

**Andover School Committee  
Minutes of Thursday, April 8, 2021  
Virtual Meeting**

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**Participants from the School Committee:** Chair Shannon Scully, Vice-Chair, Susan McCready, Tracey Spruce, Paul Murphy, and Lauren Conoscenti.

I. **Call to Order**

Chairperson Shannon Scully opened the School Committee Meeting of April 8, 2021 at 6:01 PM.

II. **Interviews of Superintendent Finalists**

On behalf of the School Committee, Shannon welcomed Dr. Parvey and Dr. Stephen Zdravec.

Dr. Parvey: Opening Statement

Dr. Parvey shared a short opening statement. Her background started in the classroom as a teacher for 6 years from 1995-2006, she has also been an Administrator, Asst. Principal, a Building Principal, Assistant Superintendent for Curriculum and Instruction, an Interim Superintendent and currently is the Chief Academic Officer for the Middletown Public Schools in Middletown, CT. In all of those experiences, she evolved in terms of who she is as a leader and how she works with people and an appreciation for what people bring to the table and how work can be productive and progressive when you have several thought partners. She has enjoyed her journey because she views herself as a life-long learner and her enjoyment of learning has had her work in different states/districts and because of her intellectual curiosity. She has diverse and versatile experience. She has learned from many different organizations, from talented leaders, and talented teachers. As long as our students are at the center and our focus stays on how we can enhance our students' learning experience and make sure they are inclusive experiences but also our teachers who need to be supported in providing rich experiences. She has served as a facilitator and a coach and has always seen herself as a coach to support learners. She always looks at the assets a district has and starts from a strength based and asset based approach, and looks at how we enhance, shape and define the space we are in, so that there is partnership and collaboration. She is a collaborative leader and believes in listening and learning.

Question: Susan McCready: What specifically is it about this position and our school district that motivates you to make a change at this time in your career and what have you learned about APS that you think would motivate you to make a change at this time in your career?

What motivates Dr. Parvey are the strengths of Andover, the fact that Andover has taken a firm stance of wanting to address equity and looking at equity in how it best serves students

and staff and really being forward thinking. The belief in academic excellence and high expectations for all. Having a common vision and common definition of what rigor is intrigues her and knows from speaking to principals and staff this is something that is important to them as well. Andover has many great assets and she would like to be able to add to that and help enhance through her skillsets and her experiences. She is intrigued by our strengths and our challenges. She has learned that she is at a point in her life to put down some roots and take on the long-term projects, sustainability takes 3-5 years to take root and come to fruition.

Question: Lauren Conoscenti: the Andover Community highly-values integrity, authenticity, transparency, and accountability. What do these words mean to you, and how do they guide your leadership?

These are great words. The actions are more important than the words. When it comes to integrity, that is really important to her and what she is about. She is more interested in being viewed as honest and fair, then she is about being popular. Accountability is an important word, not a bad word, we hold ourselves accountable by setting transparent goals and expectations and living up to those expectations and doing what we say what we are going to do and when we are not able to be successful to be able to be transparent about that as well. Keeping the Community, School Committee and staff to where we are in the process, holds us accountable to what we are going to do.

Question: Paul Murphy: At one point during your first year, you become aware of some discontent within your leadership team. What are your first, second and third steps? How do you proceed?

Dr. Parvey believes in meeting with her team regularly and uses guidance from the work of Brene Brown through her book, 'Dare to Lead' which talks about vulnerability and not having our armor on and being real and communicating openly is kind, creating an environment where people can be open and respectful at all times and to get to the root cause. We have to be respectful of one another, and partners. She would have open discussions on her expectations on how we work together. She does not enjoy gossip. Have an open/honest dialogue, share dissatisfactions and then set a path forward. Having mutual goals that we want to reach together by talking openly about the issues.

Question: Tracey Spruce: School Committee members often hear from parents about matters that don't fall within their purview, or about which we have little or no information. As Superintendent, how would you keep the School Committee apprised of important issues?

Dr. Parvey believes that this is the most important work of the Superintendent and she does not like surprises. It erodes trust between the Superintendent and the School Committee when they are not well informed. It is important to always share information and really depends on the information. She would share weekly and immediately if something is time-sensitive.

Question: Shannon Scully: Social media has a huge presence in every community and is often viewed as a go to source for news. Many times, the information posted is often by individuals relying on information found through sites like Google, and doesn't always accurately reflect the true and accurate situation, and often causes great angst and concern within a community. Tell us about a time when you experienced something about yourself or your District being misrepresented on social media and how you handled it.

Dr Parvey: Once, at one of the hers schools, a swastika was found in one of the bathrooms and we had to find who did it. It became a counting of the swastikas (several) and she ended up being on the news. She partnered with their local Rabbi to have a common message on the stance of her district and their beliefs, and that they were investigating and they took it seriously. They no longer announced every time a swastika was found because it became a copycat scenario. She continued to meet with the Rabbi to talk about how information is shared. We had to get the information out and get control of the narrative by putting out accurate information.

Question: Susan McCready: What do you feel you model well in style and in your practice for your staff? How do you identify where these practices could benefit your staff and how do you work to engender these practices?

Dr. Parvey: Honesty and transparency is most important to her and she always talks about managing expectations, and letting people know what is going on and where we stand on a situation, also professionalism. How she speaks to and with people and being inclusive not keeping people out and by promoting voice and promoting ideas. She believes that being collaborative, inclusive, and treating people with respect and maintaining calm and being well composed. Planning ahead is also important so that you are not reactive.

Question: Lauren Conoscenti: Being a high achieving school student can often be synonymous with having stressed-out students. In your view, can a district be both academically rigorous and have happy and healthy students? What strategies would you employ to strike a balance?

Dr. Parvey: High performing and stress can become synonymous. She would mitigate that by addressing the social emotional piece and embracing that learning comes through failures. and make sure that students understand that it is not the end all be all when it comes to high-performance, it is about being well rounded students. There are many pathways for students to shine and be great. When we create safe and welcoming environments welcoming students' ability to share their concerns and failures, embrace a growth mindset, and recognize that part of learning is not about having all the answers. Smart people are not just social beings, they know when to be able to come together to have a team approach and not function as an individual all the time. Create an environment that is collaborate and having a strong, rich social emotional environment that promotes the health of our students and their social emotional competencies There is more than just academics, we have to create the

environment with balance from supporting social emotional and mental health of our students prior to academics.

Question: Paul Murphy: A number of parents and staff come to you with concerns about a principal in the district, how do you proceed?

Dr. Parvey: Being in the know. She believes she should have her own impression as she would have been visiting that school and meeting with that principal often. She would address the personnel matter separately if that is true. If it is not true, she would thank them for bringing their concerns to her attention. She believes that frequent meetings and being connected with people and being in the know means little should be a surprise to her.

Question: Tracey Spruce: How do you handle controversy when it involves a decision you've made, and does your approach change when the controversy involves decisions by your leadership team?

Dr. Parvey said she is not afraid of controversy. She feels that the process prior to the controversy takes place is important. Most importantly, is knowing what is coming. Whatever the controversy may be, whoever is going to be impacted should be informed. How we get in front of information, and be transparent is important. Communication is really important but tends to be the Achilles Heel for many districts. How we get the information out and alert those who need to know is the most important thing. No surprises, be aware of what it is.

Question: Shannon Scully: What steps would you take to encourage the application and hiring of candidates that represent our diverse student population and also what supports would you put in place to retain those hires in our district?

Dr. Parvey: Retention and recruitment are so important. In terms of recruitment, being active in job fairs make it clear we are seeking help and that our on-boarding process is really about how we go about retaining our staff. This allows teachers a safe space to talk about their concerns and if we have a rigorous on boarding process that extends more than a year. Every teacher should have a mentor, and new teachers should have a time to come together to talk with each other, and to make sure they know they are valued and have a safe space. Providing a way for new teachers to provide feedback is very important.

Question: Susan McCready: In the age of rapid communications and in a town of engaged parents/families and community members, how would you work to guide APS communications (at the district and building levels) to be proactive and responsive for all stakeholders? How can our communications reflect what APS wants which is a partnership between our families and our schools?

Dr. Parvey: Having frequent regular communications with families in the form of a newsletter, weekly-bi-weekly newsletter that went out to families with all of the district highlights, presentations, and events. Being responsive is about getting in front of

information. We should always have positive information about our district coming out through a communications person and highlighting the strengths of our district especially the wonderful things our teachers and students are doing, and keeping them abreast of what is going on. We should own our narrative, own our greatness, and what we are doing well. It is important that we communicate and that we are also in the 'know' and can correct and control the narrative. Principals can't do this by themselves. You need a Communications Officer and parents should expect to hear regularly from the Superintendent. Make sure we fill in the gap and not leaving people to fill in the blanks.

Question: Lauren Conoscenti: What does data informed decision-making mean to you? What quantitative and qualitative data do you consider most important when gauging progress and success at the elementary, middle, and high school levels?

Dr. Parvey: Quantitative and qualitative data means a lot. It helps to have both when you considering the whole child. Quantitative data could be in the form of a standardized assessments. we have the NWEA assessment, student don't fail this, but it tells us a lot about a student. Quantitative is a data point. Qualitative gives us another picture of how a student thinks, responds and student misconception. It is another data point in terms of looking at a student and forms decisions that we make

Another data point used in looking at a student's strength and weaknesses giving us a pattern, and data shows that if you have more than 1/3 of students not performing. It tells us a lot and both are important in that they give us the different lenses to look at our students to determine what their strengths and weaknesses are and how they are doing academically, how they think. Not all students are good test takers, it does not mean they aren't good students. Looking at multiple data points to determine the strength of students is very important. Both Performance based assessments and writing is another way to look at what a student knows and what they know well. All data should be looked at to determine how we should adjust our instruction to best meet the needs of the learner.

Quesiton: Paul Murphy: At the end of the first year how will you know if you have succeeded in this role, and after the first 3 years?

Dr. Parvey: At the end of the first year she would judge herself by the relationships she has built, how well she knows her team, and how people talk openly about their concerns. People's comfort level coming to her with concerns, people stepping up to the plate because they want to and the things they have actually been able to complete. Having a true sense of her team, people speaking with her openly, and knowing others well; relationships are really important to her, without them you are spending your time in a myriad of who doesn't like who scenarios, etc. that that are an obstruction to the work. The role of a superintendent is to build a sense of togetherness. Building strong solid relationships so work can move forward. In 3-years, looking at how they have made adjustments into some of things identified as challenges, how they communicate, how they look at instruction and how we look at ourselves in terms of success. A strong well-established Social Emotional Learning program and curriculum, and how the program is defined for everyone. Also, that we are seeing the

numbers shift. MCAS data is not the only data to measure success. We can see that we have actually shifted our data because our instruction and practice is consistent. In year three she expects to be a fixture.

Question: Tracey Spruce: what is your approach to collective bargaining and how would you go about collaborating with our unions to advance our students' interest?

Dr. Parvey said her approach to Collective Bargaining is to always start with a conversation, managing expectations, and making clear that in bargaining there is give and take. There has to be that understanding that you are not going to get everything you want. If we truly do believe that our most valued customer is our students, we should be able to work together. Determine what you can do together to meet the needs of the students and what is best for the system. We are servants to our students. What we can do together in partnership and what are 'you' willing to give recognizing that negotiations are give and take. There has to be trust going into the process and when we reach a disagreement, keep the conversation going. In the end, it has to be for the good of the students and the system and be a realist about we are going to give in this process. Those conversations have to be open and we have to be realistic of what we are willing to give in this process.

Q.: Shannon Scully: There are many Andover residents who do not have children in the Andover Public Schools. For example, senior citizens. Yet, whose taxes and home values are nevertheless impacted by decisions made by APS leadership. What is your approach to engaging these stakeholders and bring them into the conversations about our schools?

Dr. Parvey: The most important thing is to have them as part of the conversation and letting them know about the great things that happen in the system and how they can be part of that. Also, let them be part of our schools by offering classes to the community. (i.e. technology classes), and having them as committee members where possible so they can share their perspective and see that our great school system produces great students so that they can see what value this has for them. Having them involved along the way so they have a better understanding to support the system and be a part of it.

Question: Susan McCready: As you know, you were one of two solid candidates for this position. What makes you the best candidate for our District at this time?

Dr. Parvey: Her in-depth knowledge of curriculum and instruction and her ability and strength she would bring to the district. She has been successful in building trust, a community, and collaboration bringing people around the table and being successful and creating strong programs that meet the needs of our students and strong pathways for our students. Her work with academic rigor, academic partnerships, having data reflect growth as a result of the work she has done and her work with equity is not separate from academic excellence. That is something she is good at and well versed in. All of our learners have strengths and to look at our data and see where students are not successful and how to put systems in place that would make us an atypical school where all students are successful. She has experience in doing that and believes she can do that for Andover in a productive way.

On behalf of the School Committee, Shannon thanked Dr. Parvey for allowing the School Committee to know more about her and her strengths. We know that choosing a superintendent is the most important responsibility we have for our community.

7:30 PM Dr. Stephen Zadravec

On behalf of the School Committee Shannon Scully welcomed Dr. Zadravec.

Dr. Zadravec Opening Statement

Dr. Zadravec has been Superintendent of the Portsmouth, NH School System for the last six-years. He has been watching the Andover School Committee meetings and has learned a lot about us. He has been impressed with Andover's reputation and is excited to be here. He would love to be a part of the Andover School District and Community. He is looking at the strength of our innovation, and excited about bringing new ideas and how we could grow through a new lens. Dr. Zadravec spoke about strategic visions, transparent goals, and bringing together a culture of collaboration to do great things.

Questions by the School Committee:

Question: Susan McCready: What specifically is it about this position and our school district that motivates you to make a change at this time in your career and what have you learned about APS that you think would motivate you to make a change at this time in your career?

Dr. Zadravec: Looking at what would be a good fit for him, and a place he would find brought him to looking deeply at Andover. He takes a deep-dive into a community and feels that it would be a good district for him. His experience has been in similar kinds of districts and believes his skill set and own personal background of bringing districts from good to great and where he aligns the best by bringing together focused, collaborative and empowering staff. He believes his experience is well suited to other things in front of the Andover School System. In Portsmouth, they have been through many similar projects, buildings, funding, leveraging everything they can in terms of the financial impact. He enjoyed talking with our Town Manager and has a close relationship with same in Portsmouth sharing many of the same type of collaboration between departments.

Question: Lauren Conoscenti: the Andover Community highly-values integrity, authenticity, transparency, and accountability. What do these words mean to you, and how do they guide your leadership?

Dr. Zadravec: He feels is one of the most important things working with the public and community is to be transparent and to have open communication. It is an area you can always do better in, believes in having several avenues of communication and having 2-way communication working together around common solutions and engaging community in parent forums and involving parents at the table. Those are the elements that help with transparency. Integrity: About sticking to your values and who you are. It is where open

and honest communication builds trust. Goals on equity and having integrity is about keeping it as a filter or lens that you view a lot of decisions with. Accountability is also something you need to make sure you are transparent about. In Portsmouth, every year they publish a booklet describing what is going on in the district and how the budget is directly aligned with the goals and initiatives and includes many matrixes on performance, goals, statistical measures, and where are we are in our work around equity and opportunity.

There are a lot of things around accountability that is about being transparent and making sure you have the mechanism in place, i.e. collaborative teams, building mutual accountability built within is an important piece to help with the staff. Helps the community to know you are being transparent. All of those mechanisms are absolutely critical to build the necessary trust to have that positive response.

Question: Paul Murphy: At one point during your first year, you become aware of some discontent within your leadership team. What are your first, second and third steps? How do you proceed?

Dr. Zadavec: The first step is to make sure there is open communication and going to the source. He meets regularly with the building administrators and it is an opportunity to have one-on-one conversations and he would know about discontent before it comes from a third party. Following up, he would want to make sure the discontent is addressed and we help address them. Thirdly would be to take action without out that, discontent grows and festers through the culture. You have to be proactive. He believes in open communication and making sure people are heard.

Question: Tracey Spruce: School Committee members often hear from parents about matters that don't fall within their purview, or about which we have little or no information. As Superintendent, how would you keep the School Committee apprised of important issues?

Dr. Zadavec: Communication is critical. He communicates out to the School Committee frequently and that can be often, giving them a heads up on what he is sending out to the community, how they are addressing certain issues and building a narrative around the goals. If there is ever an issue 'percolating' he also lives by the credo there are no surprises. The School Committee should be well informed of any topic going on in the community and that goes both ways. Essentially, a lot of one-on-one communication to make sure folks are informed and included. There are a lot of times where things will come up that aren't the School Committee's purview and that they are not put in the position to be the person to fix an issue in the schools and send the communication back on how we can help. Following a certain pattern of communication is important. Being as proactive as we can be in getting communication to folks and to solve whatever situation exists.

Question: Shannon Scully: Social media has a huge presence in every community and is often viewed as a go to source for news. Many times, the information posted is by individuals relying on information found through sites like Google, and doesn't always

accurately reflect the true and accurate situation, and often causes great angst and concern within a community. Tell us about a time when you experienced something about yourself or your District being misrepresented on social media and how you handled it.

Dr. Zadavec: He does not follow a lot of social media himself, but when he hears something in the schools he knows there is something out there. He tries to be as proactive as possible to address issues. How do we make sure there is clear communication in the community so that they are not getting their information from social media is by being proactive about getting information out and minimizing social media as the communication outlet? If he hears of something, he will invite people in (zoom) to have a conversation about issues that are bothering them. There is an open door to listen. A lot of it is making sure you are building relationships in all corners. There is no one he would refuse to meet with.

Question: Susan McCready: What do you feel you model well in style and in your practice for your staff? How do you identify where these practices could benefit your staff and how do you work to engender these practices?

Dr. Zadavec: He has heard time and time again about appreciation and their calmness in the approach to leadership and they model that. Some of the administrators around him, when faced with a difficult time, tell him they try to channel their 'inner-Steve'. The other piece is how you build and model effective collaborative structures. He models that all the time by going to faculty meetings, to students for feedback, hosting coffees and conversations with parents. When they go through a decision-making process, they model those collaborative practices to give people a sense they have a voice. When the Leadership Team models collaborative practices they are more able to build collaborative values with staff. There is a lot of inter-dependent structures for teachers with is sometimes uncomfortable for teachers. The Administration team has established their own goals that are transparent about with staff.

Question: Lauren Conoscenti: Being a high-achieving school student can often be synonymous with having stressed-out students. In your view, can a district be both academically rigorous and have happy and healthy students? What strategies would you employ to strike a balance?

Dr. Zadavec believes you can strike a balance, it is not a choice of either or. Having academic excellence is about focused collaboration and high expectations for students and staff is a critical mix. If it is just high expectations you will get anxiety, but if it is high academic support you will get stronger students; how we balance that is a critical need. We should build in supports. This year, students have been struggling in different ways but we have kept high expectations and we established critical supports for them. Wednesdays area used as a support day, to bring in students who need some level of support to address the anxiety students might have. You can always learn of new ways to build supports. Arts/Athletics/Academics are equally important and it is important to continually talk about what you value, and talking about a well-rounded set of programs for students. Standardized measures are important, but there are places within that are higher levels with

a lot of professional development and teacher collaboration. It is about how we work with students and the message we give them, parents and staff.

Question: Paul Murphy: A number of parents and staff come to you with concerns about a principal in the district, how do you proceed?

Dr. Zadavec: He would proceed by being as respectful as possible to parents and principals as by listening and talking about the issues. He knows how a principal/ school operates. He would have a conversation about what happened and he would follow up. Often times that is a fairly easy repair, a misunderstanding. He would have the principal reach out to the parent to make sure the line of communication is rebuilt. Sometimes, it is a bigger issue, i.e. school culture which can easily reflect back to leadership. At those times, we get into a problem-solving stance and talk with the principal to talk about the issues and how we can repair them. The best solution is to have the principal take ownership and work with the parents to repair it. You don't want a culture to start deteriorating. You have to intervene, have a plan, and empower people to fix it themselves, guide people and check in to make sure an issue is taken care of. Develop a communication strategy, and then a check in to see how that is going. It depends upon how severe the issue is which would entail a lot more intervention on his part. He does believe in stepping in early to make sure they are taking care of those issues.

Question: Tracey Spruce: How do you handle controversy when it involves a decision you've made, and does your approach change when the controversy involves decisions by your leadership team?

Dr. Zadavec: There have been a lot of examples this year around decisions on school schedules, he takes everything to heart and concerns about decisions made. He has listened to feedback and changed direction, a lot of that is about communication. Share the rationale on why that decision is. Make clear that you have a goal about equity, provided additional support to students at the start of school who really needed it. There were a lot of angry parents at the time, he was transparent and open about the communication which was a good first step. They helped build support for families whose kids weren't in-school as often using the Senior Center, a non-profit center to find space where students could be supported. There was a time when they had a staff shortage and it was impressive to see what supports were most effective in helping kids. Decisions certainly aren't always popular but to be clear that you are trying to help.

Decisions made by other members of the leadership: he cannot stress enough about how collaborative a leadership team needs to be. Sometimes a decision lands in one school one way and in another school another way, he worked on communication and was proactive.

Question: Shannon Scully: What steps would you take to encourage the application and hiring of candidates that represent our diverse student population and also what supports would you put in place to retain those hires in our district?

Dr. Zadavec: This is a priority for their district but they have not been as successful as they wanted. They wanted to be clear how much they value a diverse school system and work place and hopefully people would see that as a fit. They also wanted to make sure they were building a greater outreach beyond where they are. We would love to see more diversity, they have a growing diverse student population and want to make sure they have a diverse teacher and faculty. They have come to realize that when they are looking for new hires they had to pause and take a critical look at what they are looking for. They were looking for teachers who were a good fit because they have the same base of experience of who they have hired. They had to put that aside because it showed explicit bias. They have thought a lot more of how they can bring in diverse perspectives. They have tried a number of different strategies and worked with organizations around them for advice. It is something they continue to find ways to build a better pipeline and an opportunity to partner with a district outside of NH to help build a diverse network.

Question: Susan McCready: In the age of rapid communications and in a town of engaged parents/families and community members, how would you work to guide JAPS communications (at the district and building levels) to be proactive and responsive for all stakeholders? How can our communications reflect what APS wants which is a partnership between our families and our schools?

Dr. Zadavec: This is a critical piece for a school system and the role of the superintendent to make sure that communication is constant and focused. You want to be proactive about what the goals are and the work being done to achieve them. More about what 'they' are about and how staff is working together towards their goals. Make sure that you are responsive in times you need to be responsive to the community. Open up opportunities to the community to engage in conversation, with Parent forums/coffees/PTO-PAC meetings with attendance by the superintendent and leadership teams. Have conversations with the community and how to build in stronger and stronger partnerships. Keeping the narrative alive and well keeps us in communication and to work together with more collaboration, i.e. budget process so that the community knows us well and how responsible we were with the decisions we make. He set a goal that 90% of their community would feel informed and engaged on School District goals. They sent out survey and response from a majority of community, but did not meet the goal. The take away is that there are always ways to improve communications, and make sure we are communicating in multiple formats on how we are doing. All of the work that builds trust, shows transparency that helps you move the district forward and that you are focused in partnership with them.

Question: Lauren Conoscenti: What does data informed decision-making mean to you? What quantitative and qualitative data do you consider most important when gauging progress and success at the elementary, middle, and high school levels?

Dr. Zadavec: The more grounded we are in data and evidence the more grounded we are going to be with making good decisions. For example, they had lesser math scores at the Middle School level a few years ago. They put in a math interventionist ( as they had in the elementary level) and saw that it really did show results on state and local assessments. There

was a weakness in their literacy program around non-fiction and just by naming it and focusing on it, they saw great results with the addition of interventionists. You have to make sure you are building your own set of data. We expect our teachers, as part of their collective bargaining agreement, to have built in the expectations for teachers and that they are reflecting on the progress of their goals.

Question: Paul Murphy: At the end of the first year how will you know if you have succeeded in this role, and after the first 3 years?

Dr. Zadavec: You will know if you have succeeded in this role at the end of the first year by being thoughtful about the entry point, making an entry plan is important. His success in the first year is, do I really know the schools, understand the issues, and know the people? The plan would include talking with people on what the critical points are to be addressed and gathering data is an important piece to anyone coming into a position like this. He would make sure people know him which is a critical piece of any superintendent's role. Every building and staff member should understand his leadership style and what to expect from him: it is a lot of hit the ground work.

Over 3-years: You would be setting goals and expectations in the first year and what the common goals are and how to reframe the current goals to make sure we are making progress. Make sure we are looking at the goals we have and the goals we need and that we are focused on the most critical goals (3-5 clear goals). By year-3 we would have the goals implemented across the district and see the progress.

Question: Tracey Spruce: what is your approach to collective bargaining and how would you go about collaborating with our unions to advance our students' interest?

Dr. Zadavec: Building the relationship is critical in all aspects that we do, including relationships with unions built on respect, trust and hope communication with the unions and that we are all focused in on what is for the benefit of students. CB is something he has done different ways, it is critical to keep coming back to the common ground, what are we trying to achieve. They made a dramatic shift away from longevity ladder to a career aligned contract, removing elements that happened automatically, embedding a process of review that included peers and administrators. Based on the trust and relationship, they are able to do things that you might not have seen done. The process is important; common ground, respect, and hearing what the issues are and that we are listening to what is important to them. Work as productively as possible, which can at times be a long process. He works proactively and meets regularly with all of the leadership of the union and meets regularly with the president of the union to have open communication to work together to solve issues. He has had very few grievances in his current district (Portsmouth).

Question: Shannon Scully: There are many Andover residents who do not have children in the Andover Public Schools. For example, senior citizens. Yet, whose taxes and home values are nevertheless impacted by decisions made by APS leadership. What is your approach to engaging these stakeholders and bringing them into the conversations about our schools?

Dr. Zadavec: First and foremost a good percentage of the population in Portsmouth does not have children in the schools. They do outreach to a lot of places to where the community lives that doesn't have students in the system. It is important we have their buy in part of it is being good stewards of the taxpayers money. One of the examples is energy. They did a lot of investment on energy and it is a critical component. The budget book is a good use of communicating their results and their programs and people are 'generally' ok if the schools are in good shape which is a bonus to many of them. The loudest/vocal concerned taxpayer he reached out to tour each of the schools and that person understood really well what the schools are about and the benefit to the community.

Question: Susan McCready: As you know, you were one of two solid candidates for this position. What makes you the best candidate for our District at this time?

Dr. Zadavec: He goes back to his opening in that he feels a strong fit with Andover, due to his professional background, his goals and leadership style that he holds dear. Andover has a lot of great people and it was enlightening to see the students and having the chance to talk to a few 5<sup>th</sup> graders and high school students. His strengths are in how do we take this to the next level and help to empower and build collaborative values to get to that point. He is honored to be one of the finalists and has enjoyed the process.

On behalf of the School Committee, Shannon Scully thanked Dr. Zadavec for the time he has put in to sharing his strengths and coming to Andover and to learn about the community and to come engaged in what they are doing.

Shannon also thanked everyone in the community who took time out of their day to engage in this important process.

I. Next Steps:

Public to fill out the survey form that was sent to the APS email list. The survey is also on the School Committee Facebook page and on the Superintendent search section of the APS website. The Survey will close on Friday night at 5:00 P.M. The Committee will meet on Monday night April 12<sup>th</sup> at 7:00 PM to deliberate on the candidates.

II. Adjourn

At 8:50 PM, Susan McCready moved to adjourn the School Committee Meeting of April 8, 2021. The motion was seconded by Tracey Spruce. Roll call: L. Conoscenti-Y, P. Murphy-Y, T. Spruce-Y, S. McCready-Y, S. Scully-Y. Motion passes 5-0.

Respectfully submitted

Dee DeLorenzo  
Recording Secretary