

**KING PHILIP REGIONAL SCHOOL COMMITTEE**  
**AGENDA**  
**REGULAR SESSION**  
**February 24, 2025**  
**KING PHILIP REGIONAL HIGH SCHOOL - MEDIA CENTER**  
**201 FRANKLIN STREET WRENTHAM MA 02093**  
**7:00 PM**

**1. CALL TO ORDER** -Pledge of Allegiance

-Recorded by Wrentham Cable 8

**2. ROLL CALL OF COMMITTEE MEMBERS**

**3. DELEGATIONS and VISITORS**

Dr. Rich Drolet, Mr. Larry Azer, Ms. Colleen Terrill, Ms. Lisa Moy, Mr. Michael Bois,  
Ms. Barbara Snead, Mr. Josh Wolloff, Mr. Aidan Shaughnessy, Ms. Venessa Petit

**4. CONVENE INTO EXECUTIVE SESSION**

Purpose of Executive Session:

No. 3: To discuss strategy with respect to collective bargaining or litigation if an open  
Meeting may have a detrimental effect on the bargaining or litigating position  
of the public body and the chair so declares

-Approval of Executive Session Minutes January 27, 2025

**A.R.**

**5. PUBLIC COMMENT**

Anyone interested in commenting on an agenda item during the meeting or making a  
statement during the public comment period is asked to complete an information card  
and hand it to Ms. Venessa Petit, School Committee Secretary.

**CONSENT AGENDA**

**6. CONSENT AGENDA ITEMS:** *All items listed below are considered to be routine  
and will be enacted by one motion if action is required. There will be no separate  
discussion of these items unless a member of the committee so requests, in which event  
the item will be considered in its normal sequence:*

-Draft January 27, 2025 Minutes

**A.R.**

-Draft February 3, 2025 Minutes

-Payment of Bills/Warrants

-Communications

**7. STUDENT COUNCIL REPORT**

Student Council Report - Mr. Aiden Shaughnessy

**I.O.**

**8. REPORTS AND RECOMMENDATIONS OF THE SUPERINTENDENT**

Superintendent's Update I.O.  
Assistant Superintendent's Update I.O.

**9. UNFINISHED BUSINESS**

KP School Committee Bylaws (first read) I.O.  
FY 2026 Athletics User Fees A.R.

**10. NEW BUSINESS**

Jazz Ensemble (Essentially Ellington) Overnight Field Trip  
New York, NY 5/7/25-5/11/25 A.R.  
KPTA MOU - Early Retirement Incentive A.R.  
FY25 Budget Update I.O.  
SEPAC and District's Introduction of the New Massachusetts Department of  
Elementary and Secondary Education Individualized Education Program (IEP) I.O.  
King Philip Regional School District Membership in The Education  
Cooperative, effective July 1, 2025, and to approve and accept the TEC  
Collaborative Agreement accordingly A.R.

**11. REPORTS FROM SUBCOMMITTEES**

Superintendent Evaluation Subcommittee I.O.

**12. REPORTS FROM SCHOOL COMMITTEE MEMBERS**

Norfolk School Committee Representative: Ms. Sheldon I.O.  
Plainville School Committee Representative: Ms. Sharpe I.O.  
Wrentham School Committee Representative: Ms. Greaney I.O.

**13. LATE COMMUNICATIONS**

**14. REPORTS OF SPECIAL COMMITTEES**

**15. RECOMMENDATIONS OR QUESTIONS FROM INDIVIDUAL COMMITTEE MEMBERS**

**16. ADJOURNMENT** A.R.

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

# King Philip High School

## School Committee Report

Submitted by Ashley Cleverdon

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Monday, February 24th, 2025

### School-Wide

The school community recently returned from winter break, and we hope everyone had a restful and enjoyable time off.

### Sports

Our sports teams are nearing the end of their seasons and preparing to compete in the playoffs. Many teams have taken this time to honor their hardworking seniors during games and matches, recognizing their unmatched leadership and dedication. On February 7th, the girls' track and field team secured 3rd place at the Hockomock Championship, while the boys' team achieved several personal and season bests. As championship season approaches, updates on the teams' accomplishments will continue to be shared with the School Committee.

### Clubs

#### KP Cares

The club recently completed its Luminary Fundraiser to honor its founder, who passed away from cancer in 2017, and to raise money for the Henry Carr Scholarship established in his name. Throughout February, their members celebrated Kindness Month by offering simple daily tasks to promote kindness within the community. Volunteers assisted at Gilly's House Musical Bingo on Saturday, February 8 and members made Valentine's Day cards for the Norfolk Senior Center on Monday, February 10.

#### Model UN

From February 7th to 9th, King Philip High School's Model UN Delegation attended the 2025 BOSMUN Conference, hosted by Boston University at the Marriott Copley Hotel. Alongside 2,500 high school students from across the country, the delegates represented various United Nations countries and debated a wide range of pressing global issues. The delegation looks forward to closing out its competition season with the Boston College High School conference on March 1st.

#### Student Council

On Valentine's Day, the Student Council distributed pink lemonade to students and faculty in the bus lobby and during this time voting for the annual Valentine's Day cake baking competition took place. On February 4th, many students attended the winter SEMASC conference at Bishop Feehan High School, where Johanna Regan ran for president. Despite facing strong competition, she thrived and had a great experience, even though the outcome was not what was hoped for. The council is incredibly proud of her hard work and dedication and looks forward to seeing her continue to grow with the knowledge she gained throughout the process. Additionally,

members will be attending the MASC conference in early March to further develop their leadership skills at a state-level conference.

Follow the following social media accounts--@kpcare, @kpstuco, @kphighschool, @kphsathletics and Arbiter Live for sports schedules.



w/Edits

## DISTRICT BY-LAWS

### ARTICLE I THE DISTRICT

1. Name -The name of the District shall be "King Philip Regional School District."
2. Office -The office of the District shall be located at such place with-in the District as shall from time to time be determined by vote of the District School Committee.

### ARTICLE II THE SCHOOL COMMITTEE

1. School Committee - In accordance with the General Laws of the Commonwealth of Massachusetts, the King Philip Regional School District Committee is the agent of the Commonwealth and the duly constituted authority for the King Philip Regional School District in all matters relating to the organization and administration of the schools of the King Philip Regional School District.
2. Powers and Duties - The Commonwealth shall carry out the provisions of the General Laws of the Commonwealth with regard to its responsibility for the maintenance and the operation of the schools of the King Philip Regional School District. The Committee shall act as a committee of the whole and individual members shall make no commitments for the Committee, except when executing an assignment ordered by vote of the Committee at its duly held meeting.
3. Sub-Committees - Sub-committees of the School Committee may be appointed by the Chairman of the District Committee and assigned to investigate specific situations and report on them to the School Committee. Such sub-committees may advise the Committee but may not determine policy and shall automatically be discharged when their specific assignments have been completed unless previously discharged by the Chairman.

### ARTICLE III OFFICERS-ELECTION, APPOINTMENT AND DUTIES

1. Officers The officers of the District Committee shall be Chairman, a Vice-Chairman, a Treasurer and a Secretary. The Chairman and Vice-Chairman shall be chosen by ballot at the annual meeting of the District School Committee from among its members and shall hold office for one (1) year and until their successors are duly elected. The District School Committee shall appoint a Treasurer and a Secretary who may be the same person but who need not be a member of the Committee and who shall have such term of office as said Committee shall fix by vote at a regular meeting.
2. Should the office of the Chairman become vacant, the District School Committee shall elect by ballot a successor at the next regular meeting, provided, however, that if at that time there is a vacancy on the School District Committee, such election shall be postponed until there are no vacancies in the membership of said Committee. In the event that a vacancy shall occur in the office of Treasurer or Secretary, the District School Committee shall fill the vacancy by appointment at its next regular meeting by a majority vote of the Committee.

*King Philip Regional School District*

3. Chairman - The Chairman shall preside at all meetings of the District. Except as otherwise authorized by vote of the District, the Chairman shall sign all contracts, deeds and other instruments made by the District.
4. Vice-Chairman - The Vice-Chairman shall perform the duties of the Chairman in the event of the absence or incapacity of the Chairman and in case of a vacancy in the office of the Chairman until such vacancy is filled.
5. Treasurer- The Treasurer shall sign all orders and checks for the payment of money and shall payout and disburse such monies under the direction of the District School Committee, except as otherwise authorized by a vote of said Committee. The District School Committee may by vote designate one or more members to countersign such orders or checks and may from time to time qualify, change or cancel any such designation. The Treasurer shall give bond for the faithful performance of his duties.
6. Secretary - The Secretary shall keep records of the District Committee and shall have custody of its seal, shall act as Secretary of meetings of the District School Committee, record all votes and keep a record of the proceedings of said Committee in a minute book to be kept for such purposes and shall perform all duties incident to the office of Secretary. The Secretary shall have power to affix the seal to all contracts and instruments authorized to be executed by the District School Committee when so directed by the Chairman.
- At any regular or special meeting in the absence of the Secretary, a Secretary pro tem may be appointed from among the members of the District School Committee to carry out the above enumerated duties in the absence of the Secretary.
7. Absence of Officers At any regular or special meeting in the absence of the Chairman and Vice-Chairman, a Chairman pro tem may be appointed from among the members of the District School Committee to carry out the above enumerated duties.
8. Additional Personnel The District School Committee may, from time to time, appoint or employ such personnel as it deems necessary in order to conduct the business of the schools of the King Philip Regional School District.

#### ARTICLE IV MEETINGS - TIME, PLACE AND REGULATIONS

1. General Provisions - Annual meetings and regular meetings of the District School Committee shall be held at such time and place as may be originally designated or subsequently changed by vote of the Committee at any regular or special meeting called for that purpose. All meetings shall be held at the office of the District in the absence of the specific designation of some other meeting place by the Committee. In the event that the date of any annual or regular meeting as provided in any such vote shall fall on a Sunday or legal holiday, the meeting shall be held on the next succeeding secular day at the time and place designated in the vote.



2. Annual Meetings - The annual meeting of the District School Committee shall be held for the purpose of electing officers and the appointment of permanent sub-committees and for the conduct of such other business as may come before the meeting. *Such Meeting shall take place at the first School Committee Meeting following graduation of the senior class*
3. Regular Meetings - Regular meetings of the District School Committee shall be held on the first and third Monday of each month for the transaction of business of the School District. Meetings will commence at 7:00 P.M. and adjourn at 10:00 P.M.\*, unless extended by a majority vote. One meeting will be held in each of the following months: December, February, April, June, and July. *September*  
*Additional Meetings may be scheduled if deemed necessary by the Chairman*  
\* Voted January 3, 1977
4. Special Meetings - The Chairman of the District may when he deems it expedient and shall, upon written request of two members of the District School Committee, call a special meeting of said Committee for the purpose of transacting any business designated in the call. Notice for a special meeting shall be delivered in hand, or by telephone, to the members of the District School Committee by the Secretary at least twenty-four (24) hours prior to the meeting time or shall be mailed to the members' home address postmarked at least forty-eight (48) hours (exclusive of Sundays or legal holidays) before the time of such special meeting. The notice except that if all members of the District School Committee are present at a special meeting or if any absent member shall have first waived notice of the time and place and purpose of that special meeting in writing which shall then be on file with the Secretary, any business may be transacted at such special meeting.
5. Adjourned Meetings - A regular or special meeting may be adjourned to a subsequent date providing adequate notice of the meeting is given as is specified in paragraph 2 and 3 of this article.
6. Meeting Quorum - At any regular meeting or special meeting, the quorum of the Committee for the transaction of business shall consist of five (5) members, of whom at least one (1) member shall be from each member town.
7. Order of Business - At meetings of the District School Committee the order of business shall be as established by the written agenda except that the order of business may be altered by the Committee if there is no individual objection or by vote if the request for a change in the order of business is contested.
8. Voting Procedure - All votes shall be recorded and shall be ~~copied in a Minute Book of the District School Committee kept~~ by the Secretary. All votes shall be recorded by the Secretary in a manner setting forth each member's name, the vote that they cast and those members abstaining.
9. Procedure - The Committee's approved policies and regulations in accordance with the General laws of the Commonwealth shall govern all conduct of the Committee meetings and in the absence of any specific policies or regulations, Roberts' Rules of Order, Revised, shall govern the proceedings therein.

10. Public Attendance at Meetings -

All meetings of the School Committee for the official transaction of business shall be open to the public except that the Committee, may, by vote of the Committee, meet in an Executive Session in accordance with Chapter 39, Section 23A of the General laws of the Commonwealth. Time may be reserved at regular meetings of the Committee for audience of citizen groups, and any citizens wishing an audience with the Committee shall make arrangements in advance with the Chairman of the Committee and in his absence with the Superintendent of the King Philip Regional School District.

ARTICLE V AMENDMENTS

1. Amendments to The by-laws of this District Committee may be amended only by the By-laws affirmative vote of at least five (5) members of the District School Committee, of whom at least one shall be from each member town, and any meeting held for this purpose, each member of the Committee shall have received notice in writing of the substance of the proposed amendments by mail, postmarked at least seven (7) days prior to the meeting held for the purpose of amending the by-laws.
2. Amendment and The policies and regulations of the District Committee may be suspended Suspension of or amended in the same fashion and by the same procedure as the by-laws Policies and may be amended in accordance with the provisions contained in the Regulations preceding paragraph.

ARTICLE VI BUDGET

Additional Budget Items or Subjects. No new items or subjects shall be added to the succeeding fiscal year budget after February 14 of the preceding year except by a 75% majority vote of those present at the School Committee meeting.

*The Committee may at their discretion may provide the opportunity for public comment at the beginning of each meeting. A maximum of 15 minutes will be available with no more than 3 minutes for individual comments. The committee will not respond to such comments but may take them under advisement for future meetings.*



## **DISTRICT BY-LAWS**

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ARTICLE VI BUDGET

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February 24, 2025 -First Read

***King Philip Regional School District***





## KING PHILIP REGIONAL SCHOOL DISTRICT

18 KING STREET, NORFOLK, MA 02056

PHONE: (508) 520-7991 FAX: (508) 520-2044

**DATE:** FEBRUARY 11, 2025

**TO:** RICH DROLET, SUPERINTENDENT OF SCHOOLS  
KING PHILIP REGIONAL SCHOOL COMMITTEE

**CC:** GARY BROWN, ATHLETIC DIRECTOR  
NICOLE BOTTOMLEY, HIGH SCHOOL PRINCIPAL

**FROM:** LARRY AZER, DIRECTOR OF FINANCE & OPERATIONS

**RE:** FY 2026 ATHLETICS USER FEES

As discussed at the public budget hearing on February 3<sup>rd</sup> and again with the Finance Subcommittee on February 10<sup>th</sup>, we recommend an increase to the athletics user fee of \$100 per sport per student-athlete for FY 2026. There will continue to be no fees assessed for unified sports and there will continue to be a waiver process for students who seek them.

Along with an increase of \$127,000 in the general fund line item for athletics, this fee increase would raise approximately \$100,000 which would cover the rising costs of the athletics program.

The proposed athletics user fees would be the following, if approved:

Current Fee	Proposed Fee	Sports	
\$200	\$300	Cross-Country	Field Hockey
		Indoor Track	Lacrosse
		Outdoor Track	Soccer
		Cheerleading	Volleyball
\$300	\$400	Golf	Football
		Tennis	Softball
		Wrestling	Swimming
		Baseball	
\$400	\$500	Basketball	Alpine Skiing
		Gymnastics	
\$500	\$600	Ice Hockey	

Please let us know if you have any questions regarding this proposal. Thank you for your consideration of this matter.

# KING PHILIP REGIONAL SCHOOL DISTRICT OVERNIGHT FIELD TRIP CHECKLIST

Date Submitted:	2/4/25
School Organization	Jazz Ensemble I
Teacher/Advisor:	Mr. Keough/Mr. Wolloff
Destination (City/State/Lodging)	New York, NY
Purpose of Field Trip	Essentially Ellington Festival and Competition
Mode of Transportation/Company	Bloom Bus Inc
Departure: date/time/arrival time/place	May 7th, 2025 TBD
Return: date/time/arrival time/place	May 11th, 2025 TBD
Lodging: (name and location)	Sheraton Lincoln Harbor Hotel 500 Harbor Boulevard, Weehawken, NJ
Number of students	20
Names of chaperones (Please note: All Chaperones need to have current CORI on file with KPRSD*)	Mr. Keough, Mr. Wolloff, Adela Medina-Nerney
Cost per student and indicate how the costs involved will be paid	TBD, Student payment and fundraising
Has the trip occurred previously? If so, describe.	Yes, group participated in Essentially Ellington last year.



\*All CORI forms need to be completed in person at the Superintendent's office with a photo I.D. (Chaperones may be required to be fingerprinted per policy ADDA.)

\* All travel requests must be received in the Superintendent's Office at least ten (10) days prior to a regular school committee meeting. Meeting dates are posted on the website.

\*One request per form, please.

\*You may attach any additional information you think will be relevant

\*Even if there is no cost to the district or student, ALL costs of the trip (transportation, lodging, mileage, meals, etc.) should be listed under the const section.

**Principal's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Approval:**    **Yes** \_\_\_\_\_    **No** \_\_\_\_\_

**Superintendent's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Approval:**    **Yes** \_\_\_\_\_    **No** \_\_\_\_\_

**School Committee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Approval:**    **Yes** \_\_\_\_\_    **No** \_\_\_\_\_



**FY 2025  
Budget**



**King Philip Regional School District**  
February 10, 2025

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**Friendly Reminder**

**The FY 2025 budget  
was adopted in  
March 2024.**



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# Revenue

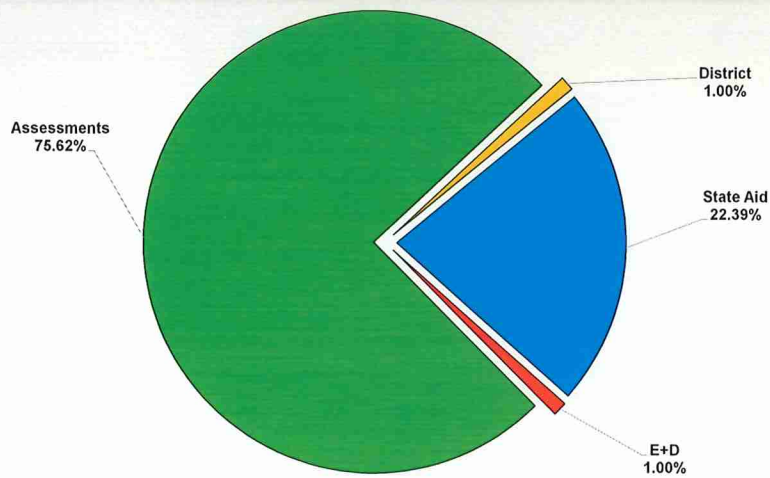


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## FY 2025 Revenue Budget



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## FY 2025 State Aid Comparison

	Budget	YTD Actual	Remaining	\$ Balance	% Balance
Chapter 70	7,944,040	4,722,217	3,367,011	145,188	+1.83%
Charter Reimbursement	251,280	138,501	104,037	(8,742)	-3.48%
Transportation Reimbursement	790,977	10,000	790,977	10,000	+1.26%
TOTALS	8,986,297	4,870,718	4,262,025	146,446	+1.63%

- Chapter 70 balance represents an additional \$74 per pupil included in final state budget after final KP budget was adopted and approved.

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## FY 2025 District Revenue Comparison

	Budget	YTD Actual	Remaining	\$ Balance	% Balance
Medicaid Reimbursement	200,000	89,701	110,299	- 0 -	- 0 -
Interest Income	200,000	108,869	91,131	- 0 -	- 0 -
Other	- 0 -	11,621	- 0 -	11,621	∞
TOTALS	400,000	210,191	201,430	11,621	+2.91%

- Medicaid reimbursement continues trend from recent years.
- Interest income continues trend from previous year.
- "Other Revenue" is from eRate reimbursement.

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## FY 2025 Revenue Comparison

	Budget	YTD Actual	Remaining	\$ Balance	% Balance
Assessments	30,355,326	15,177,663	15,177,663	- 0 -	- 0 -
Debt Service	1,461,751	730,876	730,876	- 0 -	- 0 -
State Aid	8,986,297	4,870,718	4,262,025	146,446	+1.63%
District	400,000	210,191	201,430	11,621	+2.91%
E+D	400,000	- 0 -	400,000	- 0 -	- 0 -
GRAND TOTALS	41,603,372	20,989,448	20,771,993	158,067	+0.38%
OPERATING BUDGET	40,141,623	20,258,572	20,041,118	158,067	+0.39%

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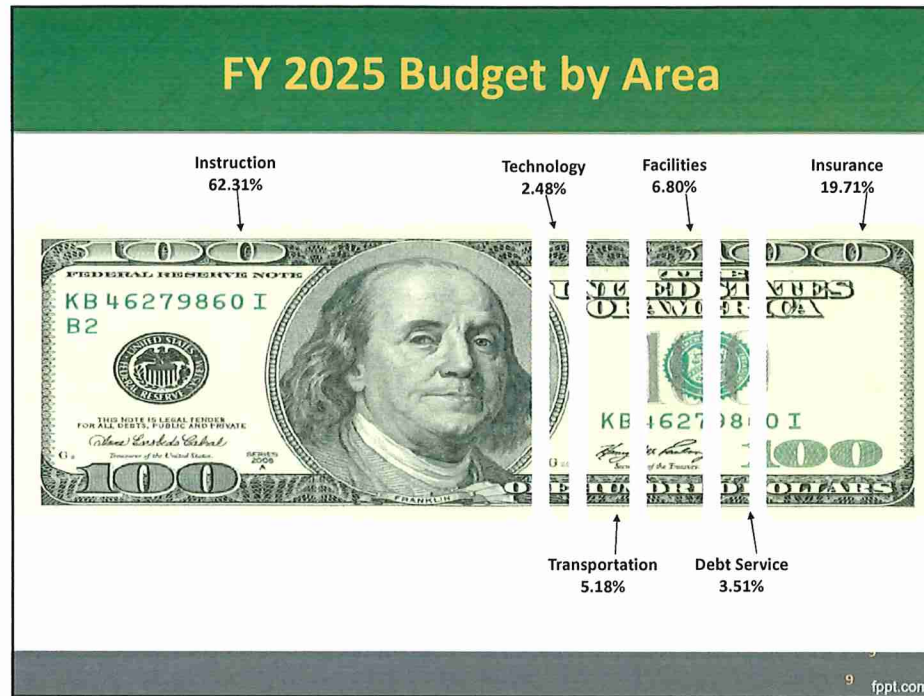
## Expenses



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### FY 2025 Expenditure Summary

	Budget	YTD Actual	Encumbered	Unencumbered	\$ Balance	% Balance
Instruction	25,929,554	12,655,393	12,348,966	650,120	275,075	+1.06%
Technology	1,039,354	605,981	170,493	142,074	120,806	+11.62%
Transportation	2,155,100	1,035,980	1,324,575	85,000	(290,455)	-13.48%
Facilities	2,833,511	1,664,101	1,114,205	171,096	(115,891)	-4.09%
Insurance	8,184,103	5,096,186	79,563	2,661,177	347,176	+4.24%
Debt Service	1,461,750	1,197,500	264,250	- 0 -	- 0 -	- 0 -
<b>GRAND TOTALS</b>	<b>41,603,372</b>	<b>22,255,140</b>	<b>15,302,051</b>	<b>3,709,468</b>	<b>336,712</b>	<b>+0.81%</b>
<b>OPERATING BUDGET</b>	<b>40,141,622</b>	<b>21,057,640</b>	<b>15,037,801</b>	<b>3,709,468</b>	<b>336,712</b>	<b>+0.84%</b>

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## FY 2025 Budget Notes

- **Transportation:**

- Special education in-district and out-of-district 8% increase this year
- McKinney-Vento (homeless) trending \$100k over budget
- Using \$250k from transportation reimbursement reserve fund

- **Facilities:**

- MS HVAC trending \$51k over budget
- HS plumbing trending \$34k over budget
- Electricity trending \$60k under budget

- **Insurance & Benefits:**

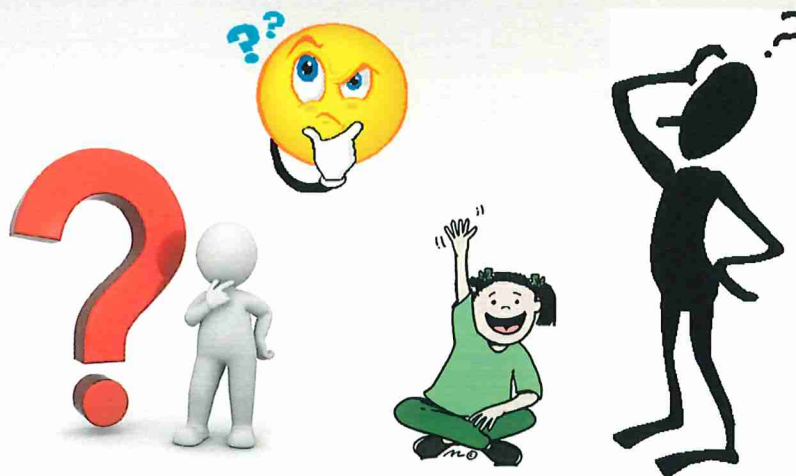
- Health insurance trending \$350k under budget



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## Questions?



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FY 2025 Budget vs Actuals 2-5-25  
Area

Row Labels	Category	Revised Budget \$	YTD Actual \$	Encumbered \$	Current Balance \$	Unencumbered \$	Projected Balance \$	Percent Available
		<b>A</b>	<b>B</b>	<b>C</b>	<b>(A - B - C)</b>	<b>E</b>	<b>(D - E)</b>	<b>(F / A)</b>
Instruction	Salary	20,575,469	10,142,624	9,785,570	647,274	284,703	362,572	1.76%
	Expense	5,354,085	2,512,768	2,563,395	277,922	365,418	(87,496)	-1.63%
Instruction Total		25,929,554	12,655,393	12,348,966	925,196	650,120	275,075	1.06%
Technology	Salary	338,494	200,504	128,169	9,821		9,821	2.90%
	Expense	700,860	405,477	42,324	253,059	142,074	110,985	15.84%
Technology Total		1,039,354	605,981	170,493	262,880	142,074	120,806	11.62%
Transportation	Expense	2,155,100	1,035,980	1,324,575	(205,455)	85,000	(290,455)	-13.48%
Transportation Total		2,155,100	1,035,980	1,324,575	(205,455)	85,000	(290,455)	-13.48%
Facilities	Salary	924,401	671,309	373,553	(120,461)	(41,714)	(78,747)	-8.52%
	Expense	1,909,110	992,792	740,652	175,666	212,810	(37,144)	-1.95%
Facilities Total		2,833,511	1,664,101	1,114,205	55,205	171,096	(115,891)	-4.09%
Insurance	Expense	8,184,103	5,096,186	79,563	3,008,353	2,661,177	347,176	4.24%
Insurance Total		8,184,103	5,096,186	79,563	3,008,353	2,661,177	347,176	4.24%
Debt Service	Expense	1,461,750	1,197,500	264,250	0	0	0	0.00%
Debt Service Total		1,461,750	1,197,500	264,250	0	0	0	0.00%
Grand Total		41,603,372	22,255,140	15,302,051	4,046,180	3,709,468	336,712	0.81%
OPERATING BUDGET ONLY		40,141,622	21,057,640	15,037,801	4,046,180	3,709,468	336,712	0.84%



FY 2025 Budget vs Actuals 2-5-25  
Budget by Area

INSTRUCTION		A	B	C	(A - B - C)		(D - E)	(A - B - C)	
Function	Description	Revised Budget	YTD Actual	Encumbered	Current Balance	Unencumbered	Projected Balance	Current Balance	Current Balance
					(8,914)	1,981	(10,895)	(10)	
1110	School Committee Expenses	89,168	44,423	53,659	(8,914)	1,981	(10,895)	(10)	
1210	Superintendent's Office	275,106	182,045	95,225	(2,164)	650	(2,814)	(6)	
1220	Assistant Superintendent	78,719	89,482	52,692	(63,455)	(61,987)	(1,468)	(3)	
1410	Finance & Business	280,126	167,449	105,121	7,556	6,742	815	(7)	
1420	Human Resources, Benefits & Personnel	204,048	119,710	80,080	4,258	9,282	(5,025)	(1)	
1430	Legal Services for School Committee	27,500	27,255	5,245	(5,000)	0	(5,000)	(2)	
2110	Curriculum Directors, Supervisory	1,275,431	670,144	417,617	187,670	55,888	131,782	(20)	
2120	Department Heads, Non-Supervisory	90,000	0	87,409	2,591	0	2,591	(7)	
2210	School Building Leadership, Principal	1,344,401	813,119	501,527	29,755	38,217	(8,462)	(24)	
2305	Classroom Teachers	12,988,532	5,992,385	6,513,864	482,282	104,983	377,300	2.90%	
2320	Medical & Therapeutic Services	369,225	190,105	300,310	(121,189)	54,850	(176,039)	-47.68%	
2324	Substitutes, Long Term	0	102,070	30,596	(132,667)	0	(132,667)	0.00%	
2325	Substitutes, Short Term	215,000	120,144	0	94,856	127,061	(32,205)	-14.98%	
2330	Paraprofessionals & Instructional Assistants	1,423,793	748,005	625,478	50,309	76,450	(28,141)	-1.98%	
2340	Librarians & Media Center	62,341	28,773	33,568	0	0	0	0.00%	
2354	Professional Development, Teacher Stipends	47,150	10,953	11,449	24,748	18,173	6,576	13.95%	
2356	Professional Development, General Expenses	111,225	51,854	3,570	55,801	56,401	(600)	-0.54%	
2410	Textbooks, Software, Media & Materials	74,917	35,722	3,355	35,840	19,506	16,334	21.80%	
2415	Other Instructional Materials	11,405	8,005	853	2,546	1,426	1,120	9.82%	
2420	Instructional Equipment	17,305	19,089	277	(2,061)	6,217	(8,278)	-47.84%	
2430	General Supplies	174,079	119,809	12,784	41,485	38,089	3,397	1.95%	
2440	Other Instructional Services	124,237	121,771	38,710	(36,244)	35,231	(71,475)	-57.53%	
2453	Instructional Hardware - Other	111,520	68,455	36,903	6,162	11,616	(5,454)	-4.89%	
2710	Guidance Counselors	1,396,155	642,377	674,881	78,897	1,473	77,424	5.55%	
2800	Psychological Services	436,051	227,017	216,746	(7,712)	2,186	(9,898)	-2.27%	
3200	Health Services	336,413	172,006	155,838	8,569	822	7,747	2.30%	
3510	Athletics	574,934	574,934	0	0	0	0	0.00%	
3520	Other Student Activities	382,093	190,551	149,655	41,887	51,487	(9,600)	-2.51%	
3600	School Security	112,000	39,795	29,423	42,782	27,000	15,782	14.09%	
5150	Employee Separation Costs	25,000	937	0	24,063	25,000	(937)	-3.75%	
5500	Other Fixed Charges	15,000	2,134	2,866	10,000	5,000	5,000	33.33%	
9100	Programs with Other Mass. Districts	57,600	28,800	28,800	0	0	0	0.00%	
9110	School Choice Tuition	313,927	208,638	0	105,289	125,970	(20,681)	-6.59%	
9120	Charter School Tuition	817,824	452,060	0	365,764	281,864	83,900	10.26%	
9300	Tuition to Non-Public Schools	2,684,182	1,439,456	1,425,486	(180,760)	0	(180,760)	-6.73%	
9400	Tuition to Collaboratives	1,856,605	945,924	654,974	255,707	0	255,707	13.77%	
9600	Circuit Breaker Offset	(2,473,458)	(2,000,000)	0	(473,458)	(473,458)	0	0.00%	
	SUB-TOTALS	25,929,554	12,655,393	12,348,966	925,196	650,120	275,075	1.06%	

FY 2025 Budget vs Actuals 2-5-25  
Budget by Area

TECHNOLOGY									
Function	Description	Revised Budget	YTD Actual	Encumbered	Current Balance	Unencumbered	Projected Balance	% Available	
1450	Technology: District-Wide	120,000	101,323	385	18,292	10,195	8,097	6.75%	
2250	Technology: School-Based	156,810	129,461	9,862	17,487	18,355	(868)	-0.55%	
2451	Technology: Instructional Hardware - Devices	249,250	100,746	2,750	145,754	77,427	68,327	27.41%	
2455	Technology: Instructional Software	9,600	10,267	0	(667)	0	(667)	-6.95%	
4400	Technology Salaries	338,494	200,504	128,169	9,821	0	9,821	2.90%	
4450	Technology Expenses	165,200	63,679	29,327	72,194	36,097	36,097	21.85%	
	SUB-TOTALS	1,039,354	605,981	170,493	262,880	142,074	120,806	11.62%	

TRANSPORTATION									
Function	Description	Revised Budget	YTD Actual	Encumbered	Current Balance	Unencumbered	Projected Balance	% Available	
3300	Student Transportation	2,155,100	1,035,980	1,324,575	(205,455)	85,000	(290,455)	-13.48%	
	SUB-TOTALS	2,155,100	1,035,980	1,324,575	(205,455)	85,000	(290,455)	-13.48%	

FACILITIES									
Function	Description	Revised Budget	YTD Actual	Encumbered	Current Balance	Unencumbered	Projected Balance	% Available	
4110	Custodial Services	794,993	584,059	305,498	(94,565)	(26,822)	(67,743)	-8.52%	
4120	Heating	285,000	165,245	119,755	0	0	0	0.00%	
4130	Utilities	770,500	240,484	463,601	66,414	14,500	51,914	6.74%	
4210	Maintenance of Grounds	283,482	172,440	87,810	23,232	49,438	(26,206)	-9.24%	
4220	Maintenance of Buildings	605,536	383,497	111,837	110,203	166,867	(56,664)	-9.36%	
4225	Building Security Systems	16,500	9,342	6,765	393	1,833	(1,440)	-8.73%	
4230	Maintenance of Equipment	77,500	49,966	18,939	8,595	24,347	(15,753)	-20.33%	
4300	Extraordinary Maintenance	0	0	0	0	0	0	0.00%	
7300	Acquisition of Equipment	0	0	0	0	0	0	0.00%	
7390	Acquisition of Equipment	0	59,067	0	(59,067)	(59,067)	0	0.00%	
7400	Replacement of Equipment	0	0	0	0	0	0	0.00%	
7500	Acquisition of Vehicles	0	0	0	0	0	0	0.00%	
7600	Replacement of Vehicles	0	0	0	0	0	0	0.00%	
	SUB-TOTALS	2,833,511	1,664,101	1,114,205	55,205	171,096	(115,891)	-4.09%	



FY 2025 Budget vs Actuals 2-5-25  
Budget by Area

**INSURANCE & BENEFITS**

Function	Description	Revised Budget	YTD Actual	Encumbered	Current Balance	Unencumbered	Projected Balance	% Available
5100	Retirement Contributions	1,349,556	1,224,477	11,454	113,625	137,382	(23,757)	-1.76%
5200	Insurance - Active Employees	5,199,755	2,789,852	23,345	2,386,558	2,057,057	329,501	6.34%
5250	Insurance - Retired Employees	1,392,792	869,553	7,000	516,239	466,239	50,000	3.59%
5260	Non-Employee Insurance	242,000	212,304	37,764	(8,068)	500	(8,568)	-3.54%
	<b>SUB-TOTALS</b>	<b>8,184,103</b>	<b>5,096,186</b>	<b>79,563</b>	<b>3,008,353</b>	<b>2,661,177</b>	<b>347,176</b>	<b>4.24%</b>

**DEBT SERVICE**

Function	Description	Revised Budget	YTD Actual	Encumbered	Current Balance	Unencumbered	Projected Balance	% Available
8100	Debt Service, Principal	1,355,000	1,130,000	225,000	0	0	0	0.00%
8200	Debt Service, Interest	106,750	67,500	39,250	0	0	0	0.00%
	<b>SUB-TOTALS</b>	<b>1,461,750</b>	<b>1,197,500</b>	<b>264,250</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>

**GRAND TOTALS**

Description	Revised Budget	YTD Actual	Encumbered	Current Balance	Unencumbered	Projected Balance	% Available
INSTRUCTION	25,929,554	12,655,393	12,348,966	925,196	650,120	275,075	1.06%
TECHNOLOGY	1,039,354	605,981	170,493	262,880	142,074	120,806	11.62%
TRANSPORTATION	2,155,100	1,035,980	1,324,575	(205,455)	85,000	(290,455)	-13.48%
FACILITIES	2,833,511	1,664,101	1,114,205	55,205	171,096	(115,891)	-4.09%
INSURANCE & BENEFITS	8,184,103	5,096,186	79,563	3,008,353	2,661,177	347,176	4.24%
DEBT SERVICE	1,461,750	1,197,500	264,250	0	0	0	0.00%
<b>SUB-TOTALS</b>	<b>41,603,372</b>	<b>22,255,140</b>	<b>15,302,051</b>	<b>4,046,180</b>	<b>3,709,468</b>	<b>336,712</b>	<b>0.81%</b>

FY 2025 revenue 2-7-25

Category	Description	Budget	YTD Actual	Amount Due	Balance
Assessments	Norfolk	10,673,768	5,336,884	5,336,884	0
	Plainville	8,048,435	4,024,218	4,024,218	0
	Wrentham	11,633,123	5,816,562	5,816,562	0
Assessments Total		30,355,326	15,177,663	15,177,663	0
Debt Service	Norfolk	519,400	259,700	259,700	0
	Plainville	385,004	192,502	192,502	0
	Wrentham	557,347	278,674	278,674	0
Debt Service Total		1,461,751	730,876	730,876	0
State Aid	Chapter 70	7,944,040	4,722,217	3,367,011	145,188
	Charter Reimb	251,280	138,501	104,037	(8,742)
	Transportation	790,977	10,000	790,977	10,000
State Aid Total		8,986,297	4,870,718	4,262,025	146,446
District	Interest	200,000	108,869	91,131	0
	Medicaid	200,000	89,701	110,299	0
	eRate		9,648		9,648
	Other		1,973		1,973
	E+D	400,000	0	400,000	0
District Total		800,000	210,191	601,430	11,621
Grand Total		41,603,374	20,989,448	20,771,993	158,067
OPERATING BUDGET ONLY		40,141,623	20,258,572	20,041,118	158,067

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**Please print this email: Feb. 24 School Committee Mtng**

1 message

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**Richard Drolet** <droletr@kingphilip.org>  
To: Venessa Petit <petitv@kingphilip.org>

Thu, Feb 13, 2025 at 7:02 AM

Rich Drolet, Ed.D.  
Superintendent

----- Forwarded message -----

From: **Lisa Moy** <moyl@kingphilip.org>  
Date: Thu, Feb 13, 2025 at 12:25 AM  
Subject: Re: Feb. 24 School Committee Mtng  
To: Richard Drolet <droletr@kingphilip.org>

Informational only, no vote

SEPAC and District's Introduction of the New Massachusetts Department of Elementary and Secondary Education Individualized Education Program (IEP).

Here is an excerpt from Section 3 of Chapter 71B that pertains to PACs:

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

On Wed, Feb 12, 2025 at 11:01 PM Richard Drolet &lt;droletr@kingphilip.org&gt; wrote:

Hi Lisa,

I have you slated to give an information only update (nothing needs a SC vote, right?) at the next Feb. 24th School Committee Mtng. I will have it say, "SEPAC Update on new IEP" but if it needs to be changed or listed as something else in the agenda (as needed by TFM reviewers), please let me know by this Friday morning at 10 AM, as I am meeting with Jim and Eric to set the agenda at that time. Thanks!

Rich

Rich Drolet, Ed.D.  
Superintendent

--

Lisa M. Moy (she/her/hers)  
Director of Student Services





Richard Drolet &lt;droletr@kingphilip.org&gt;

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**One more step**

4 messages

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**Emily Parks** <eparks@tec-coop.org>  
To: Richard Drolet <droletr@kingphilip.org>

Wed, Feb 19, 2025 at 10:51 AM

Hi Rich,

One small snafu, but easily addressed...I have a record of your SC voting to explore membership. However, DESE requires that your SC vote to accept the Collaborative Agreement before the Commissioner signs it. Could you put that on your next SC agenda and then send me the record of the vote? The approved agreement is attached.

Feel free to call me if you have any questions.

Thanks!

Emily



Emily J. Parks  
Executive Director  
[eparks@tec-coop.org](mailto:eparks@tec-coop.org) 781.352.5711  
[www.tec-coop.org](http://www.tec-coop.org)  
141 Mansion Drive, Suite 200,  
East Walpole, MA 02032  
*Together we create more possibilities*

Please be advised that the Massachusetts Attorney General has determined that email is a public record.

---

 **TEC Collaborative Agreement 2025-07-01 Approved.pdf**  
480K

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**Richard Drolet** <droletr@kingphilip.org>  
To: Emily Parks <eparks@tec-coop.org>

Wed, Feb 19, 2025 at 10:58 AM

Yes, I will do that. I'll put it on our agenda for Monday night, February 24th. Is there specific wording I should have it read on our SC agenda? Otherwise, I would just have it say, "TEC Collaborative Agreement"....let me know ASAP if it should read/be worded as something else. Thanks.

Rich  
[Quoted text hidden]

---

**Emily Parks** <eparks@tec-coop.org>  
To: Richard Drolet <droletr@kingphilip.org>

Wed, Feb 19, 2025 at 11:03 AM

Hi,

To cover all the bases, I would suggested:

Motion for King Philip Regional School District to become a member of The Education Cooperative, effective July 1, 2025, and to approve and accept the TEC Collaborative Agreement accordingly.

Thanks,

Emily



**Emily J. Parks**

**Executive Director**

[eparks@tec-coop.org](mailto:eparks@tec-coop.org) 781.352.5711

[www.tec-coop.org](http://www.tec-coop.org)

141 Mansion Drive, Suite 200,

East Walpole, MA 02032

*Together we create more possibilities*

Please be advised that the Massachusetts Attorney General has determined that email is a public record.

[Quoted text hidden]

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**Richard Drolet** <drolet@kingphilip.org>

Wed, Feb 19, 2025 at 11:08 AM

To: Emily Parks <eparks@tec-coop.org>

Sounds good to me. Thanks.

Rich

[Quoted text hidden]



## **COLLABORATIVE AGREEMENT**

Effective July 1, 2025



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The School Committees of Canton, Dedham, Dover, Dover/Sherborn, Framingham, Holliston, Hopkinton, King Philip Regional, Medfield, Medway, Millis, Natick, Needham, Norwood, Sharon, Sherborn, Walpole, Wayland and Westwood, Massachusetts, (hereinafter referred to as “Member Districts”), acting for and on behalf of said Towns and Regions respectively, enter into this Collaborative Agreement (hereinafter referred to as “Agreement”) for the purposes authorized by M.G.L. c. 40, § 4E which includes the formulation and provision of educational programs and services on a collaborative basis among the Member Districts. This Agreement and any subsequent amendments hereto, shall not take effect unless and until approved by the school committees of the Collaborative’s member districts and approved by the Massachusetts Board of Elementary and Secondary Education (referred to as “BESE”), upon recommendation by the Commissioner of the Department of Elementary and Secondary Education (“Commissioner”).

After the approval of the Member Districts and BESE, this Agreement will replace the original Agreement, dated 1979-80, and most recently amended June 20, 2020, and will become effective upon July 1, 2025.

## **ARTICLE I – MISSION, OBJECTIVES, FOCUS AND PURPOSES**

### **A. Mission Statement**

The Education Cooperative (hereinafter referred to as “TEC”) actively develops and coordinates educational and organizational programs to meet the needs of member communities and their students.

### **B. Objectives**

The overall objectives of TEC include:

1. To enhance and expand learning opportunities to meet the diverse needs of all students; 2. To enhance and expand professional development that meets and anticipates Member Districts’ needs; 3. To strengthen our relationships and partnerships with member and non-member communities, and 4. To improve our ability to provide proactive support to TEC programs.

### **C. Focus/Purposes**

Notwithstanding any other provision of these articles, TEC is organized exclusively for educational purposes, as specified in Section 501 (c) (3) of the Internal Revenue Code, and shall not carry on any activities not permitted to be carried on by any entity exempt from Federal income tax under said code. No substantial part of the activities of TEC shall be carrying on of propaganda, or otherwise attempting to influence legislation, or participating in, or intervening in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.



TEC does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, disability, or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges and courses of study. TEC is an Equal Opportunity Employer. This Agreement will permit TEC to focus on the continuation of programs and services supplied under previous Agreements among the Member Districts. Said programs and services supplement and strengthen the education programs and services offered by each Member District. The cost-savings aspects of said programs and services include the effective apportionment of expenses and budgetary items among all participants. These expenses would be significantly greater for each Member District if it were required to establish and fund each program and service individually.

## ARTICLE II – GOVERNANCE

### A. Name

The entity hereby established shall be known and referred to as The Education Cooperative, a Massachusetts Educational Collaborative established under the authority of M.G.L. c. 40, § 4E, as amended.

### B. Formation and Duties of TEC Board

All programs conducted pursuant to this Agreement shall be approved, undertaken and administered by an Education Collaborative Board, which shall be known as the Board of Directors of The Education Cooperative (hereinafter referred to as “the Board”). The Board’s membership shall consist of one school committee representative or Superintendent from each Member District (hereinafter referred to as “appointed representative(s)”). Each appointed representative will be annually appointed and will have one (1) vote. In addition, the Commissioner shall appoint an individual to serve as a liaison from the Department of Elementary and Secondary Education (hereinafter referred to as “DESE”) to the Board. Appointed representatives shall not delegate their powers or send a representative in their place as a voting member.

The Board shall manage TEC and shall be responsible for providing fiduciary and organizational oversight and accountability over the operation of TEC. The Board shall be vested with all authority and responsibilities provided to it by M.G.L. c. 40, § 4E and 603 CMR 50.00 and all acts and regulations amendatory thereof, including but not limited to the following:

1. It is the function and responsibility of the Board to formulate and maintain policies for TEC, including but not limited to policies relative to personnel, students, finance and internal controls, and health and nursing, to hire all staff, and to ensure compliance with applicable state and federal laws and regulations, including M.G.L. c. 40, § 4E and 603 CMR 50.00.

2. The Education Cooperative shall be a public entity.
3. The Board shall be responsible for:
  - a. ensuring adherence to this Agreement and progress toward achieving the purposes and objectives set forth in the Agreement;
  - b. determining the cost-effectiveness of programs and services offered by TEC;
  - c. determining the appropriateness and cost-effectiveness of any borrowing, loans, or mortgages, in accordance with Article VIII; and
  - d. approving all borrowing and the purchase and sale of real estate in accordance with Article VIII.
4. The Board has standing to sue and be sued to the same extent as a city, town, or regional school district.
5. The Board is a public employer, shall hire all employees of TEC, and ensure that all employees possess the necessary and required credentials and approvals, including, but not limited to, those required by M.G.L. c. 71, § 38G, 603 CMR 7.00, M.G.L. c. 74, 603 CMR 4.00, and all acts and regulations amendatory thereof.
6. The Board shall hire an Executive Director to oversee and manage the operation of TEC; a Business Manager, or an employee with responsibilities similar to those of a town accountant, to oversee TEC finances; at least one school nurse to support TEC programs; and a Treasurer, who shall annually give bond consistent with the requirements of M.G.L. c. 40, § 4E. The Board shall ensure that there is segregation of duties between the Executive Director, Treasurer, and Business Manager, and that these employees shall not serve as a member of the Board or as an officer or employee of any related for-profit or non-profit organization as defined in M.G.L. c. 40, § 4E. The Board shall review the Executive Director's and Treasurer's performances annually.
7. The Board shall be vested with the authority to enter into agreements with Member and Non-Member Districts, or other collaboratives to establish mutually beneficial programs and services or pricing arrangements.
8. The Board shall be responsible for ensuring that any borrowing, loans, or mortgages is cost-effective, necessary to carry out the purposes for which the Collaborative is established, in the best interest of the Collaborative and its Member Districts, and consistent with the terms of this Agreement, including the provisions of Article VIII.
9. Each appointed representative must complete the training required by DESE as outlined in M.G.L. c. 40, § 4E, 603 CMR 50.05, and 603 CMR 50.12(3). Should an appointed representative fail to complete the required training within the timelines set in law and regulations, the Member District shall automatically become an inactive member of the Board, shall not count towards a quorum, and shall not have voting rights on the Board, but shall continue to have all other rights and obligations of membership. The Member District shall become an active member and voting rights shall be reinstated once the appointed representative completes the training or a new representative is appointed.
10. Each appointed representative shall be responsible for providing timely information and updates to its appointing Member District(s) on TEC activities, as outlined in M.G.L. c. 40, § 4E and 603 CMR 50.04(2), and for providing other information as required or requested.

11. Appointed representatives shall be public employees subject to M.G.L. c. 268A. No appointed representative shall serve on the board of directors or as an officer or employee of a related for-profit or non-profit organization, as defined in M.G.L. c. 40, § 4E, as most recently amended. The Executive Director, Treasurer, and Business Manager shall not serve as an appointed representative, or as an officer, or employee of any related for-profit or non-profit organization. No employee of an educational collaborative shall be employed at any related for-profit or non-profit organization.
12. The Board shall ensure that an annual report for the preceding fiscal year be prepared, and upon approval by the Board and no later than January 1 of each year, submit such report to the Commissioner and the chair of each member district.
13. The Board shall establish and maintain an internet website in accordance with M.G.L. c. 40, § 4E, which shall include, at a minimum:
  - a. a list of the appointed representatives on the Board;
  - b. copies of the minutes of open meetings held by the Board;
  - c. a copy of the Agreement and any amendments;
  - d. a copy of the Annual Report and Annual Independent Audit required by M.G.L. c.40, § 4E, and 603 CMR 50.08; and
  - e. contact information for key TEC staff members.

### C. Authority to Contract

With the approval of the Board, the Executive Director may contract for the purchase of supplies and materials and for the services of such persons as it deems necessary in order to carry on its functions. The Executive Director, acting on behalf of and with approval of the Board, may contract with corporations, individuals, associations, agencies, and/or any other entities in order to obtain and provide services for a Member District(s).

The Board may apply, through an appropriate vote, for state, federal, corporate or foundation grants, and may enter into contracts to obtain the funds necessary to carry out the purpose for which TEC was established.

### D. Meetings and Notice

The Board shall hold at least six (6) meetings per fiscal year. A “fiscal year” is defined as the period commencing July 1 and ending the following June 30. Notice of each Board meeting and agenda shall be provided in accordance with the Massachusetts Open Meeting Law, M.G.L. c. 30A, §§ 18-25, and posted on the TEC website. All meetings shall be subject to such Open Meeting Law. Duplicate notice of such meetings shall be sent to the appointed representatives of each Member District at least three (3) days, with the exclusion of Saturday, Sunday and holidays, before such meeting, unless such meeting shall have been scheduled by the Board at a previous meeting and notice of such scheduling shall have been given to all appointed representatives absent. The Executive Director, or designee, will act as Executive Secretary to the Board. The Executive Director shall attend all Board meetings but shall not be entitled to a vote.



E. Minutes

Minutes of each Board meeting will be taken in accordance with the Massachusetts Open Meeting Law, M.G.L. c. 30A, §§ 18-25. Minutes will be approved by the full Board at an open meeting and then posted on the TEC website.

F. Quorum

A majority of the appointed representatives serving on the Board shall constitute a quorum for all purposes.

G. Minimum Vote for Action

The affirmative vote of the majority of the appointed representatives present at any meeting of the Board shall be required to decide any question, including the adjournment of a meeting.

H. Board Officers

The Board shall annually organize itself by electing a Chairperson, and Vice-Chairperson by a majority vote of the appointed representatives present at the first Board meeting of the year. The Chairperson, by vote of the Board, may appoint subcommittees as needed to make recommendations to the Board concerning policies. These subcommittees shall be subject to Massachusetts Open Meeting Law, M.G.L. c. 30A, §§ 18-25.

I. Compliance with Policies of the DESE

It is the intention of this Agreement to fully comply with the policies and procedures of DESE, in accordance with 603 CMR 50.00.

J. Compliance with M.G.L. c. 40, § 4E

It is the intention of this Agreement to fully comply with M.G.L. c. 40, § 4E.

## ARTICLE III – BUDGETS

A. Annual Budget Preparation and Assessment of Costs

1. The Board shall annually determine the collaborative budget consistent with the timelines, terms, and requirements in M.G.L. c. 40, § 4E, regulations promulgated by BESE, and this Agreement.
2. By March 31 of each year, the Board shall propose a budget for the upcoming fiscal year. The budget shall identify all of the programs or services to be offered by TEC in the upcoming fiscal year and the corresponding costs.
3. The budget shall contain all planned financial activity for the upcoming fiscal year and support TEC's mission

statement, and long and short-range goals.

4. Expenditures from grant funds, trust funds and other funds not designated as general funds that, by law, may be expended by the Board without further appropriation shall be segregated in the budget.
5. The general fund budget shall segregate all operating expenditures, capital expenditures, debt service payments, and deposits to capital reserve.
6. The budget shall be classified into such line items as the Board shall determine, but shall, at a minimum, delineate amounts for operating expenditures, including, administration, instructional and rental expenses and capital expenditures, including debt service payments and deposits to capital reserve.
7. The budget shall include the methodology used to determine tuition prices for students from Member and Non-Member Districts as well as the methodology to determine fees for services and membership dues. Non-Member District tuitions will be set at no more than 30% above the Member District tuitions as determined by the Board annually during the budget process. This surcharge will be used, in addition to the Member District assessment, to offset the total administrative cost of TEC. All tuitions and fees will be based on the total cost of providing TEC's programs, including administration, divided by the number of students or users expected to enroll in each program or service.
8. As applicable, capital costs shall be included in the budget and built into the total costs of the programs. Capital costs will be built into the tuition(s) and/or fee(s) of the program(s) and/or service(s) that will benefit from the capital expenditure.
9. Membership dues, if assessed, shall be assessed to each Member District on July 1st of each year. The amount will be assessed based on a set amount shared equally amongst all member districts as determined by the Board. This set amount will be reduced based on the pro rata population of the total number of TEC Member District special education students in TEC programs on December 1st of the previous year and as determined annually by a majority vote of the Board. The membership dues, in addition to the Non-Member District surcharge, will offset the total administrative cost of TEC.

#### B. Presentation to Board

The proposed budget shall be presented at a public meeting and notice shall be provided to each Member District ten (10) working days before the date of the Board meeting at which the proposed meeting will be discussed.

#### C. Board Approval

At a Board meeting at least ten (10) working days following the Board meeting at which the budget was first proposed, the Board shall approve, by at least majority vote, the budget for the upcoming fiscal year. Notice of the Board meeting will be given to each Member District and the public, consistent with the Open Meeting Law, and no less than ten (10) working days before the date of the Board meeting.

#### D. Transmitting the Budget and Payment Terms

1. The Treasurer shall certify and transmit the budget and the tuition rates, membership dues, payment terms, and fees for services for the upcoming fiscal year to each Member District no later than June 30th of the preceding fiscal year.
2. The Collaborative shall submit invoices to all districts for services and tuitions on a quarterly basis. Invoices will be mailed thirty (30) days prior to payment being due.
3. Membership dues will be invoiced annually on July 1st.
4. Fees for services, dues and tuitions shall be paid within thirty (30) days from invoicing.

#### E. Budget Amendments

All budget amendments shall be proposed at a public meeting of the Board. Any amendment that does not result in an increase in tuition rates, membership dues, or fees for services shall be approved by the Board by a majority vote. Any amendment to the budget that results in an increase in the tuition rates, membership dues, or fees-for services shall be:

1. Reported to the Member Districts by the appointed representative for the Member District within ten (10) working days of the public meeting at which the amendment was first proposed;
2. Voted on by the Board at a second public meeting of the Board no earlier than thirty (30) working days after the Board meeting at which the amendment was first proposed; and
3. Adopted by a majority vote of the Board.

#### F. Transmittal of Budget Amendment

The Treasurer shall certify and transmit amended tuition rates, membership dues and fees for services to each Member District no later than ten (10) working days following the majority affirmative vote by the Board.

#### G. Procurement of Goods and Services

TEC is subject to M.G.L. c. 30B for the procurement of goods and services.

### **ARTICLE IV – PROGRAMS AND SERVICES**

#### A. Educational Programs

TEC shall provide educational programs and services which shall complement and strengthen the school programs of Member Districts and increase educational opportunities for children when it is determined that such programs and services can most effectively and/or economically be provided on a collaborative basis. In addition, TEC will continue to increase and expand its level of service in general education, occupational-vocational education, staff development and training, educator licensure programs, cooperative purchasing, online teaching and learning, and research and



development of innovative programs, consistent with M.G.L. c. 40, § 4E. TEC shall provide educational programs for special education students and may offer other programs and services as the Board may deem appropriate, consistent with M.G.L. c. 40, § 4E.

#### **B. Coordinating Services**

TEC shall provide such other coordinating services as permitted by applicable law and regulations, and as the Board may establish to be in the best interest of the Member Districts.

#### **C. Services to Non-Member Districts**

TEC shall offer educational or training programs or related services to selected non-Member Districts on an individual contract basis; provided, however, such educational or training programs or related services shall not result in an additional cost to any Member District.

#### **D. New Programs**

The Board may authorize the Executive Director the power to add new programs to meet specific needs of Member Districts that arise during the fiscal year, consistent with the requirements of M.G.L. c. 40, § 4E and 603 CMR 50.00.

### **ARTICLE V – CONDITIONS OF MEMBERSHIP**

#### **A. Attendance at Board Meetings**

Each appointed representative is expected to attend every Board meeting. In the event that an appointed representative is not able to attend, he/she shall notify the Executive Director or his/her designee of the absence. If the appointed representative misses one-half of the meetings within a fiscal year, the Board will notify the respective Member District. The school committee of the Member District will determine if a new appointed representative should be appointed to ensure representation on the Board.

No appointed representative on the Board shall serve as a member of a board of directors or as an officer or employee of any related for-profit or non-profit organization as defined in M.G.L. c.40, § 4E, as most recently amended.

No appointed representative shall receive an additional salary or stipend for his/her service as an appointed representative.

No appointed representative shall delegate his/her powers, or send a representative in his/her place as a voting appointed representative, and no Member District shall delegate the rights, responsibilities, or duties of its appointed representative to any other individual, unless the Member District is replacing the appointed representative with that individual.

### B. Removal

In the event that membership dues have not been paid and/or a Member District has in some way failed to meet the terms of this Agreement, written notice of possible suspension of voting rights shall be sent to the Member District by the Executive Director, on behalf of the Board. The Member District will have 45 calendar days from the date of the notice to respond in writing to the notice and resolve the issue(s) noted. In the event the issue(s) remains unresolved beyond the 45-day notice, the Board may suspend the voting rights of the Member District by a majority vote.

## **ARTICLE VI – DURATION, TERMINATION, WITHDRAWAL AND NEW PARTICIPATION**

### A. Effective Date of this Agreement

This Agreement shall become effective on July 1<sup>st</sup> after the approval of the Member Districts' School Committees, Member charter school boards and the BESE. This Agreement shall be effective following all requisite approvals and shall continue thereafter until such time as it is amended. No agreement or subsequent amendment shall take effect unless and until approved by the Member Districts and by the BESE, upon the recommendation of the Commissioner.

### B. Method of Termination of TEC

1. A Member District may request that the Board initiate proceedings to terminate this Agreement by giving notice to all other Member Districts and the Executive Director at least twelve (12) months before the end of the intended final year.
2. Within thirty (30) days of a request that the Board initiate termination proceedings, the Board shall discuss the request to terminate TEC, determine next steps and notify DESE.
3. A unanimous vote of the Board is required in order to initiate termination proceedings. Should the Board vote to initiate termination proceedings, notice must be provided to all Member Districts within ten (10) working days of such vote.
4. The Agreement shall be terminated at the end of any fiscal year following a unanimous vote in favor of termination by the school committees and/or charter school boards of the Member Districts.
5. The Agreement shall only be terminated at the end of a fiscal year.
6. Any vote to terminate TEC must be taken no less than one hundred eighty (180) days prior to its intended effective date.
7. The Executive Director shall notify the Member Districts, the Commissioner and DESE in writing at least two hundred twenty (220) days before the intended effective date of termination.
8. Following the affirmative votes of the Member Districts to terminate the Agreement, a final independent audit will take place and will be provided to all appointed representatives and Member Districts as well as to

the Commissioner, including an accounting of assets and liabilities (debts and obligations) of TEC and the proposed disposition of same.

9. Following the affirmative vote of the Member Districts to terminate the Agreement, the Board shall notify the Commissioner of the official termination date of TEC, and shall submit the documentation required by 603 CMR 50.11 to the Commissioner.
10. Prior to termination, the Board shall:
  - a. determine the fair market value of all assets for TEC, including, but not limited to, real estate, capital property, equipment and supplies owned by TEC;
  - b. determine the process for the appropriate disposition of federal/state funds;
  - c. identify the Member District responsible for maintaining all fiscal records;
  - d. identify the Member District responsible for maintaining employee and program records;
  - e. ensure records relating to individual students are returned to the sending school districts;
  - f. determine the means of meeting all liabilities (debts and obligations) of TEC, including obligations for post-employment benefits. All liabilities must be met by TEC before any monies are distributed to Member Districts; and
  - g. ensure the appropriate disposition of all assets of TEC, including any unencumbered funds held by the Collaborative, and any capital property and real estate owned by TEC. Unless the Board determines otherwise, all assets shall be sold and the monies shall be distributed to the Member Districts on a pro-rata basis based on the students enrolled in each district during the most recently completed fiscal year.
11. Should the DESE revoke and/or suspend the approval of the Agreement, the Board will follow all instructions from the Commissioner, and Sections VI.B.8-11, inclusive, shall be implemented to the extent these procedures are consistent with the order of the DESE terminating the Agreement.

### C. Withdrawal From this Agreement

Any Member District may withdraw from the Agreement as of July 1 by giving written notice by July 1st of the prior fiscal year. Said withdrawal notice shall be sent to the following: (1) the Chair of the School Committee of each participating Member District; (2) the School Superintendent of each Member District; (3) the Executive Director; and (4) the Board. Said withdrawal notice must also include the following: (1) Notification addressed to the chair of the Board and the Executive Director that the Member District has voted to withdraw from TEC with the effective date of withdrawal; and (2) A copy of the minutes from the school committee or charter school board meeting in which the Member District voted to withdraw from TEC.

Within thirty (30) days of notification of a Member District's intent to withdraw from TEC, the Executive Director must provide written notification of such intent to the Commissioner. An amendment shall be prepared in accordance with Article VIII to reflect changes in the Agreement caused as a result of the change in membership of TEC. The



Board must approve this amendment reflecting said withdrawal by a majority vote.

In order to be effective on July 1 of a fiscal year, the amendment must be approved to reflect the withdrawal of any Member District by the Member Districts and by the BESE by April 30 of the prior fiscal year.

Upon withdrawal, a former Member District shall not be entitled to any assets or a portion of any assets of TEC, including any surplus funds that may have been carried over from prior years and any capital reserve fund that may have been established by the Board.

The withdrawing school committee or charter school board must fulfill all of its financial obligations and commitments to TEC. A school committee or charter school board that has withdrawn from TEC will continue to be liable to TEC for its pro-rata share of any debts, claims, demands, or judgments against TEC, including obligations for post-employment benefits, incurred during the period of said school committee's or charter school board's membership, based on the number of students enrolled in the district during the last full fiscal year of membership.

Upon withdrawal, the withdrawing district will be reimbursed any funds prepaid to TEC by the Member District for tuition or services under M.G.L. c. 40, § 4E. The withdrawing district will not be reimbursed any surplus funds, if available.

The withdrawal of any Member District(s) at any time shall not affect the status of the Agreement and the same shall remain in full force and effect until specifically changed or amended by the Board, and approved by the Member Districts and the BESE.

If, after the withdrawal of a Member District(s), less than two Member Districts remain, the Board will initiate termination proceedings as provided in this Article.

#### D. New Member Districts

A school district, through its school committee, or charter school board, may become a member of TEC consistent with the following terms:

1. At least 180 days prior to the beginning of a new fiscal year, the prospective Member District shall submit to the Chair of the Board and the Executive Director of TEC notification of intent to join TEC and a copy of the school committee/charter school board minutes that indicates an affirmative vote of the committee/charter school board to seek membership in TEC.
2. Upon receipt of the prospective Member District's notification of intent to join TEC and the minutes, the Board will consider the request.

3. Upon a majority vote of the Board, the Agreement may be amended to add the new Member District.
4. The Agreement shall be amended consistent with Article XI.
5. The authorizing votes of the Member Districts' school committees may provide for the deferral of the admission of a new Member District until July 1 of the subsequent fiscal year.
6. The admission of a new Member District to TEC shall become effective only after the execution and delivery by the current Member Districts and the applicant school committee or charter school board of an amendment to the Agreement agreeing to be bound by all the terms and conditions thereof, and approval by the BESE.
7. A school committee or charter school board may be admitted to TEC as of July 1st of any fiscal year provided that all required approvals, including that of the BESE, are obtained by the preceding April 30th of the fiscal year prior to the fiscal year in which the new Member District is to be admitted to TEC.
8. Following the final approval for admission to the collaborative and continuing until the actual date of such admission, the school committee may designate a non-voting representative to the Board of Directors.

## ARTICLE VII – THE COLLABORATIVE FUND

### A. The TEC Fund

The Board shall establish and manage a fund to be known as The Education Cooperative Educational Collaborative Fund (hereinafter referred to as "the TEC Fund"). The TEC Fund is to be subject to the terms and conditions herein and as said Board shall determine.

### B. Financial Accounting for TEC Fund

TEC shall maintain a financial accounting system, in accordance with generally accepted accounting principles as prescribed by the governmental accounting standards board and any supplemental requirements prescribed jointly by the Commissioner and the Department of Revenue, in consultation with the state auditor. At a minimum, the financial accounting system shall delineate:

1. administration and overhead;
2. rental of real property;
3. program costs;
4. capital expenditures, including fixed assets, real property or the improvement of real property;
5. debt payments;
6. deposits into a capital reserve; and
7. all additional disclosures required in 603 CMR 50.08(2).

The TEC Fund shall be the depository of all monies paid by the Member Districts and Non-Member Districts, and all grants, gifts, or contracts from the federal government, state government, charitable foundations, private corporations,

or any other source; all such monies shall be paid directly to the Board and deposited in the TEC fund in compliance with M.G.L. c. 40, § 4E.

### C. Financial Statements of TEC Fund

The Board shall ensure that TEC annually, no later than January 1 of each year, prepares financial statements, including:

1. a statement of net assets (government-wide);
2. a statement of activities (government-wide);
3. a governmental funds balance sheet;
4. a governmental funds statement of revenues, expenditures, and changes in fund balance;
5. a general fund statement of revenues, expenditures and changes in fund balance, budget and actual;
6. a statement of fiduciary net assets;
7. a statement of changes in fiduciary fund net assets; and
8. a capital plan identifying current capital obligations or future planned capital projects.

### D. Independent Audit

The Board shall ensure that an independent audit is completed annually, and, upon the approval by the Board and no later than January 1 of each year, submit the audit report for the preceding fiscal year to the chair of each Member District, DESE and the State Auditor.

### E. Treasurer

The Board shall appoint a Treasurer upon such terms and conditions, including compensation for his services, as the Board may determine. The Treasurer may, but need not necessarily be, the Treasurer of a Member District. No member of the Board shall be eligible to serve as Treasurer. The Treasurer shall give bond annually for the faithful performance of his duties as Treasurer in a form approved by the Department of Revenue and in such sum, not less than the amount established by said Department of Revenue, as shall be fixed by the Board.

The Treasurer, subject to the direction of the Board, shall receive and disburse all money belonging to TEC without further appropriation.

The Treasurer may make appropriate investments of the money of TEC consistent M.G.L. c. 44, § 55B. All payments and investments must be approved by a majority vote the Board.

## ARTICLE VIII – BORROWING, LOANS AND MORTGAGES

### A. Process to Borrow Funds

TEC, by an appropriate vote of the Board, may borrow money or enter into short- or long-term agreements or mortgages, provided that all borrowing, loans and mortgages shall be discussed at a public meeting of the Board and the following terms shall apply:

1. the Board shall investigate options related to borrowing, loans and mortgages in order to determine that the terms related to any borrowing, loans and mortgages are the most favorable available at the time of the application;
2. the Board shall determine, at a public meeting, through a majority vote, that the terms related to borrowing, loans and mortgages are cost-effective, in the best interests of TEC and its Member Districts, consistent with the terms of the Agreement, consistent with standard lending practices, and are the most favorable available at the time of the application; and
3. the Board shall determine, at a public meeting, through a majority vote, that the borrowing, loans and mortgages are necessary to carry out the purposes for which TEC is established.

### B. Real Property

In the event that such borrowing loan or mortgage is for the acquisition or improvement of real property:

1. the Board shall discuss its intent to apply for a real estate mortgage at a public meeting of the Board prior to the meeting of the Board at which a final vote is taken;
2. the Board shall provide notice to each Member District within thirty (30) calendar days of applying for real estate mortgages; and
3. the Board shall approve such action by a majority vote.

## ARTICLE IX – SURPLUS FUNDS

Unexpended general funds, as defined in 603 CMR 50.00, at the end of the fiscal year, plus any previous year's surplus funds, as determined through the financial statements, will be considered cumulative surplus.

The determination of cumulative surplus shall not include funds deposited in a capital reserve as provided for in 603 CMR 50.07(10), funds deposited in trust in accordance with M.G.L. c. 32B, § 20, and any amounts prepaid for services or tuitions in accordance with M.G.L., c. 40, § 4E.

The Board will retain no more than 25 percent in cumulative surplus.



On an annual basis, after the Board has discussed the audit results of the previous fiscal year, the Board shall approve, by majority vote, the final dollar amount of the cumulative surplus.

The Board shall annually determine whether such surplus funds are within the established 25 percent limit, and whether the funds will be retained by TEC or whether all or some portion will be refunded to the Member Districts.

In the event an amount is to be refunded to the Member Districts, each Member District share will be apportioned in accordance with the average student membership enrolled at TEC from each district during the most recently completed fiscal year.

## ARTICLE X - CAPITAL RESERVE

The Board may create a capital reserve fund to support costs associated with the acquisition or improvement of fixed assets, including real property, with a unit cost of \$5,000 or greater and a useful life of one year or more.

Similar items purchased together or items to be used as one system, which total \$5,000 or greater in aggregate, should also be capitalized.

In order to create a capital reserve fund

- a. a capital plan must be developed and approved by the Board;
- b. 2/3 vote of the Member Districts must approve the establishment of the capital reserve fund; and
- c. the request for approval must state the reason for the reserve and a limit on the balance that may be held in the reserve. 603 CMR 50.07 (10).

Deposits and expenditures from the capital reserve fund must be included in the budget and may be used only for the project or purpose stated in the capital plan.

## ARTICLE XI – AMENDMENT AND SEVERANCE

### A. Amendment

Any voting appointed representative, Member District, or the Executive Director may propose an amendment to the Agreement. The proposed amendment shall be presented in writing to the Executive Director of TEC and the Chair of the Board. Prior to the Board meeting at which the amendment is first discussed, the Executive Director shall cause copies thereof to be sent to all appointed representatives and the chairs of the school committees of the Member

Districts, with notice as to the time and place of the first reading of the proposed amendment.

Following the first reading of any proposed amendment and any changes as requested by the Board, the Executive Director shall submit the proposed amendment to the DESE for initial review. Following DESE review, the Executive Director shall make such changes as the DESE requires. The Executive Director shall cause copies of the revised amendment to be sent to all appointed representatives and the chairs of the Member Districts with notice as to the time and place of the second reading of the amendment. The proposed amendment shall be read a second time at a Board meeting subsequent to the DESE review and revision, at which time, in order to be approved, there must be a majority vote of the Board in favor of the amendment.

Following approval by the Board, the amended Agreement shall be submitted by the Chair of the Board to the Member Districts for a vote to approve the amended Agreement. Once a majority of Member Districts have approved and signed the amended Agreement, the Collaborative shall submit the signed amended Agreement, in accordance with 603 CMR 50.00, to the Commissioner and BESE for approval. No amendment to the Agreement shall be effective until approved and authorized by a majority of the Member Districts and by the BESE. Member Districts shall not delegate the authority to approve agreements or amendments to the Agreement to any other person or entity.

## B. Severance

If any part or parts of the Agreement or amendments hereto shall be deemed inapplicable or void by any court of competent jurisdiction, such part or parts shall be deemed as severed from this Agreement and any subsequent amendments, and the remaining part or parts of this Agreement and amendments shall survive.

This Agreement will take effect on July 1, 2025 following all required votes of approval as listed on the signature pages of this document, and the Commissioner, on behalf of the Massachusetts Board of Elementary and Secondary Education, no later than April 30, 2025.

IN WITNESS WHEREOF, the School Committees of the Member Districts, acting for and on behalf of the Member Districts, and the Commissioner, on behalf of BESE, in approval of this Agreement and in acknowledgement of receipt of a copy hereof, have all hereunto set their hands and seals on the respective dates hereinafter indicated.

Approved by the Commissioner on behalf of the Board of Elementary and Secondary Education

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Commissioner of Elementary and Secondary Education

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Date of Approval

Approved by school committees:

Chair, Town of Canton School Committee

Kendall O'Halloran

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

Date: \_\_\_\_\_

Chair, Town of Dedham School Committee

Mayanne MacDonald Briggs

\_\_\_\_\_  
Print Name

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Signature

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Chair, Town of Dover School Committee

Jeff Cassidy

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Chair, Town of Dover-Sherborn School Committee

Christine Walsh

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Chair, City of Framingham School Committee

Jessica Barnhill

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Chair, Town of Holliston School Committee

Daniel Alfred

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Chair, Town of Hopkinton School Committee

Nancy Cavanaugh

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Chair, King Philip Regional School Committee

Jim Lehan

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Chair, Town of Medfield School Committee

Michelle Kirkby

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Chair, Town of Medway School Committee

Cindy Sullivan

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Chair, Town of Millis School Committee

Robyn Briggs

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Chair, Town of Natick School Committee

Shai Fuxman

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Chair, Town of Needham School Committee

Elizabeth Lee

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Chair, Town of Norwood School Committee

Anne Marie Mazzola

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Date: \_\_\_\_\_

Chair, Town of Sharon School Committee

Julie Rowe

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Chair, Town of Sherborn School Committee

Mark Healey

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Chair, Town of Walpole School Committee

William J. Buckley, Jr.

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Date: \_\_\_\_\_

Chair, Town of Wayland School Committee

Erin Gibbons

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Date: \_\_\_\_\_

Chair, Town of Westwood School Committee

Amanda Phillips

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Signature

Date: \_\_\_\_\_



## 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
<b>I-C: Assessment</b>	Does not set expectations around or ensure the use of a variety of formal and informal assessment methods throughout the district.	Encourages most principals and administrators to facilitate practices that propel personnel to use a variety of formal and informal methods to measure student learning, growth, and understanding, but assessment use and analysis is inconsistent throughout the district.	Monitors and supports principals and instructional staff through observations and feedback to <b>ensure that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.</b>	Empowers teams of administrators and instructional staff to use a comprehensive system of informal and formal assessment methods to measure each student's learning, growth, and progress 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.
<b>I-D: Evaluation</b>	Does not supervise and evaluate administrators in alignment with state regulations or contract provisions, such that: <ul style="list-style-type: none"> <li>Administrators' goals are neither SMART nor aligned to school and/or district goals, and/or</li> <li>Administrators rarely provide quality supervision and evaluation to other staff; and/or</li> <li>Administrators are rarely, if ever, observed and provided with feedback on their own leadership practice.</li> </ul>	Supervises and evaluates administrators in alignment with state regulations and contract provisions, but: <ul style="list-style-type: none"> <li>Some administrator goals may not be SMART or aligned to school and district priorities; and/or</li> <li>Observations of and feedback to staff by other administrators is inconsistent or nonspecific; and/or</li> <li>Observations of and feedback to administrators by the superintendent are inconsistent or nonspecific.</li> </ul>	<b>Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by:</b> <ul style="list-style-type: none"> <li>Support to all administrators in developing SMART goals aligned to school and district priorities,</li> <li>Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff, and</li> <li>Frequent observations of and feedback to administrators on effective leadership practice.</li> </ul>	Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by: <ul style="list-style-type: none"> <li>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;</li> <li>Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff;</li> <li>Frequent observations of and feedback to administrators on effective leadership practice. Models this process through the superintendent's own evaluation process and goals.</li> </ul>



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-E: Data-Informed Decision Making</b>	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.
<b>I-F: Student Learning</b>	<p><b>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.</b></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
<b>II-A. Environment</b>	Fails to establish plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students throughout the district, such that schools and other buildings are not generally clean, attractive, welcoming, or safe.	Oversees plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students, but allows for variation in implementation and/or quality across the district, such that not all students have equitable access to clean, safe, and supportive learning environments.	<p><b>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,</b> as evidenced by:</p> <ul style="list-style-type: none"> <li>orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess;</li> <li>school and district buildings that are clean, attractive, welcoming, and safe; and</li> <li>safe and supportive learning environments for all students.</li> </ul>	<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"> <li>orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess;</li> <li>school and district buildings that are clean, attractive, welcoming, and safe; and</li> <li>safe and supportive learning environments for all students.</li> </ul> <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
<b>II-B. Human Resources Management &amp; Development</b>	Does not implement any formal processes for the recruitment and hiring of faculty and staff, and/or fails to provide sufficient induction, development, or career growth supports to educators, as evidenced by an inability to reliably hire and retain educators that meet the learning needs of district students.	Oversees processes for recruitment, hiring, induction, development, and career growth, but systems are inadequately or inconsistently implemented throughout the district, and/or do not consistently promote the hiring, retention, and support of a diverse, effective educator workforce.	Monitors and supports the <b>implementation of a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice</b> , as evidenced by districtwide systems that support: <ul style="list-style-type: none"> <li>Hiring and retaining a diverse workforce;</li> <li>Comprehensive induction supports for new educators;</li> <li>Job-embedded professional development aligned with district goals; and</li> <li>Distributed leadership opportunities to support educator career growth.</li> </ul>	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: <ul style="list-style-type: none"> <li>comprehensive induction supports for all new educators;</li> <li>job-embedded professional learning that (a) reinforces district goals, (b) results in high-quality and effective practice; and</li> <li>formalized distributed leadership and career growth opportunities.</li> </ul> Empowers all administrators to implement these systems consistently.
<b>II-C. Scheduling and Management Information Systems</b>	Does not implement systems to ensure optimal use of time for teaching, learning, or collaboration, such that instructional time is inadequate and/or routinely disrupted, and administrators have limited to no opportunities to collaborate around meaningful practice.	Encourages the use of scheduling and management information systems that promote time for teaching and learning, but does not monitor efficacy throughout the district and/or allows for frequent schedule disruptions; provides inadequate time for administrators to collaborate around leadership practice.	<b>Uses systems to ensure optimal use of time for teaching, learning, and collaboration</b> , as evidenced by: <ul style="list-style-type: none"> <li>school schedules that maximize student access to quality instructional time and minimize school day disruptions; and</li> <li>regular opportunities for administrators to collaborate.</li> </ul>	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize access to quality instructional time for all students, and minimize disruptions and distractions for all school-level staff. Supports ongoing administrator collaboration within and across schools.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-D. Laws, Ethics and Policies</b>	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.	<b>Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines,</b> 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.
<b>II-E. Fiscal Systems</b>	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.	<b>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;</b> 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 <b>welcome and encourage every family to actively participate in the classroom and school community</b> , and engages community stakeholders to contribute to the classroom, school, and community's effectiveness.	Ensures that all personnel to use culturally responsive and collaborative practices that engage all families to contribute to district, classroom, school, and community effectiveness, including but not limited to families with limited access to technology, and families whose home language is not English. Actively engages stakeholders from all segments of the community, including residents, municipal officials, and business leaders, in furthering the mission of the school and the district. Models this practice for others.
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 <b>continuous collaboration with families to support student learning and development both at home and at school</b> , as evidenced by: <ul style="list-style-type: none"> <li>the collaborative identification of each student's academic, social, emotional, and behavioral needs; and</li> <li>connecting families to the necessary resources and services within the school and the community to meet students' learning needs.</li> </ul>	Empowers all administrators to regularly collaborate with families to address each student's academic, social, emotional, and behavioral needs, and to access as needed necessary services within and outside of schools to address those needs. Monitors these processes to ensure all student needs are being met. Models this practice for others.

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



## STANDARD IV: Professional Culture

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-B. Cultural Proficiency</b>	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.	<b>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</b> , 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.
<b>IV-C. Communications</b>	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.	<b>Demonstrates strong interpersonal, written, and verbal communication skills</b> , 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><b>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,</b> as evidenced by:</p> <ul style="list-style-type: none"> <li>Supporting regular opportunities for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning, and</li> <li>Engaging in their own continuous learning to improve leadership practice.</li> </ul> <p><b>Models these behaviors in their own practice.</b></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"> <li>Empowering all administrators to collaborate and share knowledge and skills of best practices that improve student learning within their own buildings, and</li> <li>Regularly reflecting on and improving their own leadership practice in order to develop new approaches to improve overall district effectiveness.</li> </ul>
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.	<p><b>Continuously engages all stakeholders in the creation of (or commitment to) a shared educational vision</b> focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship.<sup>1</sup></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.

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

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