

**Franklin Public Schools  
Franklin, Massachusetts 02038**

**Action Required**

---

**Subject:** Superintendent's Evaluation

**Date:** June 13, 2023

**Dept:** SC

---

**Reason:** Required Vote

**Enclosure:** yes

**Recommendation:**

Superintendent's Evaluation

I recommend your approval of the Superintendent's composite evaluation for the 2022-2023 school year as discussed.

**Action Requested of the School Committee:**

Majority vote of the School Committee is required.

<u><b>Vote Tabulator</b></u>	
C. Bernstein:	Y / N    D. McNeill:    Y / N
D. Callaghan:	Y / N    M. Whitmore:    Y / N
Al Charles:	Y / N    D Spencer:    Y / N
E Stokes:	Y / N    Action: _____



## **SUMMATIVE EVALUATION: MR. LUCAS GIGUERE, SUPERINTENDENT**

This evaluation was conducted by the Franklin School Committee, in accordance with the guidelines set forth by the Massachusetts Department of Elementary and Secondary Education (DESE) and Massachusetts Association of School Committees (MASC). The evaluation model from DESE requires superintendents to follow an evaluation process that is goal-focused (i.e. assessing progress toward one professional practice goal, one student learning goal, and district improvement goals) and also assesses progress toward the defined state-wide standards/ indicators that describe categories of knowledge, skills, and performance relative to the work of superintendents in Massachusetts. The evaluation process consists of 5 steps:

1. Self-assessment
2. Analysis, goal-setting, and plan development
3. Implementation of the plan
4. Formative assessment/ evaluation
5. Summative evaluation

Mr. Giguere has completed steps 1-4, with the School Committee's support, feedback, and approval along the way. This summative evaluation incorporates the superintendent's self-assessment of and evidence for the agreed upon goals and standards/ indicators. School Committee members have independently reviewed and considered that information, and, integrating their own observations, have completed their individual evaluations. In a public meeting, six individual evaluations were compiled by the superintendent evaluation subcommittee into this composite evaluation, which is discussed and voted upon as the final evaluation of the superintendent.

*Note: in 2023 one School Committee member did not complete an individual evaluation.*

## OVERVIEW

Throughout this inaugural year, Mr. Lucas Giguere has demonstrated a commendable eagerness to learn, a commitment to personal growth, and an unwavering focus on addressing the diverse needs of our district.

One of the notable aspects of Mr. Giguere's approach has been his recognition of the learning curve associated with assuming such a crucial leadership position. He proactively sought out the guidance and support of experienced mentors, allowing himself to grow and navigate the complexities of the superintendent role with humility and aplomb. This willingness to learn from others and acknowledge areas for improvement is a testament to Mr. Giguere's growth mindset and commitment to continuous development, as well as resiliency and determination.

Moreover, it is important to acknowledge that Mr. Giguere took over from former Superintendent Dr. Sara Ahern, building upon the district's successes and achievements under her leadership. Mr. Giguere's focus on developing comprehensive systems for analyzing the needs of our schools and students has been instrumental in promoting educational excellence. Mr. Giguere has made it a priority to address various areas, including implementing Multi-Tiered Systems of Support for math and literacy, fostering Social Emotional Learning, and promoting Universal Design for Learning (UDL) principles and Diversity, Equity, and Inclusion (DEI) practices into our educational framework.

Our district faced — and continues to face — numerous challenges, including the statewide shortage of teachers and support staff, as well as the budgetary constraints that our town, unfortunately, experiences as one of the lowest per pupil spending districts in the state. Despite these difficulties, Mr. Giguere approached these challenges head-on, seeking creative — though often excruciating — solutions and working diligently to provide the best possible education for our students and workplace for our staff. His work across Town Departments and his efforts to educate the Town Council and the citizens themselves about the extraordinary complexity of student needs in 2023 has moved the needle towards a better future.

As we reflect on Mr. Giguere's performance, it is crucial to recognize the room for growth that exists for any leader in a new role. However, the foundation that Mr. Giguere has established, combined with his demonstrated commitment to personal and professional development, leaves us optimistic for his continued growth as a leader. With ongoing support and resources — especially if those resources are increased and allocated more in line with the vision of education our citizens express, we believe that Mr. Giguere will continue to navigate challenges effectively, cultivate a positive and inclusive school environment, and drive our district toward even greater heights of success.

PERFORMANCE GOALS RATING: **SIGNIFICANT PROGRESS**

FOCUS INDICATORS RATING: **PROFICIENT**

---

FINAL COMPOSITE RATING: **PROFICIENT**

## RATINGS

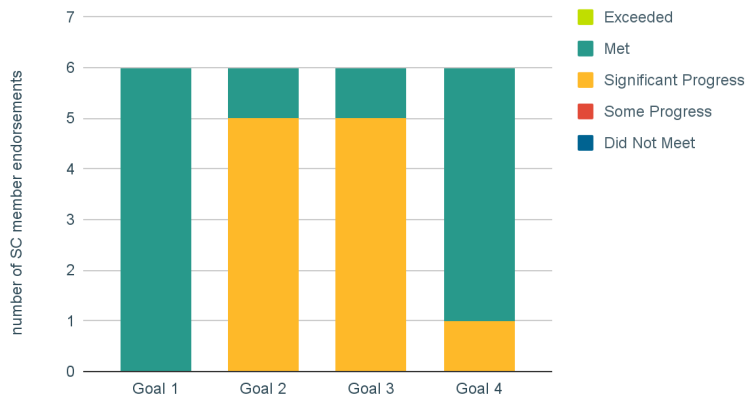
During the spring of 2023, six of the seven Franklin School Committee members rated Superintendent Giguere's progress on the performance goals and focus indicators. Individual ratings were compiled and averaged to obtain one group rating for each, detailed in the tables below:

<b>PERFORMANCE GOALS: average ratings</b>	
Goal 1: Completion of the New Superintendent Induction Program	Met
Goal 2: Multi-Tiered System of Supports	Significant Progress
Goal 3: Effective Entry and Direction Setting	Significant Progress
Goal 4: Facilitation of the Redistricting Analysis Process	Met

<b>FOCUS INDICATORS: average ratings</b>	
I-C: Assessment	Proficient
II-A: Environment	Proficient
II-D: Laws, Ethics, and Policies	Proficient
II-E: Fiscal Systems	Proficient
III-A: Engagement	Proficient
IV-B: Cultural Proficiency	Proficient
IV-C: Communication	Proficient
IV-D: Continuous Learning	Proficient

Though these averages are important when coming to consensus in summarizing the superintendent's performance over the previous year, it is also valuable to see how the individual ratings are distributed. The School Committee member ratings show consistency in many areas but also show some differences across individual raters. For the Focus Indicator ratings, it's interesting to note that the "Exemplary" and the "Needs Improvement" ratings were endorsed by separate members (i.e. the same individual member did not rate "Exemplary" or "Needs Improvement" across multiple indicators). The distribution of individual ratings is shown in the graphs below:

Performance Goal Ratings: FY23



Focus Indicator Ratings: FY23



The quantitative ratings are required measures on which to base our evaluation of the superintendent. However, qualitative information provides additional context and is equally valuable as part of this evaluation. In addition to their ratings of each goal and indicator, individual School Committee members were encouraged to provide narrative feedback on progress as well as recommendations for future areas of focus.

The information on the following pages represents a summary of the evidence gathered and comments written by individual Franklin School Committee members during this process. Though this is a summary, the Subcommittee has worked to ensure integrity and inclusion by confirming that all topics are accurately represented.

## PERFORMANCE GOALS

### **GOAL 1 (PROFESSIONAL PRACTICE): Completion of the New Superintendent Induction**

**Program (NSIP).** *Develop skills in strategy development, data analysis, and instructional leadership by successfully completing the first year of the New Superintendent Induction Program.*

The New Superintendent Induction Program (NSIP) played an important role in Mr. Giguere's development as a new superintendent. This program focused on developing the skills necessary for effective school leadership. He actively participated in fifteen sessions throughout the school year and the summer of 2022. NSIP also provided valuable guidance and mentorship through an experienced NSIP Coach, with whom he met monthly.

The program emphasized the development of strategic plans that align with the vision and mission of the school district. This skill enabled him to establish clear goals and strategies that drive the district's direction and progress. In terms of instructional leadership, NSIP focuses on developing a shared vision for teaching and learning.

Effective communication with stakeholders was also a key aspect emphasized by the program, enabling him to build relationships and collaborate with all school community members. These skills acquired through the NSIP will enable him to foster a supportive environment for students and staff. With knowledge gained from the program, he will be prepared to lead the district toward achieving its goals and ensuring student success.

#### **RELATED COMMENDATIONS:**

- Mr. Giguere was proactive in learning about the role of superintendent and seeking out resources for growth. Attending these sessions, as well as regularly meeting with his coach, demonstrates a strong commitment to the position and dedication to developing to the best of his ability in the position.
- Mr. Giguere's core values and beliefs about education provide organization, rationale, and anchor his work. The time and effort he has put in to listen and assess the district's current status will be critically important in order to determine action steps to move the district forward.
- Mr. Giguere has surrounded himself with mentors who can fill in gaps; he has sought recommendations from experienced folks with regard to solutions. He approaches the job with humility and a growth mindset.
- Mr. Giguere made it a point to create space on his calendar for opening lines of communication between himself and all staff members of the Franklin Public School system. Based upon decisions made, it is evident that he took these "listening tours" to heart. Listing out all stakeholders in the "Entry Plan" is appreciated. It displays a thoughtful and thorough approach to identifying all participants who are both engaged and impacted by the systems being built around them.

#### **RELATED RECOMMENDATIONS:**

- Mr. Giguere should continue to lean on experts in his orbit and on the periphery to best continue his growth as a superintendent.
- For years 2 & 3, consider providing updates on learnings and progress in the Superintendent's updates at school committee meetings.

**GOAL 2 (STUDENT LEARNING): Multi-Tiered System of Supports.** *Evaluate and establish a tiered system of support and practices that ensures all students' social and emotional learning needs are met through SEL assessment and survey data as evidenced by the social-emotional health and well-being of students reported increased.*

Mr. Giguere has initiated the phased implementation of a multi-tiered approach to support academic growth and nurture our students' social and emotional development. For example, the phased implementation of the Panorama platform focused on developing administrator capacity and building the database. Furthermore, he guided the implementation of District Strategic Objectives 1, 2, and 3, which focus on enhancing the school's support systems, promoting equity and inclusion, and improving overall academic achievement.

This year, he established an Advisory model consistent across the secondary level. Throughout the process, they fostered collaboration by establishing an advisory committee that provided staff with the training and resources to implement the program. These efforts have been reflected in the agendas and presentations provided to the committee in his self-evaluation. Regarding assessment, he began the phased implementation of the Panorama K-12 Implementation Plan. His staff utilized the DESSA K-5 SEL Assessment and DECA PreK SEL Assessment to measure the effectiveness of the initiatives.

**RELATED COMMENDATIONS:**

- Although the bulk of the implementation is still to come, the important work of laying out a plan for this development was done this year. Having processes, resources, and plans in place to effectively address student needs at the individual level are essential to successful implementation. Based on the schools' individual presentations, the district seems to be on track to developing robust MTSS through UDL/DEI.
- Admin retreats were packed full of critical content, as well as engaging activities, to boost reflection and foster application of new skills/ideas into practice.
- Establishing advisory at the secondary level (including the related efforts and advocacy during contract negotiations) was a huge accomplishment that carves out time for students to learn critical skills to support their success with self-awareness, coping skills, perspective-taking, interpersonal collaboration, and making responsible decisions, among many other real life skills that align with our PoG.
- Getting staff buy-in is essential for a flexible yet consistent system to better support students.

**RELATED RECOMMENDATIONS:**

- The continued development and implementation of multi-tiered systems of support is an iterative process that must consider feedback from students, teachers, families, and administrators. Adapting feedback that is received will be crucial for the outcomes of MTSS to align with the goals
- More PD and calibration/collaboration around tiered responses to behavior (including restorative practices) is warranted, in part due to admin/ staff turnover since this work was started.
- There's much room to grow to incorporate UDL into classroom practices. Recommendations to move this work forward are PD (in-person, asynchronous, "bite-sized" in newsletters, book studies, etc), coaching, and "practicing what we preach" to role model UDL at staff meetings.
- There is an opportunity to educate the families and stakeholders about the importance of this, how it impacts them, and what resources are needed to make this system successful.

**GOAL 3: Effective Entry and Direction Setting.** *By late spring, the District's key stakeholders will have a broad understanding of (a) the district's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.*

Efforts towards an effective entry and direction setting in the district have yielded positive outcomes. Mr. Giguere's Superintendent Entry Plan provided a roadmap for his entry into the role. It is worth noting the work accomplished during his first year allowed our district to maintain momentum and build upon our previous goals without pause during a time of leadership transition. This work was reflected in the FPS District Improvement Plan for the 2022-23 academic year and School Improvement Plans, which were established to drive improvement efforts at the school level.

The Report of Entry Findings, originally planned to be delivered by the end of May, has been impacted by the financial forecast and redistricting. As a result, Mr. Giguere's focus shifted towards the budget development process during the winter/spring period, influencing the presentation of entry findings. Therefore, he will share his findings once the budget season concludes, ensuring that the report includes the most accurate and up-to-date information. Throughout the process, he actively engaged stakeholders through a series of twenty-six meetings with faculty, staff, nurses, administration, and others.

#### **RELATED COMMENDATIONS:**

- Mr. Giguere's institutional knowledge and well-established working relationships allowed the district to continue to make progress towards district goals despite change in leadership. It's understandable that this year's complex budget factors take priority over the completion of your Report of Entry Findings, and he is commended for the flexibility and fiscal responsibility in making that decision.
- The vision to engage with stakeholders from all facets of the school community and town is important. Establishing both these healthy working relationships and lines of two-way communication will be vital to understand the needs of the district, set an agenda, and effectively carry out targeted action items. This entry plan is an excellent start to this process to lay out the groundwork.
- In multiple ways, Lucas and his staff have communicated the district's goals and critical needs, despite some of the stakeholders' misinformation or misunderstanding.

#### **RELATED RECOMMENDATIONS:**

- Complete the report of the entry findings as soon as practicable. Once these are completed, it will be vital to continue these stakeholder meetings to communicate needs and set expectations.
- Continue to analyze feedback from stakeholders and other sources, identify the district's strengths and weaknesses, and develop a comprehensive plan to improve student learning and district support.
- Engage the leadership team in strategic planning discussions in the context of the systems in place to support the work.
- Develop an actionable plan and establish clear, realistic goals with the resources aiming to foster positive outcomes and drive the success of our students and the district as a whole.
- Follow up on comments made about the budget process timeline that leaves the district behind others in terms of recruiting, hiring, and being innovative. Systems are hard to change, but if we are to progress, the budget schedule must change.
- Continue to include teacher voices on the budget process, district goals, and other issues in a meaningful, systematic way.
- Identify which tasks were delegated to the building leadership so the Superintendent's time could be freed up for higher level issues.



**GOAL 4: Facilitation of the Redistricting Analysis Process.** *Guide the redistricting analysis process by effectively collaborating with the redistricting consulting group, Space Needs Subcommittee, and the Redistricting Advisory Committee to evaluate scenarios to assist the Franklin School Committee to be well-situated to make an informed final decision.*

Collaborative efforts with key stakeholders resulted in a successful redistricting analysis process. Working closely with the redistricting consulting group, Space Needs Subcommittee, Redistricting Advisory Committee, and our community, the Superintendent aimed to explore various scenarios and provide the Franklin School Committee with the necessary information to make an informed and equitable final decision. Throughout the process, he worked to include all perspectives and considerations.

To support the analysis, Mr. Giguere provided relevant data to the consulting group and Space Needs Subcommittee as needed. Additionally, active participation in the Redistricting Working Group allowed him to prepare information and contribute to scenario development. Co-facilitating meetings of the Redistricting Advisory Committee further facilitated collaboration and ensured that diverse perspectives were included. Regular updates were provided to the School Committee to keep them informed of the progress made during the redistricting analysis process. Moreover, community engagement was a priority, as he sought input and feedback from the community through various channels.

As a result of his leadership, key outcomes have been achieved. The establishment of a dedicated Redistricting Website served as a central hub for information dissemination. The Redistricting Analysis Report provided a comprehensive overview of the analysis process and findings. Additionally, redistricting scenarios were presented to the community for feedback, and data from surveys and outreach efforts were collected to inform the decision-making process.

**RELATED COMMENDATIONS:**

- Facilitating the work of the space needs subcommittee and curating the information from the various analyses provided means for the public to make their opinions on the issue known as well as the school committee members with the ability to make an informed decision on the matter.
- Emotions ran high during this process, yet Mr. Giguere stayed calm and objective throughout.
- The process offered many opportunities for community education.

**RELATED RECOMMENDATIONS:**

- Please begin the process of writing and completing a master facilities plan as soon as practicable
- Monitor and support the staff at Keller to understand their concerns and to reduce issues there. Meet regularly to understand their plight. Push for inclusion on the Town Master Plan committee. Push for the school district's master facilities plan to be completed and communicated to the town.
- Building administration needs to be more involved to spread awareness about redistricting. Messaging came from the Superintendent, but very little if any came from the Principals. There needed to be a more concerted focus on all groups. ECDC was continually forgotten throughout the process. Going forward, a system should be put in place to ensure all levels are accounted for in district-wide impacting work.
- There was confusion within the community surrounding this process (e.g., the Master Plan versus the Master Facilities Plan; the "Options" presented within the Working Group versus the "Scenarios" presented to the Subcommittee and full Committee). This confusion wasn't quickly dispelled, allowing it to control some of the narrative. A tighter handle on the narrative and messaging would prove helpful in the future.

## FOCUS INDICATORS

### **STANDARD 1: 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.*

#### **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.*

- The district has achieved significant progress in implementing Math Tiered Supports, providing targeted interventions to address individual students' math challenges and foster their learning and growth.
- The district initiated the District-wide Literacy Implementation Plan and curriculum adoption for enhancing literacy instruction across all grades and subjects with the goal of developing students with strong reading and comprehension skills.
- Noteworthy progress has been made through ongoing academic universal assessments to enhance student learning and growth, and in the reevaluation of the math section of the elementary report card.

#### **RELATED COMMENDATIONS**

- The continued execution of the math tiered supports, the literacy plan rollout, and multi-tiered systems of support development all speak to a goal of providing improved curricula and instruction. The multi-tiered systems of support, Panorama survey, teacher and administration meetings, and social-emotional learning supports are all valuable tools for maintaining and improving a school environment that provides quality education for Franklin students.
- The continued implementation of multi-tiered systems of support and data collection will continue to bolster an environment where teachers feel they have the strong foundations to do their jobs.
- Staff engagement on PD days, related to the strategic goals, helped foster ownership & engagement in staff development.

#### **RELATED RECOMMENDATIONS**

- Rollout of the new literacy curriculum should be well designed in order to ensure a smooth transition that implements an improved educational experience over what is currently offered.
- As the Panorama data continues to be gathered and collated, ensure that the individual student plans are updated and implemented properly to provide improved individualized instruction.

## **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*

### **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.*

- To address safety, health, emotional, and social needs, Mr. Giguere has developed and executed effective school safety plans and procedures and has responded to several events over the year in conjunction with the FPD.
- In addition, he established a district-wide Student Data Privacy Agreement vetting process to protect student information.
- The DEI Deep Dive into Climate and Culture was an eye-opening and honest reflection of the current strengths and challenges of our district with regard to diversity, equity, and inclusion, all parts of a safe and nurturing environment.
- The student advisories at the middle and high school levels continue to be a collaborative effort to provide a safe educational environment while developing students' social and emotional skills.

### **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.*

- Mr. Giguere successfully negotiated four collective bargaining contracts
- He oversaw development of the ArxEd Mandated Training Platform to ensure staff members are knowledgeable about relevant laws, ethics, and policies.
- He was an active participant in the eleven Policy Subcommittee meetings. He collaborated with the Policy Subcommittee members and worked with the full School Committee to review, revise, and adopt more than twenty policies in less than a year.

### **II-E. Fiscal Systems**

*Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with the district- and school-level goals and available resources.*

- Mr. Giguere, in concert with staff and administrators, developed a comprehensive budget that supports the district's educational objectives. They have allocated and managed expenditures consistent with the district- and school-level goals while considering available resources.
- Mr. Giguere and his staff have demonstrated a commitment to fiscal responsibility through various documents such as the OSD Letter to the Local Senator/Representative, the FY2024 Budget Development Website, the FY24 Supt's Recommended Budget Report, and numerous presentations made to the School Committee and the Financial Commission.
- He presented multiple times at the Town Council, explaining the cost drivers of a complex and multi-faceted budget and how decisions are made to fit within constraints.
- With his staff, he created educational materials for School Committee, Fin-Com, and Town Council Meetings to explain the many staff people that interact with a student on a daily basis, presenting hypothetical but wholly accurate representations of the complex needs at the elementary, middle, and high school levels.

#### **RELATED COMMENDATIONS:**

- Mr. Giguere has made a priority of creating an environment where teachers feel heard, supported, and respected.
- Lucas has done a very thoughtful job of crafting a budget that addresses the current student and educator needs within the fiscal constraints that we are currently facing.
- Instilled confidence in the stakeholders, establishing solid working relationships for long-term efforts to realize goals. Working within impossible constraints, Mr. Giguere and his staff have made heart-rending decisions while also trying to educate the Town Council and the public about the problematic budgetary constraints.
- Building upon existing relationships with District employees and stakeholders allowed for a smooth transition from the previous Superintendent. This allowed staff to leverage their strengths in their areas of expertise to complete the tasks at hand.
- Mr. Giguere successfully negotiated four contracts that provided meaningful benefits to all parties. Furthermore, the contracts advanced the District by elevating the requirements for certain positions.
- Mr. Giguere continuously places student safety in the highest regard. The relationships built between all public safety departments ensures our school safety remains a model for the Commonwealth.

#### **RELATED RECOMMENDATIONS**

- Continue to elicit teacher and administrator feedback to understand their needs in order to provide support systems they believe they need. Continue to seek out and elevate teacher/staff voices to set vision, make decisions, and evaluate progress.
- Maintain proactive levels of communication with the Town Council and Administrator regarding the budget in order to do our part to have a healthy dialogue and relationship with them.
- Continue our current practice of meticulously evaluating and weighing budget priorities based on student enrollment, interest, and need.
- Given the SEL needs highlighted throughout the year, there needs to be a stronger focus on actions to support the Environment Standard (II-A).
- While a budget was developed for FY24 and advocacy of it during School Committee meetings, there was a missed opportunity to drive awareness of the budget needs beyond those that are close to schools. Going forward budget awareness should begin at the beginning of each school year so those not as close to the ongoing of the District have more time/ opportunity to understand the importance of what is being requested.

### **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.*

#### **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.*

- Mr. Giguere has formed effective partnerships with families, community organizations, and stakeholders to support our district's mission and schools.

- Evidence of communications with families throughout the year includes a Back to School Letter for the 2022-23 academic year, providing families with essential information and fostering a sense of belonging. The Back to School Checklist helps families stay organized and be prepared for the school year.
- In October, Mr. Giguere reestablished community expectations and promoted positive fan behavior. These efforts encourage families to be involved in supporting student learning and success, making them valued members of our school community.
- Mr. Giguere provided timely and comprehensive information to his staff and administrators and School Committee members with regard to numerous issues, be they unexpected events, policy updates, community concerns, or budget implications.

#### **RELATED COMMENDATIONS:**

- Mr. Giguere has effectively responded to emails from parents to address their questions and issues while also being proactive in sending out district-wide communication when events of concern or special occasions arise.
- He has also been more than accommodating with the records requests that we have received.
- His openness to speaking and engaging with families is an excellent attribute.
- The back-to-school checklist is such a great idea to consolidate links and detail the back-to-school responsibilities for families! So helpful!
- Meeting with and responding to multiple stakeholders' concerns -- that in itself seems a full-time job.
- While the provided pieces of evidence start with the "Back to School" letter, the work that went into Family & Community Engagement began with the first day of Summer break. There was an incredible amount of thought and preparation into both the "Pre-Treat" and Retreat focusing on all families and setting expectations for the district's administrative team.
- Multiple messages to families about fan expectations and proper behavior were sent out across multiple platforms. By addressing these issues quickly, Mr. Giguere pruned away undesirable behaviors before they could take root.

#### **RELATED RECOMMENDATIONS:**

- More frequent informational events for parents and families, such as the critical conversations series, would be excellent to increase engagement with families and provide more information on how we are addressing student concerns.
- There is so much communication to families coming separately from the district, schools, PCCs, etc. it can be overwhelming to families. More action towards streamlining (like the checklist referenced) would be appreciated!
- Encouraging expectations each semester – not simply at the beginning of the year – can “reset” any slippage.
- Establishing a communication plan that can be leveraged year over year should be a top priority for the upcoming year.

## **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.*

### **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.*

- In November 2022, Mr. Giguere shared the DEI Deep Dive into Climate & Culture which explored and evaluated cultural proficiency within our district, including "future steps."
- Hired DEI Director and established a DEI vision with regular meetings of stakeholder representatives
- Led by example a unified and strong desire to improve equity-related work
- There has been a focus on diversification of textbooks and books in libraries
- Developed a tiered systems tracking, responding, and communicating behavior
- Initiated development of a Discipline Matrix
- Developed tiered system for SEL screening, monitoring, and sharing progress
- DEI Monthly Newsletter sent to Leadership
- Increased gender-neutral language practice - in contracts, in handbooks, in policy manuals, in HR practices
- Newly instituted High school advisory provided personalized opportunities for student connection with adults and peers

### **RELATED COMMENDATIONS:**

- Mr. Giguere has approached DEI issues with eagerness, humility, and a growth-mindset, leading by example.
- He has prioritized a culturally diverse environment with the hiring of a DEI Director position.
- The expanded Student Advisory Program allows for additional opportunities for students and teachers to share about their backgrounds and experiences.
- The continued rollout of the Panorama survey data and subsequent student plan updates are excellent ways for our educators to effectively use student data to improve their experiences.
- Mr. Giguere consistently showed efforts to highlight a wide variety of student accomplishments and awards across many areas: the arts, sports (unified and other), academics, bilingualism, and others.

### **RELATED RECOMMENDATIONS:**

- Explore and ameliorate the findings from Deep Dive: reactive vs. proactive approaches; inequitable discipline practices (popular students, athletes, etc.); lack of consistency for handling bullying and bias-based incidences; perceived lack of support for LGBTQ+ students; mixed views about lack of trust/communication between students and staff
- Provide/create opportunities for stakeholders to be part of the educational landscape in order to foster two-way dialogues for engaging with and understanding the diverse populations of our district. Having events that highlight this diversity would be excellent. It will be essential, in order to effectively meet the goal of the Panorama survey data, to proactively ensure that a system is in place for student plans to continuously review the data, update plans as necessary, and implement the recommendations to improve both individual student experiences and overall school culture.

- Continue to work towards recruiting highly qualified candidates who reflect the diversity in our community and can offer diverse perspectives to our admin team.
- The DEI Director position is critically important, but the work from that office hasn't been highlighted enough. Weaving elements of diversity, equity, and inclusion throughout all district initiatives (rather than as a stand alone strategic objective) will likely be more effective in moving the work forward. Assessing then re-imagining the structure and responsibilities of that particular position could lead to more widespread impact on the academic, social/emotional and behavioral needs of students.
- Many growth opportunities exist for the district around building a truly inclusive mindset: celebrating all cultural backgrounds, disabilities, identities, family structures, languages, etc. The concept of UDL can be applied to this work, with clear alignment with SEL, to provide a welcoming and inclusive entry point for all.
- More equity-centered and anti-bullying/ restorative practice PD, \*coaching\*, and feedback is warranted, to enable staff and admin to feel confident and competent in supporting the district's core value of "A safe and supportive school culture" for all students.
- It is recommended that the systems for identifying and debriefing bullying investigations be improved, to allow time/space for staff and admin to reflect on their own involvement and be empathetic to all perspectives. There should be external accountability measures put in place to ensure that students, families, admin, and staff feel informed and supported throughout the process.
- A recommended small step towards keeping topics of diversity, equity, and inclusion at the forefront is requiring that staff and administrators adopt the practice of creating (DESE-endorsed) "SMARTIE" goals for their student learning goals and professional practice goals, instead of the previously used "SMART" goal format. This small shift would embed inclusive and equitable practices within educator goals, plus provide corresponding accountability as part of the educator evaluation process.

#### **IV-C. Communication**

*Demonstrates strong interpersonal, written, and verbal communication skills.*

- The Superintendent effectively communicated our needs and concerns through a letter to the Local Senator/Representative detailing the ramifications of the OSD 14% increase to private placements, which means \$775,496 additional funds needed to operate.
- Wrote a letter of support for the Franklin Public Library Letter in the LSTA Grant
- Gave twenty Superintendent's Reports to provide clear and transparent communication channels for relevant stakeholders.
- Participated in numerous appearances before the Finance Committee and the Town Council to educate members and citizens about the sources of funding, the budget constraints, the pressures, and the opportunities.
- Initiated discussions about the flawed timeline for the budget process and how it puts our town at a disadvantage.

#### **RELATED COMMENDATIONS:**

- His memos and announcements to the community as well as ongoing communication with educators have been very important for improving the educational experience we provide as well as communicating what those improvements are.
- An example of Mr. Giguere's strong communication skills (under pressure) was when FHS had the swatting incident on 3/28/23. He acted quickly, notified the school committee and other critical stakeholders, and ensured he had accurate information before sending out correspondence to the FPS community. The urgency and emotional factors involved, in addition to the behind-the-scenes collaboration with FPD and in-the-moment posts/texts from students made this an extremely complicated situation to synthesize and

convey quickly. He worked efficiently (carefully yet quickly) and collaboratively with the PD and building admin to manage all these factors and get the communication out to the community ASAP (about 30 min).

- Municipal budgets are often thought of as a zero-sum game. As such, it is all the more impressive when another Department interjects during a Budget Hearing to commend the work that Mr. Giguere has done to support their own mission. It is evident that Mr. Giguere has built a network of connections across the District, Municipality, and Commonwealth that not only serve the best interests of our students but the entire Franklin community.

#### **RELATED RECOMMENDATIONS:**

- Superintendents must communicate with stakeholders frequently, about a variety of topics. The sheer volume is daunting and the timing of correspondence is often urgent and/or sensitive. There is a learning curve in this area, with room for improvement. Communication with school committee members has been informative overall, but can be slow at times, which then impacts our ability to communicate with stakeholders (e.g. SC members have learned about important district decisions from community members and/or social media before hearing the official information from the superintendent). A recommendation around development of a system to support more timely communication to SC members is warranted.
- There could be more concise communication between the Superintendent and all stakeholders (teachers, staff, families, community members, school committee members, etc.). I believe a lot is due to a learning curve, this first year has been a doozy, but I have confidence Mr. Giguere will get into the swing of things.
- Streamline/outsource communications with stakeholders to ensure efficiency - one person cannot do it all.

#### **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 adapt practice and achieve improved results continuously. Models these behaviors in their own practice.*

- Mr. Giguere actively developed and nurtured a culture of engaging in reflective practice, evident in events like the Admin Pretreat on June 24, 2022, which focused on goal setting and PD.
- Additionally, the Opening Day Remarks in 2022 and the A-Team meeting on May 15, 2023, demonstrated a commitment to modeling continuous learning behaviors within his own practice. He shared that he has “learned that although passion is important - it has limitations. It waxes and wanes. It ebb and flows...Purpose, not passion, is what gives you resilience to sustain the type of work educators do. A sense of clarity about your purpose centers you.” He committed to collaboration, strategic thinking, and collaboration.
- Applied for a waiver in hiring Interim Budget Manager position in order to secure an experienced professional to mentor him in his development of budget management and visioning.

#### **RELATED COMMENDATIONS:**

- Mr. Giguere has clear strengths in reflection, self-awareness, growth mindset, and continuous learning that serve as a great example for his staff. Keep up the great work as a role model in these areas!
- He communicates in a calm and clear manner with humility and open mindedness.
- The developing MTSS process provides systems for staff to get in the habit of using student data, current research, best practices, and theory to adapt practice and achieve improved results continuously.
- Mr. Giguere provides professional development opportunities for our teachers that demonstrate having listened to their needs.

#### **RELATED RECOMMENDATIONS:** none



## **CLOSING**

The Franklin School Committee is greatly appreciative of Mr. Giguere's collaboration and leadership over this past year, his first year as Superintendent of the Franklin Public Schools. Following the guidelines set forth by the Massachusetts Department of Elementary and Secondary Education (DESE) and Massachusetts Association of School Committees (MASC), we submit this report as his summative evaluation for the school year 2022-2023.

We look forward to Mr. Giguere's continued work supporting, advocating for, and advancing high quality public education in the Franklin Public Schools.

Respectfully submitted by the Superintendent Evaluation Subcommittee of the Franklin School Committee.