

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Laurie Hunter _____
Evaluator: CCRSOSC and CSC _____ April 25, 2023 _____
Name **Signature** **Date**

Step 1: Assess Progress Toward Goals (Reference performance goals; 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 checked="" 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 (Reference Performance Ratings per Standard; check one box for each Standard.)

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

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

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

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

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

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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:

The superintendent has an overall proficient rating for the fiscal years 22-23. Dr. Hunter continues to have the admiration of the Concord community. Her staff respects her, parents trust her, the wider community appreciates her steady leadership, and town officials and boards with whom she collaborates recognize her competence.

Attention to social-emotional crises of specific students, and the social setbacks related to the pandemic, and academic consequences, are rightfully a priority by instructional leaders who report to Dr. Hunter. Dr. Hunter should be commended on prioritizing student needs and advocating for those needs. This can put the schools in conflict with the town but we both have unique perspectives and needs.

She has worked collaboratively to set and implement a shared vision for our community, and [...] that vision has become a reality while simultaneously managing a pandemic, a mental health crisis, and the day-to-day fires (literal and figurative) that accompany running a school district. She leads with a sense of calm and competence that inspires confidence and delivers results.

Dr. Hunter's Student Learning goals this year focus on special education, MTSS and student well being. She has worked with the interim Director of Student Services to publish program descriptions for our intensive programs and she has hired a permanent Director of Student Services, Angel Charles. The development and implementation of our MTSS system is critical in collecting data and assessing the needs of all of our students. We are now seeing this in action and the implementation and continued professional development of staff has proven to be successful.

Her support of a grant to fund the SEL program K-5 is evidence of her ability to collaborate with a community group, Concord Education Fund, and her fiscal responsibility to the district by seeking alternative funding sources.

Progress toward the new Middle School continues on pace, while remaining over the original budget.

As we look to the future,[we are] excited to see and support Dr. Hunter's new 5-year Strategic Plan... and to complete that process with specific metrics that we can follow over the course of the plan's life. Further, Dr. Hunter has collected data at a variety of levels to help inform her plans. As a School Committee we have had regular readouts of that data. In the coming year, I look forward to seeing how we use that data to make both districtwide strategic decisions, as well as tough budget choices.

Dr. Hunter should also take credit for an extremely reliable and competent leadership team of principals and administrators. It's not the most exciting story, but the stable infrastructure she has built and maintained during her tenure is noteworthy - especially compared to like-districts in our neighboring communities. We should not take this for granted.

Superintendent's Performance Goals

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

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	Standard IA-C, E	In conjunction with the Interim Director of Student Services, establish district goals toward inclusion, research-based, and intensive services and establish a strategic leadership structure for an incoming permanent director. (Standard IA-C, E and Strategic Objective I) In collaboration with the Assistant Superintendent of Teaching and Learning, Interim Director of Student Services, and building principals, implement and monitor MTSS system at all levels. (Standard IA-C, E and Strategic Objective I) In collaboration with the Assistant Superintendent of Teaching and Learning and building principals, prioritize formal programs focused on student well-being. (Standard I, Strategic Objective II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Professional Practice Goal	Standard IIIC, IIID, IVC Standard IIA, Standard IB, IIA, IIIA	Develop and implement communication strategies to inform the community of strategic initiatives and objectives and celebrate events and activities. (Strategic Objectives I-IV, Standard IIIC, IIID, IVC) To foster a learning culture focused on student engagement and meeting the diverse needs of students (Strategic Initiative I,II, Standard IIA, Standard IB, IIA, IIIA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
District Improvement Goal 1	Standard IIE	Develop and implement a budget process focused on district priorities and objectives in conjunction with the Assistant Superintendent of Finance and Operations (Standard IIE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
District Improvement Goal 2	Standard IVB	In conjunction with the Director of Diversity, Equity, Inclusion, and Belonging, further the work in anti-racist and equity practices to create an environment that is inclusive, equitability and fosters belonging of all students. (Strategic Initiative III, Standard IVB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
District Improvement Goal 3	Standard 1E, IIA	Further the work of the Concord Middle School Building Project through the remainder of design development and into construction while preparing for instructional use of a new school. (Strategic Initiative IV, Standard 1E, IIA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
District Improvement Goal 4	Standards I, III, IV	Lead the districts through a process to renew the 2018-2023 Strategic Plan (Standards 1, III, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
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I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decisionmaking	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict



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 measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <input type="checkbox"/> Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

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

The superintendent has met her goals and receives a proficient rating for her Instructional Leadership goals.

The DESE data collected and used by Boston Magazine showed that CCHS is in the top 5 in all but one academic category (MCAS, SAT/ACT, AP) when compared to our peer districts, illustrating clearly that CCHS continues with its long tradition of academic excellence under Dr. Hunter’s leadership. While we fully understand the complexities around school rankings, the reality is that they are important to the community, and when inaccurate data is reported, it’s critical that we fix past errors, and understand how these errors occurred so we can avoid them in the future.

Regarding her specific goals, we are pleased to have seen the focus on special education continue. This year, Dr. Hunter successfully implemented a continuum of intensive services at Concord Middle School. Additionally, the consistent use of screeners to ensure that any students with disabilities are identified swiftly and early demonstrates the commitment to using data. This data driven approach provides the professionals working with our students the data necessary to develop interventions and identify children that may be at risk. It is clear that there has been significant work in this area K-5. We would like to see a little bit more information about CMS and CCHS to understand how we are assessing our students and measuring their success.

The district also invested in a thorough equity audit with very clear steps on ways in which we can become more inclusive. These are terrific examples of learning from and acting on available data. As we look to the future, we would like to see Dr. Hunter and the administrative team set goals around some of these metrics, specifically academic metrics. What are achievable (and also ambitious) MCAS goals for example, STAR data too? We have no doubt the administration has plans in place to improve upon weaknesses (we can all be better), but given the extensive data available, we would like to see goals attached to the data.

With the addition of new staff (for example, 2 high school principals, a new dean) we would like to see clearly articulated need, purpose, performance expectations, costs and budget sources.

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



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<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> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	□	□
<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> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	X	□
<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> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	□	□
<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><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	X	□
<p>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>	□	□	X	□
<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>Dr. Hunter has remained the community’s consistent and dedicated leader, providing much needed stability in an extremely tumultuous time, punctuated by pandemic learning loss. an unprecedented student mental health crisis, and cultural upheaval.</p> <p>Dr. Hunter led [the creation] of a new bell schedule at the High School. Devising a new bell schedule is a complicated matter, involving multiple constituencies. She was able to bring everyone to the table, map out a variety of options and over time come to an agreement that teachers, students, families, athletic leaders, specialists, and others agreed would work for CCHS students. Not an easy task but to an outsider it looked seamless.</p> <p>On July 1, 2022 Mr. Bob Conry joined us as Assistant Superintendent of Finance and Operations. It was critical that Dr. Hunter supports the new Assistant Superintendent to ensure a smooth transition. Dr. Hunter has worked collaboratively with Mr. Conry to develop sound district budgets based upon the goals and initiatives in both districts. Dr. Hunter’s ability to collaborate with the leadership in both towns is critical during the budget process. This year there is a significant increase to the Carlisle assessment in the regional budget. Dr. Hunter’s communication with Carlisle Finance Committee and Ryan McClane has been critical. Carlisle Fincom has been planning for this and there were no surprises as they were fully aware of the enrollment shift.</p>				

In Concord we continue to work with Kerry LaFleur and Concord Fincom. Dr. Hunter's budget represents our district goals and in particular the student needs and the escalation of special education costs and utility costs. She was responsive to the Concord Finance Committee and brought a reduction list of what will be necessary to cut to meet the guideline.

With respect to the budget and financial management, our average teacher salaries are the highest in the Commonwealth, but our cost per pupil spending (~\$23K), puts us smack in the middle of our peer districts. The juxtaposition of those two metrics highlights a leadership team committed to maximizing budget efficiencies.

With the exception of this year, Dr. Hunter has consistently brought increases in the 2-3% range - below that of her predecessor, thus establishing her commitment to fiscal discipline. This is further demonstrated by the fact that the school budgets, even with a requested budget increase of 4.7% in FY24, are the lowest percent share of the overall town budget that they've been since the measurement started to be tracked in 2005.

Regarding usual [budget] practices, it would be helpful for the school administration to begin the fiscal year setting expectations with the entire school committees about the following topics:

1. Closeout of the prior fiscal year and an analysis of budget vs. actual and cost center changes
2. Quarterly review of the current fiscal year expenditures and cost center changes/FTE changes.
3. Expectations around the budget books.
4. Finance committee public hearing [in order to] rebuild the Concord 5-year capital plan

The 2022 and 2023 Capital Plan recommendations and underlying process point to a need for comprehensive planning, consistent with and coordinated with overall Town needs and pressing sustainability objectives, to greatly improve our strategic planning and informed investment decision making.

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



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

<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> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	□	□
<p>III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	□	X
<p>III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	□	□
<p>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>	□	□	□	X
<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>Communication and engagement is where Dr. Hunter truly sets herself apart as a leader. She is widely respected across the Concord, Carlisle and Boston communities. She has worked tirelessly to build strong relationships with families and key stakeholders across the communities. Dr. Hunter is seemingly omnipresent in the community.</p> <p>Dr. Hunter is a strong oral communicator who has the ability to distill complex educational and fiscal issues into easy to understand information. Both parent and community groups alike seek her presence at a variety of meetings and events, as her expertise is highly sought after.</p> <p>She is exceptional in her responsiveness to families and the communities of Concord, Carlisle and Boston. She commits fully to inclusion and provides ample opportunity for community input and feedback. Whether it's the League of Women Voters, the Metco Collective, individual community members, or other town boards and committees, Dr. Hunter is always willing to directly engage.</p> <p>Upon receiving negative feedback from some of the METCO families last spring, Dr. Hunter worked in partnership with the School Committee to create two representative positions on the School Committee, she created an Superintendent advisory committee that included families and administrative leaders and she repeatedly met with families with concerns. There is more work to do, but Dr. Hunter has demonstrated time again her commitment to hearing families with concerns and taking real, measurable action.</p> <p>In March a homeless shelter opened up in Concord. Dr. Hunter effectively managed a smooth and successful transition of homeless students into our district and worked with the Assistant Superintendent to secure transportation for many students returning to their</p>				

district of origin. Her leadership and communication with the state through this process has been exceptional. In addition the messaging to the community has been critical to having our new families feel welcome and supported.

However, budgetary issues are straining relationships with [elected] Town officials and a growing number of community members who are not parents of school-age children; this is setting up the district and the towns for more difficult fiscal pressures in the near future.



Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

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

The superintendent has met all of her goals for Professional Culture proficiently.

There are high expectations and standards in our community. Our teachers are well respected by the superintendent and they are valued for the job that they do each day. Dr. Hunter along with her administrative team have developed a shared vision with goals that are clear and visible throughout our district.

Dr. Hunter has established CCRSD and CPS as two districts committed to high standards for both staff and students alike. As mentioned previously, all measurements of academic success illustrate the end result of that commitment. Dr. Hunter has continued the districts' development of in-house specialty programs that provide a place in our schools for students with significant disabilities to find success in Concord's schools.

Dr. Hunter is culturally proficient and has demonstrated this through her continued commitment to the DEIB efforts in our district. She has been chosen to serve on the MASS DEI committee and to present work that is happening in our district. There has been great success in our district but more importantly a commitment to analyze where we are at through our Equity Audit and to develop and implement our DEIB Strategic Plan. She has supported the Equity Audit, DEIB Strategic Plan and implementation to serve the needs of all of our students, staff and community.

Five years ago, Dr. Hunter led a collaborative process to devise a strategic plan for CPS and CCRSD. She brought together teachers, parents/guardians, administrators, community leaders and students to create the plan and then she was tasked with implementing and realizing it. We're at the end of the first five-year plan, and beginning a new one and not only did she achieve the vast majority of the goals despite that fact that we experienced a global pandemic, but she implemented lessons learned from the previous cycle including adding more measurable metrics

More meaningful collaboration with town boards and toward other stakeholder concerns should commence sooner when disagreements and disputes are likely or anticipated.