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To: School Committee
From: John P. Phelan, Superintendent of Schools
RE: Evaluation Report Out on 2021/22 Goals Packet
Date: May 24, 2022

Dear School Committee Members:

Enclosed are the documents that will inform my presentation at the May 24, 2022 School Committee meeting on my goals for the 2021/2022 school year.

Those documents are:

1. Superintendent's Goals for 2021/22
2. Superintendent's Evaluation Report Out on Goals
3. Model Rubric for Superintendents and District Administrators
4. Superintendent Evaluation Artifacts

As you will note upon review of the packet, the three goals are directly connected to the priorities we discussed and presented in the fall. Additionally, in the evaluation document, I have provided an update on some of the work done on the pressing issues not represented in the three goals.

The last two documents are the DESE rubric and a list of links to artifacts. The first is the rubric used to guide my work and goals.

If you have any questions prior to the May 24, 2022 meeting or after please feel free to contact me directly by email, phone, text or in-person.

Respectfully,

John P. Phelan

Superintendent of Schools
Town of Belmont

Goal 1: District Improvement - Effective Strategic Financial Planning

Topic: Strategic multi-year fiscal planning to support the social emotional and educational needs of our students.

Superintendent Rubric:

- Standard II: *Management and Operations* [E] Fiscal Systems
- Standard III: *Family and Community Engagement* [A] Engagement Community and Stakeholders
- Standard IV: *Professional Culture* [C] Communication [E] Shared Vision

Goal

In order to improve our ability to effectively meet both the academic and social-emotional needs of every Belmont student, I will lead the district through a strategic fiscal planning process that supports the 2023, 2024, and 2025 fiscal years. By June 2022, the district will have a three-year budget forecast that aligns with our students' needs and programming and staffing solutions, inclusive of community input.

Goal 1 Response

Strategic fiscal planning has been a top priority throughout this school year. Over the course of the year, I have participated in and/or led more than 30 fiscal planning meetings and presentations. During those meetings I worked with the School Committee to continuously reflect on our changing financial context. As the year progressed we collectively decided to shift our work from a three year strategic financial plan to a one year strategic financial plan. We are on track for the successful completion of this goal and currently have a one-year budget that has been extensively vetted by the community and which aligns with student needs, programming, and staffing solutions for the 2022/23 school year while respectfully supporting the Town's fiscal restraints

Although we decided to proceed with a one-year budget instead of the three-year budget forecast, many of the key benchmarks and actions were still pertinent, including the following successfully completed steps in the budget process..

- The Leadership Team identified three areas of need that we wanted to address in the 2021/22 and 2022/23 school years: academic recovery, mental health recovery, and issues of diversity, equity, and inclusion.
- Resources were directed toward these needs by providing professional development, creating summer and school year academic recovery programming, staffing newly created mental health positions and initiating the district's first equity audit. Given a reduced FY22 budget the school department capitalized on federal funds and created a partnership with the Town to double those funds through the use of ARPA dollars. This creative solution and teamwork between the School Department and the Town resulted in a two year plan to address the impact of COVID on our students. This short term budget plan was presented to and approved by the School Committee in August 2021.

- In the fall of 2021 the district and School Committee discussed the strategy options for the upcoming budget process with Town leaders and committee members. There was significant discussion about a three year plan versus a two or one year plan.
- When the School Committee and District agreed to focus on a one-year financial plan, the district drafted a general fund budget plan for FY23. Over the course of the fall and winter months Tony DiCologero and I presented this budget at more than 20 meetings. These public meetings included collaboration with the School Committee, Finance Sub Committee, Warrant Committee, Capital Committee, Select Board and our Town Administrator. These meetings were also attended by the public. An extensive range of feedback was solicited and taken into consideration.
- After many School Committee presentations, we presented our Draft 1 FY23 budget at a joint meeting (SC, SB, WC, CC) on February 16, 2022. This meeting generated good feedback on our budget that we heard and responded to. I personally made calls to various Warrant Committee members, Select Board members and our Town Administrator to make sure they knew we were listening and responding to their concerns, and to give them an opportunity to clarify any lingering questions
- Although the Town Moderator appointed Financial Task Force 2 group did not formally meet during the 2021/22 school year, members of this group did meet informally to discuss, support and inform the Town Administrator on the budget forecasting and strategy work over the summer and in the fall of 2021. During these meetings we reviewed what we learned from the failed override season of 2021 and discussed several budgeting strategies from a Town-wide perspective. These discussions ultimately informed the thinking that a one year budget was the best option to focus on given the uncertainty of free cash, pending federal funds (ARPA) and state aid allocations for future years.
- The discussions among all the engaged stakeholders, committees and the community members centered around the needs of the schools in FY23 and the concern for the upcoming funding gap in FY24 and FY25. In an effort to respond to the Town's long term fiscal issues, and knowing that our partnership is key in the Town's financial picture, the School Department reduced our General Fund request by \$2.3 million. This reduction resulted in the Town being able to increase the Town's reserves and Free Cash for FY24. While doing so, the School Department worked with the School Committee to embed several positions (6.2) into the budget to support ongoing short term needs anticipated for the 2022/23 school year.
- With the advocacy of the School Committee, the final FY23 budget was presented to the public and voted on May 3, 2022. The School Committee will "re-vote" the final FY23 Budget on May 24, 2022 in order to accept the additional CH 70 fund increase to the general fund budget. As anticipated, this will allow the district to hire an additional 5.2 FTEs.

- The School Committee Chair and I will present to the Town Meeting in June. We anticipate that this will be the final piece of this year's difficult but ultimately successful budget process.

It should be noted that the School Department Leadership Team also took part in an ad hoc budget process during this school year to reallocate some FY22 funds that were going unspent, in order to redirect those dollars to urgent building-based needs. After our FY22 Quarter 1 update showed a forecasted balance of ~\$700,000, the School Committee asked the Leadership Team to prioritize needs that could be addressed quickly, if funded. The Leadership Team met, discussed and provided a list of needs that was presented to the School Committee. We were gratified to have the School Committee vote to reallocate funds to hire additional staff. This process resulted in securing an additional math specialist, a social worker, a reading specialist, hallway monitors, and building subs. These positions, combined with our federally funded two-year plan, made a direct, immediate, and positive impact on hundreds of children. That impact was outlined in the presentation I made to the School Committee at our May 10, 2022 meeting.

I would like to recognize and thank Director of Finance Tony DiCologero for his tremendous efforts on the FY22 budget work and the FY23 budget planning and preparation. The district took intentional steps to include charts and graphs that were suggested by the Warrant Committee into our budget materials this year and Tony worked hard to create and include them.

Summary of Key Actions

Supported by my team and by the School Committee, I successfully completed All key actions through my work this school year. The goal evolved during the course of the year - as it often does, particularly during these recent COVID-impacted years. The shift to a one-year budget focus and the lack of formal Financial Task Force meetings necessitated corresponding shifts to the key actions outlined prior to the start of the academic year. I am grateful for the School Committee's partnership in adapting to the evolution of our financial goals and subsequent actions.

Summary of Benchmarks

The benchmarks were met through the lens of a one-year budget outlook rather than a three-year outlook. In addition to meeting these benchmarks, I also led the district leadership through the unforeseen but ultimately productive process of deciding on how to handle the "reallocation" funded positions. This was a welcomed additional piece of work that supported principals and benefited students.

Goal 2: Student Learning Goal

Topic: Provide direct and intentional support to our building principals for unique school-based needs in service to our students.

Superintendent Rubric: decisions, there was rarely

- Standard I: *Instructional Leadership* [B]: Instruction [C]: Assessment [D]: Evaluation
- Standard II: *Management and Operations* [A] Environment [C] Scheduling and Management Information Systems
- Standard III: *Family and Community Engagement* [B]: Sharing Responsibility

Goal

In order to ensure that every one of our students experiences a positive transition back to the 2021/22 school year, I will prioritize supporting principals and their school-based needs on a daily basis. I will do this by facilitating two-way communication at least weekly, responding to their requests and concerns in a timely manner, advocating for additional resources where necessary, and prioritizing school-based situations that arise throughout the year.

Goal 2 Reponse

In alignment with this goal, I prioritized supporting principals throughout this school year on myriad topics: school operations through another year in the pandemic, academic recovery support, student social-emotional and behavioral needs, and strategic financial and resource planning.

Supporting Student Learning through COVID-19

First and foremost, this year showed us that the COVID-19 pandemic is not behind us. Management and operations to ensure that our buildings remained open and our students stayed safe continued to be a high priority. I worked to support principals, the Director of Nursing and the Belmont Health Department as we (1) developed test and stay protocols, (2) developed pool testing protocols unique to each school, (3) ensured appropriate ventilation equipment and processes, (4) reworked lunch staffing and scheduling in each elementary school, and (5) secured tents for all schools. This work was ongoing throughout the fall and winter months as we refined and adjusted our protocols and procedures during both the Delta and Omicron variants. As with prior COVID decisions, there was rarely universal alignment among school communities and it took extensive communication, conversation, and deliberation in order to work through each of these decisions.

Communication was an essential component of this work as the rules, expectations and data changed throughout the year. This year required us to be nimble with our strategies in order to continue to deliver safe, in-person learning for all students every day. Throughout the year, I was in regular contact with each principal about COVID-19 protocols. In addition to weekly meetings with our Belmont Health Team to review the most recent data, I communicated with principals routinely via email, text, and phone to respond to quick questions as well as to more overarching conversations and concerns. Being in constant touch with principals and enabling frequent conversations via a range of communication methods allowed us to be flexible, make quick decisions, and ultimately achieve our goal of having a full year of in-person learning.

Supporting Student Learning through Academic and SEL / Mental Health Recovery

In our planning for the 2021/22 school year our priority was academic recovery and SEL /mental health recovery for students. This work was informed by an extensive review of quantitative and qualitative data that helped us understand the scope of the work. The data we reviewed included but was not limited to: 2021 MCAS results by grade and subgroup, Youth Risk Behavior Survey (YRBS) results, district and grade level benchmark data, and the equity audit. We also discussed and analyzed other qualitative data, such as principal and teacher observations and parent feedback. Data was shared and analyzed both in our standing principal meetings, as well as in one-on-one meetings and conversations.

We began our academic recovery initiatives last spring with summer academic programming that led into fall programming options for our K-8 students both during the school day (ie, work with math specialists) and after school (tutoring services). These supports were informed by our internal data (elementary) and our MCAS data (K-8). The academic recovery work was a major component of our Federal Funding Two Year Plan.

We put a similar pathway in place for our SEL / mental health recovery work. At the K-8 level, our Leadership Team utilized the MTSS professional development and consultation services that were part of our two-year plan to organize their academic and clinical work for students and staff. At the high school and middle school levels we introduced social workers and accompanied these roles with support structures. The middle school utilized the middle school “team” model to its advantage, while the high school utilized their guidance staff and their “transition class” to support students and families through the mental health service delivery process.

I worked closely with principals during the planning and implementation phases of this process by soliciting their concerns and listening to their ideas and expertise in order to propose a plan to support their students-based needs. As the fall started and the school year was underway the principals encountered a range of challenges and concerns at the building level. I brought these issues to the School Committee and engaged its support to utilize our existing FY22 budget to “reallocate” funds to support students. I then worked closely with principals to gather their thoughts on the most urgent needs and the best ways to reallocate our funding. This nimble approach to addressing the most pressing student issues provided timely and critical support to students at all grade levels.

Throughout the year I also worked closely with principals on particular grade-level or student concerns as they surfaced. These issues were often unique challenges that required consultation and collaboration with teachers, families, administrators, and legal counsel. Our Leadership Team’s ability to collaborate closely and support each other was an often unseen but truly critical element to supporting students as they encountered a school year that was more “normal” but ultimately no less challenging than other pandemic-impacted years.

Supporting Student Learning through Financial Resources

As a result of regular two-way communication with principals about their school-based student needs, we made adjustments to funding during the year to maximize our impact on student

learning. After updating the School Committee on our revised needs as the year progressed, we reallocated some ESSER/ARPA funds, as well as some FY22 general funds, to maximize our available financial resources in support of students. By leveraging ESSER, ARPA and FY22 general funds, we were able to positively impact (1) academic recovery work in both math and ELA, (2) student access to social workers, and (3) increased safety and monitoring of school buildings through regular building-based substitutes and an additional high school campus monitor. Discussions with the School Committee about reallocating funds occurred at several public School Committee and Finance Subcommittee meetings.

As context to all of the above work, it should be noted that two of our four elementary school principals left in the fall of 2021. One was a planned departure and the other was not planned. The School Department needed to provide intensive support at the Burbank School in the early fall which turned out to be a situation that resulted in the principal resigning. This was a complicated situation that required communication and reassurance to our staff and the school community.

This situation was taxing to our entire district and only successful due to the hard work of Janice Darias and Mike McAlister. Janice served as the interim building principal for over three months, which enabled the school to feel grounded in support. Mike simultaneously initiated a search process for a Burbank principal that included staff and parent / guardian input. In particular I would like to thank and acknowledge the three month commitment and contribution that Janice made to the Burbank School. Her daily presence as the school leader was time well-spent as she addressed immediate needs of the school and district; however during this time, the district work for which Janice is responsible was delayed. This was a challenging and a known trade off we needed to make in order to support the students, staff and families at the Burbank.

At the same time as we were working through this difficult Burbank leadership transition, Mike also led us through a search for the Butler School principal, which also provided input from staff, parents and guardians.

Having two members of our central office district leadership team put aside their typical work to engage in supporting the schools in person (Janice) and to conduct search committees (Mike) was a strain on all the other tasks that required their attention. Dealing with these two significant leadership transitions in an already very complicated year required flexibility, dedication, and an enormous amount of hard work from the entire team.

Summary of Key Actions

I met all the Key Action items.

Summary of Benchmarks

I met all benchmarks, with the exception of the two January / February benchmarks that we achieved in April / May.

Goal 3: Professional Practice Goal

Topic: District-wide strategic planning and individual professional learning in the areas of diversity, equity, and inclusion

Superintendent Rubric:

- Standard I: *Instructional Leadership* [B] Instruction [E] Data-Informed Decision-Making
- Standard III: *Family and Community Engagement* [A] Engagement [B] Sharing Responsibilities [C] Communication [D] Family Concerns
- Standard IV: *Professional Culture* [B] Cultural Proficiency [C] Communication [D] Continuous Learning [E] Managing Conflict

Goal

In order to ensure our district continues to make progress in its diversity, equity, and inclusion work, by June 2022, we will analyze and define clear takeaways from the district-wide audit results and design a corresponding strategic plan that includes school and community feedback.

Goal 3 Response

Strategic planning for our work on diversity, equity, and inclusion has been a central focus of my work this year. I believe this work is essential to our district as we move forward, and am pleased that this goal helped me prioritize both learning and leading the district through our next steps in this work.

Fall 2021: Hire and Onboard Director, Engage in Professional Learning

In the fall, after engaging a search committee and conducting a robust process, we were delighted to hire Chon'tel Washington, Belmont Public Schools' first Director of Diversity, Equity and Inclusion. As part of the onboarding process, Ms. Washington met faculty and administrators across our elementary, middle, and high schools, and engaged in coffee and conversations with stakeholders across the community, including parents, families, and members of Belmont organizations that support diversity, equity, and inclusion work. We formally introduced Chon'tel and welcomed her at a School Committee meeting on September 21, 2021, and those slides are included in the evidence

In order to continue to build my own capacity in DEI work, both Ms. Washington and I applied for the MASS / REDI Harvard program. Unfortunately Ms. Washington was not accepted due to enrollment issues; however, I was selected to join. In these monthly sessions I engaged in ongoing professional learning with other superintendents and directors of diversity, equity, and inclusion. The program was uniquely structured to provide affinity space sessions as well as cross affinity group sessions. This was my first affinity group experience and I found it to be very effective in helping me develop as a leader attentive to and immersed in DEI issues. The facilitators proposed two anchor texts (*The Practice of Adaptive Leadership*, Heitfetz et al; *Me and What Supremacy*, Saad) from which readings and chapters were assigned each month. There were also three guiding questions that were put to the group throughout the sessions:

1. What do I believe my role in dismantling racism is in my district?
2. Who do I believe I will be able to partner with to engage in that work?
3. What do I need to manifest in that relationship for us to work together?

The ongoing professional learning included completing reading and writing assignments between sessions. The MASS / REDI group also connected us with other districts engaging in this work, and we have used this network to help refine and develop our knowledge and skills as they relate to diversity, equity, and inclusion going forward.

My preliminary takeaways from the three questions above and the sessions were:

1. *As superintendent I play a pivotal role in the work of dismantling racism in our district. My role is to lead, facilitate, support and advocate for positive change in areas of diversity, equity and access in our district..*
2. *There are many partners that need to be in place for this work to succeed in our district. They include the DEI Director, our Cabinet, and Leadership Teams. This work cannot take place in our school community unless leaders at the district and building level are in alignment. Additionally, the School Committee is an essential partner in this work as the elected officials that face the public in their advocacy on behalf of our DEI work.*
3. *If our DEI Director is successful, our work will move forward. Given that the position is new to our district, that Chon'tel is new to our district, and the sensitivity of the subject matter, it is especially important for me to reflect and take action on the support structure and meeting time that is needed to make her role successful.*

Fall & Winter 2021-2022: Complete Equity Audit

In partnership with consultants Elizabeth Borneman and Belicia Smith, our team successfully led and completed a district-wide equity audit. The comprehensive and completed audit included student and faculty surveys; student, faculty, and family interviews; focus groups; and an analysis of current policies and hiring practices. Updates were provided throughout the process at both full School Committee meetings and Equity Subcommittee meetings. Our Cabinet Team supported Director Washington and the consulting team through regular check-ins about the process, problem solving as needed, and advising on the timing of engaging in the different components and sharing the results.

Spring 2022: Review Equity Audit and Plan Strategic Plan Next Steps

Upon completion of the equity audit, we began to review the data and plan for our next steps. As a central office team, we met with consultants Borneman and Smith to go through the equity audit results in order to ensure we fully understood the findings and recommendations. These meetings were conducted in a topic by topic (special education, METCO, School Committee policies etc.) manner that included school leadership of each department as well as the School Committee Chair.

These meetings were very informative and allowed us to ask more informed questions as a result of having the completed report as a basis for discussion. We knew more given the audit results and therefore could have richer discussions.

The MIT Audit Team presented the findings at a School Committee meeting on March 8, 2022. We subsequently designed a committee of stakeholders that will review the equity report and provide guidance and recommendations to the Director of DEI. We will use this committee's feedback as well as commentary from upcoming community forums as we move into the next stage of designing a strategic work plan for implementation of equity audit recommendations.

While we are proud of the work that we have completed this year in connection with our ongoing focus on equity for all, this is just the beginning. We are in the initial stages of creating a DEI strategic plan for the 2022-2023 school year and beyond. We are balancing our sense of urgency with our desire to ensure that we incorporate a variety of stakeholder voices at every stage of the process. I am motivated to maintain focus on this important work for the years to come, and look forward to partnering with the School Committee, the community, and the Belmont Schools staff to ensure that we are constantly doing the work to provide a safe, equitable, and inclusive environment to all of our students and staff.

Summary of Key Actions

All key actions were or will be completed by the end of the school year.

Summary of Benchmarks

All benchmarks were met with the expectation of the work plan that will be discussed at our next School Committee meeting on May 24, 2022.

General Tasks Not Included in Evaluation Goals

BEA Negotiations

The School Committee and the school administration put in a tremendous amount of time and effort toward BEA negotiations throughout this school year. We met more than 100 times to negotiate BEA collective bargaining agreements for the next 4 year contract. To put this into perspective, since November 2019 (the start of our three year contract discussions) we have been negotiating with the BEA non-stop. This included spring 2020 remote discussions, reopening school sessions for 2020/2021 and 2021/22 school years, as well as a one year compensation contract for the 2020/21 school year. I participated in all modes of negotiations over the years leading up to the 2021/22 school year. During these four year collective bargaining seasons, I attended preparation sessions for all BEA units and actively participated in the Unit A and B negotiation sessions. As the School Committee is aware, negotiation preparation and negotiations hours could total more than 10 hours per week during most of this academic year.

Coming to a successful and mutually agreeable conclusion to our contract work is essential, and I appreciate the effort that Director of Human Capital Mike McAllister has put into the planning and preparation of this work. I also appreciate the efforts and dedication of the School Committee members who have taken the time to be present and lead the discussions.

- → *Standard IV Professional Culture - C. Communications, F. Managing Conflict*

COVID-19 Health & Safety

While many health and safety topics were covered in Goal 2 as part of my work to support day-to-day student learning, there were several elements of this topic that were separate. On top of the work involved in keeping schools open and as safe as possible every day, I spent time on the following health and safety issues:

- I led a weekly Health Team meeting with our School Nursing Director, Town of Belmont Health Director and his team.
- Planning, advertising, and supporting clinics for testing, vaccination, and boosters.
- Supporting School Committee policy work related to the vaccination requirement for extra-curricular activities.
- Supporting the work of the Nurse Director in her interfacing with CIC, DESE and National Guard teams.
- Staying up to date on DESE, CDC, DPH, and Belmont guidance; understanding its relationship to Belmont; adjusting policies and procedures accordingly; communicating with families and responding to a broad range of feedback.
- Worked with the BEA to have all members agree to be vaccinated for the 2021/22 school year.

All of these pieces came together to support our goal of holding school every day for students in as safe an environment as possible.

- → *Standard IV Professional Culture - F. Managing Conflict*

- → *Standard II Management and Operations - A. Environment, B. Human Resources Management and Development*

Supporting Students & Families in 2022

The issues that confront us in 2022 are complicated and difficult. Our divisive political climate, national resurgence of hate and bias-related incidents, dramatic increase in concerns around social/emotional wellbeing, and continuation of the COVID-19 pandemic have created myriad concerns for our community, students, and families. At no time in my 33 year career have I spent as much time attending to individual family and community needs as I have this year. This work has taken several different forms:

- Because of Belmont's community-wide interest in schools, I have met routinely with citizens who are neither parents nor students, but who have an interest in how the schools are operating. Citizens have requested meetings with me on topics ranging from budgeting to DEI to curriculum. I am encouraged by the interest of a wide range of community members in the schools and want to take every opportunity to help them understand our work. I am also pleased to have the opportunity to share information directly with concerned members of the public rather than leaving them to rely on rumor or other potentially inaccurate information.
- The number of students experiencing physical or mental health emergencies has been significant, and in many cases I have worked directly with families to support their complicated situations. I have also spent time supporting principals as they work directly with families.
- The targeted issues of hate that have arisen on social media and in other forms have also required time with principals and families. In addition to the work with individuals involved in particular situations, I have worked with principals on communications to specific school communities or the district as a whole, as well as appropriate follow-up measures for students when appropriate.
- We experienced two bomb threats at Belmont High School this year, one that we determined was directed at another school and one that was directed at our school. I worked closely with the Belmont Police Department and town administration in both cases to make emergency decisions and communicate them to parents, staff, and students.
- These issues are all important and all necessitate time and energy from a wide range of school department staff, including myself. They are also unpredictable, often emergencies, and stressful for everyone involved. Doing this work has been critical and, in many cases, rewarding, but it has also taken time and energy that may otherwise have been spent elsewhere. This is a unique facet to the superintendent role that has become more prevalent over the last couple of years.

Middle & High School Building

In the midst of all of the above topics, we have made great strides on our new Middle & High School.

First, we moved into our new High School building and welcomed students and staff for the first year, which was an enormous undertaking. We did the organizational and physical work of

moving into the new school on time for the beginning of the school year; developed new routines and introduced students (some of whom hadn't been in a physical school building for a year and a half and some of whom had trepidation about doing so) to their new space; worked with teachers and the building committee to assess and trouble-shoot issues as they arose. We welcomed the community into the new building on two separate occasions and I have taken every possible opportunity to thank Belmont citizens for their support of this project. It has been a career highlight for me to see the new building function so well as a space for teaching and learning.

Second, we continued to meet weekly to support the construction of the wing that will ultimately house our 7th and 8th grade students. We worked through the options for avoiding a \$1 million shortfall by soliciting community opinions and value engineering. The work is making good progress and I am eager to see students in this wing in the 2023/24 school year.

Superintendent Evaluation Supporting Artifacts- May 2022

John P. Phelan, Superintendent, Belmont Public Schools

Goal 1: District Improvement - Effective Strategic Financial Planning

FY23 Budget Discussion Meetings

FY23 Budget Draft 1 - February 16, 2022

FY23 Budget Draft 2 - April 26, 2022 - Public Hearing

FY23 Budget Draft 2 - May 3, 2022 - SC vote

FY22 ESSER, ARPA and Reallocated Funds - May 10, 2022

Goal 2: Student Learning Goal

2021-2022 Meetings: Principals, Leadership, Health, Joint Labor Management

Middle School Math and MCAS Math Scores Presentation - March 1, 2022

Youth Risk Behavior Survey (YRBS) 2021 Highlights/Results - November 9, 2021

Equity Audit MIT Team Presentation - March 8, 2022

Building Based Needs Reallocation of FY22 Funds - December 14, 2021

"Superintendent's Update" emails

These dates include confidential student updates

- October 18, 2021
- December 3, 2021
- December 12, 2021
- January 21, 2022
- February 22, 2022
- May 2, 2022

BPS School Budget FY23 Finance Subcommittee Documents Section

Budget Discussion Drafts

- January 11, 2022
- January 19, 2022
- February 1, 2022
- February 8, 2022

Goal 3: Professional Practice Goal

Superintendent's Report - September 21, 2021 pg. 27

Welcome Coffee

Equity Audit MIT Team Presentation - March 8, 2022

Diversity, Equity and Inclusion Website

REDI Meeting Dates

- October 26, 2021
- November 16, 2021
- December 14, 2021
- January 25, 2022

- March 1, 2022
- March 29, 2022
- April 26, 2022
- May 24, 2022

Other

Superintendent's Virtual Coffee Hours

- January 27, 2022.
- February 17, 2022
- March 16, 2022

Negotiations Schedule - Units A, B, C, D, AFSCME

2021-2022 Meetings: Principals, Leadership, Health, Joint Labor Management