

School Committee Meeting

Monday, June 28, 2021

6:15 p.m.

Join Zoom Meeting

<https://psharvard-org.zoom.us/j/84317776401?pwd=YVZHRHltOEFVZzZqcExibHl3eWJQdz09>

Meeting ID: 843 1777 6401

Passcode: 968128

1. Read Vision Statement (6:15)
2. Public Commentary (6:18)
3. Superintendent Update (6:23)
4. SEPAC End of Year Presentation (6:33)
5. Director of Pupil Services Final Candidate (VOTE) (6:48)
6. Director of Community Recreation and Education Candidate Update (7:08)
7. Policy Review (VOTE) (7:13)
8. District Improvement Plan Year End Review (7:28)
9. Superintendent/School Committee Goals Year End Review (7:48)
10. SC Self Evaluation Review (8:03)
11. Superintendent Evaluation (8:13)
12. Summer PD Review (8:23)
13. Grant Approval (VOTE) (8:33)
14. Future Meeting Dates (8:36)
15. Agenda Items (8:38)
16. Minutes (8:43)
17. SC Liaison and Subcommittee Reports (8:48)
18. Public Commentary (8:58)
19. School Committee Commentary (9:03)
20. Adjourn (9:08)

Materials: Superintendent Report, Mask Policy, Grants, Dir. Pupil Services Resume, District Improvement Plan, Superintendent/School Committee Goals, SC Self Evaluation form, Superintendent Evaluation Form Summer PD info, Minute

Superintendent L. Dwight's Update
June 28, 2021

I. Summer School Expansion and Engagement Grant

Standard II: Management and Operations

Ingrid worked with Josh, Marie, and me to identify costs for the summer program and successfully applied for the state grant funds. We were awarded \$100,000 to use towards the four summer programs; special education services, tutoring in math and reading, credit recovery, and Summer Adventure. This grant award will enable us to reserve the ESSER grant money for future expenditures.

II. Director of Community Recreation and Education

Standard II: Management and Operations

Standard III: Family Engagement

An interview committee of School Committee members, Park and Recreation Commission members, and school leaders interviewed eight of the 20 interested candidates. Afterward, two finalists were invited in for 2nd round interviews. I invited the Select Board members, School Committee members, Park and Recreation Commissioners, and Bridges employees in to meet the two finalists and to provide Bob and me with feedback on our hiring decision. Kevin Mitrano has accepted the position and plans to meet with Bob and me on Tuesday to sign his contract.

Kevin is excited to work in Harvard in this new position and looks forward to meeting people throughout the upcoming months.

III. COVID-Safe Schools Testing

Standard II: Management and Operations

Standard III: Family Engagement

The COVID-Safe Schools testing will continue during the summer as a blend between Binax and PCR. For the first week of Summer Adventure the nurses will use Binax testing done with parent permission on site. After that, we will return to using the PCR testing through CIC. They have agreed to send out a person to help and to be the courier of the samples between Harvard and Boston. This will be very helpful as securing summer drivers was one of the potential issues.

Testing will take place on Tuesday because not all of the summer programs run on Monday.

Superintendent L. Dwight's Update
June 28, 2021

IV. Tents Removed

Standard II: Management and Operations

The tents have been removed from the library fields and from around the Bromfield School. Our facilities crew will work on the lawn improvement in those areas. We are grateful to the Library Trustees for permitting us to put up the tents and use the fields throughout the past year.

V. Invitations to Tour the New School

Standard III: Family Engagement

Families and members of town boards, committees, and others have been invited to take guided tours of the new elementary school. Members of the School Building Committee have been asked to provide the tours so that features of the improved learning environment and the community use spaces can be explained to the public.. Arrowstreet is producing a flyer that we will use as a handout to provide additional information.

Tour Dates/Times:

July 20 th	2:30 PM – 6:00 PM
July 22 nd .	2:30 PM – 6:00 PM
August 26 th	2:30 PM – 6:00 PM



Superintendent L. Dwight's Update
June 28, 2021

VI. Girls' Lacrosse Team Advances and other Sports News

Standard III: Family Engagement

For the third year in a row, the girls' lacrosse team won the Division 2 Championship. They will compete again on Tuesday and Thursday of the upcoming week for the State title. Both games will be held at the Littleton Middle School turf field.

The girls' tennis team ended their season with a 14 – 1 record and the Central Mass AD Division 2 Championship.

The boys' track team finished 3rd in the Division 2 Central/West Meet.



Pupil Services Director

<u>Jennifer Sauter</u>	1
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To Whom It May Concern,

Please accept this letter and resume' in application for the position recently posted on School Spring. Should you need additional information regarding my application, I would be more than happy to forward the documents you require.

The role of an educator is constantly changing, and the opportunity to be a strong and positive agent of change while being an advocate for maintaining the strengths and traditions of a school and its district is what feeds my continued enthusiasm for working with students and caring adults as a member of a school community. I invite you to visit my professional site, which can share more about my professional approach and the skills I utilize in the work with students and educators at:
<https://sites.google.com/view/jennifersauter/home>

Over the last year, I have successfully maintained an "open" school for our students with in-person instruction, supported virtual learning opportunities for students which included remote service delivery, and become a primary staff trainer for topics and needs related to pandemic safety and health concerns. I have experience adopting student portfolios for use as a tool in the college-to-career experience, and have recently become a contract mentor/coach for school educators and professionals.

My experience in public and residential education settings includes therapeutic, teaching, and administrative roles, the greatest length of time spent in the public secondary school setting. Currently, I hold the position of Education Director at a state approved special education school for students between 11-22 years of age. This work, serving as school administrator and special education administrator, and a member of the transition team for young adults, supports my continued work and experience with special needs populations. This additional experience will be an asset to sustaining the safe and inclusive environment provided to all students in your school and district. I look forward to the opportunity to discuss my interest in the position with you and others who may be involved with the selection process.

Thank you, in advance, for your time and consideration.

Sincerely,

Jennifer F. Sauter, M.Ed.
(774) 280-1329

Jennifer Sauter

28 Sunset Avenue Oxford, Massachusetts 01540
7742801329 jennplaysoccer14@gmail.com

Education

University of Massachusetts - Amherst

Amherst, Massachusetts

Bachelor of Arts

Major: Psychology, **Minor:** Classical Studies

GPA: 3.200

Attended August 1990 to May 1994

Degree conferred May 1994

Worcester State College

Worcester, Massachusetts

Master of Education

Major: Educational Leadership and Administration

Graduated, dates not provided

National Institute of School Leadership (NISL)

Marlboro, Massachusetts

College Coursework - no degree

Major: School Leadership

Attended November 2010 to March 2012

Degree conferred March 2012

Experience

ARCHway, Inc

Mar 2019 - Present

Education Director

Leicester, MA

State-Approved Special Education School servicing students at MS/HS levels with significant developmental concerns and autism. The Education Director is responsible for all aspects of development, instruction, assessment, and student life in the school setting. The Education Director serves as the Head of School and the Special Education Director, and is part of the overall administrative team at ARCHway, Inc.

Supervisor: Sonya Esber (508-892-4707)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Independent

Aug 2016 - Present

Educational Advocate/Consultant

Oxford, Massachusetts

Providing consulting services, academic advocacy, and curriculum development support. Consultant work includes professional development and presentation on educational topics for private law firms, individual advocacy for youth and families and support during educational assessment and eligibility process, and research and program design for professional presentation on education topics for private

and public organizations.

Supervisor: NA (774-280-1329)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Collaborative Educational Services

Aug 2016 - Sep 2018

Coordinator

Worcester Recovery Center and Hospital and Harvard House School

Provide administrative support for teaching staff, including supervision and evaluation, coordination of curriculum delivery, scheduling and professional development opportunities. Act as liaison to directors at regional level and residential/clinical team. Classroom instruction in history in a therapeutic setting for students with significant social/emotional needs under DYS commitment. Assist clinical support team and work with sending schools and school districts to support return to public school setting following discharge.

Reason for leaving: Due to program closure in the region, position was eliminated.

Supervisor: Richard Barrett (508-368-0654)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Northbridge Public Schools

Jul 2015 - Mar 2016

Principal

Whitinsville, MA

Middle School Principal for a school of 700+ students and 100 staff and faculty.

Reason for leaving: Personal/family reason

Supervisor: Cathy Stickney, Superintendent (508-234-8156)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Leicester Public Schools

May 2012 - Jul 2015

Principal

Leicester, Massachusetts

Principal, Leicester Middle School

Leicester, Massachusetts

Responsible for building-based leadership and decision making, including the oversight of budget, staffing, programming and curriculum development and review. Major initiatives for the school since taking this position include reviewing the master schedule, introduction of programs including health, technology education, literacy, and world languages. Additional building-based improvement plans, and SMART goals built around, include the development of greater communication systems for parents, staff, and students, collaboration with the district technology department, promotion of algebra in 8th grade, and improved connection to support systems for all students and their families within the school and the greater school community.

Supervisor: Paul Soojian, Superintendent (508-892-7055)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Grafton Public Schools
Assistant Principal
Grafton, Massachusetts

Sep 2009 - Jun 2012

2009-2012: Assistant Principal, Grafton Middle School
Grafton, Massachusetts

Responsible for student discipline, staff observation and evaluation, and coordination of scheduling of state assessment testing. Additional responsibilities include building-based decision making, work in concert with principal and other district administrators in addressing district initiatives, and assisting the principal in the day-to-day management and task completion of the school building.

Reason for leaving: Accepted a position as Principal at Leicester Middle School.

Supervisor: Jay Cummings, Superintendent (5088395421)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Becker College

Aug 2008 - Dec 2010

Adjunct Faculty

Worcester, Massachusetts

2008-present: Adjunct Faculty/Instructor, Becker College

Worcester, Massachusetts

Responsible for the development and delivery of accelerated course instruction in American History. Classes designed and provided to address needs of elementary and secondary education students in professional and continuing education programs at the college.

Reason for leaving: Inactive; program for which I was teaching has had low enrollment. I am on-call for future courses.

Supervisor: n/a (5087919241)

Experience Type: Other, After school/Evening

It is **OK** to contact this employer

Northbridge Public Schools

Jul 1998 - Oct 2010

Social Studies Teacher, High School

Whitinsville, Massachusetts

2000-2009: Social Studies Department Chair, Northbridge High School

Whitinsville, Massachusetts

Responsibilities include updating current high school curriculum alignment documentation with Massachusetts Department of Education Frameworks in the Social Sciences, informal teacher review and departmental supervision, development/implementation of interdisciplinary projects for grades 9-12, reviewing assessment tools and classroom materials, procuring supplies and resources for the social studies department, scheduling, reviewing course enrollment criteria, developing annual departmental budgets, grant writing, interviewing new hires, and departmental meeting and professional development/in-service facilitation.

1998-2009: Social Studies Teacher, Northbridge High School
Whitinsville, Massachusetts

Instruction of students in grades 9-12 in World History, Psychology, Advanced Psychology, Current Events, World Geography, and Independent Study programs. Instruction of students in Advanced Placement, honors and college preparatory courses. Liaison to middle school social studies faculty, and instructor for MCAS remediation pilot program for grades 8 and 9.

Reason for leaving: To pursue a position as Assistant Principal at Grafton Middle School.

Supervisor: Susan Gorky, Superintendent (5082348156)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Hatfield Public Schools

Aug 1997 - Jul 1998

Health Teacher, Middle School and High School

Hatfield, Massachusetts

1997-1998: Social Studies/Health Teacher, Smith Academy Middle/High School

Hatfield, Massachusetts

Instruction of students in grades 7-10 in the areas of social sciences and health education, including psychology, sociology, current events, law/governmental studies, nutrition, sex education, and personal wellness.

Reason for leaving: Accepted a position at Northbridge High School, Whitinsville, MA

Supervisor: Frank Abarno, Principal ((413) 247-5641)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Job Related Experiences

PROFESSIONAL TRAINING

Training Date Organization

Social and Emotional Training Programs

2009 PBIS/Second Steps Initial Training

2017 Dialectical Behavioral Therapy for At-Risk Students, Department of Youth Services (MA)

2017 Attachment, Regulation, and Competency Overview (ARC), Department of Mental Health (MA)

2017 LGBTQIA Supports and Safety, Department of Youth Services (MA)

2018 Positive Youth Development (PYD), Department of Youth Services

SEI Endorsement

2015 Massachusetts Department of Elementary and Secondary Education

First Aid/CPR/AED

2015 AHA Certified Trainer contracted with Leicester Public Schools

2018 AHA Certified Trainer, Department of Youth Services (MA)

Nonviolent Crisis

Intervention 2011 ANV trainer contracted with Grafton Public Schools

2018 Nonviolent Crisis Intervention and Restraint Training, Department of Youth Services (MA)

Juvenile Sexual

Offender Counselor
Certification 1996 University of Louisville, KY

PRESENTATIONS

Presented "Developing Close Reading Strategies to Replace Round Robin Reading in the Classroom"

MSSAA Summer Institute – July 2015

Presented "Plans and Programs Beyond IEPs and 504's at the Secondary School Level"

MSSAA Middle Level Committee – October, 2014

MSSAA Summer Institute - July 2014

Presented "Investigating Enrichment Programs for Middle Level Schools"

MSSAA Summer Institute – July 2013

PROFESSIONAL AFFILIATIONS

Massachusetts Secondary Schools Administrators Association Member

Association for Supervision and Curriculum Development (ASCD) Member

STUDENT INFORMATION/LEARNING SYSTEM EXPERIENCE

2009-2012 PowerSchool Grafton Public Schools

2008 Angel Becker College

2007 Moodle Northbridge Public Schools

2006-Present IPass for Schools Northbridge Public Schools, Leicester Public Schools

Certifications

Title	State	Expires	License #	Document
SEI Endorsement	Massachusetts	Never Expires	n/a	
Massachusetts State Licensure	Massachusetts	Never Expires	n/a	View (82KB)
Building Administrator PK-12	Rhode Island	Aug 2022	71799	View (173KB)

NOTE: You must be online to view attached certification documents.

References

Name:	Peter Farrell	Relation:	Other	Known Since:	Aug 1995
Title:	Attorney				
Employer:	Tamkin and Hochberg, LLP 313 Washington Street Suite 202 Newton, Massachusetts 02458	Contact:	617-964-2501 pfarrell@tamkinhochberg.com	<u>Letter Attached</u> (457KB) Submitted by applicant	
Name:	Paul Soojian	Relation:	Supervisor	Known Since:	Sep 2006
Title:	Superintendent of Schools-Retired				
Employer:	Leicester Public Schools Main Street Leicester, Massachusetts 01524	Contact:	508-826-7271 soojianp@lpsma.net	<u>Letter Attached</u> (710KB) Submitted by applicant	
Name:	Kathryn Adams Atchue	Relation:	Other	Known Since:	Sep 1999
Title:	Team Chair				
Employer:	Hopkinton Public Schools 89 Hayden Rowe Street Hopkinton, Massachusetts 01748	Contact:	508-417-9360 katchue@hopkinton.k12.ma.us	<u>Letter Attached</u> (47KB) Submitted by applicant	

MASKS

For everyone's safety, masks are required in school and district facilities when summer, student programming is in session in that particular indoor space. ~~All individuals including students, teachers, staff, and non-school personnel entering school buildings will be required to wear an appropriate mask at all times*, even when physical distancing of 6 ft. can be maintained, except during designated mask breaks or designated eating periods.~~

The designated eating period will be primarily outdoors, however, during severe weather an inside space with maximized ventilation will be used with 6 ft distancing between students. Masks will only be off when eating. Staff will keep their masks on while supervising the students while they are eating.

Masks are also required to be worn by everyone on school transportation including school buses and special education transportation vehicles and while entering and exiting buses/vehicles.

~~**Outdoor Mask Use During the Academic School Year:** At HES, students, teachers, and staff will be provided with the opportunity for outdoor mask breaks throughout the day with distancing of at least 6 feet any time that masks are removed. Once the students leave the designated eating area, masks will be required but the distance between students will not be regulated. At Bromfield, students, teachers, and staff will have a choice to either wear a mask or not when outdoors and distancing will not be regulated. Teachers and staff will be supportive of students and adults who choose to wear a mask while outdoors.~~

Outdoor Mask Use During the Summer: Students and adults will have a choice to either wear a mask or not when outdoors and distancing will not be regulated. Unvaccinated adults are encouraged to wear masks when outdoors. Teachers, staff and students are encouraged to participate in COVID-Safe Schools testing weekly. Teachers and staff will be supportive of students and adults who choose to wear a mask while outdoors.

Students are expected to bring two (2) masks to school with them daily: one to wear and one as a backup in their backpack. Masks will go home with students each day. Reusable masks should be washed after each wearing. The school will have extra disposable masks available for students who need them during the day.

Appropriate masks:

- Are made of layered, tightly woven material;
- Fully cover the mouth, nose, and chin;
- Fit snugly against the sides of the face with no gaps.

Masks with exhalation valves are not permitted.

The school will provide a disposable mask for a student who brings a mask that does not meet the requirements for an appropriate mask listed above.

Masks should be clearly identified with the student's name or initials to avoid confusion or swapping. Masks may also be labeled to indicate top/bottom and front/back.

Staff and students will be educated on the safe wearing and use of masks. This will include instruction on safe removal and storage of masks during breaks and safe re-application of the mask after a break.

Exemptions to this policy can be made under certain circumstances, such as for students for whom it is not possible due to medical conditions, disability impact, or other health or safety concerns. Parents may not excuse their child from the mask requirement by signing a waiver. A written note from a physician or health care provider is required to initiate the exemption process and must be received by the Superintendent of Schools at least two weeks prior to the student's planned attendance at school. Requests for an exemption with the supporting medical note should be sent to Harvard Public Schools, Office of the Superintendent, 39 Massachusetts Avenue, Harvard, MA 01451. Requests for exemptions are subject to review and approval by the Superintendent who may consult with the district nurse, district physician or local Board of Health. If an exemption to this policy is granted, the Superintendent/designee will work with the family to consider alternative methods of keeping the student as well as other students and adults around the student safe. Face shields or physical barriers may provide an alternative in some instances.

Staff seeking exemptions to this policy should follow the same process for requesting an exemption as outlined above for students.

The Superintendent/designee will identify the need for and the use of personal protective equipment (PPE) in addition to masks for certain staff, such as but not limited to school nurses based on job duties and the need to maintain safety for all staff and students. PPE will be made available for use accordingly throughout the school year. Staff will be provided training on the proper use of PPE, including putting on and removing PPE.

Masks must be worn properly at all times. If a student is in violation of this policy, the following steps may be taken:

- Staff will signal to the student to put the student's mask on correctly;
- If a student is not able to immediately comply, staff may take the student outside for a mask break;
- Staff will work with families to discuss challenges and reinforce compliance;
- A student may be required to switch to remote learning if noncompliance is repeated.

Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy.

Visitors in violation of this policy will be denied entry to the school/district facility.

This policy will remain in place until rescinded by the School Committee.

~~*At HES, masks may be removed if a teacher is remote teaching in a classroom that will remain otherwise empty for the day. Masks may be removed if a teacher is in their classroom during a break time (when students will enter the room afterward) as long as there is a plastic study carrel around them and they are within their teaching space. Masks may also be removed in the afternoon after student dismissal, if the teacher is working from their otherwise empty classroom.~~

~~*At TBS, masks may be removed if a teacher is remote teaching in a classroom (when students will enter the room afterward) as long as there is a plastic study carrel around the computer and their teaching area. Masks may be removed if a teacher is remote teaching in a classroom or space that will remain otherwise empty for the day. Masks may also be removed in the afternoon after student dismissal, if the teacher is working from their otherwise empty classroom.~~

*When student programming is not in session in a particular space of a school building are not in the building, fully vaccinated adults will be able to meet in person and work and may choose to wear a mask or not.

*In the district offices, when students are not present, fully vaccinated adults will be able to meet in person and work without a mask if they choose. Unvaccinated adults are encouraged to wear a mask when not able to socially distance.

*Students, teachers, and staff may lower their mask for a quick drink of water as long as they are at least 6 ft. away from other people. Ideally these drink breaks will be done in a vacant hallway or outside.

LEGAL REF.: Commonwealth of Massachusetts, COVID-19 Order No. 31 –
<https://www.mass.gov/doc/may-1-2020-masks-and-face-coverings/download>

REFS.: Center for Disease Control and Prevention – Considerations for Wearing Masks –
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

Massachusetts Department Elementary and Secondary Education
– Reopening Guidelines – <http://www.doe.mass.edu/covid19/>

Commonwealth of Massachusetts – Mask Up MA! –
<https://www.mass.gov/news/mask-up-ma>

FIRST READ: August 10, 2020

ADOPTED:	August 10, 2020
REVISED:	August 17, 2020
REVISED:	September 28, 2020
REVISED:	March 22, 2021
REVISED:	May 24, 2021
REVISED:	June 10, 2021
REVISED:	June TBD

HARVARD PUBLIC SCHOOLS
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	Year-End Update/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 1/4/21 we have implemented changes based on at least 2 survey data collections.</p> <p>By 2/1/21 all teachers have attended 5 PD trainings on the topic of improved remote teaching.</p> <p>By 3/31/21 a presentation has been made to the SC that includes the effectiveness of the changes made in both learning modes.</p> <p>By 5/31/21 principals have provided feedback to teachers at least twice 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>	<ul style="list-style-type: none">- There have been four surveys done to collect feedback from parents/guardians and students.- Changes included adding Wednesdays to the elementary schedule, testing for COVID, streaming more classes, more consistency in the use of remote tools and Google Classroom, the addition of a M (medical excuse) distinction for grades- All teachers have participated in 12 professional development days of training. We brought a Teachers21 expert in for 4 all district trainings so far this year.

				<ul style="list-style-type: none"> - Principals are doing observations of teachers during their remote classes and providing feedback to teachers. Teachers are also using survey data for their specific grade level.
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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	Year-End Update/Status
Antiracism	Create a district culture that confronts racism, actively addresses aggression and educates all on the harm of silence.	<p>By 12/31/20 students will have completed multiple surveys that ask for their insight into the needed work of the district with regards to racism.</p> <p>By 5/31/21 all teachers and staff will have participated in at least 3 professional development offerings on the topic of</p>	<p>Time and funding for professional development</p> <p>Data analysis</p> <p>We will use mistakes as learning opportunities while prioritizing</p>	<ul style="list-style-type: none"> - Students participated in one survey. We also gathered information from them in faculty/student discussion forums. - Teachers have participated in 3 trainings so far this year with another one planned for September.

		<p>racism/diversity, equity and inclusion.</p> <p>By 5/31/21 all teachers will have identified places in their curriculum to include aspects of the anti-racism standards (Social Justice) from Teaching Tolerance.</p> <p>By 6/10/21 students will have shared their experiences and helped shape change through at least four discussion forums with their teachers.</p> <p>By 6/30/21 a presentation has been made to the SC about changes in the curriculum and recommendations have been made for additional resources for continued work.</p>	<p>the safety of those who call out the bias</p>	<ul style="list-style-type: none"> - The Social Justice Standards were woven into curriculum planning during the professional development day in January. - There have been 4 student discussion forums so far this year. - We recommended the addition of a DEI coordinator. Other request for funding have been submitted to the HST. - School leaders and teachers collaborated with the Press to highlight changes in the curriculum. - The DEI coordinator has been hired and a presentation to the SC is planned for the fall.
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School Committee/Superintendent Goals
School Year 2020-1

Title	Vision	Outcome for 2021	Measure for 2021	Conditions	Interfaces	Status
<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, which includes a listing of essential items that SC deems necessary for level service and has	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?	

			<p>submitted them to the town.</p> <p>(3) By June 30, School Committee has approved any necessary budget adjustments</p>			
<p><i>School Committee Best Practices</i></p>	<p>Identifying and adopting best practices is a vital part of the continuous improvement of School Committee function and operation.</p>	<p>The School Committee has developed the framework for one or more tools and practices that support(s) new members in their roles/responsibilities and aid(s) in the successful transition for the future.</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 practices, and a timeline has been identified for implementation.</p>	<p>Best Practices Subcommittee is formed</p>	<p>School Committee</p> <p>Best Practices Subcommittee</p> <p>Administration</p>	

Code	EVALUATIVE DOMAIN	CRITERIA: STANDARDS AND INDICATORS	Underdeveloped	Developing	Well Developed
		SCORING MATRIX	1 - 3	4 - 6	7 - 9
A	LEADERSHIP AND GOVERNANCE				
A-1	<i>School Committee: District Governance</i>	Knowledge of Roles and Responsibilities: Public Administrative Functions	School Committees have not engaged in orientation on the Roles and Responsibilities of School Committees including Ethics, Conflict of Interest, Open Meetings, Public Records, Policy, Special Education, Budget and Finance, and Board Operations. It is clear from the evidence that the board fails to comply, may violate provisions of law, attract unwarranted criticism, and engage in inappropriate practices that damage the credibility of the board, student meetings unnecessarily create undesired conflict, and divert attention from more important concerns.	Some, but not all members have engaged in such training. Members and the board may act outside its appropriate roles and responsibilities, and may act upon misinformation from lack of parliamentary knowledge or understanding of the law.	Most members have engaged in professional development in these areas and demonstrate, through action, an understanding of appropriate roles and responsibilities as well as obligations under various official standards. Members appreciate and work to fulfill both the meaning and spirit of the standards in this area. (Note other criteria, below.)
A-2		Knowledge of Roles and Responsibilities: Leadership and Accountability	School Committees have not engaged in orientation and professional development to learn and implement standards of leadership and district accountability including strategies for leadership and accountability for districts, personnel and students that promote student achievement. The board may regularly intrude into the areas reserved for the district administration. There may be frequent disagreement about where the line between administration and policy making and legal responsibilities are drawn. The School Committee is unlikely to have a process for resolving these differences with the superintendent.	Some, but not all members have engaged in such professional development.	Most members have engaged in professional development in these areas, completed necessary orientations and demonstrate, through action, the meaning and spirit of fulfilling the standards in this area.
A-3		Roles and Responsibilities - Personnel Related	The School Committee does not limit itself to the appointment of the Superintendent, Assistant or Associate Superintendent, School Business Manager, Special Education Director, and Legal Counsel, but attempts to intrude in the personnel administration functions of the superintendent, principals and other administrators. The School Committee may attempt to become involved inappropriately in the supervision and tracking of these staff once they are hired.	The School Committee addresses the recommendations of the Superintendent and considers them. The board, from time to time, allows discussion of personnel to extend into the administrative sphere. The board addresses the compensation parameters of the administrative staff as required.	The School Committee entertains respectfully the recommendations of the superintendent for the appointment of Assistant or Associate Superintendent, School Business Officer, and Special Education Director, asking appropriate questions and not withholding its approval unreasonably. In selecting the Business Officer, the board focuses on its fiscal and fiduciary responsibilities as standards of financial management require. The School Committee conducts a thorough vetting of candidates for its legal counsel and selects able and skillful legal advocacy for the district. In doing so, the School Committee sets an example for the district that it expects excellence in its faculty. In all cases, the School Committee, in consultation with the superintendent, establish fair and equitable compensation policies and parameters.
A-4		Knowledge of Special Circumstances, Rules and Policies for Districts Labeled as Chronically Underperforming	The School Committee has not engaged in briefings, nor do they understand the special laws and procedures that apply to districts in chronic underperformance and potentially chronic underperformance status. The board may take actions that impede the turnaround effort by failing to limit its role to appropriate areas of policy making. The School Committee and superintendent have not resolved fiscal issues to ensure that schools in turnaround status are fully funded, or, conversely, there has not been a full and frank dialogue to ensure the letter and spirit of the turnaround process is honored.	Members are slowly attaining a base of knowledge relative to changes in policy, finance, collective bargaining and other governance practices that apply to schools and districts in sanction status. There is an effort to reconcile the enhanced authority of the administration, but issues may remain unresolved because of the complexity and ambiguity at hand.	Members accept and work collaboratively with administrators and other appropriate persons to transition districts from sanction status.

A-10		Maintains an Ongoing Self-Assessment to Determine Effectiveness of the Board and Best Practices for Student Achievement	The School Committee does not engage in self assessment and rarely reviews its practices and behaviors. The role of the School Committee relative to student achievement has not been discussed.	The School Committee conducts a self assessment on a regular basis, but the instrument does not weigh critical strategies linked to promoting collegiality, clarity, and best practices nor the levels of achievement for the school district.	The board conducts an annual self-assessment that is thorough and carefully developed to identify the critical practices and bases of knowledge for the School Committee. The board takes the data from the assessment and uses it to improve its operations, direct its goal setting, and build a strong relationship with the superintendent and the public.
AA-1	School Committee: Board Governance	Effective Meeting Process	Board meetings are not focused and lack attention to procedural rules, and without agendas that address appropriate topics. The meetings are sufficiently disruptive so as to affect public credibility and the image of the board and to undermine confidence in its work. Members may use meetings to address inappropriately administrative operations. Members may engage in attacks upon the superintendent, colleagues or others. Decisions are involved on the basis of local political criteria rather than factual and data driven information.	Meetings are orderly but do not routinely address important policies and issues that affect student achievement and district success. Only a few members understand the basics of parliamentary procedures. They have an inadequate amount of time spent on basic board information including data that links student and school success to strategies and tactics that require policy or budgetary support. Recommendations of the superintendent may be rejected without adequate discussion or for inappropriate reasons without principled dissent.	Meetings are orderly and consistent with parliamentary rules which board members understand clearly. Public comment period is orderly and based on items appropriately before the School Committee. Agendas include thoughtful and thorough discussions and briefings on topics related to student achievement. Student and faculty success is recognized and morale of the district is promoted through board outcomes. The board uses clear and reliable strategies to ensure that meetings are strong tools for successful outcomes for policy and operations.
AA-2		Demonstrated Teamwork and Collegiality	Relationships between the School Committee and superintendent are poor. Little respect and support is demonstrated. Members bicker inappropriately with the administration and among themselves. Similarly other stakeholders with whom the School Committee might relate versus the lack of teamwork and collegiality and engage in improper behaviors, including undermining the chain of command. As a result, the board is unable to conduct a coherent discussion and debate on critical matters before it.	Members maintain civility in general. Members participate on subcommittees and there is some delegated leadership. Faculty members and community stakeholders are developing respect for the board processes. Through a collegial setting, the members are able to conduct orderly and coherent meetings that will lead to less tension and support for best practices. Faculty and community members are comfortable coming to and appearing before the School Committee.	The School Committee works effectively and collegially among themselves. Debate is civil and members set a good example for the public. The board uses its subcommittees to help expedite decision making. Members engage in principled dissent when there is disagreement and use discretion outside of the meeting. Members are careful to speak for themselves rather than for the board when addressing topics outside the board room.
AA-3		Communications Among Board Members and with Superintendent	The School Committee fails to act as a cohesive unit by failing to share information, generating ex-parte communications that disrupt the chain of command, or communicating with other members, stakeholders or community leaders in ways that undermine both the board and the effectiveness of the superintendent.	The School Committee understands the importance of using a communications protocol that includes sharing information, delivering a consistent message, supports the efforts of the superintendent, uses principled dissent to explain differences, and communicates through the chair and superintendent on matters involving the district and member communities. However, this practice is not always followed nor adhered to by all members.	All members of the School Committee understand the importance of using a communications protocol that includes sharing information, delivering a consistent message, supports the efforts of the superintendent, uses principled dissent to explain differences, engages in principled support when needed, and communicates through the chair and superintendent on matters involving the district and member communities. However, this practice is not always followed nor adhered to by all members.
AA-4		Varied and Purposeful Meetings	Professional development rarely, if ever, occurs at School Committee meetings or special training sessions. The School Committee rarely, if ever, holds meetings at which academic presentations and professional development for board members are provided by the superintendent in order to demonstrate value and effectiveness. Parliamentary procedures are poorly developed and meetings lack focus. Meetings have poor outcomes with little policy direction and resolution of issues, resulting in significant delays in expediting short term objectives or long term goals.	There are some opportunities for district program leaders to make presentations to the School Committee. These presentations provide helpful exposure but do not always make the link between the programs and student achievement or wellbeing. The public and the faculty may not make the connection.	The School Committee and the superintendent invite program leaders and faculty members to make a public presentation about their work. All presenters realize their goal is to link their program to positive outcomes for students (and community). Staff who elect to use the opportunity for in-formal self-promotion, or diversion are discouraged.

AB-1		Develops Ongoing Working Relationship with Superintendent	School Committee and superintendent relations are poor. Evaluations are sporadic and ineffective. Faculty members sense the instability of the working relationship and performance at the school and district level is undermined in ways that can be identified. The superintendent's contract of employment is being terminated as a result. There is little trust among central office personnel and the board and the climate is discouraging for a potential superintendent search. There are neither interested internal candidates nor administrators who have been groomed for leadership. External candidates have little or no interest in this position because of the district climate.	The School Committee has sought and retained an able superintendent. The board has engaged in professional development leading to a constructive and progressive administration. Roles and responsibilities of both board and superintendent are being clarified. An evaluation instrument is in the development stage but not finalized. The board may not be supportive of ongoing induction and professional development for the superintendent. The superintendent may not be current on critical developments and issues which could lead to internal tension at some point.	The superintendent who has been hired has been supported by the board. Board and superintendent have engaged in team building and professional development to respect each other's roles. The School Committee supports the superintendent in fulfilling professional responsibilities and administrative leadership. Both engage in policy development, budgeting and goal setting strategies for student achievement and send a consistent message to all school stakeholders. The evaluation process is a tool used for constructive and developmental purposes, allowing members to analyze the superintendent's performance in relation to district goals and strategies. Superintendent compensation is tied to performance.
AB-2		Establishes Mutually Agreeable Goals for Superintendent (and District)	Annual goals for the superintendent are not set. Conversely, goals are not meaningful or realistic.	The School Committee and superintendent set goals at the start of the administration and review them regularly as part of the normal course of action or as part of the superintendent's evaluation. These goals have some link to student achievement.	The superintendent's annual goals are thoughtfully developed and all stakeholders understand them. They serve as part of an integrated planning process. (See strategic planning, above.) The goals are linked to student achievement, district strength, fiscal responsibility, and professional development.
AB-3		Maintains Relationship to Promote Student Achievement	School Committee does not routinely discuss student achievement or is unable to do so because of interpersonal or professional problems. The superintendent has not proposed such discussions or is unable to make them. The School Committee has had little or no professional development to understand its role as promoting student achievement.	The board has studied strategies to improve student achievement and has a plan to implement them, but has yet to make meaningful progress.	The School Committee and the superintendent have discussed student achievement strategies and have implemented a plan to collaborate on this initiative. Specific tactics and strategies are in place with timelines and responsible persons. This plan includes integration with other budget and policy responsibilities.
AB-4		Provides Rational and Effective Evaluation of the Superintendent	An inadequate or outdated evaluation instrument is used. The instrument does not include appropriate areas linked to leadership and performance for a chief executive. The evaluation does not take place in a timely way. Superintendent evaluations do not include meaningful input on the superintendent's performance as a factor in student achievement from the superintendent. The School Committee has not been able to reach agreement with the superintendent on an appropriate instrument.	The School Committee has reviewed with the superintendent best practices and strategies for the superintendent and administrative team to improve student achievement and have worked them into an evaluation instrument. The School Committee may be considering a more detailed system to gather data from available accountability systems or from other appropriate faculty members.	The superintendent's evaluation includes discerning descriptors of how the superintendent is working to improve student achievement as well as other criteria. Members rank and confer about the superintendent's performance during the year and provide thoughtful and helpful input that will benefit their chief executive. The process is constructive and promotes a good working relationship and specific actions to achieve excellence.
AB-5		Receives and Addresses School Improvement Plans	The School Committee does not receive or review School Improvement Plans. If it does, it is not the subject of meaningful discussion. The board has little or no training on the importance and value of the SIP. In the case of schools in turnaround status, the board does not review the plans and use them to measure progress.	School Committee members understand the link between the SIP and the work of the superintendent with the principals to address the plan goals. Goals and SIPs may or may not be filed in a timely way and discussion may or may not take place.	The School Committee is aware of the School Council and the School Improvement Plan and understands the process for developing a plan, its purpose, and its potential. Members read the plan, make inquiries, and link the SIP to its goals and policies.
AB-6		Receives Feedback from the Public and Stakeholder Interests	There is no public comment period, public engagement, or other opportunity for the community members and stakeholders to engage the School Committee. There is little or no interest in feedback from others. No surveys or other avenues of feedback are developed. The School Committee and superintendent do not demonstrate value in building external relationships. The School Committee has not authorized a school climate assessment, focus groups, advisory committees or considered a 360-degree evaluation to obtain relevant feedback.	The School Committee authorizes strategies for feedback, including public forums, Public Comment Periods at meetings, district climate surveys, TELLS survey, focus groups tied to strategic planning or superintendent searching, or other tactics to demonstrate to the community that feedback is encouraged and welcomed.	The School Committee uses the feedback from various strategies to inform budget, policy and planning. Regularly scheduled avenues for communication are scheduled, promoted, and conducted and discussions are framed in a way to encourage public input and follow-up.

B	CURRICULUM AND INSTRUCTION				
B-1		Demonstrates High Levels of Collaboration with Superintendent to Establish Excellence in Curriculum and Instruction	The School Committee has not engaged in a discussion of its role relative to curriculum and instruction and may have a poor understanding of the administrative role of the superintendent vs. the policymaking role of the board.	The School Committee demonstrates an understanding of the administrative and policy making functions relative to curriculum and instruction. The committee and superintendent respect areas of responsibility.	The School Committee takes an active and appropriate role to ensure that district policies addressing curriculum and instruction foster student achievement and leave to the superintendent and the administrative team the discretion and flexibility to fulfill its functions.
B-2		Maintains Policies to Address Curriculum and Instructions to Sustain Student Achievement	Appropriate policies are not in place. The School Committee has not addressed specific policies related to curriculum, instruction and standards that would promote student achievement.	Some policies are in place, but they may not be focused, effective, or relevant.	Policies address curriculum and instruction. They are in place, and the School Committee reviews them periodically as part of its work and as part of academic presentations at board meetings. The School Committee takes focused action on appropriate policy questions and understands the lines separating them from administrative roles. The board may set higher graduation requirements or curriculum demands than minimum standards set by law or regulation.
B-3		Uses Collective Bargaining Process to Improve Curriculum and Instruction.	The School Committee has no bargaining strategy to improve curriculum and instruction. The School Committee does not make demands relative to student achievement and does not engage in professional development to learn of appropriate and effective strategies to do so.	The School Committee articulates a goal of promoting student achievement through the bargaining process, but does not do so effectively.	The School Committee has been trained in collective bargaining for student achievement and executes a targeted strategy to use the union contracts as vehicles for improvement in curriculum and instruction. The board comes to the bargaining table prepared to make demands to improve student achievement and follows through on them.
B-4		Integrates Data to Assess Effectiveness of Curriculum and Instruction to Sustain Student Achievement	The School Committee does not use data effectively as a policy tool to promote improvement in curriculum and instruction. The board has not engaged in professional development to understand how to deploy data to improve student achievement.	The School Committee recognizes the value of data in curriculum and instruction, but does not follow through on critical steps including, but not limited to, superintendent evaluation, budget planning and implementation, setting of district standards, and program assessment.	District policies prioritize accurate and valid data as key resources to measure effectiveness of curriculum and classroom instruction. Data are routinely used and the superintendent routinely provides reports to the School Committee to demonstrate data-based assurance of effectiveness.
C	ASSESSMENT				
C-1		School Committee Maintains an Appropriate Self Assessment Tool	The School Committee has not performed a self-assessment tool to identify individual strengths and areas for development. There appears to be little interest in doing so.	The School Committee participates in an annual self-assessment tool that is customized to their situation and which identifies key skills, exemplars, and strategies for improvement.	The School Committee develops a customized self-assessment that will focus on critical issues and key competencies for student success. Members use the evaluation as a tool for continued improvement and board operational proficiency. Members appreciate the document and collaborate with the superintendent to ensure that self-evaluation looks at board success without recriminations.
C-2		School Committee Collaborates with Superintendent to Assess Programs and Services as Part of Strategic Planning and Budget Process.	The School Committee does not encourage assessment of programs nor does it seek or use information available to it to make informed judgments.	The School Committee receives and considers program assessments from the superintendent, but does not make informed budget decisions using assessment data. Similarly, various data related to student assessment are available but not used as a part of the planning or budgeting process.	The School Committee receives and uses assessment data to develop the strategic plan, budget, and mid-year program and budget decisions.

EE-2		Academic Support for Students	Policies related to academic support are developed, revised, or out of date. The School Committee has not engaged in professional development nor been briefed about the strategies to link between policy making and academic support. Budget decisions are not focused on support for the academic advancement of students.	The School Committee understands the importance of policy making for academic supports, including budget and program policies. However, policies are not implemented fully.	The School Committee has addressed policy making related to academic support and has budget and program policy that reflects prioritization of academic programming. Decisions are based on the ways that funding can be deployed to advance academic achievement in both direct and indirect ways. Budget decisions are based on needs of students. Inappropriate concerns are ruled out during the deliberation process.
EE-3		Timely and Relevant Skills and Programs for the "Whole Child"	There is little, if any policy addressing a commitment to education of the "Whole Child" including the scope of curriculum content and foundation. The School Committee has not addressed this issue.	The district incorporates some of the goals, objectives and programs that assure enrichment and depth in curriculum and programs, but insufficient resources and time have been devoted to it.	The School Committee has recognized a responsibility to provide a fully enriching education to students including "Whole Child" curriculum, extra-curricular activities, fine arts, physical education. The board, through its policy, prioritizes 21st Century Skills Building that fosters academic excellence, creativity, thoughtfulness, and innovation throughout its curriculum.
EE-4		Uses the Budget Process to Ensure Equitable Distribution of Public Resources and Professional Talent	District budget making process does not involve review of equitable distribution of resources.	The School Committee is mindful of the importance of equitable distribution of resources but has been ineffective in enacting and implementing an equitable budget. As a result, there are still distinct and inappropriate inequities between schools and/or within schools.	The School Committee considers and plans carefully to provide an equitable distribution of resources districtwide as part of its budget process and through its policy making function. The board acts deliberately in allocating funds and other resources.
F	FINANCIAL AND ASSET MANAGEMENT				
FF-1	Budget and Audit	Collaborates with Superintendent to Obtain and Assess Best Available Data for District Finance and Planning	The School Committee does not use district data, including student achievement data, to make budget decisions and planning, including goal setting, or to make mid-year adjustments, as needed. Decisions may reflect more political priorities than academic goals. Recommendations of the superintendent that address critical district needs may be ignored.	The School Committee engages in a discussion and debate on the school budget, reviewing student achievement data and other available information to make informed decisions.	The School Committee analyzes a range of available data to make informed decisions on allocation of the budget and for the planning process. Decisions are student focused and address strategic goals. During the school year, the superintendent will recommend to the School Committee will review proposed mid-year changes to the budget based on available data and the priorities of the district.
FF-2		Confirms the appointment of a highly qualified school business officer and uses the expertise of this administrator.	The school business officer has been hired without a careful screening and review and does not possess the skills necessary to fulfill the responsibilities of the position. The budget process is unclear and the School Committee discusses issues in various degrees of detail. However, the link to district policy, relationship to student achievement, or relationship to strategic or long term planning is vague or ambiguous. The budget process does not provide a continuum of planning or support for the long range needs of the district.	The School Committee does not regularly rely on the recommendations of the superintendent or, post-hire, the recommendations of the superintendent or school business officer on financial operations. Key budget decisions are made without the advice and guidance of key administrators and may be focused on other concerns.	Enforcing its fiduciary responsibility, the School Committee interviews and confirms the appointment of a highly qualified school business officer who possesses the skills and experience necessary to lead the financial operations. The board respects the recommendations of the business officer and superintendent during the budget and planning processes and, when there is disagreement, uses principled dissent and thoughtful arguments in doing so.
FF-3		Follows a Clear and Transparent Budget Process to Establish Fiscal Roadmap for District	The budget is adopted without deliberation or with minimal discussion. Members are indifferent, eager to delegate fiscal decision making. The district budget gives little or no indication of important strategies and milestones. The public and media note that the budget and financial plan are not good resources.	The budget process is clear and the School Committee discusses issues in various degrees of detail. However, the link to district policy, relationship to student achievement, or relationship to strategic or long term planning is vague or ambiguous. The budget process does not provide a continuum of planning or support for the long range needs of the district.	The School Committee, in collaboration with the Superintendent and School Business Officer have developed a clear, policy-driven budget and financial plan that the stakeholders can understand. The financial plan informs operations, program development, collective bargaining, and overall spending.
FF-4		Establishes a Clear, Coherent Budget with a Financial Plan for One or More Fiscal Years	The school district operates from year to year without planning beyond the current or approaching fiscal year. Moreover, the budget provides little policy guidance, effect of strategic planning or relationship to student achievement.	An effort is made to establish a multi-year financial plan. Integrated into the discussion are strategic planning and collective bargaining. While the plan is in place, the district may not monitor carefully the mid-year fiscal developments to maintain the plan.	The School Committee has a multi-year strategic plan that incorporates financial master planning through 2-5 budget cycles. The plan integrates programmatic and capital planning with estimates of available funding from the full range of sources.

1	A STRONG SUPERINTENDENT-SCHOOL COMMITTEE COLLABORATION - Understanding roles and responsibilities; sharing common goals; and establishing a common purpose, sending a consistent message to
2	CLEARLY DEFINED ROLES IN PROMOTING STUDENT ACHIEVEMENT - In such areas as hiring and evaluating a good superintendent, making budget and fiscal oversight a priority, making policy, in collective bargaining,
3	VARIED, PURPOSEFUL MEETINGS - Including meetings built around goals, identifying key data, providing new information, giving useful academic presentations, and in such formats as working sessions
4	GOAL SETTING - for both longterm and short range district goals and benchmarks along the way.
5	SCHOOL COMMITTEE PROFESSIONAL DEVELOPMENT - including new member orientation, skillbuilding, public policy, emerging hot issues, communications strategies, and the ongoing work to improve stud
6	SELF GOVERNANCE - wherein board members deal with their outlier member behaviors and where the school committee promotes the concept of principled dissent and thoughtful debate over argumentative
7	HIRING AND SUPPORTING AN EFFECTIVE SUPERINTENDENT - including giving clear goals, using a good evaluation instrument, and allowing the superintendent to demonstrate how (s)he addresses studen
8	ROUTINE USE OF DATA - including working with data rather than anecdotes and incorporating thoughtful use of information in new areas.
9	SETTING ACHIEVEMENT RELATED POLICIES - In such areas as class size, curriculum and curriculum milestones, graduation and promotion standards, and other requirements beyond what the law r
10	SHARED LEADERSHIP ROLES AMONG SCHOOL COMMITTEE MEMBERS AND ENCOURAGING LEADERSHIP AMONG SUPERINTENDENT'S SUBORDINATES
11	AN ENGAGED SCHOOL COMMITTEE CHAIR - Mentor to superintendent and members, mediator of disputes, community role model and positive image for the community.
12	ALIGNED SUBCOMMITTEES - to coordinate work between meetings and to make good use of member talents in areas like policy making, budgeting, accountability and student achievement, and collectiv
NEW	COLLECTIVE BARGAINING FOR STUDENT ACHIEVEMENT - including teacher evaluation.

Members are fully trained on various federal laws, including Elementary and Secondary Education Act, Individuals with Disabilities Education Act, Perkins Vocational Technical Education Act, ARPA (Stimulus), and various sources of federal funding in order to fulfil their responsibilities and make informed and strategic decisions. As a result, they are able to integrate other policy planning and budgeting with federal policy.			Public Policy: Understanding of Federal Law and Regulation
School Committee members have identified and understand their obligations under law, including the Chapter 70 finance system, accountability and assessment standards, special education, and other measures to improve student achievement. In addition, districts understand their regulatory mandates sufficiently to fulfil their duties to support an effective management team, set effective policies, and budget responsibly.			Public Policy: Understanding of State Law and Regulation
The School Committee and the administrative team operate efficiently and cohesively because district policies are clear, complete, and accessible. Roles and Responsibilities, district financial practices, meeting operations, and planning are efficiently carried out in ways that promote student achievement.			Establishes District Policies: General Operations
A comprehensive set of policies provide directions and tools for administrators to implement effective programs for student achievement. These include a range of policies specifically promoting high standards, accountability, assessment, efficiency and support for children, families, and educators.			Establishes Policies: Focused on Student Achievement
The School Committee prioritizes professional development and ongoing training to maintain up to date knowledge of their roles and the strategies required to bolster student achievement, community support, and effective long term strategic planning.			Engages in Professional Development

The chair and members understand and demonstrate good leadership abilities by handling their tasks responsibly and collegially. Subcommittees, ad-hoc task forces, and special assignments are delegated and members fulfil their responsibilities to expedite work between meetings and relationships among colleagues, stakeholders and community members.			Shared Governance Through Aligned Subcommittees and Distributive Leadership
School Committee members, administrators, and stakeholders are aware of well structured, clear and relevant district goals and work carefully to achieve them. Where there is a strategic plan in place, members routinely use it to guide their policy making and budgeting.			Establishes Goals for School District
A well crafted Strategic Plan is in place. It is a guide to policy making and budgeting. Stakeholders have had a hand in developing the plan and share the commitment to fulfil its parts. The plan includes a relevant Vision and Mission statement as well as reasonable milestones for accountable administrators. The plan is reviewed periodically during the year and revised annually.			Establishes a Strategic Plan for Student Achievement
School Committee meetings are orderly, efficient and collegial. The public is comfortable attending. Business is conducted in an orderly way. Meeting attendees and the public and media understand what is happening and appreciate the balance in the debate, respecting the majority perspective and the minority views.			Addresses Dissent and Disagreement in Ways that Encourage Civic Engagement and Public Discourse.
A highly competent superintendent models an exemplary relationship with the School Committee where they may mentor each other. Particular attention is paid to transitional leadership. They focus on mutually agreeable goals, measures of accountability, and strategies for success. Each respects the roles and responsibilities of the other. The community recognizes the strength of the relationship and supports it. The public schools are not only experiencing, but expected to continue experiencing student-centered policies and practices under the leadership team.			Hire and Retain an Effective Superintendent

The School Committee, in collaboration with the district educational leadership as overseen by the superintendent, establishes policies and provides adequate resources for the leadership team to work for student achievement.			Takes Steps to Significantly Promote Leadership Team and District Instructional Capacity
The community leaders, including municipal officials, respect and support the public schools. This is demonstrated in annual support for the school budget and, if needed, override votes. Schools and the host cities and towns work together to build credibility and confidence in the public schools.			Establishes Strong Relationship with Municipal or Regional Civic Leadership
Member municipalities and the public schools are supportive of each other and both explore and share resources, personnel, and facilities whenever appropriate. The municipal legislature (city council, town meeting), town administrators, and finance committees work in harmony with the school district to strengthen measurably public education in the district.			Works Effectively with Municipal or Regional Governance, Administrative, and Operational Personnel
Through development of a strong communications plan and diligent management of this plan, the district enjoys a positive image in the community. Information can be distributed quickly to stakeholders and the public. The district is able to manage the flow of information to ensure accuracy and access in the face of 21st century social media and instantaneous release of potentially inaccurate information from other sources.			Establishes a Communications Strategy to Promote Public Schools and Student Achievement
Key public policy makers rely on the school committee and the school district to provide important input into decision making, regulation writing, and other elements of public policy. Their input is reliable, dependable, well researched, logical and well reasoned and focused on student achievement and strengthening public education.			Advocates to Promote Public Policy for the Advancement of Public Schools and Student Achievement
The community supports and engages the school district because information is free flowing and accurate, well documents the effectiveness and efforts of the school district. The public feels confident that the school district operates transparently and in the interests of children. School stakeholders and the School Committee are viewed with trust and respect. (See AS-3)			Working with Superintendent, Establishes a Communications Strategy for Consistent Message to Promote Student Achievement

The School Committee pursues a well planned and detailed strategy to use the union contracts to improve student achievement. As a result, accountability is raised and student outcomes are likely to be improved.			Negotiates or Establishes a Teacher Evaluation Tool that is Effective, Relevant, and Uses Appropriate Criteria for Administrators to Deploy for Effective Assessment of Staff
A professional personnel officer, under the supervision of the superintendent, ensures excellence in personnel selection; compliance with effective evaluation tools; policies that recognize and reward excellence in staff performance; and overall HR management. The public supports and expects the public schools for the quality of its outstanding staff who maintain currency in the many issues and professions necessary to promote excellence.			Establishes Policies Related to Personnel that Promote Student Achievement and Effective District Operations
The district collective bargaining agreement is a model of linkage of various human resource strategy to achieving gains in student achievement. The use of a range of data and student performance measurements in a fair and reasonable way are used as incentives for recruitment, retention, and assignment of faculty. The board frequently discusses the value of traditional vs. interest based bargaining. (NOTE: See resource materials prepared by MASC on Collective Bargaining for Student Achievement.)			Uses Collective Bargaining Process to Promote Student Achievement
The School Committee recognizes the importance of professional development for stakeholders and for itself. It ensures sufficient resource allocation and scheduling flexibility to make HR and professional development available. The School Committee holds the superintendent accountable for providing meaningful and relevant professional development for district stakeholders.			During Budget Process, Ensures Adequate Allocations for Professional Personnel Needs.
The district has clear policies that relate to student physical and emotional well being including budget allocations for important programs, policies related to bullying and harassment, policies identifying vulnerable students and students at risk, and these policies are monitored. The superintendent is held accountable for the enforcement of these policies.			For Student Safety, Including Physical and Emotional Wellbeing

The district's budget and financial plan is based on a fiscal master plan, with policy clearly incorporated where appropriate. It provides a fiscal five year plan for the year and, to the extent possible, for the future. Stakeholders understand the fiscal and policy implications and the community recognizes the responsible budgeting of the board.			Integrates Policy Making into Budget Process
The public is confident that school district finances are transparent and accurate because they see School Committee members acting knowledgeably and thoughtfully during school budget process and in mid-year (monthly or quarterly) financial reports.			Exercises Due Diligence to Fulfill the Fiduciary Responsibility of Locally Elected Legislative Body.
The School Committee develops a budget that clearly addresses student achievement by allocating funding and other resources carefully and deliberately. The budget document, accompanying policy and mid-year corrections, in collaboration with the superintendent, promote student achievement.			Uses Good Judgment in Allocating and Reallocating Fiscal Resources to Promote Student Achievement.
The budget and mid-year corrections reflect the School Committee's commitment to making informed decisions based on research and experience.			Engages in Training to Understand Best Practices and Strategies for Using Data to Effect Student Achievement.
The School District and member municipalities are able to build trust and support by collaborating and committing to the success of the public schools.			Engages the Municipal Government(s) to Provide the Most Effective Efficiencies and Economies of Operations.
The district has and uses a range of data obtained from various sources to strengthen programs and services for students.			Uses Available Data to Inform Budget Decision Making.
District financial and capital planning are well formed, clear, practical and based on estimated available funding. The public appreciates the presence of such good planning. Planning is done in collaboration with the municipality or other regional member towns.			Engages in Capital and Long Range Planning Linked to the Financial Plan of the District
The financial payment and review system of the school district is exemplary and the School Committee demonstrates its commitment to its fiduciary responsibility and guardianship of the public treasury.			Exercises Due Diligence by Reviewing and Signing Warrants

	Topic of proposed work	Description of work
PRE-K	Social emotional learning	We would like to look at social emotional learning curriculums such as Social Thinking and review literature to create various units for preschool students to engage in next year. This is important to our work with students because due to the pandemic, many peer models may have missed traditional social experiences and students on IEPs often struggle with emotional regulation.
PRE-K	Diversity and inclusion in preschool	We would like to review and include books that contain people with different abilities, races, and cultures. We would like to plan lessons around these important topics, as it will build the foundation of equality at such a young age. We would also like to take a closer look at the books we received through the Trust, to incorporate into our centers and lessons for next year.
SOCIAL STUDIES DEPT	Curriculum Development for New Course	I will be teaching a new course next year, Facing History and Ourselves, and will need a few days to outline a curriculum map and how to teach the material in a semester. Facing History and Ourselves is a course that aligns right with our district and school DEI initiatives and I'm excited to offer it to our students next year. The course description reads: "In this course, students will examine the central issues of human rights, civic responsibility, and social justice through an in-depth study of the Holocaust, modern genocides, and the history of racism in the United States. Students will explore the causes, events, and legacy of these topics through an interdisciplinary lens of history, sociology, philosophy, and psychology. They will analyze the social conditions leading up to these events and take an in-depth look at the behaviors and mentalities of various participant groups including perpetrators, victims, bystanders, and resisters. Students will utilize a variety of primary sources including diaries, letters, photographs, and the testimonies of survivors and make considerable use of the latest in educational technology. Current events are emphasized, as the issues raised are ongoing. The course seeks to equip students to become critically-minded citizens with the ability to think through the big moral and political choices that they will confront as citizens in modern society."
SOCIAL STUDIES DEPT	Revise Ancient and Medieval Course to Include Understudied areas of the world	I have taught the Ancient and Medieval History course for several years now. One thing that has always bothered me is how Euro-centric it is. I inherited the textbook and course from another teacher and have thought for many years that it needs to be revised to encompass ancient civilizations in Asia, Africa, and the Americas. I would like to have a few days of PD time in order to revise the curriculum to be more inclusive, in keeping with our DEI school and district initiatives.
SCIENCE DEPT	AP Biology curriculum work	I will be preparing for teaching AP Biology for the first time .
GUIDANCE	Scheduling-Days for Counselors	Each counselor would work 3 or 4 days prior to the return of school where students can set up individual meetings with their counselors to review scheduling concerns, possible changes to their schedule or review questions. We have done this the last few years and it i has decreased the roster changes for teachers significantly those first days back.

K TEAM	Curriculum Review Planning and Preparation	The K team would like at least one day to work on reviewing our new science unit (Living Things and their Needs) and planning and prepping for our phonological awareness/phonics curriculum. We would like time to work with our new K teammate to bring them up to speed on the changes and curriculum units.
PE TEAM	Curriculum work	2 days Day 1: Work with Kaci Vandergrift on 6-12 health curriculum. Map out skills/content we are teaching in each grade. Collaborate on units, lessons, assessments, etc. Day 2: Time to add to health equity content for each of my courses. Build upon what I started teaching in health this year. Add to cultural appropriation and spiritual bypassing in yoga. Rework and reframe Galtung in PSW. Integrate health equity more fully in nutrition.
PREK	lessons on inclusion and acceptance	I have put together a list of books featuring a variety of disabilities and highlighting the importance of inclusion and acceptance. I have put in a grant to the PTO to purchase the books and it is pending approval. I would like to take time this summer to put together lessons and discussion points to go with each book then general education teachers could take them to use with their classes throughout the year (or I'd be happy to go into classes to do a lesson as well!). I would also use them with my students, as it is very important for them to see themselves represented in the books we have in our classrooms. I think this will help continue to highlight the importance of including these students as part of our school community and foster a sense of belonging for everyone.
GRADE 1 TEAM	ELA/Cross curricular DEI	Reflect on new best practices from this year and how those may be carried forward and update our curriculum based on those practices. We will also thoughtfully plan the integration of DEI based on our conversations and experience in our DEI PLC this year and reflection on the mentor texts we used this year.
SOCIAL STUDIES DEPT	Curriculum development for ninth grade U.S. History I course.	Due to the state-mandated introduction of 8th grade Civics, U. S. I will be moving to ninth grade in 21-22 and will now cover the Jacksonian Era through the Progressive Era. I am requesting time to develop this course as it is not something we have taught before (previous U. S. I covered pre-Colombian America to the Civil War). I think the students learn best when the class has a cohesive arch and a guiding essential question and I will need time to develop that. In keeping with the districts emphasis on DEI, I am hoping to continue to center the course around the development of American Political Culture and the expansion of rights and recognition to historically marginalized groups but will need time to identify materials and develop lessons, especially for the time periods I have not previously taught.
GRADE 3 TEAM	Spelling Research and Curric Alignment	We want to look at most current spelling research and integrate it with our curriculum to produce a more robust spelling program.
GRADE 3 TEAM	Cross-Curricular Integration	Working with my team to integrate Social Studies with reading and writing. Also working with my team to combine the Mystery Doug Lessons with our science kit lessons.
WORLD LANGUAGE DEPT	Curriculum realignment	A new World Languages Curriculum Framework was published this year so we would like to have time as a department to examine, adjust, and realign our curriculum. We would also like to use this time to discuss how COVID has impacted our curriculum at each level and how it will change our curriculum in the following year(s).

WORLD LANGUAGE DEPT	Creating new curriculum for preps	Next year, I will be teaching two new preps that I have never taught before (Spanish 1 and Spanish 3CP). The focus of my summer PD will be compiling resources/creating my own, so that I'm properly prepared to teach my new preps for the school year. I will be using this time to speak with my colleagues who have previously taught these courses, read through the materials that are available for the courses, create new assignments/assessments/projects that my students will do throughout the year, and come up with a general schedule of lessons so that I know what to teach throughout the year. I will also create my syllabi for the class that I will then give to the students at the beginning of the year. I will also use this time to brush up on any grammar/topics that I have not studied in a while, so I can most effectively teach these two new levels.
HES MATH	Organization of digital math files for classrooms and intervention	Between myself, my colleagues, and the math interventionists, there are a plethora of digital copies of printable materials which are great for supplementing the curriculum, enriching the curriculum, and/or for intervention purposes. I will spend a day going through the files and making a large google drive folder with those materials organized to make access for all grades/teachers/interventionist easy. This will help to accelerate planning time for anyone who would like to use it. It will also reduce paper materials going to the new building.
GUIDANCE/ SPED	Social Emotional Learning	Erin and I would like to spend a couple days this summer researching and planning our social-emotional learning curriculum for next year. We also would like to make sure we have clear entrance and exit criteria for the class for students on IEPs.
WORLD LANGUAGE	Curriculum development	DEI work--continued alignment of anti-racist themes and diversity of voices New world language standards to understand and adapt to Possibly developing curricula for new preps
LIBRARY /MEDIA	Digital Literacy Curriculum	I would like to work on adding material to my Digital Literacy curriculum and also get lessons into Atlas Rubicon.
LIBRARY/ MEDIA	Library collection analysis	I would like to work on the library collection, specifically focused on weeding nonfiction and compiling a strategy to supplement materials to support DEI learning and curriculum.
SOCIAL STUDIES DEPT	Preparing for Ancient Civ. Curriculum	Meeting with Sharlene Tuttle in order to prepare for teaching 6th grade Ancient Civilizations. Sharlene is willing to meet with me to share project ideas, lesson plans, and any other resources that she has obtained over the years. I would appreciate the opportunity to work with Sharlene on these tasks.
SOCIAL STUDIES DEPT	Aligning 6th and 7th grade social studies	Janis Dyer and I could use a day to try to find areas in the 6th and 7th grade curriculum. We are contemplating looking for areas to develop a more integrated approach, something highlighted in the MA frameworks.
MATH DEPT	Curriculum	I have put in a day to work with Rick Tabor to plan for the 6th to 7th grade transition, but with the uncertainty of who may take the 7th grade position, we would like to request a day to work with each other and potentially a different 7th grade teacher to align curriculum and smooth the transitions in the middle school.

ART DEPT	Last year I began research on Black Artists historical and contemporary. I want to continue the research and develop a humanities unit with a focus on the Harlem Renaissance.	The development of a Humanities unit on the Harlem Renaissance that will result with an evening celebration. The unit will be presented to the following dept/ English, Social Studies Music, Art, Theater
SPED	IEP Flow Chart and List of Common and Uncommon items	Throughout the year items are added to the IEP to do list. Most of the time, these items need to be stored mentally with no common way to access new initiatives or district policy. Creating a base document of all the screens that need to be completed in ESPED and providing what goes into each will allow easier transitions to new initiatives or district policy.
SPED	Data system for HES RtI services	Would like to work with Beth Graham and Chris Boyle to centralize RtI data in Powerschool. This data is currently very cumbersome to access (walking around buildings to interview classroom teachers and interventionists), and the data is not centralized in one location. This data system in PowerSchool would allow GenEd, TST and SpEd faculty to access not only a history of services, but also individual research-based RtI progress.
SOCIAL STUDIES DEPT	Civics	I will be moving from 9th grade U.S. History to 8th grade Civics next year (please disregard previous request for time to work on 9th grade curriculum). I am requesting time to work on this new curriculum, with an eye to developing lessons and units that not only further the goals of civic education but also explicitly support the district's DEI goals by emphasizing the ways in which the U.S. balances minority rights within a majority-rules framework, the gradual expansion of inclusion and recognition of various groups within the American polity over time, and the necessity of dialogue and mutual respect in the face of increasing political polarization.
GUIDANCE	New Student Registration and Transitions Registration	Enroll students entering into Harvard Public Schools; Coordinate paperwork and onboarding of Transitions students
GRADE 2	1. Complete some PD work we started for our math curriculum. 2. Complete our planning of SEL units (including social thinking lessons).	Before COVID our team had started gathering resources for our math curriculum (specific games/ materials that align with each lesson). We finished chapter 8 so will plan to work on chapters 9-11. As far as SEL we are pulling together books, lessons, and other supporting materials to move forward with this curriculum. Our Google Doc is keeping items organized.
SPED/ELA/ MATH	A workshop with a representative from Harcourt to look at Waggle for RTI	We will have a representative meet with us to show us what Waggle can do and see if it will work for what we are looking for in RTI to collect data and see if students are making progress.

School Committee Minutes
Virtual Meeting
Monday, May 24, 2021
6:15 p.m.

Members attending: Sharlene Cronin (6:30), SusanMary Redinger, Suzanne Allen, Abby Besse, Shannon Molloy (6:35), Maureen Babcock

Others in Attendance: Linda Dwight, Ingrid Nilsson, Josh Myler, Taylor Caroom and Brooke Caroom.

SusanMary Redinger read the Vision Statement.

Dr. Linda Dwight called the organizational meeting to order at 6:15 p.m. and identified that the meeting was being recorded. There was a change in the order of agenda items. Items 4 and 5 went before 2 and 3.

Student Report:

Brooke Caroom reported this is the last week for seniors. The prom will be held this weekend. Graduation will be held the following weekend, along with many fun activities including a car parade. Robin Douglas held a successful clothing drive for Cradles to Crayons. Taylor Caroom reported that the staff versus senior field day was a huge success and the Seniors were excited to win. The Celebration event was held after field day. It was beautiful and super fun. It is a positive feeling getting to the end of the year and having things wrap up.

Superintendent Report - Attached

Reorganization of Committee Officers

Abby Besse made the motion and Sharlene Cronin seconded to nominate SusanMary Redinger for Chair the School Committee. SusanMary Redinger accepted the nomination.

VOTE: Allen (Aye), Besse (Aye), Cronin (Aye), Redinger (Aye). Molloy (not present)

SuanMary Redinger made the motion and Suzanne Allen seconded to nominate Abby Besse for Vice Chair. Abby Besse accepted the nomination.

VOTE: Allen (Aye), Besse (Aye), Cronin (Aye), Redinger (Aye). Molloy (not present)

SusanMary Redinger made the motion and Sharlene Cronin seconded to nominate Suzanne Allen for Secretary. Suzanne Allen accepted the nomination.

VOTE: Allen (Aye), Besse (Aye), Cronin (Aye), Redinger (Aye). Molloy (not present)

Public Commentary

Rachel Kopay, 221 Littleton County Road, Harvard, MA – Mask policy
Pam Brown, 202 Littleton Road, Harvard, MA - Mask policy
Molly Waring, 128 Littleton Road, Harvard, MA – Mask policy
Jen Manell, 273 Stow Road, Harvard, MA – Mask policy

Mask Policy Review (VOTE)

The Policy Subcommittee walked through the conflicting guidance/guidelines from DESE, the CDC and the MIIA relative to the mask wearing. Currently, students are no longer required to wear masks outdoors. In addition, students will not need to quarantine if they are considered a close contact with someone while outdoors. The recommendation of the Policy Subcommittee is that there will be no change to mask wearing indoors for student PK-12. At HES students will continue to wear masks outdoors. At Bromfield students can decide if they want to wear masks when they are outdoors.

Suzanne Allen made the motion and Abby Besse seconded to move to approve the COVID mask policy as amended.

VOTE: Allen (Aye), Besse (Aye), Cronin (Aye), Redinger (Aye), Molloy (Aye)

Shift in Start Time Update

Dr. Dwight is ready to move ahead with the research-based change to the school start time. Dr. Dwight met with the HTA to review the start time for students and teachers. This information will be communicated out to families before the end of the year for planning purposes. We will evaluate the pilot program in the spring of 2022.

Food Service Program Recommendation

Dr. Dwight announced that Chef Paul has decided to retire from his position as Food Services Director and pursue his passion for cider making full-time. Dr. Dwight explained the idea of hiring both a Chef and a Director of Nutritional Services in order to meet the needs of the required paperwork as well as providing a nutritional/artistic lunch. Dr. Dwight is working on a job description as well as outreach to other communities to see if there is any opportunity to job share. The Budget Subcommittee will work on the cost of the various models versus the expected offsets.

Director of Community Recreation and Education

Dr. Dwight met with Tim Bragen, Bob O'Shea and Marie Sobalvarro regarding moving forward with the shared town and school Director of Community Recreation and Education. Dr. Dwight presented the job description for the Committee to review and approve.

SusanMary Redinger made the motion and Abby Besse seconded to move that we approve the job description for the Director of Community Recreation and Education as presented.

VOTE: Allen (Aye), Besse (Aye), Cronin (Aye), Malloy, Redinger (Aye)

End of Year Activities Update

Mask wearing at the Prom will be optional– no rain date

No sit-down dinner at the Prom

Only the Senior class will be attending

Binex testing will be required on Friday for all who attend

Masks are optional for graduation

Students will sit together

Family pods may be increased to 8 family members
Rain date for graduation is Sunday

Grant Approval

The Harvard PTO gift of \$397.19 to fund an inclusive library with books on various disabilities for the SAIL class was presented for approval.

The Harvard PTO gift of \$600.00 to fund the First Grade's "Exploring Organisms at Bare Hill Pond" with the Nashua River Watershed Association Educator field trip was presented for approval.

SusanMary Redinger with no objection approved the grants as presented.

Meeting Dates

SAC/SC – May 26th 7:00 a.m.

SC – June 28th –

Retreat – July 26th

Mask policy - TBD

Agenda Items

Superintendent Evaluation

School Committee Self Evaluation

Planning for the Retreat

SEPAC Report

School Improvement Plans

District Improvement Plans

Minutes

Without objection SusanMary Redinger approved the minutes of the April 12th meeting as amended.

Without objection SusanMary Redinger approved the minutes of the April 26th meeting as amended.

Subcommittee Report

Abby Besse – The Bromfield School Council met last week. The Council discussed ideas and categories to focus on when developing the next School Improvement Plan.

Abby Besse – reported that the town approved funding for the Parks and Recreation Committee to further invest in our fields and work is happening to create the position of Community Recreation and Education director.

Suzanne Allen – reported that the HES School Council will meet next week. The Transportation Advisory meets in June.

Sharlene Cronin – reported that the Budget Subcommittee monthly meeting is scheduled for the first Tuesday of every month.

Sharlene Cronin –was excited to announce that at the School Building Committee meeting they were informed that the demolition of the old building is beginning and expected to be completed in July.

Shannon Molloy reported that SEPAC held an end of year event. School personnel and families attended. Ms. Ference did an amazing job putting it together. It was a great end cap for the year. The SEPAC survey is out. It is getting good responses. Please share with anyone who may have received it to fill it out.

Shannon Molloy reported that the Safer Teachers, Safer Schools group met. They had a guest speaker who was a Behavioral Economist who talked a lot about testing participation and what motivates it. One of the big things that came out of it was how young children can help drive adult behavior. There will be more information coming soon regarding support for testing in the fall.

Maureen Babcock reported that there is a COVID-19 vaccination clinic at the Clear Paths Veterans Center in Devens.

SusanMary Redinger reported CPIC meets again on June 1st. Funding was approved for the card access system and the HVAC work.

SusanMary Redinger reported that the bulk of the work at HES is done. The porch screens have been ordered and demolition is underway. Anything that can be reused and recycled.

Everything is continuing better than expected. On time and on budget.

SusanMary Redinger reported that Governor Baker may rescind some of the emergency regulations in place relative to the Open Meeting Law. It is not clear if the meeting will need to be held in person. SusanMary will keep us posted as soon as updated information is available.

SusanMary Redinger reported that the Revenue Generation Committee has not met yet.

SusanMary Redinger reported that the Bromfield House Disposition Committee may be called back into commission after a failed vote at Annual Town Meeting. It is assumed that the Committee will be doing more work to bring a proposal to voters again soon.

Public Commentary

Rachel Kopay, 221 Littleton County Road, Harvard, MA – Thank you for all of the work that you do.

SusanMary Redinger – With appreciation acknowledge the great contribution by Taylor and Brooke Caroom as student representative to the School Committee. We appreciate you and will miss you very much.

Taylor and Brooke – acknowledge that it has been a wonderful experience.

Closing Commentary

Shannon Molloy – clarifying something that happened at a meeting

Meeting adjourned at 8:30 p.m.



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CHARLES D. BAKER
GOVERNOR

KARYN E. POLITO
LIEUTENANT GOVERNOR

June 25, 2021

Dear Ingrid Nilsson,

Congratulations! We are pleased to notify you that Harvard Public Schools has been awarded a **Fiscal Year 2022 (FY2022) Summer School Expansion and Engagement** (Fund Code 120) grant in the amount of \$100,000.

Thank you for your commitment to supporting additional learning and enriching summer opportunities for students. Through this funding and your continued support, we are able to continue to provide high quality opportunities to children and youth across the Commonwealth.

Please feel free to contact contact Associate Commissioner Rachelle Engler Bennett (via renglerbennett@doe.mass.edu) if you have any questions.

Sincerely,

Handwritten signature of Charles D. Baker in cursive.

Governor Charles D. Baker

Handwritten signature of Karyn E. Polito in cursive.

Lt. Governor Karyn E. Polito