

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

---

**School Committee Meeting**

**Tuesday, June 30, 2020**

**6:15 PM**

**Join Zoom Meeting**

**<https://us02web.zoom.us/j/81959369532?pwd=eXQzKzh2NGpDbWNDR09HczBuNUNoQT09>**  
**+1 646 558 8656 US (New York). Meeting ID: 819 5936 9532 Password: 413534**

1. Call to Order and Read the Vision Statement (6:15)
2. Reorganization and Introductions (6:20)
3. Public Commentary (6:30)
4. Student Report (6:35)
5. Budget Update (6:40)
6. COVID-19 Learning Plan Update (6:55)
7. District Response to Current Events (7:10)
8. Superintendent Update (7:20)
9. Grant Approval; Vote (7:30)
10. Self-Review Report (7:35)
11. Superintendent Review Planning (8:05)
12. School Committee/Superintendent Joint Goals Review (8:15)
13. Superintendent Goals Review (8:25)
14. Resolution for Federal Funding; Vote (8:35)
15. Summer Meeting Review (8:45)
16. School Building Update (8:50)
17. Agenda Items (8:55)
18. Approval of Meeting Minutes (9:00)
19. Liaison/Sub-committee Reports (9:05)

Materials: Boston School Committee Resolution, Grants, Superintendent Report, Minutes, Goal Documents, Superintendent Review Document, Open Letter Response

**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.

**MEMBER ALERT – RESOLUTIONS ON COVID-19 EXPENSES  
AND  
THE RESPONSE TO SOCIAL, ECONOMIC AND RACIAL JUSTICE IN OUR COMMUNITIES**

From: Deborah Davis, President, MASC  
To: MASC Members  
Date: June 15, 2020  
Re: Member Alert – Proposed Resolutions for Consideration

The MASC Board of Directors has recommended that the attached resolutions be forwarded to our Resolutions Committee for consideration of the entire MASC membership. The resolutions address a) funding for the expenses related to COVID-19 including supplies and equipment needed to help schools reopen safely that originated with some of our CT Valley school committees and b) the response to issues of racism, equity, and diversity that have moved to center stage as the result of the events across the country during the past few weeks as developed by Denise Hurst, MASC Vice President and former Chair of the Minority Caucus, and Jake Oliveira, MASC Past President and Member of Directors of the National School Boards Association Board of Directors..

Because of the urgency and timeliness of both issues, the we are encouraging districts to consider them locally and respond by forwarding them to:

- Governor Baker,
- Education Secretary Peyser,
- Your State Senator and Representative
- Senate President Karen Spilka, and
- House Speaker Robert DeLeo,

and that you do so immediately during this fiscal and public health crisis and the call for social and economic equity.

We hope to be providing soon more information on the 2020 MASC Delegate Assembly which will consider these and a range of other important public policy issues. In the meantime, we offer them to your school committees for consideration at this time.

## **RESOLUTION: COVID-19 STATE FUNDING**

WHEREAS, if schools are to re-open this fall in the midst of the COVID-19 pandemic, it is the responsibility of each school district to do so safely and responsibly; and

WHEREAS, it is the responsibility of the state to ensure that each school district is able to pay for the enormous additional staffing, transportation and material expenses required to do this; and

WHEREAS, the state cannot expect mandatory COVID-19 safety guidelines to be followed without also ensuring that each school district has the funds required to implement these guidelines; therefore, let it be

RESOLVED: that the state must guarantee every school district full reimbursement for whatever COVID-19 expenses are required to follow state mandates.

We must ensure a statewide school re-opening that is safe, responsible and equitable.

**THERE CAN BE NO UNFUNDED MANDATES FOR COVID-19.**

## **SCHOOL COMMITTEE ANTI-RACISM RESOLUTION:**

NOTE: This has been revised for general distribution (6/14/20)

WHEREAS, as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each school to ensure we create a welcoming community for ALL students; and

WHEREAS, it is the responsibility that every district provide to all district staff, including School Committee members annual professional development on diversity, equity and inclusion; and

WHEREAS, every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce; and

WHEREAS, every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence based; and

WHEREAS, every district will incorporate into their curriculum the history of racial oppression and works by black authors and works from diverse perspectives; and

WHEREAS, we as school district leaders can no longer remain silent to the issues of racism and hate that continue to plague our public and private institutions;

RESOLVED: that [District] and all the school districts in the Commonwealth must guarantee that racist practices are eradicated, and diversity, equity and inclusion is embedded and practiced for our students, families, faculty and staff.

We must ensure our own school culture and that of every district in the Commonwealth is anti-racist, that acknowledges that all lives cannot matter until black lives matter.



# Harvard Public Schools School Committee Self-Assessment 2019-2020

Presented June 30, 2020

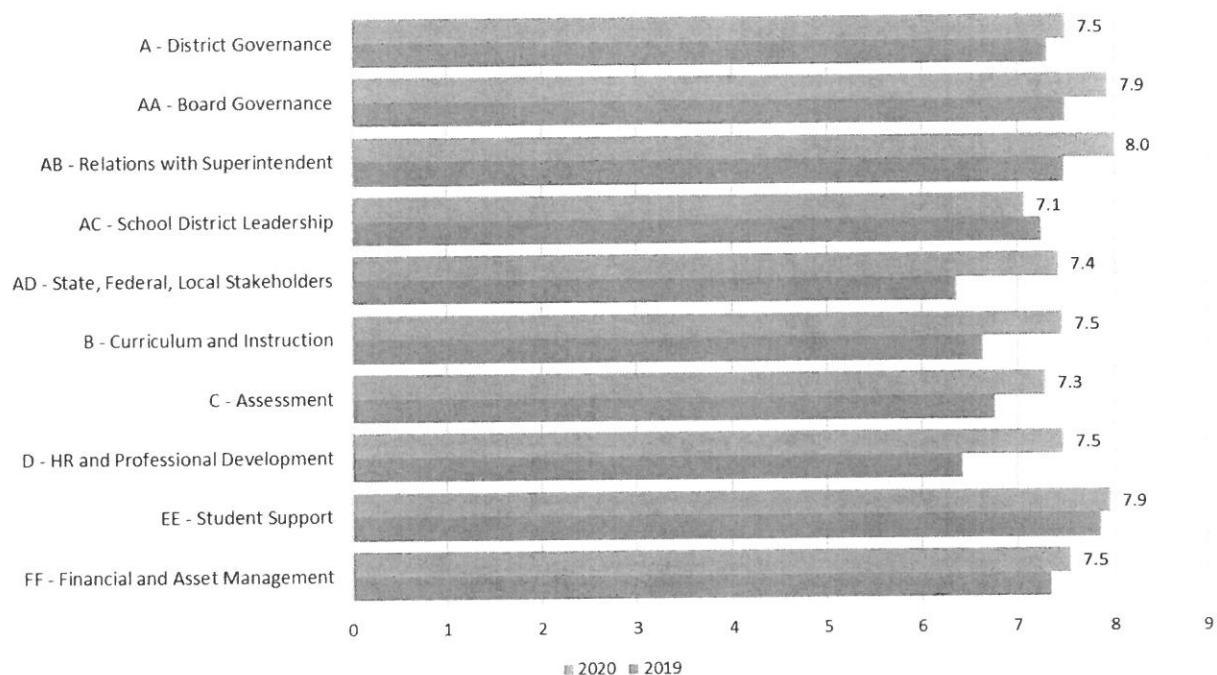
## School Committee Members

Suzanne Allen  
Maureen Babcock  
Sharlene Cronin  
Shannon Molloy  
SusanMary Redinger  
John Ruark

## Superintendent

Linda Dwight

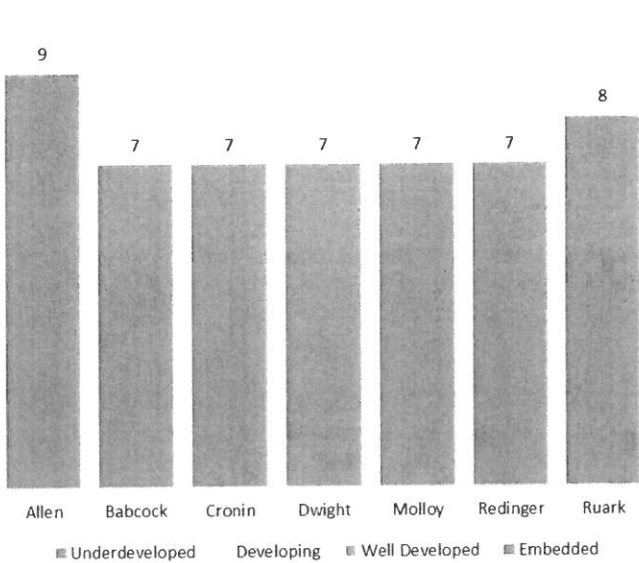
### Aggregate by Section



#### Notes for Question Pages:

- Score is the average of all numbers for a given question. The value in parenthesis is the average of all numbers except the superintendent's score.
- Bars are colored to match the corresponding rubric category for each number given.

A-1. Knowledge of Roles and Responsibilities: Public Administrative Functions



Score

7.43 (7.50)

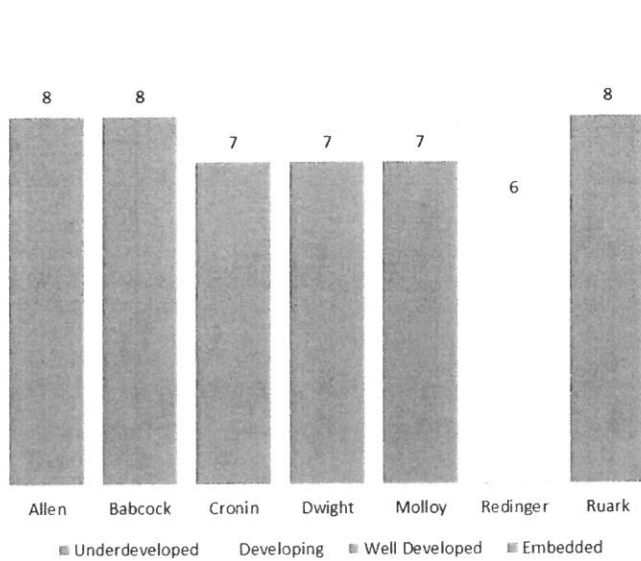
Prior Year

7.71

Comments	
Cronin	With a fairly new committee in place (almost half are new this year), it would be helpful to do more PD beyond the July retreat and the Nov MASC conference. For example, creating the new member handbook, discussing/realigning our norms throughout the year, having a clear handoff of liaison-ship positions and the specific history (so as to ensure there is context for current issues and projects). Also crucial is ongoing PD relating to more detailed aspects of our responsibilities and the required regulations we need to be meeting with regards to managing the budget and setting policy (both MASC and DESE have guidelines).
Dwight	It seems as if we as a group would benefit from further sessions with Dorothy Presser or another MASC leader.

Underdeveloped (1-3)	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 this absence 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, extend meetings unnecessarily, create undesired conflict, and divert attention from more important concerns.
Developing (4-6)	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.
Well Developed (7-9)	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.
Embedded (10)	Members continuously and dependably demonstrate a keen understanding of the role of the School Committee and work appropriately within the law and standards of best practice to focus on their key roles, use policy as a governance tool, and exercise due diligence in budget and finance in order to streamline district functions and ensure governance that will garner public approval.

## A-2. Knowledge of Roles and Responsibilities: Leadership and Accountability



Score

**7.29 (7.33)**

Prior Year

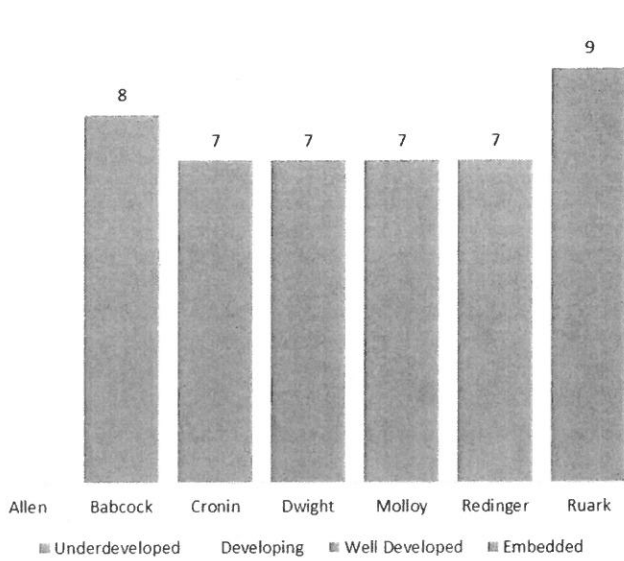
**7.86**

### Comments

Cronin	It's possible that individual members have a specific understand of this and have gone through training, but it would be great to have a more organized/central effort to ensure members are current on the latest training and information.
Redinger	I think the committee would benefit from additional guidance on the delineation of accountabilities between the board and the administration and the best practices for making requests of the superintendent.
Ruark	Attendance at MASC conference and other professional development, time permitting, is always beneficial. We had lower attendance at MASC this past fall than in earlier years.

Underdeveloped (1-3)	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 disagreements about where the lines 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.
Developing (4-6)	Some, but not all members have engaged in such professional development.
Well Developed (7-9)	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.
Embedded (10)	Members continuously and dependably demonstrate a keen understanding of the role of the School Committee and work appropriately within the law and standards of best practice to focus on their key roles, use policy as a governance tool, and exercise due diligence in budget and finance in order to streamline district functions and ensure governance that will garner public approval.

### A-3. Roles and Responsibilities - Personnel Related



Score

**7.50 (7.60)**

Prior Year

**8.29**

Comments

Allen

I have not participated in personnel activities enough to fully answer this question. I do feel that there are areas within this question that can be answered such as the board establishing fair and equitable compensation policies and parameters as well as the board not intruding into personnel but I feel that the bulk of the question is about hiring practices which I have not been involved in this year.

Cronin

While I haven't yet had the opportunity to weigh in on any appointments for Assistant or Associate Superintendent, School Business Officer, and Special Education Director, I look forward to having the opportunity to add to the rigor of discussion and vetting process.

Underdeveloped (1-3)	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.
Developing (4-6)	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.
Well Developed (7-9)	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.
Embedded (10)	The School Committee understands its role to secure a professional staff committed to excellence and overall student achievement. It communicates this goal to other hiring authorities through the superintendent and its policies.

## A-5. Public Policy: Understanding of Federal Law and Regulation

Score

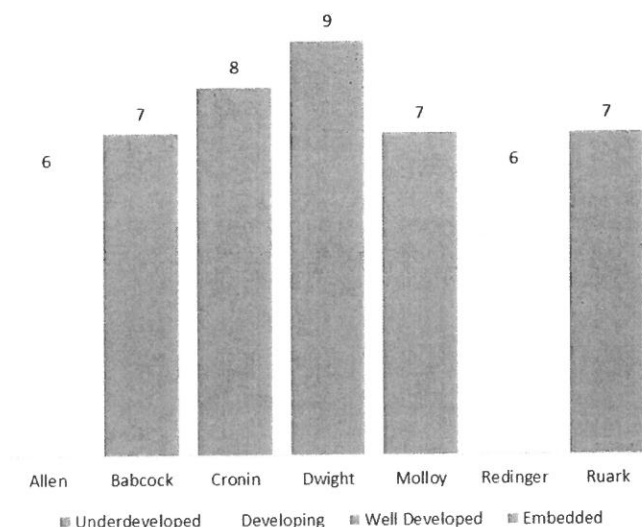
**7.14 (6.83)**

Prior Year

**5.67**

### Comments

Allen	I would not say that we are "well briefed" on key legislation. Our legislative liaison updates us occasionally but I do not hear regular briefings on various federal laws and key legislation and would benefit from increased training in this area.
Cronin	With the addition of the legislative liaison, we are more on top of this content than in prior years and that is a big improvement. This will certainly be a space to continue to watch as more federal and state funding opportunities are created to deal with/assist districts through the pandemic and economic impact.
Dwight	This is an area of strength for board members.
Redinger	While many Federal programs do not apply to HPS, the Superintendent; Pupil Services Director and the School Business Manager take time to update the SC on legislation and policies that affect our district, especially during the budgeting process.
Ruark	Not all of us are especially versed on federal regulations, but we have a more active federal advocacy effort now, and the superintendent is able to bring us up to speed on an as-needed basis.



Underdeveloped (1-3)	Members are not mindful of the principles and purposes of the Elementary and Secondary Education act, Individuals with Disabilities Improvement Act, Perkins Vocational Technical Education Act, ARRA, or other special laws, including those that impact their work including special appropriations and special law and regulation. The School Committee has not made deliberate decisions nor planned effectively for the implementation of special grants, including Race to the Top, School Improvement Grants and other programs. The School Committee has not developed with the superintendent a master fiscal planning arrangement to ensure equity and balance among schools and programs.
Developing (4-6)	The School Committee has had some discussion about the way federal law and regulation will impact student achievement, financial planning, and long term strategies for student success. There has been little briefing on federal law and regulation and members are minimally aware of the growing importance of federal programs. Ongoing disputes about integration of state and federal funds may continue.
Well Developed (7-9)	The School Committee is well briefed on key legislation and makes informed decisions that are aligned with local priorities and state mandates. The School Committee has made informed decisions on participation in federal programs and understands the ways in which federal support will bolster student achievement and the work of the district.
Embedded (10)	Members are fully briefed on various federal laws, including Elementary and Secondary Education Act, Individuals with Disabilities Education Act, Perkins Vocational Technical Education Act, ARRA (Stimulus),; and various sources of federal funding in order to fulfill their responsibilities and make informed and strategic decisions. As a result, they are able to integrate other policy planning and budgeting with federal policy.

## A-6. Public Policy: Understanding of State Law and Regulation

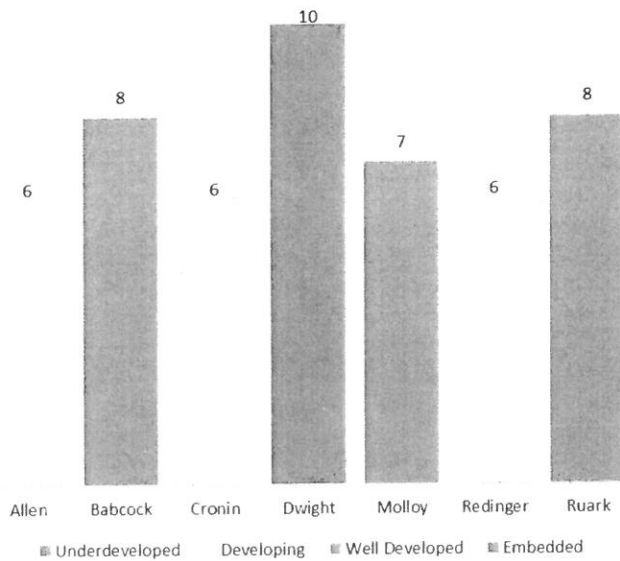
Score

**7.29 (6.83)**

Prior Year

**6.83**

Comments



Allen

I have work to do in this area as I am unfamiliar with Adequate Yearly Progress, Levels I-V Accountability status, Consolidated Program Reviews, and other regulatory mandates. I do feel that I have a basic understanding of Chapter 70, special education and feel that we are making well informed budget decisions based on and aligned with established goals. Not using local media as a part of our strategy to inform the public about school policy. Too many parameters in this question.

Cronin

This (our funding formulas and accountability and assessment standards) seem like great areas for more information sharing and discussion, and an opportunity to include some of this information in our dashboard/data packet. We need to push ourselves to understand where our district is not serving students and why, and seek to close any gaps. We have an opportunity to also leverage social media and town communication networks to engage our constituents about issues and policy.

Dwight

This is another area of strength. I point to the letters of advocacy to the state, knowledge of the state budgeting process, the start up of SEPAC, etc.

Molloy

I could be more educated on some of these.

Redinger

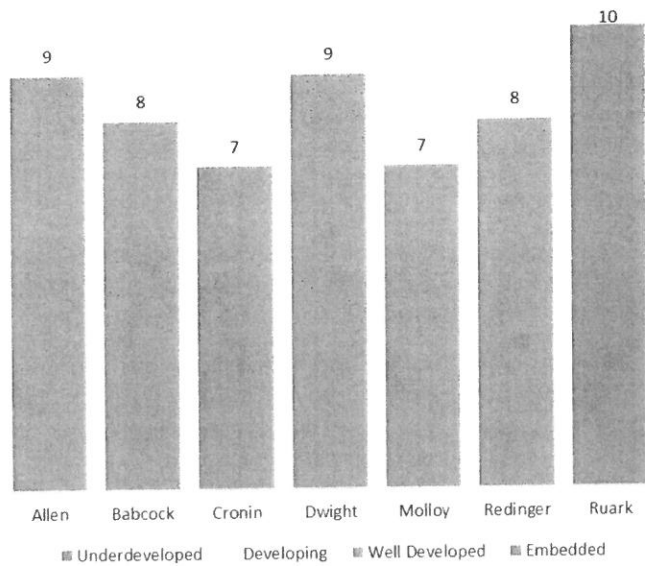
Newer board members are doing a good job developing their understanding of regulations and accountability systems. Chapter 70 Funding has been a consistent topic of discussion through the budget development.

Ruark

We have a deeper appreciation of state laws and regulations.

Underdeveloped (1-3)	Members have little understanding of state accountability systems and assessment programs, funding mechanisms, Special Education programs, and budget and related policy. As a result decisions may be ill-informed and unaligned to policy goals and objectives. Key decisions are delegated or made without recommendations and guidance from administrators jeopardizing the flow of resources to important programs. Members cannot explain the implications of various accountability, assessment and accreditation programs to constituents. The board appears unprepared to make informed decisions, undermining credibility with the public.
Developing (4-6)	Board members are acquiring an appreciation for concepts like Adequate Yearly Progress, Levels I-V Accountability status, Consolidated Program Reviews, and other regulatory mandates in order to make decisions that are linked to student achievement and public confidence.
Well Developed (7-9)	The School Committee is knowledgeable about important state regulatory and accountability systems and articulates the principles behind them in making budget and policy decisions. Recommendations of the administrative team are sought and thoughtfully considered. The public is involved in the discussion. The district uses local media as part of a strategy to inform the public about school policy. Members work carefully to address critical measures for improving student achievement and consciously link their actions to student achievement.
Embedded (10)	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 fulfill their duties to support an effective management team, set effective policies, and budget responsibly.

## A-7. Establishes District Policies: General Operations



Score

**8.29 (8.17)**

Prior Year

**8.43**

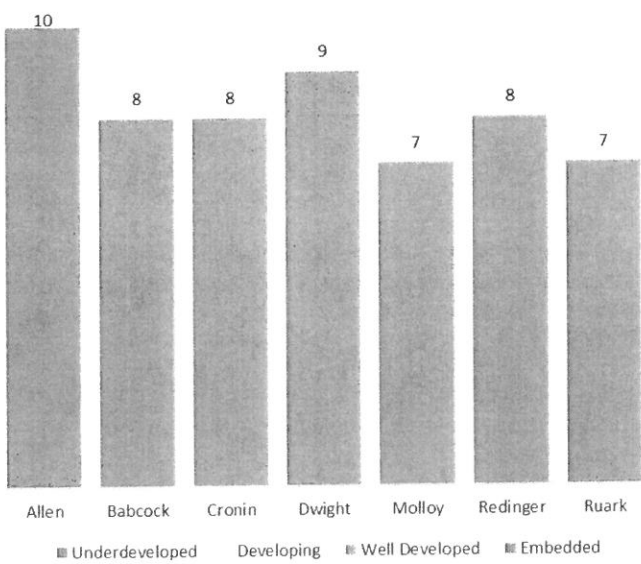
### Comments

Babcock	The policy subcommittee reviews policy on a regular basis providing the district with great resources for making consistent and informed decisions. New policies are identified and added as needs are recognized.
Cronin	This past year and a half has brought welcomed improvement in the way policy has been conducted - we are continuing to review the policies and have managed to get through a majority of the backlog. To get us to a sustainable level, we could better incorporate greater clarity of roles and responsibilities. A key point of feedback for some of our policies has been "how will this be implemented"?
Molloy	Got a start this year with considering new policies, e.g. proposed new booster policy. It's important to make sure this is followed through and we continue to not only review and revise existing policies, but also look at how novel policies can help us move in new and improved directions.
Redinger	Our policy sub-committee has consistently been active in keeping to a cycle on policy review and makes regular presentations to the committee. Members often cite policy in our discussions and new policies have been added based on MASC recommendations.
Ruark	Meetings seemed to be efficient and collegial, and typically ran long because of the vibrant, engaged discussions. Everyone was aware of policies relating to general operations of the committee.

Underdeveloped (1-3)	District policies are in disarray or are not used to facilitate district operations and governance. A policy manual may not exist or may be inaccessible. Boards regularly discuss matters before it outside of the context of policy making roles.
Developing (4-6)	District policies are in generally order but not necessarily complete or followed consistently. The board recognizes the importance of organizing policies and is working to do so.
Well Developed (7-9)	School Committee members are aware of the various sources of policy and location of key policy within school district resources. The board addresses constantly the need to update policies and keep them current. The board makes frequent reference to policy in making its decisions and collaborates with the administrative team to ensure consistent practice and public awareness to bolster district image. Through policy, ambiguities in Roles and Responsibilities are reconciled to avoid conflict among board members and the administrative team.
Embedded (10)	The School Committee and the administrative team operate efficiently and collegially 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.



A-8. Establishes Policies: Focused on Student Achievement



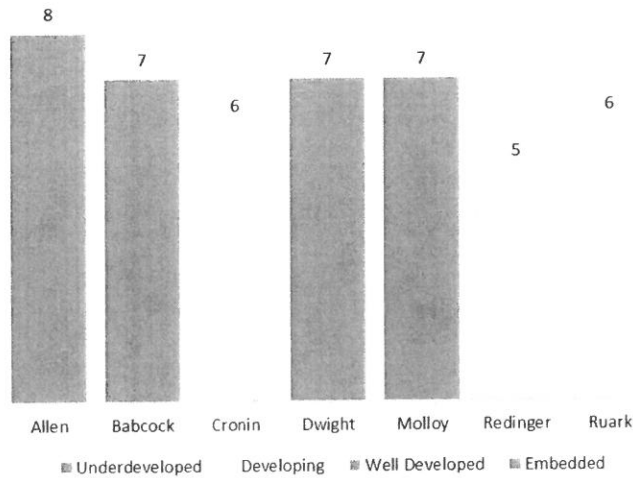
Score  
**8.14 (8.00)**

Prior Year  
**7.43**

Comments	
Babcock	See above...
Dwight	A lot of work has been done on policies with thorough research and consideration. The policy sub-committee seeks input from the community.
Redinger	With the recent teacher contract negotiations, the committee has been able to discuss and improve aspects of the agreement to, hopefully, positively impact student learning. We reviewed the attendance policies and approved changes to decrease absences. Budget decisions are made with student achievement at the forefront.
Ruark	I still struggle with connecting the dots of many committee actions to student achievement.

Underdeveloped (1-3)	There is no evidence that district policies either affect student achievement or are designed to do so. The School Committee is not able to identify practices to link policy to student achievement.
Developing (4-6)	The School Committee has acquired a basic understanding of how district policies promote student achievement. Members plan to identify and address achievement advances in a deliberate way, but have not yet made meaningful progress.
Well Developed (7-9)	Districts have clearly defined policy deliberately targeting student achievement. These include policies regarding attendance, grading, promotion or graduation requirements, student safety and security, budget, length of school day and year, and other areas. The board has identified the link between collective bargaining and student achievement and uses the bargaining process as another strategy to secure and evaluate a proficient work force. (See below)
Embedded (10)	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.

## A-9. Engages in Professional Development



Score

**6.57 (6.50)**

Prior Year

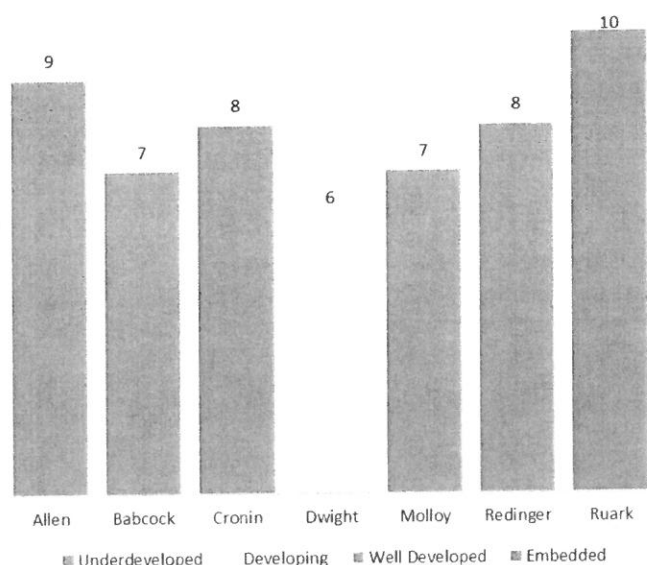
**6.17**

### Comments

Babcock	Periodic opportunities are taken advantage of, but additional professional development and training could definitely be a great resource. It's tough to balance the significant demands of regular business and issues, with a desire to also find time for additional education/training.
Cronin	We operate a bit like trial by fire, figuring things out as we go, with significant reliance and deference to our Superintendent to help us navigate things. While the collaboration is welcomed, we are adding to an already heavy load for our Superintendent and should create more self-reliance. As a result, we miss opportunities to do strategic planning, for example: creating a new technology strategy, creating a 3 year budget forecast using enrollment and salary projections, creating a communication/community engagement strategy, etc.
Molloy	The CI subcommittee this year recommended continuing professional development for SC members. A first step might be using this tool as a jumping off point to identify gaps in knowledge or areas of desired growth.
Redinger	The fall MASC conference is the only PD that most members attend and last year attendance was minimal. We have talked about having our field rep come in for additional training but that has not happened. Hopefully we can find additional resources moving forward to support newer members, especially if the fall conference is cancelled due to the COVID virus.
Ruark	More can be done here. The annual retreat is a once-a-year opportunity, as is the MASC conference. Opportunities throughout the year should be explored.

Underdeveloped (1-3)	The School Committee does not engage in professional development for itself; members do not attend briefings and training available to them. The board does not have planning or retreat sessions to help improve its work. Members may not have completed orientation training for their work.
Developing (4-6)	Members have had some professional development but need more to improve boardsmanship, understanding of roles and responsibilities, budget and finance, leadership, and other topics.
Well Developed (7-9)	The School Committee schedules periodic training for itself in collaboration with the superintendent. This may also include training with other members of the administrative team (i.e., principals; Central Office, etc.). Training includes Roles and Responsibilities updates, Collective Bargaining for Student Achievement, School Finance, Leadership and Collaboration, or customized programs to meet their needs.
Embedded (10)	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.

## A-10. Maintains an Ongoing Self-Assessment to Determine Board Effectiveness and Best Practices for Student Achievement



Score  
**7.86 (8.17)**

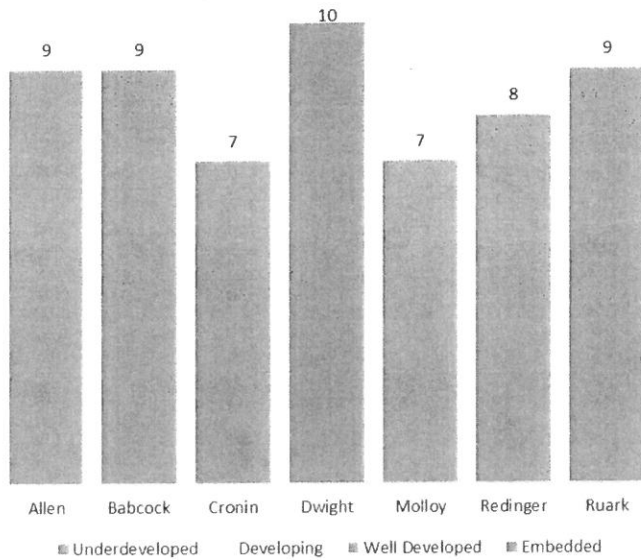
Prior Year  
**7.43**

### Comments

Babcock	The self-assessment is done annually and is a useful exercise. It would be desirable to tailor the tool more to our district. There are areas which seem hard to relate to. Additionally, the tool is cumbersome to work with.
Dwight	The form might be shortened and based more on our specific goals.
Molloy	And here we are. My sense is we could probably improve on carrying this data into our functional areas.
Redinger	The SC conducts an annual review and bases some of its goals on the feedback received in those reviews. Members take their jobs seriously and demonstrate a willingness and desire to learn best practices.
Ruark	We established a continuous improvement subcommittee partly based on the results of our last self-assessment.

Underdeveloped (1-3)	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.
Developing (4-6)	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.
Well Developed (7-9)	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.
Embedded (10)	The Self-Assessment tool is a valuable gauge for the School Committee to effect continuous improvement, greater focus on student needs, and the short and long range goals of the school district.

## AA-1. Effective Meeting Process



Score  
**8.43 (8.17)**

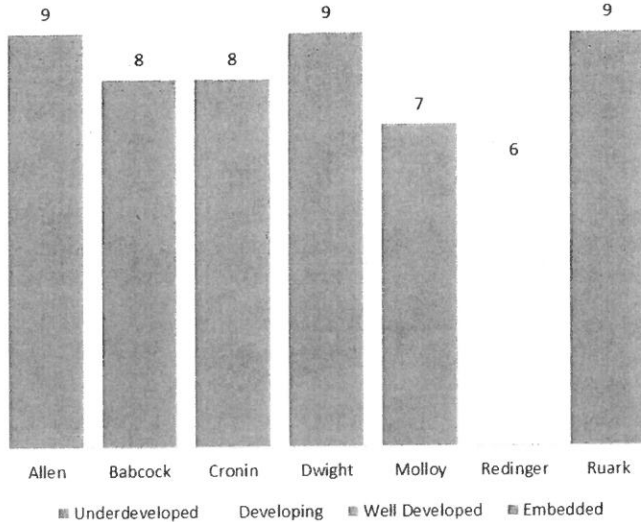
Prior Year  
**7.29**

### Comments

Babcock	School committee meetings are well planned and executed.
Cronin	I have really enjoyed some of the deep, challenging conversations we have had this past year. I appreciate the dissenting voices and discussion and would like to see more space made to wade through disagreement and debate where there is not consensus. There is a lot we can learn from one another and the varying perspectives we contribute.
Dwight	John has done a great job of leading the SC this year. He makes sure to hear each members perspective, including the student members.
Molloy	Everything goes well until something goes wrong. Faced with an unruly public comment or attack on an SC member or the administration, would we feel confident about how it should be handled?
Redinger	Overall, SC meetings are efficient and well managed. Agendas are occasionally difficult to get through in the time allotted, but discussions are robust. Presentations on student achievement at both schools have helped members link budget needs to what's happening in the classrooms.
Ruark	A large chunk of meetings is dedicated to recurring topics; I wonder if these could be handled more efficiently.

Underdeveloped (1-3)	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 resolved on the basis of local political criteria rather than factual and data driven information.
Developing (4-6)	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.
Well Developed (7-9)	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.
Embedded (10)	Orderly and effective, purposeful meetings are the hallmark of the district, instilling confidence and support for the public who attends, views, and reads about the meetings. Meetings are clearly designed to focus stakeholder and the community on successful schools and students. Information provided to the public and to members is sufficient to foster a discussion and additional resources may be available on the district web site or by request.

## AA-2. Demonstrated Teamwork and Collegiality



Score  
**8.00 (7.83)**

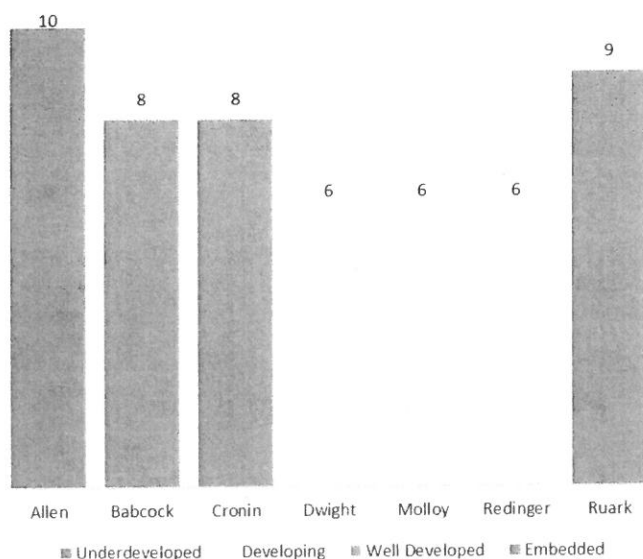
Prior Year  
**7.14**

### Comments

Babcock	The current committee works well together.
Molloy	My observation is that the expression of principled dissent has increased over the past two years and this is something I appreciate. I think there continues to be an opportunity to strengthen ties with other municipal officials.
Ruark	The interaction this year seemed positive, constructive, and focused on district improvement.

Underdeveloped (1-3)	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 sense the lack of teamwork and collegiality and engage in improper behaviors, including end-runs around the chain of command. As a result, the board is unable to conduct a coherent discussion and debate on critical matters before it.
Developing (4-6)	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.
Well Developed (7-9)	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.
Embedded (10)	The public recognizes that School Committee members work together for the best interests of the district and address their roles and responsibilities effectively and efficiently. The district is able to expedite its work in ways that build public credibility. Municipal officials take note and engage the School Committee as colleagues for the success of the community.

### AA-3. Communications Among Board Members and with Superintendent



Score

**7.57 (7.83)**

Prior Year

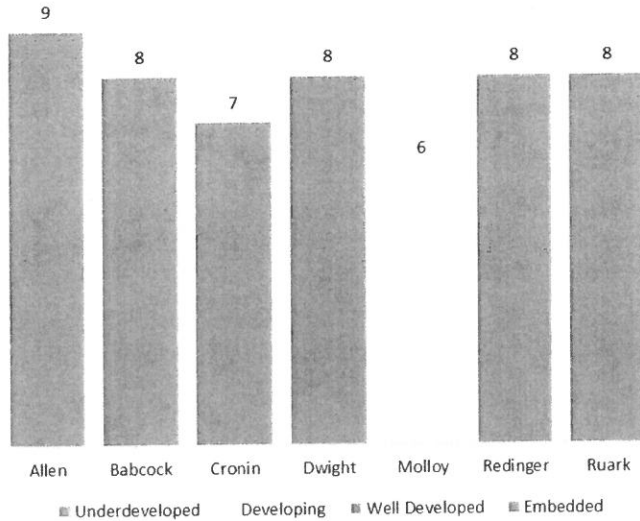
**7.00**

#### Comments

Dwight	There is some sense of distrust that pervades our work together. I am uncertain why it exists or how to make improvements.
Molloy	This may be an area worth visiting this summer. Most of the SC is now made up of very new members (<1 term). Both the SC and superintendent will be under significant pressure on many fronts as the pandemic continues into the 20-21 school year and if our communications protocols are well understood and respected by all members, it may relieve some of that pressure. It's important to do this in a way that makes voices feel heard, not buried.
Redinger	The committee continues to build their trust and respect for the superintendent and the administration. However, a recent letter to the editor regarding the bus contract suggests that there is room for improvement in sharing information and communicating in ways that promote, rather than undermine, the board and the effectiveness of the superintendent.

Underdeveloped (1-3)	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 communicates with other members, stakeholders or community leaders in ways that undermine both the board and the effectiveness of the superintendent.
Developing (4-6)	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.
Well Developed (7-9)	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.
Embedded (10)	Because a consistent and respectful line of communications is respected, the superintendent and the School Committee are able to fulfill their functions effectively without concern that their efforts would be undermined.

## AA-4. Varied and Purposeful Meetings



Score

**7.71 (7.67)**

Prior Year

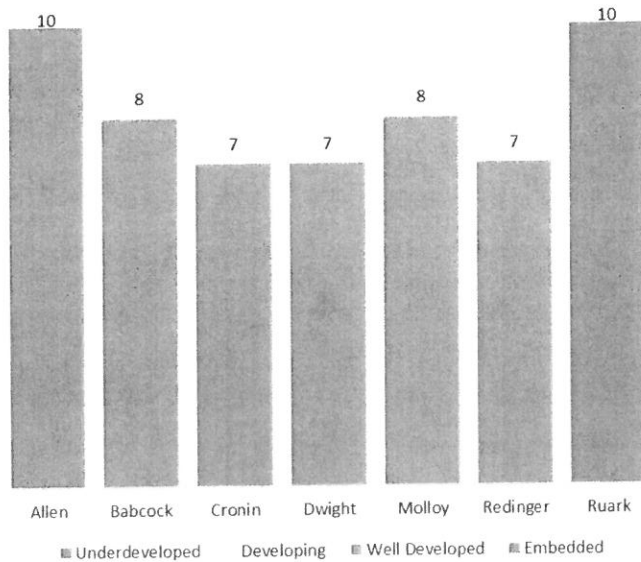
**8.00**

### Comments

Allen	only reason this didn't get a 10 was because of the last bit of the 10 criteria- we should promote the presentations and involve the public more through media and other lines of communication to build public confidence.
Babcock	Students and faculty are regularly invited to present on various school programs. These presentations are well received and give great insight into different initiatives at the schools. I think everyone would like to hear more of these - but they seem to be well balanced with the other business that the committee needs to attend to.
Cronin	Presentations from program leaders are usually the highlight of discussion, and the board greatly appreciates the effort and work that goes into preparing these presentations/discussions. To move us towards embedded, it would be good to see more evidence and direct connection of programming impact on student achievement and talk about where programming isn't working.
Molloy	The superintendent ensures that there's a consistent flow of presentations to the SC. I would like to see the full SC choose, under advice from the superintendent, what the programs will be for the year, and then give input in advance of each program's development. The SC can do better in asking for the information it wants/needs. The programs are generally impressive, but could be tied more explicitly to mission, vision, and goals.
Redinger	SC meetings have included presentations on most school curriculae, Special Education, technology, health & wellness, and extra-curricular programs at both schools. The committee enjoys visits from many faculty members and students to see how student achievement is both measured and enhanced.
Ruark	Would love to get media coverage of some of our curriculum updates. Our curriculum update plan was disrupted at the end of the year because of the pandemic, otherwise the score here might have been higher.

Underdeveloped (1-3)	Professional development rarely, if ever, occurs at School Committee meetings or special training sessions. The School Committee rarely, if ever, hosts 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 deployed 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.
Developing (4-6)	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.
Well Developed (7-9)	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 infomercials, self-promotion, or diversion are discouraged.
Embedded (10)	School Committee members and the public look forward to regularly scheduled academic presentations that clearly demonstrate the impact on student achievement of various school activities, curricula, programs, and faculty work. Meetings are run in an exemplary way with the chair visibly and demonstrably leading a constructive public session from which the public derives confidence in their public schools. Media cover these events to help the public understand the value of these programs and curricula.

## AA-5. Shared Governance Through Aligned Subcommittees and Distributive Leadership



Score

**8.14 (8.33)**

Prior Year

**7.57**

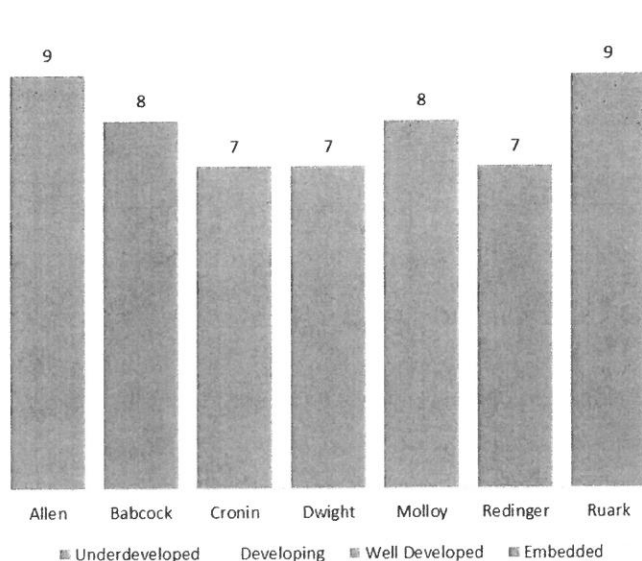
### Comments

Babcock	Subcommittees and liaisons are critical to addressing the multitude of areas the school committee needs to attend to.
Dwight	Sometimes the focus seems to be divided and not as focused on academic improvements as on other areas such as athletics. While important, the amount of time devoted to that work outweighed other areas of focus.
Molloy	All members had significant time and leadership responsibilities outside full committee meetings this year. One area I would like to feel more active in is addressing important student concerns. For 20-21 we may benefit from purposeful focus: are there some things that from the outset, we should not try to do? Should our strategic planning be short term this year in order to be most useful and realistic?
Redinger	The SC has many sub-committees and task forces which meet regularly and provide reports to the full committee including: policy, budget, SEPAC advisory, fields advisory, CPIC liaison, council liaisons, dashboard, start time, SC best practices, health and wellness, negotiation and budget task force. In light of the increased demands on our administration due to COVID and remote learning it would be prudent to review sub-committee directives and scale back any non-essential work to free up time and resources. I am concerned, at times, that some of the SC goals increase workload for our administrators.
Ruark	Policy subcommittee took the proactive step to solicit feedback from the community on their important booster work this year. Other subcommittees were effective at enabling the full committee to accomplish more than it might otherwise if all work was done at full meetings.

Underdeveloped (1-3)	All activities are controlled by the chair or superintendent. Information is distributed to the membership in an untimely or incomplete manner. There are few or no subcommittees to take actions between meetings. Members have little or no chance to assume positions of leadership from which may aspire to make greater contributions to the success of the district and its students. The School Committee does not encourage the superintendent, nor evaluate the superintendent, on his/her ability to implement shared leadership principles.
Developing (4-6)	There are some subcommittees, but they are inactive. Members have little additional responsibility other than attending meetings and are discouraged from working with the community to promote public schools. The superintendent is not evaluated on the ability to work with the School Committee or faculty in a way that distributes leadership opportunities.
Well Developed (7-9)	Subcommittees are active and focused for the purpose of taking important actions in between meetings to develop draft policies, address important student concerns, organize for a strategic planning process, monitor district finances, and study the long range implications of curriculum effectiveness. The chair delegates authority and responsibility among the membership, allowing others to assume positions of leadership.
Embedded (10)	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 fulfill their responsibilities to expedite work between meetings and relationships among colleagues, stakeholders and community members.



## AA-6. Establishes Goals for School District



Score

**7.86 (8.00)**

Prior Year

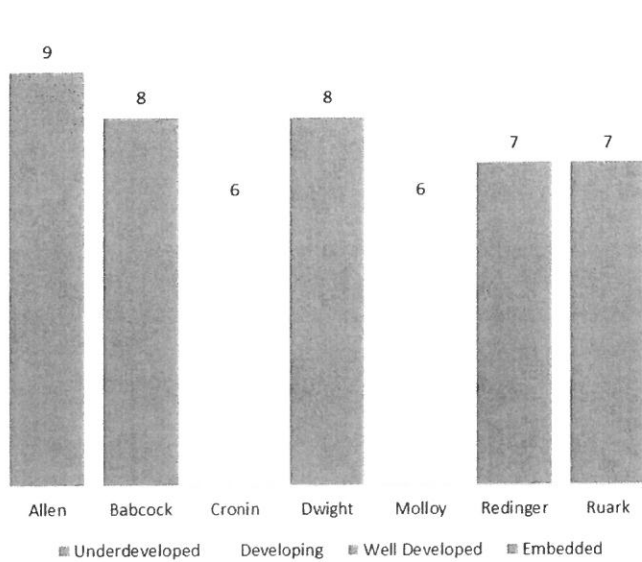
**7.71**

### Comments

Babcock	The district uses S.C. goals, Superintendent goals, monitors the School Improvement Plans and other reports on a regular basis. Strategic Plans have been created and updated consistently.
Molloy	Improved tying goals to decisions this year.
Ruark	The goals and improvement plans should have more public visibility. Perhaps get updated three or four times a year in a more continuous manner than the bigger mid-year and end-of-year updates. That being said, we did review and revise goals mid-year based on shifting priorities, which demonstrates the agility of the committee.

Underdeveloped (1-3)	The School Committee has not developed goals for the district that are timely and appropriate, and, therefore, does not engage in meaningful planning around budget, student achievement, and administrative stability. Goals that exist may address inappropriate areas or not focus on measurable achievement and clearly defined successes. A strategic plan, if in place, is ineffective or not followed.
Developing (4-6)	If the district has a strategic plan, it is not monitored or updated. Annual goals for the superintendent and the School Committee are perfunctory and ambiguous, and not clear and measured with deadlines, milestones, and accountable staff.
Well Developed (7-9)	Annually, in collaboration with the superintendent, the School Committee develops goals for itself, goals for the superintendent and the district. A strategic plan is in place and monitored carefully.
Embedded (10)	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.

## AA-7. Establishes a Strategic Plan for Student Achievement



Score

**7.29 (7.17)**

Prior Year

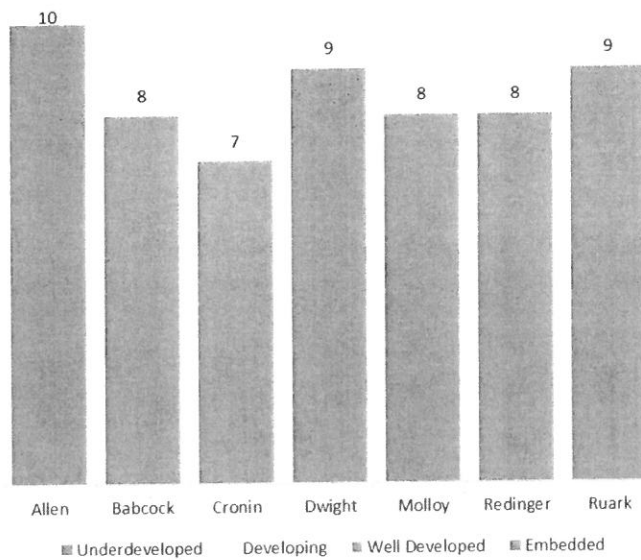
**7.71**

### Comments

Babcock	A useful tool that is in place consistently.
Cronin	We need a long-term strategic plan. We have our annual goals and the DIP/SIPs, but having these tie to a longer-term vision is needed.
Dwight	The plan is at the end of the three year cycle. We need to work on vetting new goals and direction over the summer. This is a tough time to plan much beyond the safe opening of school, so there may need to be a one year continuation or school opening focused short term plan.
Molloy	Some areas would benefit from further definition. We discussed not having a strategic plan around technology this year but did not reach a conclusion or tie to action and direction. I realize significant work went into the development of vision and mission statements, but feel they should be tied to some kind of review schedule in order to maintain relevance.
Ruark	Student achievement is captured as part of the various improvement plans and goals we track, but more direct mapping of goals to achievement would be helpful.

Underdeveloped (1-3)	There is no strategic plan, or a plan that may exist is not followed.
Developing (4-6)	A strategic plan is in place but it may not be sufficiently detailed, rigorous, or relevant. There are no measurable goals, timelines, and clearly defined strategies. As a result, the plan is not a helpful tool. Or, the district may be in the process of developing a model instrument, but such a plan is not yet ready for implementation.
Well Developed (7-9)	A strategic plan is in place and is reviewed regularly to ensure timeliness and relevance. The strategic plan addresses short term, moderate, and long range goals and attempts to cover financial planning to the extent possible. All School Committee members and administrators are aware of their roles under the plan. Key decisions, including policy making and budget, are made based on the plan.
Embedded (10)	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 fulfill 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.

## AA-8. Addresses Dissent and Disagreement in Ways that Encourage Civic Engagement and Public Discourse.



Score

**8.43 (8.33)**

Prior Year

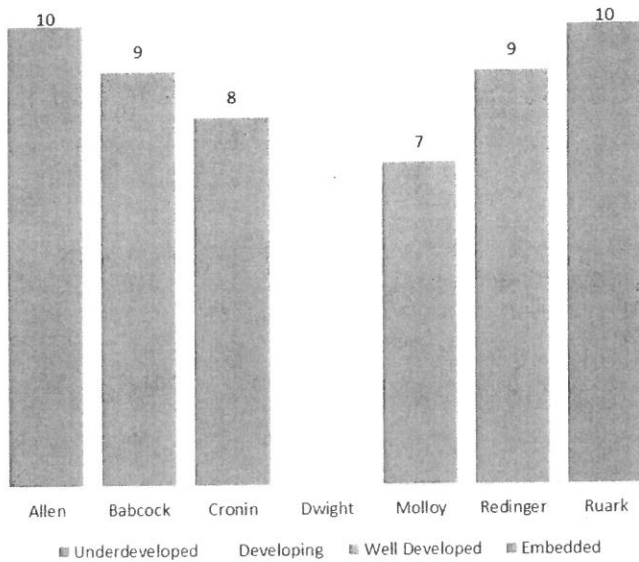
**7.57**

### Comments

Babcock	Successful committee leadership has been in place consistently. Agendas are thoughtfully crafted for productive meetings. Debate has been respectful and is appreciated. There are always varying viewpoints to consider.
Dwight	The remote meeting format has increased attendance.
Molloy	One thing our chair did skillfully this year was solicit input from everyone.
Redinger	SC members have displayed respect and professionalism during debates. Discussion is focused on the topic, not on individuals and differing view points are expressed and appreciated.
Ruark	It would be nice to have more public in attendance, but I don't know to what extent the orderliness and collegiality of the meetings impacts attendance.

Underdeveloped (1-3)	School Committee members argue regularly and without focus so as to discourage public participation and interest in meetings. Disagreements disrupt the flow of discussion and debate, making rational decision making difficult or impossible. Members speak at length or multiple times and may show lack of respect for each other. Public comment period protocols fail to focus comments on legitimate issues. The chair is unable or unwilling to address this problem. Neither the chair, nor superintendent are able to steer the meeting efficiently.
Developing (4-6)	The School Committee has identified the importance of orderly and efficient meetings and is working toward conducting them, including best strategies for efficient conduct. The chair and superintendent mentor each other to help avoid meeting pitfalls. Members are encouraged to focus their remarks. Members have some understanding of parliamentary procedures to move the meeting forward. Members have an understanding of Principled Dissent and use the meeting to raise appropriate questions, make relevant points, and respect the time of others.
Well Developed (7-9)	An engaged chair helps lead focused and effective meetings. The chair understands rules of Parliamentary Procedures. The public participates under public comment policies that address meeting topics. Members debate respectfully and engage in principled and constructive criticism and principled dissent where appropriate. Members are mindful of the implications of the debate and use the meeting as a way to promote public support and to educate the community. When there is disagreement, members do so constructively and in a principled manner.
Embedded (10)	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.

## AB-1. Hire and Retain an Effective Superintendent



Score  
**8.83 (8.83)**

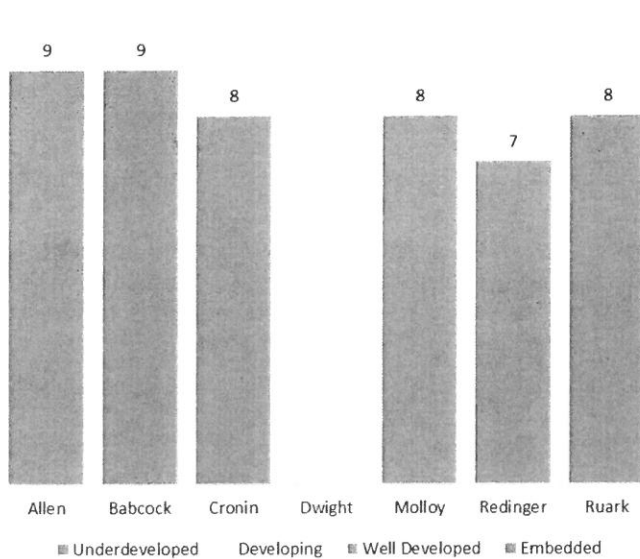
Prior Year  
**8.29**

### Comments

Babcock	Dr. Dwight has established herself as a collaborative leader and seems to have the respect of all those around her. Dr. Dwight has successfully led the district with many large initiatives and issues such as the elementary school building project and remote learning this spring. She has an excellent working relationship with the school committee.
Redinger	Dr. Dwight has participated in the superintendent's induction program and continues to work with her mentor. SC approved a professional learning opportunity (trip to Estonia/Finland) to advance Dr. Dwight's ability to lead the district. Annual evaluations are done and the SC has adopted the MASC's recommended evaluation tool.
Ruark	Dr. Dwight was always professional and courteous in interacting with school committee members. Additionally, she demonstrated her effective leadership in managing the pandemic crisis.

Underdeveloped (1-3)	The superintendent hiring process was poorly planned and there was neither recruitment for able candidates nor interest in seeking a diverse pool. Superintendent was hired with little regard to potential success in meaningful areas. The process was politically driven rather than motivated by best interests of students. The School Committee does not use the evaluation process to help focus the work of their chief executive. The School Committee may remove a superintendent for inappropriate or invalid reasons. (NOTE: the failure to renew the contract of a superintendent or to terminate employment is not, ipso facto, grounds for criticizing the School Committee.)
Developing (4-6)	The School Committee has sought and retained an able superintendent by establishing criteria and measuring candidates against these standards. An evaluation instrument is in the development stage but not finalized as a vehicle to measure the effectiveness of the administrative officer..
Well Developed (7-9)	The superintendent search process was transparent and engaged the public so as to create a positive climate for induction. An skillful mentor is used to help the new leader adapt to the district. Using a thorough and effective evaluation tool, the potential continued success for the superintendent is likely. Successful superintendent is provided with professional and economic incentives to continue in the district. Strategies for retaining an outstanding leader are understood and appreciated by the School Committee which also supports professional development and ongoing mentoring for their leader. Superintendent compensation is tied to performance. The evaluation tool measures appropriate standards and is used as a constructive tool as well as an instrument to help the public understand exemplary practices.
Embedded (10)	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.

## AB-1a. Develops Ongoing Working Relationship with Superintendent



Score

**8.17 (8.17)**

Prior year

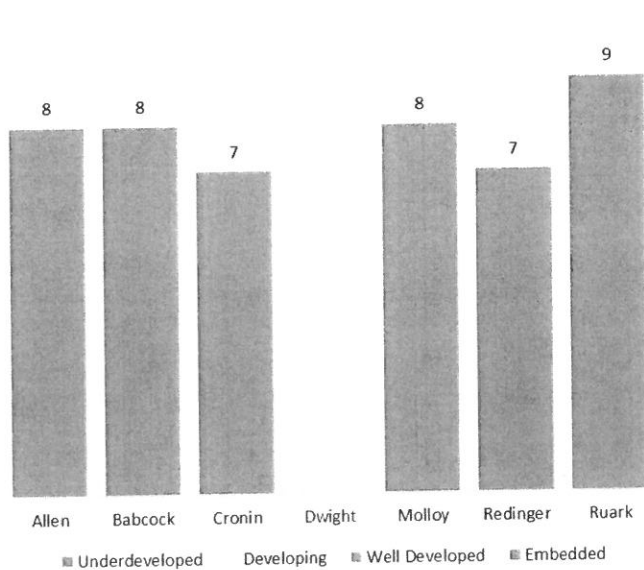
**7.57**

### Comments

Babcock	There is an excellent, healthy, respectful and productive relationship between the Superintendent and the School Committee.
Molloy	Booster policy development was an area this year in which the SC engaged with the superintendent on a strategy for student achievement. I see the super/SC roles as respected, but perhaps could be understood better. This is going to be particularly important for the coming school year as the SC needs to protect space for the superintendent to lead during an unprecedented crisis.
Redinger	Members continue to develop their trust in Dr. Dwight's leadership of the district although SC decisions do not always take the administrations' recommendations into account. I think the committee could benefit from a better understanding of the superintendent's role and accountabilities beyond her work with the SC.
Ruark	Sometimes we are a little too quick to dive into the weeds of operations, which might be of interest to the committee but are not under the committee's scope of control. The committee should be mindful when such discussions impose an undue burden for preparation on the leadership team.

Underdeveloped (1-3)	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.
Developing (4-6)	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.
Well Developed (7-9)	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.
Embedded (10)	The chair and superintendent serve as mentors to each other's as an ongoing strategy to build a model relationship for leadership of the district. Members also model this behavior in their work. The public recognizes and respects this relationship and supports the superintendent.

## AB-2. Establishes Mutually Agreeable Goals for Superintendent (and District)



Score

**7.83 (7.83)**

Prior Year

**7.67**

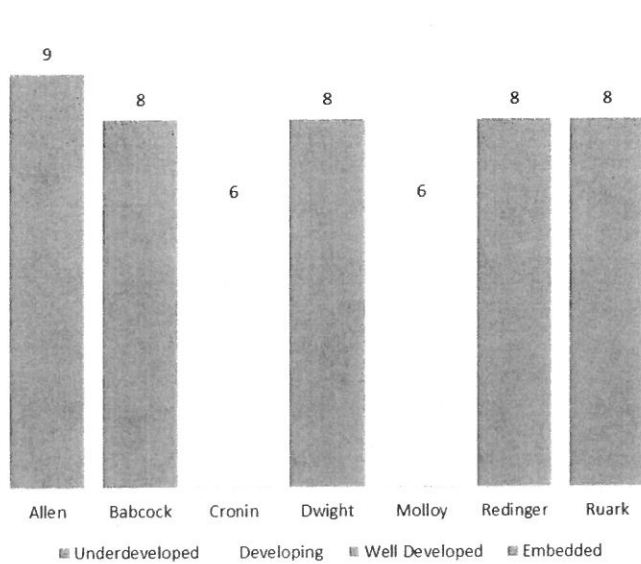
Comments

Babcock

Annual goals are thoughtfully developed - although year to year, unexpected issues and initiatives come up that need as much attention, if not more. The process of setting and considering achievement of these goals is still worthwhile.

Underdeveloped (1-3)	Annual goals for the superintendent are not set. Conversely, goals are not meaningful or realistic.
Developing (4-6)	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.
Well Developed (7-9)	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.
Embedded (10)	The superintendent's goals are models for the rest of the school community, highlighting and identifying important objectives and milestones. The goals are clear, relevant, timely, and linked to the district strategic plan, financial master plan, and professional development.

## AB-3. Maintains Relationship to Promote Student Achievement



Score

**7.57 (7.50)**

Prior Year

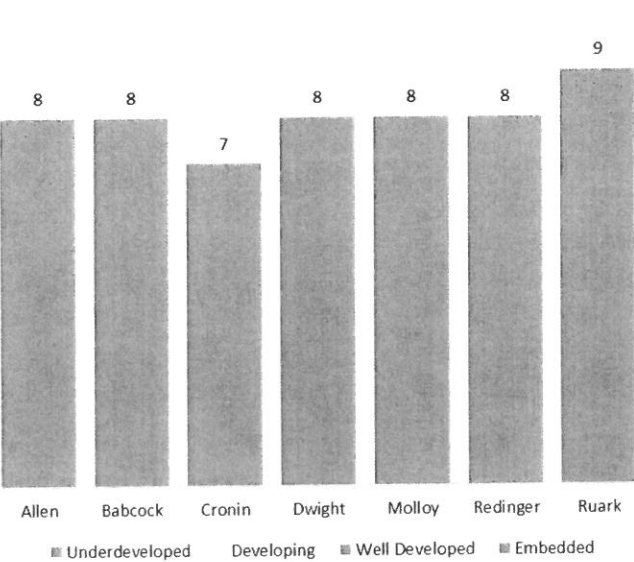
**7.00**

### Comments

Babcock	The Harvard School District has student achievement as a primary focus and continually works to structure the district to support the students in their endeavors. Fortunately, the district also considers the students overall wellness as it relates to achievement.
Cronin	We have an opportunity to look at achievement gaps in key groups to understand how else we can be serving these populations.
Molloy	I would like to have done more with Wellness this year.
Redinger	In a high performing district such as Harvard, improving student achievement is often harder to assess, however, the SC regularly receives presentations on curriculum, enrichment and intervention measures.
Ruark	I feel better about or work here, but we can always be doing more to map our actions to results in student achievement.

Underdeveloped (1-3)	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 raise them. The School Committee has had little or no professional development to understand its role in promoting student achievement.
Developing (4-6)	The board has studied strategies to improve student achievement and has a plan to implement them, but has yet to make meaningful progress.
Well Developed (7-9)	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.
Embedded (10)	The School Committee and superintendent have developed a clear understanding of what is required of the board to support the improvement of student achievement outcomes. A culture exists where the board routinely integrates these strategies into its policies, budget, and public discourse and where the public recognizes this commitment and respects the academic stakeholders for it.

AB-4. Provides Rational and Effective Evaluation of the Superintendent



Score

8.00 (8.00)

Prior Year

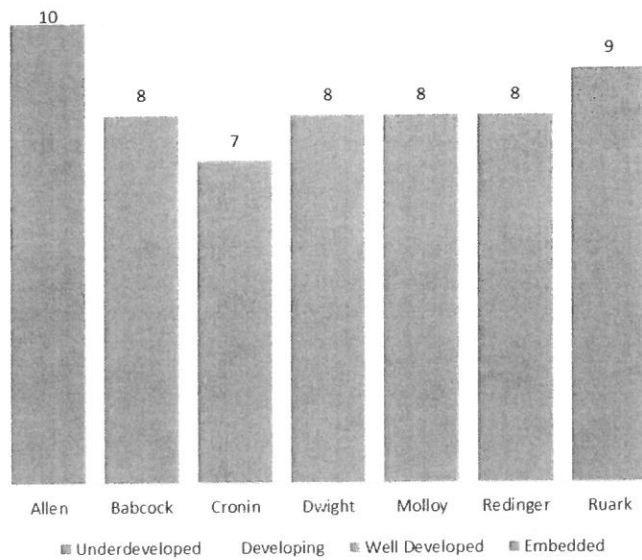
6.71

Comments	
Babcock	A Superintendent evaluation is done annually. Helpful input is always given and Dr. Dwight uses the feedback constructively.
Molloy	The superintendent's eval has been a focus for continuous improvement in recent years, in terms of looking at the best way to collate and present evidence, and this year the SC committed time to considering a new rubric for evaluation. It's clear from the most recent evaluation and discussion that SC members committed significant effort into its execution.
Redinger	The evaluation tool has undergone changes over the past years, but the SC has consistently done an annual review in public and provided meaningful feedback for the superintendent.
Ruark	We didn't do a mid-year evaluation, but historically our evaluations have been thorough and very constructive for the superintendent.

Underdeveloped (1-3)	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.
Developing (4-6)	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. .
Well Developed (7-9)	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 comment 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.
Embedded (10)	The annual (and mid-year "temperature taking") evaluation(s) of the superintendent focus thoughtfully on the work of the superintendent to improve student achievement. School Committee members make clear and helpful comments and recognize successful strategies while citing potential areas of improvement.



## AB-5. Receives and Addresses School Improvement Plans



Score

**8.29 (8.33)**

Prior Year

**8.14**

### Comments

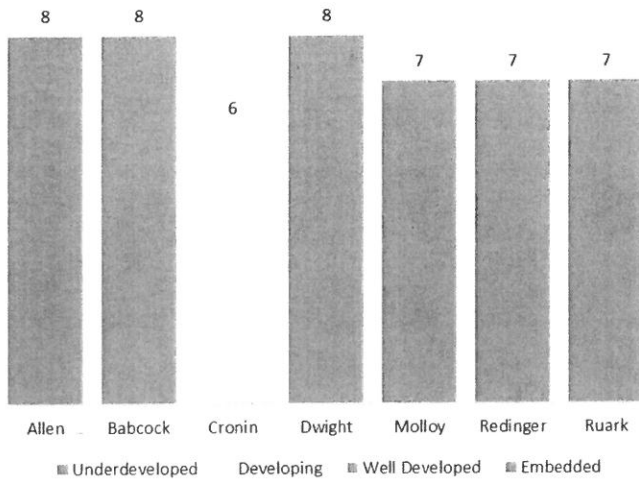
Babcock	The HES and Bromfield School Improvement Plans are reviewed on a regular schedule and are high quality documents which help the district to set goals and re-focus when necessary.
Dwight	The SIPs link to the DIP and guides our decisions as a district.
Molloy	The SC should continue to ensure continuity between the DIP and SIPs and explicitly link the plans to goals and policies. I would love to see the SC develop some kind of tool that keeps the year's goals front and center.
Redinger	SIP presentations are done twice/yr by the administration with good discussion and questions by the SC
Ruark	The only missing piece here is tying it all together from top to bottom. The school improvement plans and the status of them are more communicated "up the chain," so it feels there isn't quite a continuum that would warrant a 10.

Underdeveloped (1-3)	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.
Developing (4-6)	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.
Well Developed (7-9)	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.
Embedded (10)	The School Improvement Plan is a valued tool to assess school performance relative to district goals, engage parents and stakeholders, and build a continuum of leadership that ties student achievement from the school to the superintendent to the School Committee.

## AB-6. Receives Feedback from the Public and Stakeholder Interests

Score  
**7.29 (7.17)**

Prior Year  
**7.00**

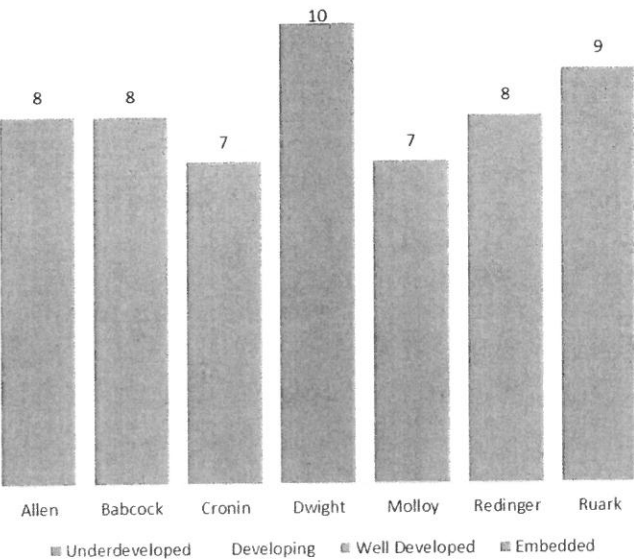


### Comments

Babcock	There are a number of avenues for the public to learn about what is going on in the schools and provide feedback. This year was unique, and the Superintendent and Administrators successfully employed Zoom deserts to share with school families what was going on at the two schools and with the Senior students.
Cronin	I'd like to see more community collaboration and use of the collected data to help inform our budget and policy planning.
Dwight	We have been engaging the public in more decisions lately and this is prompted by the SC members.
Molloy	Zoom is teaching us a lesson here this year: it's a great engagement tool. The SC should consider how to maximize its potential. The SC has moved public feedback more to the forefront this year, but it isn't always clear to the public what the follow up is.
Redinger	Conducting meetings via zoom has allowed SC members to see more public participating, although it could be that the number of viewers through HCTV is just as large, if not larger. The committee has sought public input, when possible, before voting on issues. It would be great to see a regular communication from the SC pushed out to the community.
Ruark	Our primary avenues for communication are public comment period, which often has no participants. School committee "office hours" would help to get even more feedback.

Underdeveloped (1-3)	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.
Developing (4-6)	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.
Well Developed (7-9)	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.
Embedded (10)	The community expects and appreciates that the School Committee will engage stakeholders and other citizens in discussion and in search of feedback to make important decisions about public education. These include community forums, public round tables, collaborative events and discussions, surveys, cable television, and other public venues as sites for data and information gathering.

AC-1. Takes Steps to Significantly Promote Leadership Team and District Instructional Capacity



Score  
**8.14 (7.83)**

Prior Year  
**8.00**

Comments	
Babcock	There are always efforts to provide the district leadership with the support it needs. Tough decisions on the use of funds do often need to be made.
Redinger	The leadership team often makes presentations on their programs and budget requests to educate the committee, especially during their budget process.
Ruark	We understand the links, but providing adequate resources is always a challenge.

Underdeveloped (1-3)	The School Committee does not address the capacity of the administrative leadership team to fulfill its responsibilities. A district leadership team involving the School Committee and/or stakeholders may not exist. There is no public discussion of leadership, including leadership transition or leadership cultivation, within the district.
Developing (4-6)	As part of the budget and policy making process, the School Committee understands the link between policy making and district leadership and capacity to lead. A leadership function is integrated into the budget planning process, superintendent evaluation, and goal setting.
Well Developed (7-9)	The School Committee understands the link between policy making and fiscal management to provide the district leadership team with the support it needs. Recommendations of the superintendent are sought and considered and a plan of action is in place and is activated.
Embedded (10)	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.

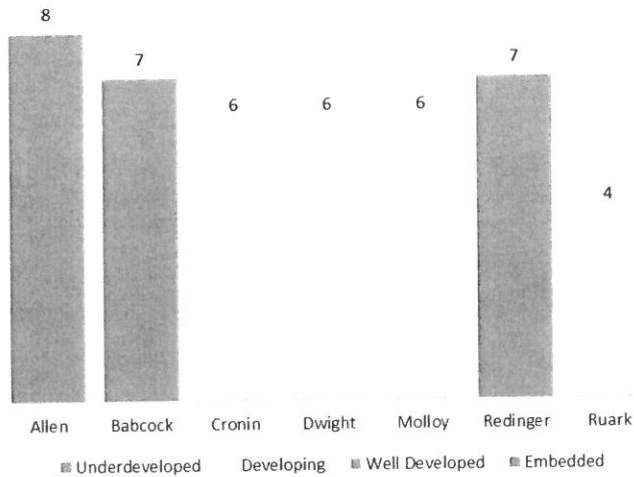
## AC-2. Establishes Strong Relationship with Municipal or Regional Civic Leadership

Score

**6.29 (6.33)**

Prior Year

**7.57**



### Comments

Babcock	Overall, the relationship between the Select Board and School Committee are working and supportive.
Cronin	Through this year, there have been a few conversations about how to improve our connectivity and collaboration with other boards and town officials. This could be a good discussion point for our retreat this year and/or when we discuss out liaison assignments.
Dwight	There have been several examples of miscommunication or no communication between the town and schools.
Molloy	A certain amount of tension among these groups is expected, but the perception is sometimes that the schools could do better with sharing information. Regular joint meetings and participation in team building exercises don't happen as far as I'm aware. Extra bandwidth for activities like these will be low this year, but the issue is still worth considering because the funding scenario will expose and stress all the cracks in our functional relationships.
Redinger	Relationship with the SB continues to evolve and the addition of 2 SC members and the superintendent was a welcomed action. SB chair was involved in the HTA contract negotiations. More improvements could be made to impact the "town vs schools" divide and better communication through the Finance Committee and the Select Board liaisons is needed.
Ruark	There is generally a desire for better relations with civic leadership, but there is still an "us versus them" mentality that the committee sometimes perceives coming from the civic side. The inclusion of school committee members on the budget working group is a start, but it seems attitudes overall need to shift.

Underdeveloped (1-3)	School Committee, superintendent, and municipal officials have a poor relationship. Issues include finance, shared resources, personnel practices (including collective bargaining), operational coordination, and use of facilities. Interpersonal relationships are very poor. Information is not shared. The municipal representative for collective bargaining does not participate as the law allows. The community loses respect for one or the other party to this difficult situation. A communications strategy as part of the relationship building function is not in place. Further problems ensue because of efforts of the state regulatory agencies to control other agencies of municipal government without authorization.
Developing (4-6)	School Committee, superintendent, and city/town leaders have agreed to develop a better relationship and discuss shared facilities use, appropriate consolidation of some services, appropriate participation in collective bargaining, and collegiality. Accurate information is provided when available for informed discussion. Relationships between the parties to not impede the progress of the district. The School Committee has worked with the appropriate municipal agencies and state authorities to resolve potential disagreements about oversight and authority.
Well Developed (7-9)	Relationships are good with the local officials, including sharing of financial information, participation in collective bargaining, sharing of facilities, participating in team building exercises, and joint meetings periodically to share perspectives and concerns.
Embedded (10)	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.

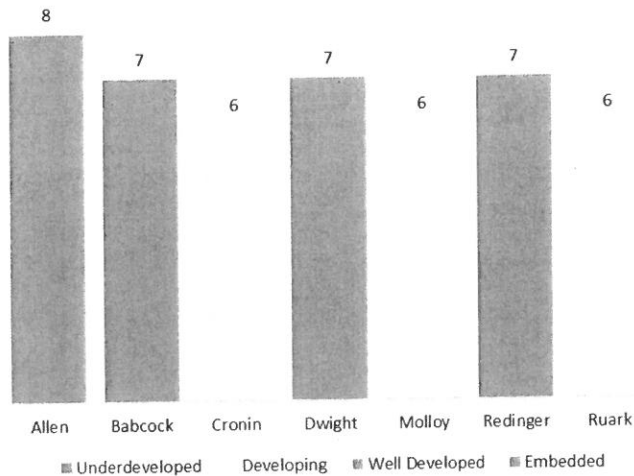
### AC-3. Works Effectively with Municipal or Regional Governance, Administrative, and Operational Personnel

Score

**6.71 (6.67)**

Prior Year

**7.43**

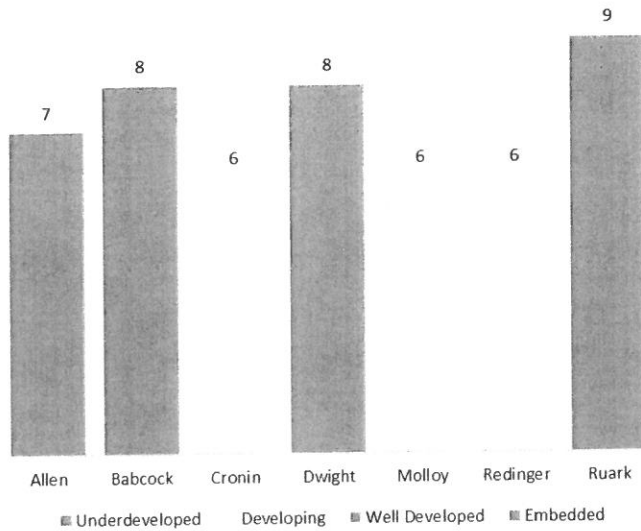


#### Comments

Babcock	The challenge is the limited budget, and the large proportion of the annual budget that the schools require.
Dwight	There is room for improvement in this area.
Redinger	The issue of field management continues to be an issue requiring SC, administration and school staff resources, but no real solution from the town for taking ownership of the problem.
Ruark	I did not do enough as chair to reach out to municipal leadership. Other members of the committee do have decent personal and working relationships with municipal leadership, but the committee reorganization provides an excellent opportunity to improve the outreach in this area.

Underdeveloped (1-3)	There is little or no collaboration with the municipal entities in the district or region. Resources are not shared nor are potential economies of scale explored. The contentious nature of the school-municipal relationship interferes with education of children and creates unnecessary public conflict.
Developing (4-6)	The School Committee cultivates good relationships with the municipal leadership and department heads, considering ways to maximize efficiencies, save money, and build mutual bases of support. Such strategies are measurable and clear.
Well Developed (7-9)	Through continued collaboration, relationships with the municipality/ies are strong. Support for the school district is also strong with local officials. Strategies are in place to make the best shared use of important resources through mutual agreement and support.
Embedded (10)	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.

## AC-4. Establishes a Communications Strategy to Promote Public Schools and Student Achievement



Score

**7.14 (7.00)**

Prior Year

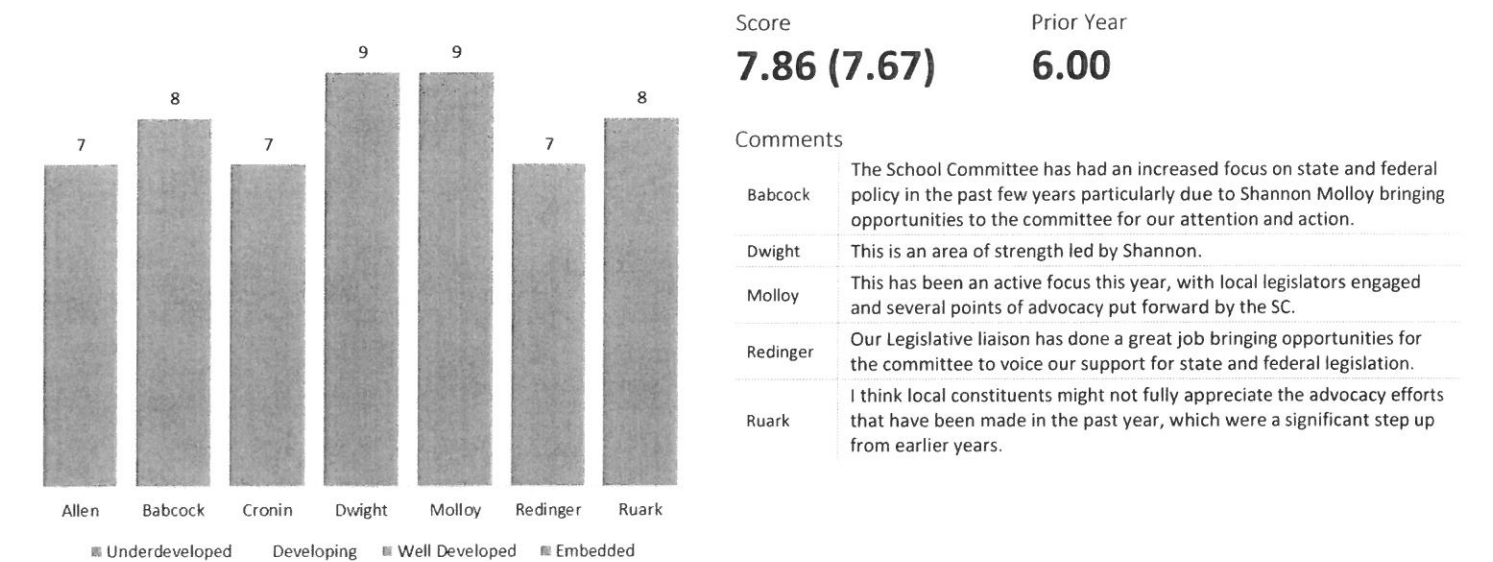
**6.00**

### Comments

Allen	A number of items on this assessment have not risen to a 9 or 10 score because of the lack of communications plan to the community that increases knowledge of what the school committee, superintendent and administration are doing. A solid and functioning communication plan would build community awareness and knowledge of the inner workings of the above groups. I believe we would be strongly served by a stronger communications plan to the community. For example, the superintendent Zoom calls have been well attended and well received within the community and more people have been attending school committee meetings by Zoom to see the remote learning updates. These opportunities for visibility to the school committee and the superintendent can continue to be improved.
Babcock	I say this every year - we do not have an explicit communications strategy, but the everyday operations of the school district include communications with school families and town residents as an on-going practice.
Cronin	We need a communication strategy. Following this year's ATM, there is a sense of us vs them amongst some community members and we have an opportunity to improve this.
Dwight	We use text, twitter, phone calls, website, Facebook and other means of communication. Also, the use of Zoom has increased our "in-person" communication with district families.
Molloy	Few community stakeholders are aware of the DIP. It's worth considering how the SC could promote a communication plan around the district's goals.
Redinger	The administration has done a good job keeping the community informed about remote learning. Before that the superintendent used the Press to promote the district and we are fortunate to have good press coverage of our meetings. We do not have a communication strategy yet, and that could be future work.
Ruark	The district itself has improved its communications over the past year, including more emails and more parent sessions, plus plenty of social media activity.

Underdeveloped (1-3)	There is no communications strategy in place. The school district does not respond effectively, nor proactively to promote its programs or schools. The district does not explore possibilities inherent in having and implementing an effective communications strategy. Internal and external communications are poor and the public image of the district suffers as a result.
Developing (4-6)	The basic elements of school communications are in place but not as effective as necessary. As a result, the district confronts misinformation, lack of appreciation of the public schools, and even inaccurate information that undermines the effectiveness of the district.
Well Developed (7-9)	The district has incorporated a communications strategy around its strategic plan. An active communications plan is in place that includes development and distribution of positive information on the school district. The district also communicates effectively within its stakeholder community including to faculty, parents, students, and interested citizens. Means of distribution of information are accessible and the strategy is linked to a more positive image for the school district.
Embedded (10)	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.

AD-1. Advocates to Promote Public Policy for the Advancement of Public Schools and Student Achievement



Underdeveloped (1-3)	There is no plan in place to advocate for public policy at the local, state or national level.
Developing (4-6)	The School Committee has adopted principles for public policy and advocates for them. The board reaches out to legislators and members of Congress to promote helpful legislation. District leaders maintain regular contact with the elements of the state regulatory system to identify issues and concerns, even though the state is generally indifferent to their plight.
Well Developed (7-9)	The School Committee is active and involved in communicating with local government, state public policy makers and national public policy leaders including administrative officials, state and national legislators, and editorial and consultant stakeholders. Local constituents respect and appreciate the aggressive steps to promote public schools taken by its School Committee and Administration.
Embedded (10)	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.



## AD-2. Working with Superintendent, Establishes a Comm. Strategy for Consistent Message to Promote Student Achievement

Score

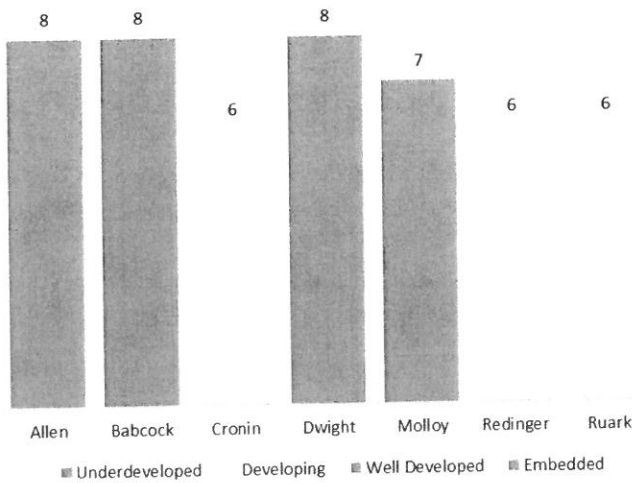
**7.00 (6.83)**

Prior Year

**6.71**

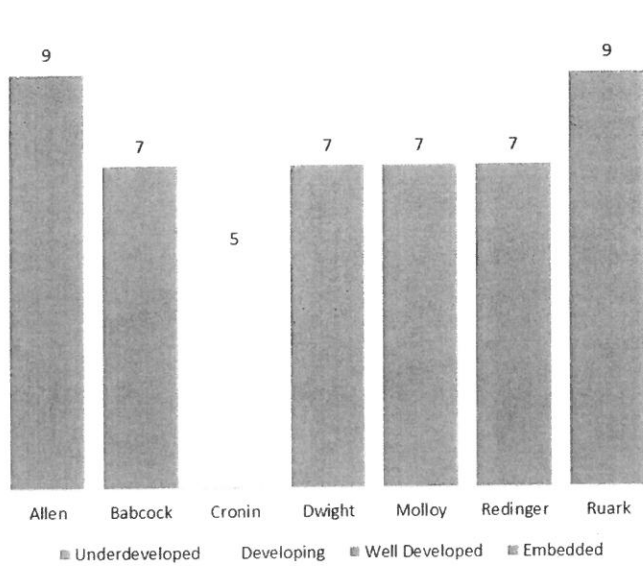
### Comments

Babcock	Although there is not a formal communications strategy, school families and the town of Harvard are well informed of the issues and accomplishments of the Harvard Public Schools.
Redinger	Difficult to assess this. While we have no formal plan, communication is pushed out through the Press, website, tweets (by the Superintendent); principals' weekly or semi-monthly bulletins and occasional surveys.
Ruark	This is a perennial topic, and while we could be doing more here, it's not clear that it should be a priority next year.



Underdeveloped (1-3)	There is no communications strategy for the district. The web site is poor or not functioning. The district lacks a critical incident policy. Information is not provided to local media or to the public. There is no effort to inform the public about what is happening in the school district. Parents report that they do not feel welcome in schools. Others indicate that requests for information and questions are not responded to.
Developing (4-6)	The School Committee adopts a communications strategy and policies for public information internally and externally. Press releases from the school district reach the public to inform them of school developments. There is some effort to provide information to parents and the public.
Well Developed (7-9)	A well-crafted communications strategy is in place. It establishes a timely and well maintained web site; periodic bulletins to parents; regular press releases to the local media; presence on social media as appropriate; a climate and culture is established to share and distribute information widely as soon as possible.
Embedded (10)	The community supports and engages the school district because information is free flowing and accurate, and 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 AB-3.)

## B-1. Demonstrates High Levels of Collaboration with Superintendent to Establish Excellence in Curriculum and Instruction



Score

**7.29 (7.33)**

Prior Year

**7.43**

### Comments

Babcock	There is a great focus on promoting the achievement of all students. There is a lot of the budget that is pre-determined - and not a lot of room for re-distribution. The co-teaching model in 5th grade was a great innovation this year.
Cronin	We haven't updated our instructional policies since 2015
Redinger	I think we could use some professional development in understanding what this looks like in real time action. Again, in an already high-functioning district many policies have already been implemented.

Underdeveloped (1-3)	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.
Developing (4-6)	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.
Well Developed (7-9)	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.
Embedded (10)	The School Committee establishes policies to promote an ability-based achievement standard for all students through by policy and budget in areas of curriculum and instruction. The budget is equitable and adequately distributed, high standards are set, and policies related to student achievement are also set at a high level.

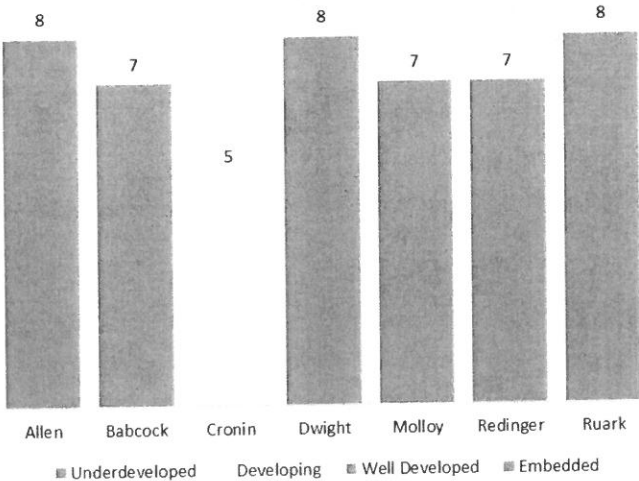
B-2. Maintains Policies to Address Curriculum and Instructions to Sustain Student Achievement

Score

7.14 (7.00)

Prior Year

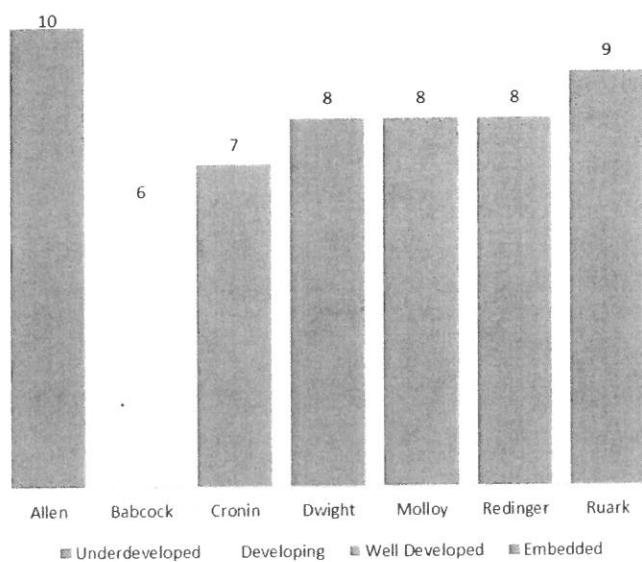
7.00



Comments	
Cronin	We haven't updated our instructional policies since 2015
Molloy	Policy took a different direction this year. While some regular review happened, the subcommittee's focus was on the development of new policy. Next year's subcommittee will benefit from taking an early look at current status and crafting a purposeful plan for the year.
Redinger	A review of graduation requirements would be beneficial, especially after new members come on board.

Underdeveloped (1-3)	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.
Developing (4-6)	Some policies are in place, but they may not be focused, effective, or relevant.
Well Developed (7-9)	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.
Embedded (10)	A strong and coherent set of policies advance student achievement through excellence in curriculum and instruction. The policies are regularly reviewed.

### B-3. Uses Collective Bargaining Process to Improve Curriculum and Instruction.



Score

**8.00 (8.00)**

Prior Year

**6.14**

Comments

Babcock

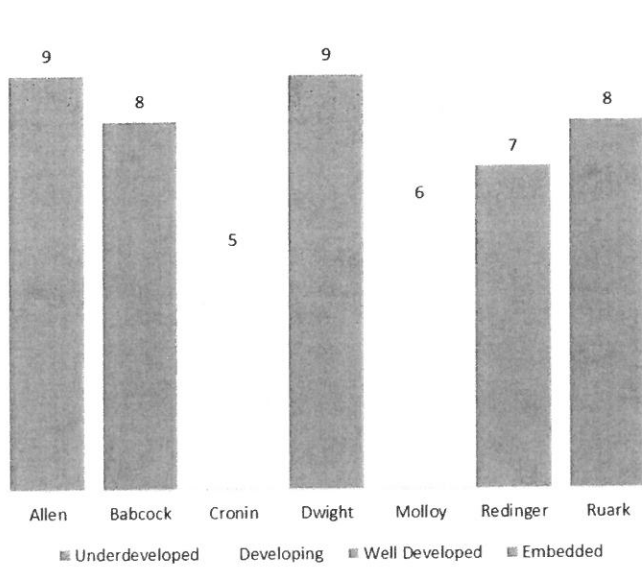
My score may be lower as I have not participated in the collective bargaining process. The lower score is not a criticism of the efforts of the collective bargaining team, who have done an excellent job in their charge. The measures that student achievement are effected by the union contract seem unrealistic.

Ruark

Our contract this year includes several modifications from prior contracts that should improve student achievement.

Underdeveloped (1-3)	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.
Developing (4-6)	The School Committee articulates a goal of promoting student achievement through the bargaining process, but does not do so effectively.
Well Developed (7-9)	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.
Embedded (10)	Through a diligent bargaining process, the School Committee seeks meaningful strategies to collaborate with administrators and faculty to improve student achievement. Specific bargaining strategies and demands focus on student achievement by strengthening continuously the curriculum and instruction.

## B-4. Integrates Data to Assess Effectiveness of Curriculum and Instruction to Sustain Student Achievement



Score

**7.43 (7.17)**

Prior Year

**6.00**

### Comments

Babcock	Data is used on a regular basis.
Cronin	We kicked off an effort to use data, but have not yet completed the work. One of the biggest issues is finding a resource that has both ability and capacity to process and analyze data in the way that will be most effective to the board and admin.
Molloy	I would like to see the SC ask for more data-based reports.
Redinger	The use of data continues to expand in the district and is consistently used in: superintendent evaluation; budget planning and implementation; student achievement review; attendance; enrollment projections.
Ruark	This continues to improve. Dr. Dwight is aware of and focused on the need to continue to leverage data when possible to aid in assessing district programs.

Underdeveloped (1-3)	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.
Developing (4-6)	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.
Well Developed (7-9)	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.
Embedded (10)	The School Committee and Superintendent use reliable data to measure effectiveness of curriculum and instruction and deploy these data throughout the year in making critical decisions on budgeting, programs, and strategies that promote student achievement.

C-1. School Committee Maintains an Appropriate Self Assessment Tool

Score

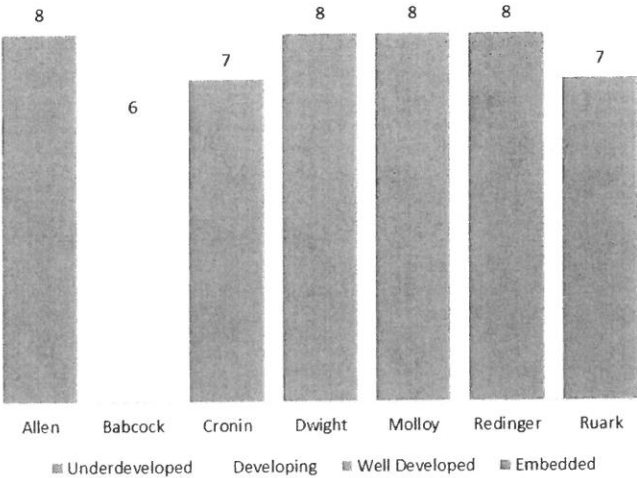
7.43 (7.33)

Prior Year

7.14

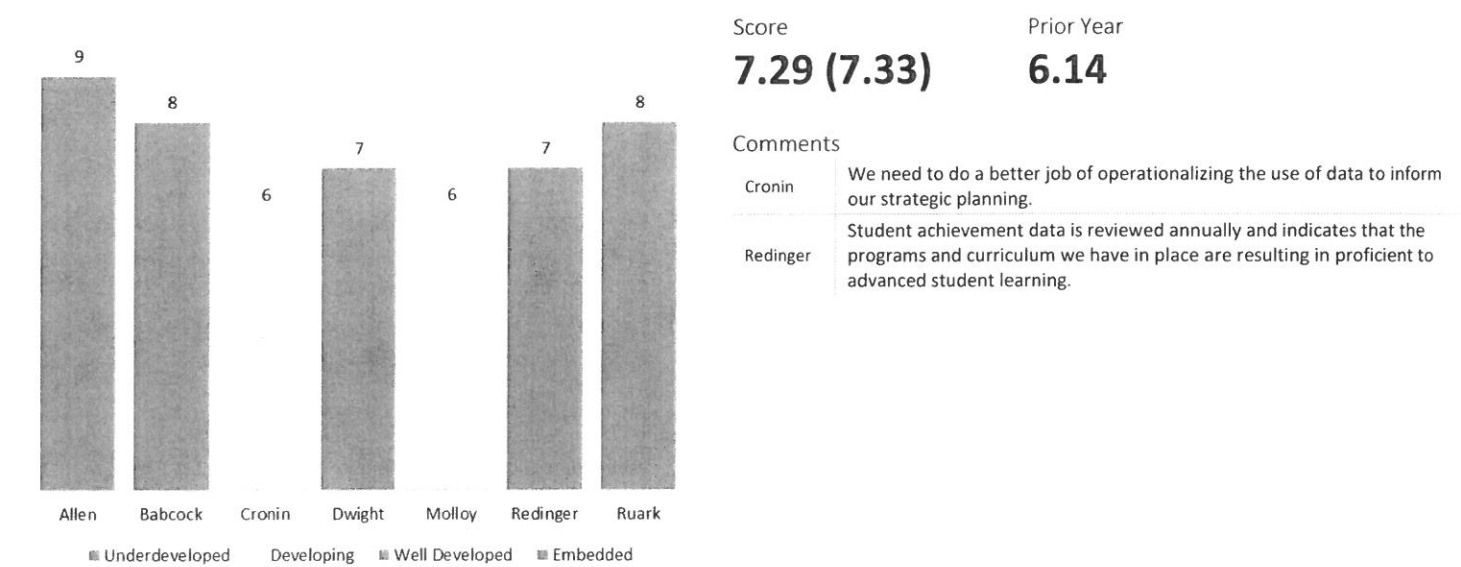
Comments

Babcock	It is a positive exercise to go through this process every year. (well-developed). I find the tool unwieldy. It also does not address the annual goals that were set.
Molloy	SC goals and new subcommittees came out of last year's self assessment.
Redinger	We are using this exhaustive tool for the second time, but SC annual assessments have been done every year and feedback has informed SC norms, policy, goals and professional development.
Ruark	The self-assessment tool is not customized. This is our second year using these expanded metrics. Next year, consider reducing the metrics to those that saw significant differences over the past two years and those that are tied to strategic objectives.



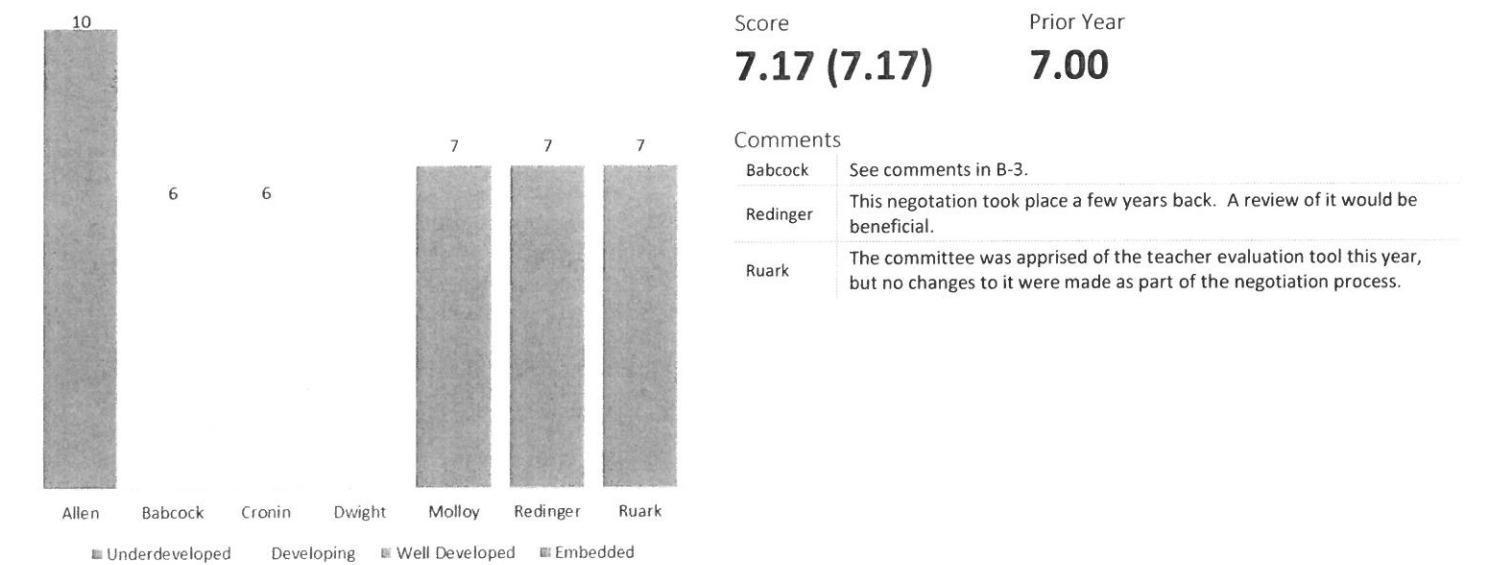
Underdeveloped (1-3)	The School Committee has not performed a self assessment tool to identify individual strengths and areas for development. There appears to be little interest in doing so.
Developing (4-6)	The School Committee participates in an annual self-assessment tool that is customized to their situation and which identifies key skills, exemplars, and strategies for improvement.
Well Developed (7-9)	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.
Embedded (10)	The School Committee operates at a high level, fine tuning its operations and practices as it strives to promote district, school, and student success. There is a palpable factor of introspection and reflection through the self-assessment process.

C-2. School Committee Collaborates with Superintendent to Assess Programs and Services as Part of Strategic Planning and Budget Process.



Underdeveloped (1-3)	The School Committee does not encourage assessment of programs nor does it seek or use information available to it to make informed judgments.
Developing (4-6)	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.
Well Developed (7-9)	The School Committee receives and uses assessment data to develop the strategic plan, budget, and mid-year program and budget decisions.
Embedded (10)	The School Committee makes informed judgments using data from assessments of programs that measure effectiveness and impact on student success. The School Committee also encourages the superintendent to follow the same process to encourage other educators to assess programs.

C-3. Negotiates or Establishes a Teacher Evaluation Tool that is Effective, Relevant, and Uses Appropriate Criteria for Administrators to Deploy for Effective Assessment of Staff



Underdeveloped (1-3)	There is no effort to negotiate any facets to promote student achievement into the collective bargaining agreement
Developing (4-6)	The School Committee understands the possibilities inherent in the collective bargaining agreement to improve student achievement, but has not aggressively pursued this end. The board has not moved effectively to use the teacher evaluation instrument and administrator evaluation tool to improve student achievement by using measurable data in a meaningful way.
Well Developed (7-9)	The School Committee comes to the bargaining table with a clear strategy to use the union contract to improve student achievement. These include specific demands and incentives in a multi-faceted strategy. The School Committee has participated in a careful examination of such specific strategies and demands. The board uses student achievement data as part of this process.
Embedded (10)	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.



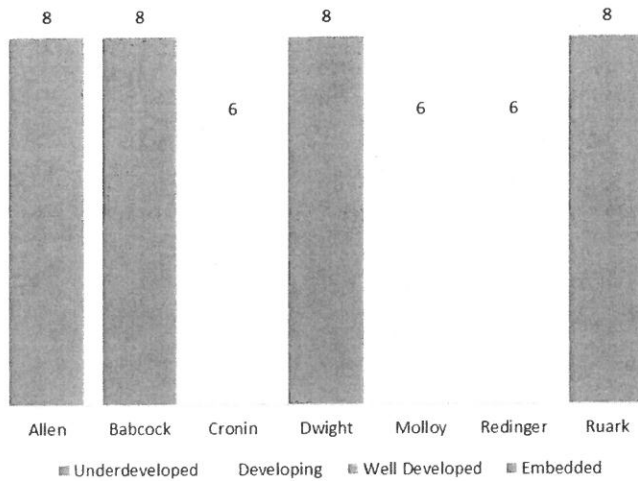
## D-1. Establishes Policies Related to Personnel that Promote Student Achievement and Effective District Operations

Score

**7.14 (7.00)**

Prior Year

**6.20**

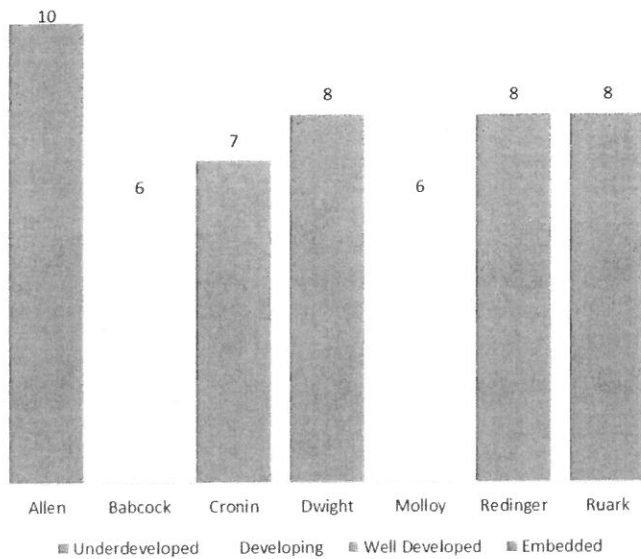


### Comments

Babcock	The district does not have any separate human resources staff, rather the S.C. and Administration hire personnel. High quality candidates are consistently selected - giving credence to the process.
Molloy	Such an officer exists, but I am not knowledgeable about this area.
Redinger	For the most part I think our principals do a good job hiring effective teachers/staff. I don't know if the HR director has ever been assessed by the superintendent.
Ruark	Our process here seems healthy.

Underdeveloped (1-3)	There are no effective or implemented personnel policies that can be used to promote student achievement. School Committee members do not make the connection between their work and the success of their students.
Developing (4-6)	Specific actions have been taken to use the personnel policies of the district to improve student achievement. For example, the School Committee has created a professional personnel officer who oversees human resources under the direction of the superintendent. The bargaining process targets student achievement in a clear way. Policies on recruitment, hiring, and retention are used to promote student achievement by ensuring a process for professional competence to be rewarded. Policies are enacted that incorporate stakeholder roles in educator selection and promotion; incentives for outstanding performance; professional development and leadership cultivation.
Well Developed (7-9)	The district human resources function is professionally administered and driven at all levels. The district, through board policy, has created a healthy climate of transparency and excellence in recruiting, retaining, and promoting competent staff at all levels. (See below)
Embedded (10)	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 respects the public schools for the quality of its outstanding staff who maintain currency in the many issues and proficiencies necessary to promote excellence.

## D-2. Uses Collective Bargaining Process to Promote Student Achievement



Score

**7.57 (7.50)**

Prior Year

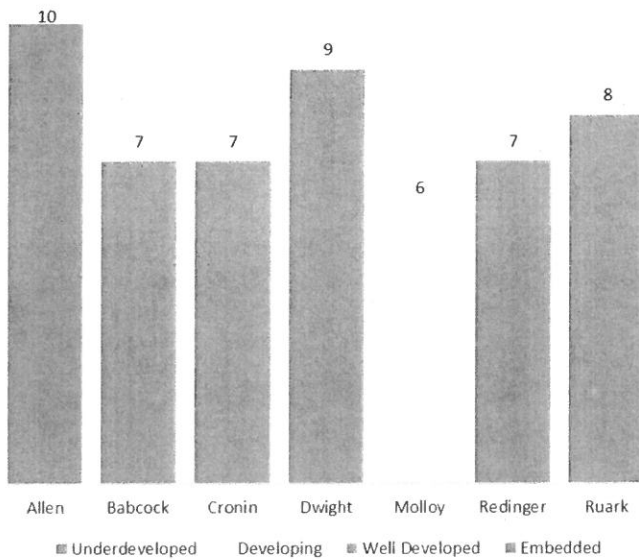
**6.20**

### Comments

Allen	We all had an opportunity to be trained in IBB and then two members led the IBB process with the teachers resulting in an agreement both sides felt good about that will lead to increased student achievement. Additionally, because of the excellent relationship fostered, the teachers agreed to changing to a 1 yr contract due to uncertainties resulting from the pandemic.
Babcock	I clearly need to educate myself more on this area. As stated before, I have not been involved in the collective bargaining process - and do think the members who have managed that process have developed an excellent relationship with our teachers and done a great job in carrying out their role. We do address many of the issues outlined - I just don't think they are specifically addressed through the collective bargaining process.
Dwight	John and Sharlene kept the bargaining agreement focused on students as much as possible.
Molloy	Not all SC members have been trained in bargaining for student achievement.
Redinger	To the extent possible, our negotiating team made changes in the recent contract to improve student achievement, mostly in the form of teacher compensation, but also in working hours, attendance and professional development.
Ruark	We introduced a requirement for skillful teacher coursework into the contract. We would like to have had more use of data to support student achievement.

Underdeveloped (1-3)	The board delegates collective bargaining to others and limits bargaining to the minimum number of topics to expedite a settlement. Bargaining issues are limited to economics and are not linked to student achievement or school or district success.
Developing (4-6)	The School Committee has been briefed and trained on bargaining strategies to promote student achievement but is only developing a strategy to win meaningful provisions into the collective bargaining agreement.
Well Developed (7-9)	All School Committee members have been trained in and recognize the many areas of bargaining for student achievement. These include issues of learning time, evaluation, educator competence, promotions and advancement, professional development, and use of data to help teachers support student achievement.
Embedded (10)	The district collective bargaining agreement is a model of linkage of various human resources 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 reassesses the value of traditional vs. interest based bargaining. (NOTE: See resource materials prepared by MASC on Collective Bargaining for Student Achievement.)

D-3. During Budget Process, Ensures Adequate Allocations for Professional Personnel Needs.



Score  
**7.71 (7.50)**

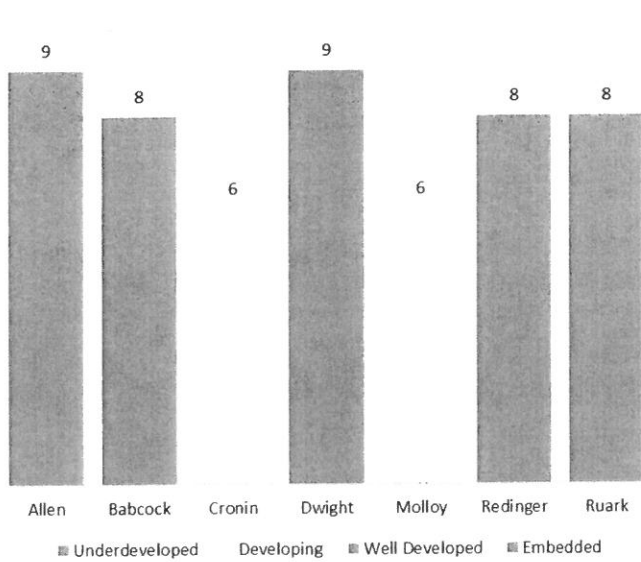
Prior Year  
**6.86**

Comments

Molloy	Last year's retreat featured a presentation from MASC. The annual MASC conference was a miss for some members this year. Some members participated in satellite sessions. PD for SC is a recommendation that came out of this year's Continuous Improvement subcommittee, but the form this will take has not been developed yet.
Redinger	Funding for PD is often reviewed as part of the budget process and is allocated for the administration, staff and SC members. Funding has been decreased at times, but whether or not that has negatively impacted student achievement is hard to assess.
Ruark	Providing sufficient resources for all the PD work we might want to do is always the challenge.

Underdeveloped (1-3)	The School Committee does not plan for sufficient funding for Professional Development for the faculty or itself.
Developing (4-6)	The School Committee allocates funding for professional development but has not had a meaningful discussion with the superintendent about the appropriateness of the district's professional development spending. The School Committee has not planned for appropriate professional development for itself.
Well Developed (7-9)	The district Professional Development programs are adequately funded and linked to student achievement. The School Committee incorporates PD for itself to address important topics including policy making, budget and finance, state law and regulation, efficient meetings and parliamentary procedures, goal setting and strategic planning, team building, or other appropriate topic.
Embedded (10)	The School Committee recognizes the importance of professional development for stakeholders and for itself. It ensures sufficient resource allocation and scheduling flexibility to make relevant professional development available. The School Committee holds the superintendent accountable for providing meaningful and relevant professional development for district stakeholders.

## EE-1. For Student Safety, including Physical and Emotional Wellbeing



Score

**7.71 (7.50)**

Prior year

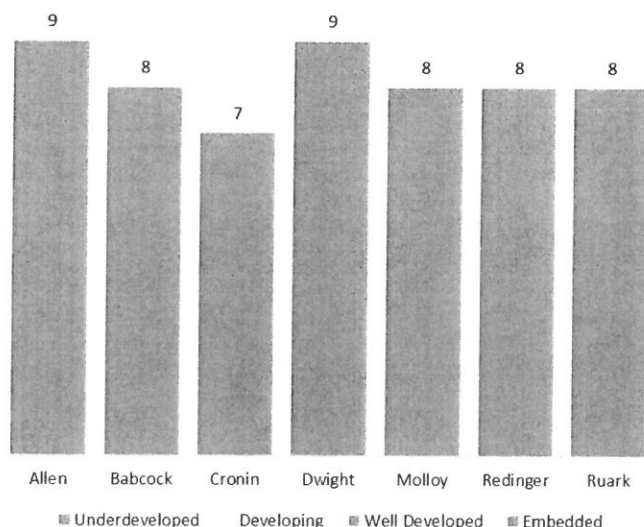
**7.57**

### Comments

Babcock	Big strides have been made in this area in the past years as the district has made student wellness a targeted area for development and improvement.
Cronin	It was exciting to see that no homework was assigned during key holidays this year for TBS students. This is a major improvement and important change; and more efforts/initiatives like this are needed to force greater balance for students. It would be great to create more linkage between our policies and outcomes such as greater student balance and well being.
Molloy	Recognizing that student supports are in place in many areas, the district Wellness Committee needs to be more active as a discrete entity. Also, I see the need for successfully driving the middle school ramp replacement as potentially fitting in this area.

Underdeveloped (1-3)	Policies are disorganized, missing, or out of date. The School Committee has not addressed the physical or emotional wellbeing of students.
Developing (4-6)	The School Committee has recognized the relationship between physical and emotional wellbeing and student success. Policies are being developed in appropriate areas, including those related to budget that establish the resources to support students. This may include incorporating into the school setting sufficient guidance, physical health and mental health services. Bullying is addressed and student safety is a concern.
Well Developed (7-9)	The School Committee has recognized and implemented successfully programs that recognize the relationship between physical and emotional wellbeing and student success. Policies are in place in appropriate areas, including those related to budget that establish and support the resources to support students. This may include incorporating into the school setting sufficient guidance, physical health and mental health services. Bullying is addressed and student safety is a concern. Relationships with external agencies are cultivated. A police/school protocol is in place for appropriate instances.
Embedded (10)	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.

## EE-2. Academic Support for Students



Score

**8.14 (8.00)**

Prior Year

**7.71**

Comments

Babcock

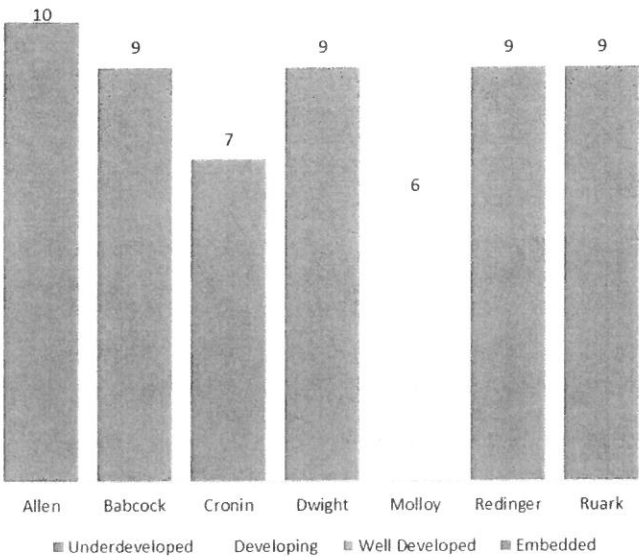
There are many successful programs in place to support students who need extra help and some to provide enrichment for those who need it. The district does provide a commendable number of extra-curricular and enrichment opportunities for its students given the smaller size of the district.

Molloy

Student wellness as an academic support modality has been a continuous focus in policy development and review.

Underdeveloped (1-3)	Policies related to academic support are disorganized, missing, 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.
Developing (4-6)	The School Committee understands the importance of policy making for academic supports, including budget and program policies. However, policies are not implemented fully.
Well Developed (7-9)	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.
Embedded (10)	The district budget and related policy supports the academic programs for students including funding for remedial programs, services to students at risk, and programs to support the "whole child" including enrichment and extra-curricular programs.

EE-3. Timely and Relevant Skills and Programs for the "Whole Child"



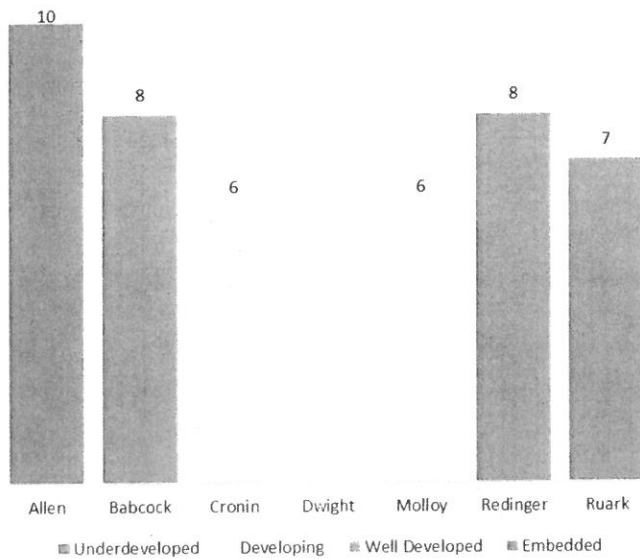
Score  
**8.43 (8.33)**

Prior Year  
**8.00**

Comments	
Babcock	Even though this is a small district, there are broad opportunities provided to students.
Molloy	What more could the SC do to assure public policy prioritization fully supporting an anti-racist and decolonized curriculum?
Redinger	Attention on social emotional learning, extra-curricular activities and health and wellness programs has increased.
Ruark	We do a good job of this with the limited resources available to apply to these activities.

Underdeveloped (1-3)	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.
Developing (4-6)	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.
Well Developed (7-9)	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 Skill Building that fosters academic excellence, creativity, thoughtfulness, and innovation throughout its curriculum.
Embedded (10)	The School Committee, recognizing the value of education of the Whole Child assures public policy prioritization of a full range of curricular and extra-curricular content. This includes not only basic skills but also critical thinking and creativity, in a full range of content including arts, music, drama, dance, and physical education.

## EE-4. Uses the Budget Process to Ensure Equitable Distribution of Public Resources and Professional Talent



Score

**7.50 (7.50)**

Prior Year

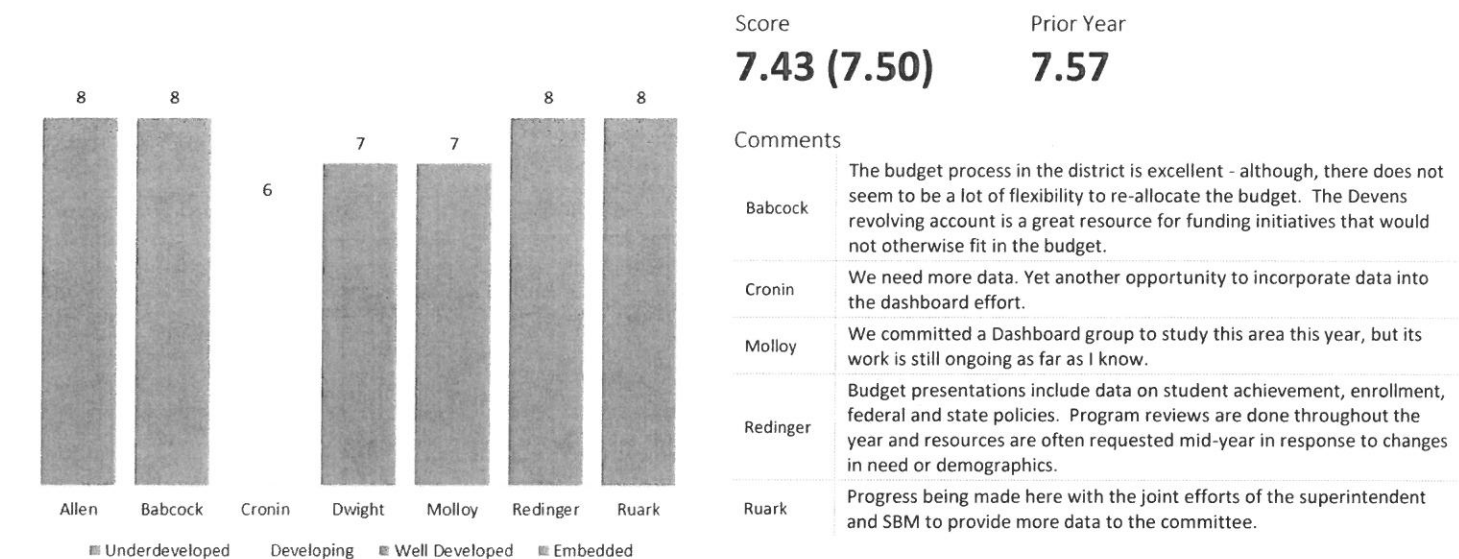
**8.14**

### Comments

Babcock	The budget process is well executed to distribute resources fairly and equitably. The biggest problem is supporting existing programming without extra for enhancements.
Cronin	We don't look at this data, but it's an opportunity to dig into understanding if there are gaps that need attention and shifts in funding that we should consider.
Molloy	It's critically important that the SC supports with funding and drives completion of a district Title IX survey. If this is put on hold indefinitely, the hard-won progress made toward greater equity this year is at risk of being lost.
Ruark	This kind of equitable distribution has not been an explicit discussion; it exists more implicitly.

Underdeveloped (1-3)	District budget making process does not involve review of equitable distribution of resources.
Developing (4-6)	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.
Well Developed (7-9)	The School Committee considers and plans carefully to provide an equitable distribution of resources district wide as part of its budget process and through its policy making function. The board acts deliberately in allocating funds and other resources.
Embedded (10)	District resources are distributed fairly and equitably. The policies of the district and actions of the School Committee ensure that schools are adequately funded with consideration for the specific needs of individual buildings and students. There is little, if any visible distinction between resources among schools.

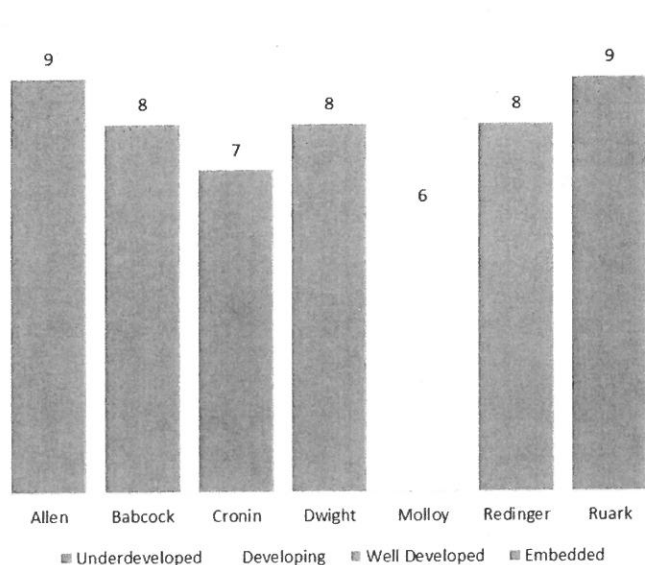
FF-1. Collaborates with Superintendent to Obtain and Assess Best Available Data for District Finance and Planning



Underdeveloped (1-3)	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.
Developing (4-6)	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.
Well Developed (7-9)	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 and the School Committee will review proposed mid-year changes to the budget based on available data and the priorities of the district. .
Embedded (10)	The School Committee is skilled at using various data to assess program effectiveness, student achievement, and strategic goals. The board is diligent about focusing its decisions on the best available information.



FF-2. Confirms the appointment of a highly qualified school business officer and uses the expertise of this administrator.



Score

**7.86 (7.83)**

Prior Year

**8.00**

Comments

Babcock

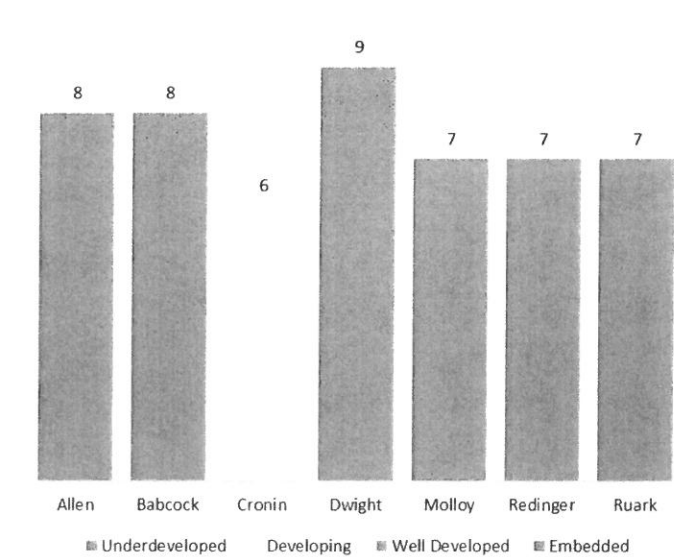
The district has hired skilled and trusted business managers over the years who provide excellent guidance to the Superintendent and the District.

Redinger

Our business manager is engaged and professional who provides guidance to the SC on financial issues. SC is gaining trust in the administration's recommendations, but often seeks alternative solutions.

Underdeveloped (1-3)	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 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.
Developing (4-6)	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.
Well Developed (7-9)	Exercising 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, where there is disagreement, uses principled dissent and thoughtful arguments in doing so.
Embedded (10)	A well-qualified school business officer works in collaboration with the superintendent and School Committee to manage highly efficient and accurate business practices and budget management. The business officer is a highly regarded member of the administrative team whose contributions are clearly linked to high public credibility and sound financial practices.

FF-3. Follows a Clear and Transparent Budget Process to Establish Fiscal Roadmap for District



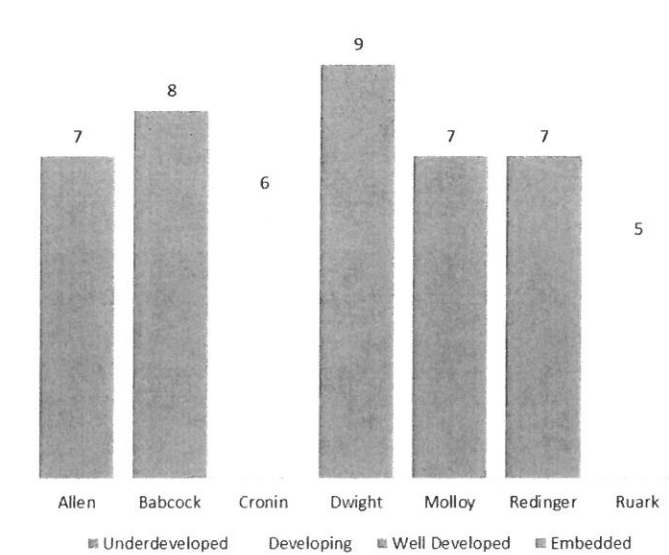
Score  
**7.43 (7.17)**

Prior Year  
**7.00**

Comments	
Babcock	The budget process in the district is excellent and the budget is a very useful tool in guiding the operation of the district.
Cronin	It's unclear what strategic or long-term planning is happening (beyond that relating to the new school building).
Ruark	Financial plan could potentially look a few years out, not just for capital and the Mass Development funds but across the board. Budget process this year was a bit askew because of the financial situation.

Underdeveloped (1-3)	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.
Developing (4-6)	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.
Well Developed (7-9)	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.
Embedded (10)	The district has a clear and understandable financial plan that uses the budget document as the principal road map for fiscal stability, strategic planning, program continuity, and student achievement.

FF-4. Establishes a Clear, Coherent Budget with a Financial Plan for One or More Fiscal Years



Score

7.00 (6.67)

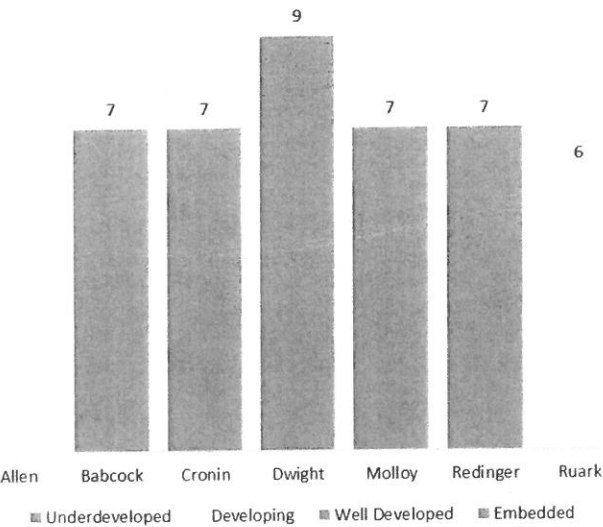
Prior Year

6.33

Comments	
Babcock	The Harvard School District has continually over the years maintained a district strategic plan to plan and guide for the future. The process is valuable in steering the district - although the dynamics change over the course of the multi-year plan.
Cronin	Beyond our capital plan, it's unclear as to whether we have a multi-year financial plan that spans 2-5 budget cycles.
Molloy	Trolling level=10/10 "Given that there is a Nobel Prize in Economics for anyone who can really craft a multi-year financial plan in this climate, the district is able to demonstrate to stakeholders and the public that it is working to integrate its strategic plan with the realities of a fluctuating economic environment."
Redinger	Five year capital plan in place. Omnibus budgeting still done on an annual basis, but budget spreadsheets developed by the business manager will allow for longer term views moving forward.
Ruark	It feels very year-to-year as we do budgeting each cycle.

Underdeveloped (1-3)	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.
Developing (4-6)	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.
Well Developed (7-9)	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.
Embedded (10)	Given that there is a Nobel Prize in Economics for anyone who can really craft a multi-year financial plan in this climate, the district is able to demonstrate to stakeholders and the public that it is working to integrate its strategic plan with the realities of a fluctuating economic environment.

FF-5. Integrates Policy Making into Budget Process



Score

7.17 (6.80)

Prior Year

7.14

Comments	
Allen	not a turn around district
Molloy	The SC will face many challenges and fair demands to justify its expenditures this coming year. We should ensure that a clear roadmap exists that will assist us in this process.
Redinger	Most (if not all) SC members were present for budget development meetings with the budget sub-committee. Policies were referenced to understand budget recommendations and explanations for the SB and Finance Committee included references to those as well.
Ruark	I like the idea of annotating the budget with references to policy and committee decisions.

Underdeveloped (1-3)	The School Committee does not have sufficient discussion as part of its budget deliberation to integrate policy into budget making. The budget document does not include carefully detailed policy directions related to fiscal strategies and program goals. Looking at the budget document, it is difficult to discern the policy interests and goals of the School Committee. There is little attention to the requirements of turnaround schools or a turnaround district to establish equity and targeted resources.
Developing (4-6)	The School Committee has some understanding of the role of policy making in district budgeting and incorporates policy into the development, promulgation and oversight of its budget. The School Committee has paid some attention, but has not carefully studied the implications for equity and distribution of resources to schools in turnaround status or at high risk. There is some anticipation of possible litigation around state intervention and the fiduciary responsibility of the board.
Well Developed (7-9)	The School Committee makes detailed policy-oriented decisions as part of the budget, carefully annotating its budget document to reflect specific policies of the board. The budget becomes a roadmap for the administration to follow. Clear effort has been made to ensure that schools in turnaround status have the resources needed to fulfill their mission while protecting the rest of the school district from inequitable shortfalls. Relationships have been built with the municipal government to anticipate potential conflicts or litigation regarding state interventions.
Embedded (10)	The district's budget and financial plan is based on a fiscal master plan, with policy clearly incorporated where appropriate. It provides a fiscal blue print 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.

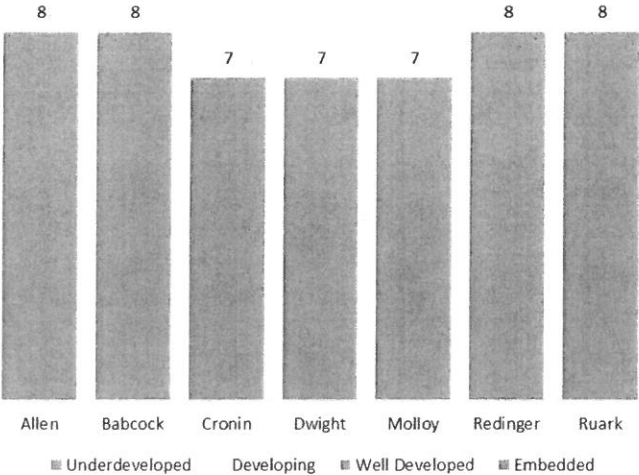
FF-6. Exercises Due Diligence to Fulfill the Fiduciary Responsibility of Locally Elected Legislative Body.

Score

7.57 (7.67)

Prior Year

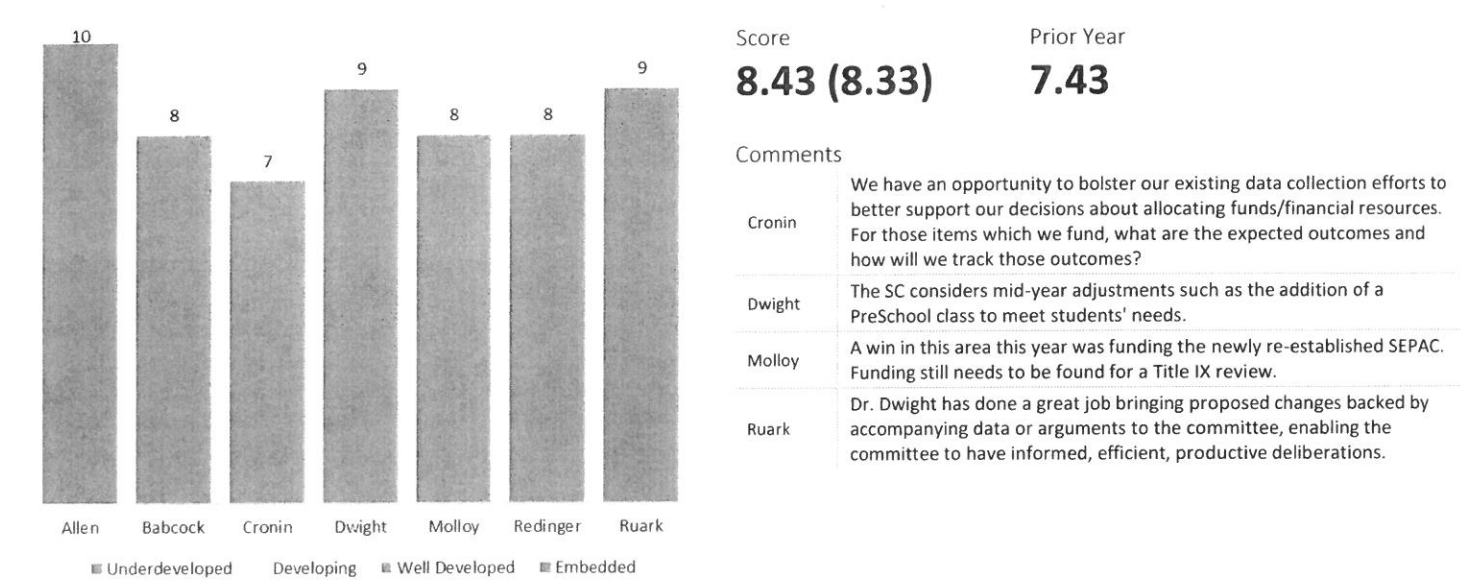
7.29



Comments	
Allen	I believe the "burn down" chart that we plan to see regularly next year will help bring this to a 9 or 10
Dwight	Financial reporting should become more regular. Also, mid-year adjustments to the budget should be shared with the FC and SB.
Ruark	More financial updates during the year, including an actual-to-budget graph, would be helpful.

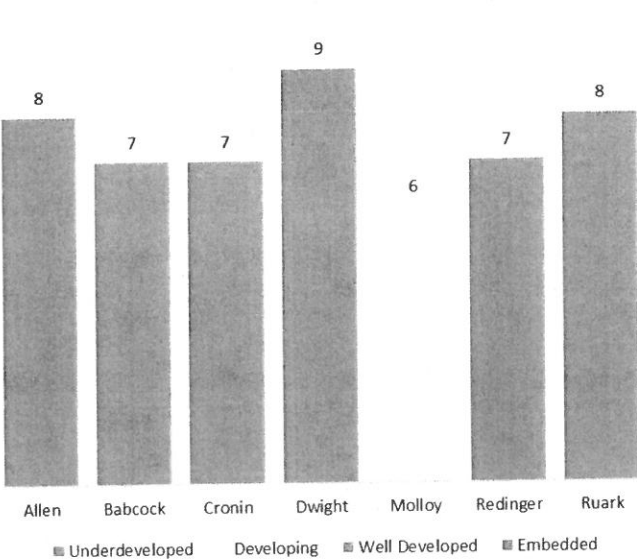
Underdeveloped (1-3)	The School Committee fails to exercise due diligence in fulfilling its fiduciary responsibility. The board may a) fail to consider fully the financial implications of budget decision; b) fail to explore more responsible options for spending; c) establish cost centers or line items with which to manage the budget during the year; d) establish a plan to review spending on grants; e) fail to review and warrants; or f) fails to engage in periodic financial review during the year.
Developing (4-6)	Members engage in tasks necessary to fulfill a fiduciary responsibility, including those noted (see adjacent box). The board receives and reviews quarterly reviews of its budget but rarely probes to examine the effectiveness of programs. The board cooperates with responsible municipal officials in overseeing the assets of the municipalities or members of the regional district.
Well Developed (7-9)	The School Committee requires periodic financial reports to assess the progress of the district financial plan. Warrants are reviewed and signed as required. Members ask thoughtful and relevant questions about district spending during the year. Members also review and vote thoughtfully on a superintendent's recommendation to appoint a school business officer. The School Committee enjoys the support of the municipal leaders.
Embedded (10)	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.

FF-7. Uses Good Judgment in Allocating and Reallocating Fiscal Resources to Promote Student Achievement.



Underdeveloped (1-3)	Budget decisions and expense allocations are not based on a strategic use of information or data to promote student achievement. Decisions may be politically inspired rather than rationally resolved. Deployment may support outdated or ineffective programs.
Developing (4-6)	The School Committee makes deliberate budget decisions but does not make specific decisions tied to influencing student achievement.
Well Developed (7-9)	The School Committee uses available and credible data to identify district needs and allocates financial resources through the budget and mid-year correction process to target those areas that impact student achievement and district needs.
Embedded (10)	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.

FF-8. Engages in Training to Understand Best Practices and Strategies for Using Data to Effect Student Achievement.



Score

7.43 (7.17)

Prior Year

6.57

Comments	
Allen	PD for the board could be increased but the academic presentations are informative for mid year corrections and help to make informed decisions
Cronin	I would like to see more data shared to serve as evidence of the efficacy and success of the programs.
Molloy	The SC would benefit from additional training here.
Ruark	Curriculum and department updates are critical to our ability to gauge effectiveness of programs.

Underdeveloped (1-3)	The School Committee does not engage in any briefing or technical assistance to identify best practices and use of resources.
Developing (4-6)	There is some connection between budget and best practices that use data to identify academic and programmatic needs.
Well Developed (7-9)	The School Committee engages in professional development and academic presentations to gauge the effectiveness and success of the programs and personnel who use taxpayer funds. The budget reflects careful study and commitment to programs and strategies that are likely to be successful.
Embedded (10)	The budget and mid-year corrections reflect the School Committee's commitment to making informed decisions based on research and experience.

FF-9. Engages the Municipal Government to Provide the Most Effective Efficiencies and Economies of Operations.

Score

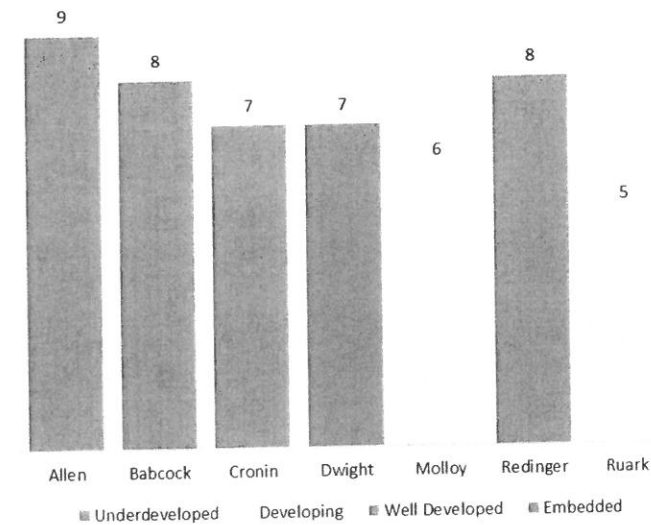
7.14 (7.17)

Prior Year

7.57

Comments

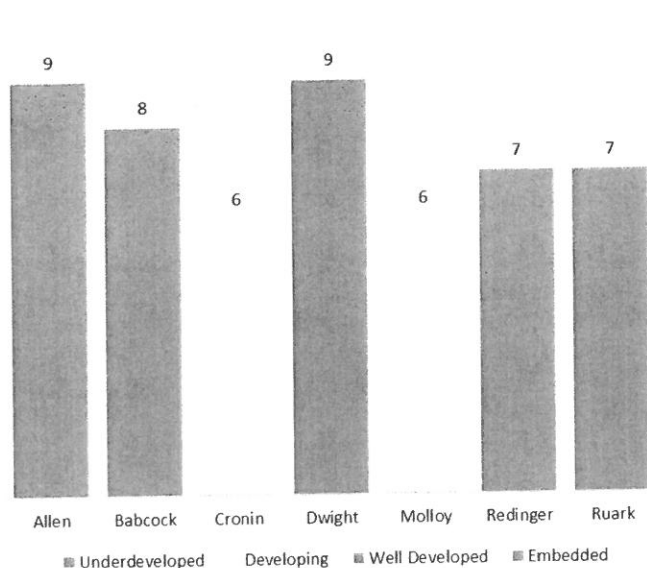
Babcock	Overall the schools and the town do work well together. When issues come up, the parties are able to work things out.
Dwight	The liaison relationship between the Select Board and School Committee needs to be stronger. Regular meetings would improve the situation. I would welcome the chance to be a part of these meetings as well as with the Town Administrator.
Redinger	This year SC has been included in the task force to address anticipated budget shortfalls.
Ruark	Things seemed to be improving towards the end of the academic year, in terms of joint discussions happening.



Underdeveloped (1-3)	The School Committee does not collaborate with the municipal government(s) to study best practices and potential cost savings.
Developing (4-6)	There is some collaboration, but there is resistance and lack of trust for each party and the most successful outcomes are not viable.
Well Developed (7-9)	The School District and the member municipalities work together on budget planning, strategic planning, collective bargaining, collaborative administrative tasking, and facilities usage. The schools are viable and well utilized community resources.
Embedded (10)	The School District and member municipalities are able to build trust and support by collaborating and committing to the success of the public schools.



# FF-10. Uses Available Data to Inform Budget Decision Making.



Score

**7.43 (7.17)**

Prior Year

**7.14**

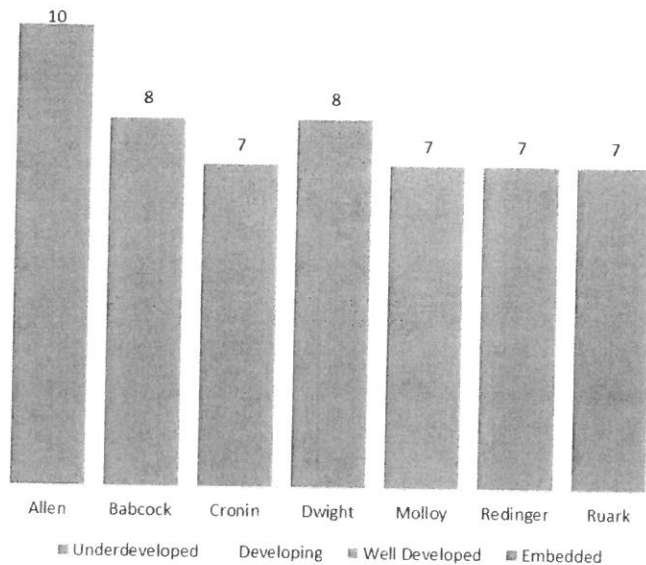
Comments

Babcock

Decisions always seem to be well informed with data.

Underdeveloped (1-3)	The School Committee avoids taking time to study available data to improve district operations or student achievement.
Developing (4-6)	Some information is used, but careful examination would identify untapped potential to do more.
Well Developed (7-9)	The superintendent has oriented the School Committee to the use of a range of information in order to inform decision making in critical areas including facilities, fiscal, planning, student achievement, and other areas.
Embedded (10)	The district has and uses a range of data obtained from various sources to strengthen programs and services for students.

# FF-11. Engages in Capital and Long Range Planning Linked to the Financial Plan of the District



Score

**7.71 (7.67)**

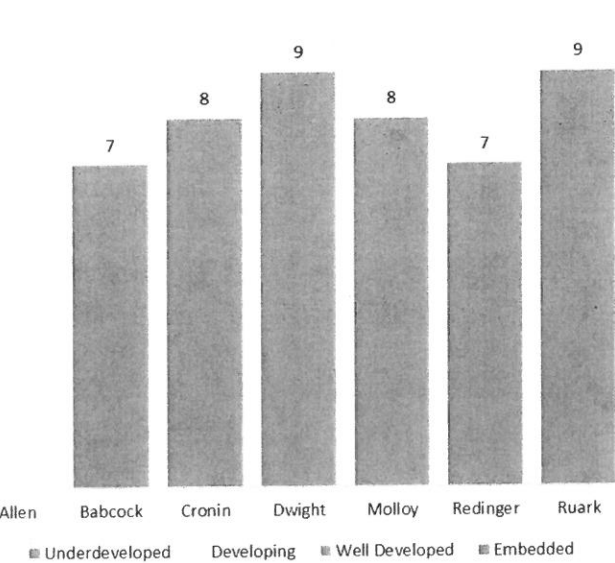
**7.71**

Comments

Babcock	This is the last year of our strategic plan, but the capital and strategic plans have been consistently developed and utilized successfully over the years.
Redinger	We have the five year capital plan which has shaped most of the funding requests presented to the Capital Committee. Many projects have been undertaken at the Bromfield School over the past 6 years to increase its longevity. Forecasting for the omnibus budget is not as developed, but our business manager has built a robust tool that may allow for more modeling.
Ruark	Capital plan is present, but a long-term financial plan is a work in progress.

Underdeveloped (1-3)	There is no long range capital plan or financial plan.
Developing (4-6)	The district has an inadequate capital plan and fiscal plan. Both do not look beyond a short horizon and do not provide a link to the policy making responsibilities inherent in the budget process.
Well Developed (7-9)	A capital plan is in place. It outlines short, moderate and long term purchasing, maintenance, replacement, and construction needs and is the result of realistic financial planning. A financial plan is in place using the best available data to project revenues, expenses and financial needs of the district for more than a year and for as long as data is reasonably accommodating.
Embedded (10)	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.

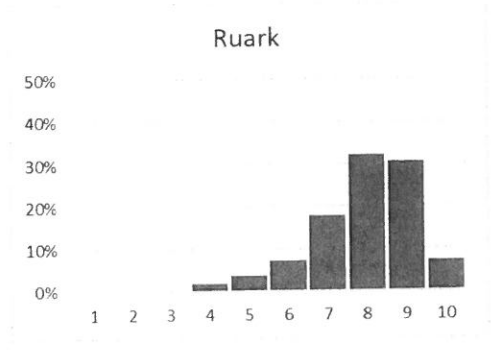
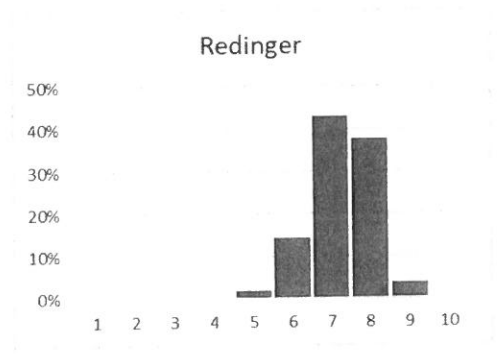
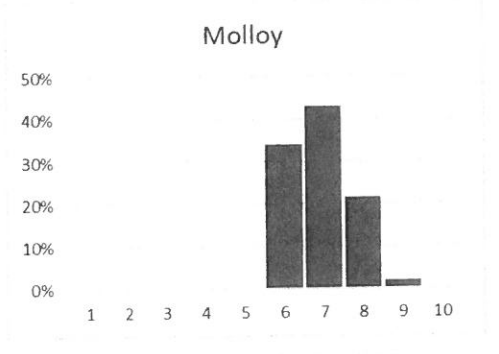
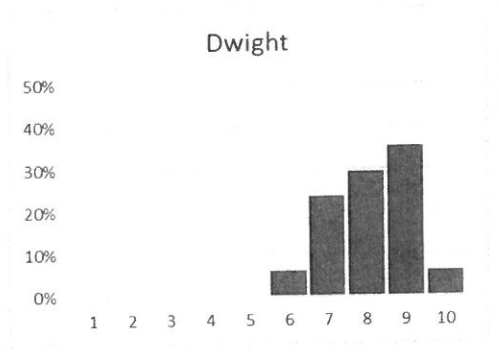
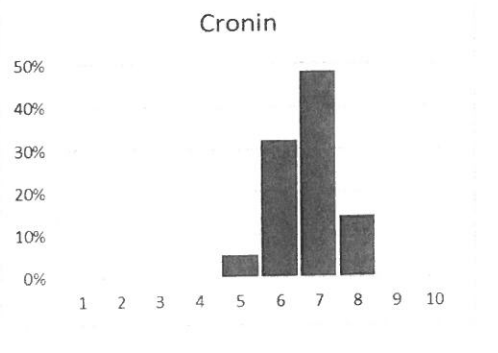
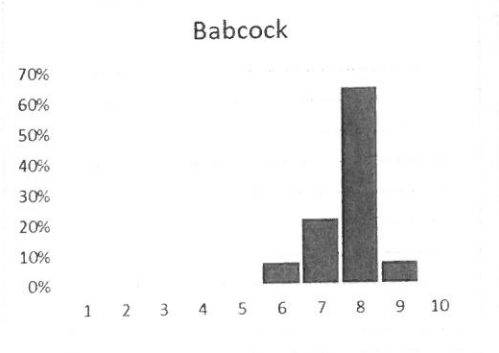
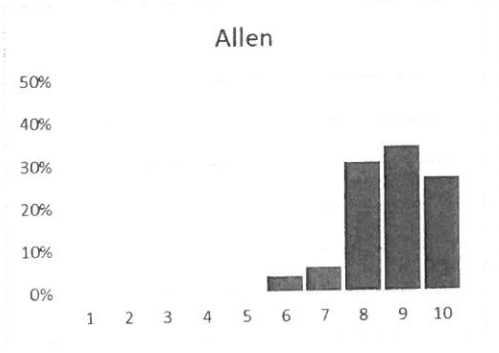
FF-12. Exercises Due Diligence by Reviewing and Signing Warrants



Score	Prior Year
8.00 (7.80)	8.50
Comments	
Allen	I am aware that the warrants are signed but I am not aware of the process. I don't feel that I can assess this.
Dwight	We continue to clarify the reports in Munis. Monthly expenditure reports should be expected next year. Aziz is training cost center managers on best practices. He is now a board member of the state School Business Manager Assoc. and holds training across the state and country.
Molloy	Warrant signatory identified a potential privacy issue this year during review, which the administration and municipal officers corrected.
Redinger	We have a member who signs the warrants and they are presented for review at meetings, however, new members are not trained on the process and are mostly unaware of what the warrants look like. Perhaps we should make this part of a new member orientation?

Underdeveloped (1-3)	School Committee does not pay attention to warrants and does not review schedule of payments, expenses, or financial reports. However, the School Committee may use the warrant approval process to divert superintendent and business officer attention from their duties to respond to unnecessary questions.
Developing (4-6)	Board reviews warrants, but may use the warrant review to intrude in administrative operations or to detain the superintendent and business officer with unnecessary or irrelevant questions. .
Well Developed (7-9)	The School Committee assigns members to review and sign warrants in order to determine that bills are legitimate, represent payment for services that are appropriate, and payments are made through the appropriate line items. The School Committee relies on the superintendent and business officer for an assurance that documents are correct and legitimate.
Embedded (10)	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.

Scores by School Committee member



## DRAFT Indicator Rubric for Superintendent Evaluation

---

*The Indicator Rubric for Superintendent Evaluation is an evaluation tool intended to support a shared understanding of effective leadership practice between a superintendent and school committee members.*

Designed around the 21 Indicators from the Standards of Effective Administrative Leadership (603 CMR 35.04), the Indicator Rubric includes descriptions of a superintendent's practice for each *Indicator* and articulates the specific responsibilities that a school committee may be expected to reasonably evaluate. This is a significant departure from the more detailed, *element*-level rubrics associated with other educator roles in the model system for educator evaluation.

While this structural difference results in a shorter, less complex evaluation tool, it does *not* simplify the responsibilities of a superintendent. All 21 Indicators associated with the four Standards of Effective Administrative Leadership remain in place, and the superintendent is still expected to meet expectations associated with each Standard, typically assessed by focusing on one to two Indicators per Standard each year. Describing practice at the Indicator level rather than at the element level acknowledges the following unique components of an educator evaluation process conducted by a school committee:

- **The Role of the School Committee:** The school committee's role is governance, rather than management. A school committee thereby focuses on the *what* and the *why* (governance) of superintendent leadership, rather than the *how* (management). The Indicator Rubric does the same.
- **The Composition of a School Committee:** The school committee as "evaluator" is comprised of multiple individuals, rather than a single evaluator. This demands consensus building, a process made exponentially easier when focused around fewer descriptors of practice.
- **The Focus of a School Committee:** School committee members, many of whom are often non-educators, focus primarily on the outcome of a superintendent's work, rather than the details of implementation. The Indicator Rubric guides committee members to maintain this focus.
- **A Public Process.** The superintendent's evaluation is the only educator evaluation conducted in public. The Indicator Rubric includes the practices to which a committee can reasonably be expected to have access or insight, such that the public process of collecting and evaluating evidence may be conducted with transparency and integrity.

**The 2019-2020 Rubric Pilot.** DESE is supporting a year-long pilot of the draft Indicator Rubric to evaluate its use and impact on the superintendent evaluation process. The objectives of the pilot include:

- ✓ Assess the implementation of the rubric by superintendents and school committees. *Is it accessible and relevant to all involved?*
- ✓ Assess the impact of the rubric. *Does it promote a comprehensive evaluation of superintendent practice? Does it support consistency and transparency in aspects of the evaluation process, including analyzing evidence, providing feedback, and using professional judgment to determine ratings?*

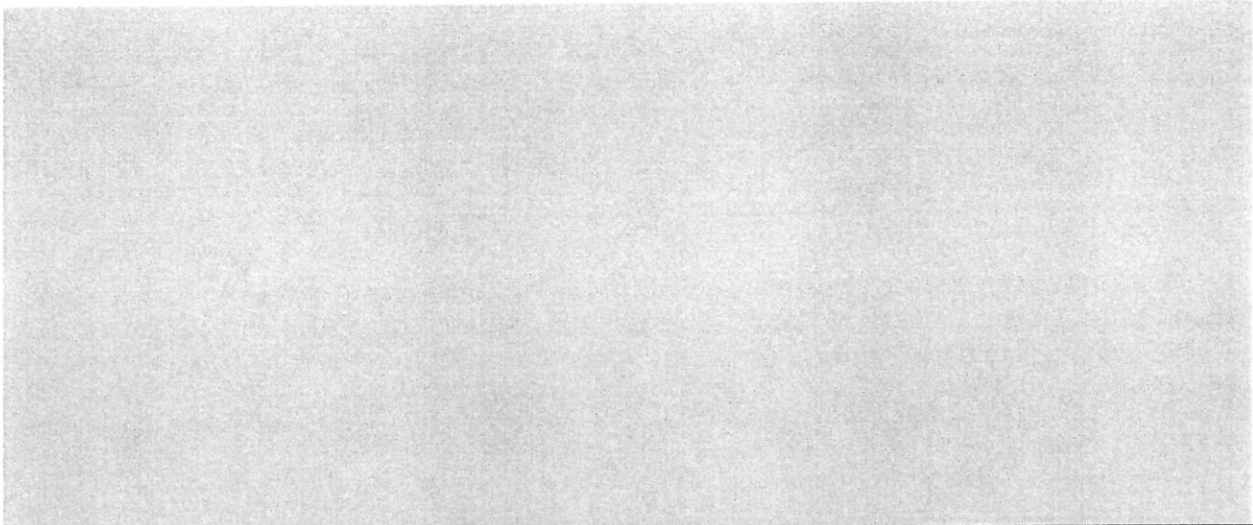
DESE will collect input from pilot districts through a qualitative survey and interview process. For more information on participating as a pilot district, please contact Claire Abbott at [cabbott@doe.mass.edu](mailto:cabbott@doe.mass.edu).

**STANDARD I: Instructional Leadership**

*The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.*

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-A: Curriculum</b>	Does not ensure the implementation of standards-based units of instruction across the district (e.g. fails to provide adequate resources or training).	Ensures that most instructional staff implement standards-based units of instruction consisting of well-structured lessons, but curricula in some schools or content areas lack appropriate rigor or alignment to state standards.	Monitors and assesses progress across all schools and content areas to ensure that all instructional staff implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	Empowers administrators to ensure all instructional staff collaboratively plan, adapt as needed, and implement standards-based units comprised of well-structured lessons aligned to state standards and local curricula. Continually monitors and assesses progress, and provides additional supports as needed. Models this practice for others.
<b>I-B: Instruction</b>	Does not ensure that instructional practices across schools and content areas reflect high expectations for teaching and learning, are engaging and motivating, or meet the diverse learning of all students; or establishes inappropriately low expectations for teaching and learning.	Supports instructional practices in some schools or content areas that reflect high expectations, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness; but allows lower expectations and/or insufficiently engaging instruction to persist in parts of the district.	Monitors and supports principals and instructional staff through observations and feedback to ensure that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	Sets high expectations for the content and quality of instruction and empowers all administrators to do the same, such that instructional practices throughout the district are engaging, inclusive, and personalized to accommodate diverse learning needs of all students. Stays informed of new, evidenced-based instructional practices and provides resources and supports to implement them as needed. Monitors principals and instructional staff in support of these practices through observations and feedback.
<b>I-C: Assessment</b>	Does not set expectations around or ensure the use of a variety of formal and informal assessment methods throughout the district.	Encourages most principals and administrators to facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning growth and	Monitors and supports principals and instructional staff through observations and feedback to ensure that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal	Empowers teams of administrators and instructional staff to use a comprehensive system of informal and formal assessment methods to measure each student's learning, growth, and progress toward achieving

<b>I-D: Evaluation</b>	<p>Does not supervise and evaluate administrators in alignment with state regulations or contract provisions, such that:</p> <ul style="list-style-type: none"> <li>• Administrators' goals are neither SMART nor aligned to school and/or district goals, and/or</li> <li>• Administrators rarely provide quality supervision and evaluation to other staff; and/or</li> <li>• Administrators are rarely, if ever, observed and provided with feedback on their own leadership practice.</li> </ul>	<p>Supervises and evaluates administrators in alignment with state regulations and contract provisions, but:</p> <ul style="list-style-type: none"> <li>• Some administrator goals may not be SMART or aligned to school and district priorities; and/or</li> <li>• Observations of and feedback to staff by other administrators is inconsistent or nonspecific; and/or</li> <li>• Observations of and feedback to administrators by the superintendent are inconsistent or nonspecific.</li> </ul>	<p><b>Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions,</b> as evidenced by:</p> <ul style="list-style-type: none"> <li>• Support to all administrators in developing SMART goals aligned to school and district priorities,</li> <li>• Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff, and</li> <li>• Frequent observations of and feedback to administrators on effective leadership practice.</li> </ul>	<p>Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by:</p> <ul style="list-style-type: none"> <li>• Support to all administrators to develop and attain SMART goals aligned to school and district priorities, and sharing best practices and success with the district community;</li> <li>• Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff;</li> <li>• Frequent observations of and feedback to administrators on effective leadership practice.</li> </ul> <p><u>Models this process through the</u></p>
				<p>superintendent's own evaluation process and goals.</p>
<b>I-E: Data-Informed Decision Making</b>	<p>Gathers limited information on district strengths and weaknesses and writes district and annual action plans that lack data.</p>	<p>Identifies multiple sources of evidence related to student learning to assess district strengths and weaknesses.</p>	<p><b>Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth</b></p>	<p>Leads administrator teams in identifying and using multiple sources of evidence including state, district, and school</p>



I-F: Student Learning	<p>Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.</p> <p><i>There are no associated performance descriptors for the Student Learning Indicator.</i> For administrators, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator(s) when determining a performance rating for Standard I. Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan. For superintendents and other district leaders, multiple measures of student learning might include (but should not be limited to) statewide assessments, assessments from curricular materials used in multiple schools, district-created common assessments, or others measures that provide information about student learning across the district.</p>
-----------------------	--

STANDARD II: Management and Operations

Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective	learning environment using resources to improve student achievement, curriculum, staffing, and scheduling.
--	--





	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-A. Environment</b>	Fails to establish plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students throughout the district, such that schools and other buildings are not generally clean, attractive, welcoming, or safe.	Oversees plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students, but allows for variation in implementation and/or quality across the district, such that not all students have equitable access to clean, safe, and supportive learning environments.	<b>Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students throughout the district,</b> as evidenced by: <ul style="list-style-type: none"> <li>orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess;</li> <li>school and district buildings that are clean, attractive, welcoming, and safe; and</li> <li>safe and supportive learning environments for all students.</li> </ul>	Empowers all administrators to develop and execute effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of all students throughout the district, as evidenced by: <ul style="list-style-type: none"> <li>orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess;</li> <li>school and district buildings that are clean, attractive, welcoming, and safe; and</li> <li>safe and supportive learning environments for all students.</li> </ul> Assesses efficacy using feedback from students, staff, and families, and other data sources, and makes adjustments as necessary. Models this practice for others.
<b>II-B. Human Resources Management &amp; Development</b>	Does not implement any formal processes for the recruitment and hiring of faculty and staff, and/or fails to provide sufficient induction, development, or career growth supports to educators, as evidenced by an inability to reliably hire and	Oversees processes for recruitment, hiring, induction, development, and career growth, but systems are inadequately or inconsistently implemented throughout the district, and/or do not consistently promote the	Monitors and supports the <b>implementation of a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice,</b> as evidenced by districtwide systems that	Ensures a districtwide system for recruiting, hiring, and retaining an effective and diverse workforce of administrators and educators who share the district's mission and meet the learning needs of all students, as evidenced by:

<b>II-C. Scheduling and Management Information Systems</b>	<p>Does not implement systems to ensure optimal use of time for teaching, learning, or collaboration, such that instructional time is inadequate and/or routinely disrupted, and administrators have limited to no opportunities to collaborate around meaningful practice.</p>	<p>Encourages the use of scheduling and management information systems that promote time for teaching and learning, but does not monitor efficacy throughout the district and/or allows for frequent schedule disruptions; provides inadequate time for administrators to collaborate around leadership practice.</p>	<p><b>Uses systems to ensure optimal use of time for teaching, learning, and collaboration, as evidenced by:</b></p> <ul style="list-style-type: none"> <li>• school schedules that maximize student access to quality instructional time and minimize school day disruptions; and</li> <li>• regular opportunities for administrators to collaborate.</li> </ul>	<p>Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize access to quality instructional time for all students, and minimize disruptions and distractions for all school-level staff. Supports ongoing administrator collaboration within and across schools.</p>
<b>II-D. Laws, Ethics and Policies</b>	<p>Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective</p>	<p>May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some of</p>	<p><b>Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical</b></p>	<p>Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, collective</p>

II-E. Fiscal Systems	Develops a budget that does not align with the district's goals or mismanages available resources. Does not communicate budget rationale or financial short falls to staff, community members, municipal stakeholders, or the school committee.	Develops a budget that loosely aligns with the district's vision, mission, and goals, and/or inconsistently manages expenditures and available resources. Does not effectively communicate budget rationale to staff, community members, municipal stakeholders, and the school committee.	<b>Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources; and effectively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.</b>	Leads the administrator team to develop a district budget aligned with the district's vision, mission, and goals that addresses the needs of all students. Allocates and manages expenditures consistent with district/school-level goals, and seeks alternate funding sources as needed. Proactively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.
----------------------	---	--	--	--

### STANDARD III: Family and Community Engagement

*Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.*

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>III-A. Engagement</b>	Does little to welcome families as members of the district, classroom or school community, or tolerates an environment that is unwelcoming to some families.	<b>Invites families to participate in the classroom and school community</b> , but efforts are limited or insufficient, leading to limited family involvement throughout the district.	Promotes, monitors and supports comprehensive, culturally responsive and collaborative engagement practices that <b>welcome and encourage every family to actively participate in the classroom and school community</b> , and engages community stakeholders to contribute to the classroom, school, and community's effectiveness.	Ensures that all personnel to use culturally responsive and collaborative practices that engage all families to contribute to district, classroom, school, and community effectiveness, including but not limited to families with limited access to technology, and families whose home language is not English. Actively engages stakeholders from all segments of the community, including residents, municipal officials, and business leaders, in furthering the mission of the school and the district. Models this practice for others.
<b>III-B. Sharing Responsibility</b>	Does not ensure that administrators are identifying student learning and development needs and working with families to address them.	Encourages administrators to work with families to address students struggling academically or behaviorally, but does not consistently monitor these activities to ensure that student needs are being met, either within or outside of schools.	Monitors adherence to district-wide policies and practices that promote <b>continuous collaboration with families to support student learning and development both at home and at school</b> , as evidenced by: <ul style="list-style-type: none"> <li>the collaborative identification of each student's academic, social, emotional, and behavioral needs; and</li> <li>connecting families to the necessary resources and services within the school and the community to meet students' learning needs.</li> </ul>	Empowers all administrators to regularly collaborate with families to address each student's academic, social, emotional, and behavioral needs, and to access as needed necessary services within and outside of schools to address those needs. Monitors these processes to ensure all student needs are being met. Models this practice for others.
<b>III-C. Communication</b>	Does not set clear expectations for or provide support to	May set expectations regarding regular, two-way,	<b>Engages in regular, two-way, culturally proficient communication</b>	Supports and empowers all administrators to engage in regular,

III-D. Family Concerns	Does not address most family concerns in a timely or effective manner, fails to provide systems or supports for administrators to do the same, and/or allows responses to be inconsistent or insufficient. Resolutions are often not in the best interest of students.	Ensures that most family concerns are addressed as they arise, but responsiveness is inconsistent across the district. Supports administrators to reach solutions to family concerns, but may not ensure equitable resolutions that are in the best interest of students.	<b>Addresses family concerns in an equitable, effective, and efficient manner,</b> and supports administrators to seek equitable resolutions to both academic and non-academic concerns that (a) reflect relevant information from all parties including families, faculty, and staff, and (b) are in the best interest of students.	Ensures that all family concerns are addressed in a timely and effective manner throughout the district; empowers administrators to proactively respond as academic or non-academic concerns arise; and promotes collaborative problem solving processes informed by relevant input from all families, faculty, and staff that result in equitable solutions that are in the best interest of students. Models this practice for others.
------------------------	--	---	--	--

**STANDARD IV: Professional Culture**

*Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.*

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>IV-A. Commitment to High Standards</b>	<p>Does not encourage high standards of teaching and learning or high expectations for achievement among administrators, as evidenced by:</p> <ol style="list-style-type: none"> <li>1. a failure to develop or articulate the district's mission or core values; and</li> <li>2. an inability or unwillingness to lead administrator leadership meetings that inform school and district matters.</li> </ol>	<p>May articulate high standards for teaching and learning, but expectations are inconsistently applied throughout the district, as evidenced by:</p> <ol style="list-style-type: none"> <li>1. Mission and core values are present but may not reflect district-wide buy-in, or are rarely used to inform decision-making.</li> <li>2. Meetings: Leads administrator leadership meetings that address matters of consequence but may not result in meaningful decision-making.</li> </ol>	<p><b>Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:</b></p> <p><b>1. Mission and core values:</b> Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.</p> <p><b>2. Meetings:</b> Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.</p>	<p>Established a district-wide commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <ol style="list-style-type: none"> <li>1. Mission and core values: Collaborates with educators and community members to develop, secure and/or promote core values and an aligned mission, and to use them to guide decision making.</li> <li>2. Meetings: Empowers administrators to share responsibility for leading team meetings that address important district matters, and foster collaborative learning and problem-solving around instructional leadership issues.</li> </ol> <p>Models this practice for others.</p>

		Takes pride in having a diverse administration, faculty and/or student body, but some policies and practices are not culturally responsive; and/or provides limited resources for administrators to support the development of culturally responsive learning environments and school culture that affirms individual differences.		
<b>IV-C. Communications</b>	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times, such that staff, families and community members, and/or the school committee lack accurate or sufficient information.	Demonstrates adequate interpersonal, written, and verbal communication skills, but outreach to staff, families and community members, and/or the school committee may be inconsistent or unclear.	<b>Demonstrates strong interpersonal, written, and verbal communication skills</b> , as evidenced by regular and informative outreach to staff, families and community members, and the school committee in a manner that advances the work of the district. Regularly seeks and considers feedback in decision-making.	Utilizes and models strong context- and audience-specific interpersonal, written, and verbal communication skills. Actively seeks and incorporates feedback into decision-making and in communicating rationale for the decisions to staff, family, community members and school committee.

**IV-D. Continuous Learning**

Accepts the practice of administrators working largely in isolation, without consideration of data and best practices. Does not reflect on leadership practice or demonstrate new ways of thinking about administration and leadership.

Encourages administrators and teams to reflect on the effectiveness of instruction and student learning and use data and best practices to adapt practice, but does not monitor administrators in these practices to ensure consistency or efficacy. Occasionally reflects on their own leadership practice.

**Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results**, as evidenced by:

- Supporting regular opportunities for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning, and
- Engaging in their own continuous learning to improve leadership practice.

Develops, nurtures, and models a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results, as evidenced by:

- Empowering all administrators to collaborate and share knowledge and skills of best practices that improve student learning within their own buildings, and
- Regularly reflecting on and improving their own



12





**Joint School Committee/Superintendent Goals**  
**School Year 2019-2020**  
Update: June 30, 2019

<b>Title</b>	<b>Vision</b>	<b>Outcome for 2020</b>	<b>Measure for 2020</b>	<b>Conditions</b>	<b>Interfaces</b>	<b>Year End Status</b>
<i>Contract Negotiation</i>	Establish a contract with the HTA that achieves maximum alignment with district vision and mission and operates within the financial means of the town.	The HTA and School Committee have executed a contract for fiscal years 2021- 2023.	By March 1, 2020, the contract has been approved by School Committee and members of the HTA.	Negotiations will begin with the aid of an interest-based bargaining facilitator.  Negotiation subcommittee will provide regular updates to School Committee in executive session meetings.	HTA  Negotiating Subcommittee  School Business  Mgr Select Board  rep Legal Counsel  Town Finance  Dir.	100%  3-year outcome was not met due to pandemic. A one year contract agreement with the HTA has been reached and signed.
<i>Dashboard Query Definition</i>	Provide a dashboard of relevant data of interest to School Committee and town at large that is in regular use.	School Committee has specified a set of queries and report or chart layouts that could become a recurring presentation at meetings, and administration and IT have configured a dashboard for initial report.	(1) By April 1, 2020, a set of queries and display goals have been generated with support of administration and presented to full Committee for review.  (2) By May 1, School Committee has reviewed and approved queries and display designs.  (3) By August 31, administration has prototyped queries	Appropriate laws and regulations regarding data security and individual privacy are followed.  Opportunities for public input are provided.  District IT and administration is involved in the initial query generation process.	Administration  District IT  Dashboard Subcommittee	

			and presentation for review at meeting.			
<i>Continuous Improvement Analysis</i>	Embrace continuous improvement opportunities in the Committee's practices.	Through an analysis of practices of our and other districts, School Committee has identified for potential adoption changes to its operation, management, communications, or other aspects important for efficient and effective execution of its duties.	<p>(1) By May 1, 2020, an analysis team has identified and reported to School Committee a set of 3- 5 improvements for potential adoption.</p> <p>(2) By June 30, 2020, School Committee has reviewed and approved any changes or pilots based on the proposed changes.</p>	<p>Committee self- evaluation should provide input and opportunity</p> <p>Consideration of implementation and sustainability</p> <p>Committee agrees to prioritization of values and alignments of potential improvements</p> <p>Alignment with state laws and regulations and district policies</p>	<p>Administration</p> <p>School Business Mgr</p> <p>CI Subcommittee</p>	<p>90%</p> <p>CI has made recommendations to SC, but implementation plans have not been discussed yet.</p>

Added February 2020

<i>Fields</i>	High quality athletic fields that are adequately maintained and meet the needs of our students and families	<p>1) A cross-functional / inter- disciplinary process and a plan for the upkeep and maintenance of the school athletic fields has been agreed upon by all stakeholders and has been implemented.</p> <p>- The district has established a regular needs assessment/evaluation relating to school playing fields which feeds into the cross-functional / inter-disciplinary process.</p> <p>2) Explore alternatives to existing athletic fields in order to facilitate much- needed upgrades and maintenance Negotiate an umbrella agreement with Devens for the use of their fields (to be used when field maintenance/upgrades are due to occur) Evaluate associated expenses relating to transportation to/from Devens for each athletic season</p>	<p>By April 1, estimates for associated expenses relating to transportation to/from Devens for athletics is complete and presented to School Committee</p> <p>By May 1, a sample umbrella contract with Devens has been reviewed with the School Committee</p>	Processes seek to create efficiencies and not dramatically add to the overhead of existing/limited staff	<p>Legal Counsel Title IX Coordinator TBS Principal Bromfield School Council HES Principal HES School Council  Coaches  Booster Organizations</p>	
<i>Title IX</i>	Our district has documented evidence of	1) Establishment of a regular Title IX review,	By June 30, the resources needed for a	The School Committee endorses	Legal Counsel Title IX Coordinator TBS	

	being Title IX compliant	consistent with counsel's advice - Identify the resources required to complete a Title IX review ASAP	Title IX review have been identified and options presented to School Committee.	that the district will operate within the legal requirements of Title IX All district stakeholders will be informed of Title IX commitments and recourse processes	Principal Bromfield School Council HES Principal HES School Council Athletic Director Coaches Booster organizations	
--	--------------------------	---	--	--	--	--

**Superintendent Goals (Draft)**  
**School Year 2019-20**

Goal 1

Title	Goal	Measure	Conditions	Interfaces	End of year % Complete
Curriculum Development <i>I-B: Instruction</i> <i>II-B: Human Resources Management and Development</i>	To provide a recommendation to the School Committee to support curriculum development, assessment alignment, data analysis, and differentiated instruction.	<p>By June 2020 the leadership team has made a recommendation on any resources or personnel needed to support curriculum development, assessment alignment, data analysis, and differentiated instruction.</p> <p>By June 2020 the School Committee has reviewed a draft job description for any new position that supports curriculum development based on research of the position in other districts.</p> <p>By June 2020 the leadership team has provided supporting research for their recommendation.</p>	<p>Time exists for the literature review and district visits.</p> <p>Budget analysis identifies savings to support new hiring, if recommended.</p> <p>The availability of experts on the topic.</p>	<p>Leadership Team</p> <p>Department Chairs and Vertical Team Leaders</p> <p>School Committee</p>	<p>50%</p> <p>Collected job descriptions from other districts.</p> <p>Discussed the goal with the leadership team and leaders in other districts.</p> <p>Suggested continuation</p>

**Superintendent Goals (Draft)**  
**School Year 2019-20**

**Goal 2**

<b>Title</b>	<b>Goal</b>	<b>Measurement</b>	<b>Conditions</b>	<b>Interfaces</b>	<b>% Complete</b>
Feedback Improvement and Calibration  <i>I-D: Evaluation</i>  <i>I-E: Data Informed Decision Making</i>	To provide training to district leaders on their feedback to educators and measure improvement.	By June 2020 the leadership team has participated in 5 training sessions on effective feedback strategies and/or data analysis.  By June 2020 consistency and improvement measures have been identified and a report with the results has been given to the School Committee.	Time available to attend the trainings.  Experts identified and secured for these trainings.  Feedback collected and analyzed.	Leadership Team  Teacher Leadership Team  School Committee	80%  Used an on-line calibration tool provided by DESE for leadership teams. Completed 5 models so far and we have evidence of improvement through calibration data.  Report has not yet been done or presented.

**Goal 3**

<b>Title</b>	<b>Goal</b>	<b>Measurement</b>	<b>Conditions</b>	<b>Interfaces</b>	<b>% Complete</b>
Community Involvement  <i>IV-C: Communications</i>	To gain more community input on district decision making by providing information and encouraging dialogue.	By June 2020 4 public forums have been held and written results compiled and shared with the SC on topics of interest such as the shift in start time, student safety, wellness initiatives, and supporting all learners.	Time exists to plan and hold the public forums with other leaders.  Time exists to reach out to the single parents, working parents, and	Leadership Team  Teacher Leadership Team  Other district leaders and teachers	100%  Gathered input through conversations and surveys on conference days.  Offered a special education workshop prior to conferences

**Superintendent Goals (Draft)**  
**School Year 2019-20**

		<p>By June 2020 input has been received and summarized from events held for single or working parents through concerted efforts that fit their schedule or availability.</p> <p>By June 2020 2 new tools/methods of sharing information and receiving feedback have been implemented with the community.</p> <p>By June 2020 regular meetings with student representatives have taken place and the SC has declared that the student voice at SC meetings has increased.</p>	community members in new ways.		<p>on supporting learners.</p> <p>Met with parents at the General Store.</p> <p>Met with the SC student reps. prior to the SC meetings.</p> <p>Zoom parent meetings and community meetings have increased two-way communication.</p>
--	--	--	--------------------------------	--	--



[Letterhead]

**From:** School Committee, Harvard Public Schools

**To:** Senator Elizabeth Warren  
Senator Ed Markey  
Representative Lori Trahan

**Cc:** Town of Harvard Select Board  
Massachusetts Association of School Committees

**Date:** June 20, 2020

**RESOLUTION IN SUPPORT OF INCREASED  
FEDERAL SUPPORT AND STIMULUS FUNDING FOR PUBLIC K-12 EDUCATION**

**WHEREAS**, the COVID-19 pandemic is a monumental and unprecedented challenge that emerged quickly, demanding an immediate overhaul of the instructional plans and strategies of the Harvard Public Schools and school systems across the country; and

**WHEREAS**, the nation's public schools remain committed to delivering high-quality instruction while ensuring the health and safety of students and staff; and

**WHEREAS**, revenue shortfalls will unequivocally result in budget cuts and personnel reductions in all school systems;

**WHEREAS**, these budget cuts will be happening at the same time that public school systems are working to address the immense instructional challenge of incomplete learning that many students face due to the pandemic; and

**WHEREAS**, these challenges will persist and grow as COVID-19 continues to affect our economy and destabilizes funding for public schools; and

**WHEREAS**, we recognize that the current nationwide recession will affect urban areas and their poorest citizens most severely; and

**WHEREAS**, the American Recovery and Reinvestment ACT (ARRA) of 2009 provided

\$100 billion in education funding with investments in both the education stabilization fund and various federal categorical programs for public schools, such as Title I and the Individuals with Disabilities Act; and

**WHEREAS**, Congress followed ARRA in 2010 with \$10 billion in additional funding for the Education Jobs Fund to help school districts retain existing employees, recall former employees, and hire new ones; and

**WHEREAS**, by comparison the recent Coronavirus Aid, Relief, and Economic Security (CARES) Act provides only \$13 billion for education stabilization funding, which is less than half of one percent of the total \$2.2 trillion relief provided in the CARES Act and is far below the investment that the federal government provided in 2009 and 2010 in ARRA and the Education Jobs fund; and

**WHEREAS**, public education is one of the largest employers of any organization, public or private, in the nation; and

**WHEREAS**, published economic research has demonstrated a strong connection between a country's GDP growth and its investments in elementary and secondary education; and

**WHEREAS**, research has repeatedly found a strong causal relationship between levels of schooling and wages that individuals earn over a lifetime; and

**WHEREAS**, for public schools to thrive and for our students to realize a bright and productive future, the federal government needs to make a substantial new investment in their wellbeing; and

**WHEREAS**, the Council of the Great City Schools, the National Education Association, the American Federation of Teachers, the National School Boards Association, the American Association of School Administrators, and the National Parent Teachers Association, and others have called for some \$200 billion in relief for the nation's public schools; and

**WHEREAS**, this level of funding is the minimum needed by the nation's public schools to sustain and accelerate their academic achievement trends over the past decade; therefore, let it be

**RESOLVED:** That the members of the Harvard School Committee join with the Superintendent of Schools in urging the Massachusetts Congressional Delegation, including our United States Senators and House of Representative members, to advocate for and approve additional federal education funding for our nation's public schools.

On roll call, the order was approved by the following vote:

YEAS – [#]

NAYS – 0

ABSENT – 0

Attest:

[signature]

Executive Secretary

School Committee Minutes  
Virtual Meeting  
Monday, June 8, 2020

Members attending: John Ruark, Sharlene Cronin, SusanMary Redinger, Suzannne Allen, Shannon Molloy, Maureen Babcock and Linda Dwight.

Others in attendance Aziz Aghayev.

John Ruark called the meeting to order at 6:15 p.m.

Sharlene Cronin read the Vision Statement

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

**Student Report –**

**Taylor Caroom** reported that virtual learning/school is winding down. Technology drop offs started today. Student led conversations began via zoom on the subject of “Black Lives Matter”.

**Olivia Ren** reported that she is hosting a 10<sup>th</sup> grade zoom discussion on the recent protests to enact change and to promote anti-racism.

**Brooke Caroom** reported that this is the last week of school. Students are actively involved and interested in what is happening in the world right now.

**COVID-19 Learning Plan Update**

Dr. Dwight shared information that the Commissioner has stated that the plan for schooling in the fall will be a hybrid model. He will outline the details of the plan to districts during the week of June 15<sup>th</sup>. Dr. Dwight hosted a meeting with parents and shared the three options. She plans to host another meeting next week outlining any further updates. The district re-entry advisory meets this Friday at 8 a.m. We will continue to focus on the plan for a successful 2020-21 school year.

**District Response to Current Events**

The acts of racism leading to murders and the counter response created an opportunity to continue our efforts to positively impact student safety and belonging. Five community members will host a panel to help parents gain the confidence and courage to have conversations with their children regarding issues of racial injustice. The event is scheduled for June 11<sup>th</sup> at 7 p.m. The parent focused panel will be followed by a community panel discussion on Thursday, June 18<sup>th</sup> held by Arm in Arm.

**Superintendent Update –** See Attached.

**Student Opportunity Act Review and Vote**

The Student Opportunity Act (SOA) was passed in February 2020 to increase school funding. The additional money allocated by the SOA goes to districts based on socio

economic needs with 80% set aside for 35 districts. Harvard is eligible for an allocation of \$27,330. The leadership team chose to write the grant application to support inclusion with co-teaching that restarted in the FY20 school year. The grant will fund co-teaching training, collaboration time and consultation. The district is committed to supporting the co-teaching model and will be tracking the progress of the special education students in those classes.

SusanMary Redinger made the motion and John Ruark seconded to approve the application of the Student Opportunity Act as presented by Dr. Dwight.

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

#### **Fund Transfer to cover Salaries; Vote**

Dr. Dwight requested to transfer money from the Devens revolving account into the School Lunch account to cover the deficit created by the loss of revenue during March, April and May. Aziz Aghayev will update the Devens revolving account spreadsheet and share with members at the end of the FY20 fiscal year.

John Ruark made the motion and Suzanne Allen seconded to move that we transfer \$75K from Devens Revolving account to the School Lunch revolving account as presented.

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

#### **Resolution for Federal Funding**

Shannon Molloy reviewed with the Committee the COVID-19 State Funding resolution that she is preparing for district submission. The resolution supports increased federal support and stimulus funding for public K-12 education during these monumental, unprecedented and challenging times. The resolution will be voted on at the next meeting.

#### **Policy Review; Vote**

Shannon Molloy reviewed the changes made to Policies AC, ACABA, ACABB and KE.

Suzanne Allen made the motion and Shannon Malloy seconded to approve Policy AC, ACABA, ACABB and KE as amended.

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

#### **Budget Working Group Update**

Sharlene Cronin explained the purpose of the Budget Working Group. The school is looking to cover costs if the override doesn't pass as well as a likely deficit in state aid. The town is looking at taking \$220K from the stabilization fund and making a change in the percentage paid by employees for health benefits. The School Committee would like to come up with a number that they would be willing to take from the Devens revolving account should there be a budget shortfall. The Committee discussed setting a \$450K number as being acceptable. The number non-binding. John Ruark will seek input from the Chairs of the Selectboard and Finance Committee.

### **School Building Update**

SusanMary Redinger gave a report that work is continuing on the school building project. Work in progress for June includes the sewer lift station, granite work, dry wall, and window trim. Small groups of people are beginning to tour the job site. Members are invited to take a tour. The next School Building Committee meeting is June 18<sup>th</sup> at 3:30. The Changing group meets this Thursday. The project is on budget but currently a little behind schedule. We still have not heard from the MSBA regarding reimbursement for COVID-19 expenses.

### **Grant Approval; Vote**

The following gifts were presented to the Committee for approval:  
Bromfield PTO - \$500 – End of Parade Picture for the Class of 2020  
Harvard Schools Trust – \$696 – T-shirts for 8<sup>th</sup> graders

John Ruark made the motion and Sharlene Cronin seconded to approve the grants as presented.  
VOTE: Allen (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye), Ruark (Aye)

### **Summer Meeting Schedule**

John Ruark reviewed the summer meeting dates for the last few years to help decide how to schedule meeting for this summer. The Committee decided to keep their schedule to the normal 2<sup>nd</sup> and 4<sup>th</sup> Monday of the month over the summer.

### **Agenda Items**

Superintendent Review  
Title IX information  
Self-Assessment Report  
School Improvement Plan - Fall  
District Improvement Plan – Fall  
Joint Supt/SC Goals Review  
SEPAC presentation  
Remote learning – standing agenda item

### **Approval of Meeting Minutes**

SusanMary Redinger made the motion and Suzanne Allen seconded to approve the minutes of February 29, 2020 meeting as amended.  
VOTE: Allen (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye), Ruark (Aye)

John Ruark with no objection approved the minutes of the May 26, 2020 meeting as presented.  
VOTE: Allen (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye), Ruark (Aye)

### **Liaison/Subcommittee Reports**

**SusanMary Redinger** reported that the Capital Committee met and reviewed the Capital projects that will be presented at ATM. The Middle School ramp project will be split as \$230,000 (bathroom, stairs and landscaping) be funded through CPIC funds and \$660,000 (ramp portion) be funded by excluded debt.

**John Ruark** reported that HEAC meets this week.

**Sharlene Cronin** reported that Parks and Rec is looking to get the fields loamed and seeded. Parks & Rec is interested in documenting field maintenance as much as possible and coming up with an on-going schedule and prioritization. The schools will need to be included in the conversation.

**Maureen Babcock** reported no updates.

**Suzanne Allen** –reported that SEPAC will be on agenda next week.

**Suzanne Allen** – reported Data Dashboard Subcommittee had a productive meeting talking about district technology, wellness and curriculum. We are hopeful to present to the full Committee soon.

**Suzanne Allen** – reported that she is looking forward to the School Re-entry group meeting on Friday.

**Shannon Molloy** reported that the School Council meets tomorrow.

**Shannon Molloy** reported that Policy meets next week.

**Shannon Molloy** reported that the Wellness Subcommittee and Start Time Subcommittee haven't met.

### **Commentary**

**Suzanne Allen** – wondered what the process is for thanking the PTO and Harvard Schools Trust and wondered if we can do something formally to recognize these groups and all that they do. It might be nice to honor them at a meeting as well as the usual letter of thanks.

**SusanMary Redinger** – thanked Linda and everyone on her staff for the hard work and they do for the district. So great to see 80 to 90 parents on the parent meeting zoom call. Great participation, input and preparation. Thanks for everything you do!

**SusanMary Redinger** - Thanked John Ruark for his time on the Committee and recognized him for all he has done.

John Ruark seconded by Sharlene Cronin – at 8:45 p.m. - Move to convene into executive session pursuant to Massachusetts General Laws Chapter 30A section 21 (a) and (3) for the following purposes: To discuss strategy with respect to and in preparation for collective bargaining with the Harvard Teachers' Association because an open discussion may have a detrimental effect on the bargaining position of the Committee.

John Ruark with no objection adjourned the meeting at 9:20 p.m.

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

Respectfully submitted

Mary Zadroga





School Committee Minutes  
Virtual Meeting  
Saturday, June 20, 2020

Members attending: John Ruark, Sharlene Cronin, SusanMary Redinger, Suzannne Allen, Shannon Molloy, and Linda Dwight. Absent: Maureen Babcock

John Ruark called the meeting to order at 9:00 A.M.

John Ruark read the Vision Statement.

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

**Approval of Grants**

Dr. Dwight shared the grants from the Harvard Schools Trust presented for approval.

Distance Learning Teaching Tools	\$3,546.37	Scott Hoffman
Distance Learning Teaching Tools	\$2,841.94	Josh Myler
5 <sup>th</sup> Grade Graduation Bags	\$315.39	Josh Myler
8 <sup>th</sup> Grade Class T-Shirts	\$696.00	Scott Hoffman
Online science/math program from Explore Learning	\$2,968.75	Deb Pierce

SusanMary Redinger made the motion and Sharlene Cronin seconded to approve the grants from the Harvard Schools Trust as presented.

**Vote:** Allen (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye), Ruark (Aye)

**State Funding Resolution**

Shannon Molloy presented for approval from the last meeting the COVID-19 State Funding Resolution. Shannon Molloy explained that the resolution is time sensitive because the legislature may be taking up a budget vote this week. Twenty percent of the school districts have signed on to this resolution. The Resolution is that the state must guarantee every school district full reimbursement for whatever COVID-19 expenses they are required to follow.

Sharlene Cronin made the motion and Suzanne Allen seconded to approve the letter as provided and presented.

**Vote:** Allen (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye), Ruark (Aye)

**Budget ATM Discussion**

John Ruark did hear back from HTA indicating that they are not interested in opening up the contract for next year. Dee Bus signed the 45% agreement for the days in which schools were closed. School Committee members need to sign the signature page of the one year teacher contract. Dr. Dwight will bring the contract signature page to ATM for School Committee members to sign. SusanMary Redinger will speak to the warrant articles at Annual Town Meeting.

### **School Committee Commentary**

**Linda Dwight** – the Commissioner's call yesterday gave some insight into the return to school plan for the fall of 2020. Governor Baker will take lead on the announcement on Tuesday. Dr. Dwight will then communicate the details.

**Shannon Molloy** – thanked John Ruark for his service on the School Committee. Shannon has appreciated learning from John Ruark in his role as Chair.

**John Ruark** – it's been an honor to serve on the School Committee. A special thanks to Linda Dwight for everything.

**SusanMary Redinger** – being Chair pushes you beyond your comfort level. Thank you! It has been an honor and privilege to serve with you. You have made a lasting impact to our district. We will miss you.

**Sharlene Cronin**– It has been a pleasure working with you. It was a pleasure serving on the Negotiations Subcommittee together. You are heartfelt in your thoughtful guidance. It is truly valued.

**Suzanne Allen** – thank you so much. It has been a pleasure working with you and under your excellent leadership. The Self-evaluation shows how you have kept us so organized and solicited everyone's opinion. You so easily connect with students. Thank-you for all of your leadership.

**Linda Dwight** –You have a strong moral and ethical core that guides everything you do. Keeping to that core has benefited the district. The speech you gave about yourself as a student struck a cord with the teachers, since then you are able to connect with teachers. I hope you stay connected with the Harvard Public Schools.

**John Ruark** – Asked members not to forget to turn in the self-evaluation form before Monday. Next School Committee meeting June 30<sup>th</sup>. Shannon will set up the agenda. A parent meeting will be held on June 29<sup>th</sup>.

John Ruark with nothing further adjourned the meeting at 9:40 a.m.

Respectfully submitted,

Mary Zadroga