

# LYNN PUBLIC SCHOOLS

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*Superintendent of Schools*

## Superintendent's Report February 10, 2022

Research firmly positions norms or operating protocols as necessary and important for meetings and collaborative endeavors. Simply put, taking the time to discuss and establish commitments on how best to work with one another helps with role definition, protects processes, and ultimately sets the conditions for productivity and stronger outcomes. We have done the work of establishing the [operating protocols](#), and I for one believe deeply in them. I do not think there is such a thing as a perfect set of norms or operating protocols. As research suggests, they need to be continuously revisited, updated, and discussed. Further, in order for the strength of the protocols to be fully realized, we must also collectively reflect on how we are doing upholding the protocols.

Reflecting on the operating protocols was discussed briefly at our January 13<sup>th</sup> meeting. In this space, I am formally proposing an approach. It is my recommendation that at our March 3<sup>rd</sup> meeting an agenda item be posted indicating our intent to reflect collectively on the operating protocols and that we do so in the following ways:

- After a careful review of the protocols, identify **one** on which we need to do better collectively.
- Based on what we know about the remainder of the school year, select one operating protocol on which we should focus to facilitate stronger outcomes in our work together.

What is proposed is merely a suggestion and there is time to entertain other ideas or suggestions. The key is to establish a commitment to and rhythm for reflecting on the protocols going forward.

The global pandemic has impacted many facets of our lives and our work. Inasmuch as we have embraced creativity and created new pathways to address student need, the state has done the same. One such pathway was a creation of emergency licensure to allow districts flexibility in hiring. Established in 2020, an individual who possessed a Bachelor's degree was eligible for an emergency license across all content areas and specialties. On January 5, 2022 this provision was extended to June 2023. Because federal law imposes requirements on educators who teach students with disabilities (SWDs) and English Learners (ELs), special education and ESL licenses were not included in the extension. Teachers licensed in special education or ESL can apply for and attain the extension on demonstrating the required subject matter knowledge. ESL teachers will need to pass the ESL MTEL in order to extend the license. Moderate and severe

disabilities licensed teachers will need to complete a competency review. Most will be able to do so through the DESE Structured Guidance and Supports performance-based assessment. LPS currently has 127 staff who have leveraged the emergency license. Of that group, 19 hold ESL licenses and 34 hold special education licenses.

Licensure is the responsibility of the individual educator. Nonetheless, we are in a unique context which calls for a different, more supportive approach. We are preparing MTEL supports for all staff who require it, although we will be prioritizing those holding emergency ESL or special education licenses. We are currently running MTEL preparation courses for both subtests of a communication and literacy MTEL, and we are researching the potential MTEL preparation courses for the ESL MTEL. We are working with all emergency-licensed special educators to ensure the competency review will be completed by the end of the school year. The district will work with these teachers to complete the competency review through the Structured Guidance and Supports process over the course of a 150-hour internship with in the classroom with the support of an appropriately-licensed mentor. About 1/3 our emergency-licensed special educators have completed the competencies through college coursework and will not need to complete the Structured Guidance and Support process. The Office of Human Resources and the Assistant Director for Staff Quality and Development are partnering to make this as seamless and supportive a process as possible. What is more, DESE is working on creating additional supports that emergency licensed staff can access to help them through this process.

Finally, I want to offer Congratz-O-Grams to two LEHS musicians and their teachers. LEHS Freshmen Ciara Bonilla, who plays the viola, has been accepted to perform in the Northeastern District Junior Festival this spring. She has also earned the distinguished Second Chair Viola position for the Festival Orchestra. LEHS Freshman Valeria Mendez has also been accepted perform at the Northeastern District Junior Festival. Additionally, she was selected to be a member of the MMEA All-State Festival Choir. I am so incredibly proud of these students as this is quite a feat for freshmen. I credit their hard work and the incredible guidance of Mr. Ibanez (choir) and Mrs. Hima-Buli (orchestra).

Respectfully submitted,

Patrick Tutwiler, PhD  
Superintendent