<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>
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<tr>
<td>2. Public Comment</td>
<td>6:35</td>
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<tr>
<td>3. Approve Minutes of 06/26/19 Board of Directors Meeting; 08/21/19 Executive Committee Meeting; 08/21/2019 Property Subcommittee - Open Session</td>
<td>6:40</td>
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<tr>
<td>4. Election of Officers <em>(votes required)</em></td>
<td>6:45</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 the Executive Committee</td>
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<tr>
<td>5. Appointment of Secretary <em>(vote required)</em></td>
<td>7:00</td>
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<tr>
<td>Appointment of Treasurer <em>(vote required)</em></td>
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<tr>
<td>6. Appointment of Finance Committee <em>(vote required)</em></td>
<td>7:10</td>
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<tr>
<td>7. Appointment of Warrant Sub-Committee (3 members of Board) <em>(vote required)</em></td>
<td>7:20</td>
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<tr>
<td>8. Hires and Separations for 6/1/19-7/31/19 (information only) and Hires and Separations for 8/1/19-8/31/19 <em>(vote required)</em></td>
<td>7:25</td>
</tr>
<tr>
<td>9. 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 <em>(vote required)</em></td>
<td>7:30</td>
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<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, <em>if and only if the Executive Director is unable to fulfill these duties in a timely manner sufficient to meet specific deadlines</em> <em>(vote required)</em></td>
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<tr>
<td>10. Fiscal report: UPDATE ON FY 19; YEAR TO DATE Update; STATUS OF 1500; UPDATE ON AUDITS</td>
<td>7:35</td>
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<tr>
<td>11. Executive Director Evaluation</td>
<td>8:00</td>
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<tr>
<td>a. Process and timeline</td>
<td></td>
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<tr>
<td>b. Goals for 2019-2020 <em>(vote required)</em></td>
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<td>c. Evaluation Committee</td>
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<td>12. Discussion of DESE Priorities</td>
<td>8:15</td>
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<tr>
<td>13. Amendment to the CES Collaborative Agreement <em>(vote required)</em></td>
<td>8:25</td>
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<tr>
<td>14. Motion to go into Executive Session (M.G.L. Chapter 30A, Section 21 (a)(6), “to consider the purchase, exchange, lease or value of real property if the chair declares that an open meeting may have a detrimental effect on the negotiating position of the public body.”*(vote required)</td>
<td>8:35</td>
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<tr>
<td>15. Executive Director’s Report</td>
<td>8:50</td>
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<td>16. Topics of Board interest</td>
<td>8:55</td>
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<tr>
<td>17. Adjournment <em>(vote required)</em></td>
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This notice was posted on 09/20/2019 at 12:00PM
Location: https://www.collaborative.org/events-and-courses/upcoming-meetings/ces-board-directors-meetings-2019-2020
Collaborative for Educational Services
Board of Directors Meeting Minutes (DRAFT)
JUNE 26, 2019
97 Hawley Street, Northampton, MA 01060

Present from the Board: Dan Hayes, John Cotton, Johanna Bartlett, Jennifer Mallette, Kyle Belnager, Don Sluter, Gene Stamell, Bob Decker, Margaret Stancer, Michael Knapp, Carl Schlerman, Laura Fallon, Suzanne Crawford, Jonathan Schmidt, Maureen Nichols

Present from CES: William Diehl, Barbara Siegel, Terry Senio, Sarah Molloy, Kathy Levesque, Albert Mussad, Don Scott

Call to Order and Introduce New Members

Dan Hayes called the meeting to order at 6:30 PM.

The Board did introductions.

PUBLIC COMMENT

Dan Hayes noted that he attended a DYS graduation at Westfield State. It was a very nice ceremony and well attended. Very inspiring to see young people who have overcome challenges.

Kathy Levesque noted that she also attended a DYS graduation in Lowell. Equally aspiring.

RECOGNITION OF SERVICE

Dan Hayes regrets to report that Cathy Englehardt has resigned from the Hatfield School Committee and thus the Collaborative Board of Directors. She was Vice Chair and she will be missed. Dan nominated her to MASC for a lifetime achievement award. Dan noted he admires her dedication to students and families. Cathy is very active and involved in many different ways at CES including showing up and participating at every single meeting. She is an active listener and has always done a wonderful job. There is a card going around if you would like to sign it. CES made a beautiful plaque for Cathy which will be sent to her.

Bill Diehl reminded everyone that Deputy Director Terry Senio’s last day with CES is Friday. A farewell celebration will be happening at CES at 12:30 on Friday and all are welcome. CES posted the job last Friday and currently has 28 applicants. 8 are strong.

Margaret Stancer noted that this meeting is her last meeting today due to changes at her school committee. Sarah Hall will be returning in the fall.

Bob Decker motioned that the Board of Directors formally recognize and thank Cathy Englehardt for her many years of service. Don Sluter seconded the motion. All were in favor and the motion passed.

APPROVE THE MINUTES OF THE MAY 29, 2019 BOARD MEETING

Don Sluter moved that the Board approve the minutes of the May 29, 2019 Board of Directors meeting. Bob Decker seconded the motion. All board members were in favor and the motion passed.
CES PRESENTATION – PROFESSIONAL SERVICES

Albert Mussad with the Professional Services Department gave a presentation about the CES Title III Consortium program. A copy of the PowerPoint presentation will be included in the minutes.

**ACTION ITEM: Attach PowerPoint to minutes**

**CES FISCAL YEAR 2020 BUDGET VOTE (vote required)**

A copy of the proposed budget was provided to all Board Members in their packets.

Barbara Siegel noted that there are no changes from last month. Barbara did remove on the cover sheet that it had been reviewed by the Finance Committee. Of note – we have already covered $37k of the expected $60k in indirect. A glossary of terms was included in the packet with the budget for reference and future use.

Barbara notes that as a projection for the end of this fiscal year, it is likely we will break even and might have a surplus.

*Bob Decker moved that the Board approves the FISCAL YEAR 2020 BUDGET. Suzanne Crawford seconded the motion. All board members were in favor and the motion passed.*

**CES TREASURER DON SCOTT**

Don Scott noted that in 2012 Massachusetts passed a law for regional school districts that required separation of Business Managers and Treasurers, and this resulted in the Collaborative needing to do the same. Don noted that there were never any issues before this rule, but it made sense to make it an oversight position. Don comes in monthly and reviews the records to make sure all is in compliance and balanced. Don checks every check; reconciles bank statements; spot checks payees vs who has cashed them; contacts state to see what they send us for money, and makes sure it was received and booked properly. Verifies investment income (there isn’t much of that any more). Investigates voided checks and adjustments to ledger. Don also noted that he is available to Bill and the Board should any issues arise. Don notes that there have been discrepancies, for example, a couple of years ago a batch of checks went out with signatures on them (the bank cashed them all anyway). He reviewed and made sure every check cashed was authentic. There have been no discrepancies in quite a while.

Barbara Siegel noted that she will send the approved budget to Don who will then certify it. The certified budget will be sent out to all districts for their records. Don will continue to come to one meeting per year with updates and for discussion.

**ANNUAL CUSTOMER SERVICE RESULTS**

Kathy Levesque reviewed highlights of the results of the annual customer service results. Kathy noted that CES began surveying our customers in 2013 to evaluate the level of awareness and satisfaction of programs and services. A copy of a PowerPoint was provided to all Board Members in their packets. Kathy Levesque reviewed highlights.

At the request of Dan Hayes, Kathy highlighted how CES has used feedback from the survey to make changes. Very often CES hears about new topics for Professional Development, and that always guides
the calendar of offerings. For example, CES is developing more professional development for nurses and librarians.

Gene Stamell requested a 1 or 2 page sheet that highlights how CES helps small districts - something very simple to bring to his district. Dan noted that something like that exists and it will be brought to a future meeting.

Bill Diehl noted he tries once per year to meet all the school committees and he brings documents and marketing materials.

MOTION TO GO INTO EXECUTIVE SESSION (M.G.L. Chapter 30A, Section 21 (a) (6), “to consider the purchase, exchange, lease or value of real property if the chair declares that an open meeting may have a detrimental effect on the negotiating position of the public body.”(Vote required)

Dan Hayes requested that the Board of Directors invite Sarah Molloy, Allison Garriss, Barbara Siegel and Terry Senio from CES to join the Board of Directors in Executive Session.

Robert Decker moved that the Board go into Executive Session to consider the purchase, exchange, lease or value of real property per MGL Chapter 30A, Section 21 (a) (6). Michael Knapp seconded the motion. A roll call was performed and all Board Members voted in favor and the motion passed.

The minutes from the Executive Session are in a separate document.

MOTION TO GO BACK INTO OPEN SESSION

Jonathan Schmidt moved that the Board go back into open session. Gene Stammell seconded the motion. A roll call was performed and all Board Members voted in favor and the motion passed.

CHANGE IN FUNERAL/BEREAVEMENT LEAVE (VOTE REQUIRED)

A copy of the proposed Funeral/Bereavement Leave policy was provided to all Board Members in their packets. Bill noted that the change recommended is to expand the number of days to 5, adding in-law relatives (parental and children), and also includes language so that the leave does not have to be taken consecutively.

Laura Fallon noted that FMLA policies for state includes step relatives and that is not included here.

Carl Schlerman also brought up making sure to include foster children

Barbara Siegel noted that we do not define what is a “parent” at CES. We include them all and are very inclusive.

Bill Diehl suggested we take the policy back for consideration and not vote on it at this time until more clarifying language can be added.

NEW HIRES AND SEPARATIONS FOR MAY 1, 2019 – MAY 31, 2019 (VOTE REQUIRED)

A report that provided the new hires and separations for May 1, 2019 through May 31, 2019 was provided to all Board Members in their packets.
Bob Decker moved that the Board approve the new hires and separations for May 1, 2019 – May 31, 2019. John Cotton seconded the motion. All Board Members were in favor and the motion passed.

ADDITION OF TEMPORARY SIGNATORY AT CES - ITEM UNEXPECTED AND NOT ON THE AGENDA

Bill Diehl noted that his father was recently placed in Hospice care in Pennsylvania. Due to the vacancy of the Deputy Director position, if he needs to leave town suddenly (like he did just a few days ago), this would leave only one person on site who can provide legal signatures on behalf of the agency. Bill has recommended Kathy Levesque be granted these temporary rights should the need arise. Bill confirmed that this is only temporary until the vacancy is filled of Deputy Director position.

Bob Decker moved that the Board approve Kathy Levesque being a temporary signatory for CES while the Deputy Director position is vacant. Michael Knapp seconded the motion. All Board Members were in favor and the motion passed.

FINANCE COMMITTEE SCHEDULE

A copy of the Finance Committee scheduled for 2019-2020 was provided to all Board Members in their packets. All dates are also on the CES website

Bob Decker requested that the Finance Committee meeting listings online also include the agenda when it is available. Bill noted they will do their best.

APPOINTMENT OF A NEW MEMBER TO THE WARRANT SUBCOMMITTEE

Dan reviewed the purpose of the Warrant Subcommittee and the CES process. CES is down a member due to a resignation from a Board Member and we need a volunteer. Maureen Nichols volunteered.

ACTION ITEM: Allison Garriss will give to Barbara Siegel the email address of Maureen Nichols so that she may be added to the warrants.

AMENDMENT TO THE ARTICLES OF AGREEMENT

Bill noted that a few corrections were needed in the agenda / articles. Those are discussed below.

The articles of agreement draft in the document has a different purpose than what is indicated on the agenda. It’s meant for us the Board to approve changes to include the two new districts joining us per DESE regulations as well as some other minor changes

Page 4 – removal of DESE having a voting member

Page 10 – Increase our non-member district above 20%.

Last Page – Adding the two districts that will be joining the Collaborative.

Fallon noted there is a discrepancy between law and our agreement. Section 5 page 7: Fallon thinks new law says we have to report back to school committees quarterly not 6 times per year? The Executive Directors report fulfills this need. Bill is not aware that the requirement has changed but will look into this further.

ACTION ITEM: CES will follow up on the new law and make sure Articles are more in line with new collaborative legislation
**AMENDMENT TO THE CES BY LAWS AND POLICY SUBCOMMITTEE ESTABLISHMENT**

In order to create a Policy Subcommittee as suggested in a previous meeting, a change must be made to the CES By laws not the Articles of Agreement, as originally stated in the agenda.

Each member received a copy of the proposed language to add to the CES BY Laws in regards to the Policy Subcommittee in their packets.

Fallon moved that we change the sentence to read “there shall be no more than one member….from a single member school district” as the current wording is confusing. Michael Knapp seconded the amendment and all Board Members were in favor.

*Laura Fallon moved that the board approve the establishment of a Policy Subcommittee language amendment to the CES By-Laws as amended. Jonathan Schmidt seconded the motion. All board members were in favor and the motion passed.*

**POLICY SUBCOMMITTEE**

Dan Hayes requested volunteers to join the Policy Subcommittee

Volunteers: Laura Fallon and Don Sluter

Bill will ask for a Superintendent volunteer at an upcoming Superintendents roundtable

*Bob Decker moved that the Board approve the Policy Subcommittee volunteers. Laura Fallon seconded the motion. All Board Members were in favor and the motion passed.*

**EXECUTIVE DIRECTORS REPORT**

A copy of the Executive Director’s report was provided to all Board Members in their packets. Bill reviewed highlights.

At the back of the report is a list of bids the Hampshire Council of Governments handled. At the last meeting we discussed how CES was taking many over, but not all of them. The HCG came back and asked us to assume more, including some in purchases or with towns / districts that we do not currently handle or have the internal capacity to handle. We are investigating this further and will come back to the Board Members with more information.

**ACTION ITEM:** Send the Executive Director’s report to all Board Members so that they might send to their school committees and stakeholders

**DISCUSSION OF TOPICS FOR 2019-2020 PRESENTATIONS AND DISCUSSIONS**

At every meeting we often have a CES presentation. Sometimes we end up without enough time for every agenda item. What would be good to talk about next year?


Jonathan Schmidt – SJE stakeholder workgroups currently happening in Easthampton. Valuable to discuss what the CES groups doing with us are doing elsewhere and with us

Michael Knapp – Afterschool childcare. Feels like it is becoming universal need
Maureen Nichols – Now that marijuana is legal, more topics around that. Huge recent discussions in Whately

Laura Fallon – Marijuana education initiative was created in Colorado. Being brought to Plymouth. Maybe check that out. Also – Test strips for marijuana which can test vape oil and edibles. More information about this and how districts are considering these things. Also would be interested in hearing more about Vaping detection systems that some districts are using in bathrooms

Michael Knapp – Different approaches to knocking vaping down amongst students

Kyle Belanger – Special education funding, regional pictures of where everyone is around CHERISH and PROMISE act, circuit breaker, etc.

Bob Decker – Do we give people reimbursement for the expenses they occur when students or Joan Schuman come to graduations? Barbara Siegel noted that we do not, however, thank you notes are sent. Bob also recommended a formal letter be sent to Joan Schuman thanking her for her presence

**ACTION ITEM**: Dan Hayes will send letter to Joan Schuman

September – Regional MASC might be coming to give a presentation.

**NEW BUSINESS AND TOPICS OF INTEREST**

Please let Bill/Allison/Dan know if you want items added to the agenda.

**ADJOURNMENT**

*Bob Decker moved that the Board adjourn the meeting. Don Sluter seconded the motion. All Board Members were in favor and the motion passed.*

Meeting adjourned at 9:00PM
CES Title III Consortium

Board of Directors

June 26, 2019

Albert E. Mussad, Ph.D.
Leadership and Instruction
Continuous Improvement Specialist
WELCOME!
Goals

By the end of this session, participants will:

● **define** Title III of the *Every Student Succeeds Act* (2015); and

● **describe** key features of the CES Title III consortium.
What is Title III?
Title III is one of four sub-titles of the Every Student Succeeds Act (ESSA, 2015). It provides funds and establishes criteria for the adequate progress of English learners relative to language acquisition and academic achievement.
What is the CES Title III consortium?
1. History
2. Membership
3. Enrollment
4. Per-pupil allocation
1. History
2. Membership
3. Enrollment
4. Per-pupil allocation
1. History
2. Membership
3. Enrollment
4. Per-pupil allocation
1. History
2. Membership
3. Enrollment
4. Per-pupil allocation
What services do consortium members receive?
1. Grant management
2. Budget management
3. Liaisons’ PLC
4. Event management
1. Grant management
2. Budget management
3. Liaisons’ PLC
4. Event management
1. Grant management
2. Budget management
3. Liaisons’ PLC
4. Event management
1. Grant management
2. Budget management
3. Liaisons’ PLC
4. Event management
What activities for ELs and their educators were available in the FY 19 grant program?
1. Professional development
2. Direct instruction to ELs
3. Parent engagement
1. ELL PDP-bearing workshops and courses
2. Instructional coaching
3. Collaborative review of
   a. curriculum
   b. SEI instruction
   c. assessment data
Direct instruction to ELs

- Individual or small group
- Language development to support content-area achievement

Tutoring
Parent engagement

1. Supplemental parent ESL class
2. Family literacy event
QUESTIONS?
Albert E. Mussad, Ph.D.

Leadership and Instruction
Continuous Improvement Specialist
Collaborative for Educational Services
97 Hawley Street
Northampton, MA 01060

413-588-5945 (office)
908-623-0652 (cell)
amussad@collaborative.org
THANK YOU!

collaborative.org

Collaborative for Educational Services
Call to Order
Dan Hayes called the meeting to order at 4:05PM

NEW HIRES & SEPARATIONS
A copy of the new hires and separations was provided to all in attendance. Bill reviewed the report and noted that CES has a new HR Director. The majority of the changes are the summer teachers. A copy of the report will be attached to these minutes.

Jonathan Schmidt moved that the Executive Committee approve the new hires & separations for period 6/1/19 through 7/31/19. Daniel Hayes seconded the motion. All members were in favor and the motion passed.

EXECUTIVE DIRECTORS REPORT
No formal report for the Board. Bill hopes to have a summer update to distribute in the coming weeks.

NEW BUSINESS & TOPICS OF INTEREST
Bill noted that CES received notification that the state will be auditing CES. The entire Board was previously notified via email. The state is postponing the fiscal part of the audit so that CES may get through its own annual fiscal audit.

Final interviews for the Deputy Director candidates are coming soon. There will be possibly 2-3 finalists. An email went out to the Board inviting members to be part of the interviews. No volunteers have come forward at this time. Bill is finalizing dates. Jonathan will email Allison is availability as he is interested.

Next full Board meeting September 25, 2019

ADJOURNMENT
Jonathan Schmidt moved that the Executive Committee adjourn its meeting. Daniel Hayes seconded the motion. All members were in favor and the motion passed.

Meeting adjourned at 4:10PM
Present from the Board: Bob Decker, Dan Hayes, Don Sluter, Jonathan Schmidt,

Present from CES: Barbara Siegel, Sarah Molloy, William Diehl

Welcome and Review of Agenda

Day Hayes, the Board Chair, stated that an open meeting may have a detrimental effect on our negotiating position to consider the purchase or lease of real estate property and motioned to go into executive session and not return back into open session. There was a roll call vote and all were in favor.
BY-LAWS FOR THE COLLABORATIVE FOR EDUCATIONAL SERVICES

The By-Laws for the Collaborative for Educational Services were established by the Board of Directors to define governance and process for the Collaborative, consistent with state law and the Collaborative's Articles of Agreement.

A. CES BOARD OF DIRECTORS

Consistent with the duty of loyalty to the Collaborative, the Board of Directors shall have the following duties, responsibilities and authority:

1. **Appointment of the Executive Director** – The procedures to be utilized by the Board for the recruitment and appointment of the Executive Director will be determined after the Board receives notice that the Executive Director's position will become vacant. The Board shall also approve a succession plan. In the event the succession plan cannot be implemented, the Board may appoint a qualified person to serve as acting Executive Director.

2. **Annual Evaluation of the Executive Director** – By the date of its regular scheduled meeting in March, the Board will formally evaluate, in writing, the performance of the Executive Director. This evaluation and assessment shall be related to the position description of the Executive Director and the goals and objectives of the Collaborative and the Executive Director for the contract year indicated. The evaluation procedure, as well as the performance standards for the Executive Director, shall conform to the requirements of 603 CMR sect. 7.00, et seq. to the extent that the regulations are applicable. The Chairperson shall ensure that the evaluation of the Executive Director will be discussed by the Board at a posted open meeting, and will result in a single written document that represents the consensus of the Board.

3. **Approval of Contract for the Executive Director** - The Chairperson will bring forward recommendations for the Executive Director’s contract and compensation package. The Board shall review, amend, and approve the contract and compensation package.

4. **Appointment of a Business Manager** – The Board shall appoint a Business Manager upon consideration of the recommendation of the Executive Director and shall approve the contract and the compensation package for the Business Manager.

5. **Appointment of a Secretary/Clerk** – The Board shall appoint a Secretary/Clerk of the Board. The Board may appoint the Executive Director to this position.

6. **Appointment of a Treasurer** – The Board shall appoint a Treasurer who may be a treasurer of a city, town or regional school district belonging to the collaborative, but cannot be a member of the Board or an employee of the Collaborative. The Board shall pay reasonable compensation to the treasurer for services rendered, as defined in M.G.L. c. 40, § 4E.
7. **Enactment of Policy** - The Board shall consider and adopt new or revised policies as may be recommended by the Executive Director. The Board may also develop and enact written policies to serve as a guide for the discretionary action of those to whom it delegates authority. To permit time for review and study of new policies and to provide an opportunity for input or opinion of interested parties, proposed policies or amendments will be presented as an agenda item at a regularly scheduled Board meeting but not adopted until the next scheduled meeting, except in the case of emergency, of the full Board thereafter. The Board or the Executive Committee may, in an emergency, adopt a policy on first reading.

8. **Adoption of the Annual Budget** - The Board shall adopt an annual budget that meets the needs of an effective educational program for the agency. In approving the annual budget of the Collaborative, the Board shall take into consideration the recommendations of the Finance Subcommittee and the Executive Director.

9. **Personnel Matters** - The Board shall review, consider and take action as necessary on any personnel matter presented by the Executive Director, subject to M.G.L. c. 40, § 4E.

**B. INDIVIDUAL CES BOARD MEMBERS**

Individual Board members shall have the following duties and responsibilities:

1. **Completing Mandatory Training** – Each Board member shall complete and adhere to training approved by the Massachusetts Department of Elementary and Secondary Education, as outlined in 603 CMR 50.05.

2. **Attendance at Board Meetings** – Members of the Board shall attend meetings of the Board of Directors on a regular basis and shall fulfill all duties as may be required by the Collaborative Board of Directors, 603 CMR 50, and the CES Articles of Agreement.

3. **Reporting to Member Districts** – Members of the Board shall report back to their sending school committees on the work of the collaborative and the actions taken at Board meetings. In addition, each appointed Board member shall be responsible for providing specific information to the member’s district in accordance with the provisions of M.G.L. c. 40, § 4E.

4. **Acting on Board Matters** – Board members shall act on Board matters and shall represent their member school districts for the good of the district’s students and the Collaborative as a whole.

5. **Providing Advice** – Board members shall advise the Executive Director of potential opportunities for CES to work as a partner with local school officials to provide effective programs. As appropriate and needed, Board members shall assist in locating available space in the member’s school district for Collaborative programs.

6. **Adhering to Policies** – Members of the Board shall adhere to Collaborative policies, procedures and protocols.
Members of the CES Board of Directors and those who serve on member district school committees may also participate in CES-sponsored professional development programs and workshops on a space-available basis at no cost, except for materials and lunch. Arrangements for such participation must be made in advance with the Director of Professional Development.

C. EXECUTIVE COMMITTEE

There shall be an Executive Committee of the Board of Directors consisting of the Chairperson and Vice-Chairperson of the Board and three additional members, no more than two of whom may be from the same county, elected at large by the full Board at its first meeting of the fiscal year. Members of the Board of Directors who are interested in holding an office and/or serving on the Executive Committee shall contact the office of the Executive Director before that meeting to express interest.

Responsibilities of the Executive Committee include the following:

1. To meet and take action in lieu of the Board when the Board does not have a quorum and the Board needs to take action on a matter which is on the agenda.

2. To meet and act in place of the Board in emergency situations.

3. To fulfill other functions as approved in advance by a majority of Board members at a scheduled meeting.

D. CES SUPERINTENDENT STEERING COMMITTEES

In order for the Collaborative to effectively fulfill its purpose and reach its goals, it is important for school superintendents to be fully informed and aware of CES programs and services. To this end, two Steering Committees (one for Franklin County and one for Hampshire County) comprised of superintendents from the member school districts of the particular county will meet regularly.

Superintendents shall have the following responsibilities:

1. To attend and participate in Steering Committee meetings and report regularly on district needs.

2. To review and advise on the Annual Budget – The Steering Committees will either indicate approval of the proposed budget or submit recommendations for changes in the budget to the Board. The full Board will consider the recommendations of the Steering Committees before acting on the proposed budget.

3. To review, offer feedback on, and share with school district personnel annual reports of the Collaborative and/or reports from specific Collaborative programs.

4. To assist the Collaborative in locating space for CES programs in school buildings of the member districts.
5. To appoint representatives to serve on the Finance and Programs sub-committees, and to provide input to the Executive Committee regarding the performance of the Executive Director.

6. To meet periodically with the Board of Directors to offer input on programs, policy, procedure, and other Collaborative matters.

7. To encourage the participation of school district staff to utilize collaborative programs and services as the first vendor of choice.

8. To attend and participate in Steering Committee meetings, roles and responsibilities in assuring the continued financial soundness of the Collaborative.

9. To inform their school committees of their governance obligations and fiduciary responsibility under the collaborative laws and regulations.

E. FINANCE SUBCOMMITTEE

In order for the Board of Directors to have as much information as possible prior to its approval of the final, annual budget, there shall be a Finance Subcommittee, consisting of two representatives each of the Board and the Steering Committees. The Board chairperson shall designate at least two (2) Board members, and the Steering Committees shall designate two (2) members, one from each county. There shall be no more than one (1) member on the Finance Subcommittee from a member school district. The Chair of the Board of Directors shall be an ex-officio member of the Finance Committee. Responsibilities of the Finance Subcommittee include the following:

1. To meet with the Executive Director and Business Manager to review the annual budget proposed by the administration.

2. To report back to the Board and Steering Committees on financial matters affecting the Collaborative.

3. To fulfill other duties as directed by the Board of Directors.

E-2. WARRANT SUBCOMMITTEE

In order for the Board of Directors to provide timely approval of Payroll and Vendor Warrants there shall be a Warrant Subcommittee. The CES Board of Directors shall annually appoint three Board Members to the Warrant Subcommittee who shall be granted the authority to approve the payments of vendor and payroll warrants. The Board shall annually appoint the Warrant Subcommittee at the first Board meeting of each fiscal year, with the exception of FY2016, when the Warrant Subcommittee shall be appointed at the November, 2015 Board meeting and begin service on January 1, 2016.

1 The Warrant Subcommittee was added to the By-Laws at the November, 2015 Board meeting.
F. POLICY SUBCOMMITTEE

In order for the Board of Directors to meet the requirements and obligations, as set forth in the Articles of Agreement, there shall be a Policy Subcommittee, consisting of representatives of the Board of Directors and the Steering Committees. The Board chairperson shall designate at least two (2) Board members, and the Steering Committees shall designate two members. There shall be no more than one (1) member on the Policy Subcommittee from a single member school district. The Chair of the Board of Directors (or designee) shall be an ex-officio member of the Policy Subcommittee. The Executive Director (or designee) shall attend all meetings and serve as recorder.

Responsibilities of the Policy Subcommittee include the following:

1. To meet with the Executive Director, Director of Finance and Operations and Director of Human Resources to review the status of policies and procedures at CES.
2. To review the effectiveness of existing policies to ensure currency and appropriateness,
3. To review recommendations for new policies or changes in existing policies as developed by CES managers and as submitted by the Executive Director.
4. To report back to the Board on findings and on proposals for changes in policies.
5. To fulfill other duties as directed by the Board of Directors.

G. EXECUTIVE DIRECTOR

The Executive Director shall serve under the general direction of the Board, is responsible for the care and supervision of the Collaborative, and is the educational leader and day-to-day manager of the Collaborative. In addition to all the duties and responsibilities of the Executive Director as outlined in the Articles of Agreement and M.G.L. c. 40, sect. 4E, the Executive Director shall have the following responsibilities and authority:

1. To interpret and clarify the purposes and mission of the Collaborative to member districts, staff and the general public.
2. To act on personnel matters between Board meetings, as allowed by law, with reports to the Board at its regularly scheduled or special Board meetings.
3. To develop agendas for each Board meeting and any other committee or subcommittee meetings with advice from, and in consultation with, the Chair of the Board of Directors.
4. To prepare a recommendation to the Board of Directors on all Collaborative business matters on which the Board is expected to take action.

______________________________

2 The Policy Subcommittee was added to the By-Laws at the September, 2019 Board meeting.
3
5. To establish, administer and secure financial resources for programs and services that respond to the mission of the Collaborative.

6. To perform any other duties as specified in the contract.

H. AMENDING THE BY-LAWS

These By-laws may be amended or added to by a majority vote of all the members of the Board in attendance at a regular or special meeting of the Board. Written notice containing the proposed by-law change or amendment shall be sent to each member at least seven (7) days in advance of the meeting at which the Board will be asked to consider the amendment or addition.

*By-Laws approved by the Board of Directors on June 24, 2014*
<table>
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Full-time: 35 + hrs/wk
*Part-time: 20 - 34 hrs/wk
Part-time: less than 20 hrs/wk
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Full-time: 35 + hrs/wk
*Part-time 20 - 34 hrs/wk
Part-time: less than 20 hrs/wk
## HIRES AND SEPARATIONS August 1st - August 31st, 2019

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<td>Full-Time</td>
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</tbody>
</table>

*Part-time: 20 - 34 hrs/wk

Part-time: less than 20 hrs/wk

Full-time: 35 + hrs/wk
## HIRES AND SEPARATIONS August 1st - August 31st, 2019

### HIRES

<table>
<thead>
<tr>
<th>NAME</th>
<th>DATE HIRED</th>
<th>PROGRAM</th>
<th>POSITION</th>
<th>Part-time or Full-time</th>
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<tbody>
<tr>
<td>MCCARTHY, KEVIN</td>
<td>8/6/2019</td>
<td>DYS</td>
<td>Teacher</td>
<td>FULL-TIME</td>
</tr>
<tr>
<td>KILEY, SEAN</td>
<td>8/7/2019</td>
<td>DYS</td>
<td>Assistant Regional Education Coordinator</td>
<td>FULL-TIME</td>
</tr>
<tr>
<td>POWER-GREENE, OUSMANE</td>
<td>8/16/2019</td>
<td>SEIS</td>
<td>SEIS/DYS PD Facilitator</td>
<td>Part-Time</td>
</tr>
<tr>
<td>WASHINGTON, NANCY</td>
<td>8/26/2019</td>
<td>SEIS</td>
<td>Teaching Coordinator</td>
<td>FULL-TIME</td>
</tr>
<tr>
<td>MIHAILA, ANDRADA</td>
<td>8/29/2019</td>
<td>SEIS</td>
<td>Teacher</td>
<td>FULL-TIME</td>
</tr>
<tr>
<td>TITH, SEILA</td>
<td>8/29/2019</td>
<td>SEIS</td>
<td>SPED Teacher</td>
<td>Full-Time</td>
</tr>
<tr>
<td>FEARING, ALEXA</td>
<td>8/29/2019</td>
<td>SEIS</td>
<td>SPED Teacher</td>
<td>Full-Time</td>
</tr>
<tr>
<td>MCKINNEY, JUSTIN</td>
<td>8/29/2019</td>
<td>DYS</td>
<td>Teacher</td>
<td>FULL-TIME</td>
</tr>
<tr>
<td>CARRERO, JENNIFER</td>
<td>8/29/2019</td>
<td>SEIS</td>
<td>Teacher</td>
<td>FULL-TIME</td>
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### SEPARATIONS

<table>
<thead>
<tr>
<th>NAME</th>
<th>DATE OF SEPARATION</th>
<th>PROGRAM</th>
<th>POSITION</th>
<th>Part-time or Full-time</th>
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<tr>
<td>HARTFORD, TERENCE</td>
<td>7/24/2019</td>
<td>DYS</td>
<td>TEACHER</td>
<td>FULL-TIME</td>
</tr>
<tr>
<td>ARMANO, JEFFREY</td>
<td>8/6/2019</td>
<td>DYS</td>
<td>TEACHER</td>
<td>FULL-TIME</td>
</tr>
<tr>
<td>MCCARTHY, KIMBERLEE</td>
<td>8/9/2019</td>
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<td>TEACHER</td>
<td>FULL-TIME</td>
</tr>
<tr>
<td>GREENIDGE, NINI</td>
<td>8/15/2019</td>
<td>SEIS</td>
<td>INSTRUCTIONAL COACH</td>
<td>FULL-TIME</td>
</tr>
<tr>
<td>FEEENEY, EDWARD</td>
<td>8/16/2019</td>
<td>SEIS</td>
<td>TEACHER</td>
<td>FULL-TIME</td>
</tr>
<tr>
<td>LEVINE, MARK</td>
<td>8/16/2016</td>
<td>DYS</td>
<td>TEACHER</td>
<td>FULL-TIME</td>
</tr>
<tr>
<td>MCDERMOTT, KELLY</td>
<td>8/16/2019</td>
<td>DYS</td>
<td>TEACHING COORDINATOR</td>
<td>FULL-TIME</td>
</tr>
<tr>
<td>MORTON, DIANNA</td>
<td>8/16/2019</td>
<td>DYS</td>
<td>TEACHER</td>
<td>FULL-TIME</td>
</tr>
<tr>
<td>SMITH, LISA</td>
<td>8/16/2019</td>
<td>DYS</td>
<td>TEACHER</td>
<td>FULL-TIME</td>
</tr>
<tr>
<td>FEARING, ALEXA</td>
<td>8/29/2019</td>
<td>SEIS</td>
<td>SPED TEACHER</td>
<td>FULL-TIME</td>
</tr>
<tr>
<td>DELSIGNORE, ANTHONY</td>
<td>8/30/2019</td>
<td>DYS</td>
<td>TEACHER</td>
<td>FULL-TIME</td>
</tr>
<tr>
<td>MORRISON, MARY</td>
<td>8/30/2019</td>
<td>DYS</td>
<td>TEACHING COORDINATOR</td>
<td>FULL-TIME</td>
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</table>

Full-time: 35 + hrs/wk  
*Part-time 20 - 34 hrs/wk  
Part-time: less than 20 hrs/wk
### Process for Evaluation of Executive Director (ED)
Collaborative for Educational Services
2019-2020

<table>
<thead>
<tr>
<th>Action</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ED develops professional goals for year, aligned with MA Superintendent goal areas</td>
<td>Summer</td>
</tr>
<tr>
<td>2. <strong>Executive Director goals</strong> brought to Board <em>(for Board approval)</em></td>
<td>September Board mtg</td>
</tr>
<tr>
<td>3. Board selects an Executive Director <strong>Evaluation Committee</strong> to guide the process and to develop evaluation questions.</td>
<td></td>
</tr>
<tr>
<td>4. Executive Director provides <strong>update on progress</strong> towards goals</td>
<td>January Board meeting</td>
</tr>
<tr>
<td>5. <strong>360 review of Executive Director</strong> completed by CES leadership and/or others <em>(anonymous)</em>.</td>
<td>By March 6</td>
</tr>
<tr>
<td>6. Evaluation Committee <strong>develops (or affirms existing) evaluation questions</strong> for Board approval</td>
<td>By March 8</td>
</tr>
<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 25 Board meeting</td>
</tr>
<tr>
<td>8. <strong>Superintendents complete survey (online)</strong></td>
<td>By April 3</td>
</tr>
<tr>
<td>9. Board members get <strong>results from the Superintendent survey</strong>.</td>
<td>By April 17</td>
</tr>
<tr>
<td>10. <strong>Board members individually complete an evaluation of the Executive Director (online).</strong> This is based on the information presented at the March Board meeting (360 Review and Evidence and Artifacts) and the Superintendent survey</td>
<td>By May 8</td>
</tr>
<tr>
<td>11. <strong>Survey results compiled and sent to ED Evaluation Committee</strong></td>
<td>By May 13</td>
</tr>
<tr>
<td>12. ED Evaluation Committee meets, review all evidence, and <strong>prepares findings and recommendations</strong>.</td>
<td>By May 21</td>
</tr>
<tr>
<td>13. ED Evaluation Committee presents findings and recommendations in an open public meeting <em>(for Board approval)</em></td>
<td>May 27 Board meeting</td>
</tr>
<tr>
<td>14. Board Chair recommends any changes in current contract and compensation package <em>(for Board approval)</em></td>
<td>June 24 Board meeting</td>
</tr>
</tbody>
</table>
EXECUTIVE DIRECTOR’S GOALS
FOR EDUCATOR EVALUATION -- 2019-2020
PRESENTED TO THE BOARD OF DIRECTORS, September, 2019

# 1 - Professional Practice (Superintendent Evaluation Goal 1)

During 2019-2020, I will increase my knowledge and skills in my professional practice and successful management of the Collaborative through:

1. Furthering 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; and
   - Internal CES trainings on new technology tools and applications, on SJE, and on other topics.

2. Participating in targeted training in at least one professional development workshop or course aimed at improving one of the areas identified last year as an area of growth.

3. 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 2019-2020, 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 2019-2020, 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 “deeper learning”, 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 leadership facilitation to one or more member districts / school committees through meetings and on-going support

3. Supporting the development of two to four new programs for students with special needs, housed within member districts.

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

During 2019-2020, 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; this includes meeting with all member school committees during the year.

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 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 2019-2020** I will lead CES in implementing key enhancements to make CES more efficient, effective, inclusive and collaborative. This includes:

1. On-boarding, supporting, supervising and coaching new leadership staff, including Director of Human Resources and Deputy Director.

2. 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.

3. Supporting a process to evaluate the impacts and results of our current 5-Year Strategic Plan, in preparation for developing a new plan in 2020-2021.

4. Continuing or completing implementation of a) Salesforce (a customer-relations management (CRM) system); b) Infinite Visions (a shared enterprise system); c) Applicant tracking; and d) early stages of an electronic time and attendance system.

5. Continuing implementation of a strategic plan to infuse more social justice and equity principles and practices in the agency.
The Commissioner’s Report to the Board:  
Our Way Forward  
For Massachusetts K-12 Public Education

Jeffrey C. Riley  
Commissioner

June 2019
The function of education is to teach one to think intensively and to think critically.

- Martin Luther King Jr.

The Massachusetts Education Reform Act of 1993 ushered in an era largely focused on developing and refining a comprehensive system of standards, assessment and accountability. With a goal to achieve equity for all learners, we established clear and rigorous expectations for what our students should know and be able to do, assessments to demonstrate how students perform against these standards, and a scorecard to evaluate school and district performance. This system got everyone rowing in the same direction and helped our state surge to first place on various measures. Over the past 25 years, we have increased our graduation rates; consistently earned top scores on the federal gold standard assessment, the National Assessment of Educational Progress (NAEP); and achieved results comparable to top nations around the world on the Program for International Student Assessment (PISA).

While we are rightfully proud of our “first in the nation” status on many educational measures, our NAEP scores have stagnated for years and, in some cases, even declined. Other states are catching up to us. More troubling is the fact that across virtually all metrics, large achievement gaps persist for our students of color, English learners, and students with disabilities. A recent report – #1 For Some – highlights these disparities, many of which are stark.¹ For instance, while Massachusetts ranked 8th in the country in 2016 for our four-year graduation rate for white students, we ranked 43rd for Latinx and 19th for black students. On the 2017 NAEP 8th grade mathematics exam, 28% of low-income students scored proficient or advanced compared to 58% of their higher-income peers, 9% of English learners (ELs) scored at these levels compared to 52% of non-ELs, and 16% of students with disabilities were proficient or advanced vs. 57% of students without disabilities. The report also reveals gaps in access to opportunities, such as early childhood education programs, that could support our most vulnerable students.

At the same time, we are preparing students for a world that is changing at an accelerating rate. Our graduates will switch jobs – and even careers – frequently throughout their lives, and many of those jobs have yet to be invented. The goal of education is no longer simply to possess knowledge; instead, leveraging ever-smarter technology, students must learn to access knowledge, mine it for relevance, and apply it in new ways. Employers are increasingly valuing skills and dispositions, which can be challenging to measure, on par with content expertise. And with soaring tuitions and an uncertain return on investment from the traditional college experience, students need additional options for pathways and credentials that bridge K-12, higher education, and employment.

Within this dynamic context, as a field we are stalled. Not only is student achievement stagnant, but we are at loggerheads on a vision for the future. We see dissatisfaction with the status quo and we have not yet achieved consensus on how to move forward in a substantive way. Moreover, through our vigorous disagreements on strategy, we have fractured our bonds as an educational community.

However, as educators, parents and students, non-profits and partners that support schools, we know what our students need and we know the ways the current systems enable and impede our efforts to support them. Unlike in 1993, we should not expect an outside “grand bargain” to point the way. Instead, we must be our own advocates: We must come together and state clearly what it will take for all public school children to be well prepared for the future and achieve their aspirations.

Our Way Forward: Four Themes

As the newly appointed Commissioner, I spent the past year on a listening and learning campaign in search of common themes for a new K-12 education platform. I participated in over 100 school visits across rural, urban, and suburban communities. I observed classroom instruction and spoke to students about their experiences in school. I heard from educators, school leaders, and superintendents about their pain points, and their hopes for their students. I met with families, community members, legislators, the business community, teachers’ unions, foundations, and non-profit partners to gather their ideas for improving K-12 public education. And I engaged the associations for superintendents, school committees, principals, charter schools, and vocational schools in regular meetings throughout the year.

At the same time, I observed and assessed the functioning of the Department of Elementary & Secondary Education (DESE). I fostered initiatives already in the pipeline, such as new curriculum frameworks and updates to the accountability system, and worked with the Governor’s office, Legislature, and others to promote the Foundation Budget Review Commission’s recommendations to sufficiently fund our schools. I continue to assert that this is the right time for the Legislature to take action on school finance reform to accelerate learning for all students, especially those most in need of support.

In March 2019, I convened a statewide education conference, Kairos (a propitious moment for action), to bring together a wide array of individuals and organizations to learn together and coalesce around a way forward. Aided by DESE staff, I also monitored the latest research that I
believe is relevant to the work ahead. And finally, I drew on my own longtime experience as a teacher, principal, and superintendent in urban and suburban schools.

Through these efforts, I see four themes emerging for our way forward in Massachusetts:

I. Deeper Learning for All
II. Holistic Support and Enrichment
III. Innovation and Evidence-Based Practices
IV. The State as a Partner

Below, I outline the rationale and work ahead for each of these themes. I then present my plan for a pilot program at DESE that will bring together educators, schools, and districts to jumpstart work across these themes, with particular emphasis on our central theme: Deeper Learning for All.

Theme I: Deeper Learning for All

As I traveled the state, educators told me that while they appreciate the rigor of our curriculum frameworks and the data from MCAS, they have also observed unintended consequences. In too many cases, they have seen the curriculum narrowed to focus on assessed subjects or shallow coverage of content in a rush to cover all standards before MCAS testing. They also reported instances of too much time spent drilling students on tested skills, divorced from a cumulative, meaningful learning context. The result is that often students are disengaged and unable to connect their daily lessons with their current or future lives.

There is growing awareness not just in our schools – but also in the research community – that we must more closely match students’ daily experience in school with the expectations they will encounter in college, in their careers, and as citizens navigating a complex world. This means asking students to work in ambiguous contexts, on meaningful projects with larger purpose, and both independently and in teams – all while connecting these activities to our state standards.

Preparing our students for their futures starts with ensuring a strong grasp of challenging, grade-appropriate academic content. TNTP’s 2018 *Opportunity Myth* report, an examination of the student experience in five diverse U.S. school districts, found that a significant percentage of assignments students were given were not up to grade level standards. Moreover, TNTP found that increasing the rigor of classroom work, especially for students who started the school year behind, had significant positive effects on student achievement. We must do more to ensure that

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all students – especially those who are behind academically – have access to challenging, standards-aligned curricular materials and assignments.

But while ensuring equitable access to rigorous curricula is an important first step, our students will be asked to do more than demonstrate mastery of rigorous content. They will be asked to create, to invent, and to combine and apply concepts in new ways.

In their recent book, *In Search of Deeper Learning*, Jal Mehta and Sarah Fine describe their six-year survey of U.S. schools. They found that three primary attributes, “mastery, identity and creativity,” supported by a strong learning community, distinguish environments that ask students to think in deeper and inventive ways. In this model, students not only demonstrate fluency in a given academic domain, but also come to identify themselves as participants within and contributors to the domain. Through the skilled guidance of an expert teacher, students are not learning *about* history or mathematics, but instead take on the roles of historians and mathematicians themselves. In action, this “apprenticeship model” of teaching and learning asks students to assume increasing levels of responsibility, eventually making their own authentic contributions to the field.

Mehta and Fine also highlight research by Fred Newmann arguing that student engagement is core to achievement – and yet engagement levels drop precipitously the longer students are in school; 75% of fifth graders say they feel engaged as compared to 41% of ninth graders and 32% of eleventh graders. And we also see that “engagement gaps” follow some familiar patterns: boys less engaged than girls, lower-income students less engaged than higher-income, and Latinx and black students less engaged than white and Asian students.

Across the Commonwealth, I have seen examples of powerful teaching and rigorous deeper learning, where students are highly engaged in substantive tasks, thinking critically and creatively, and working collaboratively. We need to build upon these successes. There is evidence that deeper learning experiences are more common in affluent communities and honors-track classes – school settings to which our underprivileged students, English learners, and students with disabilities do not always have equitable access. We must work together ensure these types of engaging deeper learning experiences are accessible to all students.

The shifts required to support a statewide move to deeper learning are not trivial, and they will require partnerships across all levels of the education system:

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4 Mehta and Fine, 26.
In the Classroom: Focusing on Deeper Learning Tasks. As a state, we must intensify our focus on the tasks and activities that students are working on in the classroom. As Richard Elmore has stated, “task predicts performance” – that is, the quality of the activities students engage in will determine how well they learn the material. Every teacher should be equipped with a rigorous curriculum that is aligned to state standards. After mastering that curriculum, teachers can innovate further. Leveraging our expert educators and vetted partner-created resources, we must develop statewide models of engaging tasks – activities that ask students to master content knowledge and life skills through the creation of meaningful, original work products. We must also ensure that our school communities hold high expectations that all students can effectively engage in higher-order tasks.

At the School: Establishing Conditions for Deeper Learning. Principals play a critical role in shaping school environments that promote deeper learning. The length of periods in the school schedule, how cross-teacher sharing and professional development are organized, the quality of curricular choices – all of these and more matter a great deal in this effort. Policies and practices established by superintendents and school committees – and the degree of autonomy they in turn provide to schools to meet student needs – also play a pivotal role. Beyond systems and structures, school and district leaders set the tone for education, projecting the norms and values that animate a learning community for children and adults.

With the Community: Building Relevance and Connections. We must also accelerate our efforts to connect students to relevant learning opportunities beyond the classroom, such as internships, community-based learning, innovation pathways, early college, and vocational education. These experiences break down the barriers separating education from work, enabling students to further build their skills and apply their growing expertise in real-world settings. And they support students in building their emerging identities, better preparing them to map their own pathways to higher education and employment.

At DESE: Re-thinking Policy Conditions. Finally, we must acknowledge that some state policies may pose real or perceived challenges to implementing deeper learning at scale. A serious effort to broaden deeper learning statewide will require us to examine the incentives and constraints within our systems and re-align these systems as needed to support deeper learning initiatives in schools.

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Through the pilot program described in the second half of this paper, we will enlist districts, schools, educators, and communities to further define this work – at the local and state levels – together.

**Theme II: Holistic Support and Enrichment**

In my visits to schools across the state, I heard clearly and consistently that students’ social-emotional health and wellness needs are intensifying across urban, rural, and suburban schools – and presenting at earlier ages. If we are to provide equitable access to deeper learning for all, we need to ensure all students receive strong foundational supports and enriching experiences beyond core academics.

As Elaine Weiss and Paul Reville contend in their book *Broader, Bolder, Better: How Schools and Communities Help Students Overcome the Disadvantages of Poverty*, we need “systems of integrated student supports” to “free children up to engage in the type of critical thinking and deeper learning to which our schools and education systems aspire.”

All children need appropriate mental and physical health supports, grounded in safe and supportive school cultures, so they can enter the classroom genuinely ready to learn. Robust support services are especially necessary for students who have unique challenges or are suffering from and distracted by trauma and toxic stress.

In order to thrive, all students also need enriching experiences – arts, music, and opportunities for civic engagement, among others – both within and beyond the traditional school day. Children from more advantaged backgrounds are more likely than economically disadvantaged students to have access to a rich array of extracurriculars, clubs, sports, and other opportunities after school. Many of these enriching experiences promote deeper learning, as they engage students as hands-on participants in the creative process.

In most cases, schools alone cannot deliver these experiences for all students. Families are schools’ first essential partner. Principals and teachers must engage our families as true partners, both by listening and responding to their dreams for their children and equipping them to support their children’s growth and development at home. Community-based non-profits, employers, and universities also play a critical role in partnering with schools to support students in holistic ways,

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from wraparound supports to quality afterschool and summer learning programs, from athletics and enrichment to mentorship programs.

DESE can also do more to develop networks of principals, superintendents and district leaders, school committee members, and charter and vocational leaders working to address these challenges. The state can help to identify quality support partners and convene education practitioners to share promising strategies, especially in districts serving significant populations of high-needs students, or those beginning to experience demographic shifts that will require increased student supports. Finally, we can also work more collaboratively across state agencies that serve children and families, finding ways to coordinate services and data so we can respond effectively to students’ needs.

**Theme III: Innovation and Evidence-based Practices**

I see great things happening in schools and classrooms across the state, but currently there are limited ways for educators across cities and towns to find out what others are working on, let alone understand which practices are leading to success with students. Right now, our K-12 education system lacks a systematic way to measure the impact of innovations and incorporate strong practices into a collective body of evidence. This is a huge missed opportunity to elevate and learn from the countless examples of positive work happening in our schools each day. In the coming year, as part of our deeper learning pilot program, we will begin to introduce a more systematic way to incentivize and learn from innovation in our schools.

In addition to learning from home-grown innovation, we must also broaden awareness of evidence-based strategies from research, highlight examples of this work in action, and use the resources of the state to support further adoption. Districts and schools should expect continued DESE support in areas such as educator workforce diversity, standards-aligned curricula through our CURATE initiative, and expanded access to early college partnerships, among others. We will also direct seed funding, foster supports, and monitor outcomes in new areas backed by current and emerging research such as the Acceleration Academies model, home visiting programs, and labor-management partnerships.

**Educator Workforce Diversity.** Today, 40% of our students in Massachusetts public schools are students of color, while only 8% of our teachers are of color. A growing body of research, well summarized in a recent piece by Dan Goldhaber and colleagues entitled *Why We Need a Diverse Teacher Workforce*, shows improved high school completion and life outcomes if students of color have even one teacher who looks like them in their elementary school experience. In addition, this research indicates that this teacher “role model” effect has important qualitative impacts. For

instance, teachers of color have higher expectations of students of color and their classrooms have lower discipline rates for students of color, as compared to their white teacher peers.

Building on my work in Lawrence where we tripled the number of Latinx teachers in a five-year period, we have hired a Senior Associate Commissioner at DESE to oversee efforts to increase diversity, equity, and inclusion for the teachers and leaders in our schools and districts. We are examining our licensure practices and other strategies to promote entry into the profession for underrepresented groups, especially black and Latinx teachers. We are also creating inclusive cohort experiences to ensure educators have robust support throughout their teaching career through the InSPIRED Fellowship and Influence 100 initiatives.

While we have taken some early actions, our biggest strategy is focused on learning from schools and districts. This spring, we made a significant investment in a local incentive program, awarding nearly $2 million to over a dozen districts to pursue strategies of their choice to recruit and retain a diverse teacher workforce. We will learn from these sites as we build out the plan for this work in the coming year.

**CURATE: CUrriculum RATings by TEachers.** This past school year, DESE launched a new initiative called CURATE to support educators, schools, and districts in selecting rigorous, standards-aligned curricula. The project enlists educators from across the state to serve on CURATE panels, which review evidence on the quality and alignment of publisher-created curricula. These reviews are based not just on alignment to Massachusetts standards, but also ease of implementation as reported by educators. The first round of curriculum reviews will be available in summer 2019. As noted in the TNTP *Opportunity Myth* report above, upgrading our instructional materials state-wide is a critical way to provide equitable access for all students to rigorous content.

**Expanded Access to Early College Partnerships.** In 2017, a joint resolution by the boards of elementary and secondary education and higher education produced a call to action for local communities to develop early college partnerships between high schools and colleges. Recent national research studies cited in *Investing in Early College*, a MassINC report published in June 2019, confirm the strength of this intervention: low-income students who enroll in early college programs are twice as likely to complete a post-secondary degree as students assigned to control groups. Massachusetts is off to a strong start with 17 early college programs serving 2,500 high school students across the Commonwealth today. We will work to secure funding to support early college expansion and continuous program improvement.

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**Acceleration Academies.** Based on success in Lawrence with a vacation learning time program called Acceleration Academies, other communities have begun to explore and adopt this model, including Springfield and Chelsea. A study of the program in Springfield, *Making the Most of School Vacation*, showed positive effects on student outcomes. We are building capacity and identifying resources at the state level to scale up this program to additional communities, to support their efforts in closing achievement gaps.

**Home Visiting Programs.** A critical foundation for school communities is the strength of the connection between educators and families. The home visiting model is a research-backed intervention in which teachers receive professional development so they can make positive connections with families in their homes. This process helps families and educators develop a united front to bridge children’s school and home lives, maximizing their academic potential. According to *research* by Johns Hopkins University, students who attended a school where at least 10% of families received home visits showed favorable outcomes in school attendance and ELA assessment scores, as compared to students at other schools.

**Labor-Management Partnerships.** Findings in a Center for American Progress report, *Teachers Unions and Management Partnerships: How Working Together Improves Student Achievement*, show that labor-management partnerships can also make a significant contribution to raising achievement for disadvantaged students. The report notes higher student outcomes in high-poverty schools when administration and educators engage in frequent communication about important issues and foster collaborative environments.

**Theme IV: State as a Partner**

My listening tour also made clear to me that communities are seeking more individualized support from DESE based on their context and needs. School committees, superintendents, principals, and educators need a state partner to problem solve with them through complex issues that they identify. Such partnerships between state and local communities can provide tangible solutions to these challenges. If we listen to the goals and priorities of each community, we can better mobilize cross-functional supports to make progress. The state can help build local capacity and incentivize communities to adopt and accelerate best-in-class teaching practices and supports for students.

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DESE will always be a regulatory organization, and compliance is necessary to ensure we maintain high standards of safety, rights, and education for our students. Yet I know from my time in schools and districts – and from feedback from educators and administrators this year – that in some areas our compliance oversight could be less burdensome. I have been working closely with DESE’s senior team to identify ways we can continue to carry out our responsibilities while reducing administrative burdens for schools and districts. In the coming year, the agency will take steps to review and streamline our procedures and provide relief in selected areas subject to state policy and regulations.

As DESE moves to implement new initiatives aligned to our core themes, the agency’s strategic plan will evolve as we determine what we will continue to do, what we will improve, where we need to build new capacities, and what we may need to stop doing so we can carry out our mission with fidelity.

Finally, I will continue to set a tone promoting collaboration and compromise across the education ecosystem. We need to move past “all or nothing” thinking, turn the page on past disagreements, and come together around new ideas that can make a positive difference for students.

**Our First Step: The Kaleidoscope Collective for Learning**

We will begin to shift the state towards implementing these themes and immediately impact schools and classrooms through a new pilot program at DESE called the Kaleidoscope Collective for Learning (KCL). Starting in fall 2019, school districts, individual schools, and educators will be able to apply to participate in this effort. Our initial goals will be to:

- Create a research and development (R&D) hub of educators, schools, and districts focused on incubating and assessing innovative approaches to deeper learning, including standards-aligned instruction and assessment (*Theme I*)
- Form a highly engaged network of practitioners, through which holistic support (wraparound) and enrichment efforts and evidence-based practices can be identified and shared (*Themes II and III*)
- Model a new approach for how DESE can partner with the field to support adoption of promising practices, especially those shown to close achievement gaps, while respecting and learning from each community’s context (*Theme IV*)

While the Kaleidoscope Collective for Learning will address all four themes of *Our Way Forward*, the primary focus will be on our central theme: Deeper Learning for All. Through this effort, we will start to gather the Massachusetts education community around this new vision for the student experience and take concrete steps to pilot new approaches. While this pilot will be open to all schools and districts across the state and is intended to benefit all learners, the network will
be committed to closing achievement gaps for underperforming subgroups through deeper learning efforts and the other themes outlined above.

**Kaleidoscope Schools and Districts**

Through the Kaleidoscope effort, we will create opportunities and incentives for educators, school leaders, and superintendents to build upon successes and try out new approaches. To support this effort, we will create a new team within DESE focused on guiding and supporting KCL participants. This team will partner closely with intermediaries that have a successful track record in creating the conditions for deeper learning in schools and districts, and will connect educators and administrators who are pursuing similar strategies. Schools and districts that apply to participate in the Kaleidoscope Collective for Learning will have the following common commitments and opportunities:

- **Engaging performance tasks.** Kaleidoscope schools and districts will work to increase the time students spend learning and demonstrating their knowledge through highly engaging, applied, and relevant tasks and activities. These tasks must be rigorous, standards-aligned, and built on a foundational, high-quality curriculum that supports high expectations for all students. They must ask students to demonstrate essential skills, such as critical thinking and collaboration, in addition to mastery of content. Districts and schools will have the opportunity to pilot a priority set of “transformative tasks” developed by educators across the Commonwealth (see next section, below), adopt vetted partner-created tasks, and receive professional development to design their own high-quality tasks.

- **Innovative assessment design.** Kaleidoscope participants will work with DESE on new performance-based tests and pilot other ideas for broader and deeper measures of student learning and school outcomes. The NAEP, through its new Technology & Engineering Literacy Assessment, and PISA are already beginning to create forward-looking assessments that address deeper, applied learning. Kaleidoscope schools and districts will partner with DESE to help Massachusetts respond to this shift. While schools will be encouraged to pursue deeper learning across all subject areas, we will focus initially on designing new performance-based assessments in history/civics/social studies and technology and engineering. We will also explore other important measures such as student engagement in school and the community, and student valuing of learning.

- **Increased district and school flexibilities.** DESE will support Kaleidoscope sites in navigating DESE regulations and policies, including creating new areas of flexibility to support the shift to deeper learning. As we learn what practitioners need to meet their objectives, DESE will make new approaches available statewide.
• **Resources and support.** DESE will provide funding and resources for Kaleidoscope sites as well as regular opportunities for network-wide sharing. Schools and districts can request grant funds to support their plans, including teacher planning stipends and technical assistance partners.

The application for the first cohort of the KCL Schools and Districts Network will be available this fall, with selection and launch in winter 2020. In July 2019, we will solicit letters of interest to gather an initial understanding of the number of schools and districts that may apply to participate. The selected pilot cohort will serve diverse student populations and geographic regions, with traditional public schools, vocational technical and/or agricultural schools, charter schools, collaboratives, and adult education centers all encouraged to apply.

In the initial pilot group for the KCL, we will look to include a handful of districts that have already taken steps towards a deeper learning approach and a larger number of individual schools that have demonstrated readiness to move in this direction. In addition, depending on the volume of interest, we may designate a group of “priority pipeline” schools for future cohorts of the KCL. These schools would join the larger group of Kaleidoscope sites in the first cohort in piloting performance tasks and strengthening their curricula and would be well-positioned to join future KCL cohorts as full members. We plan to launch the next cohort in fall 2021 and subsequent cohorts thereafter. In addition, we will find ways to regularly share the work of the KCL with the broader Massachusetts education community.

As part of the application process this fall, we will ask interested districts and schools to collaborate with local stakeholders, such school committees, parent organizations, student councils, teachers’ unions, and other partners, as they prepare their applications. The application will include information about participant commitments that can be shared with stakeholders to guide local school and district decisions about whether to apply.
Transformative Tasks by Teachers

Massachusetts educators will play a central role in the Kaleidoscope Collective for Learning. Through Kaleidoscope’s Transformative Tasks by Teachers initiative, we will issue an all-call for Massachusetts teachers to design and submit outstanding, rigorous activities that engage students in transformative learning tied to state standards. By soliciting inspiring yet concrete examples of what deeper learning tasks look like, we can begin to set a new bar for high-quality, engaging instruction state-wide. Task creation workshops will be made available to educators interested in submitting tasks for consideration.

Teachers who submit the highest-rated performance tasks, which will be vetted by a panel of educators and other experts, will each receive funding and recognition and these tasks will be piloted throughout the Kaleidoscope network of schools and districts. We will make sure implementation of these tasks is coupled with rigorous, rapid evaluation efforts to assess effectiveness.

Educators whose tasks are selected will also be invited to join a transformative task workgroup to collaborate with the Commissioner and DESE staff to identify and develop models for scaling transformative instruction. Through this effort, we will partner directly with our classroom teachers and expand the reach of their best ideas.

Moving Forward

The past 25 years of education reform gave our Commonwealth an essential foundation. This work was necessary – but, in the end, not sufficient – to support equitable and high-quality learning environments and strong outcomes for every student in the Commonwealth. It is now up to us as educators, school leaders, superintendents, school committees, and in collaboration with our families, communities, and partners to map our way forward. The Kaleidoscope Collective for Learning, alongside other new initiatives addressing each of our themes, is where we will start.

I look forward to further discussing the themes and plans outlined in this document with the Massachusetts education community, and building upon them together in the coming months and years.
September 20, 2019

To: Collaborative for Educational Board of Directors
From: William Diehl, Executive Director
Re: Request for a Vote on Revisions / Amendments to the “Agreement of the Collaborative for Educational Services”

Dear CES Board of Directors:

I am pleased to share with you that two Hampshire County School Districts – Gateway Regional and Worthington -- have applied to become members of CES. Following the procedure for admitting new members, the Board of Directors voted unanimously in March and May, respectively, to approve the applications.

The next steps in the process for the admission of new members (which you can find under Section IX of the Agreement) were a) to prepare revisions / amendments to the original Agreement of the Collaborative for Educational Services, which we have done and attached to this memo; b) to receive approval from DESE for the language of the revised Agreement (obtained in August); and c) to submit the DESE-approved version of the Agreement to the Board of Directors where it must be approved “by the affirmative vote of two-thirds of those representatives present at the meeting in which the vote is taken.” This vote will occur during the upcoming Board of Directors meeting on September 25th, 2019.

The next step in the process is for each School Committee that is a member of CES to vote on the revised and amended Agreement of the Collaborative for Educational Services (which had previously been signed by each member district). Once two-thirds of our School Committees approve this document, it is sent to the Board of Elementary and Secondary Education, for final approval. Once it is approved, the applicant school committees / districts will become full members, effective the start of the following fiscal year.

MEMBERS of the Collaborative for Educational Services

Hampshire County
Amherst-Pelham Regional Schools * Amherst Public Schools * Belchertown Public Schools * Chesterfield-Goshen Public Schools
Easthampton Public Schools * Granby Public Schools * Hadley Public Schools * Hampshire Regional Schools
Hatfield Public Schools * Northampton Public Schools * Pelham Public Schools * South Hadley Public Schools
Southampton Public Schools * Ware Public Schools * Westminster Public Schools * Williamsburg Public Schools
Smith Vocational & Agricultural School

Franklin County
Conway Public School * Deerfield Public School * Erving Elementary School * Franklin County Technical School
Frontier Regional School District * Gill-Montague Regional * Greenfield Public Schools * Hawlemont Regional
Leverett Public School * Mohawk Trail Regional * New Salem School * Orange Public School
Pioneer Valley Regional * RC Mahar Regional * Rowe Elementary School * Shutesbury Public School
Sunderland Public School * Wendell Public School * Whately Public School * Sunderland Public School

* indicates School Committee / district that voted to approve new membership
In the meantime, DESE has noted that Gateway and Worthington can begin paying dues, attending CES Board of Directors meetings and accessing services at the member rate. However, they will not be allowed to vote at the Board of Directors meetings until the approval process is complete. As noted above, the goal is for the approval to be effective July 1, 2020.

Please note that in addition to the amendments regarding adding Gateway Regional School District and Worthington School District to CES (in the Preamble/Authorization and Section XII), there are two other amendments:

1. **Section IV.C: Enlargement of the Board** - The previous Agreement stated the Commissioner would have an appointed representative on the Board. The proposed amendment is for the Commissioner to have an appointed liaison instead.

2. **Section VII.C: Annual Budget** - Under numbers 6 and 7, the previous Agreement stated that “a surcharge of not more than twenty (20) percent for non-member districts will be added” to both the member tuition rate and the fee-for-service member rate “for the purpose of offsetting the added costs related to serving non-members.” The proposed amendment is to increase this to twenty-five (25) percent.

The final amendments are in regard to the effective date of the Agreement under Section XII and attachment of the School Committee Chair signatures.

Thank you for your time and attention.

Sincerely,

William Diehl

William Diehl, Ed.D., Executive Director
Collaborative for Educational Services
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Northampton, MA 01060
Office: 413-588-5901
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AGREEMENT OF THE COLLABORATIVE FOR EDUCATIONAL SERVICES
(Formerly known as HAMPSHIRE EDUCATIONAL COLLABORATIVE)

PREAMBLE/AUTHORIZATION

A. Authority. Pursuant to M.G.L. c. 40, § 4E, this Collaborative Agreement (hereinafter the Agreement) is entered into by and among the following school committees in order to form an educational collaborative, known as the Collaborative for Educational Services (hereinafter the Collaborative or CES): a) the founding school committees of Amherst, Amherst/Pelham Regional, Belchertown, Chesterfield-Goshen Regional, Easthampton, Hadley, Hampshire Regional, Hatfield, Northampton, Pelham, South Hadley, Southampton, Ware, and Williamsburg, known as the founding members; and b) the non-founding school committees of Conway, Deerfield, Erving, Franklin County Technical School, Frontier Regional, Gill-Montague Regional, Gateway Regional, Granby, Greenfield, Hawlemont Regional, Leverett, Mohawk Trail Regional, New Salem/Wendell, Orange, Pioneer Valley Regional, R.C. Mahar Regional, Rowe, Shutesbury, Smith Vocational and Agricultural High School, Sunderland, Westhampton, Whately and Worthington, known as non-founding members.

This Agreement shall become effective on July 1, 2020 and upon the two-thirds majority approval of the member school committees, member charter school boards (if applicable), and the approval of the Board of Elementary and Secondary Education, as indicated on the signatory page.

B. Name. The Collaborative or CES was formerly known as the Hampshire Educational Collaborative.

The name “Collaborative for Educational Services” was adopted in 2009 following the admission into the Collaborative of all of the school districts in Franklin County. Documents, such as mortgages, leases, contracts with various state agencies, grants from state and federal agencies and similar legal documents generated at the time that the Collaborative was known as “Hampshire Educational Collaborative” may continue to use the name of Hampshire Educational Collaborative and need not be amended to reflect the change in name, but will continue to be binding on, and enforceable against, the Collaborative. Supplements, amendments and/or changes to such documents need not reflect the change in the name of the Collaborative, but will continue to be binding on, and enforceable against, the Collaborative.

SECTION I: Membership

The school committees who have entered into this Agreement are considered members; members shall also include any other school committee and/or charter board of directors which have become members through the process identified in this Agreement. Members are either founding members or non-founding members (with members listed above in the Authority section) and, unless otherwise specified, all will be referred to as members in this document.

Approved for membership by CES Board of Directors on March 27, 2019 Gateway Regional; May 29, 2019 Worthington
Effective July 1, 2020
Each member shall appoint an individual to serve on the Collaborative Board of Directors (hereinafter the Board). Such individuals shall be referred to as representatives.

SECTION II: Mission, Purpose, Focus, Objectives

CES’ mission and purpose is to develop and foster educational excellence and opportunity for all learners through collaboration and leadership. The organization enhances learning, builds capacity and supports school districts, state agencies, cities and towns and others by providing exemplary programs, sharing effective practices, and identifying and developing resources. In carrying out this mission, CES shall have the following focus and objectives:

1. examine, develop and provide cost-effective quality services and programs for low incidence populations, particularly those most at risk of school failure as permitted by applicable laws and regulations related to educational collaboratives;

2. examine, develop and provide staff development and other training opportunities for educators, including teaching staff, support personnel, administrators, early childhood providers, parents and community;

3. explore, develop and provide other programs and services that will from time to time meet the assessed needs of school districts, member communities, state agencies, and others, as permitted by applicable laws and regulations related to educational collaboratives; and

4. take a leadership role, to the extent permitted by applicable law, in building and maintaining the support of local, state and federal legislative bodies, state and federal agencies, national organizations, institutions of higher education, and non-profit agencies and foundations for the work of educational collaboratives in Massachusetts.

SECTION III. Programs and Services

Programs and services offered by the Collaborative are grounded in the belief that everyone is a learner, and that with the right support every learner can find success. CES is committed to reaching and educating all young people, and in working with educators to help students learn and succeed.

To meet that belief structure, CES works with schools, families, local and state agencies early childhood providers, children, youth and adult learners throughout communities in the Pioneer Valley, western Massachusetts, and throughout the Commonwealth to create and improve educational opportunities both in and out of the classroom. CES partners with its members, as well as other local school districts, local schools and charter schools to help them assess their instructional programs and create new ways to improve instruction, student learning and achievement. CES trains teachers who are seeking licensure in order to gain entry into the teaching field as well as teachers, administrators and educational leaders who want to increase their skills and opportunities by gaining an additional license, approved by the appropriate state agency, or developing their skills and expertise. The Collaborative partners with local, state, and national agencies to bring current exemplary and innovative programming to students and educators across the Commonwealth.

Approved for membership by CES Board of Directors on March 27, 2019 Gateway Regional; May 29, 2019 Worthington
Effective July 1, 2020
The following types of programs and services are designed and currently offered by the Collaborative (the Board may approve additional programs/services to the extent permitted by law):

a. providing high-quality education services for students with special needs;
b. assisting schools and educators in providing high quality education for students from diverse backgrounds and who are English language learners;
c. bringing high quality professional development and licensure programs to all educators;
d. working with communities to build their capacity to support learners of all ages through high quality early childhood education and care, after school programs, alternative education programs, community coalitions, and academic and vocational opportunities for adolescents and young adults;
e. working with young people in institutional settings through our state-wide programs with the Department of Youth Services (DYS) and Special Education in Institutional Settings (SEIS);
f. working in partnership with the Departments of Elementary and Secondary Education, Youth Services, and Early Education and Care to implement State and Federal Laws and Regulations;
g. working to address gaps in programs and services with high quality, research-based, and collaborative solutions to ensure that every child has the opportunity to achieve his or her full potential in light of the ever-changing state and federal mandates and the educational needs of children, their families, educators, schools, and community;
h. addressing the emotional and social development needs of children and youth so that they are available for learning and can succeed in school, and consequently, in life; and
i. directing initiatives in Early Childhood, Special Education, After School Programs, Alternative Education Programs, Professional Development, Curriculum and Instruction, Educator Licensure, Instructional Technology and Digital Learning, MCAS and GED preparation, and the education of vulnerable youth.

SECTION IV. Governance

Governance of the Collaborative is vested in the Board composed of one representative appointed by each member. A representative must be a member of a school committee or a member of a charter school board of directors. The Commissioner shall appoint an individual to serve as a liaison from the Department of Elementary and Secondary Education to the Board. The Board shall appoint an Executive Director who shall serve under the general direction of the Board and shall be responsible for managing and supervising the Collaborative. The Board shall also appoint a business manager to oversee the Collaborative finances, and a treasurer, who shall receive and disburse all money belonging to the Collaborative without further appropriation and who shall annually give bond consistent with the requirements of M.G.L. c. 40, §4E. In addition, the Executive Director, business manager, and treasurer cannot be representatives on the Board.
A. **Selection.** A written notice of the appointment of a representative by a member shall be submitted to the Collaborative immediately following the vote by the member.

B. **Vacancies.** The Board shall send a written notice of vacancy on the Board to the appropriate member. It shall be the responsibility of the member to fill the vacancy.

If a member does not appoint a representative to the Board, or if a member’s representative resigns, or if a member’s representative misses three (3) consecutive meetings in a fiscal year, the position will be considered vacant. The member will be given two notifications by the Board Chairperson; one notification will be given after the member fails to have representation at two consecutive Board meetings and the second notification will occur after the member fails to have representation at a third meeting. The second notification to the Chairperson of the non-represented member will ask the member to appoint a new representative. If the member fails to appoint a representative to the next scheduled Board meeting, the member will be considered inactive and will not be counted in the quorum; further, the member will be charged the non-member rate for any programs and services used by the member. The inactive member will continue to be liable to the Collaborative for its pro rata share (as defined in Section X.A) of any debts, claims, demands, or judgments against the Collaborative incurred during their active membership. If a member appoints a new representative to fill the vacant position during the year, and that representative attends a Board meeting, the member shall be fully reinstated as an active member at the time of that Board meeting; the representative will be counted in the quorum, and the member will be charged the member rate for any programs and services used by the member after the Board meeting at which the member has been fully reinstated.

C. **Enlargement of Board.** The number of representatives on the Board shall be identical at all times with the number of members plus the Commissioner’s appointed liaison, minus the number of inactive members, as defined in Section IV.B above and Section X.B.

D. **Tenure.** Representatives on the Board are appointed by members annually and shall hold office for the appointed year until and unless a member notifies the Board that a new representative has been appointed by the member. Any representative on the Board may resign by delivering his/her written resignation to his/her respective school committee or charter school board and the Collaborative at its principal office. If a representative resigns, the position will be considered vacant until a replacement representative is appointed. Penalties for lack of representation will not go into effect until such member has been without representation at three consecutive meetings (please see Section IV.B Vacancies, above).

E. **Meetings of the Board of Directors**

   1. **Regular Meetings.** Regular meetings of the Board may be held at such times and places as shall from time to time be fixed by resolution of the Board, and notice shall be given of regular meetings held at times and places so fixed as required by M.G.L. c. 30A, sects. 18-25. The Board will hold a minimum of six (6) meetings each fiscal year.
2. **Special Meetings**: Special meetings of the Board may be called by the Chairperson or by the Vice-Chairperson, and shall be held at the place designated in the call hereof and notice shall be given as required by M.G.L. c. 30A, sects. 18-25.

**F. Officers**

1. **Enumeration**. The officers of the Collaborative shall be an elected Chairperson and Vice-Chairperson.

2. **Qualifications**. The Chairperson and Vice-Chairperson shall be members of the Board.

3. **Election and Term of Office**. All officers shall be elected annually by the Board at its first meeting in the fiscal year. Officers may succeed themselves.

4. **Tenure**. Officers shall hold office until the Board’s first meeting of the following fiscal year. Any officer may resign by delivering his written resignation to the Collaborative at its principal office or to the Chairperson or Executive Director and such resignation shall be effective upon receipt unless it is specified to be effective at some other time or other event.

5. **Removal**. The Board may remove any officer with or without cause by a vote of a two-thirds majority of the representatives on the Board then in office, provided that an officer may be removed for cause only after reasonable notice and opportunity to be heard by the Board prior to action thereon.

6. **Chairperson**. The Chairperson when present shall preside at all meetings of the Board. It shall be his/her duty, and he/she shall have the power, to see that all orders and resolutions of the Board are carried into effect. The Chairperson, as soon as reasonably possible after the close of each fiscal year, shall submit to the Board a report of the operations of the Collaborative for such year and a statement of its affairs and shall from time to time report to the Board on all matters within his/her knowledge which the interests of the Collaborative may require to be brought to its notice. The Chairperson shall perform such duties and have such powers additional to the foregoing as the Board shall designate that are permitted by applicable laws and regulations related to educational collaboratives.

7. **Vice-Chairperson**. The Vice-Chairperson shall be from a school district in a county different than that of the Chairperson. In the absence or disability of the Chairperson, his/her powers and duties shall be performed by the Vice-Chairperson. The Vice-Chairperson shall have other powers and perform such other duties as the Board shall from time to time designate, as permitted by applicable laws and regulations related to educational collaboratives.

**G. Other Appointees**

1. **Secretary/Clerk**. The Board may appoint the Executive Director to be the Secretary/Clerk of the Board. The Executive Director is not a voting member of the
Board. To the extent allowed under the law, the Board may grant the Executive Director the authority to apply for and submit proposals for state, federal, private, and foundation grants and contracts. The Board may also grant the Executive Director the authority to sign grants and contracts after the Board has voted to accept said grant or contract, if awarded.

2. **Treasurer.** The Treasurer shall be hired by the Board and shall serve for one (1) year at the pleasure of the Board. The Treasurer shall be compensated by the Board at a rate approved by the Board, and shall be bonded in the amount recommended by the Commissioner of Revenue. No member of the Board or a current Collaborative employee shall be eligible to serve concurrently as Treasurer of the Collaborative.

The Treasurer may, subject to the direction of the Board, receive and disburse all money belonging to the Collaborative without further appropriation. The treasurer may make appropriate investments of the money of the Collaborative consistent with Section 55B of Chapter 44.

**SECTION V. Conditions of Membership**

A. **Voting.** Each representative on the Board shall have one vote. A majority of the active representatives on the Board shall constitute a quorum and must be present in order for a vote to be taken. An active representative is one who has not missed three (3) consecutive Board meetings in a fiscal year, as detailed in Section IV.B, or who is not on a leave of absence, as detailed in Section X.B.

A majority of the representatives present at a Board meeting shall determine any question, except that recommended changes in the provisions of this Agreement shall require a two-thirds vote of those representatives present, as provided in Section VIII of this Agreement. In addition, in the event of the termination of this Agreement (Section XI), any decision pertaining to the meeting of liabilities and the appropriate disposition of all assets, as defined in Section XI.C.6 and Section XI.C.7, shall be determined by a two-thirds vote of those representatives present.

Changes in the terms of this Agreement also require approval by the members and approval of the Board of Elementary and Secondary Education.

B. **Membership dues.** A member shall pay an annual assessment, in accordance with Section VII.C.5 and known as membership dues, which is determined annually by the Board as part of the budget process.

C. **Key responsibilities of the representatives.** Each representative shall be responsible for participating in Board meetings and fulfilling all responsibilities delineated in this Agreement and under M.G.L. c.40, § 4E and 603 C.M.R. 50.00.

Representatives shall also have responsibility for providing information to their local school
committees or charter school boards after each meeting (under M.G.L. c.40, § 4E).

In addition, representatives are required to attend and/or participate in training established by the Department of Elementary and Secondary Education (hereinafter the Department) under M.G.L. c.40, §4E (c) and 603 C.M.R. 50.05.

SECTION VI. Powers and Duties of the Board

A. Oversight, Management, and Accountability. The Board shall operate and manage the Collaborative and shall be responsible for providing fiduciary and organizational oversight and accountability. It is the function of the Board to formulate policy and ensure compliance with applicable state and federal laws and regulations.

B. Adherence to Collaborative Agreement. The Board shall be responsible for ensuring adherence to this Collaborative Agreement and progress toward achieving the purposes and objectives set forth in the Agreement.

C. Determination of Cost-Effectiveness. The Board shall be responsible for determining cost-effectiveness of programs and services offered by the Collaborative.

D. Entering into Agreements. The Board shall be vested with the authority to enter into agreements with members, non-member school districts and charter school boards, state agencies, federal agencies, foundations, or other collaboratives to establish mutually beneficial programs and services or pricing arrangements.

E. Borrowing, Loans and Mortgages. The Board may borrow money, enter into long-term or short-term loan agreements or mortgages and apply for state, federal or corporate grants or contracts to obtain funds necessary to carry out the purpose for which the Collaborative is established, provided, however, that the Board has determined that any borrowing, loan or mortgage is consistent with the written terms of the Collaborative and subject to the following procedures:

1. Borrowing, Loans, and Mortgages:
   a. all borrowing, loans, and mortgages shall be discussed at a public meeting of the Board;
   b. the Board shall discuss options related to borrowing, loans, and mortgages in order to determine that the terms related to any borrowing, loans and mortgages are the most favorable available at the time of the application;
   c. the Board shall determine, at a public meeting, through a majority vote, that the terms related to borrowing, loans, and mortgages are cost-effective and are the most favorable available at the time of application; and
   d. the Board shall determine, at a public meeting, through a majority vote, that the borrowing, loans, and mortgages are necessary to carry out the purposes for which the Collaborative is established.
2. Borrowing, loans or mortgages for the acquisition or improvement of real property:
   a. the Board shall discuss its intent to apply for a real estate mortgage at a
      public meeting of the Board prior to the meeting of the Board at which the
      final vote is taken;
   b. the Board shall provide notice to each member within (30) calendar days of
      applying for real estate mortgages; and
   c. the Board shall approve such action by a majority vote.

F. **Policy Development.** The Board shall develop such policies as it deems necessary to
support the operation of the Collaborative, including, but not limited to, policies relative
to personnel, students, finance and internal controls, health and nursing, and any other
policies required by state or federal law and regulation. The Board shall review the
effectiveness of such policies to ensure currency and appropriateness, and may establish a
subcommittee to make recommendations to the Board concerning such policies.

G. **Required Reports, Audits, and Documents.** The Board shall ensure that the
Collaborative completes and files an annual report and an annual independent audit, as
well as such other student, program, financial and staffing information, reports or
documents as the Department deems necessary. The Board shall approve the annual
reports and annual independent audits and ensure these documents are filed with
appropriate governmental agencies and posted on the Collaborative’s website, consistent
with the requirements of M.G.L. c. 40, § 4E and 603 CMR 50.00.

H. **Provision of Information Required by Law and Regulation.** The Board shall establish
a process to provide to members, students, parents/guardians, the Board of Elementary
and Secondary Education, and the public all information required by law and regulation.

**SECTION VII. Finance**

A. **Fiscal Year.** The fiscal year of the Collaborative shall be July 1 to June 30 of the next
calendar year.

B. **CES Fund.** The Board shall establish and manage a fund to be known as the CES Fund. All
monies received from members, non-member school districts, and individuals, as well as all
grants, gifts and/or contracts from the federal government, state government, charitable
foundations, private corporations, or any other source, will be paid to Board and deposited in
the aforesaid fund.

C. **Annual Budget.** The Board shall annually determine the Collaborative budget consistent
with the timelines, terms, and requirements of M.G.L. Ch. 40, § 4E and be subject to the
following procedures:

1. The Collaborative’s budget shall include all planned financial activity.

2. All financial activity for the operation of the Collaborative shall be considered general
fund activity with the exception of activities relative to grants, gifts or contracts. Local funding is considered as general funds. Expenditures from grant funds, trust funds and other funds not designated as general funds that by law may be expended by the Board without further appropriation shall be segregated in the budget.

3. The general fund budget shall segregate all operating expenditures, capital expenditures, debt service payments and deposits to capital reserve. The general fund budget shall be classified into such line items as the Board shall determine.

4. The general fund budget shall delineate the membership dues, tuition rates and fees-for-service to be paid by the members and non-member districts.

5. The member’s annual assessment (membership dues) is based upon applicable budgeted administrative costs of the Collaborative and shall be apportioned pro rata among members on the basis of the total student enrollment in the member school districts or member charter schools as of October 1 of the preceding fiscal year. Notwithstanding this policy, the Board may, at its discretion and at a legally constituted meeting, establish a maximum and minimum allocation by a majority vote.

6. The charges for tuition based programs provided by the Collaborative shall be assessed to member school districts based upon the budgeted Collaborative costs to run the tuition program. The budgeted costs to run the tuition program will include all direct costs associated with the tuition program including, but not limited to staffing, materials, supplies and space, plus agency wide indirect costs which will contain budgeted capital expenses. Once the total budgeted costs of any tuition program have been established, it will be divided by the anticipated attendance. This will establish the tuition rate for member school districts.

A surcharge of not more than twenty-five (25) percent for non-member districts will be added to the member tuition rate for the purpose of offsetting the added costs related to serving non-members. The surcharge percent will be established and approved by the Board during the annual budgeting process.

These tuition rates will then be charged to the member and non-member districts choosing to enroll in the tuition based program.

7. Fee-for-service (non-tuition) programs and services provided by the Collaborative shall be assessed to members school districts and/or individuals based upon the budgeted Collaborative costs to run the program or service. The budgeted costs to run the program or service will include all direct costs associated with the program or service including, but not limited to staffing, materials, supplies and space, plus agency-wide indirect costs which will contain budgeted capital expenses. Once the total budgeted costs of any program or service have been established it will be divided by the anticipated attendance or charged in total to the contracting school district. This will establish the program or service rate for member school districts and/or individuals.

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A surcharge of not more than twenty-five (25) percent for non-member districts will be added to the fee-for-service member rate for the purpose of offsetting the added costs related to serving non-members. The surcharge percent for each year will be established and approved by the Board during the annual budgeting process.

These rates will then be charged to the member and non-member districts and individuals choosing to purchase the program/service.

Any federal, state or foundation grant or contract obtained by CES for the use of providing programs or services will be applied against the cost of providing these programs and services to reduce or eliminate charges and/or fees. Often times, the grants or contracts allow for no cost programs and therefore are offered at no cost to members and non-members alike.

8. Services provided by the Collaborative through state and federal contracts shall be charged budgeted costs plus certified indirect cost rates. The indirect reimbursement received from state and federal contracts shall be used to offset the Collaborative administrative and overhead costs used in calculating member and non-member charges.

9. Summer tuitions and specific program expenses are presented to and approved by the Board prior to the summer programs and, once approved, are incorporated into the next fiscal year’s proposed budget.

10. The proposed budget, which shall include all planned financial activity for the year, including the summer tuition and expense budget described above in #9, shall be discussed at a public meeting of the Board in May and notice shall be provided to each member ten (10) working days before the date of the Board meeting at which the proposed budget will be discussed.

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

12. The Treasurer shall certify and transmit the budget and related tuition rates, membership dues and fees for services for the upcoming fiscal year to each member not later than June 30 of the preceding fiscal year.

D. Payment Terms.

1. Membership dues shall be paid by members annually and are to be invoiced in July of each year. Payments are due within (30) days of the issuance of said invoices.

2. Invoices for tuition shall be sent to members and non-members during each month of enrollment. Payments are due within (30) days of the issuance of said invoices.

3. Invoices for fees-for-service shall be dated and sent to members and non-members per...
purchase agreements or upon delivery of services. Payments are due within thirty (30) days of the issuance of said invoices.

E. Amendments to the Budget.

1. Amendments to the budget, if necessary, will be made at a public meeting of the Board and must be approved by a majority vote of the Board to take effect. If the budget amendment results in increases in tuitions, dues, or fee-for-services, the following procedures shall be adhered to:

   a. All representatives shall, within ten (10) working days of the public meeting at which the amendment was first proposed, report to their members the content of the proposed amendment.

   b. All amendments shall be voted on by the Board at a second public meeting of the Board no earlier than thirty (30) working days after the Board meeting at which the amendment was first proposed; adoption shall require a majority vote.

   c. The treasurer shall certify and transmit the amended tuition rates, membership dues and fees-for-service to each member not later than ten (10) working days following the affirmative vote of the Board.

F. Capital Reserve Fund. The Collaborative may create a capital reserve fund to support costs associated with the acquisition, maintenance, and/or improvement of fixed assets, including real property, pursuant to a capital plan and subject to the following procedures:

1. A capital plan must be developed and approved by the Board.

2. Two-thirds (2/3) of the members must approve the establishment of the capital reserve fund and the request for approval must state the reason for the reserve and a limit on the balance that may be held in the reserve.

3. The establishment of a capital plan and a capital reserve fund shall be approved outside of the collaborative agreement process.

4. Deposits into the capital reserve fund shall be proposed and approved through the annual budget process.

5. Expenditures from the capital reserve fund must be authorized by the Board and may be used only for the project or purpose for which the account was established.

6. In the event that the purpose for which the capital reserve fund was created requires modification, the Board must revise its capital plan and provide notice to all members. If a member does not vote to disapprove the revised capital plan within a 45-day period, that member shall be deemed to have approved the revised capital plan. Two-thirds (2/3) approval of the members is required to revise the capital plan.
G. **Surplus Funds.** As defined in 603 CMR 50.00, unexpended general funds at the end of the fiscal year plus any previous year’s surplus funds, as determined through the financial statements, will be considered cumulative surplus.

1. The determination of cumulative surplus shall not include funds deposited in a capital reserve fund as provided for in 603 CMR 50.07(10), funds deposited in trust in accordance with M.G.L. c. 32B, § 20, and any amounts prepaid for tuition or services in accordance with M.G.L. c. 40, § 4E.

2. The Board will retain no more than 25 percent in cumulative surplus, in accordance with 603 CMR 50.03(5)(b)10.

3. On an annual basis, after the Board has discussed the audit results of the previous fiscal year, the Board shall approve, by majority vote, the final dollar amount of the cumulative surplus.

4. The Board shall determine whether such final dollar amount of surplus funds is within the established 25 percent limit, and whether the funds will be retained by the Collaborative or whether all or some portion will be refunded to the members or credited to support programs and services offered to members.

5. In the event an amount is to be refunded or credited to the members, each member’s share will be apportioned in accordance to its membership dues, as noted in Section VII. C.5, paid to the Collaborative for the previous fiscal year.

**SECTION VIII. Amendment of Agreement**

This Agreement may be amended at any time. An amendment may be proposed through a written notice to the Board provided by any member or representative or by the Executive Director. Amendments must be passed by the affirmative vote of two-thirds of those representatives present at the meeting in which the vote is taken. Such amendments, as so voted, shall be mailed to each member no later than ninety (90) days preceding the end of the fiscal year, and shall become effective on the first day of the fiscal year following the approval of the amended Agreement by two-thirds of the members and the Board of Elementary and Secondary Education. Any admission of a new member or withdrawal of an existing member requires an amendment to this Agreement which must be approved by a two-thirds vote of the Board and approved by two-thirds of the members. No amendment to this Agreement will be valid until approved by the Board of Elementary and Secondary Education in accordance with M.G.L. C. 40, § 4E of the Massachusetts General Laws, as most recently amended.

**SECTION IX. Admission of New Members**

Membership shall be available to all school committees and charter school boards in Massachusetts. Application for new membership shall be in the form of a vote at a legally constituted meeting of the applying school committee or charter school board of directors to
adopt and sign the “Agreement of the Collaborative for Educational Services.” A school committee or charter school board approved for membership subsequent to June 30, 2009 shall be designated as a non-founding member. The approved application from the applying school committee or charter school board of directors will be submitted to the Board. Upon a two-thirds approval of the Board, an amendment shall be prepared as outlined in Section VIII. Once an amendment to the Agreement (as outlined in Section VIII) is accepted by two-thirds of the members, and by the Board of Elementary and Secondary Education, the applicant school committee or charter school board of directors will become full, non-founding members. Membership of any such new member shall begin at the start of the new fiscal year provided that all requisite approvals for such admission, including that of the Board of Elementary and Secondary Education’s approval, shall be obtained no later than the preceding April 30.

SECTION X. Withdrawal from the Collaborative

A. **Withdrawal.** A member may withdraw from this Agreement and the Collaborative at the end of any fiscal year by a written notice of withdrawal, including a copy of the school committee or charter school board vote, given by the withdrawing member to the Board, at least six (6) months before the end of such fiscal year. An amendment to the Agreement must be approved by a two-thirds vote of the Board, two-thirds of the members, and the Board of Elementary and Secondary Education. So long as the Collaborative exists, a member withdrawing membership shall not be entitled to any of the assets of the Collaborative; rather, all assets shall remain in the Collaborative. If at the time of withdrawal the Collaborative has a deficit fund balance the withdrawing member must pay the Collaborative its pro rata share. The withdrawing member must fulfill all of its financial obligations and commitments to the Collaborative. The withdrawing member will continue to be liable to the Collaborative for its pro rata share of any debts, claims, demands, or judgments against the Collaborative incurred during said member’s membership. The pro rata share is determined by dividing the total student enrollment of the withdrawing member by the sum of the total student enrollment of all members; the enrollment figures will be based on the numbers of students at the end of the fiscal year of withdrawal. If a founding member withdraws and then returns, that member will no longer be considered a founding member.

B. **Leave of Absence.** A member may request a leave of absence for financial hardship only. Such a member would be considered inactive, consistent with Section IV.B of this Agreement. Such request must be made by written notice to the Board, at least six months before the end of a fiscal year. Said leave of absence shall be voted on annually by the Board and shall be granted for no more than two years. Members who are granted a leave of absence will not pay dues to the Collaborative and will be charged non-member rates for any services they use during the year(s) they are on a leave of absence. In addition, as an inactive member, said inactive member will continue to be liable to the Collaborative for its pro rata share of any debts, claims, demands, or judgments against the Collaborative incurred during their membership, as defined in Section X.A.

SECTION XI. Termination of the Collaborative Agreement
A. The Collaborative shall be in existence so long as it has a minimum of two (2) founding members of which no more than one (1) member may be from each regionalized school system. The Collaborative shall be deemed to be dissolved when founding membership is fewer than two (2). At the time of such dissolution, all remaining members will be notified in writing five months prior to the close of the fiscal year that the Collaborative will cease to function by June 30 or such other date as the Board may determine to be the effective date.

B. Notwithstanding the above, a vote of dissolution may be taken by the members of the Collaborative. Such a vote becomes valid if all members of the Collaborative approve dissolution.

C. Prior to dissolution of the Collaborative, the Board shall:
   1. Determine the fair market value of all assets of the Collaborative, including, but not limited to, real estate, capital property, equipment, and supplies owned by the Collaborative.
   2. Determine the process for the appropriate disposition of federal/state funds, equipment and supplies.
   3. Identify the member responsible for maintaining all fiscal records.
   4. Identify the member responsible for maintaining employee and program records.
   5. Ensure the confidential return of records related to individual students to the sending members or non-member districts.
   6. Determine the means of meeting all liabilities (debts and obligations) of the Collaborative, including obligations for post-employment benefits. All liabilities must be met before any monies are distributed to members.
   7. Provide for a final fiscal audit and ensure the appropriate disposition of all assets of the Collaborative, including any unencumbered funds held by the Collaborative, and any capital property and real estate owned by the Collaborative. Unless the Board determines otherwise, all assets shall be sold and the monies shall be distributed to the members on a pro rata basis. Pro rata basis will be determined by the members’ percentage of fiscal participation from the base year FY 1974 through the date of the termination of the Collaborative Agreement.
   8. Should the Department revoke and/or suspend the approval of the Collaborative Agreement, the Board will follow all instructions from the Department, and Section XI shall be implemented to the extent these procedures are consistent with the order of the Department revoking or suspending the Collaborative Agreement.

Section XII. Effective Date of This Agreement

This Agreement will take effect on July 1, 2020 following all required votes of approval as listed on the signature pages of this document and the Commissioner on behalf of the Massachusetts Board of Elementary and Secondary Education, no later than April 30, 2020.

The School Districts of Gateway Regional and Worthington, upon application and approval by the

Approved for membership by CES Board of Directors on March 27, 2019 Gateway Regional; May 29, 2019 Worthington
Effective July 1, 2020
CES Board of Directors, and the subsequent approval of this Amended Agreement by two-thirds of 
the CES Board of Directors, two-thirds of the member School Committees, and final approval of the 
Board of Elementary and Secondary Education, are admitted as full members of the Collaborative.

Date of first reading: [this will reflect the date of the reading of this amended agreement]

**Date approved by Collaborative Board of Directors:**

**Dates approved by two-thirds of member School Committees:**

- AMHERST School Committee
- BELCHERTOWN School Committee
- CONWAY School Committee
- DEERFIELD School Committee
- EASTHAMPTON School Committee
- ERVING School Committee
- GRANBY School Committee
- GREENFIELD School Committee
- HADLEY School Committee
- HATFIELD School Committee
- LEVERETT School Committee
- NORTHAMPTON School Committee
- ORANGE School Committee
- PELHAM School Committee
- ROWE School Committee
- SHUTESBURY School Committee
- SOUTHAMPTON School Committee
- SOUTH HADLEY School Committee
- SUNDERLAND School Committee
- WARE School Committee
- WESTHAMPTON School Committee
- WHATELY School Committee
- WILLIAMSBURG School Committee
- WORTHINGTON School Committee
- NORTHAMPTON-SMITH VOC AG School Committee
- AMHERST-PELHAM REG School Committee
- CHESTERFIELD-GOSHEN School Committee
- FRONTIER REG School Committee
- GATEWAY REG School Committee
- GILL-MONTAGUE REG School Committee

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Effective July 1, 2020
Approved on behalf of the Massachusetts Board of Elementary and Secondary Education by:

________________________________________________________________________

Jeffrey C. Riley, Commissioner Date

Please attach the School Committee Chair signature pages.
School Committee Chair Signatures

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Effective July 1, 2020
Approved for membership by CES Board of Directors on March 27, 2019 Gateway Regional; May 29, 2019 Worthington
Effective July 1, 2020
Chairperson, Rowe Elementary School Committee

Chairperson, Hawlemont Regional School Committee

Chairperson, Pioneer Valley Regional School Committee

Chairperson, Orange School Committee

Chairperson, R.C. Mahar Regional School Committee

Chairperson, Worthington School Committee

Chairperson, Gateway Regional School Committee

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Effective July 1, 2020
Welcome to the first CES Board of Directors meeting for 2019-2020. We had a very busy summer at CES, as evidenced by the Interim report I sent towards the end of August. Please let me know if you need a copy of that report to share with your school committee.

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

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

We also launched three new programs, two of them are run by Pioneer Valley with our support.

- **The Pioneer Therapeutic Early Grades** Classroom offers a supportive classroom for building necessary social-emotional skills in young children ages 4-7, with IEPs. The program fully integrates supports, training and coaching for classroom teachers on creating effective social-emotional learning environments. The Classroom is located at Northfield Elementary School.

- **The Pioneer Transition and Re-Entry Program** offers an alternative middle and high school classroom supporting school transitions from any out-of-school placement back into the conventional school environment. This is not a special education placement, but can accept students with IEPs. This short-duration program is located at Pioneer Valley Middle/High School.

- **The CES Special Education Literacy Center** now offers strong, systematic, explicit, multi-sensory literacy instruction and language development to address the needs of children with IEPs, diagnosed with dyslexia, or language-based learning disabilities. The center serves K-12 students from western MA school districts, and is located at HEC Academy in Northampton.

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 on-line self-paced courses
- Reading Recovery training and support
- SEI Endorsement courses + Title III workshops 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, including new partners that had been part of the now-defunct Hampshire Council of Governments. Almost all of our member districts, and a number of others, are now participating. I included a list on the next page. We also expanded our work in Web Development, in Healthy Families and Communities, in Early Childhood, and in Afterschool, and started working on a cooperative arrangement for translation services (described more later).

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.
Districts Involved in CES’ Cooperative Purchasing Contracts

Members
Amherst Public Schools
Amherst-Pelham Regional School District
Belchertown Schools
Erving School Union 28
Franklin County Technical School
Frontier Regional & Union 38 Schools
Gateway Regional School District
Gill Montague Regional School District
Greenfield Public Schools
Hadley Public Schools
Hampshire Regional School District
Hatfield Public Schools
Hawlemont Regional School District
Mohawk Trail Regional School District
Northampton Public Schools
Orange Elementary School District
Petersham Center School
Pioneer Valley Regional School District
Ralph C Mahar Regional School District
Rowe Elementary
Smith Vocational and Agricultural School
South Hadley School District
Ware School District

Non-Members
Adams Cheshire
Agawam
Athol Royalston Regional School District
Berkshire Hills Regional School District
Central Berkshire
East Longmeadow Public Schools
Hampden Wilbraham
Lee Public Schools
Lenox Public Schools
Ludlow Public Schools
McCann Tech School (Northern Berkshire Vocational Regional School District)
Monson Public Schools
North Adams Public Schools
Palmer Schools
Pathfinder Regional Vocational Technical High School District
Pioneer Valley Christian Academy
Quaboag Regional School District
Southwick/Tolland
West Springfield School District
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

Across our region:

- On September 7, we hosted MASC’s training for new School Committee members (Charting the Course). Twenty-seven school committee members participated, mostly from 16 of our member school districts.

- 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 with Commissioner Riley as guest speaker. CVSR includes all the superintendents in Franklin, Hampshire, and Hampden Counties.

- The agency’s FY 20 Title III consortium (supporting English Learners) now includes 23 districts and three private schools in the Pioneer Valley and Berkshires whose individual enrollments of fewer than 100 ELs would make them otherwise ineligible for Title III funds. This ESSA sub-grant provides funds to support direct services to students, family engagement and professional development for teachers and administrators. The FY 20 consortium provides services and resources for 807 English learners.

- The Professional Services Department offers many Professional Learning Communities (PLCs) hosted at CES; we also offer site-based PLCs to meet the needs of a school’s or district’s educators. K-12 ESL teachers in the Greenfield Public Schools are engaged in a year-long PLC designed to strengthen the ESL program.

- Translation services: The Business Development team conducted research intended to identify potential translation/interpreter services for our districts and schools, and will be sharing that with member districts. As an outcome of that research, CES has entered an agreement with Lexikeet, LLC, an online translation and interpretation service. Member districts who are interested in creating an account with Lexikeet will benefit from Collaborative discounts on the service. In some cases, these are as much as 20% of [of translation], and 60% off of setup and training fees. We’ll be providing more information about accessing the discounts soon.

- With the Early Childhood Growing Gratitude & Generosity (G3) project, our staff are finalizing the edits to the G3 materials we used in the pilot program and preparing for the Training of Trainers to be held at CES on October 10th. A diverse group of educators have applied to form teams to participate in the Training of Trainers, including representatives from Amherst and Mohawk RSDs and the Agawam Public Schools, an OST/after school program in Gill-Montague, the Greenfield
Commonwealth Virtual School, Rowe Elementary School, and a Coordinated Family and Community Engagement program in West Springfield. Four teams from Hampshire and Franklin counties that complete a G3 program cycle with a group of 7-10 families from their community by February, 2020 will be eligible for reimbursement of some programmatic expenses through our grant from the Greater Good Science Center.

Our Professional Services / Development staff has been hard at work for our member districts and educators. A few highlights:

- We have professional development open enrollment workshops and courses planned for the year, and they have been publicized through email, flyers, and on our website. These workshops primarily serve educators in our member districts.

- Site-based professional development, involving 43 contracts (to date) are planned or have been completed.

- We are continuously developing new courses to meet our educators’ needs, including the 15 ELL PDP requirements, and always looking to vary the formats of our professional learning offerings. For example, Beyond SEI: Mathematics and Academic Language is a completely online course with two synchronous virtual sessions offered between Nov. 5 - Dec. 5, 2019.

- Sharon Jones is working with Easthampton High School; the school has taken a bold step in creating a more inclusive learning environment for students by beginning significant co-teaching coaching and PD for a small number of teachers. Moreover, one day per month will be dedicated to strategic planning for a broader scope in SY 2020-2021.

- Sharon also led Collaborative Teaching PD for a two afternoon series for HEC Academy. Many changes are happening at the school and their leadership team recognizes the need for teacher support as they navigate through year one of collaborative teaching and learning.

- Our newest PD staff member, Romina Pacheco, along with Safire DeJong, has continued our work with the Gill-Montague School District on a long-term equity focused plan. Their Equity Steering Committee met on 8/9 and we provided social justice focused day-long PD for the entire middle and high school staff on Aug. 26.

- In addition, our equity-focused work with the Easthampton School District continues into its third year with a new principal at the high school and a dedicated district administration that has been making very exciting strides in their equity work. We will continue supporting the high school and Prek-8 equity steering committees over the next academic year.

- In Greenfield, Sharon Jones provided the public school Paraprofessionals with Day One of Four in a series of PD designed using the CEC guidelines.

- Sharon Jones will be working with Deerfield Elementary School this year, providing support with teacher coaching this year. This will include a once a month visit to the school with follow up support in an on-going way throughout the year.
Audrey Morse delivered Social Emotional Learning PD at Smith Vocational and Agricultural High School. She also is developing a Train the Trainer course with Albert Mussad; the topic is Working with Students in Poverty.

Albert Mussad has continued the facilitation of district-level strategic planning in the Belchertown Public Schools and Amherst Regional Public Schools; this work embraces a multi-year plan including outcomes, objectives, initiatives and action plans. This work follows DESE’s Planning for Success model.

Rich Cairn and Alison Noyce, who lead our Emerging America work, report that former teacher, Westfield State University faculty member, and longtime Emerging America collaborator Laurie Risler worked with the teachers at Hadley Elementary School in back-to-school preparation to strengthen teaching of the new Massachusetts History and Social Science Curriculum Framework. Hadley Public Schools supported the work with a grant from the Massachusetts Department of Elementary and Secondary Education.

Our Healthy Families / Strategic Planning Initiative for Families and Youth (SPIFFY) Department has had many initiatives in our member districts since our last meeting. These include:

- Healthy Hampshire received a grant from Blue Cross Blue Shield. Healthy Food Where You Live will improve access to fresh, locally-grown produce by scaling up a mobile farmers market program that has already shown success in the pilot year in Northampton (operated by Grow Food Northampton) and was piloted this summer in the Hilltowns by the Hilltown CDC. The market, which will accept SNAP, will sell fresh, locally-grown produce through subsidized farm shares and purchases at wholesale prices. The mobile farmers market will serve low-income residents living in subsidized housing complexes where underserved residents are concentrated and include recipients in all stages of program design and execution. It will also incorporate a two-way referral mechanism through a partnership with the Hilltown Community Health Center, which has locations in Amherst as well as two Hilltowns (Worthington and Huntington), linking patients at risk for chronic disease to the market. The ultimate goal will be to reduce the rates of chronic disease and address health disparities among underserved residents by increasing access to healthy food. Grow Food Northampton and CES will provide mentorship to the market vendor(s), ensuring that lessons learned from the Northampton pilot (and Hilltown pilot, currently underway) inform the development of the model.

- Healthy Hampshire convened and facilitated three advisory groups to oversee mobile market development in various places in the county: The Mobile Market Working Group (County-wide), the Hilltown Food Council (Hilltowns) and the Amherst Food Justice group (Town of Amherst). Each of these groups have been composed of agency representatives from a variety of sectors as well as community residents experiencing food insecurity. The Mobile Market Working Group is currently supporting its 2nd year expanded program. The Hilltown Food Council advises the Hilltown mobile market pilot, which was implemented in July 2019. The Amherst Food Justice group came together in February 2019 to review data and propose strategies for addressing food insecurity in Amherst. The most recent meeting in June included a strategy prioritization process in which a mobile farmers market was a top choice among participants. The Amherst Food Justice meetings are conducted...
bilingually and the majority of participants are low-income Black and Latino families from Amherst. Each of these groups will provide oversight to Healthy Food Where You Live, and the grant will specifically provide support for community leaders who are living the reality of food insecurity daily to be able to participate through the support of transportation, food and incentives.

- Heather Warner, SPIFFY Coordinator and Cherry Sullivan from Hampshire HOPE led a Strategic Planning Session to identify strategies to address and prevent substance misuse among 16-24 year olds as they transition to adulthood—graduating high school, entering higher education or the workplace, leaving home/obtaining housing, and entering romantic relationships or parenthood. The recommendations will be brought to the Young Adult Empowerment Collaborative (YEAC) for final approval and funding. (each County receives about $30,000 for implementation each year for two years).

- SPIFFY and Hampshire HOPE are partners on the Young Adult Empowerment Collaborative (YEAC) which received a $1M OJJDP grant to do opioid and substance use prevention targeting transitional age youth ages 16-24 in Four Western Mass Counties + the North Quabbin over 3 years. We are wrapping up the year 1 assessment phase of the grant that included numerous YouthMapping groups throughout the region and other data collection. Years 2 and 3 include implementation of evidence-based projects both at the county level and possibly some region-wide strategies.

**Alternative Youth Programs**

The summer STEM@Work Paid Internship Program finished strong with 34 placements and most students submitting final projects and WBLPs on time. We look forward to diversifying the employer base that participates in these internships, extending our reach to Mount Holyoke, Amherst, and Smith Colleges if possible, as well as other private employers. Perkins V goes into effect this year, so CES Alt Youth Programs is working with our partner schools to submit the grant by the end of September. Connecting Activities is funded again this year at the high level it was last year, but it remains to be seen how the CES budget allocation will break down.

**Legislative support:**

As agendas were published for the September 4th and October 7th Mass. Joint Committee on Education legislative hearings schedule, we have assembled a document providing a summary of key new Bills of interest. The document can be viewed at https://drive.google.com/file/d/1sF0DPylOPIsXIN4Su5V-IBW7mTcmYWJm/view?usp=sharing

**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**

**ENROLLMENT DATA:**

- We have a current enrollment of (25) students, with (4) other referrals pending
### SPECIAL EDUCATION PROGRAM ENROLLMENT DATA:

<table>
<thead>
<tr>
<th>COUNTY</th>
<th>Percentage of MEMBER Enrollment By County</th>
<th>Percentage of TOTAL Enrollment by County</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hampshire = (15) students (MEMBER DISTRICTS)</strong></td>
<td>Hampshire Regional = 1 Hampshire Regional = 1 Northampton = 1 Northampton = 1 South Hadley = 1 South Hadley = 1 Ware = 2 Ware = 2</td>
<td>81%</td>
</tr>
<tr>
<td>Amherst Pelham = 1</td>
<td>Belchertown = 2</td>
<td>Belchertown = 2</td>
</tr>
<tr>
<td><em><em>Franklin = (3.5</em>) students (MEMBER DISTRICTS)</em>*</td>
<td>Frontier = 1 Frontier = 1 Greenfield = 1 Greenfield = 1 Pioneer Valley = 1 Pioneer Valley = 1</td>
<td>19%</td>
</tr>
<tr>
<td><strong>Berkshire = (1) student</strong></td>
<td>Lenox</td>
<td>Lenox</td>
</tr>
<tr>
<td><em><em>Hampden = (3.5</em>) students (MEMBER DISTRICTS)</em>*</td>
<td>Agawam = 1 Agawam = 1 Springfield = 1 Springfield = 1 Westfield = 0 Westfield = 0</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Essex = (1) student</strong></td>
<td>Amesbury</td>
<td>Amesbury</td>
</tr>
<tr>
<td><strong>Suffolk = (1) student</strong></td>
<td>Boston</td>
<td>Boston</td>
</tr>
</tbody>
</table>

### UPDATES:

**Exciting changes!**

We expanded eight smaller classrooms into four larger classrooms just prior to the start of the school year. Walls were torn down, rooms were painted, and new tables were ordered and put in place:

- This expansion will allow our four content teachers to teach all academic courses during the day, ensuring that our licensed content teachers are delivering all content material.
- Each classroom will have a support staff member to assist the content teacher on a daily basis.
- To support our new teaching model, we engaged in (2) sessions of PD with Sharon Jones on Collaborative Teaching.
Staff changes:

- We have a “new” Clinical Coordinator -- Tones Smith; while Tones is new to the position, he is not new to the Academy; he has been with us for four years already. Tones’ focus will be on providing immediate intervention and support on a daily basis, behavioral planning, and supervision of the clinical team.
- We will be hiring on a new full-time clinician to fill the position left vacant by Tones’ promotion; hopefully we'll know more shortly about the status of our final choice.
- We have a new special education teacher, Brittany Helddon who is a very experienced special educator who has previously worked in both DYS and SEIS settings; we’re very excited to have her on board! Brittany was hired to replace Mollie Stavropulos who moved full-time into the Reading & LD Specialist role at HEC Academy.
- Mollie Stavropulos, former special ed teacher and current Reading & LD Specialist, is currently on parental leave as she and her husband welcomed baby Natalie May on August 3rd; Mollie is expected back from leave at the beginning of December.

We’ve had a positive and exciting start to our school year, with very positive energy from all, and we’re looking forward to a wonderful fall! With that, we are considering having an Open House for our families in October--this would be the first Open House we’ve had in years. Details will be forthcoming!

SELECTED/REPRESENTATIVE ACTIVITIES – Mt Tom

- Mt Tom is an alternative high school program run by CES and located at Holyoke Community College. We are exploring the possibility of establishing a similar program with Greenfield Community College.
- Our beloved Barbara Cheney moved on from Mt Tom Academy to accept a position in Springfield Public Schools. We have been fortunate to hire Mary Gudaitis-Pyle who has accepted the position of the lead teacher at Mt Tom. She brings with her years of experience. She was able to start school with the returning 9 students on Sept 3, 2019 and has accepted an additional three students in the first 2 weeks. (Another student interview is already scheduled.) Mary and the students were welcomed by our returning Teaching Assistant, Carol Jackewich, and Educational Mentor, Allyson Muzzuchi.

SELECTED/REPRESENTATIVE ACTIVITIES – Early Childhood

Coordinated Family & Community Engagement (CFCE)

- We have hired a new CFCE Coordinator, Mary Schreiber. She is settling into her new role, and getting to know our staff.
- School year playgroups are up and running. We will have our first staff meeting of the new school year this month.
- Ware Family Center is hosted the 4th annual Ware Jr Car Show on Sept 6th. This is one of two annual fundraisers they have.

Early Childhood Professional Development

- We are in the process of revamping two of our courses on Developmental Screening.
- Our school year PD calendar is set to kick off in October.
We added three new courses to our PD Calendar for the year - The Importance of Block Play, How to Improve Your Story Time, and Children’s Temperament.

**DESE Institute: Partnering with Families of Young Children with Disabilities Transitioning into Public Pre-K or K**
- Our fall session is full, and has a long waitlist of folks wanting to participate.
- The fall session started on Sept 23rd, with the first in-person date being in October.
- All participants will be getting a copy of *Home, School, and Community Collaboration* mailed to them before the start of the course.

**Pyramid Model**
With DESE and EEC funding, we provide coaching with school districts in the Pyramid Model which **addresses the social emotional learning and skill level of children/students, and their challenging behaviors**. DESE services include 6 different school districts, which has been funded through FY20. We served 5 in FY19 and have been asked to add an additional district. EEC has indicated the funding will be approved in Oct 2019. We are currently serving 6 sites.

**Early Childhood Mental Health (ECMH)**
- Currently around 9 individual child cases are open
- Currently 1 classroom case is open
- Outreach to programs will occur in this month, in the form of a letter to providers

**Strong Foundations for Young Children (SFYC)**
- Currently 1 child is receiving services. Four children were closed at the end of the summer, as they will be receiving services in the public schools, which makes them ineligible for SFYC.
- Outreach activities are underway to recruit new families

**Building Inclusive Community Teams FY20**
- We were recently awarded the FY20 contract for this initiative to improve and increase inclusion and inclusive best practices in early childhood and public preschools. We anticipate ted start date of 10/1/19. This will be the third year of our work in this area.

**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 continue to be the Western MA host for DESE’s regional meetings to keep Special Education directors informed of changes and updates in special education procedures.
- We have been selected by DESE to continue (for the fourth year!) carrying out an intensive program -- the **Special Education Teacher Leaders’ Institute (SETLI)**. 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 are now selecting applicants for both a year-long cohort of 30 ETLs and a Community of Practice that
includes 15 additional participants for the spring. We are also redesigning of all SETLI materials to meet new requirements / session structure requested by DESE.

- We are providing Southbridge Public Schools weekly consultation to strengthen special education leadership in the Southbridge Middle / High School, Eastford Road School, West Street School, Charlton Street School, and Southbridge Academy.

- Laurel Peltier is providing Holyoke Public Schools with coaching for Educational Team Leaders including support for 1 ETL new to a coordinator role and attendance at monthly ETL meetings.

- Our Connecticut PPTLI (Planning and Placement Team Leadership Institute) continues with 2 cohorts (60 participants) in two regions of the state (New Britain / Career & Technical High Schools and LEARN Region Districts). Two face-to-face sessions are scheduled in September with online sessions and one additional face-to-face session in October.

- Laurel Peltier gave a presentation in support of the Massachusetts Partnership for Transition to Employment (MPTE) in September including a 1-hour webinar entitled “From Dream to Reality: Plotting the Course to Person Centered Living.” The host for this webinar is Massachusetts Families Organizing for Change (MFOFC).

- Sharon Jones has her Year two work beginning at the McMahon School in Holyoke: focus in on building optimal “Conditions for Learning” aka SEL, for students grades PK-2.

- Sharon is providing a number of workshops and support for co-teaching in member and non-member districts. This includes: Year Four of Co-Teaching and Inclusive practice at the McKay School in East Boston; Year Two for Horace Mann School for the Deaf and Hard of Hearing; a two day Co-Teaching PD for teacher in Billerica; beginning work with Georgetown Public Schools; and Year Two with Westfield Middle School of co-teaching coaching and PD.

- The agency’s SEI Center continues to offer the Sheltered English Instruction course across the state. In the fall, two courses for vocational-technical educators will be offered. The Vocational-Technical courses have been well received.

- The Professional Development Department is planning a new course to continue the work borne of DESE’s Leading Educational Access Project (LEAP), Training of Trainers: Teaching Students in Poverty, scheduled to launch in April 2020. This course is fashioned as a pilot with built-in evaluation components to position the agency to seek grant funding for subsequent cohorts of trainers.

- The Steering Committee for Transforming Education for Social Justice Conference met on 9/4 to approve Call for Proposal, brainstorm on potential keynote speakers, and recruitment of youth committee members.

- CES staff worked with our internal Migration Support Group to continue to develop a slide deck that will later be shared with teachers from our districts and beyond on how to support migrant students/families.

- Romina Pacheco worked with Kate Lytton and the Manchester School District to facilitate a workshop with their Youth Equity Squad (YES) on 8/29
We met with the SJE Platform to continue to develop a process for SJE dialogues within the next 9 months.

**ADDITIONAL SELECTED HIGHLIGHTS**

**Research and Evaluation**

- Under a contract with DESE, we will continue to capture data on the Recovery High School models in place in the state. We are currently collecting data from each of the schools to better understand their data management and use practices, the population served, and the services provided. Over the next few months, we'll conduct focus groups and interviews with staff and students to develop a more nuanced understanding of how the models are operationalized.

- R and E supported SEIS in refining their methods for capturing data about instructional coaching. Will continue to work with the Professional Development and Data Quality and Use teams to facilitate effective data use and reflection, as well as assessing teacher practice changes related to coaching support.

- R and E supported the work around Equity in Manchester Public Schools in several ways:
  - Kate Lytton and Ramino Pacheco co-facilitated a day-long workshop with a youth leadership team, helping them outline their assets and strategies, and develop new skills to engage peers and school staff in conversations about race, justice, and equity.
  - Supported grant development in response to a Chan Zuckerberg RFA (“Effective School Practices to Support the Whole Child”) that would integrate and sustain social-emotional learning, restorative justice, and equity practices in the district.
  - Continued to work with the high school as a learning partner/evaluator supporting their Barr Foundation work on expanding the learning ecosystem and opportunities for all learners to succeed.

**Marketing and Communications**

The CES Marketing team is working on updated and new messaging to support outreach on behalf of our significantly expanded cooperative purchasing programs, following CES taking on a broader list of both clients and products for cooperative purchasing bids. More information will be shared on this soon.

Work has begun to gather the information needed to compile the FY19 Annual Report for ESE and our stakeholders. The Annual Report is prepared and presented for Board review and approval at the November meeting.

A mailing was sent out in late August to districts and schools in the region to provide an introduction to three new programs. These were described on page one of this report.
The **CES e-newsletter and e-calendar** have returned to our school year schedule and are being sent every other week. If you don’t receive these emails and would like to, please visit our website at collaborative.org and sign up on our home page. We also continue to offer local, state, and national education news stories on the CES Newsroom blog, at [http://blog.collaborative.org/](http://blog.collaborative.org/)

**Web Development**

Our web development team, in partnership with our CES Marketing team, have completed the new Web Development Services website, at [https://webdev.collaborative.org/](https://webdev.collaborative.org/) Information can be found here about the website and application development, accessibility evaluations, hosting and support services that CES offers to schools, districts, and other community organizations.

**Human Resources**

Human Resource Department is developing a compensation strategy that includes a compensation philosophy and goals. This strategy will incorporate our social justice and equity goals and ensure compliance with all federal and state laws. CES retained Gallagher Human Resources and Compensation Consulting in July of 2018 to review CES compensation and audit pay equity. In early May 2019, Gallagher finished the audit and assessed salary ranges in relationship to current compensation trends in particular industries. HR reviewed Gallagher's report and is currently working to propose salary ranges based on benchmark data for CES jobs with similar industries and funding structures (government, the nonprofit sector, and education).

HR will also conduct a review of CES's benefits package with the total compensation package offered to eligible employees, current full time/part-time employee classifications, hourly schedules, and assess equity. The final step includes identifying HR metrics and drafting compensation policies and standard operating procedures. The department intends to work on this project throughout the next few months with completion by the end of the year.

Recruitment planning is underway. The HR team is thinking strategically about the recruitment and selection of employees to build a diverse workforce. The agency will review promising practices that have succeeded in overcoming barriers to recruiting, hiring, and retaining employees. A new CES recruitment plan will align with DESE's Strategic Plan to increase the racial and ethnic diversity of Massachusetts' educator workforce. The strategy will include immediate action steps, and pathways to recruit teacher candidates and CES paraprofessionals from diverse backgrounds who want to teach in their local communities. HR will engage the entire organization and provide opportunities for feedback and collaborative contributions.

**Development - New Grants / Funding**

- Awarded $95,000 by Blue Cross Blue Shield through its Healthy Living Accelerator grant program for Healthy Hampshire. The grant will support mobile markets and community leadership development primarily in Amherst and the Hilltowns, in collaboration with community partners Hilltown Community Development Corporation and Hilltown Community Health Center.
● Awarded $776,558 by MA DESE’s 21st Century Learning Center’s continuation grants for the CES After school Department to continue offering after school programs in Amherst Regional Middle School, Neil A. Pepin Elementary School, Maple Elementary School, Palmer Middle School, Sheffield Elementary School, Stanley M. Koziol Elementary School, and West Springfield High School Requested.

● Awarded $90,000 by MA EEC for the CES Early Childhood Department under the Building Inclusive Community Team program to “manage the logistics for one conference for up to 200 participants; coordinate and host 2-hour webinar for Administrators, 2-hour webinar for Cohort A teams which will consist of 10 pre-k school districts and their community partners...In addition, host 3 webinars for a Cohort B team, which will consist of 5 new public pre-k school districts and their community partners ...There will be a total of 15 public pre-k school districts and their community partners participating in the cohorts. Teams must include representatives from public pre-k school districts and they should be encouraged to invite representation from the mixed delivery system, including: Early Intervention; Head Start; community-based preschools; and, where they exist, a Commonwealth Preschool Partnership Initiative (CPPI) liaison.”

● Submitted an application to MA DESE’s 21st Century Learning Center’s After-School and Out-of-School Time Quality Enhancements (ASOST-Q) Grant program for the CES After school Department to continue offering after school programs in the Maple, Coburn, and Palmer schools. Requested $25,000. Award decision pending.

● Submitted the FY20 Title III Consortium application, including 23 school districts, to MA DESE. Requested $128,184. Award decision pending.

● Submitted an application to MA DESE’s 21st Century Learning Center’s Continuation Grant Enhanced Programs for Students on an IEP to enhance the after school program at Palmer Middle School. Requested $10,000. Award decision pending.

● Isolda Ortega-Bustamante, our Director of Development, represented CES at the Barr Foundation Education Partners Summer Celebration in Boston with Executive Director Bill Diehl and Montague Regional School District Superintendent Michael Sullivan.

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,

[Signature]

September 2019 Executive Director Report to the Board of Directors