

**NEWBURYPORT SCHOOL COMMITTEE**  
**NEWBURYPORT, MASSACHUSETTS**

**School Committee**  
**Business Meeting - amended**

**Monday, December 7, 2020**

**6:30 PM**

**Senior/Community Center**  
**331 High Street, Newburyport, MA**

**SC Packet Checklist:**

- SC Business Meeting Agenda 12-7-2020 - amended**
- SC Meeting Agenda Notes 12-7-2020 - amended**
- SC Business Meeting Minutes October 19, 2020**
- SC Business Meeting Minutes November 16, 2020**
- School Calendar 2020-2021 (rev 9/8/2020)**
- Executive Summary Superintendent Evaluation**
- Summative Evaluation Report – Superintendent**
- Evaluation Comments**

**Newburyport Public Schools**  
**Newburyport, MA**  
**School Committee Business Meeting - \*\*REMOTE\*\***  
**AGENDA - AMENDED**  
**Monday, December 7, 2020**

**6:30 PM**

<https://us02web.zoom.us/j/87114176355?pwd=R0w3bVl3WXRvVmtwNjV4dklwdnd5dz09>

*The Mission of the Newburyport Public Schools, the port where tradition and innovation converge, is to ensure each student achieves intellectual and personal excellence and is equipped for life experiences through a system distinguished by students, staff, and community who: - practice kindness and perseverance - celebrate each unique individual - value creativity; experiential, rigorous educational opportunities; scholarly pursuits; and life-long learning - provide the nurturing environments for emotional, social, and physical growth - understand and embrace their role as global citizens.*

**Business Meeting Agenda:** The listing of matters is those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law. **SPECIAL NOTE:** This meeting will be held remotely and will be televised locally live on Comcast Channel 9 or via <https://ncmhub.org/share/channel-9/>.

1. Call to Order & Pledge of Allegiance
2. Public Comment – *via Zoom* Please click the link below to join the webinar:  
<https://us02web.zoom.us/j/87114176355?pwd=R0w3bVl3WXRvVmtwNjV4dklwdnd5dz09>
3. \*Consent Agenda (warrants and minutes of October 19 & November 16, 2020) – *Possible Vote*
4. NHS Student Representative Report
5. \*Executive Session: for the purpose of discussing possible contract negotiations and legal matters – *Vote*

*RETURN TO OPEN SESSION*

6. \*Superintendent Evaluation 2019-2020 - *Possible vote – Mayor Holaday & Vice Chair Brue Menin*
7. \*Superintendent Salary 2020-2021 - *Possible vote – Mayor Holaday & Vice Chair Brue Menin*
8. \*Superintendent Contract Renewal 2021-2024 - *Possible vote – Mayor Holaday & Vice Chair Brue Menin*
9. \*School Calendar Review – *Possible vote - Vice Chair Bruce Menin*
10. Superintendent’s Report - *COVID Update, High School MCAS, Winter Sports Update, Winter Protocols*
11. Sub-Committee Reports (if needed): Joint Ed; Finance; Policy; Superintendent’s Evaluation

Adjournment

\*\*The School Committee reserves the right to call **executive session**, as provided under Chapter 30A, Section 21(a)(2), of the General Laws to discuss strategy sessions in preparation for negotiations collective bargaining and/or potential litigation.

**Newburyport School Committee - AMENDED  
Meeting Agenda Notes**

**Monday, December 7, 2020 - TO BE HELD remotely  
Time: 6:30 PM**

<https://us02web.zoom.us/j/87114176355?pwd=R0w3bVI3WXRVVmtwNjV4dklwdnd5dz09>

Passcode: 045008

**AGENDA NOTES**

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**Agenda:**

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3. \*Consent Agenda – (warrants and minutes of October 19 & November 16, 2020) – *Possible Vote*

4. NHS Student Representative Report - *Sierra Leahy*

5. \*Executive Session: for the purpose of discussing possible contract negotiations and legal matters – *Vote*

*RETURN TO OPEN SESSION*

6. \*Superintendent Evaluation 2019-2020 - *Possible vote – Mayor Holaday & Vice Chair Brue Menin*

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9. \*School Calendar Review - *Possible Vote – Vice Chair Bruce Menin*

Topics to be discussed include the professional development days on 1/15, 2/12, 3/19, and 4/2, as well as learning possibilities for 12/21, 12/22 and 12/23, and snow days.

10. Superintendent's Report – *Superintendent Sean Gallagher*

- COVID update as to cases impacting the school.
- High School MCAS exams will be given during the week of January 25-29 to students in the Class of 2022 (Juniors) and any senior that is still in need of passing the MCAS exam. Students in grades 9, 10 and 12 will work remotely during this week only.
- Winter Sports Update
- Winter Protocols

11. Sub-Committee Reports (if needed): *Joint Ed; Finance; Policy; Superintendent's Evaluation*

Adjournment

\*Possible Vote

**FYI: Upcoming Dates:**

**SC Business meeting** – Monday, December 21 at 6:30pm

**Holiday Break** – December 24 – January 1

**City Council & School Committee Budget meeting** – January 12 at 7PM

**SC Retreat** – Tuesday, January 19 at 6:30pm

**NEWBURYPORT SCHOOL COMMITTEE  
SCHOOL COMMITTEE BUSINESS MEETING  
Monday, October 19, 2020  
Senior/Community Center**

**Meeting Convened at 6:35 PM**

**Mayor Donna Holaday / Bruce Menin Presided**

**Present:** David Hochheiser, Mayor Donna Holaday, Bruce Menin, Steve Cole,  
Brian Callahan, Sheila Spalding

**Absent:** Sean Reardon

**CALL TO ORDER / ROLL CALL / PLEDGE OF ALLEGIANCE:**

**Mayor Donna Holaday** called the Business Meeting of the Newburyport School Committee to order at 6:35 PM. Roll Call found all members present, except **Sean Reardon**. All those present stood for the pledge of allegiance to the Flag.

At this point Vice-Chairman **Bruce Menin** assumed chairmanship of the Business Meeting.

**PUBLIC COMMENT:**

**Simone Bui:** She questioned the 6-foot social distancing mandate and what would happen when 50% of students came back to school.

**CONSENT AGENDA:**

**Warrants:**

On a motion by **Steve Cole** and seconded by **Sheila Spalding** it was

**VOTED:** To approve, receive and forward to the City Auditor for payment the following warrant.  
**\$2,132.41**

**Motion Passed**

**Sean Reardon absent for vote**

On a motion by **Steve Cole** and seconded by **Mayor Holaday** it was

**VOTED:** To approve, receive and forward to the City Auditor for payment the following warrant.  
**\$475,401.98**

**Motion Passed**

**Sean Reardon absent for vote**

On a motion by **Steve Cole** and seconded by **Mayor Holaday** it was

**VOTED:** To approve, receive and forward to the City Auditor to make payment and deduct the funds from the school's account.  
**\$1,580.01**

**Motion Passed**

**Sean Reardon absent for vote**

**Minutes:**

On a motion by **Mayor Holaday** and seconded by **Brian Callahan** it was

**VOTED:** To approve, receive and file the School Committee  
Business Meeting minutes of Monday, September 21, 2020.

**Motion Passed**

**Sean Reardon absent for vote**

**REOPENING UPDATES:**

Building Principals for the Nock Middle School (grades 6-8) and the High School (grades 9-12) provided updates as to how reopening is going at their schools.

Principal Lisa Furlong, Nock Middle School:

Principal Furlong provided the following information re: the Nock Middle School:

- Start with Advisory
- Implementing Health and Safety Protocols
- 5 points
- What in-person learning looks like
- Our approach to supporting students and families
- Technology is supporting learning
- Instructional strategies
- Curriculum development
- Educators and addressing teaching and learning

**Mayor Holaday** asked for an explanation re: the percentage of students who might not be engaged at this point. Ms. Furlong explained that there were students who may not be completing the work but they do not have students who are not engaging. Attendance is taken, which looks pretty good, and families are contacted.

**Bruce Menin** said we have had to do some quarantining of students. How is that process working? Ms. Furlong explained that a particular plan is devised for each particular student.

**David Hochheiser** commended Ms. Furlong for creating a web-site early on. Live remote proves to be the most difficult and the least efficient. Ms. Furlong explained this is a team based approach and they are doing a 5 class rotation on every block.

**David Hochheiser** asked how long do we have until the first trimester ends? Answer - December 11.

**David Hochheiser** asked if parents could expect information on how things are going soon. Answer - Yes. Ms. Furlong explained there would be an Open House on the 28th and then two sessions of parent conferences by Google Meets.

Principal Andy Wulf, NHS:

Principal Wulf provided the following information re: Newburyport High School.

- Back to school update
- Implementing Health and Safety Protocols
- Implementing Health and Safety Protocols - Person Max Capacity up/down
- How students are doing without safety protocols

#### Weekly Staff Questionnaire

- Weeks 1 and 2 Remote with in-person Clipper Block
- Our School year goals
- Clipper Block NHS Action news
- Hybrid Instruction - past 2 weeks
- What the high school has learned and what's coming up
- Operational focus for both Nock and NHS
  - Health and Safety                      Operations
  - Scheduling                                  Staffing

**Mayor Holaday** commented that she had received e-mails - 2 parents concerned - social emotional - when you get an email like that what do you recommend we do? Mr. Wulf said have them contact Tricia Blackstock at NHS or Michael Testa.

**Mayor Holaday** asked if students who potentially doing much more remote would be invited to participate in the movie on the field and those kinds of things. Mr. Wulf said yes - that's a big thing at NHS - it is a social element.

**Sheila Spalding** asked if students are fully engaged at this point? Mr. Wulf said they had an increase of around 11.6%. He sent out a communication asking people to commit to a time frame - they can choose up till the November break - they did it by the quarter.

**David Hochheiser** asked if families felt that the education would be compromised with regards to coming or staying at home.

**David Hochheiser** questioned time frames - if people are saying they want to go remote, are they signing up for a certain amount of time? Is there a chance that if there are people feeling they really want their kid back in school could we offer them those spots? Mr. Wulf said he would have to discuss that with the district as to how they could do that.

**David Hochheiser** said heading into winter he was assuming they're going to be people who are more prone to keep kids at home. When we go to 50% they might be more nervous. Is the plan moving forward to always have that dual pedagogy going? Mr. Wulf said that was our objective so we could afford that flexibility at NHS.

**David Hochheiser** asked if there any way to share what that looks like with the community? Mr. Wulf said that was the message that he sent home.

**David Callahan** asked if there's a family that doesn't want to go to Remote Academy, but their kid just is not getting anything out of Clipper Block and says I'm not going - how is that being handled? Mr. Wulf said Mike Testa is having conversations with those families.

**David Hochheiser** asked how were teachers, people feeling about synchronous learning. Mr. Wulf said it's a lot of work and a big piece of it is the ongoing feedback that they're trying to give for the materials that are being submitted by the students.

**David Hochheiser** asked are the kids at home up on a screen. Answer - yes.

**David Hochheiser** asked if the kids at home can see the kids in the classroom. Mr. Wulf said it's an option that a teacher can have based on the goals of the lesson.

**David Hochheiser** asked is there something technical keeping that from happening. Mr. Wulf said it's a comfort level with the technology.

**Brian Callahan** questioned the Monday holiday last week that the NHS kids go on Wednesday. He wondered if that was going to happen again (Jan 18) and could the Middle School do that.

**Superintendent Gallagher** said that's all part of when we're looking at scheduling we're adapting to the environment.

**Brian Callahan** asked is it just too difficult to do the lower case? **Superintendent Gallagher** said he didn't think it's too difficult - the High School is at 25% capacity and don't see teachers as frequent at the elementary. They cleaned NHS at night.

**Brian Callahan** asked is that also sort of a test to see if we can do what we've been talking about. Answer - Yes.

**Bruce Menin** commented that the community wants to know what we're doing - we're making adjustments and tweaks.

Mr. Wulf said social emotional concerns are funneled to adjustment counselors who reach out to families.

**David Hochheiser** said when they have discussions about the calendar for the rest of the year - Wednesdays are shorter - are you able to confirm that time for professional development or not?

Mr. Wulf said at the High School we're incorporating common planning time - using that chunk of time for teacher teams to collaborate on assignments

**David Hochheiser** said content times like that would happen during the day. Mr. Wulf said they weren't able to have those the way their schedule is set up.

**David Hochheiser** asked how their needs are different than in past years. Mr. Wulf said this gives them actual time to do whereas the time they had last year was once a month.

Ms. Furlong said those early release days where a content based vertical team can meet - our teams meet daily at the grade level.

### **COVID UPDATE & NEXT STEPS:**

**Superintendent Gallagher** presented the following data:

#### **District Health Data** **Health Office Statistics**

Injury Visits:	99
Illness Visits:	261
Non-encounter	436
Medication Admin	135
Treatment	271
Absence Days Due to Illness	232 days

#### **COVID-19 Statistics**

Student Dismissal COVID Exposure	23
Student COVID-19 Positive Cases	4
Staff COVID-19 Positive Cases	3
Students Quarantine Currently	68
Staff Quarantine Currently	3
Absence Days Due to Quarantine	89
Number of Staff Tested by District	61

Days of Notification	#Staff/Student Positive		#Staff/Student Quarantined from Contact Tracing	
9/2	1	Staff	2	Staff
9/16	1	Staff	3	Staff
9/28	1	Student	15	5 students/10 staff
10/5	1	Student	12	2 NHS students 10 K-8 students
			17	16 NHS students and 1 staff
				Considered close contact with Student who was in school
10/12	2	Students	44	Students part of sport team
				Quarantined based on BOH and District investigation
10/16	1	Staff	1	Student
10/17		Outside contact	2	1 student/1 staff
10/19		Outside contact	1	Staff person
<b>TOTALS</b>			<b>97</b>	Quarantined through District

**Superintendent Gallagher** explained that hundreds of hours go into contact tracing - working with Mayor Holaday and the Dept. of Health and our team. He commented on how COVID-19 outside of school could happen and how contact tracing is essential.

**Mayor Holaday** commented that she received a text from the Health Dept. - we have 10 active cases, 2 who will be stopping out of isolation in 2 days. 2 are school cases.

**Brian Callahan** asked if 10 was the total of everybody in the city. **Mayor Holaday** said it's only city residents. A restaurant recently had to close because a person there tested positive and they had to deep clean. We still have to contact trace and this takes a tremendous amount of time.

**Superintendent Gallagher** commented on the challenges connected with COVID-19.

**Mayor Holaday** commended families for making calls regarding COVID-19.

**Superintendent Gallagher** said this type of information from families assists us to keep our schools open.

**Brian Callahan** asked if we had plans to test staff on a weekly or regular basis.

**Superintendent Gallagher** explained that we have tests optional and can send people to get tested free of charge.

**Bruce Menin** asked if we were referring students and parents to places where they can get tested. Answer - yes,

**Brian Callahan** commented that there was no requirement for a person to be tested - they can go home for 2 weeks. **Superintendent Gallagher** said it's up to the families - if they remain symptom free for 14 days they are not required to be tested.

**Brian Callahan** asked are we also monitoring people with siblings who go home symptomatic.

**Superintendent Gallagher** said when you have multiple siblings that's where the families will get tested.



**Brian Callahan** asked if the number of kids in quarantine was 68 in total? Answer - yes.

**Brian Callahan** asked if we knew if any of the people that have gone into quarantine - have any of them called and said "We came up positive". Answer - no.

**Superintendent Gallagher** commented on outside activities that affect COVID-19.

#### **FUNDRAISER PERMISSION FORM DRAFT:**

**David Hochheiser** explained that the Policy Sub-committee has been talking about this for a couple of months. All the schools and the sporting programs have different processes for moving through fundraising - they wanted to streamline the process and come up with a common form. He explained the process.

**Bruce Menin** said it's been a decentralized process for the last 10 years. Centralizing it would be helpful.

**Superintendent Gallagher** said they created one form that articulated the information that they were looking for re: the fundraising process. He explained the process.

**Bruce Menin** that this is very good work.

**Brian Callahan** asked when we talked about the vendor of the school sponsored activity involving students and fundraising projects via sales. Would the PTO be required to give us the information? **Superintendent Gallagher** said we had a minimum of 2 weeks.

**David Hochheiser** said they talked about the kind of disclosure about the profit margins and for whom.

**Bruce Menin** said they should also talk about our ceiling as to what we are willing to allow companies to take. He asked can we get a time frame date of permission for response from the district within X days.

**Brian Callahan** said it can't go on for a month waiting for an answer.

**Superintendent Gallagher** said there were going to be some scenarios where a fundraiser may have to happen quickly that wasn't planned.

**Brian Callahan** said he was more concerned about the response from the district to the organization. He would like to see things broken out.

**Sheila Spalding** said she liked the idea of a form which takes the onus off the Principal.

**Mayor Holaday** asked because this came out of policy were they looking for two readings or can they approve this tonight. **David Hochheiser** explained the process.

**Bruce Menin** said they were not going to be voting on the form. The form would be part of the policy. There's no reason you can't pilot it now.

**David Hochheiser** explained there were 4 or 5 different policies in the policy book about fundraising - they wanted to go back into that and clean the whole thing up.

**Brian Callahan** said he wanted that percentage of profit on the form. **Superintendent Gallagher** said he would make that modification.

#### **STRATEGIC PLAN:**

**Superintendent Gallagher** explained that they were in the last year of our 5-year Strategic Plan. From Spring of last year, we lost some momentum. He said he will work with the Leadership Team - his entry plan is complete and ready for the School Committee in the next couple of months. We will work with a start plan committee in each of the subcategories work

throughout the Spring and summer and then present a new Strategic Plan in September of 2021 for approval to the School Committee.

**Mayor Holaday** said this will be her 4th Strategic Plan and the one thing that has not worked at all is the book that comes out after months and months of work and then the book just sits on a shelf and collects dust. She said if we decide to do something a little more robust than a trifold she would like to emphasize that it comes out in a similar format.

**Bruce Menin** said some of the school improvement plans have also begun referencing the Strategic Plan as well.

**Mayor Holaday** said it all comes together.

**Steve Cole** said he liked what has been suggested compiling data regrouping meetings during the Spring and summer. It's important to take a look at how the environment changed. He commented on bringing people in to collaborate on compiling the new Strategic Plan - look at social emotional learning.

**David Hochheiser** asked if we have a 5-year Strategic Plan what do year 1,2,3,4 look like with regards to yearly goals based on the big thing - how do we then turn that or recognize at least the budgetary needs in each year. He commented on the consultant that came to help drive the process the last time and people felt they were not heard.

**Superintendent Gallagher** said he thought this work needs to be done with the community and not a consultant.

**Bruce Menin** said one of the things that's going to make this process dramatically different from the prior process is we've got 5 years of trying to do stuff that we wanted to do that we have as a basis.

**Mayor Holaday** said all the interviews the NIOSK Team did for our accreditation came together. We need to organize something like this and assign it to someone who can coordinate schedules and all kinds of things that have to happen.

### **CODE OF ETHICS:**

**Bruce Menin** said the Mass. Code of Ethics and our principals that we sign off on at the beginning of the year - it seems worthwhile to have a conversation about them over the next several meetings and see what is working and what isn't and what some of these mean to us. He explained what the Code of Ethics means and does. The Code of Ethics delineated 3 areas of responsibility for the school committee - our community responsibility; a responsibility to the school administration and our relationship to one another and breaks out what our school responsibilities are in each of those areas. He asked - signing off on - is it something we're comfortable with. **Mayor Holaday** said yes.

**Bruce Menin** said his or her basic function is policy making and not administrative. The decision is made whether its' a 7-0 or a 4-3 decision - the decision is made and we should support implementing that decision.

**Steve Cole** said we must do a good job to hold ourselves accountable.

**Bruce Menin** said they must be well informed re: the duties of a committee member on both local and state level.

**Mayor Holaday** asked if it was posted anywhere re: the roles and responsibilities of a school committee member - was it on the website? **Bruce Menin** thought it wasn't.

**Steve Cole** said there was a general definition that MASC sends out on a yearly calendar.

**Sheila Spalding** asked if that was on the Facebook page - it would be an important thing to put on there.

**Bruce Menin** said he or she represents the community at all times. It can be hard.

**Sheila Spalding** said there's also exceptions such as special populations.

**David Hochheiser** sometimes it doesn't hold up either, like when they were discussing school start times.

**Bruce Menin** said benefits outweigh the inconveniences. They must accept the office as a committee member as a means of unselfish service with no intent to plan politics in any sense of the work or to benefit personally from his/her committee activities.

**Brian Callahan** read a comment relating to item C.

**Bruce Menin** said they will shift this to the next meeting.

### **PROPOSED MASC RESOLUTIONS FOR 2020:**

It was decided to vote up or down of the following resolutions:

#### **Resolution 1**

**Bruce Menin** said he was happy with substituting that.

**Brian Callahan** said some individuals object to this provision because it stifles dissent and disagreement.

**Bruce Menin** asked does that seem reasonable.

**Brian Callahan** said the MASC protocol from 2012 has a whole lot of this as well as norms of operation in one document - we should look at this. Change it or adopt it entirely.

**VOTE - UP**

**Passed**

#### **Resolution 2 - COVID-19 State funding**

**VOTE - UP**

**Passed**

#### **Resolution 3 - Anti-racism**

**VOTE - UP**

**Passed**

#### **Resolution 4 - Lowering the voting for municipal elections**

**Brian Callahan** said he liked it.

**Sheila Spalding** said it's great, it fosters civic engagement.

**David Hochheiser** said he agreed.

**Bruce Menin** wondered if they can vote - can they run for city office.

**Mayor Holaday** said she met the High School Youth Council about the empower act and she was surprised that the majority of 18 or 19 students voted against this, because they felt kids would vote as their parents told them to.

**VOTE - UP**

**Passed**

**Resolution 5** - Supporting increased federal support and stimulus funding for public K-12 education

**David Hochheiser** said they tie this very sneakily into progressive tax legislation.

**Mayor Holaday** she didn't know what this means where it says - emerging about the pandemic then demanding an immediate overhaul of the instructional plans and strategies of school systems across the country.

**David Hochheiser** said we can only vote for the whole thing.

**Mayor Holaday** said they could make amendments.

**Bruce Menin** said they would hold off on this particular question.

**David Hochheiser** said it reads to him that they have to change everything we're doing. He said he was more concerned that it supports the progressive tax legislation.

**Mayor Holaday** said they passed massive bills - changes to the school - last year's student opportunities act.

**Bruce Menin** said they will hold off on this until the next meeting and if anyone wanted to draft an amendment could do so.

**Resolution 6** - Retention of Medicaid Revenue

**VOTE - UP**

**Passed**

**Resolution 7** - Attempt by US Dept. of Education to direct funding to private schools

**Bruce Menin** said this is trying to address the last 4 years of the Dept. of Education at the Federal level funding in private schools, charter schools, religious schools with federal money. They want the Attorney General review or not - we have to comply with that on a state level.

**Brian Callahan** suggested postponing this one as well.

**Bruce Menin** said they will postpone this until the next meeting.

**Resolution 8** - Membership of a School Committee member on the Board of Elementary and Secondary Education

**VOTE - UP**

**Passed**

**Resolution 9** - Providing Equity for sexual orientation

**VOTE - UP**

**Passed**

**Brian Callahan** commented that Massachusetts does recognize the protective class.

**Resolution 10** - Relative to the monitoring of attendance of students during the pandemic

**Bruce Menin** said they are asking the State to adopt a policy that we're already functionally doing here in Newburyport.

**Sheila Spalding** asked that weren't all schools mandated to offer remote learning. **Bruce Menin** said yes, they just want to make sure that the students and their families are not punished for making decisions about not sending kids into school.

**Brian Callahan** said we do that because we work directly with families. He wondered if there were districts that said No and then they were in trouble.

**Superintendent Gallagher** said they were referring to the attendance requirement and accountability for this year.

**Bruce Menin** wondered if the funding was tied to attendance.

**Superintendent Gallagher** said he would get more information.

**Mayor Holaday** said it's an important piece for us to relate to parents that attendance is required whether you are remote in-person, by saying we want you to wave all those rules.

**David Hochheiser** said it also sounds like they're trying to advocate for parents' choice and holding them far too accountable for making decisions to keep their kids out of school where they don't feel safe.

**Bruce Menin** said they will hold on this one - get clarification on numbers 5, 7, and 10 and discuss at the next meeting. He will contact MASC and get some clarification on these.

### **SUPERINTENDENT'S EVALUATION:**

**Bruce Menin** said they met - consequently with getting some guidance from DESI - a hard copy and an e-mail file suggesting how we might focus administrative/superintendent evaluations on for the past year with the pandemic. The Mayor and he looked at the document of indicators and the evaluation form that they had been using. The Mayor plugged in all of the values and factors into the evaluation form that the State is said to focus on.

**Mayor Holaday** explained the four district goals which are the only ones we are being asked to make our evaluation on.

**Bruce Menin** said each of the ratings are proficient although it has been his practice to comment regardless.

**Superintendent Gallagher** said his goal for the Google Classroom for the School Committee is to take each standard with his Friday Memos, but also provide more evidence tied into each one of those standards.

**Mayor Holaday** wondered about the due date.

**Bruce Menin** said the 16th - do this in a month - have it ready for our second meeting in November before Thanksgiving - the 16th. He said to send them to him.

**Sheila Spalding** said it's interesting how the State seems to reverse the negative to positive in the columns - it starts with negative or moves to positive usually it's reversed.

### **SUPERINTENDENT'S REPORT:**

**Superintendent Gallagher** reported on the following:

- Our Neighbor's Table Champion Award - He congratulated the Newburyport Public Schools for receiving this award for the food to families throughout the pandemic. Pam Kealey, cafeteria workers and food service workers with Cathy Riccio organized this, making sure our families were receiving lunch and

breakfast for the week - started in March through June - they're being recognized for going above the call of duty.

- Speaker Series - He had amazing questions from the 8th grade students and was really impressed.

**Bruce Menin** said it's a wonderful program - teachers are tremendous and it's giving students a voice.

- He attended the parent teachers advisory meeting, looking at the curriculum and working with a diverse group of parents and looking at how we're teaching History, teaching some difficult subjects. We had teachers, myself, Principal's Furlong and Jen Groskin on the Zoom call.

**David Hochheiser** asked if that group was in addition to the School Council.

**Superintendent Gallagher** said this was specific parents being called on to discuss some of the curriculum.

- NHS Student School Representative - Sierra Leahy will be here on November 2
- Open Houses - he gave the dates of the upcoming Open houses.
- He thanked Nancy Lysik for the completed comprehensive financial report which was recently submitted to the State.

**Mayor Holaday** said this is also referred to as the October report.

- Cultural Competency - Michael Eatman has been working with the district - the extended leadership team. Asst. Supt. Bik and he have been meeting with Michael developing a roadmap for the district. In addition, they are utilizing a mentor tax coaching for equity for the extended leadership team. They will continue to work with Michael and train and model so by the end of the year many of our district leaders and district personnel will be trained in a lot of this work.

**Mayor Holaday** said they appreciated the time because they want to be sure that the work Michael is doing dovetails with this new alliance on diversity equity and inclusion that we have about 50 applicants for.

- Remote Academy - home school - We currently have 147 students in the remote academy from grades K to 8. As a High School, as Mr. Wulf is live streaming right now - we have 4 teachers including Special Ed. teachers working. Grades K to 5 - we have 7 teachers including Special Ed. teachers and foreign teachers working with the grades 6 to 8 as rotation is on a trimester basis. Thus far we have positive feedback for the remote academy. We have 46 students who are homeschooling.
- Commissioner's update - we had a commissioner's update on attendance - he reviewed the attendance taking in categorizing those absences. He also mentioned COVID-19. New information was on testing - the State may be receiving some antigen tests from the Federal government - he will get us more information on this. There were questions around transportation and flexibility on

physical distancing in schools - he says no change. We'll get guidance on snow days next week.

- Special Education Update - Nancy Koch

She gave Special Education numbers school by school.

**Sheila Spalding** asked if those figures reflect 504 numbers. Answer - no

**David Hochheiser** said in order to be considered High Needs through the IEP process students must meet at least 2 of these criteria, so 2 of the 3 that are bulleted - Yes - the second bullet. Students doing OK live with Special Ed. support and now not doing so well because they are home. How do we decide who cannot engage? Ms. Koch said we have looked at data prior to school closing and their performance in the Spring - we cannot bring every student back and there are some who are struggling and we are working closely with those families in terms of offering extra support.

**David Hochheiser** asked what kind of data we are using at the beginning. Ms. Koch said how many lessons or Zoom lessons are they engaging in, and how many assignments they are turning in.

**Bruce Menin** asked her to talk about reaching out and supports. Ms. Koch said it is highly individualized. A lot of the most common concerns is that especially with the young group they are acting out and just can't sustain sitting in front of a computer. Aides consult with families coming up with strategies. SEPAC and our BBA's are doing a presentation on de-escalation techniques for parents and giving strategies in terms of helping them engage in learning. Parent training and support is as important as supporting the students, especially for the little ones. Parents are asking for de-escalation training.

**David Hochheiser** asked Mr. Wulf if people are opting out can we think about allowing more people to opt in.

**Superintendent Gallagher** said that's something that we're always going to look at on a weekly basis and the challenges with Special Ed. is the focus and the priorities on your high needs students, but you're not going to have the ability to bring all students back. We are now creating more services at home.

Ms. Koch said we're also exploring remote evaluations.

**Bruce Menin** asked if there were some kinds of things that we can submit for funding to some of the grants.

Nancy Lysik said it's something that's not currently carried in the budget and it's COVID related. We've hired additional coders, then yes you can take care of them but you can only do it from now until the end of December unless we get additional funding.

**SUB-COMMITTEE REPORTS:**

**Joint Ed** - not met

**Finance** - **Steve Cole** said they will meet tomorrow at 8:30 AM at the Nock Auditorium

**Policy** - **David Hochheiser** said they met last week and discussed fundraising, a la carte in the cafeteria - at the next meeting they will discuss Wellness Policy.

**Superintendent Evaluation** - **Bruce Menin** said they gave their report.

**Mayor Holaday** asked the Superintendent if he had set a date yet for the Joint Meeting which by charter they're supposed to have before they start the budget process - we've picked November to do that. She stated she has concern re: the Governor's budget.

**ADJOURNMENT:**

**Motion:**

On a motion by **Mayor Holaday** and seconded by **David Hochheiser** it was

**VOTED:** To adjourn the Business Meeting of the Newburyport School Committee at 9:58 PM.

**Motion Passed**

**Sean Reardon absent for vote**



**NEWBURYPORT SCHOOL COMMITTEE  
SCHOOL COMMITTEE BUSINESS MEETING  
Monday, November 16, 2020  
Senior/Community Center**

**Meeting Convened at 6:35 PM**

**Mayor Donna Holaday / Bruce Menin Presided**

**Present: David Hochheiser, Mayor Donna Holaday, Bruce Menin,  
Brian Callahan, Sean Reardon, Steve Cole, Sheila Spalding**

**CALL TO ORDER / ROLL CALL / PLEDGE OF ALLEGIANCE:**

**Mayor Donna Holaday** called the Business Meeting of the Newburyport School Committee to order at 6:35 PM. Roll Call found all members present. All those present stood for the pledge of allegiance to the Flag.

At this point Vice-Chairman **Bruce Menin** assumed chairmanship of the Business Meeting.

**PUBLIC COMMENT:**

There was no Public Comment at this time.

**CONSENT AGENDA:**

**Warrants:**

On a motion by **Steve Cole** and seconded by **Mayor Holaday** it was

**VOTED:** To approve, receive and forward to the City Auditor for payment the following warrant.  
**\$328,861.14**

**Motion Passed Unanimously**

On a motion by **Steve Cole** and seconded by **Brian Callahan** it was

**VOTED:** To approve, receive and forward to the City Auditor for payment the following warrant.  
**\$680.00**

**Motion Passed Unanimously**

On a motion by **Steve Cole** and seconded by **Mayor Holaday** it was

**VOTED:** To approve, receive and forward to the City Auditor to make payment and deduct the funds from the school's account.  
**\$23,060.18**

**Motion Passed Unanimously**

**Minutes:**

On a motion by **Mayor Holaday** and seconded by **Brian Callahan** it was

**VOTED:** To approve, receive and file the School Committee Business Meeting minutes of Monday, October 5, 2020, as amended.

**Motion Passed Unanimously**

### **NHS STUDENT REPRESENTATIVE INTRODUCTION & REPORT:**

**Superintendent Gallagher** introduced NHS student Sierra Leahy the new Student Representative to the School Committee. Sierra reported on the following:

- Student Council - the Student Council is up and running. There are 5 executive officers: Norah McElhinney, President; Sierra Leahy, Vice-President; Li McClure, Secretary; Oliva D'Ambrosio, Sergeant at Arms; and Emily Alford, Member at Large. Topics discussed at the last meeting include hybrid discussion, brainstorming so as what the Council wants to focus on.
- Students trained last year by the Anti-Defamation League to serve as peer trainers, met last week to coordinate plans for our community read using the text, *Just Mercy*. Thanks to the NEF and the Newburyport Literary Festival, a book has been purchased for every student and staff member. Through the read, we will engage in dialogue around systemic racism and grapple with the complexities of this topic and its ongoing effect on our country.
- Last Wednesday was the National Letter of Intent Signing Day. 7 students participated in last week's ceremony. Callie Beauparlant will attend Assumption College, Samantha King will attend Duquesne University, Ellie Schulson will attend Furman University, Lily Spaulding will attend Bentley University, Allie Waters will attend the College of the Holy Cross, Sydney Yim will attend Purdue University, and Jax Budgell will attend St. Anselm College.
- The Clippers Sport Teams had a successful fall season. Every team finished over 500. Some highlights from the season include the Boys Soccer team tying for their first ever CAL Championship and the Girls Field Hockey team also winning the conference as well. Additionally, the Golf team won every match.
- Finally, on November 5th, the senior class was able to maintain its Dress-up tradition. Though they were not able to parade through the halls of the school, the seniors met on the field to take part in the tradition.

### **REVIEW EXISTING STUDENT ACTIVITY ACCOUNTS FOR SY2020-21:**

**Bruce Menin** reviewed the Student Activity Accounts with the Committee.

**Brian Callahan** questioned how things work. He questioned Camp Kiev, which was cancelled this year - do they get their money back. Nancy Lysik explained that because it was yearly for one grade they would get their money refunded, unless they chose to donate the money. He questioned cash accounts. Ms. Lysik explained. She explained that when a class graduates they are able to withdraw the balance of their class account after they have set up bank accounts meeting the IRS rules. They have three years to do this.

**Mayor Holaday** asked about the balances on High School accounts; if the account is not used does the money just sit there? Ms. Lysik explained.

**David Hochheiser** said he was confused as to what money that is left over is used for. He questioned the AP account. Ms. Lysik explained AP testing money is used for proctors who monitor the tests. **Mr. Hochheiser** questioned the Band Account - Ms. Lysik explained this was for their trip. Ms. Lysik explained stipends and refunding.

**Superintendent Gallagher** explained the process of turning over money to the graduating classes.

**David Hochheiser** asked about class dues and refunding for classes. Ms. Lysik explained.

#### **NEF NAMING OPPORTUNITIES LISTS DISCUSSION:**

**Brian Callahan** inquired about rooms that are already named - is there a list from previous lists. Asst. Supt. Angela Bik said the list is the same; the figures haven't changed.

**Bruce Menin** asked do we know what the cost was from previously named rooms? He said it would be helpful to know what monies were raised. Ms. Bik said she would provide that information.

#### **EDUCATIONAL STABILITY POLICIES:**

**David Hochheiser** explained the State has said Newburyport had three policies: foster children, military children, and homeless children. They need to have specific language and those policies need to be part of a packet that's going back to the State by December 4. Ms. Bik said there are laws - the State wants to see if districts are aligning policies to that law to see if we are providing stability. There will be training on Wednesday.

**Bruce Menin** said these aren't just State laws by Federal laws.

**Sheila Spalding** asked if we had an idea of the numbers of how many homeless students or how many people in those populations we have.

Ms. Bik said yes, we don't have the numbers right here, but the homeless population varies from year to year. We have a very small number this year - approximately 5.

**Bruce Menin** commented that after December 31 evictions will start up again.

**Mayor Holaday** spoke re: affordable housing trust and if needed, they can put more money in there.

**Bruce Menin** said that the States' expectation is that we will have these policies from us by December 4. If we are going to approve these, we will have to waive a second reading.

#### **Motion:**

On a motion by **Mayor Holaday** and seconded by **Sean Reardon** it was

**VOTED:** To waive the second reading of the policies for these 3 state mandated policies.

#### **Motion Passed Unanimously**

**Brian Callahan** commented that the Committee could not vote "no" as they would be violating Federal laws.

**Mayor Holaday** said part of the problem is that there were issues particularly in the North Shore communities with homeless children and getting them transported to schools. Laws were created to protect these children.

Ms. Bik said a lot of regulations changed a year and half ago around foster care temporary housing.

**Sean Reardon** said we already had a policy for the homeless - are we voting to replace it with the new one.

#### **Motion:**

On a motion by **Mayor Holaday** and seconded by **Sheila Spalding** it was

**VOTED:** To approve the three policies on Foster Care, Children of military Parents and homeless children collectively.

**Motion Passed Unanimously**

**Brian Callahan** said at the last meeting the NEF naming thing had a possible vote but that wasn't on tonight's agenda.

**Bruce Menin** said they were reviewing this policy, considering a change to the policy that would ask us to take a vote; but that policy isn't out yet.

**SUMMARY OF MEETING WITH NRA PRESIDENT:**

**Mayor Holaday** explained that they had a Zoom meeting with the President of NTA, Joan Sheehan. They had already received the letter which was sent to the AG's office and the NTA - they accepted our findings and there will be no further challenge of those 4 items that they listed. We will build positive working relationships as we go forward.

**Superintendent Gallagher** said the whole district was under a lot of stress and in August things have settled down - we are moving in the right direction.

**Bruce Menin** explained that they are working to try to reschedule the MASC meeting.

**Superintendent Gallagher** said it might be easier to schedule a Zoom meeting.

**Mayor Holaday** said yes, we can schedule a Zoom meeting and then schedule a retreat depending on where things are in January.

**SUPERINTENDENT'S EVALUATION UPDATE:**

**Bruce Menin** explained that he was waiting for two more evaluations from the Committee and asked they be sent via a Microsoft word document. Every comment is included in the evaluation report as an appendix. After he receives these they can put this on the agenda for the first meeting in December.

**Mayor Holaday** said that she and **Bruce Menin** can help if needed.

**SUPERINTENDENT'S REPORT:**

**Superintendent Gallagher** explained that they have Medical Advisory Team meetings each week. The next meeting will be on Wednesday at 10 AM. Since the last meeting we've had 5 additional cases within the school system and communicated out to families on those scenarios. Of the 5 we have had 19 students that are outside the school that are through remote that tested positive and would have no impact on the school system. We are seeing an increase in COVID cases throughout the city. Families have been very cooperative in quarantining.

**Brian Callahan** said recently the State changed some of the metrics - was that going to be a topic of conversation on Wednesday. Answer - Yes.

**Mayor Holaday** said everyone should understand the country is surging but so is the Northeast. We had 57 cases in 2 weeks - we have 37 active cases now, and 4 deaths over the weekend. We are finding that the strongest carriers are the youth. She commented on using precautions.

**Superintendent Gallagher** said household spread and outside activities are what we are dealing with.

**Bruce Menin** said we are still experiencing minimum to none spread in the school itself.

**Superintendent Gallagher** said we have not had in-school transmission.

**Bruce Menin** asked for an update on students at the High School.

**Superintendent Gallagher** said they have the benefit of live streaming - so many of the High School students have chosen to continue with the live streaming up until Thanksgiving and then they'll let Mr. Wulf know if they're coming back in the hybrid model or not - at this time we are under 40% of capacity of students in the hybrid model. We do have the ability to pivot if we have to - to full remote.

**Sean Reardon** asked about the 12 week leave for teachers - do they have to let us know when they are returning.

**Superintendent Gallagher** said yes it was part of the process when they went out on leave.

**Bruce Menin** asked if there were any concerns about Thanksgiving.

**Superintendent Gallagher** yes he thinks we do. It's important to keep meeting with the Medical Advisory Team.

**David Hochheiser** asked if they were going to keep Wednesdays closed for right now?

**Superintendent Gallagher** said yes, Wednesdays have been very beneficial.

### **SUB-COMMITTEE REPORTS:**

#### **Policy**

**David Hochheiser** said they met and discussed the following:

- Fundraising discussion - they wrote a new policy which **Superintendent Gallagher** will take to the legal team to look at for consistency and for loopholes. They discussed crowd funding and whether or not we use teacher driven crowd funding in the schools; public gifts to schools that have nothing to do with public gifts to the schools so our new policy will replace file KHA. They spent a lot of time on the wording of another policy called Public Gifts of the Schools and naming structures.

#### **Joint Ed**

Meets next week.

#### **Finance**

**Steve Cole** said they will meet at the Nock Auditorium at 8:30 AM.

### **ADJOURNMENT:**

On a motion by **Sean Reardon** and seconded by **Brian Callahan** it was

**VOTED:** To adjourn the Business meeting of the Newburyport School Committee  
At 7:35 PM.

**Motion Passed Unanimously**

# NEWBURYPORT PUBLIC SCHOOLS

## School Calendar

# 2020 - 2021



August							September						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			SD	SD	SD	NS	5
2	3	4	5	6	7	8	6	H	SD	SD	SD	SD	12
9	10	11	12	13	14	15	13	SD	SD	FDS	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30			
30	TSD												(11)

### October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	H	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
				(21)		

### November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	H	12	13	14
15	16	17	18	19	20	21
22	23	24	ER	H	H	28
29	30					(18)

### December

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	ER	H	H	26
27	V	V	V	V		(17)

### January

S	M	T	W	T	F	S
					H	2
3	4	5	6	7	8	9
10	11	12	13	14	SD	16
17	H	19	20	21	22	23
24	25	26	27	28	29	30
31						(18)

### February

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	ER	13
14	H	V	V	V	V	20
21	22	23	24	25	26	27
28						(15)

### March

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	ER	20
21	22	23	24	25	26	27
28	29	30	31			(23)

### April

S	M	T	W	T	F	S
				1	ER	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	H	V	V	V	V	24
25	26	27	28	29	30	
				(17)		

### May

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	ER	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	H					(20)

### June

S	M	T	W	T	F	S
		1	2	3	ER	5
					Pk-K	12
G	7	8	9	10	PLD	17
13	14	15	PLD	17	18	19
20	21	22	23	24	25	26
27	28	29	30			(12)

T = Teachers First Day      FDS = First Day for Students  
 ER = Early Release      LS = Late Start  
 H = Holiday      V = Vacation  
 SD = Staff Development Day      PLD = Projected Last Day

**Monday, Aug. 31 First Day of School for Teachers**  
**Aug 31 thru Sept 15 Staff Development Days (no students)**  
 Friday, Sept. 4 NO SCHOOL (NS)  
 Monday, Sept. 7 NO SCHOOL - Labor Day Holiday Observed  
**Wed., Sept. 16 First Day of School for all Grades pK-12**  
 Oct. 12 NO SCHOOL - Columbus Day Observed  
 Nov. 11 NO SCHOOL - Veteran's Day Observed  
 Nov. 26 & 27 NO SCHOOL - Thanksgiving Break  
 December 24 thru January 1 NO SCHOOL - Holiday Break  
 January 4 SCHOOL RESUMES  
 Jan. 15 - NO SCHOOL for Students - Staff Development Day  
 January 18 NO SCHOOL - MLK, Jr. Holiday Observed  
 February 15 thru 19 NO SCHOOL - Winter Break  
 April 19 thru 23 NO SCHOOL - Spring Break  
 May 31 NO SCHOOL - Memorial Day Observed  
 June 6 Graduation Day - Class of 2021

**\*\*June 11 Projected Last Day for Preschool & Kindergarten**  
**June 16 Projected Last Day (Grades 1-12) - Early Release Day**  
**June 17, 18, 21, 22, 23 Snow Make-up Days - if needed**

**ER - Early Release Days (for staff development)**  
 February 12, March 19, April 2, May 14, and June 4

**ER - OTHER EARLY RELEASE DAYS (staff & students)**  
 Wednesday, November 25 Thanksgiving Break  
 Wednesday, December 23 Holiday Break

**G = Graduation Day** - Class of 2021 on Sunday, June 6 11AM

Voted By School Committee 4/28/2020; Updated by Vote 8/3/2020 and 9/8/2020

SPECIAL NOTATION: School Committee will review the calendar again in January, after the break. (Calendar is subject to change)

**Executive Summary**  
**Superintendent Evaluation: Sean Gallagher**  
**November 23, 2020**

The Newburyport School Committee has completed an evaluation of Superintendent Sean Gallagher, for school years covering Fall, 2019 through Fall, 2020.

This Executive Summary serves to summarize the attached documents- the first being the total scoring in the evaluation tool used by the School Committee. You will note that not all evaluative statements total out to seven- several SC members did not offer an opinion on several of the items.

The second attached document provides the Committee and the community all evaluative comments offered by School Committee members. They are copied in their entirety, as submitted, with. No editorial attention at all.

As has been our practice, these documents are accompanied by an Executive Summary of the Evaluation. Because of the pandemic, the SC chose not to do the evaluation in the Spring- as the pandemic has continued into this school year, we have been able to add in our thoughts on the performance of the Superintendent in leading the district through very challenging times.

Some of the rationale for the scores can be found in the individual comments made by SC members.

**Professional Goals**

The Committee felt strongly that the Superintendent had achieved proficiency or exceeded *Professional Practice Goals*. Two members felt there had been significant progress, four members split between **Met** and **Exceeded**.

*Student Learning Goals* was an area where the majority of the SC felt **Significant Progress** had been made. It is very much a work in progress, profoundly interrupted by the pandemic and the volatile impact it has had on the district. As things return to a more normal school experience for students, many on the SC feel that this should and will be a priority. Everyone recognizes that it is a priority now for the Superintendent, but his focus been tempered by our commitment to keeping the students and the staff safe and healthy.

*District Improvement Goals* found the SC pretty evenly split- half who answered the question felt they had been **Met**; two felt there had been **Significant Progress**, and one felt there had been **Some Progress**.

**Performance on Standards**

On the four standards the SC evaluated the Superintendent on, the SC found the performance of the Superintendent to range from **Proficient** to **Exemplary**. These broad standards suggest an interesting position for the Superintendent- despite the corrosive impact of the pandemic,

the School Committee finds the performance of the Superintendent meets or exceed expectations.

*Instructional Leadership* found the SC unanimous in their belief that the Superintendent has met the standard of **Proficient**- the performance level that the state believes all Superintendents should be performing at.

*Management and Operations* found the SC split between **Proficient (4)** and **Exemplary (3)**.

For the third standard, *Family and Community*, the split was reversed- **Proficient (3)** and **Exemplary (4)**.

For the fourth standard *professional Culture*, the split was the same as the fourth standard; **Proficient (3)**, and **Exemplary (4)**.

It is worth noting that the standard performance the state asks Superintendent to strive for is **Proficient**; after two years on the job, Superintendent Gallagher has demonstrated on a number of these standards that SC members find his performance **Exemplary**, and no SC members felt his overall performance on the four standards to be any less than **Proficient**.

To cut to the chase, the School Committee finds the Superintendent **Proficient** in it's overall ranking. They have done so unanimously; in providing more specific feedback the overall eval ranged from a few **Some Progress** rankings, more **Significant Progress** ratings, even more **Proficient/Met** rankings, and a number of **Exceeded** rankings.

### Overall Performance

The School Committee unanimously felt that the Superintendent is at a **Proficient** level of performance. He has achieved that rating in his second year in the district.

### Superintendent Performance Goals

In evaluating the Superintendent on his performance around *Student Learning Goals*, the SC believes that **Significant Progress** has been made; three members found that the Superintendent has **Met** that Goal.

There was a wider spread of opinion on the *Professional Practice Goal*; one SC member felt there had been **Significant Progress**, four felt he had **Met** this goal, and two SC members felt his performance on third goal had been **Exemplary**. By a significant majority, the SC expressed its belief that the Superintendent is performing at a competent (**met**) or **exemplary** level.

On *District Improvement Goal #1*, the majority of the SC felt the Superintendent had **Met** the standard, two felt he had made **Significant Progress**, and one felt he had made **Some Progress**.



On *District Improvement Goal #2, Guaranteed and Viable Curriculum*, the majority of the SC felt there had been **Significant Progress (5)**, one felt there had been **Some Progress**, and one felt the Superintendent had met this goal.

### **Standard 1: Instructional Leadership**

With regard to the overall *curriculum*, five SC members found the superintendent had demonstrated **Proficiency**.

With regard to *Instructional Practices*, The SC felt strongly that the Superintendent had been **Proficient**. One SC member thought his performance has been **Exemplary**.

The School Committee gave the Superintendent an overall rating of **Proficient** in this standard; one SC member found his performance **Exemplary**.

### **Standard II: Management and Operations**

The Superintendent performed very strongly on this standard.

With the overall *Environment* of the district, two SC members rated the Superintendent as **Proficient**; four SC members felt his performance, given the extraordinary conditions the district faced, had been **Exemplary**

In *Human Resources and Development*, four SC members found the Superintendent had been **Proficient**; and one SC member gave him a ranking of **Exemplary**.

His overall rating for this standard was a reflection of his performance. The majority of SC members rated his work as **Exemplary (4)**; and three members found it to be **Proficient**.

### **Standard III: Communication**

The SC felt that Superintendent Gallagher also performed strongly on this standard.

As to how effectively the Superintendent engages in regular, two way, culturally proficient communication with the community, the SC found his performance skewed between **Proficient (4)**, and **Exemplary (3)**. SC members noted his leadership around cultural competency for staff and students and bringing resources to the district to promote those expectations.

His *Overall* rating in this standard was **Proficient (4)**, with three noting **Exemplary** performance

## Standard IV: Professional Culture

The Superintendent's efforts to promote a professional and school culture that celebrates diversity is duly noted in the comments from the SC; his rating on the specifics of the standard here was **Proficient (6)**; and one **Exemplary**.

The overall rating for the Superintendent on Standard IV was **Proficient (6)**, with one SC member rating his work as **Exemplary**.

### Final Thoughts

It is not our practice to summarize the comments submitted by the SC in support of their evaluation, but it is worth noting several clear trends.

The SC is clearly satisfied and supportive of the work Superintendent Gallagher has done since his arrival. The SC also feel grateful for his leadership during the pandemic. Although some issues around communicating pandemic plans were noted, the SC also recognizes that the situation was distressingly fluid, and that support from the state was not timely or useful—several times, plans the district had been working on for weeks had to be tossed when the state would come out with guidance, late.

In terms of changing the professional culture, two specific exemplars of those changes are worth noting. For the first time in the last five contracts, the Union and the District negotiated through interest-based bargaining; the contract was negotiated with virtually none of the adversarial tone of previous contracts, the negotiations finished early, and the contract was overwhelmingly approved by the union and the SC.

It is also worth noting that the Superintendent and his staff worked closely with teachers to build a meaningful infrastructure for teacher leadership, and once approved, filled every teacher leadership position with strong, visionary teachers-leaders. These positions had not been filled in the three years since the last contract was negotiated. The impact of these adding teacher leaders back into the system has been very good for the district— and it provided strong leadership for staff as pandemic planning and implementation was accomplished.

SC also noted the effort by the Superintendent to bring standards-based instruction to the district; more than 2/3's of the staff have gone through training with Billie Donegan; and using the standards-based approach has greatly informed district planning for on-line curriculum.

Another accomplishment noted by the SC was the willingness of the Superintendent to implement Later Start at the High School and Middle School. He spent his first year listening to all stakeholders, building trusting relationships, and with his second budget, included a proposal for Later Start that was supported by the Union and much of the community.



# **The Massachusetts Model System for Educator Evaluation**

## **Evaluating Superintendents and District- Level Administrators**

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Summative Evaluation Report: Superintendent Sean Gallagher  
Academic Year 2019-2020

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

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

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

# End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Sean Gallagher

Evaluator: Cumulative SC Eval

11/21/20

Name

Signature

Date

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

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

## Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each Standard.)

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

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

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	4	3
Standard III: Family and Community	<input type="checkbox"/>	<input type="checkbox"/>	3	4
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	3	4

# 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:**

# Superintendent's Performance Goals



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

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Student Learning Goal</b>	Instructional Leadership: I-A. Curriculum & I-B: Instruction	By June 2020, we will increase supports that improve student achievement for ALL students while closing existing achievement gaps for economically disadvantaged students and students with learning disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	4	3	<input type="checkbox"/>
<b>Professional Practice Goal</b>	Professional Culture: IV-B: Cultural Proficiency	By 2020, we will increase our instructional leadership expertise and capacity within the district to support teachers in meeting the needs of all learners.	<input type="checkbox"/>	<input type="checkbox"/>	1	4	2
<b>District Improvement Goal 1</b>	Professional Learning Communities	By June 2020, we will increase the ability of grade-level and content-specific professional learning communities to use student-friendly/teacher-friendly data cycles	<input type="checkbox"/>	1	2	4	<input type="checkbox"/>
<b>District Improvement Goal 2</b>	Guaranteed and Viable Curriculum	By June 2020, we will have a system to provide a comprehensive, rigorous, equitable, and relevant curriculum that is aligned to the Massachusetts curriculum frameworks.	<input type="checkbox"/>	1	5	1	<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
<b>I-A. Curriculum</b> <b>I-B. Instruction</b> I-C. Assessment I-D. Evaluation I-E. Data-Informed Decision-making I-F. Student Learning	<b>II-A. Environment</b> <b>II-B. HR Management and Development</b> II-C. Scheduling & Management Information Systems II-D. Laws, Ethics, and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility <b>III-C. Communication</b> III-D. Family Concerns	IV-A. Commitment to High Standards <b>IV-B. Cultural Proficiency</b> IV-C. Communications IV-D. Continuous Learning IV-E. Shared Vision 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
<p><b>I-A. Curriculum:</b> Ensures that all teachers implement and adapt as needed effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.  <input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<b>5</b>	<input type="checkbox"/>
<p><b>FOCUS FOR FEEDBACK, COLLABORATION AND SUPPORT:</b></p> <ul style="list-style-type: none"> <li>Ensuring that educators have access to the core curriculum being used for each subject and grade level relevant adaptations including publisher's update to curricula relative to remote teaching) needed to function in online settings, and resources for learning at home(e.g. manipulatives, texts, foundational skills practice materials) aligned to essential content and learning targets</li> <li>Supporting collaboration and teaming structures (e.g., grade-level teams, course/content teams, co-teachers, etc.) to facilitate instructional planning and delivery in hybrid and remote settings</li> <li>Preparing guidance, expectations, and supports for teachers to share with students and families, relative to how the curriculum will function in all teaching and learning scenarios that may occur</li> </ul>				
<p><b>I-B. Instruction:</b> Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.  <input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<b>6</b>	<b>1</b>
<p><b>FOCUS FOR FEEDBACK, COLLABORATION AND SUPPORT:</b></p> <ul style="list-style-type: none"> <li>Prioritizing relation-building with teachers and staff to support trusting, collaborative, and culturally responsive coaching supports</li> <li>Providing timely feedback on specific strategies for engaging students in remote and hybrid settings, including students with disabilities and English learners</li> <li>Distributing feedback and coaching responsibilities to ensure that teachers receive regular and meaningful feedback tailored to content-specific instructional needs and professional growth goals</li> <li>Providing professional learning opportunities focused on calibrating teachers' perceptions of high-quality, standards-aligned learning tasks and student work in hybrid and remote learning environments, and the feedback offered to students to help them progress</li> <li>Strategically distributing roles and responsibilities for planning, adapting, and implementing standards-based units and well-structured lessons in hybrid and remote settings to support the quality and coherence of instruction</li> <li>Setting the expectation that each and every student can successfully access and engage with essential grade-level content that accelerates their learning, regardless of starting point</li> <li>Providing resources to help teachers build their own and their students' digital literacy and capacity to work independently in remote and hybrid settings</li> <li>Providing feedback on the cultural responsiveness of the teacher's practice, focused on helping educators implement asset-based and anti-racist instructional strategies within both in-person and remote settings</li> </ul>				



<p><b>OVERALL Rating for Standard I: Instructional Leadership</b></p> <p>The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.</p>	□	□	6	1
<p><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>				

# 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
<p><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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	☐	☐	2	4
<p><b>FOCUS FOR FEEDBACK, COLLABORATION AND SUPPORT:</b></p> <ul style="list-style-type: none"> <li>• Maintaining physical buildings in accordance with current public health and DESE guidance</li> <li>• Implementing systems that support a positive school environment across all learning contexts (in-person and remote), such as advisories or community circles, consistent routines, student and staff celebrations, and frequent and open home-school communication</li> <li>• Conducting “equity walks” (both in person and virtual) to support and reinforce anti-racist and culturally responsive school environment</li> <li>• Creating a system to identify students, families and staff who may be experiencing trauma and/or require additional supports from the school and community partners</li> <li>• Supporting scheduling that promotes daily connections between students and educators, provides time for teacher collaboration and planning, and ensures services and supports to students with disabilities and English learners</li> <li>• Creating procedures for monitoring student attendance and engagement and developing plans to support students who become disengaged</li> <li>• Collecting feedback from staff to check in on their well-being and assess their needs, providing resources to support staff with their mental health and well-being, while offering flexibility and empathy</li> <li>• Developing professional learning plans to support culturally responsive, social-emotional learning that can be adapted and integrated into remote and hybrid learning contexts</li> <li>• Connecting with families early on and using systems to maintain regular two-way communication throughout the year</li> <li>• Identifying and connecting with community organizations that can support students and families with physical and mental health, housing, food and legal needs</li> <li>• Connecting families and students to community organizations that can provide safe learning spaces when students are not in the classroom</li> </ul>				
<p><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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	☐	☐	4	1
<p><b>FOCUS FOR FEEDBACK, COLLABORATION, AND SUPPORT:</b></p> <ul style="list-style-type: none"> <li>• Leading recruitment and hiring processes for a variety of educator roles and responsibilities to mitigate potential teacher shortages and meet student learning needs, including student teacher, paraprofessional,</li> </ul>				

<p>and emergency/provisionally licensed teacher pipelines</p> <ul style="list-style-type: none"> <li>• Supporting flexibility-designed staffing structures that leverage specific teacher' skills and competencies (e.g. co-teaching, differentiated roles, strategic student assignment) while mitigating circumstances that may limit personnel availability, such as extended leaves of absence or health considerations</li> <li>• Investing in efforts to recruit and retain more Black/Latinx/Asian/Indigenous and mixed-raced educators, while maintaining awareness of the disproportionate impact of the public health crises on specific workforce demographics</li> <li>• Prioritizing a robust induction and mentoring program- in-person OR virtual, as needed- that provides direct ongoing supports to new educators</li> <li>• Differentiating coaching and mentoring models to support novice educators based on their preparation experience (i.e., educators on emergency and provisional licenses may benefit from additional hours of coaching and opportunities to observe more veteran teachers, particularly in virtual settings)</li> <li>• Ensuring PD is aligned to high-quality instructional materials, and leveraging content experts (coaches, teacher leaders, department chairs) in the identification and implementation of shared learning targets aligned to essential content</li> <li>• Establishing and sustaining regular, collaborative settings for small groups of educators to plan, assess, and share best practices</li> <li>• Using professional development offerings to support culturally responsive, trauma-informed care practices, offering all staff members the opportunity to address the intersections of trauma with culture, history, race, gender, location, and language, and to acknowledge the compounding impact of structural inequity</li> </ul>				
<p><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.</p>	□	□	<b>3</b>	<b>4</b>
<p><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>				

# 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
<p><b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<b>4</b>	<b>3</b>
<p><b>FOCUS FOR FEEDBACK, COLLABORATION, AND SUPPORT:</b></p> <ul style="list-style-type: none"> <li>• Ensuring that all communications are available in families' home languages and easily accessible, particularly to families who do not have consistent access to technology</li> <li>• Encouraging and supporting families of English learners to use their home language, reinforcing the message to those families that they can support and continue their children's progress even if they use their home language</li> <li>• Establishing a system to proactively and regularly collect feedback from families about factors affecting student engagement with remote and hybrid learning (consider establishing a team of teacher leaders to support implementation of this system in multiple formats)</li> <li>• Establishing a system to support outreach to unreached families, including relationship-building measures and alternative means of communication</li> <li>• Establishing the expectations early on for regular, two-way communication with families around expectations for student learning and behavior in both in-person and remote settings, and concrete strategies for supporting learning at school and at home (including appropriate adaptations for students with disabilities or limited English proficiency)</li> <li>• Providing educators with resources to support, manage, and monitor family communications and engagement, including translation services as necessary</li> <li>• Providing teachers with professional learning and resources on culturally responsive communications with families</li> <li>• Offering support in outreach to families using multiple strategies to connect with families</li> <li>• Regularly asking families for feedback on how remote learning is going, and how it could be improved</li> </ul>				
<p><b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b></p> <p>The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<b>4</b>	<b>3</b>

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

# 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
<p><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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<b>6</b>	<b>1</b>
<p><b>FOCUS FOR FEEDBACK, COLLABORATION, AND SUPPORT:</b></p> <ul style="list-style-type: none"> <li>• Cultivating authentic, culturally responsive relationships with all staff</li> <li>• Seeking out the perspectives, feedback, and voices of every demographic represented in the school community and incorporating those voices into decision-making around hybrid and remote learning</li> <li>• Regularly reviewing disciplinary, attendance, engagement, and academic progress data, including grading, for students in both in-person and remote learning settings to identify and quickly address potentially biased policies and practices</li> <li>• Working with educators to ensure that curricula and instructional materials promote understanding of the strengths and culture of Black, Indigenous and People of Color, explicitly address systemic racism, and include authentic opportunities to help students making meaning of and process this moment in time (i.e., pandemic, protest movement against systemic racism)</li> <li>• Providing and requiring professional learning opportunities to support anti-racist, asset-based teaching practices</li> <li>• Modeling, supporting and promoting personal antiracist work that addresses one's own explicit and implicit biases, blind spots, and behaviors</li> </ul>				
<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 districtwide culture of reflective practice, high expectations, and continuous learning for staff.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<b>6</b>	<b>1</b>
<p><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>				



# The Massachusetts Model System for Educator Evaluation

## Evaluating Superintendents and District- Level Administrators

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Summative Evaluation Report: Superintendent Sean Gallagher  
Academic Year 2019-2020

### Superintendent Gallagher 2019/2020 Evaluation Comments

#### Student Learning Goal

*This piece of the goals: “Set measurable targets for each student population at each grade level and implement a minimum of two district/school reflection times to analyze and collaborate regarding current applicable data on student achievement and interventions.” has the most potential. Next time, the student learning goals should be focused on understanding student learning and what we know about it to shape lesson / unit / curriculum design. Items like “improving and providing supports” are professional practice goals. Instead of: “Work with extended leadership team to develop a system of measuring the outreach and effectiveness of our existing Tier1 and Tier2 support systems,” can we try: “As a result of working with elt to develop...systems, students will \_\_\_\_\_.” With the new data dashboard, shouldn’t we be able to clearly see what students are and are not learning?*

#### Professional Practice Goal

*This has three aspects for me, both of which hold equal strength. 1) The competency-based instruction and assessment that’s been the district’s focus for two years now continues to grow. This is a great long-term effort that continues to show progress in each classrooms and with regards to the amount of teachers being included in the training. 2) The implementation of learning walks and reflective debriefs. 3) We have shifted from in-person teaching to emergency instruction and now into hybrid instruction. This has been impressive. While the logistics are continually fluid, there is a lot of opportunity to leverage the competency-based planning to strengthen hybrid and remote learning*



*In the future, it would be great to see competency-based instruction lead towards opportunities for more differentiation and project-based learning in courses. It's applicable at the high school, but course selection helps with engagement, but is an even stronger fit within k8.*

## **District Improvement Goal 1**

*Data dashboard implementation is a huge start. Places for continued improvement: student awareness of the standards for each lesson/unit. Public data presentations that connect local and state assessments with curriculum improvements, and standards-based units driving project-based learning. Students' and parents' awareness of student achievement on classroom and standardized exams. If students are going to be part of the data cycle, they ought to be creating goals.*

## **District Improvement Goal 2**

*The connection here is obviously difficult to gauge. Our conversations about rigor and alignment can continue from previous years. I actually find them more important than the connection to MCAS. For this year, it's been impressive enough to have teaching and learning hold steady with the amount of instructional and logistical shifts that you've orchestrated.*

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

*In a difficult year to measure, I think the Newburyport Public Schools is on the right path due in large part to Superintendent Sean Gallagher's leadership. His many accomplishments to date in his second year include: implementing Later Start Times, negotiating three important union contracts, implementing a new teacher/instructional leadership model, bringing in skills based instruction training, bringing Michael Eatman for diversity and equity training and building a robust special education program to keep kids in the district. There are always places for improvement like overall communication with the school committee, data driven instruction down to the teacher level and culturally diverse curricula to name a few. We do not clearly know the impact COVID had on our 19-20 school year yet but Superintendent Gallagher made sure his staff would be ready for the 20-21 school year even though he did not know what it was going to look like. Sean leads by example and you can see that in each of our school buildings. Teachers want to work for him and I think in the coming years with many retirements on the horizon he will be able to attract the best talent to Newburyport because of his leadership. Sean has also taken the time in year two to immerse himself in the Newburyport community. No one has worked harder to form partnerships that will benefit the students of Newburyport Public Schools. COVID was a difficult setback for many districts, especially Newburyport. In tough times, Sean kept the boat afloat while formulating a plan for the following school. I look forward to setting goals for the 20-21 school year and seeing where we can take the district.*

*The pandemic has in many ways created an alternative set of criteria for evaluating the Superintendent- shifting the priorities a bit, and elevating health and safety of staff and students, as well as the social/emotional health of staff and students. In that regard, the Superintendent has been a terrific leader- focused always on what is possible, flexible in identifying needed resources and helping the district set short term priorities. This district was prepared for all eventualities; the Superintendent and his staff worked all summer long to get the district ready, and the district was ready. The trust that a significant portion of the community has in him, and that his staff have in him, have made this crisis as manageable as could be expected.*

*The pandemic has also challenged the timetable for accomplishing with fidelity a number of district initiatives around curriculum, planning, diversity and the creation of new programs to meet the needs of special ed students- although work on these initiatives continues. As challenging as these times have been, the District still worked with the School. Committee to create a budget that moved the district forward in several key areas- later start, world language, and the development of Sped programs that will bring students back to the district.*

*Given the circumstances, and the significant disruptions to the school year in the Spring and this Fall, it is still clear that the Superintendent has demonstrated proficiency in critical areas of Instructional Leadership and Family Engagement, and Exemplary performance in Management and Operations and Professional Culture.*

*The superintendent performed proficiently and most admirably during a very difficult time, especially for the last few months of the school year prior to the surge of COVID 19 which led to remote learning within the school district. Through communication that was always prompt, timely and responsive the superintendent was able to effectively lead and motivate educators and staff at all levels. This helped to support academic achievement and social and emotional learning for those served by the school district, and the provision of health and basic needs to families who needed it most.*

*At the beginning of the school year '19 -'20 plans were in place to provide various accommodations for students while in the classroom. When the sudden and mandated change to remote learning occurred, it became more difficult to deploy and ensure various instructional accommodations and environmental strategies outside of the classroom, that were best geared for inside the classroom.*

*Student learning goals that were tied to MCAS performance in 2020 were not able to be measured once MCAS testing was curtailed due to COVID 19. The same can be said for school improvement goals, slated for achievement in June of 2020.*

*Throughout this difficult time, the superintendent provided steady, flexible, active and hands-on leadership in a proficient and admirable way.*

*Superintendent Gallagher has risen to the challenge of continuing to lead this district forward in spite of the many obstacles presented by the global Coronavirus pandemic. It should be noted that while he met his goals, he also met the unplanned needs of our community as we faced the pandemic during a time of national political polarization. He was able to "see through the noise" and prioritize the needs of students and teachers to ensure the schools had a safe, welcoming return. It is his positive leadership that has made all the difference this year. A future goal of the district should be to include the needs of Twice Exceptional, Gifted and talented students. These students are just as far from the*

*“normal” bell curve as our other special needs students and they deserve to have their unique needs met in the classroom. Continued professional development for teachers will ensure that the district is using best practices when dealing with these dyslexic, gifted, ADHD and autistic students. I commend the superintendent on making ALL students a priority!*

*Superintendent Sean Gallagher has demonstrated tremendous leadership during this unprecedented pandemic and the abrupt closure of schools in mid-March and move to remote learning. Prior to this period, Mr. Gallagher embraced our Strategic Plan and established District Goals prioritizing Instructional Leadership, Academic Improvement, Professional Learning Communities, and Curriculum, with specific action steps tied to the Strategic Plan. Additionally, several long-standing SC objectives were addressed including Start School Later, enhancing World Language at the Middle School, and establishing Higher Ed dual credit programs for NHS. Additionally, an area of significant work has been in Special Education where significant efforts were made to create new therapeutic programs to bring back out-of-district students.*

*Despite the dramatic shift in the education of our students resulting from the Corona virus pandemic, Mr. Gallagher has working diligently to ensure the health and safety of all staff and students while building hybrid and remote models of learning. This has resulted in our school district continuing a hybrid model for grades 1-12 since school opened and remaining so despite many districts going to full remote. Although many key initiatives were funded in this year’s budget, implementation has been delayed due to the nature of the pandemic i.e., Start School Later.*

*Sean Gallagher brings our school community together with his unique blend of leadership, experience, positivity, creativity and hard work. He recognizes needs and gaps and develops plans and solutions to address these needs and hires the right consultants to deliver the training- Billie Donegal, Michael Eatmon, Essential Partners. He has developed a very positive working relationship with faculty and had the most successful and smoothest contract negotiations with our Teaches Union that has occurred in many years.*

*Finally, Mr. Gallagher has a deep understanding of the budget process and funding needs of our school district. He has been able to provide funding for programs and initiatives within the \$32.8M budget for FY21. The budget process needs refinement, increased public input and greater input and review period for School Committee members. This was compounded by the pandemic but confidence is high that this process will also improve going forward.*

### **OVERALL Rating for Standard I: Instructional Leadership**

*I think this is a tough standard to rate this year with COVID and lack of data. The lack of a curriculum subcommittee and the elimination of the assistant superintendents report which would typically highlight curriculum issues at our monthly meetings also make this a tough standard to measure. I think after a difficult Spring due to COVID and the switch to distance learning, the district under Superintendent Gallagher’s leadership made an inspired effort to get leadership and staff prepared for the following school year in terms of professional development and curriculum. Having the instructional leadership model firmly in place made this pivot possible and Superintendent Gallagher should be given tremendous credit.*

*At the beginning of school year 2019, more than half of our staff had been trained in standards-based learning and instruction. The Superintendent initiated a significant professional development program, working with principals and staff to free up blocks of time needed to acquire these skills; and follow-up, ongoing professional development and feedback for staff. Staff were also encouraged to prioritize re-writing curriculum to promote standards-based approaches.*

*Staff and principals were encouraged to collaborate both in instruction and in follow-up assessment of how the shift in teaching and learning was impacting staff and students.*

*Superintendent provided exemplary leadership around developing a trusting and collaborative relationship with staff at all levels in the district, resulting in a significant shift in the culture of the district to a more collaborative and trusting approach. The creation of meaningful opportunities for teacher leadership was embraced by staff and provides a foundation for progress when school returns to full in-person.*

*Given that the district is mid-way through implementing a district-wide approach to standards-based instruction, they are still developing assessment tools to determine the impact on student growth.*

*Efforts in this area were proficient. Due to the spring closure of the schools, areas involving measurement and monitor of accommodations were not able to be sustained. It became difficult to detect areas of concern for students who may not be progressing as they should.*

*We aren't privy to many details about curriculum, but it's good that you've established a common list of 5 top instructional priorities for NBPT teachers. The learning walks you've brought to the district is also a research-proven path towards improvement. The competency-based instruction work that you've started continues to grow. Points for growth would focus on ensuring that everyone's "student-growth goals" are attached to actual and specific student learning metrics.*

*Superintendent Gallagher continues to make headway in changing the culture of Newburyport School District, in spite of the pandemic we are facing. His positive, steady leadership has established a culture of trust where educators feel valued and supported. This is the foundation for innovation and I expect we will continue to see positive growth over the next few years.*

*Due to the pandemic and hybrid learning models, it has been impossible to improve student achievement for all students, including economically disadvantaged and those with special needs. However, district leadership has been responsive to families and is doing the best they can with the resources and time available to them. Going forward the district should focus on the gifted and 2E population of students who fall just as far from the bell curve as those at the bottom and have their own unique educational needs*

*Following the completion of the Superintendent's assessment of our school district and completion of his entry report, Mr. Gallagher prioritized the need to upgrade and enhance instructional practices. With the establishment of a strong Leadership Team, he began an in-depth comprehensive teacher training bringing consultants to the re-imagine teaching and learning, i.e. Billie Donegan and the Center for Secondary School Design, Inc. Unfortunately, the pandemic hit and schools were abruptly closed in mid-March. Initially this was to be a short term*

*intervention but ultimately shut down in-person learning for the remainder of the school year. Remote learning presented significant challenges at many levels from teachers shifting to remote, adequate technology and equipment and student and family concerns. Mr. Gallagher worked diligently with his Leadership Team and key staff to provide direction and support to promote remote learning for K-12 students. Additional SpEd supports were developed during this time frame to support families in meeting needs of students with disabilities which was very challenging to implement remote work including therapies during this time period. Superintendent Gallagher focused on balancing health and safety with continuing the delivery of curricula while addressing the numerous directives from the DESE.*

## **OVERALL Rating for Standard II: Management & Operations**

*Again, with COVID happening in March (essentially shutting down our schools this year), makes these metrics hard to evaluate. Prior to COVID, Superintendent Gallagher worked collaboratively with his leadership team including Steve Bergholm to ensure safe and secure buildings. The Superintendent partners with the community to address cultural and equity issues like the Human Rights Coalition. He also had brought in speaker Michael Eatman for some additional training with the staff which will continue into the 20-21 school year. I do think the district could benefit from a more diverse staff which is one area we could improve upon. Newburyport Public Schools continues its strong mentoring and fellowship program under Superintendent Gallagher's leadership.*

*The extraordinary circumstances of the past nine months elevated the health risks for staff and students. With the environmental situation shifting dramatically and frequently, and the reality that there was little guidance from the state (and what guidance did emerge was often late and required re-drafting plans multiple times) required flexibility, focus, and genuine leadership within the district and the community. Through collaboration with staff and community, the Superintendent was able to craft a strong set of effective health protocols and logical approach to re-opening schools that has been a best-case scenario for the district. Early on, the Superintendent and staff focused on health and safety, and the social emotional learning of students as a priority. District approaches to health and safety resulted in a relatively uneventful reopening, and ongoing communications with the community have kept parents informed about the day-to-day Covid situation in the district.*

*The Superintendent has provided visionary and constructive leadership as staff have worked to develop a coherent and flexible remote response to learning for students. After the emergency of the spring, the district supported over 200 staff this summer in acquiring the skills to improve on-line instruction, and to re-work curriculum to adapt it to on-line instruction.*

*The district leadership has managed to keep the district remarkably stable given the very real staffing issues created by the pandemic.*

*Given the variability caused by the COVID virus, and its impact in a variety of ways, there was a strong effort to ensure the most safe environment possible. The mandated closing of the schools deterred this in the spring.*

*Sadly, the pandemic has turned management and operations into the year's biggest priority. Including helping us finally achieving later start times, you've led the establishment of multiple new routines at all levels of NBPT schools.*

*Superintendent Gallagher has excelled in promoting the growth and learning of all students and staff by ensuring the schools are safe and efficient as we face a global pandemic. He has ensured every building and teacher has the proper protective equipment to continue teaching without risk of infection. He has ensured our facilities are properly maintained and has put the plans in place to proactively manage and anticipate future needs.*

*Superintendent Gallagher has done an excellent job managing human resources to ensure our teaching staff are being utilized for their strengths. He has created a collaborative, supportive culture where educators are working together toward shared goals. He is an approachable leader who is willing to listen and work toward a solution.*

*Mr. Gallagher has demonstrated great strength in this area and has addressed the above focus areas as highlighted with the following comments. Superintendent Gallagher focused on the health and safety of the school community and enlisting the expertise of public health professionals to design and operate our schools in compliance with CDC and State guidelines. Further, Mr. Gallagher worked to implement systems that support a positive school environment across all learning contexts (in-person, hybrid and remote) working directly with faculty to ensure the training, technology and curriculum was advanced to provide rigor at all levels.*

*Mr. Gallagher has created a real presence in our district and could be seen in classrooms and schools whether part of equity walks, special events or a routine visit. He frequently publically recognized and championed the work of teachers and students at School Committee meetings (when held in-person) throughout the year.*

*Mr. Gallagher continues the strong district focus on social-emotional learning for both faculty and staff including advisories at the high school pairing small groups of students with a faculty advisor; implementing Anti-Defamation League Training; work with Essential Partners to enhance student leadership and voice; integrating mindfulness activities within the curriculum and providing specific professional development activities – Michael Eatman and Cultural Diversity and Inclusion work across the district. Mr. Gallagher also established a new therapeutic model with the Home for Little Wanderers school programs but work in this area is stalled with the current health crisis.*

*Communication with families is also strength with points of regular contact established with each school and integrated into K-8 schedules. Mr. Gallagher regularly sends communications to families to update on both positive activities and concerning incidents.*

*Mr. Gallagher has also demonstrated strength in identifying and connecting with community organizations that can a range of support students and families. He works closely with the city's Youth Services and several local non-profits. Sean and staff received the 2020 Community award from Our Neighbors Table for providing over 14,000 meals to children and family from mid-March through the end of the school year.*

*Mr., Gallagher has worked collaboratively with our teachers on ensuring we have sufficient faculty to address hybrid and remote learning models with coverage when quarantine issues have arisen in isolated sections of our schools and using IA's to cover as substitutes.*

*Traditionally, Newburyport School District has provided new teachers with mentors and coaching to enhance their professional skills; this model continues to be supported by the Superintendent and Leadership Team. Planning time for teachers to collaborative regularly is integrated into the hybrid model where educators are able to plan, assess, and share best practices. This has also resulted in upgrading new on-line software with better integration of current curricula, for example In Sync Math aligned with Zearn and MyView Literacy.*

*As stated above, professional development offerings have been ongoing including supporting culturally responsive, trauma-informed care practices, offering all staff members the opportunity to address the intersections of trauma with culture, history, race, gender, location, and language, and to acknowledge the compounding impact of structural inequity through the ongoing work of Michael Eatman. It should also be noted that our School District was one of the first cohorts at Lesley University to participate in certification training for teachers in social-emotional and trauma in students. The impact of this pandemic on students remains a high priority for the Superintendent and Leadership Team.*

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

*Communication is an area we continue to improve in. Superintendent Gallagher excels in keeping the community informed of issues happening in our schools. He is incredibly involved and invested in the community. Communication was important especially in the Spring when COVID hit and families needed information. Sean has worked tirelessly with families to come to mutually beneficial solutions. I think on the whole Superintendent Gallagher is an exceptional communicator. One area I would like to see improvement is how he directly communicates with the school committee. This is an area that is improving but it deal lead to some miscommunication at time this year particularly around the COVID taskforce and planning for 20-21 school reopening.*

*The Superintendent has significantly shifted the communication style of the district in meaningful ways. He has encouraged his leadership staff to respond to contacts and concerns from the community directly- an email will generate a call back from staff. This has improved the dialogue with the school community in many ways. He has been accessible to staff and parents; and spends a great deal of time in the schools and classrooms. His focus on the importance of building trusting and open relationships within the school community has been welcome and impactful.*

*The effort to bring the comm unity together to work on re-opening plans this summer was hampered by a frequently changing dynamic with the state- often initial plans worked on by the community needed to be changed within a few days, making it challenging to involve the community in every step. Also, the dynamic made ongoing communication a significant challenge. This is a 'lessons-learned' moment for the Superintendent.*

*He has encouraged principals to solicit feedback from parents and students regarding the educational strategies the district is using during the pandemic; and strongly encouraged staff to use their creativity in creating meaningful learning experiences for students.*

*Communication from the superintendent was responsive, timely clear and effective. The superintendent's strong leadership was effective in leading and motivating a range of staff to provide outreach to the community to meet educational needs, as well as basic needs to support stakeholders, socially and emotionally. This provided a societal dividend to our community.*

*Your evidence clearly supports the efforts you've made to make the schools a central part of the NBPT community. Your work with numerous community organizations is outstanding.*

*Recommendations for growth focus on the inclusion of more voices when large decisions are made. This summer's reopening task force is an example of a time when many people involved felt as if they didn't actually have the voice they expected. Perhaps SC could hear more from Parent Councils and the roles they've played in shaping school improvement plans. I also still struggle with the SC being relegated to a voting-only position on many decisions. While curriculum and operational items may not be within our purview, we are representatives of the community. Affording opportunities to open up certain discussions earlier in their processes could allow voting meetings to be less contentious.*

*Superintendent Gallagher has done a great job keeping families informed via phone calls and district newsletters during a very trying time where information has been changing daily, due to the pandemic. He is very responsive and approachable. He has ensured that every student has access to a Chromebook.*

*Superintendent Gallagher does an excellent job fostering community partnerships to support the schools. He has worked with the local Human Rights Commission, Newburyport Youth Services, and regularly attends parent association meetings of the PTO and SEPAC.*

*Mr. Gallagher has established a solid system of communication with the school community providing regular updates to families and a Friday Memo to keep the SC updated. The School District recognized the needs of our ELL students and families and held several regional support weeks during vacation times for ELL students and families.*

*Mr. Gallagher has been very responsive to family concerns returning emails and phone calls and troubleshoots the many issues that arise with staff. Outreach from principals has also increased and weekly points of contact are integrated into school schedules. Additionally, IT hotlines were established to assist parents and students with technology issues.*

*A family survey was conducted with families this summer requesting feedback on remote learning and options going forward this academic year. Overall ratings were very mixed regarding the abrupt change to remote learning in March and success, but the feedback was helpful and informed intensive summer training for teachers and plans for re-opening schools.*



*Sean Gallagher has consistently shown that he wants to keep an open door policy. He engages with the community at large, as well as school committee members, on a regular basis. I feel that I can ask him anything at any time and that I will almost immediately receive an honest, clear answer.*

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

*I think Superintendent Gallagher recognized right away that this was an area that needed work when he came aboard. He has this metric moving in the right direction. As I mentioned earlier, his work with the staff around the Michael Eatman training and his work with the students in the creative problem solving training around the class rank, Val/sale discussion were very impactful. I know there are more plans to expand on this in the 20-21 school year especially around curricula with a focus on diversity and different perspectives. Superintendent Gallagher also does a great job working with the Human Rights Coalition and the newly formed Diversity, Equity and Inclusion Alliance and I know this work will only expand in the future.*

*The Superintendent has prioritized addressing cultural issues in learning and school climate. He has acknowledged challenges, and supported staff and students by engaging them in an ongoing conversation about cultural diversity and tolerance. This has included strongly supporting the support of increased student voice in the schools, and bringing in skilled trainers to work with staff, students and staff/student initiatives to address diversity and hate issues. He has encouraged review of curricula to ensure that many points of view and experience are part of the learning for students. He has brought in a skilled consultant around diversity, Michael Eatman, whose work has been welcomed by staff. Despite the more proscribed in person learning that is happening, the cultural diversity initiatives continue.*

*The superintendent's effort, since he began in Newburyport, has created a professional culture that helped the school district respond to the challenges caused by the COVID 19 pandemic.*

*You continue to do a lot of work around professional culture, by both bringing academic, tech-based, and SEL related PD opportunities to the faculty as well as taking courses yourself. Your efforts with the ADL and cultural competency consultants will continue to bring large benefits to the district.*

*Superintendent Gallagher has continued to foster a welcoming, professional culture for all employees. He has taken steps to ensure that employees are mindful of being divisive at a time when our nation is incredibly divided over politics. He has helped educators to remember their primary focus is on helping every student succeed.*

*This is also an area of strength for our Superintendent who recognized the need for a primarily white, upper middle class community with limited diversity to develop a greater understanding of racial, bias and equity issues. Newburyport is not immune from incidents, statements, actions, graffiti or social media postings involving anti-Semitic, anti-Muslim or other negative race and gender statements. Superintendent Gallagher has addressed each and every incident that has occurred meeting with involved students and parents, establishing appropriate interventions and sending communications out to the school district families. Mr. Gallagher also attends Human Rights Commission meetings which have served as a point of contact for supporting victims as well as a source of education for the community. In addition to the previously mentioned work in this area, Mr. Gallagher will be representing the school district on our recently formed Alliance for Diversity, Equity and Inclusion (DEI). Mr. Gallagher worked with the One World Strong Foundation and One World Sister City School Pairing Program and successfully developed and implemented a partnership between our schools in Newburyport and Qardho, Somalia. This is a citizen driven diplomacy network with a youth focus that creates and strengthens partnerships between global communities. In working with the School Committee and our Policy Committee, the Superintendent is working to complete a comprehensive review of all policies including disciplinary, attendance and engagement. Academic progress data, including grading, for students in both in-person and remote learning settings is ongoing to identify and quickly address potentially biased policies and practices with the Leadership Team and faculty. Under the direction of the Superintendent and Assistant Superintendent, educators have been working on a review of curricula and instructional materials to promote understanding of the strengths and culture of Black, Indigenous and People of Color. This is also consistent with Michael Eatman's cultural Diversity work across all schools.*

