

the meeting, he would ask the police to remove him. Committee Member Nicholas Parsons implored the Chair to let the individual speak and members of the public began chanting "Let him speak." The Chair warned members of the public that if they continued to disrupt the meeting, they would be removed. The individual continued to ask the Chair to allow him to speak and members of the public again started to chant "Let him speak." Chair Sullivan asked the police, who were in the meeting room, to remove the individual from the meeting. The crowd then started to boo and shout, and Chair Sullivan asked the police to "clear the room." Committee Member Parsons left the meeting. The police then escorted members of the public out of the meeting room and out of the building. Once the meeting room was cleared of all individuals, the door to the room was closed and members of the public were not allowed back into the meeting room. The Committee discussed the remaining topics listed on the notice over the next hour until they adjourned at 9:00 P.M.

DISCUSSION

The Open Meeting Law was enacted "to eliminate much of the secrecy surrounding deliberations and decisions on which public policy is based." Ghiglione v. School Committee of Southbridge, 376 Mass. 70, 72 (1978). Except when meeting in executive session, all meetings of a public body shall be open to the public. G.L. c. 30A, §20(a). In order to be open to the public, a meeting must be accessible to the public. See G.L. c. 30A, § 20(a); OML 2014-3.⁵ Access to a meeting must include the opportunity to be physically present, as well as to see and hear what is being discussed by the members of the public body. See OML 2017-135; OML 2015-38; OML 2014-3; OML 2013-189.

The relevant facts in this case are not in dispute. The meeting became heated, the Chair stated several times that if individuals continued to be disruptive they would be removed, the police were asked to clear the meeting room, the doors were closed, members of the public were prevented from returning to the meeting room, and the Committee continued its deliberations. To instruct the entirety of the public in attendance to vacate a meeting location, close the doors, and continue to deliberate is a clear and substantial violation that strikes at the heart of the Open Meeting Law. See 2020-7. There is no more basic requirement of the Open Meeting Law than that meetings be open to the public. Although a public body may order a person who continues to disrupt a meeting to withdraw from the meeting, and may authorize police to remove the disruptive person from the meeting, see G.L. c. 30A, § 20(g), here the Committee excluded every single member of the public from its meeting, closed the doors, and then proceeded with the meeting. Therefore, we find that the Committee violated the Open Meeting Law by denying the public access to the majority of its February 9 meeting. See 2018-25.

CONCLUSION

For the reasons stated above, we find that the Committee violated the Open Meeting Law by denying the public access to its February 9 meeting. We order the Committee's immediate

⁵ Open Meeting Law determinations may be found at the Attorney General's website, <https://www.mass.gov/the-open-meeting-law>.

and future compliance with the law's requirements, and we caution that similar future violations could be considered evidence of intent to violate the law.

We now consider the complaints addressed by this determination to be resolved. This determination does not address any other complaints that may be pending with our office or the Committee. Please feel free to contact our office at (617) 963-2540 if you have any questions regarding this letter.

Sincerely,



KerryAnne Kilcoyne
Assistant Attorney General
Division of Open Government

cc: Deborah Wall – By email only: debwall@gmail.com
Michelle Haley – By email only: michellefh@comcast.net
Tewksbury School Committee c/o Chair Bridget L. Garabedian – By email only:
bgarabedian@tewksbury.k12.ma.us

This determination was issued pursuant to G.L. c. 30A, § 23(c). A public body or any member of a body aggrieved by a final order of the Attorney General may obtain judicial review through an action filed in Superior Court pursuant to G.L. c. 30A, § 23(d). The complaint must be filed in Superior Court within twenty-one days of receipt of a final order.

New Business

Tewksbury Public Schools

139 Pleasant Street
Tewksbury, MA 01876

MEMORANDUM

To: Tewksbury School Committee
From: Brenda Theriault-Regan, Superintendent
Date: August 10, 2022
Re: SY 22-23 Back to School Orientations

This is Informational Only - No Vote is Required

The SY 22-23 Back to School Orientations are posted on the individual school calendars along with Playground Socials and Meet & Greets. Please see the following schedule.

SY 22-23 Back to School Orientations

Please check each individual school calendar for specifics on the orientations listed below @ <https://www.tewksbury.k12.ma.us/calendar/> or contact your child's school.

- TMHS - 9th-Grade Orientation:
 - (Tours are each day at 9:00 AM to 9:30 AM; 9:45 AM to 10:15 AM; 10:30 AM to 11:00 AM)
 - Invitations (via Google Form) were sent for either August 22, 23, 24 and the
 - August 25th Luncheon and Activities Fair for all Freshmen (11:00 AM to 1:00 PM)
- Wynn: Drop-In: Aug. 23 (8:00 AM-10:00 AM), Aug. 24 (2:00 PM-4:00 PM)
- Ryan: Drop-In: Aug. 23 (1:00-3:00 AM), Aug. 24 (3:00-5:00 AM)
- K-4 -
 - Trahan: Aug 21, Playground Social (5:30-7:00pm)
 - NS: August 25th, Meet & Greet/Playground Social (5:30-6:30pm)
 - Trahan: Aug 26th, Meet & Greet (5:30-6:30pm)
 - Trahan & NS: Aug 30th - - School visits open (3:30-4:30pm)
 - HB...August 14, PAC playground Social, (5:30-7 PM)
 - HB...8/29 Kindergarten Orientation and Open House (4:00-5:30 PM)
 - Dewing:
 - August 22nd-PAC Playground Social for Grade 1 (4:30-5:30 PM) and Grade 2 (5:30-6:00 PM)
 - August 29-Kindergarten Orientation/Open House/PAC Playground Social 4:00-5:20 (orientation), PAC playground social: (5:30-6:30 PM)
 - August 30-Preschool Orientation/Open House/PAC Playground Social (AM PK 3:00-3:30, PM PK 3:45-4:15)-Playground Social for PK: (4:30-5:30 PM)
 - Aug 22- 3pm-Building tour for Grade 1 and 2 students who are New to Dewing.

Tewksbury Public Schools

139 Pleasant Street
Tewksbury, MA 01876

MEMORANDUM

To: Tewksbury School Committee

From: Brenda Theriault-Regan
Superintendent of Schools

Date: August 11, 2022

Re: LTS Teacher Hourly Rate Change

This is an informational item only. No vote is required.

The updated FY23 & FY 24 Daily Substitute Pay Rates document has been updated to reflect the change in the teachers' hourly rate change for the 2022-2023 school year. This does not require a vote.

MEMORANDUM

To: Tewksbury School Committee
From: Brenda Theriault-Regan
Superintendent of Schools
Date: August 10, 2022
Re: LTS Teacher Hourly Rate Change

This is Informational Only

The changes below are based on the TTA contract for Appendix B Teacher Hourly rates.

FY 23 & FY 24 Daily Substitute Pay Rates

Substitute Type	22-23 SY Daily Rate	23-24 SY Daily Rate
Daily Substitute for an absent TPS Aide	\$90.00	\$90.00
Daily Substitute for an absent TPS Teacher	\$105.00	\$105.00
Long-term (10+ days) Substitute for an on leave TPS Teacher	\$110.00 + \$34.51 (+ 1 hour)	\$110.00 + \$34.86 (+ 1 hour)
Retired Tewksbury Public School Teacher Sub Rates for:	22-23 SY Daily Rate	23-24 SY Daily Rate
Daily Substitute for an absent TPS Teacher	\$110.00	\$110.00
Long-term (10+ days) Substitute for an absent TPS Teacher	\$120.00 + \$34.51 (+ 1 hour)	\$120.00 + \$34.86 (+ 1 hour)

Tewksbury Public Schools

139 Pleasant Street
Tewksbury, MA 01876

MEMORANDUM

To: Tewksbury School Committee

From: Brenda Theriault-Regan
Superintendent of Schools

Date: August 11, 2022

Re: Superintendent Entry Plan

This is an informational item only. No vote is required.

Superintendent's Entry Plan, Year 1. This is informational only.

Tewksbury Public Schools



Superintendent of Schools Entry Plan

**Brenda Theriault-Regan
Superintendent**

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District Strategy, Theory of Action, & Core Values

TPS District Strategy:

The Tewksbury Public Schools community believes that our educational program will encompass current, research-based teaching, learning, and an assessment approach that promotes consistent growth among our students and staff to achieve academic, social, and emotional success for all students.

TPS Theory of Action:

If Tewksbury Public Schools prioritizes a sense of belonging and growth mindset amongst all stakeholders while providing quality professional development and a professional culture grounded in collaboration, then all students will experience innovative, equitable, and student-centered instruction prioritizing positive outcomes.

TPS District Core Values:

The Tewksbury Public School System is dedicated to advancing the academic and social development of all students. To accomplish this aim, we will:

- Provide a broad-based instructional program reflecting high expectations and academic rigor;
- Provide a safe and healthy school culture where the rights of all members are respected;
- Embrace individual differences to ensure that all students have opportunities for success; and
- Foster a sense of social responsibility and community service.

My Core Values:

My core values will always be the motivation I reach for when leading, vision-setting, and critical decision-making for our schools. As an experienced leader, with a proven commitment to our town's educational needs and growth, I believe that:

- **Students First:** Decisions should always be rooted in the best interest of our students' academic, physical, and social well-being.
- **Safety:** Our schools need to be a safe and welcoming environment, both physically and psychologically, where everyone feels they belong and are valued.
- **Relationships Matter:** A school leader needs to be present and available to build strong, trusting, and collaborative relationships with our entire TPS community and town leaders, as we strive to solve difficult challenges and achieve success together. "It takes a village" to have a great school system.
- **Growth Mindset:** All students (and educators) can and will learn and grow when we optimize conditions to prioritize collaboration and teamwork, provide the necessary support that improves teaching and learning, and assist them in creating a vision for the future.
- **Care:** To achieve positive relationships, a Superintendent needs to sincerely care about the community he/she serves.
- **Fiscal Responsibility:** Building strong support systems for our schools requires thoughtful fiscal responsibility.

Entry Plan, Overarching Goals, & Timeline

Introduction

It is truly my honor and privilege to serve as Superintendent of the Tewksbury Public Schools (TPS). As a resident of the community and a former TPS student myself, a parent of children who have attended TPS, and as an educator for twenty-two years here, I have watched our school system evolve into a progressive student-centered, 21st-century district with high expectations for teaching and learning. I am truly excited to help build on such a strong foundation and continue to seek input for the improvements that are most important.

The purpose of the entry plan is for me to gain further insight into the strengths and needs of the TPS district, along with the hopes of the Tewksbury community stakeholders, to effectively lead the TPS. While it is true that I have worked for many years as an educator and leader in the TPS, the role of the superintendent is far more expansive and thus this entry plan will prove to be invaluable as I work to enhance the work of the school district for our students' future.

Overarching Goals:

The overarching goals of this entry plan are as follows:

- To further get to know the District across all grade levels and its people as fully as possible with a continued growth mindset, in a concise period of time, outside of the daily demands of the work at hand;
- To examine deeper the key issues in the school system's past in order to make sense of how such issues were handled and to identify the norms which affect how the organization may function towards future improvement and growth;
- To identify and prioritize the long-term vision of the District and vision for our learners together while fulfilling the tasks which need to be done for the current school year; and
- To establish how all these tasks should be accomplished.

Guiding Questions:

In order to help move our District forward, a critical aspect of the entry plan process will be to listen and learn. Specifically, I am hopeful that understanding the perspectives of others and looking at the Tewksbury Public Schools through a new lens will create opportunities for new growth. Three overarching questions will drive conversations with multiple stakeholder groups and include:

*What are our school system's greatest strengths and successes and how do we build upon them?

*What are the greatest one or two challenges facing our school system and what do we need to do to address them?

*How can we strategically improve as an organization to maximize the educational and social-emotional experience of our students?

Outline of the Entry Plan Process and Timeline

The Entry Plan is a 4-Phase Cycle:

Phase 1: Two-Way Communication & Data Collection

July 1, 2022 - December 31, 2022

The data that is collected during this phase of the entry plan process is critical to establishing a plan that is reflective of our school district and community. The methodology used to gather this data will include at least the following:

Data Collection Venues:

The collection of data will primarily be done through the following venues:

- Individual conversations
- Group conversations
- Online surveys
- Review of documents
- School visits
- Classroom visits

Stakeholders:

I will gather data from the following stakeholders throughout this initial step:

- School Committee Members
- District Leadership Team
- Faculty and Staff
- Students
- Parents/Guardians
 - Town-wide Parent Advisory Councils
 - Tewksbury Special Education Parent Advisory Council
 - Tewksbury Education Foundation
 - School Improvement Councils
- Local Community & Business Members Not Directly Involved in the TPS
 - Seniors
 - Rotary Club
- Tewksbury State Representatives
- Town Manager
- Select Board Chairperson
- Finance Committee Chairperson
- Chief of Fire Department
- Chief of Police Department

Conversational and Survey Questions:

A prescribed set of questions will be used during the interviews to focus discussions while gathering information. Similar to a qualitative interview, these questions will drive the conversation and create opportunities for follow-up or probing questions for greater depth and understanding. The following questions will be used (not a complete list) to frame an online data collection survey for the varying stakeholders of the school district.

- What are you most proud of in the Tewksbury Public Schools?
- What are the greatest successes of the Tewksbury Public Schools?

- What in the Tewksbury Public Schools must be preserved at all cost?
- What are the areas in need of attention in the Tewksbury Public Schools?
- What do you think should be the number one or two goals of the school district?
- What are your hopes for me to accomplish together with you as the new Superintendent of the Tewksbury Public Schools?
- Do you feel the students of TPS feel a sense of belonging in their schools and classrooms?
- If you could describe in a word or two your ultimate *Vision for our Learners*, what would they be? (i.e: creative thinkers, creative problem solvers, community service-oriented, leaders, literate learners, numerate learners, differentiated experiences for all learners, etc.)
- How do you prefer to receive communications from the school district?

School Committee Communication Planning:

- The Communication Role of the School Committee Chair with the Superintendent
 - Develop the school committee meeting agenda with the superintendent by a set date preceding a school committee meeting
 - Gather input from school committee members regarding potential school committee meeting agenda items
 - Communicate key information to the superintendent
- Establish an Emergency Communication Process to the Committee (which may include, but is not limited to):
 - a bus accident
 - an employee/student has been injured
 - the death or severe illness of an employee/student/board member
 - a water main has broken
 - the heating system has failed in one of the district buildings
 - school is starting late due to severe weather
 - major vandalism
 - a missing child
 - a police-related incident
 - a fire department-related incident
- Response by School Committee Members to Contacts About School or District Issues
 - School-Related Issues: Listen to the person and then refer the person to the building principal. Email/call the superintendent about the issue.
 - District-Related Issues: Listen to the person and then refer the person to the superintendent. Email/call the superintendent about the issue.

Document Review:

This list represents a sampling of the documents which will be reviewed for information:

- District & School Improvement Plans
- Small and Large Capital Improvement Plans
- Budget Documents
- Academic Data
- Educator Evaluation Documents
- Administrator Contracts & Collective Bargaining Agreements
- School Handbooks
- New England Association of Schools and Colleges (NEASC) Accreditation
- District Curriculum Accommodation Plan(s)
- Special Education Practices and Procedures Manual
- Emergency/Crisis Management Plans
- Enrollment Projections and Trends
- Review Town Reports
- DESE School Profile, District Report Card, & Regulatory Reports

Phase 2: Analyze and Present a Report of Entry Findings

January 2023 - April 2023

This phase of the entry plan will involve district and school leaders to assist me in analyzing the data with a critical lens to identify trends and themes. The group will then drill down the overarching themes to make sense of the data. This will provide the group with a concise snapshot of the district priorities and a shared understanding of direction.

After the analysis of information is complete, the team will develop a report of findings. This final report will be presented publicly to the school committee and shared with the entire community.

Phase 3: Plan Development & Goal Setting

April 2023 - June 2023

The next phase of the entry process will be to develop a strategic plan that addresses key learning objectives as identified in the reflective part of the entry process. These objectives will serve as the end goal and will require district leaders to develop specific actions in order to meet the desired objectives. Action plan meetings will focus on the big question of “What do we do now?”, in light of our self-reflection and collective understanding of the needs and direction of our district.

This backward design approach will focus the work of the group and keep the discussion focused on attaining our strategic objectives.

The end product of this phase will be a comprehensive plan that targets three to five objectives with identifiable action steps. This plan will specifically outline the work that is to be done over the next three to five years in the district, all the while providing opportunities to assess progress at different points in time.

Phase 4: Implementation

July 2023 - August 2023

Because the strategic plan will be available to the District Leadership Team no later than June 2023, and because the Administrators will play such an integral role in the development of the plan, the newly adopted strategy should be reflected in each of the building's School Improvement Plans for the 2023-2024 school year.

Starting in the summer of 2023, this new strategy will direct all that we do.

