

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



Check one box for each indicator and indicate the overall standard rating below.		Unsatisfactory	Needs Improvement	Proficient	Exemplary
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 (Check one.)**

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.

☐ 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: \_\_\_\_\_

**Artifacts/Evidence: Standard III – Family and Community**

1. Letter to Editor Daily Hampshire Gazette addressing differentiated instruction, March 23, 2016. [Connects to a community concern and explains both school committee function and instructional considerations in meeting the needs of all students.]
2. Letter to New Hingham School Community re joint meeting of PTO, School Council and School Committee, June 16, 2016. [Follow-up to a meeting that was planned to address community issues relative to community involvement.]
3. Letter to parent re the Districts school cancellation policies and procedures, February 25, 2016
4. Gazette editorial re New Hingham. [Written by Gazette noting response of Superintendent to community concerns and recent media attention.]
5. Email to Norris School Committee re FY 17 budget, May 5, 2016. [Asserts and explains collaborative work done to develop and support annual budget.]
6. Note to Principals regarding steps to improve communication. [This is follow-up to an Administrative Leadership meeting.]
7. Media Relations Guidelines and Protocol. [Guidance provided to all District administrators to assist support interactions with media.]
8. Report of the Superintendent of Schools 2015 – annual town report, summarizes instructional initiatives across schools (see Standard I)

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**HAMPSHIRE AND CHESTERFIELD-GOSHEN  
REGIONAL SCHOOL DISTRICTS**  
AND THE PUBLIC SCHOOL DISTRICTS OF  
**SOUTHAMPTON**  
**WESTHAMPTON WILLIAMSBURG WORTHINGTON**

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March 23, 2016

Dear Gazette Editor --

A recent letter to the editor published by the Gazette, called into question a commitment to ensure that all teachers provide, and all students have access to, instructional opportunities to help them meet or exceed curriculum standards. The writer confuses state and federal educational mandates – designed to implement and provide appropriate educational supports and services for special populations – with a demand to treat some children as “gifted” learners. This error overshadows our commitment to meet the needs of all learners based on our belief that all of our students have special gifts and talents.

Several years ago, our district agreed that we have one overarching goal in all that we do. Coming together, as our letterhead notes, as “Six towns, One K-12 community” we reaffirmed our commitment to “. . . improve student performance (and) instructional strategies to address the needs of all learners.” To reach this goal we continually evaluate, review, and revise the learning opportunities and instructional practices we provide to our students to ensure they are academically, personally, and intellectually challenging and engaging.

It takes a united and empowered community to affirm and articulate a strong philosophy statement like the one included in the Williamsburg family handbook which reads: “We wish to guide our children toward a lifelong love of learning for its own sake; toward an appreciation of the limitless power of knowledge; toward a vision of the future founded on lessons of the past; toward reverence for health of mind and body; toward dedication to principles of truth, friendship and justice in human affairs; and toward a desire to enjoy, to enhance and to preserve the beauty of the world in which their children will one day live.”

All teachers differentiate their teaching and practice their craft with pride and care. Addressing curriculum rigor and relevance is a hallmark of their planning and instruction. The school superintendent works with the school committee to focus on precisely the components of school governance and oversight the writer alleges we dismiss. We do so responsibly and thoughtfully within the broad structures of school policies and budgets. Just as teachers and school administrators must address the social, emotional, and academic achievement of all students, the superintendent and school committee must – and do – work together to ensure that our schools are safe, vibrant, and inclusive community anchors dedicated to providing all students with rigorous educational opportunities.

Sincerely,

Craig Jurgensen  
School Superintendent

June 16, 2016

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Dear New Hingham School Community,

This past Monday, the PTO, School Council, and School Committee convened a joint meeting to review the feedback we received at the Community Forum. Nineteen individuals plus Principal Larkin and I attended. The group shared ideas about specific steps that can be taken to strengthen interaction among these groups and identified actions to improve and enhance New Hingham and its learning environment.

Below is a summary of suggested actions:

1. Hold joint meetings of the PTO, School Council, and School Committee to coordinate the activities of each individual group, as well as those activities for which these groups share responsibility.
2. Disseminate a survey developed by the PTO, School Council, and School Committee to gain insights about school climate, parent involvement and the use of volunteers in school, interest in various school programs, ideas for new initiatives, enrichment activities, school safety, school governance, and leadership.
3. Host Coffee (or tea) receptions with the Principal, Superintendent, PTO, School Council, and School Committee on the first day of school in the fall with other such events scheduled throughout the year.
4. Host parent lunches (and/or breakfasts) with students during the school year.
5. Make an immediate commitment to ensure that the school's website is current and up-to-date.
6. Increase the frequency of the publication and distribution of the school newsletter. Parents April Judd and Jessica Judd have volunteered their assistance and suggested the possible development of a New Hingham newspaper club to ensure student involvement.

Additionally, the School Committee, beginning with its first meeting in the fall, will add specific topics to its monthly agenda for information sharing and community discussion. Topics will include: how to recruit, coordinate and use volunteers in the school; conflict resolution; addressing concerns and complaints; soliciting feedback from parents and community members; improving communication and dissemination of information; defining and sharing information about why schools do what they do; school safety; and other suggested topics. Our goal is to ensure that all members of the New Hingham community have the opportunity to work together in support of our educational mission and on behalf of our students.

Thank you for taking the time to read this message.

My best wishes for a safe, happy, and restful summer vacation.

Craig Jurgensen  
School Superintendent  
cjurgensen@hr-k12.org

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February 25, 2016

Mr. [REDACTED]

Dear Mr. [REDACTED],

Thank you for your interest in the District's school cancellation policies and procedures. You are correct that this information was not available on our website. I have corrected this omission and also included the policies with this letter. As I wrote in the Superintendent's report for inclusion in the 2015 annual reports prepared by each of our towns for distribution at the annual town meeting:

Our winter weather has been hard to predict and difficult to plan for. Each year the challenge of interpreting weather forecasts and deciding when to delay or cancel school impacts everyone in our school community. District administrators and school committees have engaged in substantive discussions related to the management of the school year calendar and how to meet the states 180 day minimum requirement. All districts have worked with teachers' associations to facilitate flexibility in starting school prior to Labor Day each year and to promote coordinated calendar scheduling. That said, we still are faced with challenging decisions about school cancellations and delays. These decision are not always understood by parents and community members and certainly do not please everyone. The decision to close or delay, however, is always based on careful consideration of the impact the weather will have on safe travel to and from school for our students and staff. Highway superintendents, bus company supervisors, other district administrators (our own, as well as those in neighboring districts) are all consulted. Some decisions are more easily made than others, some admittedly simply turn out to be wrong but every decision is informed by all available information and the need to ensure that our students and staff can safely travel to school and back home.

Weather delays for our district are complicated not just by the actual weather but also by the geography of our district. Elevations range from 230 feet in Southamptton to 1427 feet in Chesterfield resulting in often significantly different weather within our district. In addition, different town road departments follow different procedures for road treatment and clearing, both of which are impacted by department size and budgets that vary from town to town within our five town school district.

Our "district" is also structurally unique. It is, in fact, not a single district but rather is five different districts including three municipal elementary districts (Southampton, Westhampton, and Williamsburg), and two regional school districts (Hampshire and Chesterfield-Goshen). Regional school districts in Massachusetts are required by law to provide transportation for all students. Unlike our municipal schools, both regional districts must transport all students regardless of how close they live to school. We cannot, as you suggest, cancel transportation expecting parents to drive students to school. Even if we could legally cancel transportation but hold school, this would result in significant inequities and limited attendance disadvantaging students who did not have access to private transportation. In addition to school bus safety and the hazards presented to children waiting for buses in inclement weather, another consideration is our student drivers. They are inexperienced and too often fearless or unable to recognize dangerous conditions. As much as I prefer to have school in spite of the weather, it isn't possible.

When inclement weather is predicted, I check the NWS, Channels 40 and 22, Intellicast and the Weather Channel. My first call on the morning of a day that presents a weather challenge is to either David Blakesley, the Westhampton Road Superintendent, Ken Becker our school bus dispatcher and manager, or the transportation coordinator of the Mohawk Trail Regional District. By 4:45, I've also heard by text from six or seven school superintendents in the area sharing information about current and forecast road conditions. I make my first robo call, whenever possible, by 5:00 a.m. to catch departing custodians, bus drivers, and teachers. A second call goes to parents and student usually at 6:00. Whether or not the decision I made was the "right" decision isn't known until much later. Every event is a learning experience an opportunity to refine the procedure.

I don't disagree with the premise of your letter that we sometimes might be over cautious. On the other hand, the many factors that influence the decision to delay or close school and the potential to make the wrong decision, must always be secondary to the safety of our students and staff.

I will be sure to share your thoughts – and my reply – with school principals and all school committee chairs. This is a topic impacts everyone in the district and one that we will repeatedly review and analyze.

Sincerely,

Craig Jurgensen  
Superintendent

stretch her organization's modest budget for the greatest possible impact. In an interview with the Gazette last week, she brimmed with ideas and confidence.

Four decades ago, the can-do attitudes of pioneering entrepreneurs awoke the potential of a sleepy former mill town. That spirit remains intact and Cahillane is determined to build upon it. It's a cause worth investing in. For information on how to donate and get involved, visit [northamptondna.com](http://northamptondna.com).

## Tackling issue of school confidence

**L**ook, mommy, a man on a horse. With a sign." That might have been one student's reaction the other day at the New Hingham Elementary School in Chesterfield after a parent saddled up to dramatize his beef with the principal.

As a teachable moment, it had its downsides. One of the man's complaints against Principal Rosemary Larkin, which emerged at a May 23 forum, is that she has not shared enough information with parents about school security issues.

But his arrival on horseback, not surprisingly, prompted a security scramble of its own. Buses were re-routed, children were ushered in through a side door and police were called. That might have been an over-reaction, but when it comes to school safety, officials can't take chances — or they risk facing criticism from parents, or worse. See the problem?

When parents and school officials finally got together to talk, important issues emerged. A big crowd gathered — 90 people — showing that this was in no way one man's complaint. A petition called for Larkin's "immediate removal ... for failure of leadership." And the man with the horse was back, reins in hand, holding a sign: "Principal Larkin Must Go."

Larkin listened to criticism of her leadership, but also heard teachers and parents speak in support of how she runs the school, which serves Chesterfield and Goshen. One school committee member said that the backing from teachers counts for a lot. Another pointed out that parents have many ways short of a petition and horseback protest to be heard.

That may be so, but sometimes things just boil up and over. Then it's up to someone like Superintendent Craig Jurgensen to get people together and work it out. He seems to have achieved that.

The day after the forum, Larkin vowed to improve her communications with parents. Some of the drama could have been avoided, but concerned parents got their point across and that's what's important.

## The environmental of wasted food

**I**n America, half of the food is wasted. There can be factories, during transport grocery store, not just at home are millions of starving people waste 25 percent of the food.

Food waste is also terrible environment, because it also sources used to produce the teen percent of methane gas from landfills stems from food. People around the world need their habits. This cannot be our planet.

As a final project in my school we were assigned the "hero planet" challenge.

We were told to brainstorm mental issues and find a way to make a difference.

I chose to try to reduce food waste. I wanted to try this because I know about the problems caused by food waste. I weighed the food waste from my family's dinner each night and it. The results varied from 10 to 20 ounces wasted to over 5 ounces.

I noticed that our main source of food waste was large dairy products. For example, we buy large containers of sour cream but they go bad before we can eat it all.

I now know to buy smaller amounts of perishable products and others do, too.

There are so many ways to reduce food waste. Just tracking it and that because of our efforts, our landfills will no longer be full of food that should have been eaten.

## City pays the freight for Forbes Library

**A** story in the May 21 issue of the Northampton Gazette about Forbes Library mentioned that Forbes is making an appropriation from the city of Northampton.

According to the Massachusetts Board of Library Commissioners site, that appropriation represents 10 percent of the Forbes budget for 2014, the most recent data available on the MBLC website.



Craig Jurgensen &lt;cjurgensen@hr-k12.org&gt;

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## Norris Budget

1 message

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**Craig Jurgensen** <cjurgensen@hr-k12.org>

Thu, May 5, 2016 at 3:35 PM

To: norrisall &lt;norrisall@hr-k12.org&gt;

Cc: "Couture, Erin" &lt;Erin.Couture@florencebank.com&gt;, John Fitzpatrick &lt;john.fitzpatrick@syncnicity.com&gt;, Vahart@charter.net, Loma Shirer &lt;lshirer1109@charter.net&gt;, Bobbie Jones &lt;bjones@hr-k12.org&gt;, Gail Lucey &lt;glucey@hr-k12.org&gt;, Mary Phelan &lt;mphelan@hr-k12.org&gt;, "K.Florek" &lt;kflorek@hr-k12.org&gt;, Irene Ryan &lt;iryan@hr-k12.org&gt;, Craig Jurgensen &lt;cjurgensen@hr-k12.org&gt;

Good afternoon,

I am writing to update you on the status of the FY 17 budget for Norris.

In March, the administration proposed two budgets to the school committee. One budget proposal is called "Level Service Plus ELL". This budget included a \$210,415 increase over FY 16 with the only notable increase, other than salaries, being in the ELL teacher position as required by the findings of our recent DESE program review. This budget is a 5.56% increase over FY 16.

The other proposal was called "Preliminary Principal" and included a \$323,094 increase which included the ELL increase and staffing, supplies, and materials as recommended by Principal Pluta. This budget reflects an 8.54% increase over FY 16. The School Committee presented both budgets to Southampton together with an explanation for needed increases in staffing, supplies, and materials.

Both budgets were sent to the Finance Committee and Select Board. The "Preliminary Principal" budget was the one explained and defended when the School Committee and administration met with the Finance Committee in late March.

On April 27, the Finance Committee recommended funding Norris \$3,827,064.00 – \$164,386 less than the "Level Service Plus ELL" budget. On May 3, the Finance Committee increased the funding recommendation to \$3,895,064 – \$96,773 less than the "Level Service Plus ELL" budget.

Through a series of discussions and strong advocacy by the Southampton School Committee, spearheaded by John Fitzpatrick, the Finance Committee and Select Board, following John's lead to more accurately estimate and allocate vocational tuition funds, increased the FY 17 budget for Norris to \$3,952,064, now within \$39,773 of the "Level Service Plus ELL" budget.

At the School Committee meeting on May 4, the School Committee agreed to close the gap using additional School Choice funds. Therefore, we expect the FY 17 Norris budget will be fully funded as requested.

In November, criticism was directed at the school committee for not advocating strongly enough with the town for school funding. In addition to sharing with you the status of the FY 2017 Norris budget, I want to share with you the strong, unwavering support and advocacy school committee members brought to bear to ensure that an original recommendation from the town for a level funded budget (a potentially disastrous \$210,415 less than requested) was not accepted. This budget still needs the support Southampton residents at the ATM on May 17 but there is no doubt that when it passes your school committee deserves appreciation from all of us.



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March 7, 2016

The following are steps we will take to begin addressing improved communication, collaboration, and focus to unify our efforts to better serve our students and communities:

1. We will develop specific step-by-step procedures for hiring, cafeteria management & reporting, purchasing & ordering (distinguishing local school procedures from those of regional schools). These will be shared with all for feedback, refinement, and editing.
2. Central Office Handbook for Principals: The handbook will be reviewed and updated. Each section, including the bulk of the handbook that contains purchasing law and regulations, will be sent to all administrators for feedback, input, and editing. Once all sections are updated, new handbooks will be prepared for each administrator.
3. Within the handbook, the following checklists will also be reviewed and updated, then added as an additional section to the handbook: substitute nurse procedures, new cafeteria manager procedures/training/support, data training & tips for new administrative assistants, new employee procedures (distinguishing local school procedures from those of regional schools).
4. Administrative Leadership Meetings: (1) One person will be identified at each meeting to take notes/minutes and share with all other members of the Leadership Team. (2) One person will be identified to be the meeting facilitator. (3) Prior to leaving the meeting the note taker will review and recap pending actions and agreements, including individual responsibilities, correcting as necessary to ensure clarity and shared understandings. (4) Minutes will be emailed to all.
5. All of us are dyed-in-the-wool multitaskers and we'll have to accept this. However, this can't extend to texting and emailing during our meetings. All of us are also professional adults who understand the importance of extending mutual respect to one another and to our group by attending to and focusing on the work at hand. Technology is welcome as long as it is engaged in support of our discussion and meeting.
6. At the beginning of each meeting, each administrator will broadly share a recent work success, challenge or brief media reflection related to education. All will participate no matter how briefly and there are no limitations as to topic.
7. We are all frustrated with initiatives, unfunded mandates, and untenable demands on our time that extend already long days. We will work together to order our shared priorities and look at how we can contribute to changing course both locally and beyond.

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**MEDIA RELATIONS  
GUIDELINES AND PROTOCOL**

Students and staff are constantly making news. Coverage of what's happening in our schools serves to keep our communities informed and helps build community support.

The responsibility of representatives of the media is to make sure that coverage is balanced, fair, and accurate. The responsibility of school personnel is to be prepared to cooperate with media representatives to the best of our ability to provide the resources and information necessary for balanced, fair, and accurate reporting.

School Committees support the right of citizens to have access to information that affects school programs and services for children. Administrators and other personnel endeavor to create a positive, courteous relationship with members of the news media and maintain open communications on matters of a routine nature; however, the School Committee expects the welfare of students to be the guiding principle in all contacts with the news media. Maintaining a safe, orderly educational environment must be the most important consideration when working with the news media. To that end the following district-wide media guidelines are recommended:

- I. Dissemination of timely, accurate, and newsworthy information to the community through the news media is the primary responsibility of the School Principal and Superintendent. Building principals serve as the primary spokespersons for their individual schools.
- II. Media relations includes
  - A. Being available to the media
  - B. Providing media representatives, upon request, with all facts that can be provided to give a true picture to the best of his/her knowledge.
  - C. Submit, suggest, or request feature stories or articles to media representatives which are of interest or importance.
- III. Procedures governing media access
  - A. Reporters must initiate their requests to interview, film, videotape and/or photograph students and/or personnel on school property to the School Principal.
  - B. No media representatives will be allowed entrance into a school without approval of the principal and notification to the Superintendent. If media representatives appear on campus without notifying the principal and/or superintendent should be notified. Principals and other administrators are encouraged to assist with any reasonable request for media access; however, administrative approval is required.
  - C. News representatives are considered visitors and are required to sign in at the school office, wear a visitor's pass, and comply with school policies. Media representatives will be escorted by the principal or his/her designee while they are in the building.
  - D. Although schools are public buildings, schools may: 1) refuse access to news media representatives, cameras, and other equipment on school property if their presence or behavior would be disruptive to the school environment; and/or 2) limit access until the school principal or superintendent is contacted.

- IV. Procedures for conducting interviews and recording visual images  
Five Towns – One K-12 Community

- A. Interviewing, photographing, filming, or videotaping on school property may not occur without prior approval from the building administrator.
  - B. Requests for interviews are generally granted if the individual from who the interview is being sought agrees to participate. If the individual does not wish to be interviewed or photographed, he or she may decline; however, the individual or the building administrator should notify the superintendent.
  - C. Filming, videotaping, and photographing students in classrooms, on school property, or in school-sponsored events are allowed for noninstructional purposes; unless a parent/guardian has requested that the child's image not be used.
    - 1. General images of children in which no one is identifiable do not require parental permission. In addition, the filming, videotaping, and photographing of children for classroom instructional purposes or for a purpose related to a co-curricular or extracurricular activity do not require parental permission.
    - 2. Identifying students by name in photo captions requires parent permission for elementary students (FERPA applies).
- V. District staff must adhere to the following general guidelines when working with the news media:
- A. The privacy of a student or employee is the foremost concern when working with the news media and must be considered prior to the release of any information.
  - B. Names of students should never be released under any circumstances without written prior parental consent or the consent of the student if he/she is 18 years of age or older.
  - C. Names of victims are not to be released; news media should be referred to the receiving hospital or policed department for such information.
  - D. Home addresses and telephone numbers of students, private citizens, and district employees are not be released without their express consent.
- VI. In an interview, you have the right to:
- A. Ask about the topic of the story
  - B. Ask what information the reporter is seeking
  - C. Ask how long the interview will last
  - D. Ask the reporter if anyone else has been interviewed for the story
  - E. Stick to your communication objectives
  - F. Take your time to answer the questions.
  - G. Not answer any question(s) that you do not want to. [Try to state the reason for not answering, if possible. Avoid "no comment" responses. It is okay to say, "I don't know."]