

CHARGE OF DISCRIMINATION
MASSACHUSETTS COMMISSION AGAINST DISCRIMINATION

FEPA NUMBER:

FILING DATE: September 15, 2020
VIOLATION DATE(S): Continuing.

NAME OF AGGRIEVED PERSON OR ORGANIZATION:

Victoria Greer, PhD
[REDACTED]

TELEPHONE NUMBER: 617-388-5683

Cambridge, MA 02140

NAMED IS THE EMPLOYER, LABOR ORGANIZATION, EMPLOYMENT AGENCY,
STATE/LOCAL GOVERNMENT AGENCY, OR PERSON WHO DISCRIMINATED
AGAINST ME:

School Committee, Town of Sharon
c/o Sharon Public Schools
75 Mountain Street
Sharon, MA 02067

TELEPHONE NUMBER: 781-784-1570
NO. OF EMPLOYEES: 500+

Heather Zelevinsky (Individually)
Member – School Committee, Town of Sharon
c/o Sharon Public Schools
75 Mountain Street
Sharon, MA 02067

TELEPHONE NUMBER: 781-784-1570

Judy Crosby (Individually)
Member – School Committee, Town of Sharon
c/o Sharon Public Schools
75 Mountain Street
Sharon, MA 02067

TELEPHONE NUMBER: 781-784-1570

CAUSE OF DISCRIMINATION BASED ON:

Race and racial harassment in violation of M.G.L. c. 151B, § 4(1), and Title VII; retaliation in violation of M.G.L. c. 151B, § 4(4) and Title VII; threats, coercion, intimidation and/or interference in violation of M.G.L. c. 151B, § 4(4A); aiding, abetting, inciting and/or coercion in violation of M.G.L. c. 151B, § 4(5).

THE PARTICULARS ARE:

1. In February 2017, I was named the Superintendent of the Sharon Public Schools.
2. I am African American, and the first person of color to serve as the Superintendent of Schools in the history of Sharon.

3. In my role as Superintendent, I report directly to the School Committee of the Town of Sharon (“School Committee”). The School Committee is comprised of six members – expanded to seven in 2018 – each serving multi-year terms, on a staggered basis. At all times relevant hereto, all but one member of the School Committee was White.
4. Throughout my three plus years as Superintendent, I have been consistently recognized for my strong performance. For example, on or about January 23, 2020 the Massachusetts Commissioner of Education appointed me Chair of the Commonwealth’s Gifted and Talented Education Advisory Council. Additionally, the Massachusetts Black and Latino Legislative Caucus honored me in February 2019 at the 2019 Black Excellence on the Hill program, where Massachusetts Representative Louis Kafka commended my “exemplary job of leading the school system” and my “fresh perspective and passion for education that will have a positive impact on the Sharon Community for years to come.”
5. Despite my objective accomplishments and achievements during my tenure as Superintendent, I have been subjected to unlawful discrimination based upon my race by members of the School Committee; particularly, by Heather Zelevinsky and Judy Crosby, both of whom joined the School Committee in or about May 2018. This unlawful conduct has included, without limitation, being subjected to demeaning and racist comments by members of the School Committee, abusive and disparate treatment, and unjustified and highly subjective attacks regarding my performance.
6. By way of example, during a School Committee meeting in or about Fall 2018, as I advocated to increase the number of African American students in Advance Placement courses, Ms. Zelevinsky repeatedly interrupted me, proclaiming that “***black students are insignificant.***” Additionally, Ms. Zelevinsky criticized my decision to place an African American parent on a hiring committee, falsely suggesting that the parent was not qualified to serve and did not represent the perspective of the Sharon community.
7. Such racist rhetoric and hostile treatment toward me was not an isolated occurrence. Indeed, during School Committee meetings since October 2018, Ms. Zelevinsky and Ms. Crosby were often so abusive and demeaning toward me, by shouting and yelling, refusing to even acknowledge my presence or refer to me by name and/or publically calling for my termination, that the then Chair of the School Committee, Jonathan Hitter, was required to suspend several meetings.
8. However, despite these brief reprieves to “restore order” at School Committee meetings, neither Mr. Hitter nor any other members of the School Committee took any meaningful steps to stop this harassing and abusive conduct. Rather, in response to my concerns that I was being discriminated against, Mr. Hitter expressed his inability to stop the unlawful conduct; he was dismissive on several occasions, and at one point told me not to be so “defensive.”
9. In or about January 2019, another School Committee member, Mena Mesiha met with me privately. He acknowledged that I had been subjected to racial discrimination at the School

Committee meetings but urged me “not to make it about that.” He suggested that Ms. Zelevinsky and Ms. Crosby would retaliate against me if I spoke up.

10. Thereafter, Ms. Zelevinsky only intensified her efforts to drive me out. In May 2019, in connection with my 2019 performance review, all of the reviewers rated me as “Proficient” or better in each of the four Performance Standards,¹ except for Ms. Zelevinsky. Ms. Zelevinsky rated me in each and every Standard as “Needs Improvement” or “Unsatisfactory.” Ms. Zelevinsky publically attempted to get other members to reduce their positive assessments of my performance. Despite Ms. Zelevinsky’s efforts – and to her obvious dismay – the School Committee confirmed my overall rating as “Proficient.”
11. Ms. Zelevinsky’s review of my performance was rife with demeaning and stereotypical language reflecting racial bias, including that as an African American woman I was not articulate and/or did not know my place. For example, Ms. Zelevinsky stated: “I guess she [Dr. Greer] can string a few words and phrases together that make sense,” or words to that effect. Additionally, Ms. Zelevinsky suggested that I should “communicate succinctly, frequently and respectfully.”
12. Ms. Zelevinsky also openly opposed my successful efforts to recruit and retain diverse staff. Under my tenure as Superintendent – consistent with the School District’s Strategic Objectives – Sharon Public Schools has dramatically increased the number of minority candidates in senior positions, including for example by hiring African American women such as Dr. Angela Burke as Director of Curriculum, Ms. Nerlande Mintor as Director of Business Operations and Human Resources, and Middle School Assistant Principal Trelane Clark. Despite my use of a newly implemented and rigorous hiring process, Ms. Zelevinsky falsely alleged that I “allow[ed] interpersonal relationships to unduly influence” personnel decisions which she critically and baselessly alleged lacked “transparency.”
13. On or about May 15, 2020, I met with Mr. Hitter and the Town’s attorney, Rosann DiPietro. During the meeting, I expressed my concerns that I was being discriminated against because of my race, and retaliated against for my opposition to racism. I recounted the specifics regarding Ms. Zelevinsky’s racist and hostile treatment, and a recent incident with Ms. Crosby, in which she followed me out of a School Committee meeting to continue badgering me with erroneous and demeaning accusations.
14. The retaliation from the School Committee was swift. On June 19, 2020, just a few weeks after my complaints, Ms. Zelevinsky and Ms. Crosby drafted and presented extremely negative and highly subjective evaluations of me. In her individual review, Ms. Zelevinsky focused entirely on what she deemed to be negative aspects of my performance. In Ms. Crosby’s review, she bizarrely accused me of discriminating against black students. When the 2020 review was discussed at a Committee meeting, Ms. Crosby submitted additional

¹ Per my employment contract and Massachusetts regulation, I am evaluated on an “Unsatisfactory / Needs-Improvement / Proficient / Exemplary” scale in four different Performance Standards established by the Massachusetts Board of Education and the Department of Elementary and Secondary Education.

evidence to the Committee – something which had never been done to any of my White predecessors – to humiliate me in retaliation for my complaints.

15. By contrast, my evaluation at that time from Fern Fergus – the only African American School Committee member, who had been elected in June 2019 – commended my performance despite having been “*continuously subjected to macro and micro racial aggressions from numerous parents, school faculty and even some members of the School Committee.*” A copy of Ms. Fergus’ evaluation, dated June 19, 2020, is attached hereto as Exhibit A.
16. Similarly, School Committee Chair Hitter’s evaluation of my performance commended my accomplishments and chastised the School Committee: “*The constant want to micro manage, criticize and allow personal agendas and personal biases to interfere with decision making is not an effective way to allow the superintendent to lead the district and do her job.*” A copy of Mr. Hitter’s evaluation, dated June 19, 2020, is attached hereto as Exhibit B.
17. Also on June 19th, I received my 2020 overall performance evaluation in which I was rated “Proficient” in all four Standards. Ms. Zelevinsky and Ms. Crosby, however, rated me significantly lower than the other Committee members. A copy of my summative evaluation for the 2019-2020 year is attached as Exhibit C.
18. In or around July 2020, Mr. Hitter left the School Committee and Marcy Kaplan became Chair. Of the six School Committee members who hired me, only two remained. Additionally, Adam Shain joined the Committee at that time. Mr. Shain, who is close with Ms. Zelevinsky, told me that he decided to join the Committee specifically to oppose me.
19. On or about July 22, 2020, the newly constituted School Committee voted to not renew my contract, effectively terminating my employment effective June 30, 2021. This discriminatory decision was championed by Ms. Zelevinsky and Ms. Crosby with the support of Mr. Shain. Upon information and belief, each of the past three Superintendents in Sharon – all of whom were White – received five-year contracts after their initial contract expired.
20. On Friday July 24, 2020, Ms. Crosby provided oral notice that the School Committee voted to non-renew my contract. She did not, however, provide any justification for the School Committee’s unlawful actions. Further, she intimated that if I did not resign and go quietly, the School Committee would interfere with my efforts to obtain future employment.
21. At the next School Committee meeting, in a cruel and self-serving maneuver, the School Committee voted to adopt an “Anti-Racism Resolution,” which disingenuously resolved to “guarantee that racist practices are eradicated...” In a galling attempt to whitewash Ms. Zelevinsky’s past remarks that “*blacks are insignificant,*” the School Committee ended its Resolution: “We must ensure our own school culture and that of every district in the Commonwealth is anti-racist, that acknowledges that all lives cannot matter until black lives matter.”

22. By the next scheduled School Committee meeting, on August 5, I had not resigned, and as a result I was continuously harassed and questioned by Ms. Crosby, Ms. Zelevinsky, and Mr. Shain for over an hour. Ms. Crosby ignored other Committee members' attempts to restrain her. Their behavior was so egregious that several members of the public who witnessed it reached out to the Committee to complain about the treatment and to support me. Copies of those emails are attached as Exhibit D.
23. When I complained about the discrimination to Committee Chair Kaplan following that August 5 meeting, she agreed that Ms. Crosby's conduct was unacceptable and that what Ms. Crosby and Ms. Zelevinsky were doing was wrong. Ms. Kaplan told me that when Ms. Crosby "is backed into a corner, she comes out fighting." I understood this to be an admission that Ms. Crosby is continuing to retaliate against me for opposing her unlawful conduct. Ms. Kaplan also noted that "Heather [Zelevinsky] just does not like anything about you or anything that you do and is going to reject and criticize your every move." Shortly thereafter, Ms. Kaplan resigned from the Committee, upon information and belief, in protest of other Committee members' unlawful conduct toward me.
24. On August 27, 2020, the School Committee served me official notice of its decision to terminate my employment effective June 30, 2021. The School Committee still did not offer any reason for its decision.
25. Despite formally noticing my non-renewal, the School Committee continued to harass and abuse me, conduct so egregious – and clearly racist – that multiple members of the community wrote openly in opposition. For example, a town resident and parent of two students wrote to the School Committee:

...to accuse Dr. Greer of not being a good "fit" sounds like the ways in which Black and brown citizens have been excluded from positions of authority for years...Also, I have noticed attacks on Dr. Greer's intellectual abilities that seem to me linked to a racist outlook on the intellectual abilities of people of color...Dr. Greer deserves to be in the position she is in, she is eminently qualified. I might not agree with every decision she makes, but I would never doubt her qualifications for the position (which in fact, exceed the qualifications of her predecessor). I am not a person who doesn't think Dr. Greer can not be criticized (I doubt those people exist), but the current relationship between Dr. Greer and the school committee has been deeply affected by the racist nature of these interactions.

A true and accurate copy of this email to the School Committee dated September 8, 2020, is attached hereto as Exhibit E.

26. On Friday September 11, 2020, I provided the School Committee additional details regarding the unlawful treatment to which I have been subjected, including raising the

concern that my non-renewal was motivated by unlawful discrimination and retaliation. The following Monday, the School Committee further retaliated; in an attempt to harm my efforts to obtain future employment by falsely intimating I had engaged in misconduct the School Committee placed me on administrative leave for the remainder of my employment contract.

27. As a result of the Respondents' discriminatory and retaliatory conduct, I have the distinction of not only being the first African American to serve as the Superintendent of Schools, I also have the distinction of being the first Superintendent of Schools to not receive a multi-year contract renewal and/or be placed on administrative leave in over twenty years.
28. I have also suffered, and continue to suffer, significant emotional distress and economic harm.

[Remainder of Page Intentionally Left Blank]

I ALSO WANT THIS CHARGE FILED WITH THE EEOC: X

I will advise the agencies if I change my address or telephone number and I will cooperate fully with them in the processing of my charge in accordance with their procedures.

I SWEAR UNDER THE PAINS AND PENALTIES OF PERJURY THAT I HAVE READ THIS COMPLAINT AND THAT IT IS TRUE TO THE BEST OF MY KNOWLEDGE, INFORMATION AND BELIEF.



Victoria Greer, Charging Party

Signed this 15 day of September, 2020.

Exhibit

A

TO: Jon Hitter, Chair, Sharon School Committee

FROM: Fern Fergus, Sharon School Committee

DATE: June 19, 2020

RE: SPS Dr. Victoria Greer Performance Evaluation 2019 – 2020

Dr. Victoria Greer performed very well this year as the Superintendent of the Sharon Public Schools. This is despite the fact that she faced challenges that most superintendents will never face during the course of their career: facilitating the complex and lengthy design and approval process of a new high school, designing and implementing a remote learning plan during the COVID-19 pandemic, and continuously subjected to macro and micro racial aggressions from numerous parents, school faculty and even some members of the School Committee. Dr. Greer managed these situations with command, grace and optimism while always focusing on her most important constituents: the students of Sharon Public Schools. It would be remiss of me to not mention that in addition to the unique situations above, Dr. Greer also completed Year 3 of the New Superintendent's Induction Program and, also chaired the Massachusetts Department of Education's Gifted and Talented Education Advisory Council.

It is my sincere hope that if there are areas that Dr. Greer could or should develop, the School Committee will acknowledge her unique challenges and partner with her in a productive, not adversarial, way to help her achieve her goals, reach her full potential and serve our children. When Dr. Greer was hired by the School Committee, this is what we said we wanted for our district. If this is still the case, then we owe Dr. Greer our support so she can realize her true potential for our district.

Superintendent's Goals and Performance Indicators

Fern Ferguson
 gva
 6/17/20



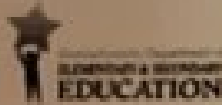
Name: Dr. Victoria L. Greer

Date Submitted: 10/31/19

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

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	I-B. Instruction	By the end of the evaluation period, Dr. Greer will facilitate the completion of a comprehensive special education program review and publicly communicate findings and develop action steps to address the identified findings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 1	I-E Data-Informed Decision Making IV-D Continuous Learning	Dr. Greer will participate in Year 3 of the New Superintendent's Induction Program by attending 85% of the content and consultancy days and by co-facilitating an equity in education session with the superintendent group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Practice Goal 2	I-D Evaluation IV-A Commitment to High Standards	Dr. Greer will implement a comprehensive Superintendent school visit framework to coach executive principals in the area of instructional leadership (i.e. setting expectations, review data/artifacts, observe, reflect and give feedback).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Superintendent's Goals and Performance Indicators



District Improvement Goal 1	I-B. Instruction I-C. Assessment	Dr. Greer will collaborate with the district leadership team to complete the self-assessment for the district for Multi-Tiered Systems of Support (MTSS) in order to develop the comprehensive MTSS framework for SPS.	○	○	○	○	○
District Improvement Goal 2	I-E Data-Informed Decision Making	By the end of the evaluation period, Dr. Greer will review school and district data with the district and school leaders in order to conduct an equity analysis of school and district resources and practices.	○	○	○	○	○
			Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal 3	III-A. Engagement III-D. Family Concerns	By the end of the evaluation period, Dr. Greer will improve overall communication and engagement in the district and the broader community by hosting various activities and events for students, parents/families and community members.	○	○	○	○	○
District Improvement Goal 4	II-A.Environment	By the end of the evaluation period, Dr. Greer will submit the schematic design to the MSBA and be invited into the project scope and budget authorization phase while facilitating community engagement activities to explore the building of a new Sharon High school facility.	○	○	○	○	○

Superintendent's Goals and Performance Indicators



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. o Focus Indicator (check if yes)				
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. o Focus Indicator (check if yes)				
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. o Focus Indicator (check if yes)				
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. o Focus Indicator (check if yes)			✓	

Superintendent's Goals and Performance Indicators



<p>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.</p> <p>o Focus Indicator (check if yes)</p>			✓	
<p>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</p>	<p>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.</p>			
	U	NI	P	E
<p>OVERALL Rating for Standard I: Instructional Leadership</p> <p>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.</p>			✓ P	
<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</p>				

Superintendent's Goals and Performance Indicators



Superintendent's Performance Rating for Standard II: Management and 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: Develop and execute 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)			✓	
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)				
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)				
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)				

Superintendent's Goals and Performance Indicators



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.

o Focus Indicator (check if yes)

✓

OVERALL Rating for Standard II: Management & Operations

The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

P
✓

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

Superintendent's Goals and Performance Indicators



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)			✓	
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"/> 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"/> Focus Indicator (check if yes)				
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)			✓	

Superintendent's Goals and Performance Indicators



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.

P
✓

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

Superintendent's Goals and Performance Indicators

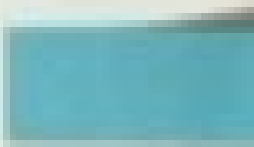


FLORIDA
DEPARTMENT OF
EDUCATION



Superintendent's Performance Rating for Standard IV: Professional Culture

Key performance indicators established by local governing agencies (These indicators are then aligned to superintendent goals)	12	11	10	9
<p>IV.A. Commitment to High Standards: Fosters a shared commitment to high standards of student learning and learning with high expectations for achievement by all</p> <p>a. Focus Indicator (short 2 year)</p>			✓	
<p>IV.B. Culture Proficiency: Ensures that policies and practices create staff members and students in shared efforts in a culturally diverse environment in which students' backgrounds, interests, strengths, and challenges are respected</p> <p>a. Focus Indicator (short 2 year)</p>				
<p>IV.C. Communication: Demonstrates strong interpersonal skills and verbal communication skills</p> <p>a. Focus Indicator (short 2 year)</p>				
<p>IV.D. Continuous Learning: Creates and nurtures a culture in which staff members are reflective about their practice and use student data, student research, best practices, and theory to continuously assess practice and achieve improved results. Models these behaviors in the school best practice</p> <p>a. Focus Indicator (short 2 year)</p>			✓	



Superintendent's Goals and Performance Indicators



<p>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.</p> <p>o Focus Indicator (check if yes)</p>				
<p>IV-F.Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</p> <p>oFocus Indicator (check if yes)</p>				
<p>OVERALL Rating for Standard IV: Professional Culture</p> <p>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.</p>			<p>✓ P</p>	

Exhibit

B

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

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


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

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent:

Evaluator:



Name **Signature** **Date**

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

Professional Practice Goal(s)	<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
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
District Improvement Goal(s)	<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 (Complete pages 4–7 first; then check one box for each Standard.)

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

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

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<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 type="checkbox"/>	<input checked="" 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:

Dr Greer and her team have accomplished a lot this year. Some of those accomplishments include:

- Passage of a new Sharon High School
- Completion of the Special Education Review and action plan
- Hiring of new principals at the High School and Heights Elementary
- Beginning to implement the MTSS Framework, including completion of self assessment and creation of an action plan.

The work accomplished this year has also been done with challenges in building leadership. An interim principal at the High School and illness to the principal at the middle school. Those challenges have forced not only the central administrative team, but the building teams to assist and sometimes do jobs outside of their comfort zone and are incremental responsibilities.

I know Dr Greer could be an excellent superintendent for the Sharon Public schools- if only the SC did gave her the space to allow her to do her job. The Role of the School Committee is governance, rather than management. A school committee thereby should be focused on the what and the why (governance) of superintendent leadership, rather than the how (management). We need to allow the superintendent to make decisions, let them play out, to make mistakes, be allowed to make mistakes and to provide constructive criticism, which allows the superintendent to learn from those mistakes. Focus on the what and the why, not the how. The constant want to micro manage, criticize and allow personal agendas and personal biases to interfere with decision making is not an effective way to allow the superintendent to lead the district and do her job. We as an SC have to have the ability to come and work together for whats best for the children of Sharon, work through our differences in a respectful manner, build trust amongst ourselves and collaborate. We need to find a way to agree to disagree respectfully. How can we expect to work and collaborate with the superintendent if we cant do that ourselves? The what and the why, not the how. Focus on the outcome, not the details of the implementation.

Dr. Greer and by extension her team always put children first in their decisions, even if that choice is the unpopular choice. I want to thank Dr. Greer and the administrative team for all their hard work in a very difficult year.

Respectfully submitted
Jonathan Hitter
SC Chair 2019-2020

Superintendent's Goals and Performance Indicators



Name: Dr. Victoria L. Greer

Date Submitted: 10/31/19

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

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	I-B. Instruction	By the end of the evaluation period, Dr. Greer will facilitate the completion of a comprehensive special education program review and publicly communicate findings and develop action steps to address the identified findings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Practice Goal 1	I-E. Data-Informed Decision Making IV-D. Continuous Learning	Dr. Greer will participate in Year 3 of the New Superintendent's Induction Program by attending 85% of the content and consultancy days and by co-facilitating an equity in education session with the superintendent group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 2	I-D. Evaluation IV-A. Commitment to High Standards	Dr. Greer will implement a comprehensive Superintendent school visit framework to coach executive principals in the area of instructional leadership (i.e. setting expectations, review data/artifacts, observe, reflect and give feedback).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Learning Goal

Special Education review completed. Reviewed. publicly communicated and action plan developed - one of the highlights of the year for me.

Action items deemed Met due to DESE COVID Guidance

Professional Practice Goal 1

Per Dr. Greer- attended all but 1, continued virtually
Led discussion on the equity diagnostic 12/6

Professional Practice Goal 2

Created a school visit template
Evidence of visits to Cottage and East
1/23/20 reviewed DESE data w leadership team

Superintendent's Goals and Performance Indicators



District Improvement Goal 1	I-B. Instruction I-C. Assessment	Dr. Greer will collaborate with the district leadership team to complete the self-assessment for the district for Multi-Tiered Systems of Support (MTSS) in order to develop the comprehensive MTSS framework for SPS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 2	I-E. Data-Informed Decision Making	By the end of the evaluation period, Dr. Greer will review school and district data with the district and school leaders in order to conduct an equity analysis of school and district resources and practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
			Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal 3	III-A. Engagement III-D. Family Concerns	By the end of the evaluation period, Dr. Greer will improve overall communication and engagement in the district and the broader community by hosting various activities and events for students, parents/families and community members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 4	II-A.Environment	By the end of the evaluation period, Dr. Greer will submit the schematic design to the MSBA and be invited into the project scope and budget authorization phase while facilitating community engagement activities to explore the building of a new Sharon High school facility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



District Improvement Goal 1

MTSS Framework is in place. Self assessment done. Action plan created
Deemed Met due to DESE COVID Guidance

District Improvement Goal 2

MCAS data shared at October 23 SC meeting
Deemed Met due to DESE COVID Guidance

District Improvement Goal 3

Increased communication and engagement - Coffee w super, walk and talk, Monday moments. Continued w weekly through COVID. Similar to my comments from last year, would like communication to be a little more proactive.

District Improvement Goal 4

New HS passed town meeting and ballot overwhelmingly.

Superintendent's Goals and Performance Indicators



Standards and Indicators for Effective Administrative Leadership			
<i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
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 Decision-making I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Laws, 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. Communications IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Goals and Performance Indicators





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. o Focus Indicator (check if yes)				
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. o Focus Indicator (check if yes)				
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. o Focus Indicator (check if yes)				
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. o Focus Indicator (check if yes)			✘	

Evidence provided included status of evals for 19-20 school year. Appear timely
 Sample of Elem/SMS/SHS Formative Assessments for a teacher. Appear complete and timely
 Evidence of School visit and discussion of evaluation w Cottage principal

Superintendent's Goals and Performance Indicators



<p>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.</p>				
<p>o Focus Indicator (check if yes)</p>	<p>Use of MCAS data Use of data from scheduled assessments- example DRA2 for all levels MTSS Framework Use of Data- Elementary Math Presentation (use of data to improve student learning)</p>			
<p>I-F. Student Learning: Demonstrates expected student learning, growth, and achievement, in statewide student growth measures where available</p>	<p>ng Indicator does not have corresponding ctice. Evidence of impact on student learning measures of student learning, growth, and be taken into account when determining a for this Standard.</p>			
	U	NI	P	E
<p>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.</p>				
<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</p>				
<p>No additional comments</p>				

Superintendent's Goals and Performance Indicators



Superintendent's Performance Rating for Standard II: Management and 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: Develop and execute effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. o Focus Indicator (check if yes)			X	
II-B.Human Resources Management and Development: Hiring, induction, development, and career growth. o Focus Indicator (check if yes)				
II-C.Scheduling and Management Information Systems: and time for teaching, learning, and collaboration for staff. o Focus Indicator (check if yes)				
II-D.Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. o Focus Indicator (check if yes)				

Facilities review upon Tony entry

Safety- Participation in regular district safety meetings, building inspections, ALICE training, COOP- Continuity of operations plan related to COVID and working with other folks in town

Health- working w nurses on Grade 5 growth and development, w Board of health on COVID

Superintendent's Goals and Performance Indicators



<p>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.</p> <p>o Focus Indicator (check if yes)</p>			X		
<p>OVERALL Rating for Standard II: Management & Scheduling</p> <p>The education leader promotes the learning and growth of all students in a safe, efficient, and effective learning environment, using research-based practices and effective scheduling.</p>		<p>-Worked to create a balanced budget within the allocated amount from priorities. -Continuing to improve business practices in the Central Office -Improving relations with Finance committee- having them attend and participate along side of SC for quarterly meetings.. -Come up with a new Transportation Fee policy</p>		X	
<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Needs Improvement or Unsatisfactory</i>):</p> <div style="border: 1px solid black; padding: 10px; margin: 20px auto; width: 80%;"> <p>With respect to the budget and reductions, given the uncertainty post budget preparation with regard to potential need for budget cuts, the lack of concrete information has made this exceptionally difficult, No matter what the cuts, there are going to be a significant number of people unhappy with the decisions.</p> </div>					

Superintendent's Goals and Performance Indicators




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. o Focus Indicator (check if yes)	Dr Greer implemented a number of new ways to engage the public in the 19/20 School year. Those include walk and talk Tuesdays and Coffee with the superintendent. I know there is criticism with regards to communication around COVID, information was and is changing sometimes daily. I know there is/was a wish for more communication, but personally I feel that reacting to that information and communicating in real time does more harm than good.			✗	
III-B. Sharing Responsibility: Continuously support student learning and development at o 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. o Focus Indicator (check if yes)					
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. o Focus Indicator (check if yes)	Evidence provided indicates as such			✗	

Superintendent's Goals and Performance Indicators



<p>OVERALL Rating for Standard III: Family & Community Engagement</p> <p>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.</p>				
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Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

No additional comments

Superintendent's Goals and Performance Indicators



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. o Focus Indicator (check if yes)	I believe this is one of Dr. Greer's strengths. Every decision she makes in my opinion always has in mind what is best for the students and their learning. She has high expectations for teachers and administrators to teach to all students and fosters an environment of continuous learning and improvement. Additionally, this is shown through the District Core Values. Doing what is right, is not the same as doing what is popular.			X	
IV-B. Cultural Proficiency: Ensures that policies and procedures ensure that all students interact effectively in a culturally diverse environment and challenges are respected. o Focus Indicator (check if yes)					
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. o Focus Indicator (check if yes)					
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. o Focus Indicator (check if yes)	Not only does Dr. Greer attend conferences, she sets an example by being a panelist or leading discussions- in particular with regards to Equity in education. In addition, Dr. Greer supports her staff in following her lead. I can cite her support of Ms. Smoller and the work she did presenting and leading discussions on Overcoming White Fragility earlier in the year, which now take on a whole new meaning. In addition, kudos to Dr. Greer for the honor of being appointed Chair of the Gifted and Talented Education Advisory Council by the Department of Elementary and Secondary Education,			X	

Superintendent's Goals and Performance Indicators



<p>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.</p> <p>o Focus Indicator (check if yes)</p>				
<p>IV-F.Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</p> <p>oFocus Indicator (check if yes)</p>				
<p>OVERALL Rating for Standard IV: Professional Culture</p> <p>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.</p>				

Superintendent's Goals and Performance Indicators



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

No additional comments

Exhibit

C

The School Committee is responsible for the evaluation of the Superintendent. Using the Department of Elementary and Secondary Education (DESE) Model Evaluation Process for Superintendents, the Superintendent and Committee follow a five-step process for continuous improvement. Based on self-evaluation, the Superintendent develops goals tied to the four standards as set forth by DESE, which are reviewed and then voted on by the Committee. These goals must include at least one professional practice goal, one student learning goal, and two district improvement goals.

Over the course of the school year, the Superintendent works towards these goals. At the conclusion of the school year, the Superintendent develops an end-of-cycle report, with supporting evidence and artifacts to inform the School Committee's evaluation process.

Compiling ratings- Per DESE guidance - this summative evaluation is based on the preponderance of ratings, sometimes adding a display of the number of individual ratings at each performance level. Numerical averages can be the least reflective of a superintendent's performance because outlier scores can skew the average.

Decision-making process- The SC chair and vice chair are to prepare a synthesis of individual ratings and comments for full committee review and discussion results in a process described by both committee members and superintendents as efficient, fair and transparent.

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Compiling ratings, e.g.: how will individual ratings be aggregated?

Will the final rating represent the predominant rating made by individual members? Will it be a mathematical average of individual ratings? Will the range of ratings be displayed? If so, how?

- ✓ Many committees report the preponderance of ratings, sometimes adding a display of the number of individual ratings at each performance level. However, numerical averages can be the least reflective of a superintendent's performance because outlier scores can skew the average. See "Decision-making process" below for recommendations on synthesizing ratings.

Decision-making process, e.g.: Will individual members submit their individual ratings and comments to a designated member of the committee in advance who will compile and present a composite at a public meeting? Or will members present their individual ratings and comments publicly and then the committee as a whole deliberates and votes on the summative ratings at the same meeting? Will a designated person(s) prepare a synthesis of individual ratings for full committee review? If so, who? Will individual ratings and/or comments be presented publicly and discussed? Or will only a composite or synthesis?

- ✓ Designating a person or subcommittee to prepare a synthesis of individual ratings and comments for full committee review and discussion results in a process described by both committee members and superintendents as efficient, fair and transparent.

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

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

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

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: Dr. Victoria Greer

Evaluator:

Name

Signature

Date

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

Professional Practice Goal(s)	<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
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<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 (Complete pages 4–7 first; then check one box for each Standard.)

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

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

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<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"/>

STEP 1

Member	Professional Practice Goal(s)					Student Learning Goal(s)					District Improvement Goal(s)					
	DNM	SoP	SiP	M-	M	E	DNM	SoP	SiP	M	E	DNM	SoP	SiP	M	E
Crosby				M-					SiP						M	
Currul-Dykeman					M				SiP					SiP		
Fergus					M					M						
Garcia					M+				SiP						M	
Hitter					M						E				M	
Kaplan					M				SiP	M				SiP	M	
Zelevinsky									SiP	SiP				SiP		
Consensus										Significant Progress						MET

STEP 2

Member	Standard I					Standard II					Standard III					Standard IV					Overall												
	U	NIM	NI	PM	P	PP	E	U	NIM	NI	PM	P	PP	E	U	NIM	NI	PM	P	PP	E	U	NIM	NI	PM	P	PP	E					
Crosby			NI																														
Curru-Dykeman				PM					NIM			P																					
Fergus					P							P																					
Garcia					P							P																					
Hitter					P							P																					
Kaplan					P							P																					
Zelevinsky			NI																														
Consensus																																	

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:

See Summary comments

Comments:

Overall, the consensus rating for Dr. Greer was Proficient for the 19/20 school year. The year provided highs and lows, successes and challenges and pre-COVID versus post COVID shutdown. The Committee had a very broad and disparate comments during the evaluation on June 17 that it is hard to completely summarize the comments. For example, one member was critical of Dr. Greer's collaborative style and approach, while several others appreciated it.

There were several common themes to summarize the year:

- COVID shutdown – communication and handling of
- Building leadership turnover and challenges
- Challenging School Committee dynamics

Common Strengths and Successes noted:

- Pre COVID budget process was smooth and successful
- Collaboration and transparency with FinCom
- Data gathering and analysis is excellent – committee hoping to see the data turn into policy
- SHS Building project took a tremendous amount of time and effort with positive results
- Special education review was needed and comprehensive. Waiting for the results to come to fruition
- Innovative efforts to communicate were used but only reached a small number of people. Specific suggestions were given to reach more families and stakeholders.
- Dr. Greer is a student focused leader

Growth areas cited

- Post Covid budget process was confusing, lacked transparency, and difficult
- Improve communication with staff, families, and school committee

All individual member evaluations are public documents and are available for review.

Superintendent: Dr. Victoria Greer _____

Evaluators: Sharon School Committee
Jonathan Hitter, Chair _____

Katie Currul-Dykeman, Vice Chair: _____

Superintendent's Goals and Performance Indicators



Name: Dr. Victoria L. Greer

Date Submitted: 10/31/19

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* a goal that was on track to be met by the end of the evaluation cycle could be labeled as "Significant Progress" and would have the same weight as "Met" in the final rating. All steps were taken but the action plan which was slated to happen in April in collaboration with PCG.

Superintendent's Goals and Performance Indicators



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STEP 1

Member	Student Learning Goal 1				
	DNM	SoP	SIP	M-	M E
Crosby			SIP		
Curru-Dykeman			SIP		
Fergus				M	
Garcia			SIP		
Hitter					E
Kaplan			SIP		
Zelevinsky			SIP		
Consensus					Significant Progress

STEP 1

Member	District Improvement Goal 1			District Improvement Goal 2			District Improvement Goal 3			District Improvement Goal 4						
	DNM	SoP	SIP	M	E	DNM	SoP	SIP	M	E	DNM	SoP	SIP	M	M+	E
Crosby				M										M		
Curru-Dykeman			SIP											M		
Fergus				M												E
Garcia				M												E
Hitter				M												E
Kaplan				M												E
Zelevinsky				M												E
Consensus																MET+

Crosby

Curru-Dykeman

Fergus

Garcia

Hitter

Kaplan

Zelevinsky

Consensus

MET

MET

Significant Progress

MET+

Superintendent's Goals and Performance Indicators



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<i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
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Superintendent's Goals and Performance Indicators



Superintendent's Performance Rating for Standard I: Instructional Leadership

	U	NI	P	E
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<p>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.</p> <ul style="list-style-type: none"> o Focus Indicator (check if yes) 				
<p>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.</p> <ul style="list-style-type: none"> o Focus Indicator (check if yes) 				
<p>I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.</p> <ul style="list-style-type: none"> o Focus Indicator (check if yes) 			✗	

Superintendent's Goals and Performance Indicators



<p>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.</p> <p>o Focus Indicator (check if yes)</p>					
<p>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</p>					<p>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.</p>
<p>OVERALL Rating for Standard I: Instructional Leadership</p>					
<p>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.</p>					
<p>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</p> <p>Focused indicator EVALUATION - Data provided by the Superintendent showed that a large proportion of evaluations were not complete at the SHS and SMS. This concerned the majority of the committee.</p> <p>Focused Indicator DATA INFORMED DECISION MAKING - The majority of the Committee is pleased with the manner in which Dr. Greer has gathered data and analyzed it when making decisions. Regularly sharing the data with this committee would be welcomed and encouraged.</p>					

Superintendent's Goals and Performance Indicators



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

	U	NI	P	E
<p>Rate each focus indicator and indicate the overall Standard rating below. (*Focus indicators are those aligned to superintendent goal(s).)</p> <p>II-A.Environment: Develop and execute effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.</p> <ul style="list-style-type: none"> o Focus Indicator (check if yes) 			X	
<p>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.</p> <ul style="list-style-type: none"> o Focus Indicator (check if yes) 				
<p>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.</p> <ul style="list-style-type: none"> o Focus Indicator (check if yes) 				
<p>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.</p> <ul style="list-style-type: none"> o Focus Indicator (check if yes) 				

Superintendent's Goals and Performance Indicators



<p>III-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.</p> <p>o Focus Indicator (check if yes)</p>		✘
<p>OVERALL Rating for Standard II: Management & Operations</p> <p>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.</p>		✘
<p>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</p> <p>Focused indicator ENVIRONMENT - The majority of the committee appreciated efforts made under this indicator. Evidence showed that data was gathered through the comprehensive facilities review. Plans were next developed to address a full range of systems including: fire drills; emergency response team; mold; air quality; and the Covid response.</p> <p>Focused indicator FISCAL SYSTEMS - Dr. Greer worked hard to create a balanced budget that maintained class size and current level of programming pre-Covid. Concerns were noted by a majority of the committee on the post Covid budget crisis and Dr. Greer's ability to collaborate with the school committee and teachers then communicate a plan.</p> <p>Indicator IID - Law, Ethics, and Policies: A couple of committee members felt it was important to reflect on Indicator IID. They believed there were concerns regarding contractual obligations, collective bargaining, and school committee policy. This should be an area of focus in the future. (p. 6)</p>		

STEP 2

By Indicator

Member	II-A Environment							II-E Fiscal Systems						
	U	NIM	NI	PM	P	PP	E	U	NIM	NI	PM	P	PP	E
<u>Standard II</u>														
Crosby				PM					NIM					
Curru-Dykeman					P							P		
Fergus					P							P		
Garcia						PP				NI				
Hitter					P							P		
Kaplan					P							P		
Zelevinsky			NI					U						
Consensus							Proficient							Proficient Minus

Superintendent's Goals and Performance Indicators



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

	U	NI	P	E
<p>Rate each focus indicator and indicate the overall Standard rating below. (*Focus indicators are those aligned to superintendent goal(s).)</p> <p>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.</p> <ul style="list-style-type: none"> o Focus Indicator (check if yes) 			✗	
<p>III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.</p> <ul style="list-style-type: none"> o Focus Indicator (check if yes) 				
<p>III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.</p> <ul style="list-style-type: none"> o Focus Indicator (check if yes) 				
<p>III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.</p> <ul style="list-style-type: none"> o Focus Indicator (check if yes) 			✗	

Superintendent's Goals and Performance Indicators



<p>OVERALL Rating for Standard III: Family & Community Engagement</p> <p>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.</p>				
<p>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</p> <p>Focused indicator ENGAGEMENT - Dr. Greer was commended for creating innovative ways to engage with the community: Walk and talk Tuesdays; Coffee with the Superintendent; Video State of the Schools; Monday morning updates. Several committee members encouraged Dr. Greer to continue to find ways to reach more of our community, specifically by attending well attended parent organization meetings when possible. During a crisis, teachers and families would also like regular communication when possible.</p> <p>Focused indicator FAMILY CONCERNS: The evidence provided by Dr. Greer suggests that she meaningfully and regularly deals with stressful and difficult situations that students experience. She is commended for being so student focused.</p>				

Superintendent's Goals and Performance Indicators



Superintendent's Performance Rating for Standard IV: Professional Culture

	U	NI	P	E
Rate each focus indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)				
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. o Focus Indicator (check if yes)			X	
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. o Focus Indicator (check if yes)				
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. o Focus Indicator (check if yes)				
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. o Focus Indicator (check if yes)			X	

Superintendent's Goals and Performance Indicators



<p>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.</p> <p>o Focus Indicator (check if yes)</p>		
<p>IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</p> <p>o Focus Indicator (check if yes)</p>		
<p>OVERALL Rating for Standard IV: Professional Culture</p> <p>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.</p>		

Superintendent's Goals and Performance Indicators



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

Focused indicator COMMITMENT TO HIGH STANDARDS: The majority of the committee thinks that Dr. Greer is committed to high standards but some voiced concerns about the handling of the program of studies and SHS override policy. Many felt her commitment to high standards was evident in many of the decisions she makes for students and that she fosters an environment of continuous learning and improvement.

Focused indicator CONTINUOUS LEARNING: Dr. Greer has attended all trainings for her superintendent induction program and was honored when she was appointed as the Chair of the Gifted and Talented Education Advisory Council. She leads by example by always trying to improve her own practice and encouraging others to do the same.

STEP 2

By Indicator

Member	IV-A Commitment to High Stds						IV-D Continuous Learning					
	U	NIM	NI	PM	P	E	U	NIM	NI	PM	P	E
Crosby				PM							P	
Curru-Dykeman					P							E
Fergus					P						P	
Garcia				PM							P	
Hitter						PP						PP
Kaplan												E
Zelevinsky			NI							NI		
Consensus												

Proficient Plus

Proficient

Superintendent's Goals and Performance Indicators



Sample Evidence in Support of Performance Indicators

Standard	Indicator	Evidence
I. Instructional Leadership	D. Evaluation	<ul style="list-style-type: none"> -Protocol for school visits -Analysis of Leadership team agendas -Analysis of staff evaluation data
I. Instructional Leadership	E. Data Informed Decision-Making	<ul style="list-style-type: none"> -Analysis of district assessment data -Relevant school committee agendas and materials -Report on educator practice and student learning goals -School improvement and district action plans
II. Management and Operations	A.Environment	<ul style="list-style-type: none"> -Analysis of safety/crisis plan elements/incidence reports -Agendas/notes from district safety meetings -Report of environmental studies -Report of school safety drills and training
II. Management and Operations	E. Fiscal Systems	<ul style="list-style-type: none"> -Budget analysis and monitoring reports -Budget presentations and related materials -Fiscal audit reports -Relevant school committee meeting materials and agendas
III. Family and Community Engagement	A. Engagement	<ul style="list-style-type: none"> -Relevant communications -Survey results -Agendas/Sign-in sheets from engagement

Superintendent's Goals and Performance Indicators



		activities -Sample presentations
III. Family and Community Engagement	D. Family Concerns	-Sample of support/response/engagement -Sample communications/responses
IV. Professional Culture	A. Commitment to High Standards	-School visit protocol -Staff attendance data -Memos/newsletters to staff and other stakeholders -school improvement and district action plans



Dr. Victoria Greer
Superintendent of Schools

Ms. Elizabeth Murphy
Assistant Superintendent

Dr. Angela Burke
Director of Curriculum

Ms. Jessica Murphy
Director of Student Services

Ms. Nerlande Mintor
Business Manager
Director of Human
Resources

Mr. Anthony Kopacz
Director of Facilities

Ms. Meg Dussault
Director of Fine Arts &
Community Education

75 Mountain Street
Sharon, MA 02067
Tel: 781.784.1570
Fax: 781.784.1573

To: Sharon School Committee
From: Dr. Victoria L. Greer, Superintendent *Dr. Victoria L. Greer*
Date: June 24, 2020
Re: Response to the Superintendent's Evaluation Feedback

I would like to thank the members of the School Committee for the time that you have taken to engage in the evaluation process. Over the past week, I have reflected on your feedback by watching the meeting again and reviewing your individual ratings and comments. While I do not feel that it is necessary or appropriate to address every comment, every accusation, or every insult; there are several that affect my administrative team, the overall staff and the students and their families that we work for each day and for that reason I will respond.

Comment 1: Improve overall communication and vary the manner in which communication is delivered.

Communication is an area of continued improvement that has been highlighted by the committee. In our community, I do believe there is a need and desire to know a lot of information and for that reason, I will continue to make meaningful efforts to address those who possess this need. In contrast, I have also received feedback from community members who believe that we send too many communications. Therefore, there is a balance that is needed. There are certain members who explicitly cited this as an area that needs improvement and by their comments they state that it needs extensive improvement. However, for the record, it should be noted that this school year I have done the following in regards to communication and engagement.

- I held twenty-two community meetings and engagement sessions to allow community voice related to the building of the Sharon high school facility. These meetings were conducted between the months of September through October.
- I held three community coffee hours prior to the COVID-19 pandemic and the school closure.
- I held six walk and talk Wednesdays prior to the COVID-19 pandemic and the school closure.
- I rendered a detailed bi-weekly communication entitled Monday Moments from the month of August through March when the COVID-19 pandemic and school closure occurred.
- I shared twenty-three different community updates and communications from February 5 through June 12th as a result of the COVID-19 pandemic and school closure.
- I broadcast the annual State of the Schools address via Sharon Television and also sent the link out to the entire school community.

- I met with over fifteen families to resolve matters that were specific and relevant to their individual needs. I met with individual students and student groups on six different occasions to support and hear their concerns as well as met with teachers and other staff to support them to address employee matters.
- I administered several surveys to garner input and feedback to inform the district's work and decision-making.

It was also discussed by a couple of members that I have not worked collaboratively with the school committee nor have I met with them to address issues related to the district. I would like to note that this school year alone my team and I have participated in seventy-eight hours and thirteen minutes of School Committee meetings. Six meetings this year lasted over four hours and five of them lasted past 11pm.

While I understand that this is an area that can always be improved, I do not want there to be a misunderstanding about the level, the types and the depth of the communication and engagement activities that my team and I facilitated and engaged in this school year.

Comment 2: Educator evaluations

This is an area of my work that I take very seriously and that my administrators take very seriously. The educator evaluation process as with the Superintendent's evaluation process is designed for educator reflection and to continuously improve on one's practice. The process is not meant nor is it designed as a way to "get" or "catch" an individual not doing their work. To that end, I provided an honest analysis and assessment of the overall evaluations that were conducted this school year.

There were a total of 320 evaluations that were to be conducted this school year. There were 56 evaluations that were not complete. Of the 56 evaluations that were not complete, 8 were as a result of medical, maternity or short-term leaves for the school year. There were also challenges at the secondary level related to one administrator being on a medical leave and another on administrative leave. These unpredictable and unique circumstances contributed to 17.5% of the evaluations not being completed this school year. In addition, as a result of the COVID-19 pandemic the educator evaluation process was paused in agreement with the Sharon Teachers Association. This also contributed to the number of evaluations not being completed.

It should be noted that when an administrator does not complete their evaluations, I conference with the administrator and if there is not immediate improvement, the administrators own evaluation reflects that and it becomes an area of needed improvement the following school year.

Comment 3: Addressing and dealing with conflict

Addressing and dealing with conflict is a core foundation of the work of a Superintendent. This is an area that specific members noted as an area that requires significant improvement. It was even noted by one member that the fact that I left two meetings was unprofessional and created a hostile environment.

It should be noted that on two occasions I chose to step away from a conversation rather than having voices raised at me and be berated. If choosing to take care of my mental and emotional health and not have someone publicly berate, insult and raise their voice at me is viewed as not addressing conflict and as unprofessional then our issues are deeper than I imagined.. I would like to also note that on one of those occasions, my family and I had experienced the death of my brother in-law only three days prior.

Comment 4: Ethics (Hiring Practices)

The interview process is a collaborative process that is designed to ensure that there are varied voices involved in selecting new Administrators and staff for key positions in the district. There were comments made related to the manner in which the hiring process has taken place within the school department. To ensure that each new Principal that enters the Sharon Public Schools is fairly allowed to perform their duties, I would like to clarify the process and the statues that guide the hiring of Principals and other key positions. According to Massachusetts General Law Chapter 71 Section 59B *the superintendent of a school district shall appoint principals for each public school within the district at levels of compensation determined in accordance with policies established by the school committee.*

The process that is taken to hire Principals is a comprehensive process that includes an initial screening and interview committee that is voluntary and appointed by the Superintendent. This committee represents teachers, students, the teacher's union, parents, families and any other relevant community stakeholder. The interview committee's responsibility is to work within the established human resources processes and procedures to interview and recommend candidates for the Superintendent to consider for hire. In addition, there are two additional phases that include additional interviews by the Executive Administrative team as well as teacher, parent/family and as appropriate student meet and greet sessions of said candidates. The process also includes individual follow-up interviews with me and extensive background and reference checks. The interview committee only has information about the process and candidate credentials. I have access to references, feedback from the varied interviews, meet and greet sessions and my individual interview to inform my decision. Due to the extensive nature of the process, the information that I gain along the way sometimes does not support the person who some may feel is the better candidate. While this sometimes is challenging for individuals to accept, the decisions that are made are always made in the best interest of students and the overall school community.

The nature of the Superintendent's evaluation process is already a difficult process to engage in publicly, however, with the way in which I have experienced the process, it is even more challenging. It is my firm belief that the majority of the committee has my professional growth and best interest in mind and for that I am grateful. However, as I continue to reflect on and learn from this process; I pause and wonder if it ever occurred to this committee how you may have contributed to the very condition that you did not want. For example, the challenges related to agreeing and aligning your goals on important matters related to budget and policy and whether these challenges have impacted my ability and the ability of my team to do an effective job.

My statements tonight are not meant to change minds but it is to note for the record the truth and to bring clarity to matters that some of you have spoken as God's honest truth! Let's be clear, this is some of your personal truth and perspective; much if not all is tainted and riddled in bias and traditional tactics used by oppressors to control and silence those who they have positions of power or perceived power over. Until members of this committee introspectively examine where their venom spews; only then will the school community truly be able to effectively address the issues of inequity and systematic bias, racism and oppression.

I thought I knew exactly what the committee and the community were asking for when I was hired three years ago. I presented my true self to this community and committed myself to do the hard work and be fully engaged. I was told that you wanted a leader who:

1. would be actively engaged in the school community. I have done that.
2. was present and visible in schools and the community and not sitting in an office at my desk all day answering your emails and updating you on every move that I make. I have done that.
3. would advocate for the needs of ALL/EVERY student. I have done that.
4. would involve the perspectives of varied stakeholders; not just the vocal minority. I have done that.
5. would and could facilitate the MSBA process and secure a new Sharon High School facility. I have done that.
6. cares about teachers, educators and all staff. I do that.
7. would be fair, kind, thoughtful and treat everyone as humans with dignity and respect. I am that.
8. would develop a district plan and include a variety of voices; people who are often not asked or even thought about. I did that.
9. has an outside perspective that can guide the district to continuously improve. I am that.

The truth is that the role of a real leader; an effective leader is not to give people what they want all of the time but the effective leader has to know how and when to give people what they need regardless of what they want. I'm an effective leader and I have done just that. I have never nor will I ever claim to be perfect; however it seems as though members of this committee expect perfection from me. I ask; "Why do you believe lies and expect perfection from me but for years you accepted mediocrity?" That's a rhetorical question.

I have accepted that no matter what I do or no matter how hard I work; it will never be enough for some of you and for some people. Therefore, I will accept the objective feedback that I have received and continue to improve my practice and keep striving to do what is right for the children and young people in our district while supporting and guiding the staff to do the same.

I will end with one of my favorite quotes by Dr. Martin Luther King, Jr.
"The arc of the moral universe is long but it bends towards justice."

Thank you for listening and thank you for your feedback.

Exhibit

D

Support

Rebecca Abramson <rebecca_abramson@yahoo.com>

Wed, Aug 5, 9:53 PM

To: Victoria Greer <vgreer@sharonschools.net>

Dr. Greer, I was watching the school committee this evening and just wanted to offer my support in anyway I can be helpful to you.

I was shocked at the behaviors and attitudes of some of the board members and felt you handled yourself in a extremely professional manner.

I want to thank you and your team for all of the work your team is doing. These are very difficult times and I realize you all are working tirelessly in support of our children.

Sincerely,
Rebecca
617 694-5296

Sent from my iPhone

Thank you for your hard work

Kelsea Greene <kgreene@sharonschools.net>
To: Victoria Greer <vgreer@sharonschools.net>

Wed, Aug 5, 10:12 PM

Hi Dr. Greer,

I hope you're doing well. I'm a teacher at the middle school and have been watching the school committee meetings for the last few months. I want you to know that I believe you're doing great at an impossibly difficult job. At the school committee meetings, you've been explaining the plans and the reasoning for your decisions clearly. You and your team have also always been professional in answering questions from the committee and community as best you can, describing how decisions are made and explaining why they are best for the district. I am so sorry about what seems to occur every week at the meetings. It's difficult for me to watch the way you are treated, and I can't imagine what it's like for you to endure. I just want you to know that I support you and believe you're doing a great job as our superintendent right now. Thank you for everything you're doing.

Please stay happy and healthy,
Ms. Kelsea Greene
6th Grade LEAP Teacher
kgreene@sharonschools.net
781-784-1560, ext 6517

[SC] Letter to School Committee

Ruth BR <ruthbrodau@gmail.com>
To: <sc@sharonschools.net>

Wed, Aug 5, 11:04 PM

Dear School Committee Members,

After watching tonight's School Committee meeting (August 5, 2020) I am writing to share that I was saddened to see how some members of the School Committee treated the Superintendent and the Administrative Team during the meeting. These are unprecedented times. I am in awe of the amount of work being processed by the Superintendent and her team. To see School Committee members routinely request additional information and to assume that the Administration is purposely withholding information or providing misinformation is difficult to watch. I assume it also undermines the Administration at a time when they are working above and beyond to try to ensure that Sharon's children receive the best possible education during this pandemic. It is a given that many, many people will be disappointed with whatever the Administration offers because so many people want very different things. As a former Executive Director of organizations I will share that I would have long ago resigned if I was treated this way by the Boards I worked with. Perhaps that is the desired result. If that happens it will be Sharon's loss.

Sincerely,
Ruth Beckerman-Rodau

Exhibit

E

From: **Illuzzi, Jennifer G** <jilluzz1@providence.edu>
Date: Tue, Sep 8, 2020, 10:43 PM
Subject: [SC] letter of concern
To: sc@sharonschools.net <sc@sharonschools.net>

To the members of the School Committee:

I'm a mom of a rising 7th grader and a future East kindergartner. I am writing because I want to urge you all to think carefully about how to move forward in the relationship you have established with Dr. Victoria Greer. It seems to me that an adversarial rather than a cooperative relationship has developed, and I hope that in the future, that relationship can be healed and can grow. I think it absolutely can get better, but I also wonder if perhaps any future school administrator or superintendent will face similar challenges. I think the situation needs to be addressed now and it looks like discussion of organizational structures and reform is on the agenda, which I am happy about.

I first became concerned during discussions regarding the building of the high school and the suggestion that learning pod models might be a way to build community in the schools. I kept hearing that SEL goals and community building was for “urban” school districts, but not districts like “ours.” I work on a college campus, and most of them are working toward more open living/working models that encourage students to live and taking classes in groups arranged around common interests, etc. To me, the resistance to that seemed like coded racism, and it immediately raised alarm bells for me. Moves in that direction are not just for “urban” districts,

and to accuse Dr. Greer of not being a good “fit” sounds like the ways in which Black and brown citizens have been excluded from positions of authority for years. I think the tenor of many of the criticisms of Dr. Greer show a real need for more SEL education for many adults in the town.

Also, I have noticed attacks on Dr. Greer’s intellectual abilities that seem to me linked to a racist outlook on the intellectual abilities of people of color. Again, this strikes me as an unproductive way to proceed with a spirit of common cause and community, and sets up a hostile relationship. When criticism circulates around “fit”, “urban”, and intellectual capabilities, I cannot imagine a person of color who would NOT be deeply offended by this and react in an angry way. Dr. Greer deserves to be in the position she is in, she is eminently qualified. I might not agree with every decision she makes, but I would never doubt her qualifications for the position (which in fact, exceed the qualifications of her predecessor).

I am not a person who doesn’t think Dr. Greer can not be criticized (I doubt those people exist), but the current relationship between Dr. Greer and the school committee has been deeply affected by the racist nature of those interactions. Before any decisions about renewing her contract are made, I’d strongly urge the committee to think about more productive ways to interact that focus on mutual goals and healthier interactions, and that criticism be based on a spirit of compromise and an awareness of systemic racism as it works in our educational institutions.

I’d also strongly advocate against the recent motion to create a school committee Facebook page. Given the tenor of the recent public comments about schools on FB, opening another channel for unpleasant attacks on school administrators, school committee members, and teachers seems like a terrible idea. If the goal is to push forward school committee information, perhaps another form of communication might work more effectively (perhaps even something as simple as providing more thorough minutes). Even if it is not intended to work two ways, it’s difficult to get around hateful comments (and that work would fall on the moderator and their definition of what’s appropriate/inappropriate speech, which is far from a clear cut question). I do think more transparency is necessary, but we should be careful about doing that in productive ways that bring folks together, rather than tear our community apart.

Thanks so much for your consideration of this matter. I genuinely appreciate all the work you do, especially in this extremely stressful time.

Jennifer Illuzzi

Jennifer Illuzzi, Ph.D. (she/her/hers)

Associate Professor of History

Ruane 135

Providence College

1 Cunningham Square

Providence, RI 02918

401-865-1945

THE COMMONWEALTH OF MASSACHUSETTS
COMMISSION AGAINST DISCRIMINATION

_____)	
)	
VICTORIA GREER, PhD,)	MCAD Docket No.:
)	
Complainant,)	
)	EEOC Docket No.:
v.)	
)	
SCHOOL COMMITTEE, TOWN OF SHARON,)	
HEATHER ZELEVINSKY, and)	
JUDY CROSBY,)	
)	
Respondents.)	
_____)	

NOTICE OF APPEARANCE

Please enter the appearance of David I. Brody and Elijah P. Bresley, of Sherin and Lodgen LLP for the Complainant, Victoria Greer, PhD, in the above-captioned matters.

Respectfully submitted,
VICTORIA GREER, PhD,
By her attorneys,

/s/ David I. Brody
David I. Brody (BBO #676984)
Elijah P. Bresley (BBO #691092)
Sherin and Lodgen LLP
101 Federal Street
Boston, Massachusetts 02110
(617) 646-2000
dibrody@sherin.com
epbresley@sherin.com

Dated: September 15, 2020