

**Harvard Public Schools**  
39 Massachusetts Avenue, Harvard, Massachusetts 01451

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**School Committee Meeting**

**Monday, October 26, 2020**

**6:15 p.m.**

Join Zoom Meeting

<https://psharvard-org.zoom.us/j/86202084082?pwd=SGdocjBYTVZHVDJISUR3LzB0WUhRZz09>

Meeting ID: 862 0208 4082

Passcode: 471214

One tap mobile

+16465588656,,86202084082#,,,,,0#,,471214# US (New York)

1. Read Vision Statement (6:15)
2. Public Commentary (6:20)
3. Student Report (6:25)
4. Superintendent Update (6:30)
5. HVAC Findings Update (6:45)
6. Budget Overview (7:05)
7. District Improvement Plan (DIP) Review (7:20)
8. Superintendent Evaluation (7:35)
9. 20/21 SC Goals Review (VOTE) (7:55)
10. SC Operating Norms (VOTE) (8:10)
11. Presentation of Screening Consent Form (8:15)
12. Employee Health Care Recommendation (8:25)
13. HES Building Project Update (8:35)
14. Student Enrollment and Projection (8:40)
15. Future Meeting Dates (8:50)
16. Agenda Items (8:55)
17. Minutes (9:00)
18. Public Commentary (9:05)
19. School Committee Commentary (9:10)
20. Adjourn (9:15)

Documents: Superintendent report, 20/21 School Committee/Superintendent Goals, Minutes, FY20/21 Budget Timeline, Operating Norms, District Improvement Plan, Superintendent Evaluation, Screening Form, Student Enrollment, Enrollment Projection

**Vision Statement:** The Harvard Public Schools community, dedicated to educational excellence, guides all students to realize their highest potential by balancing academic achievement with personal well-being in the pursuit of individual dreams. The students engage in learning how to access and apply knowledge, think critically and creatively, and communicate effectively. They develop the confidence and ability to understand diverse perspectives, collaborate, and contribute to their local, national and global communities

**Superintendent L. Dwight's Update**  
**October 26, 2020**

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**I. Plan to Continue the Current Teaching/Learning Plan**

*Standard I: Instructional Leadership*

After careful consideration of the facts, the leadership team plans to continue the current ½ day, hybrid model of teaching/learning until at least January 4<sup>th</sup>. We considered other models, visited other districts, reviewed the data of COVID-19 cases in our district and in neighboring districts, and reviewed the HVAC report. We do not want to add additional risk into our model, as it has proven successful to date. Our plan is to communicate this information to families following this meeting while also providing them with some of our reasoning. We would like to convey the School Committee's agreement, if that is possible to ascertain at this time.

**II. Continued Work on Anti-Racism**

*Standard I: Instructional Leadership*

We will participate district wide in a Professional Development (PD) session on October 28<sup>th</sup> with a corporate trainer who specializes in culture improvement with an emphasis on speaking up. We have collected 179 experiences from students that demonstrate the prevalence of racist issues in our schools. The teachers will discuss ways to eliminate the racism and build a safe environment for student reporting and district responses. This work will be followed up in faculty meetings and at future PD sessions. The teachers will also be invited to a round table discussion with students the following day.

Arm in Arm will host a student panel focused on the Open Letter and Addendum on December 17<sup>th</sup>. Participants will be asked to register on the [arminarmharvard.com](http://arminarmharvard.com) website. Planning is underway on the format for this discussion.

The DEI Advisory and Arm in Arm Committee met during the past two weeks. They continue to plan improvements, gather information, and collaborate on this important topic.

**III. Assignment of Classroom in the New School**

*Standard II: Management and Operations*

The principals and administrative assistants added fun into the assignment of classrooms in the new school. Using a circus theme started at the beginning of the year (due to the big tents), they set up a treasure hunt. Teachers looked in the field for eggs with their grade level color and with a room number inside. Once finding an egg, they came into the tent to write their name in their classroom labeled on a large map of the school. Everyone enjoyed treats from the office and from the PTO. It was a fun time to congratulate each other and look forward to the move to the new building. They will soon tour the school to see the progress on their teaching space.

**Superintendent L. Dwight's Update**  
**October 26, 2020**

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*Treats with a Circus Theme, Locating Eggs with a Classroom Number Inside*

**IV. HVAC Follow Up**

*Standard II: Management and Operations*

Pat and I met with the engineer who produced the report that we will review tonight. Then Pat, Scott, and I met to review what had been done as corrective action. Once we gathered that information, I asked Pat to put together a set of pictures describing the units and a map that showed us where they were on the roof and what rooms they serviced. Once that was completed, we met with the HTA executive board members.

Since then, the documents have been shared with the Bromfield staff. We have a meeting scheduled at 3 PM on October 27<sup>th</sup> to answer their questions and hear their feedback. The next step is to share the information with the public and answer their questions. This work will be on-going.



**RWS**

**HVAC**

**Electrical**

**Plumbing**

**Fire Protection**

**Code**

**Commissioning**

**R.W. Sullivan  
Engineering**

**617.523.8227**

**[www.rwsullivan.com](http://www.rwsullivan.com)**

# **HVAC Evaluation**

## **The Bromfield School**

**October 13, 2020**

**Prepared for:**

**Harvard Public Schools  
14 Massachusetts Ave.  
Harvard, MA 01451**



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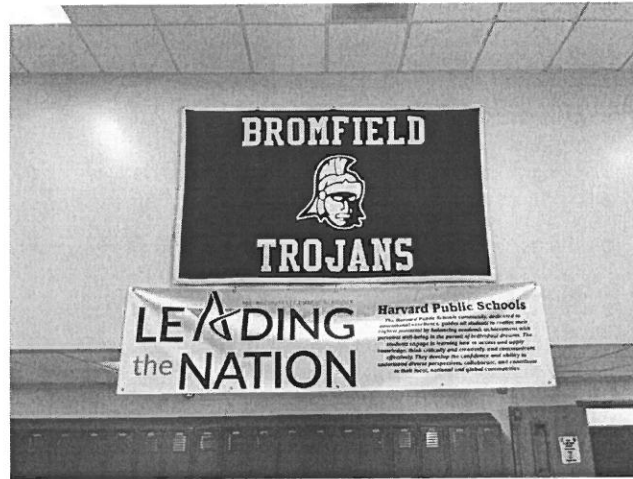
SECTION	TITLE
SECTION 1.	FINAL COMMISSIONING REPORT <ul style="list-style-type: none"><li>• Introduction</li><li>• Overall Summary</li><li>• Commissioning Scope</li><li>• Systems Reviewed</li></ul>
APPENDIX A	THE BROMFIELD SCHOOL



# R.W. Sullivan Engineering

HVAC . Electrical . Plumbing . Fire Protection . Code . Commissioning

## Introduction



Commissioning is the process of verifying all the heating, ventilating and air conditioning systems operate efficiently as intended by the manufacturer and as designed by the building architects and engineers. RW Sullivan has offered Harvard Schools a comprehensive verification and documentation process and we have provided a HVAC performance and evaluation review.

This final HVAC performance and evaluation report is provided by RW Sullivan and the scope of work, results, and supporting documentation have been compiled for simplicity intended for the building engineers. This report will be presented to the superintendent and maintenance personnel and should be kept alongside throughout the corrective process as an informative and resource document.

The scope of work was inclusive of the Bromfield School which serves approximately 655 students from grades 6-12. This school is approximately 75,000 square feet with a café, gymnasium, teachers lounge, classrooms and other functioning spaces. Harvard requested this assessment for planning the HVAC lifecycle and determine the quality of the system operations. The review included the age and condition of the equipment, operations and air filtration.

Following the onsite review and inspections, RW Sullivan also reviewed the facilities heating operations since the ventilation rates will more than likely be increased from keeping windows open during fall. Maintenance was discussed with Patrick Harrigan as the preparation begins for the colder weather.

Below is a summary of the equipment and the areas served:

Equipment Designation	Equipment Age	Equipment Type	Area Served
HV-1	18	Heating and Ventilating Unit	Gymnasium
HV-2	18	Heating and Ventilating Unit	Gymnasium
HV-3	18	Heating and Ventilating Unit	Boiler Room
HV-4	18	Heating and Ventilating Unit	Common Areas
HV-5	18	Heating and Ventilating Unit	Auditorium

HV-6	18	Heating and Ventilating Unit	Mechanic Shop
HV-7	18	Heating and Ventilating Unit	Girls Locker Room
HV-8	18	Heating and Ventilating Unit	Boys Locker Room
RTU-1 & HRU-12	22 and 18	Rooftop Unit and Energy Recovery Unit	Room 390 South Areas
RTU-2 & HRU-13	22 and 18	Rooftop Unit and Energy Recovery Unit	Library and A118 Areas
RTU-3 & HRU-11	22 and 18	Rooftop Unit and Energy Recovery Unit	Room 393 Areas
RTU-4 & HRU-11	22 and 18	Rooftop Unit and Energy Recovery Unit	Teachers Lounge, Elevator Lobby
RTU-5 & HRU-8	22 and 18	Rooftop Unit and Energy Recovery Unit	Room 321 and Room 320 Areas
RTU-6 & HRU-16	22 and 18	Rooftop Unit and Energy Recovery Unit	
RTU-7 & HRU-20	22 and 18	Rooftop Unit and Energy Recovery Unit	Room 203, 204, 205, 202, Main Office and Room 206-209
HRU-1	18	Heat Recovery Unit	Common Halls
HRU-2	18	Heat Recovery Unit	Common Areas near Room 289
HRU-4	2	Heat Recovery Unit	Hallway and Room 265 Areas
HRU-5	2	Heat Recovery Unit	Chem Labs 281 to 287
HRU-6	2	Heat Recovery Unit	Library
HRU-7	2	Heat Recovery Unit	Rooms 321, 322, 330, 340, 342, 230, 232, 101
HRU-9	18	Heat Recovery Unit	East Wing Room 234, 236, Restrooms 344, 346, 334, 336
HRU-10	18	Heat Recovery Unit	Room 238, 248, 349, 338, 348
HRU-14	18	Heat Recovery Unit	Room 251 Area
HRU-15	18	Heat Recovery Unit	Café
HRU-17	18	Heat Recovery Unit	Music Room
HRU-18	18	Heat Recovery Unit	Common Area by Library
HRU-19	18	Heat Recovery Unit	Weight Room
HRU-21	18	Heat Recovery Unit	Room 279 Area
HRU-22	18	Heat Recovery Unit	Chem Labs Room 269
VAV's	18	Variable Air Volume Units	Office Areas
EF's	22	Exhaust Fans	Various Classrooms / Bathrooms
FCU's	18	Fan Coil Units	Various Classrooms



## Overall Summary

The following general recommendations should be considered for modifying the building mechanical systems:

- Outside air flow rates are substantially low throughout most of the mechanical equipment. This was an energy conservation programming done through the building management system that saved money. However, some of the minimum outside air positions are as low as 5% which do not provide proper air change rates. Each individual piece of equipment should be confirmed for the heating capacity and the minimum amount of fresh air that should be provided to the space.
- MERV Filter changes need to be maintained. Improving the restriction of airflow will help increase the air change rates within the HVAC equipment. Harvard School system subcontracts this work out, but we found multiple units that were not properly maintained.
- Outdoor Filter changes need to be maintained. Improving the restriction of airflow will help increase the air change rates within the HVAC equipment.
- Belt tightening needs to be maintained. Maintaining tensions of the pulley systems will maintain the design capacity for the HVAC equipment, thus maintaining the air change rates. Harvard School system subcontracts this work out, but we found multiple units that were not properly maintained.
- Energy recovery wheels are used in the HRU units. These energy wheels have exceeded their life expectancy and could possibly be creating airflow restrictions in the system. Replacement of wheels could increase air change rates within the HVAC equipment. However, in the short term, disabling the energy recovery ventilation has been recommended by ASHRAE.
- Exhaust fans installed throughout the building should be verified for operations. All the fans were not involved in this scope of work, but most were found to be inoperable.
- Increasing ventilation for the building can be completed numerous ways:
  - The HVAC equipment can be used more often than the current building management schedule. Schedules in the building management system
- The following graph provides insight to the Tier rating under each piece of equipment in Appendix A: The Bromfield School

Tier Level (High)	Requires immediate attention
Tier Level (Mid)	Requires attention
Tier Level (Low)	Requires minimal attention

## Commissioning Scope

The description of services is based on the Bromfield School. This HVAC review is to investigate the existing equipment and functionality. RW Sullivan will provide real time data for equipment operations.





### **Systems Reviewed**

The systems commissioned by RW Sullivan were:

Heating, ventilating, and air conditioning (HVAC) systems

- ✓ HV-1 ~ 8 (Bromfield School)
- ✓ RTU-1 ~ 7 (Bromfield School)
- ✓ HRU-1 ~ 10, HRU-14 ~ 19, HRU-21, HRU-22
- ✓ MAU-1, EF-1
- ✓ All HVAC controls shall be reviewed during investigation.



# R.W. Sullivan Engineering

MEP/FP Engineering . Code . Commissioning

## APPENDIX A: THE BROMFIELD SCHOOL

<b>Project Name:</b>	Bromfield Elementary School	<b>Date of Report:</b>	10/2/20
<b>Project Number:</b>	200269	<b>Date Visited:</b>	9/29/20
<b>Location:</b>	Harvard, MA	<b>Report By:</b>	Brandon Dervishian
<b>Architect:</b>	-	<b>Attention:</b>	Patrick Harrigan

Item #	Status / Issue
BMS CONTROLS	<ul style="list-style-type: none"><li>Outdoor air relative humidity sensor is reading 100% relative humidity, when it is not raining outside. Recommend replacing sensor. If any sequences are written to enthalpy control, this will not work correctly.</li><li>Recommend adding a legend for Java language commands 0=OFF / 1=ON. Or adjust overrides to allow simple on/off commands.</li><li>Found when the HV (7, 8) units were commanded off, the mixed air dampers were closing, and outside air dampers are opening. This should be the opposite when units are off.</li><li>Recommend adding sequencing to open outside air dampers two hours before / two hours after building starts-up/shuts down.</li></ul>
HV-1	<ul style="list-style-type: none"><li>Minimum outside air damper position is currently programmed for 80%. However, HV-1 outside air actuator is not wired. Could not adjust damper positions through BMS. The outside air damper is open 24/7. Potential freeze in the winter.</li><li>Rib relay is not illuminating. Need to confirm if this is affecting any operations.</li><li>Could not prove damper sequences of operations for the controls system, but the operations of the outside air dampers do not appear to be accurate.</li></ul> <p><u>TIER LEVEL (Low):</u> Fresh air is provided to the space.</p>
HV-2	<ul style="list-style-type: none"><li>Could not prove damper sequences of operations for the controls system, but the operations of the outside air dampers do not appear to be accurate.</li><li>EF-G2 is not operating in conjunction with HV-2. The start and stop status is "on", but the motor is off. The fan motor may need to be replaced.</li></ul> <p><u>TIER LEVEL (Low):</u> Fresh air is provided to the space.</p>
HV-3	<ul style="list-style-type: none"><li>Freeze-stat was tripped. Unit was not operational at the beginning of the inspection. Recommend reviewing setpoint.</li><li>EF-2 is controlled by the start/stop point for the boilers.</li><li>Could not verify operations of HV-3 since unit is currently tripped.</li><li>Could not prove damper sequences of operations for the controls system.</li></ul> <p><u>TIER LEVEL (Low):</u> No air change rates are occurring inside of the mechanical space. Exhaust Fan and HV unit should operate in unison.</p>
HV-4	<ul style="list-style-type: none"><li>Minimum outside air damper position was not confirmed to maintain constant air change rates.</li><li>Supply airflow speed is set to 30% of maximum speed. Recommend removing energy conservation measure and run the fan to full speed to increase air changes.</li><li>Equipment was running in economizer mode when it did not make sense for this to occur.</li><li>Motor is extremely noisy and needs service. Is something stuck inside of the prop?</li></ul>

	<ul style="list-style-type: none"> <li>When the unit was transitioned from bypass to drive, the drive blew up. Replacement parts for the drive will be needed and is expected to be installed the week of 10/19/2020.</li> <li>Could not prove damper sequences of operations for the controls system, but the operations of the outside air dampers do not appear to be accurate.</li> </ul> <p><u>TIER LEVEL (High)</u>: No air change rates are occurring inside of the serviced space. The equipment is currently down and requires service.</p>
HV-5	<ul style="list-style-type: none"> <li>Minimum outside air damper position is currently programmed for .5%. Minimum outside air damper position was not confirmed to maintain constant air change rates.</li> <li>Supply airflow speed is set to 30% (typical) for the gym. RWS could not confirm if this is a programmed airflow drive speed value set by the testing and balancing contractor or energy conservation measure. Recommend removing energy conservation measure and run the fan to full speed to increase air changes.</li> <li>Equipment was not operational since it was missing belts for the motor to operate. Replacement parts for the equipment will be needed and is expected to be installed the week of 10/19/2020.</li> <li>The actuator motor that controls the return and outside air was not connected and was removed.</li> <li>Could not prove damper sequences of operations for the controls system, but the operations of the outside air dampers do not appear to be accurate.</li> </ul> <p><u>TIER LEVEL (High)</u>: No air change rates are occurring inside of the serviced space. The equipment is currently down and requires service.</p>
HV-6	<ul style="list-style-type: none"> <li>Minimum outside air is set for 50%.</li> <li>No fan speed is provided. No amperages were provided.</li> <li>Could not prove damper sequences of operations for the controls system, but the operations of the outside air dampers do not appear to be accurate.</li> </ul> <p><u>TIER LEVEL (Low)</u>: Fresh air is provided to the space.</p>
HV-7	<ul style="list-style-type: none"> <li>Minimum outside air is set for 5%.</li> <li>No fan speed is provided. No amperages were provided.</li> <li>Need to verify minimum outside air position.</li> <li>Could not prove damper sequences of operations for the controls system, but the operations of the outside air dampers do not appear to be accurate.</li> <li>Evaporator coil is clogged with dust and dirt.</li> </ul> <p><u>TIER LEVEL (High)</u>: No air change rates are occurring inside of the serviced space. The equipment is currently down and requires service.</p>
HV-8	<ul style="list-style-type: none"> <li>Minimum outside air is set for 5%, but the mixed air damper is open 100%.</li> <li>No fan status provided.</li> <li>Could not prove damper sequences of operations for the controls system, but the operations of the outside air dampers do not appear to be accurate.</li> </ul> <p><u>TIER LEVEL (High)</u>: No air change rates are occurring inside of the serviced space. The equipment is currently down and requires service.</p>

RTU-1 & ERU-12	<ul style="list-style-type: none"> <li>Unit appears to be operating correctly.</li> </ul> <p><u>TIER LEVEL (Low)</u>: Fresh air is provided to the space.</p>
RTU-2 & HRU-13	<ul style="list-style-type: none"> <li>Controls - Cooling stage 1 cooling on. SAT is 74°F, MAT is 73°F. Compressor not actually running. Current sensor issue? Mechanical issue with compressor.</li> </ul> <p><u>TIER LEVEL (Low)</u>: Fresh air is provided to the space.</p>
RTU-3 & HRU-11	<ul style="list-style-type: none"> <li>RTU-3 supply fan is running but outside air damper wiring is disconnected. Outside airflow provided by HRU-11.</li> </ul> <p><u>TIER LEVEL (Low)</u>: Fresh air is provided to the space.</p>
RTU-4 & HRU-12	<ul style="list-style-type: none"> <li>Graphics are different from all other RTU's / HRU's. Fan locations shown differently, but the equipment is the same as the rest.</li> <li>Exhaust Fan is mislabeled as Return Fan.</li> <li>Exhaust Fan is commanded on, but the status is off. Relay is energized, needs mechanical attention.</li> <li>Outside air and exhaust air louvers are broken obstructing the air change rates for the spaces. Mechanical issue</li> </ul> <p><u>TIER LEVEL (High)</u>: No air change rates are occurring inside of the serviced space. The equipment is currently down and requires service.</p>
RTU-5 & HRU-8	<ul style="list-style-type: none"> <li>Damper minimum 5% open.</li> <li>Exhaust Fan is commanded on, but the status is off. Fan is confirmed off. Relay is energized, mechanical issue.</li> <li>Static Pressure setpoint is .8"wc, not achieving 1.5"wc setpoint. The VAV's are not operating correctly and this duct static setpoint seems inaccurate.</li> <li>Outside air damper bypass shown on graphics. The system is a motorized barometric relief fan for over pressurizing the space. Recommend reviewing this graphic.</li> </ul> <p><u>TIER LEVEL (High)</u>: No air change rates are occurring inside of the serviced space. The equipment is currently down and requires service.</p>
RTU-6 & HRU-16	<ul style="list-style-type: none"> <li>SF (S/S) on, status is off. EF (S/S) on, status is off. Relay is energized, mechanical issue.</li> <li>No outside air damper information on the BMS. Economizer control box disconnected.</li> <li>HRU is not functioning. No fresh air is being provided to the building.</li> </ul> <p><u>TIER LEVEL (High)</u>: No air change rates are occurring inside of the serviced space. The equipment is currently down and requires service.</p>
RTU-7 & HRU-20	<ul style="list-style-type: none"> <li>No outside air damper information on the BMS. Economizer control box disconnected.</li> </ul> <p><u>TIER LEVEL (Low)</u>: Fresh air is provided to the space.</p>
HRU-1	<ul style="list-style-type: none"> <li>Unit fans operating</li> </ul> <p><u>TIER LEVEL (Low)</u>: Fresh air is provided to the space.</p>





HRU-2	<ul style="list-style-type: none"><li>Unit fans operating</li></ul> <p><u>TIER LEVEL (Low):</u> Fresh air is provided to the space.</p>
HRU-4	<ul style="list-style-type: none"><li>RH=5? / CO2=2? Some control points are not reading correctly and should be investigated.</li><li>Unit fans operating</li></ul> <p><u>TIER LEVEL (Mid):</u> Fresh air is provided to the space should be dictated by occupancy rates.</p>
HRU-5	<ul style="list-style-type: none"><li>RH=1 for outside air. Some control points are not reading correctly and should be investigated.</li><li>RH=0 for return air / CO2=10. Some control points are not reading correctly and should be investigated.</li><li>Start/Stop is "Started" but the Start/Stop Status is off.</li></ul> <p><u>TIER LEVEL (Mid):</u> Fresh air is provided to the space should be dictated by occupancy rates.</p>
HRU-6	<p><u>TIER LEVEL (Low):</u> Fresh air is provided to the space.</p>
HRU-7	<p><u>TIER LEVEL (Low):</u> Fresh air is provided to the space.</p>
HRU-9	<ul style="list-style-type: none"><li>Unit fans operating</li></ul> <p><u>TIER LEVEL (Low):</u> Fresh air is provided to the space.</p>
HRU-10	<ul style="list-style-type: none"><li>Unit fans operating</li></ul> <p><u>TIER LEVEL (Low):</u> Fresh air is provided to the space.</p>
HRU-14	<ul style="list-style-type: none"><li>Unit fans operating</li></ul> <p><u>TIER LEVEL (Low):</u> Fresh air is provided to the space.</p>
HRU-15	<ul style="list-style-type: none"><li>Unit fans operating</li></ul> <p><u>TIER LEVEL (Low):</u> Fresh air is provided to the space.</p>
HRU-17	<ul style="list-style-type: none"><li>Fresh air intake is not opening during unit operation.</li></ul> <p><u>TIER LEVEL (High):</u> No air change rates are occurring inside of the serviced space. The equipment is currently down and requires service.</p>
HRU-18	<ul style="list-style-type: none"><li>Unit fans operating</li></ul> <p><u>TIER LEVEL (Low):</u> Fresh air is provided to the space.</p>
HRU-19	<ul style="list-style-type: none"><li>Unit fans operating</li></ul> <p><u>TIER LEVEL (Low):</u> Fresh air is provided to the space.</p>
HRU-21	<ul style="list-style-type: none"><li>Unit fans operating</li></ul> <p><u>TIER LEVEL (Low):</u> Fresh air is provided to the space.</p>
HRU-22	<ul style="list-style-type: none"><li>Unit fans operating</li></ul> <p><u>TIER LEVEL (Low):</u> Fresh air is provided to the space.</p>
General	<ul style="list-style-type: none"><li>Multiple units are noted as having "optimal run times". However, some are dated as 1/1/1989 and others are blank.</li></ul>

Comment	<ul style="list-style-type: none"> <li>FCU's and VAV boxes were spot checked. Contractor should verify all filters are changed and all motorized dampers are functioning properly. Locations: Lower Level West, Lower Level Mid, Middle Level Mid, Lower Level East.</li> <li>RTU-5 serving low pressure boxes does not appear to be setup properly. VAV flow min/max cfm's do not match design parameters. Static Pressure is starving. RWS Adjust box CFM values but review below for issues.</li> <li>VAV-5 should be checked for operations. Damper is indicating 0% position, but still achieving 87cfm.</li> <li>FCU-293 appears to have a bad thermostat. The fan is not providing any fresh air into the space from HRU-1.</li> <li>Prep for Winter: Water Quality has a substantial amount of sediment in the water. Recommend treating the water after the leak is repaired in preparation for more fresh air to be introduced into the hot water coil.</li> </ul>
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**E = Electrical · P = Plumbing · H = HVAC · S = Sprinkler · ALL = All Trades · GC = General Contractor  
ATC = Automatic Temperature Controls · TAB = Test and Balance**

**NOTE: ALL ITEMS NOTED AS ISSUES WILL BE TRANSFERRED TO THE COMMISSIONING ISSUES LOG AND WILL REMAIN ON THE LOG UNTIL RWS HAS RECEIVED SIGN-OFF BY CONTRACTOR.**

#### **STATUS OF PROJECT:**

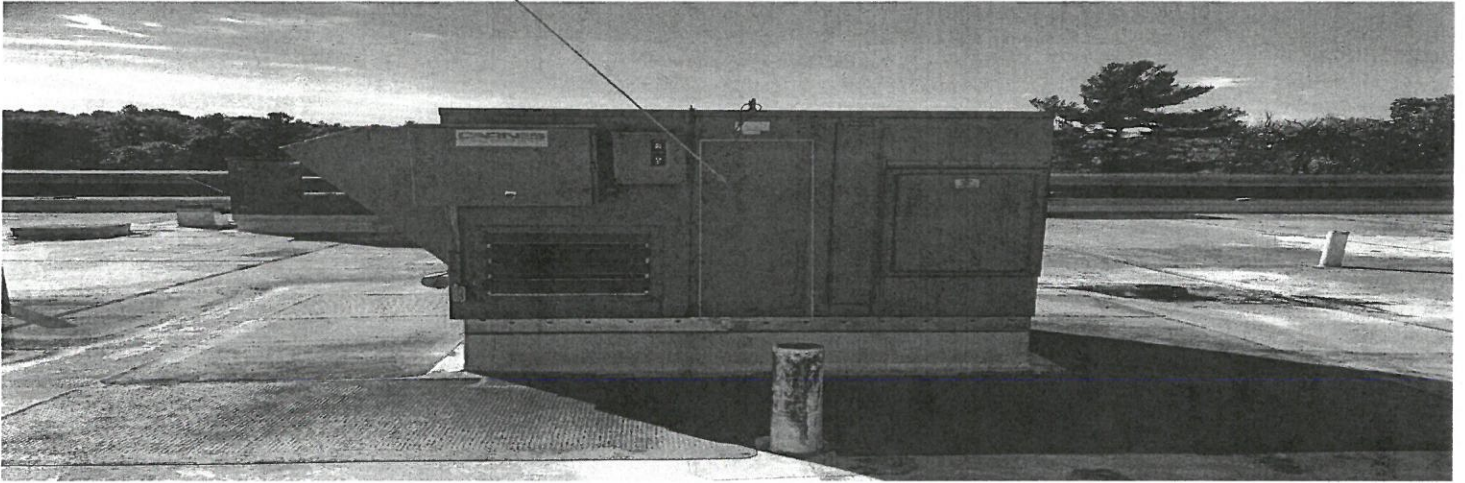
Building is operational with personnel inside of the building.

This site visit shall not be construed as an exhaustive or continuous on-site inspection or to be considered all-inclusive. The observations identified during this visit are not intended to indicate that RWS has inspected all the work for conformance to the contract documents and should not be construed as indicating that the construction is complete or correct. This list does not contain any hidden defects and RWS shall not be responsible for such. RWS reserves the right to re-observe portions of the project and may find additional deficiencies. This is only a cursory observation and does not in any way relieve the General Contractor of their obligation to insure that construction is in accordance with all local and federal codes and the contract documents including plans, specifications and all of the project requirements.

# Heating & Ventilation Equipment Descriptions

Photos & Explanation

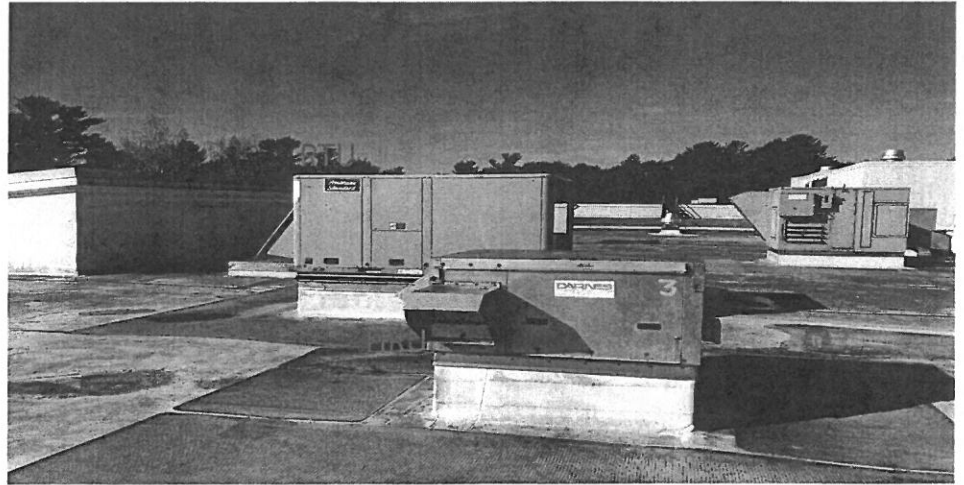
HRU = heat recovery unit that has 2 seperate chambers exhaust & supply and in between is an energy recovery wheel located in red rectangle box



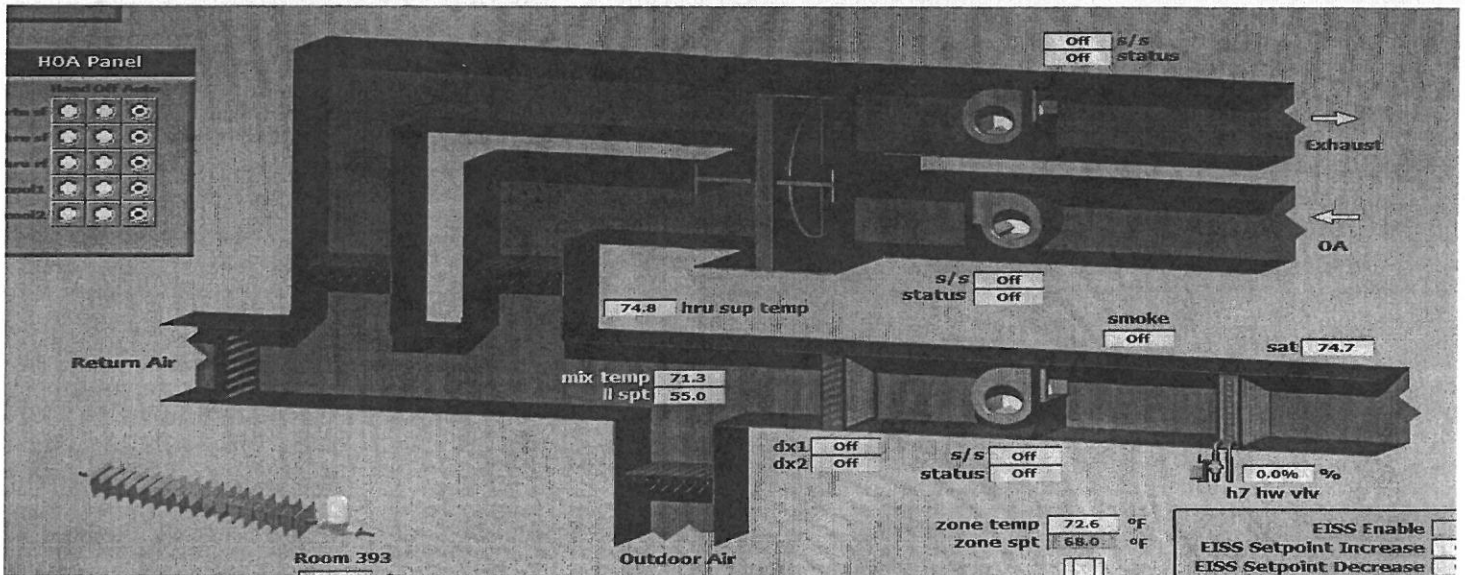


RTU + HRU = Roof Top Unit & Heat Recovery Unit. These work together. RTU is the source of heat and A/C which has a supply and return. HRU is a supply of outside air and exhaust on separate duct with energy wheel

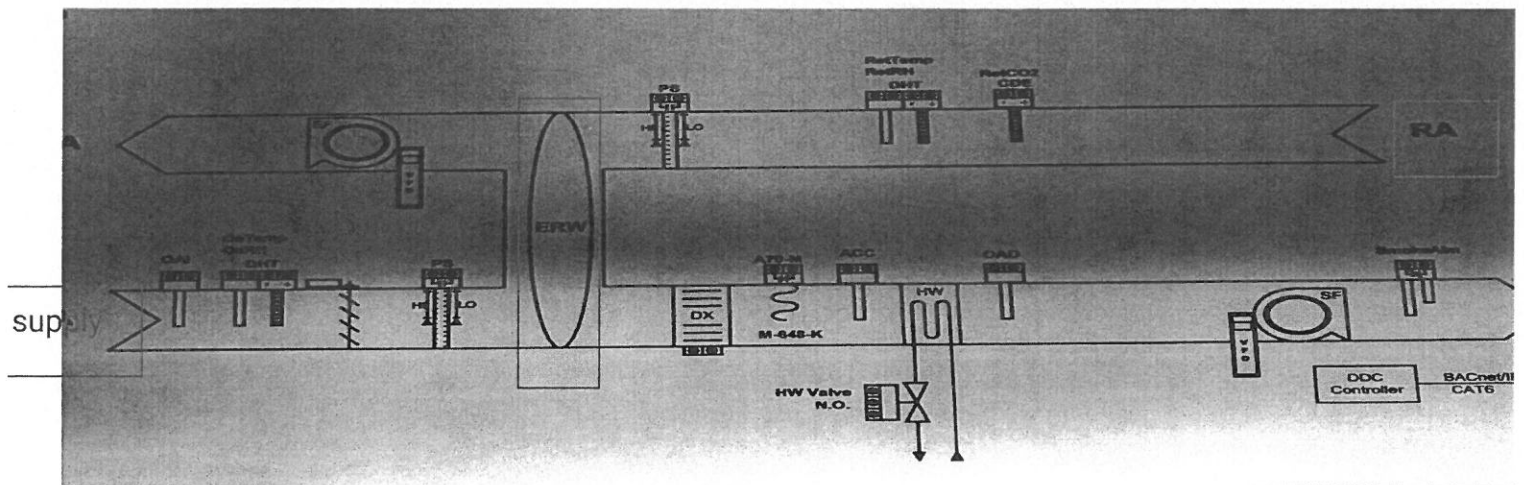
RTU takes in outside air  
And exhaust return air  
Both units have outside  
Filters as well as inside  
changeable filters



# Diagram of RTU & HRU working together

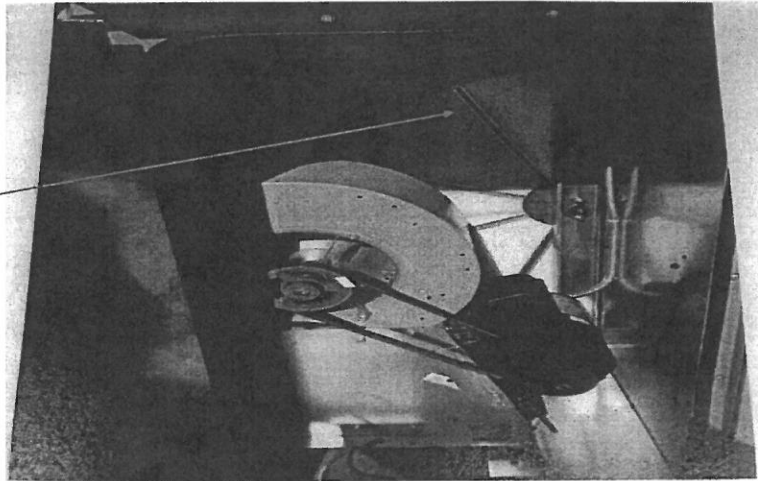


Schematic of HRU that supplies outside air and has return being exhausted and energy wheel in rectangle red box



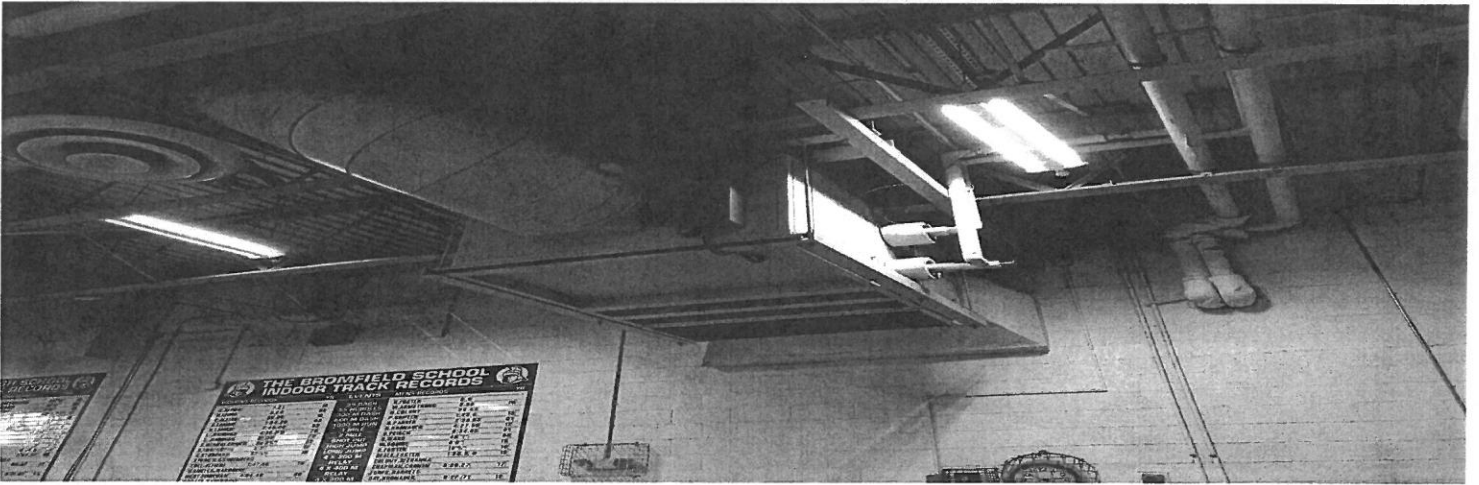
# Inside view of Heat Recovery Unit

Shows motor with blower,  
cage, and  
recovery wheel





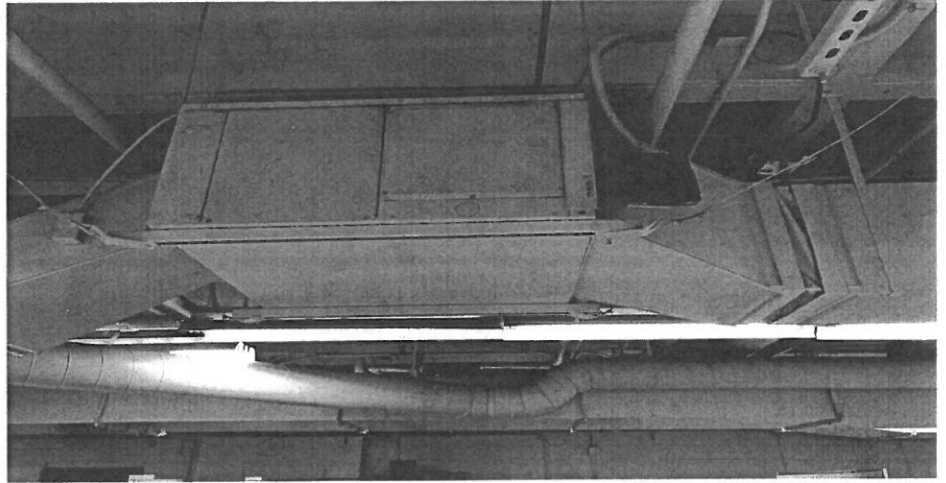
HV unit = Heating and Ventilation - These work by taking in outside air through a heating coil then the air is delivered to specified area and is filtered. Exhausting is done by separate exhaust units that work independently.



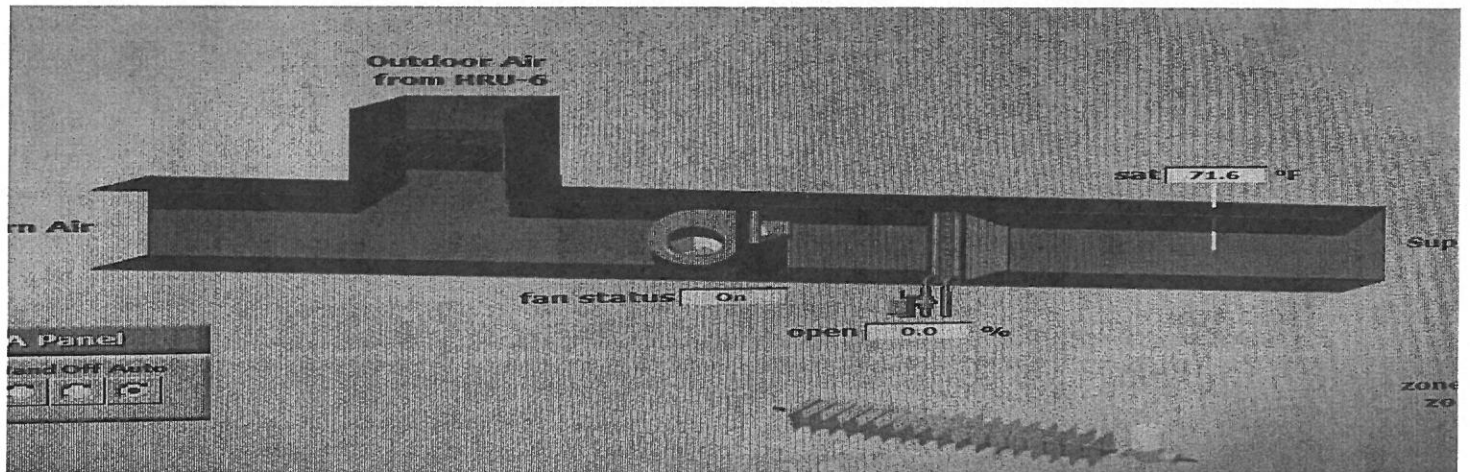


Fan ceiling unit works independently to supply heat and outside air. Each unit has filters and takes airflow from the HRU.

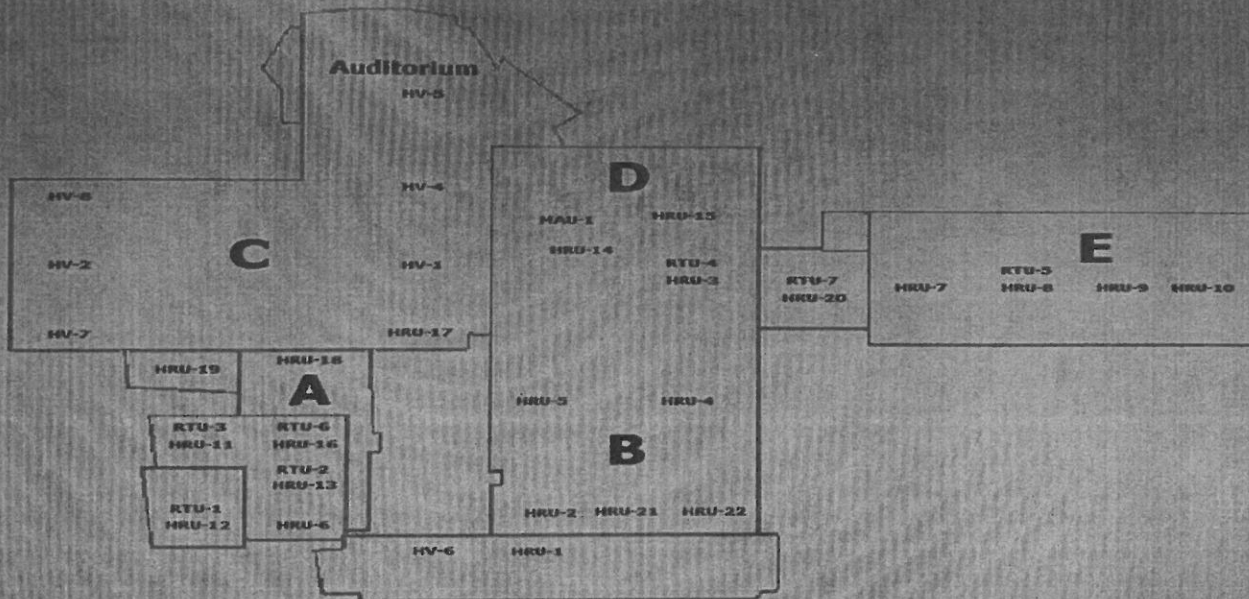
Fan Ceiling Unit



# Diagram of Fan Ceiling Unit



# HVAC Roof Map





## HVAC LIST

common areas	HRU-1
by 289	HRU-2
library	HRU-3
chemistry by 265	HRU-4
chemistry by 281	HRU-5
chemistry common	HRU-6
east top/101	HRU-7
guidance	HRU-8
east middle	HRU-9
east upp/lwr	HRU-10
393	HRU-11
library	HRU-12
library	Hru-13

Response to the HVAC Evaluation  
October 13, 2020

What we have done so far:

- Pat cleaned every outdoor filter and they will be cleaned 2X per year
- Pat replaced belts or tightened them where this was needed
- Some exhaust fans are part of an old system and they were disabled many years ago. There is no longer wiring to those units. Pat confirmed this.
- All filters internal to the HVAC units have been changed.
- HV-1 was programed for 30% and is now programed at 80%
- EF-G1 exhaust for the gym is back online new belts adjusted and oiled
- EF-G2 Exhaust for gym has new motor and belt adjusted and oiled back online
- HV-2 fan was turned off in the back of the kitchen and it is now turned back on adjusted belts and lubricated
- HV-4 needs a motor and one is ordered/ motor has been installed and working on VFD drive should be back online by the end of 10/23
- HV-5 the motor recently came in, fans are working
- HRU-11 Dave and Pat worked on this unit and repaired shorted wiring and bad fuses and also repaired dampers
- RTU-4 /HRU-3 units are now running with a new actuator part ordered. Pat and Dave changed bad fuses adjusted belts
- HRU- 8 broken belt replaced and changed bad motor and repaired dampers
- HRU-16 changed bad motor & fuses adjusted belts and repaired the damper.
- HRU-17 needs new actuator but adjusted dampers for proper air flow
- HRU-12 Needs new actuator and repaired damper
- Univents in classrooms were all cleaned, filters replaced and repaired all overheating issues so rooms are comfortable
- HV-7&8 girls and boys locker rooms has been serviced belts adjusted coils cleaned filters changed and is working well
- HRU-5 was tripped off reset and is working to its full capacity
- VAV boxes have all been checked and are working properly. They do not have belts or filters
- FCU's several units were shut off in the rooms they are all working and have been serviced as well as filters changed and adjusted temp on hot rooms all are comfortable.
- Pat met with technicians from BCM controls. They spent 2 days going over our system and stated we have some programming issues as well as some very old equipment that needs to be updated. Overall with mechanical adjustments the system is working to its capability. Pat is working on new updates for our school.

- Since receiving this report, Ambient, our mechanical company has been working on all of our units to make sure everything is working as was built.

What still needs to be done:

- Pat is setting up a water treatment before the winter as recommended by the report
- Pat is going to ask BCM to schedule the air exchange units to start earlier in the AM as recommended
- \$150K was requested as a capital expense to replace HVAC units and this request will be voted on by community members at the All Town Meeting in the spring
- Another \$150K will be requested next year
- Money for repairs and service will be requested from the School Committee on October 26, 2020
- We will continue to replace the units that are identified as 18+ years old while adding air conditioning to also improve air quality
- Pat has contacted Buckley associates about unit upgrades and A/C for the purpose of what systems should be on the replacement cycle with the controls updates on new units being planned at the same time. They will be working with an HVAC engineering firm as well. This will give us good information to move forward and a cost to the upgrades.

## **Fiscal Year 2022 Budget Memorandum**

**To:** Department Heads, Boards, Committees, and Commissions  
**From:** Select Board  
**Subject:** FY 2022 Budget Request Submission Process  
**Date:** October 19, 2020

This document provides direction for your Fiscal Year 2022 budget request submission, which is to be completed and returned by December 1, 2020.

### **Updated Budget Process and Forms**

The due date to return budgets will be the beginning of December 2020, and both the Select Board and Finance Committee will ask their questions in a combined format. As we did last year, the meetings will be with the Finance Committee and the Select Board members will attend as they deem necessary. Thank you to all who attended the All Boards meeting on October 14, 2020 and shared thoughts and feelings about the process to be used and your department's, board's, committee's, or commission's goals.

We know the timeline for this year's process is tight, but by working together we can achieve each deadline. The following are the timeframes and deadlines for the FY 2022 budget process:

- Dec. 1, 2020: Completed budget documents due to Town Administrator by 2 p.m.
- Jan. 4, 2021: Questions from the Select Board and Finance Committee sent out.
- Jan. 13, 2021: Answers due back to the Town Administrator's office by 12 p.m.
- Jan. 13, 20, 27, and February 3, 10, 2021: Departments, Boards, Committees, and Commissions will be scheduled to meet with the Finance Committee and Select Board to review budgets and answer any additional questions.
- February 12, 2021: All financial warrant articles are due to the Town Administrator by noon.
- March 2, 2021: Finance Committee financial budget and recommendations delivered to the Select Board.
- Mar. 16 and 19, 2021: The Select Board review and make changes to the budget if necessary.
- Apr. 7, 2021: Finance Committee finalizes their budget recommendation based on the Select Board's final budget.
- April 16, 2021: Budget book sent to print.
- May 15, 2021: Annual Town Meeting.

### **Budget Goals**

After reviewing the Select Board's goals, the Master Plan, and the ideas and goals presented at the All Boards meeting, the goals for the FY 2022 budget will include the following:

- Follow the Town's Charter and Master Plan as guidance in decision making.
- In recognition of the financial conditions facing the State and all of its communities we will strive to utilize available funds to enable the Town and its boards to best serve the community and maintain natural and physical resources.
- Provide operating funds that support a long-term view of capital investment and economic development.

- Provide support for open space needs, recreation, conservation, opportunity for housing diversity, and economic development.

We believe the Town will move forward and be well-served by these goals. As we review budgets and compile the complete Omnibus Budget, your budget documents will be evaluated in the context of the prior goals.

### **Financial Expectations**

The Select Board and Finance Committee have set the following financial expectations for the FY 2022 budget.

Reflecting these uncertain and challenging financial conditions, we are asking you to provide us with:

- A level-funded budget that holds FY 2022 total spending equal to or less than FY 2021.
- A prioritized list of the top additional spending opportunities **and** the value created for the Town beyond the incremental cost requested if this funding were approved.
- A "disaster budget," with total spending 5% below FY 2021. In this "hope we do not use" budget, it will be important to articulate:
  - What specific line items you would reduce or eliminate.
  - What services you could no longer provide and the resulting impact on the Town.

Over the years most if not all of you have shown that you can be creative in how you provide services with dwindling resources. This type of approach has helped us to get where we are and will certainly be necessary moving forward. We believe there are still more creative ideas that you have that would be beneficial to the Town's operations, and encourage you to propose any initiative which may cost money this year but will help address out budgetary needs and save money going forward.

We expect a detailed budget narrative explaining each budget, how it fits with our goals, and what decisions you as department head, board, committee, or commission have made with regards to what services will be provided.

### **Specific Guidelines for Budget Development**

You will notice that the budget submission forms have been simplified. All budgets are required to use the following guidelines:

1. Explain the goals and objectives of your budget, how this compares to prior year's goals, and how these address the overall budget goals.
2. Maintain current (FY21) salary numbers as we will be monitoring the budget process and any decision on COLAs and Merit Pay will be made at a future date. If during the FY22 budget process we find we're able to implement this, they will be adjusted at that time. (The only exception is departments with contracts, in which case they must adhere to the contract **and must also present a level-funded departmental budget**).
3. Explore any changes to your service delivery that will realize savings. Can you combine your departmental costs with other departments or communities to improve services



and/or reduce costs? Are there new sources of revenue or grant funding that could reduce the net cost of your operations?

4. Provide a detailed report of all non-tax revenues anticipated or received in FY 2021 and anticipated in FY 2022. Include the dollar amounts received, what the money was/is used or intended for.
5. All budget forms must be completed as directed and submitted electronically along with one (1) signed hard copy. Use the forms and format provided and include your narrative with this submission. Should you submit anything not in the form or format required, your budget will not be reviewed by the Finance Committee or Select Board.

If you have any questions regarding how to fill out these forms, please ask Tim or Marie. The forms need to be filled out accurately and explained in detail. All budgets are due no later than 2 p.m. on December 1, 2020.

#### **Finance Committee's Basis for Their Recommendations**

The Finance Committee will be determining whether the total Town's FY 2022 budget will:

- Maintain current levels of services to the townspeople while cutting non-value-added spending.
- Provide sufficient funds for building and other infrastructure maintenance to ensure that capital facilities and equipment are properly maintained.
- Maintain adequate reserved and contingency funds for future expenses and unforeseen circumstances, and
- Be supported by the Town's tax base and other revenue sources, without jeopardizing the Town's credit ratings and ability to service its debt in coming years.

# BUDGET CALENDAR for FY22



**SB: Select Board**

**FC: Finance Committee**

**CPIC: Capital Planning and Investment Committee**

October	1 <sup>st</sup>	CPIC submittals due to town Administrator no later than 3PM
	3 <sup>rd</sup>	Special Town Meeting
	6 <sup>th</sup>	CPIC Meeting Select Board Meeting.
	7 <sup>th</sup>	FinCom Meeting
	14 <sup>th</sup>	Budget Process Kick-off Meeting for all boards and committees
	19 <sup>th</sup>	Budget Documents distributed to Departments
	20 <sup>th</sup>	CPIC Meeting – Questions on Applicant Submissions finalized and sent to Departments. Select Board Meeting
	21 <sup>st</sup>	FinCom Meeting
November	2 <sup>nd</sup>	Answers from CPIC questions due back for distribution to CPIC
	3 <sup>rd</sup>	CPIC Meeting: Review applicant answers and schedule applicant meetings SB Meeting
	4 <sup>th</sup>	FC Meeting
	17 <sup>th</sup>	CPIC Meeting with applicants SB Meeting
	18 <sup>th</sup>	FC Meeting (If necessary)
December	1 <sup>st</sup>	Budgets due back to the Town Administrator's office by 2 p.m. CPIC Meeting: Rating request, deliberation, applicant meetings, preliminary capital plan SB meeting
	2 <sup>nd</sup>	FC Meeting
	7 <sup>th</sup>	Budgets distributed to FC and SB by budget category (electronically)
	8 <sup>th</sup>	CPIC Meeting: Rating request, deliberation, applicant meetings, preliminary capital plan SB Meeting:
	9 <sup>th</sup>	FC Meeting: Work on budget questions for departments
	15 <sup>th</sup>	CPIC Meeting: Deliberation and finalize FY2022 Capital Plan SB Meeting: CPIC presents proposed FY21 Capital Budget. SB provide budget questions to be given to FC.
	16 <sup>th</sup>	FC Meeting: Work on budget questions for Departments.
	31 <sup>st</sup>	All budget questions due to TA by 12 noon FC sends Initial Budget Roll-up to SB
January	4 <sup>th</sup>	Questions sent to Departments.
	5 <sup>th</sup>	CPIC Meeting: (if necessary) SB Meeting
	6 <sup>th</sup>	FC Meeting
	13 <sup>th</sup>	Answers due back to TA from Departments by 12 noon. Answers distributed to SB and FC FC Meeting: Meeting with Departments
	19 <sup>th</sup>	SB Meeting
	20 <sup>th</sup>	FC Meeting: Meeting with Departments
	27 <sup>th</sup>	FC Meeting: Meeting with Departments

(BUDGET CALENDAR for FY22 continued)

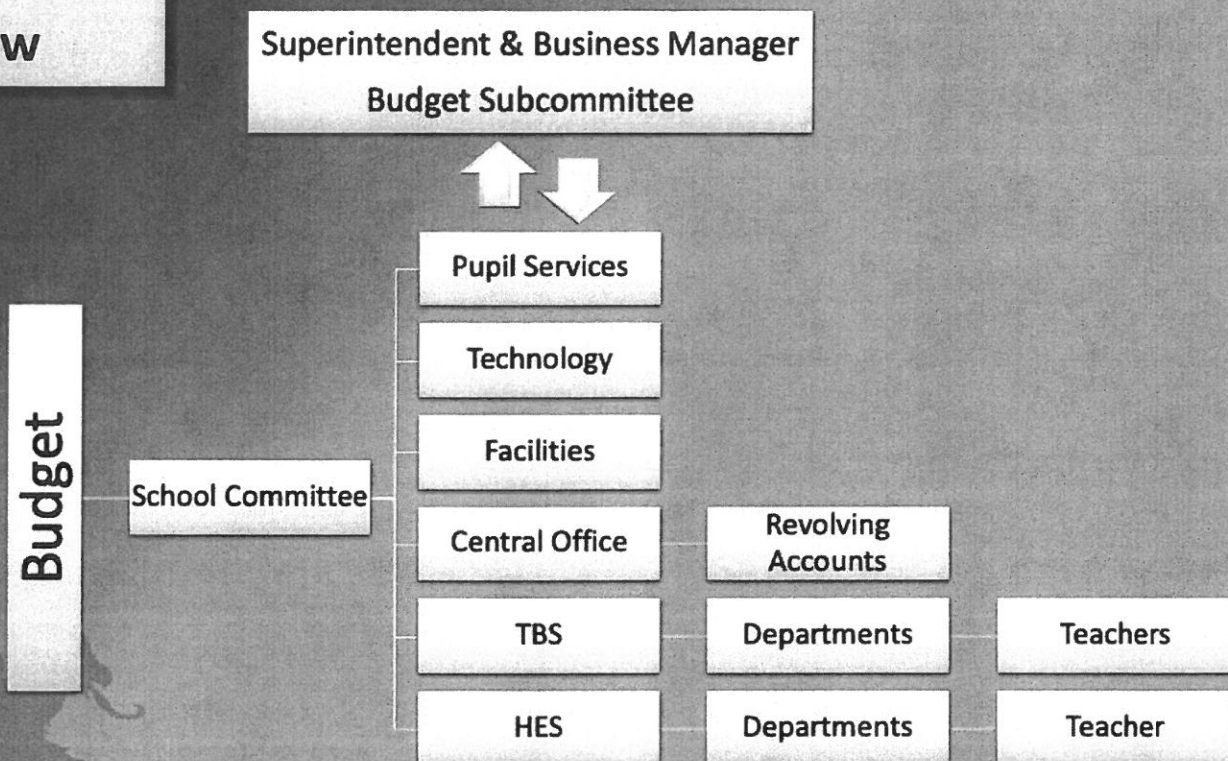
February	2 <sup>nd</sup>	SB Meeting
	3 <sup>rd</sup>	FC Meeting: Meeting with Departments
	10 <sup>th</sup>	FC Meeting: Meeting with Departments
	12 <sup>th</sup>	Financial Warrant Articles are due per bylaw.
	16 <sup>th</sup>	SB Meeting
	17 <sup>th</sup>	FC Meeting: Review Financial warrant Articles and work on Budget
	24 <sup>th</sup>	FC: Work on Final Budget recommendation
March	2 <sup>nd</sup>	SB Meeting: FC presents budget recommendations to SB
	3 <sup>rd</sup>	FC Meeting
	16 <sup>th</sup>	SB Meeting: Discuss Budget
	17 <sup>th</sup>	FC Meeting: Address and budget questions SB has
	19 <sup>th</sup>	SB Meeting: Budget deliberations
	24 <sup>th</sup>	FC Meeting; Work on Warrant Booklet
	31 <sup>st</sup>	FC Meeting: Work on Warrant Booklet
April	6 <sup>th</sup>	SB Meeting: Finalize Budget
	7 <sup>th</sup>	FC Meeting: Work on Warrant Booklet
	14 <sup>th</sup>	FC Meeting: Warrant Booklet Finalized
	16 <sup>th</sup>	Warrant Booklet sent to printer
	20 <sup>th</sup>	SB Meeting
	21 <sup>st</sup>	FC Meeting
May	4 <sup>th</sup>	SB Meeting
	5 <sup>th</sup>	FC Meeting
	15 <sup>st</sup>	Annual Town Meeting

# Harvard Public Schools

## Budget Timeline

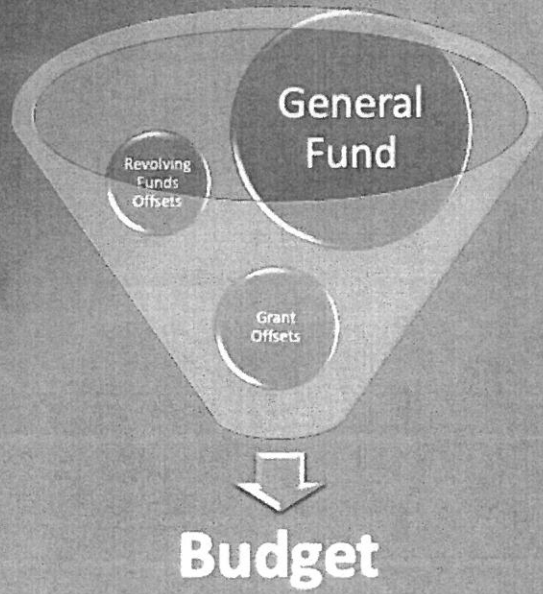
10/26/2020

# Budget Workflow

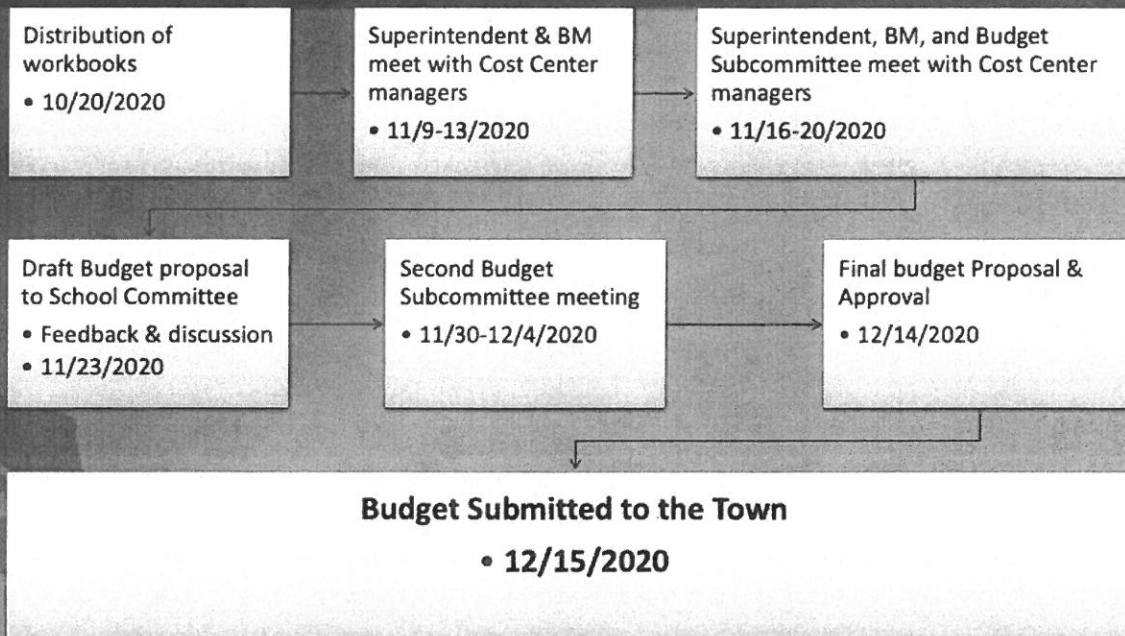




# What makes our budget



# Important Dates



## Important Dates

- Distribution of workbooks
  - 10/20/2020
- Superintendent & Business Manager meet with Cost Center managers
  - 11/9-13/2020
- Superintendent, Business Manager, and Budget Subcommittee meet with Cost Center managers
  - 11/16-20/2020
- Draft Budget proposal to School Committee
  - Feedback & discussion
  - 11/23/2020
- Second Budget Subcommittee meeting
  - 11/30-12/4/2020
- Final budget Proposal & Approval
  - 12/14/2020

**Budget Submitted to the Town  
12/15/2020**

**Strategic Plan Development**  
**District Improvement COVID Plan**  
2020-21

**Introduction:** A committee of fifteen members representing students, faculty, administration, community members, school council, and an outside consultant met over the course of eight months in 2013 to craft the Strategic Plan document. The committee sought input by reaching out to stakeholder groups using personal contact and survey technology. They researched the work of other school systems, identified the themes for our plan, and collaborated towards a draft. The School Committee reviewed the draft and provided endorsement of the Vision, Mission, and Core Value Statements. We are committed to use the plan as a guide for future decisions.

**Vision Statement:** The Harvard Public Schools community, dedicated to educational excellence, guides all students to realize their highest potential by balancing academic achievement with personal well-being in the pursuit of individual dreams. The students engage in learning how to access and apply knowledge, think critically and creatively, and communicate effectively. They develop the confidence and ability to understand diverse perspectives, collaborate, and contribute to their local, national, and global communities.

**Mission Statement:** Our mission is to provide an outstanding educational experience for all students and to help them develop curiosity, perseverance, and social responsibility.

**Core Value Statements:**

Student Achievement – We believe the Harvard public schools inspire, prepare, and challenge all students toward academic excellence while recognizing that students reach their individual potential in different ways.

Personal Growth – We believe in helping all students attain a balance between academic achievement and physical, emotional, and social well-being, so that they become productive, confident, and caring citizens.

Partnerships – We believe that students are best served when schools, families, and community share a common vision and are committed to open communication, mutual respect, and collaboration.

Resources – We appreciate that the Harvard community provides the necessary resources to best serve our students, and we hold ourselves responsible for the appropriate use of those resources.

School Climate – We believe that the Harvard public schools strive to create a safe and inclusive environment for students, faculty, and staff that values diversity and fosters respect for learning, self, and others.

**Core Value: Student Achievement**

*We believe the Harvard public schools inspire, prepare, and challenge all students toward academic excellence while recognizing that students reach their individual potential in different ways.*

Title	Goal	Measures	Conditions	Interfaces	Status
Remote Teaching and Learning	Develop a remote and hybrid learning model that expands students' knowledge, provides safety and support, and capitalizes on the benefits provided by these circumstances.	<p>By 12/31/20 all teachers have attended 5 PD trainings on the topic of improved remote teaching.</p> <p>By 12/31/20 we have collected, analyzed, and made changes based on at least 2 survey data collections.</p> <p>By 5/31/20 principals have provided feedback to teachers on their remote teaching and learning practices.</p>	<p>Funding for professional development</p> <p>Time for professional development</p> <p>Data organization</p> <p>Parent/guardian/student participation with surveys</p> <p>Technology support and resources</p>	<p>HTA</p> <p>Professional trainers</p> <p>Parents/students</p> <p>Other districts</p>	



**Core Value: School Climate**

*We believe that the Harvard Public Schools strive to create a safe and inclusive environment that values diversity and fosters respect for learning, self, and others.*

Title	Goal	Measures	Conditions	Interfaces	Status
Antiracism	Create a district culture that confronts racism, actively addresses aggression and educates all on the harm of silence.	<p>By 5/31/21 all teachers and staff will have participated in at least 3 professional development trainings.</p> <p>By 5/31/21 students will have shared their experiences and helped shape change in at least four discussion forums.</p> <p>By 12/31/20 students will complete multiple surveys to provide their insight into the needed work of the district.</p>	<p>Time and funding for professional development</p> <p>Data analysis</p>	<p>Students and alumni</p> <p>Teachers/Staff</p> <p>School Committee</p> <p>Presenters</p>	

		By 5/31/21 all? teachers have identified places in their curriculum to include aspects of the anti-racism standards from Teaching Tolerance			
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# Performance Evaluation of Dr. Linda Dwight by the

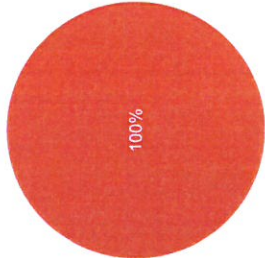
## Harvard School Committee, October 2020

Responses from: SusanMary Redinger, Shannon Molloy, Suzanne Allen, Sharlene Cronin, Maureen Babcock

### Step 1: Assess Progress Towards Goals:

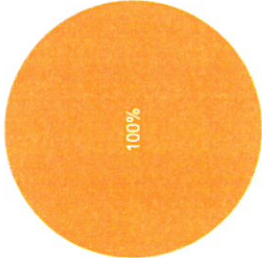
#### Superintendent's Performance Goals

Student Learning Goal: To provide a recommendation to the School Committee to support curriculum development, assessment alignment...RGMF2zZqGEmVWy5sPO7cLQ-bl/view?usp=sharing



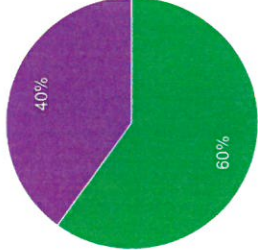
Did not meet  
Some progress  
Significant progress  
Met  
Exceeded

Professional Practice Goal: To provide training to district leaders on their feedback to educators and measure improvement. See Goal #2 Here:....URGMf2zZqGEmVWy5sPO7cLQ-bl/view?usp=sharing



Did not meet  
Some progress  
Significant progress  
Met  
Exceeded

District Improvement Goal: To gain more community input on district decision making by providing information and encouraging dialogue. See G...URGMf2zZqGEmVWy5sPO7cLQ-bl/view?usp=sharing



Did not meet  
Some progress  
Significant progress  
Met  
Exceeded

Step 2: Assess Performance on Standards

Superintendent's Performance rating for Standard I: Instructional Leadership. The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

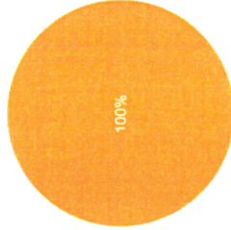
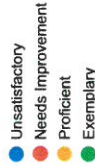
1-A Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

5 responses



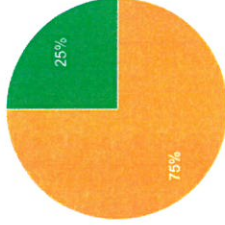
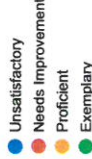
1-B Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, ...g styles, needs, interests, and levels of readiness.

5 responses



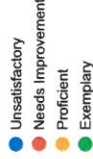
1-C Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal m... to their practice when students are not learning.

4 responses



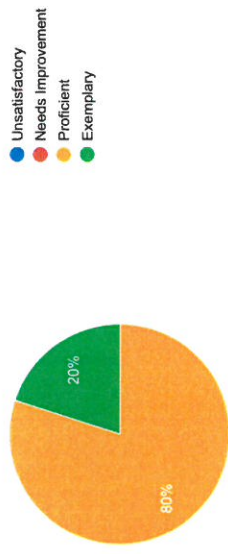
1-D Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

5 responses



1-E Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment, educator effectiveness, and student learning.

5 responses



Overall Rating for Standard I: Instructional Leadership (Check One)

5 responses



## Comments and analysis for Standard I: Instructional Leadership

5 responses

Acknowledging that the focus shifted away from some of these being active attending to the second half of the school year due to the huge distraction that was COVID-19. Strong practice exists in the areas of curriculum, instruction and assessment.

Strengths:

- Curriculum- Professional Development for district in areas of remote learning, antiracist curriculum, SEL and wellness for staff and students. Special ed co-teaching. Leading district though massive overhaul in delivery of curriculum with switch to remote was not flawless but given the unprecedented nature of what occurred in the early spring of 2020, Dr. Dwight's leadership in this district was unparalleled and deserves national recognition.
- Instruction- Antiracism instruction and new books per grade level. Engaging students in deeper learning PD in fall 2019. Wellness instruction through Angst movie and meditation classes. Leading district to change to remote instruction in spring 2020 was huge pivot with complex challenges and was safe and largely successful. Implementing re-entry planning in spring 2020 and considering how instruction would look in 2020/21 started well before many other districts. Consistently empowers students bringing their voices to the table in variety of areas from advisories to full committee.
- Evaluation rubric- Dr. Dwight models strength in setting meaningful and actionable educator goals. She enjoys being a part of teaching and learning and takes frequent opportunities to evaluate teaching though this has been increasingly limited d/t to Covid.

- Data Informed Decision Making- using surveys of parents and students to guide covid-era instruction was a major strength in spring and summer 2020. Use of data for attendance policies to improve attendance at TBS, use of data to identify students in need of outreach during covid shut down in spring 2020. Use of google suite data to start to guide decisions.

Areas for improvement, continued work or increased visibility:

- Curriculum- unable to complete curriculum development goal to focus on coordination of curriculum across content areas and grade levels. Would like to see this work continue.
  - Assessment- need more visibility here to fully evaluate assessment rubric. Power school is a visible tool used in the district to measure student learning however it is a controversial tool as many feel it contributes to hyper-focus on grades for many students and families.
  - Evaluation- PD was done per updates on superintendent goals but s/t Covid, school committee was not updated about changes in evaluation practices that were changed or new practices that were implemented.
- Data-informed decision making- data dashboard difficult to get off the ground



## Comments and analysis for Standard I: Instructional Leadership (Continued)

Key Instructional Leadership highlights from the 19/20 school year include 1) Dr Dwight engaging teachers in reading 'At What Cost' as one way to evaluate the culture within TBS and consider opportunities for change and improvement, along with a community screening of 'Angst'; 2) the request for a sub-separate HES classroom to bring out-of-district students back into the district; 3) ongoing work with the DEI group and Arm in Arm to push towards a more inclusive school environment and community; and 4) leading the covid response and re-entry effort for the 20/21 school year. These examples provide insight into the significant efforts put forth by Dr Dwight to lead the district.

This past year, attempts were made to establish a data effort within the district. A challenge of this effort was finding available resources to access data in a usable format as well as analyzing data in a comprehensive way that could more deeply inform school and district goals, improve organization performance, educator effectiveness and student learning. This remains a key area for growth and development - moving beyond simple data reporting and into deeper analysis that provides intelligence about the district's operations and student outcomes, and helps with strategic planning

I rated most of these through March, as some practices and measures ended when school buildings closed, without enough time to plan or implement new ones. Indicator I in the 2020-1 school year will be a measure in part of the district's pandemic response. How did we engage and accommodate diverse learners in our various new physical/virtual settings? How did we measure learning and development as we went along? How did we manage trauma?

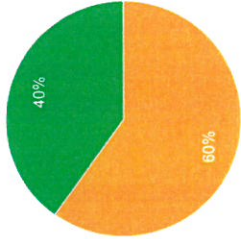
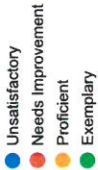
For me, Dr. Dwight's strengths in instructional leadership for the '19-'20 school year include joint PD with Ayer-Shirley on SEL, DEI activity, superintendent PD on developing principals, teacher led PD, and the anti-racism PD and panel. I see an opportunity for Dr. Dwight to lead a culture change in the district around anti-racism and awareness of privilege, and look forward to progress in the coming year.

This area can be difficult to assess because the committee doesn't receive many presentations on the various assessments, evaluations and data tools used across the district. We do hear about the professional development offered on a regular basis and Dr. Dwight has made PD a priority in our district. The tri-district PD event was a large success and Dr. Dwight has used PD opportunities to educate the teachers/staff about diversity, equity and inclusion in our district. We do hear presentations that focus on student achievement and the various curriculum in both schools but understanding the role the superintendent has on the evaluation of teachers is less known. I believe that our administration team, overall, is understaffed in the curriculum area and we rely heavily on teachers who are department leaders who often aren't given sufficient time to do the necessary work to ensure that our curriculum is dynamic and responsive to emerging trends and findings. We are fortunate to have great teachers and involved parents, but the superintendents' busy schedule, especially in COVID era, doesn't allow her to bring her deep educational knowledge to bear as much on curriculum in our district.

Superintendent's Performance Rating for Standard II: Management and Operations. Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

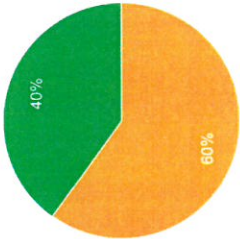
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.

5 responses



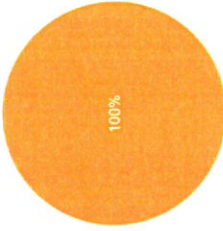
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and car... that promotes high-quality and effective practice.

5 responses



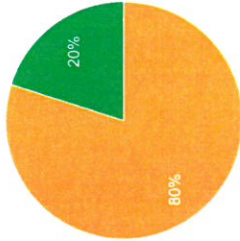
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaborati...isruptions and distractions for school-level staff.

4 responses



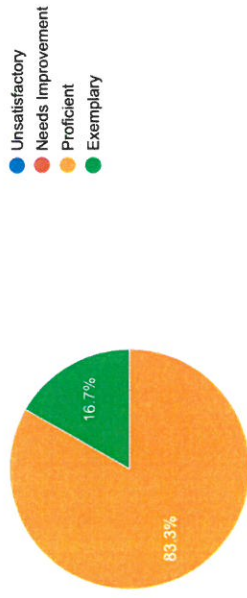
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

5 responses



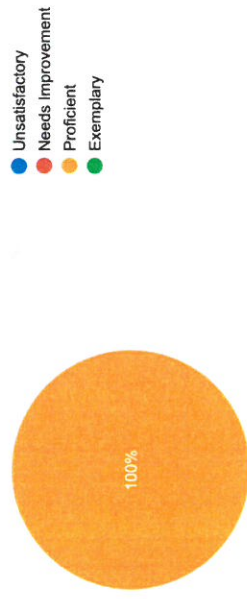
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with... and school-level goals and available resources.

6 responses



Overall Rating for Standard II: Management and Operations (Check One)

5 responses





## Comments and analysis for Management and Operations:

The district is managed with high standards and achievement. The Superintendent is to be commended for the practices developed in order to open schools for this school year. Practices were put in place to safely return the staff and students in a thoughtful and thorough manner.

Dr. Dwight consistently has a wide aperture set for the management and operations of the district with visibility on all aspects of management keeping many projects moving forward across the district. She leads on projects when necessary but also hands over leadership when there is a staff or community member who steps forward with necessary expertise to drive a project forward. At times she protects others' times at the expense of her own time which I worry could lead to her burn out (fields, for example). She earns an exemplary rating here for many reasons including her vision for changing the start time, capital project management including ramp, auditorium, bleachers, tennis court, and future capital planning, new school project management, custodial staff management, policy management and implementation, updating district website with DEI info, hiring of new nurse and managing staff during covid crisis, aligned PD goals across district, inspiring and personal leadership of staff (convocation). Dr. Dwight is exemplary in the area of law, ethics and policy leading the district with detail and purpose and aligned with the priorities of the community that she leads.

Management of budget also earns exemplary rating as rubric indicates the difference between "proficient" and "exemplary" is the use of a team which she consistently does when developing and implementing the district budget drawing on Aziz's expertise for managing the budget and her leadership team together with staff to identify areas in need of additional resources and areas where savings can be made.

More visibility needed in area of II-C-2 Time for Collaboration to fully rate that element of the rubric. More planning is needed around the long term use of Mass Development/Devens funds. There is certainly always room for improvement in all that we do but overall this whole category deserves the exemplary rating.

Key Management and Operational highlights from the 19/20 school year include, 1) Dr Dwight hiring the new facilities manager who has proposed a building audit that could provide the district with a better understanding about the current state of our facilities and their required maintenance, and which could become an important cornerstone and roadmap for future capital planning; 2) Dr Dwight's individual effort and collaboration to secure funding for much needed improvements to Ann Lees as well as refinishing the tennis courts; and 3) renegotiating the HTA and CASE contracts.

To create greater strategic capacity for Dr Dwight, sustainable systems and transparent procedures need to be established that allow for delegation; providing others an opportunity to grow, streamlining operational work, and removing dependencies on the superintendent so that her time can be opened for other areas of focus. Additionally, as we approach planning for a challenging, level-funded budget and unknown fiscal impact in further years out, Dr Dwight's leadership is needed in helping to establish new budget procedures that forecast beyond a single year, provide scenario models and identify spending trends that can be used by the School Committee to better monitor the budget. Lastly, the district would benefit from the development of a technology strategy that would provide a 7-yr roadmap for technology preparedness and help the district and committee with strategic planning. Ideally, a technology strategy would include hardware, software, usage/data analytics, network stability/security, and privacy.

Highlights in Indicator II include Dr. Dwight's leadership in the onsite procurement training and certification, negotiation and execution of new CASE and HTA contracts, application of a CPC grant for the tennis courts, launch of an additional preschool class, and careful development (and redevelopment, and re-redevelopment) of the '20-'21 school year calendar given disparate needs of the two school buildings and changes required due to the pandemic. School building tours were again deployed effectively this year, this time to support capital improvement plans.

## Comments and analysis for Management and Operations (continued):

Dr. Dwight and the SC piloted a novel budgeting process this year that improved transparency and understanding for the public and for SC members not serving on the budget subcommittee. I would like to see the budget made even more accessible through the consistent presentation of longer term plans, balance sheets, visuals such as charts, and the use of more written narrative in addition to spreadsheets. The ability of any SC member to forcefully advocate for almost any element of our budget will be more critical than ever this year and these kinds of supports should help.

Failure of the middle school ramp project to pass at town meeting was a disappointment, particularly now that we have seen the new plans. The public health crisis and nationwide economic downturn may have made this inevitable, but it has caused me to reflect on how School Committee might better team with the administration and community to support this kind of project in the future.

I would like to see the Wellness Committee meet a minimum of four times this year. I would also like to see the district move forward with an assessment of our ability to eliminate or phase out fees such as those associated with full day kindergarten, bus, and athletics. I support Dr. Dwight's idea to revisit the district visioning statements. Re-establishment of a Technology Plan may help the district further explore, evaluate, and support meaningful choices in hardware, software, and screen time. While the Title IX work has been displaced by the pandemic, the district should not lose sight of the need to employ a consultant or self assessment tool to ensure compliance and refine its practices. Finally, we have room for improvement in hiring for greater diversity in our faculty.

Dr. Dwight has built a strong leadership team by setting a tone of partnership, respect, and reflection. She has led the district through a pandemic, national racial tensions and a fiscal downturn. The turnover in facilities managers has been smooth and the new person has successfully stepped into the position under Linda's direction. She has pushed for improvements to Bromfield, while continuing to participate in the HES building project. She spends a great deal of time mentoring the principals (both relatively still new) and ensuring that the district vision is being implemented in both schools. She has thoughtfully compensated her staff who have provided exceptional service and has gained the team's trust through her solid management skills and high integrity.

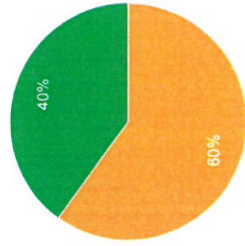
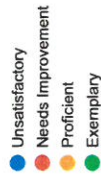
Dr. Dwight has been transparent and thoughtful in making budget recommendations for both additions and cuts. She participated in the contract negotiations with two "new" school committee members and ably represented the town's interests while balancing the needs of the district. As our representative on the CASE collaborative board she also led the successful negotiations there. She oversaw the finance manager throughout the budget creation and management, and recommended hiring additional personnel to support our youngest learners and special needs students.

Overall, Dr. Dwight keeps the school committee informed of legislative changes and the commissioners updates. She works with the policy subcommittee on improving the district policies and implementing new ones, especially with the often changing batches of covid guidelines.

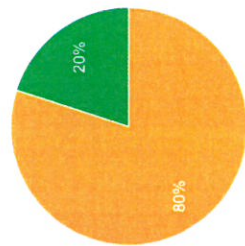
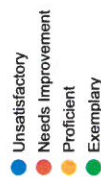


Superintendent's Performance Rating for Standard III: Family and Community Engagement.  
Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

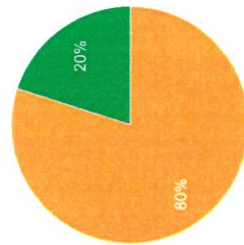
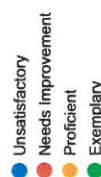
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effecti...f the classroom, school, district, and community.  
5 responses



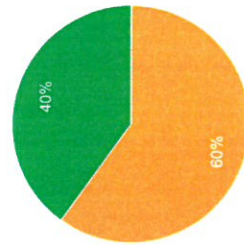
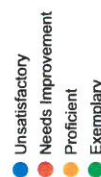
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.  
5 responses



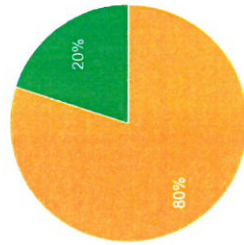
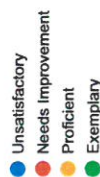
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.  
5 responses



III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.  
5 responses



Overall Rating for Standard III: Family and Community Engagement (Check One)  
5 responses





## Comments and analysis for Family and Community Engagement:

Engagement- proficient rating given for the increase in community involvement via district wide calls and surveys during the spring and summer for Covid-era decision making. This leadership and engagement set our district apart and gave the community visibility to Dr. Dwight's exemplary leadership. However, exemplary is not my overall rating for engagement because there exists a persistent fear of engagement from some families in town for worries about being labeled as someone who has an agenda and fear that their child will be somehow retaliated against if they speak up. I have seen Dr. Dwight work closely and communicate directly with some families that have complaints and witnessed her leadership turn some of the unhappiest families into allies. However, I would like to see more trouble shooting into identifying the roots of this persistent fear of retaliation and barriers to engagement for families identified and removed. Dr. Dwight has been exemplary in driving our district's anti-racist work by growing and developing student, school, and community groups such as Arm in Arm, DEI, and the new student club started to engage in anti-racist work. I hope that the engagement through district or school wide video calls and surveys will continue post Covid.

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Key Family and Community Engagement highlights from the 19/20 school year include,

1) Dr Dwight hosting the parent forums to share information and make space for families to ask questions, 2) Dr Dwight hosted a conversation on anti-racism that was highly attended and included community members as speakers, and 3) Dr Dwight's coordinating action in response to the Alumni Open Letter and Current Student Epilogue.

There has been no shortage of opportunity to engage with families and community members this past year, and as we look towards the coming year, those opportunities will continue to evolve and grow. Dr Dwight is in position to provide an action plan that engages all students more deeply in anti-racism and inclusion work. Tackling this through a rigorous curriculum review, teacher PD and ongoing community engagement will be central to its success, and to address student and alumni concerns.

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Dr. Dwight played a key role in supporting the re-establishment of a district SEPAC this year, which is vital for our diverse learners and their families. The district also conducted community outreach through the work of the start time advisory, spring (remote) learning surveys, and the work of the policy subcommittee on the development of new booster policies. Families were engaged through the anti-racism panel following the tragic killing of George Floyd, as well as through the many summer calls and surveys related to the work of the re-entry task force. The district involved the community in developing safe alternatives to milestone celebrations for the Bromfield Class of '20, including a drive-by in the spring, lawn signs for seniors, and a graduation parade and adjusted ceremony.

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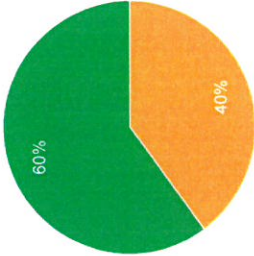
Dr. Dwight goes above and beyond to build bridges in the community in support of the Harvard Public Schools. She initiated the Athletic Advisory group back in 2018 and continues to work with that group which includes parents and community members to improve the athletic program for all students. Last year she formed the Start Time Advisory group and involved parents from both schools on how best to serve families with a possible new schedule that maximizes student health and learning. She is a founding member of Arm in Arm and formed the Diversity, Equity and Inclusion Advisory in 2015 out of her passion for addressing and improving racial/gender/socio-economic inequities. Linda naturally reaches out to members of the school community to gain input and participation on issues both small and large. She is often seen at school events and works closely with members of other boards to further the district's vision and interests. SEPAC members have acknowledged Linda for her work to address families' needs/concerns for special needs students. She often initiates communication when she hears of a family in need or one that is dissatisfied with how an issue has been handled. Under her leadership, surveys have been sent out to families to gain input on topics such as April vacation, bus ridership, school start time, remote learning as well as the usual climate surveys for each school.

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Superintendent's Performance Rating for Standard IV: Professional Culture. Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

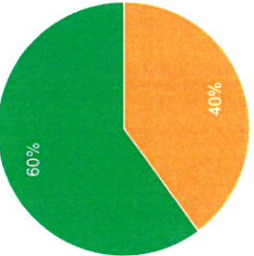
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.  
5 responses

Unsatisfactory  
Needs Improvement  
Proficient  
Exemplary



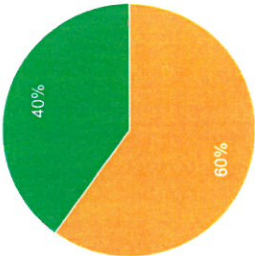
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.  
5 responses

Unsatisfactory  
Needs Improvement  
Proficient  
Exemplary



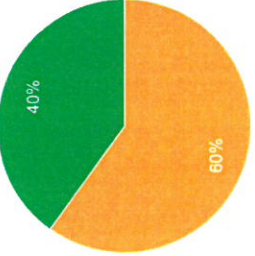
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse envir... identities, strengths, and challenges are respected.  
5 responses

Unsatisfactory  
Needs Improvement  
Proficient  
Exemplary



IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current...Models these behaviors in his or her own practice.  
5 responses

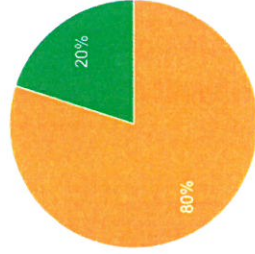
Unsatisfactory  
Needs Improvement  
Proficient  
Exemplary



Superintendent's Performance Rating for Standard IV: Professional Culture. Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

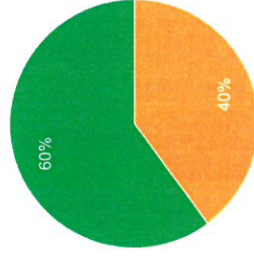
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is...come a responsible citizen and global contributor.  
5 responses

Unsatisfactory  
Needs Improvement  
Proficient  
Exemplary



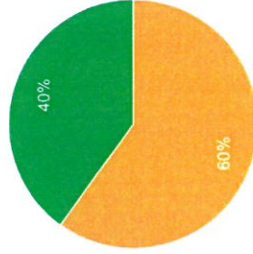
Overall Rating for Standard IV: Professional Culture (Check One)  
5 responses

Unsatisfactory  
Needs Improvement  
Proficient  
Exemplary



IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.  
5 responses

Unsatisfactory  
Needs Improvement  
Proficient  
Exemplary





## Comments and analysis for Professional Culture:

The professional culture in the Harvard School District is achieved at a high level. I reflected both on the district operations in general - and also the district operations since the onset of the pandemic. I think it is important to reflect on both - and to acknowledge the leadership that has maintained steadily during these very difficult times.

High standards- exemplary performance consistently on display across all aspects of her leadership including meetings, professional development, convocation, etc. Dr. Dwight's mission and value driven leadership style shines as she has risen to the occasion during the Covid crisis and continues to lead and foster a shared commitment to high standards across the district despite undergoing the biggest challenge our generation will (hopefully) ever face as a society. Cultural Proficiency- exemplary rating is well deserved in this area of the rubric because of the courageous work that Dr. Dwight has been undertaking in our district for years which has ramped up since the racial justice tensions of 2020 but was well underway before that. Though our work as a district is not done, this is not what the indication of exemplary is. Her work with DEI, Arm in Arm, the anti-racist open letter group and TBS students highlights her strengths in working with stakeholders to develop and implement programming to create a culture that builds cultural proficiency and affirms individual differences. Dr. Dwight is consistently strong in her communication skills, she is dedicated to continuous learning for self and staff, is exemplary in creating and committing to shared vision. Managing conflict is not readily on display and it would be good to have more visibility to this however her skills at consensus building have been highlighted by her leadership through this Covid crisis and the successful reopening of the schools.

Key Professional Culture highlights from the 19/20 school year include, 1) again, Dr Dwight's ongoing focus on DEI and anti-racism work, 2) overseeing teacher PD for re-entry preparedness, and 3) successfully negotiating for a new-hire PD course to advance a sense of shared culture amongst teachers.

Continuous Learning is paramount to the long-term viability of our district. Technology, data and research create endless disruption and opportunity for our district. Dr Dwight needs to push for reflection of current practice and provide incentive for adoption of new, innovative, and evidence-based best practices across the district. Underpinning continuous learning is the ability to embrace disagreement and dissent and use it for learning and betterment of ideas.

An area of emerging strength in this area this year was engagement of students and the lifting of their voices: the substance and quality of student participation on SC improved this year in part due to Dr. Dwight's work setting them up for success. Reflective practice was employed when students gave constructive feedback around the showing of the documentary Angst, and this feedback was centered rather than elided. Anti-racism work prompted by the presentation of the open letter signed by alumni and other community members began in July, so the bulk of it will fall in the scope of next year's review and will present an opportunity to excel in elements of this indicator such as IV-E. Although progress on the student learning goal was interrupted this year and we face many budgetary challenges going forward, I hope that we do not lose sight of this goal as it is an area in which we can do better and one which can tie in with the anti-racism work.

Consensus building is a strength for Dr. Dwight as evidenced this year by promising navigation of the process around changes in start time and booster policy. Several advisories including DEI and Athletics continued to be active, but could probably benefit from being more visible.

Execution of the one year HTA contract after a long negotiation arc and a lot of work done to ensure the continuation of successful working relationships with union members was key not only to preserving uninterrupted support of our students, but also put the district on the path to collaboration with teachers on the re-entry initiative where other districts struggled. Dr. Dwight handled difficult, unanticipated pandemic discussions such as those around layoffs for hourly employees with evident sensitivity and respect, and balanced the need to keep SC informed with employees' needs.

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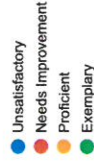
Dr. Dwight's leadership of the district is aligned with her values of respect, empowerment, quality and partnership. She actively promotes the vision of the district in every meeting, and builds the district improvement plans from the core values. She leads meetings that are respectful, well-managed, and gives attendees a chance to express themselves while taking time to self-reflect when needed. Her communication skills are exemplary - written communications are thoughtful, informative and easy to follow and in person Linda is a good listener who can say no when needed in a way that leaves people feeling heard and respected. She does not shy away from conflict and I have often heard of times when she has heard third hand about someone with a complaint and has reached out to them directly to establish a relationship in the hopes of resolving the matter in a more collaborative approach.



### Step 3: Rate Overall Summative Performance (Based on your ratings above from the Goals and the

Standards); Check One

5 responses



The pivot to remote learning in the spring of 2020 was fraught with complex challenges that no one could have been prepared for yet Dr. Dwight rose to the challenge. As the entire community felt vulnerable and there were no answers, she gathered a coalition and led with poise letting others lead as necessary while staying true to the district mission and values, anticipating and responding to the many challenges, and managing the budget all while carefully balancing the needs of students, teachers and parents. Our entire district and town has benefited from her skillful leadership during the Covid crisis of 2020.

Of course, there is always more work to be done with the budget, professional development, using data to make decisions, updating curriculum, remote learning, continuing to implement anti-racist curriculum, engaging more families and continuing to ensure that all students are getting the services and recognition that they deserve. However, acknowledging that there is work to be done is part of why Dr. Dwight deserves an exemplary performance review as she is never one to sit back and consider the work done, she is engaged in continuous improvement along with the rest of the district.

It is important to take a moment and directly thank Dr Dwight for her tireless work in navigating the school community through this global health crisis. Often, local/state/national information comes quickly and piecemeal, and she has worked hard to make sense of it all in order to inform and prepare the district, and keep students safe. Her commitment to the school district is evident and appreciated. Thank you, Dr Dwight.

A note on the scoring for the Assessment of Progress Towards Goals section - ratings are based on what Dr Dwight presented to the committee in June 2020.

Dr. Dwight has been an outstanding leader for our district. This past Spring, her leadership was tested beyond what anyone could imagine. Over the summer, Dr. Dwight provided unwavering leadership, communicated very effectively with families, and came up with various learning scenarios to meet the varying needs of our district's families. Past decisions, including the implementation of technology in our district, proved to be helpful in the pandemic environment no one could have predicted. I don't think we could have been in any better hands to keep the district moving forward during this extremely challenging time.

Overall summative performance rating of exemplary is well deserved for Dr. Dwight as evidenced by her consistency in driving a high performance district with purpose and a focus on continuous learning. Her values and mission driven leadership prioritizes the learning and growth of all students through the development and implementation of a rigorous curriculum that exceeds common education standards and rises to meet community expectations during this especially volatile time. Dr. Dwight makes herself accessible to families and often shares the leadership role to bring together stakeholders to allow the Harvard public school district to excel. She is excellent at managing a safe, efficient, and effective learning environment and the overall operations of the district including budgetary, ethical and legal obligations



The pandemic caused exigent pressures on spring schooling that we have never before experienced. Dr. Dwight kept the district moving forward through this frightening and difficult time littered with unknowns, and she worked throughout the summer to make sure we supported our students better in the fall than we had in the spring. Frankly, I think that state leadership has been insufficient, which means that individual localities have had to find ways to succeed in spite of it. I want to recognize, and say that I deeply appreciate, the personal sacrifices as well as the strength and equanimity it takes to lead a community of students and families through such a time. Silver linings do exist--Zoom has brought, at times, hundreds more to our SC meetings than ever before--and I am confident that Dr. Dwight will continue to see opportunities where they exist, and sometimes create them where there seem to be none, in the name of bringing each and every one of our students through this emergency in the best way we possibly can.

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In her 6 years as Superintendent of the Harvard Public Schools, Dr. Dwight has demonstrated her strengths in management, leadership and communication while learning how to guide a school district in shaping and accomplishing its vision. She continues to strengthen her administrative team, who, in turn, inspire and challenge their respective staff members, teachers and students. She has remained confident and calm during this unprecedented time of pandemic, racial unrest and fiscal uncertainty. While work on specific goals has taken a back seat to operating schools during COVID, her prioritization of safety and her ability to listen and work with the teachers and the HTA has enabled Harvard to open in a hybrid model with large community support. The year ahead portends to be just as challenging with a level funded budget or budget cuts, continuing pandemic circumstances that may dictate a remote learning environment at any moment, and a desire and drive to continue the work of diversity, equity and inclusion across the district. We are lucky to have Dr. Dwight as our superintendent and I look forward to our continued partnership with her as the committee seeks ways to support our shared vision for the district.

**School Committee/Superintendent Goals**  
**School Year 2020-1**

<b>Title</b>	<b>Vision</b>	<b>Outcome for 2021</b>	<b>Measure for 2021</b>	<b>Conditions</b>	<b>Interfaces</b>	<b>Status</b>
<i>Contract Negotiation</i>	Establish a contract with the HTA that achieves maximum alignment with district vision and mission, within the financial means of the district and town.	The HTA and School Committee have executed a contract with a duration of 1 to 3 years that meets the directives of the Select Board and Finance Committee for a level-funded budget through a collaborative process that maintains a positive and respectful relationship.	By June 1, 2021, the contract has been ratified by the School Committee and members of the HTA.	Negotiation Subcommittee will provide regular updates to School Committee in executive session meetings.	HTA  Negotiating Subcommittee  School Business Mgr  Select Board rep  School Committee  Legal Counsel  Superintendent/ Administration	
<i>Budget</i>	Develop and approve a budget for FY22 that meets the needs of the district and the guidelines provided by the town.	The School Committee has approved both a level-funded budget for FY22 and a 5% deficit budget that maximize the district's resources while prioritizing student learning.	(1) By November 13, 2020, the Administration has developed a budget for FY22 and has presented it to Budget Subcommittee  (2) By December 15th, 2020, the School Committee has reviewed and approved the budget and a narrative and has submitted them to the town.	Opportunities for public input are provided.  Guidelines provided by the Finance Committee and Town Administration are followed.  District governance and management work jointly to support the development and finalization of a budget that supports student needs	Administration  Budget Subcommittee  School Committee  Finance Committee  Select Board  Town Meeting?	

<i>School Committee Best Practices</i>	Identifying and adopting best practices is a vital part of the continuous improvement of School Committee function and operation.	<p>The School Committee has implemented a new member orientation that provides members with the information needed to operate successfully and confidently in their new roles.</p> <p>The School Committee has implemented a tool that documents members roles/responsibilities to allow for successful transitions into leadership roles.</p>	<p>(3) By June 30, School Committee has approved any necessary budget adjustments</p> <p>(1) By February 1, 2021, Best Practices Subcommittee has presented to School Committee and Administration recommendations for additional onboarding and successioning supports.</p> <p>(2) By May 31, 2021, School Committee has reviewed drafts of new materials presented by the Best Practices Subcommittee.</p> <p>(3) By June 30, 2021, School Committee has approved any new materials and they are ready for implementation.</p>	Best Practices Subcommittee is formed	School Committee Best Practices Subcommittee Administration	
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# Harvard School Committee Operating Norms

## Vision Statement:

The Harvard Public Schools community, a leader in educational excellence, guides all students to realize their highest potential by balancing academic achievement with personal well-being in the pursuit of individual dreams. The students engage in learning how to access and apply knowledge, think critically and creatively, and communicate effectively. They develop the confidence and ability to collaborate and contribute to their local, national and global communities.

## Purpose

We annually approve and monitor the District Improvement Plan and Budget that supports the implementation of district goals, supervise and evaluate the Superintendent, and set School Committee policies and goals that foster continuous improvement.

We embrace individuals of all backgrounds and abilities, and we strive to create a welcoming environment for all students, **staff, and families** that values diversity, equity and inclusion.

## Governance:

The School Committee will conduct its business in a manner accessible to the public, and in accordance with the Open Meeting Law.

We respect the need for all Committee members to have adequate time to prepare for meetings. Meeting materials will be submitted in time to be included in committee meeting packets which will be distributed to members no later than 2 business days prior to a meeting.

Members will come to meetings well-prepared to discuss issues on the agenda and to participate in efficient decision making. Deliberation and thorough discussion of matters, **including input from student members**, is encouraged. Members agree to debate the issues, not one another, and always assume positive intent.

We shall conduct business through a set agenda that advances district goals. Any member may place an item on the agenda through the Chair. The Chair and Superintendent will ensure the agenda is appropriately balanced to ensure there is adequate time for deliberation of each issue. As a general practice, we will endeavor not to vote on a new issue in the same meeting in which the issue is presented. Emerging items shall be addressed in subsequent meetings through planned agenda items, unless it is determined by the School Committee Chair that it would be detrimental to delay the issue.

School Committee members agree to thoughtfully seek and support solutions using a wide range of options that avoid confirmation bias and reality-test our assumptions, for the greatest benefits to students. Wherever possible, the committee will involve members of the community, parents, students, faculty and the administration in the consideration of major initiatives and significant changes. Once the School Committee has taken action, Committee members will support the official position of the School Committee.

School Committee members agree to recognize and respect that their authority exists only when a quorum of the Committee meets and not as individual Committee members. The Superintendent and the School Committee recognize the importance of working collaboratively with town officials, boards and committees, and we will actively seek ways to enlist their support in our efforts to support our students. The Superintendent and the School Committee will strive to lead the district as a unified team, each from their respective goals, with a strong partnership and mutual trust.

We adopt Roberts Rules of Order as our guide.

#### **Communication:**

The Superintendent and the School Committee practice proactive communication and whenever possible, members will bring important issues or challenging questions to the Superintendent's attention prior to a meeting in keeping with the "no surprises" philosophy. If School Committee members have questions or concerns, they agree to contact the Superintendent and/or Chairperson well in advance of a meeting.

Members will work collaboratively and share information within the parameters of the Open Meeting Law. In particular, when an informational request is made of the Superintendent or Chair, every effort should be made to share the requested information with all committee members as long as nothing in the request or response constitutes deliberation.

It is the role of the Chair to act as the spokesperson for the Committee. Members will direct requests for comments by the media to the Chair. As individuals, Committee members are welcome to express their own personal views and opinions, while clearly indicating that they speak only for themselves.

Members will check district email at least once every other day and respond to communications in a timely manner.

We believe that healthy organizations promote active community engagement, and we recognize the importance of a **wide range of public input**. We want to hear the opinions and views of others, even when those opinions may differ from our own. Where contentious issues arise requiring more public discourse, we agree to utilize subcommittees or public hearings to give the public a voice in important matters affecting our students.

#### **Authority and Responsibilities**

It is the responsibility of the Superintendent to oversee the hiring, evaluation and handling of personnel issues and to manage the day-to-day operations of the school district; it is the responsibility of the School Committee to evaluate the Superintendent's effectiveness in these matters.

We respect the Superintendent's role as the administrator for the district and his/her oversight of the schools' administrators, who in turn manage their respective faculty and staff.

Committee members will channel requests to staff through the Superintendent. Requests for information, reports, etc., will be sent to the Chair and/or Superintendent. Committee members are encouraged to share information with the Superintendent that they feel is important to the management and/or leadership of the district.

Committee members will refer questions and concerns they receive from members of the school community to the proper chain of command. Committee members understand that due to privacy concerns they may not receive direct feedback on the disposition of the questions and concerns that they forward.

We shall not use our positions for personal or partisan gain nor shall we take any independent actions that may compromise the School Committee as a whole.

**Evaluation and Improvement:**

The School Committee will evaluate its performance on an annual basis and will assess the results of the evaluation to determine areas or aspects in need of improvement and any actions required to make those improvements.

School Committee members and the Superintendent appreciate the benefits of professional growth and development and agree to participate in experiences designed to further their knowledge and understanding and to advance the work of our public schools.

All new School Committee members will attend the required MASC orientation within their first year of service.

We recognize the importance of honoring our agreed upon norms and we agree to hold ourselves and each other accountable for upholding them.

We shall review, revise and reaffirm these operating norms on an annual basis.



## Harvard Public Schools

### Employee/Student Over 18 Informed Consent Form Regarding Pool Testing for COVID-19

*Administered via Google Form*

The Harvard Public Schools will be facilitating the screening of students and employees by **<COMPANY NAME>** starting on or about **<DATE>**. Information about this screening is available at **<LINK>**. Employees/Students over 18 in the Harvard Public Schools who want to participate in the COVID-19 Pool Testing Program should read the following Informed Consent and Release carefully before signing.

#### Employee/Student Over 18 Informed Consent and Release

**Student Over 18 Name:**

**Employee Name:**

**Student Age:**

**Student Grade:**

**Employee Work Location:**

I authorize the Harvard Public Schools to facilitate screening for COVID-19 by forwarding my saliva samples along with other samples to **<COMPANY NAME>** for testing, and **<COMPANY NAME>** will be combining or pooling samples in a lab and analyzing pooled samples for COVID-19, hereinafter referred to as "the COVID-19 Pool Testing Program". I understand the Harvard Public Schools will not capture, store, or share other identifying health data as part of the COVID-19 Pool Testing Program and that **<COMPANY NAME>** has represented to the Harvard Public Schools that it will not capture, store, or share other identifying health data. I acknowledge and agree that the Harvard Public Schools shall not be responsible for any actions or failures to act by **<COMPANY NAME>**.

I authorize the test results from the COVID-19 Pool Testing Program to be shared with the Harvard Public Schools lead nurse or her designee. I understand the lead nurse/designee will contact the students/employees suspected as positive for COVID-19 to discuss appropriate follow-up testing.

I acknowledge that results of screening tests alone are not sufficient to detect or rule out the possibility that an individual has been exposed to or is infected with COVID-19, and that there may be a potential for false positive test results and false negative test results from the COVID-19 Pool Testing Program. I understand that a positive test result from the COVID-19 Pool Testing Program means that a follow-up test is required to determine whether or not an individual has COVID-19. In the event a follow-up test is required, the Harvard Public Schools will not provide the follow-up test and I may contact my health care provider or the building nurse, lead nurse or the Harvard Board of Health for assistance in locating a testing facility for follow-up testing.

Following a positive COVID-19 test result, I understand and agree that I will be required to quarantine for 14 days or until follow-up test results are negative for COVID-19. I understand

that Harvard Public Schools is not acting as my medical provider and I agree to seek appropriate medical care, as needed.

I acknowledge that my participation in the COVID-19 Pool Testing Program does not decrease my responsibility to comply with the policies and procedures of the Harvard Public Schools including physical distancing, mask wearing, hand washing, and staying home when sick.

I acknowledge and agree that Harvard Public Schools and the Town of Harvard are not responsible for administration of the COVID-19 Pool Testing Program or the COVID-19 test or for the accuracy or interpretation of the results and that I am not relying on Harvard Public Schools and the Town of Harvard to any extent in my decisions and actions based on the test and test results from the COVID-19 Pool Testing Program.

**I agree to release and hold harmless the Town of Harvard, Harvard Public Schools and their elected and appointed officials, administrators, nurses, employees, agents, and insurers for all damages, liabilities, claims, costs, attorneys' fees, expenses, judgments, and causes of action arising out of or in any way connected to the COVID-19 Pool Testing Program and its COVID-19 tests and test results.**

I acknowledge that I have received a copy (electronic or otherwise) of this Informed Consent Form and Release and that I have read, understood, and agree to the statements contained within it. I further acknowledge and agree that I have been informed about the test purpose and procedures. I acknowledge and agree that I have been given the opportunity to ask questions before I signed this consent form, and that I have been told that I can ask additional questions at any time.

I voluntarily agree to participate in the COVID-19 Pool Testing Program and to be screened for COVID-19 through the COVID-19 Pool Testing Program.

\_\_\_\_\_  
Employee/Student Over 18 Signature

Date:\_\_\_\_\_

[Note: Authorization for continued COVID-19 screening may be revoked at any time by providing written and signed notice that the authorization for COVID-19 screening has been revoked to \_\_\_\_\_ at \_\_\_\_\_. Revocation becomes effective \_\_\_\_\_ calendar days after the Harvard Public Schools receives the written revocation.]



## Town Of Harvard Rate Comparison for 6/1/21

Plan Name	Enrollment	FY21 MNHG Rate	FY21 MNHG Increase	FY22 MIIA Rate	FY22 MIIA difference	MNHG Monthly Premium	MIIA Monthly Premium
<b>ACTIVES</b>							
Harvard Pilgrim HMO - Ind	13	\$940.00	3.5%	\$821.06	-10.41%	\$12,220.00	\$10,673.78
Harvard Pilgrim HMO - Fam	18	\$2,471.00		\$2,228.99		\$44,478.00	\$40,121.82
Harvard Pilgrim PPO - Ind		\$2,063.00	5%	\$1,026.32	-49.15%	\$0.00	\$0.00
Harvard Pilgrim PPO - Fam		\$5,447.00		\$2,786.23		\$0.00	\$0.00
Fallon Select - Ind	23	\$749.00	6.5%	\$821.06	11.10%	\$17,227.00	\$18,884.38
Fallon Select - Fam	48	\$1,999.00		\$2,228.99		\$95,952.00	\$106,991.52
Fallon Direct - Ind	8	\$697.00	6.5%	\$714.32	3.75%	\$5,576.00	\$5,714.56
Fallon Direct - Fam	9	\$1,863.00		\$1,939.22		\$16,767.00	\$17,452.98
Tufts HMO - Ind	28	\$873.00	1.5%	\$821.06	-5.95%	\$24,444.00	\$22,989.68
Tufts HMO - Fam	32	\$2,370.00		\$2,228.99		\$75,840.00	\$71,327.68
Tufts POS - Ind		\$2,432.00	5%	\$1,026.32	-59.84%	\$0.00	\$0.00
Tufts POS - Fam		\$6,416.00		\$2,786.23		\$0.00	\$0.00

### Retirees

Tufts Medicare Preferred Plus	115	\$430.00	0%	\$375.69	-12.63%	\$49,450.00	\$43,204.35
Tufts Medicare Advantage	26	\$327.00	3.2%	\$344.58	5.38%	\$8,502.00	\$8,959.08
Fallon Medical Plus Premier	1	\$228.00	New	\$344.58	51.13%	\$228.00	\$344.58

Total Monthly Cost	\$350,684.00	\$346,664.41
Total Annual Cost	\$4,208,208.00	\$4,159,972.92
Total Annual Difference		(\$48,235.08)
Town Share Annual Difference from MNHG		(\$33,764.56)
EE Share Annual Difference from MNHG		(\$14,470.52)

\*Based on active & retirees 70/30

\*\*PPO/POS based on 50/50

Updated 08/24/2020



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39 Massachusetts Avenue • Harvard, Massachusetts • 01451  
(978) 456-4140 • FAX (978) 456-8592

October 24, 2020

From: SusanMary Redinger  
RE: Enrollment Projections Spreadsheet

The Enrollment Projection Spreadsheet was introduced by Dr. Joe Connolly when he began as superintendent in Harvard in 2011. At that time it was determined by NEASC that Harvard, like many suburban schools in Massachusetts, should expect a decline in enrollment numbers over the coming decade. The Harvard School district experienced a peak enrollment in 2006 of 1,307 students K-12. The buildings were deemed over-capacity at that point and future expansion seemed inevitable. Since 2006, enrollments have indeed continued to decline, despite an anticipated rise forecasted based on recent rises in the birth rate and move-ins to town.

The Cohort Survival Method takes into account birth rates from the previous 5 years to determine the projected enrollments in conjunction with the average “survival” rate of students in each cohort from year to year. For example, if there are 60 students beginning Kindergarten in 2020 and 66 students starting First Grade in 2021, the cohort survival rate would be 110% (66/60). Using a five year moving average projections are made across the district for each cohort. Accuracy beyond five years drops because birth rates are the data source used for forecasting. Annual birth rates in the mid 2000’s were in the 40’s, but dropped to as low as 19 in 2018. The past five years has seen a return of birth rates into the 30s which would indicate a gradual rise in overall enrollments if that continues but not for ten years or so.

This year’s enrollment as of October 1st is a district total of 986 K-12 (or 1,009 including 23 Pre-K students). This is the lowest number in over 15 years. We know that over 20 students who had been included in the district numbers as of last year are now being home-schooled. COVID appears to have dramatically reduced enrollment and it is difficult to determine if the current low point indicates a trend or a temporary condition.

**Note:** To read the spreadsheet, the year of the enrollment data is indicated in the leftmost column, class numbers are in the white columns, survival rates are in blue. Numbers in yellow at the bottom are projections for future years. Beyond five years, projections are just an estimate.



School Committee Minutes  
Virtual Meeting  
Tuesday, October 13, 2020

Members attending: Sharlene Cronin, SusanMary Redinger, Suzanne Allen, Abby Besse, Shannon Molloy and Linda Dwight Absent: Maureen Babcock

Others in attendance Scott Hoffman, Aziz Aghayev, Taylor Caroom, Brooke Caroom, Olivia Ren, Nick Thornton, Linlin Yu.

SusanMary Redinger called the meeting to order at 6:15 p.m.

Taylor Caroom read the Vision Statement

SusanMary Redinger read a statement indicating that the meeting was being held remotely and the meeting was being held via video conferencing. Members in attendance were identified through a roll call process.

**Public Commentary:** Bob O'Shea, Chair of Parks and Recreation Committee– Fields budget  
Hannah Chiou, 22 Chance Street, Devens – Diversity  
Timur Sahin, 154 Littleton Road, Harvard - Diversity

**Student Report:**

Taylor Caroom – Class elections were held last week. All offices have been finalized with the exception of the Freshman class who are still looking for a representative. Once all officers are elected the School Council will start meeting. School pictures will be taken this week.

**Anti-Racism Open Letter Addendum**

Dr. Dwight recognized alumni students Emily Erdos and Elise Bilodeau who read the “Open Letter” as a call to action against anti-racist behavior. The letter contained action items for improvement. Current students, Hannah Chiou, Timur Sahin, Asha Khurana, Sahara Sulliman and Annie Anderson worked on an addendum to the “Open Letter”. They read actions that they would like to see happen to raise awareness and empower students toward change.

**Anti-Racism Resolution/Diversity, Equity & Inclusion Initiative Update**

Marisa Khurana and Kathleen Doherty shared diversity, equity and inclusion initiatives that the district has been working on. Several teachers participated in workshops over the summer and they plan to have time dedicated to professional development around anti-racism throughout the year. Shannon Molloy shared the School Committee Anti-Racism Resolution and explained how it was adopted and updated incorporating the alumni, faculty, students, and School Committee. The District Improvement Plan will include diversity, equity and inclusion initiatives.

### **Club Approval (VOTE)**

Timur Sahin and Hannah Chiou presented an application for a new club called “Students for Justice”. The club would work to raise awareness about current events, to empower student toward change, action and provide a supportive and safe environment for open discussion and sharing among students.

Suzanne Allen made the motion and Shannon Molloy seconded to approve the club as presented.  
**Allen (Aye), Besse (Aye), Cronin (Aye), Molloy (Aye) and Redinger (Aye)**

### **Superintendent Update**

See Attached.

### **COVID Screening Initiative (VOTE)**

Liz Ruark and Toby Bazarnick presented a proposal for a saliva based pooled screening initiative for COVID screening. The cost of the screening is approximated to be as low as \$15 per individual and will be paid for through fund raising initiatives. An RFP will be prepared and advertised in order to procure a product for testing. General consensus from the School Committee is to allow Aziz Aghayev and Dr. Dwight to put out the RFP for COVID screening this week, with the understanding that they will come back to the Committee for next steps.

### **Policy (COVID related policies)**

Suzanne Allen explained the need for a change in wording to the COVID-19 Travel Policy in order to make people aware that the policy is not a recommendation but a requirement.

Sharlene Cronin made the motion and Abby Besse seconded to approve the policy as amended.  
**Allen (Aye), Besse (Aye), Cronin (Aye), Molloy (Aye) and Redinger (Aye)**

### **Learning Survey Results**

Dr. Dwight shared the results of the student/family survey and the level of approval relative to their hybrid and remote learning experiences. The feedback from this survey will allow teachers and counselors to offer the necessary assistance to students whose responses identified they were having some level of difficulty with respect to hybrid or remote learning.

### **School Committee Goals Review**

The following School Committee /Superintendent Goals for the 2020/2021 school year were introduced based on conversations from the retreat:

**Contract Negotiations-** by June 1, 2021- establish a contract with the HTA that achieves maximum alignment with district vision and mission, within the financial means of the district and town.

**Budget** – develop and approve a budget for FY22 that meets the needs of the district and the guidelines provided by the town.

**School Committee Best Practices** – identify and adopt best practices of the continuous improvement of School Committee function and operation

The Committee will bring the School Committee /Superintendent Goals for the 2020/2021 to its next meeting for adoption.



### **School Committee Operating Norms**

The School Committee presented their “Operating Norms” for adoption. It was suggested that under “Governance and Communications” students be recognized. The document will be changed and brought back to the next meeting for adoption.

### **FY19 Bus Payment (VOTE)**

We received an FY20 bill from Dee Bus in the amount of \$2,400 to cover homeless transportation costs from last year. The bill was received after July 1, 2020 when the books for 2019-2020 closed. We are recommending that we use the Devens revolving account to pay this bill.

Suzanne Allen made the motion and Shannon Molloy seconded to approve the payment of \$2,400 from the Devens fund for payment to Dee Bus.

**Allen (Aye), Besse (Aye), Cronin (Aye), Molloy (Aye) and Redinger (Aye)**

### **Budget Credit Allocation (VOTE)**

At the Special Town Meeting, there was a vote to decrease our budget by \$112,000 instead of \$274,000 that was first proposed.

Sharlene Cronin made the motion and Abby Besse seconded to accept the final budget as presented.

**Allen (Aye), Besse (Aye), Cronin (Aye), Molloy (Aye) and Redinger (Aye)**

### **Subcommittee/Liaison Assignments**

The Committee reviewed the Subcommittee/Liaison Assignment for 2020/2021

<b>Liaison Assignments</b>	<b>Meeting details</b>	<b>Current Liaison</b>
Board of Selectman	Meetings 1st and 3rd Tuesday @7 p.m.	SusanMary Redinger
FinCom	Meetings 1st and 3rd Wednesday at 7 p.m.	Sharlene Cronin
DEAC	Meetings monthly on Wednesday @7 p.m.	Abby Besse
SEPAC	Meetings monthly on 4 <sup>th</sup> Wednesday @ 7 p.m.	Shannon Molloy
TBS School Council	Meetings monthly Wednesday @ 2:30	Abby Besse
HES School Council	Meetings monthly on Tuesday @ 3:30	Suzanne Allen
CPIC	Meetings at least monthly on Monday mornings @ 8:15 (meetings increase during fall/winter)	SusanMary Redinger
HEAC	Meetings monthly on Wednesdays @ 8 pm	SusanMary Redinger
Park and Recreation Representative	Meetings 1st and 3rd Monday @ 7 pm.	Abby Besse
State Representative	As needed	Shannon Molloy
CASE	Meetings monthly @ noon	Linda Dwight
HCTV	Meetings 3rd Wednesday of the month @7 p.m.	Suzanne Allen

Vendor Warrant Signing	Twice per month @ town hall	Sharlene Cronin/ Shannon Molloy
<b><i>Subcommittee Assignments</i></b>		
Teacher Contract Negotiations	Meetings likely at 3:30 – 1 time per week from September to October	Shannon Molloy Sharlene Cronin
Budget	Meetings periodically (depending on budget cycle) meetings held during the school day	SusanMary Redinger/Sharlene Cronin
Policy	Meeting twice a month 9-11 a.m.	Suzanne Allen/Abby Besse
Superintendent Review	Meets annually.	SusanMary Redinger
Building Committee	Meetings twice a month on Thursdays from 3:30 to 5:30	SusanMary Redinger Sharlene Cronin
<b><i>School Committee Advisor</i></b>		
Athletic Advisor	Meetings monthly @ 8:00 a.m. on Tuesday	Sharlene Cronin
Wellness Committee	Meets annually	Suzanne Allen/Shannon Molloy
Inclusion Committee	Meets monthly at 3:30 p.m.	Sharlene Cronin
School Start Time Advisory	Meets monthly at 3:30 p.m. (on hold at this time)	Suzanne Allen Shannon Molloy

### **HES Building Project Update**

SusanMary Redinger gave the following update to the HES Building Project:

The envelope is done, painting, dry wall, flashing, and sky lights are being worked on. The exterior landscaping and asphalt sidewalks are being worked on. Teachers will be doing walk throughs of the new building and picking their rooms in the coming weeks. The final furniture order is due in December. We are still planning on a mid-May move in date. The next School Building Committee meeting is October 15<sup>th</sup>.

### **Future Meeting Dates**

Monday, October 26<sup>th</sup>

All Boards, October 14, 7:00 p.m. – pre-register

### **Agenda Items**

District Improvement Plan

Superintendent Review  
School Committee Norms  
School Committee/Superintendent Goals  
Budget  
Anti-Racism Resolution

### **Minutes**

With no objection SusanMary Redinger approved the minutes of September 28<sup>th</sup> as amended.

### **Public Commentary**

Sharlene Cronin shared that there are great professional development courses being offered to School Committee members as advertised in the most recent MASC bulletin.

### **Adjourn**

At 9:10 p.m. SusanMary Redinger moved and Suzanne Allen seconded to adjourn into executive session pursuant to Massachusetts General Laws Chapter 30A section 21 (a) and (3) to discuss strategy with respect to and in preparation for collective bargaining with Harvard Teachers' Association because an open discussion may have a detrimental effect on the bargaining position of the Committee.

**Allen (Aye), Besse (Aye), Cronin (Aye), Molloy (Aye) and Redinger (Aye)**

Respectfully submitted,

Mary Zadroga