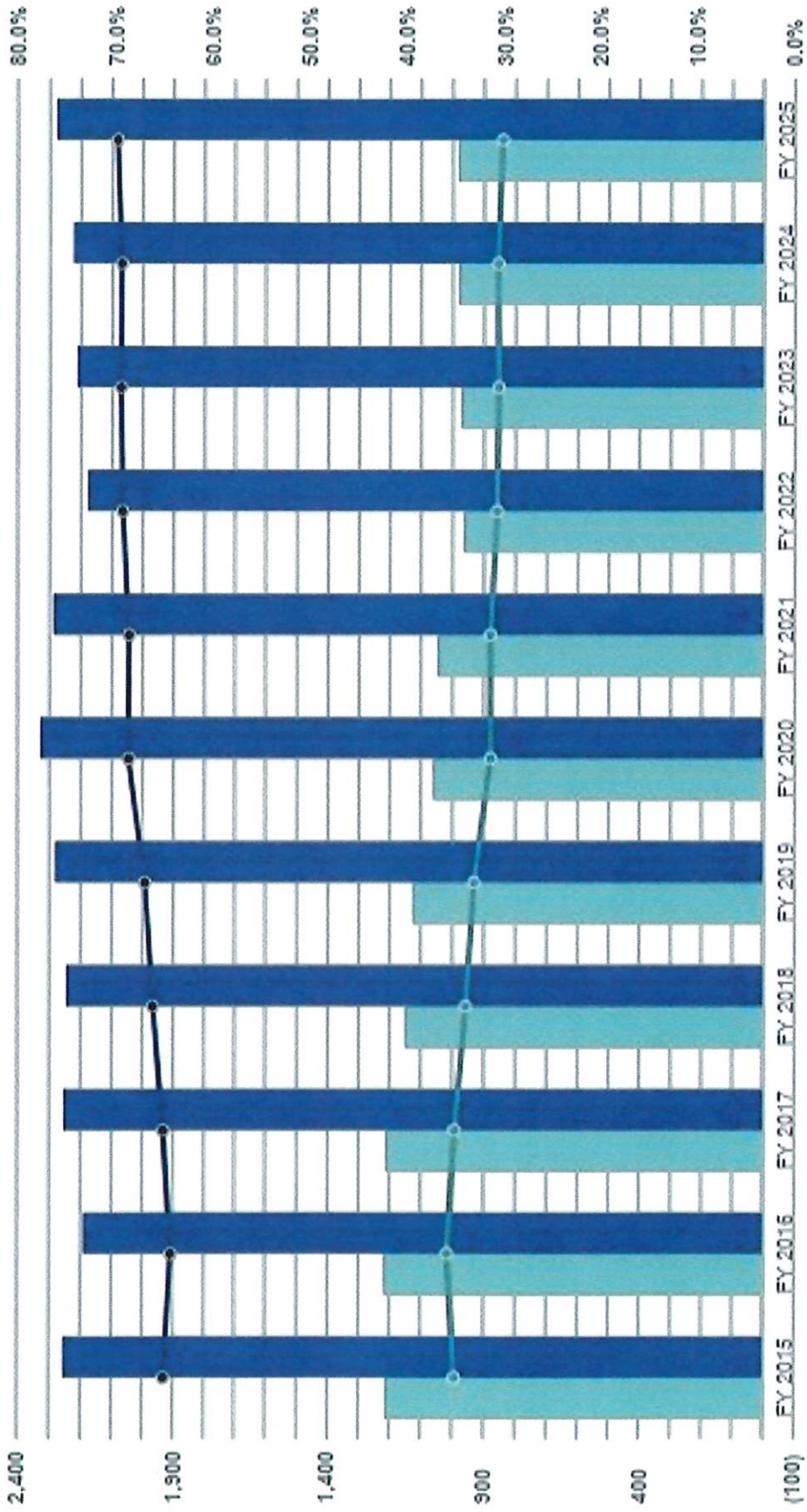
Foundation Enrollment

Year	Dennis		Yarmouth		TOTAL
	Enrollment	% of Total	Enrollment	% of Total	
FY 2015	1,214	34.996%	2,255	65.004%	3,469
FY 2016	1,218	35.729%	2,191	64.271%	3,409
FY 2017	1,212	34.978%	2,253	65.022%	3,465
FY 2018	1,150	33.873%	2,245	66.127%	3,395
FY 2019	1,125	33.020%	2,282	66.980%	3,407
FY 2020	1,062	31.346%	2,326	68.654%	3,388
FY 2021	1,046	31.374%	2,288	68.626%	3,334
FY 2022	964	30.701%	2,176	69.299%	3,140
FY 2023	972	30.528%	2,212	69.472%	3,184
FY 2024	980	30.596%	2,223	69.404%	3,203
FY 2025	983	30.144%	2,278	69.856%	3,261
5 Year Avg 2020-2024		30.909% (Last: 31.394%)		69.091% (Last: 68.606%)	

Source: <http://www.doe.mass.edu/finance/chapter70/>



Foundation Enrollment





DYRSD State Aid Update

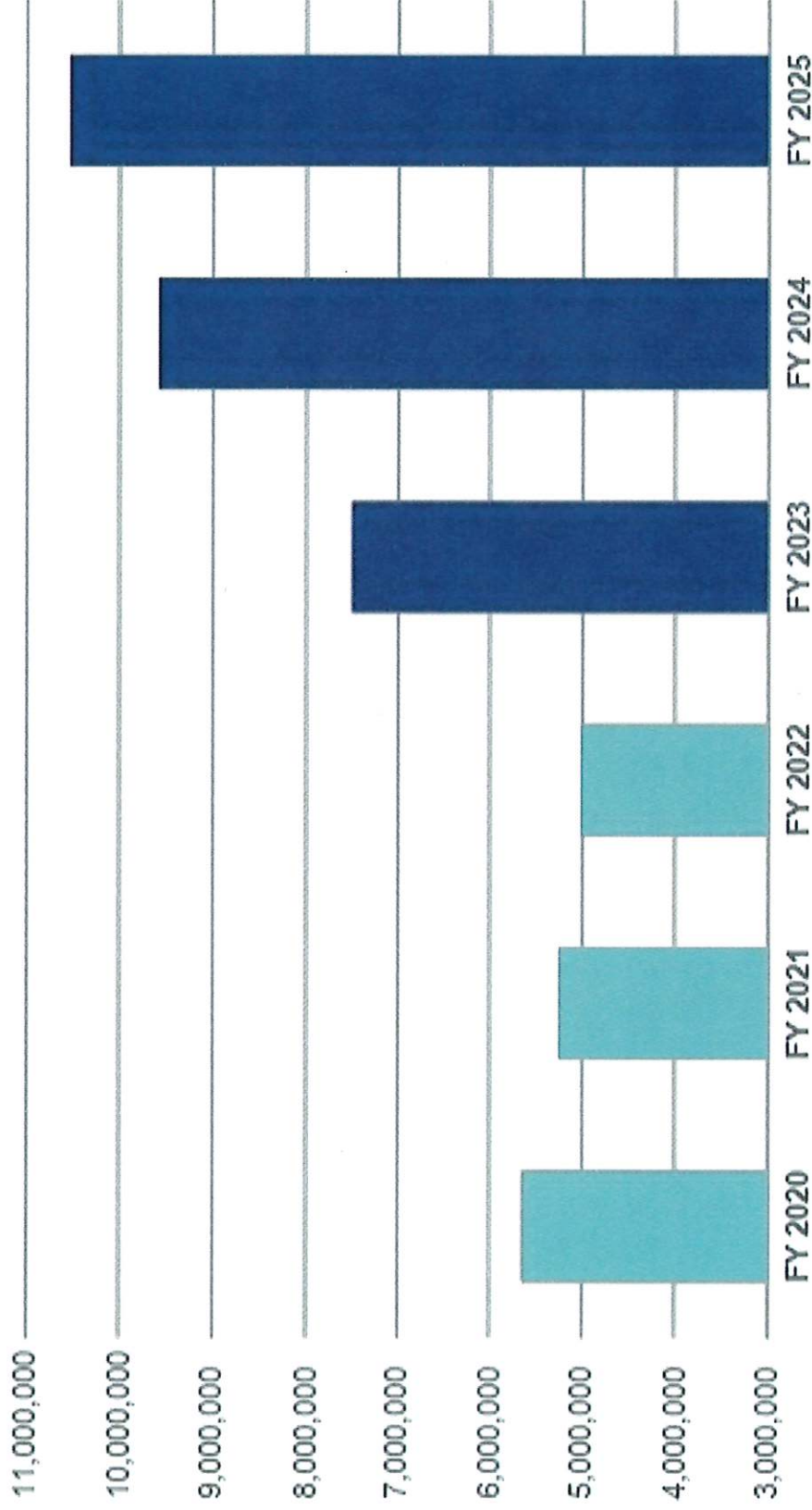
Net State Aid:

- FY25 \$10,541,778 (Governor's Budget)
- FY24 \$ 9,582,703
- FY23 \$ 7,506,020
- FY22 \$ 5,009,258
- FY21 \$ 5,254,917
- FY20 \$ 5,649,121



DYRSD

Net State Aid History



Student Opportunity Act
Implemented in FY 2023



DYRSD

FY25 Initial Budget

- First Step (October - December)
- Maintain a Level Service Budget
 - Retain Staffing Level
 - Contractual Increases in:
 - Special Needs Tuition & Services
 - Transportation – Regular Day and Special Needs
 - Health Insurance – Rates to be set in February
 - Property & Liability Insurance
 - Facilities, Grounds, Utilities
 - Retirement & Medicare Tax



DYRSD

FY 2025 Initial Level Service Budget by DESE Function Code (January 8, 2024)

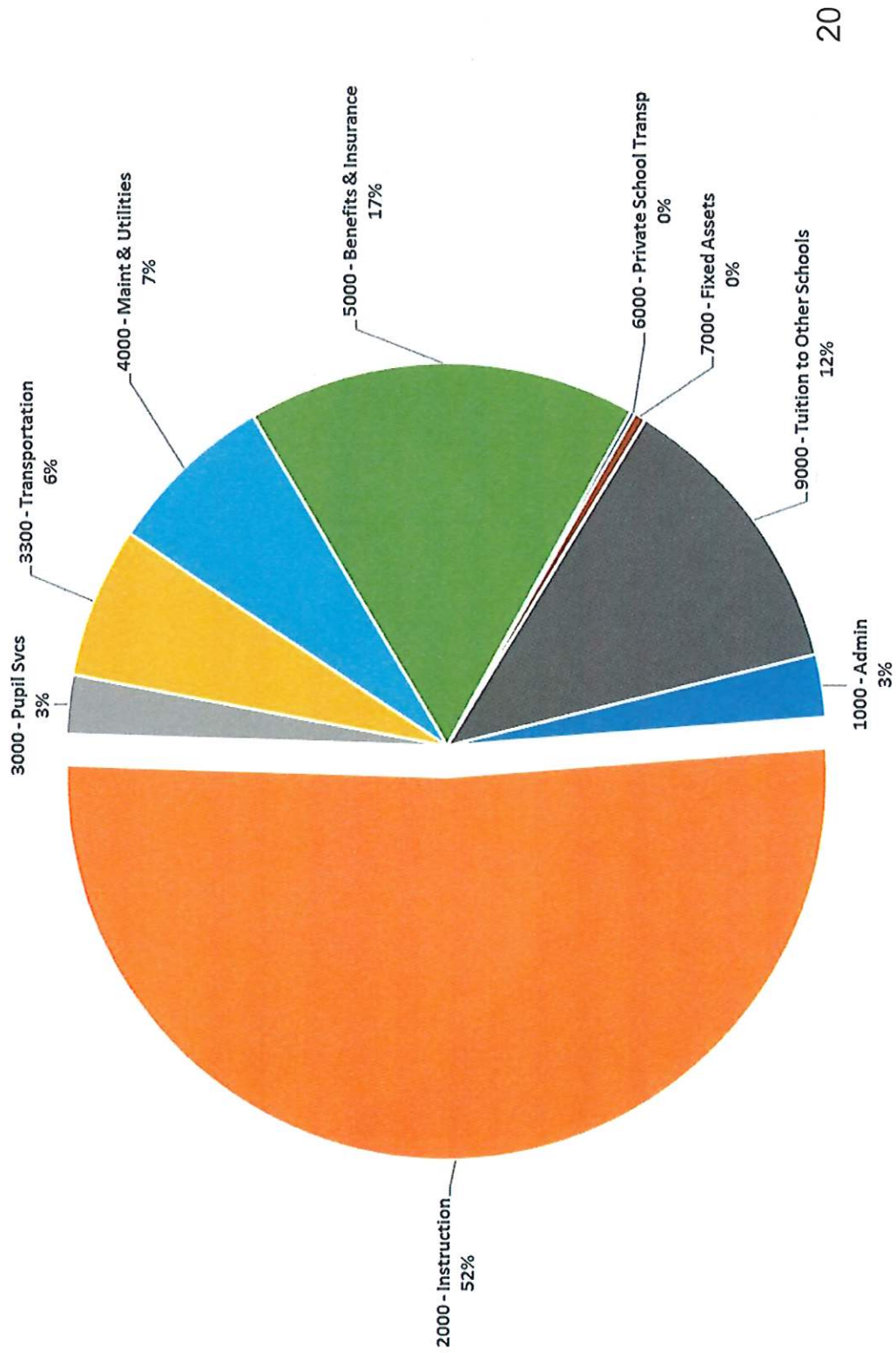
DESE Function	FY 2023	FY 2024	FY 2025 Request	+ / -
1000 - Administration	2,327,150	2,389,417	2,486,590	97,173
2000 - Instruction	35,702,152	37,364,400	42,253,905	4,889,505
3000 - Pupil Services	1,930,449	2,098,349	2,098,349	-
3300 - Transportation	4,126,731	4,664,293	4,939,323	275,030
4000 - Maintenance & Utilities	4,894,436	5,198,257	5,551,757	353,500
5000 - Benefits & Fixed Charges	11,351,318	11,725,758	12,374,573	648,815
6000 - Private School Transportation	126,880	126,880	126,880	-
7000 - Fixed Assets	365,000	365,000	365,000	-
9000 - Tuition to Other Schools	7,826,738	8,225,276	8,708,376	483,100
subtotal – Operating Budget:	68,650,854	72,157,630	78,904,753	6,747,123
				9.35%

8000 - Debt Service	3,125,355	3,861,878	4,009,150	147,272
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GRAND TOTAL	71,776,209	76,019,508	82,913,903	6,894,395
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DYRSD FY 2024 Budget by DESE Function Code





DYRSD FY25 Initial Budget

- Debt Service
 - 2005 DYHS Bond (2026)
 - \$433,525
 - 2013 EH Baker Bond (2024)
 - **\$0 Paid Off This Year! (was \$238,525)**
 - 2021 & 2023 DYIMS Bonds (2053)
 - \$3,068,387
 - 2023 DYIMS BAN (2025)
 - \$507,238



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Revenue Variables

- FY25
 - Chapter 70 \$12,531,786 (+ \$872k)
 - Regional Transp \$ 1,815 014 (- \$44k)
 - School Choice Tuition \$ 663,635 (+8k)
 - Charter School Aid \$ 426,916 (-473k)
- Foundation Enrollment 3,261 (+ 58)
- Required Local Contribution from Towns
 - Dennis = +\$651,155 Yarmouth = +\$1,832,535



DYRSD Steps Taken So Far

1. Working with building leaders to “Right-size” the district to meet student needs
 - Class size normalization across the district
K-3 = 18 +/- 2 4-5 = 20 +/- 2 6-12 = 22 +/- 2
 - Student service caseload normalization across district and region
2. Made recommendations about programs not providing results
3. Looked for other “offsets”
4. Level funded most Non-contractual obligations
5. Include Staid Aid and Assessment information & Health insurance calculate assessments



DYRSD

Steps Taken So Far

“Right-Sizing”

School	Grade	# Grade Level Teachers	Avg. Class Size Proj. FY 25 w/ no change	+/-	New Class Size
EHBi	Kindergarten	5	16	n/c	16
EHBi	Grade 1	5	14.5	-1	18.125
EHBi	Grade 2	4	18.25	n/c	18.125
EHBi	Grade 3	5	16	n/c	16
SAE	Kindergarten	6	18.5	n/c	18.5
SAE	Grade 1	6	18.5	n/c	18.5
SAE	Grade 2	5	23.4	+ 1	19.5
SAE	Grade 3	6	19.4	n/c	19.4
MES	Kindergarten	4	12.25	-1	16.33
MES	Grade 1	3	16.33	n/c	16.33
MES	Grade 2	4	13.25	-1	20.33
MES	Grade 3	3	20.33	n/c	20.33
DYI	Grade 4	13	18	-1	19.5



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Steps Taken So Far

“Right-Sizing”

- Analysis of DYHS course enrollment
 - 250+ DYHS Sections in FY 24 are enrolled with < 12 students (excluding VHS, dual enrollment, Dolphin time, & internship programs)
 - As a result, reductions in departments can be made combining sections to have more reasonable class sizes in electives
 - Result = **reduction in 5 staff**



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Steps Taken So Far “Right-Sizing”

- Special Education
 - Investigation into caseload sizes for non-sub separate special education classroom teachers; it was discovered that caseload size varied significantly across district.
 - Established a caseload size for all of 18 +/- 2 and built staffing model up from there
 - FY 25 □ **-4 FTE**



DYRSD Steps Taken So Far “Program Review”



Intervention

- Larger portion of ESSER funds in Tier II & III
- Historically large investment in Tier III
- Data analysis shows low impact of investment

FY 25 □ Restructure intervention to utilize well trained reading interventionists to work with more students (increase group size from 1 to 3 or 4). Set intervention staffing to support 15% of student body
Focus strategy on supporting quality Tier I instruction (**Reduce 8 FTE**)



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Additions - Reductions

Additions:

- Curriculum / Software \$192,615
- Staff \$725,130
 - EL Teachers (5)
 - Phys Ed Teacher (0.5)
 - Grade Level Teacher
 - SPED Teacher (2)
 - Speech Pathologists (2)
 - Assistant Coaches (2)



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Additions - Reductions

Reductions:

- SPED Contract Svcs \$ 175,000
- Staff \$1,946,718
 - Administrator (1)
 - Coordinator (1)
 - Teachers (22)
 - Nurse (1)
 - Para Educators (18)
 - School Resource Officers (2)



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Additions – Reductions

Position	Additions	Subtractions	Net
K-4 Teacher	1	4	-3
8-12 Teacher	.5	5	-4.5
Nurse	-	1	-1
Speech & Lang Pathologists	2	Contract service (\$175,000)	2
Intervention	-	8	-8
ELL Teachers	5	-	5
Special Education Teacher	2	4	-2
Tech Integration	-	1	-1
Coordinator	-	1	-1
		Net Total	- 13.5



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Additions – Reductions

Position	Additions	Subtractions	Net
Library Assistant	-	3	-3
Medical Assistant	-	5	-5
Paraeducators	-	10	-10
		Net Total	-18
Administrator	-	1	-1
SRO	-	2	-2
		Net Total	-3



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Result of Steps Taken

- Revised Net State Aid based on Governor’s Budget
- Reduced Budget for Revised Choice/Charter Tuition
- Increased Projected Local Revenue based on Recent Trends
- Right-Sized Staffing Levels

FY 2025 Operating Budget: \$76,990,501 = 6.70%

Initial Projection 1-8-2024 = \$78,904,753 = 9.35%)

Calculated Impact on Operating Assessments:

- Dennis \$ 918,494 4.926% increase
- Yarmouth \$2,734,361 7.039% increase



DYRSD Additional Steps Taken

How to Further Reduce Total Town Assessments?

FY 2025 Debt Service Assessment: \$4,009,150

- Dennis \$1,420,782
- Yarmouth \$2,588,368

Apply \$433,525 of E&D toward HS Bond:

- Dennis \$1,251,469 (\$169,313 reduction)
- Yarmouth \$2,324,156 (\$264,212 reduction)



DYRSD

FY 2025 Initial Budget by DESE Function Code

DESE Function	FY 2023	FY 2024	FY 2025 Request	+ / -
1000 - Administration	2,327,150	2,389,417	2,529,785	140,368
2000 - Instruction	35,702,152	37,364,400	40,665,607	3,301,207
3000 - Pupil Services	1,930,449	2,098,349	1,958,349	(140,000)
3300 - Transportation	4,126,731	4,664,293	4,939,323	275,030
4000 - Maintenance & Utilities	4,894,436	5,198,257	5,551,757	353,500
5000 - Benefits & Fixed Charges	11,351,318	11,725,758	12,538,173	812,415
6000 - Private School Transportation	126,880	126,880	126,880	-
7000 - Fixed Assets	365,000	365,000	365,000	-
9000 - Tuition to Other Schools	7,826,738	8,225,276	8,315,627	90,351
subtotal – Operating Budget:	68,650,854	72,157,630	76,990,501	4,832,871
				6.70%

8000 - Debt Service	3,125,355	3,861,878	4,009,150	147,272
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GRAND TOTAL	71,776,209	76,019,508	80,999,651	4,980,143
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DYRSD FY 25 Initial Budget

- Motion: I move the School Committee adopt a Tentative FY 2025 Budget of \$80,999,651

\$76,990,501 Operating
\$ 4,009,150 Debt

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Questions?



Reporting Bullying and Cyberbullying:

Any member of DYRSD staff shall immediately report any instance of bullying or retaliations s/he witnesses or becomes aware of bullying or retaliations to the school principal or designee. The requirement to report as provided does not limit the authority of a staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the school Principal or designee has a reasonable basis to believe criminal charges may be pursued against the aggressor, the school principal or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled, the principal or designee will notify local law enforcement if he/she believes that criminal charges may be pursued.

Definitions:

Aggressor is a student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.

Bullying, as defined in M.G.L. c. 71, §370, is the repeated use by one or more students and/or members of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

1. Causes physical or emotional harm to the victim or damages the target's property;
2. Places the target in reasonable fear of harm or damage to his property;
3. Creates a hostile environment at school for the target;
4. Infringes on the rights of the target at school; or
5. Materially and substantially disrupts the education process or orderly operation of a school.



Dennis Yarmouth Regional School District

Office of the Superintendent

296 Station Avenue, South Yarmouth, Massachusetts 02664

Phone: (508) 398-7600 Fax: (508) 398-7622

Dear School Committee Members,

Please find below key steps, dates, and information to support you in the completion of the superintendent evaluation process. I look forward to the experience as a learning opportunity for me as a superintendent and as a way for me to receive feedback to help me improve in my role as superintendent as well as to grow as a leader overall. As always, please feel free to reach out to me with any questions or concerns or needs for technical assistance.

All the best,

Marc

Steps for Completing Superintendent Evaluation

1. Each member will receive their own copy of the Summative Evaluation form. The member may complete this form digitally or handwritten, whichever is the member's preference.
2. The first two pages of the document are to be completed by the School Committee Chair and can be skipped by the individual members.
3. Starting on page 3, the superintendent's goals are presented along with the *Focus Indicators* from the superintendent rubric, agreed upon by the Committee (February 6th meeting), that align with the superintendent's goals.
 - a. Using the evidence presented by the superintendent in the Google folder that has been shared with you, evidence presented during School Committee meetings, as well as the evidence submitted by the superintendent on April 22nd, rate the superintendent on his progress towards his goals.
 - b. Each goal is rated individually with one of 5 ratings: *Did Not Meet, Some Progress, Significant Progress, Met, Exceeded*.
4. On pages 4 -7, each member must rate the superintendent on his performance against the state's rubric for determining superintendent effectiveness. There are 4 standards upon which you must rate the superintendent: *Standard I - Instructional Leadership, Standard II - Management & Operations, Standard III - Family & Community Engagement, Standard IV - Professional Culture*
 - a. Using the evidence presented by the superintendent in the Google folder that has been shared with you, evidence presented during School Committee meetings, as well as the evidence submitted by the superintendent on April 22nd, rate the superintendent on each standard.
 - b. Each standard is rated individually with one of 4 ratings: *Unsatisfactory, Needs Improvement, Proficient, Exemplary*. The superintendent rubric should be used for each of these ratings.
5. Some things to notice on pages 4-7:

"Empowering each student to achieve excellence with integrity in a changing world"

- a. The focus indicators have been highlighted for you. These are the ones you are rating the superintendent on this year.
- b. The other indicators have been crossed out and can be skipped this year.
- c. At the bottom of each page is a spot for you to provide an overall rating for the superintendent for that standard as well as a spot for your comments.

Important Dates

- February 12, 2024 - Superintendent presents mid-cycle progress update to committee
- April 22, 2024 - Superintendent provides the School Committee with summative data presentation on goals and associated focus indicators.
- On or before May 6th, 2024 - Each individual School Committee member completes their individual summative evaluations and gives them to Eileen Whalen for organization for the Chair.
- May 20, 2024 - School Committee Chair provides a summative report to the full committee (summarized from individual member documents) and the full committee takes a vote on the evaluation presented by the chair.

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: _____
 Marc J. Smith, Ed.D.

Evaluator: _____

Name _____ **Signature** _____ **Date** _____

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each standard.)

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

Step 2: Assess Performance Standards (Reference Performance Ratings per standard; check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a period of Needs Improvement or performance is consistently below the requirements of the standard or overall.
Needs Improvement = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory.
Proficient = Performance on a standard or overall is understood to be fully satisfactory. This is the most expected level of performance.
Exemplary = A rating of Exemplary indicates that practice significantly exceeds the standard and could serve as a model of practice regionally or statewide.

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

End-of-Cycle Summative Evaluation Report: Superintendent

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

- Unsatisfactory Needs Improvement Proficient Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of Exemplary. Needs Improvement or Unsatisfactory.

Comments:

To Be the
Chair

Superintendent's Performance Goals

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

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	1.A: Curriculum 1.B: Instruction	Math Curriculum Implementation K-12 - Support the implementation of new Math Curriculum across the district by instituting learning walks with the instructional leadership team focused on establishing key instructional practices that impact student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal	I.E: Data-informed Decision Making IV.D: Continuous Learning	New Superintendent Induction Program (NSIP) - Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the first year of the New Superintendent Induction Program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 1	III.C: Communication III.D: Family Concerns IV.C: Communications	Effective Entry and Direction Setting - Assess the district's most critical needs and identify the strategies and goals that will address those needs most effectively along with measures that will be used to assess progress through a process that engages key stakeholder groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 2	II.A: Environment IV.A: Commitment to High Standards	District & School Safety Planning - Establish and lead a team made up of staff from Police and Fire from both Yarmouth and Dennis as well as school staff to review and revise all school safety protocols and procedures as well identify areas for improvement and future capital, facilities, and systems needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 3			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Superintendent's Performance Rating for Standard I: Instructional Leadership

	U	NI	P	E
Rate each focus indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)				
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):				

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

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

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



	U	NI	P	E
Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)				
<p>III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>OVERALL Rating for Standard III: Family & Community Engagement</p> <p>The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</p>				

Superintendent's Performance Rating for Standard IV: Professional Culture

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

	U	NI	P	E
<p>IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.</p> <p><input type="checkbox"/> ✓ Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.</p> <p><input type="checkbox"/> ✓ Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.</p> <p><input type="checkbox"/> ✓ Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>OVERALL Rating for Standard IV: Professional Culture</p> <p>The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</p>				

Indicator Rubric for Superintendent Evaluation

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

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

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

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

STANDARD I: Instructional Leadership

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p>Does not set expectations around or ensure the use of a variety of formal and informal assessment methods throughout the district:</p> <p>I-C: Assessment</p>	<p>Does not supervise and evaluate administrators in alignment with state regulations or contract provisions, such that:</p> <ul style="list-style-type: none"> • Administrators' goals are neither SMART nor aligned to school and/or district goals, and/or • Administrators rarely provide quality supervision and evaluation to other staff; and/or • Administrators are rarely, if ever, observed and provided with feedback on their own leadership practice. <p>I-D: Evaluation</p>	<p>Encourages most principals and administrators to facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, but assessment use and analysis is inconsistent throughout the district.</p>	<p>Monitors and supports principals and instructional staff through observations and feedback to ensure that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and progress toward achieving state/local standards, and to use findings to adjust instructional practice and implement appropriate interventions and enhancements for students. Ensures alignment of assessments to content and grade level standards, and monitors administrators' efforts and successes in this area. Models this practice for others.</p>	<p>Empowers teams of administrators and instructional staff to use a comprehensive system of informal and formal assessment methods to measure each student's learning, growth, and progress toward achieving state/local standards, and to use findings to adjust instructional practice and implement appropriate interventions and enhancements for students. Ensures alignment of assessments to content and grade level standards, and monitors administrators' efforts and successes in this area. Models this practice for others.</p>
	<p>Does not supervise and evaluate administrators in alignment with state regulations or contract provisions, such that:</p> <ul style="list-style-type: none"> • Some administrator goals may not be SMART or aligned to school and district priorities; and/or • Observations of and feedback to staff by other administrators is inconsistent or nonspecific; and/or • Observations of and feedback to administrators by the superintendent are inconsistent or nonspecific. 	<p>Supervises and evaluates administrators in alignment with state regulations and contract provisions, but:</p> <ul style="list-style-type: none"> • Some administrator goals may not be SMART or aligned to school and district priorities; and/or • Observations of and feedback to staff by other administrators is inconsistent or nonspecific; and/or • Observations of and feedback to administrators by the superintendent are inconsistent or nonspecific. 	<p>Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by:</p> <ul style="list-style-type: none"> • Support to all administrators in developing SMART goals aligned to school and district priorities; • Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff; and • Frequent observations of and feedback to administrators on effective leadership practice. 	<p>Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by:</p> <ul style="list-style-type: none"> • Support to all administrators to develop and attain SMART goals aligned to school and district priorities, and sharing best practices and success with the district community; • Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff; • Frequent observations of and feedback to administrators on effective leadership practice. Models this process through the superintendent's own evaluation process and goals.

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

STANDARD II: Management and Operations

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment	<p>Fails to establish plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students throughout the district, such that schools and other buildings are not generally clean, attractive, welcoming, or safe.</p>	<p>Oversees plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students, but allows for variation in implementation and/or quality across the district, such that not all students have equitable access to clean, safe, and supportive learning environments.</p>	<p>Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students throughout the district, as evidenced by:</p> <ul style="list-style-type: none"> orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; school and district buildings that are clean, attractive, welcoming, and safe; and safe and supportive learning environments for all students. 	<p>Empowers all administrators to develop and execute effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of all students throughout the district, as evidenced by:</p> <ul style="list-style-type: none"> orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; school and district buildings that are clean, attractive, welcoming, and safe; and safe and supportive learning environments for all students. <p>Assesses efficacy using feedback from students, staff, and families, and other data sources, and makes adjustments as necessary. Models this practice for others.</p>

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p>Does not implement any formal processes for the recruitment and hiring of faculty and staff, and/or fails to provide sufficient induction, development, or career growth supports to educators, as evidenced by an inability to reliably hire and retain educators that meet the learning needs of district students.</p> <p>II-B. Human Resources Management & Development</p>	<p>Oversees processes for recruitment, hiring, induction, development, and career growth, but systems are inadequately or inconsistently implemented throughout the district, and/or do not consistently promote the hiring, retention, and support of a diverse, effective educator workforce.</p>	<p>Monitors and supports the implementation of a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high quality and effective practice, as evidenced by districtwide systems that support:</p> <ul style="list-style-type: none"> — Hiring and retaining a diverse workforce; — Comprehensive induction supports for new educators; — Job embedded professional development aligned with district goals; and — Distributed leadership opportunities to support educator career growth. 	<p>Ensures a districtwide system for recruiting, hiring, and retaining an effective and diverse workforce of administrators and educators who share the district's mission and meet the learning needs of all students, as evidenced by:</p> <ul style="list-style-type: none"> — comprehensive induction supports for all new educators; — job embedded professional learning that (a) reinforces district goals, (b) results in high quality and effective practice; and — formalized distributed leadership and career growth opportunities. <p>Empowers all administrators to implement these systems consistently.</p>	
<p>Does not implement systems to ensure optimal use of time for teaching, learning, or collaboration, such that instructional time is inadequate and/or routinely disrupted, and administrators have limited to no opportunities to collaborate around meaningful practice.</p> <p>II-C. Scheduling and Management Information Systems</p>	<p>Encourages the use of scheduling and management information systems that promote time for teaching and learning, but does not monitor efficacy throughout the district and/or allows for frequent schedule disruptions; provides inadequate time for administrators to collaborate around leadership practice.</p>	<p>Uses systems to ensure optimal use of time for teaching, learning, and collaboration, as evidenced by:</p> <ul style="list-style-type: none"> — school schedules that maximize student access to quality instructional time and minimize school day disruptions; and — regular opportunities for administrators to collaborate. 	<p>Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize access to quality instructional time for all students, and minimize disruptions and distractions for all school level staff. Supports ongoing administrator collaboration within and across schools.</p>	

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

STANDARD III: Family and Community Engagement

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-Engagement	Does little to welcome families as members of the district, classroom or school community, or tolerates an environment that is unwelcoming to some families.	Invites families to participate in the classroom and school community, but efforts are limited or insufficient, leading to limited family involvement throughout the district.	Promotes, monitors and supports comprehensive, culturally responsive and collaborative engagement practices that welcome and encourage every family to actively participate in the classroom and school community, and engages community stakeholders to contribute to the classroom, school, and community's effectiveness.	Ensures that all personnel to use culturally responsive and collaborative practices that engage all families to contribute to district, classroom, school, and community effectiveness, including but not limited to families with limited access to technology, and families whose home language is not English. Actively engages stakeholders from all segments of the community, including residents, municipal officials, and business leaders, in furthering the mission of the school and the district. Models this practice for others.
III-B- Sharing-Responsibility	Does not ensure that administrators are identifying student learning and development needs and working with families to address them.	Encourages administrators to work with families to address students struggling academically or behaviorally, but does not consistently monitor these activities to ensure that student needs are being met, either within or outside of schools.	Monitors adherence to district-wide policies and practices that promote continuous collaboration with families to support student learning and development both at home and at school, as evidenced by: <ul style="list-style-type: none"> the collaborative identification of each student's academic, social, emotional, and behavioral needs; and connecting families to the necessary resources and services within the school and the community to meet students' learning needs. 	Empowers all administrators to regularly collaborate with families to address each student's academic, social, emotional, and behavioral needs, and to access as-needed necessary services within and outside of schools to address these needs. Monitors these processes to ensure all student needs are being met. Models this practice for others.

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

STANDARD IV: Professional Culture

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards	<p>Does not encourage high standards of teaching and learning or high expectations for achievement among administrators, as evidenced by:</p> <ol style="list-style-type: none"> 1. a failure to develop or articulate the district's mission or core values; and 2. an inability or unwillingness to lead administrator leadership meetings that inform school and district matters. 	<p>May articulate high standards for teaching and learning, but expectations are inconsistently applied throughout the district, as evidenced by:</p> <ol style="list-style-type: none"> 1. Mission and core values are present but may not reflect district-wide buy-in, or are rarely used to inform decision-making. 2. Meetings: Leads administrator leadership meetings that address matters of consequence but may not result in meaningful decision-making. 	<p>Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <ol style="list-style-type: none"> 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. 	<p>Established a district-wide commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <ol style="list-style-type: none"> 1. Mission and core values: Collaborates with educators and community members to develop, secure and/or promote core values and an aligned mission, and to use them to guide decision making. 2. Meetings: Empowers administrators to share responsibility for leading team meetings that address important district matters, and foster collaborative learning and problem-solving around instructional leadership issues. <p>Models this practice for others.</p>

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D. Continuous Learning	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices. Does not reflect on leadership practice or demonstrate new ways of thinking about administration and leadership.	Encourages administrators and teams to reflect on the effectiveness of instruction and student learning and use data and best practices to adapt practice, but does not monitor administrators in these practices to ensure consistency or efficacy. Occasionally reflects on their own leadership practice.	<p>Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, and theory to continuously adapt instruction and achieve improved results, as evidenced by:</p> <ul style="list-style-type: none"> Supporting regular opportunities for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning, and Engaging in their own continuous learning to improve leadership practice. <p>Models these behaviors in their own practice.</p>	<p>Develops, nurtures, and models a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results, as evidenced by:</p> <ul style="list-style-type: none"> Empowering all administrators to collaborate and share knowledge and skills of best practices that improve student learning within their own buildings, and Regularly reflecting on and improving their own leadership practice in order to develop new approaches to improve overall district effectiveness.
IV-E. Shared Vision	Does not engage stakeholders in the creation of or commitment to a shared educational vision, such that the vision is not one in which all students will be prepared to succeed in postsecondary education and become responsible citizens and community contributors.	Engages some administrators, staff, students, families, and community members in developing and committing to a shared educational vision focused on student preparation for college and career readiness, civic engagement, responsible citizenship, and community contributions, but stakeholder engagement is limited and/or the vision is unrepresentative of the district community.	Continuously engages all stakeholders in the creation of (or commitment to) a shared educational vision focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship. ¹	<p>Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around student preparation for college and careers, civic engagement, community contributions, and responsible citizenship. Ensures alignment of school and district goals to this vision. Models this practice for others.</p>

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

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

210 Station Avenue

South Yarmouth, Massachusetts 02664-3026

MAIN OFFICE
(508) 398-7630
FAX: 398-7635

GUIDANCE & COUNSELING
(508) 398-7650
FAX: 398-7602

KENDRA BENNETT
Principal


ELIZABETH AMBROSINI
JOSHUA CLARKIN
ARIANA KMIEC
Assistant Principals

CRAIG EVANS
Dean of Students

MARY O'CONNOR
Athletic Director

MEMORANDUM

TO: Dr. Marc Smith
Superintendent of Schools

FROM: Mrs. Kendra Bennett 
Principal

DATE: January 10, 2024

RE: Gifts

Teodolinda Gonzalez-Osorio and Douglas Bashaw have made a donation of the following items to our school for the Dennis-Yarmouth High School WAVE2 program:

<u>Donation</u>	<u>Quantity</u>	<u>Value</u>
TIANSE Binding Machine, 21-Holes, 450 Sheets, Comb Binding Machines with Starter Kit 100 PCS 3/8" Comb Binding Spines, Comb Binder Machine Book Maker Perfect for Letter Size, A4, A5 or Smaller Sizes	1	\$49.00
Laminator 13 Inch Wide with Laminating Sheets 50pcs, Laminator Machine Hot and Cold, Thermal Laminator for A3 A4 A5 A6 with Paper Trimmer, Corner Rounder for Home Office School Use.	1	\$58.00
Amazon Basics Clear Thermal Laminating Plastic Paper Laminator Sheets - 11.5 x 9.0-Inch, 100-Pack.	1	\$12.30

On behalf of our students and teachers, I ask that you accept this gift. Thank you.

Douglas Bashaw

5 Elwood Rd.
West Harwich, MA 02671
857-285-1320
rebar4@gmail.com

December 10, 2023

Kendra Bennett
Principal
Dennis Yarmouth Regional High School

Dear Ms. Bennett,

Please accept the binding machine, laminator, etc. as a donation for the WAVE 2 vocational program.

1-TIANSE Binding Machine, 21-Holes, 450 Sheets, Comb Binding Machines with Starter Kit 100 PCS 3/8" Comb Binding Spines, Comb Binder Machine Book Maker Perfect for Letter Size, A4, A5 or Smaller Sizes

2- Laminator 13 Inch Wide with Laminating Sheets 50pcs, Laminator Machine Hot and Cold, Thermal Laminator for A3 A4 A5 A6 with Paper Trimmer, Corner Rounder for Home Office School Use.

3- Amazon Basics Clear Thermal Laminating Plastic Paper Laminator Sheets - 11.5 x 9.0-Inch, 100-Pack.

\$ 58.00 LAMINATOR

\$ 49. 00. BINDING MACHINE

\$ 12. 30 PLASTIC PAPER LAMINATOR PAPER SHEETS

\$.119.30

Sincerely yours,

Douglas Bashaw

DENNIS-YARMOUTH REGIONAL SCHOOL DISTRICT
Minutes of a School Committee Meeting
Monday, January 22, 2024

A Dennis-Yarmouth Regional School Committee meeting was held on Monday, January 22, 2024, at the Dennis-Yarmouth Intermediate/Middle School in South Yarmouth, Massachusetts.

Members Present: Jeni Landers, Chairperson; Jennifer Rose, Vice Chairperson; Marilyn Bemis, Secretary; Tomas Tolentino, Treasurer; Student Representative Rose-Anna Joachim; Student Representative Isabella Power.

Members not Present: Phillip Morris; Joseph Tierney; Joe Glynn.

Others Present: Dr. Marc Smith, Superintendent of Schools; David Flynn, Assistant Superintendent for Finance and Operations; Maria Lopes, Assistant Superintendent of Student Services and Instruction; Eileen Whalen, Recording Secretary to the School Committee; Kevin Depin, Principal, Ezra H. Baker Innovation School; Beth Hollister, Michelle Dunn, DYEA; Kevin Lennon, Chief, Yarmouth Police; Chris Flanagan, State Representative; Kip Diggs, State Representative; Annie Catalano and Danny Rodriguez, Yarmouth Substance Awareness Committee; Julianne Bonwit; Laura Maryn.

At 6:35 p.m., Jeni Landers, Chairperson, called the meeting to order.

Chair Landers asked for a vote from the Committee to change the order of the agenda, specifically, replacing the School Building Committee Report with comments from State Representatives Chris Flanagan and Kip Diggs. On a motion by Tomas Tolentino, seconded by Marilyn Bemis, and carried unanimously 4-0 it was

VOTED: To change the order of the agenda.

Reports and Discussions

Student Representatives Report – Rose-Anna Joachim and Isabella Power

Isabella reported on happenings at the high school, including the recent performance of Peter and the Wolf with Superintendent Smith as the Narrator. First semester ends on Friday; it is a half day for the high school. Rose-Anna reported that Poetry Out Loud was extremely well attended and a wonderful event. She also reported on the winter sports season.

Yarmouth Substance Awareness Committee Presentation

Annie Catalano and Danny Rodriguez

Ms. Catalano began the presentation; she is co-chair along with Danny Rodriguez. She explained their mission; they meet the second Wednesday of the month in a hybrid format. She gave a brief history; they work with a recovery support navigator to help people with substance issues. Danny Rodriguez is from the Duffy Center. He spoke of a social media presence being very important; also, they received remediation funds; peer relationship models are very important. They are involved with many community events such as Overdose Awareness Day in

August; Drop In Nights; the Mobile Unit. They also said that they are seeking a student voice for their committee.

Chair Landers thanked them for their presentation; she would like to know if there is a way to track the impact of the program. Most recently they joined health classes. Mr. Tolentino thanked them for their presentation; agrees with the need to get back into the schools. Ms. Landers asked the student representatives to think about suggesting a student to join the committee. Rose-Anna suggested that a psychology class might be a natural and comfortable setting for them to come to; particularly Mr. Hatch's class.

Superintendent Smith thanked them for their presentation citing D-Y's specific needs and challenges.

Tentative FY25 Budget

Superintendent Marc Smith

Assistant Superintendent David Flynn

Dr. Smith announced that because only four School Committee members are present for tonight's meeting, there will be no vote on the tentative budget. He then reviewed the budget presentation which was part of the School Committee packet including overall goals and factors influencing the FY25 budget.

Mr. Flynn continued the presentation; he reviewed the district spending of the ESSER funds; positions that were funded by ESSER, including salary and benefits, will now need a new funding source. He then reviewed the budget timeline. He said that the January 2024 enrollment was the highest in ten years. He said that 67% of our students identify as high needs. State aid availability will be updated on Wednesday.

Dr. Smith continued the presentation with the steps that have been taken so far including right sizing class sizes throughout the district; making recommendations about programs not providing results; looking for other offsets; level funding most non-contractual obligations; and making assumptions for state revenue. He then went over additions and reductions. We need to continue to meet the needs of our students. Chair Landers asked about the reduction in School Resource Officers from 4 to 2; Dr. Smith said that part of the challenge as a regional school district we carry all of the costs including benefits.

Mr. Flynn said the amount now budgeted equals a 7.68% increase. There are still many variables and assumptions.

Dr. Smith said that the Finance Subcommittee met recently. No one wants reductions; there has to be a middle ground. The towns would like increases to not exceed 2 ½%; although the school district is not required to do this.

Chair Landers said there should be no cuts for cuts sake; finding efficiencies, consolidating services, getting the right budget is what is important.

Ms. Bemis asked about salaries and ESSER funding; were these necessary so that we could be fully open during COVID?

Dr. Smith said that the premise is correct, additional staffing was needed during COVID.

He said that the best education for our students while being a good steward of the taxpayer's money is what is important. What will help is normalizing class sizes among the three elementary schools. Can we provide the same level of service.

Mr. Tolentino also attended the recent Finance Subcommittee meeting. We do not want to cut service; we need to put out the best budget we can. We will need everyone's support.

Ms. Rose said that we have the highest enrollment in ten years; how can we take away positions.

Ms. Bemis said the cost of living is greater than 2.5%; this is an arbitrarily deflated figure.

Chair Landers reminded the Committee that there will be no budget vote at this meeting.

Subcommittee, Representatives, Liaison Report

State Representative Chris Flanagan and State Representative Kip Diggs

Mr. Flanagan thanked the Committee for the opportunity to speak and offer any support they may need; Mr. Diggs added that the students are our future and we must keep their best interests at heart.

School Committee Liaisons to the Boards of Selectmen

Yarmouth: No report.

Dennis: No report.

Superintendent's Report

Recognition of Donations and Acknowledgments

The superintendent acknowledged with thanks several donations to the Station Avenue Elementary School Community:

- Bill Holden of the Andrea Holden Fund for \$1500 in Stop & Shop gift cards;
- Cape Light Compact for sponsoring an entire SAE family this season;
- The SAE PTO for \$300 worth of Stop & Shop gift cards; \$150 in Old Navy gift cards; and \$150 in Target gift cards;
- The Yarmouth Police Department for sponsoring two students for lunch, fun at Ryan Family Amusements; and \$150 worth of shopping for each child at Kohl's;
- The Yarmouth Rotary for their annual holiday party for ten SAE and ten MES families including \$100 in gifts and a Stop & Shop gift card;
- The Yarmouth Food Pantry provided 15 holiday meals for both Thanksgiving and Christmas;
- SAE staff provided gift items for over 30 SAE "angels."
- SAE parents donated for SAE families in need;

- Cape Cod Ambassadors; Cape Cod Foster Care Closet and Katelyn's Closet have donated needed clothing;
- The Fill-a-Backpack Program has supplied backpacks and school supplies for 34 students.

Dr. Smith also wished to acknowledge Yarmouth Food Pantry's letter to Mr. Crowell thanking the staff and students at Station Avenue Elementary School for their generous donation of the proceeds of their food drive, the Power of One, to the Pantry.

The superintendent acknowledged with thanks several organizations who made donations such as gift cards, wrapped toys, meals, extra food bags, water bottles, student shopping experiences, and winter jackets to the Marguerite E. Small School Community during the holidays:

- The First Congregational Church of Yarmouth;
- The Rotary Party;
- Bright Lights;
- Cape Kids Meal;
- Andrea Holden Foundation;
- Shop with a Cop;
- Ernie Ray and the Mount Horeb Lodge;
- Bass River Civic Association and Anne Marie Carlson;
- Harwich Food Pantry and Ms. Duggan;
- Fill-a-Backpack;
- Katelyn's Closet.

Safety Team Update (connects to Superintendent Goal #4)

Superintendent Smith updated the Committee on the Safety Team. He said there is a new member on the team, Deputy Chief Tony Kent. He met the deputy chief when he was at the Baker School for an unplanned drill; it was very interesting seeing the drill unfold. Establishing an incident command structure is very important and not something that is being done right now at the school level. Safety team members are being tasked at each school to find out who needs basic level training.

Consent Agenda

On a motion by Tomas Tolentino, seconded by Jennifer Rose, and carried unanimously 4-0 it was

VOTED: To approve the following items as presented in the Consent Agenda:

Donations:

Move to accept several donations to the Station Avenue Elementary School community as per Mr. Crowell's January 5, 2024 memo.

Move to accept several donations to the Marguerite E. Small Elementary School community as per Ms. Carlson's January 18, 2024 memo.

Minutes

January 8, 2024

Bills and Requisitions

The warrants were signed by the Committee.

Calendars

The upcoming calendars were reviewed.

Public Comment

Chair Landers said that an additional school committee meeting will likely be necessary.

Julianne Bonwit is a Dennis resident and parent; she is very concerned about the proposed staff cuts. She asked if the proposed positions work directly with students. She feels there are enough administrators. She will support the schools.

Michelle Dunn said that in looking at the proposed cuts she does not see any at Central office. She also mentioned the additional staff positions that have been added at Central office including a Human Resources Director and a Director of Health Services. She is concerned about the fact that enrollment is at a ten year high.

Yarmouth Police Chief Kevin Lennon is concerned about the proposed elimination of two School Resource Officers. He said that one of the four officers, Alex Xiarhos, is not funded by the school district.

Laura Maryn does not want the School Resource Officers to be cut.

Adjournment

At 8:40 p.m., on a motion by Tomas Tolentino, seconded by Jennifer Rose, and carried unanimously 4-0; it was

VOTED: To adjourn the meeting.

Minutes recorded and prepared by,

Eileen M. Whalen, Assistant Secretary

February 2024

January '24

S M T W T F S
 1 2 3 4 5 6
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 14 15 16 17 18 19 20
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 28 29 30 31

March '24

S M T W T F S
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 31

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	31	1	2	3
4	5 SC Meeting 6:30	6	7	8	9	10
11	12 SC Meeting 6:30	13	14	15	16	17
18	19 February Vacation	20 February Vacation	21 February Vacation	22 February Vacation	23 February Vacation	24 February Vacation
25	26	27	28	29	1	2
3	4	Notes				

