

Newburyport Public Schools

February 27, 2024

Reimagining Organizational Design Report to School Committee

Background Information

NPS's goal is to maintain an agile approach to management and operations that allows us to creatively address needs that arise. Each year, NPS evaluates progress and sets tactical (two year) and strategic (long-term) goals. Using our strategic plan as a guide, we look at our operational structure to ensure staffing patterns provide the structure for us to succeed in our goals. Below is a brief summary of some of the organizational decisions that have been made over the past six years.

2018-19

Superintendent Gallagher's entry plan identified the following goals:

- ❖ **Strengthen Teacher Leadership.** Concerns identified in a previous contract negotiation resulted in no teacher leadership for three years. This was a priority concern for the district in this negotiation year. The Superintendent focused on rebuilding the NTA-Administration relationship and re-established stipended teacher leader teams at the district and school levels (this included both Instructional/Curriculum Leaders and Building Leadership Teams (operations/culture).
- ❖ **Strengthen Union Connections.** An Instructional Assistant Union was established, creating a new structure in the district. Regular meetings were set up with leaders from both AFSCME and IA unions. Both contracts were successfully renegotiated.

2019-20

Building on the work from 18-19, the administrative team collaborated with educational leaders to establish and roll out district-level professional development.

- ❖ **Strengthen Teacher Leadership.** The stipended positions were filled. Collaborative decision making resulted in an extensive cohort of teachers across the district participating in Skills Based Teaching and Learning workshops and the early implementation of Foundations at the Bresnahan.

- ❖ **COVID, Pandemic Operations.** In March of 2020 we began a two-year focus on Pandemic Operations. To address a wide range of issues, our School Nurse Leader and Facilities Manager took on unique roles to support the School Committee and Superintendent in decision-making. In the summer of 2020 a task force including experts in infectious disease and health-care operations was established. The strength of the union relationships allowed us to successfully pivot throughout the pandemic.

2020-21

Pandemic operations continued through the year. We opened in a hybrid model and shifted to full in-person learning in the spring.

- ❖ **COVID, Pandemic Operations.** Task Force management continued through the year. A continued focus on maintaining union relationships allowed NPS to navigate a range of critical issues. Financial Management was a focus with ESSER grants and other pandemic-related financial decision-making.

2021-22

Gradual movement into post-pandemic leadership allowed us to reduce focus on operations (health and safety) and invest in programs/staffing to support student recovery.

- ❖ **Strengthen Literacy Support.** Provided the Assistant Superintendent with a K12 Literacy Coordinator and increased interventionists. Allowed for staffing to support the selection and roll out of literacy programs (professional development, core curriculum, assessment programs, intervention) at all schools.
- ❖ **Strategic Planning.** Focused on the creation of a new vision (Portrait of a Graduate) and fully updated strategic plan. This extensive process of focus groups and report development was completed in the spring of 2022.
- ❖ **Communications and Technology.** Identified needs for strategic planning, replacement of key communication technologies (e.g., mass communications and website), and the coordination of operational and educational technologies led to the creation of a new Director of Communications and Instructional Technology position within Central Office.

2022-23

Challenges posed by post pandemic teaching, lead to the expansion of our human resource department.

- ❖ **Strengthen Human Resource Management.** Feedback from our three unions and administrative team led to the creation of a Director of Human Resources. Faced with post-pandemic staffing concerns and recognizing the importance of establishing strong internal procedures for both compliance and staff development, this new position was added to the Central Office team.

2024-25 Central Office Reorganization Recommendation

Based on our FY25 goals and feedback from internal and external stakeholders, we recommend reorganizing and reallocating Central Office personnel.

This reorganization will address the following goals:

- ❖ **Student Services and Special Education.** Expand Student Services leadership team to establish a structure that provides increased support for:
 - Case management
 - Program supervision and development
 - Vertically aligned social-emotional supports
 - Community development
- ❖ **Teaching and Learning.** Create a sustainable structure that allows us to continue to move towards our Portrait of a Graduate vision and creatively use resources to meet student learning needs.
- ❖ **Finance and Human Resources.** Provide resources to support and supervise our faculty and staff while effectively managing our financial resources.

Proposed Changes

1. Student Services and Special Education

- Eliminate Behavioral Health Coordinator position
- Add two new Program Supervisor positions reporting directly to the Director of Student Services
- Redefine Team Facilitation Leader admin to Team Facilitator teacher position
- Move English Language, Homeless and Foster Care program supervision to Student Services Department

2. Teaching and Learning

- Create a new position of Assistant Superintendent for Teaching and Learning by merging Assistant Superintendent and Director of Communications and Instructional Technology positions
- Establish internal teaching and learning professional development team to include: Literacy Coordinator, Technology Integrators, Literacy and Math Coaches
- Increased focus on working with building principals to build teacher leadership for a collaborative approach to curriculum, instruction and assessment (e.g., Professional Development Council, Instructional Leaders, Curriculum Leaders)
- Move supervision of English Language, Homeless, and Foster Care programs to Director of Student Services
- Move writing and supervision of competitive grants to stipend position
- Move educator licensure and mentoring to Director of Human Resources
- Add management of the district operational technology to Assistant Superintendent of Teaching and Learning
- Add communications management and strategic planning to Assistant Superintendent of Teaching and Learning

3. Finance and Human Resources

- Eliminate Payroll Clerk position
- Create new Financial Analyst administrative position
- Provide increased support for the finances of special education and budgeting for human resources
- Create an administrative position where the employee can assist with collective bargaining and other contract negotiations

Benefits

- Cost savings
- Enhanced support for Special Education
- Clarified roles and responsibilities to elevate district goals around student services and teaching and learning
- Opportunity for internal personnel reorganization

Chart A: FY24 Central Office Structure

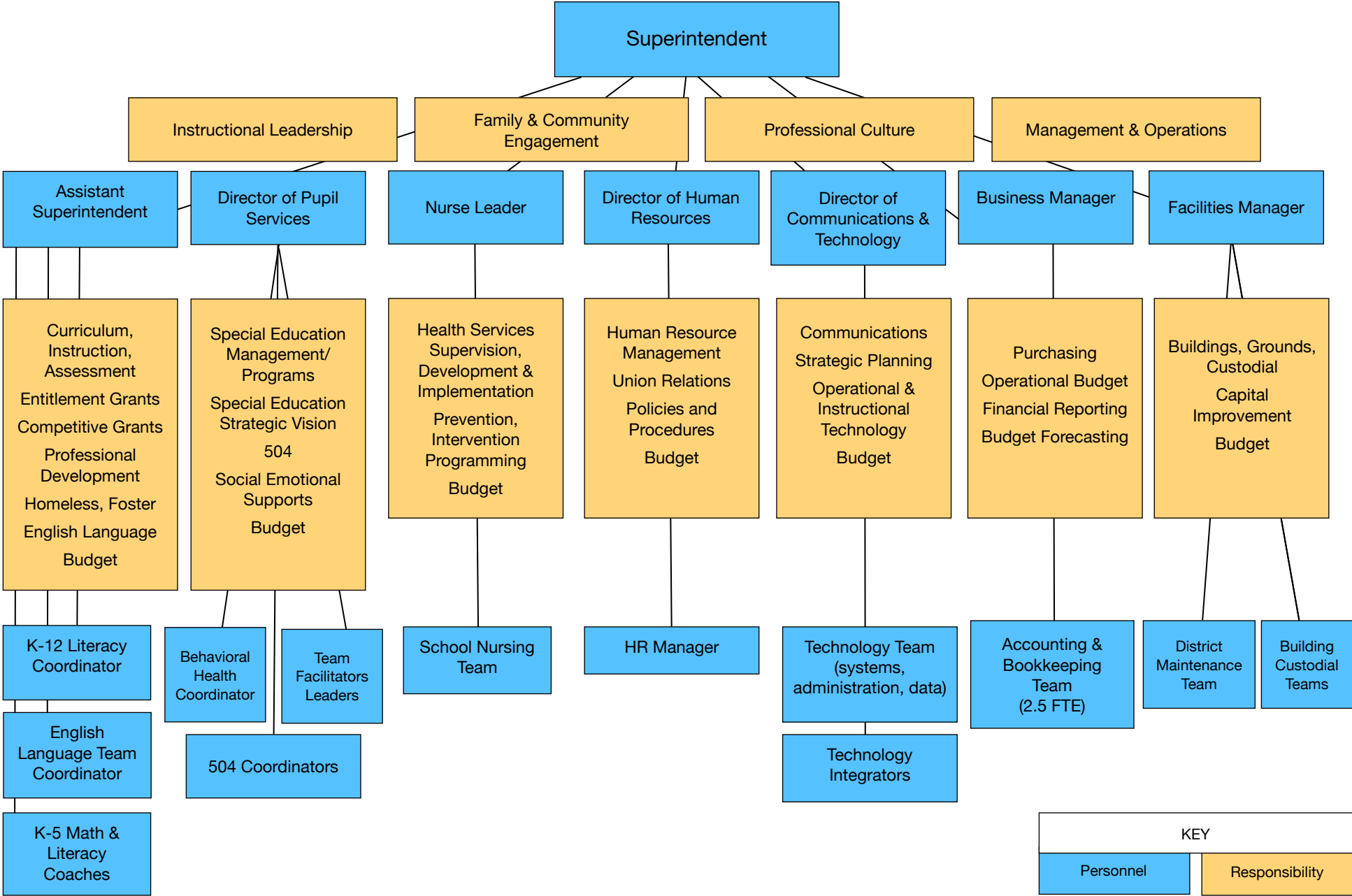
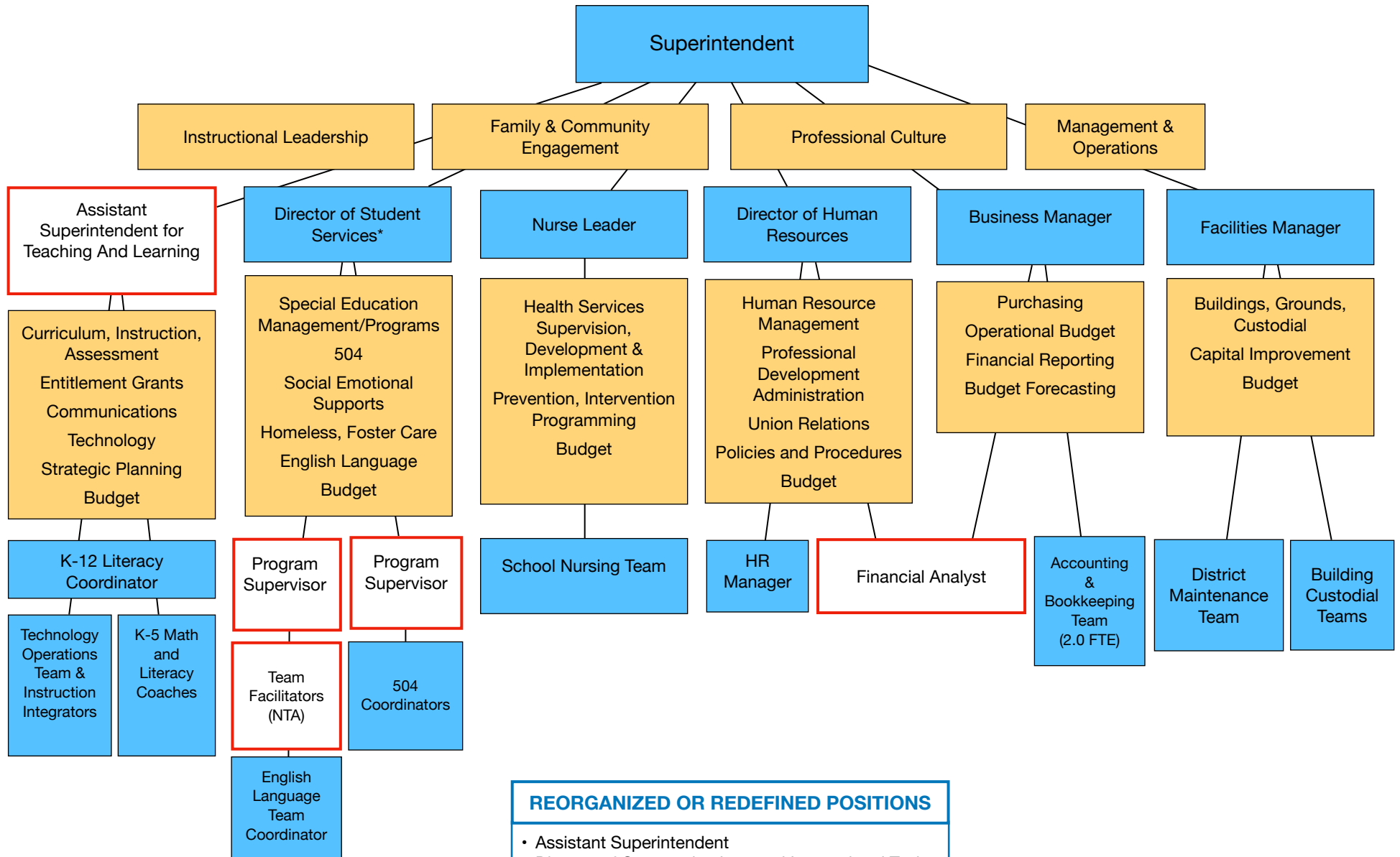


CHART B: FY25 Proposed Central Office Structure



REORGANIZED OR REDEFINED POSITIONS

- Assistant Superintendent
- Director of Communications and Instructional Tech
- Behavioral Health Coordinator
- Director of Pupil Services
- Team Facilitation Leader
- Payroll Clerk

KEY

Personnel

Responsibility

New Position

*see Student Services Org chart

CHART C: FY24 Pupil Services Structure

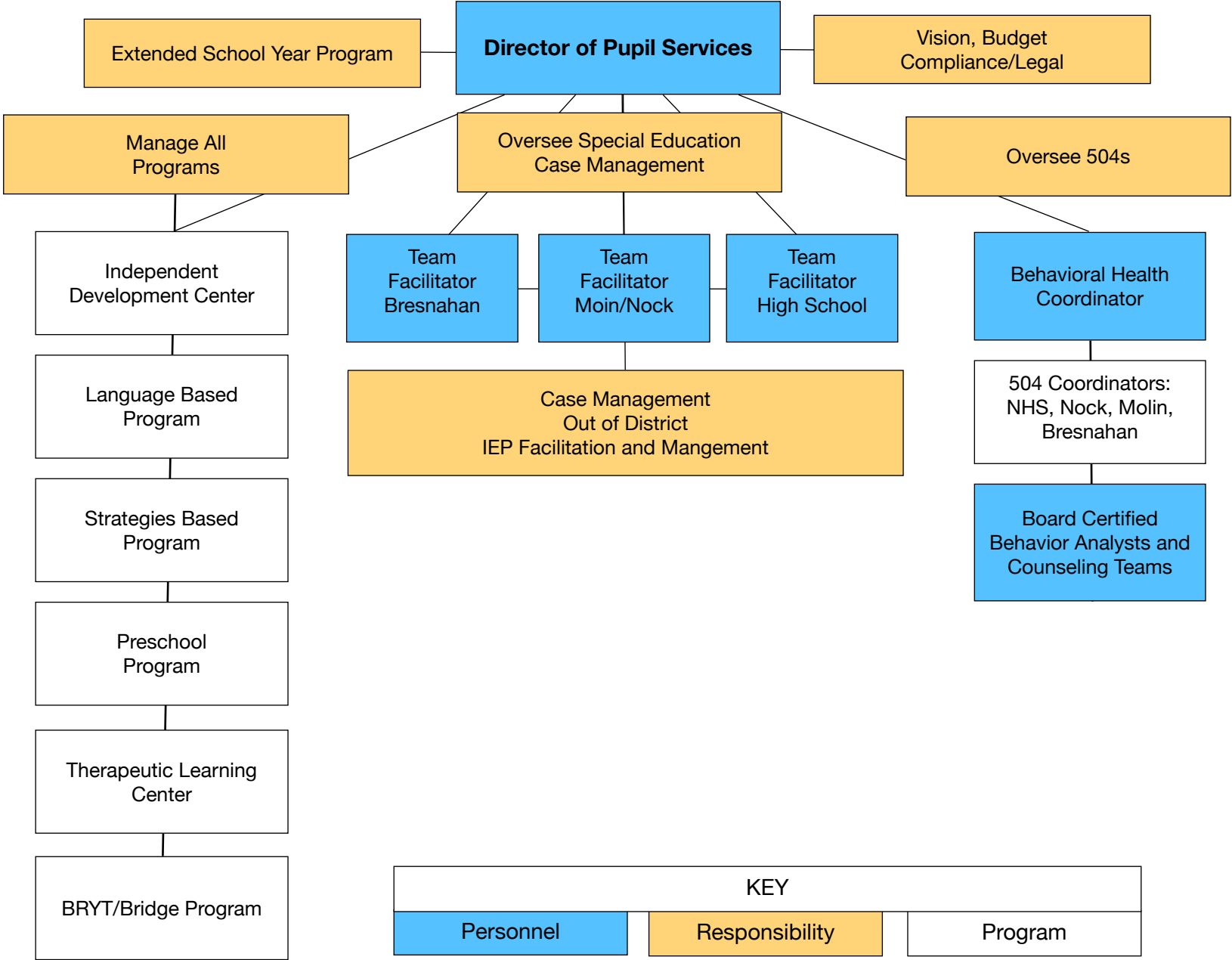


CHART D: FY25 Proposed Student Services Structure

