

# **School Committee Meeting**

**April 16, 2020**

**7:00 P.M.**

**Open Session**

**Remote Meeting**



## Town of Reading Meeting Posting with Agenda

### Board - Committee - Commission - Council:

#### School Committee

Date: 2020-04-16

Time: 7:00 PM

Building:

Location:

Address:

Agenda: Revised

Purpose: Open Session

Meeting Called By: Linda Engelson on behalf of the Chair

Notices and agendas are to be posted 48 hours in advance of the meetings excluding Saturdays, Sundays and Legal Holidays. Please keep in mind the Town Clerk's hours of operation and make necessary arrangements to be sure your posting is made in an adequate amount of time. A listing of topics that the chair reasonably anticipates will be discussed at the meeting must be on the agenda.

**All Meeting Postings must be submitted in typed format; handwritten notices will not be accepted.**

### Topics of Discussion:

		THIS MEETING WILL BE HELD REMOTELY ON MICROSOFT TEAMS
7:00 p.m.		Call to Order
7:05 – 7:20 p.m.	C.	Public Comment For public comment please email <a href="mailto:dgschoolcommittee@reading.k12.ma.us">dgschoolcommittee@reading.k12.ma.us</a> Emails will be taken up at the meeting if they are relevant 1. Correspondence submitted in advance of meeting 2. Correspondence submitted during the meeting
7:20 – 7:25 p.m.	D.	Consent Agenda -
7:25 – 7:40 p.m.	E.	Reports 1. Students 2. Director of Student Services 3. Assistant Superintendent 4. Chief Financial Officer 5. Superintendent 6. Liaison/Sub-Committee
7:40 – 7:50 p.m. 7:50 – 8:00 p.m. 8:00 – 8:30 p.m. 8:30 – 9:00 p.m. 9:00 – 9:40 p.m. 9:40 – 10:00 p.m.	F.	New Business 1. Revote 2019-20 School Year calendar (Discussion & Vote) 2. Approval of Changes to the Northshore Education Consortium Articles of Agreement (Discussion & Vote) 3. Kindergarten & RISE Tuition (Discussion & Vote) 4. Tuition & Transportation Updates (Discussion & Vote) 5. Superintendent Evaluation Timeline (Discussion & Vote) 6. Student Opportunity Act Feedback
	G.	Old Business

This Agenda has been prepared in advance and represents a listing of topics that the chair reasonably anticipates will be discussed at the meeting. However the agenda does not necessarily include all matters which may be taken up at this meeting.



## Town of Reading Meeting Posting with Agenda

		1.
	H.	Information/Correspondence <ol style="list-style-type: none"> <li>1. Email from SEPAC – Public Comment for school committee meeting tonight 4/6/20</li> <li>2. Email from Dan Glenn – Tuition for Kindergarten during COVID-19 Shutdown??</li> <li>3. Email from Jillian Black – Full day Kindergarten</li> <li>4. Email from Melissa Murphy – Kindergarten Tuition</li> <li>5. Email from Amanda Rotondo – Kindergarten Tuition</li> <li>6. Email from Nicole Keefe – Last K payment</li> <li>7. Email from Christine Locke – Kindergarten Tuition</li> <li>8. Email from Gina Shaughnessy – Kindergarten Payment</li> <li>9. Email from Christina Mahoney – Full Day Kindergarten</li> <li>10. Email from Brian Paulsen – FDK Payments</li> <li>11. Email from Tara Cahill – One more Question</li> <li>12. Email from Julie Kastritis – Full-day kindergarten payment</li> <li>13. Email from Christopher Serino – Kindergarten</li> </ol>
	I.	Routine Matters <ol style="list-style-type: none"> <li>1. Bills &amp; Payroll Warrants</li> <li>2. Calendar</li> </ol>
	J.	Future Business
10:05 p.m.	K.	Adjourn

\*\*Times are approximate

John F. Doherty, Ed. D.  
Superintendent of Schools

82 Oakland Road  
Reading, MA 01867  
Phone: 781-944-5800  
Fax: 781-942-9149



Christine M. Kelley  
Assistant Superintendent

Jennifer A. Stys, Ed.D.  
Director of Student Services

Gail Dowd, CPA  
Chief Financial Officer

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*

TO: Reading School Committee

FROM: John F. Doherty, Ed.D.  
Superintendent of Schools

DATE: April 13, 2020

TOPIC: Revote 2019 – 2020 School Year Calendar

At our meeting on Thursday evening, I will ask the School Committee to revote the 2019-20 school year calendar to reflect the following changes. The addition of school two school days during April Vacation. (Tuesday, April 21st and Wednesday, April 22nd.) This partial week of remote learning will allow families some down time, as well as continuing the momentum of remote learning for students.

With this change in adding two school days during April Vacation, the last day of school is now currently scheduled for Friday, June 19th.

If you have any questions, do not hesitate to contact me.



John F. Doherty, Ed. D.  
Superintendent of Schools

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# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*

TO: Reading School Committee

FROM: John F. Doherty, Ed.D.  
Superintendent of Schools

DATE: April 13, 2020

TOPIC: Approval of Changes to the Northshore Education Consortium Articles of Agreement

At our meeting on Thursday evening, I will ask the School Committee to approve the proposed changes to the NEC Articles of Agreement. The proposed changes are; the admission of Pentucket Regional School District as a member; amending language to create a “superintendent only” board and amending language regarding responsibilities of board members.

If you have any questions, please contact me.



April 8, 2020

Dear School Committee Chairperson;

The NEC Board of Directors has voted to approve several changes to the NEC Articles of Agreement. These proposed changes have been reviewed by DESE. In order to change the agreement, we will need documentation that a majority of member School Committees have voted in favor of these changes.

Attached you will find a copy of the current agreement with the proposed changes documented in “track changes.” To summarize, there are three proposed changes:

1. Admission of Pentucket Regional School District as a member.
2. Amending language to create a “superintendent only” board.  
NEC has always had a superintendent only board although the statute allows for a school committee member to represent a member district. The unanimous consensus of current board members is that this has led to positive governance, oversight, and collegial relationships amongst north shore districts. The proposed language mandates a superintendent only board.
3. Amending language regarding responsibilities of board members.  
At times, the Board has been hampered by difficulty obtaining the necessary quorum to do business. In some cases, superintendents have repeatedly missed meetings. In other cases, extraordinary circumstances have resulted in a superintendent being unavailable for an extended period of time or a district having a vacancy in the superintendent position or a part-time superintendent who is unable to regularly attend board meetings. The proposed language offers an option for a district to become a “non-voting member” if the superintendent is unable to attend meetings regularly, and it clarifies that there may be penalties involved with a district failing to meet its responsibilities over an extended period.

Kindly return the attached form with your signature after your Committee has discussed and voted on this item.

Thank you for your ongoing support of NEC!

Sincerely Yours,

Fran Rosenberg, Executive Director  
Lisa Dana, Board Chair

The proposed amendment of the Northshore Education Consortium Articles of Agreement, dated July 1, 2020 has been reviewed and approved by a duly authorized vote at a public meeting held by the School Committee.

Member District: \_\_\_\_\_

Signature of School Committee Chairperson: \_\_\_\_\_

Name of School Committee Chairperson: \_\_\_\_\_

Date: \_\_\_\_\_



Northshore Education Consortium  
Articles of Agreement

(~~amended~~ Effective July 1, 2020 ~~April 2018~~)

Commented [GP(1)]: Suggestion: Effective July 1, 2020

## PREAMBLE/ AUTHORIZATION

This document constitutes the amended collaborative agreement of the Northshore Education Consortium, hereinafter referred to as the Consortium, which was established pursuant to the provisions of chapter 40, section 4E of the General Laws of the Commonwealth of Massachusetts and acts or amendments thereof as they may from time to time be enacted by the legislature, and 603 CMR 50.00. This collaborative agreement shall not be effective until approved by the Board of Directors, member school committees and by the Massachusetts Board of Elementary and Secondary Education.

This agreement, replaces the Articles of Agreement ~~adopted as amended on March 2, 2018, on June 23,~~ and will be effective on July 1, 2020 subsequent to upon the approval of a majority of the school committees who are listed below and the Board of Elementary and Secondary Education, as indicated on the signature page. No subsequent amendments will take effect unless and until approved by the member school committees, and by the Board of Elementary and Secondary Education.

## SECTION I: MEMBERSHIP

The membership of Northshore Education Consortium, as of the effective date of this agreement, includes the school committees from the following 22+ districts (herein, the “member districts”); as indicated by the signatures of the chairs of the school committees:

1. Beverly
2. Boxford (Tri-Town)
3. Danvers
4. Gloucester
5. Hamilton-Wenham Regional
6. Ipswich
7. Lynn
8. Lynnfield
9. Manchester-Essex Regional
10. Marblehead
11. Masconomet Regional
12. Middleton (Tri-Town)
13. Nahant
14. North Reading
15. Peabody
- 15-16. Pentucket Regional School District
- 16-17. Reading
- 17-18. Rockport
- 18-19. Salem
- 19-20. Swampscott
- 20-21. Topsfield (Tri-Town)
- 21-22. Triton Regional

## SECTION II: MISSION, OBJECTIVES, FOCUS AND PURPOSES

### MISSION:

The Northshore Education Consortium (herein, “the Consortium”) supports member districts by providing high quality, cost-effective public programs, support services and resources to ensure meaningful and successful learning experiences for a wide spectrum of students and staff. The Consortium will be a leader in influencing the development of public policy, as permitted by applicable laws and regulations and building coalitions between and among districts in the Commonwealth and solving the challenges faced by its member districts.

### PURPOSE:

The Consortium exists to provide education and related services as requested by its member districts, including, but not limited to programs and services for children with low-incidence disabilities and professional development for teachers and other related service professionals. These programs and services will also be available for non-member districts.

The collaborative Board of Directors (herein, “the Board”) has the authority to decide that the Consortium should provide services, programs, and/or assistance for its member districts in addition to those outlined in the first paragraph, consistent with applicable laws and regulations related to educational collaboratives.

### FOCUS:

The focus of the Consortium is to provide innovative, high quality, cost-effective educational services for students with complex or low-incidence disabilities, to provide resources for member districts, and to serve as a regional center for planning and problem solving for member districts.

### OBJECTIVES:

The overall objectives of the Consortium are:

1. To play a leading role in defining the future role of collaboratives in the Commonwealth.
2. To strengthen and expand the Consortium programs and services in a cost-effective manner that meets the needs of students and faculty in member districts and the region.
3. To develop new programs for students, particularly those with special needs, allowing them to meet the highest academic, social, and life-skill objectives in accordance with emerging evidence based practices.
4. To provide high quality, highly relevant professional development for the employees of the Consortium and member districts.

### SECTION III: PROGRAMS AND SERVICES TO BE OFFERED

At the current time, the Consortium offers the following programs and services. These are subject to change given changing needs in the region, and subject to applicable laws and regulations related to educational collaboratives and to the desire of the Board.

1. A highly specialized school program for students age 3-22 with moderate to significant developmental disabilities including autism, intellectual impairment, multiple handicaps, and medical fragility. (Currently known as the Kevin O'Grady School)
2. Highly specialized therapeutic school programs for students in Kindergarten through 12<sup>th</sup> grade who have serious social, emotional, and behavioral disabilities and may have concurrent learning difficulties. (Currently known as Northshore Academy)
3. A Recovery High School for students who require a specialized environment to support them in their recovery from drug or alcohol abuse. While not a Special Education program, the Recovery High School is able to meet the needs of students with Individual Education Programs.
4. A Transition program for students age 18-22 with intellectual or other disabilities who require additional special education in order to meet goals related to independent living, employment and career development, and community involvement. Students may or may not have received a high school diploma.
5. Consultation and education services for member and non-member districts and students and families to be provided in local schools, family homes, and other community settings.
6. Professional Development for educators and other professionals.
7. Family Center which provides educational information, a lending library, community resources, and parent/family support programs for families who have children with special needs.

### SECTION IV: GOVERNANCE

#### BOARD OF DIRECTORS

1. The Board of the Consortium shall consist of one representative from each member district, appointed by each participating school committee (herein, "appointed representative" or "member of the Board"). This appointed representative must be the Superintendent of Schools ~~or a School Committee Member~~. In the case of a

Superintendency Union, the school committees shall appoint the Superintendent to represent all of the districts. In that case, the superintendent will have one vote.

~~1.2.~~ The Commissioner of Elementary and Secondary Education (herein, “the Commissioner”) shall ~~also~~ appoint an individual to serve as a ~~voting liaison from the department of elementary and secondary education to the education collaborative board of directors.~~ member of the Board.

~~2.3.~~ A quorum shall consist of a majority of the members of the Board and the Board may act by a simple majority of appointed representatives present unless otherwise provided in this Agreement. Each member of the Board shall have an equal vote.

~~3.4.~~ It is the function and responsibility of the Board to formulate policy and to appoint the Executive Director, who shall oversee the daily operations of the Consortium in accordance with all regulations.

~~4.5.~~ The Board has the responsibility to approve the annual operating and capital budget and amendments thereto as well as collective bargaining agreements.

~~5.6.~~ The Board is vested with all authority given it by M.G.L. c 40 § 4E and all acts amendatory or supplementary thereof.

~~6.7.~~ The Board has the authority to develop by-laws and procedures for the daily operation of the Consortium and for the Board itself, which by-laws and procedures may be amended by the Board from time to time.

## SECTION V: CONDITIONS OF MEMBERSHIP

Each member district shall have the following rights and responsibilities as a member of the Northshore Education Consortium:

1. Each member district’s appointed representative to the Board shall be entitled to one vote.
2. Each member district shall pay dues as described in Section VII of this agreement. Membership dues shall be a flat fee for all member districts.
3. Each appointed representative is responsible for providing timely information and updates to his/her member district on the activities of the Consortium.
4. The Board will meet at least six times per academic year. Public notice will be given of the date, time, and location of all Board meetings, and records of each meeting will be kept, consistent with the Open Meeting Law (G.L.c.30A, § 18-25)



5. Each appointed representative is expected to attend every Board meeting. If a representative misses one half of the meetings within a fiscal year, written notice of possible suspension of voting rights shall be sent to the Superintendent by the Executive Director on behalf of the Board. If, after 30 calendar days, the Executive Director has not received a written response with a plan to address the problem, the Executive Director shall send written notice to the School Committee Chair. In the event that the issue remains unresolved, after 45 days from original notice, the Board may vote, by majority vote, at the next Board meeting to make the Member District an Inactive Member. This shall mean that the district will not count toward a quorum, and will not have voting rights on the board, but will continue to have all other rights and responsibilities of membership. This same standard shall also apply to situations in which a part-time Superintendent is unable to attend Board meetings. In addition, if a Board seat becomes vacant due to the departure of a Superintendent, and there is not a new Superintendent appointed, the district will temporarily become an Inactive Member as defined above. As soon as the situation is rectified or a new Superintendent or Interim Superintendent is appointed, the District will resume its status as a fully active member.

6. If a member district remains inactive for more than one year, the Board may vote to terminate the membership of this district. In this case, the district will be released from any potential liabilities and will not be entitled to any net position assets. This will require an amendment to the Collaborative Agreement.

~~5. the chair of the Board will inform the chair of the appointing member district. If an appointed representative misses more than two thirds of the meetings within a fiscal year, the Board will notify the respective member district and request that a new representative be appointed or the situation be otherwise remedied. Until the situation is remedied the member district shall be an inactive member, shall not count toward a quorum, and shall not have voting rights on the Board but shall continue to have all other rights and responsibilities of membership.~~

~~6.7.~~ Each appointed representative must complete training required by the Department of Elementary and Secondary Education (herein DESE) as outline in M.G.L. c. 40, § 4E. Should an appointed representative fail to complete the required training, the member district shall automatically become an inactive member of the Board, shall not count toward a quorum, and shall not have voting rights on the Board, but shall continue to have all other rights and obligations of membership until such time as the appointed representative completes the training.

~~7.8.~~ No appointed representative on the Board shall serve as a member of a board of directors or as an officer or employee of any related for-profit or non-profit organization as defined in M.G.L. c. 40, § 4E.

~~8.9.~~ No appointed representative shall receive an additional salary or stipend for his/her service as a Board member.

~~9.10.~~ A quorum of the Board consists of a majority of the appointed representatives, but less than a majority may adjourn or fix the time and place for a subsequent meeting.

~~10.11.~~ Member districts shall not delegate the authority to approve the collaborative agreement or amendments to the collaborative agreement to any other person or entity.

~~11.12.~~ The appointed representative shall not delegate his/her powers or send a representative in his/her place as a voting member.

## **SECTION VI: POWERS AND DUTIES OF THE BOARD AND APPOINTED REPRESENTATIVES TO THE BOARD**

The Board shall govern the educational collaborative and shall be responsible for providing fiduciary and management oversight and accountability over the operation of the educational collaborative. The Board shall be vested with all authority and responsibilities provided to it by M.G.L. c. 40, § 4E and 603 CMR 50.00 and all acts and regulations amendatory thereof, including but not limited to the following:

1. It is the function and responsibility of the Board to formulate policy for the collaborative and to ensure compliance with applicable state and federal laws and regulations, including M.G.L. c. 40, § 4E and 603 CMR 50.00.
2. The Consortium is a public entity.
3. The Board shall be vested with the authority to enter into agreements with member and non-member districts or other collaboratives to establish mutually beneficial programs and services or pricing arrangements.
4. The Board shall be responsible for:
  - a. Ensuring adherence to this collaborative agreement and progress toward achieving the purposes and objectives set forth in the agreement;
  - b. Determining the cost-effectiveness of programs and services offered by the collaborative;
  - c. Ensuring that any borrowing, loans, or mortgages are cost-effective, necessary to carry out the purposes for which the collaborative is established, in the best interest of the collaborative and its member districts, and consistent with the terms of this agreement, including the terms of Section VII; and

- d. Approving all expenditures, including, but not limited to, contracts, borrowing, and the purchase and sale of assets.
5. The Board has standing to sue and be sued to the same extent as a city, town, or regional school district.
  6. The Board is a public employer and shall hire all employees of the educational collaborative and ensure that all employees possess the necessary and required licenses and approvals as required by 603 CMR 50.00 and other laws and regulations.
  7. The Board shall hire an executive director to oversee and manage the operation of the collaborative, a business manager or an employee with responsibilities similar to those of a town accountant to oversee collaborative finances, and a treasurer, who shall verify revenues on a monthly basis, give bond annually consistent with the requirements of M.G.L. c. 40, § 4E, and perform other duties as the Board may direct. The Board shall ensure that there is segregation of duties between the executive director, treasurer, and business manager, and that these employees shall not serve as a member of the collaborative Board or as an officer or employee of any related for-profit or non-profit organization as defined in M.G.L. c. 40, § 4E.
  8. The Board shall ensure that no employee of the educational collaborative is employed at any related for-profit or non-profit organization.
  9. The Board shall develop such policies as it deems necessary to support the operation of the collaborative, including, but not limited to, policies relative to personnel, students, finance and internal controls, health and nursing, and any other policies required by state or federal law and regulation. The Board shall review the effectiveness of such policies to ensure currency and appropriateness, and may establish a subcommittee to make recommendations to the Board concerning such policies.
  10. The Board shall ensure that the collaborative completes and files an annual report and an annual independent audit, as well as such other student, program, financial and staffing information, reports or documents as required by statute or regulation. The Board shall ensure that annual reports and annual independent audits are filed with appropriate governmental agencies and posted on the collaborative's website, consistent with the requirements of M.G.L. c. 40, § 4E and 603 CMR 50.00.
  11. The Board shall establish a process to provide to member districts, students, parents/guardians, the Board of Elementary and Secondary Education, and the public all information required by law and regulation.

12. The Consortium shall establish and maintain a website in accordance with M.G.L. c. 40, § 4E that shall include a list of the appointed representatives on the Board, copies of minutes of open meetings held by the Board, a copy of the collaborative agreement and any amendments, a copy of the annual report and independent audit and contact information for key collaborative staff members.

## SECTION VII: FINANCE

### 1. Financial Terms:

- a. Membership dues shall be set by the Board each year to partially offset the administrative and overhead costs of the collaborative. Dues will be a flat fee for all member districts and will be determined annually as part of the budget development process.
- b. The collaborative will determine on an annual basis the fees, tuitions, and rates to be charged to member districts as described in section 5 below.
- c. Surcharges or fees may be charged to non-member districts for services rendered by the collaborative. The Board shall establish the surcharge or fee annually based on the additional administrative and overhead costs that arise from the provision of these services and in order to assure the development and sustainability of the collaborative. The collaborative may waive or decrease the percentage of the surcharge or fee charged to non-member districts when doing so is determined to be in the best interest of the collaborative.
- d. Upon withdrawal from the collaborative, a former member district of the collaborative shall not be entitled to any assets of the collaborative, including any surplus funds, nor be responsible for any liabilities of the collaborative, beyond that fiscal year, except in the instance of the termination of the collaborative. For the year of withdrawal, the withdrawing member district's share of the collaborative's change in net position or surplus funds will be determined as outlined in Section X, 5. In the case of termination of the collaborative, distribution of assets and responsibility for liabilities shall be allocated in the manner outlined in Section XI, 6 and 7.
- e. The Board may apply, by majority vote, for state, federal, corporate, or foundation grants and may accept gifts, grants, or contributions from governmental and private sources, whether in cash or in kind.
- f. The Board may enter into contracts to obtain the funds necessary to carry out the purpose for which the collaborative was established.

- g. The collaborative is subject to M.G.L. c. 30B for the procurement of goods and services.

2. Collaborative Fund:

- a. The Board shall establish and manage a fund to be known as the *Northshore Education Consortium Fund* (herein, “the NEC fund”).
- b. The NEC fund shall be the depository of all monies paid by the member districts and non-member districts and all grants, gifts, or contracts from the federal government, state government, charitable foundations, private corporations, or any other source; all such monies shall be paid directly to the Board and deposited in the fund.
- c. The treasurer, subject to the direction of the Board, shall receive and disburse all money belonging to the collaborative without further appropriation.
- d. The Board must approve all payments.
- e. Subject to Board approval, the treasurer may make appropriate investments of funds of the collaborative not immediately necessary for operations, consistent with M.G.L. c. 44, § 55B.

3. Borrowing, Loans, and Mortgages:

The Board may authorize the borrowing of funds or enter into short- or long-term agreements or mortgages, and acquire or improve real property to support collaborative operations, subject to the following procedures:

- a) All borrowing, loans, and mortgages shall be discussed at a public meeting of the Board;
- b) The Board shall investigate options related to borrowing, loans, and mortgages in order to determine that the terms related to any borrowing, loans and mortgages are the most favorable available at the time of the application; and
- c) The Board shall determine, at a public meeting, through a two-thirds majority vote, that the terms related to borrowing, loans, and mortgages are cost-effective and are the most favorable available at the time of the application; and the Board shall determine, at a public meeting, through a two-thirds majority vote, that the borrowing, loans, and mortgages are necessary to carry out the purposes for which the collaborative is established.
- d) In the event that such borrowing, loan or mortgage is for the acquisition or improvement of real property:

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Commented [GP(4)]: “i.” would become “a”...

- i. The Board shall discuss its intent to apply for a real estate mortgage at a public meeting of the Board prior to the meeting of the collaborative Board at which the final vote is taken;
  - ii. The Board shall provide notice to each member district within thirty (30) calendar days of applying for real estate mortgages; and
  - iii. The Board shall approve such action by a two-thirds majority vote.
- 4. Surplus Funds: Unexpended general funds (as defined in 603 CMR 50.00) at the end of the fiscal year plus any previous year's surplus funds, as determined through the financial statements, will be considered cumulative surplus.
  - a. The determination of cumulative surplus shall not include funds deposited in a capital reserve as provided for in 603 CMR 50.07(10), funds deposited in trust in accordance with M.G.L. c. 32B, § 20, and any amounts prepaid for tuition or services in accordance with M.G.L. c. 40, § 4E.
  - b. The Board will retain no more than 25 percent in cumulative surplus, in accordance with 603 CMR 50.03(5)(b)10.
  - c. On an annual basis, after the Board has discussed the audit results of the previous fiscal year, the Board shall approve, by majority vote, the final dollar amount of the cumulative surplus.
  - d. The Board shall annually determine whether such final dollar amount of surplus funds is within the established 25 percent limit, and whether the funds will be retained by the collaborative or whether all or some portion will be refunded to the member districts or credited to support programs and services offered to member districts.
  - e. In the event that an amount is to be refunded or credited to member districts, each member district shall receive a share determined by the calculation of its district billings for the fiscal year for which the refund or credit is attributed to divided by the total billings to all member districts to which the refund or credit is attributed.

**Commented [GP(5):** "a)" would become "lowercase i" etc. Sorry to be picky...

#### 5. Annual Budget Preparation and Assessment of Costs

- a. Development of the Collaborative Budget: The Board shall annually determine the collaborative budget consistent with the timelines, terms, and requirements in M.G.L. c. 40, § 4E, regulations promulgated by the Board of Elementary and Secondary Education, and this agreement.

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- a) By April 30 of each year, the Board shall propose a budget for the upcoming fiscal year. The budget shall identify all of the programs or services to be offered by the collaborative in the upcoming fiscal year and the corresponding costs.
- b) The proposed budget shall contain all planned financial activity for the upcoming fiscal year.
- c) The proposed budget will be developed with input from program directors and feedback from member districts regarding anticipated needs.
- d) Management will work closely with the Board finance committee in the preparation of the budget.
- e) Expenditures from grant funds, trust funds and other funds not designated as general funds that by law may be expended by the Board without further appropriation shall be segregated in the budget.
- f) The general fund budget shall segregate all operating expenditures, capital expenditures, debt service payments and deposits to capital reserve.
- g) The proposed budget shall be classified into such line items as the Board shall determine, but shall, at a minimum, delineate amounts for operating expenditures, including, administration, instructional and rental expenses and capital expenditures, including debt service payments and deposits to capital reserve.
- h) The proposed budget shall include the methodology used to determine tuition prices and fees-for-service for member and non-member districts. Tuition prices shall be based on the total cost of the programs divided by the projected number of students enrolled in such programs. Capital costs will be included in the budget and will be apportioned in either tuition prices, fees for services, or membership dues. Fees-for-service are determined based on the cost of service, projected utilization and applicable overhead. Non-member districts may be charged higher tuition and fees to reflect increased overhead, as well as the fact that member districts are subsidizing program costs through their dues.
- i) Each member district shall be charged membership dues that shall be set by the Board within the annual operating budget.
- j) The proposed budget shall be discussed at a public meeting of the Board and notice shall be provided to each member district ten (10) working days before the date of the Board meeting at which the proposed budget will be discussed.

- k) The Board shall adopt the final budget by an affirmative majority vote at a subsequent meeting no earlier than ten (10) working days after the Board meeting at which the collaborative budget was first proposed but no later than June 30 of the preceding fiscal year.

6. Transmitting the Budget and Payment Terms:

- a. The treasurer shall certify and transmit the budget and the tuition rates, membership dues and fees-for-service for the upcoming fiscal year to each member district not later than June 30 of the preceding fiscal year.
- b. The collaborative shall bill for payment of tuition and fees for service on a monthly basis. Tuition payments and fees for service shall be paid by member and non-member districts on a monthly basis.
- c. Membership dues shall be billed on an annual basis. Any changes in the amount of dues are communicated in the spring along with annual tuition rate changes and the approval of the annual budget. Payment of membership dues is expected by September 1<sup>st</sup>.

7. Procedure for Amending the Budget:

- a. All budget amendments shall be proposed at a public meeting of the Board, and must be approved by a majority vote of the Board to take effect.
- b. Any amendment to the budget that results in an increase in the tuition rates, membership dues or fees-for-service shall adhere to the following procedures:
  - i. All appointed representatives shall, within ten (10) working days of the public meeting at which the amendment was first proposed, report to their member districts the content of the proposed amendment.
  - ii. All amendments shall be voted on by the Board at a second public meeting of the Board no earlier than thirty (30) working days after the Board meeting at which the amendment was first proposed; adoption shall require a majority vote.
  - iii. The treasurer shall certify and transmit the amended tuition rates, membership dues and fees-for-service to each member district not later than ten (10) working days following the affirmative vote of the Board.
- c. The Board has the authority to reduce tuition rates, membership dues, and fees-for-service to member and non-member districts when doing so is determined to be in the best interest of the collaborative.



## **SECTION VIII: PROCEDURE FOR AMENDING THE COLLABORATIVE AGREEMENT**

1. A proposal for amendment of the Collaborative Agreement may be initiated by a member district, appointed representative, or executive director.
2. The proposed amendment shall be presented in writing to the executive director of the collaborative and the chair of the Board no less than twenty (20) working days prior to a meeting of the Board at which it shall first be discussed. No less than ten (10) working days prior to the Board meeting at which the amendment is first discussed, the executive director shall cause copies thereof to be sent to all Board members and the chairs of the school committees and/or chairs of the charter school boards of the member districts together with notice as to the time and place of the first reading of the amendment.
3. Following the first reading of any proposed amendment and any changes as requested by the Board, the executive director shall submit the proposed amendment to DESE for initial review.
4. Following the DESE review, the executive director shall report to the Board any changes proposed by the DESE and seek the guidance of the Board.
5. No less than ten (10) working days prior to the Board meeting at which the revised amendment will be discussed, the executive director shall cause copies thereof to be sent to all Board members and the chairs of the school committees and/or chairs of the charter school boards of the member districts, together with notice as to the time and place of the second reading of the amendment.
6. The proposed amendment shall be read a second time at the regular meeting next subsequent to the DESE review, at which time, in order to be approved, there must be a majority vote of the Board in favor of the amendment. Following approval by the Board, the amended agreement shall be submitted by the chair of the Board to the chairs of the school committees and/or chairs of the charter school boards of the member districts for a vote to approve the amended agreement.
7. Once a majority of all member districts have approved and signed the amended agreement, the collaborative shall submit the signed amended agreement in accordance with 603 CMR 50.03 to the Commissioner for approval by the Board of Elementary and Secondary Education.

8. No amendment to the collaborative agreement shall be effective until approved and authorized by a majority of the member districts and by the Board of Elementary and Secondary Education.

## **SECTION IX: PROCEDURE AND TIMELINE FOR ADMITTING NEW MEMBER DISTRICTS**

1. A school district, through a vote of its school committee, or charter school board, may become a member of the educational collaborative consistent with the following terms:
2. At least 180 days prior to the beginning of a new fiscal year, the prospective member district shall submit to the chair of the Board and the executive director of the collaborative notification of intent to join the collaborative and a copy of the school committee/charter school board meeting minutes that indicates an affirmative vote of the committee/charter school board to seek membership in the collaborative.
  - a. Upon receipt of the prospective member district's notification of intent to join the collaborative and the minutes, the Board will consider the request.
  - b. Upon a majority affirmative vote of the Board, the collaborative agreement shall be amended to add the new member district. The collaborative agreement shall be amended consistent with Section VIII of this agreement.
  - c. The authorizing votes of the member districts may provide for the deferral of the admission of a new member district until July 1 of the subsequent fiscal year.
  - d. A school committee or charter school board may be admitted to the collaborative as of July 1st of any fiscal year provided that all required approvals, including that of the Board of Elementary and Secondary Education, are obtained by the preceding April 30th of the fiscal year prior to the fiscal year in which the new member district is to be admitted to the collaborative. The collaborative agreement must be amended in keeping with Section VIII of this agreement.

## **SECTION X: PROCEDURE AND TIMELINE FOR WITHDRAWAL OF CURRENT MEMBER DISTRICT(S)**

1. A member district may withdraw from the Consortium as of July 1<sup>st</sup> of any year provided that such member district provides written notice of such intent to every other member district that is party to this agreement as well as to the executive director of the collaborative and the collaborative Board at least 180 days before the end of such fiscal

year, and provided that the Board of Elementary and Secondary Education has approved the withdrawal by April 30<sup>th</sup> of the fiscal year in which the withdrawal is to occur.

2. Written notification of a member district's intent to withdraw from the collaborative at the end of a fiscal year shall include the following:
  - a. Notification addressed to the chair of the Board and the executive director that the member district has voted to withdraw from the collaborative with the effective date of withdrawal; and
  - b. A copy of the minutes from the school committee or charter school board meeting in which the member district voted to withdraw from the collaborative.
3. Within thirty (30) days of notification of a member district's intent to withdraw from the collaborative, an amendment shall be prepared to reflect changes in the agreement caused as a result of the change in membership of the collaborative. This amendment must be approved in a process consistent with Section VIII.
4. The withdrawing school committee or charter school board must fulfill all of its financial obligations and commitments to the collaborative.
5. The withdrawing member district shall be entitled to its share of the change in net position, if any, as well as to any distributed surplus funds for the fiscal year at the end of which the withdrawal is effective, to the same extent as a remaining member district. Share will be determined by the calculation of the withdrawing member district's billings for that fiscal year divided by the total billings to all collaborative members districts for that fiscal year.
6. Upon withdrawal, the withdrawing member district will be reimbursed any funds prepaid to the collaborative by the member district for tuition or services under M.G.L. c. 40, § 4E.
7. The withdrawal of any member district(s) at any time shall not affect the status of the collaborative agreement and the same shall remain in full force and effect until specifically changed or amended by the Board, and approved by the member districts and the Board of Elementary and Secondary Education.
8. If, after the withdrawal of a member district(s), less than two member districts remain, the collaborative Board will initiate termination proceedings as provided in Section XI.

## SECTION XI: PROCEDURE FOR TERMINATION OF THE COLLABORATIVE AGREEMENT

1. A member district may request that the Board initiate proceedings to terminate this collaborative agreement by giving notice to all other member districts and the executive director at least *twelve (12) months* before the end of the current fiscal year.
2. Within thirty (30) days of a request that the Board initiate termination proceedings, the Board shall discuss the request to terminate the collaborative and determine next steps. A two-thirds (2/3) vote of the Board is required in order to initiate termination proceedings. Should the Board vote to initiate termination proceedings, notice must be provided to all member districts within ten (10) working days of such vote.
3. The collaborative agreement shall only be terminated at the end of a fiscal year.
4. The collaborative agreement shall be terminated at the end of any fiscal year following votes in favor of termination by two-thirds (2/3) of the member districts.
5. Following the affirmative votes of the member districts to terminate the collaborative agreement, the executive director shall inform the member districts and non-member districts who are served by the collaborative and DESE in writing 180 days prior to the effective date of any termination.
6. Following the affirmative votes of the member districts to terminate the collaborative agreement, a final independent audit will take place and will be provided to all appointed representatives of current member districts and superintendents of former member districts that have an ongoing responsibility for debt service (debt service as defined to include all liabilities evidenced by a financial institution's instrument of indebtedness that requires payment of principle and interest) as well as to DESE including an accounting of assets and liabilities (debts and obligations) of the collaborative and the proposed disposition of same.
7. Prior to termination, the Board shall:
  - a. Determine the process for the appropriate disposition of federal/state funds, equipment and supplies;
  - b. Identify the member district responsible for maintaining all fiscal records;

- c. Identify the district(s) responsible for maintaining student, employee and program records; and
  - d. Determine the means of meeting all liabilities (debts and obligations) of the collaborative, including obligations for post-employment benefits. All liabilities must be met before any monies are distributed to member districts.
  - e. Ensure the appropriate disposition of all assets of the collaborative, including any unencumbered funds held by the collaborative, and any capital property and real estate owned by the collaborative. Unless the Board determines otherwise, all assets shall be sold. The Board will ensure that the assets from sale of real property owned by the Consortium shall be used to satisfy any obligations from a mortgage(s) on the property.
  - f. Any surplus funds remaining after satisfying all liabilities, shall be distributed by the calculation of total billings to each member district or former member district who had debt service for the preceding five (5) fiscal year period as measured from the date of termination divided by the total billings to all member districts for the preceding five (5) fiscal year period as measured from the date of termination.
  - g. Any deficit of funds that needs to be paid to creditors will be the responsibility of member districts calculated in the manner outlined in Section XI. 7.f
8. Following the affirmative vote of the member districts to terminate the collaborative agreement, the Board shall notify DESE of the official termination date of the collaborative and shall submit the documentation required by 603 CMR 50.11 to DESE.
9. Should DESE revoke and/or suspend the approval of the collaborative agreement, the Board will follow all instructions from DESE and Sections XI. 5 through XI. 8 inclusive, shall be implemented to the extent these procedures are consistent with the order of DESE terminating the collaborative agreement.

## **SECTION XII: NON-DISCRIMINATION**

The Northshore Education Consortium does not discriminate on the basis of race, color, gender, sexual orientation, gender identity, age, disability, religion, national or ethnic origin. This policy of non-discrimination applies to students, employees, the general public, and individuals or companies with whom it does business. The Consortium is committed to ensuring that all students have equal rights of access. The Consortium is an Equal Opportunity Employer.

This agreement shall take effect on July 1, 2020<sup>18</sup> after having been ~~This agreement has been~~ approved by duly authorized votes at public meetings held by the individual school committees whose chairpersons have signed below and the Board of Elementary and Secondary Education.

DRAFT

Approved by Northshore Education Consortium Board of Directors and Member School Committees on (See attached signatures).

Approved by the Commissioner of Elementary and Secondary Education, on behalf of the  
Massachusetts Board of Elementary and Secondary Education:

\_\_\_\_\_  
Commissioner of Elementary and Secondary Education

\_\_\_\_\_  
Date

John F. Doherty, Ed. D.  
Superintendent of Schools

82 Oakland Road  
Reading, MA 01867  
Phone: 781-944-5800  
Fax: 781-942-9149



Christine M. Kelley  
Assistant Superintendent

Jennifer A. Stys, Ed.D.  
Director of Student Services

Gail Dowd, CPA  
Chief Financial Officer

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*

TO: Reading School Committee

FROM: John F. Doherty, Ed.D.  
Superintendent of Schools

DATE: April 13, 2020

TOPIC: Kindergarten & Rise Tuition

At our meeting on Thursday evening, the committee will discuss, consider and vote on tuition refunds for full day kindergarten and RISE during the Covid-19 shutdown.

If you have any questions, please contact me.



John F. Doherty, Ed. D.  
Superintendent of Schools

82 Oakland Road  
Reading, MA 01867  
Phone: 781-944-5800  
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Chief Financial Officer

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*

TO: Reading School Committee

FROM: John F. Doherty, Ed.D.  
Superintendent of Schools

DATE: April 13, 2020

TOPIC: Tuition and Transportation Updates

At our meeting on Thursday evening, the committee will discuss, consider and vote to authorize the Superintendent and Chief Financial Officer to negotiate tuition and transportation costs during the Covid-19 shutdown.

If you have any questions, please contact me.

John F. Doherty, Ed. D.  
Superintendent of Schools

82 Oakland Road  
Reading, MA 01867  
Phone: 781-944-5800  
Fax: 781-942-9149



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Chief Financial Officer

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*

TO: Reading School Committee

FROM: John F. Doherty, Ed.D.  
Superintendent of Schools

DATE: April 13, 2020

TOPIC: Superintendent Evaluation Timeline

At our meeting on Thursday evening, the committee will revisit the discussion on the Superintendent's evaluation timeline. I have included a link to guidance from MASC for your information.

<https://www.masc.org/member-resources-4/coronavirus/faq/1048-superintendent-evaluation>

if you have any questions, please contact me or Mr. Robinson.



massachusetts association of school committees

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## Superintendent Evaluation FAQs

*Category: Coronavirus FAQs*

*Published on Thursday, 02 April 2020 09:42*

Answers to frequently asked questions about Superintendent Evaluation during the COVID-19 pandemic.

### What happens to the evaluation of the superintendent this year?

When schools closed in mid-March, any thought of business-as-usual came to an abrupt halt. However, as we settle into new routines, at least for the near-term, committees are beginning to consider the ongoing work and responsibilities of the committee, including the evaluation of the superintendent.

Several reasonable options exist for handling the superintendent's evaluation this year. In fairness, any options should be mutually discussed and agreed upon with the superintendent.

### Timing

Consider working with the superintendent to adjust the timeline for the evaluation. Superintendents are focusing right now on a myriad of issues involving students and staff. This needs to be the first priority, not gathering evidence for the evaluation.

For committees that time the evaluation cycle to precede spring elections, there are a couple of factors to consider. In many communities, spring elections are being postponed, alleviating the need to meet the original timeline. Adjusting the timeline to fit the new election date might be the most practical solution. If, however, it makes the most sense to delay the evaluation until after elections, perhaps until the summer or into early fall, there is the possibility that membership of the committee could change. If this is the case, there should be a conversation about who participates in the summative evaluation. Members that have stepped off the committee can still be invited to participate in the evaluation and their input can become part of the composite. Additionally, the decision might be made that new members not contribute to the composite. MASC's advice has consistently been that new members participating in the evaluation process only contribute from the time they step on the committee to the time of the evaluation. This would not change. Any conversations about changing the timing of the evaluation vis-à-vis the election should take place before the election so everyone is clear on the process.

### Goals

Superintendents have been working on goals during the entire school year. While the focus of everyone's work certainly changed in mid-March, progress would have been made up until that point.

Given this reality, the committee could choose to evaluate goals a bit differently. Goals could be evaluated on the progress expected up until the mid-March closures. Committees and superintendents should discuss whether the goal was on track for completion. It would be inappropriate to label a goal as "Met" if there is still work to be done once school begins again. However, the committee and superintendent could agree that 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.

### Standards

The standing advice from MASC has been that superintendents need not produce different pieces of evidence for the goals and for the agreed-upon standards and indicators. However, the focus of districts has changed so drastically that there may be value in reconsidering.

While it would be unfair to the superintendent to make significant changes to goals or to the standards and indicators that were agreed upon, there may be a case for including in the evaluation evidence about how the issues relating to the closures were handled. Certainly, expertise in all four of the Standards – Instructional Leadership, Management and Operations, Family and Community Engagement and Professional Culture – came into play as superintendents led, and continue to lead, districts through the school closures. Evidence of this critical and unexpected work could be included for the ratings on the Standards. However, do remember that this is an evidence-based model. So, ratings and narrative about the superintendent's performance should be supported by evidence.

### The 5-Step Cycle

The disruption to students and staff, and to the best laid plans can't be overstated. As committees and superintendents begin to consider goals for the next evaluation cycle, there will likely be new priorities to address. Goals that would have seemed unimaginable a year ago may be reasonable and important to include in the next evaluation cycle.

As goals are set, though, there are a few tenets to keep in mind. The vision and mission of the district does not change. While some past priorities may take a back seat for a while, the vision, mission and over-all district strategy should remain in place as a guiding document for goal setting. Conversely, while there may be a temptation to forge ahead once school begins again, remember that the number of goals must be reasonable and appropriate. Having too many increases the chances that none of them will be accomplished well. So, take time to focus on what's important in the short term to ensure that students are being well-educated and well-served. Focusing on doing the short-term well will enable the district to return to the long-term work more quickly and with better success.

John F. Doherty, Ed. D.  
Superintendent of Schools

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Chief Financial Officer

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*

To: Reading School Committee  
From: John F. Doherty, Ed.D, Superintendent of Schools  
Date: April 16, 2020  
Re: Superintendent Evaluation Process

At the December 19, 2020 School Committee Meeting, the School Committee voted to move to a two-year cycle, aligned with the election cycle for the Superintendent Evaluation Process. A request has been made for the Committee to place it on the agenda for further discussion. This memo outlines the information that was presented at the December 19, 2019 meeting with some additional information (see attached) from MASC regarding Superintendent Evaluation FAQ.

As was discussed at the October 28, 2019 School Committee meeting, the Committee will be conducting the Superintendent's evaluation using the recently revised DESE Superintendent Evaluation Rubric. At a recent workshop that was held by DESE, M.A.S.S. and M.A.S.C. regarding the Superintendent evaluation process, best practices were recommended regarding the frequency and timeline of the evaluation process for more experienced (3+ Years or more) Superintendents in good standing (A rating of Proficient or above). These best practices included the following:

- Going from a one-year evaluation cycle to a two-year evaluation cycle (see an example of a two-year timeline below). In a two-year evaluation cycle, the goals are recommended to still be annual goals.
- Changing the timing of the summative evaluation. There are two options to consider:
  - The current cycle which is a fiscal year cycle where the summative evaluation is completed by June 30<sup>th</sup>.
  - An election cycle where the evaluation is completed, presented, and voted on by the School Committee by the date of the local election (March or April).

When the vote was taken by the Committee on December 19<sup>th</sup>, the discussion focused on the fact that there would be three new School Committee members for this year's evaluation process with only 1.5 months of service on the board, would this be an appropriate time to change the cycle.

In addition, MASC does recommend that School Committee members who have been on the board for less than six months should consider whether or not they should participate in the summative process.

If the Committee were to adjust the evaluation cycle, some of the options to consider could include:

- Keeping the current two-year evaluation cycle and completing it by June, 2021.

- Keeping the current two-year evaluation cycle and completing it by March, 2021 (prior to the election).
- Going to a one-year cycle and completing it by June, 2020.

In each of the above cycles, the Superintendent's goals would remain annual goals, as recommended by DESE and the District Improvement Plan would remain a three-year plan.

For your information, I have attached the power point presentation from the workshop. Further information on the Superintendent Evaluation can be found on the DESE website at the link below.

<http://www.doe.mass.edu/eval/resources/evaluation/>

Please contact me if you have any further questions.

## Appendix B: 2-Year Evaluation Cycle for a Superintendent

The Model System for Superintendent Evaluation describes a one-year evaluation cycle with a formative assessment occurring at mid-cycle. At the discretion of the School Committee, the evaluation cycle can be two years for experienced superintendents, although annual goals are still strongly recommended. A typical two-year cycle includes the following steps:

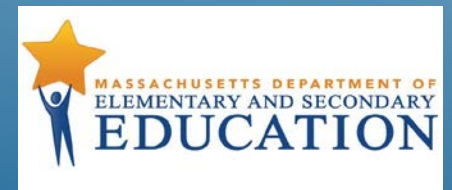


Late Spring/Summer	<b>Step 1: Self-Assessment.</b> The superintendent conducts a <a href="#">self-assessment</a> using the performance Standards and <a href="#">rubric</a> , data about student learning, past progress on the district improvement plan and goals (when available), the prior year's evaluation (when available), input from the administrative leadership team, administrator feedback, and other relevant evidence. Based on that assessment, the superintendent identifies goals to propose to the school committee: one professional practice goal, one student learning goal, and two to four district improvement goals. In addition, the superintendent identifies six to eight focus Indicators aligned to the goals—at least one from each Standard—to focus the school committee's assessment of performance on the Standards. Note: the superintendent may propose 1- or 2-year goals depending on the nature of the goals.
Summer/Early Fall	<b>Step 2: Analysis, Goal Setting, and Plan Development.</b> During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and progress and outcome benchmarks, along with the proposed focus Indicators. <sup>9</sup> In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises as needed and approves the goals and related focus Indicators. These goals—along with key strategies and benchmarks of progress—become the Superintendent's Two-Year Plan. <sup>10</sup> The plan also outlines the evidence that will be used to assess goal progress and determine performance ratings on each Standard and overall.
Over 2 School Years	<b>Step 3: Plan Implementation and Collection of Evidence.</b> The superintendent implements the Superintendent's Two-Year Plan, with assistance from the committee, as appropriate. School committee members and the superintendent collect, share, and regularly discuss evidence of progress on goals and performance against the focus Indicators.
Year 1 Spring/Summer	<b>Step 4: Formative Evaluation.</b> At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress made on the goals in the Superintendent's Annual Plan. The school committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent. At this point in time, the superintendent and school committee may discuss potential goals for Year 2, and/or determine the date by which those goals and related Year 2 Annual Plan will be established.
Year 2 Spring/Summer	<b>Step 5: Summative Evaluation.</b> The superintendent prepares an End-of-Cycle Report on goal progress and performance against the focus Indicators for each Standard. In a public meeting, the school committee completes a performance review and <a href="#">End-of-Cycle Summative Evaluation Report</a> assessing attainment of the goals from Years 1 and 2, as well as the superintendent's performance against the Standards.

# SUPERINTENDENT EVALUATION

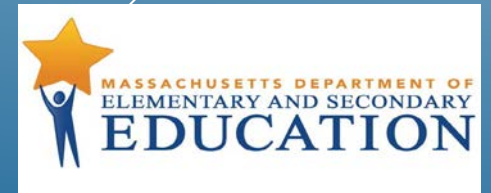
Drive-In

November 25, 2019

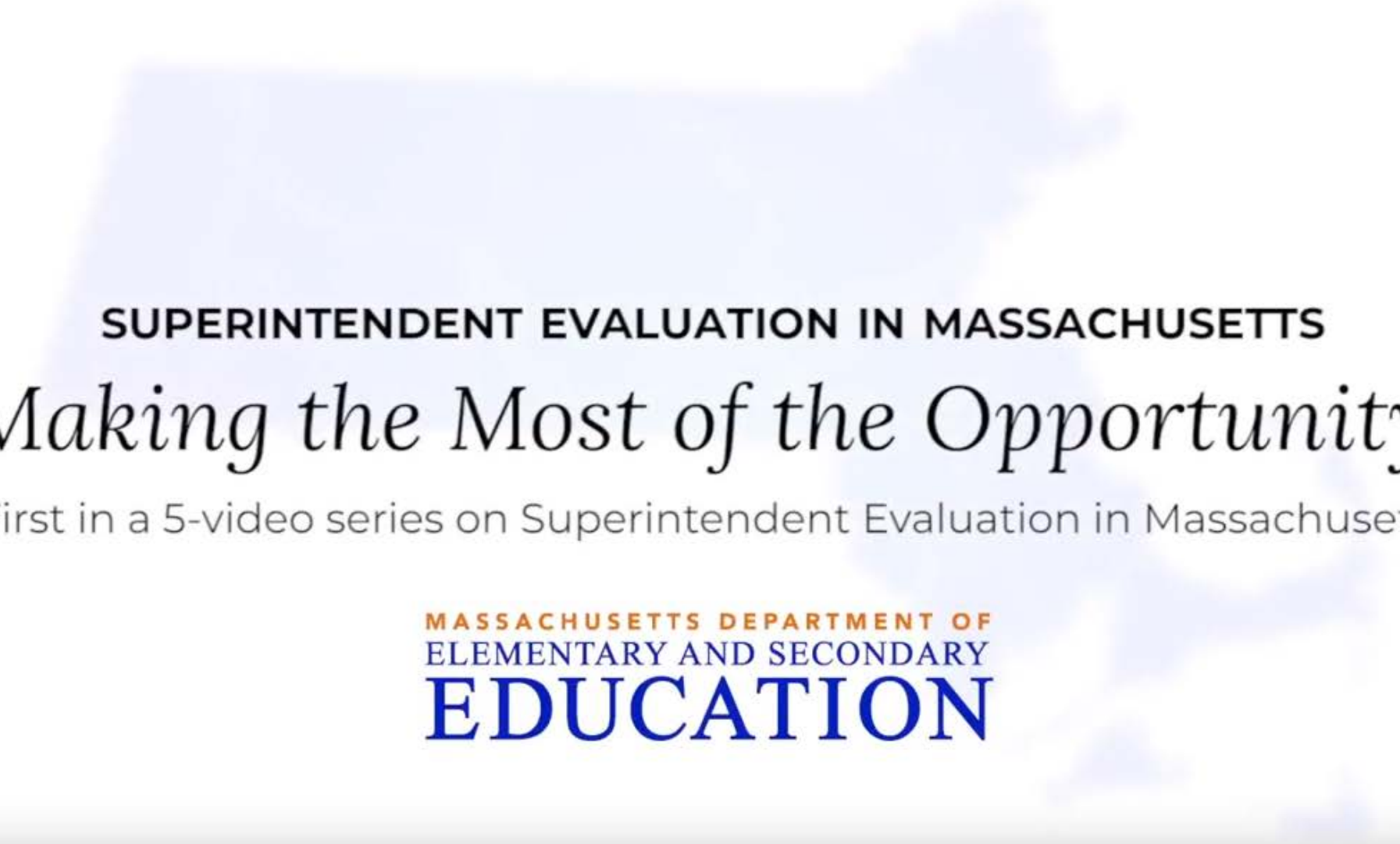


- ▶ Welcome
- ▶ DESE: Updated Guidance & Best Practices
- ▶ MASC: Guide to the Evaluation Process & Training Resources
- ▶ Q&A

# SUPERINTENDENT EVALUATION DRIVE-IN







**SUPERINTENDENT EVALUATION IN MASSACHUSETTS**

# *Making the Most of the Opportunity*

First in a 5-video series on Superintendent Evaluation in Massachusetts

MASSACHUSETTS DEPARTMENT OF  
ELEMENTARY AND SECONDARY  
**EDUCATION**

▶ ▶| 🔊 0:01 / 6:28



<https://youtu.be/h4OARGBphko>



# 01

## Updated Guidance & Best Practices

- ❖ Goal-Driven Evaluations & Focus Indicators
- ❖ Evaluation Plans
- ❖ 1- and 2-year cycles
- ❖ Organizing the Process

<http://www.doe.mass.edu/edeval/resources/evaluation/>



# Updated Guidance: Best Practices

## Goal-Driven Process Aligned to Focus Indicators

- ✓ Articulated “goal-driven” approach
  - 1 professional practice goal and 1 student learning goal
  - 2-4 district improvement goals
- ✓ Focus Indicators
  - 6-8 Focus Indicators (at least one per Standard) aligned to goals
  - tie goal progress to performance evaluation



# Updated Guidance: Best Practices

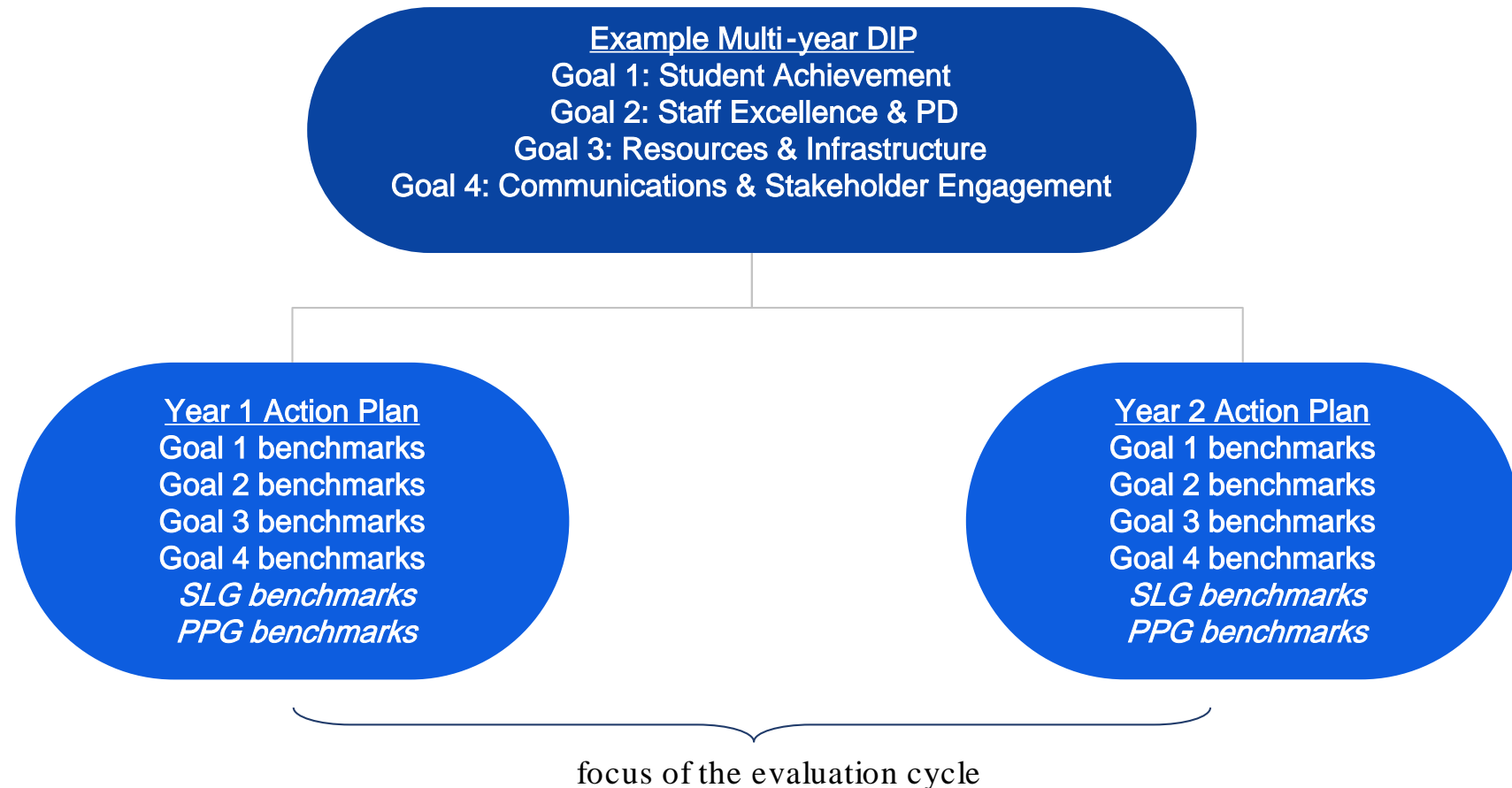
## 6-8 Focus Indicators (at least 1 per Standard)

- Aligned to goals
- Focus of the evaluation

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

# Updated Guidance: Best Practices

## Evaluation Plans: Aligning your annual/action plan to the District Improvement Plan






# Updated Guidance: Best Practices

## 2-year Cycles for Experienced Superintendents

- 3+ yrs in the role or district
- At the discretion of the School Committee
- Annual goals/benchmarks still recommended

Appendices	
Appendix B: 2-Year Evaluation Cycle for a Superintendent	
<p>The Model System for Superintendent Evaluation describes a one-year evaluation cycle with a formative assessment occurring at mid-cycle. At the discretion of the School Committee, the evaluation cycle can be two years for experienced superintendents, although annual goals are still strongly recommended. A typical two-year cycle includes the following steps:</p>	
	
Late Spring/Summer	<b>Step 1: Self-Assessment.</b> The superintendent conducts a <a href="#">self-assessment</a> using the performance Standards and <a href="#">rubric</a> , data about student learning, past progress on the district improvement plan and goals (when available), the prior year's evaluation (when available), input from the administrative leadership team, administrator feedback, and other relevant evidence. Based on that assessment, the superintendent identifies goals to propose to the school committee: one professional practice goal, one student learning goal, and two to four district improvement goals. In addition, the superintendent identifies committee's assessment of performance on the Standards—at least one from each Standard—to focus the school 2-year goals depending on the nature of the goals.
Summer/Early Fall	<b>Step 2: Analysis, Goal Setting, and Plan Development.</b> During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and progress and outcome benchmarks, along with the proposed focus Indicators. <sup>9</sup> In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises as needed and approves the goals and related focus Indicators. These goals—along with key strategies and benchmarks of progress—become the Superintendent's Two-Year Plan. <sup>10</sup> The plan also outlines the evidence that will be used to assess goal progress and determine performance ratings on each Standard and overall.
Over 2 School Years	<b>Step 3: Plan Implementation and Collection of Evidence.</b> The superintendent implements the Superintendent's Two-Year Plan, with assistance from the committee, as appropriate. School committee members and the superintendent collect, share, and regularly discuss evidence of progress on goals and performance against the focus Indicators.
Year 1 Spring/Summer	<b>Step 4: Formative Evaluation.</b> At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress made on the goals in the Superintendent's Annual Plan. The school committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent. At this point in time, the superintendent and school committee may discuss potential goals for Year 2, and/or determine the date by which those goals and related Year 2 Annual Plan will be established.
Year 2 Spring/Summer	<b>Step 5: Summative Evaluation.</b> The superintendent prepares an End-of-Cycle Report on goal progress and performance against the focus Indicators for each Standard. In a public meeting, the school committee completes a performance review and <a href="#">End-of-Cycle Summative Evaluation Report</a> assessing attainment of the goals from Years 1 and 2, as well as the superintendent's performance against the Standards.

# Updated Guidance: Best Practices

## Organizing the Process

### ☐ Timeline

- ☐ *1 or 2-year cycle?*

- ☐ *Alignment to school year or election cycle?*

### ☐ Goals & Focus Indicators

- ☐ *How many?* “3- 6 goals with aligned to 6- 8 focus Indicators generally permits the level of focus needed yield necessary district improvement.”

### ☐ Forms

### ☐ Evidence for Assessing Performance

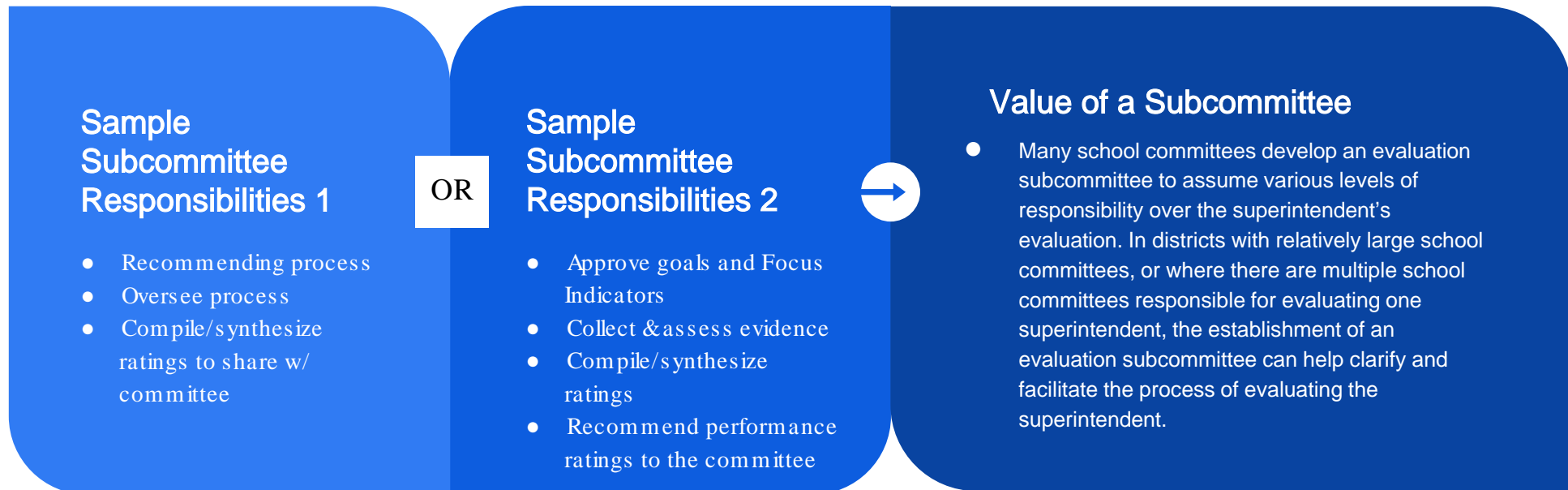
### ☐ Process for Compiling & Determining Ratings





# Updated Guidance: Best Practices

## The Role of Subcommittees



# 02

## New Resources

- Rubrics (Updated Model Rubric & Draft Indicator Rubric)
- Evidence Resource
- 5-Part Video Series

<http://www.doe.mass.edu/edeval/resources/evaluation/>

## Updated Model Rubric for Superintendents & District Administrators

- ✓ Articulated principles of effective district leadership
  - *LEADING WITH A COMMITMENT TO EQUITY*
  - *EMPOWERING PRINCIPALS and OTHER DISTRICT ADMINISTRATORS*
  - *ENSURING SYSTEMS ALIGNMENT AND COHERENCE*
- ✓ Tighter alignment to Teacher and Principal rubrics
- ✓ Fewer elements and clarified descriptors
- ✓ Adopt/ Adapt *OR* continue with existing rubric

# Rubrics

## DRAFT Indicator Rubric

- Indicator-level descriptions of practice (the 30+ elements are removed)
- Reinforces focus Indicator approach to evaluation
- Identifies practices to which School Committees can reasonably be expected to have insight or access

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-B-1. Student Engagement</b>	Does not look for evidence of or cannot accurately identify ways that principals identify effective teaching strategies that motivate and engage students.	While observing principal practice and artifacts, occasionally looks for or provides feedback to ensure principals are identifying effective instructional practices that motivate and engage students.	While observing principal practice and artifacts, regularly provides feedback to ensure that principals are identifying and promoting a variety of effective, high-leverage instructional practices that are likely to motivate and engage most students.	While observing principal practice and artifacts and providing high quality feedback, ensures that all principals are identifying and promoting the use of high-leverage instructional practices that motivate and engage all students. Models this practice for others.
<b>I-B-2. Quality of Effort and Work</b>	Does not set expectations for the content and quality of instruction and student work, or the effort required to produce it; or establishes inappropriately low expectations.	Sets high expectations for the content and quality of instruction and student work district-wide, and the effort required to produce it, but allows expectations to be inconsistent across the district; may allow inappropriately low expectations for quality of instruction and/or student work.	Sets and models high expectations for the content and quality of instruction and student work district-wide, and the perseverance and effort required to produce it; supports all administrators and instructional staff to consistently uphold these expectations for all students.	Sets and models high expectations for the content and quality of instruction and student work district-wide, and the perseverance required to meet these expectations, such that all administrators and instructional staff are empowered to do the same for their students.
<b>I-B-3. Meeting Diverse Needs</b>	Does not look for evidence of or cannot accurately identify ways that principals identify appropriate inclusive teaching practices that meet the diverse learning needs of all students.	While observing principal practice and artifacts, occasionally looks for or provides feedback to ensure principals are identifying appropriate inclusive teaching practices that meet the diverse learning needs of all students.	While observing principal practice and artifacts, regularly provides feedback to ensure that principals are identifying and promoting appropriate inclusive teaching practices that meet the diverse learning needs of all students.	While observing principal practice and artifacts and providing high quality feedback, ensures that all principals know and consistently identify appropriate inclusive teaching practices that meet the diverse learning needs of all students. Models this practice for others.
<b>Indicator I-B: Instruction in the ORIGINAL Model Rubric for Superintendents</b>				
<b>I-B. Instruction</b>	Does not ensure that instructional practices across schools and content areas reflect high expectations for teaching and learning, are engaging and motivating, or meet the diverse learning of all students; or establishes inappropriately low expectations for teaching and learning.	Supports instructional practices in some schools or content areas that reflect high expectations, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness; but allows lower expectations and/or insufficiently engaging instruction to persist in parts of the district	<b>Ensures that instructional 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</b>	Sets and models high expectations for the content and quality of instruction and empowers all administrators to do the same, such that instructional practices throughout the district are engaging, inclusive, and personalized to accommodate diverse learning needs of all students
<b>Indicator I-B: Instruction in the NEW Indicator Level Rubric</b>				

Rubric: <http://www.doe.mass.edu/edeval/resources/rubrics/>

Register Interest to Pilot Here: <https://www.surveymzmo.com/s3/5162398/Rubric-for-Superintendent-Evaluation-Pilot-Interest-Form>

# Evidence Resource

## Examples of Common Types of Evidence

- Indicator-specific types of evidence
- Meant to guide - - not prescribe - - a thoughtful selection of evidence types
- Identifies evidence appropriate for review in a public process

SUPERINTENDENT EVALUATION: EXAMPLES OF COMMON TYPES OF EVIDENCE BY INDICATOR			
In addition to relevant and publicly available artifacts such as school committee reports and presentations, accountability data, and school and district improvement plans, the following list includes <i>examples</i> of common types of evidence <sup>1</sup> associated with each Standard and Indicator. It is meant to guide—not prescribe—the collection of evidence of Focus Indicators that have been agreed upon by School Committees and Superintendents. This list should not be seen as comprehensive, nor should a superintendent or committee attempt to gather all of the examples cited below.			
STANDARD I: Instructional Leadership	STANDARD II: Management and Operations	STANDARD III: Family and Community Engagement	STANDARD IV: Professional Culture
<b>A. Curriculum Indicator</b> <ul style="list-style-type: none"><li>✓ Curriculum maps</li><li>✓ Example unit plans</li></ul> <b>B. Instruction Indicator</b> <ul style="list-style-type: none"><li>✓ Aggregated classroom walkthrough/observation data</li><li>✓ Aggregated student feedback</li></ul> <b>C. Assessment Indicator</b> <ul style="list-style-type: none"><li>✓ Report on district assessments</li><li>✓ Aggregated classroom walkthrough/observation data</li><li>✓ Report of data team meetings and/or protocols</li></ul> <b>D. Evaluation Indicator</b> <ul style="list-style-type: none"><li>✓ Compilation of educator goals</li><li>✓ Analysis of school and classroom observation data</li><li>✓ Analysis of student and staff feedback data</li></ul>	<b>A. Environment Indicator</b> <ul style="list-style-type: none"><li>✓ Analysis of safety and crisis plan elements and/or incidence reports</li><li>✓ Analysis of student support systems, structures, or programs</li></ul> <b>B. Human Resources Management and Development Indicator</b> <ul style="list-style-type: none"><li>✓ Staff hiring and retention data</li><li>✓ School and district PD plans</li><li>✓ Annual Induction and Mentoring report</li></ul> <b>C. Scheduling and Management Information Systems Indicator</b> <ul style="list-style-type: none"><li>✓ Analysis of master schedules and time on learning</li><li>✓ Report on common planning time and professional development opportunities</li></ul> <b>D. Law, Ethics, and Policies Indicator</b> <ul style="list-style-type: none"><li>✓ Relevant leadership team meeting agenda items</li><li>✓ Policies and protocols governing confidentiality and district code of ethics</li></ul>	<b>A. Engagement Indicator</b> <ul style="list-style-type: none"><li>✓ Family and community engagement/participation rates and trends</li><li>✓ Examples of outreach to community stakeholders and organizations</li><li>✓ Example communications to representative cultural groups</li></ul> <b>B. Sharing Responsibility Indicator</b> <ul style="list-style-type: none"><li>✓ Reports of family participation in district/school services</li><li>✓ Compilation of family referrals to and use of outside services</li><li>✓ Compilation of parent feedback</li></ul> <b>C. Communication Indicator</b> <ul style="list-style-type: none"><li>✓ Compilation of survey results from parents/community stakeholders</li><li>✓ District website and newsletters</li><li>✓ Example agendas for Back-to-School Night and similar events</li></ul> <b>D. Family Concerns Indicator</b> <ul style="list-style-type: none"><li>✓ Compilation of parent feedback</li><li>✓ Observations of superintendent at school committee meetings and other public settings</li></ul>	<b>A. Commitment to High Standards Indicator</b> <ul style="list-style-type: none"><li>✓ Example leadership team meeting agenda items and analysis</li><li>✓ School-site walkthrough data and follow-up reports</li></ul> <b>B. Cultural Proficiency Indicator</b> <ul style="list-style-type: none"><li>✓ Implementation updates for relevant policies/practices</li><li>✓ Compilation of student/staff feedback on learning environments</li><li>✓ Related PD descriptions and/or feedback analysis</li></ul> <b>C. Communications Indicator</b> <ul style="list-style-type: none"><li>✓ Memos/newsletters to staff and public</li><li>✓ Compilation of procedures and protocols to communicate effectively with the School Committee</li></ul> <b>D. Continuous Learning Indicator</b> <ul style="list-style-type: none"><li>✓ Professional development for principals/administrators</li><li>✓ Report on professional development/continuous learning for superintendent</li></ul>
<sup>1</sup> Any evidence collected by or shared with a school committee as part of the superintendent's evaluation—particularly when such evidence may communicate information about students, families, and/or staff—must adhere to all confidentiality rules and regulations.			
1			

<http://www.doe.mass.edu/edeval/resources/evaluation/example-evidence.docx>



# 5-Part Video Series: Superintendent Evaluation in Massachusetts

## **SUPERINTENDENT EVALUATION IN MASSACHUSETTS**

*VIDEO ONE: Superintendent Evaluation in MA: Making the Most of the Opportunity*

*VIDEO TWO: Superintendent Evaluation In MA: Organizing the Process*

*VIDEO THREE: Superintendent Evaluation in MA: Putting Goals at the Center*

*VIDEO FOUR: Superintendent Evaluation in MA: Assessing Progress and Performance*

*VIDEO FIVE: Superintendent Evaluation in MA: Deciding and Reporting Ratings*

# Evaluating the Superintendent

Guide to the Evaluation Process

# MASC Training

## **Overview:**

How Superintendent Evaluation supports district work

## **Review of Model Process:**

5-step cycle

2-part tool

Multi-part rating system

## **How it works:**

What happens in each step of the cycle

Decisions to be made at each point

Tips for a smooth process

Additional considerations



# Overview:

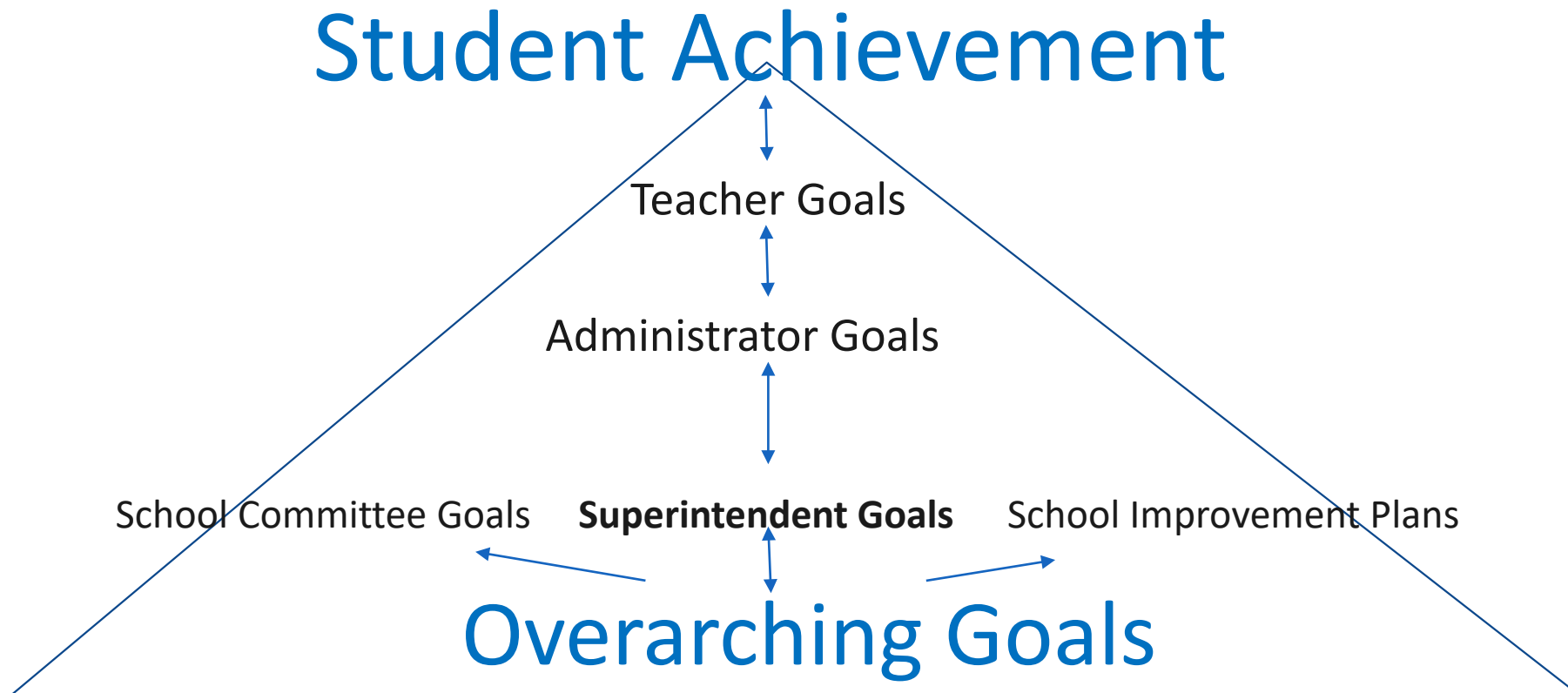


## **Educator Evaluation in Massachusetts**

Objectives

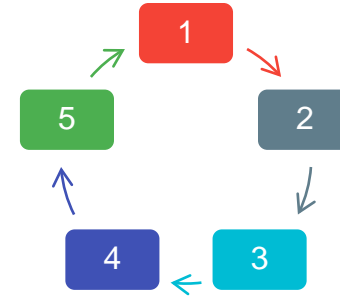
Background information

# Overview: Goal Alignment

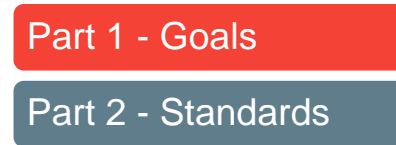


# The Model Process: Three Key Components

1. Five step cycle



2. Two-part tool



3. Multi-part Rating System



# The Model Process Evaluation Tool: Part 1

## SMART Goals

- ✓ **S**pecific \* Strategic
- ✓ **M**easurable
- ✓ **A**ction-oriented
- ✓ **R**igorous, Realistic & Result-focused
- ✓ **T**imed & Tracked

SMART Goals have:

- ✓ Key Actions
- ✓ Benchmarks

## Goal Areas

- Professional Practice
- Student Learning
- District Improvement

# The Model Process Evaluation Tool: Part 2

## **STANDARDS AND INDICATORS OF EFFECTIVE PROFESSIONAL PRACTICE**

- Instructional Leadership
- Management and Operations
- Family & Community Engagement
- Professional Culture

Source: DESE Educator Evaluation Regulations

# The Model Process: Multi-part Rating System

## SUMMATIVE PERFORMANCE RATING ON:

### GOALS:

- ✓ *Exceeded*
- ✓ *Met*
- ✓ *Significant Progress*
- ✓ *Some Progress*
- ✓ *Did Not Meet*

### STANDARDS:

- ✓ *Exemplary*
- ✓ *Proficient*
- ✓ *Needs Improvement*
- ✓ *Unsatisfactory*

OVERALL SUMMATIVE RATING: *Exemplary, Proficient, Needs Improvement, Unsatisfactory*

# How Does it Work?



# Goal Setting and Plan Development

Work with Superintendent to draft goals

- ✓ Can use subcommittee to begin work
- ✓ School Committee has final approval

Identify Standards & Indicators from Rubric

- ✓ All Standards must be evaluated

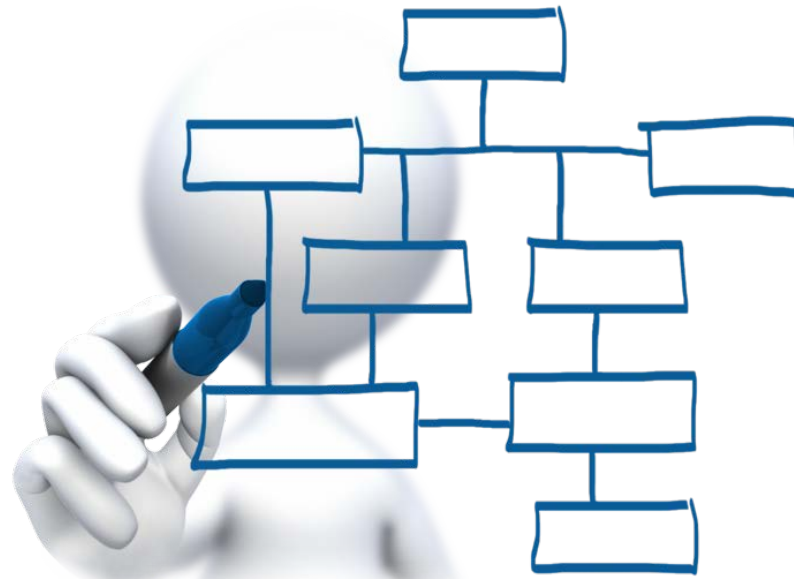
Decide on Weighting of Standards

**Discuss Evidence to demonstrate  
Proficiency/Progress**





# Implement the Plan



# Formative Assessment

- ✓ Check-in
- ✓ Opportunity for feedback
- ✓ Opportunity to re-align



# Summative Evaluation

1. Committee members complete individual evaluations
  - Superintendent self-assessment
  - Evidence of progress/proficiency
  - Form to complete evaluation
2. Composite Evaluation prepared
  - Chair or Designee
  - Subcommittee
  - *Discuss process for preparation*
3. Discussed and voted on by full Committee at a public meeting
  - New SJC ruling may require a change to your process

# Additional Considerations



# Required vs. Optional

## REQUIRED

- 4 SMART Goals in 3 areas
  - District Improvement
  - Student Learning
  - Professional Practice
- Ratings on all 4 Standards
  - Instructional Leadership
  - Management & Operations
  - Family & Community Engagement
  - Professional Culture
- Overall Summative Rating

## OPTIONAL

- Do not need to use all Indicators
- Can weight Standards differently
- Timing of Evaluation cycle
- How Evaluation is used
- Process for completing evaluation

# Timing of the Cycle

**What makes the most sense in terms of planning and district work?**

Election time considerations

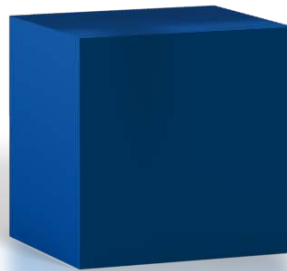
Who prepares individual evaluations?

When are they prepared by outgoing members?

What about newly elected members?

Who votes?

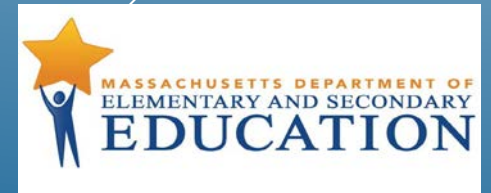




# THANK YOU

- ▶ Claire Abbott, DESE Manager PK12 Educator Effectiveness [cabbott@doe.mass.edu](mailto:cabbott@doe.mass.edu)
- ▶ Dorothy Presser, MASC Field Director [dpresser@masc.org](mailto:dpresser@masc.org)

## SUPERINTENDENT EVALUATION DRIVE-IN





John F. Doherty, Ed. D.  
Superintendent of Schools

82 Oakland Road  
Reading, MA 01867  
Phone: 781-944-5800  
Fax: 781-942-9149



Christine M. Kelley  
Assistant Superintendent

Jennifer A. Stys, Ed.D.  
Director of Student Services

Gail Dowd, CPA  
Chief Financial Officer

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*

TO: Reading School Committee

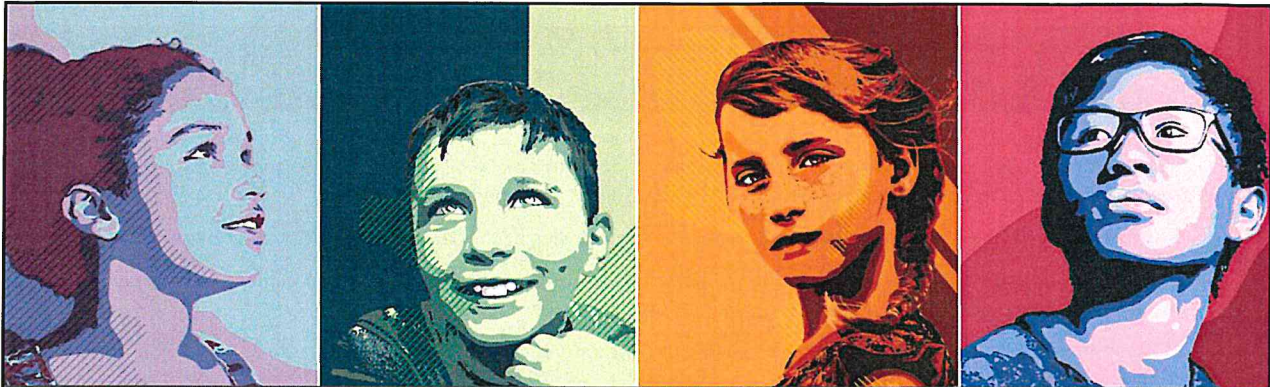
FROM: John F. Doherty, Ed.D.  
Superintendent of Schools

DATE: April 13, 2020

TOPIC: Student Opportunity Act Feedback

As part of the recently passed Student Opportunity Act, each school district is required to submit a three-year student opportunity plan. Prior to the submission of the plan I would like to give School Committee members the opportunity to give me any feedback on the plan. I have attached a copy of the plan for your review.

If you have any questions, please contact me.



When students go deep in their learning, they turn every challenge into an opportunity to shine.

## Student Opportunity Plans for Reading

SY21-SY23



1

## Student Opportunity Act

The Student Opportunity Act (Chapter 132 of the Acts of 2019) requires districts to submit three-year, evidence-based plans to the Department by April 1, 2020 (Date has been changed to at least May 15<sup>th</sup>). The plans will address four areas outlined in the law:

- Identify specific evidence-based programs the district intends to implement to effectively reduce disparities among student subgroups;
- Outline how G.L. c. 70 funds, as well as other local, state, and federal funds, will be used to implement the plan, including an explanation of the relationship between the allocation of the funds and the educational needs of English learners and low-income students;
- Establish targets and outcome measures for addressing persistent disparities in achievement among student subgroups; and
- Specify ongoing plans to effectively engage families and measure family engagement efforts.



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## Student Opportunity Commitments

The Department has established a template that asks each district to make 4 “Student Opportunity Commitments” in order to close opportunity and achievement gaps among student subgroups:

1. **Intentionally focus on student subgroups** who are not achieving at the same high levels as their peers;
2. **Adopt, deepen or continue specific evidence-based programs to close opportunity and achievement gaps** for student subgroups and **allocate resources** to support these programs;
3. **Monitor success in reducing disparities in achievement among student subgroups** over three years with a small number of metrics and targets; and
4. **Engage families, particularly those families representing student subgroups** most in need of support, about how best to meet their students’ needs.

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## Checklist (1 of 3)

### Commitment #1 – Focusing on Student Subgroups

- ✓ Provide a brief analysis of district data that identifies opportunity and achievement gaps for student subgroups, including students of color, low income students, English learners, and students with disabilities. Data sources could include: DESE’s accountability system, local measures of student performance, and the ability of all students to access district programs, wraparound services, and other opportunities.

### Commitment #2 – Using Resources and Evidence-Based Programs to Close Gaps

- ✓ Consider selecting from the evidence-based program examples identified by DESE.
- ✓ Describe each program, making sure to include a high-level summary of the program in FY21 and any expected changes for the following two years, which schools in the district will be impacted by the program (answer can be district-wide), and which student subgroups the program will address.
  - Please note that the federal definition of supplanting does not apply to incremental Chapter 70 funding.
- ✓ Identify how the program is evidence-based.
- ✓ Fill in the table with the following **budget information for FY21**: 1) Input budget line items (staff, PD, purchases, etc.), 2) provide the cost of the items, and 3) identify the foundation budget category for each cost listed (see page 13 of this document).

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## Checklist (2 of 3)

### Commitment #3 – Monitoring Success with Outcome Metrics and Targets

- ✓ Select **at least 3 outcome metrics** to include in your plan. These can include metrics from the list provided by DESE (p 14) or custom district metrics.
- ✓ Where possible, **align outcome metrics with the evidence-based programs** described in Commitment 2.
- ✓ Each district must also **identify targets for each metric**. Targets will be added to plans in fall 2020. If you choose a DESE metric, we will notify you of the targets. Districts choosing their own metrics will be required to update their plans with targets in the fall. For more information, see pages 13-14.

### Commitment #4 – Engaging All Families

- ✓ Describe your district's ongoing plan for engaging families, including targeted strategies for families of low-income students, English learners, and students with disabilities. See page 15 for suggestions.
- ✓ Explain how your district will measure increases in family engagement based on these efforts.

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## Checklist (3 of 3)

### Certifications

- ✓ Certify that you engaged stakeholders as specified by the law: "Each plan must be developed by the superintendent in consultation with the school committee and shall consider input and recommendations from parents/guardians and other relevant community stakeholders, including special education and English learner parent advisory councils, school improvement councils and educators in the district."
- ✓ Describe your district's stakeholder engagement process and provide a list of stakeholders that were engaged. See pages 15-16 for suggestions.
- ✓ School committees should vote on the plan, as it will have budgetary and policy implications. Confirm that school committee voted on the plan and provide the date of the vote and the outcome.

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## Suggestions for Successful Planning

### Focus on evidence-based program selection

The primary focus will be on which **evidence-based programs** a district is selecting and the resources being allocated to those programs. The commissioner and his leadership team selected 17 examples of programs based both on evidence and experience seeing these programs move the needle for students.

- Districts that select from this menu, assuming their specific program generally matches the features of the example provided, can expect that their selection will satisfy the statutory requirement to include evidence-based programs in their plans.
- Districts may also identify their own evidence-based programs outside of the menu, so long as they align to one or more of first nine categories in the law.

### Thoughtfully engage your community

We will look for districts to confirm they engaged groups outlined in the statute alongside other local community groups, so that plans **reflect student needs as identified by the community** and so communities can in turn support districts in their implementation of evidence-based programs.

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## Suggestions for Successful Planning

### Do a few things well

Commit to a small number of high-impact, evidence-based programs to close opportunity and achievement gaps among student subgroups. A completed Student Opportunity Plan should not look and feel like a comprehensive strategic plan.

- Remember that districts can “adopt, deepen or continue” evidence-based programs. Short form districts may focus primarily on describing evidence-based programs already underway that are supporting student subgroups with disparities in achievement. Districts could also propose deepening certain features of these programs or expanding their scope to more students.
- If districts do not currently have programs to support student subgroups, districts should reallocate resources to ensure evidence-based programs are in place beginning in FY21. **SOA programs are not limited to incremental Chapter 70 funding**; districts should consider all resources in developing these programs.

### Focus on implementation

We are interested in concise, thoughtful commitments that will be backed up by high-quality implementation. We strongly recommend districts keep their plans to a similar length as the sample template in this guidance document. Rather than filling out additional paperwork, DESE encourages districts to spend that time with their teams ensuring that new programs will be implemented well. The commissioner intends to focus future school visits and DESE monitoring on observing the evidence-based programs that districts described in their plans.

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## Questions

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### Evidence-based programs: 17 examples of high-quality programs (Reading Proposed in bold face)

#### Enhanced Core Instruction

1. Expanded access to full-day, high-quality pre-kindergarten for 4-year-olds, including potential collaboration with other local providers\*
2. Research-based early literacy programs in pre-kindergarten and early elementary grades\*
3. Early College programs focused primarily on students under-represented in higher education\*
4. **Supporting educators to implement high-quality, aligned curriculum**
5. Expanded access to career-technical education, including "After Dark" district-vocational partnerships and innovation pathways reflecting local labor market priorities

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#### Targeted Student Supports

6. Increased personnel and services to support holistic student needs
7. Inclusion/co-teaching for students with disabilities and English learners
8. Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners
9. Dropout prevention and recovery programs



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## Evidence-based programs: 17 examples of high-quality programs (cont.)

### Talent Development

10. Diversifying the educator/administrator workforce through recruitment and retention\*
11. Leadership pipeline development programs for schools
12. Increased staffing to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers
13. Strategies to recruit and retain educators/administrators in hard-to-staff schools and positions

### Conditions for Student Success

14. Community partnerships for in-school enrichment and wraparound services
15. Parent-teacher home visiting programs
16. Labor-management partnerships to improve student performance
17. Facilities improvements to create healthy and safe school environments

*\* The commissioner is encouraging the adoption of Priority Programs and will likely offer competitive grant funds*

*The above evidence-based programs correspond to the program categories outlined in the SOA. See the footnote on page 6 for the full list of SOA program categories.*

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## SOA Program Categories

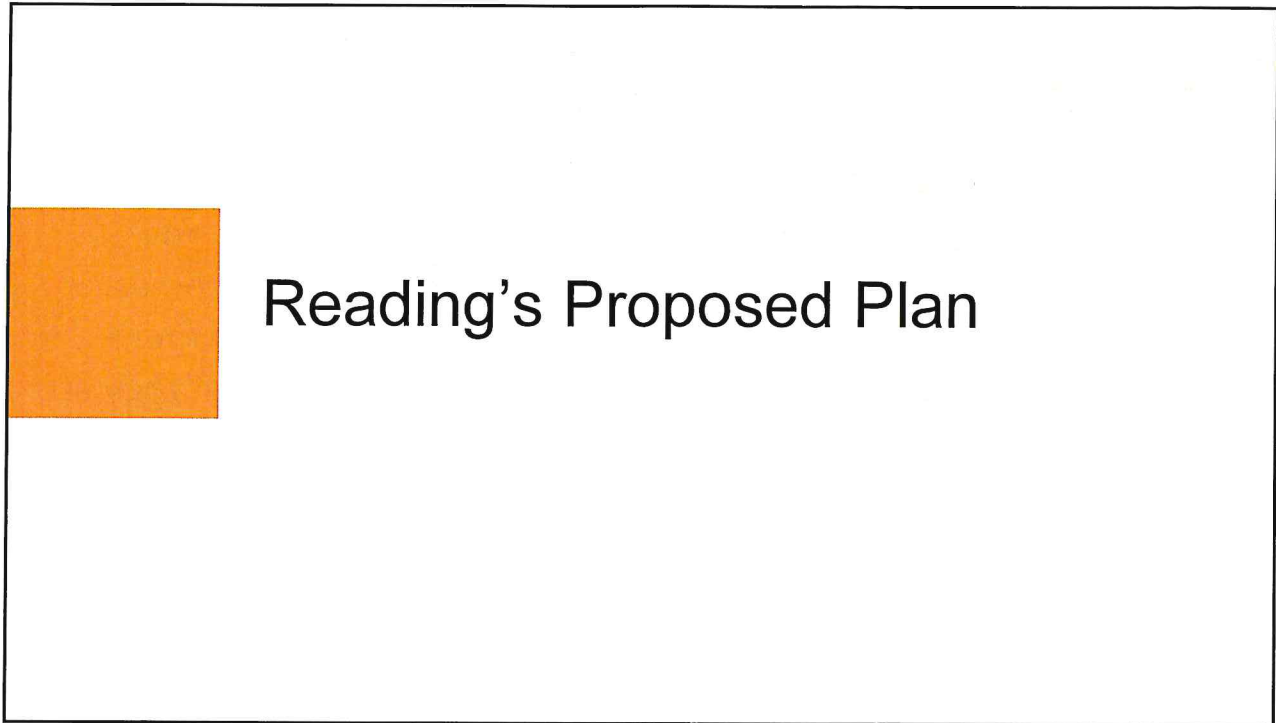
The SOA outlines 9 evidence-based program categories and provides opportunity for additional programs determined to be evidence-based by the commissioner.

- A. Expanded learning time in the form of a longer school day or year;
- B. Increased opportunity for common planning time for teachers;
- C. Social services to support students' social-emotional and physical health;
- D. Hiring school personnel that best support improved student performance;
- E. Increased or improved professional development;
- F. Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks;
- G. Expanded early education and pre-kindergarten programming within the district in consultation or in partnership with community based organizations;
- H. Diversifying the educator and administrator workforce;
- I. Developing additional pathways to strengthen college and career readiness;
- J. Any other program determined to be evidence-based by the commissioner.

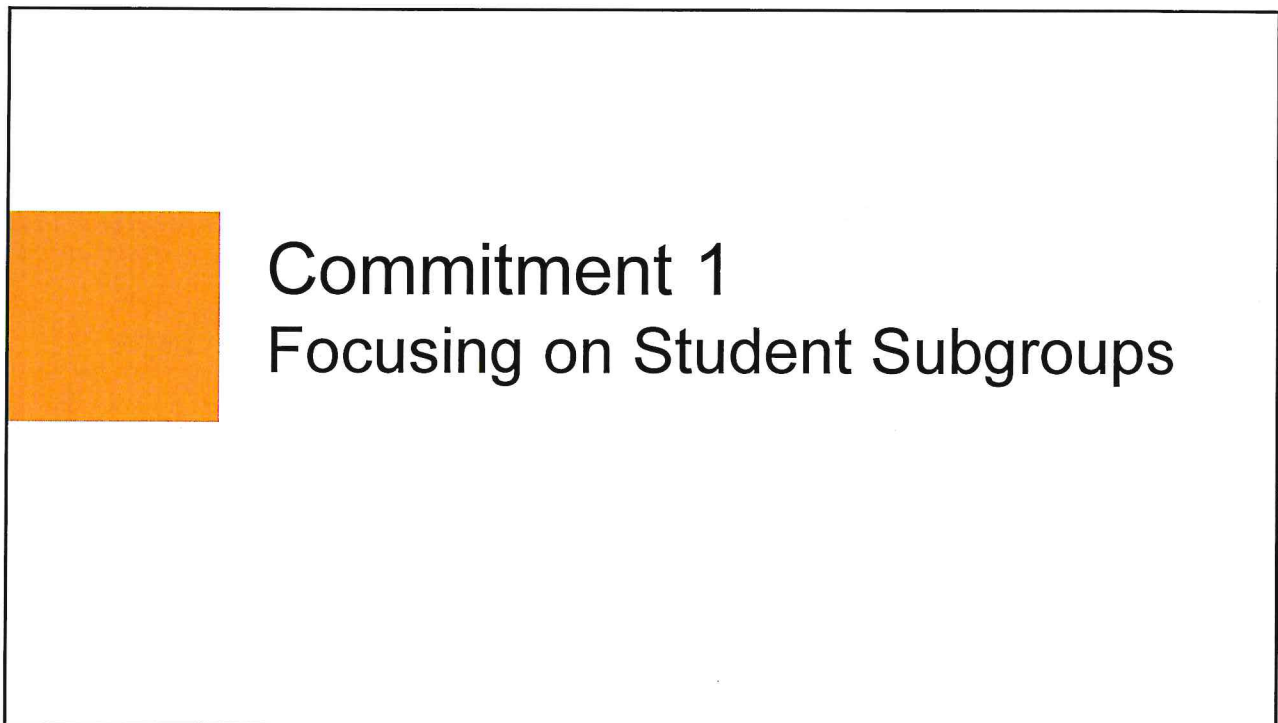
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14



## Commitment 1 Focusing on Student Subgroups

In our analysis of our district data, our students with disabilities, High Needs, English Language Learner, African American, and Hispanic students are not as successful on the MCAS outcomes as their peers. Our analysis also shows that if a student is in more than one of these subgroups, the increased likelihood that they are not as successful as their peers.

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## Commitment 2 Using Evidence Based Programs to Close Gaps

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## Evidence Based Program 1

### Supporting educators to implement high-quality, aligned curriculum

As we align our curriculum to the Massachusetts Curriculum Frameworks, we will be focusing our curriculum purchases, professional development, and instructional practices in the following areas over the next three years:

- Develop and begin implementation of a five-year curriculum renewal cycle in all curriculum areas.
- Develop and begin implementation of a five-year special education program review cycle.
- Continue completion of curriculum guides, PreK-12.
- Develop and implement standards-aligned curriculum in K-12 social studies.
- Review, pilot, and implement standards-aligned curriculum material in Grade K-12 mathematics, beginning with Grade 7 and 8.
- Continue to commit resources to enhancing the workshop model for writing, reading, and mathematics.

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## Evidence Based Program 1

### Supporting educators to implement high-quality, aligned curriculum (cont.)

- Commit resources to focused and aligned professional development opportunities on meeting the needs of diverse learners for administrators, teachers and support staff.
- Align teacher induction and mentoring program to reflect district expectations.
- Work with Teacher Assessment Process Committee to review new teacher evaluation rubrics for implementation in 2020-2021 school year.
- Revision of elementary standards-based report card and conferencing with completion in the 2020-2021 school year.
- Implement a continuous student support cycle: identify at risk students, select evidence-based interventions, enact interventions, and monitor student progress/growth
- Identify appropriate assessments to identify students with disabilities and use the appropriate specialized instruction.

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## Evidence Based Program 2

### Research-based early literacy programs in pre-kindergarten and early elementary grades

- Review high quality instructional materials for PreK-2 literacy.
- Review, identify, and implement valid assessments for students.
- Provide interventions to students who need them.
- Provide ongoing professional development in literacy instruction and intervention strategies for teachers.
- Implement a Dyslexia Screening tool based on DESE guidelines during the 2020-21 school year.
- Revision of elementary standards-based report card and conferencing with completion in the 2020-2021 school year.
- Identify appropriate assessments to identify students with disabilities and use the appropriate specialized instruction.
- Continue to commit resources to enhancing the workshop model for writing, reading, and mathematics.

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## FY21 Budget for Evidence Based Program 1 and 2

FY21 Budget Items	Amount	Foundation Category
Curriculum Material	\$194,050	Instructional Materials, Equipment, and Technology
Professional Development Expenses	\$ 92,921	Professional Development
Evidence Base Program Identified by DESE	Support Educators to implement high-quality, aligned curriculum	
SOA program categories:	Increased or improved professional development (E) and Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks (F)	

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### Evidence Based Program 3

#### Diversifying the educator/administrator workforce through recruitment and retention.

Our teacher and administrator workforce does not mirror our student population, especially with our students of color. In the FY21 budget, an HR/Payroll administrative assistant has been added which will allow our Human Resources Administrator to allocate more time to recruitment and retention. This includes the development of a three year induction program for all teachers new to Reading.

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FY21 Budget Items	Amount	Foundation Category
1.0 FTE HR/Payroll Administrative Assistant	\$60,000	Administration
Mentor Stipends	\$66,500	Professional Development
Evidence Base Program Identified by DESE	Diversifying the educator/administrator workforce through recruitment and retention	
SOA program categories:	Hiring school personnel that best support improved student performance (D) and Diversifying the educator and administrator workforce (H)	

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## Evidence Based Program 4

### Facilities improvements to create healthy and safe school environments

Over the next few years, the Reading Public Schools will be improving the safety and security of their current school facilities and exploring options to increase classroom space for preschool, full day kindergarten, enrollment increases, and indistrict special education programs. Below are some of the projects that are being implemented.

- Two or three new modular classrooms at Birch Meadow Elementary School to address enrollment and increased enrollment in special education programs (FY21).
- Implementation of security enhancements to improve the safety and security of our facilities for our students and staff (FY21 and 22). The security features will improve access controls and cameras at school buildings while maintaining the learning environment for all students.
- In FY20, an elementary school space and enrollment study was completed which presented several options to solve the growing need for educational space to address programmatic needs of full day kindergarten, indistrict special education programs, and preschool. This will be an ongoing community discussion over the next several months.

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FY20 and FY21 Capital Budget Items	Amount	Foundation Category
Modular Classrooms	\$1,250,000	Operations and Maintenance
Town and School Building Security Project	\$4,500,000	Operations and Maintenance
Evidence Base Program Identified by DESE	Facilities improvement to create healthy and safe school environments	
SOA program categories:	Any other program determined to be evidenced based by the commissioner (J).	

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## Future Evidence Based Programs

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### Evidence Base Program 5 Expanded access to full-day kindergarten

Reading is one of the few communities in Massachusetts that does not have tuition free full day kindergarten. Currently, 90% of our students are in a tuition based full day kindergarten program which creates educational and logistical challenges for our students. Over the next few years, we will be exploring options as to how we can provide access to full day kindergarten for all students. Currently, this would require an additional \$1,200,000 to our operating budget.

26



FY21 Budget Items	Amount	Foundation Category
Tuition Offset to Budget for Full Day Kindergarten	\$1,200,000	Classroom and Specialist Teachers; Administration
Evidence Base Program Identified by DESE	Expanded access to full-day, high-quality kindergarten	
SOA program categories:	Hiring school personnel that best support improved student performance (D); Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks (F); Expanded early education and pre-kindergarten programming within the district in consultation or in partnership with community based organizations (G)	

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#### Evidence Based Program 6

Increased staffing to expand student access to arts, computer science, enrichment, strategic scheduling to enable common planning time for teachers

For more than 30 years, elementary students in Reading have been dismissed two hours earlier than the regular dismissal time on Wednesdays in order to be able to provide necessary planning time and professional development for teachers. In a future budget, it should be explored to increase staffing in the arts, computer sciences, and other enrichment activities so that planning and professional development opportunities are scheduled during the regular school day and thus eliminating the Wednesday early release day at the elementary schools.



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Future Budget Items	Amount	Foundation Category
Increased elementary staffing to arts, computer science and enrichment	\$600,000	Classroom and Specialist Teachers
Evidence Base Program Identified by DESE	Increased staffing to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers.	
SOA program categories:	Increased opportunity for common planning time for teachers (B); Hiring school personnel that best support improved student performance (D)	

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### Evidence Based Program 7

#### Increased personnel and services to support holistic student needs

In future budget years, this is an area of need where we need to increase our school adjustment counseling staff at the elementary level, improve academic interventions through tutoring at the middle and high school level, and increase guidance and behavioral health counseling services at the middle and high school level. This would be embedded staff in each school to coordinate supports and services for students.



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Future Budget Items	Amount	Foundation Category
Increased counseling and academic intervention staff PreK-12	TBD	Guidance and Psychological
Board Certified Behavior Analyst	TBD	Guidance and Psychological
Evidence Base Program Identified by DESE	Increased personnel and services to support holistic student needs	
SOA program categories:	Social services to support students' social-emotional and physical health (C); Hiring school personnel that best support improved student performance (D)	

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## Commitment 3

Monitoring Success with Outcome Metrics and Targets

32

## Commitment 3

### Outcome Metrics

- DESE outcome metrics:
  - Accountability classification
  - ELA mean student growth percentile
  - Mathematics mean student growth percentile
  - ELA achievement
  - Mathematics achievement
  - Science achievement
  - Percentage of 11<sup>th</sup> and 12<sup>th</sup> graders completing advanced coursework
  - Extended engagement rate for high school completion (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled)
- Custom district metrics
  - Engagement, Safety, and Environment Sections of the Views of Climate and Learning (VOCAL) Survey

Massachusetts Department of Elementary and Secondary Education



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## Commitment 4

### Engaging All Families

34

## Commitment 4 Engaging All Families

- At the school level, where appropriate and necessary, staff will implement home visiting programs to increase dialogue between school and families.
- Each school holds open house and back to school night events for all families.
- Weekly school and district newsletters sent to all families.
- Weekly office hours during different times of day at different school sites with the Superintendent of Schools.
- District leaders attend monthly SEPAC meetings.
- School and district leaders hold meetings with METCO parents in Boston at least twice a year.
- Beginning in SY2021, district leaders will meet with the PTO Presidents quarterly.
- During SY2020 and 2021, schools and district will engage families in the portrait of graduate work where a vision of the skills and dispositions that we want our students to have when they leave high school will be generated.

Massachusetts Department of Elementary and Secondary Education



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## Stakeholder Feedback on Student Opportunity Plans

- Hold at least one community listening session
- Send out an online survey to gather feedback
- Present information at SEPAC meeting for feedback
- Have School Committee hold a public comment section at one of the meetings
- Have school leaders get feedback at a staff meeting

Massachusetts Department of Elementary and Secondary Education



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## Questions

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# Thank You

 <http://www.doe.mass.edu/commissioner/spec-advisories/soa.html>



38

John F. Doherty, Ed. D.  
Superintendent of Schools

82 Oakland Road  
Reading, MA 01867  
Phone: 781-944-5800  
Fax: 781-942-9149



Christine M. Kelley  
Assistant Superintendent

Jennifer A. Stys, Ed.D.  
Director of Student Services

Gail S. Dowd, CPA  
Chief Financial Officer

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*

TO: Reading School Committee

FROM: John F. Doherty, Ed.D.  
Superintendent of Schools

DATE: April 13, 2020

TOPIC: Email Correspondence and Other Information

Please find attached for your information, copies of email correspondence and information received by School Committee members and Central Office Administrators from community members as well as other pertinent information. We have included our responses, if applicable, as well.

If you have any questions, please contact me.



## Engelson, Linda

---

**From:** Doherty, John  
**Sent:** Tuesday, April 7, 2020 6:47 AM  
**To:** Maria Morgan  
**Cc:** Engelson, Linda; Robinson, Charles  
**Subject:** RE: Public comment for school committee meeting tonight, 4/6/20

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Good Morning, Maria,

I apologize that this was not read last night. It was my fault and I missed your email.

I will make sure that this gets in the next packet and communicated appropriately.

Thanks.

John F. Doherty  
Superintendent  
Reading Public Schools  
82 Oakland Road  
Reading, MA 01876  
781-944-5800

---

**From:** Maria Morgan <mariam.sepac@gmail.com>  
**Sent:** Monday, April 6, 2020 10:04 PM  
**To:** DG School Committee <SchoolCommittee@reading.k12.ma.us>  
**Subject:** Fwd: Public comment for school committee meeting tonight, 4/6/20

CAUTION: This email originated from outside of Reading Public Schools. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.
---

Hi—making sure this was received?

----- Forwarded message -----

**From:** **SEPAC READING** <sepacreading@gmail.com>  
**Date:** Mon, Apr 6, 2020 at 12:40 PM  
**Subject:** Public comment for school committee meeting tonight, 4/6/20  
**To:** <dgschoolcommittee@reading.k12.ma.us>  
**CC:** Alyssa Scaparotti <Alyssa.sepac@gmail.com>, Amy Stewart <amyS.sepac@gmail.com>, Laura Noonan <LNoonan.SEPAC@gmail.com>, Maria Morgan <mariam.sepac@gmail.com>

The board members of the Reading Special Education Parent Advisory Council, known as SEPAC, have seen first hand that the District administration is working diligently to meet the needs of students during this vulnerable time. The board appreciates that Dr. Stys has encouraged the SEPAC to share parent concerns with her. Since schools have closed, Dr. Stys has been in constant communication with the SEPAC board, via email and during weekly meetings. Thank you. Submitted by: SEPAC Board Members Maria Morgan, Laura Noonan, Alyssa Scaparotti, and Amy Stewart

--

Thank you,

SEPAC BOARD

SEPAC WEBPAGE

Join SEPAC's mailing list

Follow SEPAC on Facebook

Please remember that the Secretary of State's Office has determined that email is a public record. This communication may contain privileged or other confidential information. If you are not the intended recipient, or believe that you have received this communication in error, please do not print, copy, retransmit, disseminate, or otherwise use the information. Also, please indicate to the sender that you have received this email in error, and delete the copy you received.

--

Maria Morgan

Board Member

Reading SEPAC (Special Education Parent Advisory Council)

SEPAC webpage

Join SEPAC's mailing list

Follow SEPAC on Facebook

Please remember that the Secretary of State's Office has determined that email is a public record. This communication may contain privileged or other confidential information. If you are not the intended recipient, or believe that you have received this communication in error, please do not print, copy, retransmit, disseminate, or otherwise use the information. Also, please indicate to the sender that you have received this email in error, and delete the copy you received.

## Engelson, Linda

---

**From:** Charles Robinson <charles.robinson@optisure.com>  
**Sent:** Tuesday, April 7, 2020 3:27 PM  
**To:** Glenn, Dan  
**Cc:** Engelson, Linda  
**Subject:** Re: Tuition for Kindergarten during COVID-19 shutdown??

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

CAUTION: This email originated from outside of Reading Public Schools. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.

Mr. Glenn:

As we stated to the public last night we will be discussing the tuition for Kindergarten and RISE at our school committee meeting on 4/16/20.

I wouldn't waste any money on legal fees just yet.  
Thank you

Chuck Robinson

Sent from my iPhone

On Apr 7, 2020, at 3:16 PM, Glenn, Dan <Dan.Glenn@geodecapital.com> wrote:

Good afternoon,

I'd like to start off by making sure this email is taken in the spirit in which this is intended. I am not personally unhappy with anyone, quite the opposite. Thais and I couldn't be more thrilled with Wood End School or with our son's teacher, Sarah Bielicki. We understand this is a difficult time and everyone is doing their best.

That being said, we always did find it strange that Reading charges tuition for full-time public Kindergarten. We are not originally from Massachusetts and we moved here in late 2018, so its not something we spent too much time worrying about.

What does worry us, however, is the communication that was recently sent where it was made clear the tuition for this remaining year is still expected to be paid. I have to say, that was quite a shock! I understand these events are outside of your control, but I do think perhaps you have not thought through the implications of what you are communicating to your fellow community members.

Letting alone all the people out there who are personally affected by this shutdown, perhaps losing employment or even suffering illness or loss of life....I sit and ask myself "What is my tuition dollar getting my son right now?" My son is 5 years old. He benefits very little from daily emails and an occasional Zoom meeting. He needs real classroom instruction and to be socially involved with his peers.



I believe it is in extremely poor taste for you to ask families to pay for elementary education when A) you are a public school, B) the schools are shutdown, C) the VAST MAJORITY of the effort that goes into educating my son is now passed on to my wife who is not able to work right now due to the shutdown, and D) while I do not diminish the work being put in by teachers and others.....I will say that it is not tremendously difficult to send email updates and hold occasional Zoom sessions. The work is being put in by the parents at home. The parents should not be asked to pay you during the shutdown.

Please be advised that while I am not upset at anyone personally, I am going to explore my legal and other options for dealing with what you have asked considering the very poor taste it leaves in my mouth.

Can you please tell me what you are doing that justifies the tuition payment?

Thank you,

**Dan Glenn**

Geode Capital Management, LLC  
100 Summer Street / 12<sup>th</sup> Floor / Boston, MA 02110  
[Dan.Glenn@GeodeCapital.com](mailto:Dan.Glenn@GeodeCapital.com)  
Tel: (617) 392-1966  
Fax: (617) 576-6389



**Charles Robinson**  
*Marketing Director*  
*Optisure Risk Partners*

☎ 617-284-5261  
📱 617-733-2919  
📍 40 Stark St, Manchester, NH 03101  
🏠 [www.optisure.com](http://www.optisure.com) ✉ [charles.robinson@optisure.com](mailto:charles.robinson@optisure.com)

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Please remember we can not bind or change coverage via email. This email message and any attachments are confidential. If you are not the intended recipient, please immediately reply to the sender and delete the message from your email system. For your protection, please note insurance coverage cannot be bound or changed via voice mail, email, fax or online via our website, and is not effective until confirmed directly with a licensed agent. In addition, the sender does not intend that this email, including any related emails, to be a transaction or transactions by electronic means subject to the Massachusetts Uniform Electronic Transactions Act or any such similar act or law, unless expressly stated otherwise in the body of the email by the sender.

## Engelson, Linda

---

**From:** Robinson, Charles  
**Sent:** Tuesday, April 7, 2020 1:01 PM  
**To:** Jillian Black  
**Cc:** Engelson, Linda  
**Subject:** Re: Full Day Kindergarten

Hi,

Kindergarten and RISE tuition will be discussed at our 4/16 School Committee meeting.

Thank you.

Chuck Robinson

---

**From:** Jillian Black <jillianblack@gmail.com>  
**Sent:** Monday, April 6, 2020 7:25 PM  
**To:** DG School Committee <SchoolCommittee@reading.k12.ma.us>  
**Subject:** Full Day Kindergarten

CAUTION: This email originated from outside of Reading Public Schools. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.

HI School Committee --

I am writing to ask you to please reconsider the fee for full day kindergarten.

I think it is absolutely inappropriate that the Town of Reading will be continuing to charge for FDK. FDK is an ADDED benefit. We pay the same amount in taxes as all parents, including the half day kindergarten students. We pay ADDITIONAL for the additional time in kindergarten (which is kind of ridiculous to start out with and not at all in line with what the majority of towns in MA are doing anymore). But the added fee was for additional instruction above and beyond the half day model.

Now, we are paying a significant amount of additional money - at a time when money is very tight and jobs are very insecure -- to receive nothing additional. I am in no way criticizing the teachers -- they have been wonderful in doing what they can. But we are being charged for nothing.

I did half day kindergarten for my middle child, as I could not afford full day. I am now doing full day because I have no choice -- it was so that I could work full time. It was an extreme financial stretch as a single parent on one income. This feels incredibly unfair as I am struggling to keep it all together.

I would never ask for my tax dollars -- which pay for public school -- back. However, I should not be charged extra. Especially since there is in excess of \$800k in a rotating full day kindergarten fund. IF this fund is to be saved for a rainy day.... is this not it????

Please reconsider this. This is a terrible decision and I respectfully request that you consider how this impacts the families in your town.

Thanks,

Jillian Black

Mom of Ryan Black (Full Day, wood end)

## Engelson, Linda

---

**From:** Robinson, Charles  
**Sent:** Tuesday, April 7, 2020 1:00 PM  
**To:** Melissa Murphy  
**Cc:** Engelson, Linda  
**Subject:** Re: Kindergarten Tuition

Hi,

Kindergarten and RISE tuition will be discussed at our 4/16 School Committee meeting.

Thank you.

Chuck Robinson

---

**From:** Melissa Murphy <mmurph8@gmail.com>  
**Sent:** Monday, April 6, 2020 2:14 PM  
**To:** DG School Committee <SchoolCommittee@reading.k12.ma.us>  
**Subject:** Fwd: Kindergarten Tuition

CAUTION: This email originated from outside of Reading Public Schools. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.

Dear School Committee Members,

Honestly, I am disgusted by the fact the district is going to continue to take parents money for full day kindergarten. There are many families struggling financially right now and I know there is a hefty full day K fund sitting there. This really needs to be revisited.

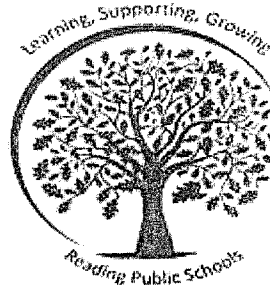
To be clear, it's not that I believe our principals or teachers are not working. I think the district needs to be more sympathetic with what people are going through. Especially when there is money sitting in an account.

Regards,  
Melissa Murphy

----- Forwarded message -----

**From:** Engelson, Linda <[Linda.Engelson@reading.k12.ma.us](mailto:Linda.Engelson@reading.k12.ma.us)>  
**Date:** Mon, Apr 6, 2020 at 11:07 AM  
**Subject:** Kindergarten Tuition  
**To:** [mmurph8@gmail.com](mailto:mmurph8@gmail.com) <[mmurph8@gmail.com](mailto:mmurph8@gmail.com)>

Christine M. Kelley  
Assistant Superintendent  
Jennifer A. Stys, Ed.D.  
Director of Student Services  
Gail S. Dowd, CPA  
Chief Financial Officer



John F. Doherty, Ed. D.  
Superintendent of Schools

82 Caldwell Road  
Reading, MA 01867  
Phone: 781-944-5600  
Fax: 781-942-9149

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*  
April 6, 2020

Good Morning Full Day Kindergarten Families,

First and foremost, we hope that all is well with you and your families during this challenging and uncertain time. We are reaching out to you today to provide additional information regarding the District's decision yesterday to post the final tuition payment for our full day kindergarten families. We understand the financial burden that this may have on some families during this time and we are more than willing to work with any of you to come up with a plan that works best for you given your current situation.

As we enter our next phase of remote learning, we are continuing with learning and teaching at all levels throughout the District. Our principals and directors are working daily with our Offices of Learning and Teaching and Special Education and are also working closely with all of our dedicated teachers. We can assure you that our full day kindergarten teachers are committed to working with your child and with all of you.

We made the decision to collect the final tuition payment as it is utilized to fund the salaries of the teachers, paraeducators, and other staff associated with the full day kindergarten program who continue to work diligently through this current situation.

We so appreciate everyone in Reading's shared commitment to meeting the needs of all of our students, families and also, of our staff.

Please reach out if you have any concerns or questions by sending an email to: Linda Engelson at [linda.engelson@reading.k12.ma.us](mailto:linda.engelson@reading.k12.ma.us).

Thank you and please be safe.

Sincerely,

John F. Doherty

Superintendent

Reading Public Schools

## Engelson, Linda

---

**From:** Robinson, Charles  
**Sent:** Tuesday, April 7, 2020 12:59 PM  
**To:** amanda rotondo  
**Cc:** Engelson, Linda  
**Subject:** Re: Kindergarten Tuition

Hi,

Kindergarten and RISE tuition will be discussed at our 4/16 School Committee meeting.

Thank you.

Chuck Robinson

---

**From:** amanda rotondo <arotondo77@yahoo.com>  
**Sent:** Monday, April 6, 2020 2:42 PM  
**To:** DG School Committee <SchoolCommittee@reading.k12.ma.us>  
**Subject:** Re: Kindergarten Tuition

CAUTION: This email originated from outside of Reading Public Schools. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.

Dear School Committee,

I recognize that everyone is in a tough position right now. Nothing is easy and everyone is just trying to do their best. When I got this email I did not think the decision was made lightly, and I am not writing this from an emotionally reactive place.

I do not think this is the right decision. RPS is a public institution providing a public service that is paid for privately. I do not want a refund on my taxes for the basic education my daughter is not getting due to Corona virus. But I do want a refund on the additional money I contribute for her to get an extra half day of education.

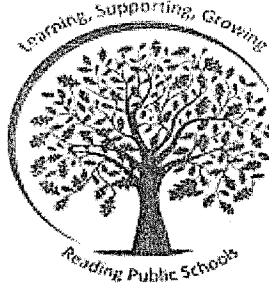
I am sure I don't need to say anything about having to pay for full day kindergarten in the first place - that is its own argument. But to have to pay for it in the first place, and then pay for it when it is not happening, is over the line.

I am sure you will receive many emails like mine and I look forward to hearing your response tonight at the school committee meeting.

Sincerely,  
Amanda Rotondo  
Mother of JE Kindergartener

On Monday, April 6, 2020, 11:05:55 AM EDT, Engelson, Linda <linda.engelson@reading.k12.ma.us> wrote:

Christine M. Kelley  
Assistant Superintendent  
Jennifer A. Stys, Ed.D.  
Director of Student Services  
Gail S. Dowd, CPA  
Chief Financial Officer



John F. Doherty, Ed. D.  
Superintendent of Schools

82 Oaldand Road  
Reading, MA 01867  
Phone: 781-944-5800  
Fax: 781-942-9149

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*

April 6, 2020

Good Morning Full Day Kindergarten Families,

First and foremost, we hope that all is well with you and your families during this challenging and uncertain time. We are reaching out to you today to provide additional information regarding the District's decision yesterday to post the final tuition payment for our full day kindergarten families. We understand the financial burden that this may have on some families during this time and we are more than willing to work with any of you to come up with a plan that works best for you given your current situation.

As we enter our next phase of remote learning, we are continuing with learning and teaching at all levels throughout the District. Our principals and directors are working daily with our Offices of Learning and Teaching and Special Education and are also working closely with all of our dedicated teachers. We can assure you that our full day kindergarten teachers are committed to working with your child and with all of you.

We made the decision to collect the final tuition payment as it is utilized to fund the salaries of the teachers, paraeducators, and other staff associated with the full day kindergarten program who continue to work diligently through this current situation.

We so appreciate everyone in Reading's shared commitment to meeting the needs of all of our students, families and also, of our staff.

Please reach out if you have any concerns or questions by sending an email to: Linda Engelson at [linda.engelson@reading.k12.ma.us](mailto:linda.engelson@reading.k12.ma.us).

Thank you and please be safe.

Sincerely,

John F. Doherty

Superintendent

Reading Public Schools

## Engelson, Linda

---

**From:** Robinson, Charles  
**Sent:** Tuesday, April 7, 2020 12:59 PM  
**To:** Nicole Keefe  
**Cc:** Engelson, Linda  
**Subject:** Re: Last K payment

Hi,

Kindergarten and RISE tuition will be discussed at our 4/16 School Committee meeting.

Thank you.

Chuck Robinson

---

**From:** Nicole Keefe <coleroy2@yahoo.com>  
**Sent:** Monday, April 6, 2020 2:53 PM  
**To:** DG School Committee <SchoolCommittee@reading.k12.ma.us>  
**Subject:** Last K payment

CAUTION: This email originated from outside of Reading Public Schools. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.

Hi,

There needs to be a discussion about full day K families being made to pay the last monthly K tuition. I strongly disagree with this decision. Our children have been out of school since March and likely won't go back this school year. They are already definitely missing 1.5 months and may be missing 3 months. We are also not getting mandatory lessons like some other school are providing. Given the state of the economy it only would be right to not pay the last month. I am also aware of a significant amount of money in the rolling K fund. We pay enough in taxes plus the additional money for full day K. It would be nice to catch a break in this town during a really stressful and scary time.

Nicole Keefe

Sent from my iPhone



## Engelson, Linda

---

**From:** Robinson, Charles  
**Sent:** Tuesday, April 7, 2020 12:58 PM  
**To:** christine locke  
**Cc:** Engelson, Linda  
**Subject:** Re: Kindergarten Tuition

Hi,

Kindergarten and RISE tuition will be discussed at our 4/16 School Committee meeting.

Thank you.

Chuck Robinson

---

**From:** christine locke <christineslocke@yahoo.com>  
**Sent:** Monday, April 6, 2020 2:55 PM  
**To:** DG School Committee <SchoolCommittee@reading.k12.ma.us>  
**Subject:** Fw: Kindergarten Tuition

CAUTION: This email originated from outside of Reading Public Schools. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.

Dear School Committee members,

Thank you for the update regarding the Kindergarten payment policy. While I completely understand, respect and support teachers getting paid requesting payment for services that aren't being provided is wrong and I strongly urge you to reconsider. Families are already stressed and this adds an undo and unfair burden to so many, including myself. I have two children enrolled at Wood End's extended day program and was pleased to see that the last extended day payment was cancelled. I urge you to reconsider this policy and adopt one that is consistent with extended day -- if you aren't providing a service, parents should not pay.

I'm happy to discuss this in more detail. Please reconsider.

Christine Healey  
617-308-72020

On Monday, April 6, 2020, 11:05:56 AM EDT, Engelson, Linda <linda.engelson@reading.k12.ma.us> wrote:

Christine M. Kelley  
Assistant Superintendent

Jennifer A. Stys, Ed.D.  
Director of Student Services

Gail S. Dowd, CPA  
Chief Financial Officer



John F. Doherty, Ed. D.  
Superintendent of Schools

82 Caldwell Road  
Reading, MA 01867  
Phone: 781-944-5800  
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April 6, 2020

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As we enter our next phase of remote learning, we are continuing with learning and teaching at all levels throughout the District. Our principals and directors are working daily with our Offices of Learning and Teaching and Special Education and are also working closely with all of our dedicated teachers. We can assure you that our full day kindergarten teachers are committed to working with your child and with all of you.

We made the decision to collect the final tuition payment as it is utilized to fund the salaries of the teachers, paraeducators, and other staff associated with the full day kindergarten program who continue to work diligently through this current situation.

We so appreciate everyone in Reading's shared commitment to meeting the needs of all of our students, families and also, of our staff.

Please reach out if you have any concerns or questions by sending an email to: Linda Engelson at [linda.engelson@reading.k12.ma.us](mailto:linda.engelson@reading.k12.ma.us).

Thank you and please be safe.

Sincerely,

John F. Doherty

Superintendent

Reading Public Schools

## Engelson, Linda

---

**From:** Robinson, Charles  
**Sent:** Tuesday, April 7, 2020 12:58 PM  
**To:** Gina Shaughnessy  
**Cc:** Engelson, Linda  
**Subject:** Re: Kindergarten Payment

Hi,

Kindergarten and RISE tuition will be discussed at our 4/16 School Committee meeting.

Thank you.

Chuck Robinson

---

**From:** Gina Shaughnessy <ginamshaughnessy@gmail.com>  
**Sent:** Monday, April 6, 2020 4:45 PM  
**To:** DG School Committee <SchoolCommittee@reading.k12.ma.us>  
**Subject:** Kindergarten Payment

CAUTION: This email originated from outside of Reading Public Schools. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.

Hi there,

I just saw the message regarding the tuition payment due. I fully support helping fund the Kindergarten teams and think they deserve all that and then some. I have to say that I am a bit concerned with everything going on at the moment like most families I would imagine. I'm sure like most of the community afraid of what is happening with the economy and job market. I was made aware that the Full Day Kindergarten Fund was already more than sufficient at the moment. It would have been a great relief if there was some sort of a break given.

I plan to tune in to tonight's meeting. I appreciate all of your time.

Thank you,  
Gina Shaughnessy

## Engelson, Linda

---

**From:** Robinson, Charles  
**Sent:** Tuesday, April 7, 2020 12:57 PM  
**To:** Christina Mahoney  
**Cc:** Engelson, Linda  
**Subject:** Re: Full Day Kindergarten

Hi,

Kindergarten and RISE tuition will be discussed at our 4/16 School Committee meeting.

Thank you.

Chuck Robinson

---

**From:** Christina Mahoney <christina\_mahoney2006@yahoo.com>  
**Sent:** Monday, April 6, 2020 5:38 PM  
**To:** DG School Committee <SchoolCommittee@reading.k12.ma.us>  
**Subject:** Full Day Kindergarten

CAUTION: This email originated from outside of Reading Public Schools. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.
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Hi,

I would really like for the full-day kindergarten payments to be reconsidered. It is not fair that the half-day kindergarten is not being charged for the same day under the circumstances.

Please reconsider.

Thank you,

Christina Mahoney

## Engelson, Linda

---

**From:** Robinson, Charles  
**Sent:** Tuesday, April 7, 2020 12:56 PM  
**To:** bp94960@yahoo.com  
**Cc:** Engelson, Linda  
**Subject:** Re: FDK Payments

Hi,

Kindergarten and RISE tuition will be discussed at our 4/16 School Committee meeting.

Thank you.

Chuck Robinson

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**From:** Brian Paulsen <bp94960@yahoo.com>  
**Sent:** Monday, April 6, 2020 8:41 PM  
**To:** DG School Committee <SchoolCommittee@reading.k12.ma.us>  
**Subject:** FDK Payments

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Dear School Committee,

Let me first say thank you for volunteering your time in the crazy times we're all living in right now. Please put put the Paulsens down as being totally appalled at School Boards decision to charge for FDK. We paid in full at the start of the year and were hoping they'd do the right thing and issue a refund for the services it covers. The teachers have been fantastic in these unchartered days, but it's unfair to charge or not issue refunds when half day students are getting the same instructions as we are, but for free.

Thanks again,  
Brian Paulsen

## Engelson, Linda

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**From:** Robinson, Charles  
**Sent:** Tuesday, April 7, 2020 12:55 PM  
**To:** Tara Cahill  
**Cc:** Engelson, Linda  
**Subject:** Re: One more question

Hi,

Kindergarten and RISE tuition will be discussed at our 4/16 School Committee meeting.

Thank you.

Chuck Robinson

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**From:** Tara Cahill <tcahill@Bacardi.com>  
**Sent:** Monday, April 6, 2020 9:00 PM  
**To:** DG School Committee <SchoolCommittee@reading.k12.ma.us>  
**Subject:** One more question

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Another question is how is the half day curriculum different from full day with this new system that still has yet to be out in a place? Will half day student be receiving something different from full day ones to justify us continuing to make payments to the town?

Sent from my iPhone

## Engelson, Linda

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**From:** Robinson, Charles  
**Sent:** Tuesday, April 7, 2020 12:55 PM  
**To:** julie kastritis  
**Cc:** Engelson, Linda  
**Subject:** Re: Full-day kindergarten payment

Hi,

Kindergarten and RISE tuition will be discussed at our 4/16 School Committee meeting.

Thank you.

Chuck Robinson

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**From:** julie kastritis <julesk531@hotmail.com>  
**Sent:** Monday, April 6, 2020 9:14 PM  
**To:** DG School Committee <SchoolCommittee@reading.k12.ma.us>  
**Subject:** Full-day kindergarten payment

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Hello,

In response to the email we received today notifying us that we must continue paying the full-day kindergarten fee, I'd like to ask for this to be reconsidered. It does not seem at all appropriate given the situation we are currently experiencing. At this point, a full day child is receiving the same services that a free half day child would be receiving. It seems it would've been in better taste for the town to dispense charges immediately when school was closed and waive the final payment of the school year. Especially given the state of the economy. Though we are the lucky ones with a home and ability to afford food, the future of the stability of this for our family is definitely uncertain. I am not one to complain. My parents are both retired public school teachers. We have been thrilled with our experience and our child's teachers so far within the Reading school district, however, this seemed like a poor decision to make for full day kindergarten families and I strongly hope you will reconsider during this challenging time for everyone. Thank you.

Sent from my iPhone

## Engelson, Linda

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**From:** Robinson, Charles  
**Sent:** Tuesday, April 7, 2020 12:54 PM  
**To:** caserino@gmail.com  
**Cc:** Engelson, Linda  
**Subject:** Re: Kindergarten

Hi,

Kindergarten and RISE tuition will be discussed at our 4/16 School Committee meeting.

Thank you.

Chuck Robinson

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**From:** Christopher Serino <caserino@gmail.com>  
**Sent:** Monday, April 6, 2020 9:25 PM  
**To:** DG School Committee <SchoolCommittee@reading.k12.ma.us>  
**Subject:** Kindergarten

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I wanted to express my disappointment in both John Doherty's decision regarding payment for full-day Kindergarten as well as my disappointment in the insufficiently detailed explanation he provided. Thank you.

Christopher Serino

Sent from a mobile device.