

AGENDA
Maynard School Committee
Thursday, June 22, 2023, 7:00 pm
Hybrid Meeting (in-person and remote access)
Fowler School Library and via Zoom

(The School Committee may vote on all items listed on this agenda)

Pursuant to Chapter 2 of the Acts of 2023 signed into law by Governor Healey on March 29, 2023, suspending certain provisions of the Open Meeting Law, G.L. c. 30A sec. 20 until March 31, 2025. the School Committee has modified meeting procedures to ensure the safety of all participants. All members of the public are invited to join the meeting virtually or in person, either by computer (internet) or phone as noted below, or at the Fowler School Library. If joining virtually, video and audio will be turned off for public participants unless otherwise stipulated by the Chair.

Computer Option: Join Zoom Meeting (video) <https://zoom.us/j/91572875882> Password: maynard
Choose to use Computer Audio, or join by phone at the number below:
Phone Option: 1-646-558-8656 Meeting ID: 915 7287 5882 Password: 448260
View further instructions here: <https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-Meeting>
Meeting materials will be found on the website under School Committee - Agenda or <https://bit.ly/MPS-SC22-23>

MGL 30A, Sec.20:(f) After notifying the chair of the public body, any person may make a video or audio recording of an open session of a meeting of a public body or may transmit the meeting through any medium, subject to reasonable requirements of the chair as to the number, placement, and operation of equipment used so as not to interfere with the conduct of the meeting. At the beginning of the meeting, the chair shall inform other attendees of any recordings.

Allotted times within the agenda are intended to account for presentations and discussions

- I. Meeting Called to Order via Roll Call
- II. Public Comments (15 min)
- III. Urgent Business
- IV. Superintendent's Report (10 min)
 - A. General Update
 - B. Grant 424 and 598 Update
- V. Policy 1st reading (20 min; IO/D)
 - A. Student Athletic Handbook
 - B. Coaches Athletic Handbook
- VI. Amended FY24 School Budget (10 min D/ VR)
- VII. Superintendent Evaluation (20 min; D)
- VIII. School Committee & Superintendent Protocols (10 min; D)
- IX. Chair's Report (5 min; IO)
- X. Subcommittee Reports & Members' Comments (10 min; IO)
 - A. Elizabeth Albota
 - B. Maro Hogan
 - C. Mary Brannelly
 - D. Hilary Griffiths
- XI. Consent Agenda (5 min; VR)
 - A. Approval of Minutes
 - B. Acceptance of Warrant(s)

*IO [Info Only], P [Presentation], D [Discussion], PV [Possible Vote], VR [Vote Required]

RECEIVED

By Jim Alexander - Asst. Town Clerk at 11:17 am, Jun 20, 2023

Chairperson: Natasha Rivera
Posted by: Colleen Andrade
Date: 6/20/23

Maynard School Committee Meeting Public Comments Guidelines

The Public Comments agenda item is a devoted time for the School Committee to hear from the public. As such, its structure primarily supports a unidirectional recording of public comments, rather than a bidirectional conversation. Here are the general rules for any form of Public Comment period:

1. Any person wishing to speak and make a comment during a meeting may do so:
 - a. If virtually- Sign up to speak publicly in advance and up until the Public Comment agenda item at <https://bit.ly/mps-public-comment>. Please have your zoom name match so we may be able to unmute you to speak.
 - b. If in person- Sign up in advance and up until the Public Comment agenda item. Once recognized by the Chair, state your first name, last name, and town.
 - c. All public comments are limited to 3 minutes, to ensure that everyone who wishes to comment has the opportunity to be heard.
 - d. No person may comment more than once without permission of the Chair. As time allows, the Chair could consider allowing a person to comment a second time, especially if it is related to a topic that has not yet been brought up.
2. Email comments in advance of meeting and up until the Public Comments agenda item to comments4SCmeeting@maynard.k12.ma.us.
 - a. **You must state in the subject line “Public Comment”** and include your first and last name and town to ensure your comment can be read.
 - b. Comments read by the Chair will only be read for 3 minutes. If the submitted comments are longer, they will be cut off at the 3-minute mark.
 - c. To ensure all comments are able to be read in their entirety, it is suggested that you keep them to approximately 350 words. However, submitted comments longer than 350 words will be included in the public record in their entirety.
3. **Note**- Anyone can submit comment(s) for the public record after the Public Comments agenda has passed by providing an email copy to comments4SCmeeting@maynard.k12.ma.us up until the end of the meeting, specifically stating their desire to have these additional comments included.



Superintendent's School Committee Report

June 22, 2023
(Submitted 6/14/23)

Superintendent Evaluation

- The School Committee reviewed the following documents in support of the superintendent's goals and district goals.
 - a. Superintendent Goals
 - i. Superintendent Weekly Memo - with standards and indicators identified
 - ii. Superintendent's update to MPS Community - Weekly
 - iii. Budget including presentations
 - b. District Improvement Goals
 - i. Curricular work - Math and Literacy updates
 - ii. DEI Committee & survey
 - iii. Upcoming Data Walk
 - c. Stay Interviews
 - i. Staff voice and recommendations
 - d. Parent Survey
 - e. Superintendent Checklist

Grants

Update on two grants received earlier in the year. There has been a great deal of work done in support of students thanks to the efforts of staff and the funding from these grants.

- MyCAP (My Career and Academic Planning) - Grant 598
- Middle School Career Connected Learning Partnership - Grant 424

There is a separate presentation included in the folder and will be presented by Dr. Gobron.

District News



Green Meadow Building Project

The Green Meadow Elementary School Building Committee met on June 12. One item discussed was the HVAC system and the survey results. Vote taken to support the geothermal HVAC and discussion of summer and fall outreach efforts.

Special Town Meeting: Tuesday, October 10, 2023

Election: Tuesday, November 7, 2023 (regularly scheduled statewide).

District News



Bleacher Update

The proposals are due to Greg by July 11th. If all goes as planned, he will bring them to the select board meeting on July 18 for permission to enter into a contract with an OPM company.



My Career and Academic Plan

MyCAP

Grant #598

Maynard High School &

Fowler School

Charles Gobron



Purpose:

Grant #598

The purpose of this targeted grant is to provide supplementary support to school districts currently engaged in or interested in beginning implementation of MyCAP.

- Student-driven process designed to ensure that all students graduate from high school college and career ready
- Requires schools to create a scope and sequence to implement MyCAP
- Create a planning team with members from both schools.

Priorities:

Grant #598

- Convene the team outside of school hours to begin creating a four year scope and sequence of MyCAP activities.
- The scope and sequence will address the three domains of college and career readiness in each year of middle school and high school. (Academic, Personal/Social, Work Place)



Team Members:

Grant #598

- Brenna Cotter (Fowler Counselor)
- Valerie Roth (Fowler Counselor)
- Maria Soler (Fowler Spanish Immersion Grade 5)
- Denise Hatch (Fowler English Language Teacher)
- Charles Gobron (Special Projects)
- Charles Caragianes (Director of Curriculum)
- Nicole Fernald (MHS Counselor)



Team Members:

Grant #598

- Jean LaBelle (MHS Library and Senior Project)
- Dana MacPhee (MHS Counselor)
- Amy Petrosky (MHS Counselor)
- Cathie Ricci (MHS English Language Teacher)
- Jamie Sangiovanni (MHS Special Education)
- Elizabeth York (MHS Principal)



Accomplishments:

Grant #424

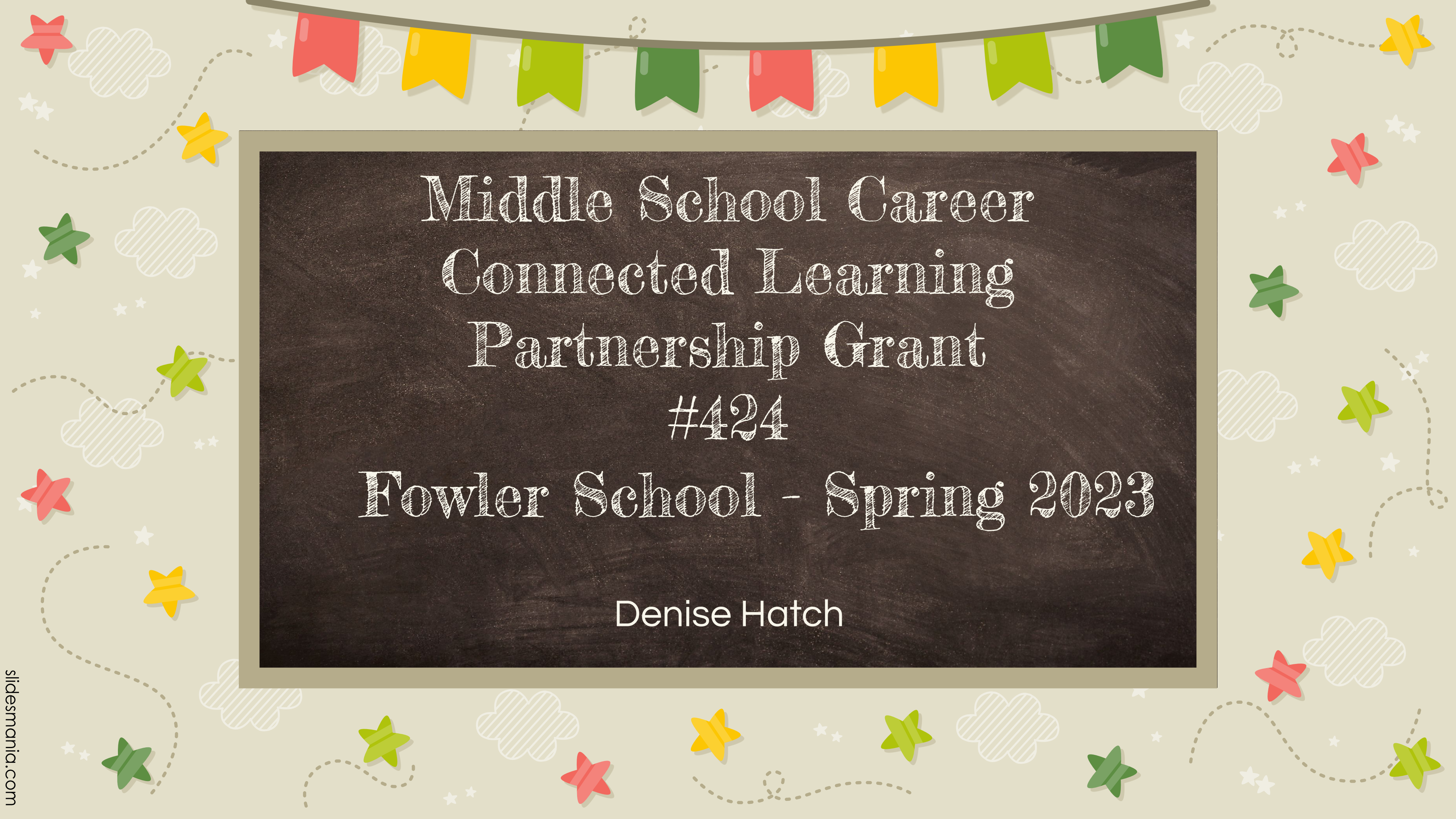
The number one accomplishment was an improved transition from eighth grade to ninth grade. The middle school and high school teams met jointly once a month. Frequent, lively, and engaging conversations resulted in an improved understanding of what the high school will offer middle school students as well as the pathways that are offered. This year's transition activities were rated more effective than ever before by faculty and staff.



Accomplishments:

Grant #424

Middle School team members attended three statewide workshops and High School team members participated in two separate workshops. Our hope is that next year at least some of these workshops will be held jointly as we plan career readiness opportunities for grades 5-12.



Middle School Career
Connected Learning
Partnership Grant

#424

Fowler School - Spring 2023

Denise Hatch



Purpose:

Grant #424

The purpose of this targeted grant is to assist school districts in the planning and development of a career-connected learning experience for middle school students that will;

- enable students to explore their career-related interests
- assist students in seeing the relevance of their middle school learning experiences
- help students to understand all the potential high school courses and programs available to them to pursue their paths.



Priorities:

Grant #424

- The model should include a variety of experiential learning such as field trips, guest speakers, , service learning, and work based learning projects.
- The planning team should be made up of partners from the district
- The team may choose to offer a pilot prior to June 30, 2023.



Team Members:

Grant #424

- Karen Murphy - English Language Teacher
- Jen Ward - Special Education (Tiger Program)
- Maria Soler - Grade 5 Spanish Immersion Teacher
- Kim Leigh Manuell - Grade 7 ELA Teacher
- Melissa Graham - Grade 8 Math Teacher

Spring Pilot:

Grant #424

- Teacher Stipends
- Speakers: Brooks Harper (Grade 8 Students & Staff), Jesse Green (whole school), Scott Davis (CCL Day-grade 8)
- Curriculum Materials: Thrively, LEGO Spike, Books & Games, Materials for CCL Class, Resources for Civics Class, Gardening Supplies, AV Materials (filming & podcasts), Translation Earbuds
- Transportation: Grade 6 and Grade 7 Field Trips

Grade 8 Career Connected Learning Day

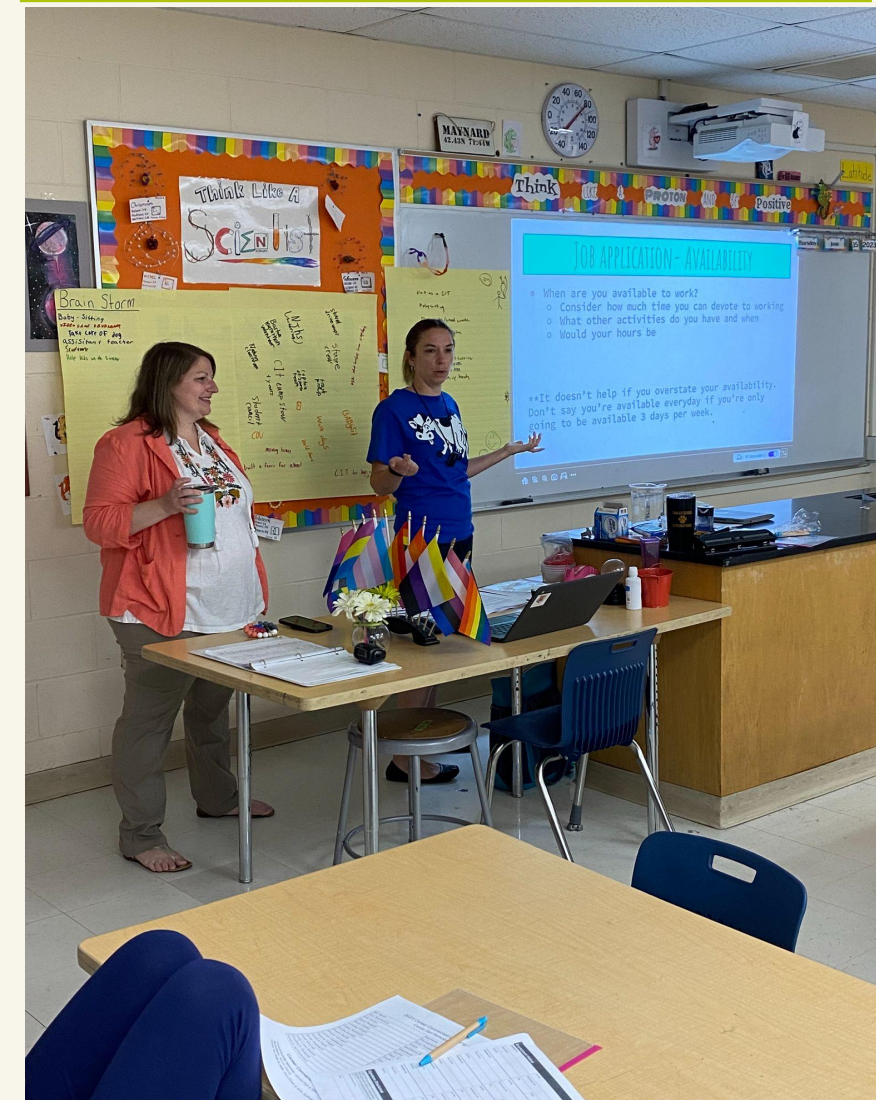
Career Fair



Community Service



How to Get a Job



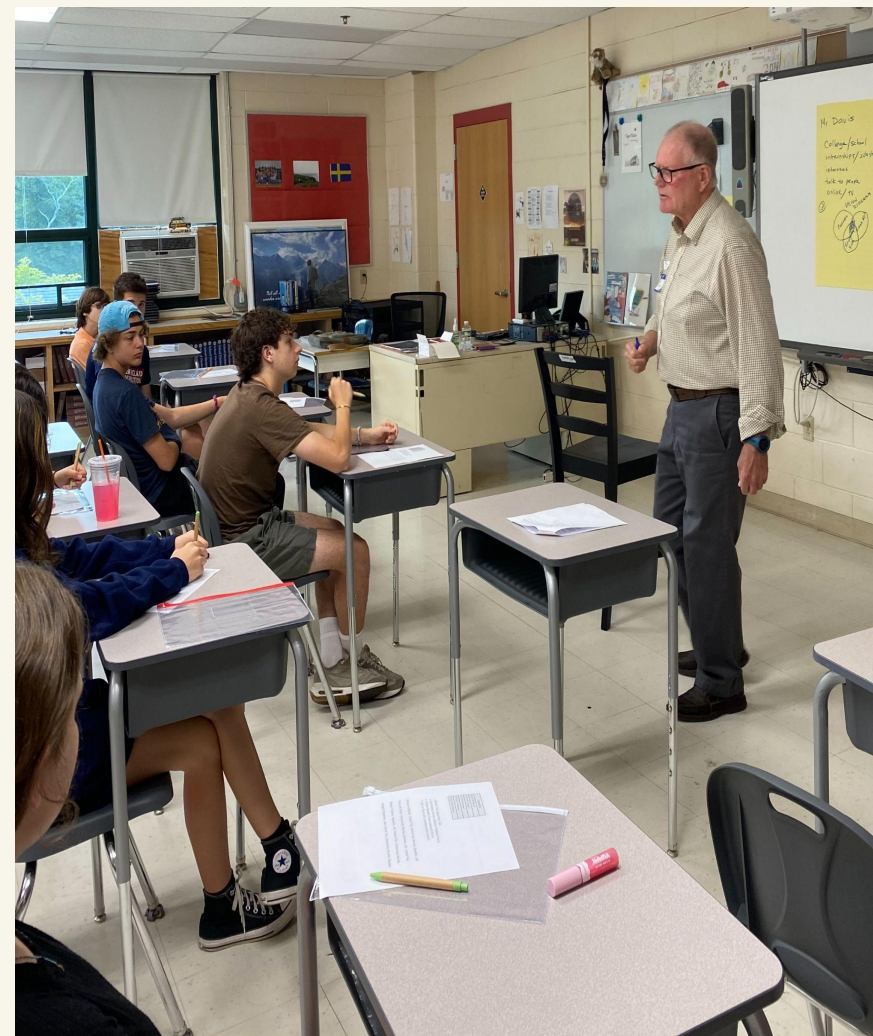


Experiential Learning

Whale Watch



Speaker



Career Fair



Experiential Learning

Gardening



Community Service



Curriculum





Next Steps:

MyCAP

It is important to note that this is a multi-year process and we have already submitted our intent to apply for additional grant funding for next year.

Last week Governor Healy mentioned the importance of MyCAP as well as the MEFA Pathways as tools in ensuring equal access to higher education and post secondary options for ALL students.

Maynard Public Schools
Athletic Department
Student-Athlete Handbook
2023-24



Mr. Brian Haas, Superintendent of Schools
Mrs. Elizabeth York, Maynard High School Principal
Mr. Keith Kinney, Fowler School Principal
Mr. Michael Arria, Athletic Director

Maynard Public Schools Athletic Department

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Section 1: Welcome!

The following information defines the interscholastic athletic policies and procedures for all students participating in Maynard Public Schools athletic programs. The Athletic Department hopes this handbook provides parents and Student-Athletes with a better understanding of our philosophy, goals and policies. Participation on an athletic team is a privilege, and can be a rewarding educational experience. It is important that Student-Athletes realize the time demands, responsibility, dedication and sacrifices required when making this commitment. Please refer to the following information when a question about your/you child's athletic experience arises.

We urge you to support Maynard Athletics by...

- Attending both home and away contests.
- Lending positive support to our teams and Coaches.
- Encouraging all Student-Athletes regardless of their role on the team.
- Helping other parents and spectators to maintain appropriate sportsmanlike attitude and behavior.
- Showing respect for the authority of the contest officials.

Section 2: Philosophy

Athletics at Maynard Public Schools represent an opportunity for students to engage in activities outside of the classroom that enhance their physical, socio-emotional, and mental development.

To be eligible to participate in the interscholastic athletic programs at Maynard Public Schools, Student-Athletes must meet the academic and physical standards described in the Student-Athlete Handbook. Participation is a privilege; not a right or an entitlement. To remain in good standing in the athletics program, Student-Athletes are expected to exhibit the highest level of conduct on the field, within Maynard Public Schools, and within the community. Student-Athletes must demonstrate respect for fellow students and teammates, contest officials, opponents, and spectators.

Section 3: Mission Statement

Maynard Public Schools Athletics is part of the total educational experience and teaches Student-Athletes valuable life lessons that may not be afforded in a classroom alone. Student-Athletes are expected to honorably represent their school and community while competing in athletic contests. At the varsity level, Student-Athletes develop a synergy between having fun, working hard, and winning. At the sub-varsity levels, Student-Athletes foster a love for the game and work hard to develop the skills necessary to be successful at the next level of competition.

Section 4: Vision Statement

Maynard Public Schools Athletics will be a leader in the Midland Wachusett League due to our sportsmanship and dedication to our drive for excellence on and off the field. Maynard Public Schools Athletics will increase student involvement and athletic opportunities for students while creating a seamless Athletic Program that ranges from youth programs to varsity sports. Maynard Public Schools Athletics will embody hard-work, discipline, accountability, and sacrifice.

Section 5: Core Values

- Hard Work in the classroom, at practices and contests, and during the off-season.
- Discipline in the classroom, on and off the field.
- Sacrifice as Student-Athletes play for not only themselves, but for their team, school, and community.
- Accountability knowing that every action has a consequence and everyone will be held responsible for their own actions.

Section 6: Governing Bodies

The Massachusetts Interscholastic Athletic Association (MIAA) is the governing body of high school athletics within the Commonwealth of Massachusetts. Their purpose is to organize, regulate and promote interscholastic athletics for secondary schools in Massachusetts. Its Board of Directors is made up of Superintendents, Principals, and Athletic Directors from various districts throughout the state. The Board of Directors and its various subcommittees establish policy for all member schools.

Maynard Public Schools is a member of the MIAA. As an MIAA Member, Maynard Public Schools abides by the minimum standards set forth by this organization. Please note that these are minimal standards and members reserve the right to impose requirements which are more stringent than those minimums, which Maynard Public Schools does in many instances. On the local level, Maynard Public Schools is a member of the Midland Wachusett League. We also compete against schools from other leagues, and these are referred to as non-league opponents.

Section 7: Policies and Procedures

All Student-Athletes are expected to:

- Recognize that their education and academic achievement comes first.
- Communicate openly with administration, coaches, and parents/guardians about all matters pertaining to their athletics program.
- Attend and arrive on time to all events pertaining to their athletics program; practices, games, meetings, etc.
- Promote school spirit as a representative of their athletics program while also demonstrating support for all school programs and activities.
- Understand that playing time is at the sole discretion of the coach (participation is a privilege, not a right or an entitlement).
- Understand and adhere to the policies and procedures laid out in the handbook.

Section 8: Code of Conduct

In order to participate in athletics programs, all Student-Athletes must be in “good standing”, which is defined as:

- Adherence to school rules that regulate behavior and attendance. Including, but not limited to:
 - A major suspension or multiple minor suspensions.
 - Detentions or class cuts.

**A student who receives one or more major suspensions, or multiple minor suspensions, detentions or class cuts prior to the season of play, but in the same school year, may be considered not to be in good standing.*

Section 9: Pillars of Character

Below are the six Pillars of Character that will serve as the foundation of a Student-Athlete’s character on and off the field.

Trustworthiness

- Honesty; be honest in all communications and actions,
- Reliability; do what you say you will do, keep your promises, and be on time.
- Integrity; do not deceive, cheat, or steal and do what is right even if unpopular. Build a good reputation.
- Loyalty; be loyal to your values and put your team above personal glory.

Respect

- Treat others with respect all of the time. This includes administrators, coaches, officials, teammates, students, and spectators.
- Class; be gracious in victory and accept defeat with dignity. Deal peacefully with anger, insults, and disagreements. Use good manners, not bad language.
- Disrespectful conduct; do not engage in trash talking, taunting, and other actions that demean individuals or the program. Be considerate of the feelings of others.

Responsibility

- Importance of education; the primary responsibility of a Student-Athlete is academic achievement. The privilege of participating in athletics only enhances the total educational experience.
- Be a positive role model; do what you are supposed to do, be diligent, do your best, and persevere.
- Self-control; be self-disciplined, think before you act, be accountable for your words, actions, and attitudes, and set a good example for others.
- Healthy lifestyle; make healthy choices and safeguard your health. Do not use illegal or unhealthy substances.

Fairness

- Play by the rules and live up to the high standards of fair play.
- Take turns and share.
- Be open-minded; be willing to listen to others and learn.
- Don't take advantage of others.
- Don't blame others carelessly.
- Treat all people fairly.

Caring

- Be kind, compassionate, and show that you care.
- Show empathy and express gratitude.
- Forgive others and show mercy; put safety and health considerations above the desire to win. Never intentionally injure or engage in reckless behavior that may result in injury to yourself or others.
- Help people in need; be charitable and altruistic.
- Help promote the wellbeing of your teammates through positive encouragement; report unhealthy or dangerous conduct to your coaches.

Citizenship

- Stay informed; have a thorough knowledge of and abide by all applicable contest rules.
- Cooperate; honor, observe and enforce the spirit and letter of the rules. Do not engage in or allow any conduct designed to evade the rules governing fair competition. Make choices that protect the safety and rights of others.
- Do your share to make your school, community, and world better; get involved in community affairs.

**A Student-Athlete found not to be in good standing or not adhering to the above principles might be denied the privilege of participating in an interscholastic sport or extracurricular activity for a period of time to be determined by the Coach and Athletic Director.*

Section 10: Athletic Offerings and Program Goals

**Offerings are subject to change based on sign-ups. In the event of a program cancellation, adequate notification time will be attempted but cannot be guaranteed.*

Fall:

The Fall season begins sometime around the third Monday in August and ends in late October. Varsity teams who qualify for the postseason tournament may compete into the month of November. Informational meetings may be held in August.

- Boys Cross Country (Grades 7-12): Varsity
- Girls Cross Country (Grades 7-12): Varsity
- Field Hockey (Grades 7-12): Varsity, JV
- Football (Grades 8-12): Varsity, JV
- Golf (Grades 7-12): Varsity
- Boys Soccer (Grades 7-12): Varsity, JV, Middle School
- Girls Soccer (Grades 7-12): Varsity, JV Middle School

Winter:

The Winter season begins the Monday after Thanksgiving and ends in late February. Varsity teams that qualify for the post-season tournament may compete into March. Informational meetings may be held in late October / early November.

- Boys Basketball (Grades 7-12): Varsity, JV, Middle School

- Girls Basketball (Grades 7-12): Varsity, JV, Middle School
- Indoor Track (Grades 7-12): Varsity
- Boys Ice Hockey (Co-Op hosted by Assabet Valley Regional Technical High School; Grades 9-12): Varsity, JV

Spring:

The Spring season begins the third Monday of March and ends in late May. Varsity teams that qualify for the post-season tournament may compete into June. Informational meetings may be held in February.

- Baseball (Grades 7-12): Varsity, JV, Middle School
- Softball (Grades 7-12): Varsity, JV, Middle School
- Boys Outdoor Track (Grades 7-12): Varsity
- Girls Outdoor Track (Grades 7-12): Varsity
- Boys Lacrosse (Co-Op hosted by Weston High School; Grades 9-12): Varsity, JV

Section 11: Goals for Different Levels of Play

- Emphasize development of skills, team concepts, appropriate attitudes, and values.
- Allow as many students as possible to participate and share experiences, lessons, and other benefits derived from team membership and competition.
- Build relationships in ways that may not be afforded in a classroom setting alone.
- Compete competitively.
- Have fun!
- **Note: Roster limits may be set at the discretion of the Athletic Director which will require cuts to be made.*

Participation at the varsity level is generally limited to the most highly skilled Student-Athletes and those with the ability to work alongside and interact with other Student-Athletes for the success of the team. The coaching staff will make assessments relative to the level of competition (varsity, JV, and 7th/8th grade), which will be most beneficial to the development and progress of each player and program. It should be understood that, at the varsity level, playing time could be very limited and not guaranteed. At the JV and 7th/8th grade levels, playing time may be guaranteed but could be limited. Personal and team development are most important when participating in our athletics programs; with those goals in mind, winning will follow.

Fowler Middle School:

At the entry level of the athletics programs, Student-Athletes and their parents/guardians should accept the following concepts:

- Learning the rules of the game and program concepts.
- Development of fundamental skills.
- Development of love for the sport.
- Development of an orientation toward team effort, team goals, and team building.
- Development of the ambition to achieve the next level of competition.
- Equal practice opportunities for all participants.
- Sportsmanship and fair play.
- Playing time will be determined by the Coach's evaluation of the Student-Athlete's skills, team role, commitment level, attitude, and health and safety.
- Skill and character development, personal and team growth, are a higher priority than winning.
- In the event of high numbers of participants, a "game team" and a "practice team" might be created to keep Student-Athletes involved, but also to reward hard work and ability. Teams will be decided by the Coach and grade level will not be taken into consideration.

Junior Varsity:

- A transitional level that emphasizes the following concepts:
- Reinforcement of learning the rules of the game and program concepts.
- Reinforcement and refinement of fundamental skills.
- More sophisticated athletic strategies.
- More specific definition and understanding of the Student-Athlete's role within the team and program.
- Greater emphasis on the concepts of commitment, team play, and team building.
- Greater emphasis on physical conditioning, development, and a healthy lifestyle.

- Greater emphasis on the development of the ambition to achieve the next level of competition.
- Sportsmanship and fair play.
- Playing time will be determined by the Coach's evaluation of the Student-Athlete's skills, team role, commitment level, attitude, and health and safety.
- Skill and character development, personal and team growth, are a higher priority than winning.

Varsity:

- Development of high proficiency in program concepts.
- Development of high proficiency in the physical and fundamental skills of the sport.
- Strategic and situational analysis; all mental aspects of the sport.
- Specific definition and acceptance of the student-athlete's role within the team and program.
- Individual sacrifice for the betterment of the team and program.
- Maximum commitment to the team and program.
- Physical conditioning components specific to the sport.
- Sportsmanship and fair play.
- Playing time will be determined by the Coach's evaluation of the Student-Athlete's skill level, team role, and attitude.
- Winning within the rules of sportsmanship and fair play is top priority.

Section 12: Playing Time Protocol

To provide a clear understanding and expectation of how coaches make playing time decisions at the varsity level.

- Coaches make playing time decisions based on the safety and wellbeing (physical and emotional) of the individual Student-Athlete and team.
- Not all Student-Athletes are equipped with the same skills and abilities; sacrifice and unselfishness are important life lessons.
- A goal of varsity sports is to win with honor, following the six pillars of character; sportsmanship and fair play.
- Not all Student-Athletes will receive equal playing time and/or the playing time they believe they deserve at the varsity level.

"What should I do, if my child does not get enough playing time?"

- Approach the Coach to understand why.
- Discuss with the Coach clear ways in which the Student-Athlete can improve their skills and/or attitude to earn more playing time.
- If the Student-Athlete improves, then they shall earn more playing time at the Coach's discretion.

If, after this process, the parent/guardian is still not happy with the amount of playing time the Student-Athlete is receiving...

- The parent/guardian may contact the Athletic Director to mediate a solution.
- The Athletic Director reserves the right to approve the Coach's decision, or work with the Coach to try and find ways to get the Student-Athlete more playing time.
- Ultimately, the Athletic Director's final decision will be in the best interest of the team, program, and Student-Athlete's development.

Section 13: Conflict Resolution and Complaint Protocol

Conflict Resolution:

Participation in athletics programs should be an enjoyable experience for all parties involved; Student-Athlete, Coach, and parents/guardians. There is no doubt that participation tends to be emotionally charged; dealing constructively with these emotions can be an excellent learning experience. In most cases, athletic competition is extremely positive and compliments the total educational experience enjoyed by Student-Athletes at Maynard Public Schools. Occasionally, conflicts between Coaches and Student-Athletes arise. These conflicts must be addressed and resolved immediately so that the many benefits of athletic participation may continue to contribute to the educational, emotional, and physical growth of Maynard Public Schools Student-Athletes.

Complaint Protocol:

If at any time a Student-Athlete or parent/guardian desires to lodge a complaint or discuss an alleged injustice, the following procedure should be followed:

- Contact the immediate Coach involved (may be contacted through the Athletic Office). For example, if the Student-Athlete is a Junior Varsity team player, the Junior Varsity Coach should be contacted.
- If the resolution is unacceptable, contact the Head Coach of the program.
- If the resolution is unacceptable, contact the Athletic Director.
- If the resolution is unacceptable, contact the School Principal.
- If the resolution is unacceptable, contact the Superintendent of Schools.

Section 14: General Rules and Policies

Registration:

The seasonal registration form must be submitted prior to the season. Note: this registration process is for Maynard Public Schools sponsored sports. Co-op sports in which Maynard is not the host, will require additional registration with the host school.

Current Physicals:

Every Student-Athlete must complete a pre-season physical examination in accordance with MIAA Rule 56. A physical is valid for 13 months, and new regulations state that it must be valid throughout the whole season. Please submit all physicals to the School Nurse.

Academic Eligibility:

- Only fail one class.
- Earn ten credits in major subjects per semester, i.e. at the end of the 2nd term and 4th term, students must not only pass but also earn credit.
- If deemed academically ineligible, a Student-Athlete may not participate or dress for competition. That Student-Athlete may only regain eligibility once the next quarter grades come out and fit the requirements.
- **The Athletic Director, in consultation with the Principal and Guidance Counselors, reserve the right to mandate Student-Athletes in danger of failing courses to Homework Club.*
- Provisional Eligibility
 - If and only if a student meets the above academic standards, can the student be considered provisionally eligible. Provisionally eligible is defined as passing at least four major classes per term, but failing at least one class per term. A provisionally eligible student may participate if they follow a tutoring plan for each course failed. The plan will be designed by the teacher, with the student, and approved by the administration. The student's progress will be tracked on a bi-weekly basis. Any student failing to fulfill the conditions of the plan will lose eligibility until receiving a satisfactory report at the next bi-weekly review. Students who do not get a satisfactory report may submit an appeal to the administration
- Athletic Department Mandatory Tutoring Plan for Provisionally Eligible Student-Athletes
 - Any Student-Athlete, who becomes provisionally eligible (see the academic eligibility standards for requirements), must adhere to the following tutoring plan until the next marking period in which they can become fully eligible by meeting the standards.
 - Enroll in Homework Club for at least two days or an equivalent plan established by the Athletic Director and Guidance Counselors.
 - Report to Homework Club no later than 2:15pm on assigned days.
 - Work quietly and efficiently from 2:15pm-2:55pm, completing allowed missed assignments and current assignments.
 - If all past due and current work is finished, extra studying or planning ahead will be expected.
 - Getting extra help from other teachers or tutors is allowed, but time spent must be verified and coordinated with the Homework Club Advisor and teacher and/or tutor.
 - Playing games on electronic devices is strictly prohibited. Using smartphones for non-school related purposes is also strictly prohibited.
 - Disruptive and noncompliant behavior will not be tolerated.
 - Failure to comply with the rules above will result in disciplinary measures.
 - First offense: Warning by Homework Club Advisor and notification to the Head Coach.

- Second offense: Notification to the Student-Athlete's Head Coach and parents/guardians and possible disciplinary action determined by the Head Coach.
- Third offense: Notification of the above named parties, and a mandatory one game suspension issued by the Athletic Director.
- Fourth offense: Removal from provisionally eligible status to ineligible status for the remainder of the marking period. If this happens to a student-athlete, a Student-Athlete may not be eligible until they meet the eligibility standards at the end of the term.
- A Student-Athlete can only be forcibly removed from provisional eligibility status twice in one academic year. If the student-athlete loses the right to be provisionally eligible two times in one academic year, then the Student-Athlete loses that right for the remainder of the year. In this case, to be eligible to play, a Student-Athlete must meet full academic eligibility requirements to be eligible to play.
- Although it is not ideal, a Student-Athlete can remain on provisional eligibility status throughout the year if they are in compliance with the above rules.

Emergency Contact:

Emergency Contact forms must be filled out prior to participation.

Activity Fees:

Activity fees must be paid prior to the start of the season, unless you are applying for a scholarship or a waiver. Checks can be sent to the Business Office at 3R Tiger Drive, Maynard, or can be paid online through MySchoolBucks.

- The following Student Activity Fee structure for ALL STUDENTS in Grades 6-12 for the School Year was approved by the School Committee on August 18, 2022.
- Students participating in a Co-op Team will pay an additional fee payable to the host school.
- Arrangements to have fees payable in FULL should be made prior to the start of activity/sport
- **No student will be denied access to participating in the below sports or activities due to financial reasons.*

Student Activity Fees	1st Child	Other Children
Maynard High School	\$400	\$200
Fowler School, Gr. 6-8	\$200	\$100
<i>Families that meet Federal Income Guidelines (Free/Reduced)</i>	<i>\$100 - Maynard High School \$75 - Fowler School</i>	<i>\$50 - Maynard High School \$37.50 - Fowler School</i>

Note: the first child is assessed the higher fee and all siblings are assessed the lower fee.

Attendance:

- Students who wish to participate in extracurricular activities (practice sessions, rehearsals, games, etc.) must attend all their classes on the day of the event.
- Students with excused tardies may participate in activities with approval from the Principal or Assistant Principal.
- Students without an excused tardy will not be allowed to participate in their respective event for that day/night if they arrive at school after 8:00 a.m.
- If a student reports to school on time, they may not be dismissed until the conclusion of the third class of the day. Students who display a pattern of excessive or inappropriate dismissals/detentions, regardless of length, will similarly be withheld from practice and/or games.
- Students who cut class or do not fulfill their detention responsibilities will also be ruled ineligible for participation.
- If a Student-Athlete misses more than three days of practice, they will need to meet with the Athletic Director who will determine that player's eligibility.
- Exempt absences (with proper documentation) will not prevent a Student-Athlete from participating in interscholastic athletics. Examples of exempt absences include: When a student is absent for medical reasons (doctor's note required), religious observance (parent call required), court appearance (court documentation required), funeral, college visit (juniors and seniors only—letter from college or university

required—limit 2 per year for junior year and 3 per year for senior year—additional visits require counselor approval) and field trips.

- A suspension from school will exclude Student-Athletes from participation on the day of the suspension.

Sportsmanship:

Maynard Public Schools expects all parties present at a contest to display the highest possible level of sportsmanship. Players, coaches and spectators should treat opponents, game officials and visiting spectators with respect. Maynard Public Schools reserves the right to warn, censure, place on probation or suspend, up to one calendar year any player, team, coach, game, spectator or school official determined to be acting in a manner contrary to the standards of good sportsmanship. If you are not sure what details good sportsmanship, please follow this simple rule: cheer for your own team and do not belittle opposing teams and officials.

Three important MIAA rules pertaining to Student-Athletes should be noted.

- A player “thrown out” of a game shall, at a minimum, miss the next game.
- A player “thrown out” of two games during the same season is disqualified for one full calendar year.
- Striking or assaulting an official results in disqualification for one full year.

Hazing:

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

Chapter 269 of the General Laws is hereby amended by adding the following three sections:

- Section 17: *Whoever is a principle organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment. The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.*
- Section 18: *Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars.*
- Section 19: Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledgee or applicant for membership in such group organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen. Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The board of regents and in the case of secondary schools, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution, which fails to make such report. Passed to be enacted by the House of Representatives November 13, 1985. Passed to be enacted by the Senate November 14, 1985. Approved November 26, 1985 by Governor Michael J. Dukakis.

MIAA Handbook Rule 45 Loyalty to the High School Team: Bona Fide Team Members-

A bona fide member of the school team is a student who is consistently present for, and actively participates in, all high school team sessions (e.g. practices, tryouts, competitions). Bona fide members of a school team are precluded from missing a high school practice or competition in order to participate in a non-school athletic activity/event in any

sport recognized by the MIAA. Students cannot be given special treatment (late arrival, early dismissal, etc.) for non-school athletic programs.

- First Offense: Student-athlete is suspended for one (1) contest and shall not participate in the next scheduled interscholastic competition that is part of their regular season schedule or in tournament play. Second Offense: Student-athlete is suspended for an additional 25% of the season (see chart on Rule 62), and is ineligible for tournament play immediately upon confirmation of the violation. See Rule 96 for additional tournament restriction and Rule 88 for waiver guidelines.

45.1 A student-athlete must be a Team Member for 50% of the regular season schedule for that sport to participate in any MIAA Tournament competition (team member: any student-athlete who attends practices or games for their sport team – e.g. Freshman basketball player moved to JV and then Varsity).

45.2 If ineligible, cannot be in uniform. Attendance at event to be determined by High School Principal.

MIAA Handbook Rule 48 Sportsmanship: Taunting-

48.1 Taunting includes any actions or comments by coaches, players, or spectators which are intended to bait, anger, embarrass, ridicule, or demean others, whether or not the deeds or words are vulgar or racist. Included is conduct that berates, needles, intimidates, or threatens, based on race, gender identity, ethnic origin or background, and conduct that attacks religious beliefs, size, economic status, speech, family, special needs, or personal characteristics.

Examples of taunting include but are not limited to: "trash talk", defined as verbal communication of a personal nature directed by a competitor to an opponent by ridiculing skills, efforts, sexual orientation, or lack of success, which is likely to provoke an altercation or physical response; and physical intimidation outside the spirit of the game, including "in the face" confrontation by one player to another, standing over/straddling a tackled or fallen player, etc.

48.2 Athletic participants may wear sun glare black only under their eyes.

48.3 In all sports, officials are to consider taunting a flagrant unsportsmanlike offense that disqualifies the offending bench personnel or contestant from that contest/day of competition. In addition, the offender shall be subject to all existing MIAA Disqualification Rules. A review of the MIAA taunting policy and a warning shall be given to both teams by game officials prior to each contest.

48.4 At all MIAA contest sites and tournament venues, contest management may give spectators one warning for taunting. Thereafter, spectators who taunt players, coaches, game officials, or other spectators should be ejected.

MIAA Handbook Rule 49 Sportsmanship: Athlete and Coach Contest Disqualifications/Suspensions-

49.1 The contest official who disqualifies a student or coach under the provision of this rule should immediately inform the coach of each team, official scorer (if any), and state the violation. If the game official fails to file written coach/student contest disqualification form, the individual is nevertheless bound by the suspension. An Official who fails to complete the form required as a result of an athlete or coach disqualification shall be suspended from officiating any MIAA contest in that sport for at least two weeks or until the form is completed and received by the principal of the disqualified athlete or coach. Judgments of game officials are not subject to appeal. If the event does not have officials (e.g. golf, tennis) it is the responsibility of the site manager to report any disqualification to the Athletic Director who in turn will complete the MIAA Coach or Student Contest Disqualification Form.

49.2 The athletic director in charge of the contest, or designee, is responsible for: (1) having the official disqualification forms available for game officials, and (2) sending copies to the principal of each school involved, the athletic director of each school involved, and the executive director of the MIAA. Contest official(s) should complete the forms before leaving the site of the contest.

49.3 Any student-athlete, who is disqualified from a competition, including a jamboree, scrimmage, etc., shall not participate in the next scheduled interscholastic competition that is part of their regular season schedule, or in tournament play. The disqualified student-athlete is ineligible to participate in any contest at the same level of play in that sport until the next contest, or the next two (2) contests in the sports of baseball, ice hockey, and soccer, have

been completed. (Note: In the sport of wrestling, the disqualified student-athlete is ineligible to participate in any and all contests during the next scheduled date of competition). Disqualifications in the following sports per specific sport rules: field hockey-(Rule 68.3); basketball-five (5) personal fouls; girls' lacrosse (2) yellow cards; ice hockey - eight (8) minutes in penalties and game misconduct (Rule 72.15); wrestling-technical disqualification, do not apply to the above prescribed penalties. During the suspension the disqualified student may not be in uniform and attendance at the competition site is determined by the high school principal.

- 49.3.1 A two (2) game suspension will be given to any student-athlete who is ejected from any contest for the following reasons:
 - Fighting
 - Punching or kicking an opposing player
 - Spitting at someone

49.4 Any coach disqualified by an official from an inter-school competition (including a jamboree, scrimmage, etc.) is ineligible to coach any competition in that sport at the same level (e.g. junior varsity, varsity, etc.) until the next contest, or the next two (2) contests in the sports of baseball, ice hockey, and soccer, has/have been completed. (Note: In the sport of wrestling, the disqualified coach is ineligible to participate in any and all contests during the next scheduled date of competition). During the suspension the disqualified coach may not be present at the competition site. Whenever a coach is disqualified by an official from an inter-school competition, the official shall file a written report of the incident with the coach's principal. The coach also shall file the completed form designated for that purpose. Both reports should be completed and forwarded by the official and coach within 24 hours of the competition. The principal should immediately forward copies of the reports to the athletic director, superintendent, and MIAA executive director. If the game official fails to file the report, the coach is still bound by the suspension. An official who fails to complete the form required as a result of an athlete or coach ejection shall be suspended from officiating any MIAA contest in that sport for at least two weeks or until the form is completed and received by the principal of the disqualified athlete or coach.

49.5 A student or coach ruled out of a contest (pre-season, scrimmage, jamboree/play-day, regular season or MIAA Tournament) twice in the same season shall be suspended from further participation in that sport and in all sports during that season for a year from the date of the second disqualification. A senior and/or a student in their last year of eligibility, who has a second disqualification at any point in the season, will be penalized during the next season in which student-athlete is a participant. (Exception: See soccer rule 78.2.6 and 78.2.7).

49.5.1 A coach who is twice disqualified in a season must officially enroll in an MIAA Fundamentals of Coaching Course before returning from suspension. The course must be completed before the start of the next season for that sport (also see Rule 49.11).

49.6 A student or coach who physically assaults an official shall be expelled from the activity immediately and banned from further participation or coaching in all sports for one year from the date of the offense.

49.7 Any student in any sport who willfully, flagrantly, or maliciously attempts to injure an opponent shall be removed from the contest immediately and shall be ineligible in all sports for one year from the date of the incident. ("Fighting" does not apply to this section unless warranted in the judgment of the game official.)

49.8 Fighting and unsportsmanlike conduct penalties will be within the authority of the official at all times at the contest site. The official's authority extends to pre and postgame oversight.

49.9 Some of the reasons that an official may disqualify a student or coach from a contest that would lead to a game disqualification are:

- 49.9.1 Fighting
- 49.9.2 Flagrant unsportsmanlike conduct which is defined but not limited to violent action toward a player, official, or spectator, the use of foul or abusive language, taunting, trash talk, and the like.

49.10 If a coach or student is ruled out of the last contest, or the next to last (in some sports) contest, of the season, the penalty carries over to the following year in that same sport season. However, if a team is playing in tournament competition, it is considered an extension of the sport season. A senior and/or a student in their last year of eligibility

who is disqualified from the last contest, or the next to last contest, of the season will be penalized at the start of the next season in which the student-athlete is a participant.

MIAA Handbook Rule 56: Student Eligibility/School Requirements: Physical Examinations/Medical Coverage/Concussions-

56.1 All students must pass a physical examination prior to participation in High School Athletics. A physical exam covers the student for 13 months from the exam date. A student's eligibility will terminate once a physical has reached the 13 month limit.

Physical examinations must be performed by a duly registered Licensed Physician, Physician Assistant or Nurse Practitioner. The Sports Medicine Committee has recommended the use of the American Academy of Pediatrics (AAP) Preparticipation Physical Evaluation forms which can be found at this link:

<https://www.aap.org/en/patient-care/preparticipation-physical-evaluation/> and also in the 'For Members section. For reporting purposes of the 13-month physical examinations, only the Medical Eligibility Form can be used for submission to the school.

56.1.1 All MIAA member school coaches (paid or volunteer) are required to take annually the on-line National Federation Concussion Course, or other MA Department of Public Health recognized education program, prior to the start of their season. MIAA Board of Directors' policy effective November 29, 2010.

56.1.2 All MIAA member school Athletic Directors and Athletic Trainers are required to take annually the on-line National Federation Concussion Course, or other recognized education program, prior to the start of their season. MIAA Board of Directors' policy effective March 21, 2011.

56.1.3 All students are required to take the on-line National Federation Concussion Course or other MA Department of Public Health recognized education program following regulations as put forth by the Department of Public Health in regards to the Concussion Law.

PENALTY: A student in violation shall be suspended for the number of contests in which they participated without a proper physical. Teams do not have to forfeit these contests.

MIAA Handbook Rule 57 Student Eligibility: Transfer Students-

Rules 57.1 through 57.5 deal with school transfers that were not required due to the move of parents or transfers without the move of parents.

57.1 A student who transfers from any school to an MIAA member high school is ineligible to participate in any interscholastic athletic contest at any level for a period of one year in all sports in which that student participated at the varsity level or its equivalent during the one year period immediately preceding the transfer. (see exemptions listed in Rule 57.7) For the purpose of this rule, no transfer will be deemed to have taken place if a student returns to former school on or before the eleventh school day from the date of last attendance there providing student did not try-out for any athletic team at the new school. However, Form 200 must always be satisfactorily executed upon the students return if transfer was between two MIAA Member Schools and then the fully executed Form 200 must be sent to the MIAA Office by the receiving school.

57.2 "Varsity participation" is defined as any appearance, as a competitor, in a varsity inter-school contest other than a scrimmage. The "equivalent" will be judged by the MIAA executive staff on the basis of the quality of non-school sport program participation.

Rule 58 Student Eligibility: Academic Requirements-

58.1 A student cannot at any time represent a school unless that student is taking courses equivalent to four traditional year-long 'major' English courses.

- 58.1.1 Academic eligibility of all students shall be considered as official and determined on the published date when the report cards for that ranking marking period are to be issued to the parents of all students within a particular class.
- 58.1.2 When utilizing a 4 x 4 block schedule, a student must pass at least two of the four required 'major' courses (or equivalent) in each academic marking period.

58.2 A transfer student may not gain academic eligibility if the student was not, or would not be, eligible at the sending school, unless transfer was necessitated by a move of parents and then eligibility would be determined by receiving schools eligibility standards (see Rule 57.7.1).

58.3 FALL - To be eligible for the fall marking period, students are required to have passed and received full credits for the previous academic year, the equivalent of four traditional year-long major English courses. Term grades cannot be used to determine fall eligibility.

58.4 END OF Q1, WINTER & SPRING - A student must secure during the last marking period preceding the contest a passing grade, and full credit, in the equivalent of four traditional year-long 'major' English courses. (e.g. second quarter marks and not semester grades determine third quarter eligibility)

58.5 SENIORS - A senior student-athlete academic eligibility following the third-quarter report cards being issued, will carry through to the conclusion of the spring sport season. Fourth quarter grades can't then render a senior academically eligible.

58.6 Incomplete grades may not be counted toward eligibility until they are made up following school policy.

58.7 A student who repeats work upon which a student has once received credit cannot count that subject a second time for eligibility.

58.8 A student cannot count, for eligibility, any subject taken during the summer, unless that subject was pursued and failed during the immediate preceding academic year.

58.9 All co-operative team athletes must meet the eligibility standards of their own school as well as the host school.

MIAA Handbook Rule 59 Student Eligibility: Time Allowed for Participation After First Entering Grade Nine-

59.1 A student shall be eligible for interscholastic competition for no more than four consecutive years after initially entering Grade 9. This limitation shall apply without regard to actual participation or attempt to participate.

59.2 In no case may a student be eligible to participate in more than four of each of the three annual athletic seasons. Consideration will be given in special cases where a student has been absent from school because of an accident or illness that resulted in the failure to receive passing grades or full credit equivalent to four traditional yearlong major English courses. In these instances, the executive director, or designee, shall have the authority to extend the student's eligibility upon presentation of a doctor's certificate on the student's behalf, a letter from the principal attesting to the inability of the student to attend school during a specific period because of an accident or illness, and waiver application for Rule 59. In instances where an extended eligibility is granted, the student may be declared eligible only for the season(s) that the student's accident/illness prevented participation.

MIAA Handbook Rule 60 Student Eligibility: Age-

A student shall be under 19 years of age, but may compete during the remainder of the school year, provided that student's 19th birthday occurs on or after September 1 of that year. For Freshman competition only, a student shall be under 16 years of age but may compete during the remainder of the school year provided that the sixteenth birthday occurs on or after September 1 of that year. Principals must exercise great care in determining age of contestants, and in all doubtful cases, must secure birth certificates from the town clerk of the pupil's place of birth.

MIAA Handbook Rule 61 Student Eligibility: Graduation-

61.1 A student must be an undergraduate: i.e., student shall not be a graduate of any secondary school. Any student who has the credits required for a diploma shall be regarded as a graduate with the following exceptions:

- 61.1.1 An early graduate of a high school may represent their school in athletics until the end of the sport season in which student is participating, if otherwise eligible. The diploma must be withheld until at least the season is completed, and the student may not attend classes outside of that high school during that season.

- 61.1.2 A student who earns the credits required for a diploma prior to attending eight semesters in a four-year high school, and who is not granted a diploma may continue to participate if student continues to take at least the equivalent of four traditional yearlong major English courses.

MIAA Handbook Rule 62 Student (and Coach) Eligibility: Chemical Health/Alcohol/Drugs/Tobacco-

62.1 From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product (including e-cigarettes, vape pens and all similar devices); marijuana (including synthetic); steroids; drug paraphernalia; or any controlled substance. This policy includes products such as "NA or near beer," inhalants (defined as any substance that produces a mind-altering effect when inhaled), and misuse of over-the-counter medications and substances used for the purposes of altering one's mental state. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by their doctor.

This MIAA statewide minimum standard is not intended to render "guilt by association", e.g. many student-athletes might be present at a party where only a few violate this standard. This rule represents only a minimum standard upon which schools may develop more stringent requirements.

If a student in violation of this rule is unable to participate in interscholastic sports due to injury or academics, the penalty will not take effect until that student is able to participate again.

Minimum PENALTIES: (also see Rule 32.8 – Ineligible Students)

- First violation: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests (regular season and tournament) totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. During the suspension the disqualified student may not be in uniform and attendance at the competition site is determined by the high school principal. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 25% of the season.
- Second and subsequent violations: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests (regular season and tournament) totaling 60% of all interscholastic contests in that sport. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 60% of the season.
- If after the second or subsequent violations the student of own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events provided the student was fully engaged in the program throughout that penalty period. The high school principal in collaboration with a Chemical Dependency Program or Treatment Program must certify that student is attending or issue a certificate of completion. If student does not complete program, penalty reverts back to 60% of the season. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 40% of the season.

Penalties shall be cumulative each academic year, but serving the penalty could carry over for one year. Or, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year (e.g. A student plays only football: he violates the rule in winter and/or the spring of same academic year: he would serve the penalty [ies] during the fall season of the next academic year). If a student is not an athletic participant for one full year after affirmation of a violation, then the penalty period would close and the student would face no consequence. Prior to any chemical health violation a student's request for and enrollment in a substance abuse treatment shall not in and of itself constitute a violation of the chemical health/alcohol/drugs/tobacco Rule 62.

62.2 During practice or competition, a coach shall not use any tobacco product.

62.3 Anabolic androgenic steroid use and performance enhancing drugs (PED's) are of grave concern. Coaches need to send a clear, unequivocal message that unauthorized steroid use and PED's are not acceptable. This discussion should highlight the fact that the penalties for other substance use apply. Short and longterm health effects can also motivate student-athletes to protect their future. Coaches should take a proactive role, learning about steroids, and then providing this information to their athletes.

Steroids can, with proper diet and weight training, increase muscle development; however, as is typical with most "get-rich-quick" schemes, steroid use has serious short and long term consequences.

Normal and equal musculature development can occur without steroid use. Although the natural process takes longer, muscle tone will last longer and does not carry the harmful side effects of steroids.

Most coaches would not promote steroid use intentionally. Total silence by coaches however condones use in some young people's minds. Even though steroids may not be mentioned when it is suggested to an athlete that success is limited only by a lack of weight and/or strength, without a disclaimer the statement can be a motivation to use steroids. The pervasiveness of the drugs that allow for development of increased weight under the aforementioned circumstances is a coercive power that is difficult for young athletes to resist without knowing what the side effects of the drugs may be.

The issue goes beyond protecting the integrity of sport. The use of steroids in sports is cheating. We must oppose the use of steroids for both health and ethical reasons.

Section 15: Medical Policies

Exclusion from Play:

Any Student-Athlete, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, or loses consciousness, even briefly, shall be removed from the practice or competition immediately and may not return to the practice or competition that day. The Student-Athlete shall not return to practice or competition unless and until the student-athlete provides medical clearance and authorization.

The Coach and/or Athletic Trainer shall communicate the nature of the injury directly to the parent/guardian in person or by phone immediately after the practice or competition in which a Student-Athlete has been removed from play for a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness. The Coach also must provide this information to the parent in writing, whether paper or electronic format, by the end of the next business day.

The Coach and/or Athletic trainer will complete the Department of Public Health (DPH) Report of a Head Injury During Sports Season form, in the event of a head injury or suspected concussion that takes place during the athletic season. Parents/guardians will complete the DPH Head Injury During Sports Season Form in the event of a head injury that is sustained in an extracurricular activity during an athletic season. Each Student-Athlete who is removed from practice or competition and subsequently diagnosed with a concussion shall have a written graduated reentry plan for return to full academic and extracurricular athletic activities. The plan will address, but not be limited to:

- Physical and cognitive rest as appropriate;
- Graduated return to extracurricular athletic activities and classroom studies as appropriate, including accommodations or modifications as needed;
- Estimated time intervals for resumption of activities;
- Frequency of assessments, as appropriate, by the School Nurse, School Physician, Team Physician, Certified Athletic Trainer if on staff, or Neuropsychologist if available until full return to classroom activities and extracurricular athletic activities are authorized; and
- A plan for communication and coordination between and among school personnel and between the school, the parent/guardian, and the Student-Athlete's primary care provider or the physician who made the diagnosis or who is managing the student's recovery.

Student-Athletes must be completely symptom free and medically cleared in order to begin graduated reentry to extracurricular athletic activities.

Medical Clearance and Re-Entry Plan:

The ultimate return to play decision is a medical decision that may involve a multidisciplinary approach, including consultation with parents/guardians, the School Nurse and teachers as appropriate. Each Student-Athlete who is removed from practice or competition for a head injury or suspected concussion, or loses consciousness, even briefly, or exhibits signs and symptoms of a concussion, shall obtain and present to the Athletic Director, unless another person is specified in school policy or procedure, a DPH Post Sports-Related Head Injury Medical Clearance and Authorization form prior to resuming the extracurricular athletic activity.

This form must be completed by a physician or one of the individuals listed below:

- A duly licensed Physician;
- A duly licensed Certified Athletic Trainer in consultation with a licensed Physician;
- A duly licensed Nurse Practitioner in consultation with a licensed Physician;
- A duly licensed Physician Assistant in consultation with a licensed Physician; or
- A duly licensed Neuropsychologist in coordination with the physician managing the Student-Athlete's recovery.

Graduated Return to Play:

Once it has been determined by any of the above medical professionals that a Student-Athlete has been symptom-free for 7 consecutive days, a gradual progression for return to play may begin. During this time, the athlete will need to return to his or her diagnosing physician for a DPH-Post Sports-Related Head Injury Medical Clearance and Authorization form to be filled out and returned to the School Nurse. Only after this form is returned and the Student-Athlete has successfully completed their gradual progression shall he or she be allowed to participate in athletic competition. The stages of gradual progression are as follows as defined by the Center for Disease Control:

- Aerobic exercise (e.g., stationary bicycle)
- Sport-specific training (e.g., running, skating)
- Non-contact drills (includes cutting and other lateral movements)
- Full contact controlled training
- Full contact game play

A Student-Athlete may only advance to the next stage of the progression if they are able to complete the prior stage without the presence of concussion symptoms. From the day a Student-Athlete is diagnosed with a concussion, it will be required that the Student-Athlete check in with the School Nurse every other day to discuss symptoms and go through basic cognitive testing. Check-ins will be used to help determine when the Student-Athlete has been symptom-free for 7 consecutive days and may be eligible to begin the gradual progression for return to play.

COVID Return-to-Play:

Maynard Public Schools follows the School Physician's recommendations, consistent with the American Academy of Pediatrics- all Student-Athletes should be formally cleared by a clinician prior to being allowed to return to play.

Section 16: Spectator Expectations

1. Be a fan and not a fanatic.
2. Attending a school event is a privilege, not a right or entitlement.
3. Cheer for your own team rather than belittling the opponents. Cheers should be positive at all times. Do not verbally or physically assault or abuse student-athletes, coaches, contest officials, or other spectators. Negative chants are prohibited (*for example: use of players' names in a negative way, cursing, or any form of taunting*).
4. Booing of cheerleaders is prohibited.
5. Noisemakers, inappropriate signs, etc., are prohibited.
6. Stay off the playing area at all times.
7. Respect the integrity and judgment of contest officials.
8. Respect and obey faculty supervisors; they are responsible for providing a safe and friendly environment.

- 9. Respect the school property; do not damage any part of the facility or equipment.
- 10. The use of alcohol, tobacco products, and illicit substances is strictly prohibited.

***Failure to abide by the above guidelines may result in removal from the contest site.*

Section 17: Acknowledgement

I _____, and my parent/guardian _____, have read and agree to information laid out in this student-athlete handbook AND have received a copy of the MIAA Handbook.

Student-Athlete Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Maynard Public Schools
Athletic Department
Coaches Handbook
2023-24



Mr. Brian Haas, Superintendent of Schools
Mrs. Elizabeth York, Maynard High School Principal
Mr. Keith Kinney, Fowler School Principal
Mr. Michael Arria, Athletic Director

Maynard Public Schools Athletic Department

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Words from the Athletic Director

Dear Coaches:

Thank you all for coaching at Maynard Public Schools! With your effort and dedication to our programs, improvement and growth of our Department will occur; without the contributions from each of you, this would not be possible. As the leader of our Department, I have laid out a philosophy, mission, vision, and core values that will serve as the foundation of my leadership and decision making. Not only were these ideas created to serve the best interests of each Student-Athlete, but when understood and agreed with, will allow for all parties involved to have the best experience possible while part of Maynard Public Schools Athletic Department.

If I have learned anything from working under the scope of school athletics, it would be that helping Student-Athletes succeed is not only personally fulfilling, but also greatly important as they all need adult mentors to help them navigate through their school years where they will mature to be community serving adults themselves. As a Coach, your main role is being a teacher. I truly believe participation in athletics for Student-Athletes is part of the full educational experience; learning life lessons and making connections that would not be afforded in a classroom setting alone.

As the Athletic Director, my objective is to enhance all facets of the Maynard Athletic Department. This can only be achieved with the help of each of you through collaboration, communication, and transparency. I understand that you all may not agree with every decision I make, just as Student-Athletes and their parents/guardians may not agree with your decisions. We must all accept that when making decisions that affect our programs and teams, the best interests of the Student-Athletes always come first. To see success, we must work as one unit moving towards a common goal.

Inevitably, issues and disagreements will arise. Discussions regarding issues and disagreements are best handled personally with the parties involved and/or myself, rather than behind others backs. I want all issues to be communicated and dealt with in-house rather than publicly so that we may maintain our wonderful reputation throughout the community and state. We can achieve this respect and trust by building professional working relationships with each other, and we must keep a positive mindset in the face of adversity.

Our shared main goal is to provide the Student-Athletes of Maynard with a positive and productive experience where they can learn lessons and build relationships that will benefit them far beyond graduation. There will be difficulties along the way, but if we help our Student-Athletes successfully navigate their way through the tough times, it will make their positive experience that much more rewarding. We all must hold ourselves accountable and become positive adult role models through displaying hard work, sacrifice, and discipline.

I look forward to working with you all!

Sincerely,



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Section 1: Introduction

This handbook was prepared in an effort to establish guidelines to help those who are connected with the administration of any phase of the athletic programs at Maynard Public Schools. The information presented is designed for the entire coaching staff; the guidelines on the following pages are meant to enable all staff members to function with increased confidence and effectiveness. The Coach of an athletic team is primarily responsible for the compliance of their team members to the rules, regulations, and policies governing athletics. Compliance is enhanced when Student-Athletes are informed of and understand the policies. All Coaches are directly responsible to the Athletic Director for the application of these rules and regulations. The Athletic Director will administer these rules and regulations as they relate to inter-squad and inter-coach relationships.

Along with this Handbook, each Coach will receive a copy of the Massachusetts Interscholastic Athletic Association (MIAA) Handbook, Sudden Cardiac Arrest Association (SCAA) Coaches Clinic Sports Injury/First Aid Program Handbook, SCAA Coaches Emergency First Aid Handbook, Fowler Middle School AED Map, and Maynard High School AED Map.

Section 2: Philosophy

Athletics at Maynard Public Schools represent an opportunity for students to engage in activities outside of the classroom that enhance their physical, socio-emotional, and mental development.

To be eligible to participate in the Interscholastic Athletics Program at Maynard Public Schools, Student-Athletes must meet the academic and physical standards described in the Student-Athlete Handbook. Participation is a privilege; not a right or an entitlement. To remain in good standing in the athletics program, Student-Athletes are expected to exhibit the highest level of conduct on the field, within Maynard Public Schools, and within the community. Student-Athletes must demonstrate respect for fellow students and teammates, contest officials, opponents, and spectators.

Section 3: Mission Statement

Maynard Public Schools Athletics is part of the total educational experience and teaches Student-Athletes valuable life lessons that may not be afforded in a classroom alone. Student-Athletes are expected to honorably represent their school and community while competing in athletic contests. At the varsity level, Student-Athletes develop a synergy between having fun, working hard, and winning. At the sub-varsity levels, Student-Athletes foster a love for the game and work hard to develop the skills necessary to be successful at the next level of competition.

Section 4: Vision Statement

Maynard Public Schools Athletics will be a leader in the Midland Wachusett League due to our sportsmanship and dedication to our drive for excellence on and off the field. Maynard Public Schools Athletics will increase student involvement and athletic opportunities for Students while creating a seamless athletic program that ranges from youth programs to varsity sports. Maynard Public Schools Athletics will embody hard-work, discipline, accountability, and sacrifice.

Section 5: Core Values

- Hard Work in the classroom, at practices and contests, and during the off-season.
- Discipline in the classroom, on and off the field.
- Sacrifice as Student-Athletes play for not only themselves, but for their Team, School, and Community.
- Accountability knowing that every action has a consequence and everyone will be held responsible for their own actions.

Section 6: Theory of Action

When we collaborate to...

- Create safe, caring, and culturally responsive classrooms and schools, and partner with families and the community to support Students-Athlete's academic growth and their social, physical and emotional wellbeing;
- Ensure that every student engages in a rigorous curriculum that is implemented consistently within and across schools;
- Provide inclusive instruction that engages every Students-Athlete in authentic learning experiences, demonstrates the power of effective effort and fosters inquiry, creativity and positive risk taking; and
- Monitor Students-Athlete progress and plan instruction after thorough and thoughtful data analysis to ensure each Students-Athlete reaches proficiency...

Then all student-athletes will...

- Demonstrate academic growth in foundational content and skills;
- Communicate effectively, think critically, problem solve creatively, work collaboratively, and evaluate objectively;
- Be self-directed and persevering agents of their own learning; and
- Demonstrate cultural awareness, an appreciation of self, empathy toward others, a sense of responsibility, and commitment to civic engagement...

So that all student-athletes are prepared to...

- Be lifelong learners able to pursue their personal and professional goals;
- Face adversity and ambiguity with intellectual skill, open-mindedness, adaptability, courage, and confidence;
- Make informed, just, and ethical decisions; and
- Be connected and compassionate citizens of their community who contribute to a diverse and global society.

Section 7: Athletic Department Goals

- Provide high quality leadership for all athletic programs as to exemplify to Students-Athlete's the desired behavior to be developed from each athletic program; be a role model.
- Create, provide, and maintain high quality interscholastic athletics programs for as many secondary school students as possible.
- Encourage and facilitate Students-Athletes in achieving personal and team growth and success.
- Provide an opportunity to develop strong and long lasting relationships with teammates, coaches, and administrators; positive adult role models can be of the utmost importance.
- Emphasize the "student" in Students-Athlete by encouraging education and academic achievement; participation in our athletics programs is a privilege enhances the total educational experience.
- Stress the importance of physical fitness, conditioning, and living a healthy lifestyle as it pertains to athletics.
- Facilitate development of good sportsmanship, respect, integrity, honesty, reliability, emotional and self control, compassion, cooperation, citizenship, and loyalty.
- Maintain a high standard of positive behavior and performance on and off the field.
- Properly teach the fundamentals and knowledge necessary in the various sports for personal and team success.
- Create an environment that stresses school and team unity and pride, commitment, teamwork, role acceptance, and belonging.

Section 8: Expectations and Responsibilities

Coaches:

- Understand, adhere to, and foster all duties, responsibilities, ideas, terms, and goals laid out in the Maynard Athletic Department Coaches' Handbook.
- Believe in and foster the philosophy, mission, vision, core values, and goals of the Maynard Athletic Department.
- Follow the rules of the MIAA.
- Adhere to the Coaches' Code of Ethics.
- Communicate openly, regularly, and clearly with all Student-Athletes, parents/guardians, and administrators.
- Understand you are a role model and our Student-Athletes will look to you for guidance. Conduct oneself as a role model/mentor to the Student-Athletes in the Program.

- Advise parents your philosophy as a Coach and expectation of their child.
- Advise parents and Student-Athletes of the transportation policy.
- Supervise Student-Athletes at all times in all facilities at home and away events, and after hours/off campus behavior.
- Ensure medical supplies and AED's are accessible onsite for all practices and games.
- Help develop each Student-Athlete in fulfilling their potential regarding the strategy, skill, fitness, and psychological aspects of the sport in which they are participating.
- Treat each coach, and all staff, within and outside of the program, department, and district, with respect and professionalism. Trust their judgment in their decisions.
- Promote the program within Maynard Public Schools and the community.
- Any fundraising activities must be brought to the attention of the Athletic Director for District approval.
- Align the program across all levels. Practices and strategies at each level must align with the overall direction of the program.
- A regular practice schedule must be established and communicated with the Athletic Director. If practice plans change (time, location), that must be communicated with the Athletic Director. If normal school facility usage will be different than normally planned, the request to reserve space must go through the proper approvals.
- Practice and game attendance is mandatory. If you are absolutely unable to attend a scheduled practice or game, you must make accommodations to ensure coverage, and the Athletic Director must be made aware ahead of time.
- Regularly participate in professional development opportunities to enhance, improve, and stay current with best coaching practices.
- Make decisions according to the best interests of the team, program, and the Student-Athletes.
- Unresolved issues must be addressed with the Athletic Director and/or the Principal.
- Understand that all decisions made by the Athletic Director and/or Principal are final.

Administrators:

- Appoint, maintain, and support competent and knowledgeable coaches.
- Hold coaches accountable to all school, district, town, and state policies.
- Require regular participation in professional development opportunities for coaches.
- Supervise and evaluate all coaches in a fair and thorough manner.

Section 9: Duties and Responsibilities of the Head Coach

- The Head Varsity Coach is held responsible for all levels of play, from the Varsity level to the Middle School level, if applicable. The Varsity Coach should serve as the leader of their respective Program, while respecting the coaching decisions of the Head Coaches' at each level.
- Ensure that all coaches within the program work together toward a common goal with shared expectations and philosophies and provide unity (where applicable and possible, the Head Coach of the varsity team should maintain a relationship with the youth coordinators of their respective sport).
- Be responsible for all matters pertaining to the organization and administration of coaching the team and leading the program under their direction.
- Abide by all the rules of the National Federation of High School Sports (NFHS), MIAA, and Midland Wachusett League as they pertain to their respective sport.
- Facilitate development of good sportsmanship, respect, integrity, honesty, reliability, emotional and self-control, compassion, cooperation, citizenship, and loyalty through appearance, behavior, language, and conduct.
- Make Student-Athletes and parents/guardians aware of program and team rules, regulations, and expectations.
- Supervise Student-Athletes at all times in all facilities at home and away events, and after hours/off campus behavior.
- Work with the Athletic Director to schedule competitions and coordinate arrangements; all scrimmages and non-league competitions are the responsibility of the Head Coach in coordination with the Athletic Director.
- Plan, act on, and supervise instruction of developmental goals and objectives to ensure technical and overall educational development of Student-Athletes. Monitor academic and athletic progress of team members during the season.

- Use a variety of instructional techniques and media to meet the needs and improve the abilities of Student-Athletes in their respective sport.
- Emphasize the importance of physical fitness, conditioning, and living a healthy lifestyle as it pertains to athletics; ensure proper warm-up and conditioning programs in an effort to reduce risks of injury.
- Accompany and supervise, or coordinate supervision, of Student-Athletes in locker rooms, at practice, in transit, and during athletic competitions; proactively prevent potential hazing.
- Follow all District medical policies and ensure medical supplies and AED's are accessible onsite for all practices and games.
- Coordinate Senior Day ceremonies and activities with the Athletic Director. The Athletic Director will assist with information collection and site setup, but all other Senior Day plans are the responsibility of the Head Coach and must be communicated to the Athletic Director for any approvals needed.
- Maintain a current inventory of all fixed assets within the program; enforce rules regarding care of equipment and advise the Athletic Director as to needs (all uniforms and equipment must be returned within two weeks of the Student-Athlete completing the sport, either at the end of the season, or upon leaving the team).
- Supervise assistant coaches, assign duties and conduct staff meetings as necessary. Perform coaches evaluations on all assistant coaches within their program compensated by the district at the completion of season.
- Assist juniors and seniors in college placement.
- Submit proper end of season information (award lists, end of season report, schedule, etc.).
- Support youth programs by offering clinics and other assistance in an effort to provide Program continuity; this is greatly important to ensuring success down the line, giving the Youth role models to look up to, goals to strive for, and a sense of community pride.

Section 10: Coaches' Code of Ethics

MIAA:

Each High School coach is first a TEACHER. The Student-Athlete is participating within the school's activity program because he or she desires to do so. Consequently, that student is often more attentive to a coach's lessons than to those offered by teachers in required courses.

The function of an interscholastic coach is to educate students in "LIFE LESSONS," through their participation in educational athletics. Every Student-Athlete should be treated as though they were the coach's own children. Their welfare must be uppermost at all times. The following abridged guidelines for coaches have been adopted by the NFICA Board of Directors.

1. The Coach must be aware that he or she has a tremendous influence, either for good or bad, in the education of the Student-Athlete and, thus, shall never place the value of winning above the value of instilling the highest desirable ideals of character.
2. In all personal contact with Student-Athletes, officials, Athletic Directors, school administrators, the State High School Athletic Association, the media, and the public, the Coach shall strive to set an example of the highest ethical and moral conduct.
3. The Coach shall take an active role in the prevention of drug, alcohol, and tobacco abuse, and under no circumstances should authorize their use.
4. The Coach shall promote the entire interscholastic program of the school and direct his or her program in harmony with the total school program.
5. The Coach shall be thoroughly acquainted with the contest rules and is responsible for their interpretation to team members. The spirit and letter of rules should be regarded as mutual agreements. The Coach shall not try to seek an advantage by circumvention of the spirit or letter of the rules.
6. Coaches shall actively use their influence to enhance sportsmanship in the broadest possible manner.
7. Contest officials shall have the respect and support of the Coach. The Coach shall not indulge in conduct, which will incite players or spectators against the officials. Public criticism of officials or players is unethical.
8. A Coach shall not exert pressure on faculty members to give Student-Athletes special consideration.

NFHS:

The function of a coach is to educate students through participation in interscholastic competition. An interscholastic program should be designed to enhance academic achievement and should never interfere with opportunities for

academic success. Each student should be treated with the utmost respect, and his or her welfare should be considered in decisions by the coach at all times. Accordingly, the following guidelines for coaches have been adopted by the NFHS Board of Directors.

1. The Coach shall be aware that he or she has a tremendous influence, for either good or ill, on the education of the student and, thus, shall never place the value of winning above the value of instilling the highest ideals of character.
2. The Coach shall uphold the honor and dignity of the profession. In all personal contact with students, officials, Athletic Directors, school administrators, the State High School Athletic Association, the media, and the public, the coach shall strive to set an example of the highest ethical and moral conduct.
3. The Coach shall take an active role in the prevention of drug, alcohol and tobacco abuse.
4. The Coach shall avoid the use of alcohol and tobacco products when in contact with Players.
5. The Coach shall promote the entire interscholastic program of the school and direct his or her program in harmony with the total School Program.
6. The Coach shall master the contest rules and shall teach them to his or her team members. The Coach shall not seek an advantage by circumvention of the spirit or letter of the rules.
7. The Coach shall exert his or her influence to enhance sportsmanship by spectators, both directly and by working closely with cheerleaders, pep club sponsors, booster clubs, and administrators.
8. The Coach shall respect and support contest officials. The Coach shall not indulge in conduct which would incite players or spectators against the officials. Public criticism of officials or players is unethical.
9. The Coach should meet and exchange cordial greetings with the opposing Coach to set the correct tone for the event before and after the contest.
10. The Coach shall not exert pressure on faculty members to give students special consideration.
11. The Coach shall not scout opponents by any means other than those adopted by the league and/or State High School Athletic Association.

Section 11: Goals for Different Levels of Play

- Emphasize development of skills, team concepts, appropriate attitudes, and values.
- Allow as many students as possible to participate and share experiences, lessons, and other benefits derived from team membership and competition.
- Build relationships in ways that may not be afforded in a classroom setting alone.
- Compete competitively.
- Have fun!
- **Note: Roster limits may be set at the discretion of the Athletic Director which will require cuts to be made.*

Participation at the varsity level is generally limited to the most highly skilled Student-Athletes and those with the ability to work alongside and interact with other Student-Athletes for the success of the team. The coaching staff will make assessments relative to the level of competition (varsity, JV, and 7th/8th grade), which will be most beneficial to the development and progress of each player and program. It should be understood that, at the varsity level, playing time could be very limited and not guaranteed. At the JV and 7th/8th grade levels, playing time may be guaranteed but could be limited. Personal and team development are most important when participating in our athletics programs; with those goals in mind, winning will follow.

Fowler Middle School:

At the entry level of the athletics programs, Student-Athletes and their parents/guardians should accept the following concepts:

- Learning the rules of the game and program concepts.
- Development of fundamental skills.
- Development of love for the sport.
- Development of an orientation toward team effort, team goals, and team building.
- Development of the ambition to achieve the next level of competition.
- Equal practice opportunities for all participants.
- Sportsmanship and fair play.
- Playing time will be determined by the Coach's evaluation of the Student-Athlete's skills, team role, commitment level, attitude, and health and safety.

- Skill and character development, personal and team growth, are a higher priority than winning.
- In the event of high numbers of participants, a “game team” and a “practice team” might be created to keep Student-Athletes involved, but also to reward hard work and ability. Teams will be decided by the Coach and grade level will not be taken into consideration.

Junior Varsity:

- A transitional level that emphasizes the following concepts:
- Reinforcement of learning the rules of the game and program concepts.
- Reinforcement and refinement of fundamental skills.
- More sophisticated athletic strategies.
- More specific definition and understanding of the Student-Athlete’s role within the team and program.
- Greater emphasis on the concepts of commitment, team play, and team building.
- Greater emphasis on physical conditioning, development, and a healthy lifestyle.
- Greater emphasis on the development of the ambition to achieve the next level of competition.
- Sportsmanship and fair play.
- Playing time will be determined by the Coach’s evaluation of the Student-Athlete’s skills, team role, commitment level, attitude, and health and safety.
- Skill and character development, personal and team growth, are a higher priority than winning.

Varsity:

- Development of high proficiency in program concepts.
- Development of high proficiency in the physical and fundamental skills of the sport.
- Strategic and situational analysis; all mental aspects of the sport.
- Specific definition and acceptance of the student-athlete’s role within the team and program.
- Individual sacrifice for the betterment of the team and program.
- Maximum commitment to the team and program.
- Physical conditioning components specific to the sport.
- Sportsmanship and fair play.
- Playing time will be determined by the Coach’s evaluation of the Student-Athlete’s skill level, team role, and attitude.
- Winning within the rules of sportsmanship and fair play is top priority.

Section 12: Pillars of Character

Below are the six Pillars of Character that will serve as the foundation of a Student-Athlete’s character on and off the field.

Trustworthiness

- Honesty; be honest in all communications and actions,
- Reliability; do what you say you will do, keep your promises, and be on time.
- Integrity; do not deceive, cheat, or steal and do what is right even if unpopular. Build a good reputation.
- Loyalty; be loyal to your values and put your team above personal glory.

Respect

- Treat others with respect all of the time. This includes administrators, coaches, officials, teammates, students, and spectators.
- Class; be gracious in victory and accept defeat with dignity. Deal peacefully with anger, insults, and disagreements. Use good manners, not bad language.
- Disrespectful conduct; do not engage in trash talking, taunting, and other actions that demean individuals or the program. Be considerate of the feelings of others.

Responsibility

- Importance of education; the primary responsibility of a Student-Athlete is academic achievement. The privilege of participating in athletics only enhances the total educational experience.
- Be a positive role model; do what you are supposed to do, be diligent, do your best, and persevere.

- Self-control; be self-disciplined, think before you act, be accountable for your words, actions, and attitudes, and set a good example for others.
- Healthy lifestyle; make healthy choices and safeguard your health. Do not use illegal or unhealthy substances.

Fairness

- Play by the rules and live up to the high standards of fair play.
- Take turns and share.
- Be open-minded; be willing to listen to others and learn.
- Don't take advantage of others.
- Don't blame others carelessly.
- Treat all people fairly.

Caring

- Be kind, compassionate, and show that you care.
- Show empathy and express gratitude.
- Forgive others and show mercy; put safety and health considerations above the desire to win. Never intentionally injure or engage in reckless behavior that may result in injury to yourself or others.
- Help people in need; be charitable and altruistic.
- Help promote the wellbeing of your teammates through positive encouragement; report unhealthy or dangerous conduct to your coaches.

Citizenship

- Stay informed; have a thorough knowledge of and abide by all applicable contest rules.
- Cooperate; honor, observe and enforce the spirit and letter of the rules. Do not engage in or allow any conduct designed to evade the rules governing fair competition. Make choices that protect the safety and rights of others.
- Do your share to make your school, community, and world better; get involved in community affairs.

**A Student-Athlete found not to be in good standing or not adhering to the above principles might be denied the privilege of participating in an interscholastic sport or extracurricular activity for a period of time to be determined by the Coach and Athletic Director.*

Section 13: Media Relations

It is important that the Coach foster a relationship with the media reporters in the area. All home game results, team and individual statistics and other pertinent information should be forwarded to the local newspapers. Be selective with comments about staff members and student-athletes when discussing the sports program. If you cannot say anything positive, don't say it unless in the privacy of a coaches' meeting.

- DO be positive about your program and Student-Athletes when talking to media outlets.
- DO mention Student-Athletes by name and/or have student-athletes interviewed; parents/guardians, students, and fans enjoy reading results of our competition in the local newspapers.
- DO NOT dwell on a loss or mention frustration about contest officials.

Section 14: Communication

All communications with Student-Athletes and their families must go through the district approved communication platforms, and include the Athletic Director whenever possible. The district approved communication platforms include:

- District Google Suite (District GMail accounts)
- Remind App
- SportsYou

Section 15: Conflict Resolution and Complaint Protocol

Conflict Resolution:

Participation in athletics programs should be an enjoyable experience for all parties involved; Student-Athlete, Coach, and parents/guardians. There is no doubt that participation tends to be emotionally charged; dealing

constructively with these emotions can be an excellent learning experience. In most cases, athletic competition is extremely positive and compliments the total educational experience enjoyed by Student-Athletes at Maynard Public Schools. Occasionally, conflicts between Coaches and Student-Athletes arise. These conflicts must be addressed and resolved immediately so that the many benefits of athletic participation may continue to contribute to the educational, emotional, and physical growth of Maynard Public Schools Student-Athletes.

Complaint Protocol:

If at any time a Student-Athlete or parent/guardian desires to lodge a complaint or discuss an alleged injustice, the following procedure should be followed:

- Contact the immediate Coach involved (may be contacted through the Athletic Office). For example, if the Student-Athlete is a Junior Varsity team player, the Junior Varsity Coach should be contacted.
- If the resolution is unacceptable, contact the Head Coach of the program.
- If the resolution is unacceptable, contact the Athletic Director.
- If the resolution is unacceptable, contact the School Principal.
- If the resolution is unacceptable, contact the Superintendent of Schools.

Step 1: Individual Student-Athlete Coach Contact

The Student-Athlete involved is to speak to the Coach about the problem as soon as possible.

Step 2: Parent/Student-Athlete Coach Contact

The parent/Student-Athlete should set a time to meet individually with the Coach. Meetings will not be scheduled:

- 24 hours prior to or immediately following a contest;
- During an active practice session; or
- During a time when other coaches, parents or Student- Athletes are present.

Step 3: Parent/Student - Athletic Director Contact

If satisfactory resolution is not reached through direct contact with the Coach, the parent/Student-Athlete should contact the Athletic Director. If the meeting with the parent/Student-Athlete and Athletic Director does not result in a satisfactory conclusion, the Athletic Director will schedule a meeting involving all concerned parties in an attempt to reach a satisfactory resolution. Any comments, concerns or issues brought to the attention of the Athletic Director will be addressed. While there can be no guarantee that all parties will agree with all resolutions or findings, a thorough and respectful airing of different perspectives and experiences can lead to more productive relationships and clearer understanding in the future.

Step 4: Parent/Student-Athlete Administrator/Athletic Director/Coach Contact

If after Step 3, satisfactory resolution has not been reached, the parent and Student-Athlete should contact the School Principal, unless they are the current Athletic Director, in which case contact the Superintendent to schedule a meeting with all concerned parties.

Section 16: Coaches' Education

MIAA:

All Coaches hired prior to August 1, 1998 are exempt from taking the Fundamentals of Coaching Course. Coaches hired after 8/1/98 and before 7/1/05 must complete the NFHS Fundamentals of Coaching Course with the exception of Certified MA Teachers.

All MIAA Member School Coaches (stipend or volunteer) are required to take annually the online National Federation Concussion Course, or other MA Department of Public Health recognized Education Program, prior to the start of their season. Rugby Coaches must see Rule 76.2 for additional Coaches' Education information.

All Coaches (stipend or volunteer) first serving as an Interscholastic Coach after July 1, 2005 must complete the National Federation of High Schools, NFHS Fundamentals of Coaching Course taught by an MIAA Instructor, (must be passed prior to coaching a second year) and an approved Sports First Aid course (NFHS, American Red Cross or American Heart Association, and must be passed prior to coaching a third year).

All Coaches (stipend or volunteer) first serving as an Interscholastic Coach after July 1, 2007 must complete the NFHS Fundamentals of Coaching Course, an approved Sports First Aid course and the NFHS Sport Specific Technical and Tactical Skills Course in the sport they are coaching (must be completed prior to coaching a third year). Note: The sport-specific requirement began on July 1, 2007 or when each particular sport-specific course becomes available, if after this date.

NFHS Sport Specific Technical and Tactical Skills Courses presently available: Baseball, Basketball, Field Hockey, Football, Golf, Lacrosse, Soccer, Softball, Tennis, Wrestling, Volleyball, Cheer & Dance, and Track and Field.

The NFHS Fundamentals of Coaching Course requirement must be met through attending an MIAA sponsored Fundamentals of Coaching Class with MIAA Certified Instructors.

The NFHS Sports First Aid and Sport Specific requirement may be met by completing on-line courses with the NFHS <http://www.nfhslearn.com>.

AED training for all Coaches is required. Coaches will be trained on symptoms of cardiac events in Student-Athletes. This training will be done in conjunction with the existing mandated CPR training which is a State Law for all Coaches.

Section 17: Medical Policies

Exclusion from Play:

Any Student-Athlete, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, or loses consciousness, even briefly, shall be removed from the practice or competition immediately and may not return to the practice or competition that day. The Student-Athlete shall not return to practice or competition unless and until the student-athlete provides medical clearance and authorization.

The Coach and/or Athletic Trainer will complete the Centers for Disease Control and Prevention (CDC) Heads Up Acute Concussion Evaluation (ACE) form to assess any Student-Athlete, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, or loses consciousness, even briefly.

The Coach and/or Athletic Trainer shall communicate the nature of the injury directly to the parent/guardian in person or by phone immediately after the practice or competition in which a Student-Athlete has been removed from play for a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness. The Coach also must provide this information to the parent in writing, whether paper or electronic format, by the end of the next business day.

The Coach and/or Athletic trainer will complete the Department of Public Health (DPH) Report of a Head Injury During Sports Season form, in the event of a head injury or suspected concussion that takes place during the athletic season. Parents/guardians will complete the DPH Head Injury During Sports Season Form in the event of a head injury that is sustained in an extracurricular activity during an athletic season. Each Student-Athlete who is removed from practice or competition and subsequently diagnosed with a concussion shall have a written graduated reentry plan for return to full academic and extracurricular athletic activities. The plan will address, but not be limited to:

- Physical and cognitive rest as appropriate;
- Graduated return to extracurricular athletic activities and classroom studies as appropriate, including accommodations or modifications as needed;
- Estimated time intervals for resumption of activities;
- Frequency of assessments, as appropriate, by the School Nurse, School Physician, Team Physician, Certified Athletic Trainer if on staff, or Neuropsychologist if available until full return to classroom activities and extracurricular athletic activities are authorized; and
- A plan for communication and coordination between and among school personnel and between the school, the parent/guardian, and the Student-Athlete's primary care provider or the physician who made the diagnosis or who is managing the student's recovery.

Student-Athletes must be completely symptom free and medically cleared in order to begin graduated reentry to extracurricular athletic activities.

Medical Clearance and Re-Entry Plan:

The ultimate return to play decision is a medical decision that may involve a multidisciplinary approach, including consultation with parents/guardians, the School Nurse and teachers as appropriate. Each Student-Athlete who is removed from practice or competition for a head injury or suspected concussion, or loses consciousness, even briefly, or exhibits signs and symptoms of a concussion, shall obtain and present to the Athletic Director, unless another person is specified in school policy or procedure, a DPH Post Sports-Related Head Injury Medical Clearance and Authorization form prior to resuming the extracurricular athletic activity.

This form must be completed by a physician or one of the individuals listed below:

- A duly licensed Physician;
- A duly licensed Certified Athletic Trainer in consultation with a licensed Physician;
- A duly licensed Nurse Practitioner in consultation with a licensed Physician; or
- A duly licensed Neuropsychologist in coordination with the physician managing the Student-Athlete's recovery.

Graduated Return to Play:

Once it has been determined by any of the above medical professionals that a Student-Athlete has been symptom-free for 7 consecutive days, a gradual progression for return to play may begin. During this time, the athlete will need to return to his or her diagnosing physician for a DPH-Post Sports-Related Head Injury Medical Clearance and Authorization form to be filled out and returned to the School Nurse. Only after this form is returned and the Student-Athlete has successfully completed their gradual progression shall he or she be allowed to participate in athletic competition. The stages of gradual progression are as follows as defined by the Center for Disease Control:

- Aerobic exercise (e.g., stationary bicycle)
- Sport-specific training (e.g., running, skating)
- Non-contact drills (includes cutting and other lateral movements)
- Full contact controlled training
- Full contact game play

A Student-Athlete may only advance to the next stage of the progression if they are able to complete the prior stage without the presence of concussion symptoms. From the day a Student-Athlete is diagnosed with a concussion, it will be required that the Student-Athlete check in with the School Nurse every other day to discuss symptoms and go through basic cognitive testing. Check-ins will be used to help determine when the Student-Athlete has been symptom-free for 7 consecutive days and may be eligible to begin the gradual progression for return to play.

COVID Return-to-Play:

Maynard Public Schools follows the School Physician's recommendations, consistent with the American Academy of Pediatrics- all Student-Athletes should be formally cleared by a clinician prior to being allowed to return to play.

Section 18: Cardiac Emergency Plans

Maynard High School-

Coach Accessible AED Locations:

- Mounted AED outside of Gymnasium on wall next to Fitness Room
- Portable AED in Training Room
- Portable AED in Nurse's Office
- Portable AED in Athletic Director's Office

Responsibilities:

- During the Fall Season, any coach that will be outside at the Alumni Field Complex first must take a portable AED, along with their Med Kit, to the site. If/when there is a second program practicing in the Alumni Field Complex, the Coach that arrived first must ensure the other program's Coaches are aware of and have

access to the AED. The AED is to remain outside for the duration of time any practices/games are being held, and the Coach of the program that is ending practice/game later must ensure that the AED is brought back to its original location.

- During the Fall Season, any coach that will be outside by the BaseballField/Field Hockey Field/Cross Country Course, first must take a portable AED, along with their Med Kit, to the site. If/when there is a second program practicing by the Baseball Field/Field Hockey Field/Cross Country Course, the Coach that arrived first must ensure the other program's Coaches are aware of and have access to the AED. The AED is to remain outside for the duration of time any practices/games are being held, and the Coach of the program that is ending practice/game later must ensure that the AED is brought back to its original location.
- During the Winter Season, any coach practicing in/by the Gymnasium will have access to the mounted AED on the wall by the Fitness Room. If a program is going outside for any athletics activity, that coach must ensure a portable AED is taken with them, along with their Med Kit, and returned at the conclusion of the event.
- During the Spring Season, any coach that will be outside at the Alumni Field Complex first must take a portable AED, along with their Med Kit, to the site. If/when there is a second program practicing in the Alumni Field Complex, the Coach that arrived first must ensure the other program's Coaches are aware of and have access to the AED. The AED is to remain outside for the duration of time any practices/games are being held, and the Coach of the program that is ending practice/game later must ensure that the AED is brought back to its original location.
- During the Spring Season, any coach that will be outside by the BaseballField/Field Hockey Field/Cross Country Course, first must take a portable AED, along with their Med Kit, to the site. If/when there is a second program practicing by the Baseball Field/Field Hockey Field/Cross Country Course, the Coach that arrived first must ensure the other program's Coaches are aware of and have access to the AED. The AED is to remain outside for the duration of time any practices/games are being held, and the Coach of the program that is ending practice/game later must ensure that the AED is brought back to its original location.

Fowler Middle School-

Coach Accessible AED Locations:

- Mounted AED outside of Gymnasium by Front Entrance
- Portable AED in Nurse's Office

Responsibilities:

- During the Fall Season, any coach that will be outside at the Fowler Fields first must take a portable AED, along with their Med Kit, to the site. If/when there is a second program practicing on the Fowler Fields, the Coach that arrived first must ensure the other program's Coaches are aware of and have access to the AED. The AED is to remain outside for the duration of time any practices/games are being held, and the Coach of the program that is ending practice/game later must ensure that the AED is brought back to its original location.
- During the Winter Season, any coach practicing in/by the Gymnasium will have access to the mounted AED on the wall by the Front Entrance. If a program is going outside for any athletics activity, that coach must ensure a portable AED is taken with them, along with their Med Kit, and returned at the conclusion of the event.
- During the Spring Season, any coach that will be outside at the Fowler Fields first must take a portable AED, along with their Med Kit, to the site. If/when there is a second program practicing on the Fowler Fields, the Coach that arrived first must ensure the other program's Coaches are aware of and have access to the AED. The AED is to remain outside for the duration of time any practices/games are being held, and the Coach of the program that is ending practice/game later must ensure that the AED is brought back to its original location.

Crisis Plans-

In the event that a Cardiac Emergency (Sudden Cardiac Arrest or Commotio Cortis) arises, action must be taken quickly. Each Head Coach must provide a Crisis Plan that describes the following:

- Who initiates first contact with the individual in need?
- Checks for responsiveness?

- Begins CPR?
- Who calls 911?
- Who retrieves the AED?
- Who notifies the individual's family? (If necessary)
- Who notifies school administration? (If necessary)

Section 19: Seasonal Checklists

Pre-Season Checklist:

- Attend pre-season coaches meetings.
- Complete coaching goal sheet.
- Attend pre-season league meetings (or have sufficient representation).
- Arrange a schedule of tentative practice times for the season.
- Meet with potential Student-Athletes to gather and give pertinent information.
- Establish the requirements to earn a varsity letter (varsity only).
- Check out keys to assistant coaches as needed.
- Ensure that all assistant coaches have a clear understanding of their duties.
- Evaluate practice areas for usage, safety, and availability (schedule space with Athletic Director).
- Ensure that all equipment is safe and ready for the start of the season.
- Submit work orders for any equipment or maintenance necessary to indoor and outdoor facilities in a timely manner to the Athletic Director.
- Submit all required documentation to the Athletic Director.
- Develop criteria for selecting Student-Athletes (if a cut sport) and a selection rating form.

In-Season Checklist:

- Develop and maintain a current program roster inclusive of all pertinent information regarding its members.
- Prepare organized daily practice schedules; organization is crucial.
- Maintain a record of wins, losses, and statistics of all competitions throughout the season; provide information to Athletic Director and/or media as needed.
- Know the facilities and equipment you will use and report any problems and maintenance issues that may arise to the Athletic Director.
- Confirm preparations regarding the facilities, equipment, special requests, training, and personnel needs
- Keep Athletic Director and other administrators informed of any Student-Athlete disciplinary problems or parent issues.

Post-Season Checklist:

- Complete an end-of-season report; include a record of varsity letter recipients.
- Complete the records update for the program (overall record, individual records, etc.).
- Prepare a uniform and equipment inventory and store all equipment and uniforms; submit inventories and any items needing repair to Athletic Director before scheduled evaluation.
- Submit a list of all items needed for the next season to the Athletic Director.
- Recommend any program improvements such as, scheduling, field and facility work, and staff needs to the Athletic Director.
- Complete written evaluations of coaches and submit to the Athletic Director no more than two weeks following the end of the season.
- Meet with the Athletic Director to review program goals, expectations, and evaluations.
- Collect keys from assistant coaches and submit all keys, including your own, to the Athletic Director.
- Returned all borrowed items to the Athletic Director.
- Ensure all donations of time and money are appropriately acknowledged.
- Present awards to Student-Athletes at the end of the season at the Awards Ceremony.

Section 20: Evaluation

Conducted by the Athletic Director and reviewed by the Principal in accordance with performance responsibilities. This process might be an informal discussion or take the form of a written evaluation.

Additionally, anonymous feedback from the Student-Athletes and their Families may be solicited at the conclusion of each season.

Section 21: Terms of Employment

Salary and work period to be established by the School Committee in compliance with rules and regulations. Coaches are hired on a yearly, one-year contract basis. No reason for non-renewal is needed. All decisions for rehiring will be made after that season's sports banquet.

Coaches must complete a required fingerprint and CORI background check and be legally authorized to work in the United States.

Section 22: Acknowledgement

Furthermore, as a Maynard High School coach, I _____ will strive to teach my Student-Athletes the program's core values. Hard-work, sacrifice, accountability, acceptance, and discipline will be the foundation of my teaching. I will provide a positive experience for kids and ultimately have their best interests in mind when making all of my decisions. I understand that if I am in violation of the above statements, I will be subject to disciplinary action. A verbal warning will be given after the first offense, a written warning will be given after the second offense, and formal meeting will be necessary after a third offense. At which time, a further course of action will be discussed. In certain situations, the Athletic Director, in consultation with the Principal, reserves the right to immediately write-up or remove the coach from his or her position for offenses that warrant serious action.

I have read and agree to all of the information provided in this Coaches' Handbook, have received a copy of the MIAA Handbook, Sudden Cardiac Arrest Association (SCAA) Coaches Clinic Sports Injury/First Aid Program Handbook, SCAA Coaches Emergency First Aid Handbook, Fowler Middle School AED Map, and Maynard High School AED Map for my reference.

Coach Signature: _____

Date: _____

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Brian Haas _____
Evaluator: School Committee _____ 6-22-23 _____
Name **Signature** **Date**

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

Instructional Learning Goal	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Professional Practice Goal	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Family/Community Enhancement Goal	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> 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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

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

Comments:

Overall, the consensus has been that Brian's leadership has made a difference in the district. His calm, thoughtful demeanor has been very much appreciated, given numerous situations such as the difficult budget decisions. He excelled in continuously making the public aware of the challenges around trying to move Maynard Public Schools forward with incremental improvements. He values and has a great appreciation for staff at the three schools as well as at the administration office, appreciating the strengths and helping them grow in their positions. Significant improvements have been made in regards to communication with families, staff, and school committee.

Improvement is needed in Brian's Instruction Goal and Standard 1 with the Literacy pilot (more direction to teachers; this should be a learning opportunity for the upcoming Math pilot). In addition, moving forward, work needs to continue as planned on the yearly curriculum assessments, building trust with stakeholders, and concrete actions to improve the actual diversity, equity, and inclusivity in the district. See more detailed feedback below in Standard 1.

The community of respect and appreciation established with staff particularly as evidenced by the stay interviews and the reaction of staff to those interviews is appreciated. Real progress is being made towards evidence based and data driven methodologies. Impressive work has been done with the limited budget available. We look forward to the coming year when we can start to see significant data related to the initiatives being put in place (i.e., literacy program, DEI, etc).

Although not specifically part of Brian's 2022-2023 Goals, it should be noted that his involvement relative to the Green Meadow Elementary School Building Project has been instrumental in moving the process forward. Examples include the numerous meetings with Green Meadow staff and the consultants we have hired (Colliers and MVG) to research school building options, participating in the monthly meetings, helping to create and orchestrate the Community Forums and continuously updating the MPS community on the various parts of the process.

Superintendent's Performance Goals

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

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Instructional Learning Goal	I-A	<p>Analyze and measure the progress of the year one implementation of the new literacy initiative K - 8 and the math curriculum review process.</p> <p>Action Items:</p> <ul style="list-style-type: none"> Meet with the principal, assistant principal, Director of Curriculum, and staff involved with the literacy initiative. This group will: <ol style="list-style-type: none"> Review the expectations of the literacy curriculum. Determine the data points to be used to assess the success of the implementation of the curriculum. Determine the next steps, including professional development, for the implementation of the literacy curriculum. Meet with the principal, assistant principal, Director of Curriculum, and staff involved with the math curriculum review. This group will: <ol style="list-style-type: none"> Determine the data points to be used to assess the success of the curriculum implementation Gather and assess the data and information necessary to evaluate the current math curriculum. Determine the next steps for consideration for curricular changes/updates. 	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>
Professional Practice Goal	IV-B	<p>Participate in the Department of Elementary and Secondary Education professional development, REDI (Racial, Equity, Diversity, and Inclusion) initiative. Facilitate the Maynard DEI Committee, which includes surveys and other data. Encourage parents and community members to participate in our DEI initiatives to inform the committee and make recommendations on structural changes. The Maynard DEI committee will be an advisory to the School Committee DEI subcommittee group.</p> <p>Action Items:</p> <ul style="list-style-type: none"> Participate in the Department of Elementary and Secondary Education professional development, REDI (Racial, Equity, Diversity, and Inclusion) initiative and use that information to inform MPS practices and policies. By December 1, 2022, a Diversity, Equity & Inclusion (DEI) Committee will be made up of community and school stakeholders to use data and evidence-based practices to determine the next steps regarding diversity, equity, and inclusion efforts in all school buildings. The committee will report its recommendations to the school committee by June 15, 2023. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Family and Community Enhancement Goal	III-C	<p>Communicate consistently and timely with the school committee and the broader school community to promote the learning and growth of all students and the success of all staff.</p> <p>Action Items:</p> <ul style="list-style-type: none"> • Communicate using the weekly Superintendent Memo with the school committee and email when other time-sensitive situations require so. • Guide the District Leadership Team (DLT) to create 7 - 9 forums on various educational topics for public outreach. The forums will be recorded, and stored to build a library of topics for public access at any time. • Ensure the administrators share their newsletters with the school committee. • The Leadership Team will provide input for the School Committee subcommittee meetings. The current subcommittees are budget, policy, personnel, DEI, and strategic planning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Comments and analysis for Performance Goals:

Goal 1 - Instructional Learning:

Pro on the Literacy portion of the goal: Literacy teams are tying their work to the UDL strategies with the CKLA curriculum in Green Meadow. Staff are implementing the new curricula. We have good plans for next year, for example: schedules have been adjusted for next school year to allow for increased time for literacy in K-2 and 4-5; a DESE grant is allowing us to work with a consultant who is helping us figure out how to effectively implement the CKLA curriculum: we will take what we learn from that experience and use it for the other curricula; we are switching from “Foundations” to “Phonics to Reading” in the curriculum for the K-1 students (based on teacher/student feedback and professional reviews); there will be increased time for Gen Ed teachers to meet with Special Ed and ELL teachers to be sure our program is working for all students.

Cons on the Literacy portion of the goal: Steps have been taken to gather data and consider how to use it to monitor progress in this area in the future. For example, the literacy goal states that they will “Determine the data points to be used to assess the success of the implementation of the curriculum.” Data has been collected this year, but our district has not yet set benchmarks that will “assess the success” of the new curriculum. They have not yet determined these data points, and therefore we cannot measure the effectiveness of the new curriculum yet. Also, teachers indicated that they need more training and direction on the curriculum. The end-of-year literacy presentation indicated that steps will be taken to address this in teachers’ PD next year. The end-of-year presentation also revealed our next step may be a thoughtful, systematized way to ensure that families are looped into the process and that students who are not proficient readers are supported as they move to the high school.

Pros on the Math portion of the goal: Teachers had a full-day PD to map out the math curriculum vertically to get a sense of where there are content gaps; Math curriculum committee has narrowed down their options to four, all of them are available in Spanish, and all are recommended on CURATE and EdReports; seems as though the math team is on track to pilot these new curricula next year.

Con on the Math portion of the goal: Data points determination is still in process for the Math initiative, which should be done at this point (due date was supposed to be 10/17/22). Also, the goal states that "Superintendent will present to the school committee an end-of-year report on the math curriculum

review including curricular recommendations, use of professional development, additional resources (if needed), and any scheduling or structural changes indicated by the data". We have not had this presentation, and the work doesn't seem to be near a point where this presentation could be made. We are behind here.

It's exciting to see progress in this area and the pending improvements in student performance as a result and pleased that lessons learned from the literacy roll out are being applied to the math planning and with the steps taken towards horizontal and vertical alignment.

Goal 2 - Professional Practice:

Brian did his REDI program and seemed to have gained quite a bit from it. The DEI subcommittee was formed and is meeting. That committee, with the connection from Chuck, made possible our new link to UMass Lowell, which has created the framework and dashboard for the climate survey, which was sent out and data was collected. Since the process took longer than expected, the data walk had to be pushed out until the fall. The DEI committee, SC DEI sub-committee, and admin will soon start working to be sure that the data walk is thoughtfully run.

From this point forward, DEI goals need to have concrete actions to improve the actual diversity, equity, and inclusivity of the school environment.

Goal 3 - Family and Community Enhancement:

Brian and the rest of the admin team have done better at communication and meeting with the community. Brian continues to be visible at school events and town meetings that impact the schools. SMORES are mostly consistent (Green Meadow's needs to be more informative). His weekly communications to the SC have been helpful, especially with the addition of the Standards. Future focus on making them more informative about specific issues that need follow-up and less cut-and-paste from previous/other communications. Notably, the parent survey is asking for something similar: less cut-and-paste and more targeted communications.

The forums were well-received, even if not all of them were well-attended. It may be good to advertise the community forums more widely. Suggestions for improvement: Provide a calendar invite with a link to join virtually when initially sharing the info so that the logistical info is easily accessible to families who want to join; sharing on community platforms (town facebook groups and newsletters) so that those without children in the school system can learn more about the district and so that taxpayers (town meeting voters) can see the great work that is occurring in the district.

Brian has been responsive in a timely way. And there has been a clearer, more open line of communication between Brian and the SC this year than there was last year. The Stay Interviews were such a great idea and definitely not something that was expected. It is hoped that he continues to do them every year.

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 I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decisionmaking I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Law, Ethics and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict
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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 measurable outcomes. <input checked="" type="checkbox"/> Focus Indicator (check if yes) (Goal 1)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	X	X	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<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 checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <input type="checkbox"/> Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			

OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	□	□	X	□
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Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

A - Curriculum:

Significant progress has been made in this area over the past two years. Acknowledging the issues with the literacy curriculum and taking the systematic approach to assess the issue, piloting materials, training, and then continuously evaluating the changes has been a huge step. Additional work does need to be done to keep working towards closing the equity gap in literacy, providing more direction to teachers, and a faster pace for students. Completing the data points determination for the math curriculum initiative still needs to be done, but appears to be on a similar positive track. The vertical alignment effort in grades K-8 should also significantly impact student success in a positive way.

Overall, the fact that we have begun to incorporate a consistent curriculum review process (and now have a template for the process) is a great step forward; we have to make every effort to continue this process with the other areas of the curriculum, and then start the process again (literacy, then math, etc.) to continue to provide the best alignment and assessment for our students, thus providing them with the best possible educational experience.

See additional comments in Goal 1.

B - Instruction: There is evidence in our survey that students are not engaging with the curriculum very well, but that seems to be an issue in our society right now, and not specific to MPS. Additional work needs to be done to develop systematic, evidence based, culturally responsive, data driven curriculums in all subjects in all three schools. The MTSS program seems to have been very helpful, but support for professional development and data analysis/intervention support will need to continue with the commitment to multi-year professional development to provide staff with the updated tools they need to benefit our students as early as possible (i.e., teachers in grades 3-8 engaging in professional development provided by Amplify Consultants and the Novak Group to receive support on how to differentiate the curriculum to meet the needs of all).

C - Assessment and D - Evaluation: Overall, we feel Brian has done a needs improvement/proficient job in these areas. It would be helpful going forward to have data or evidence that supports these Standards. (Some members didn't feel like there was enough evidence to rate.)

E - Data-Informed Decision Making: The data teams have been instrumental in moving MPS forward, as a way to self-reflect and assess. MTSS groups worked on using data within teams, but we need to work to make data the basis for our district work. The ability to accommodate the many diverse needs of our students is always a "work in progress" since children often present differently. It's unclear if MPS's use of data can be done with fidelity in drawing non-preferred conclusions, and how data-informed conclusions are bringing about change to historical educational practices in a sustainable way. Time will tell, but a data mindset is now embedded.

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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<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"/> X Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

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

A - Environment: Given the evidence, we are at proficiency for these areas. We are setting up systems and policies; asking members of the community for their input. The expectation to provide a completed Supt Checklist has been a useful tool for the SC. With an entire year able to focus on matters of education instead of a pandemic, Brian has flourished in his leadership role. We look forward to all he can accomplish in the years to come.

B - Human Resources Management and Development: Brian has hired some good admin this year! And, like last year, there has been an extraordinary turnover of admin at all schools and levels, which is a challenge he has taken on well. Brian’s “Stay Interviews” were very much appreciated by the staff. Many noted that it was the first time they have been given the opportunity to provide feedback on what they like about working in the Maynard schools and thoughts on what they would like to see changed. It definitely made them feel valued, especially after the past few years when being in the educational environment has been anything but normal.

C - Scheduling and Management Information System: Teacher evaluations and DESE Landscape Analysis both indicate that MPS needs to be more thoughtful and strategic about common planning time for teachers and administrators to ensure that we have more cohesion.

D - Law, Ethics, and Policies: Brian has demonstrated that he knows a lot here, and, when he doesn’t know, that he is good about going to our district attorney.

E - Fiscal Systems: Brian and Wayne worked really hard to not only develop the budget, but to modify it according to the town’s changes and then, as things got more dire, to defend it in several different venues including at town meeting. He has advocated clearly and well for the budget this year. And, when the budget had to be cut, Brian and his team found cuts in ways that would be the least harmful to students, staff, and MPS in general. The creativity that is allowing the district to continue to meet the students’ needs despite lack of sufficient funding is impressive.

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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<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"/>	X	<input type="checkbox"/>

<input type="checkbox"/> 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. <input type="checkbox"/> X Focus Indicator (check if yes) (Goal 3)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): <p>A - Engagement: Brian is off to a good start here. The SMORES are regular and can be translated. There are opportunities for parents to be involved in making MPS better: like PTOs, the Music Association, SEPAC, school councils, the fields commission, and the DEI committee. There are arts nights, senior project nights, back to school nights, international dinners, and conferences. There are forums. There has been a first effort to establish an ELPAC (and that work needs to continue with more force behind it next year). There was good feedback on the parents' survey about having more concrete ways to help out at the schools that we can probably implement next year.</p> <p>B - Sharing Responsibility: Overall proficient, but work is still needed to fully engage parents about decisions on education matters, such as curriculum.</p> <p>C - Communication: Brian's communication and leadership skills are fantastic! He's really on top of communicating and making changes when there are issues that people have. His relationships with his staff and the community at large has really helped how this district has moved forward over the last year. His Stay Interviews were ingenious and really improved his relationships, putting himself out there for people to see him and find him approachable. Great job!</p> <p>Building off comments about A, to get better at C, we need a stronger ELPAC, which could help MPS ensure that we are communicating with families in culturally appropriate ways. Brian must work to ensure MPS messaging is reaching all families. Including town and community events on school smores, along with sharing communications with the Council on Aging, fosters connections within our community relationships. The cultural proficiency of MPS communications continues to improve. The District's responses are not consistently effective and efficient to convey how MPS addresses instances of racism, but we know this type of growth only comes with more work and look forward to solidifying action steps for FY24 in this regard. Strides have been made to engage broad community participation within some groups, such as within the Bleachers Task Force and the DEI Committee. However, this needs to be taken to the next step in other groups (i.e., Fields Task Force and most curriculum committees), to actually listen to them, use their input, and truly collaborate, build trust and respect, and benefit from their opinions and expertise, even when it involves more work or is contrary to pre-existing plans.</p>				

We continue to hear that the Maynard Public Schools do a poor job of making the general public aware of the great successes and programs that we offer. We have to continue to find ways to reach out to people who don't have first hand knowledge of the successes that consistently take place.

D - Family Concerns: Brian has mostly handled concerns in a timely fashion (the only exception being the Thanksgiving celebration in one classroom at GM, which has still not been totally resolved). On an individual basis, Brian has also been good about exploring and addressing parents' and students' concerns.

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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<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 checked="" type="checkbox"/> Focus Indicator (check if yes) (Goal 2)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<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 checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

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.

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

A - Commitment to High Standards: Proficient, but there is still evidence that points to work needed here: we need more cohesiveness and a central vision. The vision of the graduate may help here. We are working towards having clear values and focused meetings, but are not quite there yet.

B - Cultural Proficiency: Brian took his REDI courses; has kept the DEI committee (which includes administrators, teachers, parents, and community members) going; got the survey implemented by collaborating with UMass Lowell to put together an objective survey that went out to Maynard students, staff, and caregivers in a more reliable and valid way; invited EL parents in for a dinner and raffle; and bought materials for each school library to expand the collections available to students. We still have a ways to go to be sure that all students feel seen in the curriculum and have the resources they need to meet their individual needs. This will come down to ensuring that MPS has more cohesion, PD, and common time to be sure that we can reach this goal.

The strides to improve cultural fluency are being made and there is understanding that the past few years have been times of assessment and planning in this area. Hopefully moving forward, the priority will need to shift to more concrete actions that will benefit the students. It may be necessary to look towards consultants for advice on responding to incidents.

The school system has also been trying to find ways to encourage and assist Multilingual families to be more comfortable within the school environment. The addition of the Multilingual liaison is very innovative and will hopefully play a big part in bridging this gap.

C - Communication: Brian has very strong communication skills. He listens well and is always respectful of other opinions. He adjusts well to different suggestions for proceeding when provided by School Committee members.

D - Continuous Learning: Reestablishing the Curriculum Review Cycle, along with fostering a healthy social emotional experience will be instrumental in continuing to provide our students with a very competitive, inclusionary, educational experience to prepare them to be successful, responsible, and global citizens. According to the evidence, we need to work on this more as a district. Our clear next step is to focus on collecting and using data well, and to build in specific times for all levels of staff to gather, consider, analyze, and build new systems around data.

E - Shared Vision: It is clear that through the increased communication with the community and supportive relationships with staff, a cohesive team with a shared vision is being created. The Stay Interviews conducted with staff demonstrated a great commitment to staff engagement, trust, respect, openness to improvement, and helped create a positive and cooperative work environment.

Opportunities to improve are still evident in needing to find ways to continuously engage all stakeholders, such as parents and those outside of the comfort of MPS educator circles, in the creation of a shared vision. The importance here is to build confidence and credibility for all initiatives the District undertakes, along with demonstrating how the District values our education partners and community stakeholders.

More vertical alignment, the vision of the graduate, use of data from surveys and MCAS, a clear message to the community that centers on our vision and what we have in place (Senior projects, WAVM, vision of the graduate, etc.) to support kids to reach it.

Note: Many parents mentioned that although they do sort of want to stick around for what MHS has in store for their kids, they did not see how Fowler helped their kids reach that. We may want to think about that feedback more as we consider improvement in this area (and in general) next year.

F - Managing Conflict: Brian was good in this area last year, and has only gotten better at it this year.

Maynard School Committee and Superintendent

Operational Principles and Protocols

Representation

1. It is our responsibility to set the tone for the entire school system, and we will make every effort to promote a positive image for our school system. The Superintendent will be visible in the community, and the School Committee (Committee) will operate transparently and respectfully, maintain confidentiality, and respect the Open Meeting Laws.
2. The Committee will represent equally the needs and interests of **all** students in the district.
3. The Committee will strive to represent common interests rather than factions. We will make decisions that are best for students in all cases: **all means all**.
4. The Committee will advocate for Maynard Public Schools and public education. We readily accept our roles as ambassadors of the school systems, promoting support for public education, and spreading the news of our success.

Business

1. The Committee and Superintendent acknowledge that a School Committee meeting is a meeting of the Committee that is held in public—not a public meeting. We will make every effort to ensure that meetings are effective and efficient.
2. The Committee will work to provide the greatest benefit to all students, base our decisions upon available facts, vote on our convictions, avoid bias, and uphold and support the decisions of the majority of the Committee once a decision is made.
3. The Committee acknowledges the importance of subcommittees, and the Superintendent agrees to utilize them to focus on a specific topic in-depth and to prepare for the presentation, deliberation, and possible action by the full School Committee.

Relationships

1. The Committee will debate the issues, not one another.
2. The Committee will build trusting relationships.
3. The Committee will respect fellow members and staff at all times.
4. The Committee will work to build trust between and among other members, and with the Superintendent, by treating everyone with dignity and respect, even in times of disagreement.

Communication

1. Committee members agree to refer important questions and concerns regarding personnel and operations received from members of the school community to the Superintendent.
2. The Superintendent will keep Committee members informed of school-related concerns, including follow-up about steps taken.
3. Committee members will channel requests for information, reports, and data through the Superintendent and the Committee Chair rather than directly to staff. Committee members will be considerate in their communications with each other and the Superintendent. Committee members will take care to be respectful of other people's time by being mindful of the content and quantity of their communications.
4. The Committee and Superintendent recognize the importance of proactive communication and agree that there will be no surprises. If Committee members have questions or concerns ahead of time, they agree to forward them to the Superintendent well in advance of a meeting.
5. The Committee and Superintendent recognize the importance of working collaboratively with town officials to improve our schools, and we will actively seek ways to enlist their support in our efforts.

Continuous Improvement

1. Committee members and the Superintendent recognize the importance of professional growth and development. To that end, we will provide continuing education opportunities and support to its members.
2. Committee members agree to participate in formal training recommended by the Superintendent, the Committee chairperson, and/or MASC/MASS.
3. All new Committee members will be assigned a Committee mentor and will participate in a Committee orientation session.
4. Committee members will model continuous learning in our roles as members of the governance team.
5. We commit to setting genuine SMARTe goals with the intent of continuously improving our service to the schools.
6. The Committee and Superintendent agree to set aside time on an annual basis for self-evaluation and to review our progress toward adhering to agreed-upon norms and beliefs.

Limits of Power

1. It is the responsibility of the Superintendent to oversee the hiring, evaluation, and handling of personnel issues; it is the responsibility of the Committee to evaluate the Superintendent's effectiveness in these matters.
2. The Committee and Superintendent recognize that the authority of the Committee decisions rests only with the majority decisions of the Committee. No independent commitments or actions may compromise the Committee as a whole.
3. We follow the chain of command and direct others to do the same.
4. We do not use our positions for personal or partisan gain.

Handling Miscommunications and Mishaps

1. Committee members work together to clarify and restate discussions in order to strive for full understanding.
2. The Committee and Superintendent recognize the importance of honoring our agreed-upon operating principles and protocols and agree to take responsibility for reminding one another when we get off track.
3. We maintain fidelity to these commitments and will be held accountable by our fellow Committee members should any one of us fail to live up to these commitments.

We agree to abide by the aforementioned operational principles and protocols.

Name

Signature

Date

Elizabeth Albota		
Mary Brannelly		
Hilary Griffiths		
Maro Hogan		
Natasha Rivera		
Brian Haas		