

Berkley Public Schools

ADMINISTRATIVE POSITIONS

Policy #2000

The following administrative positions have been established in the school district:

1. **Superintendent of Schools:** Responsible to the School Committee; supervises the work of all employees in the school district.
2. **Principal:** Responsible to the Superintendent; administers policy and program and supervises the work of personnel in his or her building.
3. **Assistant Principal:** Responsible to Principal; supervises the work of teachers and designated support staff.
4. **Administrator for Student Services:** Responsible to Superintendent and Principal; supervises special education teachers and paraprofessionals, and oversees special services programs for Berkley students.
5. **Head of Building and Grounds Maintenance:** Responsible to the Superintendent or designee; supervises custodial staff to maintain the facilities, school plant, and grounds in a condition of operating excellence so that their full educational use is available at all times.

The School Committee may add or remove additional administrative positions as required by the needs of the schools.

Adopted – December 9, 1991

Amended – April 13, 1998

Amended - October 16, 2006

Amended - Nov 17, 2010

Berkley Public Schools

FUNCTIONS OF ADMINISTRATION

Policy #2010

Under the policies and direction of the School Committee, the administration of the school district is charged with the following general responsibilities:

- 2010.01 To define and set forth the purposes of education in the school district.
- 2010.02 To create a structure or framework for accomplishing these purposes.
- 2010.03 To recruit and make recommendations for the hiring of the most qualified personnel available to meet the educational goals of the school.
- 2010.04 To place and orient personnel into the organization in such a way that there is a clear delegation and allocation of authority and responsibility.
- 2010.05 To secure and allocate local, state, and federal (and, where appropriate, private) resources for the support of education.
- 2010.06 To direct the everyday operation of the school district.
- 2010.07 To make provisions for the committees, conferences, and activities necessary for the coordination of effort and the accomplishment of educational purposes.
- 2010.08 To develop good morale and encourage the continuing professional growth of all personnel.
- 2010.09 To establish and support evaluation efforts which appraise the performance of students, teachers, administrators, and other personnel in the school district.
- 2010.10 To develop programs to promote the community's understanding of the needs, problems, and successes of the schools with the view of obtaining continuing moral and financial support from the community.
- 2010.11 Using the results of evaluation and seeking to accurately assess present and future conditions in order to improve the educational services provided by the school district.¹

Reference:

¹ Adapted from Tead, O. *The Art of Administration*, New York: McGraw Hill, p. 105.

Adopted: May 8, 1973

Amended: Dec. 10, 2001

Reviewed: September 12, 2006

Reviewed: September 28, 2010

Berkley Public Schools

BENEFITS FOR ADMINISTRATORS

Policy #2040

- 2040.1 Administrators are entitled to benefits (as appropriate) which are not set forth in the law of the Commonwealth for certified educational personnel.
- 2040.2 Except when altered by individual contract, administrators are entitled to leave of absence from duty with full payment of salary in accordance with the provisions of sick leave and other leave policy as set forth in the current negotiated agreement between the School Committee and the teachers.
- 2040.3 Except when altered by individual contract, administrators are entitled to health and accident insurance, life insurance, and workmen's compensation in the same manner as these benefits are provided to other school district employees.
- 2040.4 Any benefits that apply just to individual, some, or all administrators will be included in individual contracts.

Adopted: May 8, 1973

Amended: December 9, 1991

Reviewed: September 12, 2006

Reviewed: September 28, 2010

PROFESSIONAL GROWTH FOR ADMINISTRATORS

Policy #2060

The Superintendent and the Principals bear major responsibilities for educational leadership in the school district. It is essential that each of them continue to grow in the knowledge of current developments in education and in the skills needed to carry out the responsibilities of a particular position. Accordingly, they will develop an individualized annual professional growth plan which will be submitted with annual goals and include the following:

- 2060.1 Specific performance and “growth” objectives to be accomplished.
- 2060.2 Means by which the objectives are to be accomplished: conferences, workshops, conventions, academic courses, and individual reading and study programs, etc.
- 2060.3 Activities above and beyond the ordinary which will support the Superintendent's and Principals' growth as a professional educator: leadership in a professional group, writing for publication, educational travel and visitations, participating in team efforts to introduce educational improvements, and planning and carrying out other research and development activities.
- 2060.4 Provisions for recording and evaluating professional growth activities with the view of giving credit for a person’s effort to improve professionally in the evaluation program for administrators.

Adopted: May 8, 1973
Amended: January 13, 1992
Amended: Dec. 18, 2006
Amended: Nov. 17, 2010

Berkley Public Schools

PROFESSIONAL ASSOCIATION & SERVICE CLUB EXPENSES

Policy #2070

- 2070.1 A number of professional associations for administrators provide services, information, and publications which are of direct benefit to the operation of the school district. Occasionally, “institutional membership” is available for the school district, with a specific administrator named as the official representative of the district in the affairs of the association.
- 2070.11 The School Committee will consider and act on specific proposals from administrators for the payment of dues for membership in professional associations and the payment of subscription fees for professional journals and publications.
- 2070.12 The administrator making a request for payment of dues and subscription fees should be prepared to show how the services and publications of the association benefit the school district directly. In addition, he or she must provide the School Committee with a plan for sharing the services and information from the publications with other educators in the school district and with School Committee members.
- 2070.2 Participation by the Superintendent and other administrators in community service club activities helps promote the understanding and support of schools. Upon the request of an administrator, the School Committee will give consideration to paying the annual membership fee, but not the cost of weekly meals, for a community service club.

Adopted: May 8, 1973

Reviewed: September 28, 2010

Berkley Public Schools

PROFESSIONAL STAFF HIRING

Policy #2080

Through its employment policies, the District will strive to attract, secure, and hold the highest qualified personnel for all professional positions. The selection process will be based upon awareness to candidates who will devote themselves to the education and welfare of the children attending the schools.

It is the responsibility of the Superintendent and of persons to whom he/she delegates this responsibility, to determine the personnel needs of the school system and to locate suitable candidates. No position may be created without the approval of the School Committee. The District's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the children.

It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all certification requirements and the requirements of the Committee for the type of position for which the nomination is made. The following guidelines will be used in the selection of personnel:

1. There will be no discrimination in the hiring process due to age, sex, gender identity, creed, race, color, religion, national origin, disability, sexual orientation, genetic information, ancestry, military status, pregnancy or pregnancy-related condition or place of residence.
2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.
3. The administrator responsible for hiring a staff member (in the case of district-wide positions, for the position of Principals, it is the Superintendent; for building-based personnel, it is the Principal) may establish a representative screening committee. The administrator has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision. For those positions where the hiring authority rests with the School Committee, a representative screening committee may be established by the School Committee or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making his recommendation to the School Committee.

LEGAL REFS:

M.G.L 69:6; 71:38; 71:38G; 71:39; 71:45; 71:55B; MA Board of Education Requirements for Certification of Teachers, Principals, Supervisors, Directors, Superintendent and Assistant Superintendents in the Public Schools of the Commonwealth of MA, revised 1994; BESE regulations 603 CMR 7.00, 26:00 and 44:00

Adopted: November 5, 2012

Amended: December 4, 2018

QUALIFICATIONS FOR ADMINISTRATORS

Policy #2100

- 2100.1 No person shall be appointed an educational administrator, supervisor, or director unless he or she meets the certification requirements of the Commonwealth of Massachusetts (as appropriate). To secure a certificate for these positions, a person must provide required evidence to the MA Department of Elementary & Secondary Education (DESE).
- 2100.2 The School Committee is at liberty to add qualifications above and beyond those required by the state for certification. These added qualifications might include items such as the following: level of degree - master's degree, master's plus thirty, or doctorate; certain emphasis in undergraduate or graduate education; specific qualifications with reference to past experience; membership in professional groups such as the National Elementary Principal's Association (or the National Secondary School Principals). The most practical time to discuss and make decisions about "above and beyond" qualifications is on the occasion of seeking applicants for an administrative position.

Reference:

MA General Laws, Chapter 71, Section 38G
MA DESE Admin. Licensure Guidelines (2003)

Adopted: May 8, 1973
Amended: January 13, 1992
Amended: February 11, 2002
Amended: Jan. 10, 2011

Berkley Public Schools

SUPERINTENDENT OF SCHOOLS

Policy #2200

Two sections of the 2000 series contain policies directly concerned with the Superintendent of Schools: the 2200 section contains policies related to such items as powers, professional growth, and evaluation; the 2300 section contains policies related to recruitment and selection, tenure, demotion, and termination.

Adopted: May 8, 1973
Reviewed: Sept. 28, 2010

CODE OF ETHICS: SUPERINTENDENT OF SCHOOLS

Policy #2220

AASA's Statement of Ethics for Educational Leaders:

An educational leader's professional conduct must conform to an ethical code of behavior, and the code must set high standards for all educational leaders. The educational leader provides professional leadership across the district and also across the community. This responsibility requires the leader to maintain standards of exemplary professional conduct while recognizing that his or her actions will be viewed and appraised by the community, professional associates and students.

The educational leader acknowledges that he or she serves the schools and community by providing equal educational opportunities to each and every child. The work of the leader must emphasize accountability and results, increased student achievement, and high expectations for each and every student.

To these ends, the educational leader subscribes to the following statements of standards. The educational leader:

1. Makes the education and well-being of students the fundamental value of all decision making.
2. Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Implements local, state and national laws.
5. Advises the school board and implements the board's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of children.
7. Avoids using his/her position for personal gain through political, social, religious, economic or other influences.
8. Accepts academic degrees or professional certification only from accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment, release or dissolution mutually agreed upon by all parties.
11. Accepts responsibility and accountability for one's own actions and behaviors.
12. Commits to serving others above self.

Adopted by the AASA Governing Board, March 1, 2007

Adopted: May 8, 1973

Amended: March 14, 2011

EVALUATION OF THE SUPERINTENDENT

Policy #2290

The School Committee will evaluate the work of the Superintendent using the MA Department of Elementary & Secondary Education Model System for Educator Evaluation (Jan. 2012). The Model System is a comprehensive educator evaluation system designed pursuant to the new educator evaluation regulations, 603 CMR 35.00. The complete educator evaluation overview may be found at the Educator Evaluation webpage at <http://www.doe.mass.edu/eval/model>.

- 2290.1 The intent of evaluation is to provide information that encourages continuous improvement of the Superintendent's performance. The evaluation serves to inform the Superintendent of the School Committee's expectations. It also allows the Committee and the Superintendent to review the status of the school system and the roles and responsibilities of the School Committee and the Superintendent. It is intended as a dialogue, which assesses performance and identifies areas that might need improvement. The evaluation process should improve Superintendent/School Committee communication and improve planning for the school district.
- 2290.2 The evaluation form referenced in Policy #2295 is the instrument used for the evaluation of the Superintendent.
- 2290.3 The evaluation plan for the Superintendent is not meant to prevent the School Committee from communicating their suggestions, criticisms, and/or recommendations about the Superintendent's work during the year.
- 2290.4 Any School Committee discussion of the evaluation will take place with the Superintendent present at an Open Meeting of the School Committee.
- 2290.5 The School Committee will furnish the Superintendent with an evaluation in December and April of each school year using the DESE mid-cycle goals progress report and end-of-cycle summative evaluation report.
- 2290.6 A Superintendent newly hired to the position in the district will receive a written evaluation by the School Committee within the first three to six months of employment.

Adopted: May 8, 1973

Reviewed: December 9, 1991

Amended: April 13, 1998

Amended: Oct. 17, 2005

Amended: Jan. 10, 2011

Amended: Nov. 18, 2013

Berkley Public Schools

FORMS & PROCEDURES FOR THE EVALUATION OF THE SUPERINTENDENT

Policy #2295

The attached pages are consistent with Policy #2290, Evaluation of the Superintendent. The district will use the attached Department of Elementary and Secondary Education Mid-Cycle and End-of-Cycle Summative Evaluation Report: Superintendent (Jan. 2012). The Berkley School Committee will evaluate the Superintendent of Schools in December and April of each school year.

Approved: Oct. 19, 1998
Amended: Oct. 17, 2005
Reviewed: Dec. 1, 2010
Amended: Nov. 18, 2013

Superintendent: _____

Evaluator: _____

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; circle 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.)

Indicators

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. *For new superintendents, performance is on track to achieve proficiency within three years.*

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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



End-of-Cycle Summative Evaluation Report: Superintendent

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Rate Impact on Student Learning (Check only one.)

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input type="checkbox"/>
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Step 5: 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* or Impact on Student Learning rating of *high* or *low*.

Comments:

Superintendent's Performance Goals



Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.

Check one box for each goal.

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

2		<input type="checkbox"/>				
District Improvement						
3		<input type="checkbox"/>				
4		<input type="checkbox"/>				
5		<input type="checkbox"/>				
Other Goals (if any)						
6		<input type="checkbox"/>				
7		<input type="checkbox"/>				

Superintendent's Performance Rating for Standard I: Instructional Leadership



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check one box for each indicator and circle the overall standard rating.

I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard I (Circle one.)	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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

- Goals progress report
- Analysis of classroom walk-through data
- Analysis of district assessment data
- Sample of district and school improvement plans and progress reports
- Analysis of staff evaluation data
- Report on educator practice and student learning goals
- Student achievement data
- Analysis of student feedback
- Analysis of staff feedback
- Relevant school committee meeting agendas/materials
- Analysis of leadership team(s) agendas and/or feedback
- Protocol for school visits
- Other: _____

Superintendent’s Performance Rating for Standard II: Management and Operations



Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district’s vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard II <i>(Circle one.)</i>	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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

- Goals progress report Budget analyses and monitoring reports Budget presentations and related materials

- External reviews and audits
- Staff attendance, hiring, retention, and other HR data
- Analysis of student feedback
- Analysis of staff feedback
- Analysis of safety and crisis plan elements and/or incidence reports
- Relevant school committee meeting agendas/minutes/materials
- Analysis and/or samples of leadership team(s) schedule/agendas/materials
- Other: _____



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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard III <i>(Circle one.)</i>	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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

- Goals progress report
- Participation rates and other data about school and district family engagement activities
- Evidence of community support and/or engagement
- Sample district and school newsletters and/or other communications
- Analysis of school improvement goals/reports
- Community organization membership/participation/ contributions
- Analysis of survey results from parent and/or community stakeholders
- Relevant school committee presentations and minutes
- Other: _____

Superintendent's Performance Rating for Standard IV: Professional Culture



Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard IV (Circle one.)	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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

- Goals progress report
- District and school improvement plans and reports
- Staff attendance and other data
- Memos/newsletters to staff and other stakeholders
- School visit protocol and sample follow-up reports
- Presentations/materials for community/parent meetings
- Analysis of staff feedback
- Samples of principal/administrator practice goals
- School committee meeting agendas/materials
- Sample of leadership team(s) agendas and materials
- Analysis of staff feedback
- Other: _____

Berkley Public Schools

RECRUITMENT AND SELECTION OF SUPERINTENDENT

Policy #2300

In event of a vacancy in the position of the Superintendent of Schools, the following procedures will be followed:

- 2300.1 The School Committee will review its policies with reference to desired qualifications and position description, as well as the level of salary and benefits.
- 2300.2 The Superintendent sets the tone and pace of educational improvement for the school system. The School Committee will take special care to assess the needs of the school system.
- 2300.3 The School Committee may proceed in one of three ways: appoint a Subcommittee to act as a Search Committee; use the whole Committee as a Search Committee, or secure expert assistance to conduct the search process and submit the names of a limited number of applicants for interview.
- 2300.4 Those responsible for carrying out the search for a new Superintendent are reminded of the steps involved in the process: preparing a presentable and attractive Notice of Vacancy; publishing the Notice of Vacancy within and outside the school system; securing applications and credentials of applicants down to a manageable number for interviews and visitations; negotiation of terms; and selection.
- 2300.5 If at all possible, selection of a new Superintendent should be by a unanimous vote of the School Committee. Should this not be possible, selection may be made by a majority vote of the whole School Committee.

Adopted: May 8, 1973

Amended: Jan. 10, 2011

SCHOOL COUNCIL

- 2600.1 A call for parent nominations/volunteers will be made in the September Principal's Newsletter. Interested persons will notify the Principal that they wish to have their names placed on the ballot. If necessary, a ballot listing the interested persons will be published in the October Principal's Newsletter.
- 2600.2 If ballots are necessary, completed ballots will be returned to the Principal's Office not later than one week after the "send home" date on the newsletter. Ballots will be counted by a member of the PTO. If necessary, letters will be sent to those on the ballot notifying them of their status; and in the case of the elected representatives, detailing the first meeting date.
- 2600.3 If more than two teachers are interested, teacher representatives will be elected in May of the preceding school year. Nominations/volunteers will be accepted, a ballot listing teachers by Team will be drawn, and voting by all members of the professional staff will be concluded by the last week in May.
- 2600.4 Members of the council may consist of the following:
- 1 principal
 - 2 parent representatives
 - 2 teachers
 - 1 representative from "other school staff"
 - 1 representative from the business community
 - 1 representative from the clergy
 - 1 citizen-at-large
 - 1 appointed representative from the PTO
 - 1 appointed representative from the SPED PAC/Early Childhood Council

Members in this category will be recruited by the Principal directly or selected by the organization that are invited to send representatives to the council. All members of the school council will serve a two-year term.

- 2600.5 The major areas of responsibility for the School Council are to assist the Principal in the following:
- 2600.51 adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards,
 - 2600.52 identifying the educational needs of the students attending the school,
 - 2600.53 reviewing the annual school building budget,
 - 2600.54 formulating a school improvement plan.
- 2600.6 The Principal will submit these recommendations to the Superintendent. The Superintendent and Principal will submit finalized plans/recommendations to the School Committee.

Adopted: Oct. 4, 1993

Amended: March 19, 2001, Jan. 8, 2007

Amended: Jan. 10, 2011, Amended: March 14, 2011 Ref: MA State Law Chapter 71, Section 59C