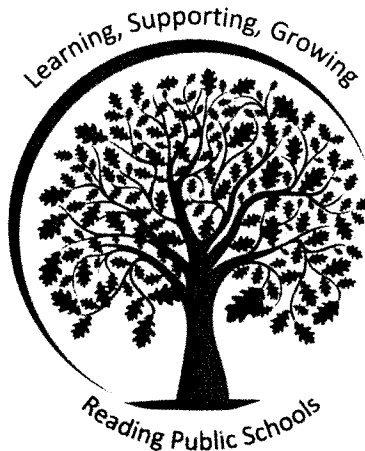


**Reading Public Schools**  
**School Committee Meeting Packet**  
**April 1, 2021**



Remote Open Meeting

7:00 p.m.



## Town of Reading Meeting Posting with Agenda

### Board - Committee - Commission - Council:

#### School Committee

Date: 2021-04-01

Time: 7:00 PM

Building:

Location:

Address:

Agenda:

Purpose: Open Session

Meeting Called By: Samantha LaPierre 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. Link will be sent out separately.
7:00 p.m.	A.	Call to Order
	B.	Public Comment  For public comment, please use the live chat feature on the Microsoft Teams link which will be posted on the Superintendent's Blog and send out via ConnectEd prior to the meeting. In lieu of the live chat, you may send an email in advance of the meeting to <a href="mailto:schoolcommittee@reading.k12.ma.us">schoolcommittee@reading.k12.ma.us</a> . This email will be included in the next packet.
7:10p.m	C.	Consent Agenda (A) -Approval of Minutes (3-18-2021)
7:30 p.m.	D.	Reports 1. Students 2. Director of Student Services 3. Assistant Superintendent 4. Chief Financial Officer 5. Superintendent 6. Liaison/Sub-Committee
7:45 p.m.	E.	New Business 1. Birch Meadow Master Plan Presentation

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.

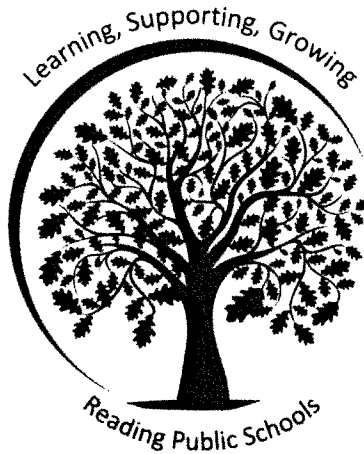


## Town of Reading Meeting Posting with Agenda

		2. Intermunicipal Agreement with Wakefield – POST Program (A) 3. Vote on Last Day of School (A) 4. Birch Meadow Principal Search Process (A) 5. Superintendent Evaluation (A)
9:00 p.m.	F.	Old Business 1. Spring In Person Update
9:30 p.m	G.	Information / Correspondence 1. Email from Carolyn Johnson – Re: Letter to Reading School Committee 2. Email from Connie Quackenbush – Re: Resolution 3. Email from Jessica Bailey – Re: IMB Policy 4. Email from Krista Rubin – Re: Communication forum 5. Email from Karen Janowski - Re: Comment
9:30p.m.	H.	Future Business
9:45 p.m.	I.	Adjourn

\*\*Times are approximate

**Reading Public Schools**  
**School Committee Meeting Packet**  
**April 1, 2021**



**Consent Agenda**





## Town of Reading Meeting Minutes

### Board - Committee - Commission - Council:

#### School Committee

Date: 2021-03-18

Time: 7:00 PM

Building:

Location:

Address:

Session: Open Session

Purpose: Open Session

Version: Draft

#### Attendees: **Members - Present:**

Chuck Robinson, Erin Gaffen, John Parks, Tom Wise, Carla Nazzaro and Shawn Brandt

#### **Members - Not Present:**

#### **Others Present:**

Superintendent John Doherty, Assistant Superintendent Chris Kelley, CFO Gail Dowd, Director of Student Services Jen Stys, Human Resources Director Kerry Meisinger

**Minutes Respectfully Submitted By:** Samantha LaPierre on behalf of the Chair

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### Topics of Discussion:

#### I. Call to Order

Chair Robinson opened the meeting and announced the School Committee was meeting in a virtual setting, fully remote via Microsoft Teams, practicing social distancing and in accordance with the Governor's suspension of certain open meeting laws. The meeting was being recorded and broadcast live on RCTV. The Chair called attendance:

Mr. Robinson – here	Dr. Doherty – here
Mr. Parks - here	Mrs. Dowd – here
Mr. Wise – here	Mrs. Kelley - here
Mrs. Nazzaro – here	Dr. Stys – here
Mrs. Gaffen – here	
Mr. Brandt – here	

Mr. Robinson called open session order at 7:00 p.m. and reviewed the agenda.

#### A. Public Input

Mr. Robinson explained that for public comment, please use the live chat feature on the Microsoft Teams link which will be posted on the Superintendent's Blog and sent out via Connect Ed prior to the meeting.

In lieu of the live chat, you may send an email in advance of the meeting to [schoolcommittee@reading.k12.ma.us](mailto:schoolcommittee@reading.k12.ma.us). This email will be included in the next packet.

B. Consent Agenda

**Mr. Wise moved, seconded by Mrs. Nazzaro, to approve the Consent Agenda.**

- Approval of Minutes 3-4-2021
- Friends of RMHS Cheering Donation
- The Coolidge School Science Olympiad Donation

**The roll call vote carried 6-0. Mr. Parks, Mrs. Nazzaro, Mrs. Gaffen, Mr. Brandt, Mr. Wise and Mr. Robinson.**

C. Reports

Student

Bridget Parks reported that Fall 2 sports games began last week which include girls swim, football, indoor track, volleyball, and cheer. The first football game is Saturday February 20<sup>th</sup> against Winchester. Practices for the spring musical 9-5 have begun recently and stage band has begun practicing.

Director of Student Services

No Report

Assistant Superintendent

No Report

Human Resources Director

No Report

Chief Financial Officer

No Report

Superintendent

No Report

School Committee

Mr. Parks – No Report

Mr. Wise referenced the agenda item in the March 4<sup>th</sup> meeting, to approve the promotion of Allison Wright- he had raised a concern which he stated came out in an awkward fashion. He apologized to Allison. He stated the following week he met with Dr. Stys and Dr. Doherty to discuss Special Education in our district. He stated that he has complete confidence in the direction Dr. Stys and Mrs. Wright are taking the Special Education program. The partnership between Dr. Stys and Mrs. Wright can be seen in the SEPAC meetings and the SEPAC subcommittee on reading- they recently partnered together to build on ideas from parents in the group to create the flyers for the combined parent university SEPAC training series that is starting next Tuesday March 23<sup>rd</sup>.

Mr. Brandt – No Report

Mrs. Gaffen – No Report

Mrs. Nazzaro - No Report

Mr. Robinson stated that the kickoff meeting with RTA for collective bargaining commenced last week. Chair Robinson stated that during the Fin Com meeting last night they did vote to approve the Town Managers budget, which included the School Committee budget. He thanked Fin Com on behalf of the School Committee.

D. New Business

Portrait of Graduate Update

Dr. Doherty shared his screen on behalf of Principal Boynton. Principal Boynton stated that they participated in the collaborative conference with NEASC in December 2018– and one of the priority areas, which is a foundational element which was identified as an area of need for our schools. Once we received the collaborative conference report- we began developing the Portrait of the Graduate. This has been two years in the making, and this is the first step in creating a preK-12 endeavor, which would have benchmarks along the way, and not just a high school endeavor. The Portrait of the Graduate Design Team, which consists of parents, teachers, students, administrators, and community members, have been meeting since the Fall of 2019 in researching and designing the skills and dispositions- which Principal Boynton referred to as “painting a picture” of who we want our graduates to be when they leave Reading Public Schools. The Design Team used the film *Most Likely to Succeed*, by Ted Dintersmith as an entry point for people to engage in this process. They had multiple viewings of the film with district leadership, staff, the design team, and the community. They began gathering data and identifying themes. There were multiple surveys sent out to students, families and staff to get feedback along the way in order to craft the language that was used in the final version. This version has been officially voted on by The Design Team and approved by DLT and RMHS Staff. Principal Boynton stated she is very excited, and proud of the final product.

Principal Boynton walked the committee through the Portrait of the Graduate which was included in the packet.

Mr. Parks thanked Principal Boynton for her work on the Portrait of the Graduate, and he stated he was the liaison for this group, and it was amazing to be able to watch a very diverse group work on this statement, from beginning to end.

Mr. Brandt thanked Principal Boynton, and the team for all of their hard work. He stated it was important to have a “North Star” for the committee as we think about policy.

Mrs. Gaffen stated she is impressed by the work by the committee. She thanked Principal Boynton and the committee for the time they have dedicated to this project.

Mrs. Nazzaro and Mr. Wise also thanked Principal Boynton and the committee for their time and effort.

**Mr. Wise moved, seconded by Mr. Brandt, to approve the Portrait of the Graduate for the NEASC Accreditation Process. The motion carried 6-0. Mrs. Nazzaro, Mrs. Gaffen, Mr. Parks, Mr. Brandt, Mr. Wise and Mrs. Robinson.**

Dissolution of Superintendent Screening Advisory Committee

Chair Robinson stated the next agenda item is housekeeping- the committee needs to dissolve the superintendent screening committee.

**Mr. Wise moved, seconded by Mr. Parks, to dissolve the superintendent screening advisory committee. The motion carried 6-0. Mr. Brandt, Mrs. Gaffen, Mrs. Nazzaro, Mr. Parks, Mr. Wise and Mr. Robinson.**

#### Resolution Condemning Harassment and Intimidation

Mr. Brandt provided some background on the agenda item. Mr. Brandt stated that Mr. Parks became aware of and shared with him, an absolutely vile email that had been sent to Principal Boynton. Mr. Brandt believes that it is important for the committee to have a firm response. Mr. Brandt outlined the contents of the email stating that the email was sent from an encrypted mail service. The email address referenced elements of Egyptian mythology, the sender then proceeded to make a series of personal attacks of principal Boynton including multiple instances of profanity and celebrating her upcoming departure from the district. They went on to mock her for using her gender pronouns- which is used to show allyship for transgender students to normalize the use of pronouns. The letter was then signed "you know who", as if to indicate that the person is somehow close to or has interacted with the principal before. Finally, the message closed with one more parting shot at the use of gender pronouns. Mr. Brandt stated that as the board of directors for the school system, the teachers and staff expect the committee to lead and stand up for them. Mr. Brandt read the resolution which was included in the packet.

Mrs. Nazzaro read a prepared statement. She did not agree with sharing an anonymous letter, she stated the school committee does not engage, respond to, or publish anonymous letters or comments. Mrs. Nazzaro directly asked Mr. Parks and Mr. Brandt how they got this letter, why did they request that it be put in the packet, and why did only certain school committee members receive the letter? She stated the committee did not follow typical protocol, this email was received anonymously, and privately and should've been ignored.

Mr. Brandt stated this resolution is to show public support to staff, administration, and members of the LGBTQ community, and he does not believe this type of harassment should be ignored.

Mrs. Nazzaro stated she would be using the Freedom of Information Act to find out how Mr. Parks received this email.

Mrs. Gaffen stated that the resolution comes not just from this email, but from an escalating pattern of people hiding behind anonymous emails, and anonymous social media platforms to harass and intimidate. She stated she believed it was important to support this resolution and make it known that we will not tolerate this type of behavior.

Chair Robinson stated that the resolution would be voted for in the April 1<sup>st</sup> meeting.

#### E. Old Business

##### Second Reading of the Policy IMB

**Mr. Wise moved, seconded by Mr. Brandt, to approve the second reading of Policy IMB.**

Dr. Doherty stated there are two Policy IMB in the packet, the first is the original from 2007, and the second is a relined version with revisions. Since November, he has gotten

feedback from staff and students, as well as Mr. Brandt and Mrs. Nazzaro. Dr. Doherty walked the committee through the redlined version and discussed the revisions that had been made.

Mrs. Nazzaro stated that this policy was totally rewritten, and it is no longer an IMB policy, and stated that the process failed. She recommended that the committee revisit this policy after July 1<sup>st</sup>.

Mr. Brandt stated that he believes this policy still meets the fundamental objects of Policy IMB. He stated this policy is intended to do two things, first is to affirm the role and the responsibility of teachers and schools to provide space for students to engage in difficult topics and secondly is to provide clear guidelines about how teachers conduct those discussions. Mr. Brandt stated he feels good about the new policy and believes the committee should adopt the revised policy.

The committee offered additional amendments that needed to be made- the committee decided that they could not take a final vote until a clean version was created.

**Mr. Wise moved, seconded by Mr. Brandt to table the vote on Policy IMB until the next meeting. The roll call vote carried 5-1. Mr. Brandt, Mrs. Gaffen, Mr. Parks, Mr. Wise and Mr. Robinson.**

#### Spring In-Person Update

Dr. Doherty provided a spring in-person update. Dr. Doherty provided an update on the number of positive student and staff cases per day in February and March, as well as total cases as of March 18<sup>th</sup>. He stated that 88.9% of staff are at some stage of the vaccination process. Dr. Doherty gave an update on pool testing. He stated that there have been 478 pools thus far, 5 positive pools and 1 inconclusive, which resulted in positive. DESE is funding pool testing until April 18<sup>th</sup>.

Dr. Doherty discussed the mitigation strategies for in person learning. He also addressed the challenges that schools are facing returning to full in person. Dr. Doherty discussed the elementary transition plan in preparation for the April 5<sup>th</sup> return to school for grades 1-5, as well as the secondary transition plan for the April 26<sup>th</sup> return to school for grades 6-12.

Mr. Wise asked if there would be paid bussing option available for the return to full in person school.

Dr. Doherty replied that there would not be a paid bussing option, only state mandated bussing required for students who live two or more miles from schools.

Director of Food Services Danielle Collins presented on food insecurity and food distribution. She stated that free meals for students would continue to go on both in school and through mela distribution until the end of June. Mrs. Collins shared data according to a study by FEMA's Data Analytics Task Force which showed Massachusetts is the only state in New England where households responded to the census that they received more food from schools/ community organizations than the food pantry network. Mrs. Collins stated that USDA extended meal waivers through September 30, 2021. They want to "provide certainty for the summer months ahead", which means districts can continue to serve meals through the summer Food Service Program and Seamless Summer Option. Mrs. Collins thanked everyone involved in the food distribution process and for helping to make this program so successful.

#### F. Public Comment

Geoffrey Coram, Ridge Rd:

*"I would like to echo my comment that's in the packet, thanking principal Boynton for her continued excitement over the development of the Portrait."*

Kate Boynton, Principal:

*"Respectfully, I feel supported by Shawn and John. I agreed to have the email in the packet to air light on this issue."*

Kate Boynton, Principal:

*"I also fully support the resolution. I want to clarify that I did not send the email to anyone on school committee."*

Megan Howie, RMHS Teacher:

*"It is evident more now than ever that the message to the community from both the central off and the school committee is made clear. There are not two sides to equity and justice issue. As Michael Kay state in the article, "Publicly Expresses Support Is Powerful." [A United Front on Equity - Educational Leadership \(ascd.org\)](http://www.ascd.org) " Please read this article and take a stance. This should be a top priority. Part of the reason why letters are written like this is because there has not been a strong enough stance from the School Committee and Central Office."*

Danja Mahoney, WL Dept. Chair and RMHS:

*"When cowards are allowed to continue to send hateful and vile letter, and aren't called out for that behavior, they are afforded more power than they deserve. Airing this issue and shedding light on it is vital to make the kind of change that will lead to the vision of what we want our graduates to be. We want critical and thoughtful graduates who show empathy and concern for others. I appreciate that this is being addresses respectfully in a public forum. Thank you."*

Geoffrey Coram, Ridge Rd:

*"Responding to the tone of an anonymous letter is different from responding to the questions in it."*

Geoffrey Coram, Ridge Rd:

*"Can IT configure the RPS mail servers to reject all messages from the anonymous server in question?"*

Kristen Granara, 36 County Rd:

*"I believe this disgusting, hateful email being brought up is only giving more attention to the sender."*

Jess Bailey, RMHS Teacher:

*"I appreciate the concern that perhaps talking about this matter will bring more attention to the sender, and I also understand the worry that addressing this issue publicly doesn't solve the problem. Perhaps the problems needs to be reframed – the send of this email isn't going to be persuaded that they were wrong because of this resolution. But principal Boynton, along with the rest of the RPS staff, will hear a strong showing of support for staff and that the School Committee wont tolerate this kind of targeted attack against educators. To me, THAT'S the important message -you are shining light on your support for educators, not this vile message."*

Geoffrey Coram, Ridge Rd:

*"In the first paragraph, I think "can create a difference of opinion" should be "can expose a difference of opinion."*

Sherilla Lestrade, 28 Lindsey St:

*"What is new and different about the teachings of history, politics and public concerns than we have been teaching children since kindergarten? We are a community that states we want to teach our children freedom of expression in a respectful manner but still want to censor and stifle their opinions? How is that possible? Is this now a big issue because people are not comfortable because now actual facts and current affairs are being discussed vs what is written about in history books and now shows both sides of the conversation?"*

Geoffrey Coram, Ridge Rd:

*"I wonder if "public debate" would be a better term, to address Mr. Wise's concern that "public concern" is too broad for, and the point of the policy is to encourage participation in democracy in the form of discussing or debating such topics."*

Sherilla Lestrade, 28 Lindsey St:

*"How is it parenting students when we are allowing students the open space to have discussions freely that they are having anyways and have been having ever since the beginning of school? Is the bigger question allowing authentic conversations or conversations that some people are not willing to allow such as racism, politics, LGBTQ?"*

Sherilla Lestrade, 28 Lindsey St:

*"Why is that it that everyone always talks about kids mental health being an issue but wants to smother authentic conversations? Is the problem that this issue has been brought forward by a community of teachers as it was so graciously state by Mrs. Nazzaro that it was brought to you by people who believe."*

Sherilla Lestrade, 28 Lindsey St:

*"I have one request of the SC and that is, why is it ok for teachers and students to return back to school but SC is still meeting virtually? What is it going to take for the next meeting and everyone moving forward to be in person? I feel that some of the discussions that are occurring need to take place in person to allow for immediate responses to some of the concerns and can be attended to as they are brought up."*

Tim Mathieu, Briarwood Ave:

*"I have a public comment: E-mail notices of School Committee meetings and packet distribution should not occur only hours prior to the meeting. Today's (3/18) notice was received at 4:48 PM for a 7:00 PM meeting. This is an on-going pattern. The ¾ packet was issued 3-hours prior to the meeting and included over 200 pages of material. Given all the issues impacting our children's schools, working parents need adequate time to assess the agenda and materials. If the packet can be posted to a town web site 48-hours in advance, certainly an email of at least 24-48 hours prior to the meeting is more than reasonable and still less than commonplace in the private sector. Thank you."*

1. Routine Matters
  - a. Calendar
2. Information/Correspondence
3. Future Business
4. Adjournment

Adjourn

**Mr. Parks moved, seconded by Mr. Brandt, to adjourn. The roll call vote carried 6-0. Mr. Parks, Mr. Brandt, Mrs. Gaffen, Mrs. Nazzaro, Mr. Wise and Mr. Robinson.**

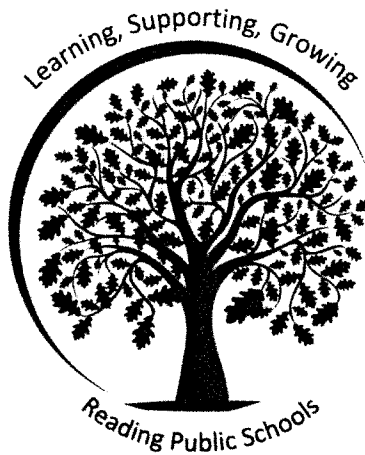
The meeting adjourned at 10:45 p.m.

**NOTE:** The minutes reflect the order as stated in the posted meeting agenda not the order they occurred during the meeting.

Link to meeting video: [School Committee 03-18-2021 - YouTube](#)



**Reading Public Schools**  
**School Committee Meeting Packet**  
**April 1, 2021**



**New Business**



**Office of the Town Manager**  
**16 Lowell Street**  
**Reading, MA 01867**

**781-942-9043**  
**[townmanager@ci.reading.ma.us](mailto:townmanager@ci.reading.ma.us)**  
**[www.readingma.gov/town-manager](http://www.readingma.gov/town-manager)**

**To:** School Committee  
Dr. John Doherty  
**From:** Bob LeLacheur, Jr. CFA  
**Date:** March 28, 2021  
**RE:** Recreation presentation to the School Committee on April 1st

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Consultant Mark Novak from Activitas will make a presentation this upcoming Thursday concerning suggested improvements to Athletic and Recreation fields and spaces, with a focus on areas that are under School Committee control, or space that is proximate to these areas.

The Recreation Committee and Town and School staff have been working on this topic for a few years. The plans you see have been vetted with public input and recently reviewed by the Select Board, but should still be considered to be in draft form.

Some of the suggested improvements are in the current Capital Plan, and in fact work on the RMHS Stadium Turf I and Track are proceeding to Annual Town Meeting with the support of the Finance Committee.

Other suggested improvements are on the capital plan without any timing or identified funding, and some are not on the capital plan.

Between now and the Fall 2021 Subsequent Town Meeting, the status of the suggested improvements will be discussed further, and prioritized for future capital plan revisions. I look forward to the feedback by the School Committee on suggested changes.

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

Christine M. Kelley  
Assistant Superintendent for Learning and Teaching

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



Gail S. Dowd, CPA  
Chief Financial Officer

Jennifer A. Stys, Ed.D.  
Assistant Superintendent for Student Services

Kerry M. Meisinger, J.D.  
Human Resources Director

# Reading Public Schools

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

TO: Reading School Committee  
FROM: Gail Dowd, Chief Financial Officer  
Jen Stys, Assistant Superintendent of Student Services  
CC: John Doherty, Superintendent of Schools  
DATE: April 1, 2021  
RE: POST Program Approval

Attached please find the proposed three-year intermunicipal agreement between the Town of Reading and the Town of Wakefield to continue the Providing Opportunities for Successful Transition (POST) program, a post-secondary program for students with special education needs who are 18-22 years old. Because it is an intermunicipal agreement, the approval process includes votes by the School Committee and Select Board/Town Council from both communities.

The POST Program is housed in the Town of Wakefield and provides experiential and educational opportunities in the areas of daily living, employment, community inclusion, recreation, leisure and real-world academic skills in order to promote successful transition to adulthood. The main goal for the program is for young adults to gain the necessary skills to become confident, independent, and integrated members in the Wakefield and Reading communities. The program focuses on the development of vocational and life skills, along with community, recreation and leisure skills.

Due to the pandemic, students did not have as many opportunities to go on job sites. In past, job sites have included Lee Kimball in Reading, Melrose-Wakefield Hospital, Beebe Library, The Susan Brudnick Center for Living, Wingate in Reading, RMS Student Services and RISE preschool. Prior to this year students also take trips into their community. Trips in the past have included a tour of the State House, the McAuliffe-Shepard Discovery Center in Concord, NH and hiking at the Ipswich Wildlife Sanctuary. The goal of these community outings is to work on travel training skills, money and tying community to current events. Students are working on self-advocacy, asking for help when they cannot find an item and purchasing items when they visit stores. The students are also getting together with other 18-22 programs in the area. A highlight for the students and the staff in the past has been the annual Thanksgiving Dinner that is prepared by the students and open to current students, alumni of the program, staff and administrators from both Districts.

The program is staffed by employees of the Wakefield Public Schools. The staff includes 2 special education teachers and 4 job coach/paraprofessionals for the 12 students that are currently enrolled. During the 20-21 school year Reading had 2 students attend the program.

The proposed agreement continues to allow greater flexibility in cost share due to quarterly or annual fluctuations in enrollments (See section 4 of agreement). We are also looking at the possibility of trying to get additional communities to participate in the program, which will further reduce overall shared costs.

This intermunicipal partnership allows our students to remain local, increase their social networks and access local internships. Merrimac Heights, a comparable program located in Merrimac, MA has a tuition of \$84,761 per student for 180 days. The LABB collaborative offers a program in Lexington at a rate of \$80,254 per student (this includes the summer program). Our agreement offers a high-quality program for our students as they transition from high school to their postsecondary experience.

## **Inter-Municipal Agreement Between**

**Town of Reading**

**and**

**Town of Wakefield**

**This Inter-Municipal Agreement (“Agreement”)** is made this \_\_\_\_ day of \_\_\_\_\_, 2021 pursuant to the provisions of Massachusetts General Laws Chapter 40, Section 4A, and every other power they may have, by and between the Town of Reading, a municipal corporation with an address of 16 Lowell Street, Reading, MA 01867 (hereinafter referred to as “Reading”), acting by and through its Select Board, and the Town of Wakefield, a municipal corporation with an address of 1 Lafayette Street, Wakefield, MA 01880 (hereinafter referred to as “Wakefield”), acting by and through its Town Council

### **RECITALS**

**Whereas**, Wakefield and Reading (hereinafter collectively referred to as the “Towns”) desire to achieve economies by sharing the services of a Purposeful Opportunities for Successful Transition Program (the “POST Program”), to be carried out by the Reading and Wakefield School Committees (hereinafter referred to as the “Reading Public Schools” and “Wakefield Public Schools”, respectively) in accordance with the terms of this Agreement; and

**Whereas**, pursuant to G.L. c. 40, §4A, this Agreement has been approved by the Select Board of Reading and Town Council of Wakefield on the recommendations of the School Committees of the Reading and Wakefield;

**Now, therefore**, in consideration of the premises set forth above, and the mutual promises set forth below, and for other good and valuable consideration the receipt and sufficiency of which are hereby acknowledged, the undersigned hereby agree as follows:

1. **Purpose of the POST Program.** The POST Program is a collaborative post-secondary special education program for students 18-22 years of age, housed in the Town of Wakefield, that provides experiential and educational opportunities in the areas of daily living, employment, community inclusion, recreation, leisure and real world academic skills in order to promote successful transition to adulthood. The main goal for the program is for young adults to gain the necessary skills to become confident, independent, and integrated members in the Wakefield and Reading communities.
2. **POST Program Staff.** The Wakefield Public Schools shall appoint and employ all POST Program Staff, provided however, that all employment-related decisions shall be made after consultation and collaboration with Reading. POST Program Staff shall consist of the following: two (2) Special Education Teachers / Educators four (4) Job

Coach / Instructional Support Persons; and a portion of Wakefield's Special Education Coordinator (collectively the "POST Program Staff"). Staffing levels are subject to change based upon enrollment and individual student needs. The Wakefield Public Schools shall be responsible for the salaries paid and all employment-related benefits granted to the POST Program Staff. Without limiting the generality of the foregoing, the Wakefield Public Schools shall be responsible for any medical or other insurance, retirement contributions, workers' compensation coverage, unemployment benefits, and other leave to which the POST Program Staff may be entitled by law or by contract. The Wakefield Public Schools (with prior communication and collaboration from Reading Public Schools) shall be responsible for payment of programmatic contracted service costs for the group, supply costs, utility cost, vehicle lease payments, vehicle and grounds maintenance costs, and other program related costs (including but not limited to vehicle insurance, maintenance, fuel and registration).

### **3. Enrollment.**

- a. **Enrollment from Wakefield and Reading.** Enrollment of Wakefield and Reading students in the POST Program shall be based on needs, as designated in a student's Individualized Education Plan. The Towns anticipate and recognize that enrollment will fluctuate each year.
- b. **Enrollment from other communities outside of Wakefield and Reading.** The POST Program may from time to time allow other communities to pay tuition to enroll students (based upon enrollment openings) in the POST Program. Any tuition collected will be paid to Wakefield Public Schools and deposited into a Revolving Account. Tuition amounts will be set based on agreed amounts by Wakefield and Reading Superintendents for needed services for each student. See Section 4 below, for terms of distributing tuition amounts to Reading and Wakefield.

4. **Calculation of cost share for the term of this Agreement.** Cost share calculations will occur on 9/30 (for 7/1 - 9/30 period), 12/31 (for 10/1 - 12/31 period), 3/31 (for 1/1 - 3/31 period) and 6/30 (for 4/1 - 6/30 period). Ratio of total students will be used to calculate percentage of cost share. A student attending for 1 or more days during the period/cycle would be included in the count. Example of cost share proposal, if the period 7/1 - 9/30 had 5 WPS and 4 RPS students, the cost share would be 55.6% Wakefield (5/9) and 44.4% Reading (4/9) for the period referenced. At no time (period / cycle) should either District be responsible for more than 70% or less than 30% of the total cost share - for example - if ratios were 8 WPS and 3 RPS the structure would be 72.7 % and 27.3% respectively - however, seeing as the minimum / maximum is in effect, the actual cost share would be 70% WPS and 30% RPS. Quarterly billing amounts will not be recalculated based on other quarters - for example, if the 70/30 rule was in effect for one period, it would not play into any other period unless that period also qualified for 70/30 rule. Payments will be due on 10/15 (for 7/1 - 9/30 period), 1/15 (for 10/1 - 12/31 period), 4/15 (for 1/1 - 3/31

period) and 6/25 (for 4/1 - 6/30 period). When students from communities other than Reading or Wakefield attend the POST academy as identified in Section 3B, the same cost share formulas will be utilized to divide up the offset. For example, based on the ratio example in Section 4, if Town X tuition is 1 student for \$45,000 then 55.6% of that \$45,000 would be credited to Wakefield costs and 44.4% to Reading costs.

In the event that Reading's or Wakefield's enrollment at POST Academy during a specific quarter is zero students, the cost share listed above will no longer be in effect and that district will be responsible for 15% of the program costs for that period.

Related Direct Services for individual students will be scheduled, provided and paid for by the student's home district. These costs will not be included in any cost share calculation. Examples of Direct Services may include, but are not limited to Occupational / Physical Therapy, Speech & Language, Academics that require structured targeted intervention above and beyond the academic instruction that is provided in the program (Wilson etc.) Counseling and BCBA Services.

The districts agree to meet quarterly for the purpose of financial and programmatic review / planning. Meetings may be held in person, via conference call or via electronic mail.

5. **Program location and renovations.** The location of the POST Program is 5 Oak Street, Wakefield, MA. Ongoing repairs and needs in consultation with Reading specifically related to the program shall be shared (based on the cost share formula set forth in Section 4 of this agreement-percent shall be based upon the quarter when the repairs are complete. In the event the repairs continue over multiple quarters the quarter with the higher number of students shall be used).
6. **School year / work time.** The POST Program will follow the calendar of the Wakefield Public Schools – including, but not limited to the start date, end date, professional development day(s) and early releases. All work hours will be as listed in the Wakefield Education Association Unit A and Unit C Collective Bargaining Agreements (“CBA”). Employees will work 184 days as contracted in the CBA. The POST Program will be closed for weather related purposes based solely on the decision of the Superintendent of the Wakefield Public Schools.
7. **Performance Evaluation.** The Wakefield Public Schools will follow all laws, regulations, and collective bargaining agreements for their employees in the POST program regarding the educator evaluation process, bullying and harassment, and employee performance. In addition, the Wakefield Public Schools will consult with the Reading Superintendent of Schools or designee regarding the hiring, evaluation, and supervision of employees of the POST program. In addition, any employee issues brought forth by the Reading Public Schools will be thoroughly investigated in a timely manner.

- a. Evaluations for Educators (Unit A Personnel) will be conducted in accordance with the Collective Bargaining Agreement between the Wakefield School Committee and the Wakefield Education Association with input as appropriate from Reading Public Schools Administration.
  - b. Evaluations for Instructional Support Personnel (Unit C Personnel) will be conducted in accordance with the Collective Bargaining Agreement between the Wakefield School Committee and the Wakefield Instructional Support Personnel Association with input as appropriate from Reading Public Schools Administration.
8. **Term.** The term of this Agreement (the "Term") shall initially be for a period of three (3) years commencing on September 1, 2021 and ending on June 30, 2024, unless earlier terminated in accordance with this Agreement.
9. **Termination.** This Agreement may be terminated at any time by agreement of the Towns and will terminate sixty (60) days after either Town gives written notice to the other of such Town's desire to terminate this Agreement. No such termination shall affect any obligation of indemnification that may have arisen hereunder prior to such termination. The Towns shall equitably adjust any payments made or due relating to the unexpired portion of the Term following such termination, including without limitation any payment made by the Wakefield Public Schools under Section 2, above.
10. **Financial Safeguards.** Wakefield shall maintain separate, accurate and comprehensive records of all services performed for each of the Towns hereto, and all contributions received from Reading. Wakefield shall arrange for the performance of annual audits of such records. Wakefield shall ensure that all officers or staff responsible for carrying out the terms and conditions of this Agreement shall give appropriate performance bonds. Wakefield shall provide the Towns with quarterly expenditure and revenue reports and any other information reasonably requested by Reading to present a complete picture of the financial condition of the POST Program. Wakefield shall also provide Reading with an annual audit of the POST Program as soon as practicable following the expiration of the academic year. The Towns shall share equally in the cost of such audit and all other financial reporting.
11. **Assignment.** Neither Town shall assign or transfer any of its rights or interests in or to this Agreement, or delegate any of its obligations hereunder, without the prior written consent of the other.
12. **Severability.** If any provision of this Agreement is held by a court of competent jurisdiction to be invalid, illegal, or unenforceable, or if any such term is so held when applied to any particular circumstance, such invalidity, illegality, or unenforceability shall not affect any other provision of this Agreement, or affect the application of such provision to any other circumstances, and this Agreement shall be



construed and enforced as if such invalid, illegal, or unenforceable provision were not contained herein.

- 13. Waiver.** The obligations and conditions set forth in this Agreement may be waived only by a writing signed by the Town waiving such obligation or condition. Forbearance or indulgence by a Town shall not be construed as a waiver, nor limit the remedies that would otherwise be available to that party under this Agreement or applicable law. No waiver of any breach or default shall constitute or be deemed evidence of a waiver of any other breach or default.
- 14. Amendment.** This Agreement may be amended only by a writing signed by the Select Board/Town Council of both Towns, duly authorized thereunto.
- 15. Governing Law.** This Agreement shall be governed by and construed in accordance with the substantive law of the Commonwealth of Massachusetts.
- 16. Heading.** The paragraph headings herein are for convenience only, are no part of this Agreement and shall not affect the construction of the terms of this Agreement.
- 17. Notices.** Any notice permitted or required hereunder to be given or served on either Town by the other shall be in writing signed in the name of or on behalf of the other Town giving or serving the same. Notice shall be deemed to have been received at the time of actual receipt of any hand delivery or three (3) business days after the date of any properly addressed notice sent by mail as set forth below.

  - A. To the Town of Reading.** Any notice to Reading shall be delivered by hand or sent by registered or certified mail, return receipt requested, postage prepaid, to the Town Manager and the Superintendent of the Reading Public Schools.
  - B. To the Town of Wakefield.** Any notice to Wakefield shall be delivered by hand or sent by registered or certified mail, return receipt requested, postage prepaid, to the Town Administrator and the Superintendent of the Wakefield Public Schools.
- 18. Complete Agreement.** This Agreement constitutes the entire agreement between the Towns concerning the subject matter hereof, superseding all prior agreements and understandings. There are no other agreements or understandings between the Towns concerning the subject matter hereof.

**IN WITNESS WHEREOF,** the parties have set their hands and seals as of the first date set forth above.

**TOWN OF READING  
SELECTBOARD**

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**TOWN OF WAKEFIELD  
TOWN COUNCIL**

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c:\Wakefield\IMA-Reading-POST Program-Final

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

Christine M. Kelley  
Assistant Superintendent for Learning and Teaching

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



Gail S. Dowd, CPA  
Chief Financial Officer

Jennifer A. Stys, Ed.D.  
Assistant Superintendent for Student Services

Kerry M. Meisinger, J.D.  
Human Resources Director

# 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 1, 2021  
Re: Last Day of School

At the April 1, 2021 School Committee Meeting, I will be asking the Committee to vote on the last day of school for students and staff. This year we have had two snow days due to adverse weather conditions. Therefore, the 170<sup>th</sup> day for students will be on Monday, June 21<sup>st</sup>. The student dismissal time will be 11:00 a.m. and teachers will have a full day of school.

Please contact me if you have any questions.



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

Christine M. Kelley  
Assistant Superintendent for Learning and Teaching

82 Oakland Road  
Reading, MA 01867  
Phone: 781-944-5800  
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Human Resources Director

# 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 1, 2021  
Re: Birch Meadow Principal Search

At the April 1, 2021 School Committee Meeting, I will be asking the Committee to vote on the Birch Meadow Principal Search Process to replace Julia Hendrix, who submitted her resignation last week. Mrs. Hendrix has been the Principal at Birch Meadow for the last five years and has done an outstanding job. I want to thank Mrs. Hendrix for her dedication to the children of Reading and wish her success in future endeavors.

The search process outlined is very similar to other administrative searches that we are currently conducting in the district. There will be a screening committee of administrators, teachers, and parents that will do the initial work to move forward prefinalists that will lead to the announcement of finalists for the position. Those finalists will go through a public interview process with staff and community. A final decision will be made in May.

Please contact me if you have any questions.

Reading Public Schools  
Screening Committee  
Birch Meadow Elementary Principal

**Please note: All information and discussions by screening committee members are confidential and cannot be shared during the process or after the process is complete.**

**I. Screening Committee Members**

- a. The Screening Committee will be facilitated by Kerry Meisinger, Human Resources Director, and will consist of the following members:
  - **Beth Leavitt, Barrows Principal**
  - **Allison Wright, Director of Special Education**
  - **Team Chair**
  - **Teacher**
  - **Teacher**
  - **Teacher**
  - **Secretary**
  - **Parent**
  - **Parent**
  - **Parent**
- b. To the extent possible, the composition of the committee will represent the many constituencies that comprise the Reading Public School Community.
- c. Superintendent will attend all interviews and deliberations as part of the decision-making process. The Superintendent-Elect will be consulted throughout the process and will be involved in the final decision.

**II. Schedule**

***All dates and times are tentative and may change during the process.***

<b>Date</b>	<b>Time</b>	<b>Event</b>	<b>Location</b>
Week of March 29		Position posted on M.A.S.S./Talent Ed/School Spring/METCO Indeed.com/Mass Partnership for Diversity and Education/Other recruiting tools	Online
April 1	7:00 p.m.	School Committee Review of Timeline/Process	Virtual
Week of April 5th		Survey Staff, Parents, Administrators	Online Surveys
		Solicit Members for Screening Committee	
April 14	4:00 p.m.	Organizational Meeting with Screening Committee	Virtual
April 28	4:00 p.m.	Meeting to Design Questions	Virtual
April 30		Deadline for Applications	
May 6	7:30 a.m.- 5:00 p.m.	1 <sup>st</sup> Round Candidate Interviews and selection of pre-finalists forwarded to Superintendent of Schools	Virtual
May 7-14	Ongoing	<ul style="list-style-type: none"> <li>• Vetting Process of Prefinalists</li> <li>• Announcement of Finalists to Community</li> <li>• Superintendent Interviews with DLT and COLT</li> <li>• Open Microphone Night(s) with Community and Staff</li> </ul>	Virtual

		<ul style="list-style-type: none"> <li>• Site Visits to District</li> <li>• Final Superintendent Interview</li> </ul>	
Week of May 17		Staff and Community Announcement of Appointment	

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

Christine M. Kelley  
Assistant Superintendent for Learning and Teaching

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# Reading Public Schools

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

To: Reading School Committee  
From: Chuck Robinson,  
Reading School Committee Chair  
Date: April 1, 2021  
Re: Superintendent Evaluation

At the April 1, 2021 School Committee Meeting, I will be asking the Committee to vote on the Reading Public Schools Superintendent Summative Evaluation.



# READING PUBLIC SCHOOLS SUPERINTENDENT EVALUATION

Summative Form

2020-2021 School Year

School Committee Overall  
dgschoolcommittee@reading.k12.ma.us

# End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Doherty April 2021

Evaluator: School Committee April 2021

	Name	Signature	Date
Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet <input type="checkbox"/> Some Progress <input checked="" type="checkbox"/> Significant Progress <input type="checkbox"/> Met <input type="checkbox"/> Exceeded		
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet <input type="checkbox"/> Some Progress <input checked="" type="checkbox"/> Significant Progress <input type="checkbox"/> Met <input type="checkbox"/> Exceeded		
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet <input type="checkbox"/> Some Progress <input checked="" type="checkbox"/> Significant Progress <input type="checkbox"/> Met <input type="checkbox"/> Exceeded		

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

## Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

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

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

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

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

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

## End-of-Cycle Summative Evaluation Report: Superintendent

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

☐ Unsatisfactory
 ☐ Needs Improvement
 ☒ Proficient
 ☐ Exemplary

### Step 4: Add Evaluator Comments

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

#### Comments:

Overall the Committee's rating of Dr. Doherty was Proficient. Key aspects that led to this rating were as follows:

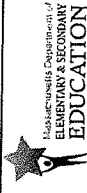
- Dr. Doherty along with CFO Dowd managed a budget dominated by COVID pressures extremely well.
- Dr. Doherty's handling of the District' remote learning during an unprecedented COVID 19 crisis was done well.
- Communication to the Committee and the Community was frequent and timely. While the message was not always well received it was defended and articulated well.
- Dr. Doherty's work ethic has never come in question and extremely strong.
- Dr. Doherty's collaboration with the Municipal side of government during COVID -19 and in general has been very good.
- Dr. Doherty has done a very good job in executing his exit plan and continues to collaborate very well with Superintendent Elect Mr. Milaschewski.
- There was some concern with a few committee members regarding the time frame it took to fill the vacant HR Director position which and the critical need during COVID-19 issues.
- There was concern amongst the committee regarding the timeliness of getting grades 3-5 and High School level students back to Hybrid sooner.

## Superintendent's Performance Goals

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

Goals	Focus Indicator	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Student Learning Goal</b>	1A, 1B, 1C, 1E	During the 2020-2023 School Years, we will improve our literacy evaluation process, enhance our reading instructional strategies, and structure our progress monitoring more effectively for students who are struggling readers. Based on our work, we will see progress as evidenced by reviewing previous case studies of students who struggled with Tier 2 interventions and comparing the following: an increase in identifying struggling readers earlier, students demonstrating growth on their IEP literacy goals, and fewer out of district placements with specific learning disabilities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Professional Practice Goal 1</b>	11B	During the 2020-21 school year, the Reading Public Schools will begin a three-year plan to develop and implement a talent diversification and leadership development strategy. The success of this plan will be evidenced by an increase in pipeline development, recruitment, and retention of staff of color. Through the implementation of this plan, we will see an increase in staff of color by 100% (6 to 12) by the end of the 2022-23 school year and an increase in Reading staff who have been promoted from a teaching position to a leadership position (i.e. curriculum coordinator, department chair, assistant principal, team chair, principal, central office administrator). Currently, we have 10 former Reading teachers who are in leadership positions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Professional Practice Goal 2</b>	11A, 11E	School Physical and Psychological Safety (Aligned with Strategic Objective C)-During the 2020-2021 school year, we will continue to build and implement an infrastructure and a set of policies and procedures that will support the physical and psychological safety of our staff and students. The evidence to support a successful completion of this goal will be a positive overall response in the 2020-2021 staff survey of PRIDE in school leadership, shared decision-making, and school climate as evidenced by the PRIDE staff survey and a positive overall response in student learning environment scores (school life) as evidenced by the PRIDE student survey, VOCAL data (school climate section) and YRBS data (mental health section).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Professional Practice Goal 3</b>	111A, 111C, 111E	District Vision of the Graduate (Aligned with Strategic Objective A)-Over the next school year, I will work with Reading educators, parents, local officials and community members to learn about and develop a vision of what skills, knowledge, and dispositions Reading students should attain and develop during their preK-12 years in our schools. Through these conversations, we will develop and receive approval of a district vision of the graduate which will be used as a vision statement for the Reading Public Schools and for the NEASC Accreditation Process.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Professional Practice Goal 4</b>	111B, 111C	During the 2020-2021 School Year, I will create and implement an exit plan to support the transition of the new Superintendent of the Reading Public Schools. The success of this plan will be measured by the timely completion of all action items in this year's District Improvement plan and Superintendent's goals, other annual tasks, and give the incoming Superintendent as much information as possible for a successful transition on July 1, 2021.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement Goal A</b>	11E, 111A, 111C, 111F	Based on our work since March, 2020, the school district will build a foundation of teaching and learning practices, infrastructure changes, assessment practices, and operations efficiencies to prepare schools for current conditions and future challenges in a post-pandemic world. This strategic objective may be extended based on the trajectory of the pandemic.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement Goal B</b>	11A, 11B, 11C, 11F	Based on qualitative and quantitative data analysis, the school district will evaluate and refine standards-based instructional systems to meet the needs of all learners. Please note that state standardized data will look different and may be less available in a post pandemic world.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement Goal C</b>	11A	Based on quantitative and qualitative data analysis, the school district will review our equity and social justice practices, analyze student social emotional growth, and refine systems of support to ensure a healthy and successful learning community while meeting the unique needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership <i>Superintendents should identify 1-2 focus indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict



## Superintendent's Performance Rating for Standard I: Instructional Leadership

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

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

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

The Committee's average overall rating for Dr. Doherty in this category was Proficient. Dr. Doherty was applauded for his "on the fly" performance of how education was delivered during COVID-19. He was commended for his design of an innovative Hybrid model for September 2020. However, it was not immediately implemented due to a staffing shortage. Some other themes are as follows:

- Dr. Doherty always kept his focus on student and staff safety during decision making.
- Evaluation needs more attention should to timely documentation and feedback.
- 

Overall it was felt that with respect to the other categories in this section, there either is not data, or it is reasonable to rate poorly given the challenging year we have all been through.



## Superintendent's Performance Rating for Standard II: Management & Operations

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard II: Management &amp; Operations</b> The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

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

The Committee's average overall rating of Dr. Doherty was Proficient in this category. Some themes are as follows:

- Dr. Doherty shines in his role as operational leader. He manages the process of allowing each school to operate efficiently and safely. This has been particularly visible in responding to the pandemic and creating appropriate environments that protect safety of staff and students.
- The timeliness in filling the Human Resources Director role, and the delay in identifying the need to approach the role as a more senior position which in hindsight may have eliminated reduced the staffing shortages the District encountered in September 2020.
- One of the biggest strengths of the district is the Fiscal Management. The Committee is provided excellent forecasting, use of grant money where appropriate and ability to align and manage spend appropriately. However, we did face a problem with the Extended Day budget that was quickly corrected, but unfortunately, that course correction had a negative impact on a few employees and a few families that were dependent on the Extended Day services

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



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

	U	NI	P	E
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b> The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b>					
The Committee's overall average rating for Dr. Doherty in this category was Proficient. However, this section is one in which we saw the most issues throughout the year. Some themes are as follows:					
<ul style="list-style-type: none"> <li>- Dr. Doherty shares responsibility with his teams very effectively to identify and meet the needs of their student populations. He modeled this focus on meeting the needs of all students with very thoughtful decisions regarding the return to school – in particular, prioritizing high needs students and the youngest students who wouldn't be able to access online learning effectively.</li> <li>- A Family concern challenge that continued throughout the year was with High School parents and getting the High School students back in the building for more than two days every two weeks. The Parent Volunteer idea seemed like one that Dr. Doherty embraced but ultimately was not able to follow it through.</li> <li>- The inability or lack of willingness to engage parents at least in a discussion caused avoidable angst among the parent community. As a result, Dr. Doherty in part corrected this by:</li> <li>- The use of frequent community sessions which were well received.</li> <li>- And a more robust effort was made to provide clear and consistent communication to families and the community.</li> </ul>					



## Superintendent's Performance Rating for Standard IV: Professional Culture



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

	U	NI	P	E
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
<b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
<b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> Focus Indicator (check if yes)				
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard IV: Professional Culture</b> The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.				
<b>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory)</b>  Dr. Doherty's overall rating by the Committee for this category was Proficient. For the most part the Committee provided consistently good marks for this category. Some themes are as follows: <ul style="list-style-type: none"> <li>- Collectively the District has done a remarkable job with outbound communication this year. Communication was frequent, focused and timely. Dr. Doherty struck an excellent balance between common messages shared from the center and preserving space for building principals to tweak and deliver their own updates on the evolving pandemic, in addition to typical updates. Communication has been very transparent.</li> <li>- Dr. Doherty holds himself and those around him to extremely high standards. He is very organized, always planning and strategizing, and able to look forward even as the day-to-day operations could be all-consuming.</li> <li>- He frequently seeks feedback.</li> <li>- He has assembled a very dedicated and talented district leadership team.</li> <li>- Dr. Doherty needs to delegate more and utilize the feedback and resources of his talented team.</li> </ul>				

# READING PUBLIC SCHOOLS SUPERINTENDENT EVALUATION

Summative Form

2020-2021 School Year

Shawn Brandt  
shawn.brandt@reading.k12.ma.us

# End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: John Doherty

Evaluator: Shawn Brandt 3/22/2021

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

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

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input checked="" type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input checked="" type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

## Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

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

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

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

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

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

# End-of-Cycle Summative Evaluation Report: Superintendent



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

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

## Step 4: Add Evaluator Comments

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

### Comments:

Writing an evaluation under these circumstances is difficult, as you don't know whether or not to grade on a curve. I've opted not to do so, and instead evaluated Dr. Doherty's performance against the scenario that presented itself. It has been a strong year on many dimensions, albeit one with some missed opportunities that inform the ratings. The school district generally did a good job of threading the needle between keeping everybody safe and getting kids in school as much as possible. Teachers and administrators did a remarkably good job of maximizing the value of in-person time and delivering quality instruction in an effective, engaging manner for remote learning. However, some foreseeable staffing challenges caught us flat-footed and we lost critical time getting 3<sup>rd</sup>-5<sup>th</sup> graders and high school students in as quickly as we should have. It is hard to ignore that had we called the moment earlier when our original plans weren't able to come to fruition due to staffing, we might have been able to change course more quickly.

Dr. Doherty deserves a great deal of praise for managing the budget so effectively, in that the pandemic had virtually no impact on any core services. However, loose controls on revolving accounts resulted in a significant gap in the Extended Day account, a very sudden shutdown of that important program, and the sudden layoffs of multiple staff members. Ultimately "the buck stops" with the Superintendent, and this was a really unfortunate turn for a program that was one of the greatest successes in our district in recent years.

Finally, a major source of conflict emerged in January that essentially pitted teachers vs. police officers. While Dr. Doherty was able to work with his partners to make the noise go away relatively quickly, we missed a chance to really model what collaborative problem solving looks like, and I worry that those issues will continue to simmer below the surface.

# Superintendent's Performance Goals



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

Goals	Focus Indicator	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	1A, 1B, 1C, 1E	During the 2020-2023 School Years, we will improve our literacy evaluation process, enhance our reading instructional strategies, and structure our progress monitoring more effectively for students who are struggling readers. Based on our work, we will see progress as evidenced by reviewing previous case studies of students who struggled with Tier 2 interventions and comparing the following: an increase in identifying struggling readers earlier, students demonstrating growth on their IEP literacy goals, and fewer out of district placements with specific learning disabilities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 1	IIIB	During the 2020-21 school year, the Reading Public Schools will begin a three-year plan to develop and implement a talent diversification and leadership development strategy. The success of this plan will be evidenced by an increase in pipeline development, recruitment, and retention of staff of color. Through the implementation of this plan, we will see an increase in staff of color by 100% (6 to 12) by the end of the 2022-23 school year and an increase in Reading staff who have been promoted from a teaching position to a leadership position (i.e. curriculum coordinator, department chair, assistant principal, team chair, principal, central office administrator). Currently, we have 10 former Reading teachers who are in leadership positions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 2	IIA, IIIE	School Physical and Psychological Safety (Aligned with Strategic Objective C)-During the 2020-2021 school year, we will continue to build and implement an infrastructure and a set of policies and procedures that will support the physical and psychological safety of our staff and students. The evidence to support a successful completion of this goal will be a positive overall response in the 2020-2021 staff survey of PRIDE in school leadership, shared decision-making, and school climate as evidenced by the PRIDE staff survey and a positive overall response in student learning environment scores (school life) as evidenced by the PRIDE student survey, VOCAL data (school climate section) and YRBS data (mental health section).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 3	IIIA, IIIC, IVE	District Vision of the Graduate (Aligned with Strategic Objective A)-Over the next school year, I will work with Reading educators, parents, local officials and community members to learn about and develop a vision of what skills, knowledge, and dispositions Reading students should attain and develop during their preK-12 years in our schools. Through these conversations, we will develop and receive approval of a district vision of the graduate which will be used as a vision statement for the Reading Public Schools and for the NEASC Accreditation Process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 4	IIIB, IVC	During the 2020-2021 School Year, I will create and implement an exit plan to support the transition of the new Superintendent of the Reading Public Schools. The success of this plan will be measured by the timely completion of all action items in this year's District Improvement plan and Superintendent's goals, other annual tasks, and give the Incoming Superintendent as much information as possible for a successful transition on July 1, 2021.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal A	1E, IIA, IIIC, IVF	Based on our work since March, 2020, the school district will build a foundation of teaching and learning practices, infrastructure changes, assessment practices, and operations efficiencies to prepare schools for current conditions and future challenges in a post-pandemic world. This strategic objective may be extended based on the trajectory of the pandemic.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal B	1A, 1B, 1C, 1F	Based on qualitative and quantitative data analysis, the school district will evaluate and refine standards-based instructional systems to meet the needs of all learners. Please note that state standardized data will look different and may be less available in a post pandemic world.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal C	IIA	Based on quantitative and qualitative data analysis, the school district will review our equity and social justice practices, analyze student social emotional growth, and refine systems of support to ensure a healthy and successful learning community while meeting the unique needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Standards and Indicators for Effective Administrative Leadership**  
*Superintendents should identify 1-2 focus indicators per Standard aligned to their goals.*

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

## uperintendent's Performance Rating for Standard I: Instructional Leadership



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

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

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*): Dr. Doherty and the Teaching & Learning team did a remarkable job building a new model of learning on the fly. While not every student has thrived during the pandemic, parents nearly universally laud the efforts of their students' teachers and are pleased with the ability of the district to do as much as possible with remote and hybrid learning models. Prioritizing high needs students and our youngest students for in-person learning throughout the various stages of our return to school was a critical and appropriate step that minimized the impact of the pandemic on our most vulnerable students.

An area of opportunity exists in the linkage between Superintendent and District goals with those at other levels of the district. In particular, some district administrators, principals and teachers report not having clarity on how district goals around equity and diversity filter down to their levels. Going forward, the district would benefit from model goals at various levels in support of district goals. Additionally, proactive communication with district administrators about contract status, and clarity about anticipated timelines would be preferred.

## Superintendent's Performance Rating for Standard II: Management & Operations



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

	U	NI	P	E
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career-growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<b>OVERALL Rating for Standard II: Management &amp; Operations</b> The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>



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

Dr. Doherty continues to spend a great deal of focus and energy on his role as an operational leader. He empowers building principals and provides appropriate guidance and boundaries in order to allow each school to operate efficiently and safely. This has been particularly visible in responding to the pandemic and creating appropriate environments that protect safety of staff and students.

Unfortunately, two of the biggest challenges this year have fallen under the umbrella of Management & Operations. First, we developed a model highly dependent on the ability to retain as many staff as possible, and on finding adequate staff to fill any gaps. On the first count, Dr. Doherty played a key role in retaining the vast majority of staff who might have otherwise taken a leave of some kind. By personally investing in these discussions, the district was able to provide accommodations for many of the staff who were able to continue working with some minor modifications. Unfortunately, we struggled to fill gaps for paraeducators and tutors, delaying the return to school for 3-5 grades and at the high school. While many districts struggled with staffing shortages, we designed a hybrid model that exacerbated the problem. It's hard to quantify whether having hired an HR leader earlier in the year would have made a tangible difference on filling those roles, but the ultimate decision to increase the level and compensation attached to that role was a tacit acknowledgement that we miscalculated.

From a budget perspective, this year has been a mixed bag. It's exceptional that we have been able to maintain our services with little disruption. Grants were used effectively, appropriately, and tracked meticulously through the work of Dr. Doherty and CFO Dowd. In contrast, a second significant challenge this year was the failure to identify an issue with respect to the Extended Day revolving account and take appropriate action sooner. This oversight dealt a devastating blow to one of the biggest successes in our schools in recent years. Community members, Finance Committee members and School Committee members have been requesting more frequent reporting on revolving accounts and tighter tracking of their status for years. It was foreseeable that Extended Day could be impacted severely with many students only in school half the time, parental concerns about covid exposure, etc.

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



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

	U	NI	P	E
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
<b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b> The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.					<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Comments and analysis (recommended for any overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b>								
Unfortunately, one focus area which seems to have gone by the wayside during this year has been the involvement of families in the classroom. Recognizing the limitations on physical participation, there doesn't appear to have been a strong district-wide focus on finding creative ways to engage and utilize the commitment of parents and families to support learning and other classroom activities.								
III-B is a strong suit for Dr. Doherty, who empowers his teams very effectively to identify and meet the needs of their student populations. He modeled this focus on meeting the needs of all students with very thoughtful decisions regarding the return to school – in particular, prioritizing high needs students and the youngest students who wouldn't be able to access online learning effectively.								
I was pleased with the frequent community sessions Dr. Doherty held throughout the year on a variety of topics. These were a good way to proactively address common concerns, and to reach those parents who might not reach out otherwise.								

## Superintendent's Performance Rating for Standard IV: Professional Culture



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

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

**OVERALL Rating for Standard IV: Professional Culture**

The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Comments and analysis (recommended for any overall rating: required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

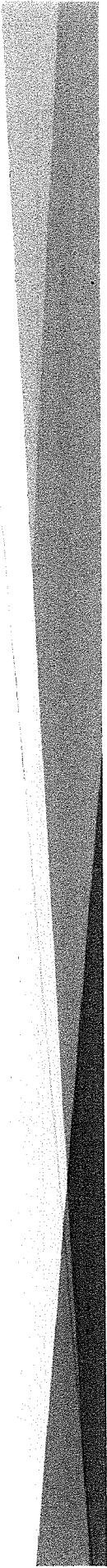
Regarding cultural proficiency, while our district has made strides in terms of supporting diverse students across many cultural and demographic dimensions, the application of policies intended to ensure there's space for many different belief systems seems to be somewhat inconsistent. It is critical that as we appropriately focus our efforts on an expansive view of human rights, we include in that view the rights of people with minority beliefs. Our teachers are skilled and well-meaning, but if there are lapses, it's critical that they be identified and addressed to create a culture that truly welcomes a diversity of opinions.

The district as a whole has done a remarkable job with outbound communication this year. Communication was frequent, focused and timely. Dr. Doherty struck an excellent balance between common messages shared from the center and preserving space for building principals to tweak and deliver their own updates on the evolving pandemic, in addition to typical updates. Communication has been very transparent. Going forward, an opportunity for the district to approach ongoing communication situations like the pandemic would be to consider a website that could serve as a "living document" so that parents and stakeholders aren't overwhelmed by the volume of emails.

One gap this year has been in the deployment of surveys. While I applaud the effort to solicit feedback and preferences from the community, the execution of most of our surveys was flawed. Survey construction was often confusing; parents or other respondents were unclear about the intent of the survey, or the survey lacked the context through which questions should be answered. Survey deadlines were communicated inconsistently. We sent surveys with multiple options without much

apparent forethought given to how the results would influence (or not) decisions made. On balance, I think surveys generally left stakeholders feeling frustrated that their input wasn't really leveraged, or worse, that they were misled into making choices they might not have with more context. Writing and deploying effective surveys is a very particular skill, and going forward the district administration might benefit from investing in one or more district staff doing some formal training to support this important community engagement tool.

Finally, regarding IV-F, the reaction to the events of January 6<sup>th</sup> were an important case study for how we manage conflict. While I appreciate that Dr. Doherty has strong relationships with town officials that allowed him to quickly "put out the fire," the situation provided a unique opportunity to have a real community conversation about a genuine and deeply felt source of conflict. I appreciate that there are discussions ongoing, but in the meantime, we missed an opportunity. Public acknowledgement of some of the core facts of the situation, recognition of the authenticity of the feelings on both sides of the debate, and proactively and openly communicating next steps would have better modeled for the community how we can work together even when there's deep disagreement. If we want the schools to teach students the skills to function in a diverse society, and how to respect the opinions of others, we should model that behavior publicly when the schools are party to such a controversy.



# READING PUBLIC SCHOOLS SUPERINTENDENT EVALUATION

Summative Form

2020-2021 School Year

Erin Gaffin  
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# End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. John Doherty

Evaluator: Erin Gaffen 3/14/2021

Name Signature Date

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

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input checked="" type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input checked="" type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

## Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

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

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

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

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

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

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

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

## Step 4: Add Evaluator Comments

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

### Comments:

This has been a school year like no other. Dr. Doherty has guided the district as together they completely reimaged and reworked how school looks and how curriculum is taught. The demands have been copious, the changes have been endless, the stress has been constant, the risks have been real and scary, and virtually nothing is as it used to be. This was a massive undertaking, but Dr. Doherty has maintained a focus on keeping students and staff as healthy as possible and ensuring genuine learning is happening for all students. These efforts have required problem-solving, collaboration, communication, and decision-making based on research and careful consideration. He has sought to balance the educational needs of the district, the logistical challenges of implementing school safely, as well as the emotional needs of students and staff. Needless to say, those are nearly impossible to completely balance. This has taken its toll on everyone in education (and beyond), but Dr. Doherty and district leadership have been unwavering in their commitment to the students and staff of RPS.

This year has also clearly been frustrating at times, and not everything has gone according to plan. Unfortunately, Dr. Doherty's innovative hybrid model was not able to be implemented at the start of the school year due to several logistical obstacles. Then it was not able to be implemented at all levels due to staffing shortages for the support staff needed for satellite classrooms, and our 3<sup>rd</sup>-5<sup>th</sup> graders began their hybrid much later than our K-2<sup>nd</sup> and 6-8<sup>th</sup> graders. The high school students never experienced the hybrid model as planned due to major staffing shortages, and only just recently were able to attend 4 days in-person every other week as the rest of the students in the district do. This led to frustration among some parents and students. I also believe many of our high school students were negatively impacted academically, emotionally, and socially by having so little in-person school time during the first two-thirds of the school year.

While I understand the high degree of difficulty planning for this academic year presented, and I commend our Principals for working ceaselessly to develop feasible schedules, I believe some of this could have gone differently. For the entirety of the fall, we were without a Human Resources Director and Dr. Doherty carried this role and all of its duties along with all of his own duties as Superintendent. Dr. Doherty met individually with every staff and teacher who had questions and concerns about returning to school,

which I think led to fewer teachers taking a leave of absence because Dr. Doherty made the wise choice to individualize the approach to each situation. I also think he would have played a significant role in this process regardless of whether we had an HR Director on staff, due to the unique circumstances of this school year. However, we still had many support staff take leaves due to the pandemic, yet our model required additional staff at the high school. Every town across the state struggled to fill support staff positions, but once this message became loud and clear, several Reading parents stepped up to apply and this helped get our 3<sup>rd</sup>-5<sup>th</sup> graders into school for the hybrid model. In hindsight, I wish that caregivers and more teachers had been included on back-to-school planning committees last summer. I repeatedly asked about staffing numbers at RMHS during School Committee meetings and in conversation with Dr. Doherty, and for too long was told he did not know how many openings were needed. Had these numbers been solidified earlier, it would have been obvious that RPS either needed to aggressively attempt to fill the positions and/or pivot to a different model for RMHS. By the time the number of openings became clear, we were somewhat backed into a corner, and I regret that we did not make a change sooner.

I wish to note that the current District Improvement Plan is for 2020-2023, with most of the goals being three-year ones. Also, the School Committee voted this year to evaluate the Superintendent in line with the local elections (April) versus according to the academic year (June). Therefore, understandably, none of the goals have been met. I rated the goals based on direct observations and experience as well as data supplied by the Superintendent, most of which had either some progress or substantial progress.



# Superintendent's Performance Goals

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

Goals	Focus Indicator	Description					
			Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	1A, 1B, 1C, 1E	During the 2020-2023 School Years, we will improve our literacy evaluation process, enhance our reading instructional strategies, and structure our progress monitoring more effectively for students who are struggling readers. Based on our work, we will see progress as evidenced by reviewing previous case studies of students who struggled with Tier 2 interventions and comparing the following: an increase in identifying struggling readers earlier, students demonstrating growth on their IEP literacy goals, and fewer out of district placements with specific learning disabilities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 1	II B	During the 2020-21 school year, the Reading Public Schools will begin a three-year plan to develop and implement a talent diversification and leadership development strategy. The success of this plan will be evidenced by an increase in pipeline development, recruitment, and retention of staff of color. Through the implementation of this plan, we will see an increase in staff of color by 100% (6 to 12) by the end of the 2022-23 school year and an increase in Reading staff who have been promoted from a teaching position to a leadership position (i.e. curriculum coordinator, department chair, assistant principal, team chair, principal, central office administrator). Currently, we have 10 former Reading teachers who are in leadership positions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 2	IIA, IIE	School Physical and Psychological Safety (Aligned with Strategic Objective C)-During the 2020-2021 school year, we will continue to build and implement an infrastructure and a set of policies and procedures that will support the physical and psychological safety of our staff and students. The evidence to support a successful completion of this goal will be a positive overall response in the 2020-2021 staff survey of PRIDE in school leadership, shared decision-making, and school climate as evidenced by the PRIDE staff survey and a positive overall response in student learning environment scores (school life) as evidenced by the PRIDE student survey, VOCAL data (school climate section) and YRBS data (mental health section).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 3	IIIA, IIIC, IVE	District Vision of the Graduate (Aligned with Strategic Objective A)-Over the next school year, I will work with Reading educators, parents, local officials and community members to learn about and develop a vision of what skills, knowledge, and dispositions Reading students should attain and develop during their preK-12 years in our schools. Through these conversations, we will develop and receive approval of a district vision of the graduate which will be used as a vision statement for the Reading Public Schools and for the NEASC Accreditation Process.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 4	II B, IV C	During the 2020-2021 School Year, I will create and implement an exit plan to support the transition of the new Superintendent of the Reading Public Schools. The success of this plan will be measured by the timely completion of all action items in this year's District Improvement plan and Superintendent's goals, other annual tasks, and give the incoming Superintendent as much information as possible for a successful transition on July 1, 2021.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal A	1E, IIA, IIIC, IVF	Based on our work since March 2020, the school district will build a foundation of teaching and learning practices, infrastructure changes, assessment practices, and operations efficiencies to prepare schools for current conditions and future challenges in a post-pandemic world. This strategic objective may be extended based on the trajectory of the pandemic.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal B	1A, 1B, 1C, 1F	Based on qualitative and quantitative data analysis, the school district will evaluate and refine standards-based instructional systems to meet the needs of all learners. Please note that state standardized data will look different and may be less available in a post pandemic world.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal C	IIA	Based on quantitative and qualitative data analysis, the school district will review our equity and social justice practices, analyze student social emotional growth, and refine systems of support to ensure a healthy and successful learning community while meeting the unique needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership <i>Superintendents should identify 1-2 focus indicators per Standard aligned to their goals.</i>				
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture	
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards	
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency	
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication	
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning	
I-E. Data-Informed Decision making	II-E. Fiscal Systems		IV-E. Shared Vision	
I-F. Student Learning			IV-F. Managing Conflict	

## Superintendent's Performance Rating for Standard I: Instructional Leadership



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

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

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

Dr. Doherty designed an innovative hybrid learning plan that emphasized student and teacher safety, and synchronous learning time for students. The model was superior to any other I saw or heard of in Massachusetts, particularly due to the fact that teachers were scheduled to teach directly to their students every day during remote weeks. The Learning and Teaching Department helped ensure that Reading students would receive the essential elements of grade-level curriculum through synchronous learning, both remote and in-person, and the Student Services Department helped ensure that the needs of all learners as well as related services would be met.

Unfortunately, this model was not ready to be implemented in September, due to staffing shortages and other logistical issues, and for some grades, it was not able to happen at all. Thankfully, RPS had prepared teachers to execute a robust remote curriculum. However, there are many challenges inherent in remote school. While a subset of students thrived being fully remote, most require substantial time in person in order to best focus, engage, demonstrate learning, connect with teachers and peers, and maintain their social and emotional health. Further, remote instruction by nature makes it harder for teachers to get to know their students and to as effectively assess and measure student learning and mental health. Remote instruction and staffing shortages have also made it somewhat harder to effectively supervise and evaluate staff.

For all the many strengths of our hybrid and remote models, we did not have the staff that we needed in order to actually run the hybrid model for all students, and this should have been recognized sooner. It took too long to get our 3<sup>rd</sup>-5<sup>th</sup> graders in person, and we did a huge disservice to our high school students by not reworking the hybrid model much sooner than eventually happened. It is important to recognize that the RPS remote model represents significant strength of learning, but I think there was also an academic, emotional, and social cost to having so little in-person time in school for the high school students.

I am very grateful for the current efforts underway to bring the majority of elementary students back for full in-person learning on April 5, and middle and high school students on April 26. I also remain thankful for the many mitigation strategies that Dr. Doherty, our administrators and nurses have implemented this year in order to keep our students and staff safe.

## Superintendent's Performance Rating for Standard II: Management & Operations



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

	U	NI	P	E
II-A. <b>Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> Focus Indicator (check if yes)				
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard II: Management &amp; Operations</b>				
The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

A new Human Resources Director was brought on board in December, and she has hit the ground running. Prior to that, Dr. Doherty carried the dual roles of Superintendent and Human Resources Director for several months, and while he worked relentlessly, I think the volume of HR work happening at that time was more than enough for one person, let alone someone who had a demanding primary role. Further, I reluctantly marked Professional Practice Goal 1 "to develop and implement a talent diversification and leadership development strategy," including "an increase in pipeline development, recruitment, and retention of staff of color" as having some progress because I know the work on this has begun. This is a very important goal for our district, and I believe in order to attract more diverse staff, RPS is going to have to do more internal work in addition to the external outreach. We have to ensure that we are a welcoming and inclusive district where people of color want to work. Hopefully, substantial progress will be made in the next year. I also hope to see particular attention paid toward the retention of all staff, as well as opportunities for advancement within RPS, given the extremely challenging year had by all.

One benefit of the current school year has been common district planning time for teachers across grades and across schools to collaborate. Principals and administrators also have had dedicated time to collaborate. Allowing time for this work to happen benefits our staff and our students tremendously. I hope this can be factored into the planning of schedules for next year.

Dr. Doherty and his administrative team put together another strong budget for 2021-2022. At a time when many school districts are struggling, Reading has managed to maintain the level of services that our families expect, and our students need. I am especially

pleased about the inclusion of a new Special Education Literacy Coach. This position will help support our special education teachers and improve reading instruction across all programs. I am concerned about our Extended Day program and hope that the program can be restored to its entirety this Spring when all students are back full-time, and/or in the fall. It is an essential service we owe our hardworking families.

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



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

	U	NI	P	E
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b> The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Dr. Doherty has dedicated significant effort over the past year toward providing clear and consistent communication with families and the community. This is especially challenging given the near constant changes from state mandates to the pandemic protocols to COVID-19 case counts. His primary avenues have been weekly emails, sometimes more than once a week by necessity, and detailed presentations at School Committee meetings. It is evident he has aimed for balance between keeping everyone informed of recent developments, while not inundating them, all the while knowing that no amount of effort will please everyone. Some have said the communication was not enough and others have said it was too much, but I believe the majority appreciate the updates. These outreach efforts have also been evident from the Principals, each of whom consistently send a weekly newsletter to caregivers with new updates and important school and COVID-related information and resources. Each of the Principal's newsletters can be translated into multiple languages in order to be accessible to families whose primary language is not English.

One aspect that I miss about the way Dr. Doherty used to communicate with caregivers (pre-COVID-19) is a celebration of students and events happening within RPS. There is still so much to celebrate about what is happening every day in our schools and I would like to see more of this from the Superintendent's communications. I do value that he ends his presentations to the School Committee by sharing appreciation for particular staff members or staff groups, followed up by photos of various students engaged in learning activities. These have been a true highlight of our meetings.

Regarding family concerns, Dr. Doherty responds promptly to parents and caregivers and is always open to discussion. He holds regular (virtual) office hours. He has also held several virtual community forums when bigger changes were on the horizon for the schools. However, Dr. Doherty is consistently resistant to involving families in any stages of planning or pro-active work. It could have been beneficial, for instance, to include parent/caregivers on the back-to-school planning committees last summer, as well as when it became clear that the hybrid model at RMHS needed to be reworked. And, Dr. Doherty has sent a few surveys to families and staff since last summer, but sometimes what families and staff want are at odds, and/or sometimes what families want is not what Dr. Doherty feels is the safest decision for our schools. I commend Dr. Doherty for keeping student and staff health at the forefront of all of his decision-making.

One project on which Dr. Doherty has included parents, students, and community members in planning is the Vision of the Graduate. This work unfortunately had to be paused for a period due to the pandemic, but the committee resumed meeting this past fall and I was quite impressed by their presentation at a recent School Committee meeting. This is exciting and vital work, and as I said a year ago, I feel it is one of our essential duties as a school district to ensure that we are preparing our students for life beyond high school and to be citizens of the world. This will drive the vision for the Reading Public Schools.

## Superintendent's Performance Rating for Standard IV: Professional Culture



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

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

### OVERALL Rating for Standard IV: Professional Culture

The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.

	U	NI	P	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>


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

Dr. Doherty holds himself and those around him to extremely high standards. He is very organized, always planning and strategizing, and able to look forward even as the day-to-day operations could be all-consuming. He frequently seeks feedback. He is fortunate to be surrounded by a very dedicated and talented district leadership team. I see evidence of him empowering his district leaders, validating their concerns, and being protective of their time and health. But I also continue to see inconsistency in him seeking and utilizing their input, or giving them as much control as they deserve, or delegating as much as he could in order to balance his own workload. I think teacher and administrator morale has suffered greatly this year, mostly for reasons beyond Dr. Doherty's control, but

not entirely. And, I do not think all staff members feel as valued and supported as they could. As mentioned earlier, I hope there will be a major focus on celebrating all that our collective staff and leaders have accomplished together as well as staff retention as we near the end of the current school year.

I wish to note that I am grateful that Dr. Doherty is dedicating time during his final few months to try to ensure a smooth transition for the new Superintendent by holding weekly meetings with his successor, and by including the new Superintendent in major hiring decisions and such.





# READING PUBLIC SCHOOLS SUPERINTENDENT EVALUATION

Summative Form

2020-2021 School Year

School Committee Member Name  
[Email address]

# End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. John Doherty

Evaluator: Carla Nazzaro 3/22/2021

Name Signature Date

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

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

## End-of-Cycle Summative Evaluation Report: Superintendent

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

☐ Unsatisfactory      ☐ Needs Improvement      ☒ Proficient      ☐ Exemplary

### Step 4: Add Evaluator Comments

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

#### Comments:

Since the writing of this evaluation, it has been almost 1 year since the COVID-19 virus essentially changed the way that public education is delivered to students. Our teachers have fundamentally reinvented how they teach. They have used various tools, platforms and techniques to engage students in sometimes an exclusively virtual world...It has been impressive to watch. This unprecedented time has also thrust the schools and the town into a position for caring not only for students, but their families, as well. The Superintendent has led the charge with the monumental task of caring for our students and families on many fronts from food insecurity, emotional support, and academic maintenance and progression.

In the absence of a clear location on this evaluation form to highlight 2 things; his work ethic and his collaboration with the town, I will do it here. Dr. Doherty has served our town for 34 collective years, 12 years as our Superintendent. First, you will not find a more dedicated worker. The Reading community benefits from his commitment, work ethic and dedication. Second, I would like to recognize and thank him for his collaboration effort with the town. We, in Reading, are unique in the way that our school staff and town staff collaborate and work together to achieve collective success. Many towns have a "town side" and a "school side" which presumably work independently of one another; in Reading, each entity is indeed separated by budget and staff, but each side is always there to "have the other one's back". Our Superintendent and Town Manager have fostered this relationship which is invaluable when faced with a crisis like COVID-19. This type of engagement and collaboration strengthens our town. Both of these gentlemen should be commended.

Over the past nine months, Dr. Doherty has consistently reached out for feedback. His ability to self-reflect and make appropriate changes for continued improvement is evident. This has been particularly evident with his hiring of key central office staff, in particular the Director of Human Resources.

I wish Dr. Doherty well with his next venture.

## Superintendent's Performance Goals

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

Goals	Focus Indicator	Description					
			Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	1A, 1B, 1C, 1E	During the 2020-2023 School Years, we will improve our literacy evaluation process, enhance our reading instructional strategies, and structure our progress monitoring more effectively for students who are struggling readers. Based on our work, we will see progress as evidenced by reviewing previous case studies of students who struggled with Tier 2 interventions and comparing the following: an increase in identifying struggling readers earlier, students demonstrating growth on their IEP literacy goals, and fewer out of district placements with specific learning disabilities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 1	IIB	During the 2020-21 school year, the Reading Public Schools will begin a three-year plan to develop and implement a talent diversification and leadership development strategy. The success of this plan will be evidenced by an increase in pipeline development, recruitment, and retention of staff of color. Through the implementation of this plan, we will see an increase in staff of color by 100% (6 to 12) by the end of the 2022-23 school year and an increase in Reading staff who have been promoted from a teaching position to a leadership position (i.e. curriculum coordinator, department chair, assistant principal, team chair, principal, central office administrator). Currently, we have 10 former Reading teachers who are in leadership positions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 2	IIA, IIE	School Physical and Psychological Safety (Aligned with Strategic Objective C)-During the 2020-2021 school year, we will continue to build and implement an infrastructure and a set of policies and procedures that will support the physical and psychological safety of our staff and students. The evidence to support a successful completion of this goal will be a positive overall response in the 2020-2021 staff survey of PRIDE in school leadership, shared decision-making, and school climate as evidenced by the PRIDE staff survey and a positive overall response in student learning environment scores (school life) as evidenced by the PRIDE student survey, VOCAL data (school climate section) and YRBS data (mental health section).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 3	IIIA, IIIC, IVE	District Vision of the Graduate (Aligned with Strategic Objective A)-Over the next school year, I will work with Reading educators, parents, local officials and community members to learn about and develop a vision of what skills, knowledge, and dispositions Reading students should attain and develop during their preK-12 years in our schools. Through these conversations, we will develop and receive approval of a district vision of the graduate which will be used as a vision statement for the Reading Public Schools and for the NEASC Accreditation Process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 4	IIB, IVC	During the 2020-2021 School Year, I will create and implement an exit plan to support the transition of the new Superintendent of the Reading Public Schools. The success of this plan will be measured by the timely completion of all action items in this year's District Improvement plan and Superintendent's goals, other annual tasks, and give the incoming Superintendent as much information as possible for a successful transition on July 1, 2021.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal A	1E, IIA, IIIC, IVF	Based on our work since March, 2020, the school district will build a foundation of teaching and learning practices, infrastructure changes, assessment practices, and operations efficiencies to prepare schools for current conditions and future challenges in a post-pandemic world. This strategic objective may be extended based on the trajectory of the pandemic.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal B	1A, 1B, 1C, 1F	Based on qualitative and quantitative data analysis, the school district will evaluate and refine standards-based instructional systems to meet the needs of all learners. Please note that state standardized data will look different and may be less available in a post pandemic world.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal C	IIA	Based on quantitative and qualitative data analysis, the school district will review our equity and social justice practices, analyze student social emotional growth, and refine systems of support to ensure a healthy and successful learning community while meeting the unique needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership <i>Superintendents should identify 1-2 focus indicators per Standard aligned to their goals.</i>				
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture	
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards	
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency	
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication	
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning	
I-E. Data-Informed Decision making	II-E. Fiscal Systems		IV-E. Shared Vision	
I-F. Student Learning			IV-F. Managing Conflict	

## Superintendent's Performance Rating for Standard I: Instructional Leadership



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

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

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

I am pleased that curriculum guides and pacing charts were completed by mid-year. This may have been particularly helpful for teachers who had to coordinate learning for fully remote students. These, primarily elementary school students, were taught by 2 teachers intermittently each week. Complete curriculum guides are also important to ensure consistency with content learned between schools.

It is evident that Dr. Doherty captures, processes and utilizes data to make informed decisions to improve student learning.

## Superintendent's Performance Rating for Standard II: Management & Operations



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

	U	NI	P	E
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard II: Management &amp; Operations</b> The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

II-B: I have concerns with the district's ability to retain staff. This issue ultimately lays at the foot of the Superintendent. The workplace culture ultimately impacts all staff and students. Engaged and empowered staff help to create an environment which fosters educational excellence and ultimately trickles down to engaged and happy students. I continue to be particularly concerned with the culture, engagement and direction of the high school.

II-D: Last year, I had indicated an "Unsatisfactory" in this category. This year I have moved it to "Needs Improvement", not because I think remedies have been put in place to improve these incidences, but because 1 of the 3 incidences that I previously based this on, is no longer applicable. These incidences are a result of inappropriate behaviors, by teachers, that have been allowed to continue because they have not been managed properly. Effective management of bullying issues is imperative and necessary. In this assessment last year, I included the treatment of students in 2 pending OCR cases. These cases were recently "closed" by the Office of Civil Rights. The good news is that the district has "improved" in areas that were once deficient; the bad news is that the students involved in these cases were not "made whole" (in part, because that is not in the purview of OCR, they are looking to ensure the district rectifies issues. Unfortunately, because these students have already graduated, they will not receive additional services). The damage has been done. The length of time that OCR sat on these cases is unacceptable. I would like to make it clear that these cases were filed long before our current Assistant Superintendent of Student Services was employed in our district. She and her staff have worked diligently to rectify deficient areas.

In my last year's Superintendent review, I indicated that I was looking forward to a review of the district's Special Education Counsel. This, understandably, was not a priority this year. I look forward to this happening next year. It is an important best practice for any organization to routinely review second party contracts.

II-E: In regards to the budgetary issue with revolving accounts for our Extended Day program, which resulted in support staff lay-offs, I commend the way in which the situation was ultimately handled. The tough decisions that needed to be made were made with integrity.

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



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

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

<input type="checkbox"/> Focus Indicator (check if yes)				
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b> The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.				
<b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b>				
<p><b>III-A:</b> Dr. Doherty has proven his abilities to manage during crisis. Where I feel he sometimes falls short is his reluctance to accept help or to include others in the planning and exploratory process. There is a very strong willingness by parents and community members to help out the schools in any way possible. When our schools succeed, we all succeed. This was clearly evident when the elementary schools needed additional paraeducators for coverage in the classroom. In the absence of a Human Resources Director, parents promulgated the needs of the school and were able to quickly help solve this problem. In addition, parent and community members volunteered to fill, in one weeks-time, 246 (out of 300) volunteer days to get our high school students back in the classroom. This solution was rejected at the 11<sup>th</sup> hour to the frustration of many. There are times where working groups, comprised of all stakeholders, can be an effective and efficient way to problem solve. I believe Dr. Doherty could be more effective by engaging stakeholders at appropriate times during the decision-making process to successfully solve problems.</p>				
<p><b>III-C:</b> Dr. Doherty is very timely with communicating information regarding new directives to families and staff. He has engaged stakeholders by having community forums where those in attendance may ask questions, hear updates and voice concerns. Many parents were appreciative of his time and thoughtfulness during these discussions. These forums provided needed clarification, on certain issues, which alleviated angst and concern among parents.</p>				

## Superintendent's Performance Rating for Standard IV: Professional Culture

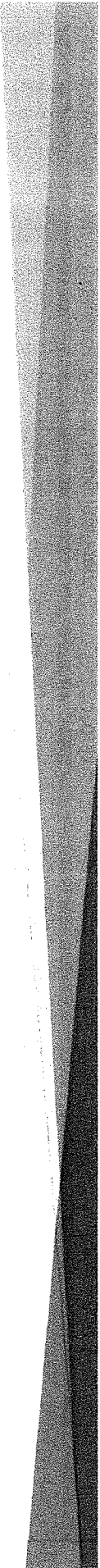


Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

U	NI	P	E
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<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard IV: Professional Culture</b> The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b> IV-B: We have many wonderful and exciting things going on at Reading Memorial High School. Sometimes, the wonderful and positive aspects are diminished by the negative. I have continued concerns of pockets of negative staff culture, both in the classroom and on the sports field, which trickles down and adversely effects students. These issues, which are long-standing, are evident in the high turnover of administrative level positions such as principal, assistant principal, and department head. Even though Principals are responsible for managing their buildings, the Superintendent is ultimately responsible for the wellbeing of the District.				



# READING PUBLIC SCHOOLS SUPERINTENDENT EVALUATION

Summative Form

2020-2021 School Year

John Parks  
[john.parks@reading.k12.ma.us](mailto:john.parks@reading.k12.ma.us)

# End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: John Doherty

Evaluator: John Parks 3/25/2021

Name John Parks Signature \_\_\_\_\_ Date 3/25/2021

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

Professional Practice Goal(s)	Did Not Meet	X Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal(s)	Did Not Meet	X Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal(s)	Did Not Meet	X Some Progress	Significant Progress	Met	Exceeded

## Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

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

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

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership			X	
Standard II: Management and Operations		X		
Standard III: Family and Community Engagement		X		
Standard IV: Professional Culture			X	

# End-of-Cycle Summative Evaluation Report: Superintendent



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

Unsatisfactory

Needs Improvement

**X** Proficient

Exemplary

## Step 4: Add Evaluator Comments

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

### Comments:

Under normal circumstances, things may have been different on this evaluation. Still, it has been a challenging year for the district level and the individual level for all involved. I am proud of our district leadership team and how they rose to the challenge to make sure the students got as positive an experience as possible in very trying times.

I worry that while somewhat out of Dr. Doherty's control due to the current pandemic the HR position was open as long as it was, and another key central office position is without an executed contract and has on file a letter of resignation. Key district positions must be a priority and an area that moving forward needs to be a focus within the district to allow RPS to grow and move forward to be successful.

## Superintendent's Performance Goals

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

Goals		Description				
Focus Indicator						
Student Learning Goal	1A, 1B, 1C, 1E	During the 2020-2023 School Years, we will improve our literacy evaluation process, enhance our reading instructional strategies, and structure our progress monitoring more effectively for students who are struggling readers. Based on our work, we will see progress as evidenced by reviewing previous case studies of students who struggled with Tier 2 interventions and comparing the following: an increase in identifying struggling readers earlier, students demonstrating growth on their IEP literacy goals, and fewer out of district placements with specific learning disabilities.		X		
Professional Practice Goal 1	11B	During the 2020-21 school year, the Reading Public Schools will begin a three-year plan to develop and implement a talent diversification and leadership development strategy. The success of this plan will be evidenced by an increase in pipeline development, recruitment, and retention of staff of color. Through the implementation of this plan, we will see an increase in staff of color by 100% (6 to 12) by the end of the 2022-23 school year and an increase in Reading staff who have been promoted from a teaching position to a leadership position (i.e. curriculum coordinator, department chair, assistant principal, team chair, principal, central office administrator). Currently, we have 10 former Reading teachers who are in leadership positions.		X		
Professional Practice Goal 2	11A, 11E	School Physical and Psychological Safety (Aligned with Strategic Objective C)-During the 2020-2021 school year, we will continue to build and implement an infrastructure and a set of policies and procedures that will support the physical and psychological safety of our staff and students. The evidence to support a successful completion of this goal will be a positive overall response in the 2020-2021 staff survey of PRIDE in school leadership, shared decision-making, and school climate as evidenced by the PRIDE staff survey and a positive overall response in student learning environment scores (school life) as evidenced by the PRIDE student survey, VOCAL data (school climate section) and YRBS data (mental health section).		X		
Professional Practice Goal 3	111A, 111C, 11E	District Vision of the Graduate (Aligned with Strategic Objective A)-Over the next school year, I will work with Reading educators, parents, local officials and community members to learn about and develop a vision of what skills, knowledge, and dispositions Reading students should attain and develop during their pre-k-12 years in our schools. Through these conversations, we will develop and receive approval of a district vision of the graduate which will be used as a vision statement for the Reading Public Schools and for the NEASC Accreditation Process.			X	
Professional Practice Goal 4	11B, 11C	During the 2020-2021 School Year, I will create and implement an exit plan to support the transition of the new Superintendent of the Reading Public Schools. The success of this plan will be measured by the timely completion of all action items in this year's District Improvement plan and Superintendent's goals, other annual tasks, and give the incoming Superintendent as much information as possible for a successful transition on July 1, 2021.		X		
District Improvement Goal A	1E, 11A, 111C, 11F	Based on our work since March, 2020, the school district will build a foundation of teaching and learning practices, infrastructure changes, assessment practices, and operations efficiencies to prepare schools for current conditions and future challenges in a post-pandemic world. This strategic objective may be extended based on the trajectory of the pandemic.			X	
District Improvement Goal B	1A, 1B, 1C, 1F	Based on qualitative and quantitative data analysis, the school district will evaluate and refine standards-based instructional systems to meet the needs of all learners. Please note that state standardized data will look different and may be less available in a post pandemic world.		X		
District Improvement Goal C	11A	Based on quantitative and qualitative data analysis, the school district will review our equity and social justice practices, analyze student social emotional growth, and refine systems of support to ensure a healthy and successful learning community while meeting the unique needs of students.		X		

Standards and Indicators for Effective Administrative Leadership <i>Superintendents should identify 1-2 focus indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

## Superintendent's Performance Rating for Standard I: Instructional Leadership



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

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

1-D While this may be happening at the School level, my worry is that it is not happening in an effective manner. While feedback may be given, it is not documented and administered in a way that backs district-level decisions. All district-level decisions should be able to be backed by documentation, and supporting materials should be provided to the person being evaluated so adjustments in behavior can be made for a win-win or a proper decision can be made.

## Superintendent's Performance Rating for Standard II: Management & Operations



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

	U	NI	P	E
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)		X		
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)		X		
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)		X		
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)			X	
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)			X	
<b>OVERALL Rating for Standard II: Management &amp; Operations</b> The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.		X		

II-A. While this has been a challenging year for staff and students, leadership made conscious decisions to listen to the loudest voices instead of all voices. Students and staff are in different places because of the current environment, and this should be objectively listened to prior to making district-level decisions. While minimal DESE guidelines were delivered for the opening of school and the plans put forth by the district could have been delivered if all stakeholders had input, key stakeholders got passed over or ignored when building plans to reopen under COVID guidelines from the state. The overall plans that got put forth to the committee were the safest procedures possible. It lacked full thought of staffing requirements to put them into place until it was past when such staffing was possible. Delays in bringing in an HR person could have been part of this issue.

II-B. The delays in getting an HR Director in place hampered obtaining staffing levels needed for this school year, understanding that most districts faced these similar issues to RPS does not go unnoticed. Losing sight of hiring a key position like HR for several months is a mistake that can not be overlooked. Careful assessment of job responsibilities and functions showed quickly that the position was posted incorrectly, and when a title change was done, the process to fill the position moved forward. Retention of critical roles is always another issue the district faces and needs to be looked at closely. The induction process of new staff was well developed for a challenging year and delivered professionally with all required district training.

II-C. DESE released requirements to the district in the late summer that required SSO be completed before the student's return to school, to date, this has not been achieved and causes staff and students delays in accessing classes and materials needed. This update would allow for staff and students to access all needed software and materials in a more efficient way.

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



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

	U	NI	P	E
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)			X	
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)		X		
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)			X	
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)		X		



**OVERALL Rating for Standard III: Family & Community Engagement**

The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.

**X**

**III-B.** While facing a challenging year on many fronts, this should have been a critical focus for the Superintendent this year. Focus on remote students is lacking at times as teachers are tasked with working with in-person and remote students. While no easy answer or approach is available on this, some type of check-in should have been rolled out with the back-to-school plans in August. The focus needs to be prioritized to those struggling students identified and plans put in place to engage the parents and students.

**III-D.** While concerns may be heard, the issue of equity in the end result was not achieved over the last several months. The focus needs to be on what is best for all, not just those with the loudest voices. Again this goes back to the challenges of a single year.

**Superintendent's Performance Rating for Standard IV: Professional Culture**

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

	U	NI	P	E
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)			X	
<b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)			X	
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)		X		

<p><b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>			X	
<p><b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>			X	
<p><b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	X			
<p><b>OVERALL Rating for Standard IV: Professional Culture</b></p> <p>The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a district-wide culture of reflective practice, high expectations, and continuous learning for staff.</p>		X		
<p><b>IV-G. Interpersonal and verbal skills</b> are crucial to building long-lasting relationships. Tone and delivery are essential to this, and while understanding the challenges faced over the last few months, this is an area that needs to be of focus. Allowing situations to spiral and frustration to set in hampers the message's overall effectiveness and derails the message. Written communication can also carry a positive or negative tone, and messages should be reviewed for clarity and tone before being sent out to the district.</p>				
<p><b>IV-F.</b> This is an area that continues to be an issue with the Superintendent. While disagreement happens, it is the level of disagreement that worries me. Supporting staff is not a clear focus and is second to personal goals at times. Clear examples of this can be seen over the last few months. Silence on issues sends as clear a message as supporting outside interest instead of the district's leadership team. The focus required to show support in this area needs to be an ongoing school committee focus.</p>				



# READING PUBLIC SCHOOLS SUPERINTENDENT EVALUATION

Summative Form

2020-2021 School Year

Charles Robinson  
[Charles.Robinson@reading.k12.ma.us](mailto:Charles.Robinson@reading.k12.ma.us)

# End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. John Doherty

Evaluator: Charles Robinson 3/15/21

Name Signature Date

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

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded

## Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

**Unsatisfactory** = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.  
**Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.  
**Proficient** = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**  
**Exemplary** = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

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

## End-of-Cycle Summative Evaluation Report: Superintendent

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

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

### Step 4: Add Evaluator Comments

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

#### Comments:

Under significant burden presented by the COVID-19 crisis Dr. Doherty performed exceptionally well in keeping the community informed and remaining nimble during the situation. The students, teachers and staff were always in his best interest when making decisions.

# Superintendent's Performance Goals



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

Goals	Focus Indicator	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	1A, 1B, 1C, 1E	During the 2020-2023 School Years, we will improve our literacy evaluation process, enhance our reading instructional strategies, and structure our progress monitoring more effectively for students who are struggling readers. Based on our work, we will see progress as evidenced by reviewing previous case studies of students who struggled with Tier 2 interventions and comparing the following: an increase in identifying struggling readers earlier, students demonstrating growth on their IEP literacy goals, and fewer out of district placements with specific learning disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 1	IIB	During the 2020-21 school year, the Reading Public Schools will begin a three-year plan to develop and implement a talent diversification and leadership development strategy. The success of this plan will be evidenced by an increase in pipeline development, recruitment, and retention of staff of color. Through the implementation of this plan, we will see an increase in staff of color by 100% (6 to 12) by the end of the 2022-23 school year and an increase in Reading staff who have been promoted from a teaching position to a leadership position (i.e. curriculum coordinator, department chair, assistant principal, team chair, principal, central office administrator). Currently, we have 10 former Reading teachers who are in leadership positions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 2	IIA, IIE	School Physical and Psychological Safety (Aligned with Strategic Objective C)-During the 2020-2021 school year, we will continue to build and implement an infrastructure and a set of policies and procedures that will support the physical and psychological safety of our staff and students. The evidence to support a successful completion of this goal will be a positive overall response in the 2020-2021 staff survey of PRIDE in school leadership, shared decision-making, and school climate as evidenced by the PRIDE staff survey and a positive overall response in student learning environment scores (school life) as evidenced by the PRIDE student survey, VOCAL data (school climate section) and YRBS data (mental health section).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 3	IIIA, IIIC, IVE	District Vision of the Graduate (Aligned with Strategic Objective A)-Over the next school year, I will work with Reading educators, parents, local officials and community members to learn about and develop a vision of what skills, knowledge, and dispositions Reading students should attain and develop during their preK-12 years in our schools. Through these conversations, we will develop and receive approval of a district vision of the graduate which will be used as a vision statement for the Reading Public Schools and for the NEASC Accreditation Process.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 4	IIB, IVC	During the 2020-2021 School Year, I will create and implement an exit plan to support the transition of the new Superintendent of the Reading Public Schools. The success of this plan will be measured by the timely completion of all action items in this year's District Improvement plan and Superintendent's goals, other annual tasks, and give the incoming Superintendent as much information as possible for a successful transition on July 1, 2021.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal A	1E, IIA, IIIC, IVF	Based on our work since March 2020, the school district will build a foundation of teaching and learning practices, infrastructure changes, assessment practices, and operations efficiencies to prepare schools for current conditions and future challenges in a post-pandemic world. This strategic objective may be extended based on the trajectory of the pandemic.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal B	1A, 1B, 1C, 1F	Based on qualitative and quantitative data analysis, the school district will evaluate and refine standards-based instructional systems to meet the needs of all learners. Please note that state standardized data will look different and may be less available in a post pandemic world.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal C	IIA	Based on quantitative and qualitative data analysis, the school district will review our equity and social justice practices, analyze student social emotional growth, and refine systems of support to ensure a healthy and successful learning community while meeting the unique needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership <i>Superintendents should identify 1-2 focus indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

## Superintendent's Performance Rating for Standard I: Instructional Leadership



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

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

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

Despite the obstacles of COVID-19 Dr. Doherty pivoted extremely well to deliver high quality instruction to students.

## Superintendent's Performance Rating for Standard II: Management & Operations



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

	U	NI	P	E
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard II: Management &amp; Operations</b> The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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

Dr. Doherty was able to upgrade the HR position which will help the district significantly. Dr. Doherty continues to maintain a high-level staff in the district.

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



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

	U	NI	P	E
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b> The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):  
 Dr. Doherty's communication, engagement and collaboration was excellent through the COVID-19 crisis.

## Superintendent's Performance Rating for Standard IV: Professional Culture



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

	U	NI	P	E
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> Focus Indicator (check if yes)				
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard IV: Professional Culture</b> The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Comments and analysis (recommended for any overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b> In very difficult times both nationally and locally Dr. Doherty adapted very well and engaged all the stakeholders professionally and collaboratively.				



# READING PUBLIC SCHOOLS SUPERINTENDENT EVALUATION

Summative Form

2020-2021 School Year

Thomas Wise  
thomas.wise@reading.k12.ma.us

# End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. John Doherty

Evaluator: Thomas Wise

Name

Signature

Date

2021-03-21

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

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input checked="" type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input checked="" type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

## Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

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

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

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

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

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

# End-of-Cycle Summative Evaluation Report: Superintendent

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

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Step 4: Add Evaluator Comments

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

## Comments:

Overall, the year was dominated by the COVID-19 response. Thus, this review period, is lacking a great deal of evidence, but that is too be expected in a year like this. Further, the goal to review cycle was exceptionally short between the finalization of Goals in October / November 2020 and this review in March 2021. Thus, for the great majority of measurement points, there is simply a lack of data and evidence. Further exacerbating this problem is that we are in the first year of a three-year cycle so we cannot even refer to evidence from prior years. Thus, this review will be high level in nature and focused on incremental steps of improvement.

### Student Learning Goal: Literacy Instruction

This goal is one that we have seen a good deal of progress in throughout the year. While I wish the goal was more broadly written, ultimately the goal the committee agreed to was focused solely on Special Education. In that front, we have seen great progress with the Orkin Rubric, the selection of Lexia as the Early Education Screening tool, the Special Education Advisory Committee Sub Committee on Reading and the Budget Approval for the Special Education Literacy Coach. For these reasons, I believe we have seen Significant Progress.

With that said, there is not currently any data aligned with this Goal so the rating is based on completed tasks, not positive measured results with the expectation that the tasks will lead to the results we want, desire and need.

### Professional Practice Goal 1: Talent Diversification & Leadership Development

A significant movement happened earlier this year – the hiring of a new Director of Human Resources. The decision to upgrade the position to a Director level was one advocated for by the Committee and supported by Dr. Doherty. Ultimately, it led to a great hire in Kerry Meisinger. That hire laid the groundwork for improvement in this area going forward. Additionally, it is apparent from materials provided to the Committee that Dr. Doherty has been studying DESE and MASS materials on the diversification of the workforce. There is much to be done in this area and it is not something Reading can solve on its own as the issue is more of a systemic issue. For that reason, I have rated this Some Progress.

### Professional Practice Goal 2: School Physical and Psychological Safety

Physical safety was a driving factor throughout much of the COVID-19 response process. Dr. Doherty and his staff rightfully focused on the safety of staff and students and did an excellent job of keeping the schools safe. From MERV-13 filters to signs on the ground indicating the direction of walking traffic to dispensers of hand washing fluid, the evidence of physical safety abounds. Additionally, the work underway to improve the physical structure of the building with video cameras, policy updates, etc. is also improving the physical safety of our staff and students.

Unfortunately, this year was a troublesome year for some of our students from a psychological safety perspective. This was especially evident at the High School where our students were only able to be in person for learning two days of every two weeks for the entire first semester and a few weeks of the second. These were incredibly tough decisions and a huge weight on Dr. Doherty and his staff but it would have been good to see a more proactive communication strategy with parents and a quicker ability to pivot when it was clear that the high school was not going to be able to hire the 20+ paras necessary to make the original hybrid plan work.

On this front, work continues, and we will have much to accomplish throughout the rest of the school year and going into the 2021-2022 school year. To this end, it would be great to see if we can procure and execute a social emotional learning curriculum that can meet the needs of our high schoolers and help them find their paths in life. Overall, as there is still some physical work to do and quite a bit of work to do on the psychological side, I have rated this goal as Some Progress.

### **Professional Practice Goal 3: District Vision of the Graduate**

This goal is one we have heard a good deal about in the background but have not seen much evidence of so far. Fortunately, I was able to attend the High School PTO meeting earlier this month to get a preview and was able to see that it appears most of the work is done. I am looking forward to the public discussion as much of the progress has been accomplished by the Portrait of the Graduate committee behind closed doors, per the agreed process. Based on the assumed status of this writing, I am rating this as Significant Progress but that may change after the meeting on March 18<sup>th</sup>, 2021.

### **Professional Practice Goal 4: Exit Plan**

There has been Significant Progress on this goal as well and Dr. Doherty has been meeting with his successor on a regular basis to transition knowledge and provide regular status updates. Further, Dr. Doherty and Mr. Milaschewski have agreed on a protocol so Mr. Milaschewski can have a great deal of input in the decision to hire the new High School principal for the 2021-2022 school year and beyond.

### **District Improvement Goal A: Pandemic Education**

The majority of the feedback on this goal has been covered under the Physical and Psychological Safety Goal above. Additionally, we have seen the introduction of a suite of tools for use in the process of Teaching and Learning such as Zoom, Google Classroom (more broadly rolled out) and various other online resources like Newsela. While we are waiting on the assessment of the Teachers and Curriculum Coordinators on the value of all the tools, we have data that demonstrates the great majority of Students, Teachers and Parents appreciated the amount of synchronous learning their students received this year. We know many other districts had much less synchronous learning that Reading had and for that we are thankful to the Central Office, Principals and Teachers.

What we have not been able to see yet is the overall effectiveness of the synchronous and asynchronous we have engaged our students in. We do not have data showing either District Determined Measures or external measures to assess the impact of the Pandemic. Some like to avoid terms like "learning loss", but we must face the reality that many of our students have not yet learned what they should have by now. This may be most impactful in the early elementary years where science has demonstrated the elasticity of the brain is especially important for how a child learns to read. Therefore, it is critical that we execute assessments to determine where our students are so we can plan appropriately going into 2021-2022 school year – potentially including summer school time this coming summer.

So, overall, due to the heavy lift that was necessary to get our synchronous learning in process, this category also received a Significant Progress rating.

### **District Improvement Goal B: Standards Based Instructional Systems to meet the needs of ALL Learners**

There is quite a lot in progress for this greater goal. Ranging from Early Literacy Screeners to Curriculum Guides to implementation of new Middle School Math curriculum tools to analysis of Math curriculum tools for K-6 and new building Social Studies curriculum materials for K-5. This is an exceptionally busy body of work covering all our students of all Racial, Economic and Learning backgrounds. We have seen the completion of the Curriculum Guides for K-12. We have so much more to do in this space as well and quite a lot of that work will eventually fall on the shoulders of our Elementary Teachers. Therefore, Professional Development will be critical in the future to realize the full potential of the various tools and resources we are procuring. This work is important and meaty and as our Student Opportunity Act submission says, "Access to high-quality, standards aligned curricular materials is a critical component of the student learning experience, with growing evidence that curricular materials matter particularly for those students experiencing opportunity and performance gaps." So, while I know a good amount has been done already, I also know that there is a LOT left to do and thus I have to rate this as Some Progress. I applaud Dr. Doherty and his team for diving into this work, setting structures in place to refresh regularly and focusing on strong, empirically research-based curriculum tools.

### **District Improvement Goal C: Healthy and Successful Learning Environment for ALL Learners**

This goal is one with less substantive progress so far. The groundwork is in the process of being laid, but not a lot of work has been completed. There is work in progress on Social Emotional Learning, Discipline Practices, Student Handbooks and Staff Recruitment. All of those will help. We also need to continue to focus this work on all of our students with various backgrounds and abilities. Therefore, I was very appreciative of the Equity Audit Framework that was shared with the School Committee as a resource for this review cycle. The three part approach "proposes that teacher quality and programmatic equity lead to achievement equity." This is visualized with the following graphic:

#### Equity Audit Framework and Indicators

Teacher Quality	<ul style="list-style-type: none"> <li>• Less than 20%-10% difference between school and district average:</li> <li>• Teacher Education (number or percentage holding a particular degree)</li> <li>• Teacher Experience (number of years as a teacher)</li> <li>• Teacher Mobility (number of percentage of teachers leaving or not leaving a campus on an annual basis)</li> <li>• Teachers without Certification or Assigned Outside Area of Teaching Expertise (number of percentage)</li> </ul>
Programmatic Equity	<ul style="list-style-type: none"> <li>• Special Education (e.g., over-assignment of students of color and students experiencing poverty, especially among the most severe categories of disability)</li> <li>• Gifted and Talented Education (e.g., under-representation of students of color and students experiencing poverty)</li> <li>• Bilingual Education (e.g., percentage of English learner students making academic progress)</li> <li>• Discipline (e.g., over-representation of students of color receiving discipline that results in loss of time in classroom learning)</li> </ul>
Achievement Equity	<ul style="list-style-type: none"> <li>• State Achievement Tests (e.g., proficiency rates)</li> <li>• Drop/Push Out or Graduation Rate</li> <li>• High School Tracks/Curricula (e.g., percentage of students enrolled in basic, advanced, and/or college preparatory curricula)</li> <li>• College Admission Testing (e.g., scores on SAT, ACT, and/or AP exams)</li> </ul> <p><i>Calculated for groups of students based on gender, race/ethnicity, whether they are an English learner, whether they are experiencing poverty, whether they have a disability</i></p>

Source: Educational Administration Quarterly<sup>4</sup>

So, I am confident this is on the right track, but we have a lot of work to do. Thus, once again, I have to rate this as Some Progress.



# Superintendent's Performance Goals



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

Goals	Focus Indicator	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	1A, 1B, 1C, 1E	During the 2020-2023 School Years, we will improve our literacy evaluation process, enhance our reading instructional strategies, and structure our progress monitoring more effectively for students who are struggling readers. Based on our work, we will see progress as evidenced by reviewing previous case studies of students who struggled with Tier 2 interventions and comparing the following: an increase in identifying struggling readers earlier, students demonstrating growth on their IEP literacy goals, and fewer out of district placements with specific learning disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 1	II B	During the 2020-21 school year, the Reading Public Schools will begin a three-year plan to develop and implement a talent diversification and leadership development strategy. The success of this plan will be evidenced by an increase in pipeline development, recruitment, and retention of staff of color. Through the implementation of this plan, we will see an increase in staff of color by 100% (6 to 12) by the end of the 2022-23 school year and an increase in Reading staff who have been promoted from a teaching position to a leadership position (i.e. curriculum coordinator, department chair, assistant principal, team chair, principal, central office administrator). Currently, we have 10 former Reading teachers who are in leadership positions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 2	IIA, IIE	School Physical and Psychological Safety (Aligned with Strategic Objective C)-During the 2020-2021 school year, we will continue to build and implement an infrastructure and a set of policies and procedures that will support the physical and psychological safety of our staff and students. The evidence to support a successful completion of this goal will be a positive overall response in the 2020-2021 staff survey of PRIDE in school leadership, shared decision-making, and school climate as evidenced by the PRIDE staff survey and a positive overall response in student learning environment scores (school life) as evidenced by the PRIDE student survey, VOCAL data (school climate section) and YRBS data (mental health section).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 3	IIIA, IIIC, IVE	District Vision of the Graduate (Aligned with Strategic Objective A)-Over the next school year, I will work with Reading educators, parents, local officials and community members to learn about and develop a vision of what skills, knowledge, and dispositions Reading students should attain and develop during their preK-12 years in our schools. Through these conversations, we will develop and receive approval of a district vision of the graduate which will be used as a vision statement for the Reading Public Schools and for the NEASC Accreditation Process.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal 4	II B, IVC	During the 2020-2021 School Year, I will create and implement an exit plan to support the transition of the new Superintendent of the Reading Public Schools. The success of this plan will be measured by the timely completion of all action items in this year's District Improvement plan and Superintendent's goals, other annual tasks, and give the incoming Superintendent as much information as possible for a successful transition on July 1, 2021.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal A	1E, IIA, IIIC, IVF	Based on our work since March, 2020, the school district will build a foundation of teaching and learning practices, infrastructure changes, assessment practices, and operations efficiencies to prepare schools for current conditions and future challenges in a post-pandemic world. This strategic objective may be extended based on the trajectory of the pandemic.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal B	1A, 1B, 1C, 1F	Based on qualitative and quantitative data analysis, the school district will evaluate and refine standards-based instructional systems to meet the needs of all learners. Please note that state standardized data will look different and may be less available in a post pandemic world.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal C	IIA	Based on quantitative and qualitative data analysis, the school district will review our equity and social justice practices, analyze student social emotional growth, and refine systems of support to ensure a healthy and successful learning community while meeting the unique needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership <i>Superintendents should identify 1-2 focus indicators per Standard aligned to their goals.</i>				
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture	
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards	
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency	
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication	
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning	
I-E. Data-Informed Decision making	II-E. Fiscal Systems		IV-E. Shared Vision	
I-F. Student Learning			IV-F. Managing Conflict	

## Superintendent's Performance Rating for Standard I: Instructional Leadership



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

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

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

Throughout the year, we have seen focus on curriculum tool refresh and a process of choosing high quality tools. We have heard about greatly improved pandemic response focused synchronous instruction. Unfortunately, we have not seen or heard much about the assessment of where are students are vs. where they should be. Given the lack of other evidence in that space we need to see some improvement so we can plan appropriately for the 2021-2022 school year. This year, a year like no other, was one in which Data-Informed Decision Making was crucial with respect to COVID-19 protocols and what it meant for our students. Dr. Doherty kept close eye on the various cases, the transmissions in and out of school, the community spread and kept our students (the ones in hybrid for that week) in school for all but one week this academic year. In a year in which there was a lot of fear and questioning, he held true to the numbers and kept the district on a steady ship while keeping the schools open.

With respect to the other categories in this section, there either is not data, or I do not believe it is reasonable to rate poorly given the challenging year we have all been through.

## Superintendent's Performance Rating for Standard II: Management & Operations



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

	U	NI	P	E
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>OVERALL Rating for Standard II: Management &amp; Operations</b> The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

One of the biggest strengths of the district is the Fiscal Management. Overall, we continue to see excellent forecasting, use of grant money where appropriate and ability to align and manage spend appropriately. This year, unfortunately, we did face a small problem with the Extended Day budget due to low enrollment and other challenges around the Pandemic. Fortunately, we caught that error and were able to make a course correction, but unfortunately, that course correction had a negative impact on a few employees and a few families that were dependent on the Extended Day services.

Regarding Human Resources Management and Development space, Dr. Doherty, with agreement from the School Committee was able to successfully recruit a new Director of Human Resources this year and she has already proven to be a strong addition. Prior to that hiring, Dr. Doherty and other members of the staff processed 122 different leave inquiries for the staff. That led to setting up accommodations for 78 teachers and 12 paraeducators to be able to stay on the job and/or continue to work in the schools throughout the pandemic. There were other teachers for health or family reasons that required full or partial leave and Dr. Doherty and his staff were able to process those leaves successfully. With that said, the ability to provide accommodations for 74% of the staff was a strong message for the staff and the community that Dr. Doherty cares, listens, and works to do the best for all parties involved when he can. Additionally, there was much work at the beginning of the year to train the staff on the tools that were selected over the Summer for their use. This development of staff skill was important for the implementation of the greater Synchronous Hybrid Model that Reading Public Schools implemented.

Unfortunately, from a Scheduling perspective, we had a challenge at the High School this year related to staffing and the Hybrid Model we chose to implement on Dr. Doherty's suggestion. That problem, the inability to hire enough para educators for the planned Hybrid Model caused the School Committee and Administration to spend countless hours discussing options and ultimate to change course on the model at the High School. This, in my opinion, ties back to incomplete understanding of the impact the Hybrid Model would have on the complexity of the High School schedule and the number of staff that would be necessary to facilitate such a model. While there were a lot of moving parts throughout the summer and early fall, it would have been much better to acknowledge the need for a different model at the High School earlier in the process, saving the Administration, Teachers and School Committee countless hours of planning, discussing, replanning, etc. While this was a big challenge that led to my Needs Improvement mark in this area, I do feel it is important to acknowledge the amount of Synchronous learning that was built into the greater Reading Public Schools schedules throughout the year. There were some blocks of unscheduled time but compared to many other districts around the state and in our greater peer group, our students had more "time on task" with a Teacher present and Dr. Doherty, the Principals and the Teachers deserve a good deal of positive acknowledgement for that fact. Additionally, it is important to note the changing environment Dr. Doherty and the Principals navigated, including the Phase-In during the Fall and the on-going migration to Full In-person they are working through now.

Policy wise, we did see some improvement this year and the execution of many Memoranda of Agreement with the five unions that help the District run. Dr. Doherty was a key player in the process of working through the Memoranda and obtaining alignment with the Unions – some of which had to be done multiple times throughout the year as the models and responses to the Pandemic changed. For this, I applaud his flexibility and willingness to roll up his sleeves and get the job done. Additionally, we have seen a good deal of work on School Committee Policy this year which Dr. Doherty has helped us navigate.

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



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

	U	NI	P	E
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**OVERALL Rating for Standard III: Family & Community Engagement**

The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.

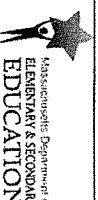
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**Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):**

Unfortunately, this section of the review is one in which we saw the most issues throughout the year. Dr. Doherty was consistent with his weekly communications throughout the summer and the school year. He also was able to adapt quite well to feedback received from many School Committee members about the form and structure of the e-mails as demonstrated by his conversion to more of a bullet point delivery.

Where we saw struggles was in the Engagement, Sharing Responsibility and Family Concerns categories. Engagement wise, while I applaud Dr. Doherty for stepping out of his comfort zone and executing multiple Zoom Forums with Parents throughout the year, he missed opportunities for more genuine engagement. We heard how many communities involved Parents in the planning process for the Pandemic response as we went through the Superintendent Interview processes and that type of proactive engagement is something Dr. Doherty should strive for. While he did have many preparation committees and he did have one SEPAC board member engaged, he could have had other parents engaged at different levels to help assess and understand the parent perspective earlier in the process. These challenges continued throughout the school year and manifested most in the response to the High School students with respect to getting the High School students back in the building for more than two days every two weeks. The waiting we saw on the Parent Volunteer idea was one example. The inability or lack of willingness to engage parents in the planning and discussion in November or December led to increased frustration which culminated with a Parent led Zoom meeting with the School Committee and the local press. This sort of escalation could have been avoided if more parents were included either during the summer or in the November / December / January planning period.

## Superintendent's Performance Rating for Standard IV: Professional Culture



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

U	NI	P	E
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<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard IV: Professional Culture</b> The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Comments and analysis (recommended for any overall rating: required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b>  Another challenge we face as a district is communicating and adopting the Shared Vision. We see the execution of it run afoul from time to time leading to challenges in our community. Unfortunately, one such incident happened earlier this year with the "Woke Kindergarten" video that was distributed by Central Office staff without appropriate review. While that video had an intent to demonstrate some racial inequality it was executed poorly and should not have been distributed. This is an example of a Shared Vision that is not quite fully understood both within the school buildings and among the greater community. The Superintendent role needs to lead and model these sorts of tough questions, build that shared vision, and bring the school and greater community along.  Regarding Communication and Managing Conflict, I first want to acknowledge the tricky line Dr. Doherty walked in responding to the "Woke Kindergarten" issue. Even though it was not his e-mail that led to the issue, he took ownership of the problem and published an e-mail to greater community to start the healing process. He also demonstrated his ability to work across Town and School lines and work to build consensus after the fact. For this, I applaud the effort. With that said, I am rating the Communication as Proficient and the Managing Conflict as Needs Improvement as the work was after the damage was done. The consensus building portion of this work – before a problem materializes – is the hard work but the work that most be done so he can be proactive, not reactive. Additionally, another point of note is Dr. Doherty occasionally has challenges managing his frustration in public meetings. These are challenging times, and this has been a challenging year, but the adage – never let them see you sweat – is one I would like Dr. Doherty to strive for. As a final note, I do want to, once again, recognize that Dr. Doherty took a step forward this year with the Zoom Community Forums he held many times. Those forums did get contentious on an occasion or two, but Dr. Doherty was able to work through them many times.				

**Reading Public Schools**  
**School Committee Meeting Packet**  
**April 1, 2021**



Information / Correspondence

**Lapierre, Samantha**

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**From:** Robinson, Charles  
**Sent:** Monday, March 29, 2021 5:24 PM  
**To:** Carolyn Johnson  
**Cc:** Lapierre, Samantha  
**Subject:** Re: Letter to Reading School Committee

Hi Ms. Johnson:

Thank you for the email and we appreciate your feedback. Thank you.

Chuck Robinson

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**From:** Carolyn Johnson <celj11@gmail.com>  
**Sent:** Monday, March 29, 2021 7:16 PM  
**To:** DG School Committee <SchoolCommittee@reading.k12.ma.us>  
**Subject:** Letter to Reading School Committee

**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.

I realize this letter is too late for the current meeting packet. Thank you.



3/29/2021

Dear Reading School Committee Members,

I am writing in response to the discussion that took place at the March 18, 2021 meeting and in support of the Resolution Against Harassment. The differences in opinion over whether or not operational process should have prevented an anonymous email from being shared with the public prompted me to write a post on the Reading Parent Network/Reading Community Network Facebook page. The following is an edited and expanded version of that post:

If you're a regular reader of and contributor to the RPN/RCN Facebook page then you've probably seen the recent threads regarding the anonymous email sent to outgoing Principal Boynton. One of the issues these threads covered is her support of the LGBTQ community. I am the parent of a transgender teenager, and I would like to use this forum to provide some information for anyone who cares to understand why the transgender community needs allies.

The email in question is a clear example and expression of intolerance, hate, and bullying-type tactics. I respectfully disagree with Ms. Nazzaro's position alleging an abuse of operational procedures (the email should not have been in the purview of SC), particularly as it pertains to a staff person sharing the email with a member of School Committee. I am disappointed that the majority of the March 18 discussion focused on arguing that point. In fairness to Ms. Nazzaro, I do hope that that School Committee, as a whole, has the opportunity to revisit policies and procedures for clarification and agreement on how to handle anonymous correspondence. That being said, I argue there should never be a policy in place that prevents any email that is threatening toward any staff member, student, or community of people from being within bounds for School Committee discussion and part of the public record (keeping in mind names and other identifying elements may need to be omitted for privacy).

To support my position, here are some results from the "2015 U.S. Trans Survey," a report by the National Center for Transgender Equality (<https://transequality.org/sites/default/files/docs/usts/USTS-Full-Report-Dec17.pdf>):

- 29% of transgender people live in poverty, compared to 14% of the general population.
- 30% of transgender people report being homeless at some point in their lives, with 12% saying it was within the past 12 months.
- Transgender people experience unemployment at 3x the rate of the general population, with rates for people of color up to 4x the national unemployment rate.
- 30% of transgender people report being fired, denied a promotion, or experiencing mistreatment in the workplace due to their gender identity in the past 12 months.
- 31% of transgender people experienced mistreatment in the past year in a place of public accommodation, including 14% who were denied equal service, 24% who were verbally harassed, and 2% who were physically attacked because they were transgender.
- 40% of respondents reported attempting suicide in their lifetime, nearly nine times the attempted suicide rate in the United States (4.6%).
- Transgender people, particularly transgender women of color, face shockingly high rates of murder, homelessness, and incarceration. Most states and countries offer no legal protections in housing, employment, health care, and other areas where individuals experience discrimination based on their gender identity or expression."

I have been educating myself about transgender issues since my daughter came out to me, and have found websites such as GLAAD.org, thetrevorproject.org, PFLAG.org to be helpful. I have a lot more to learn, but one thing I've read and heard time and again is that "trying to change someone's gender is like trying to change a person's sexual orientation - it doesn't work" (from GLAAD.org). Gender identity is not a lifestyle choice, it is about who you are (which may be different than the sex you were assigned at birth).

I realize our school district has numerous issues to tackle, most especially, managing the approach and solutions to the COVID pandemic. I appreciate the opportunity to write to you about this very important and personal topic in the midst of what has been the most difficult year in decades for academic administrators, school boards, and teachers. Thank you.

Sincerely,

Carolyn Johnson

## Lapierre, Samantha

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**From:** Robinson, Charles  
**Sent:** Monday, March 29, 2021 5:22 PM  
**To:** Quackenbush, Connie  
**Cc:** Lapierre, Samantha  
**Subject:** Re: Resolution

Hi Connie:

Thank you for the email and feedback.

Chuck Robinson

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**From:** Quackenbush, Connie <Connie.Quackenbush@reading.k12.ma.us>  
**Sent:** Monday, March 29, 2021 7:34 PM  
**To:** DG School Committee <SchoolCommittee@reading.k12.ma.us>  
**Cc:** Shankland, Richele <Richele.Shankland@reading.k12.ma.us>; Norton, Brendan <Brendan.Norton@reading.k12.ma.us>  
**Subject:** Resolution

Dear School Committee Members,

I'm writing this to urge you to pass the resolution written by Sean Brandt. I was mightily disheartened by the conversation last week opposing the resolution and I was moved by John Parks' action, understanding how hard it must have been to make the decision to address the letter.

As a member of the LGBT community, I can assure you that keeping these types of communications in the 'closet' does not support anybody, least of all the person receiving the communication. Whether that communication is anonymous or signed, these ideologies must be brought into the light so that we can condemn them wholeheartedly. The idea that an anonymous communication should be kept out of the light of day, when the receiver feels as though this should be brought to light, is the voice of privilege deciding what is best for the non-dominant culture. This goes against everything we are trying to teach our students and I see that we must also teach our community and school committee members. This 'ism' is just one of many where we need vigilance and forward-thinking to combat.

I would like to thank John Parks and Sean Brandt for their thoughtfulness and courage concerning this incident.

Respectfully,  
Connie Quackenbush  
6th grade science teacher Parker  
Reading resident

Sent via the Samsung Galaxy S20 FE 5G, an AT&T 5G smartphone  
Get [Outlook for Android](#)

**Lapierre, Samantha**

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**From:** Bailey, Jessica  
**Sent:** Monday, March 29, 2021 10:22 PM  
**To:** DG School Committee  
**Subject:** RE: IMB Policy

Hello School Committee members,

I am writing to thank you for your thoughtful deliberation on the IMB/"Controversial Issues" policy in tonight's (Monday, 3/29). As a history and government teacher at RMHS, adviser of the Politics Club, and a member of the Teachers Against Racism group, this policy – and the student speech that it protects – is deeply important to me. I appreciate the School Committee members' willingness to consider and answer public comment from community members and teachers, and I feel that the policy that was approved will protect the right of our students, regardless of their political views, to participate in meaningful civic discussion in the classroom. I also believe that you all modeled that kind of civic participation in your deliberations tonight. Your willingness to engage in this conversation and approve a policy that protects student speech makes me very proud to be a member of the Reading Public Schools community.

Thank you,  
Jess Bailey, RMHS teacher

**Lapierre, Samantha**

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**From:** Robinson, Charles  
**Sent:** Tuesday, March 30, 2021 9:05 AM  
**To:** Lapierre, Samantha  
**Subject:** Fw: Communication forum

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**From:** Robinson, Charles <Charles.Robinson@reading.k12.ma.us>  
**Sent:** Tuesday, March 30, 2021 12:04 PM  
**To:** Robinson, Charles <Charles.Robinson@reading.k12.ma.us>  
**Subject:** Re: Communication forum

Hi Ms Rubin:

Thank you for the email and I appreciate your feedback and concerns. I will discuss this with the staff and figure out what type of solution we can offer.

Thanks.  
Chuck Robinson

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**From:** Robinson, Charles <Charles.Robinson@reading.k12.ma.us>  
**Sent:** Tuesday, March 30, 2021 12:01 PM  
**To:** Doherty, John <John.Doherty@reading.k12.ma.us>  
**Subject:** Fw: Communication forum

Can we discuss this. Thanks.

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**From:** Krista <kmreading33@gmail.com>  
**Sent:** Tuesday, March 30, 2021 11:00 AM  
**To:** DG School Committee <SchoolCommittee@reading.k12.ma.us>  
**Subject:** Communication forum

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Mr. Chuck Robinson  
Chair, School Committee  
Reading, MA

Mr. Robinson,  
I respectfully request consideration of an alternative platform for communication for public input for the school committee meetings. While I do consider myself somewhat technically savvy, I do not possess the skill of fast typing. I find it challenging to draft an email, and pay attention to the meeting at the same time.

While trying to figure out what I wanted to say in writing, I lost the opportunity to send my comment; the committee moved onto the next subject.

I wish there was the ability to call into the meeting (via phone), or be "admitted" in via a platform such as Zoom. Email alone is just not ideal.

I appreciate your consideration of this request.

Sincerely,

Krista Rubin  
31 Fairchild Drive

## Lapierre, Samantha

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**From:** Robinson, Charles  
**Sent:** Tuesday, March 30, 2021 11:53 AM  
**To:** Karen Janowski  
**Cc:** Lapierre, Samantha  
**Subject:** Re: Comment

Hi Karen,

I hope all is well. Thanks for the email and feedback.

I always appreciate and value your perspective.

Chuck Robinson

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**From:** Karen Janowski <karen.janowski@gmail.com>  
**Sent:** Tuesday, March 30, 2021 2:01 PM  
**To:** DG School Committee <SchoolCommittee@reading.k12.ma.us>  
**Subject:** Fwd: Comment

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.

When educators and students discuss difficult topics, let's be honest and recognize the elephant in the room. Teachers hold a very powerful and influential position (for both positive and negative impact). Students are always looking for teacher approval as they are dependent on teachers for grades, feedback, and recommendations. It is an unequal position and causes an imbalance of power. Students perceive teachers' viewpoints (including non-verbal cues), especially when the teachers are members of advocacy groups. How can we ensure that teachers will allow discussion from all points of view without consequences?

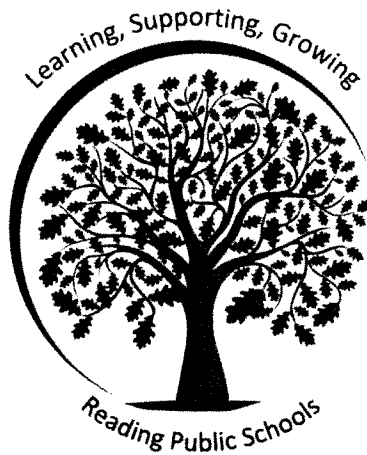
The issues that were discussed at last night's meeting showed deserved support for teachers. How can we be confident that students with opposing viewpoints are supported as well during classroom discussions? Our best teachers respect and encourage all viewpoints without displaying their own. When the curriculum includes more challenging topics, they provide instructional materials from all points of view. It never becomes an issue of agreeing or disagreeing with a teacher around conversations. Unfortunately, it is difficult for some to withhold their political biases and that can stifle free expression with unintended consequences. Students should never be put in a position to have to agree or disagree with a teacher's beliefs. That is the imbalance I referenced earlier. That is a concern that was not addressed last night and I believe must be acknowledged.

(Please confirm your receipt as I'm not sure if this is the correct email address. The website says something different).

Karen Janowski  
30 Azalea Circle



**Reading Public Schools**  
**School Committee Meeting Packet**  
**April 1, 2021**



Calendar

## 2020-21 School Committee Calendar Topics

*Please note that this calendar may change depending on the status of the current health crisis and/or availability of presenters and topic material in consultation with the Chair*

*An Asterisk\* indicates office half hour for this session at 6:30 p.m. All meetings will be in the RMHS Schettini Library unless noted.*

Date	Topic	Group
July 9*	Discuss Elementary Space Plan Reorganization	Administration School Committee
July 26	RMHS Class of 2020 Graduation	
July 29 Remote	Back-to-School Plans Superintendent Search Process	Administration School Committee
August 6 Remote	Preliminary School Reopening Plan Vote	Administration
August 20 Remote	First Reading Policy EBCFA – Face Coverings First Reading Policy IHBHE Remote Learning Executive Session	School Committee School Committee
August 27 Remote	Executive Session School Reopening Plan Second Reading Policy EBCFA – Face Coverings Second Reading Policy IHBHE Remote Learning	Administration Administration School Committee School Committee
September 1	Primary Election	
Sept. 10 Remote	Book Discussion Reopening Plan – Athletics & Extra-Curricular	School Committee Administration
September 23	Financial Forum	Finance Committee
September 24	Fall Reopening Update Equity Book Discussion FY20 End of Year Summary Preliminary Discussion of District Improvement Plan	School Committee
October 1 Remote	Superintendent Search – Interviews of Selected Proposers	School Committee
October 7	Financial Forum II	Finance Committee
October 15 Remote	Appointment of Superintendent to Collaborative Boards First Reading of Policy ECAF First Reading of JLCB First Reading of Policy AC Approval of RMHS Student Handbook	Administration School Committee School Committee School Committee Administration
October 21	Financial Forum III	Finance Committee
October 29 Remote	Fall Reopening Update Second Reading of Policy ECAF Second Reading of JLCB Second Reading of Policy AC Enrollment Update	Administration School Committee School Committee School Committee Administration
November 2 Remote	Superintendent Search Process	School Committee

<b>5:00 p.m.</b>		
<b>November 5</b> Remote <b>Social Media Coordinators</b> <b>Gaffen</b> <b>Nazzaro</b>	Elementary Space Refresher District and Superintendent's Goals Introduction Second Reading of Tabled Policy JLCB Second Reading of Tabled Policy AC	Administration Administration School Committee School Committee
<b>November 19</b> Remote	Curriculum Update District and Superintendent's Goals—Vote First Reading Policy JI First Reading of Policy IMB FY21 Budget Update	Administration Administration School Committee School Committee CFO
<b>November 23</b> Remote	Superintendent Search Process	School Committee
<b>Week of November 30</b>	Superintendent Search—Advertising Finalized Position Posted	School Committee
<b>December</b>	Finance Committee/Select Board FY22 Budget	
<b>December 3</b> Remote <b>Social Media Coordinators</b> <b>Wise</b> <b>Parks</b>	Introduce New HR Director School Calendar Superintendent Search—Appoint Preliminary Screening Committee Second Reading Policy JI Continued First Reading of Policy IMB First Reading of BDF—Advisory Committees to the School Committee	Administration Administration School Committee School Committee School Committee School Committee
<b>December 7</b> Remote	Permanent Building Committee Meeting	
<b>December 17</b> Remote	FY22 Prebudget Presentation RMHS Student Handbook Update & Review/Guidance Update Student Opportunity Act Second Reading of Policy BDF—Advisory Committees to the School Committee	Finance RMHS Administration School Committee
<b>January 5</b> <b>4:00 p.m.</b> Remote	Superintendent Search—Screening Committee Orientation	School Committee
<b>January 6</b>	Superintendent Search—Application Deadline	School Committee
<b>January 7</b> Remote <b>Social Media Coordinators</b> <b>Robinson</b> <b>Brandt</b>	FY22 Budget Discussion FY21 Capital Plan	Administration
<b>January 11</b> Remote	Superintendent Search—Screening Committee meets to Select Semi-Finalists to be Interviewed	School Committee
<b>January 14</b>	FY22 Budget Discussion—Regular Day & Special Education	Administration
<b>January 19 &amp; 20</b>	Superintendent Search—Screening Committee Interviews Semi-Finalists	School Committee
<b>January 21</b>	FY22 Budget Discussion Public Hearing on FY22 Budget Questions	Administration School Committee Administration
<b>January 23</b>	Superintendent Screening Committee Semi-Finalist Interviews	School Committee
<b>January 25</b>	FY22 Budget Discussion Final Vote	Administration School Committee

<b>January 26</b>	Superintendent Search—Interviews of Semi-Finalists	School Committee
<b>January 27</b>	Superintendent Search—Concludes Interviews of Semi-Finalists and Finalist Selection	School Committee
<b>January 28</b>	Presentation of Finalists to School Committee Second Reading of Policy IMB	
<b>Week of February 4—10</b> Social Media Coordinators Robinson Nazzaro	Superintendent Search—Site Visits	School Committee
<b>February 9<sup>th</sup></b>	Superintendent of Schools Candidate Interview—Tom Milachewski 7:15 p.m.—9:00 p.m.	School Committee
<b>February 10<sup>th</sup></b>	Superintendent of Schools Candidate Interview—Matthew Janger Superintendent of Schools Candidate Interview—Stephen Zdravec 7:00 p.m.—10:00 p.m.	School Committee
<b>February 11</b>	Superintendent of Schools Candidate Deliberation and Decision	School Committee
<b>February 24</b>	Finance Committee	FY22 Budget Presentation
<b>March 4</b> Social Media Coordinators Nazzaro/AWise	Citizen's Proposal for Park Bench Superintendent's Evaluation Process and District Improvement Plan Update Kindergarten Enrollment Update Special Education and Student Services High School Principal Search Process 2 <sup>nd</sup> Reading of Policy IMB Winter Hybrid Update Superintendent's Contract (Executive Session)	Administration Superintendent  Superintendent Superintendent Superintendent School Committee Superintendent School Committee
<b>March 10</b>	Finance Committee	Town Core and Capital Plan Presentation
<b>March 17</b>	Finance Committee	Vote on TM Articles
<b>March 18</b>	Portrait of Graduate Update Dissolution of Superintendent Screening Advisory Committee Spring In-Person Update	RMHS Administration School Committee Superintendent
<b>March 29</b>	Approval of Resolution 2 <sup>nd</sup> Reading of Policy IMB Approval of Assistant Superintendent Search Timeline	School Committee School Committee School Committee
<b>April 1</b> Social Media Coordinators Robinson/Gaffen	Intermunicipal Agreement with Wakefield – POST Program Superintendent Evaluation Vote on Last Day of School Birch Meadow Master Plan Presentation	Administration School Committee School Committee Recreation Department
<b>April 6</b>	Town Election	
<b>April 15</b>	FY21 Quarterly Budget Update FY21 Quarterly Personnel Update 1 <sup>st</sup> Reading of Policy Updates District Space Discussion.	Finance Human Resources School Committee Administration
<b>April 26, 29, May 3, 6</b>	Town Meeting	
<b>May 13</b> Social Media Coordinators TBD	School Choice-Public Hearing Special Education/SEPAC Presentation Regular Day and Athletic Bus Transportation Contract Approval (Tentative) 2 <sup>nd</sup> Reading of Policy Updates	School Committee Administration/SEPAC Finance and Operations School Committee
<b>May 27</b>	RMHS Handbook Update NEASC Accreditation Report	Administration RMHS Administration
<b>June 6</b>	Graduation	School Committee

<b>(RMHS Field House or Field)</b>		
<b>June 10*</b> <b>Social Media Coordinators</b> <b>Gaffen/Wise</b>	Reorganization Liaison Assignments FY21 Quarterly Budget Update FY21 Quarterly Personnel Update SC Final Vote on FY22 Budget FY 21 Budget Transfers (if needed) Declare Surplus Equipment	School Committee School Committee Administration Administration School Committee School Committee Finance
<b>June 17</b>	Teacher/Staff Recognition Curriculum Update	Administration Learning and Teaching Team