School Committee
Meeting Exhibits
June 10, 2026

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TOWN CLERK'S STAMP

Meeting Notice

Town of Duxbury, Massachusetts

Pursuant to MGL Chapter 30A, §18-25
All meeting notices and agenda must be filed and time stamped in the Town Clerk's Office and posted at least 48 hours prior to the meeting (excluding Saturdays, Sundays and Holidays)

Committee: ***School Committee***

Meeting Location: ***Alden School, Room 104, 75 Alden Street, Duxbury, MA***

Meeting Date: ***Wednesday, June 10, 2026*** **Time:** ***6:00 PM***

Posted by: ***Cristin Mitchell***

This meeting will be recorded. Anyone intending to record this meeting in audio or video should notify the Chair. Viewers can visit Duxbury Public Schools' YouTube Channel for live streaming and replays at:

https://www.youtube.com/channel/UCsBNg-iYbewm7Z0B8D-MhzA

DPS Mission: Provide each student with equitable access to achieve personal and academic excellence.

The listings of matters are those reasonably anticipated by the chair that may be discussed at the meeting. Not all items listed may, in fact, be discussed, and other items not listed may also be brought up for discussion to the extent permitted by law.

AGENDA

I. Call to Order/Pledge of Allegiance

II. Adjourn to Executive Session

Pursuant to M.G.L. c. 30A, Section 21(a)(2) for the purpose of discussing strategy as it relates to negotiations with non-union personnel: the contract for the recommended Assistant Superintendent of Schools, Dr. Erin Wiesehahn.

Pursuant to M.G.L. c. 30A, Section 21 (a) (3) for the purpose of discussing strategy as it relates to collective bargaining with the Administrative Assistants' Association, as an open meeting may have a detrimental effect on the bargaining position of the Committee, as declared by the Chair.

III. Return to Open Session

IV. Public Comment

V. Consent Agenda Action Required

A. Approval of Meeting Minutes - May 20, 2026
B. Request to approve accounts payable warrant (47,49)
C. Request to approve payroll warrant (46,48)
D. DEF Grant Award Approvals
E. Surplus Inventory Request

VI. New Business

A. SEPAC Awards	Discussion
B. Superintendent Evaluation	Action Required
C. Assistant Superintendent Appointment	Action Required
D. Student Representatives- School Activities/Events Update	Discussion
E. Liaison/Subcommittee Update	Discussion
F. 2026-2027 DHS Student Athlete Handbook Changes	Action Required
G. Athletic Task Force Recommendations	Discussion
H. Facilities Rental Fees	Discussion
I. Administrative Assistant Contract, 2026-2029	Action Required
J. Program Quality Assurance (PQA) Monitoring Review	Discussion
K. School Committee Goals	Discussion
L. 2026-2027 Draft School Committee Calendar	Action Required
M. Policy First Reading	Discussion

1. KHBA- School-Based Sponsorships (New Policy)
2. BEC- Executive Sessions
3. BEDA- Notification of School Committee Meetings
4. BEDC- Rules of Order
5. BEDG- Minutes

VII. Adjourn — Action Required

Next Meeting of Duxbury School Committee: September 9, 2026

This location is accessible to people with disabilities. The Town of Duxbury provides reasonable accommodation and/or language assistance free of charge. This may include interpreters in American Sign Language and languages other than English, open or closed captioning for videos, assistive listening devices, and alternate material formats, such as audio tapes, Braille, and large print, as available. Such requests should be made as soon as possible but no later than 48 hours before the scheduled event by contacting the Town Manager's Office by phone (781-934-1100 ext. 5401), fax (781-934-9011).

DUXBURY PUBLIC SCHOOLS
School Committee Minutes
Wednesday, May 20, 2026
6:00 pm – Alden School, Room 104

I. Call to Order/Pledge of Allegiance: 6:00 pm
Present: Danielle Klingaman, Lisa Freeley, Tony Keady, B.J. McNamara, Matthew Gambino, Laurel Deacon, Kathryn Marshall, Jen Weedon, Aun Holland
Student Representative: Gerard Vazquez Baez, Adeline Slimbaugh

II. Public Comment: No Public Comment

III. Consent Agenda:

Mr. Gambino asks committee members if there are any items on the consent agenda below that should be removed for discussion prior to approval:

A. Approval of Meeting Minutes – May 6, 2026
B. Request to Approve Accounts Payable Warrant (45)
C. Request to Approve Payroll Warrant (44)
D. DHS New Scholarships
E. Policy Second Reading
   KHB: School-Based Advertising
   BDFR: Community, Staff, Student Involvement in Decision Making, Administrative Procedures for Advisory Committees - Repeal
   JIB: Student Involvement in Decision Making
   BDG: - School Committee Meetings

- Mrs. Weedon asks to pull the approval of policy KHB out of the consent agenda for discussion during "New Business".
- Motion to adopt the consent agenda as a whole:

  Motion: Mrs. Deacon
  Second: Mrs. Marshall
  Motion passes 5-0

IV. New Business:

A. Policy KHB:

- Mrs. Weedon asks for clarification on the of dissemination of funds raised from advertising.
- The committee briefly discuss sponsorship vs. advertising and the decision was made for the policy subcommittee to discuss as a future meeting.

- Motion to adopt policy KHB: School-Based Advertising

  Motion: Mrs. Weedon
  Second: Mrs. Deacon
  Motion passes 5-0

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B. Student Representative Reports – School Activities/Events Update:

- Chandler has many end-of-year activities planned for the final weeks of the school year including field trips, end-of-year presentations, field day, Kindergarten Letter Parade, and the second grade clap-off.
- Incoming kindergarten families have been invited to come to Chandler for the Family Scavenger Hunt on June 4th.
- Second grade students will be participating in transition activities to get ready to enter Alden School. Second grade students have been paired up with third grade pen pals who they will meet during the second grade visit to Alden in June. All second grade students are invited to Alden with their families on the evening of June 5th. Mrs. Fiorentino and Dr. Long will visit Chandler on May 27th and May 29th to speak to all second grade students about Alden.
- The Alden and Chandler Elementary Title I Math Game Event will take place on June 11th, from 4:00 - 5:00 pm in the Alden cafeteria.
- The Talent Show will be held on Thursday, May 28th where the fifth grade students will show off their many amazing talents. The show will take place at 6:30 pm in the PAC.
- The Alden fifth grade clap-off will take place on Monday, June 22 at 8:15 am. Families are welcome to join students and staff for the final Respect assembly immediately following the clap-off.
- DMS students wrapping up MCAS in the next two weeks and all grades are working on administering the spring iReady diagnostics.
- DMS performance music groups are wrapping up their spring concerts this week.
- DMS Drama Program performed Frozen Jr. last week. Thanks to the DMS Drama advisors for leading this group.
- The eighth grade semi-formal was held last Friday night in the cafeteria with the theme being Hollywood Red Carpet.
- DMS will be holding their annual schoolwide Memorial Day assembly on Friday featuring student speakers and veterans who live in the community.
- DMS staff will be welcoming fifth grade classes for tours with BRIDGE leaders over the next couple of weeks.
- DHS hosted its third annual One Mission Buzz Off for Kids with Cancer, led by DHS math teacher, Jared Chivers. Forty-five students and staff volunteered to shave their heads or donate their hair to Locks for Love raising over $23,000.
- All tenth grade students took MCAS on Tuesday and Wednesday of this week.
- The Duxbury chapter of the National Honor Society inducted 77 new members from the Class of 2027 last week. Students were recognized for their exceptional records in terms of scholarship, service, leadership, and character.
- Seniors have their last day this Friday, May 22nd with final exams the following week. Graduation for the Class of 2026 will take place on June 6.
- Adeline notes that this is her last meeting as student representative and thanks everyone for the opportunity to serve.

DHS Overnight Trip – National Student Council Conference:

- DHS teacher, Kate Bonneau, reviews the surrounding logistics, funding, and benefits of the proposed overnight trip to Manchester, NH to attend the National Student Council Conference from June 21 – 24, 2026.

- Vote to approve the overnight trip to Manchester Conference from June 21 – 24, 2026.

  Motion: Mrs. Weedon
  Second: Mrs. Marshall
  Motion passes 5-0

C. Liaison/Subcommittee Update:

- Mrs. Weedon attended the SEPAC meeting last week with website changes and ideas to garner more involvement being discussed.
- Mrs. Marshall reports that the final Athletic Task Force meeting is scheduled for June 1.
- Mrs. Holland reports that she attended the DHS School Council meeting. Topics discussed were handbooks, scholarships, NHS requirements, and end of year ceremonies.

D. SEPAC Awards:

- This topic is deferred until the June 10 meeting.

E. 2025-2026 World Language Review:

- Curriculum supervisor Diane Mehegan provides the committee with a review of the 2025-2026 World Language program. This presentation provides information on English learners, both former and current, tiered-focus monitoring, and Massachusetts State Seal of Bi-Literacy requirements and recipients.
- DHS students Grace Cullinan, Mia Hampton, Layla Sota, share their experiences with the Spanish exchange program.
- DHS seniors Oscar Waitkus, and Harper Weekly share their experiences with learning world languages and the impact it has had on their lives.

F. School Improvement Plan Updates:

- Mrs. Wiesehahn, Dr. Long, Mrs. McGuire, and Mrs. Cotton Herman present the Chandler, Alden, DMS and DHS Improvement Plans respectively.
- Mrs. Wiesehahn highlights Chandler Initiative 2:
  - Chandler Initiative 2: During the 2025–2026 school year, all classrooms will fully implement the Core Knowledge Language Arts (CKLA) program with integrity to strengthen early literacy instruction. Implementation will be monitored through curriculum usage data, classroom walkthroughs, and teacher feedback. By June 2026, as an indicator of successful implementation, at least 85% of K–2 students will be reading at or above grade level, as measured by the end-of-year mCLASS Benchmark. Progress will be reviewed throughout the year to anticipate and support the expected implementation dip associated with a new program.
- Mrs. Wiesehahn discusses the implementation of CKLA at Chandler, highlighting the success and positive feedback from teachers and parents.
- Mrs. Wiesehahn reports Chandler is on track to reach their 85% goal.
- Dr. Long highlights Alden Initiative 3:
  - Alden Initiative 3: By June 2026, completion of the MSBA-required tasks and milestones within the 270-day eligibility period to ensure the district remains on track for timely approval to enter the Feasibility Study phase. This work will be guided by regular progress monitoring, and collaboration with key stakeholders to meet all MSBA deadlines and expectations.

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- Dr. Long provides updates on the MSBA eligibility period, including the formation of a committee, community engagement, and the upcoming feasibility study.
- Dr. Long states that all milestones in the 270-day eligibility period have been met.
- Ms. McGuire highlights DMS Initiative 1:
    - DMS Initiative 1: During the 2025-26 school year, DMS will implement focused interventions and targeted strategies to improve student attendance with specific focus on improving the attendance of our students demonstrating "chronic absenteeism" which is defined by DESE as missing 10% of school days. This will be measured by a reduction from approximately 35 chronically absent students to 25 over the course of the school year.
- Mrs. McGuire discusses strategies put into place to support students identified as chronically absent.
- Mrs. McGuire notes a net drop of 18 students from the chronically absent list and that DMS is on target to meet their goal.
- Mrs. Cotton Herman highlights DHS Initiative 1:
    - DHS Initiative 1: By June 2026, all DHS students will benefit from instruction that clearly connects classroom learning to real-world contexts, as measured by 100% of student respondents agreeing or strongly agreeing with the statement "my teachers show me how our lessons relate to life outside of school" on the 2026 K12 Insight survey.
- Mrs. Cotton Herman discusses strategies used to increase the relevance of classroom learning by centering culturally responsive teaching practices, deeper learning, and real-world connections for all students.
- Mrs. Cotton Herman notes that 66% of students agreed learning was relevant which represents a 61% increase from 2024.

G. <u>DMS Music Program Update:</u>

- Mrs. McGuire explains the changes to the music department scheduling to improve access to electives for students. The new model involves creating grade-level performance groups for seventh and eighth graders, similar to the current sixth-grade model. The music staff is working on staffing adjustments and curriculum updates to support the new model. The goal is to ensure students have better access to the courses they want while maintaining a positive performance experience.

H. <u>School Handbook/Code of Conduct Changes:</u>

- Ms. Wiesehahn reports that there are language changes highlighted in the School Handbooks which are in the school committee folders for review.
- Committee members briefly discuss the changes, including the language surrounding personal electronic devices on buses, bringing beverages to school, and generative AI.

- Vote to approve the School Handbook/Code of Conduct changes

    Motion: Mrs. Deacon
    Second: Mrs. Weedon
    Motion passes 5-0

- Please refer to the School Committee tab on the DPS website for the discussion in its entirety.

I. <u>2026-2027 School Calendar Update:</u>

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- Dr. Klingaman discusses changes to the 2026-2027 calendar stemming from the completion of contract negotiation with Unit A resulting in one less professional development day.

- Vote to approve the updated 2026-2027 calendar

  Motion: Mrs. Deacon
  Second: Mrs. Weedon
  Motion passes 5-0

J. FY27 Budget Update and Alignment of Override Funds:

- Mr. Gambino states that he requested this agenda item emphasizing the importance of updating the committee and public on the appropriation of override funds.
- Mrs. Freeley provided an update on the allocation of funds, including the finalization of the Unit A contract, middle and high school scheduling, and the Title One allocation for FY 27.
- Dr. Klingaman states that the search for the Director of Instructional Technology and Innovation is wrapping up with a candidate being identified.
- Free full day universal kindergarten has been established beginning with the 2026-2027 school year.
- Dr. Klingaman informs the committee that the district has been awarded $73,000 in Title One funding which will allow the district to return $73,000 to the town at the end of FY'26.
- Member discuss oncerns regarding the timeline for budget planning and the need for earlier workshops to ensure proper public communication and strategic planning integration.
- Please refer to the School Committee tab on the DPS website for the discussion in its entirety.

K. Strategic Plan Update:

- Dr. Klingaman updates the committee on the progress of the strategic plan, noting that a draft will be submitted to Pam Gould from TLA after the June 3 Administrative Council meeting.
- The plan includes a three-year implementation plan with action steps, milestones, data sources, KPIs, financial impact, and communication plan with the goal being to align the plan with the school committee's requests and create a meaningful document for school principals.
- Mrs. Deacon raised a concern about the plan's perceived value to the district's administrative team and staff, emphasizing the need for it to be seen as beneficial to all, not just the School Committee.
- Please refer to the School Committee tab on the DPS website for the discussion in its entirety.

L. Framework for Administrative Reports to the Committee:

- Members discuss refining the structure and content of school committee presentations to better align with strategic goals.
- Mrs. Weedon proposed categorizing presentations by purpose and typical content, aiming to clarify what administrators should include.
- Mr. Gambino emphasized the need for updates to reflect changes, successes, concerns, and asks, using a framework to guide presenters.
- The committee decide to hold a workshop on June 26, 11:00 a.m.–1:00 p.m. in Canty 303 to discuss meeting topic and presentation planning for the 2026-2027 school year.
- Please refer to the School Committee tab on the DPS website for the discussion in its entirety.

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V. Adjourn: 8:50 pm

Motion: Mrs. Deacon
Second: Mrs. Weedon
Motion passes 5-0

Next meeting: Wednesday, June 10, 2026

Respectfully Submitted,
Suzanne Hughes
Duxbury Business Office

DRAFT

FY 26

Warrant #	Warrant Date	Warrant Amount
47	5/22/26	$427,780.03
49	6/5/26	$524,986.27
Total		$952,766.30

FY 26

Warrant #	Check Date	Warrant Amount
46	5/15/26	$1,487,947.85
48	5/29/26	$1,671,724.58
		$3,159,672.43

DUXBURY
PUBLIC SCHOOLS

93 Chandler Street
Duxbury, MA 02332
Phone: (781) 934-7600 Fax: (781) 934-7644
District Website: www.duxbury.k12.ma.us
Twitter: @duxschools
Facebook: Duxbury Public Schools

Lisa Freeley
Director of Business and Finance

TO: Duxbury School Committee
CC: Danielle Klingaman, Ed.D, Superintendent
FROM: Lisa Freeley, Director of Business & Finance
SUBJECT: DEF Grant Award Approvals
DATE: June 10, 2026

In accordance with Policy KCD, *Public Gifts to Schools*, I recommend that the School Committee approve the following gift:

- $5,000 for Duxbury High School Digital Trophy Case
- $27,000 for DMS and DHS Golf Simulator
- $5,273.40 for standing desks in support of students and teachers at DMS
- Up to $1,200 for ASLdefined, a website for ASL video lessons

We are grateful for these generous donations that support our students and teachers throughout the district, and we will ensure the funds are used to enhance our programs.

DUXBURY PUBLIC SCHOOLS

Lisa Freeley <lfreeley@duxbury.k12.ma.us>

DEF Grant for DMS: Standing Desk Order

1 message

Amy O'Donnell <odonnellfamilydux@gmail.com> Tue, May 19, 2026 at 6:47 PM
To: Christine Cass <ccass@duxbury.k12.ma.us>, Danyelle Torrey <dtorrey@duxbury.k12.ma.us>, Sherri Hussar <hussar404@gmail.com>, Lisa Freeley <lfreeley@duxbury.k12.ma.us>
Cc: grants@duxburyeducationfoundation.org, smcguire@duxbury.k12.ma.us

Good Afternoon, Christine,

I am writing regarding the district's quotes for standing desks in support of students and teachers at Duxbury Middle School. After collaborating with the DEF Board, we formally approved $5,273.40 in funding to purchase desks from the Robert H. Lord Company.

As next steps, the DEF will coordinate with the Duxbury Public Schools Business Office (copied here) to start the district approval process. To help move this process forward, we are including Lisa Freeley on this communication regarding the final order. Upon School Committee approval, the district may proceed with purchasing the requested items.

Once again, thank you for taking the time to research suitable desks that align with district standards. If you have any questions, please do not hesitate to contact us.

Best,
Amy O'Donnell

Duxbury Education Foundation
Secretary & Grants Committee Member
https://www.duxburyeducationfoundation.org/

Duxbury Education Foundation Grant Acceptance Request
The following grants were approved by the Duxbury Education Foundation Board of Trustees. In accordance with updated district procurement procedures and Massachusetts gift acceptance requirements, these grants are being submitted to the School Committee for acceptance prior to purchase or implementation.

Upon School Committee acceptance and confirmation from the school administration that the projects are ready to move forward, the Duxbury Education Foundation will provide funding to Duxbury Public Schools for the approved grant amounts. All purchasing and procurement will be handled through the Duxbury Public Schools Business Office.

Grant: Digital Trophy Case

- School: Duxbury High School
- Applicant(s): Jeff Maidment and Jennifer Cotton-Herman
- Amount Awarded by DEF: Not to exceed $5,000
- Date Approved by DEF: April 14, 206
- Description: This grant is for the initial costs associated with obtaining equipment and licensing software to install a digital record board at the High School which will showcase all academic, athletic, and performing arts awards and recognition. This is a modern, inclusive and easily updated system to give students recognition.

Grant: Golf Simulator

- School: Duxbury High School and Duxbury Middle School
- Applicant(s): Hailey Flynn (student), Jeff Maidment, Tim McPhillips, and Mike Barba
- Amount Awarded by DEF: Not to exceed $27,000
- Date Approved by DEF: May 12, 2026
- Description: This grant is for the purchase of a golf simulator to be used as part of the DHS/DMS PE curriculum. In addition, this would allow the golf teams to practice year-round as well provide the potential for an after-school extra-curricular golf club. Space in the school has already been designated for this purpose with mats and nets. This grant is to purchase the golf simulator, required equipment, installation and the first year's software subscription.

Lisa Freeley

From:	Brooke Fine <finebrooke19@gmail.com> on behalf of Brooke Fine
Sent:	Thursday, June 4, 2026 9:26 AM
To:	crobertson@duxbury.k12.ma.us
Cc:	Beth Wilcox; Danielle Klingaman; Cotton-Herman, Jennifer D; Lisa Freeley; duxbury education foun...; Kyla Curley; Colin Longval; dmehegan@duxbury.k12.ma.us
Subject:	Congratulations!

Dear Ms. Robertson,

We are pleased to inform you that the Duxbury Education Foundation Board of Trustees approved your grant request for 1 year of ASLdeafined for the Duxbury High School. We really appreciate the time and attention you took to submit this grant to enhance learning for your students.

Of note, this grant is contingent upon School Committee approval, as well as any technological hurdles (we don't expect). In addition, we will fund this grant for 1 year only.

As your grant liaison (I'm here for you), we will connect on payment, etc. In addition, we ask that you submit the Post-Grant Feedback Form found under the Grants section of our website within two months of the grant's implementation with pictures of your grant in action. We welcome any and all feedback you have to help us improve the process of requesting and implementing grants.

The DEF Board of Trustees looks forward to hearing about how students enjoy it.

Congratulations and Thank You for all you do!

Sincerely and with Appreciation,

Brooke Fine, DEF Grant Committee
Sherri Hussar, DEF President
The Duxbury Education Foundation Board of Trustees

Lisa Freeley

From: Brooke Fine <finebrooke19@gmail.com> on behalf of Brooke Fine
Sent: Thursday, June 4, 2026 9:18 AM
To: Lisa Freeley
Cc: Duxbury Education Foundation; Danielle Klingaman; Elizabeth Wilcox; Suzanne Hughes; Kyla Curley; grants@duxburyeducationfoundation.org; Colin Longval
Subject: Re: DEF Grant Approvals for School Committee Acceptance

Hi Lisa,

We had an additional grant (that was just approved yesterday) which we would like to include in your June 10th meeting, if possible?

As discussed, we are sending over grants approved by the DEF Board of Trustees for School Committee acceptance before any purchases are made, in line with the updated district procurement process and gift acceptance requirements.

Thank you very much - please let me know if you have any questions.

Grant: ASLdeafined
- School: Duxbury High School
- Applicant(s): Christine Robertson
- Amount Awarded by DEF: Not to exceed $1,200
- Date Approved by DEF: June 3, 2026
- Description: This grant is for the purchase 1 year of ASLdeafined. ASLdeafined is a website for ASL video lessons. "Students will gain reliable access to authentic ASL input that reflects a range of Deaf signers and communication styles, helping them build stronger receptive and expressive skills, beyond what is possible during limited classroom time. With ASLdeafined, they will be able to complete structured, level-appropriate practice outside of class with immediate feedback, making homework more consistent, accessible, and meaningful, even when in-person laptop use is limited." (Source: Christine Robertson)

Best,
Brooke Fine
DEF Grant Liaison

On Mon, May 18, 2026 at 11:51 AM Lisa Freeley <lfreeley@duxbury.k12.ma.us> wrote:

> Hi Sherri. These will be on the June 10th agenda for approval.
>
> Thank you very much.
>
> Lisa Freeley, MS, MCPPO
>
> Director of Business and Finance
>
> Duxbury Public Schools

DUXBURY Public Schools

Danielle Klingaman, Ed.D.
Superintendent

Elizabeth Wilcox, Ed.D.
Assistant Superintendent

To: DPS School Committee
From: Lisa Freeley, Director of Business and Finance, and Katie St Clair, Facilities Director
Re: Request to Declare furnishings surplus
Date: June 10, 2026

I respectfully request that the School Committee declare the following furnishings surplus. These items are damaged or past their useful life and can no longer be used.

Item	Reason/Description	Qty
Soundcraft GB8 Audio mixer	This was replaced by our new mixer, the Midas M32. We have no use for it any longer as it is of similar quality and capabilities to any other mixer in the building	1
32” John Deere mower deck	We have no machine that will use this deck. The machine we had that fit this died 25 years ago.	1
Allen Heath Saber Plus Audio Mixer	Was replaced by a Soundcraft mixer many years ago.	1
EAW SM129z speaker	This unit was replaced and we no longer have a need for it.	1
Spot Lights	Spotlights are from the 1960's no longer used or needed.	3
Mitsubishi Split AC Units	These require R-22. We no longer use units that require R22 refrigerant	4
Carrier Condensor	These require R-22. We no longer use units that require R22 refrigerant	1

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

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

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

End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of Elementary & Secondary Education

Superintendent:	Dr. Danielle Klingaman		
Evaluator:	Laurel B Deacon		05/17/2026
	Name	**Signature**	**Date**

Step 1: Assess Progress Toward Goals (*Complete page 3 first; check one for each set of goal[s].*)

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	■ Significant Progress	☐ Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	■ Significant Progress	☐ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	■ Met	☐ Exceeded

Step 2: Assess Performance on Standards (*Complete pages 4–7 first; then check one box for each Standard.*)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = ***Proficient*** **practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	☐	☐	☑	☐
Standard II: Management and Operations	☐	☐	☑	☐
Standard III: Family and Community Engagement	☐	☐	☑	☐
Standard IV: Professional Culture	☐	☐	☑	☐

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

☐ Unsatisfactory ☐ Needs Improvement ☒ **Proficient** ☐ Exemplary

Step 4: Add Evaluator Comments

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

Comments:

Overall Dr. Klingaman continues to be proficient in managing the day-to-day operations of Duxbury Public Schools and remains committed to ensuring the district is serving the needs of all students. Dr. Klingaman shows a commitment to a high standard of service, teaching, and learning in our district with her focus on securing high quality curriculum, assessment tools and reinforcing the importance of deeper learning and securing resources to support these efforts.

It would be helpful if the superintendent evaluation was conducted AFTER all information related to superintendent performance and goals was formally presented to/discussed by the committee (for example, the K-12 Insights Survey, EOY student learning data, draft Strategic Plan 2026-2029, etc.) even if this requires a meeting for presentation of evaluation AFTER the school year ends.

The ongoing challenge remains the lack of an overarching framework with measurable goals and clear benchmarks to define 'success' in terms of achieving stated goals. It remains unclear how district data is used to inform high-level decision-making around strategy and further, resource allocation, to achieve our goals. Finally, from the presentations and information we do receive, I continue to find it challenging to determine, year over year, what has been/is going well, where are the opportunities for growth or needs for course correction, strategies to address the latter and perhaps most importantly, what resources are needed to move the needle and reach stated goals.

Superintendent's Performance Goals

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

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

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	Standard I-A, I-B, I-C, I-D, I-E, I-F, II-E, III-B	Reduce achievement gap - at-risk students reach individual growth targets on iReady EOY benchmarks for literacy	☐	☐	☑	☐	☐
Professional Practice Goal	Standard II-E, III-A, III-B, III-C	By June of 2026, the Duxbury Public Schools will have a Strategic Plan outlining District goals from 2026-2029.	☐	☐	☑	☐	☐
District Improvement Goal 1	Standard II-A	MSBA-Completed Eligibility period deliverables and secure necessary funding for Feasibility Study	☐	☐	☐	☑	☐
District Improvement Goal 2	Standard I-F, II-D, II-E, III-C	Budget-Develop a level service budget and a real-needs budget for FY'27 for Duxbury Public Schools	☐	☐	☐	☑	☐
District Improvement Goal 3			☐	☐	☐	☐	☐
District Improvement Goal 4			☐	☐	☐	☐	☐

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

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

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Superintendent's Performance Rating for Standard I: Instructional Leadership

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. ☒ Focus Indicator (check if yes)	☐	☐	☑	☐
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. ☒ Focus Indicator (check if yes)	☐	☐	☑	☐
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. ☒ Focus Indicator (check if yes)	☐	☐	☑	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☒ Focus Indicator (check if yes)	☐	☐	☑	☐
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. ☒ Focus Indicator (check if yes)	☐	☑	☐	☐
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	☐	☐	☑	☐

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

BOY to MOY data trends showed promising results but EOY results outstanding at this time.
It remains unclear how the district measures/monitors performance at DHS beyond MCAS and pending plans to operationalize Portrait of a Graduate in next strategic plan.
Significant work has been done on the implementation of new curriculum, (ie CKLA and Illustrative Math); however, it is unclear what success looks like, how district is measuring/benchmarking implementation and expected outcomes for students if successful.
Strong evidence for data collection re: iReady and look-for indicators for 25-26 walk-throughs, including action steps for improvements.
Challenge remains re: how process evidence/tasks and data collection/analysis actually inform overarching school/district goals and

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

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

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

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

Strong performance in this area with the successful negotiation of new contract with the DTA under significant budget limitations, producting all requirements for the MSBA Eligibility phase and gettting voter approval to proceed with the Feasibility Study and producing a fiscally conservative budget in another challenging budget cycle.

Continued work to clearly connect alignment of resource allocation recommendations with district goals would be beneficial.

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

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

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

Strong communication through multiple formats to reach families with information/goings-on in the district, highlighting students, etc.

Strong commitment to communicating and building relationships with stakeholders through consistent presence at school events, town meetings, etc.

Mechanisms of 'two-way' communication is unclear in evidence provided. This could be improved with clear, direct connection between overarching themes from stakeholder feedback mechanisms (K-12, others?) re: successes and areas of opportunity, strategies/goals the district will implement to address and then report on change/improvement year over year.

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Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☒ Focus Indicator (check if yes)	☐	☐	☑	☐
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. ☒ Focus Indicator (check if yes)	☐	☐	☑	☐
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. ☒ Focus Indicator (check if yes)	☐	☐	☑	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	☐	☐	☑	☐

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

Strong committment to students and articulation of desire for high expectations for faculty, staff and students across district communications.

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End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent:	Dr. Danielle Klingaman		
Evaluator:	Matt Gambino	/s/ Matt Gambino	May 23, 2026
	Name	**Signature**	**Date**

Step 1: Assess Progress Toward Goals (*Reference performance goals; check one for each set of goal[s].*)

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☒ Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☒ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☒ Met	☐ Exceeded

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

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = ***Proficient*** **practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	☐	☐	☒	☐
Standard II: Management and Operations	☐	☐	☒	☐
Standard III: Family and Community Engagement	☐	☐	☒	☐
Standard IV: Professional Culture	☐	☐	☒	☐

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

☐ Unsatisfactory ☐ Needs Improvement ☒ **Proficient** ☐ Exemplary

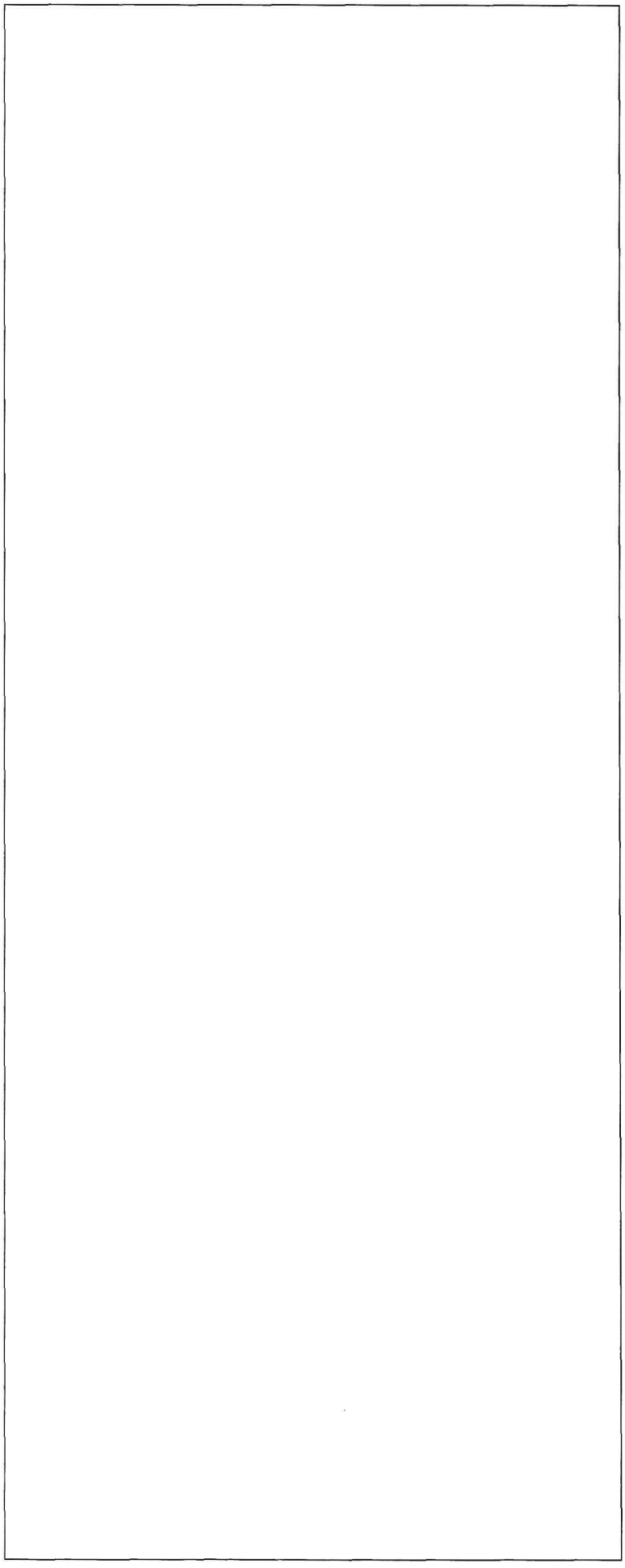
Step 4: Add Evaluator Comments

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

Comments:

Throughout the 2025-2026 academic cycle, Dr. Klingaman has demonstrated a high level of performance across all four standards of effective leadership. Her commitment to data-informed decision-making is evident in the implementation of the Open Architects data platform and the rigorous use of i-Ready and mCLASS diagnostics to drive growth and address achievement gaps for at-risk student populations. On the budgeting front, Dr. Klingaman successfully navigated complex fiscal challenges and secured critical community support for the Alden School building project. Her proactive management of unexpected crises, such as the major winter storms of 2026, further highlights her operational dependability and effective collaboration with town officials.

Dr. Klingaman has also prioritized collaborative engagement, utilizing comprehensive stakeholder surveys and multi-channel communications to foster transparency and inclusivity. While her "wide tent" approach to committee work has significantly expanded community voice, there remains an opportunity to refine this strategy by more directly leveraging her leadership team's internal expertise to optimize decision-making. Furthermore, her focus on professional culture has empowered staff through a shared vision and a commitment to continuous learning, as seen in the collaborative development of the 2026-2029 Strategic Plan.



Superintendent's Performance Goals

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

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

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal: *Reduce Achievement Gap*		Reduce the achievement gap for At-Risk Students as measured by At-risk students reaching individual growth targets on iReady end-of-year benchmarks for literacy.	☐	☐	☐	☒	☐
Professional Practice Goal: *Strategic Plan*		By June of 2026, the Duxbury Public Schools will have a Strategic Plan outlining District goals from 2026-2029.	☐	☐	☒	☐	☐
District Improvement Goal 1: *MSBA*		By June 2026, the Duxbury School District will have completed all Alden School Building Project MSBA Eligibility Period deliverables and will have secured necessary funding for the next Phase, Feasibility Study.	☐	☐	☐	☐	☒
District Improvement Goal 2: *Budget*		Develop a level service budget and a real-needs budget for FY'27 for Duxbury Public Schools. Both budget scenarios will include any resource or personnel cost-saving measures and their subsequent impact on students.	☐	☐	☐	☒	☐
District Improvement Goal 3			☐	☐	☐	☐	☐
District Improvement Goal 4			☐	☐	☐	☐	☐

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decisionmaking	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

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Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. ☐ Focus Indicator (check if yes)	☐	☐	☒	☐
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. ☐ Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	☐	☐	☐	☐

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

Dr. Klingaman has fostered a culture where multiple evidence sources drive instructional and budgetary priorities. She integrated the Open Architects data platform to streamline district-wide trend analysis and consistently utilizes i-Ready (K-8) and mCLASS assessments to monitor growth and address achievement gaps for at-risk subgroups. Instructional oversight has been strengthened through a structured walkthrough tool focused on deeper learning and culturally responsive practices. While internal evaluations suggest an opportunity to further bridge the gap between systems-level data and daily classroom adjustments, Dr. Klingaman's commitment to transparent, data-driven leadership is evident in her regular progress updates to the School Committee and the broader community.

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

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

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

Dr. Klingman has demonstrated a high level of proficiency in managing the district's operations and fiscal systems to support student growth and safety. She successfully led the district through the Alden School MSBA Eligibility Period, completing all required milestones and securing voter support for the critical Feasibility Study. Her commitment to a safe environment is further evidenced by the implementation of a comprehensive District Safety Plan and the execution of an equitable fee audit to identify and eliminate financial barriers for students.

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

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

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

Dr. Klingman has made collaborative engagement a hallmark of her leadership, successfully moving beyond one-way messaging toward genuine partnership with families and the community. She utilized the K12 Insight Survey as a critical tool to assess the district's mission and actively engaged stakeholders in identifying areas for improvement. Her commitment to inclusivity is further evidenced by the establishment of a Strategic Planning Committee that incorporated a broad spectrum of voices, including parents, students, and community members, to help shape the district's 2026–2029 goals.

While her focus on expanding the tent of stakeholder involvement is a significant strength, there is an opportunity to balance this broad collaboration with more direct reliance on her own and her leadership team's extensive professional expertise. Streamlining committee work by leveraging internal experience could further optimize decision-making while maintaining the district's core values of inclusivity.

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ Focus Indicator (check if yes)	☐	☐	☒	☐
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. ☐ Focus Indicator (check if yes)	☐	☐	☒	☐
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	☐	☐	☒	☐

☐ Focus Indicator (check if yes)				
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	☐	☐	☐	☐

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

Dr. Klingaman has cultivated a professional culture defined by a results-oriented mission and a commitment to continuous learning. She promoted staff commitment to core values through high-visibility events like Convocation and regular school visits. Her leadership in staff book groups and collaboration sessions with the Massachusetts Superintendent network further demonstrates her dedication to building deeper professional relationships and staying informed of evidence-based practices.

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

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

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

End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of Elementary & Secondary Education

	Name	Signature	Date
Superintendent:	Danielle Klingaman		
Evaluator:	Aun Holland		5/22/2026

Step 1: Assess Progress Toward Goals (*Complete page 3 first; check one for each set of goal[s].*)

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	■ Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	■ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	■ Met	☐ Exceeded

Step 2: Assess Performance on Standards (*Complete pages 4–7 first; then check one box for each Standard.*)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = ***Proficient* practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	☐	☐	☑	☐
Standard II: Management and Operations	☐	☐	☑	☐
Standard III: Family and Community Engagement	☐	☐	☑	☐
Standard IV: Professional Culture	☐	☐	☑	☐

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

☐ Unsatisfactory ☐ Needs Improvement ☒ **Proficient** ☐ Exemplary

Step 4: Add Evaluator Comments

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

Comments:

Superintendent's Performance Goals

Massachusetts Department of Elementary & Secondary Education

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

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

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

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

Superintendent's Performance Rating for Standard I: Instructional Leadership

Massachusetts Department of Elementary & Secondary Education

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	☐	☐	☑	☐

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

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

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

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

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

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

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

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

I feel that Dr. Klingaman is exemplary with Communication in her Friday newsletters, communicating with families in emergency situations and well as setting the example for her building leaders. She also led effective communication about the Alden Building project.

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Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	☐	☐	☑	☐

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

End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Superintendent:	Danielle Klingaman, Ed.D		
Evaluator:	Kathryn Marshall		05/26/2026
	Name	**Signature**	**Date**

Step 1: Assess Progress Toward Goals (*Reference performance goals; check one for each set of goal[s].*)

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	X Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	X Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	X Met	☐ Exceeded

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

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = ***Proficient* practice is understood to be fully satisfactory.** This is the rigorous expected level of performance.

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	☐	☐	X	☐
Standard II: Management and Operations	☐	☐	X	☐
Standard III: Family and Community Engagement	☐	☐	X	☐
Standard IV: Professional Culture	☐	☐	X	☐

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

☐ Unsatisfactory ☐ Needs Improvement x Proficient ☐ Exemplary

Step 4: Add Evaluator Comments

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

Comments:

Superintendent's Performance Goals

Massachusetts Department of Elementary & Secondary Education

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

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

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decisionmaking	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. ☐ Focus Indicator (check if yes)	☐	☐	X	☐
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. ☐ Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	☐	☐	☐	☐

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

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

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

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

My comments are a copy/paste of the DESE Rubric. I initially rated the budget indicator as proficient, but adjusted to exemplary as in my opinion, Dr. K worked within the parameters she was given to: *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.*

Dr. Klingaman was a true leader through the budget process. Being proactive, maintaining professionalism, learning from lessons the year before and working through challenging conditions with multiple stakeholders was exemplary work.

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

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. ☐ Focus Indicator (check if yes)	☐	☐	X	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)	☐	☐	X	☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard III: Family & Community Engagement	☐	☐	☐	☐

The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.				

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

Dr. Klingaman demonstrates strong communication with the community, families and school stakeholders, with notable visibility and presence throughout Duxbury. The opportunity for growth lies in more intentionally empowering staff as communicators within the district. This is an area where progress has been made since my time on the school committee, and where continued focus will meaningfully strengthen district wide communication.

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. □ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. □ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. □ Focus Indicator (check if yes)	☐	☐	X	☐

IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. □ Focus Indicator (check if yes)	☐	☐	X	☐
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. □ Focus Indicator (check if yes)	☐	☐	X	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. □ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	☐	☐	☐	☐

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

Dr. K achieves proficient indicators for the Professional Culture rubrics the school committee elected to review this year. Strong communication with stakeholders is a priority of hers. The only item preventing an exemplary review here is the context for feedback. Dr. Klingaman regularly seeks feedback, which is meeting expectations (proficient). Deliberately seeking feedback, rather than simply receiving it, and visibly incorporating it into decisions while communicating back to stakeholders how that feedback influenced the income would move the communication indicator from proficient to exemplary.

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

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

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

End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of Elementary & Secondary Education

Superintendent:	Dr. Danielle Klingaman		
Evaluator:	Jen Weedon	/s/ Jen Weedon	May 19, 2026
	Name	**Signature**	**Date**

Step 1: Assess Progress Toward Goals (*Complete page 3 first; check one for each set of goal[s].*)

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	■ Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	■ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	■ Met	☐ Exceeded

Step 2: Assess Performance on Standards (*Complete pages 4–7 first; then check one box for each Standard.*)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = ***Proficient* practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	☐	☐	☑	☐
Standard II: Management and Operations	☐	☐	☑	☐
Standard III: Family and Community Engagement	☐	☐	☑	☐
Standard IV: Professional Culture	☐	☐	☑	☐

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

☐ Unsatisfactory ☐ Needs Improvement ☒ **Proficient** ☐ Exemplary

Step 4: Add Evaluator Comments

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

Comments:

Dr. Klingaman has performed proficiently this year. I am grateful for her and her administration, educators, and the broader students + community for a good year and the outcomes at the ballot box by the community that will provide more fiduciary supports for the school system in the coming year. I also am glad to see Dr. Klingaman's emphasis placed on culture-building within the buildings with administrators and educators (and the interplay between), as this type of cultural strengthening helps pay dividends in student outcomes.

Superintendent's Performance Goals

Massachusetts Department of Elementary & Secondary Education

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

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal		Reduce the achievement gap for at-risk students as measured by at-risk students reaching individual growth targets	☐	☐	☐	☑	☐
Professional Practice Goal		By June of 2026, the Duxbury Public Schools will have a Strategic Plan outlining District goals from 2026-2029.	☐	☐	☑	☐	☐
District Improvement Goal 1		By June 2026, the Duxbury School District will have completed all Alden School Building Project MSBA Eligibility Period	☐	☐	☐	☑	☐
District Improvement Goal 2		Develop a level service budget and a real-needs budget for FY'27 for DPS	☐	☐	☐	☑	☐
District Improvement Goal 3			☐	☐	☐	☐	☐
District Improvement Goal 4			☐	☐	☐	☐	☐

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

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

Superintendent's Performance Rating for Standard I: Instructional Leadership

Massachusetts Department of Elementary & Secondary Education

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	☐	☐	☑	☐

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

I checked off "met" because the agreed-upon indicators were met, which were mostly lists of actions with some numeric indicators. For example, for student learning goal, the actual goal is written as, "Reduce the achievement gap for At-Risk Students as measured by At-risk students reaching individual growth targets on iReady end-of-year benchmarks for literacy." I am unclear if the achievement gap has been reduced by this measure, because the iReady EOY benchmarks for literacy for at-risk students are not in the supplied materials. I do remember raising this in the meeting when we discussed goals (that is, that the indicators *should indicate if the goal has been met, in addition to the actions taken we assume will help meet this goal*). For example, I am unclear on how *math* proficiency stats relate to closing the achievement gap for *literacy* for *high-risk students* but I understand this was agreed-upon for the rubric. I would suggest that at some point we (SC + admin) be more precise in ensuring that the data provided maps to the goal.

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

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

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

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

Massachusetts Department of Elementary & Secondary Education

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

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

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. ☐ Focus Indicator (check if yes)	☐	☐	☑	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	☐	☐	☑	☐

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

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent:	Dr. Danielle Klingaman		
Evaluator:	Composite Summary	n/a	June 8, 2026
	Name	**Signature**	**Date**

Step 1: Assess Progress Toward Goals (*Reference performance goals; check one for each set of goal[s].*)

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☒ Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☒ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☒ Met	☐ Exceeded

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

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = ***Proficient*** **practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	**Proficient**	Exemplary
Standard I: Instructional Leadership	☐	☐	☒	☐
Standard II: Management and Operations	☐	☐	☒	☐
Standard III: Family and Community Engagement	☐	☐	☒	☐
Standard IV: Professional Culture	☐	☐	☒	☐

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

☐ Unsatisfactory ☐ Needs Improvement ☒ **Proficient** ☐ Exemplary

Step 4: Add Evaluator Comments

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

Comments:

Throughout the 2025–2026 academic cycle, Dr. Klingaman has demonstrated a consistent level of professional proficiency across all four standards of effective leadership, executing the day-to-day operations of Duxbury Public Schools with steady dependability and an enduring commitment to the needs of all students. She successfully met or made significant progress toward her agreed-upon performance goals. Notable milestones include the successful completion of all deliverables for the Alden School Building Project MSBA Eligibility Period—safeguarding voter validation and funding for the upcoming Feasibility Study phase—and navigating complex fiscal constraints to deliver both level-service and real-needs budget scenarios for FY27.

Superintendent's Performance Goals

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

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

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal: *Reduce Achievement Gap*		Reduce the achievement gap for At-Risk Students as measured by At-risk students reaching individual growth targets on iReady end-of-year benchmarks for literacy.	☐	☐	☐	☒	☐
Professional Practice Goal: *Strategic Plan*		By June of 2026, the Duxbury Public Schools will have a Strategic Plan outlining District goals from 2026-2029.	☐	☐	☒	☐	☐
District Improvement Goal 1: *MSBA*		By June 2026, the Duxbury School District will have completed all Alden School Building Project MSBA Eligibility Period deliverables and will have secured necessary funding for the next Phase, Feasibility Study.	☐	☐	☐	☒	☐
District Improvement Goal 2: *Budget*		Develop a level service budget and a real-needs budget for FY'27 for Duxbury Public Schools. Both budget scenarios will include any resource or personnel cost-saving measures and their subsequent impact on students.	☐	☐	☐	☒	☐
District Improvement Goal 3			☐	☐	☐	☐	☐
District Improvement Goal 4			☐	☐	☐	☐	☐

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decisionmaking	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

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Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. ☐ Focus Indicator (check if yes)	☐	☐	☒	☐
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. ☐ Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	☐	☐	☐	☐

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

Dr. Klingaman continues to demonstrate a strong commitment to high instructional standards, deeper learning, and the targeted reinforcement of the district's core academic offerings. This is evident in her systematic focus on securing high-quality curriculum, highlighted by the rollout and ongoing implementation of new frameworks such as CKLA and Illustrative Math. She has successfully expanded the district's capacity for data-informed decision-making through the integration of the Open Architects data platform alongside the rigorous deployment of K–8 i-Ready and mCLASS diagnostic tools to track growth and pinpoint achievement gaps among at-risk student populations. She has similarly strengthened administrative oversight by introducing a structured instructional walkthrough tool centered on deeper learning and culturally responsive practices.

Opportunities for Growth:

- Data Mapping and Target Precision: While data collection has intensified, there is a distinct strategic need to ensure that the metrics supplied to the School Committee explicitly map back to stated goals. For instance, future data presentations should clearly demonstrate how broader data streams explicitly connect to closing localized achievement gaps, such as literacy benchmarks for high-risk subgroups.
- Strategic Benchmarking: The district must continue working to bridge the gap between process-oriented actions (e.g., conducting walkthroughs and collecting data) and high-level strategic outcomes. Moving forward, the administration should establish an overarching framework with clear, measurable benchmarks to define what "success" looks like for curriculum implementation, explicitly clarifying how student data informs strategy and long-term resource allocation.
- Evaluation Timeline Alignment: To enhance accountability, the evaluation process would be meaningfully strengthened if the formal timeline concluded after year-end data—including the K–12 Insights Survey, EOY student learning results, and the finalized Strategic Plan—is fully compiled and presented to the Committee.

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

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

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

Dr. Klingaman has executed proficient leadership in managing the district's fiscal systems and operational infrastructure under extraordinarily challenging parameters. She emerged as a transparent and highly professional leader throughout a grueling budget cycle, actively applying lessons from past fiscal years, maintaining deep professionalism, and proactively communicating budget rationales to municipal leaders, staff, and the wider community. Operational dependability was further anchored by her successful negotiation of a new collective bargaining agreement with the Duxbury Teachers' Association (DTA) under strict fiscal limitations. Her commitment to a safe, equitable environment is highly visible, demonstrated by the implementation of a comprehensive District Safety Plan, the execution of an equitable fee audit to eliminate financial barriers for students, and her highly proactive management of unexpected municipal crises, such as collaborating with town officials to handle the major winter storms of 2026.

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

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

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

Collaborative engagement and robust public communication remain definitive hallmarks of Dr. Klingaman's superintendency. Her weekly Friday newsletters, prompt and transparent communications during high-stakes emergency situations, and regular presence at school events and town meetings have established an excellent standard for building-level leaders. She actively advanced community voice by utilizing the K–12 Insight Survey as an evaluative tool and establishing a deeply inclusive, "wide tent" Strategic Planning Committee composed of parents, students, staff, and residents to help shape the district's future goals.

Opportunities for Growth:

- Evolving Two-Way Communication: The district has an opportunity to evolve its communication model from informational messaging into structured, two-way dialogue. This can be achieved by establishing clear, explicit connections between overarching themes in stakeholder feedback and the subsequent strategic course corrections implemented by the district.
- Empowering Localized Communicators: Dr. Klingaman can further amplify district messaging by intentionally and systematically empowering building-level staff to act as direct, aligned communicators within their respective school communities.
- Optimizing Feedback: While expanding public input is a clear strength, the administration should refine its wide tent approach to ensure a proper balance is struck between community synthesis and the direct preservation of internal administrative expertise. Streamlining committee operations by directly leveraging her leadership team's technical experience will optimize executive decision-making while upholding district values.

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ Focus Indicator (check if yes)	☐	☐	☒	☐
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. ☐ Focus Indicator (check if yes)	☐	☐	☒	☐
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. ☐ Focus Indicator (check if yes)	☐	☐	☒	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	☐	☐	☐	☐

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

Dr. Klingaman has successfully fostered a results-oriented professional culture characterized by a shared educational vision and an authentic dedication to continuous learning. She has effectively anchored staff commitment to the district's core values through high-visibility touchpoints like Convocation, structured staff book groups, and her own active participation in the Massachusetts Superintendent network to model reflective, evidence-based leadership practices. Her intentional emphasis on culture-building and strengthening the functional interplay between building administrators and educators provides a crucial operational foundation that directly impacts student outcomes.

Opportunities for Growth:

Proactive Feedback Integration: To elevate the district's communication and professional culture indicators from proficient to exemplary, the text and context of feedback loops must be advanced. Dr. Klingaman should pivot from a model of receiving feedback to one of deliberately and systematically seeking it out. Crucially, she should visibly incorporate that feedback into high-level district decisions, closing the loop by explicitly communicating back to school committee members, staff, and stakeholders how their input directly influenced final strategic outcomes.

DUXBURY
PUBLIC SCHOOLS
93 Chandler Street, Duxbury, MA 02332 | 781.934.7600
Danielle E. Klingaman, Ed.D, Superintendent | Elizabeth L. Wilcox, Ed.D, Assistant Superintendent

TO: Duxbury School Committee
FROM: Danielle Klingaman
DATE: June 10, 2026
SUBJECT: Assistant Superintendent Recommendation

I am pleased to recommend the appointment of Dr. Erin Wiesehahn to the position of Assistant Superintendent for Duxbury Public Schools. After a full search process, Dr. Wiesehahn emerged as the most qualified candidate to serve in this important role. The Assistant Superintendent role requires a combination of specific skills, including high-level personnel evaluation and team management, visionary curriculum expertise, data-driven instructional leadership, diplomatic and multidirectional communication, comprehensive compliance and legal expertise, and adaptability and executive readiness.

Dr. Wiesehahn has successfully served as Principal of Chandler Elementary School for the past 11 years. In addition to her building leadership experience, Dr. Wiesehahn is a seasoned professional school administrator and educator who has spent her entire career with Duxbury Public Schools. Dr. Wiesehahn previously served as the PK-5 Elementary Curriculum Supervisor, overseeing all content areas, and she began her career as an elementary teacher. Dr. Wiesehahn holds a Bachelor's Degree in English Literature and Elementary Education, a Master's Degree in Elementary Education, a Certificate of Advanced Graduate Studies in Educational Leadership, and a Doctorate of Education in Innovative Teaching and Learning. Dr. Wiesehahn is also a National Board Certified Principal Mentor. Dr. Wiesehahn holds a valid Massachusetts License for Assistant Superintendent/Assistant Superintendent.

As a Building Leader, Erin has led a staff of 110 teachers and support staff, supervised curriculum and assessment in all elementary grades, ensuring vertical alignment in PK-12, and managed a school budget and school-based expenditures. The varied positions she has held will provide foundational experience that will serve our school community in the Assistant Superintendent role.

DUXBURY
PUBLIC SCHOOLS

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Twitter: @DuxHSAthletics
Facebook: Duxbury Public Schools

Jeff Maidment
Director of Athletics

To: Duxbury School Committee
From: Jeff Maidment, Director of Athletics
Re: Changes to the 2026-2027 DHS Student Athlete Handbook
Date: June, 2026

Changes to the handbook are found on the following pages:

DHS Student Athlete Handbook

Page	Description
3	Eliminate the final point in SPECTATOR CODE OF CONDUCT • I will park my car only in assigned parking spots and not in illegal areas such as emergency lanes or handicapped spots
9	Add the word "Coach" to the paragraph regarding permission to join a team: • A student may not join a team that has already had cuts without consent of the Principal and/or Athletic Director and COACH.
13	Adding back to this section the Chemical Health Violation of KNOWINGLY IN THE PRESENCE (1st OFFENSE). This section was somehow deleted in the last revision: **Knowingly in the Presence (first offense):** Students deemed knowingly in the presence (but not in possession of or under the influence) of unlawfully possessed alcohol or other illicit drugs will lose eligibility for 10% of all interscholastic contests (not including scrimmages/jamborees) in that sport. Students deemed to be knowingly in the presence who hold in that season a Captaincy, will be suspended from that position for the period of one (1) month.
20	Add to Communication: • Students and coaches are not permitted to text each other. Coaches are instructed to use email and/or the communication tool required by the athletic department, i.e. Remind or SportYou.
16	Eliminate the 3 required courses for captains and include the following: All Captains will meet as a Captains Counsel regularly with the Athletic Director. These meetings are intended to be learning and growth experiences.

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Jeff Maidment
Director of Athletics

To: Duxbury School Committee
From : Jeff Maidment, Director of Athletics
Subject: Revenue and Sustainability Task Force Recommendations
Date: June 10, 2026

The purpose of this memo is to frame the work of the Athletics Revenue and Sustainability Task Force over the past several months and provide the context you need to support the Task Force recommendations with confidence.

Over the past several years, the cost of running an athletic program has grown in ways completely outside our control. These are market-driven changes that nearly every district in the State, especially our Patriot League counterparts, is currently navigating.

Key cost drivers include game officials and referees, contracted services, and coaching stipends and salaries. At the same time, our current user fee (basic registration is $250 per student per sport) has remained unchanged for 11 years, except for hockey, which was increased to $400 per student in the 2023-2024 season. Right now, user fees and miscellaneous receipts cover approximately 27% of the total program costs (based on FY25 actuals). Because of these rising expenses, we are projecting an average structural shortfall of approximately $167,000 per year over the next four years.

The Revenue and Sustainability Task Force, made up of administrators, teachers, coaches, parents, and School Committee representation, was formed to explore and evaluate potential ways the Duxbury School District might consider increasing and sustaining sources of revenue to help offset the rising costs associated with operating the athletic program that protects the student-athlete experience while minimizing the financial burden on families.

Over the last few months, the task force has completed extensive due diligence:

- Evaluated the operational costs required to run each sport
- Benchmarked Duxbury's user fees against the Patriot League and similar Massachusetts communities
- Developed creative, value-aligned revenue platforms that fit the culture of Duxbury High School

The presentation on June 10th will provide the granular details, but the Task Force is bringing forward three immediate, interconnected recommendations to you.

1. A Phased, Modest User Fee Adjustment
   We recommend increasing per-sport fees to $300 (and $500 for hockey) starting in the 2027-2028 school year, with a second planned step to $350 (and $550 for hockey) in the 2029-2030 school year. This proposal makes a moderate adjustment to the family cap. Our current fees are well below comparable Patriot League towns, and a phased approach is fair to families while providing meaningful revenue. Equity protections, including full waivers, fee reductions, and payment plans, remain strictly in place. Participation will always be needs-blind.

2. A Structured Advertising and Sponsorship Pilot

   We recommend authorizing a formal athletics sponsorship program that includes field and court signage, social media partnerships, and digital broadcast spots. Done well, partnerships are a community-building tool rather than just a revenue line. Local businesses want a clean, organized way to support our program, and this pilot creates one. We are targeting $50,000 in new revenue for the first year.

3. A Comprehensive Communications Plan

   We will launch an informational plan to clearly educate and inform families on exactly what operational registration fees fund. Transparency with our community is vital as we implement these updates.

What We Are Not Doing

To prevent any misconceptions in the community, it is important to be clear about what the Task Force is not recommending:

- We are not cutting any teams, sports, or programs.
- We are not asking for a budget reallocation from other academic departments.
- We are not asking families to become the primary funders of this program. Athletics is a district-supported educational experience, and that will not change.

The Task Force has worked thoughtfully and collaboratively over several months. Each individual recommendation is modest on its own, but together they create a financial foundation for Duxbury Athletics that is meaningful, sustainable, and equitable.

Duxbury Public Schools Athletics is not a program in trouble. We run 58 teams. We have over 1,600 student-athletes across three seasons, representing roughly 67% - 70% of our student body, participating each year. This is one of the highest in the state, and we maintained it despite a 18% reduction in overall district enrollment (between October 1, 2014, and October 1, 2025).

Our teams are winning, our coaches are deeply committed, and community support for the Dragons remains incredibly strong.

What we do have is a financial structure that has simply not kept pace with economic reality. This is a fixable problem, and it is exactly what our recent work addresses.

I am asking for your support to approve these recommendations on June 10th. I am happy to answer any questions you have, either before the meeting or during the Q&A. Thank you for your continued investment in our students and the tradition of Duxbury excellence.

DHS Athletics

Revenue & Sustainability Task Force

Task Force Mission

Currently, an estimated 67% of students participate in high school athletics – one of the highest in the state.

Given rising program costs, we project a budget shortfall going into the 2026/2027 school year.

Task Force Mission: Establish a sustainable budget so that student-athletes can thrive – and the financial burden to families is as minimal as possible.

Task Force Members

Lisa Dembowski, Director of Guidance

Tony Fisher, DHS Teacher, Coach & Parent

Lisa Freeley, Director of Business and Finance

Jeff Maidment, Athletics Director

Kathy Marshall, School Committee & Parent

Graham Nelson, Volunteer Coach & Parent

Caitlan Sheehan, Director of Diversity, Equity & Inclusion

Todd Warmington, DHS Assistant Principal & Coach

Current Fee Structure

Each student is charged a $250 user fee for participating. ($400 for hockey)

These user fees have not been increased in 11 years.

User fees are capped at $1250/family.

Historical Financial Impact

	2023/2024	2024/2025	2025/2026*
Program Costs	$1,381,316	$1,220,972	$1,174,409
Operating Budget	$694,834	$719,862	$744,150
Fees and Receipts	$399,619	$333,999	$323,999
Funding Gap Covered by Operating & Revolving	Operating - $193,842 Revolving - $92,436	Operating - $116,299 Revolving - $50,812	TBD

*FY26 as of 6/1/2026

Task Force Diligence

To date, we have benchmarked user fees to Patriot League and “like” towns.

We have also brainstormed incremental revenue platforms that fit with the values of the DHS athletic program.

Patriot League Athletic Fees

District	User Fee	Per Sport/Year	Amount	Family Cap	Advertising Supplement	Sports that pay extra fee
Plymouth North	Yes	Per Sport	$175	$875	Yes	
Plymouth South	Yes	Per Sport	$175	$875	Yes	
Duxbury	Yes	Per Sport	$250	$1250	No	Ice Hockey $400
Silver Lake	Yes	Per Year	$400	none	No	Ice hockey ($200); gymnastics and swim ($100)
Pembroke	Yes	Per Year	$300	$600	Yes	Football, hockey $450, Family Cap $750
Whitman Hanson	Yes	Per Sport	$375/250/100	$1200	Yes	Hockey and swim $400 facility fee
Marshfield	Yes	Per Sport	$300/300/150	$1,500	Yes	N/A
Hanover	Yes	Per Sport	$350	$1500/1775	Yes	Basketball and football $100, Hockey $375
Scituate	No	n/a	n/a	n/a	Yes	None
Hingham	Yes	Per Sport	$425/200/0	$1,150	No	Hockey 400
Quincy	Yes	Per Sport	$300/150/100	$750	No	Football & lacrosse ($150), Hockey ($300)
North Quincy	Yes	Per Sport	$300/150/100	$750	Yes	Football & lacrosse ($150), Hockey ($300)

Recommended Solution

Three Immediate Actions:

1. Raise student-athlete user fees to $300 per student per season ($500 per student per season for hockey) in the 2027-2028 school year, increasing to $350 beginning with 2029-2030 school year ($550 per student per season for hockey). Increasing family cap to five registrations; hockey adds $200 in FY28 and FY29, and $250 in FY30

2. Establish advertising platform on fields/courts/social media

3. Communications Plan to educate and inform families of the rationale behind the decision

#1: Raising User Fees

Forecasted Financial Impact

Current Fee Revenue: 4 year average $368,068
FY26 $323,999 (as of 6/1/2026)

Future Fee Projected Revenue: $62,350, increasing to $105,500

Percentage of Projected Shortfall: Projected Average 11.82%
(average $167k per year over next 4 years)



Example: Hanover High School

#2: Advertising Platform

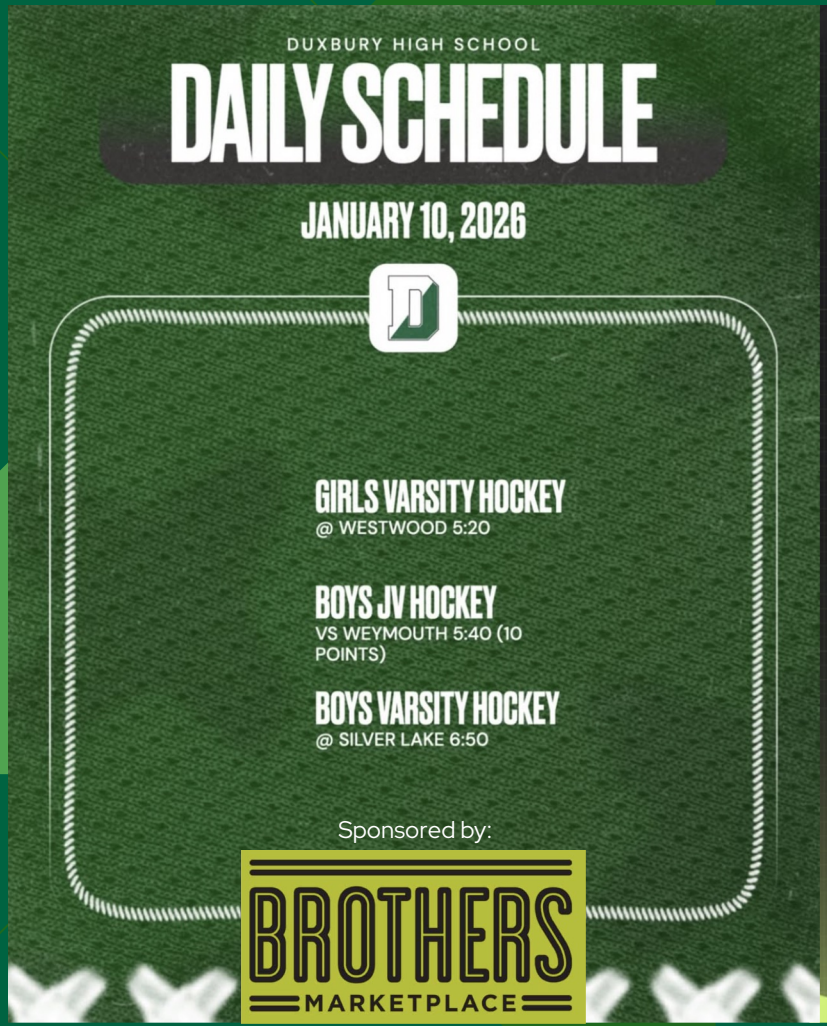
Pros: Creation of a revenue stream that is consistent with

Cons: Maintenance needs

Watch Outs: Need to establish strict visual and style guidelines for sponsors

Illustrative Example:




DUXBURY HIGH SCHOOL
DAILY SCHEDULE
JANUARY 10, 2026
GIRLS VARSITY HOCKEY
@ WESTWOOD 5:20
BOYS JV HOCKEY
VS WEYMOUTH 5:40 (10 POINTS)
BOYS VARSITY HOCKEY
@ SILVER LAKE 6:50
Sponsored by:
BROTHERS
MARKETPLACE


GIRLS TRACK
FINAL SCORE
74
DUXBURY HIGH SCHOOL
25
SILVER LAKE HIGH SCHOOL
Sponsored by:
Sotheby's
INTERNATIONAL REALTY

Proposed Pilot

Field & Court Boards
Ten signs total at $3,500/piece
Total Revenue: $35,000

Social Media Sponsorship
Fifteen sponsors at $1,000/piece
Total Revenue: $15,000

Year 1 Revenue Target: $50,000

Forecasted Financial Impact

	2026/2027	2027/2028	2028/2029	2029/2030
Projected Costs	$1,346,363	$1,383,817	$1,422,394	$1,462,128
Projected Budget *includes budgeted revolving offset of $335,000	$1,202,086	$1,225,161	$1,248,928	$1,273,408
Shortfall	$(144,278)	$(158,656)	$(173,466)	$(188,720)
Increased Fees		$62,350	$62,350	$105,500
Advertising Revenue	$50,000	$200,000	$200,000	$200,000
Total	$(94,278)	$103,694	$88,884	$116,780

Additional Concepts Under Consideration

Creation of “The Dragon Fund” donations:

- Sponsor a student
- Sponsor a team

On Field / On Court Vinyl Signage

Stand Signage

Parking Lot Signage

Next Steps

Establish a clear communication plan (via email, social media, etc) to explain the nuances of what registration fees pay for.

Engagement with Students / Captains / Clubs

Appendix

SPONSOR SELL SHEET
SIDE 1

HELP SUPPORT DUXBURY STUDENT ATHLETES

Investing in the Next Generation of Dragons

Every year, hundreds of Duxbury student-athletes represent our town with pride, dedication, and sportsmanship. Today, approximately **70% of Duxbury High School students participate in athletics**—one of the highest participation rates in Massachusetts.

The athletic department will be piloting a new opportunity to sponsor a team in the Fall, 2026.

Sponsors will receive recognition through:

- Thousands of Community Impressions Throughout the Year
- Recognized ad reads during live sporting events
- Advertising via athletics live streaming platform
- 70% Student Participation
- 2,500+ Family Members Reached
- 100+ Home Athletic Events Annually



SPONSOR SELL SHEET
SIDE 2

FOUNDING PARTNER

Own the Sideline.
Reach the Community.
$15,000 Annual Investment

Become one of the inaugural supporters of Duxbury Athletics and help shape the future of student athletics in our community.

As a Founding Partner, your business will receive the highest level of visibility and recognition available across the Duxbury Athletics program.

Includes:

- Four premium sideline sponsor boards
- Recognition at all announced home contests
- 50 sponsored social media placements
- Featured placement on the Duxbury Athletics sponsor page
- Inclusion in seasonal email communications
- Priority placement at athletic events
- Category exclusivity (one sponsor per business category)
- Recognition at the annual athletics awards event
- Permanent recognition as a Founding Partner of Duxbury Athletics

PLATINUM PARTNER

Support the Teams.
Grow Your Visibility.
$7,500 Annual Investment

A high-impact sponsorship package designed for businesses looking to build meaningful connections with Duxbury families while supporting student-athletes throughout the year.

Includes:

- Two premium sideline sponsor boards
- Recognition at select home contests
- 25 sponsored social media placements
- Sponsor recognition on the Duxbury Athletics website
- Inclusion in seasonal sponsor acknowledgements
- Recognition at select athletic events

COMMUNITY PARTNER

Support Local Athletes.
Support Local Pride.
$2,500 Annual Investment

An accessible sponsorship opportunity for local businesses committed to supporting Duxbury student-athletes and strengthening our community.

Includes:

- Recognition on the Duxbury Athletics sponsor page
- Quarterly social media recognition (12 annual placements)
- Inclusion in seasonal sponsor communications
- Digital sponsor badge for your website and social channels
- Recognition as a Community Partner of Duxbury Athletics

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SIDE 2

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SPONSOR SELL SHEET
SIDE 2

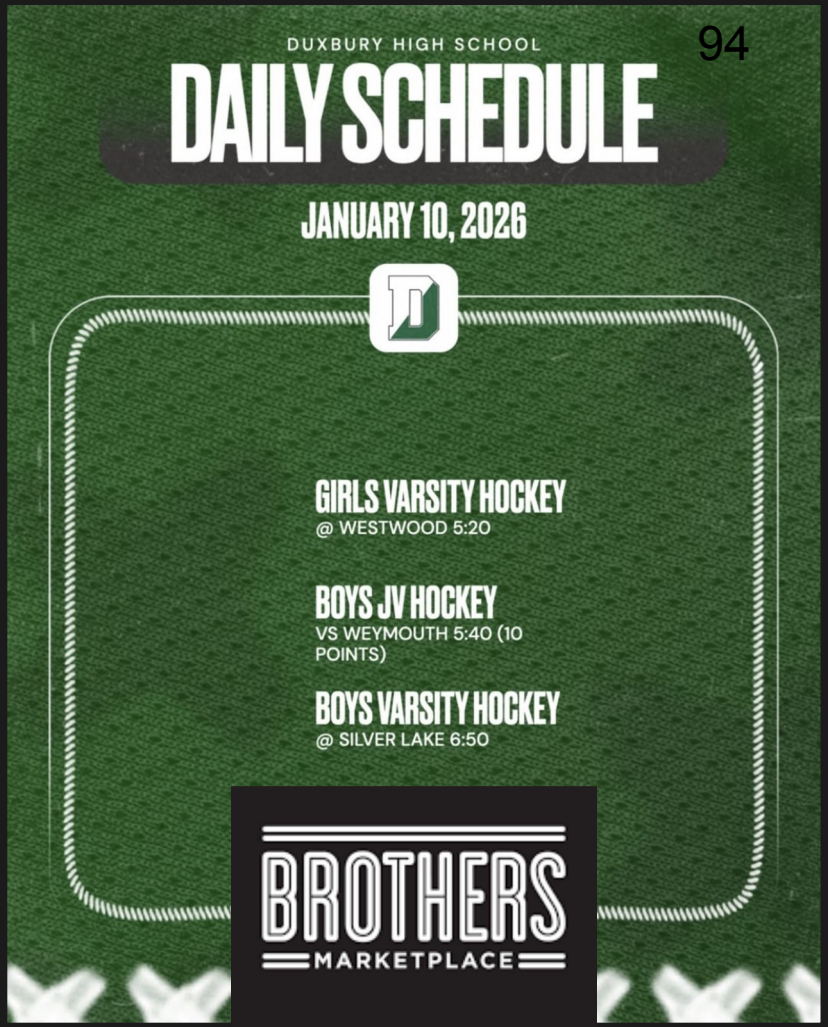
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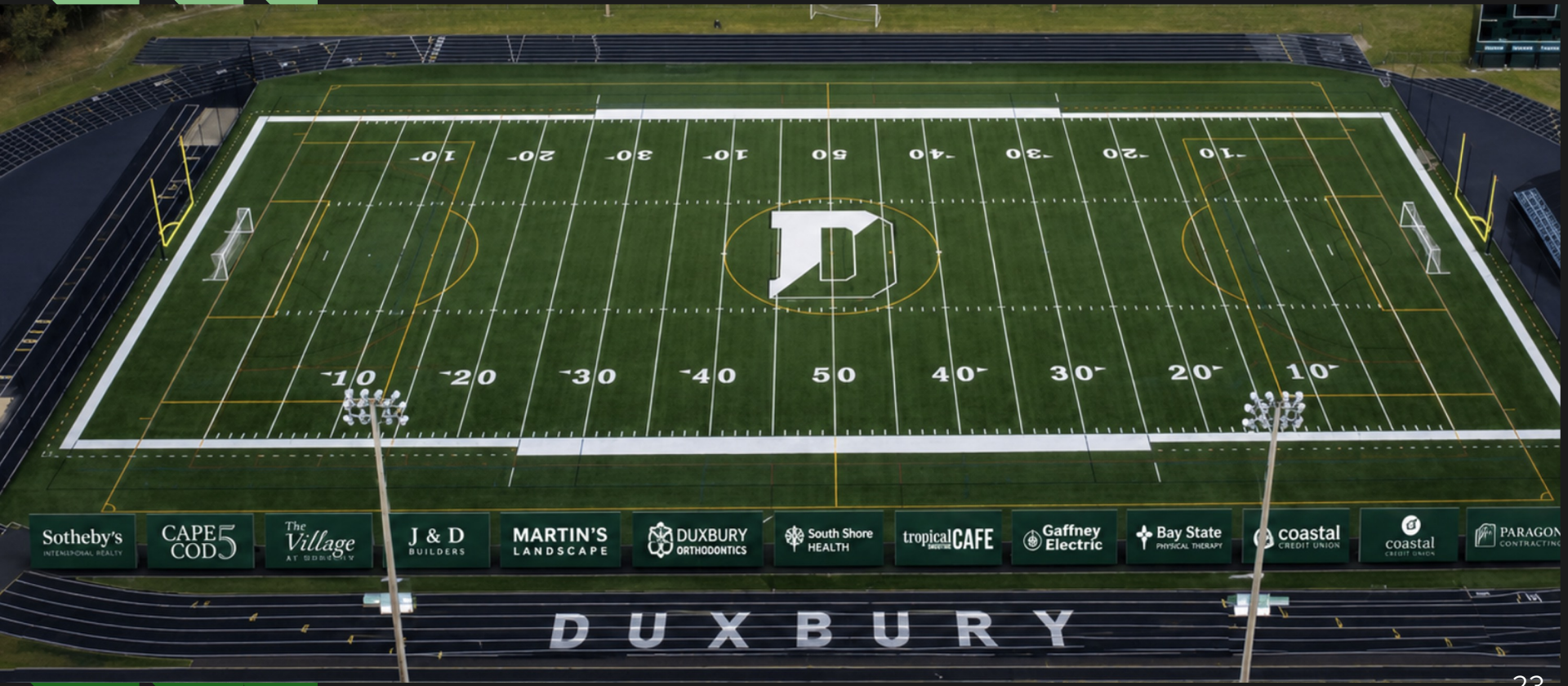
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SPONSOR SELL SHEET
SIDE 1

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Draft Sponsorship Agreement

DUXBURY HIGH SCHOOL ATHLETICS

ATHLETICS SPONSORSHIP AGREEMENT

Academic Year [YYYY–YYYY]

DRAFT — FOR DISCUSSION PURPOSES ONLY
This document is a working draft and has not been reviewed by legal counsel. It should not be executed or distributed to prospective sponsors until reviewed and approved by district legal counsel and, as applicable, the School Committee and Select Board.

1. PARTIES

This Athletics Sponsorship Agreement ("Agreement") is entered into as of the date last signed below ("Effective Date") by and between:

Duxbury School District — Athletics Department
130 St. George Street, Duxbury, MA 02332
Represented by: Jeff Maidment, Director of Athletics ("the District")

AND

Sponsor:
Business Name: _____
Contact Name: _____
Address: _____
Email / Phone: _____

("the Sponsor")

2. SPONSORSHIP PACKAGE & TERM

Sponsorship Tier	
Annual Fee	
Agreement Term	
Placement Location(s)	
Renewal Option	

Sponsorship tiers, corresponding fees, and included placements will be set forth in Schedule A, which is incorporated into this Agreement by reference. Schedule A will be finalized prior to execution.


Greenfield Bank
Proud to support RAYMOND ATHLETICS
NORTHWOOD INSURANCE
Protecting what matters most.
STONEFIELD REALTY GROUP
Local Roots. Lasting Connections.
Welcome to the Raymond P. Chandler Field
Home of the Dragons
NOTICE


Greenfield Bank
NORTHWOOD INSURANCE
STONEFIELD REALTY GROUP
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Twitter: @duxschools
Facebook: Duxbury Public Schools

To: Duxbury School Committee
From : Katie St. Clair, Director of Facilities
Lisa Freeley, Director of Business & Finance
Subject: Facility Rental Program Review and Proposed Fee Schedule Revisions
Date: June 10, 2026

We respectfully request that the School Committee review and approve the proposed revisions to the District's facility rental fee schedule. These revisions are the result of a review of the District's facility rental program conducted jointly by the Director of Facilities and the Director of Business and Finance, and represent the first update to rental fees and related charges since 2019.

Over the past several years, Duxbury Public Schools has continued to experience strong demand for the use of school buildings, athletic facilities, fields, courts, auditoriums, and other spaces by community organizations and external users. During the same period, the costs associated with operating, maintaining, staffing, and supporting those facilities have increased substantially. Despite the rising costs, the District's rental fee structure has remained largely unchanged.

The timing of this review coincides with the implementation of Event Manager, the District's new facilities and event management platform. The transition to this system provided an opportunity to closely examine current rental practices, assess operational efficiencies, review cost-recovery mechanisms, and compare Duxbury's program with those of neighboring school districts.

Through this process, it became apparent that while Duxbury's rental program is well-utilized and valued by the community, several aspects of the current fee structure no longer reflect the actual costs of providing access to District facilities. In addition, certain services, equipment, and facility resources that comparable districts routinely charge for are currently provided at little or no cost.

The proposed revisions are intended to modernize the rental program, improve consistency, transparency, better align fees with operating costs, and bring Duxbury's practices more closely in line with those of comparable school districts.

It is believed that the proposed revisions are consistent with the School Committee's responsibility to ensure the responsible stewardship of public facilities and taxpayer-funded

resources. While community use of school facilities remains an important service provided by the District, such use should not create an undue financial burden on taxpayers.

District facilities represent a significant public investment and require ongoing maintenance, repair, staffing, and capital improvements. Facility rental fees should reasonably recover the direct costs associated with facility use and contribute towards the preservation and enhancement of those facilities for the benefit of students and the broader community.

The review identified several areas where the current rental program could be improved.

- Facility rental rates have not been comprehensively updated since 2019, despite significant increases in labor, maintenance, utilities, and operating costs, and the aging of facilities.
- Current rates are below those charged by many neighboring districts for comparable facilities and services.
- Certain equipment, facility resources, and support services are currently provided without charge despite representing costs to the District.
- Custodial costs associated with evening and weekend rentals are not being fully recovered through the current fees and charges.
- Existing fee structures do not consistently align with the actual resources required to support specific events and facility uses

While the District is not operating the rental program at a loss overall, the review indicates that the program is not generating the expected revenue given current usage patterns, actual operating costs, and prevailing practices among comparable districts. As a result, there are opportunities to improve cost recovery and ensure that rental revenue more accurately reflects the value of the facilities and services provided.

As part of this review, neighboring and comparable districts, including Silver Lake, Scituate, Hanover, Hingham, and Plymouth, as well as facility rental schedules and related practices, were reviewed.

The comparison revealed that Duxbury's rates are generally lower in several facility categories and that other districts more consistently assess charges for equipment use, staffing requirements, and event-related support services. The proposed fee schedule reflects a measured effort to align Duxbury's practices with regional norms while continuing to provide reasonable access for community organizations and local users.

A comparison of current and proposed rates, along with regional benchmarking information, is included in the supporting materials accompanying this memo.

The importance of maintaining affordable access to District facilities while ensuring responsible management of District resources is recognized.

Facility rental revenue serves an important purpose beyond supporting the administration of the rental program itself. Revenue generated through facility use can help support ongoing investments in District facilities and grounds, including:

- Building repairs and preventive maintenance
- Athletic field improvements and maintenance
- Turf field upkeep and future replacement planning
- Tennis court maintenance and improvements
- Facility equipment replacement and upgrades
- Preservation and enhancements of District assets
- Improvements that directly benefit students and community users

The proposed fee schedule includes:

- Adjustments to facility rental rates to better reflect current market conditions and operating costs
- Establishment of fees for equipment and facility resources that currently generate little or no revenue despite requiring District support and maintenance
- Improved alignment between staffing requirements and associated charges
- Clarification and standardization of rental categories and fee structures
- Enhanced consistency and transparency of facility rentals

Importantly, the proposed changes are not intended to restrict community access to District facilities. Rather, they are designed to ensure that all users contribute fairly towards the costs generated by their use and that the District's rental program remains financially sustainable.

It is believed that the proposed fee schedule represents a thoughtful and balanced modernization of the District's rental program. The recommendations are informed by operational experience, regional benchmarking, implementation of the Event Manager system, and a comprehensive review of current practices and costs.

The proposed revisions will strengthen cost recovery, improve administrative consistency, align Duxbury's practices with those of comparable districts, and provide additional resources to support the maintenance and preservation of District facilities.

We respectfully request the School Committee's review and approval of the proposed facility rental fee schedule, effective July 1, 2026.

Duxbury Public Schools Rental Fee Schedule

Facilitiy/Service/Location	Group 1 School Sports, Org and Clubs	Group 2 Non-Profit Groups and Community Based Organizations		Group 3 For Profit Groups/ Businesses/Companies/Indiviuals	
ATHLETIC COMPLEX	**PER USE**	**HALF DAY**	**FULL DAY**	**HALF DAY**	**FULL DAY**
Turf Field	No Fee	$200 $50/hr	$400	$300 $100/hr	$600
Turf Field Light Fee	No Fee	$50 $40/event	$100	$100 $40/event	$200
Turf Field Press Box / Score Board	No Fee	$33/hr		$45/hr	
Grass Athletic Fields (Brooks and DCF)	No Fee	$150 $50/event	$300	$150 $150/event	$250
Tennis Courts	No Fee	$30/hr		$30/hr	
Steele Restroom Fee	No Fee	$50/hr $50/event		$200 $50/event	$400
FACILITIES	**PER USE**	**HALF DAY**	**FULL DAY**	**HALF DAY**	**FULL DAY**
Classroom / Conference Room	No Fee	$100 $25/hr	$200	$200 $50/hr	$400
Library	No Fee	$100	$200	$200	$400
Cafeteria Rentals	No Fee	$100 $50/3hrs	$200	$200 $100/3hrs	$400
Kitchen Usage	Rate set by Chartwells	Rate set by Chartwells	Rate set by Chartwells	Rate set by Chartwells	Rate set by Chartwells
DHS Presentation Hall (Black Box)	No Fee	$200 $25/hr	$400	$250 $75/hr	$450
Presentation Hall Audio / Visual Technician	No Fee	$50/hr		$50/hr	
Gymnasium Rentals	No Fee	$100 $25/event	$200	$150 $100/event	$250
PREFORMING ARTS CENTER	**PER USE**	**HALF DAY**	**FULL DAY**	**HALF DAY**	**FULL DAY**
Auditorium	No Fee	$400	$800	$1,000	$2,000
Rehearsal Room	No Fee	$25/event		$25/event	
Steinway Concert Grand Piano	No Fee	$15		$15	
Choral Risers (4 risers)	No Fee	$10		$10	
Sound System	No Fee	$25/event		$25/event	
Clear Com Headset System (4 stations)	No Fee	$15/hr/unit		$15/hr/unit	
Hand-held Microphones	No Fee	$10/hr/unit		$10/hr/unit	
Video Projector (operator required)	No Fee	$15		$15	

Wireless Body Microphones	No Fee	$10/hr/unit		$10/hr/unit	
PERSONNEL CHARGES	**PER USE**	**HALF DAY**	**FULL DAY**	**HALF DAY**	**FULL DAY**
Custodial Service (per person) *Subject to change	No Fee	$50/hr $25/3hr min		$50/hr $25/3hr min	
Stage / Sound Technician (per person)	No Fee	$50/hr $25		$50/hr $25	
Box Office Personnel	No Fee	$25/hr		$25/hr	

*A kitchen cannot be opened to any Applicant unless arrangements have been made with the Director of Food Services and a kitchen staff person is physically in the kitchen. All fees are subject to change.
Requirements for Police and/or Fire Details at your events are solely at the discretion of the Chiefs. Should a Detail be required, the Applicant is solely responsible for arranging the Detail with the Police and/or Fire Departments and for any associated payments prior to the event.

*Half-day rental fees apply to up to four (4) hours. Full-day charges will apply for timeframes exceeding four (4) hours.

*Indicates old rates

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Facility and Grounds Rental Procedures, Rules, and Guidelines

The following procedures, rules, and guidelines specifically apply to the use of the Duxbury Public Schools. Please review this document in its entirety prior to applying.

General Information

1. The use of all facilities will be at the discretion of the Superintendent or designee. The appropriateness of the activity should adhere to the proper use of a school building or grounds.
2. The activity should provide the community with an artistic, cultural, recreational, or educational benefit
3. Granting of permission to use school property should not be construed as an endorsement of any individual or group by the Duxbury School Committee.
4. When scheduling conflicts occur, preference will be given to organizations associated with the Duxbury Public Schools
5. The School Department reserves the right to refuse the use of school property to any and all groups.
6. The School Department reserves the right to enter into special contracts and arrangements with any and all groups.

General Guidelines for Facility Usage

1. School properties will be made available to eligible groups when requests are not in conflict with school functions.
2. If there is a conflict with school-sponsored use after agreement for use is made, the school-sponsored use will take priority. Exceptions will be considered by the superintendent or his/her designee when undue or extreme hardship might result for the contracting organization.
3. Minors may not rent school facilities.
4. A rental agreement is not transferable.
5. A rental agreement may be canceled by Duxbury Public Schools if its provisions are violated in any way.
6. Reservations for rental use of district properties must be submitted through the School's designated reservation system and receive the required approvals prior to use. Approval will be communicated electronically to the applicant.
7. The district requires a current certificate of insurance naming Duxbury Public Schools as an additional insured. (See also Section on Liability Coverage)
8. Renters who wish to use the kitchen equipment must employ a school food service worker. The Director of Food Services will coordinate all requests.
9. Rental of the district's properties does not include the use of athletic equipment, musical equipment, sound systems, audio/visual equipment, etc.
10. Sponsoring organizations shall provide sufficient, competent adult supervision of participants for any requested usage of the facilities or grounds.
11. Approved groups are restricted to the approved dates/hours, the building area, and the specified facilities/fields in the agreement.
12. Organizations using the facilities assume responsibility for damage to property or

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equipment.
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13. The school district, at its sole discretion, may cancel an event due to inclement weather or unforeseen circumstances beyond its control.
14. Field Specific: Organizations are required to utilize the track mats and return the mats to the appropriate area at the conclusion of the field use.
15. Field Specific: Food, sunflower seeds, chewing gum, glass containers, cans and beverages not in sealable containers are prohibited.
16. Field Specific: Smoking, chewing tobacco, alcohol and any open flames are not permitted.
17. Field Specific: Pets are not allowed. Pets are not permitted on School property. Service animals, as defined by applicable federal and state law, are permitted provided they remain under the control of their handler at all times.
18. Field Specific: Bicycles, rollerblades, golf carts, and other unauthorized motor vehicles are prohibited.
19. Field Specific: Goals, bleachers, and other equipment may not be moved without permission

Responsibility of the Applicant

1. The organization using school property shall be responsible for controlling the behavior of persons using the buildings or attending the function by assuring the following:
    i. No one is to enter the building until the responsible person is present. That person shall remain until all persons related to or associated with the event have left the premises.
    ii. Children must be supervised at all times. One responsible adult should be in charge and present at all times for every 10 participants.
2. In the event that property loss or damage is incurred during such use or occupancy of any district properties, the amount of damages shall be decided by the appropriate school personnel, and a bill for damages will be presented to the group using or occupying the facilities during the time that the loss or damage was sustained.
3. No reservations shall be made for the use of the District Facilities or Fields until the *Rental Agreement* is submitted and approved.
4. Generally, facility usage will not be approved until the beginning of the academic year. Exceptions will be considered on an individual basis.
5. Those considering renting the Facilities or Fields to survey the area shall coordinate this with the Director of Facilities or designee to obtain permission to view the area.
6. Every organization must satisfactorily pay all fees, including any additional damages incurred, before any additional dates for future events will be considered.

Time Limits

1. During a school day, as defined by the Duxbury Public Schools yearly calendar, permission for use of the District's properties may not be granted until 3:30 pm and may not extend beyond 6:00 am. Exceptions will be considered on an individual basis.
2. All facilities must be cleared within thirty minutes of the closing time indicated on the application.
3. Any exceptions to the time limit must be requested in writing by the applicant at

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least one week in advance and approved by the Director of Facilities or designee.

Center

Cancellations

1. Duxbury Public Schools may cancel permission to use the District's Facilities and Fields whenever such action is deemed necessary in the best interest of the school district. Advance notice will be given to the renter to the extent possible. *Reminder: Postponement of school events may cause a sudden change in the use of facilities.*
2. A written request for cancellation must be received at least three business days prior to the agreed-upon date/time. Failure to cancel shall obligate the applicant to pay a custodial fee and any other incurred expenses.

Safety Coverage

1. Groups receiving permission to use the District's Facilities and Fields are responsible for the observance of local and state regulations at all times. In accordance with regulations, appropriate safety coverage will be required at all functions.
2. The applicant is responsible for arranging and paying for the appropriate safety coverage for the event. It is the responsibility of the renter to present Proof of Insurance to the Director of Facilities or designee at least three business days in advance of the event.

Smoking, Profane Language, and Gambling

1. The use of tobacco products, profane language, or gambling in any form is strictly prohibited on all school properties.
2. Food and beverages are not allowed on/in the curtains facilities and fields. No refreshments of any kind may be served unless approved. If approval is granted, serving refreshments shall be confined to the designated areas.
3. At all events, no refreshments will be sold or consumed in the auditorium, rehearsal rooms, or classroom areas.
4. Violations of the above expectations may result in cancellations of future use.

Custodial / Supervisory Care

1. Adequate custodial service is mandatory with the District Facilities and Fields. Each organization using the Facilities or Fields will be assigned custodial personnel when the district deems necessary. Each organization must agree to the assignment of custodial/supervisory personnel during the time agreed in the application.
2. Upon receiving an application for an event, the district will indicate the number of custodians required depending on the size of the event.
3. The renter will be charged the current custodial rate.
4. The fee to be charged will be based on when the custodian reported for the event and until he or she has finished the necessary cleaning at the conclusion of the event, for a minimum of 3 hours per day.

Eligibility of Organizations

1. No later than two weeks prior to the proposed use of facilities, applications must be made in appropriate form and submitted to the Business Office for approval.
2. Non-Profit groups will be required to provide proof of their non-profit status with

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their application.
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93 Chandler Street, Duxbury, Massachusetts 02332
Tel: (781) 934-7600 Fax: (781) 934-7644
District website www.duxbury.k12.ma.us
Twitter: @duxbury_ps Facebook: Duxbury Public Schools

3. If requested, a security deposit payable to the Duxbury Public Schools must be provided.
4. Groups with fewer than 50% Duxbury residents will be deemed non-local.
5. If additional custodial services are required, a fee shall be charged at the appropriate rate.
6. All groups must provide documentation of insurance coverage and waiver of liability of the Town of Duxbury at the time of the application.

Group Definitions

Group 1 - School/Support Any group that is part of the internal group structure (band, booster groups, school council, athletics, arts, etc.) whose primary purpose is to support school activities.
Group 2 ` Local Non-Profit (501(c) (3) or similar • Groups that are part of the Duxbury community and function on a non-profit basis (Scouts, youth groups, town departments, Rotary Club, recreational groups, town youth sports) • Groups whose primary purpose for facility use is to support the Duxbury Public Schools and its students should be eligible for a waiver of their fees. • Employee-sponsored/run programs benefiting the Duxbury students, which are fee-based and for which the employee or person performing the service receives compensation from the fees collected. •
Group 3 ` Local for Profit • Groups with fewer than 50% Duxbury residents, non-profit groups, businesses, companies, and individuals.

Fees

1. The fee schedule is included for each category as indicated in Attachment #2,fee schedule. Additional fees may be charged to cover incurred costs necessary to accommodate the renter.
2. Fees may be waived for school-sponsored events.
3. A deposit of 50% of the estimated cost for the rental must be paid at the time the application is approved by the district. A refund of 50% of the deposit (25% of the fee) will be made with three months' written notification, and 25% of the deposit (12.5% of the fee) with one month's written notification that the event will be canceled by the applicant.
4. All checks should be made payable to the *Duxbury Public Schools.*

DUXBURY
PUBLIC SCHOOLS

Duxbury Public Schools
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Liability Coverage

1. **Indemnification**: In consideration for allowing the rental of school facilities and in full recognition of the School Committees fiduciary responsibility to protect owned property and assets, the Lessee hereby covenants and agrees at all times to indemnify and hold harmless the Lessor; its officers and employees, to the fullest extent permitted by law, from any claims, damages, losses and expenses, including, but not limited to, reasonable attorneys' fees and legal costs arising out of the use of these rental premises and all Lessor facilities by the Lessee, its officers, employees, agents, representatives, contractors, customers, guests, and invitees.

2. **Insurance**: As evidence of its financial ability to indemnify the Lessor, during the term of this agreement, the Lessee shall obtain and pay premiums for Commercial General Liability insurance protecting the parties hereto, their agents, officers, elected officials, representatives, or employees because of bodily injury, property damage, personal injury or products liability incurred by the parties in the performance of the terms of this lease, such policy to provide limits not less than $1 million per occurrence. A Certificate of Insurance naming the Lessor as an Additional Insured shall be provided. Such insurance contracts shall be with companies acceptable to the Lessor, and they shall require ten (10) days' prior written notice to both parties hereto of any cancellation.

TOWN OF HANOVER
273 CEDAR STREET
HANOVER, MASSACHUSETTS 02339
Website: www.hanover-ma.gov

Telephone: (781) 857-5706
Facsimile: (781) 857-5710

REQUEST FOR USE OF FACILITIES

SUBMIT COMPLETED FORM TO THE MAIN OFFICE OF THE SCHOOL OR TOWN BUILDING WHERE THE DESIRED EVENT IS TO BE HELD. INCOMPLETE APPLICATIONS WILL NOT BE APPROVED.

NAME OF APPLICANT _____ NAME OF ORGANIZATION (required) _____

COMPLETE MAILING ADDRESS _____ BEST PHONE # _____

LOCATION REQUESTED: HS____ MS____ SY____ CN____ CD____ TH____ COA____ LIB____ PD____

DATE(S) REQUESTED: _____ DAY(S) OF WEEK: _____
Please list all dates (attach list if needed) Please list all (attach list if needed)

ENTRANCE TIME TO FACILITY: _____ EXIT TIME FROM FACILITY: _____

TIME ACTIVITY STARTS: _____ TIME ACTIVITY ENDS: _____

DESCRIBE NATURE OF ACTIVITY: _____

ESTIMATED NUMBER OF PEOPLE ATTENDING: _____ PRICE OF ADMISSION: _____

USE OF PROCEEDS: _____

* PLEASE CHECK OFF ON PAGE TWO (2) ALL AREAS OR EQUIPMENT INTENDED FOR USE.

I have read the "Use of Facilities, Grounds, and Equipment Fees and Requirements" and accept the responsibility for the group/organization, for payment of bills and the observation of all regulations, terms and conditions of such use and compliance with any and all Massachusetts General Laws. Incomplete applications will not be approved.

SIGNATURE OF AUTHORIZED APPLICANT _____ DATE _____ EMAIL (required) _____

POLICE CERTIFICATION: I hereby certify that arrangements have been made for the presence of a uniformed police officer at this function.
Signature, Authorized member of the Hanover Police Department: _____

FIRE CERTIFICATION: I hereby certify that arrangements have been made for the presence of fire personnel at this function.
Signature, Authorized member of the Hanover Fire Department: _____

FOR OFFICIAL USE ONLY

APPROVAL OF PRINCIPAL OR BUILDING MANAGER _____ DATE _____

FIRE DETAIL REQUIRED: Yes___ No ___

POLICE DETAIL REQUIRED: Yes___ No ___

Yes ____ No ____ Athletic Director (when applicable)

Yes ____ No ____ Technology/CAM (when applicable)

Yes ____ No ____ Food Service Manager (when applicable)

Yes ____ No ____ APPROVAL

FACILITIES MANAGER _____ DATE _____

ESTIMATED CHARGES: Rental _____ Equipment Rental _____ Maintenance/Custodial Fees _____

Kitchen Staff Fee (separate) Technician Fees _____ TOTAL ESTIMATED COST:_____ DEPOSIT DUE:_____

Deposit	Group	School	Maint	AD	Food Svc	Tech/CAM	Billed	Paid	Final Bill	Final Pmt

FEES FOR USE OF FACILITIES AND EQUIPMENT					
	Check Here	**Groups 1 & 2**	**Groups 3 & 4 (Half/Full Day)**	**Group 4a (Half/Full Day)**	**Group 5 (Half/Full Day)**
Elementary					
Gym			$25/$50		$75/$150
Cafeteria					$75/$150
Kitchen					$75/$150
Auditorium					$75/$150
Classroom					$50/$100
Library					$75/$150
Computer Room			$25/$50	$25/$50	$75/$150
Middle School					
Gym			$25/$50		$75/$150
Cafeteria					$75/$150
Kitchen					$75/$150
Auditorium					$75/$150
Classroom					$50/$100
Library					$75/$150
Computer Room			$25/$50	$25/$50	$75/$150
High School					
Gym A			$25/$50		$100/$200
Gym B			$25/$50		$100/$200
Locker Rooms					$100/$200
Exercise Room					$150/$300
Cafeteria					$250/$500
Kitchen					$250/$500
Auditorium					$250/$500
Classroom					$50/$100
Library					$100/$200
Computer Room			$25/$50	$25/$50	$100/$200
Multi-Purpose Room *			$50/$100	$50/$100	$300/$500
Outdoor Sound System			$75/$150	$75/$150	$250/$500
Equipment					
TV			$15	$15	$50
DVD Player			$15	$15	$50
Data Projector			$15	$15	$50
Sound System			$25	$25	$100
Microphone(s)			$15	$15	$50
Lighting			$25	$25	$100
Piano			$25	$25	$100
Other			$15	$15	$50
OTHER (special needs & information; for municipal building describe room needed):					

Fees

Half-day rental fees are for up to a maximum of four (4) hours. Full day charges will apply for time frames in excess of four (4) hours. In addition to the above listed fees, the Applicant is typically subject to a custodian fee of forty dollars ($40.00) per hour for a minimum of four (4) hours. The technician fee is forty dollars ($40.00) per hour, as needed. Use of a school kitchen is managed and invoiced separately through the Director of Food Services who will receive a copy of this application if the kitchen box is checked. A kitchen cannot be opened to **any** Applicant unless arrangements have been made with the Director of Food Services and a kitchen staff person is physically in the kitchen. All fees are subject to change. A twenty-five percent (25%) deposit will be required for events with anticipated fees in excess of five-hundred dollars ($500.00). (* ***There will be no charge for the Multi-Purpose Room for eligible Cable Access users.)*** Requirement for Police and/or Fire Details at your event are solely at the discretion of the Chiefs. Should a Detail be required, as noted on this completed form, the Applicant is solely responsible for making the Detail arrangements with the Police and/or Fire Departments and associated payments prior to the event.

FEES FOR USE OF SCHOOL OUTDOOR FACILITIES					
	Check Here	**Groups 1 & 2**	**Groups 3 & 4 (Half/Full Day)**	**Group 4a (Half/Full Day)**	**Group 5 (Half/Full Day)**
Elementary					
Softball Field			$25/$50		$50/$100
Middle School					
Upper Softball Field			$25/$50		$50/$100
Lower Softball Field			$25/$50		$50/$100
Baseball Field			$25/$50		$50/$100
Lacrosse/Soccer Field			$25/$50		$50/$100
High School					
Field Hockey/Practice Field			$50/$100		$100/$200
Softball Field			$100/$200		$150/$300
Baseball Field			$100/$200		$150/$300
Artificial Turf Field			$250/$500		$500/$1,000
Tennis Courts			$50/$100		$150/$300
Track			$75/$150		$250/$500
Concession Stand			$100/$200		$500/$1,000
OTHER (special needs & information):					

GROUP DEFINITIONS	
Group	Membership
1	Hanover Schools - School District, including School Committee and school organizations - Student Councils, teams and clubs
2	Town of Hanover departments, including Board of Selectmen, Committees, and official town events such as Town Meeting and elections.
3	Organizations related to Hanover Schools - HPTA, HFEE, HPMC - Boosters
4	Town of Hanover sports programs and activities. Also, town civic organizations.
4a	Town sports programs with contractual annual fee.
5	All other organizations

FEES FOR USE OF FACILITIES AND EQUIPMENT					
	Check Here	Groups 1 & 2	Groups 3 & 4 (Half/Full Day)	Group 4a (Half/Full Day)	Group 5 (Half/Full Day)
Elementary					
Gym			$25/$50		$75/$150
Cafeteria					$75/$150
Kitchen					$75/$150
Auditorium					$75/$150
Classroom					$50/$100
Library					$75/$150
Computer Room			$25/$50	$25/$50	$75/$150
Middle School					
Gym			$25/$50		$75/$150
Cafeteria					$75/$150
Kitchen					$75/$150
Auditorium					$75/$150
Classroom					$50/$100
Library					$75/$150
Computer Room			$25/$50	$25/$50	$75/$150
High School					
Gym A			$25/$50		$100/$200
Gym B			$25/$50		$100/$200
Locker Rooms					$100/$200
Exercise Room					$150/$300
Cafeteria					$250/$500
Kitchen					$250/$500
Auditorium					$250/$500
Classroom					$50/$100
Library					$100/$200
Computer Room			$25/$50	$25/$50	$100/$200
Multi-Purpose Room *			$50/$100	$50/$100	$300/$500
Outdoor Sound System			$75/$150	$75/$150	$250/$500
Equipment					
TV			$15	$15	$50
DVD Player			$15	$15	$50
Data Projector			$15	$15	$50
Sound System			$25	$25	$100
Microphone(s)			$15	$15	$50
Lighting			$25	$25	$100
Piano			$25	$25	$100
Other			$15	$15	$50
OTHER (special needs & information; for municipal building describe room needed):					

Fees

Half-day rental fees are for up to a maximum of four (4) hours. Full day charges will apply for time frames in excess of four (4) hours. In addition to the above listed fees, the Applicant is typically subject to a custodian fee of forty dollars ($40.00) per hour for a minimum of four (4) hours. The technician fee is forty dollars ($40.00) per hour, as needed. Use of a school kitchen is managed and invoiced separately through the Director of Food Services who will receive a copy of this application if the kitchen box is checked. A kitchen cannot be opened to **any** Applicant unless arrangements have been made with the Director of Food Services and a kitchen staff person is physically in the kitchen. All fees are subject to change. A twenty-five percent (25%) deposit will be required for events with anticipated fees in excess of five-hundred dollars ($500.00). (* ***There will be no charge for the Multi-Purpose Room for eligible Cable Access users.)*** Requirement for Police and/or Fire Details at your event are solely at the discretion of the Chiefs. Should a Detail be required, as noted on this completed form, the Applicant is solely responsible for making the Detail arrangements with the Police and/or Fire Departments and associated payments prior to the event.

PLYMOUTH PUBLIC SCHOOLS

4.0 FEE SCHEDULES

	CLASS I	CLASS II	CLASS III	CLASS IV
	School Groups	Non-Profit* Plymouth Youth Service Groups	Non-Profit* Groups	For Profit Groups
APPLICATION FEE	No Charge	No Charge	No Charge	$ 20.00
ATHLETIC AREAS	$ per Hour	$ per Hour	$ per Hour	$ per Hour
Football Field	No Charge	$ 25.00	$ 25.00	$ 100.00
Turf Football or Baseball Field	No Charge	$ 55.00	$ 55.00	$ 165.00
Baseball Field	No Charge	$ 25.00	$ 25.00	$ 100.00
Softball Field	No Charge	$ 25.00	$ 25.00	$ 100.00
Soccer Field	No Charge	$ 25.00	$ 25.00	$ 100.00
Track	No Charge	$ 55.00	$ 55.00	$ 165.00
Tennis Courts	No Charge	$ 25.00	$ 25.00	$ 35.00
Locker Room	No Charge	$ 25.00	$ 25.00	$ 75.00
Fieldhouse Restroom -HS	No Charge	No Charge	No Charge	$ 50.00
Double Gymnasium - HS	No Charge	$ 80.00	$ 80.00	$ 360.00
HS Gym	No Charge	$ 40.00	$ 40.00	$ 180.00
MS Gym	No Charge	$ 15.00	$ 15.00	$ 135.00
ES Gym	No Charge	$ 10.00	$ 10.00	$ 75.00
Press Box / Score Board	No Charge	$ 12.00	$ 12.00	$ 35.00
Concession Stand	No Charge	$ 35.00	$ 35.00	$ 110.00
Field Lights (Add)	No Charge	No Charge	No Charge	Added Charge
Outdoor Sound System	No Charge	Added Charge	Added Charge	Added Charge
ACADEMIC & CORE AREAS				
Performing Arts Center –HS	No Charge	$ 160.00	$ 160.00	$ 500.00
Auditorium	No Charge	$ 80.00	$ 80.00	$ 250.00
Classrooms	No Charge	$ 20.00	$ 20.00	$ 35.00
Library	No Charge	$ 10.00**	$ 40.00	$ 125.00
HS Cafeteria	No Charge	$ 40.00	$ 40.00	$ 125.00
MS Cafeteria	No Charge	$ 10.00**	$ 30.00	$ 60.00
ES Cafeteria	No Charge	$ 5.00**	$ 20.00	$ 45.00
Technology Lab	No Charge	$ 25.00	$ 25.00	$ 75.00
Lecture Hall –HS	No Charge	$ 50.00	$ 50.00	$ 150.00
Theatre/Lecture Hall - PCIS & PSMS	No Charge	$ 80.00	$ 80.00	$ 250.00

A percentage of user fees go to support the safety and security infrastructure within the school.

***EVIDENCE OF 501C STATUS REQUIRED**

PLYMOUTH PUBLIC SCHOOLS

Information:	26 Mar. 1984
Discussion:	1 Oct. 1984
Approval:	1 Oct. 1984
REVISION:	Joint Committee
Information:	9 Sept. 1991
Discussion:	9 Sept. 1991
Approval:	9 Sept. 1991
REVISION:	
Information:	Feb. 25, 2008
Discussion:	Feb. 25, 2008
Approval:	Feb. 25, 2008
REVISION:	
Information:	September 17, 2012
Discussion:	September 17, 2012
Approval:	September 17, 2012
Effective:	November 01, 2012
REVISION	
Information:	October 19, 2015
Discussion:	October 19, 2015
Approval:	October 19, 2015
Effective:	October 19, 2015

Elementary

Information:	Feb. 29, 1988
Discussion:	Mar. 21, 1988
Approval:	Mar. 21, 1988
REVISION:	
Discussion:	Sept. 20, 1993
Approval:	Sept. 20, 1993
REVIEW:	
Information:	Feb. 7, 2011
Discussion:	Feb. 7, 2011
Approval:	Feb. 7, 2011
REVISION:	
Information:	March 18, 2013
Discussion:	March 18, 2013
Approval:	March 18, 2013
Effective:	March 18, 2013
REVISION	
Information:	
Discussion:	
Approval:	
Effective:	

Regional

Information:	Mar. 1, 1988
Discussion:	Mar. 22, 1988
Approval:	Mar. 22, 1988
REVISION:	
Information:	Feb. 7, 2000
Discussion:	Feb. 28, 2000
Discussion:	Mar. 20, 2000
Approval:	Mar. 20, 2000
REVISION:	
Information:	June 4, 2012
Discussion:	June 4, 2012
Approval:	June 4, 2012
REVIEWED – NO CHANGES:	
Information:	November 3, 2014
Discussion:	November 3, 2014
Approval:	November 3, 2014
REVISION	
Information:	
Discussion:	
Approval:	
Effective:	

Scituate Public Schools
Facility Use Rental Fees

	CLASS 1 2 Hour Minimum	CLASS 2 2 Hour Minimum	CLASS 3 2 Hour Minimum	CLASS 4 3 Hour Minimum	CLASS 5 4 Hour Minimum
Scituate High School					
Performing Arts	$0	$0	$100 per hour	$150 per hour	$200 per hour
Steinway Concert Grand	$0	$0	$125 per event	$150 per event	$200 per event
Laser Projector	$0	$0	$50 per event	$75 per event	$100 per event
Acoustical Shell	$0	$0	$50 per event	$75 per event	$100 per event
Stage Extension	$0	$0	$50 per event	$75 per event	$100 per event
Backstage Music Room	$0	$0	$25 per hour	$50 per hour	$75 per hour
Backstage Scene Shop	$0	$0	$25 per hour	$50 per hour	$75 per hour
Gymnasium	$0	$0	$0	$50 per hour	$75 per hour
Cafeteria	$0	$0	$0	$50 per hour	$75 per hour
Library	$0	$0	$0	$50 per hour	$75 per hour
Fitness Center	$0	$0	$0	$50 per hour	$75 per hour
Conference Room	$0	$0	$0	$25 per hour	$50 per hour
Classroom	$0	$0	$0	$25 per hour	$50 per hour
Gates Middle School					
Black Box Theatre	$0	$0	$50 per hour	$75 per hour	$100 per hour
Dining Commons	$0	$0	$50 per hour	$75 per hour	$100 per hour
Movement Studio	$0	$0	$25 per hour	$50 per hour	$75 per hour
Gymnasium	$0	$0	$0	$50 per hour	$75 per hour
Presentation Studio	$0	$0	$0	$25 per hour	$50 per hour
Large Studio	$0	$0	$0	$25 per hour	$50 per hour
Conference Room	$0	$0	$0	$25 per hour	$50 per hour
Elementary Schools					
Cafeteria	$0	$0	$0	$50 per hour	$75 per hour
Gymnasium	$0	$0	$0	$50 per hour	$75 per hour
Library	$0	$0	$0	$25 per hour	$50 per hour
Classroom	$0	$0	$0	$25 per hour	$50 per hour
Staffing[i]					
Manager	$0/$40 p.h.	$0/$40 p.h.	$0/$50 p.h.	$50 per hour	$50 per hour
Technical Director	$0/$40 p.h.	$0/$40 p.h.	$0/$50 p.h.	$50 per hour	$50 per hour
Tech Assistants	$0/$15 p.h.	$0/$15 p.h.	$0/$20 p.h.	$20 per hour	$20 per hour
Custodial Staff*	$0/$50 p.h.	$0/$50 p.h.	$0/$50 p.h.	$50 per hour	$50 per hour
Kitchen Staff	$0/$50 p.h.	$0/$50 p.h.	$0/$50 p.h.	$50 per hour	$50 per hour
Technology Staff	$0/$60 p.h.	$0/$60 p.h.	$0/$60 p.h.	$60 per hour	$60 per hour

CLASS 1 – School and school affiliated groups such as PTO, SHORE, SEF, CORSE, Scituate Steam, Boosters, etc.

CLASS 2 – Town of Scituate, including all departments, boards and committees

CLASS 3 – Scituate Non-Profit community groups or organizations (51% or more participants are Scituate residents)

CLASS 4 – Scituate For-Profit or outside Scituate Non-Profit organizations

CLASS 5 – For-Profit organizations outside Scituate

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[i] Class 1, 2 and 3 will be charged only when the event falls outside of the regular work day.

*Custodial hours on Sundays for non-school activities as well as school activities on holidays will be charged $75.00 per hour (2 hour minimum).

Silver Lake Regional High School & Middle School
Facility Usage Information & Fees*

For inquiries and reservations please click here

Location	Member Town Non Profit & Member Town Municipality* *50% of participants must be in district*	Member Town For Profit* *50% of participants must be in district*	Out of District *Non-Profit/Profit*
High School Auditorium	$100 per hour	$200 per hour	$300 per hour
Middle School Auditorium	$50 per hour	$100 per hour	$200 per hour
	No food or drink, except water, is allowed in the High School and Middle School Auditorium.		
General Classroom (30 max)	$15 per hour	$25 per hour	$30 per hour
Specialized Classroom	$20 per hour	$50 per hour	$60 per hour
	Specialized classrooms include art, music, computer labs, and the LGR. CTE shops are not available for outside use.		
Gym (Practice/Camp)	$20 per hour	$60 per hour	$80 per hour
Gym (Games/Events)	$40 per hour	$80 per hour	$100 per hour
	No food or drink, except water, is allowed in the gym. School equipment is not available for outside use other than the scoreboard.		
Cafeteria	$40 per hour	$60 per hour	$70 per hour
Tennis Court/Track/Parking Lot	$15 per hour	$20 per hour	$30 per hour
	Tennis court rentals are per court per hour. No other fields or facilities, other than those assigned, are to be used in any way under any circumstances.		
Field(s)	$50 per hour	$60 per hour	$150 per hour
	Unless approved by an administrator: a) there is a three (3) hour minimum requirement for field rental, not to exceed six (6) hours per day. b) Sirrico Field may not be used for any activities other than direct school functions.-c) No other fields or facilities, other than those assigned, are to be used in any way under any circumstances. d) Fields are not available from the last week of July through August for maintenance and preparations for school programs. Priority for field use when school is in session is for student use.		

*SLRMS & SLRHS Administration, at their discretion, may waive facility usage fees for school-based groups such as clubs, teams, booster organizations, PTOs, etc. A Certificate of Insurance is still required even when the fees may be waived.

Silver Lake Regional High School & Middle School
Facility Usage Information & Fees

For inquiries and reservations please click here

	Member Town Non Profit & Member Town Municipality* *50% of participants must be in district*	**Member Town For Profit*** *50% of participants must be in district*	**Out of District**
Member Town & Member Town Municipality Designation	Member Town Non Profit: Any organization in Kingston, Halifax and Plympton that holds a 501c3 designation. Member Town Municipality: All Departments run by the Town of Kingston, Halifax and Plympton.	Member Town For Profit: Any organization in Kingston, Halifax and Plympton that does not hold a 501c3 designation.	Any organization outside of Kingston, Halifax and Plympton
Negotiated Fees	Renters may be subject to custodial charges, supply charges, required site supervisors, and 1-2 student technicians (auditorium only) depending on the planned usage of the facility/fields. For all outdoor rentals, additional bathroom facilities may be required, based on the size of the program and at the discretion of the Principal or his/her designee. Cafeteria rentals that require use of the kitchen must pay a minimum of four hours for hiring a kitchen staff person(s), depending on the usage and size of the event. Total costs are based on negotiated rates of pay.		
Documentation	All renters must provide a certificate of insurance with their deposit, as well as a town permit (if required). For in-district rates, proof of residency is required upon request. Proof of Non Profit status is required upon request.		
Fee Due Dates	A $200 deposit is required to reserve the date(s). All other fees are due two (2) weeks prior to the planned use of the facility.	A 25% deposit is required to reserve the date(s). All other fees are due one (1) month prior to the planned use of the facility	A 50% deposit is required to reserve the date(s). All other fees are due one (1) month prior to the planned use of the facility.
Cancellations (Renter)	Cancellations may be made at any time for a full refund including the deposit.	Cancellations may be made up to fourteen (14) calendar days before the scheduled event for a full refund. Deposits will not be refunded if the cancellation is not communicated at least fourteen (14) days prior to the event to ensure that the district is not responsible for any costs associated with preparing for the event. Refunds will not be issued for weather-related cancellations. However, we are committed to finding alternative dates and will work closely with the group to explore rescheduling options whenever possible.	
Cancellation (School)	No use of school facilities shall be allowed which interferes with or limits the school program, classes, activities, or extra-curricular activities of the school under the direction of the Principal, Superintendent, or School Committee. The Principal and/or Superintendent reserve the right to cancel any previously scheduled or approved building use at any time in an emergency situation, or in a non-emergency situation by giving a written thirty (30) calendar day advance notice that approval is being withdrawn based on educational or other school related considerations.		

Revised & Approved by SLRSD School Committee October 2025

DUXBURY
PUBLIC SCHOOLS
93 Chandler Street, Duxbury, MA 02332 | 781.934.7600
Danielle E. Klingaman, Ed.D, Superintendent | Elizabeth L. Wilcox, Ed.D, Assistant Superintendent

TO: Members of Duxbury School Committee
FROM: Bernard McNamara, Special Education Director
SUBJECT: Tiered Focus Monitoring Update
DATE: June 10, 2026

During the 2025–2026 school year, Duxbury Public Schools underwent an Integrated Monitoring Review by the Department of Elementary and Secondary Education (DESE) to ensure compliance with state and federal special education regulations.

Following an on-site visit and records review on March 9, 2026, DESE evaluated the district across the Group A Universal Standards. The audit identified three specific criteria requiring corrective action due to findings of **Partial Compliance,** which were identified as isolated cases rather than systemic failures.

Areas of Partial Compliance

Timeline for Eligibility (SE 9): Evaluations must be completed within 45 school days of the receipt of the consent form.
IEP Development & Delivery (SE 18B): IEPs must be delivered immediately following Team decisions, which is defined as five (5) school days immediately following any Team meeting.
Out-of-District Placement Contracts (SE 37): Language related to the district's policy of non-discrimination must be included in any contract.

Next Steps

To address these findings and satisfy the formal Corrective Action Plan (CAP) requirement, the district will update procedures and templates within the *Duxbury Public Schools Special Education Procedure Manual*. In addition, staff will be re-trained in all areas of Partial Compliance.

The full report is available for your review.

Sincerely,

Bernard McNamara, Ed. S
Special Education Director

The mission of Duxbury Public Schools is to provide each student with equitable access to achieve personal and academic excellence.

School Committee Goals 2025-2026

Goal 1: Ensure Long-Term Fiscal Sustainability Through Strategic Budgeting

Description: This goal centers budgetary oversight on the most critical financial issues facing the district. By developing clear budget scenarios, we will enhance transparency and foster meaningful public participation. In addition, by formally integrating long-range planning for major initiatives like the Alden School project, we position the Committee as strategic fiscal stewards for the town.

Key Performance Indicators (KPIs):

- Prior to the December 10 budget hearing and vote, the Committee will host at least two public engagement sessions (e.g., forums, dedicated time at School Council meetings) designed to gather community feedback on budget priorities.
- Between the December 10 budget vote and the Annual Town Meeting, the Committee will conduct a public information campaign, including at least two public forums, to explain the voted budget and its alignment with district strategic priorities.
- By June 2026, the Committee will have reviewed a multi-year financial forecast that models the potential impact of the Alden School project's next phases on future operating and capital budgets.

Goal 2: Promote the Development of a Data-Driven District Strategic Plan

Description: The new District Strategic Plan will serve as the foundational document guiding all educational and operational decisions for the next five years. This goal ensures the Committee's active and meaningful participation in its creation. Our focus will be on ensuring the plan is not merely aspirational, but is built upon a foundation of measurable metrics, robust community and staff feedback, and a clear vision for student success.

Key Performance Indicators (KPIs):

- By November 19, the Committee will formally endorse a timeline and a community engagement plan for the strategic planning process.
- Between January and May 2026, the Committee will promote community participation in the strategic planning process by actively promoting the district's official feedback sessions and holding a dedicated public forum to discuss the plan's emerging themes.

- The final Strategic Plan, approved by June 2026, will include specific, measurable, and time-bound metrics for each of its core objectives.
- The Committee will appoint two members to participate in the Strategic Planning Committee.

Goal 3: Align Committee Operations to Support Systemic Improvement

Description: The effectiveness of district leadership is directly influenced by the effectiveness of its governing body. This goal commits the Committee to professionalizing its own operations, from meeting efficiency to targeted professional development. By streamlining our own processes, we create the conditions for the administrative team to succeed and ensure our evaluation of the Superintendent is fair, rigorous, and aligned with pre-determined district goals.

Key Performance Indicators (KPIs):

- By January 2026, the Committee will develop and adopt a comprehensive "Governing Norms & Onboarding Guide" to serve as a foundational resource for both new and current members.
- By June 2026, 100% of Committee members will have completed at least one professional development session (e.g., MASC training) focused on effective governance or school finance.
- The Superintendent Evaluation Subcommittee will formalize and present a multi-year evaluation process, instrument, and timeline for full Committee adoption by February 2026. The Committee will then complete the Superintendent's annual evaluation using the newly adopted framework by June 30, 2026.
- By June 2026, the Committee will establish a prioritized policy review schedule.

Approved at the September 17, 2025, meeting

School Committee Agenda Calendar

2026-2027

September 9, 2026 ● Opening of School Report ● FY'26 EOY Financial Report ● 26-29 Strategic Plan ● School Committee Goals (Drafts) ● Strategic Plan Action Plan (Drafts) ● Superintendent Goals (Draft) ● Fees Decision	**January 6, 2027** ● Guidance Director Report ● Superintendent's Goals (Mid-Year) ● School Committee Goals (Mid-Year) ● School Improvement Plans (Mid-Year) ● Spec Ed Update ● Alden School Building Project Update
September 23, 2026 ● Strategic Plan Action Plans ● Superintendent Goals ● End of Year 25-26 Student Achievement Report ● Alden School Building Project Update	**February 3, 2027** ● Q2 Financial Report ● Mid-Year Student Achievement Data Update ● Alden School Building Project Update
October 7, 2026 ● FY'27 Capital Budget Presentation ● School Improvement Plan Drafts Discussion ● FY'28 Operating Budget Development Update ● Cell Phone Policy Check-in?	**March 3, 2027** ● School Choice Hearing/Vote ● School Calendar 2027-2028 ● Annual Town Meeting Preparation
October 21, 2026 ● District Enrollment & Class Size ● Beginning of Year Student Achievement Update ● FY'28 Operating Budget Check-In	**March 24, 2027** ● School Lunch Program Update
November 4, 2026 ● Q1 Financial Report ● FY'28 Budget Presentation ● Alden School Building Project Update	**April 7, 2027** ● School Committee Reorganization ● Plan summer retreat or meetings ● Budget discussion following ATM & Election
November 18, 2026 ● 2026 MCAS Results Overview ● FY'28 Budget Deliberation	**May 5, 2027** ● Superintendent Evaluation Materials Due ● School Committee Liaison Appointments ● Duxbury Educational Foundation grant awards ● Q3 Financial Report
December 2, 2026 ● SC FY'28 Budget Hearing	**May 19, 2027** ● SEPAC Awards ● School Improvement Plan Update:

	Elementary/Secondary ● School Handbooks / Code of Conduct Changes ● Strategic Plans, Action Plans Reviews
December 16, 2026 ● Meeting Hold if Necessary or attendance at Select Board/FinCom	**June 9, 2027** ● Superintendent Goals/Evaluation ● SC Goals & Self-Evaluation

School Committee Public Meeting Workshops:

Date	**Time**	**Topic**	**Location**
June 26, 2026	11:00 AM- 1:00 PM	Agenda Calendar/ Presentation Framework	DMS/DHS Library
August 7, 2026	9:00 AM- 1:00 PM	Fee Structure and FY28 Priorities School Committee Goals	DMS/DHS Library
October 2, 2026	9:00 AM-11:00 AM	Budget Workshop	Chandler Canty

KHBA - SCHOOL-BASED SPONSORSHIPS

Duxbury Public Schools may permit certain regional businesses, organizations, or individuals to sponsor Duxbury School programs and events. The purpose of the sponsorship program is to generate additional revenue for school-sponsored extracurricular initiatives.

Definitions: For the purposes of this policy, the following definitions shall be used:

Sponsorships are considered to be agreements between the school district, a school, or a department where an outside organization or individual provides funding or resources in exchange for recognition. Such recognition could include verbal notification of the public at meetings, events, or other opportunities, or written notification through press releases, newsletters, email, and the school district website. In certain circumstances, the School Department may agree to use a sponsor's name in connection with a particular program or physical space supported through the sponsor's support (e.g., a laboratory, an athletic field or facility, etc.). Sponsorship involves funds provided for an activity that the School Department has determined is desirable for the system to undertake.

Advertising is considered to be written, graphic, or oral representations made by or on behalf of another entity that are designed to make others aware of the entity's product, service, etc. Advertising involves funds provided for recognition, not directly connected to funding an activity.

Guidelines

The School Committee requires that sponsorship agreements be entered into with the best interests of the School Department in mind, consistent with the district's mission and core values. As a public entity with the central purpose of educating, the School Department should be judicious in determining the identity, scope, and content of sponsorships so as to avoid over-commercialization of the educational process. The following guidelines are to be followed by the School Department administration:

1) School Department property and School Department communications are non-public forums. The intent of sponsorships is to provide funding revenues, not to promote public discourse or a point of view. There is no obligation on the part of the School Department to provide equal sponsorship access to competitors.

2) Since policy evolves, approval of a sponsorship or ad does not constitute a precedent and does not necessarily lead to approval of similar requests in the future.

3) Approval of sponsorships does not constitute endorsement by the School Committee or the School Department of a sponsor's products, programs, or services.

4) The School Committee delegates authority to the Superintendent of Schools or the Superintendent's designee to approve sponsorships, including content, communication, display, and distribution of such, as well as to negotiate sponsorship amounts.

5) All sponsorships must align with the School Department's mission, values, and policies, as well as state and federal laws, including those related to non-discrimination practices, including Massachusetts General Law Chapter 272, Section 92A.

6) There shall be no quid pro quo arrangements between sponsors and the School Department relative to educational practices in the district. That is, educational decisions regarding the use of curriculum materials, instructional equipment, and other resources related to school programming shall be made regarding what is in the best interests of students and shall not be influenced by outside entities due to the provision of materials, services, or funding.

7) Administrators shall consider the impact of sponsorships on students, relative to students' age and impressionability, with regard to content, intended audience, form, and the closeness of the connection to the educational process. The Superintendent or their designee has the right to reject sponsorships that are, in their judgment, inappropriate or inconsistent with the mission and values of the Duxbury Public Schools and the best interests of its students (e.g., tobacco, alcohol, etc.).

8) Sponsorship agreements will be brought to the School Committee for approval in the same manner that gifts to schools are communicated on an ongoing basis.

CROSS REFS: KHB- SCHOOL-BASED ADVERTISING
LEGAL REFS.: MGL Chapter 272, Section 92A

File: BEC - EXECUTIVE SESSIONS

All meetings of the School Committee are open to attendance by the public and media representatives. However, the Committee has the right to convene in a closed executive session when it meets the following procedural conditions imposed by state law:

1. The Committee will first convene in an open session for which due notice has been given.

2. The Chair (or, in their absence, the presiding member) will state the purpose for the executive session by stating all subjects that may be revealed without compromising the purpose for which the executive session was called.

3. A majority of the members must vote to enter the executive session, with the vote taken by roll call and recorded in the official minutes.

4. The Chair or presiding member will state before entering the executive session whether the Committee will reconvene in open session after the executive session.

The law puts specific limitations on the purposes for which executive sessions may be convened. The Committee may enter executive sessions only to deliberate:

1. The reputation, character, physical condition or mental health, rather than the professional competence, of a single individual, or the discipline or dismissal, including the hearing of charges against, a member of the committee, a school department employee or student, or other individual. The individual has certain rights enumerated in the law including requiring the Committee to hold an open session should the individual so request.

2. Strategy with respect to non-union negotiations or to conduct collective bargaining sessions with non-union personnel.

3. Strategy with respect to collective bargaining or litigation, if an open meeting might have a detrimental effect. Collective bargaining may also be conducted.

4. The deployment of security personnel or devices.

5. Allegations of criminal misconduct or to discuss the filing of criminal complaints.

6. Transactions of real estate, if an open meeting might be detrimental to the negotiating position of the committee or another party.

7. To comply with the provisions of any general or specific law of federal grant-in-aid requirements.

8. And to consider and interview applicants for employment by a preliminary screening committee (The only position that the School Committee would be involved in that might qualify would be for the position of Superintendent.) This exemption only applies if it can be determined that an open meeting will have a detrimental effect in obtaining qualified applicants. This shall not apply to applicants who have passed a prior preliminary screening.

9. To meet or confer with a mediator with respect to any litigation or public business.

10. To discuss trade secrets or confidential competitively-sensitive or other proprietary information conducted by a governmental body as an energy supplier.

(In the first case, an open meeting will be held if the individual involved so requests.)

Accurate records of the proceedings conducted in executive session will be kept and may remain secret only so long as their publication would defeat the purpose of the session.

The School Committee Chair and the Superintendent will review executive session minutes for possible declassification on, at least, a quarterly basis and, if necessary, will consult with legal counsel. The School Committee Chair will bring minutes recommended for declassification to the School Committee for a vote either as part of a consent agenda or for individual action. In either case, there shall be an announcement of the declassification of minutes.

When a specific set of executive session minutes, not yet declassified, is requested by a member of the public, the School Committee shall render a decision on declassification at its next meeting or within 30 days after the request, whichever occurs first.

All votes taken in executive session will be recorded roll call votes, and will become part of the minutes of executive sessions.

SOURCE: MASC - Updated 2022
LEGAL REFS.: M.G.L. 30A:21; 30A:22
CROSS REFS.: BDE, Subcommittees of the School Committee
BE, School Committee Meetings

KEB, Public Complaints about School Personnel

File: BEDA - NOTIFICATION OF SCHOOL COMMITTEE MEETINGS

As required by law, a minimum of 48 hours' advance notice (excluding Saturdays, Sundays, and legal holidays) will be given for any meeting of the School Committee, including all subcommittee meetings. The only exception permitted is in case of emergency, which the law defines as "a sudden, generally unexpected occurrence or set of circumstances demanding immediate action."

Notification of the dates, times, and places of regular meetings may be accomplished by periodic publication of the schedule for the ensuing months. However, a minimum of 48 hours prior to each meeting, the Committee shall cause to be posted a listing of each subject the Chair reasonably anticipates will be discussed at the meeting (the agenda). Notification of a change in a regular meeting time, place, or agenda and notification, including agenda, of a special meeting will be filed with the town clerk at least 48 hours in advance, as required by law.

SOURCE: MASC - Reviewed 2022
LEGAL REFS.: M.G.L. 30A:18-25
CROSS REF.: BE, School Committee Meetings

BEDC - RULES OF ORDER

Robert's Rules of Order Newly Revised will govern the proceedings of the Committee, except when those rules are in conflict with the Committee's approved policies and regulations. In accordance with Robert's Rules, the Committee may suspend parliamentary rules of order by a two-thirds vote.

A majority of the membership of the School Committee shall constitute a quorum. In the absence of a quorum, the only official action that the School Committee may take is to adjourn the meeting to another time and/or date in the expectation of a quorum.

File: BEDG - MINUTES

The minutes of a School Committee meeting constitute the written record of Committee actions; they are legal evidence of what the action was. Therefore, the secretary of the School Committee will be responsible for reporting in the minutes all actions taken by the Committee.

Minutes will include:

1. The date, time, place, the members present or absent, annotated as to arrival and departure times, if during the meeting, a summary of each subject, and a list of documents and exhibits used at the meeting,

2. A complete record of official actions taken by the Committee relative to the Superintendent's recommendations, to communications, and to all business transacted. Resolutions and motions will be given in their exact wording, accompanied by the names of members moving and seconding and a record of the results of the vote. Reports and documents relating to a formal motion may be omitted if they are referred to and identified by title and date.

3. Notation of formal adjournment.

Copies of the minutes will be sent to all Committee members at least 48 hours in advance of the meeting at which the minutes are to be approved. Minutes of all meetings shall be created and approved in a timely manner which is defined in regulation as within the next 3 meetings of the body or within 30 days, whichever is later.

The approved minutes will become permanent records of the Committee. Minutes of public meetings and minutes of executive sessions that have been declassified will be in the custody of the Superintendent who will make them available to interested citizens upon request.

SOURCE: MASC - Reviewed 2022
LEGAL REFS.: M.G.L. 30A:22; 66:10; 940 CMR 29.00
CROSS REF.: KDB, Public's Right to Know
BEC, Executive Session