

School Committee Meeting

November 2, 2020

Superintendent Search Process

Remote Meeting

5:00 p.m.



Town of Reading Meeting Posting with Agenda

Board - Committee - Commission - Council:

School Committee

Date: 2020-11-02

Time: 5:00 PM

Building:

Location:

Address:

Agenda:

Purpose: Open Session

Meeting Called By: Linda Engelson on behalf of the Chair

Notices and agendas are to be posted 48 hours in advance of the meetings excluding Saturdays, Sundays and Legal Holidays. Please keep in mind the Town Clerk's hours of operation and make necessary arrangements to be sure your posting is made in an adequate amount of time. A listing of topics that the chair reasonably anticipates will be discussed at the meeting must be on the agenda.

All Meeting Postings must be submitted in typed format; handwritten notices will not be accepted.

Topics of Discussion:

| | | |
|------------------|----|---|
| | | THIS MEETING WILL BE HELD REMOTELY ON MICROSOFT TEAMS |
| 5:00 p.m. | A. | Call to Order |
| 5:00 – 7:00 p.m. | B. | Old Business <ol style="list-style-type: none"> 1. Superintendent Search Process <ul style="list-style-type: none"> • Confirm Timeline • Set Schedule for Focus Groups • Approve Online Survey • Determine Screening Committee Composition and Recruitment Plan • Discuss Advertising and Candidate recruitment Strategy |
| 7:00 p.m. | C. | Adjourn |

**Times are approximate

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Superintendent of Schools

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Christine M. Kelley
Assistant Superintendent

Jennifer A. Stys, Ed.D.
Director of Student Services

Gail Dowd, CPA
Chief Financial Officer

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

TO: Reading School Committee

FROM: Gail Dowd
Chief Financial Officer

DATE: October 30, 2020

TOPIC: Superintendent Search Process

At our meeting on Monday night, Dorothy Presser from MASC will work with the School Committee to confirm a search timeline, focus group schedules and the Screening Committee composition and recruitment plan. In addition, the Committee will approve the online survey and discuss the advertising and candidate recruitment strategy. I have included the proposed timeline, Screening Committee and Focus Group composition information and two sample online surveys for your review. We will discuss approach between these two samples or a combination thereof.

If you have any questions, please contact the Chair.

READING PUBLIC SCHOOLS

Proposed Superintendent Search Timeline

(Subject to School Committee Review and Adjustment)

| | |
|--|--|
| Monday, November 2 5PM | School Committee meets with Consultant to: <ul style="list-style-type: none">• Confirm timeline• Approve online survey• Confirm Focus Group plan• Confirm Screening Committee composition and Screening Committee recruitment plan• Discuss advertising and candidate recruitment strategy |
| November 9-19 | Conduct focus groups and online survey Recruit volunteers for Screening Committee |
| Monday, November 23 | School Committee meets with consultant to: <ul style="list-style-type: none">• Analyze focus group and survey responses• Approve qualifications and selection criteria• Review materials for advertising |
| Week of November 30 | Advertising materials finalized Position posted |
| Thursday, December 3 | School Committee appoints Preliminary Screening Committee based on recommendations of Search Executive Committee* |
| Monday, January 4, 2021 | Application Deadline |
| Tuesday, January 5 | <i>Screening Committee Orientation</i> |
| Monday, January 11 | <i>Screening Committee meets to select semi-finalists to interview (Executive Session)</i> |
| Tuesday, January 19 Wednesday, January 20 Saturday, January 23 Tuesday, January 26 Wednesday, January 27 | <i>Dates reserved for Screening Committee to interview semi-finalists. Screening Committee members must commit to being available on Screening Committee meeting dates.</i> |
| Thursday, January 28 | <i>Screening Committee concludes interviews and selects Finalists (Interviews and selection of Finalists are in Executive Session)</i> |
| Thursday, January 28 | <i>Screening Committee presents a list of finalists to the School Committee. Screening Committee is discharged.</i> |
| February 4-February 10 | Finalist site visits and interviews |
| February 11, 2021 | School Committee votes to appoint Superintendent |

July 1, 2021

Superintendent begins tenure

NOTE: Certain dates during the search process have been blocked out for other purposes:

January 14 – Budget Meeting

January 16-18 – MLK weekend (No Saturday or Monday meetings)

Thursday, January 21 – Budget Meeting

Monday, January 25 – Budget Meeting and final vote on budget

*It is critical that all members of the Screening Committee be present for all semi-finalist interviews to enable participation in voting for finalists. Setting meeting dates for the Screening Committee before recruiting can be invaluable in keeping the search on track by ensuring that interested volunteers are able to make the scheduled meetings.

READING PUBLIC SCHOOLS

Superintendent Search

Proposed Preliminary Screening Committee Composition

2 School Committee members
1 Administration member
3 Staff members (1 Elementary, 1 Middle School and 1 High School)
5 Parents (1 Elementary, 1 Middle School, 1 High School, 1 SEPAC parent, 1 METCO parent)
Town Manager
Chief of Police or SRO

Proposed Focus Groups

(Focus Group meetings will be conducted virtually)

Staff (1 each for Elementary, Middle and High School)
Administration
Students
Town Staff
Parent (1 each for Elementary, Middle and High School, SEPAC and METCO)
Open Community

Superintendent Criteria

The School Committee is seeking your opinion as it starts the process of selecting the next Superintendent. We invite you to answer the following questions to provide your point of view as input to the process.

NOTE: The results of this survey are being independently received and tabulated by the Massachusetts Association of School Committees on behalf of the School Committee.

1. Please select the category that best describes you

- Parent/Guardian of a ** Public Schools student(s)
- Employee of the ** Public Schools
- Resident of the community without children enrolled in the ** Public Schools
- Other (please specify)

2. In your view, what are the strengths of the ** Public Schools?

3. From your perspective, what challenges do you think the ** Public Schools will face over the next five years?

4. From your perspective, what opportunities do you think the ** Public Schools will have to grow over the next five years?

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

- | | |
|--|---|
| <input type="checkbox"/> Superintendent in another school district | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Assistant Superintendent | <input type="checkbox"/> Curriculum Specialist |
| <input type="checkbox"/> Human Resources Director | <input type="checkbox"/> Special Education Director |
| <input type="checkbox"/> Finance Director/Business Manager | <input type="checkbox"/> Leadership position outside of education |
| <input type="checkbox"/> Building Principal | <input type="checkbox"/> Prior experience doesn't matter as long as the candidate has the right skill set |

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

| | Critically Important | Above Average Importance | Of Average Importance | Below Average Importance | Relatively Unimportant |
|--|-----------------------|--------------------------|-----------------------|--------------------------|------------------------|
| Budget development/management | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Curriculum development and evaluation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Goal setting/strategic planning and implementation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Facilities management and development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Human resource management | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Public relations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| School-based technology and digital learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Data analysis | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Building/construction projects | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Collective Bargaining | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

| | Critically Important | Above Average Importance | Of Average Importance | Below Average Importance | Relatively Unimportant |
|---|-----------------------|--------------------------|-----------------------|--------------------------|------------------------|
| Ability to develop and direct an effective Administrative Leadership Team | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Critically Important | Above Average Importance | Of Average Importance | Below Average Importance | Relatively Unimportant |
|---|-----------------------|--------------------------|-----------------------|--------------------------|------------------------|
| Maintain visibility and accessibility to staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Maintain visibility and accessibility to parents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Maintain visibility and accessibility to students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Maintain visibility and accessibility to the community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrated ability to work with elected officials beyond the School Committee | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Exceptional written communication skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Excellent speaking skills with large and small groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fosters professional development of staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Strong knowledge of and experience with school finance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Success in improving/maintaining high academic performance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Experience in development and implementation of curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Successful administrative experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understands and recognizes good teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Experience in promoting professional development for all staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understanding of Special Education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrated knowledge of Social Emotional Learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Critically Important | Above Average Importance | Of Average Importance | Below Average Importance | Relatively Unimportant |
|---|-----------------------|--------------------------|-----------------------|--------------------------|------------------------|
| Demonstrated track record of valuing equity in staff, students and community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrated track record of promoting diversity and inclusion in staff, students and community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

| | Critically Important | Above Average Importance | Of Average Importance | Below Average Importance | Relatively Unimportant |
|-----------------------|-----------------------|--------------------------|-----------------------|--------------------------|------------------------|
| A problem solver | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ethical and honest | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Visionary | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A strong communicator | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A strong listener | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A risk taker | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Collaborative | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Approachable | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assertive | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Goal-oriented | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Culturally competent | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Inclusive | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Commitment to equity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

* 9. In choosing the next superintendent, which path or strategy below do you think the School Committee should take?

- Find a candidate who will **stay the course** and continue the good work of the current administration.
- Find a candidate with the same basic educational and management philosophy as the current administration, but who can **make some necessary changes**.
- Find a very different kind of candidate - one who is ready to take the Lynnfield Public Schools in a **significantly different direction**.

10. Tell us why you chose your answer above. If you think the District should stay the course, what aspects of the District give you confidence in its leadership? If you think the course of the District should change, what changes would you like the new superintendent to make and why?

XX Public Schools Superintendent Criteria

1. Please select the category that best describes you:
 - Parent/guardian of a student enrolled in the XX Public Schools
 - Employee of the XX Public Schools
 - Resident of XX without children enrolled in the schools
 - Student enrolled in the XX Public Schools
 - Other, please specify _____
2. What are the strengths and assets of the XX Public Schools that you would like the next Superintendent to preserve and/or enhance?
3. What are the challenges/areas of growth and development involving the XX Public Schools that you would like addressed by the next Superintendent (including new programs or services)?
4. What are the most important goals and outcomes for the XX Public Schools that the next superintendent must pursue and reach?
5. Please select the five (5) most significant current or future issues that the new Superintendent will need to address:
 - Educational leadership skills
 - Public relations (including political coalition building)
 - Collective Bargaining
 - Facilities Management/Building Construction
 - Special Education and English Language Learners
 - Curriculum Development & Instruction
 - Staff Retention
 - Financial Management
 - Enrollment
 - Communication with Parents and Community
 - Staff Relations
 - Professional Development
 - School-based Technology
 - Defining District Goals
 - Academic Standards/Student Assessment
 - Diversity of Staff and Student Body
 - Staff Evaluation
 - Other (please specify) _____
6. What are the most important issues for you as we begin the process to select a new superintendent for XX to take office in July 20XX?

7. Please identify the top five (5) skills and abilities of job applicants that are most important to the XX Public Schools:

- Development and implementation of budget
- Success in acquiring outside funding
- Success in applying for grants
- Experience in collective bargaining
- Successful regional school administrative experience
- Experience in curriculum development
- Excellent communication skills
- Skill in working with diverse groups
- Success in improving/maintaining high academic performance
- Encourages parental involvement
- Ability to work cooperatively with the school committee
- Knowledge to develop both short and long term district goals
- Personal interest in continuation of professional development
- Understands and recognizes good teaching
- Strong organizational skills
- Ability to interact with students
- Experience with educational technology
- Experience in promoting professional development for all staff
- Excellent community relations
- Experience in developing innovative educational partnerships
- Ability to attract and/or lead a high performing administrative team
- Success in recruitment and retention of high quality staff
- Other (please specify) _____

8. How important is it for you to have a superintendent who has a working knowledge and experience of XX and of the XX Public Schools?

- a. Not Important
- b. Somewhat important
- c. Important
- d. Very important

9. What questions would you like the Search Committee to ask of Superintendent Candidates?

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