

**TEWKSBURY PUBLIC SCHOOLS
TEWKSBURY SCHOOL COMMITTEE**

**Notice of Special School Committee Meeting #2
Wednesday, March 16, 2022 at 3:00 PM**

Revised

Meeting Place:

**Tewksbury Memorial High School
Large Group Instruction Room #1
320 Pleasant Street, Tewksbury, MA 01876**

1. CALL TO ORDER - SPECIAL SCHOOL COMMITTEE MEETING - 3:00 PM

2. ANNOUNCEMENT

The March 16, 2022 Special School Committee Meeting will be televised and recorded and may be viewed live on Comcast Channel 22 and Verizon Channel 34 or YouTube.com/TewksburyTV. Under the Open Meeting Law, the public is permitted to make an audio or video recording of an open session at a public meeting. At this time, I would ask if anyone is recording today's meeting to please identify himself/herself.

3. CITIZEN'S FORUM *(Citizens are asked to limit comments related to items on the agenda to three (3) minutes or ten (10) if the spokesperson is representing a group concern.)*

4. SUBMISSION AND PAYMENT OF BILLS

Payroll Period Ending February 17, 2022 (\$1,441,917.94)

5. RATIFICATION OF SUCCESSOR AGREEMENT

- a. Ratification by the School Committee of the Tewksbury Teachers Association (TTA) Successor Agreement
- b. Ratification by the School Committee of the Education Support Personnel (ESP) Successor Agreement

6. DISCUSSION OF THE 2022-2023 SUPERINTENDENT SEARCH

Review Survey & Focus Group Results & Finalize Screening Committee Membership

7. ADJOURNMENT

SCHOOL COMMITTEE MEMBERS

Keith M. Sullivan, Chairperson, ksullivan@tewksbury.k12.ma.us
Shannon M. Demos, Vice-Chair, sdemos@tewksbury.k12.ma.us ~ Bridget L. Garabedian, Clerk, bgarabedian@tewksbury.k12.ma.us
John R. Stadtman, Member, jstadtman@tewksbury.k12.ma.us ~ Nicholas G. Parsons, Member, nparsons@tewksbury.k12.ma.us
Superintendent of Schools, Brenda Theriault-Regan, bregan@tewksbury.k12.ma.us



PAYROLL

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date **2/17/2022**

I move the School Department Payroll for the period ending
to be approved and certified in the amounts and categories as shown for
a total amount of **\$1,441,917.94**

GRANTS

\$26,577.13	2021-2022 Special Ed 240 Grant
\$5,759.00	2021-2022 Title I Grant
	2020-2021 Title II Grant
	2020-2021 Title IV Grant
\$214.57	2021-2022 Early Childhood Grant
\$1,969.07	2021-2022 ASOST Grant
\$8,018.67	2021-2022 21st Century Grant
\$10,100.15	2021-2022 ESSER I Grant
\$32,556.55	2021-2022 ESSER II Grant
\$50.01	2021-2022 ARP Idea Grant

REVOLVING ACCOUNTS

\$3,780.79	2021-2022 Community Services
\$10,504.84	2021-2022 Community Services Preschool Program
\$420.08	2021-2022 Adult Education Program
\$28,668.19	2021-2022 Lunch Program
\$848.95	2021-2022 Facilities
\$2,023.78	2021-2022 Recreation
\$672.39	2021-2022 Parking Fees
\$2,274.46	2021-2022 Preschool
	2021-2022 Alphabest
	2021-2022 TMHS Intramurals

\$134,438.63 SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,307,479.31	2021-2022 School Department Account
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\$1,307,479.31 SUB TOTAL - LEA FUNDS

\$1,441,917.94 TOTAL



DISCUSSION: SUPERINTENDENT SEARCH

TEWKSBURY PUBLIC SCHOOLS SUPERINTENDENT SEARCH FOCUS GROUP AND SURVEY SUMMARY

Prepared for the Tewksbury School Committee
March 16, 2022

INTRODUCTION

The Massachusetts Association of School Committees (MASC), in the role of Search Consultant to the Tewksbury School Committee, conducted an online survey and series of focus groups to gather input from various stakeholder groups in the schools and community as part of the superintendent search process. The information gathered from the survey and focus groups will help guide the Preliminary Screening Committee and the School Committee in refining the questions asked of candidates for the position and in determining the best candidate to fit the needs of the Tewksbury Public Schools.

Participants and respondents were asked about the challenges facing the Tewksbury Public Schools at the present time, the skills and qualifications the next superintendent should possess to be successful and the most important issues they believe the next superintendent will need to address. This summary reflects the themes that were prevalent in the focus groups, and the responses and comments of the online survey.

The online survey yielded a total of 440 responses. The breakdown of responses from various stakeholder groups is as follows:

Parent/guardian of a Tewksbury Public Schools student	291
Educator in the Tewksbury Public Schools	96
Employee other than an educator in the Tewksbury Public Schools	26
Resident of Tewksbury without a student enrolled in TPS	18
Student in the Tewksbury Public Schools	0
Other	9

Those that selected “Other” included people who fit two categories, such as parent and staff member. Some parents of Special Education students chose the “other” category and one person is the parent of a future TPS student.

Five (5) focus groups were held, with a total of twenty-one (21) participants. While the number of focus group participants was low, the feedback from those that attended mirrored the results of the online survey.

THE DISTRICT

Respondents noted several areas of strength in the district. Most notably, the educators expressed that they enjoyed their students and felt they had close connections with the students. Within the buildings, there are close communities among staff. Staff

members are dedicated to their work and feel supported by building administrators. In addition, educators are appreciative of the resources available to address student learning needs, particularly in the early grades. Two areas that were specifically mentioned were the addition of academic coaches to support students and technology integration. There is a sense that the students are provided with a rich and varied experience and that the teachers enthusiastically participate as coaches and advisors for extracurricular activities. Tewksbury has been on the forefront of some education trends, such as Maker Spaces. The adoption of new initiatives is teacher-led and supported by administration. The district is well-resourced and able to provide a rich experience for students. The new building that will soon be completed was also noted as a strength of the district,

As with any district, stakeholders can also point to challenges that the district faces. Particularly at this moment in time, people see the need to help students and staff recover from the past two years of the pandemic and the issues engendered. This included both academic support for students, and mental health or social/emotional health for both students and staff. In addition, people feel a need to address issues of diversity, equity and inclusion within the district.

Teachers are seeking a comprehensive professional development plan that includes their voice and does not lead to an overload of new initiatives. There is concern over the high turnover of staff in the district and how the high number of educators leaving the profession regionally and nationally will impact the district. Another challenge is the need to build a coherent, aligned curriculum.

In addition to addressing the disruption in the education of students in the past two years, perhaps the most important challenge in the district is the need to repair and rebuild the relationships that have been frayed by the contentious contract negotiations. It has affected both the morale of educators and the culture in the district.

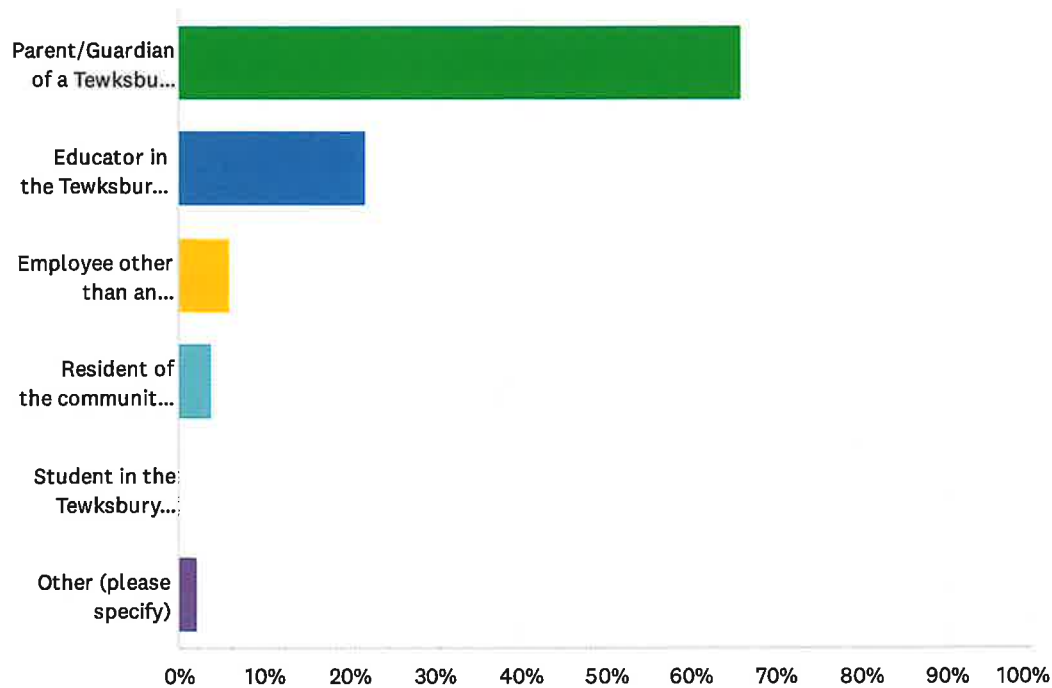
THE NEXT LEADER

When asked about the skills and qualifications that the next leader needed to be successful, communication skills clearly rose to the top. The next educational leader of the Tewksbury Public Schools should possess a leadership style that is inclusive and collaborative; a leader who can listen equally to all voices and ensure that all opinions are heard, respected and included in decision-making. Further people seek a leader who is visible in the schools and in the community. Someone who is approachable and responsive. The person should demonstrate a track record of being a good collaborator who can build an effective administrative team. In addition, the next leader should show success in creating a supportive work environment and in recruiting and retaining staff.

In terms of skills and background, the next superintendent should have expertise in curriculum development and evaluation and understand and recognize good teaching.

Q1 Please select the category that best describes you

Answered: 437 Skipped: 0



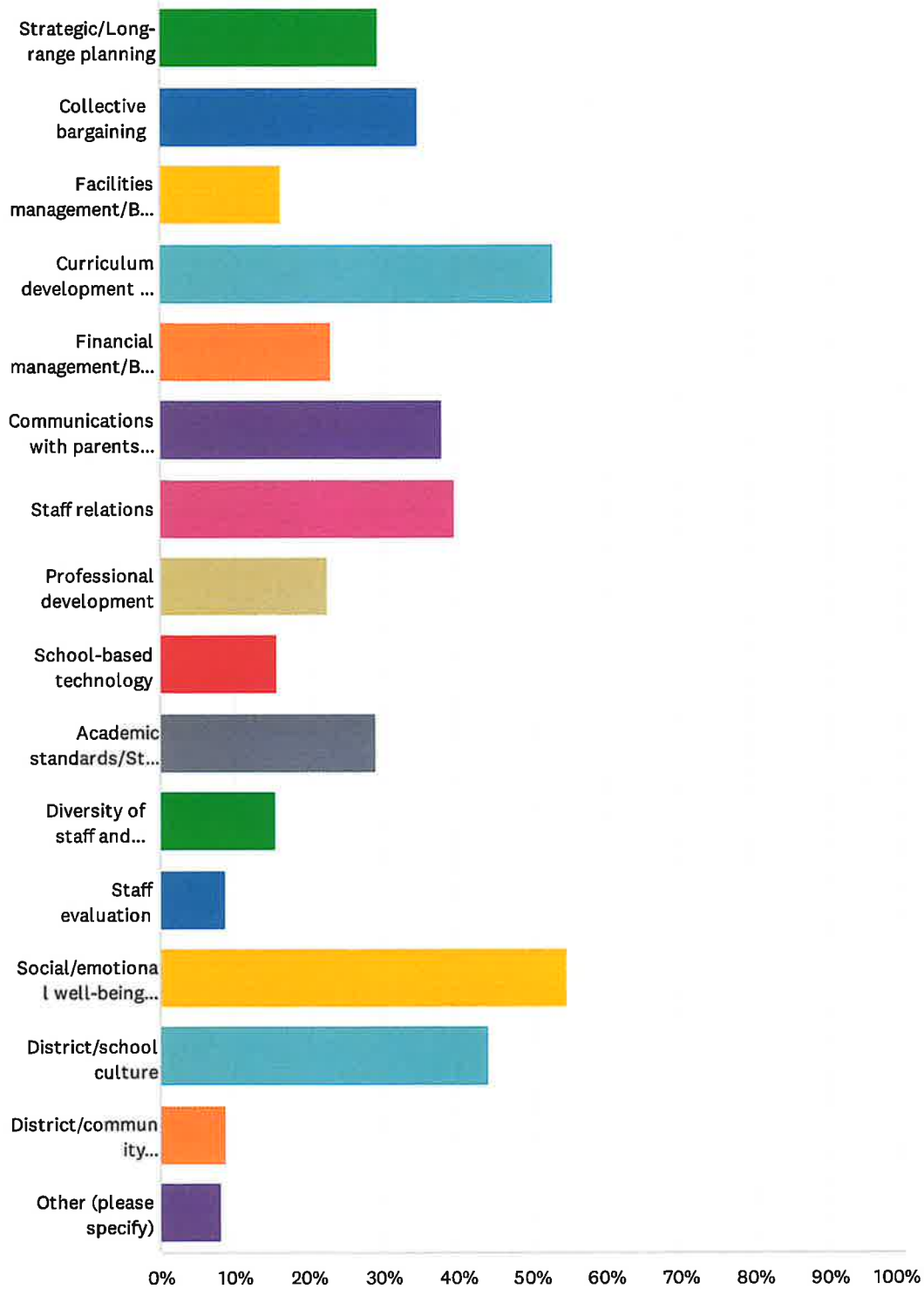
ANSWER CHOICES

RESPONSES

Parent/Guardian of a Tewksbury Public Schools student(s)	66.13%	289
Educator in the Tewksbury Public Schools	21.97%	96
Employee other than an Educator in the Tewksbury Public Schools	5.95%	26
Resident of the community without children enrolled in the Tewksbury Public Schools	3.89%	17
Student in the Tewksbury Public Schools	0.00%	0
Other (please specify)	2.06%	9
TOTAL		437

Q2 Please select most significant current or future issues that the new superintendent will need to address (You may check up to FIVE issues):

Answered: 437 Skipped: 0



Tewksbury Superintendent Search Survey

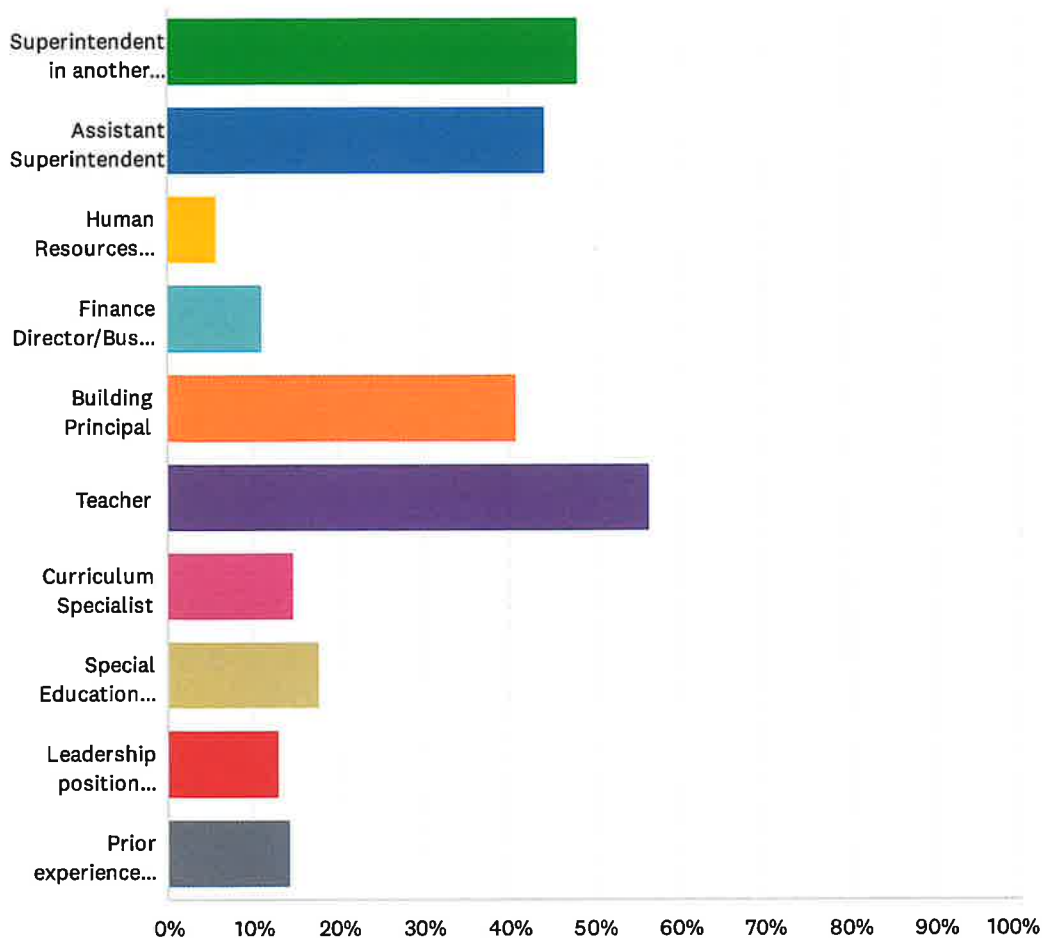
ANSWER CHOICES	RESPONSES	
Strategic/Long-range planning	29.52%	129
Collective bargaining	34.78%	152
Facilities management/Building construction	16.48%	72
Curriculum development and Instruction	53.09%	232
Financial management/Budget development	23.11%	101
Communications with parents and community	37.99%	166
Staff relations	39.59%	173
Professional development	22.65%	99
School-based technology	15.79%	69
Academic standards/Student assessment	29.06%	127
Diversity of staff and student body	15.56%	68
Staff evaluation	8.70%	38
Social/emotional well-being of students and staff	54.69%	239
District/school culture	44.16%	193
District/community partnerships	8.70%	38
Other (please specify)	8.01%	35
Total Respondents: 437		

Q3 What do you believe is/will be the most important issue facing the next superintendent?

Answered: 390 Skipped: 47

Q4 Below is a list of positions that superintendent candidates may have held in the past. Which prior positions do you think would prove most valuable for the next superintendent of the Tewksbury Public Schools to possess? (You may check up to THREE positions below)

Answered: 437 Skipped: 0

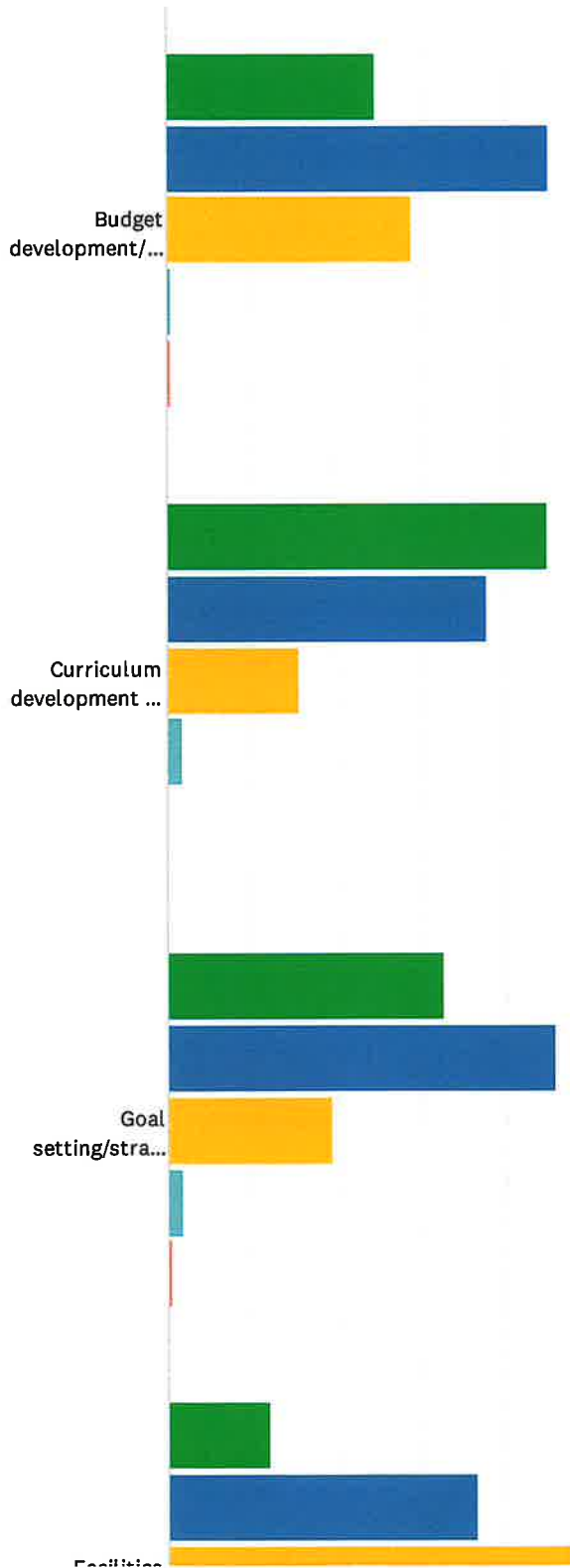


Tewksbury Superintendent Search Survey

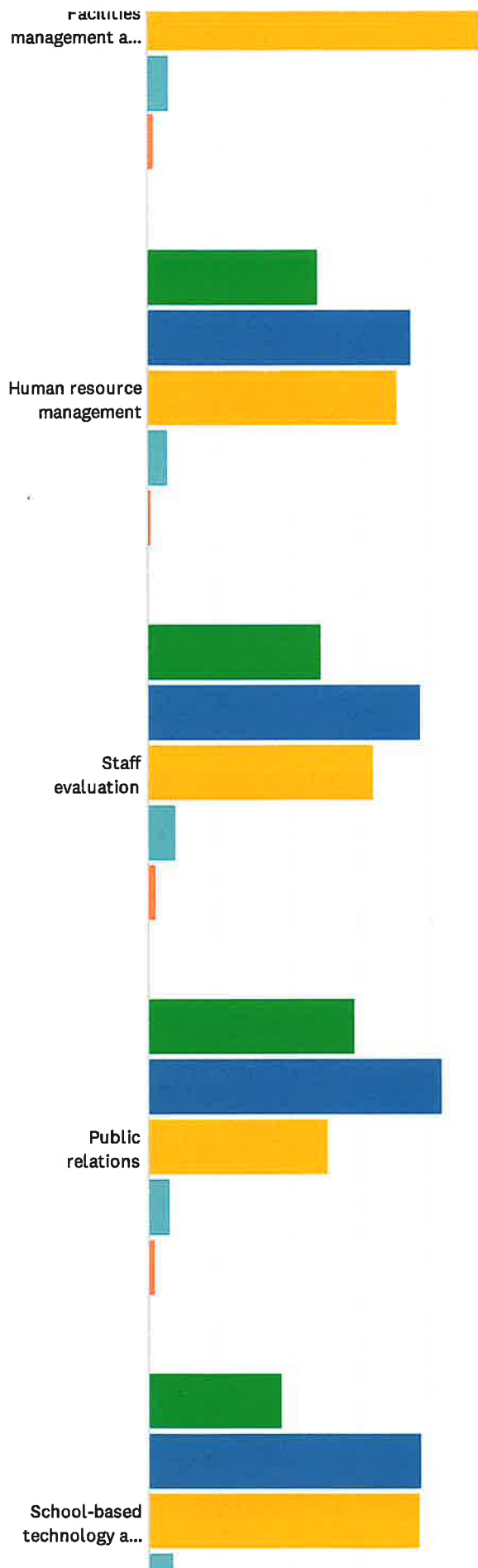
ANSWER CHOICES	RESPONSES	
Superintendent in another school district	48.28%	211
Assistant Superintendent	44.39%	194
Human Resources Director	5.72%	25
Finance Director/Business Manager	10.98%	48
Building Principal	40.96%	179
Teacher	56.52%	247
Curriculum Specialist	14.65%	64
Special Education Director	17.62%	77
Leadership position outside of education	13.04%	57
Prior experience doesn't matter as long as the candidate has the right skill set	14.19%	62
Total Respondents: 437		

Q5 Listed below are specific areas of expertise that superintendent candidates may possess. From your perspective, how much weight should the School Committee place on each area?

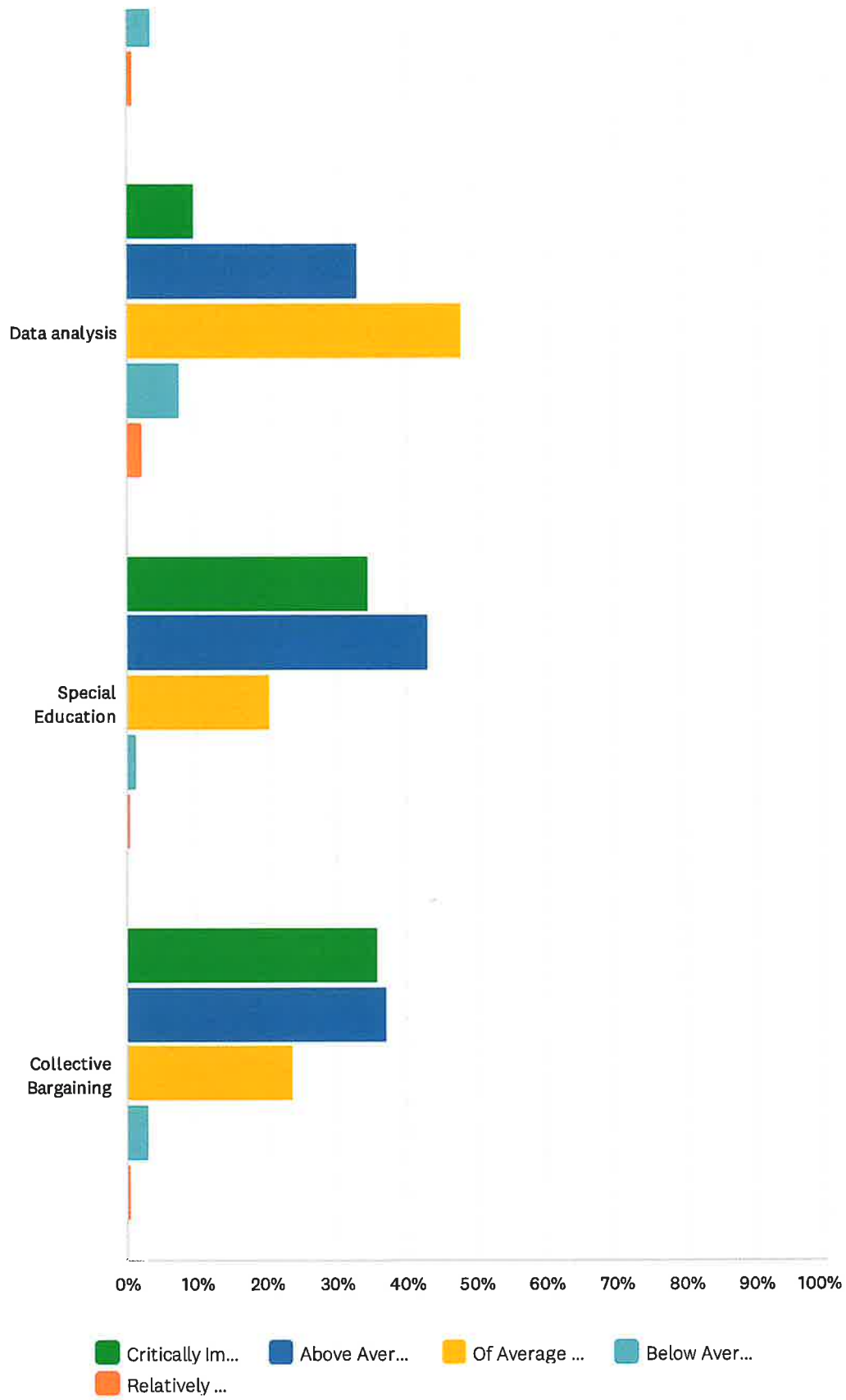
Answered: 436 Skipped: 1



Tewksbury Superintendent Search Survey



Tewksbury Superintendent Search Survey

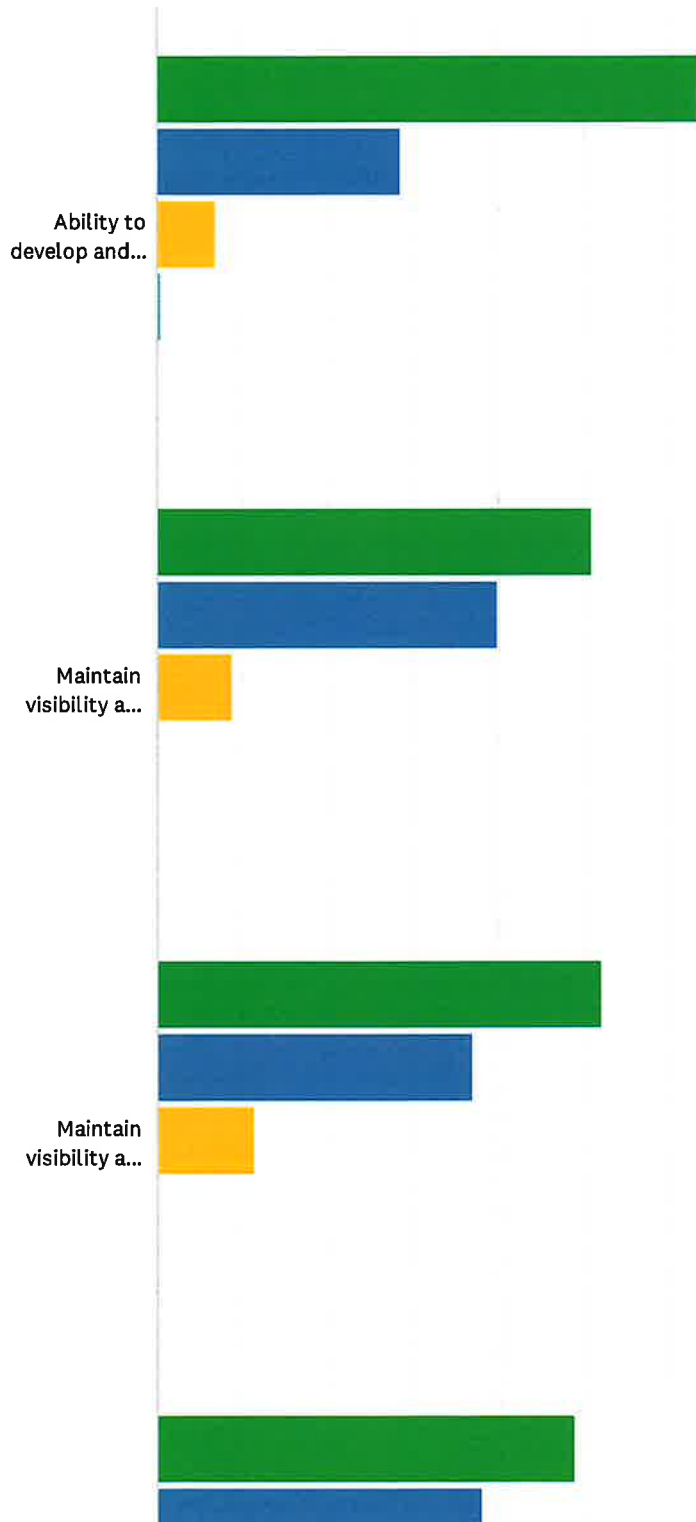


Tewksbury Superintendent Search Survey

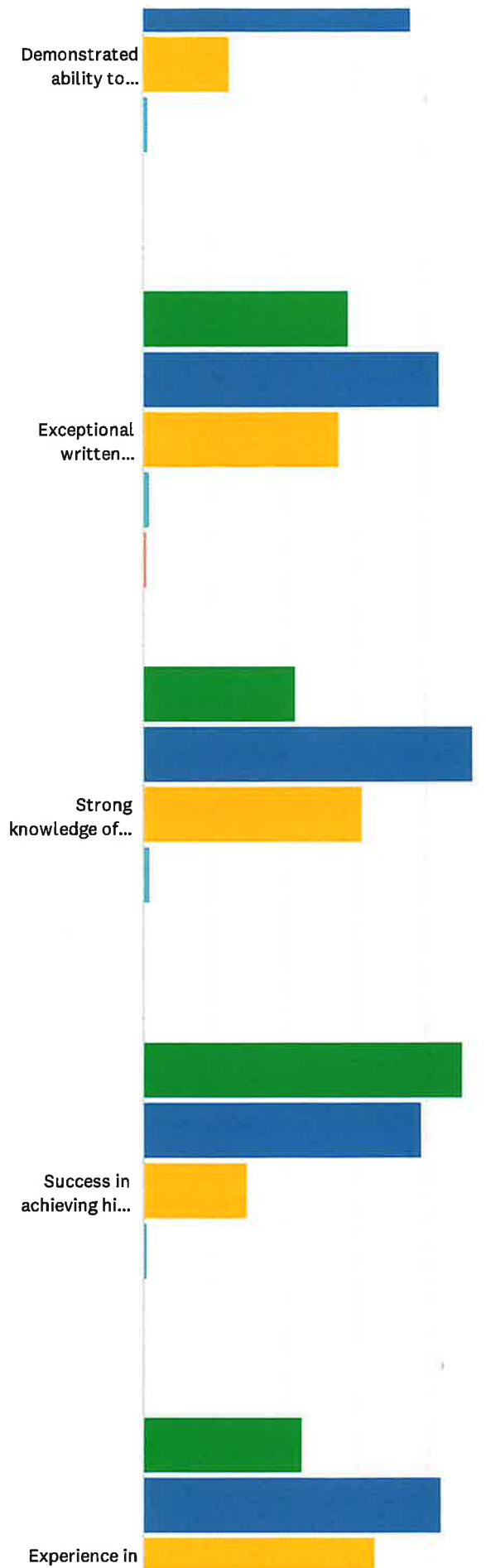
	CRITICALLY IMPORTANT	ABOVE AVERAGE IMPORTANCE	OF AVERAGE IMPORTANCE	BELOW AVERAGE IMPORTANCE	RELATIVELY UNIMPORTANT	TOTAL
Budget development/management	24.83% 108	45.29% 197	28.97% 126	0.46% 2	0.46% 2	435
Curriculum development and evaluation	45.03% 195	37.64% 163	15.47% 67	1.62% 7	0.23% 1	433
Goal setting/strategic planning and implementation	32.64% 141	45.83% 198	19.44% 84	1.62% 7	0.46% 2	432
Facilities management and development	11.95% 52	36.55% 159	47.59% 207	2.99% 13	0.92% 4	435
Human resource management	24.02% 104	37.41% 162	35.33% 153	2.77% 12	0.46% 2	433
Staff evaluation	24.54% 107	38.53% 168	31.88% 139	3.90% 17	1.15% 5	436
Public relations	29.26% 127	41.47% 180	25.35% 110	3.00% 13	0.92% 4	434
School-based technology and digital learning	18.71% 81	38.57% 167	38.34% 166	3.46% 15	0.92% 4	433
Data analysis	9.53% 41	33.02% 142	47.91% 206	7.44% 32	2.09% 9	430
Special Education	34.56% 150	43.09% 187	20.51% 89	1.38% 6	0.46% 2	434
Collective Bargaining	35.88% 155	37.04% 160	23.61% 102	3.01% 13	0.46% 2	432

Q6 Listed below are specific experiences and skill areas that could be important when evaluating the superintendent candidates. From your perspective, how much weight should the School Committee place on each area?

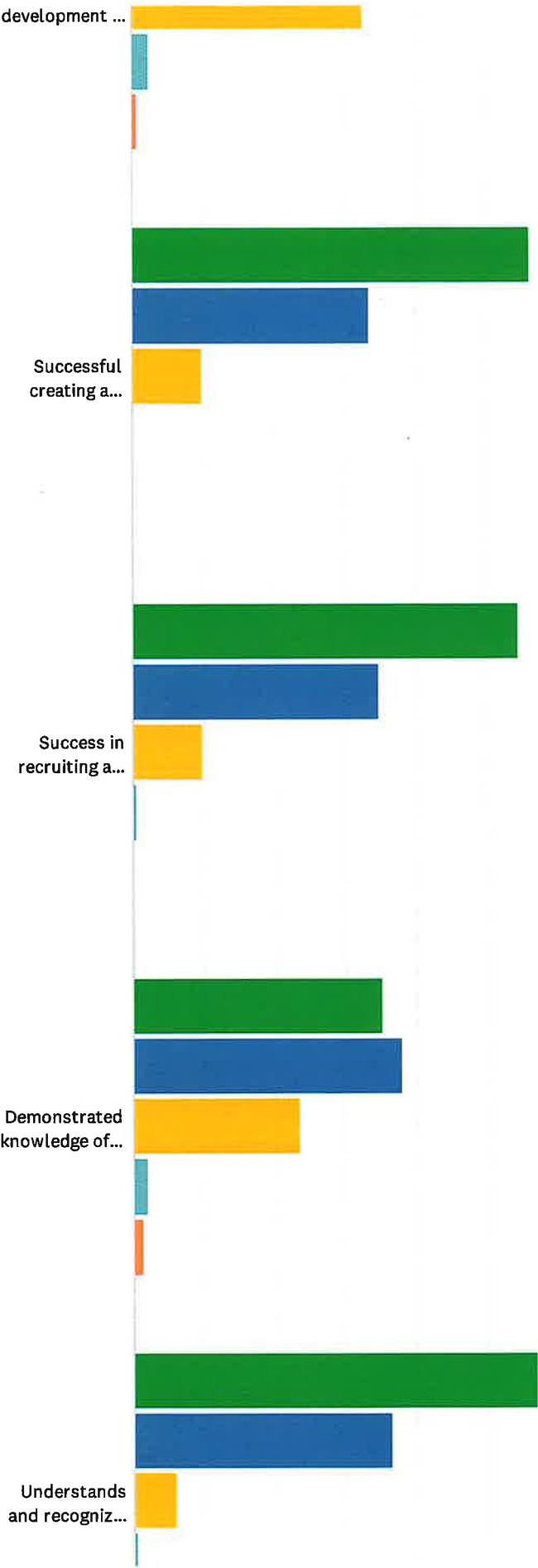
Answered: 435 Skipped: 2



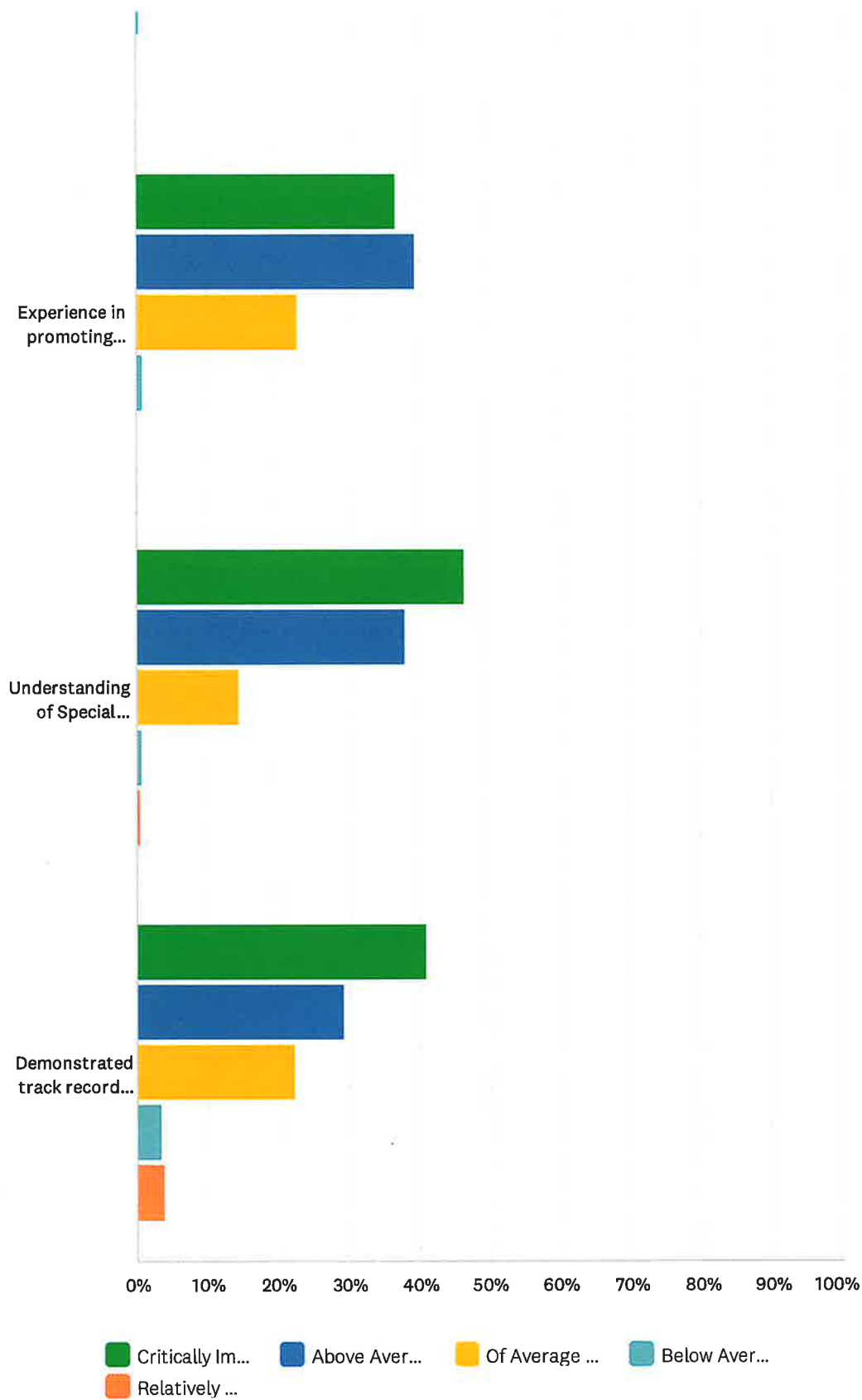
Tewksbury Superintendent Search Survey



Tewksbury Superintendent Search Survey



Tewksbury Superintendent Search Survey

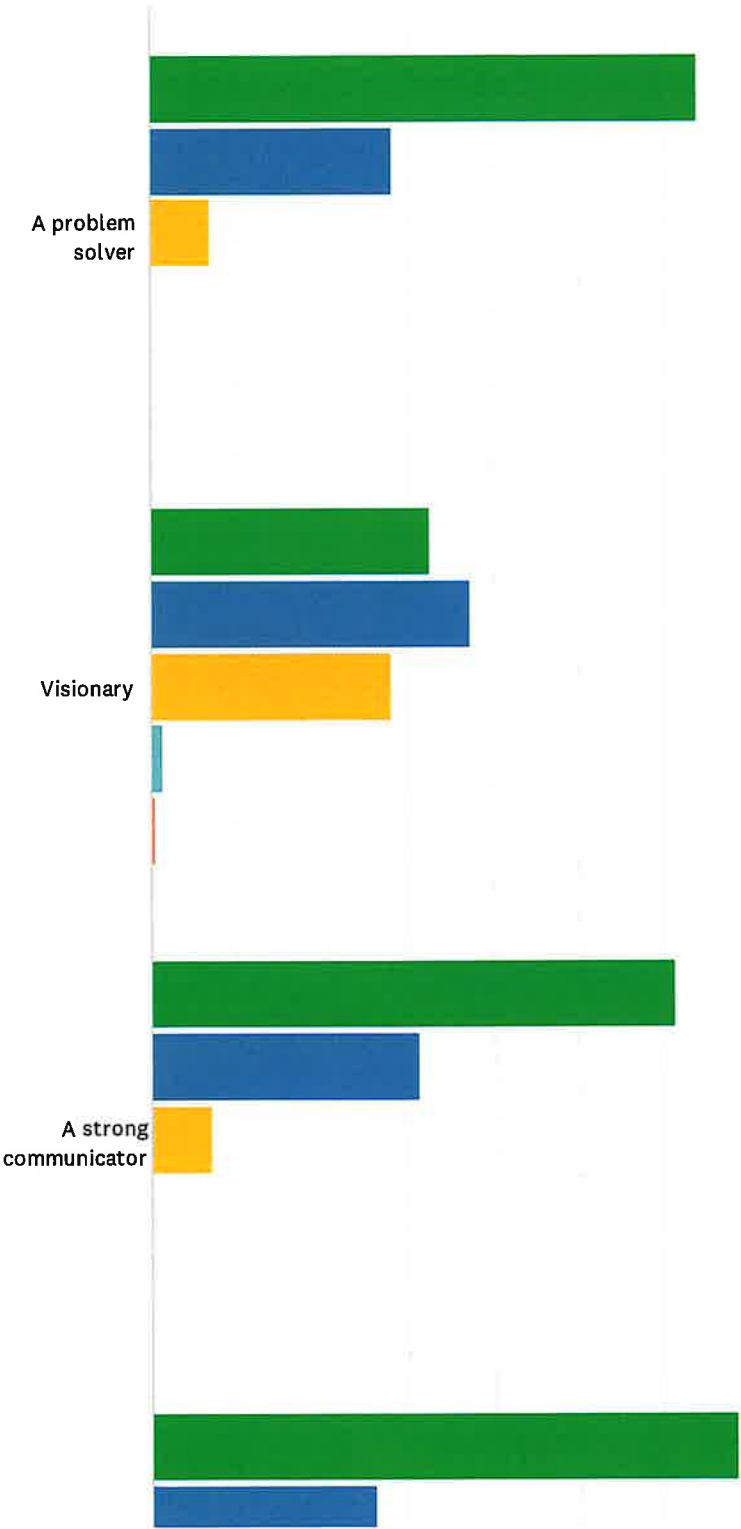


Tewksbury Superintendent Search Survey

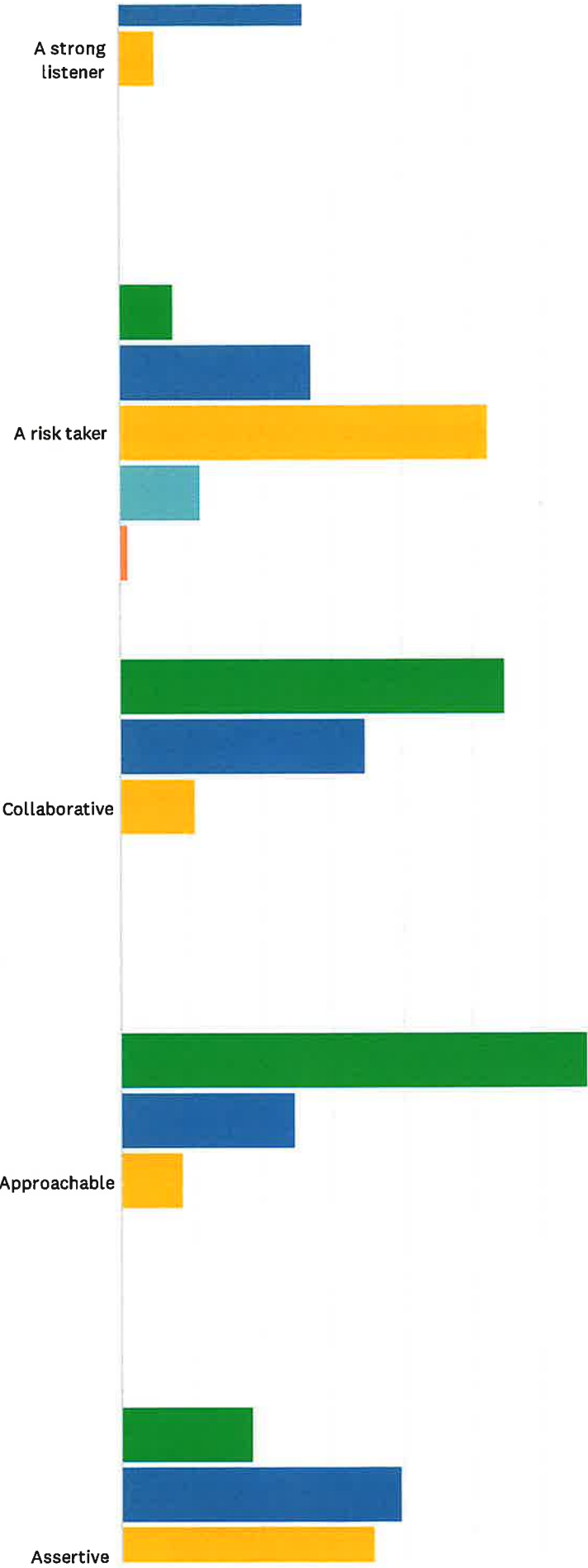
	CRITICALLY IMPORTANT	ABOVE AVERAGE IMPORTANCE	OF AVERAGE IMPORTANCE	BELOW AVERAGE IMPORTANCE	RELATIVELY UNIMPORTANT	TOTAL
Ability to develop and direct an effective Administrative Leadership Team	63.91% 278	28.51% 124	6.90% 30	0.46% 2	0.23% 1	435
Maintain visibility and accessibility to staff	50.92% 221	39.86% 173	8.76% 38	0.23% 1	0.23% 1	434
Maintain visibility and accessibility to parents and community	51.95% 226	36.78% 160	11.26% 49	0.00% 0	0.00% 0	435
Demonstrated ability to collaborate with stakeholders across the community	48.74% 212	37.93% 165	12.41% 54	0.69% 3	0.23% 1	435
Exceptional written communication skills	29.03% 126	41.94% 182	27.65% 120	0.92% 4	0.46% 2	434
Strong knowledge of and experience with school finance	21.48% 93	46.65% 202	30.95% 134	0.92% 4	0.00% 0	433
Success in achieving high expectations and outcomes for all students	45.27% 196	39.26% 170	14.78% 64	0.46% 2	0.23% 1	433
Experience in development and implementation of sound pedagogical practices	22.40% 97	42.03% 182	32.56% 141	2.31% 10	0.69% 3	433
Successful creating a supportive work environment	56.38% 243	33.41% 144	9.74% 42	0.23% 1	0.23% 1	431
Success in recruiting and retaining staff	54.61% 237	34.79% 151	9.91% 43	0.46% 2	0.23% 1	434
Demonstrated knowledge of Social Emotional learning	35.25% 153	38.02% 165	23.50% 102	1.84% 8	1.38% 6	434
Understands and recognizes good teaching	57.14% 248	36.41% 158	5.99% 26	0.46% 2	0.00% 0	434
Experience in promoting professional development for all staff	36.64% 159	39.40% 171	22.81% 99	0.92% 4	0.23% 1	434
Understanding of Special Education students and families	46.42% 201	37.88% 164	14.55% 63	0.69% 3	0.46% 2	433
Demonstrated track record of promoting diversity, equity, inclusion and access in staff, students and community	41.01% 178	29.26% 127	22.35% 97	3.46% 15	3.92% 17	434

Q7 Listed below are personal characteristics that different superintendent candidates could possess. From your perspective, how much weight should the School Committee place on each personal characteristic when assessing each candidate?

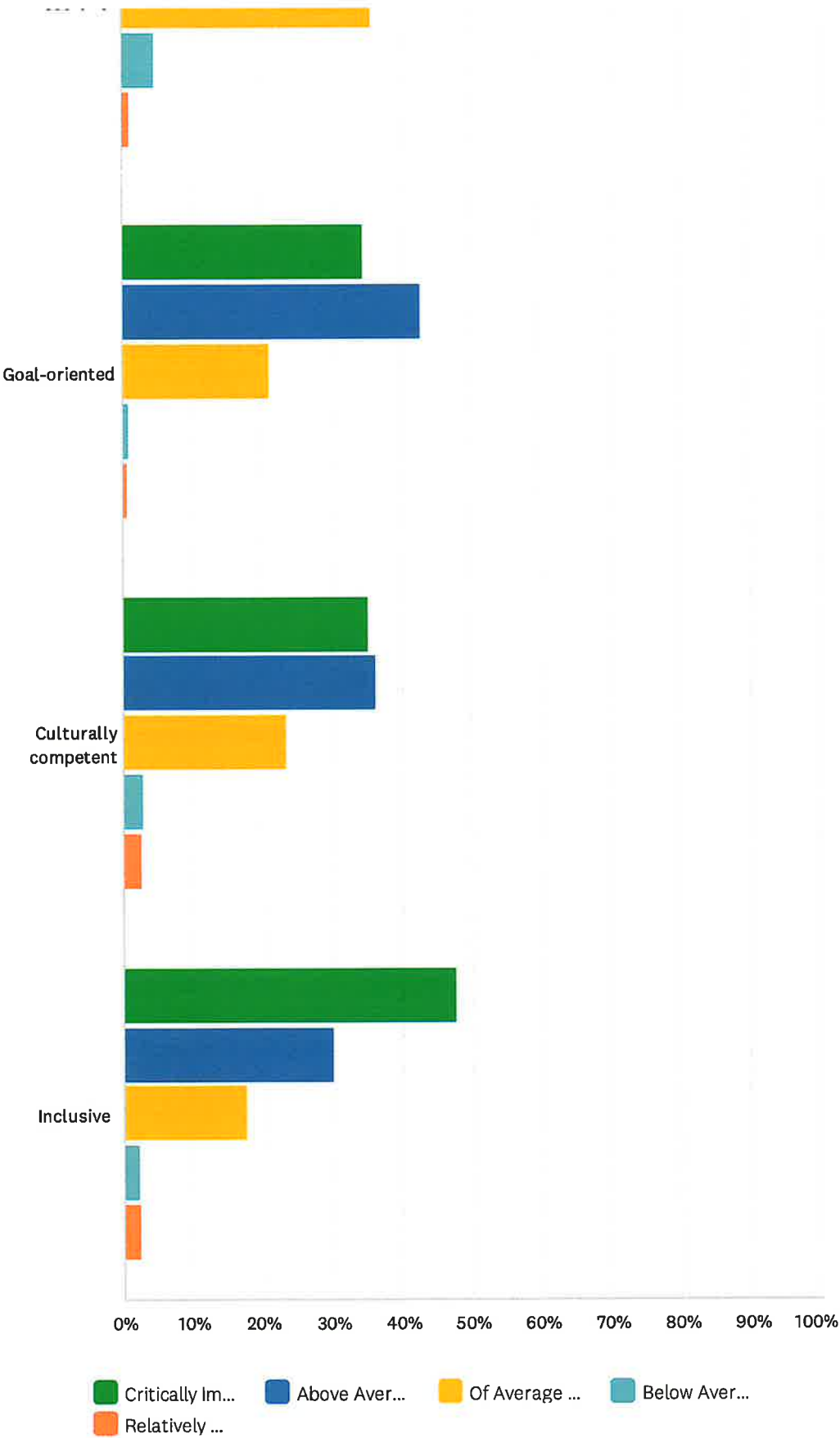
Answered: 436 Skipped: 1



Tewksbury Superintendent Search Survey



Tewksbury Superintendent Search Survey



Tewksbury Superintendent Search Survey

	CRITICALLY IMPORTANT	ABOVE AVERAGE IMPORTANCE	OF AVERAGE IMPORTANCE	BELOW AVERAGE IMPORTANCE	RELATIVELY UNIMPORTANT	TOTAL
A problem solver	64.14% 279	28.28% 123	7.13% 31	0.23% 1	0.23% 1	435
Visionary	32.56% 141	37.41% 162	28.18% 122	1.39% 6	0.46% 2	433
A strong communicator	61.38% 267	31.26% 136	7.13% 31	0.23% 1	0.00% 0	435
A strong listener	68.66% 298	26.27% 114	5.07% 22	0.00% 0	0.00% 0	434
A risk taker	7.62% 33	27.25% 118	52.42% 227	11.55% 50	1.15% 5	433
Collaborative	54.71% 238	34.71% 151	10.57% 46	0.00% 0	0.00% 0	435
Approachable	66.36% 288	24.65% 107	8.76% 38	0.23% 1	0.00% 0	434
Assertive	18.79% 81	39.68% 171	35.73% 154	4.64% 20	1.16% 5	431
Goal-oriented	34.49% 149	42.82% 185	21.06% 91	0.93% 4	0.69% 3	432
Culturally competent	35.09% 153	36.24% 158	23.39% 102	2.75% 12	2.52% 11	436
Inclusive	47.82% 208	30.11% 131	17.70% 77	2.07% 9	2.30% 10	435

Q8 Please add any additional comments here. Thank you for participating in the survey.

Answered: 125 Skipped: 312