



ANDOVER SCHOOL COMMITTEE

SC ROOM Key: I.O. = Information Only; A.R. = Action Request

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THURSDAY, OCTOBER 21, 2021
SCHOOL COMMITTEE CONFERENCE ROOM

** Please note that public comment – either during the Public Input agenda item or on specific agenda topics – should follow School Committee [policy BEDH](#) *Public Comment at School Committee Meetings* and [policy BEDH-E](#) *Guidelines for Public Comment*, including limiting remarks to 3 minutes.**

I. School Committee Meeting – Call to Order **6:00 PM**

II. Executive Session

Motion and vote to meet in executive session pursuant to Massachusetts General Laws chapter 30A, section 21(a) for the following purpose: Purpose (3) to discuss strategy with respect to bargaining with unionized personnel, namely the, Andover Administrators Association (AAA), SEIU, Andover Assistants, Local 888-School Custodians and Andover School Food Service, and Occupational and Physical Therapists Association, because an open session may have a detrimental effect on the bargaining position of the Committee. The Committee will reconvene in regular session at approximately 7:00PM.

III. Resume Regular Meeting **7:00 PM**

- A. Call to Order/Moment of Silence/Salute to Flag
- B. Recognitions/Communications I.O.
- C. Public Input
- D. Response to Public Input
- E. Education
 - 1. Onsite Department of Elementary & Secondary Education (DESE) Comprehensive District Accountability Review (Dr. Riley) I.O.
 - 2. Field Trip: AHS Annual Model UN Meeting A.R.
- F. Continuing Business
 - 1. Covid Protocols Update (T Carbone, R Casper) I.O.
 - 2. Superintendent Goals (First Reading- Dr. Parvey) I.O.
 - 3. APS School Calendar – (Second Reading) A.R.
- G. New Business
 - 1. Andover Educational Secretaries Association (AESA) Contract Agreement A.R.
 - 2. School Committee Operating Protocols (First Reading) I.O.
- H. Consent Agenda A.R.

This is the SC posted agenda for the upcoming meeting to the best of our knowledge at the time of posting; however, other agenda items may arise; therefore, the SC reserves the right to discuss additional items if merited.

The mission of the Andover Public Schools, in partnership with the entire Andover community, is to educate by engaging and inspiring, students to develop as self-reliant, responsible citizens who are thinkers, problem solvers, and contributors prepared to participate in an evolving global society.

1. Grants/Donations to District
2. SC Meeting Minutes: None for this meeting.

I. Adjournment

The School Committee intends to hold in-person meetings when practical in accordance with evolving health and safety regulations. Members of the public who attend School Committee meetings in person must wear a mask in compliance with School Committee policy [EBCFA Face Coverings](#).

Andover Public Schools
Superintendent Draft Goals

2021-2022

The goals below are formulated using the model set forth by the DESE in their Educator Evaluation *Part VI: Implementation Guide for Superintendent Evaluation*. The Superintendent's goals are written in concert with the APS Theory of Action and goals established in the APS Agile Strategic Plan (2018-2019). The goals articulated here are written to thoughtfully reflect the mission and vision of the district as identified in the strategic plan.

Professional Practice Goal

#1 New Superintendent Induction Program (NSIP)- Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the New Superintendent Induction Program.

Key Actions:

1. Attend and actively participate in five day-long content sessions and 15 virtual sessions with the new superintendent's cohort throughout the 2021-2022 school year.
2. Complete all program readings and assignments
3. Engage in the coaching process (at least 6 hours per month of onsite coaching).
4. Observations and feedback by NSIP coach at various district meetings led by the Superintendent.

Benchmarks/Evidence:

1. Updates to the School Committee in Superintendent's Memo and reports.
2. Mid-year and year-end self-reflection of learning and growth from participation in NSIP

District Improvement Goals:

#1 Effective Entry and Direction Setting- Through the use of a well developed entry plan, by May/June, the Superintendent will work with key stakeholders to reach agreement about the district's (a) most critical needs and (b) will begin on development of a plan that will include strategies and goals.

Key Actions:

1. By mid-October present to the school committee a written Entry Plan, including (a) types of evidence to be analyzed, (b) stakeholders to be interviewed, (c) methods for assessing

instructional practice, and (d) methods for assessing district systems of support including financial management, human resources, and operations.

2. By December, provide updates on progress.
3. By March, complete and present a report of Entry Findings that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.
4. By April/May, propose key strategies to improve student learning and other district systems of support.
5. By summer 2022, collaborate with key stakeholders including the school committee to identify three to five student learning and district improvement goals.
6. Secure stakeholder feedback about engagement, awareness, and commitment to the strategies and goals.

Benchmarks/Evidence

1. Presentations completed on schedule.
2. Goals adopted.
3. Results of surveys of key stakeholder groups demonstrate engagement, awareness, and agreement.

#2 Maintaining Momentum During the Transition- Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district priorities (rigorous curriculum, equity, SEL) and school goals.

Key Actions

1. Meet with the Superintendent's Advisory Team (SAT) bi-monthly, Central Office (CO) team weekly and All Admin. team quarterly to discuss district needs and set priorities.
2. Introduce the Principles of Learning (POLs) to establish a common language regarding academic rigor, teaching and learning for the district leadership team.
3. Partner with the Yale Center for Emotional Intelligence (YCEI) to conduct a study focused on SEL and the well-being of the APS school community.

Benchmarks/Evidence

1. Provide artifacts such as samples of SAT, CO and All Admin agendas
2. A clearly articulated district equity goal.
3. YCEI will provide data reports following each assessment wave of which will include actionable next steps for Andover at the school and district level. Reports to be shared/presented to SC in the fall and spring.

#3 Communication and Stakeholder Engagement- During the recruitment and search process, communication, trust and engagement were identified as areas in need of focus and improvement. Building trusting and collaborative relationships with key stakeholders through visibility, regular meetings and intentional opportunities for engagement. Effective, honest, timely and open communication will be promoted through the development of a district wide communication plan.

Key Actions:

1. Meet with various stakeholders and groups such as town officials, PTOs/PACs, public safety officials, rotary and booster groups.
2. Attend and participate in various community events/meetings organized by stakeholder groups.
3. Survey of stakeholders through the entry plan process to learn more about communication preferences.
4. Collaborate with municipal officials and parent organizations.
5. Gather data that will help inform the content for a district communication plan

Benchmarks/Evidence:

1. Begin process to develop a district-wide communication plan
2. Report to the School Committee regarding attendance at municipal department head and parent organization meetings.
3. Share progress with SC on development of communication plan.

4 Recruitment and Retention of Quality Staff- Recruit, hire, develop, evaluate and support all staff to consistently and collaboratively provide a high quality and challenging academic experience for every APS student.

Key Actions:

1. APS staff will receive meaningful feedback and evaluations on performance aligned to the DESE Model System for evaluating all educators.
2. APS will actively attract and recruit candidates from diverse backgrounds for all open positions. Interview and hiring processes will be as collaborative, inclusive and relevant as practicable.
3. APS staff will receive job relevant, differentiated professional development grounded in best practices for adult learning.
4. Partner with a consulting firm to evaluate job descriptions, assess roles and responsibilities to create an organizational chart for the system.

Benchmark/Evidence:

1. Completed Educator Evaluation Plans.
2. Intentional recruitment efforts targeting diverse candidates from university or community partners. Have a recruitment presence at local community or government events.
3. Participant evaluation/feedback from professional learning sessions offered by the district.
4. A report with recommendations from the consultant and an organizational chart for the system.

Student Learning Goal

#1 Thorough and thoughtful data analysis- To ensure that each student reaches proficiency, educators must monitor student progress diagnostically and plan instruction after thorough and thoughtful data analysis.

Key Actions:

1. District data teams will be formed to analyze student performance data and identify priorities.
2. In collaboration with building leaders, assess/evaluate school-based data teams and identify areas in need of growth.
3. Standardize the data team process and develop common guided questions to support conversations about student learning and performance.
4. Clarify and define the role and purpose of data teams.
5. Work with the Director of Data and Financial Analytics to develop a district data team.

Benchmarks/Evidence-

1. An established district data team that looks at the broader data trends and sets priorities.
2. Agendas from data team meetings
3. Well articulated guidelines for school-based data team meetings which also define the role and purpose of the data team.

2022-23 Andover Public Schools Calendar

Aug/September (21 days)						
Su	Mo	Tu	We	Th	Fr	Sa
	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October (20 days)						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November (18 days)						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December (17 days)						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January (20 days)						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February (15 days)						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March (23 days)						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April (15 days)						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May (22 days)						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June (9 days)						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Early Release Dates-All Schools*

Fri, Sep 23 Fri, Oct 21
 Wed, Nov 23 Fri, Dec 9
 Fri, Mar 10 Fri, May 5
 Fri, June 2

*Early Release Dates subject to change

Teacher PD & Conference Dates
 Nov. 8* – No Classes (*Election Day*)
 Nov. 4 K conf only – no K classes

First Day of School

Mon., Aug. 29 - Teachers
 Wed., Aug. 31 – Students

Last Day of School

Tues., June 13 – w/no snow days
 Wed., June 21 – w/5 snow days

No Classes held due to Federal, State Holidays and school recess

Sept 2-5	Labor Day Recess	Oct 10	Columbus Day	Nov 11	Veterans Day	Nov 24-25	Thanksgiving Recess
Dec 26- Jan. 2	Holiday Recess	Jan. 16	Martin Luther King Day	Feb. 20-24	Presidents' Day/Winter Recess	April 17-21	Patriots' Day/Spring Recess
May 29	Memorial Day	June 19	Juneteenth Day				

**Memorandum of Agreement
between
School Committee of the Andover Public Schools
and
The Andover Educational Secretarial Association**

This agreement is entered into this 21st day of October, 2021, between the School Committee of the Andover Public Schools (hereinafter referred to as the “Committee”) and the Andover Educational Secretarial Association (hereinafter referred to as the “Association”) (referred to collectively as “the parties”) serves as a three-year (3-year) collective bargaining agreement between the parties.

The parties agree to the following provisions and changes to the current contract:

Article 7, HOLIDAYS, Section 7.1: Add Juneteenth Independence Day

Article 8 VACATIONS, Section 8.1. Replace the 4th paragraph (carryover provision) in its entirety with the following: “A full year employee may carry over up to five (5) accrued unused paid vacation days into the next fiscal year. At no time shall an employee’s vacation balance exceed the annual accrual limit plus five (5) days. Permitted vacation carry over will be automatic and will not require prior approval of the building principal.”

Article 9-SICK LEAVE, Section 9.4-Sick Leave Bank: Replace Item #10 in its entirety with the following: “A unit member may donate up to a maximum of 30 sick days to the Sick Bank upon a member’s retirement. The number of sick days donated will be determined such that the donation does not put the Sick Bank balance over 80 days.”

Amend Article 14-PRERETIREMENT: Replace entire article with the following: “Each employee shall notify their Building Principal no later than November 30th of her/his anticipated retirement on or after July 1 and before the start of the school year following July 1. Each employee who so notifies their Building Principal no later than November 30th of her/his anticipated retirement and who retires on or after July 1, and before the start of the school year following July 1, shall receive a supplemental payment of \$1,000 upon retirement.”

Article 22-CLASSIFICATION and SALARY SCHEDULE, Section 22.01:

- Reclassifications of positions from grade 8 to 9 as defined in the MRI reclassification study
 - Grade 8 Secretary (Administrative Assistant) to Grade 9 Secretary (Administrative Assistant)
 - Grade 8 Middle School Guidance Secretary (Administrative Assistant) to Grade 9 Middle School Guidance Secretary (Administrative Assistant)
- Change job titles for Grade 9 (Secretary to Administrative Assistant)and Grade 10 (Senior Secretary to Executive Assistant)

Article 22-CLASSIFICATION and SALARY SCHEDULE, Section 22.02:

- Adopt MRI Salary Table with adjustments for wage increases applied in FY21.

July 1, 2021 (2%)

Steps	Grade 8	Grade 9	Grade 10	Grade 11
1	\$21.52	\$22.06	\$22.61	\$23.18
2	\$22.28	\$22.83	\$23.40	\$23.99
3	\$23.06	\$23.63	\$24.22	\$24.84
4	\$23.86	\$24.46	\$25.08	\$25.70
5	\$24.69	\$25.31	\$25.95	\$26.60

6	\$25.56	\$26.20	\$26.85	\$27.52
7	\$26.46	\$27.12	\$27.79	\$28.50
8	\$27.38	\$28.07	\$28.76	\$29.49
9	\$28.34	\$29.04	\$29.77	\$30.52
10	\$29.33	\$30.06	\$30.81	\$31.60
20	\$30.50	\$31.27	\$32.05	\$32.86
25	\$31.72	\$32.51	\$33.33	\$34.18

July 1, 2022 (1.5%)

Steps	Grade 8	Grade 9	Grade 10	Grade 11
1	\$21.84	\$22.39	\$22.95	\$23.52
2	\$22.61	\$23.18	\$23.76	\$24.35
3	\$23.40	\$23.99	\$24.59	\$25.21
4	\$24.22	\$24.82	\$25.45	\$26.09
5	\$25.06	\$25.69	\$26.34	\$27.00
6	\$25.94	\$26.59	\$27.26	\$27.94
7	\$26.85	\$27.52	\$28.21	\$28.92
8	\$27.79	\$28.49	\$29.19	\$29.94
9	\$28.77	\$29.48	\$30.22	\$30.98
10	\$29.77	\$30.51	\$31.28	\$32.07
20	\$30.96	\$31.74	\$32.53	\$33.36
25	\$32.20	\$33.00	\$33.83	\$34.69

July 1, 2023

The parties agree to reopen the collective bargaining agreement to negotiate the wages for the Salary Schedule in Article 22.02 for the 2023-2024 work year. This is not a general reopener for other provisions of the agreement.

Article 24-REOPENING: Change July 1, 2020 to July 1, 2021 and June 30, 2021 to June 30, 2024.

Housekeeping/Other Terms of Agreement

- Find and replace all references to “secretary” or “secretaries” and replace with “assistant” or “assistants”.
- Implement revised job descriptions per MRI study as of July 1, 2021
- Effective July 1, 2022, the High School Special Education Administrative Assistant position shall be a 52-week per fiscal year position. The parties agree that if the incumbent in the position of High School Special Education Administrative Assistant as of September 20, 2021, is still in the position on June 30, 2022, she shall remain in the position on July 1, 2022, when the position changes from a 42-week position to a 52-week position, and the union acknowledges that if such incumbent is in the position in June 30, 2022, the Committee does not need to post the 52-week High School Special Education Administrative Assistant position.

- The parties also agree to track any and all overtime work performed by members of the unit, with the understanding that the procedures outlined in Article 6, Overtime, Sections 6.1 and 6.2 are adhered to except in cases wherein child welfare or safety is a concern.
- The parties agree to track all authorized overtime work performed by members of the unit, with the understanding that the procedures outlined in Article 6, Overtime, Sections 6.1 and 6.2 are adhered to except in cases of emergencies or extraordinary situations such as when child welfare or safety is a concern.
-

Agreed to on this 21st day of October, 2021.

**Andover Educational
Secretaries Association**

Andover School Committee

Andrea Chase

Susan K. McCready, Chair

Diane Costagliola

Lauren Conoscenti

Norine Edmondson

Paul Murphy

Shannon Scully

Tracey Spruce

PROTOCOLS AND BEST PRACTICES FOR EFFECTIVE SCHOOL COMMITTEE MEETINGS

An Annotated Review of Samples of Personal Norms,
Statements of Principles and Beliefs, and Meeting Best Practices

MASSACHUSETTS ASSOCIATION OF SCHOOL COMMITTEES

2012-2013

A WORD ABOUT “NORMS AND BELIEFS”

School Committee members are elected public officials, selected by their fellow citizens to act in their interests and empowered to act as they see their duty to work for the children of their community. Although rules of order are essential to an effective public meeting, personal norms and protocols to guide individual or group behaviors are neither established in law nor subject to imposition by anyone outside the board itself. Many people think it is demeaning and condescending to attempt to prescribe behaviors on those whom the people have chosen to represent them, especially adults who are perfectly capable of managing themselves. MASC has encouraged effective School Committees to find their own balance and to encourage collegiality, diligence and diligence in their work. We respectfully offer these recommendations, based on the work of several Massachusetts School Committees, as voluntary guidelines to help make their meetings productive and effective. We have annotated most of these model norms, beliefs and protocols to put in perspective recommendations for model practices, noting that one person’s norms and protocols may be another person’s unwillingly imposed standards. Democracy demands the individual use one’s best judgment as one perceives it rather than succumbing to the will of another, whether it is resolving a matter of policy, fulfilling your fiduciary responsibilities, or providing leadership.

SAMPLE NORMS AND BELIEFS

How We Govern

1. We acknowledge that a School Committee meeting is a meeting of the School Committee that is held in public – not a public meeting, and we will make every effort to ensure that **Committee meetings are effective and efficient.**¹
2. School Committee members agree to thoughtfully seek and support solutions that will provide the greatest benefit to students. Once the School Committee has taken action, **Committee members will support the official position of the School Committee.**²
3. It is the responsibility of the Superintendent to oversee the hiring, evaluation and handling of personnel issues; it is the responsibility of the School Committee to **evaluate the Superintendent’s effectiveness** in these matters.
4. We acknowledge the **importance of subcommittees**, and the Superintendent agrees to utilize them to focus on a specific topic in-depth and to prepare for presentation, deliberation and possible action by the full School Committee.
5. School Committee members agree to recognize and respect that their **authority exists when a quorum of the Committee meets and not as individual Committee members.**

¹ This is an important distinction because the public does not have an inherent right to speak or participate without recognition by the chair or entitlement through your municipal charter.

² Some individuals object to this provision because it stifles dissent and disagreement. It is important to note that “supporting the official position of the school committee” does not preclude principled disagreement or future attempts to change policy, but simply not to undermine the work of the majority’s policy of the district.

How We Communicate

1. It is our responsibility to set the tone for the entire school system, and we will make every effort to promote a positive image for our school system. The Superintendent will be visible in the community, and **we will operate transparently and respectfully, maintain confidentiality, and respect the Open Meeting laws.**
2. The Superintendent and the School Committee recognize the importance of proactive communication and agree that **there will be no surprises.**³ If School Committee members have questions or concerns, they agree to contact the Superintendent well in advance of a meeting.
3. We agree that discussion will be limited to the agenda, and **items will not be added to the agenda** unless it is determined by the Superintendent and the School Committee Chairperson that it would be detrimental to delay the issue until a subsequent meeting.⁴
4. The Superintendent will share an annual planning calendar with School Committee members. If a member wishes to add an item to a future agenda, he or she should make a request to the Superintendent or the School Committee Chairperson.⁵ In turn, they will consult other members, as well as the **annual planning calendar to gauge interest and alignment.**
5. School Committee members agree to **refer important questions and concerns** they receive from members of the school community to the Superintendent. The Superintendent will investigate and provide all Committee members with the information needed to respond to an issue.⁶
6. School Committee members will **channel requests for information**, reports and data through the Superintendent and the School Committee Chair rather than directly to staff. The Superintendent will ensure that each member has equal access to this information.⁷
7. The Superintendent intends to seek comprehensive solutions to problems and will create **clear structures for decision-making.** In the spirit of continuous improvement, these structures may be revisited at any time.
8. The Superintendent and School Committee recognize the importance of **working collaboratively with City officials** to improve our schools, and we will actively seek ways to enlist their support in our efforts.

³ "Surprises" is a relative term, but it is appropriate to make sure that superintendents are aware of important issues or challenging questions that will be posed at a meeting. This does not preclude a member from asking a question or raising a point that arises during the course of a discussion or debate that, despite the most noble of intentions, could not be anticipated. This is often linked to "full disclosure" noted below.

⁴ Massachusetts law precludes the school committee from raising an issue that could not have been reasonably anticipated by the chair. This protocol as stated on the list imposes an additional responsibility upon members not to push for discussions for which the superintendent or staff may be unprepared. While it is a good idea to allow the superintendent and chair to have the discretion to make a determination, a principled school committee member who feels genuinely that a late-breaking issue is important should not be discouraged from asking colleagues to take up a matter that is critical to some but not to others.

⁵ The agenda is the property of the school committee. Developing the agenda is often delegated to the chair or to the superintendent and chair.

⁶ This is a best practice to follow. However, citizens have an unrestricted right to contact their elected officials and this right may not be abridged by the superintendent or chair. Once you have listened respectfully to your constituents and asked if they have approached the appropriate administrator, you should quickly make the referral to the superintendent.

⁷ Requests for information, reports or tasks to be performed have taken on the title of "vanity projects." They are problematic because they require the time and attention of the superintendent or staff and may not be of interest to the rest of the school committee. For that reason, it is often a policy that these requests are channeled through the school committee as a body or through the chair. However, as is stated, it is critical to the longevity of the superintendent that information be shared with everyone.

How We Improve

1. School Committee members and the Superintendent recognize the **importance of professional growth and development**, and they agree to participate in experiences designed to further their knowledge and understanding and to advance the work of our public schools.
2. In addition, School Committee members will **participate in formal training** organized by the Superintendent and the School Committee Chairperson and conducted by organizations such as the Massachusetts Association of School Committees (MASC) and/or Massachusetts Association of School Superintendents (MASS).
3. All new School Committee members will **participate in an orientation session**, and if desired, a School Committee mentor will be assigned.
4. The Superintendent and the School Committee agree to set aside time on an annual basis for **self-evaluation and to review our progress** toward adhering to agreed upon norms and beliefs.
5. We recognize the importance of **honoring our agreed upon norms and beliefs**, and we agree to take responsibility for reminding one another when we get off track.

[These norms and protocols were adapted from original work by the Taunton School Committee in 2012. MASC notes that reasonable individuals will have rational disagreements about meanings or appropriateness of terms from time to time.]

OTHER NORMS, BELIEFS AND PROTOCOLS THAT SCHOOL DISTRICTS MAY CONSIDER

- Come to Meetings Prepared⁸
- Creating an Environment for Full and Free Debate, or “Civil Discourse” in a Safe Environment⁹
- Addressing Issues and Avoiding the Ad Hominem Attack¹⁰
- Obligation to Represent All Students
- Obligation to Utilize Vision, Planning, and Policy Making in Decision¹¹
- Full Disclosure¹²
- Blogging and Social Media¹³
- Expectations for the Chair and Other Officers¹⁴
- Set Appropriate Examples for the Employees in the School District¹⁵

⁸ Nothing slows down a meeting more than taking time to explain that information which is in the pre-meeting packet for review.

⁹ This targets intellectual bullies or others who would intimidate colleagues from raising or addressing important questions. It also speaks to those who would demand “civil discourse” as a vehicle to silence principled critics who may become passionate. Nothing should prevent a member from raising one’s voice in passionate argument as opposed to shouting down someone else’s point of view.

¹⁰ While it can be tempting to attack the individual making an argument as a way of refuting that perspective, members are encouraged to focus on the issue and the facts rather than on personalities.

¹¹ This generally is expressed with a specific intent of avoiding intrusion into administrative decision making or general school district day-to-day operations. It is a help in defining the criteria a school committee will use in determining whether an important matter falls under the legal authority, policy responsibility or fiduciary obligation of the school committee, or administrative duties of the superintendent.

¹² Full disclosure includes not only providing all information necessary for administrators to respond as well as that which is of interest to the rest of the school committee. There are also implications for disclosing conflicts of interest and other matters under the state ethics law.

¹³ Blogs are unrestricted devices for constitutionally protected free speech. In some cases, they can have the status of legitimate media to exercise freedom of the press as well. However, they can also be vehicles to upstage or undermine colleagues or school administrators. No one can force an elected official to restrict the use of them, but it is a good idea for school committee members to exercise discretion and good judgment in maintaining a web site, social media page, or blog.

¹⁴ The chair is the servant of the school committee, not the master. As such, the chair must represent both school committee members and citizens, present or absent, to ensure that the meetings are fair and that all members are treated equally and fairly. Other than presiding and the duties inherent in that role, the chair takes one’s authority from the membership. The chair recognizes that the agenda is the property of the membership, not the chair or the superintendent.

¹⁵ Everyone watches the school committee: Do you entertain calls from citizens, staff or other elected officials? Do you intervene in personnel matters? Are you focusing on student achievement or political advancement? Staff take their cues from the board. If school committee members engage in practices that may undermine the administrative leadership, faculty and parents will often encourage those inappropriate practices for personal advantage.



Protocols Worksheet - How do we do Business?

Issues ¹⁶	Do We have a concern in this area?	How will we handle this?	Do we need a written protocol?	Do we need a policy?
<i>Committee Room Layout</i>				
<i>Seating arrangement at Committee table</i>				
<i>Placement of the Superintendent and staff in the Committee room</i>				
<i>Developing the Committee meeting agenda</i>				
<i>Structure of the Committee agenda</i>				
<i>Placing something on the Committee agenda</i>				
<i>Getting questions answered about items on the agenda before a meeting</i>				
<i>Public input at Committee meetings</i>				
<i>Deliberation at Committee meetings</i>				
<i>Informal Committee reports at Committee meetings</i>				
<i>Allowing the majority vote to set direction for the school district</i>				
<i>Reaction when not in the majority</i>				
<i>Bringing agenda items back for further discussion</i>				
<i>Explaining “no” votes</i>				
<i>Length of meetings</i>				
<i>Sharing expertise on issues</i>				
<i>Bringing up new ideas</i>				
<i>Requesting information from staff</i>				

¹⁶ Issues often relate to the following areas – Effective Meetings, Board/Member relations, Board/Superintendent relations, Board/Staff relations, Board/Community relations.

SAMPLE –AND BELIEFS



Issues ¹⁶	Do We have a concern in this area?	How will we handle this?	Do we need a written protocol?	Do we need a policy?
<i>Individual Committee member requests for information</i>				
<i>Individual Committee member requests for action</i>				
<i>Handling complaints from the community</i>				
<i>Handling complaints from staff</i>				
<i>Handling complaints from Committee members</i>				
<i>Addressing concerns of the community</i>				
<i>Use of subcommittees</i>				
<i>Use of work sessions</i>				
<i>Confidentiality</i>				
<i>Committee member role in public</i>				
<i>Committee/member communications</i>				
<i>Committee/Superintendent communications</i>				
<i>Committee Staff communications</i>				
<i>Visiting Schools</i>				
<i>Self-evaluation of governance team effectiveness</i>				
<i>Handling of email</i>				
<i>Superintendent Evaluation</i>				
<i>Goal setting and planning</i>				

Andover Public Schools
School Committee/Superintendent Operating Protocols

Purpose and Objectives: Supporting the educational welfare and well-being of ALL students

The Superintendent and the School Committee represent the needs, interests, and achievement of ALL students in and place the collective good of students above all others in decision-making, while remaining within the limitations of Annual Town Meeting's approved school department budget.

The School Committee seeks and supports solutions in its vision, planning, policy-making, budget development, communication, student advocacy, and Superintendent evaluation that will provide the greatest benefit to APS students.

Standards of Conduct: Demonstrating professional and collegial relations

Maintain trust and mutual respect between and among School Committee members, the Superintendent, the administration, faculty and staff by treating everyone with dignity and respect, even in times of disagreement.

Base Committee decisions on available facts, vote convictions, avoid bias, and recognize that authority rests **solely** with Committee decisions and that individual Committee members do not hold any authority.

Standards of Operation: Effective communication, understanding responsibilities & honoring boundaries

Maintain the confidentiality of Executive Session and respect the Open Meeting Law.

Make every effort to ensure that Committee meetings are effective and efficient, conducting business through a set agenda, and attending meetings prepared to address agenda items.

Acknowledge that a School Committee meeting is a meeting of the Committee that is **held in public and not a public meeting**, although welcoming to community member attendance and participation in the meeting during public input.

Recognize the importance of proactive communication and agree that there will be no surprises for the Committee or the Superintendent.

Recognize that it is the Superintendent's responsibility to manage the day-to-day operations of the district including personnel. Constituent concerns and complaints will be referred to the appropriate person within the district chain of command. The Superintendent will keep the School Committee informed of their responses. It is not the role of the School Committee or any of its members to resolve issues.

Respect the leadership roles of the School Committee Chair and the Superintendent. The School Committee Chair and/or their designee and the Superintendent will represent the positions of the School Committee to the media and other public bodies.

Recognize the importance of working collaboratively with town officials to improve our schools and actively seek ways to enlist their support of Committee efforts.

Submit member requests for information through the Superintendent and not directly to staff unless previously decided and defined. Requests requiring moderate to extensive work will be done at a request of the Committee. The Superintendent will ensure that each member has equal access to information.

Adopted:

FY21 ANDOVER PUBLIC SCHOOLS

GRANTS and CONTRIBUTIONS

SCHOOL	DONATOR	AMOUNT
AHS	ANDOVER VOCAL MUSIC ASSOCIATION (AVMA) for AHS Show Choirs	\$3,100
SANBORN	ACE for Grade 5 Collaborative Clay Sculpture	\$2,451