# CES BOARD OF DIRECTORS MEETING AGENDA

**WEDNESDAY, SEPTEMBER 26, 2018 (6:30-9:00)**

**FRANKLIN REGIONAL TRANSIT AUTHORITY IN THE COMMUNITY ROOM ON THE FIRST FLOOR**

12 OLIVE STREET, GREENFIELD, MA 01301

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**Please Note:** There will be a new Board member orientation beginning at 5:30pm. Dinner is at 6:00 p.m.

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<table>
<thead>
<tr>
<th>AGENDA ITEM</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Call to Order and Introductions – Board Chair Dan Hayes</td>
<td>6:30</td>
</tr>
<tr>
<td>2. Public Comment</td>
<td>6:40</td>
</tr>
<tr>
<td>3. Approve Minutes of 6/27/18 BOD Meeting &amp; 8/23/18 Executive Committee</td>
<td>6:45</td>
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<tr>
<td>4. Election of Officers (<strong>votes required</strong>)</td>
<td>6:50</td>
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<tr>
<td>- Election of Chair and Vice Chair</td>
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<tr>
<td>- Election of At-Large Members of Executive Committee</td>
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<tr>
<td>5. Appointment of Secretary (<strong>vote required</strong>)</td>
<td>7:00</td>
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<tr>
<td>Appointment of Treasurer (<strong>vote required</strong>)</td>
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<tr>
<td>6. Appointment of Finance Committee (<strong>vote required</strong>)</td>
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<tr>
<td>7. Establish Warrant Sub-Committee (3 members of Board) (<strong>vote required</strong>)</td>
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<tr>
<td>8. CES Presentation: Civic Engagement/Civics Education Requirements - Alison Walters - Frontier Regional High School</td>
<td>7:00</td>
</tr>
<tr>
<td>9. Hires and Separations for June 16 - August 2, 2018 (information only) and Hires and Separations for August 3 - September 21, 2018 (<strong>vote required</strong>)</td>
<td>7:40</td>
</tr>
<tr>
<td>10. Vote that the Executive Director of the Collaborative for Educational Services (William A. Diehl) is authorized, empowered and directed on behalf of the Collaborative to sign, seal, execute and deliver any and all contracts, agreements and other documents on behalf of the organization, as allowed by law (<strong>vote required</strong>)</td>
<td>7:50</td>
</tr>
<tr>
<td>Vote that the Deputy Director and Director of Finance and Operations are each authorized, empowered and directed to act in place of the Executive Director to sign, seal, execute and deliver any and all contracts, agreements and other documents on behalf of the organization, as allowed by law, <strong>if and only if the Executive Director is unable to fulfill these duties in a timely manner sufficient to meet specific deadlines (<strong>vote required</strong>)</strong></td>
<td></td>
</tr>
<tr>
<td>11. Fiscal report - Status update on FY 18 and current year</td>
<td>8:00</td>
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<tr>
<td>12. Executive Director Evaluation</td>
<td><strong>8:15</strong></td>
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<tr>
<td>a. Process and timeline</td>
<td></td>
</tr>
<tr>
<td>b. Goals for 2018-2019 (<strong>vote required</strong>)</td>
<td></td>
</tr>
<tr>
<td>c. Evaluation Committee</td>
<td></td>
</tr>
<tr>
<td>13. Summary report on District Summit and potential opportunities for new or expanded programs and services</td>
<td><strong>8:30</strong></td>
</tr>
<tr>
<td>14. Executive Director’s Report</td>
<td><strong>8:40</strong></td>
</tr>
<tr>
<td>15. Adjournment (<strong>vote required</strong>)</td>
<td><strong>9:00</strong></td>
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</tbody>
</table>

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This notice was posted on 09/24/2018 at 12:00PM
Location: https://www.collaborative.org/events-and-courses/upcoming-meetings/ces-board-directors-meetings-2018-19
Call to Order and Introduce New Members

Dan Hayes called the meeting to order at 6:32PM.

The room did roll call and introductions

Public Comment

Daniel Hayes thanks Howard Moore for his attendance at the Cutchins Program birthday in Northampton.

Approve Minutes of May 29, 2018 Board Meeting (vote required)

A copy of the minutes of the May 29, 2018 meeting was provided to all Board members in their packets.

Don Sluter moved that the Board of Directors approve the minutes of the May 29, 2018 Board of Directors meeting. Cathy Englehardt seconded the motion. Patricia Smith, Humera Fasihuddin, Haley Andersen and AnastasiaOrdenez abstained from voting. All other members voted in favor and the motion passed.

Approve Minutes of May 21, 2018 Executive Director Evaluation Subcommittee (vote required)

A copy of the minutes of the May 21, 2018 Executive Director Evaluation Subcommittee meeting was provided to all board members in their packets. Daniel Hayes requests we move forward and reconvene the subcommittee again to review the process in advance of next year. He also requested that a copy of the summary be included in these minutes (see end of minutes)

Cathy Englehardt moved that the Board of Directors approve the minutes of the May 21, 2018 Executive Director Evaluation Subcommittee meeting minutes. Patricia Smith seconded the motion. Haley Andersen, Anastasia Ordenez and Susan Crawford abstained from voting. All other board members voted in favor and the motion passed.
Due to weather, the group photo was moved to 6:36 PM. All members of the Board went outside and a group photo was taken.

A copy of the talking points that Barbara presented during the May 30, 2018 Board meeting was provided to all Board members in their packets. Barbara noted that there have been no significant changes to the budget since it was presented.

On page 14 of the budget it was realized that the increase to non-member rates went over the 20% maximum threshold. Barbara made a reduction to bring it down to 20%. It doesn't not have a significant impact to the overall budget.

Bob Decker inquired about the expected $250k deficit from this year and how we will prevent such from the upcoming fiscal year. Barbara and Bill both confirmed information provided in the May meeting which included no cost of living adjustment for staff and decreases to budget expenses in several departments. Barbara further elaborated that we are not sure where we stand yet (end of year expected deficit) because still much to process for June and end of year. She expects it to stay around $250k. Barbara noted that the Operations and Business Development line items have gone into the positive - $35k ahead in fact. The budget that was presented for FY19 is expected to be a balanced budget.

Hussain Hamdan moved that the Board of Directors approve the CES FISCAL YEAR 2019 BUDGET. Ed Sturtevant seconded the motion. Haley Andersen and Anastasia Ordonez abstained from voting. All other board members voted in favor and the motion passed.

Last year it was decided that an internal group should be created to review the billing practices of the CCATT and OTC center due to revenue deficiencies. A report detailing the progress on the review of the CCATT and OTC program offerings was included in the packet to all Board members. Sarah Molloy presented a summary of the information.

Kathy Levesque had a family emergency and could not attend to present the findings of the annual survey results. Bill Diehl presented on her behalf. A copy of the Powerpoint presentation was provided to each board member in their packet. The Powerpoint will be sent as a separate document electronically to all board members.

Several Board members agreed upon the issues surrounding working with children dealing with trauma, mental health issues as well as being displaced (victims of hurricane in Puerto Rico for example) and how it is overwhelming special education teachers and departments. Also expressed a shared interest in identifying available resources to support children in the gap between Early Intervention (EI) and kindergarten who do not qualify for Special Education.

Several staff from CES confirmed the agency's commitment to providing and creating training opportunities that focus on trauma informed care, adverse childhood experiences, poverty and understanding bias. CES is working on programming to support children with adverse childhood
experiences (the younger children). Some examples include the creation of a stabilization team to provide interim support in one district. Also provide a classroom to support young children and help to transition them back to mainstream classroom. Also discussed was the possibility in partnering with a health agency so we can be reimbursed by health insurance programs for these types of programs. In addition, CES has several staff members providing Early Childhood Mental Health services; this is of support to districts and, while there is a waitlist, it appears additional funding from the state is possible.

**MOTION TO GO INTO EXECUTIVE SESSION (M.G.L. CHAPTER 30A, SECTION 21(A)(3)): “TO DISCUSS STRATEGY WITH RESPECT TO COLLECTIVE BARGAINING OR LITIGATION IF AN OPEN MEETING MAY HAVE A DETRIMENTAL EFFECT ON THE BARGAINING OR LITIGATING POSITION OF THE PUBLIC BODY AND THE CHAIR SO DECLARES (VOTE REQUIRED)**

At this time there are no updates to provide on the ongoing negotiations between CES and the SEIU 509 union which represents educators in the DYS and SEIS programs, so the Executive Session is not necessary.

**HIRES & SEPARATIONS (VOTE REQUIRED)**

A copy of the new hires & separations for 5/18/18 through 6/15/18 was provided to all Board members in their packets. Bill noted that it doesn’t reflect teachers hired for summer programs or the 4 different retirements for end of June.

There will be a summer Executive Committee meeting to review hires/separations during the summer

Don Sluter moved that the Board of Directors approve the hires & separations for 5/18/18 through 6/15/18. Cathy Englehardt seconded the motion. Haley Andersen and Anastasia Ordonez abstained from voting. All other board members voted in favor and the motion passed.

**UPDATE ON CES PROGRESS IN FY 18 - WILLIAM DIEHL**

A copy of the powerpoint presentation created and presented by Bill Diehl will be sent to all board members. Highlights include:

- New SPED program (Northern Berkshires Academy) exceeding enrollment expectations
- 5,700 educators participated in professional development courses last year
- Focus on many areas including trauma informed care, innovative practices, social justice and equity in education
- Growth continues in professional development and consultation
- Growth and expansion in web development and CES CONNECT for districts

CES staff and Board members also discussed the current practice by CES and member districts of networking and advocating with legislators and state leaders for educational needs. Bill noted that CES developed a list of 11 priorities with the districts’ Superintendents. Everyone agreed on the need to educate and advocate and how effective it can be.

**EXECUTIVE DIRECTORS REPORT**
A copy of the report was provided to all Board members in their packets. Bill reiterated information about the recent graduations that occurred in many of the programs facilitated by CES. Bill requested that Board members review the full report and share it with their School Committees.

**NEW BUSINESS AND TOPICS OF INTEREST**

Dan Hayes reminded the group that they are welcome to contribute to the agenda by contacting himself, Bill or Allison directly.

Bob Decker noted that at the HEC graduation that the speech and scholarship award by the previous Executive Director was quite nice and recommended a thank you letter be sent to her on behalf of the Board of Directors. Dan Hayes accepted responsibility.

Jen Eichorn requested if anyone had any ideas or options to access more “fresh foods” for students. Barbara Siegel reviewed some details about the cooperative purchasing program at CES and how that might assist. Bill Diehl mentioned the idea that CES was exploring about a shared Food Service Manager to save districts money. Board member Stephanie Conrod offered to be a resource or used for consultation as she has education and background in food service in schools.

Cathy Englehart recommended that the succession plan for the Executive Director be reviewed and updated if needed. The subcommittee developed for the Executive Director evaluation will review and bring it back to the board for recommendations.

Bill discussed the planned convening of superintendents and other administrators by CES staff Terry Senio, Barbara Siegel and Kathy Levesque. This convening is part of CES is being responsive to member districts by bringing superintendents, curriculum directors, special education directors, business managers and other key education stakeholders together to share ideas.

Many board members discussed regionalization across districts and how superintendents are exploring this or seeking guidance about exploring such.

Stephanie Conrod identified the need to create trainings for new school committee members to help them navigate the position and systems.

**ADJOURNMENT**

Moved: Hussain Hamdan

Seconded: Patricia Smith

ALL IN FAVOR. Motion passed. Meeting adjourned at 8:27
Superintendent Evaluation of
William Diehl, Executive Director, Collaborative for Educational Services
May 2018

Introduction
In May of 2018, members of the CES Board of Directors were asked to complete an online evaluation form for William Diehl, the Executive Director of the Collaborative for Educational Services (CES).

Twenty-two board members completed the form. They were:

- Melissa Burke, New Salem
- Craig Cohen, Leverett
- Stephanie Conrod, Orange
- Suzanne Crawford, Mohawk Trail RSD
- Cassie Damkoehler, Gill-Montague RSD
- Robert Decker, Frontier RSD
- Ashley Dion, Conway
- Jenn Eichorn, Erving
- Catherine Englehardt, Hatfield
- Jan Flaska, Deerfield
- Hussain Hamdan, Hawlemont RSD
- Daniel Hayes, Shutesbury
- Mike Knapp, Belchertown
- Howard Moore, Northampton
- Maureen Nichols, Whately
- Carl Schlerman, Hampshire RSD
- Jonathan Schmidt, Easthampton
Michael Simpson, Granby
Donald Sluter, Franklin County Technical School
Patricia A Smith, RC Mahar RSD
Ed Sturtevant, Chesterfield-Goshen
David Young, Pioneer Valley RSD

Results

With only two exceptions[1] Mr. Diehl was rated as either proficient or exemplary in all categories by each of the Board members who offered ratings. In some categories, some Board members reported that they did not have enough information to assess his work. While all of the ratings were positive, there were a higher percentage of “exemplary” ratings in the categories of Professional Practice and Instructional Leadership than in District Improvement and Management and Operations.

The tables below summarize the Board members’ responses to each prompt in each category. While the category of “Unsatisfactory” was also offered as a response option, it is not included in the tables as no one selected it for any prompt. Ratings averages are on a 4-point scale, with “cannot address” responses not included in the average.

Table 1: Professional Practice

<table>
<thead>
<tr>
<th>Needs Imp.</th>
<th>Proficient</th>
<th>Exemplary</th>
<th>Cannot Address</th>
<th>Rating Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains a working knowledge of current state laws, regulations and policies</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
</tr>
<tr>
<td>Actively participates in local, state, and national organizations</td>
<td>0%</td>
<td>32%</td>
<td>64%</td>
<td>5%</td>
</tr>
<tr>
<td>Seeks out and takes advantages of opportunities to further job-related knowledge and skill development</td>
<td>0%</td>
<td>55%</td>
<td>45%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Professional Practice Comments:

- Bill seems to have extensive depth and breadth of the workings of the collaborative education system.
- In the packet and throughout the year I saw sufficient evidence of Bill's knowledge on state laws and his advocacy for improvement or changes in the laws. The one area I thought he could have done a bit more with was number 2 but there was the consultancy/ problems of practice and a reasonable explanation on the approach he took.

Table 2: Instructional Leadership

<table>
<thead>
<tr>
<th>Needs Imp.</th>
<th>Proficient</th>
<th>Exemplary</th>
<th>Cannot Address</th>
<th>Rating Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fosters confidence in the organization among clientele, districts, state agencies and legislators</td>
<td>0%</td>
<td>59%</td>
<td>41%</td>
<td>0%</td>
</tr>
<tr>
<td>Inspires and empowers staff to implement quality, cost-effective, research-based programs that support all learners</td>
<td>0%</td>
<td>50%</td>
<td>45%</td>
<td>5%</td>
</tr>
<tr>
<td>Champions organizational commitment to high standards and positive expectations for all students</td>
<td>0%</td>
<td>36%</td>
<td>59%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Instructional Leadership Comments:

- Bill works very hard. He is organized and articulate. He always carries himself with integrity and listens well to all constituencies.
- There was sufficient evidence throughout the year in the Directors’ report and artifact report.
While not necessarily directly related to Instructional Leadership, I think Bill’s commitment to rethinking and substantially changing the Collaborative's organizational structure, from the ground up, is an inspiration to take a similar approach in other areas. We live in a time of rapid change, and it’s critical that we think outside of the box.

Table 3: District Improvement – Meeting Strategic Goals

<table>
<thead>
<tr>
<th>Needs Imp.</th>
<th>Proficient</th>
<th>Exemplary</th>
<th>Cannot Address</th>
<th>Rating Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulates a clear, inspiring vision for the Collaborative</td>
<td>0%</td>
<td>45%</td>
<td>55%</td>
<td>0%</td>
</tr>
<tr>
<td>Solicits collaboration from superintendents, Board members, and CES staff on mission, core values, and goals</td>
<td>0%</td>
<td>43%</td>
<td>48%</td>
<td>10%</td>
</tr>
<tr>
<td>Develops goals and priority areas for the Collaborative that are appropriate and specific</td>
<td>0%</td>
<td>73%</td>
<td>27%</td>
<td>0%</td>
</tr>
<tr>
<td>Develops strategies related to the goals and priority areas that facilitate monitoring and accountability</td>
<td>0%</td>
<td>59%</td>
<td>36%</td>
<td>5%</td>
</tr>
<tr>
<td>Identifies, analyzes, and makes recommendations regarding new educational trends, ideas, and strategies, ensuring that the agency continues to provide relevant services in a changing environment</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
</tr>
</tbody>
</table>

District Improvement Comments:
Bill is reflective on the organization - its efficiency and effectiveness. He is always abreast of trends and tries to keep CES in the forefront of best educational practices.

Bill's knowledge of the District is to be commended.

There is sufficient evidence and work done in this area to meet the requirements.

I appreciate all the time and effort that clearly went into assembling Bill's evidence, which speaks to the way he develops his goals and the strategies related to them.

I continue to appreciate Bill's deep commitment to social justice in education.

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**Table 4: Management and Operations Goal – Manage and Improve the Operations of the Agency**

<table>
<thead>
<tr>
<th>Needs Imp.</th>
<th>Proficient</th>
<th>Exemplary</th>
<th>Cannot Address</th>
<th>Rating Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensures delivery of high-quality, cost-effective, evidence-based programs and services for students, teachers, and districts</td>
<td>0%</td>
<td>64%</td>
<td>32%</td>
<td>5%</td>
</tr>
<tr>
<td>Ensures continual assessment of the success of programs and services for those who use them</td>
<td>0%</td>
<td>50%</td>
<td>45%</td>
<td>5%</td>
</tr>
<tr>
<td>Effectively monitors agency financial resources and creates sustainable budgets</td>
<td>0%</td>
<td>50%</td>
<td>45%</td>
<td>5%</td>
</tr>
<tr>
<td>Ensures adequate financing including grants, contracts, and other funding opportunities</td>
<td>0%</td>
<td>55%</td>
<td>41%</td>
<td>5%</td>
</tr>
<tr>
<td>Description</td>
<td>0%</td>
<td>55%</td>
<td>41%</td>
<td>5%</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-----</td>
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<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>Demonstrates sound professional judgment in planning, implementing, and monitoring educational programs and services</td>
<td>0%</td>
<td>36%</td>
<td>64%</td>
<td>0%</td>
</tr>
<tr>
<td>Demonstrates understanding of programs, facilities, and resources</td>
<td>5%</td>
<td>45%</td>
<td>50%</td>
<td>0%</td>
</tr>
<tr>
<td>Communicates clearly and effectively with staff, Board and Steering Committee members, and others, making comprehensible presentations, sharing information, and giving recommendations with rationale, if appropriate, and engaging in careful listening</td>
<td>5%</td>
<td>45%</td>
<td>36%</td>
<td>14%</td>
</tr>
<tr>
<td>Hires qualified staff, provides respectful employee supervision, and encourages an organizational climate that is inspirational, collegial and collaborative</td>
<td>0%</td>
<td>59%</td>
<td>41%</td>
<td>0%</td>
</tr>
<tr>
<td>Effectively interprets and executes the intent of Board decisions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Management and Operations Comments:

- Bill does a great job in all areas of communication. I would recommend that he speak a bit slower when addressing a large audience, he can sometimes speak quickly.
- Bill appears to be making progress in his communications with faculty and staff.
There was sufficient ratings in the 360 evaluation with regards to some of these traits. It appears it may be too soon or still with the reorganization for all staff to see benefits.

I think there is still room for improvement in communication across the agency. There still appears to be some occasions where miscommunication happens, or even there isn’t knowledge from one dept to another. There has been improvement in the climate, but again, room for more growth in this area.

I agree with the superintendent comment that the materials about the collaborative (perhaps especially the annual report) seem too glossy. They look very professional, but it gives the impression that the Collaborative is spending money on promoting itself rather than on keeping programs affordable for districts. Bill clearly has a deep respect for his staff and often highlights their accomplishments.

Bill is very good to work with. I find him to be trustworthy and a person of integrity. I think he does a great job.

[1] One rating each of “Needs Improvement” in “Communicates clearly and effectively with staff, Board and Steering Committee members, and others, making comprehensible presentations, sharing information, and giving recommendations with rationale, if appropriate, and engaging in careful listening” and “Hires qualified staff, provides respectful employee supervision, and encourages an organizational climate that is inspirational, collegial and collaborative.”
Call to Order

Dan Hayes called the meeting to order at 5:02PM.

HIRES & SEPARATIONS (VOTE REQUIRED)

A copy of the new hires and separations for 6/16/18 through 8/2/18 was provided to all members. Members reviewed the list with Bill who provided further explanation about the number of separation and hires (and rehires) that occur at the end of school year, beginning of summer, and the beginning of the school year.

Dan shared information in regards to some small businesses and nonprofits being fined when employees participate in medicaid funded healthcare programs. Bill will investigate further but does not believe it is an issue for CES.

Cathy questioned if any of the separations might be grieved or will end up being any concern of the Board of Directors. Bill did not anticipate any grievances coming to the Board. Bill also reviewed with Board members the evaluation process with teachers.

Cathy Englehardt moved that the Board of Directors approve the hires & separations for 6/16/18 through 8/2/18. Mike Knapp seconded the motion. All members voted in favor and the motion passed.

Highlights of August 17, 2018 District Strategy Meeting: Meeting Member Districts Needs + discussion of how to incorporate in the September Board meeting

On August 17, 2018 CES hosted a “district summit” which was well attended by various members of leadership from member districts (superintendents, business managers, special education directors, and CES board members). Bill shared documents with the board members which included a list of those who attended, the agenda, as well as the notes taken at the event.

Mike was also in attendance at the summit and shared his positive feedback about the event. He felt like it was a good use of his afternoon.

Bill and the Executive Committee agreed that it would be a good next step for CES to use the information to create proposals, and then review those proposals with the full Board in the future. During the September board meeting, Bill will share the information gathered from the summit.
NEW BUSINESS AND TOPICS OF INTEREST

Cathy requested that CES send out the the ScreenAgers Movie viewing invitation to the board. The event is unfortunately the same night as the September board meeting, but she hopes members will share with their districts. Allison will make sure it is sent out to the members of the board via email.

Don recommended another movie called “How hard can it be?” – about brain trauma and dyslexia.

Cathy requested that CES gather the teacher contract information from around districts for board members as they prepare to go into contract negotiations. Bill will follow up on this.

Mike shared that at the MASC Summer Institute he participated in a session on Restorative Practices. He recommended that CES get involved in this. Bill noted that CES does have some internal resources and will look at doing more of this.

Cathy asked if CES hosts any trainings for brand new school committee members. Bill noted this typically happens annually in December.

Cathy reminded Bill to include the elections for September meeting (Chair, Vice Chair, etc)

ADJOURNMENT

Moved: Mike Knapp

Seconded: Cathy Englehardt

ALL IN FAVOR

Meeting adjourned at 5:50PM
## HIRES

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Date HIRED</th>
<th>Program</th>
<th>Position</th>
<th>Part-time or Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appy</td>
<td>Christian</td>
<td>7/11/2018</td>
<td>Prof Dev</td>
<td>Instructor</td>
<td>Part-Time</td>
</tr>
<tr>
<td>Elliot</td>
<td>Streeter</td>
<td>8/2/2018</td>
<td>21st CCLC</td>
<td>Activity Leader</td>
<td>Part-Time</td>
</tr>
<tr>
<td>Andreoli</td>
<td>Johanna</td>
<td>8/6/2018</td>
<td>Early Childhood</td>
<td>Family Center Coordinator</td>
<td>Part-Time/Benefit Eligible</td>
</tr>
<tr>
<td>Arel</td>
<td>Ena</td>
<td>8/17/2018</td>
<td>Prof Dev</td>
<td>Instructor</td>
<td>Part-Time</td>
</tr>
<tr>
<td>Ball</td>
<td>Karla</td>
<td>8/20/2018</td>
<td>SPED</td>
<td>Administrative Assistant</td>
<td>Full-Time</td>
</tr>
<tr>
<td>Patricelli</td>
<td>Samantha</td>
<td>8/27/2018</td>
<td>SPED</td>
<td>Paraprofessional</td>
<td>Full-Time</td>
</tr>
<tr>
<td>Donnelly</td>
<td>Gail</td>
<td>8/27/2018</td>
<td>SPED</td>
<td>Paraprofessional</td>
<td>Full-Time</td>
</tr>
<tr>
<td>Thomas</td>
<td>Kaitlyn</td>
<td>8/27/2018</td>
<td>SPED</td>
<td>Assistant Teacher</td>
<td>Full-Time</td>
</tr>
<tr>
<td>Trottier</td>
<td>Nicole</td>
<td>8/27/2018</td>
<td>SPED</td>
<td>Paraprofessional</td>
<td>Full-Time</td>
</tr>
<tr>
<td>MacNayr</td>
<td>Emmilyn</td>
<td>8/27/2018</td>
<td>SPED</td>
<td>Paraprofessional</td>
<td>Full-Time</td>
</tr>
<tr>
<td>Cebula</td>
<td>Beth</td>
<td>8/29/2018</td>
<td>SPED</td>
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*Full-time: 35+ hrs/wk  
Part-time: 20-34 hrs/wk
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<td>DYS</td>
<td>TEACHER</td>
<td></td>
</tr>
<tr>
<td>VINOVARIA, SUSAN</td>
<td>8/29/2018</td>
<td>DYS</td>
<td>TEACHING COORDINATOR</td>
<td></td>
</tr>
<tr>
<td>BRUSH, MARRIE</td>
<td>8/22/2018</td>
<td>SEIS</td>
<td>FACULTOR</td>
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<tr>
<td>FARMER, CARLIN</td>
<td>8/23/2018</td>
<td>DYS</td>
<td>ADMIN SUPPORT</td>
<td></td>
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<tr>
<td>HEFFER, CAULINE</td>
<td>8/8/2018</td>
<td>DYS</td>
<td>ADMIN SUPPORT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Start Date</td>
<td>End Date</td>
<td>Status</td>
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</tr>
<tr>
<td>MCGHEE, MARCUS</td>
<td>DYS Teacher</td>
<td>8/17/2018</td>
<td></td>
<td>FULL-TIME</td>
</tr>
<tr>
<td>HUBUAER, SHAWN</td>
<td>DYS Teacher</td>
<td>8/17/2018</td>
<td></td>
<td>FULL-TIME</td>
</tr>
<tr>
<td>HELDDON, BRITTANY</td>
<td>DYS Teacher</td>
<td>8/17/2018</td>
<td></td>
<td>FULL-TIME</td>
</tr>
<tr>
<td>HEISE, STEVEN</td>
<td>TEACHER</td>
<td>8/17/2018</td>
<td></td>
<td>FULL-TIME</td>
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<tr>
<td>GRAFAM, BROOKS</td>
<td>TEACHER</td>
<td>8/17/2018</td>
<td></td>
<td>FULL-TIME</td>
</tr>
<tr>
<td>HELDDON, BRITTANY</td>
<td>DYS Teacher</td>
<td>8/17/2018</td>
<td></td>
<td>FULL-TIME</td>
</tr>
<tr>
<td>MCGHEE, MARCUS</td>
<td>DYS Teacher</td>
<td>8/17/2018</td>
<td></td>
<td>FULL-TIME</td>
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<tr>
<td>Action</td>
<td>When?</td>
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<tr>
<td>1. ED develops professional SMART goals for year, including outline of artifacts and evidence</td>
<td>Summer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Executive Director goals</strong> brought to Board <strong>(for Board approval)</strong></td>
<td>September Board mtg</td>
<td></td>
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<tr>
<td>3. Board selects an Executive Director <strong>Evaluation Committee</strong> to guide the process and to develop evaluation questions</td>
<td></td>
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<tr>
<td>4. Executive Director provides <strong>update on progress</strong> towards goals</td>
<td>January 30 Board mtg.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. <strong>360 review of Executive Director</strong> completed by CES leadership <strong>(anonymous).</strong></td>
<td>By March 8</td>
<td></td>
<td></td>
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<tr>
<td>6. Evaluation Committee <strong>develops evaluation questions</strong> for Board approval</td>
<td>By March 10</td>
<td></td>
<td></td>
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<tr>
<td>7. Executive Director <strong>presents artifacts and evidence for the annual goals</strong> to the Board (this includes the results of the 360 review)</td>
<td>March 27 Board meeting</td>
<td></td>
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<tr>
<td>8. <strong>Superintendents complete survey (online)</strong></td>
<td>By April 5</td>
<td></td>
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<tr>
<td>9. Board members get <strong>results from the Superintendent survey.</strong></td>
<td>By April 19</td>
<td></td>
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</tr>
</tbody>
</table>
| 10. Board members individually complete an evaluation of the Executive Director **(online).**  
This is based on the information presented at the March Board meeting (360 Review and Evidence and Artifacts) and the Superintendent survey | By May 10                      |
| 11. **Survey results compiled and sent to ED Evaluation Committee;** | By May 15                      |
| 12. ED Evaluation Committee meets, review all evidence, and **prepares findings and recommendations.** | By May 23                      |
| 13. ED Evaluation Committee presents findings and recommendations in an open public meeting **(for Board approval)** | May 29 Board meeting           |
| 14. Board Chair recommends any changes in current contract and compensation package **(for Board approval)** | June 26 Board meeting          |
EXECUTIVE DIRECTOR’S GOALS
FOR EDUCATOR EVALUATION -- 2018-2019
PRESENTED TO THE BOARD OF DIRECTORS, September, 2018

# 1 - Professional Practice (Superintendent Evaluation Goal 1)

During 2018-2019, I will increase my knowledge and skills in my professional practice and successful management of the Collaborative through:

1. Furtheing of job-related knowledge and skill development through participation in targeted professional development including:
   - Legal Seminars on educational issues;
   - Conferences and workshops sponsored by DESE, MASS, MASC, Massachusetts Organization of Educational Collaboratives and the national Association of Education Service Agencies;
   - Consultancy Groups with other superintendents facilitated as follow-ups to New Superintendent Induction Program (NSIP); and
   - Internal CES trainings on new technology tools and applications.

2. Participating in targeted training in at least one professional development workshop or course specifically aimed at improving one of the “Areas for Development” as identified last year as an area of growth.

3. Participating in leadership coaching of the Cabinet and of myself provided by Watershed Coaching (Kerry Secrest).

4. Participating in local, state and national organizations, to gain professional knowledge, to build connections for CES and to further the work of CES.

#2 - Instructional Leadership / Student Learning #1 (Superintendent Evaluation Goal 2)

During 2018-2019, I will provide leadership that will impact instruction and student learning in our direct-service programs through:

1. Ensuring the alignment of curriculum and instruction with the MA standards and with effective practices.

2. Ensuring the expansion of the use of student progress and achievement data to inform instruction and monitor individual progress within our direct service programs (HEC Academy, North Berkshire Academy, Mt. Tom, Afterschool Programs, DYS, and SEIS).
3. Ensuring that educator evaluation is being completed, analyzed, and used for improvement for Special Education, DYS, SEIS, and other fulltime educators by supporting and holding accountable my administrators of direct service programs.

4. Ensuring SMART goal setting, aligned with the MA Educator Evaluation System, by the administrators of the direct service programs and the evaluation of SMART goal attainment for the purposes of improvement.

#3 - Instructional Leadership / Student Learning #2 (Superintendent Evaluation Goal 2)

During 2018-2019, I will support instructional leadership and student learning in our member districts by:

1. Expanding the professional development, consulting, and other assistance to our member districts in the areas of trauma-informed practices, inclusive practices, personalized learning, use of technology, working with vulnerable youth, transition planning and other topics as identified by member districts or partners

2. Personally providing: a) leadership facilitation to one member district through a leadership retreat and on-going support; b) design-team facilitation to one member school for a school re-design initiative; and c) instructional or leadership support to a third member district.

#4 - District Improvement #1 – Meet Member District Needs (Strategic Goal #1)/ Promote CES programs and services

During 2018-2019, I will institute processes to ensure better communication with member districts and increased responsiveness to district needs. This will include:

1. Continuing focus on collecting needs-assessment data through surveys, interviews, focus groups and district summits.

2. Continuing to dedicate time and emphasis on playing a liaison role to member districts in order to ensure greater coordination of services within CES and greater knowledge of and responsiveness to school district needs;

3. Developing / supporting processes at CES to move forward on opportunities for new programs and services for our member districts;

4. Continuing regular meetings with superintendents as well as job-alike meetings and PLCs; in addition, the development of a robust process to collect and share across CES information about district needs gleaned at these meetings.

5. Continuing to focus on clear, consistent communication about CES services and how they can assist districts in meeting current challenges and preparing for emerging trends.

6. Continuing to take a leadership role, to the extent permitted by applicable law, in identifying and advocating for issues and opportunities pertinent to our member districts.
# 5 - District Improvement #2 - Management and Operations / Improve the operations of the agency:

**During 2018-2019** I will lead CES in implementing key enhancements to make CES more efficient, effective, inclusive and collaborative. This includes:

1. Continuing, evaluating, and improving the re-organization of CES to a structure that allows for greater collaboration and synergy of efforts, and minimizes duplication of functions. Goals include making CES more effective, responsive, collaborative, inclusive, innovative and with a diverse and empowered staff.

2. Continuing or completing implementation of a) a customer-relations management (CRM) system to collect and share key data across the agency to increase efficiencies and better meet funder requirements; b) Infinite Visions (a shared enterprise system) to increase accuracy, efficiency, cost-effectiveness, and timeliness of human resources, fiscal, and business office functions; c) Applicant tracking to improve recruiting and hiring efficiencies; and d) the first stage of an electronic time and attendance system.

3. Continuing implementation of a strategic plan to infuse more social justice and equity principles and practices in the agency.
SUMMARY of District Summit

August 17th, 2018

This meeting brought together a group of local district leaders in different roles to explore some of the challenges facing our districts and schools in the region that surfaced this spring. The event was designed to review the list of priority areas of need that we had identified; add to and clarify the priority areas; and generate potential solutions (such as ideas for programs and services) in those areas. We were happy to be able to convene 21 attendees from multiple districts, including superintendents, principals, special education directors, curriculum directors, and business managers.

Below, you will find a list of the key solutions and ideas proposed by the four topic specific tables at the Summit. In each group, the title is linked to a google document containing the detail about that group’s discussion (notes), along with a list of the table members.

Those ideas for solutions featured in **bold** are the ideas identified by the whole group as having the most promise for project work.

**Prioritized Solutions from Brainstorming:**

**Group 1 Educator development**
- Sustainability: Programs to train in-district coaches- utilize teachers’ strengths, add a coaching role for them, and they can support teachers in district.
- Buy in and engagement: Rolling out new concepts to Instructional Leadership Team level first and they roll out to peers (less top down)
- **Measurable goals:** PD that works with a cohort of teachers tracking evidence along the way, structured cohort over time
- Empower teachers: PD for teachers to become active drivers in their evaluation and professional development / give teachers the tools to articulate and advocate for what they need

**Group 2 Special education**
- **Staffing**
  - Superintendents informing colleagues of needs
  - developing lab opportunities
  - graduate programs and licensing needs
  - go a different route like a provisional license and then Special Education
  - Better information flow. No strong pipeline for new special ed teachers (licensed)
- Regional bus company Share $$$
- Share specialized programs (CES)
Short term placements (transitions) differences between them, new programs for these varied scenarios

Work together across regular and vocational-technical districts as partners to create more vocational programs so districts can serve special education students in their general ed schools with career education and specialized classes

Group 3 **Declining enrollments impact on budget**
- New methods for funding
- Teacher development
- **Create community engagement and develop relationships**
  - more positive contact with the community to decrease bias against schools and district budget challenges
  - Find new ways to showcase to the community what we are doing well.
  - Host small scale non-competitive cross community conversations/events

Group 4 **Student trauma and mental health**
- Embrace universal design
- Embrace the bigger picture, think outside the box
- Restorative practices
- A therapy team would be ideal to have in a school
- Trauma informed practices and training are needed
- Supporting the teachers in handling these situations and their own anxiety around this
- Mindfulness protocols should be implemented in the classroom

Some additional themes that were provided in the feedback

Community engagement seems to be a theme - how do we get the community in the schools and the schools in the community? Towns compete for resources and don’t see a win win in collaborating

Staffing and training high quality Special Education teachers, and also other professionals.

Teacher driven PD: What do they want to see? How does it present a solution? How do we get the teacher to bring data and outcomes to what they want to see? How to articulate and explain why they want to do what they want to do, to others and what impact it has on student achievement. How you can engage and make allies of others like business managers to get them as champions.

Career-Vocational-Technical education (CVTE)- General ed schools are now competing with CVTE (vocational) schools. They are pressed to provide other than college bound pathways.

Funding structures, schedules, community engagement and relationships make developing programs and solutions across multiple districts much more difficult.
EXECUTIVE DIRECTOR’S REPORT TO THE BOARD OF DIRECTORS
September 26, 2018

Dear CES Board Members:

Welcome to the first CES Board of Directors meeting for 2018-2019. We had a very busy summer at CES, as evidenced by the Interim report I sent towards the end of August. A copy of that report is also included in your packet for your reference.

Over the last month, we started the new school year at many programs across our member districts, including:

- Special Education programs (HEC Academy, North Berkshires Academy);
- Alternative education (Mt. Tom Academy);
- Early Childhood/parent centers and programs, as well as several professional development initiatives;
- Afterschool programs, including 4 new Exemplary programs and a brand new program in Ware;
- Youth pathways (Connecting Activities and STEM internships);

We also launched Professional Development opportunities, including:

- Professional development open enrollment workshops
- Site-based professional development or coaching,
- Educator Licensure courses
- Professional Learning Communities.
- New Civics network
- New on-line self-paced courses
- Reading Recovery training and support
- Institutes sponsored by state or federal grants

Across the state, we also opened the school year at Department of Youth Services education programs and at Special Education in Institutional Settings sites. As a critical part of launching the school year, CES provided orientation and extensive professional development, at the end of August and the first week in September, to our many educators in these settings.

We also launched this year’s Cooperative Purchasing program and expanded our work in Web Development and in Accessibility Audits.

I am truly honored to work with so many people who are undauntedly determined to make positive impacts on all the lives they touch. I look forward to a productive year ahead!

On this and the following pages are a few highlights of CES’s recent work (see also the Summer Interim Report). The highlights are arranged according to our strategic goals.
STRATEGIC GOAL 1: MEETING MEMBER DISTRICT NEEDS by collaborating to build needed strength and capacity based upon recognition of current and upcoming demands and trends in education.

SELECTED / REPRESENTATIVE ACTIVITIES

- Over 40 professional development open enrollment workshops and courses are planned for the year, and have been publicized through email, flyers, and on our website. Among the topic areas addressed are Early Childhood, English Language Learners, Effective Teaching, History and Social Studies, Impact of Poverty, Math, Reading and Literacy, Social Emotional Learning including trauma-informed practices, Social Justice and Equity; Special Education; Technology / Google Apps. These workshops primarily serve educators in our member districts. The first courses start on October 4 and run through June 2019.

- Site-based professional development, involving 51 contracts (to date), will be delivered; this work is currently scheduled with Amherst-Pelham, Belchertown, Easthampton, Erving, Frontier Regional, Gill-Montague, Greenfield, Hampshire Regional, Mohawk Trail Regional, Rowe, and Ware. We also have contracts with 4 Berkshires districts, 6 Hampden or Worcester districts, and 8 charters or private schools.

- Attorney Tate’s presentation on Legal Issues for Schools is scheduled for November 14.

- Albert Mussad, with Professional Services, is working with Belchertown and Amherst on Strategic Planning initiatives.

- Casey Daigle, with Professional Services, is working with the following districts on yearlong technology integration initiatives: Worcester Public Schools (year 2), Belchertown Public Schools (year 3) and Central Berkshire Regional School District (year 1).

- Sharon Jones, Laurel Peltier, Jodi Drury and Casey Daigle all led back-to-school PD at: Ware, Erving Elementary, Mohawk Trail, Central Berkshire and St Mary’s Elementary in Westfield.

- Safire DeJong, with Professional Services, is assisting the Hadley Public Schools implement their NoVo Foundation grant on Social Emotional Learning.

- Safire DeJong will also continue her work with the Easthampton Public Schools Task Force Workgroup. She will also be working on initiatives on social justice and equity and on culturally responsive practices with Greenfield, Belchertown, Hampshire Regional, Hartsbrook School, and the Marlboro Elementary School.

- The Professional Services and Development departments have spent a great deal of time this summer/fall coordinating the Title III grant. Twenty-one districts are part of the Consortium, with a total of 638 ELs. Significant changes have been made by DESE to how the funds can be spent and the allocation of funds process. Albert Mussad had the Kick-Off meeting with Title III District Liaisons on 9/13/18.

- The Franklin and Hampshire County Superintendents began their monthly convenings, organized and facilitated by CES in September. In addition, the
Connecticut Valley Superintendents Roundtable (CVSR), also organized by CES, held its first meeting on September 7th; CVSR includes all the superintendents in Franklin, Hampshire, and Hampden Counties.

- We began the job-alike groups for principals, technology directors, business managers, Special Education directors and curriculum directors.

- Our Early Childhood Department is holding multiple workshops in several locations in our region, with our first offering being October 2nd and 9th on “Curriculum Modifications: An Introduction.” This year we are offering 9 professional development topics, and presenting each twice. The list of topics is:
  - Having Difficult Conversations with Parents
  - Identifying and Supporting Children with Special Needs in Your Program
  - Curriculum Modifications: An Introduction
  - Sensory Motor Development in Young Children
  - Spineless Wonders and STEM
  - STEM and Learning Outdoors
  - Strategies for Addressing Delayed Communication Development in Young Children
  - Understanding and Addressing Young Children’s Challenging Behaviors
  - ONLINE - Introductory Course on the MA Standards for Pre-K and K Social and Emotional Learning (SEL) and Approaches to Play and Learning (APL)

- Our Moving Opportunities Forward group (Terry Senio, Kathy Levesque and Barbara Siegel) have been following up on ideas and recommendations that were generated at the August 17 “District Strategic Convening” on August 17 (described in the August report to the Board). The work will continue as the ideas are processed and smaller teams will move forward to co-design initiatives with our district partners.

- CES staff met with a group of member district Food Service Managers on September 13th, to discuss a potential shared service for Food Service Financial, Recordkeeping, and Compliance Management. Members were very positive in their response to the potential service, and we’ll be fielding a survey to a broader group soon.

- In our Alternative Youth Services area:
  - We completed this year’s STEM Paid Internship Program. We originally hoped for 18-20 placements. We succeeded in finding and negotiating 33 placements. In the end, there were 30 students placed for most of the summer. The feedback from internship supervisors, mentors, and students was unequivocally positive. There was not a single negative review by any placement that hosted a student.
  - The STEM program is considered one of the strongest of this kind of program in the state. With the support of UMass and the Massachusetts Life Sciences Center summer paid internship program, our STEM Paid Internship program was able to place 18 students at UMass (they were the single highest employer through the program in the state), for a total of over $42,000 in wages to just those 18 students. Students interned in labs ranging from polymer science to biophysics to biology and conservation. Twelve other students were placed in the community in locations ranging from an advanced aluminum foundry to a public works water engineering department, to a high-tech millwork, and elsewhere. Students were also paid at these sites. Overall, students earned well above a total of $75,000 for their internships.
o The quality of this effort by all partners (guidance, local high schools, students, site supervisors and mentors, etc.) resulted in a Year 2 award. The award will pay for CES staff time to replicate the program. Preliminary goals at this point include the following:

- increase participation by females from 60% to 85% or more
- increase all other underserved categories
- increase placements in Franklin County to at least 20 slots
- increase placements to 50+

- Our Healthy Families and Communities Department, which includes the Hampshire County Strategic Planning Initiative for Families and Youth (SPIFFY) Coalition, has continued a range of activities in September. Among those activities:

  o Partnered with Grow Food Northampton to launch a Mobile Farmers Market pilot at two subsidized housing sites in Northampton (Hampshire Heights and Meadowbook Apartments). The Market, which is stocked with discount locally-grown produce, arrives once weekly to each of these complexes for 10 weeks and will wrap up by the end of September. Initial data indicate a strong level of interest from residents in purchasing produce and signing up for farm-shares.

  o Go on Green! messaging installed within the Cooley Dickinson Hospital cafeteria to encourage the purchase of healthier options.

  o Social marketing messages installed at Big Y locations in Amherst and Northampton to encourage the purchase of healthier options.

  o Educated Town of Goshen residents and Select Board members about the importance of Complete Streets, which is a way of designing streetscapes to accommodate walkers, bikers and wheelchair users. The Town subsequently passed a Complete Streets Policy.

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**STRATEGIC GOAL 2: FOSTERING THE SUCCESS OF CHILDREN, YOUTH AND FAMILIES, WITH A FOCUS ON THOSE PLACED AT RISK** – by providing educational programs, policies and practices that foster the success of families, youth and children.

**SELECTED/REPRESENTATIVE ACTIVITIES – Special Education**

<table>
<thead>
<tr>
<th>SPECIAL EDUCATION PROGRAM ENROLLMENT DATA: September 26, 2018</th>
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<tbody>
<tr>
<td>HEC Academy = (36)</td>
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<tr>
<td>COUNTY</td>
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<tr>
<td>Hampshire = (19) students (MEMBER DISTRICT)</td>
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<td>Town</td>
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<tr>
<td>Franklin (7.5)</td>
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<tr>
<td>Hampshire Regional</td>
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<td>Hatfield</td>
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<td>Northampton</td>
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<td>South Hadley</td>
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<td>Ware</td>
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<td>Belchertown</td>
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<td>Easthampton</td>
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<td>Granby</td>
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<td>Hadley</td>
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<td>Hampshire Regional</td>
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<td>Northampton</td>
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<td>South Hadley</td>
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<td>Ware</td>
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<td>Franklin (7.5)</td>
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<td>Ware</td>
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<tr>
<td>Berkshire (1)</td>
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<td>Lenox</td>
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<td>Hampden (7.5)</td>
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<td>Agawam</td>
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<td>East Longmeadow</td>
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<tr>
<td>Holyoke</td>
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<td>Monson</td>
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<tr>
<td>Springfield</td>
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<tr>
<td>Westfield</td>
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<tr>
<td>Worcester (1)</td>
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<td>Athol</td>
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**UPDATES:**

- A very exciting year for the Academy—we’re starting **FULLY ENROLLED** with 36 students!
- We are in the process of finalizing a partnership with the UMass Psychological Services Center (PSC) and the UMass School Psychology Department:
  - We will have a team of up to four 3rd and 4th year doctoral students who will be providing the Academy with our needed 3 year re-evaluations/psycho-educational testing
  - The doctoral students will consult with Academy administration, LD Specialist, and special educators during this process
  - The doctoral students will be supervised by a psychologist from UMass, and will conduct all necessary testing, and present report findings at our students’ team meetings
  - This partnership will provide a mutually beneficial opportunity that allows the Academy’s testing needs to be met, while also increasing the expertise and training of upcoming school psychologists (who may then subsequently be available to fill needed school psych gaps for our districts).
- We have five interns this year, which is an increase of two from last year—this will allow us fuller clinical coverage and to buttress our initiative towards data-driven decision making.
• Jonathan Brody established a partnership with a Sex Educator from Holyoke Health, Laura Banks. Through an external grant funding opportunity through the community health center where she works, Laura will meet with our students 1x/week to provide Health & Sexual Education from an evidence-based curriculum entitled Making Proud Choices.

• We will be contracting with Futures to provide speech and language services to our HEC Academy students

• We have a number of new staff members at the Academy, including one teacher and four paraprofessionals.

• In the CCATT Center, we have welcomed Maggie Wurm as a new Assistant AT Specialist, who will be working with us part-time and mentoring with Jeanne and Erin

• The second (renewal) year of the Assistive Technology Institute (Assistive Technology: From Access to Success in the Classroom) starts on October 10th, and we expect the course to be fully enrolled with 15 teams of two educators. The course will be taught by Erin Maceachen and Jeanne Tuthill from CES; Sara Lowe (from New Hampshire Public Schools) is also an AT specialist and SLP, as well as former CES employee, and she will be joining the course as a guest instructor

North Berkshire Academy

• NBA staff had a wonderful 4 days doing some orientation in Northampton and then two solid days at NBA learning about high quality instructional design, social emotional learning, differentiation, gradual release, types of questions high and low, trauma, UbD lesson planning, and building positive and professional relationships with paras and assistants. We have brought on new staff for this school year

• We will be starting the new year with 9 wonderful students: one from Central Berkshire; two from Clarksburg; one from Adams/Cheshire; and five from North Adams

• Due to construction, NBA had to relocate for about six weeks. The move was just completed.

• Families were surveyed and uniformly gave NBA positive reviews. One parent said, "NBA staff are very caring and understanding. They are always there to explain or help with the issues we face."

SELECTED/REPRESENTATIVE ACTIVITIES – Mount Tom

Mount Tom Academy, located at Holyoke Community College, had a promising start for the new year. An orientation for students and their parents / caregivers was held on August 29, with all families in attendance.

<table>
<thead>
<tr>
<th>MT. TOM ENROLLMENT DATA: September 26, 2018</th>
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<tbody>
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<td>Total Student Enrollment = 12</td>
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<tr>
<td>COUNTY</td>
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<td>-----------------</td>
</tr>
<tr>
<td>Hampshire = (5) students (MEMBER DISTRICTS)</td>
</tr>
<tr>
<td>Hampshire Regional Belchertown South Hadley Ware</td>
</tr>
<tr>
<td>Franklin = (2) students (MEMBER DISTRICTS)</td>
</tr>
<tr>
<td>Ralph C. Mahar</td>
</tr>
<tr>
<td>Hampden = (5) student</td>
</tr>
<tr>
<td>East Longmeadow West Springfield</td>
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</tbody>
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**SELECTED/REPRESENTATIVE ACTIVITIES – Early Childhood**

**Growing Gratitude and Generosity (G3):** G3 now has a great logo and web page thanks to the talented members of the CES Communications Team. Our Steering Committee recruitment was slow over the summer when so many potential members were not working or away, but we made progress in late August and have scheduled our first official meeting in September. We have a librarians' survey ready to go out to Children's and School Librarians in Hampshire and Franklin counties to assist us in selecting the books for our Common Reads. There continues to be significant work assignments from our funder, the Greater Good Science Center (GGSC) of Berkeley, designed to lay the groundwork for a successful program evaluation. We participate in monthly remote check-in meetings with our GGSC liaison and with Dr. Richard Lerner, our Program Advisor. Dr. Lerner has helped us connect with a national expert in gratitude studies, Dr. Giacomo Bono, who has expressed enthusiasm for our program and interest in collaborating.

**Training & Technical Assistance on Developmental Screening to Support QRIS Improvement:** The 2019 RFR (Request for Response) for early childhood programs to apply for services through this grant should be available soon on CommBuys, the Commonwealth of Massachusetts service request system. The Massachusetts Department of Early Education and Care anticipates that up to 200 programs will be awarded the grant. We have hired 8 new ASQ Specialists, who became certified trainers for the Ages and Stages Questionnaires by participating in the Training of Trainers on September 6, 7, and 8, and who also attended the ASQ Online seminar on September 10. The new ASQ Specialists bring a wealth of knowledge and experience working with children, programs, and families.

The number of child screenings that current participating programs are entering online has increased steadily since the start of the grant in March, and has had a significant increase in the last month. This is due to many programs waiting for the fall to launch their screening programs. The ASQ Team will be working this month to formulate groups of Cohort One grantees that are ready for “Next Steps” in their implementation of screening. The Next Steps Technical Assistance will consist of two 2-hour small group sessions, and 2 hours of one-on-one technical assistance.

We are close to finalizing our data-tracking system, and excited to roll it out to our ASQ Specialists. The specialists will be able to record their technical assistance (TA) work with each program electronically, and the system will generate an opportunity for the program to enter
feedback electronically. This will help the team track the hours of TA and how the programs’ needs are being met.

We are also planning our **Assessment for Responsive Teaching** courses. We will be providing three courses throughout the year in three different regions of the state, as well site-based per requests.

**Coordinated Family and Community Engagement (CFCE):**
- We recently hired a new CFCE Coordinator, Marlene DeJesus. Marlene comes with passion and commitment for early childhood and supporting families. She has a strong set of skills, knowledge and experience to benefit our CFCE programming and our department that includes early childhood support to families, social-emotional learning, supervision, project management, grant preparation, a warm smile and a positive spirit!! Marlene’s first day was Monday 9/10.
- Our programming sites are starting their school year hours. Most of them start in September, with one or two starting in October.
- Ware had their 3rd Annual Ware Jr Car Show, to much success. Children zoom around in their small battery-operated cars. This event is supported by a few dads who help organize the event and repair battery operated cars for free to ensure there are enough cars available.
- Belchertown Family Center began sharing their space with Pioneer Valley Community Action to support their WIC and Healthy Families programming.
- We are also providing a playgroup at the Amherst Food Pantry every Wednesday from 1-2.
- This year, our playgroup for Spanish speaking families is continuing in Southpoint Apartments, and we will host 2 community events on Positive Solutions for Families in Spanish during FY19.

**Strong Foundations for Young Children (SFYC)**
- The new SFYC model is working well. We have served a total of 11 families throughout Hampshire county.
- We currently are serving 6 children and families through SFYC.
- We have closed four cases in SFYC this month and successfully helped children transition into school programs (typically with an IEP in place or in process)

**Early Childhood Mental Health (ECMH)**
- We are in the process of amending the ECMH budget due to a legislative increase in funds for the grant. There will be a substantial increase in hours for clinicians to serve children and educators more quickly. We are hoping to hire between 1 and 2 new clinicians. The additional funding will also allow us to provide much needed free professional development to early educators.
- 1 case closed in September
- 16 families are currently open and receiving services
- We have three kids and three classrooms currently on the waitlist.

**Pyramid Model Work**
- We are subcontractors with Vanderbilt University to do coaching with school regional school districts in the Pyramid Model which **addresses the social emotional learning and skill level of children/students, and their challenging behaviors.** We will be
coaching in Gardner (a continuation from last year) and Pittsfield. We are hoping more local school districts will consider this free opportunity to get support for their public preschools. Please contact Sarah Lusardi (slusardi@collaborative.org or 588 5567) or Desiree Lalbeharie-Josias (dlalbehariejosias@collaborative.org or 588 5561) if you are interested in these free consultation and PD services for your public school district preschools.

- We will also continue our Pyramid work as subcontractors through the Pyramid Model Consortium, on an EEC grant to do similar work in EEC licensed education and care programs this past year. That grant is currently out for bid and we are hoping to be able to participate in this project for FY19 as well.

Building Inclusive Community Teams
- We were recently awarded the FY19 contract for this initiative to improve and increase inclusion and inclusive best practices in early childhood and public preschools. We previously had the FY18 version of it.
- We are working out the logistics of our October 29th Conference, and registration is now open.

STRATEGIC GOAL 3: DEVELOPING EXEMPLARY EDUCATORS - through the delivery of high-quality and distinctive professional development.

SELECTED / REPRESENTATIVE ACTIVITIES (PLEASE ALSO SEE GOAL 1)

- CES will be the Western MA host for DESE’s regional meetings to keep Special Education directors informed of changes and updates in special education procedures. The three dates for these gatherings are October 26, 2018; January 18, 2019; and April 12, 2019.

- We have been carrying out an intensive program -- the Special Education Teacher Leaders’ Institute (SETLI) – through a DESE grant and with DESE’s full involvement and support for three years. SETLI is designed to develop Educational Team Leaders, IEP Chairs and other non-administrative leaders across the Commonwealth. Cohort 4 of SETLI is underway under the stellar leadership of Laurel Peltier and Sharon Jones.

- We continue to hold workshops and trainings as part of the LEAP initiative. LEAP stands for "Leading Educational Access Project, and CES developed the training and them trained 15 of our sister collaboratives. Albert Mussad, the outstanding leader of this initiative has even been asked to do LEAP training in other states.

- Casey Daigle, Angela Burke and Safire DeJong are working with the Massachusetts Personalized Learning Edtech (MAPLE) Consortium to support 80 educators from 4 urban districts and RC Mahar on a program to develop leadership for personalized learning.

- Laurel Peltier has developed a paraprofessional certificate program. We are piloting some elements of the curriculum at Southern Berkshire Regional School District. Please contact Laurel for more information on this exciting program.

- Rich Cairn will be leading the DESE Civic’s PD series for the Fall Semester. Rich and CES won the award for the 2019 Landmarks of American History and Culture teacher workshop sponsored by the National Endowment for the Humanities. Rich will also be presenting a number of courses sponsored by the Library of Congress - Teaching with Primary Sources grant.
In Licensure news:

- We are offering one section of the Full Teacher SEI Endorsement course in Northampton and the course is full (30 registrants).
- We are partnering with the Cape Cod Collaborative to offer 3 sections of the Full Teacher SEI Endorsement course.
- Since 7/1, we have five new Administrative Leadership program enrollees and 11 new Teacher program enrollees.
- Fall semester began last week for Teacher courses and this week for Administrative Leadership courses. We are offering 15 courses and workshops with over 160 registrants.
- Please check out our new CES Licensure Programs Facebook page. We are sharing a variety of content of interest to teachers and administrators - from tips and strategies in the classroom to highlights featuring CES Licensure instructors, we also use it to remind people of registration deadlines, etc.

ADDITIONAL SELECTED HIGHLIGHTS

Development - New Grants / Funding

- Awarded a Mental Health Awareness Grant by U.S. Health and Human Services under the Substance Abuse and Mental Health Services Administration (SAMSHA) grant program. This $175,000 award to support work by the CES Healthy Families and Communities department will be described in more detail in a press release to be issued with the participating programs.

- Awarded a one year competitive contract for Adjustments to SEI Endorsement for Vocational and Technical Teachers & Training for the Professional Services Department by MA DESE in the amount of $19,000. The CES Licensure Program is implementing this contract.

- Awarded by MA DESE ’s 21st CCLC program under the very competitive Supporting Additional Learning Time grant for a new after school program at the Stanley M. Koziol Elementary School in Ware for K-4th grade. $175,000 for one year.

- Awarded by 21st Century Community Learning Centers for Enhanced Programs for Students on an IEP to MA DESE. Awarded $16,000 for one year for Converse Middle School (Palmer) and for Philip G. Coburn Elem. (W. Springfield).

- Awarded by DESE for 21st Century CCLC continuation funds for after school programs at Greenfield High School, Easthampton High School, Amherst Regional Middle School, West Springfield High School, Memorial Elementary School, and Coburn Elementary School. $634,850 for one year.

- Awarded by MA EEC for Building Inclusive Communities to be implemented by the CES Early Childhood Department. Awarded $60,000 for one year to improve inclusion and expand the use of inclusive best practices in early childhood centers and in public preschools.
● Submitted application to Health New England under the Where Health Matters grant program: “Healthy Food Where You Live will impact the built environment and social environment, both of which play significant roles in determining people's ability to prevent and manage chronic disease...we propose to target the Hampshire County communities of Amherst, Easthampton, and Northampton to improve access to affordable, fresh, healthy food through the expansion of a mobile farmers market pilot project. We will utilize a community-driven program development model that will have a positive impact on the social environment by enhancing social connectivity, cohesion, and community ownership.” Requested $50,000 for one year. Award decision pending.

● Submitted a response for a Research and Evaluation Consulting pre-approved provider status to MA EEC on behalf of CES Research Evaluation and Early Childhood Departments. Approval would pre-qualify CES to compete for additional bids issued by EEC. Acceptance pending.

Research and Evaluation

- The Research and Evaluation team will be working again this year with the Commission on Safe and Supportive Schools to evaluate and inform improvements to the implementation of the Safe and Supportive Schools assessment framework.

- Evaluation work has begun with Smith College, Springfield Technical Community College, and the Springfield Public Schools on development and testing of an innovative STEM curriculum for middle schools. We will be working closely with a design team that includes teachers in the target schools. First step is a baseline assessment focus group scheduled for this month.

- Last month, R&E and Professional Development staff collaborated to facilitate planning sessions with a middle school leadership team on positive behavior and student engagement interventions (Illing Middle School, Manchester, CT)

- Safire DeJong and Kate Lytton worked with the Youth Equity Squad in the Manchester CT schools to discuss how to use data and storytelling to advance school improvements that promote equity. This work will continue with various teams in the district throughout the fall.

Communications Department

- The Communications Department is working on new marketing and outreach on behalf of two service areas of high need: Special Education Transition Assessments, and Website Development and Accessibility Auditing.

- The group is currently continuing work to create the content for a new DYS postsecondary program website, which will be used to house detail for both DYS staff and youth and their families, about how to access options for postsecondary education while involved with DYS. The website itself was designed and developed by CES web development specialists.

- Our Manager of Design and Publications recently completed work to design the annual report for the Massachusetts Organization of Educational Collaboratives (MOEC). Districts, schools, and organizations can contract with CES for high quality, cost effective design services by contacting klevesque@collaborative.org.
• Our **Web Development Specialists** are
  o providing continuous support for both Gill and Amherst while they get used to their new websites.
  o working on a large project for DYS, College and Career Readiness Motivational Interview (in addition to the work on the new DYS Postsecondary website).
  o working on continuous improvements to the CES Connect app with the new phone system.

**In Operations**

• Administration/Support Services established a centralized office supply ordering system and has been surveying support needs across the agency.
• The Finance Department has completed the auditor’s testing for compliance and audit preparations are underway. In addition, payroll setup for new school year has been completed.
• We completed some needed re-location of offices on the second floor at 97 Hawley Street
• We established a cross-agency Operations Barriers & Solutions Workgroup to continuously improve our operations.

I hope you find this selection of recent activities informative and helpful. Please feel free to call me if you have any questions or want further information about the activities outlined in this report.

Best regards,
I hope all of you are having / have had a wonderful summer. It’s been busy at CES and, since it’s a long stretch between our June 27, 2018 meeting and the first meeting of the new school year (September 27, 2018 in Greenfield), I’m sending an interim report on some of the summer highlights. In the following pages, you’ll find a number of important highlights of the work of the agency over the last six weeks. I wanted to start with some general organizational and Executive Director highlights.

**New Superintendents**

Over the last six weeks, I met with the four new superintendents of CES member districts: Allison LeClair (Easthampton); Darius Modestow (Frontier Regional); Aaron Osborne, (Hampshire Regional); and Jonathan Scagel (Pioneer Valley Regional). CES has 36 member districts and 19 superintendents, so these new leaders represent over 20% of the Superintendents and 33% of the school districts that are part of CES. Our meetings included an overview of CES and our programs and services; a more detailed discussion about the programs and services CES provided to each of the Superintendent’s district(s); a discussion of the Superintendent’s priorities for this year; and a discussion about ways CES can support the Superintendent and district.

**Exploring new services and programs to meet member districts’ needs**

The CES Cabinet set up a workgroup to take the ideas generated from my meetings during the spring and summer with most of the Superintendents, our surveys, PLCs, job-alike groups and other sources, and set up processes to move forward on good ideas and ways of better serving our districts. Called Moving Opportunities Forward (MOF), the workgroup is composed of Deputy Director Terry Senio, Director of Business Development Kathy Levesque and Director of Finance and Operations Barbara Siegel.

Of special note, through the excellent planning of the MOF workgroup, we hosted a “District Strategic Convening” on August 17. The purpose was to discuss district challenges in four areas, identify common ones, and identify potential solutions, programs, and resources that we might take on collaboratively. The four areas were: declining enrollments and funding; trauma and mental health; educator development; and Special Education. There were 21 participants, representing a mix of job roles from multiple districts, including superintendents, principals, special education directors, curriculum directors, and business managers. CES Board Executive Committee member Mike Knapp participated and brought a Board and School Committee perspective to the discussions. There will be more information at the September Board meeting.

**Reorganization**

We have completed the first year of our internal reorganization, with 47 of the 55 tasks in our work plan completed or ongoing. We are seeing some impact on our goals to make CES
more efficient, effective, collaborative, and sustainable, with a diverse and empowered staff. This is especially apparent in the area of cross-agency collaboration through a Leadership Council and Cross-Departmental group, both organized by Deputy Director Terry Senio, through our Social Justice and Equity Platform that is leading significant work for CES and with districts, and through specific workgroups, such as a Green Team.

Our Institutional Research team completed the year one evaluation of the re-organization activities. Gwynne Morrissey presented a summary of findings to the Cabinet in July. Key focal areas of the findings include addressing these challenges:
- Staff awareness of organizational changes
- Opportunities for cross-department collaboration
- Transparency and inclusion in organizational decision-making, and communication about decisions, policies, and practices
- Opportunities for leadership within CES

The Cabinet communicated with staff about these findings. CES leadership is now holding open forums to discuss the findings, address questions, and solicit input to inform further organizational improvements. As of this writing, three open forums have been held, with 23 staff members participating. Two more forums are scheduled.

Advocacy

Early in the summer, during the finalization of the FY20 state budget, and the introduction of numerous amendments, I was in touch with our area legislators – in person, by phone, and by email – to educate them about and advocate for the legislative priorities that CES, in consultation with our Superintendents, set for the year. These priorities included advocacy for Reading Recovery; support of legislation to strengthen the ability of collaboratives in Massachusetts to serve member districts; support of small and rural schools, including additional funding as recommended by the Rural Schools Coalition; additional support for regional transportation; the implementation and funding of the recommendations of the Foundation Budget Review Commission; an increase in the Circuit Breaker funding; regulations and fiscal reimbursements around charter schools; support for primary prevention and community-based youth health promotion; increased funding for Early Childhood Education and for EC Mental Health services; and completing the “final mile” broadband initiative.

In addition, our local legislative delegation is in a state of major change. I have been attending candidate forums and sharing information about CES with candidates. As the races take shape, I will try to meet with candidates before the election.

Outreach

- Several CES staff members met with Amelia Stone, Director of the Southern Vermont Collaborative, to discuss involving educators in her region with our PD offerings and exploring other potential collaboration.
- I continued to meet with key state and regional partners to further develop relationships and to share information about the effectiveness of, and our continued commitment to our shared work.
- I was re-appointed to serve as the Western Massachusetts representative and serve on the Executive Committee for the MA Organization of Educational Collaboratives (MOEC).
- I continued as the representative of all 26 collaboratives on the Safe and Supportive Schools Commission; I took part in intensive Commission work this summer and CES completed an excellent evaluation of the SaSS initiative (discussed later).
● With Heather Warner, from SPIFFY, I am on the United Way / Cooley Dickinson initiative for “Increasing Diversity in Non-Profit Boards.”

● I attended a 2-day retreat, sponsored by the Nellie Mae Education Foundation (NMEF), as an invited member on the Design Team for their MA Systems Transformation Initiative – an initiative that will use a systems-analysis approach to examine and develop collaborative efforts to enhance access and academic performance for all students and close achievement gaps. In that regard, I now also serve on the workgroup for Culturally Relevant and Innovative Learning Systems.

● CES is the fiscal agent, and Sarah Molloy and I serve on the Design Team, for the Barr Foundation-funded planning grant to work on a new model for the Turners Falls High School. As part of that, Principal Annie Leonard, Project Director Becky Mazel (from U-MA) and I attended a networking event for all the Barr grantees on August 17.

● In addition to excellent networking, these last two activities – along with our selection as an Equity-Focused TA Provider for NMEF’s districts involved in Understanding Roots of Inequities – continued to cement CES’s relationship with two of the largest foundations in Massachusetts.

Civics Education – CES Ahead of the Curve

Last month, the Massachusetts State Senate and House of Representatives passed bills, respectively, to promote youth involvement in civic engagement. The legislation is designed to promote life-long active citizens who understand our government and are involved beyond elected service. Under the bill, schools would be required to teach U.S. history and social science, including civics, “to promote civic service and a greater knowledge thereof and to prepare students, morally and intellectually, for the duties of citizenship.” Students would also have to complete a hands-on civics project.

CES is at the forefront of working with the state, schools, and educators in both civics education and project-based learning. CES’s Rich Cairn, with his federally funded initiatives in Emerging America and Teaching with Primary Sources, has been advancing history and civics education for a number of years. Rich served on the DESE state panel charged with developing the new History and Social Science Frameworks and was on the Civics Advisory Task Force in 2016-17. This year, under Rich’s leadership, CES received a DESE grant to organize and lead a Civics Institute and Network. The Institute was held this summer, with over 250 educators attending. There are also four Instructional Support Network offerings and some webinars scheduled for the fall. In addition, CES hosted a project-based learning institute this summer, and has offerings planned for the year.

Additional highlights, grouped by our Strategic Goals, follow.

**STRATEGIC GOAL 1: MEETING MEMBER DISTRICT NEEDS** by collaborating to build needed strength and capacity based upon recognition of current and upcoming demands and trends in education.

● The **2018 Summer Academy** is wrapping up. We held 15 courses for 189 educators in areas including English Learners, Supporting Students Living with Trauma, Special Education, Leadership, Education Evaluation, History and Social Studies, Culturally-Responsive Practices; Educational Technology, Reading and Literacy; Early Childhood;
Effective Teaching; Arts Integration, Restorative Practices, Educational Practices and Project-Based Learning.

- Professional Services has developed, for the first time, a slate of professional development (PD) offerings for the entire year. This will help districts and educators with planning and with the most effective use of shrinking funding for PD. A catalog is being distributed soon.

- **Professional Learning Communities** for educators, primarily from member districts, are slated to begin soon. These are free opportunities to learn from and network with peers from across the region. The topics and times will be announced soon; last year, they included Early Education Observation; Educators Using Google Apps; English Language Learners; Health/Prevention Education; Librarians and Media Specialists; Public Preschool teachers; Social Justice and Equity in Schools; Social Studies; and Technology in Education.

- We have submitted the 2018-2019 proposal for our **Title III Consortium** (supporting English Learners in districts with about or less than 100 ELs). Services include tutoring for English learners; professional development for teachers; and family literacy events to support ELs’ literacy development at home. **Twenty-one districts** are part of the Consortium, with a total of **638 ELs**. The districts, with the number of EL students as of March 1, 2018 are:
  - **Franklin County**: Frontier/Union 38 Regional (9 ELs); Gill-Montague Regional (47); Greenfield (106); Orange Elementary Schools (7); RC Mahar (7).
  - **Hampshire County**: Amherst-Pelham Regional (86); Belchertown (21); Easthampton (37); Granby (27); Hadley (15); Hampshire Regional (7); South Hadley (74); Ware (13)
  - **Berkshire County**: Adams-Cheshire Regional (6); Berkshire Hills Regional (35); Central Berkshire Regional (8); Lee (27); Lenox (19); North Adams (11); Southern Berkshire Regional (11)
  - **Hampden County**: Ludlow Public Schools (70)

- In our **Alternative Youth Services** area:
  - The STEM Paid Internship program has had an excellent summer with **30 students** placed in [paid STEM internships in Franklin and Hampshire Counties](#) at locations including a high-tech aluminum foundry, a full-scale letterpress print shop, a home improvement company, and sophisticated science labs in microbiology, polymer science, ecology, chemical engineering, and environmental conservation. Each student is completing a Work-Based Learning Plan tracking their performance and is submitting a final project reflecting their area of greatest interest or learning in the internship. Because of our success this year, we will be funded again next year and will be looking to expand the number of students placed, STEM placements made, and other opportunities to expand this work and its funding. This program was highlighted in articles published in the Gazette and Recorder.
  - STEM education has emerged as a core educational focus of the Baker Administration, and pairs with other initiatives being offered by ESE, including the [High Quality College and Careers Pathways program](#).
CES’s **Carl Perkins Consortium** supports vocational-technical programs in **Amherst, Easthampton, and South Hadley**. We welcome Gateway high school’s return to consortium membership for this coming school year. Matt Rigney, our Perkins grant manager, is working with schools now to identify purchase and PD priorities and draft the grant submission.

Connecting Activities – the program that helps connect high school students to careers through workshops and internships – will have a robust 2018-2019 school year, thanks to an anticipated increase of $700,000 across the state.

### In Afterschool

- We were successful in our application with the **Ware School District** for a brand new after school / 21st CCLC site at their **Stanley M. Koziol Elementary School**.

- All four of the applications for current afterschool sites to become 21st CCLC **Exemplary sites were also successful**! Through hard work and excellent collaboration with the schools, we secured these designations and grants for **Neil A. Pepin Elementary and Maple Elementary (Easthampton); Palmer Middle (Palmer); and Sheffield Elementary** (Gill-Montague). These four sites will now continue to operate for the next three years. The DESE Coordinator for 21st Century Community Learning Centers praised the proposals from CES – that “Chris (Taggart) did a wonderful job writing this grant and there are many exemplars that we will be using from it.”

- At this point, eight of the ten federally-funded CES after school programs are now at the Exemplary level. The two that are not are still in their ‘new’ grant cycles and will have their chance to apply for Exemplary in the next year or two.

- The MOU for our successful fee-for-service site at **William E. Norris Elementary (Southampton)** has been reviewed, approved and will begin its third year of operation in September 2018. The MOU for **Granby’s** elementary school fee-for-service is currently being reviewed.

### In Healthy Families / SPIFFY

- The June **SPIFFY full coalition meeting**, co-hosted by Hampshire HOPE, was a huge success. We presented the “SPIFFY Community Champion Award” to the Northwestern District Attorney’s Office and gave an overview of SPIFFY accomplishments since the last bi-annual full coalition meeting in January. We invited the **Traumatic Stress Institute to facilitate a training on Trauma Informed Care and Whole Systems Change** at our coalition meeting in order to expand our understanding of Trauma Informed Communities models and how this work dovetails with substance use prevention work. This has broadened our coalition membership and networks throughout Hampshire County, including greater sector representation from members of the faith community, mental health service providers, and community residents. Over 60 participants registered for the coalition meeting and training in two day—an indicator of community interest in the topic.

- SPIFFY also welcomed a new steering committee member, Jess Daly from Big Brother and Big Sisters of Hampshire County.

- As a result of the **Alcohol Retailer and Municipal Leaders Forum** SPIFFY hosted in March, we have solidified our relationship with new Massachusetts Package Store Association President, Rob Mellion. He has proved to be an invaluable resource for information about industry practices and state alcohol policies and laws. Prevention
advocates and the Mass Package Store Association find ourselves favoring some of the same laws and regulations (for different reasons) that are currently at risk of being weakened by big alcohol industry lobbyists such as Total Wine and More.

- SPIFFY hosted the fourth in a series of Life Skills middle school prevention curriculum Professional Learning Communities (PLCs) offered to wellness faculty, school nurses, guidance or anyone else implementing prevention curriculum in the region. Hampshire Franklin-Tobacco Free Partnership Director, Melinda Callianos presented on vaping trends, technology and tools, and the social context to vaping among young people. Participants discussed how schools can address this behavior, and respond effectively.

- SPIFFY, Community Action Youth Programs and Communities That Care Coalition continue to develop and expand the Pioneer Valley Youth Leadership Initiative (YLI) to provide training and support to teens interested in becoming public health leaders. This Quarter, YLI provided 7 workshops at two High Schools in Hampshire County—3 workshops for the Northampton Youth Empowerment group; and 3 workshops for the Easthampton Student Council and 1 that was open to all EHS students. Topics included: *The Impacts of Toxic Stress; Youth presenting to the Community;* and *Youth and Health Equity.* Strong relationships were built with youth and youth leaders at these schools and we look forward to having a visioning session with these and other schools/youth in the fall.

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**STRATEGIC GOAL 2: FOSTERING THE SUCCESS OF CHILDREN, YOUTH AND FAMILIES, WITH A FOCUS ON THOSE PLACED AT RISK** – by providing educational programs, policies and practices that foster the success of families, youth and children.

**SELECTED / REPRESENTATIVE ACTIVITIES – SPECIAL EDUCATION**

- Summer enrollment at the Academy = 28 Students (highest in some time)
- Fall projections = 33; we have four other referrals in hand; two seem to be likely placements
- PD and support over the summer focused on 1) data: understanding, considering available sources, and beginning to identify data collection methods; and 2) Supervisory training for administration and special education teachers
- We are expanding our clinical internship program in the fall to include UCONN, which makes three sending schools: Smith, Springfield College and UCONN; we will have a total of four clinical interns in the building
- Updates in Related Service Provision for Academy / Itinerant Services: We are reorganizing our Related Services to be more effective and responsive to needs.
  - We will CONTINUE TO PROVIDE: OTSI services through the OTC; Standard school-based OT; Assistive Tech Services through the CCATT Center; Vision, Orientation & Mobility Services; and possibly Learning Disabilities and Reading Specialist services
  - Other services:
    - Our Physical Therapist has resigned to take work in the private sector; we will not have this itinerant service going forward
- SLP: We will contract with Futures to provide SLP services this school year to our few students at the Academy; we will not have this itinerant service going forward
- Adaptive PE: We will not have this itinerant service going forward; many schools have addressed this particular need by having their OTs or PTs consult with the PE teacher in the school (per our lawyer’s advice)
- School Psychology: We are exploring a partnership with the UMass School Psych Program as a potential for addressing our school psych/3 year re-evaluation needs

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<tr>
<th>COUNTY</th>
<th>Percentage of MEMBER Enrollment By County (members = 21.5 students)</th>
<th>Percentage of TOTAL Enrollment by County</th>
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<tr>
<td>Hampshire = (15) students (MEMBER DISTRICTS)</td>
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<td>Amherst = 2</td>
<td>Hadley = 2</td>
<td>70%</td>
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<td>Granby = 2</td>
<td>South Hadley = 2</td>
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<tr>
<td>Franklin = (6.5) students (MEMBER DISTRICTS) (Student has dual fiscal LEA)</td>
<td>Frontier = 4</td>
<td>30%</td>
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<td>Greenfield = 1.5*</td>
<td>Pioneer Valley = 1</td>
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<td>Springfield = 2</td>
<td>Westfield = 0.5*</td>
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- The North Berkshire Academy, HEC Academy, and Mount Tom Academy all are very close to filling their spaces for the fall, but there are a few spaces remaining in each case. As we share exciting news about these programs via letter, we will also be talking about program news in our CES e-newsletter.
**SELECTED/REPRESENTATIVE ACTIVITIES – Early Childhood**

**Growing Gratitude and Generosity (G3):**  
This summer we have been meeting with the CES Communications Team to design and develop our outreach materials for the project and have also been working on recruiting members for our Steering Committee. There has been a significant amount of follow-up work assigned by our funder, the Greater Good Science Center (GGSC) of Berkeley that relates to designing the program evaluation. We have scheduled and held monthly remote meetings with our GGSC liaison and will begin our monthly phone meetings with Dr. Richard Lerner, our Program Advisor, in August.

**Training & Technical Assistance on Developmental Screening to Support QRIS Improvement** –  
- Project Director Nancy Ward, Training Coordinator Nicole Coakley, and Desiree Lalbeharie-Josias, EC Dept. Dir., have been in ongoing meetings with the Massachusetts Department of Early Education and Care (EEC) to prepare for the next application cycle for the Training & Technical Assistance grants which is planned to bring 200 additional programs to join the 68 in the first cohort. The grant opportunity will be announced by EEC and programs will be able to apply through COMMBUYS, the Massachusetts.

- Working with the CES Tech department, the project team is developing a comprehensive data-tracking system to monitor the provision of training and technical assistance, and to assess the gains in skills of the grant recipients as they receive training and follow-up technical assistance.

- Technical Assistance for the first recipients of the grants in use of the Ages and Stages Questionnaire (ASQ) developmental screening tools, delivered by our eight ASQ Specialists overseen by training coordinator Nikki Coakley, is ongoing. We are actively seeking applications for twelve additional ASQ Specialists to be based throughout Massachusetts to support the expansion of the program with the second cohort.

- Ten full-day training sessions will be held in the fall for the new grant recipients in a concentrated time block. Dates and locations will be announced once the EEC selection of the second cohort is complete.

**Coordinated Family and Community Engagement (CFCE)**  
- Our programming sites have been on their summer schedules that continues to provide playgroups either at our regular programming sites or at local parks. These summer playgroups are often successful outreach opportunities for CFCE, especially for families new to our area. A few highlights:
  
  - South Hadley has presented their 10th Annual Summer Family Concert Series.

  - Hampshire Regional (Chesterfield, Goshen, Southampton, Westhampton, Williamsburg) have had horse drawn wagon rides, bubble day outside (complete with story walks), and a water play day.

  - Ware is gearing up for their 3rd Annual Ware Jr Car Show, where children zoom around in their small battery-operated cars. This event is supported by a few dads who help organize the event and repair battery operated cars for free to ensure there are enough cars available. This year’s show is in September.

**Strong Foundations for Young Children (SFYC)**  
- We currently have nine open cases
- This project was July’s Non-profit of the month at Broadside Bookshop in Northampton.
- We are preparing to outreach with local banks to help raise funds for this program.

**Early Childhood Mental Health (ECMH)**
- We currently have 16 open cases
- We have learned that our funding will be increased for FY19. We do not know the amount yet but we are pleased as we often have a waitlist of at least 10 and up to 18 cases so we look forward to recruiting more staff for this program.

**Pyramid Model Work**
- We are subcontractors with Vanderbilt University to do coaching with school regional school districts in the Pyramid Model which addresses the social emotional learning and skill level of children/students, and their challenging behaviors. We will be coaching in Gardner (a continuation from last year) and Pittsfield. We are hoping more local school districts will consider this free opportunity to get support for their public preschools.
- We were also subcontractors on an EEC grant to do similar work in EEC licensed education and care programs this past year. That grant is currently out for bid and we are hoping to be able to participate in this project for FY19 as well.

**Assessment for Responsive Teaching (ART), Parent-Child Home Program for Family Child Care (PCHP-FCC), and Building Inclusive Communities (BIC)** have all been completed and are not carrying into the new fiscal year.

**SELECTED/REPRESENTATIVE ACTIVITIES – Department of Youth Services (DYS) Contract**
- **Summer school** was held from July 9-August 17 and was a notable success.
- Woody Clift, Director of DYS Education Initiative and Wendy Taylor, Coordinator of Student Services and Postsecondary Programming, co-presented with Dr. JD LaRock, CEO of Commonwealth Corporation on the DYS College Program that we are expanding. The hour long nationally broadcast webinar is part of a series sponsored by the Coalition of Juvenile Corrections Administrators (CJCA) and will be made available in the coming weeks.
- **Professional Development preparations** are underway for the upcoming school year, with PD practice runs being conducted by internal facilitators on Aug. 6 and 7 as part of our iterative design process. This year we hope to layer a design thinking approach to unit planning and instruction as part of our efforts to strengthen and expand our “maker space” efforts.
- With the release of the new History Social Sciences Curriculum Framework, we have begun working on new Instructional Guides to align.

**SELECTED/REPRESENTATIVE ACTIVITIES – Special Education in Institution Settings**
- SEIS provided Extended Year Services (EYS) to approximately 40 youth in DYS/CHC.
- DESE has approved a pilot to escalate issues to DESE Problem Resolution System. CES/SEIS will be working with districts in a systematic and structured way to ensure students have IEPs updated in a timely manner.
• SEIS DYS/CHC PD facilitators have been actively working to prepare for our Professional Development Content Series. SEIS DYS/CHC facilitators worked with their general education counterparts to showcase their presentation at the DYS PD symposium on August 6th and 7th. DMH facilitators will be training and further the development of their content series presentation with the SEIS Content Consultants on August 24th.

• SEIS mentors will be attending their annual training on August 23rd. This group of talented educators will be brainstorming new and innovative ways to support new SEIS educators in their journey during their first year!

• CES/SEIS submitted our biannual Contract Performance Measure (CPM) to the Department of Elementary and Secondary Education on July 31st.

STRATEGIC GOAL 3: DEVELOPING EXEMPLARY EDUCATORS - through the delivery of high-quality and distinctive professional development.

PLEASE ALSO SEE GOALS 1 and 2
SELECTED / REPRESENTATIVE ACTIVITIES

• As mentioned in the first section of this report, CES on behalf of DESE ran the State Civics Academy on July 24-26, 2018 with over 250 educators.

• Cohort 4 of the Special Education Teacher Leaders’ Institute (SETLI), a program to develop Educational Team Leaders, IEP Chairs and other non-administrative leaders across the Commonwealth, began on July 30- August 2 at the Warren Conference Center. 30 Educational Team Leaders have begun the year long experience. They join the community of 90 ELT’s who have completed the course, but still actively participate in the SETLI PLC. SETLI is organized and run by CES.

• CES was selected to be a Certification Authorized Delivery Provider of the International Society for Technology in Education (ISTE) certified educator certification. We are one of four Educational Service Agencies in the country selected. We will be sending 3 staff members to the ISTE headquarters in Washington D.C. in September to go through the training course. We hope to be able to offer the training course in November, very or December.

ADDITIONAL SELECTED HIGHLIGHTS

Research and Evaluation

• Last fall, CES Research and Evaluation staff worked with Smith College, Springfield Technical Community College (STCC), and the Springfield Public Schools to develop a proposal to NSF to support development and testing of an innovative approach applying imaginative education theory to middle school STEM curriculum and instruction. As we summarized in the proposal:

This project will address the need for resources by applying an innovative pedagogy called Imaginative Education (IE) to create middle school engineering curricula. In IE, developmentally appropriate narratives are used to design learning environments that help learners engage with content and organize their knowledge productively. To fully exploit the potential of this pedagogy, this project will combine IE with transmedia storytelling. In transmedia storytelling,
different elements of a narrative are spread across a variety of formats (such as books, websites, new articles, videos and other media) in a way that creates a coordinated experience for the user. Once created, the curricula will be implemented in classrooms to research its impact on (1) increasing learners’ capacities to engage in both innovative and direct application of engineering concepts, and (2) improving learners' science, technology, engineering, and mathematics (STEM) identity.

In July, we received news that the project has been awarded for four years of development, testing, enhancement, and scaling out to suburban and rural schools in years 3 and 4. CES will be the research partner on this grant.

- The Research and Evaluation team completed an evaluation of DESE’s SY 18 Safe and Supportive Schools Program (SSSP). We submitted the final report submitted in July, and the Safe and Supportive Schools Commission met on 8/1 to review the findings and discuss the implications for program enhancement. Commissioners indicated that they found the report very accessible and useful. We are working with DESE on initial evaluation planning for next year’s round of SSSP grants, including the modifications they are making based on the findings from this past year.

- For an after school program based in nine elementary schools, we are completing our analysis of data from family, student, and teacher surveys. This component of the evaluation was designed to assess: engagement in after school programming, alignment with the school-day programming, participant engagement in academics, and development of healthy lifestyle, social, and leadership skills. We will begin year two of helping this program understand their student profile and how participation in the after school program activities affects student engagement and achievement in school.

Finance
- FY19 Board Approved Budget & Rates certified by Don Scott, Treasurer
- FY19 Board Approved Budget & Rates sent to all member districts
- Infinite Visions Rollover into FY19

Human Resources
- Submitted EPIMs reporting for year end - much of the work/data was completed with Asst. Director of Finance’s support (Rebecca Lincoln)
- Preparation for Fall Orientations - for new and returning staff - has begun
- Completed processing of a high volume of year-end separations and hires
- Open Enrollment benefits’ changes finalized for 7/1/2018

Business Development, Marketing, Communication
- We want to thank our friends at the Broadside Bookstore in Northampton for supporting our outreach and fundraising efforts on behalf of Strong Foundations for Young Children by selecting this program as their July Non-Profit of the Month! We greatly appreciated the opportunity to help the community learn more about the important work the program does for young children and their families; and hope we can do this again next year.
- The promotion of our PD open enrollment and onsite offerings has begun, and there is a new brochure available that contains the upcoming calendar of events for the whole school year! We’ll be mailing it out and distributing it in other ways over the next couple of weeks, and of course, promoting our events via email and social media communications.
• Our CES Manager of Publications and Design has just completed a project to design the newest annual report from MOEC, the Massachusetts Organization of Educational Collaboratives. This is one of the many external graphic design projects that we take on each year.

• The CES Marketing and Web Development team is embarked on a project for our DYS Education Initiative contract, to build a new website for the DYS Postsecondary Program work. The site will be available to DYS staff members and stakeholders as well as students and their families, and will describe and provide resources for the multiple options for accessing postsecondary education that are supported for youth in the program. We’re excited about how this new website is coming together, and will be building out additional sections of the site throughout Fiscal 2018/19 as they become available. The Postsecondary Program in DYS offers students who have completed their high school education, and set future goals for themselves, options to pursue the education needed to move forward on their path.

• We are beginning outreach efforts soon on behalf of the 2018/19 Assistive Technology Institute: From Access to Success in the Classroom. The Institute will be led by our expert specialists in the CES Center for Assistive Technology. It is in partnership with DESE, and funded by the Department.

• Web Development:
  o Amherst-Pelham launched successfully and the staff is actively managing their content. We have been helping them along with support
  o We have setup quarterly check-ins with Greenfield to go over any web needs they have. We will be including this in the future with other districts.
  o One of our primary school servers has undergone some major updates and improvements to increase performance and security
  o Matt Howe has joined the team to allow us to better support our districts

• Website Accessibility audit services are ramping up, and we’ll begin outreach for these soon.

Grants Applications and Bid Responses

Our Development Department has shared a document widely to Agency staff that describes the approved and newly expanded grants process. The document also contains a link to a Google form for Grant/Funding Requests to be used for requests to Development either around specific grants or bid opportunities, or generalized funding needs. The Process is updated and detailed, and we’ll be visiting group meetings over the next few months to discuss the process and answer questions about it.

• The CES renewal application to serve as a vendor under the Departmental Master Agreement to the Special Education/Office of Tiered System and Support was approved by MA DESE. The services included span 73 discrete topics, divided over nine service areas, and pre-qualifies CES to apply for contracts limited to pre-qualified vendors.

• The MA DESE 21st Century Community Learning Center (CCLC) Exemplary program awarded the CES After School Program $311,308 to run the after school programs in Sheffield Elementary School, Palmer Middle School, Maple and Pepin Elementary School.

• The Community Foundation of Western Massachusetts awarded a Mission Grant by for the Empowered Eaters community gardening and healthy cooking classes program of Healthy Hampshire. The award is for $13,000 for one year.

• MA EEC awarded the CES Early Childhood Department the Coordinated Family and Community Engagement Grant by in the amount of $502,563.

• Submitted an application to MA DESE for Adjustments to SEI Endorsement for Vocational and Technical Teachers & Training for the Professional Services Department. Requested $19,000.
• Submitted an application to the MA Attorney General’s Office for the Social Determinants Partnership Grant Program for Healthy Hilltowns: Promoting Healthy Food and Walk-Friendly Environments to Reduce Chronic Disease, a partnership between CES’s Healthy Hampshire and the Hilltown Community Development Corporation, Highlands Footpath Collaborative, Northern and Southern Councils on Aging Consortia, Southern Hilltowns Adult Education Center, Gateway Hilltowns (collaboration of six small municipalities), and Cooley Dickinson Health Care (CDHC) Requested $149,818 for two years.

• Submitted an application to MA DESE for Integrated Student Supports for the Professional Services Department. Requested $100,000 for FY19 and additional amounts if available.

• Submitted an application to MA DESE’s 21st CCLC program under the Supporting Additional Learning Time grant for a new after school program at the Stanley M. Koziol Elementary School in Ware for K-4th grade. Requested $175,000.

• Submitted an application to MA DESE for an after school and Out of School Time Quality Enhancements (ASOST-Q) grant for the summer programs at Maple Elementary, Palmer Middle School, and Philip G. Coburn Elementary School. Requested $25,000.

• Submitted an application to MA DESE for 21st Century CCLC continuation funds for after school programs at Greenfield High School, Easthampton High School, Amherst Regional Middle School, West Springfield High School, Memorial Elementary School, and Coburn Elementary School. Requested $634,850.

I hope you find this selection of summer activities informative and helpful. Please feel free to call me if you have any questions or want further information about the activities outlined in this report.

I look forward to a productive year ahead! See you at the September meeting.

Respectfully submitted,
Spotlight on DYS Education & Educators:
Key Contributors to Positive Youth Development

We all want youth to become valued, productive members of their respective communities and to lead fulfilling lives. In DYS, we believe education is one of the most important and powerful services we can deliver to support youth in reaching that goal.

That's why our teachers plan and implement programs and activities that give DYS youth vital knowledge and tangible credentials.

Each year, many of our youth attain High School Diplomas or its equivalent (HiSET), complete meaningful training programs, participate in post-secondary education, earn professional credentials, and achieve other milestones.

Their successes are made possible through the hard work and collaboration of caring adults—teachers, education and career counselors, group workers, clinicians, administrative officers, caseworkers, program directors, district managers, provider staff, and other community partners.

I want to thank all our teachers and education staff for their dedication and commitment in helping to change the life trajectories of our youth. As the teachers who work in our six-week summer school programs wrap up their

In This Issue:
- Meet Renee Heywood, New Education Director
- DYS Educators Spotlight
- Recap of DYS June Graduations
- DYS Data Matters
- What's New on Pulse

Mark Your Calendars:
- Sept. 28: Commissioner's & Performance Recognition Awards

Quick links:
- DYS Homepage
- DYS on Twitter
- DYS on Instagram
sessions, we look forward to welcoming back our school year teachers.

In this newsletter, you'll meet some of our educational team. From leaders like CES' Woody Cliff, DESE's Mary Lou Chapman, and DYS' new Education Director Renee Heywood to front-line teachers, such as Jane Chick, Bob Bourgel, and Mary Morrison, you'll see how our agency's educational services open opportunities for our youth.

Sincerely,
Peter

P.S. Please email me your comments and suggestions!

Unique Teachers Provide Unique Programming to Serve Unique Youth

Quick Read:
This article describes the philosophy and approach of DYS educational programming, highlights the educational services our agency provides to students with special needs, and features insights from key DYS educational leaders.

Since 2003, DYS has collaborated with Commonwealth Corporation (CommCorp) and the Collaborative for Educational Services (CES) to deliver quality educational services through the Comprehensive Education Partnership.

Understanding that education improves life outcomes for our youth, DYS provides educational services in all our residential programs. Educational services are provided year round, five days a week, with 5.5 hours of instructional services daily.

DYS Educational Programming Overview

DYS seeks to ensure that youth are "future ready" and prepared for the demands of further education and the 21st century workplace.

The DYS educational model provides youth with many pathways to grow academically and vocationally, including opportunities to pursue and obtain a High School diploma or its equivalent, enroll in and earn credits for post-secondary courses, achieve success in MCAS, and gain 21st century skills and knowledge.

Our agency's partnership with CommCorp and CES creates access to quality education and vocational opportunities for DYS youth.

"Our educators make a difference every day," reflects William Diehl, Ed.D., Executive Director of CES. "For more than 10 years, we've collaborated with DYS staff at all levels to provide youth a range of coordinated education and employability strategies, as well as to support related programs and initiatives. We value our long term relationship with DYS and look forward to advancing the agency's commitment to educational excellence and Positive Youth Development."

In DYS classrooms throughout Massachusetts, teachers implement an intentional and detailed process to welcome youth and get to know their education and career goals. Building strong and trusting relationships with youth, DYS teachers personalize their educational experiences.

"Teaching and learning in a treatment setting is not the same as a public school, although there are some similarities," explains Woody Cliff, Director of the DYS Educational Initiative for CES. "In addition to frequent transitions and a wide range of
learners and needs within a single classroom, many of our youth have traumatic backgrounds that result in a legitimate distrust of adults. We train teachers to understand our population, to design meaningful and engaging lessons, and to help youth expand their sense of who they are now and in the future. Our educators understand that their first step—really, the most important step in engaging youth in their educational growth—is developing respect and rapport with students. This can lead to a trusting and quality teacher-student relationship. Our teachers meet youth where they are personally."

Teachers also use student performance data to drive planning and instruction, develop education and career plans, and offer creative academic programming that aligns with a youth’s career interests and educational goals.

Data show that youth appreciate and benefit from the regular conferences with their teachers and the opportunity to share their progress with other caring adults outside of the classroom.

Three Core Components of DYS’ Approach to Teaching & Learning:

1. Access for All: Providing effective access to the general education curriculum for all students requires several approaches that include culturally responsive practices, Positive Youth Development, and differentiated instruction, as well as coordination with the Special Education in Institutional Settings (SEIS) program (see below).

2. Student Progress Monitoring: Teachers use assessment tools and student data to drive instruction. In addition to using data and tools to co-plan lessons, teachers continuously monitor and adjust instruction to meet students’ needs and support academic growth.

3. Curriculum & Instruction: All curricula are grounded in the Massachusetts Curriculum Frameworks and aligned with the Common Core State Standards. Teachers use high impact instructional strategies including blended learning and project-based learning (see examples below).

"Very Proud" of DYS Education

Kara Peterson is CommCorp’s Senior Program Manager for the Education Quality Assurance (EQA) Initiative. For the past six years, Kara has visited and monitored DYS education programs throughout the Commonwealth. Following visits, her team publishes reports recommending how DYS can improve the education we provide our youth. See why she’s encouraged. (Video)

Blending Learning Personalizes Education

One vehicle for personalizing education and career readiness experiences for our youth is the blended learning educational programs offered through DYS’ partnership with the Center for Educational Excellence in Alternative Settings (CEEAS) and CES.

Blended learning combines online digital media with traditional classroom methods. It allows students to exercise some control over the time, place, path, and/or pace of their learning.

Our teachers introduce and expose students to technologies that support blended learning. Students have been involved in coding, building robots, designing and printing 3D products, conducting hands-on project-based learning exercises, creating digital stories with a restorative justice lens, and writing book reviews for public audiences.

"It can be challenging to train teachers to design lessons that are accessible to the range of learners in any one classroom," explains Cliff. "We use the 'Workshop Model' to design lessons and classrooms that maximize the learning of all students. Also, the
scope and sequence of the education we provide addresses the fact that DYS students often move from one setting to another."

Students create tangible products that demonstrate their learning, gaining confidence along with vital leadership, teamwork, and communications skills.

"Jobs of today and in the future require proficiency in technology and how to use it responsibly," adds Cliff. "Our blended learning work increases youth familiarity and comfort with technology so they're equipped to pursue their respective passions. Creativity, collaboration, problem-solving, a growth mindset that includes learning from failure, and engaging in an iterative design process: That's the world of the 21st century. Within DYS' secure residential environments, that's the world for which we're preparing DYS youth."

Investing in Educators

Research consistently demonstrates that highly qualified teachers are key to successful learning for all youth. DYS invests significant resources to professionalize our education workforce, particularly to recruit, hire, train, and retain qualified teachers who are committed to work with our population.

Educators participate in relevant and appropriate professional development provided and coordinated by CES. Incorporating current research on proven teaching and learning methods, professional development is tailored to increase educator knowledge and skills in planning and delivering quality instruction to DYS youth.

Seeking to close the proficiency and academic gap that exists between English Language Learners and their peers statewide, many DYS teachers and educational administrators participate in DESE-funded classes as part of the Rethinking Equity and Teaching for English Language Learners (RETELL) initiatives.

"DYS' statewide efforts to engage families, guardians and other community supports are bearing fruit," says Cliff. "We see this in increased participation of these caring adults in College & Career Fairs, Science Fairs, graduations, and other special events where teachers, program staff, caseworkers and other staff support youth and their families. Families see the results of what youth are learning and working on: Horticulture, artwork, soaps/lotions, t-shirt design and distribution. Most importantly, youth gain marketable skills along with the recognition they deserve. All this serves our mission to promote positive change in youth in our care."

Role of the Special Education in Institutional Settings (SEIS) Program

DYS contracts with CommCorp to employ General Education teachers; the Department of Elementary and Secondary Education (DESE) contracts with CES to employ Special Education teachers who work in DYS programs.

Mary Lou Chapman, Director of the Special Education in Institutional Settings Program, oversees DYS' Special Education Services contract with CES. She describes the relationship between DYS and DESE as "very close, positive and unique."

Chapman highlights the "productive and collaborative work we do at program levels," citing the example of a co-planning model for students with Individual Education Plans (IEPs).

"I feel really good about what we've built with DYS—not just in terms of data tracking and sharing, but also the outcomes we've achieved," reflects Chapman. "Our agencies work well together in many ways beyond special education. While there's always room to improve, we should celebrate our accomplishments. Our system is working for staff and, more importantly, for special needs youth in Massachusetts."

DYS Welcomes New Education Director
Renee Heywood
A familiar face to many in DYS, Renee Heywood spent the last eight years as a CES employee working in the Metro Region as Regional Education Coordinator. As DYS' new Education Director, she's already tapping that experience and knowledge, "It helps me as Education Director to have that field experience," she says.

Renee's education background is as broad as it is deep. It includes home schooling children, teaching Spanish (preschool to 12th grade), and creating courses at Wheelock College.

Her special interest in arts education reflects her other career as a professional singer. A Gospel artist who's recorded three CDs, Renee sees the positive effect of the arts on young people because she's experienced it herself, she reflects.

"The academic success of a child depends in part on their intelligence, but more so on how their effort to learn about their world is treated by the adults in their lives."
(Carl H. Haywood)

Renee's "dream school" combines business, arts and technology—a hybrid community school open to all that leverages and showcases student skills. "Everyone would be able to demonstrate the skills they're developing and share their skills to benefit the community."

Renee plans to be visible in DYS' five regions. "It's important for me to see and be seen in the regions. DYS leadership has encouraged me to be more visible in the field and I look forward to that." She would also like to find ways to increase youth engagement with the arts: "Performance art, visual art, dance, poetry, you name it. Let's give our youth more spaces and places to express themselves through the arts."

Finally, and she adds, perhaps most importantly, Renee hopes to explore and expand vocational education and programming for DYS youth. "It's important for youth to understand the career opportunities available to them in trades like Horticulture, Culinary Arts, Carpentry, Plumbing, Small Engine Repair, Carpentry, Barbering and others, where they can see that hard work pays off."

WATCH: "30 Seconds with...Renee Heywood" (the story behind Urban College)

**DYS Educators: Passion for Doing**

DYS teachers are highly qualified: The Massachusetts Department of Elementary and Secondary Education (DESE) requires teachers to be licensed in their subject area to teach that subject across grade levels. All DYS teachers are licensed at either the Provisional, Initial, or Professional levels. Of our agency's 132 teachers in School Year 2017-18:

- 61% had more than one license
- 48% had a Professional license (highest level attainable in Massachusetts)
- 36% had an Initial license
- 16% had a Provisional license (Bachelor's degree and passed MTEL courses; has not completed approved educator preparation program)

**Read: Project Based Learning in DYS**

Project Based Learning (PjBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Among DYS students and teachers, PjBL unleashes a contagious, creative energy. Here's an example:

Pinewood Derby Race Inspires Creativity, Curiosity & Competitiveness

Watching custom-made Pinewood Derby cars plummet down a custom-made track at Worcester Secure, Bob Bourget is as excited as the DYS youth whom he shepherded
through the week-long Project-Based Learning activity. Now in its fourth year, Pinewood Derby involves problem solving, design, math, science and engineering; the hands-on activity generates a win for DYS youth by skillfully combining competition, movement and learning.

Youth always greet the Pinewood Derby skeptically, but they're hooked by the end of the first day, says Bourget. "We give them a 2.5 ounce kit (photo below left) and they have to build a model that can't weigh more than five ounces. The same rules apply to everyone." In addition to the nine students working on Pinewood Derby cars, two staff and one teacher have also entered the competition.

After distributing the kits on a Monday, Bourget assigns his class research using Chromebooks. Tuesday is 'Cosmetics Day'—students decorate their cars however they want. Wednesday the wheels go on and students experiment with weighting. On Thursday, Derby racers can put their respective cars through unlimited test runs and make adjustments before final weigh-in on Friday morning at 10.

Students use a Triple Beam Balance to determine precise the calibrations and convert grams into ounces. "In addition to precise mathematics, students have to figure out where to distribute the weight to achieve maximum speed. That's Newton's Law (F=MA)," explains Bourget. "They can work on it on their own time, and many get really into it."

Friday is Race Day: Entrants race three cars at a time on a student-built track. The competition is double elimination; strict timing rules apply. Reflecting on the Pinewood Derby's enduring appeal, Bourget says, "Many of our youth are visual learners; they learn by watching and doing. Chromebooks enhance the visual effect and complement learning. It's a kinetic project, so it keeps our youth moving, which can be difficult in a secure setting."

Of the Pinewood Derby, Bourget says "it's very fulfilling to see youth succeeding—even trying to succeed. We expose them to new experiences, new ways of thinking. If they ask to keep the car, I let them. It's tangible evidence of something they built with their own hands, and it's great positive reinforcement." At $34 for ten Derby cars, it's also an affordable way to expose students to several aspects of STEM learning.

The Pinewood Derby is just one the hands-on learning activities Bourget plans for DYS youth over the summer. Other projects include the Bridge Contest, Egg Drop Contest, "What Makes It Float", and the ever-popular Paper Airplane contest. At an end-of-summer session celebration, Bourget showcases all the projects and awards students for various accomplishments.

Watch: DYS Teacher Profiles
Meet some of our teachers and educational staff in these short YouTube videos.
- Mary Morrison (Teaching Coordinator, Elliot Boys Assessment)
- Dick Woodbury (Northeast Region Teacher in Lynn)

June DYS Graduations: Photos, Videos & Summaries

Every June, DYS celebrates youth accomplishments in earning their High School diplomas or its equivalent. This year our agency held six graduation ceremonies across the Commonwealth at which parents, guardians, extended family, friends and staff honored 169 students for their educational attainments.

In addition to youth speakers, remarks were provided by EOHHS Secretary Marylou Sudders (photo at right), State Sen. Donald Humason, Jr. (2nd Hampden and Hampshire District), Conan Harris (Deputy Director of the Mayor’s Office on Public Safety and Director of My Brother’s Keeper Boston), Melvin Booker (CEO of Fe-Fit), Geoff Foster (UTEC), and DYS Commissioner Peter Forbes.

Graduations are a team effort: DYS staff meticulously plan each ceremony and create beautiful venues using existing agency resources and in-kind support from local organizations. Flowers and table decorations came from DYS Horticulture programs; delicious food and desserts from DYS kitchens; graduations in local community spaces that included Westfield State University, Loon Pond Lodge at Ted Williams Camp, Dave & Buster’s in Braintree, UTEC-Lowell, and the First Assembly of God Church in Worcester.

"30 Seconds with... Francisco 'Tito' Santos-Silva" (video) captures the feelings of DYS staff and providers at these noteworthy events.

DATA MATTERS:
Youth Educational Attainments, School Year 2017-18

In the recently completed school year, 169 DYS youth achieved an educational attainment: 96 youth earned a High School diploma and 73 youth attained a HS Equivalency Degree (GED or HiSET). That’s a 21% increase from SY16-17, when 140 DYS youth achieved an educational attainment (60 HS diploma and 78 GED or HiSET.)
Adjuncts Expand DYS Training Reach

DYS has utilized an adjunct training model for many years. Adjunct Trainers expand the DYS Training Center's reach by sharing their knowledge and expertise with staff and providers.

"Adjunct Trainers are vital members of the DYS Training Team," emphasizes Ruth Rovezzi, Deputy Commissioner of Operations. "By increasing the professionalism of DYS staff and providers, they advance our mission to invest in highly qualified staff. We're grateful for their service and encourage other staff to consider becoming Adjunct Trainers."

Save the Date!

2018 Commissioner's & Performance Recognition Awards

When: Sep. 28; 12:30 - 4 PM

Where: Metro Youth Service Center
Adjunct Trainers help deliver statewide training for DYS, whether it is Basic Training, Annual Review (AR), or a new rollout. With Training Center resources increasingly devoted to delivering Basic this year, the knowledge, skills and expertise of Adjunct Trainers are more important than ever.

The current AR Adjunct Trainers had to complete successfully the rigorous five-day training of trainers in the DYS Restraint and Defensive & Disengagement Technique Module before they could deliver this year's AR training. Each year, Adjuncts must learn the new AR curriculum that they will train. Thanks to all AR Adjunct Trainers!

<table>
<thead>
<tr>
<th>Region</th>
<th>Name (years of AR Adjunct Trainer service)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>Ed Lewis (3), Jon Mcmanus (2), Danielle Spitz (3), Meghan Welch (4), Tom Houatchanthara (2)</td>
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<td>Demetrius Solomon (2), Frank Cabral (2), Grace Velasquez (2), James Gustowski (6), Steve Geter (2), Phil Hindin (6), Keith Thomson (6), Jen Resil (2)</td>
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<td>Nick Bound (6), Meghan Voe (5), Melissa Ouellette (2), Jarred Ingersoll (2), Chris Voyiagis (2)</td>
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<td>Okeno Smith (2), Monsell Lloyd (2), Craig Hinton (2), Bob Graham (2), Bob Long (6), Shane Lima (6)</td>
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<td>Western</td>
<td>Melissa Giftos (3), Benson Patterson (3), Rosario Giordan (2), James Collins (2), Sheldon Thompson (2)</td>
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Interns gain experience in life sciences, and a paycheck

Posted on Monday, August 6th, 2018 by Collaborative for Educational Services

Source: Bera Dunau, Daily Hampshire Gazette
Date: 8/5/2018
Link: Complete Article

Yelena Maher, photo by Vivian Myron
AMHERST – This summer, 30 students from high schools across Franklin and Hampshire counties are taking part in internships in local businesses and at the University of Massachusetts, where they work 30-plus hours a week. And they are being paid at every one of them.

“I’ve always advocated for students to be paid,” said Matt Rigney, alternative youth programs director at the Collaborative for Educational Services. “We have to treat them like adults if we expect them to act like adults.”

The internships are being offered through the Collaborative for Educational Services, which secured the participation of the businesses and UMass. Rigney also paired the Massachusetts Life Sciences Center with interns in the UMass jobs to assure that they would be paid.

Rigney said that the collaborative aimed to get 20 students and ended up accepting 33, although only 30 are currently participating in the program.
Seventeen of the students are working out of UMass.

“UMass has been a fantastic partner in this,” he said.

The internships started in late June/early July and are set to go through the summer. Those at UMass will be paid up to $2,880.

“For high school students, that’s a real summer job,” said Rigney.

He also said that a number of the employers have said that they will start the students at state minimum wage, as they are required by law, but that they plan on increasing those wages a few weeks into the program.

Additionally, Rigney praised Gov. Charlie Baker’s alignment of workforce and educational systems in the commonwealth, saying it’s better than any other administration he's experienced in his work.

Continue Reading at Daily Hampshire Gazette

Filed Under: CES Stories, Local News
Tagged With: interns, internship, University of Massachusetts

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Exemplary Status for four CES-run After School Programs

Posted on Monday, August 13th, 2018 by Collaborative for Educational Services

Source: Martha Maloney, Collaborative for Educational Services

Four after school
programs managed by the Collaborative for Educational Services (CES) have been awarded Exemplary status from the Exemplary Grant Program of the Massachusetts 21st CCLC Exemplary program, supported by federal funds. “I am extremely proud of every CES after school program.” said Chris Taggart, Director of 21st Century Learning Centers, “In this case, the staff at these four sites have engaged in multiple years worth of professional development in the name of continuous program improvement.”

CES after school programs awarded Exemplary status this year are located at Sheffield Elementary School of Gill-Montague regional school district; Palmer Middle School, Palmer Public Schools; and Maple and Pepin Elementary Schools, both of Easthampton Public Schools. Taggart explains that “each site is constantly tweaking program design elements to further enhance services for select students.” Select students are those who have struggled academically on local and state testing scores. “The competitive Exemplary Grant Program is to expand and enhance a statewide network of high quality 21st CCLC programs that serve as mentors to new and existing programs. Our goal at CES is to be an active member of this select group each and every year,” said Taggart.

“Every three years our 21st CCLC programs are involved in a highly competitive grant process to describe our continuous program improvement, to explain our ability to serve in a mentoring capacity
to others in the state, and to highlight particular areas of strength from which others can learn. Currently over 70% of our CES 21st CCLC sites have achieved the Exemplary status!”

Learn more about the CES 21st Century Learning After School Programs at https://www.collaborative.org/programs/after-school

Filed Under: CES Stories
Tagged With: 21st CCLC Exemplary Program, 21st Century Learning Centers, Easthampton Public Schools, Gill Montague School District, Maple Elementary School, Palmer Middle School, Palmer Public Schools, Pepin Elementary School, Sheffield Elementary School

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