

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

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**School Committee Meeting**  
**Monday, May 9, 2016**  
**6:00 p.m.**  
**Hapgood Room, Old Library**

- I. Call to Order (6:00)**
- II. Read the Vision Statement (6:00)**
- III. Open to Interested Citizens' Commentary (6:03)**
- IV. Student Report (6:08)**
- V. Superintendent's Report (6:10)**
- VI. Finance Report (6:20)**
- VII. Finance Director/School Business Manager Appointment Update (6:30)**
- VIII. Principal Search Update (6:40)**
- IX. Preliminary Review of the Ed Eval Document (6:50)**
- X. Review Superintendent Evaluation Docs and Process (7:20)**
- XI. Review and align on School Committee Meeting Norms (7:35)**
- XII. Policy Review and approval (7:50)**
  - ECAF – Security Camera Policy**
  - FF – Naming New Facilities**
- XIII. New Hire update (8:05)**
- XIV. Bus Expense budget impact for 2016/17 (8:15)**
- XV. Kindergarten Enrollment Update (8:25)**
- XVI. Summer Meeting Schedule (8:30)**
- XVII. Review meeting minutes (8:35)**
- XVIII. Report Out from Liaisons (8:40)**
- XIX. Suggest Future Agenda Items (8:50)**
- XX. Open to Interested Citizens' and School Committee Commentary (8:55)**
- XXI. Adjournment (9:00)**

**Documents: superintendent report, budget update, Ed Eval Document, School Committee Meeting Norms, Policies, New Hire Resumes, Proposed summer meeting schedule, meeting minutes**

**Vision Statement:** The Harvard Public Schools community, a leader in educational excellence, guides each student to realize his or her 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 continue to develop the confidence and ability to collaborate, contribute, and adapt in an ever-changing world.

# Harvard Public Schools

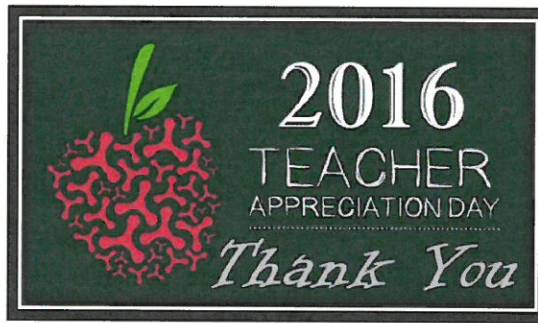
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## Superintendent's Update May 9, 2016

### I. **Teacher and Staff Appreciation Week**

The PTO volunteers treated the staff at both schools to the royal treatment this past week. Everyone exclaimed over the spread of treats each day. The creative organizers varied the menu from a chocolate fountain to make your own trail mix. What a special way for the parents to show their appreciation.



### II. **Hildreth Elementary building project update**

Here is a list of the actions completed in the past two weeks:

- Both the Building Committee and the Visioning Committee met. The Visioning Committee worked on the draft Educational Questionnaire (attached) and the Building Committee worked on breaking down the \$500,000 into four categories, OPM (Owners' Project Manager), Designer costs, Site Testing, and Other. This break down becomes a tentative budget for phase I and came from research led by committee member Ron Ostberg.
- SusanMary and I participated in a conference call to verify the MSBA enrollment projections. These numbers were reviewed and the document was certified by SusanMary, Ken Swanton (new BOS Chair) and the Superintendent.
- Final documents were submitted to MSBA for an anticipated invitation to the May 25<sup>th</sup> board vote.

### III. **Principal Search Committee Update**

On May 4<sup>th</sup> and 5<sup>th</sup> the Principal Search Committee members interviewed eight candidates for the position. We used tailored interview questions that largely came from meetings with a variety of stakeholders. The committee members appreciated

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the process and provided their input for my consideration. Final steps are being considered.

## **IV. School Business Manager/Town Finance Director Next Steps**

The preferred candidate for the position pulled out of the process before the BOS meeting. So, at their meeting the Selectmen talked about re-advertising the position. While they gather a new set of applicants which may take until the fall, they approved the hiring of an interim, part-time School Business Manager. We have advertised the position on School Spring.

## **V. Essay Contest Winner**

A student at Bromfield, Zach Sclar, wrote a touching tribute to one of his teachers at Bromfield. His essay won a writing contest hosted by Barnes and Noble. I have included his writing with this packet.

I recently had the gift of spending time with my 98 year old great grandmother before she passed away. Her last words of advice to me were to work hard, not blame your problems on others, and to be grateful to those who have helped you along the way. As I processed this advice, I decided that there is one teacher I have known for quite some time who I really need to thank.

I first encountered Mrs. Tuttle as a third grade student in her class. That year was the year I learned that although I did not have the neatest desk, I was one of the last ones done with my work, my drawings were awkward stick figures, and my handwriting was messy, there were things that I could do well. Mrs. Tuttle taught me to not compare myself to others but to focus on my strengths, and work hard in the areas I was weaker. Her praise was always real and specific. Because of her I discovered the magical world of reading, and fell in love with the Warriors series. She got me to put down my hockey stick long enough to figure out I loved reading and writing. It is because of her that when I was seriously injured in hockey I had something to keep my mind busy during my recovery. In addition to wonderful memories of breakfasts at the diner after an early game with my dad, equally as pleasing are the recollections of regular trips with my mother to Barnes and Noble for hot chocolate and a new book.

I again had Mrs. Tuttle in sixth grade as a social studies teacher as she moved to the middle school. It was that year that I fell in love with ancient history as well as English. I discovered my talent for hands on projects, and created Egyptian



artifacts and Roman gladiator armor. I devoured literature on the Roman Empire. Sixth grade was a hard year, as my twin sister developed Alopecia and lost her hair. A group of boys bullied her and pulled off her hat frequently while saying unkind things to her. Mrs. Tuttle went to the principal and together they ended the teasing. My classmate also lost his mother suddenly that year, and Mrs. Tuttle provided a safe place for him to grieve and put his life back together.

My class at Bromfield has a bunch of strong personalities. Mrs. Tuttle agreed to be our class advisor and has chaperoned us on many a trip and school function. Her kind and non-judgmental demeanor is why students often seek her out for advice. As I am a sophomore now starting to look at colleges, I am applying as an English and history double major. I have Mrs. Tuttle to thank for nurturing these interests, and for helping me along in my journey of understanding and accepting myself. In my mind there is no teacher more deserving of the favorite teacher award.

**Massachusetts School Building Authority  
School District Educational Profile Questionnaire**

**Date** 4/29/16

**Name of School District** Harvard Public Schools

**District Contact (Name, Title)** Linda G. Dwight, Ed. D Superintendent

As part of the District's invitation into the Eligibility Period, the MSBA is seeking the following information to further inform our understanding of the School District's facilities, teaching methodology, grade configurations and program offerings. If the below information is available in documents previously provided to the MSBA, please indicate in which document and on which page this information may be found.

**SECTION ONE: Facilities**

A. Please confirm the following MSBA 2010 Needs Survey information for all public schools in the District using a "Y" for accurate and "N" for not accurate:

| District | School Name                | Type  | Year Founded | Last Reno. | GSF     | Y/N |
|----------|----------------------------|-------|--------------|------------|---------|-----|
| Harvard  | Hildreth Elementary School | ES    | 1955         | NA         | 68,700  | N   |
| Harvard  | The Bromfield School       | MS/HS | 1965         | 2004       | 181,000 | Y   |

Using the space below, provide additional information for any inaccurate or incomplete Needs Survey data.

The elementary building has two parts. The wing that is a part of this needs assessment was built in 1955. The remainder of the building was built in 1988.

B. Using the chart below, list Charter Schools (Commonwealth, Innovative, or Horace Mann) and private schools located in the District.

| Name of School           | Type of School | Year Established | Grades Served | Current Enrollment |
|--------------------------|----------------|------------------|---------------|--------------------|
| Immaculate Heart of Mary | Private        | 1920             | K - 12        | 135                |

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Superintendent

## SECTION TWO: Current Program, Grade Configuration, Teaching Methodology

- A. **For elementary and middle schools only** In the chart below, provide information about the current grade configuration for each public school facility adding or editing cells and rows as appropriate. Check the boxes provided to indicate program offerings at each facility. Next to the check, please indicate the number of hours and days the program is offered.

| Name of School, Grades Served | Science Classes                                 | Art (Performing and Visual Art)   | Music  | Physical Education (Adaptive PE)   | Library Classes  | Extended Day Care   | Lunch Seatings   |
|-------------------------------|---|---|--|--|--|---|--|
| Hildreth Elementary, PK-5     | X integrated into the regular education classes | X each student has art class 1 X 50 min. per week, classes are scheduled throughout the day M - F | X students have music class 1 X 50 min. per week, classes are scheduled throughout the day M - F | X students have phys. Ed or adaptive PE 1 X 50 min. per week, classes are scheduled throughout the day M - F | X students have library class 1 X 50 min. per week, classes are scheduled throughout the day M - F | X we have an optional before and after school program for students in grades K - 5, hours are 7:15 - 8:40 am and 3:15 - 6 pm; M - F | X students have lunch 1 X 25 min. per day between 10:50 am - 1:25, lunch is served by grade level with six scheduled lunch times |
| Bromfield School, 6-12        | X offered 7 hours per day, M - F                | X offered 7 hours per day, M - F  | X offered 7 hours per day, M - F   | X offered 7 hours per day, M - F   | X offered 7 hours per day, M - F   |   | X offered 3 hours per day, M - F   |

**For high schools only** Attach to this questionnaire current program/scheduling information (core, non-core, enrichment and vocational).

B. Does the District belong to a Collaborative? Yes ☒ No ☐

Does the District host a Collaborative? Yes ☒ No ☐

If yes, please provide the name of the Collaborative CASE Collaborative

Does the District provide Pre-Kindergarten? Yes ☒ No ☐

Is Kindergarten fee based? Yes ☒ No ☐

If yes, please provide the fee structure \$3,750 per year for full day kindergarten

Does the District provide transportation? Yes ☒ No ☐

If yes, please provide the name of the provider(s) (District or vendor) Dee Busing

Using the space below, provide information about the Priority Statement of Interest School's teaching methodology (i.e. self-contained classroom, team teaching, departmental, or cluster). Include class-size policy and if applicable, scheduling particulars.

Instruction at the elementary school is based on several premises: children learn best when they are interested in the material; educational experiences that involve students in "hands-on" activities strengthen student learning; children can master material when subjects are integrated; and children can transfer understanding. We strive for a pedagogy that supports children in exploring their own understanding and devising their own explanations. We aim to strengthen children's problem solving and critical thinking skills in all curriculum areas. We believe that a

respectful learning community promotes the learning of all and works to develop skills for cooperative learning in all disciplines.

Classrooms are heterogeneously grouped by grade level. ( add class size ranges) (individual classrooms) Preschool-3<sup>rd</sup> grade teachers present all the content material. 4<sup>th</sup> and 5<sup>th</sup> grade classes are departmentalized into subject areas. Teachers use a variety of whole class, small group, partner, and individual work to engage learners. Technology is an important tool allowing students to access knowledge. Students have access to technology in PreK - 5, with increasing access in the upper grades. Our fifth grade is in the second year of a 1:World technology pilot.

A combination of inclusion and pull out support services is utilized within a Response To Intervention model for all students including those requiring special education services. In addition to special education intervention, our math and ELA programs are also supplemented by tutors who provide instructional support for both struggling students as well as enrichment opportunities at each grade level. Special Education Teachers/Staff, Regular Education Teachers, and Tutors collaborate to ensure students are receiving appropriate services. Formal and informal assessments include class discussions, individual assignments, projects, quizzes, tests, teacher observation, as well as probing questions that help students articulate their thinking both orally and in written form.

The PreK-5 curriculum is fully aligned with the Massachusetts Curriculum Frameworks incorporating the Common Core Standards. We use the Go Math Program as the basis of our math instruction, with grade level modifications and enhancements according to the needs and strengths of our students. Within our classrooms our students actively participate in a variety of math activities which allow them to try, apply and adapt a variety of appropriate strategies to solve problems. Balanced literacy instruction takes place in a Reader's and Writer's Workshop. This approach is characterized by the explicit teaching of reading and writing strategies, and provides ample time for students to practice their developing skills. Investigations in science and technology/engineering involve a range of skills, habits of mind, and subject matter knowledge. The purpose of science and technology/engineering education is to enable students to draw on these skills and habits, as well as on their subject matter knowledge as they prepare for their future. The Social Studies curriculum combines the learning of content and skills in the study of history, geography, economics, civics, and government. The social studies curriculum integrates and draws on multiple disciplines.

Students are taught the Habits of Mind traits to develop strategies to apply to their learning. The faculty partners with community members and parents to expand learning opportunities both outside and within the classroom. The 2<sup>nd</sup> Step and Steps to Respect programs are utilized throughout the school to support social skill growth and development. A whole school system of behavioral expectations provides opportunities to teach and recognize pro-social behaviors. Whole school spirit days, celebrations, and assemblies help to foster a sense of community. Movement breaks are integrated into classroom routines to improve attention and

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engagement. Recess occurs daily before or after lunch for 25 minutes. Physical Education, Art, Music, Computer/Library, Health, and Foreign Language classes are offered to all students.

D. In the chart below, use “Y” or “N” to indicate if the listed technology offerings are available adding cells and rows as appropriate:

| School              | Desktop Computers | Laptop Computers | Tablets | Smart Board/ Smart Projectors | Printers | WiFi WAN/LAN |
|---------------------|-------------------|------------------|---------|-------------------------------|----------|--------------|
| Hildreth Elementary | Y                 | Y                | Y       | Y                             | Y        | Y            |
| Bromfield School    | Y                 | Y                | Y       | Y                             | Y        | Y            |

Using the space below, provide additional information for any of the aforementioned offerings marked with a “Y”.

All of our classrooms have projectors with either white boards or SmartBoard technologies. Students in grades 5 and 6 have iPads through a pilot program; we are looking to extend the program by providing students with iPads in grade 7 and MacBooks in grade 8 for the 2016-17 school year. We have recently installed fiber to accommodate the increase in wireless devices. We also switched to virtual servers and hired a K - 12 Educational Technology Coordinator.

## SECTION THREE: Proposed Program, Grade Configuration, Teaching Methodology for the Priority Statement of Interest School

- A. Using the chart below indicate proposed changes to the information as provided in Section Two adding or editing cells and rows as appropriate.

| Name of School, Grades Served | Science Classes                                 | Art (Performing and Visual Art)                                | Music | Physical Education (Adaptive PE)  | Library Classes | Extended Day Care | Lunch Seatings  |
|-------------------------------|---|--|-------|-----------------------------------|-----------------|-------------------|---|
| Hildreth Elementary, PK-5     | We would like to consider adding a Maker Space. | Our stage is in need of repairs and lighting for performances. | TBD   | New flooring material to consider | TBD             | TBD               | We would like to reduce competing noise and change to round tables. |

B. Is the District considering joining a Collaborative? Yes ☐ No ☐

If yes, please provide the name of the Collaborative NA

Is the District considering hosting a Collaborative? Yes ☐ No ☐

Is the District considering offering Pre-Kindergarten? Yes ☐ No ☐



Is the District considering a Kindergarten fee? Yes ☐ No ☐

If yes, please provide the proposed fee structure \_\_\_\_\_

Is the District considering providing transportation? Yes ☐ No ☐

If yes, please provide the name of the proposed provider \_\_\_\_\_

C. In the space below expand upon proposed changes to current grade configurations, districting, teaching methodology, programs, transportation, fees and technology. Indicate if any school facilities would be vacated, down-sized or re-organized. Indicate if changes to current staffing would result (increase/decrease).

We are interested in exploring changes to the physical space to match our educational methodologies described above. We recognize the critical issues in both the 1955 section and the additional deficiencies that need to be addressed throughout the 1988 section of the building as well. Currently there are no plans to change the grade configuration at the Hildreth Elementary School (HES). HES services Preschool-5 grade. HES also houses a CASE Collaborative Autism Program. We want to look at how we use the 1955 wing and other spaces throughout the entire building. We believe a transportation study is also needed to explore changes in the parking, bus lane and parent pick up.

One of the changes that we would like to explore includes adding a maker space (makery). A maker space could be utilized to support and enhance the current STEM curriculum. We anticipate a need for additional staffing to teach in the Maker Space.

We already have a need for more iPads in classrooms for small group work and we see a need for green room space for movie making. We also want to design space with Mindfulness and Green practices in mind. These are a few of the ideas being explored by the Visioning Committee. We plan to expand these focus areas and explore additional ideas in collaboration with the students, parents, staff, and community.

D. Using the space below, indicate any proposed changes to current technology offerings (e.g. "One to One" technology, WiFi hotspots, laptop carts, etc.).

Currently every teacher at HES has an iPad and laptop. Smartboards are installed in every classroom, including special education pull-out spaces. Teachers incorporate these technology tools to varying degrees throughout the day. Most of the technology preschool-4th grade is done in large group format or in small skill based groups. The 5th grade students have 1:1 iPads as part of the District 1:World Pilot Program. We would like to explore the possibility of increasing our technology to provide more opportunities to put technology into the hands of our students. We would like to acquire additional iPads to utilize for small group or center activities in K-4th grade. Additional technology for students use would enhance project based learning and differentiation. We want to explore 3 D printers and robotics. We'd like to create space within the building to provide a room for our green screen. Currently, we have a green screen



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that is portable and we find space where we can. Having a designated space for the green screen for students to utilize when doing projects would be beneficial. Additional small group space for technology would also be useful.

## SECTION FOUR: Space - District's Priority Statement of Interest

### ELEMENTARY SCHOOL

A. Complete current information in the table provided below adding or editing cells and rows as appropriate:

| <u>ROOM TYPE</u>                                | <u>No. of Rooms</u> | <u>Comments</u>           |
|---|---------------------|---------------------------|
| <b><u>CORE ACADEMIC SPACES</u></b>              |                     |                           |
| <i>Pre-Kindergarten</i>                         | 1                   |                           |
| <i>Kindergarten (indicate full or half day)</i> | 4 full day          |                           |
| <i>Grade 1</i>                                  | 4                   |                           |
| <i>Grade 2</i>                                  | 4                   |                           |
| <i>Grade 3</i>                                  | 4                   |                           |
| <i>Grade 4</i>                                  | 4                   |                           |
| <i>Grade 5</i>                                  | 4                   |                           |
|   |                     |                           |
|   |                     |                           |
| <b><u>SPECIAL EDUCATION</u></b>                 | 10                  | These rooms vary in size. |
| <b><u>ART &amp; MUSIC</u></b>                   | 2                   |                           |
| <b><u>HEALTH &amp; PHYSICAL EDUCATION</u></b>   | 1                   |                           |
| <i>Gymnasium</i>                                | 1                   |                           |
| <b><u>MEDIA CENTER</u></b>                      | 2                   |                           |
| <b><u>DINING &amp; FOOD SERVICE</u></b>         | 1                   |                           |
| <b><u>MEDICAL SUITE</u></b>                     | 1                   |                           |
| <i>Nurses' Office</i>                           |                     |                           |
| <b><u>ADMINISTRATION &amp; GUIDANCE</u></b>     | 3                   |                           |

B. If not offered within the District's Priority Statement of Interest school, indicate in the space provided below where the District's collaborative, special education, art, music, health/physical education, media center, dining/food service and technology spaces are offered.

These classrooms are mixed throughout the elementary building.

## SECTION FIVE: Safety and Security Statement

Has the District formulated a school specific Multi-Hazard Evacuation Plan (Section 363 of the FY 02 State Budget) for each school under the superintendent's supervision?

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Yes ☒ No ☐

What was the date of the last review with local public safety and law enforcement officials?

Date: 9/15

## SECTION SIX: Attachments

Please attach to this completed questionnaire any Executive Reports or Conclusions of reports or studies that relate to accreditation, an assessment of facility conditions and/or findings as issued by the Department of Elementary and Secondary Education (DESE). Below, please list the documents attached (as applicable).

Documents attached:

Should you have any questions about this questionnaire, please contact Elena Seiti or Diane Sullivan at:

Massachusetts School Building Authority

617-720-4466

[www.massschoolbuildings.org](http://www.massschoolbuildings.org)

## **EXHIBIT A**

### **FEASIBILITY STUDY BUDGET**

#### **Town of Harvard Hildreth Elementary School**

The total Budget for the Feasibility Study conducted pursuant to this Agreement, which is attached hereto and incorporated by reference herein, shall be no more than \$ 500,000 based upon the following estimates:

|                                 |                  |
|---------------------------------|------------------|
| Owner's Project Manager:        | <u>\$108,000</u> |
| Designer:                       | <u>\$228,000</u> |
| Environmental and Site Testing: | <u>\$100,000</u> |
| Other                           | <u>\$64,000</u>  |

Harvard Public Schools, Harvard, MA  
School Year 2015-16

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent **Linda Dwight**  
 Evaluator **School Committee**   
 Name Signature Date

**Step 1: Assess Progress Toward Goals (Complete pages 3 - 5 first; then check one for each set of goal[s].)**

|                               |                                       |  |   |                              |                                   |
|-------------------------------|---------------------------------------|--|---|------------------------------|-----------------------------------|
| Professional Practice Goal(s) | <input type="checkbox"/> Did not meet | <input type="checkbox"/> Some Progress | <input type="checkbox"/> Significant Progress | <input type="checkbox"/> Met | <input type="checkbox"/> Exceeded |
| Student Learning Goal(s)      | <input type="checkbox"/> Did not meet | <input type="checkbox"/> Some Progress | <input type="checkbox"/> Significant Progress | <input type="checkbox"/> Met | <input type="checkbox"/> Exceeded |
| District Improvement Goal(s)  | <input type="checkbox"/> Did not meet | <input type="checkbox"/> Some Progress | <input type="checkbox"/> Significant Progress | <input type="checkbox"/> Met | <input type="checkbox"/> Exceeded |

**Step 2: Assess Performance on Standards (Complete pages 6 – 9 first; then check one box for each standard.)**

Indicators

**Unsatisfactory** = Performance on a standard or overall has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

**Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three years.

**Proficient** = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.

**Exemplary** = A rating of Exemplary indicates that practice significantly exceeds Proficient and could serve as a model of practice regionally or statewide.

**Standard I: Instructional Leadership**

**Standard II: Management and Operations**

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Unsatisfactory           | Needs Improvement        | Proficient               | Exemplary                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Standard III: Family and Community Engagement

Standard IV: Professional Culture

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

☐

Unsatisfactory

☐

Needs  
Improvement

☐

Proficient

☐

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of Exemplary, Needs Improvement or Unsatisfactory or Impact on Student Learning rating of high or low.

Comments:

|  |
|--|
|  |
|--|

## Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.

Check one box for each goal.

Goal(s)

|              |               |                      |     |          |
|--------------|---------------|----------------------|-----|----------|
| Did Not Meet | Some Progress | Significant Progress | Met | Exceeded |
|--------------|---------------|----------------------|-----|----------|

**Professional Practice**

1

**Student Learning**

2

**District Improvement**

3

4

**Other Goals (if any)**



|                       |  |  |  |  |  |
|-----------------------|--|--|--|--|--|
| 5 (Outcome<br>Goal 1) |  |  |  |  |  |
| 6 (Outcome<br>Goal 2) |  |  |  |  |  |
| 7 (Outcome<br>Goal 3) |  |  |  |  |  |
| 8 (Outcome<br>Goal 4) |  |  |  |  |  |
| 9 (Outcome<br>Goal 5) |  |  |  |  |  |

Superintendent's Performance Rating for Standard I: Instructional Leadership

**Check one box for each indicator and indicate the overall standard rating below.**

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

**I-B. Instruction:** Ensures that 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.

**I-C. Assessment:** Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

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

**I-E. Data-Informed Decision Making:** Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|----------------|-------------------|------------|-----------|
|                |                   |            |           |
|                |                   |            |           |
|                |                   |            |           |
|                |                   |            |           |
|                |                   |            |           |

**Overall Rating for Standard I  
(Check one)**

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.

|                          |                |                          |                   |                          |            |                          |           |
|--------------------------|----------------|--------------------------|-------------------|--------------------------|------------|--------------------------|-----------|
| <input type="checkbox"/> | Unsatisfactory | <input type="checkbox"/> | Needs Improvement | <input type="checkbox"/> | Proficient | <input type="checkbox"/> | Exemplary |
|--------------------------|----------------|--------------------------|-------------------|--------------------------|------------|--------------------------|-----------|

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

|  |
|--|
|  |
|--|

Examples of evidence superintendent might provide:

|  |                          |  |                          |  |                          |
|--|--------------------------|--|--------------------------|--|--------------------------|
| Goals Progress Report  | <input type="checkbox"/> | Analysis of staff evaluation data                      | <input type="checkbox"/> | Relevant school committee meeting agendas/materials    | <input type="checkbox"/> |
| Analysis of classroom walk-through data                              | <input type="checkbox"/> | Report on educator practice and student learning goals | <input type="checkbox"/> | Analysis of leadership team(s) agendas and/or feedback | <input type="checkbox"/> |
| Analysis of district assessment data                                 | <input type="checkbox"/> | Student achievement data                               | <input type="checkbox"/> | Protocol for school visits                             | <input type="checkbox"/> |
| Sample of district and school improvement plans and progress reports | <input type="checkbox"/> | Analysis of student feedback                           | <input type="checkbox"/> | Other  | <input type="checkbox"/> |
|  |                          | Analysis of staff feedback                             | <input type="checkbox"/> |  |                          |

### Superintendent's Performance Rating for Standard II: Management and Operations

**Check one box for each indicator and indicate the overall standard rating below.**

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

| Unsatisfactory           | Needs Improvement        | Proficient               | Exemplary                |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

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

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

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**Overall Rating for Standard II  
(Check one)**

The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

|                          |                |                          |                   |                          |            |                          |           |
|--------------------------|----------------|--------------------------|-------------------|--------------------------|------------|--------------------------|-----------|
| <input type="checkbox"/> | Unsatisfactory | <input type="checkbox"/> | Needs Improvement | <input type="checkbox"/> | Proficient | <input type="checkbox"/> | Exemplary |
|--------------------------|----------------|--------------------------|-------------------|--------------------------|------------|--------------------------|-----------|

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

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Examples of evidence superintendent might provide:

|  |                          |  |                          |   |                          |
|--|--------------------------|--|--------------------------|---|--------------------------|
| Goals Progress Report                      | <input type="checkbox"/> | Analysis of student feedback   | <input type="checkbox"/> | Relevant school committee meeting agendas/materials       | <input type="checkbox"/> |
| Budget analyses and monitoring reports     | <input type="checkbox"/> | Analysis of staff feedback   | <input type="checkbox"/> | Analysis of leadership team(s) schedule/agendas/materials | <input type="checkbox"/> |
| Budget presentations and related materials | <input type="checkbox"/> | Analysis of safety and crisis plan elements and/or incidence reports | <input type="checkbox"/> | Other   | <input type="checkbox"/> |



**Overall Rating for Standard III  
(Check one)**

The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

|                          |                |                          |                   |                          |            |                          |           |
|--------------------------|----------------|--------------------------|-------------------|--------------------------|------------|--------------------------|-----------|
| <input type="checkbox"/> | Unsatisfactory | <input type="checkbox"/> | Needs Improvement | <input type="checkbox"/> | Proficient | <input type="checkbox"/> | Exemplary |
|--------------------------|----------------|--------------------------|-------------------|--------------------------|------------|--------------------------|-----------|

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

|   |                          |  |                          |  |                          |  |  |
|---|--------------------------|--|--------------------------|--|--------------------------|--|--|
|   |                          |  |                          |  |                          |  |  |
| Goals Progress Report   | <input type="checkbox"/> | Sample district and school newsletters and/or other communications | <input type="checkbox"/> | Analysis of survey results from parent and/or community stakeholders | <input type="checkbox"/> |  |  |
| Participation rates and other data about school and district family engagement activities | <input type="checkbox"/> | Analysis of school improvement goals/reports                       | <input type="checkbox"/> | Relevant school committee presentations and minutes                  | <input type="checkbox"/> |  |  |
| Evidence of community support and/or engagement   | <input type="checkbox"/> | Community organization membership/participation/contributions      | <input type="checkbox"/> | Other  | <input type="checkbox"/> |  |  |

**Superintendent's Performance Rating for Standard IV: Professional Culture**

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Check one box for each indicator and indicate the overall standard rating below.

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

**IV-B. Cultural Proficiency:** Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

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

**IV-D. Continuous Learning:** 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 practice and achieve improved results. Models these behaviors in his or her own practice.

**IV-E. Shared Vision:** Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.

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

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|----------------|-------------------|------------|-----------|
|                |                   |            |           |
|                |                   |            |           |
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**Overall Rating for Standard IV  
(Check one)**

The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.

|                          |                |                          |                   |                          |            |                          |           |
|--------------------------|----------------|--------------------------|-------------------|--------------------------|------------|--------------------------|-----------|
| <input type="checkbox"/> | Unsatisfactory | <input type="checkbox"/> | Needs Improvement | <input type="checkbox"/> | Proficient | <input type="checkbox"/> | Exemplary |
|--------------------------|----------------|--------------------------|-------------------|--------------------------|------------|--------------------------|-----------|

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

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Examples of evidence superintendent might provide:

|                                       |  |                                    |  |                              |  |
|---------------------------------------|--|------------------------------------|--|------------------------------|--|
| Goals Progress Report                 |  | School visit protocol and sample   |  | School committee meeting     |  |
| District and school improvement plans |  | Presentations/materials for        |  | Sample of leadership team(s) |  |
| Staff attendance and other data       |  | Analysis of staff feedback         |  | Analysis of staff feedback   |  |
| Memos/newsletters to staff and other  |  | Samples of principal/administrator |  | Other                        |  |

# Harvard School Committee Operating Norms

## **Vision Statement:**

The Harvard Public Schools community, a leader in educational excellence, guides each student to realize his or her 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 continue to develop the confidence and ability to collaborate, contribute, and adapt in an ever-changing world.

## **Governance:**

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

We respect the need for all Committee members to have adequate time to prepare for meetings. Meeting materials will be submitted in time to be included in committee meeting packets which will be distributed to members no later than 48 hours prior to a meeting.

Members will come to meetings well-prepared to discuss issues on the agenda and to participate in efficient decision making while exhibiting professional conduct and behavior. Debate and thorough discussion of matters is encouraged, and members agree to maintain civility and respect despite any difference in opinions or views.

We shall conduct business through a set agenda that advances district goals. Emerging items shall be addressed in subsequent meetings through planned agenda items, unless it is determined by the School Committee Chairperson that it would be detrimental to delay the issue. Requests to add items to an agenda shall be made to the Superintendent and the School Committee Chairperson.

School Committee members agree to thoughtfully seek and support solutions that will provide the greatest benefits to students. Wherever possible, the committee will involve members of the community, parents, students, faculty and the administration in the consideration of major initiatives and significant changes. Once the School Committee has taken action, Committee members will support the official position of the School Committee.

School Committee members agree to recognize and respect that their authority exists only when a quorum of the Committee meets and not as individual Committee members.

The Superintendent and the School Committee recognize the importance of working collaboratively with town officials, boards and committees, and we will actively seek ways to enlist their support in our efforts.

We adopt Roberts Rules of Order as our guide.

**Communication:**

The Superintendent and the School Committee practice proactive communication and agree that there will be no surprises. If School Committee members have questions or concerns, they agree to contact the Superintendent and/or Chairperson well in advance of a meeting. Members will work collaboratively and share information within the parameters of the Open Meeting Law.

It is the role of the Chairperson to act as the spokesperson for the Committee. Members will direct requests for comments by the media to him/her. As individuals, Committee members are welcome to express their own personal views and opinions.

The school committee shall exercise leadership in vision, planning, policy, budgeting, evaluation, and advocacy of the school district.

**Roles and Responsibilities**

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

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

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

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

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

**Evaluation and Improvement:**

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

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

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

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

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

## Security Camera System Policy

### I. PURPOSE

The Harvard School Committee supports the use of video cameras throughout the Harvard Public School District for the purpose of enhancing school safety and security. Our goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use our school property, and to diminish the potential for personal and district loss or destruction of property. Security camera recordings will be viewable if necessary by designated school officials and/or designated law enforcement personnel.

### II. GENERAL STATEMENT OF POLICY

#### A. Signage and Notification:

1. Appropriate signage will be posted at major entrances to school buildings that notify students, staff and the general public of the District's use of security cameras. Students, parents and staff will receive additional notification at the beginning of the school year regarding the use of security cameras in the schools and on school grounds. Such notification will include, but not be limited to, employee handbooks and student handbooks.

Signs will be posted in public entryways to the buildings and other conspicuous locations informing persons that the buildings and grounds may be under video surveillance. The posted signs will read: Surveillance Cameras in Use.

#### B. Camera Placement:

1. The security camera system is installed in public areas only. These areas may include school buses, grounds, athletic areas, exterior entrances or exits to school buildings and large gathering spaces such as classroom corridors, cafeteria, lobby and main entries. If cameras are added to the cafeteria, and town voting occurs in the cafeteria, those cameras will be turned off during voting hours.
2. Restrooms, changing rooms, private offices, nurse's offices and locker rooms are excluded from security camera use.
3. Security camera usage is prohibited in any space where there is a reasonable expectation of privacy.
4. If cameras are added to buses the guidelines defined in this policy will apply.
5. **Cameras installed will not have iris scanning, use face recognition software or pan tilt zoom capability.**

#### C. Use of Video Recordings

1. The Superintendent or appropriate school officials, and/or law enforcement personnel shall oversee video surveillance. The Superintendent may, from time to time, issue further guidance that is consistent with current law and this policy.
2. The Harvard Public School Security Camera System will be in operation **24 hours a day, 365 days a year.**
3. In compliance with the law, recorded information will be available for use as necessary by appropriate school officials, and/or law

enforcement personnel.

4. Students or staff identified on security cameras in violation of district policies may be subject to disciplinary action.

D. Data Storage:

1. All video recordings are stored in a secure place to avoid tampering and ensure confidentiality in accordance with applicable laws and regulations. Recordings will be saved for no less than 30 days and appropriately destroyed/deleted.
2. Information obtained through video surveillance may only be used for disciplinary investigations, security or law enforcement purposes. No sound is to be monitored or recorded in connection with the video surveillance system.
3. Any video recordings used for security purposes in school buildings or grounds are the sole property of the Harvard Public Schools. Release of such videos will be made only as permissible pursuant to applicable law and with the permission of the Superintendent or his/her designee.

Legal References:

- US Department of Justice, Office of Justice Programs Published Research Report
- Family Educational Rights and Privacy Act

Adopted: January 25, 2016

Amended: May 9, 2016

To Whom It May Concern:

I am greatly enthused for the opportunity to apply to your school as a Full-time Spanish teacher. I graduated from Ithaca College in 2010 with my B.A. in Drama and a minor in creative writing. This past summer, July 2015, I began my graduate course work towards my Masters degree in Spanish Language and Culture at the University of Salamanca in Spain, where I have been challenged to grow not only my skills as a Spanish speaker, but also as a classroom instructor and how to more fully engage students in a foreign language in the 21st century.

As an educator, my philosophy is to provide students a skills-based language education that not only allows them to engage each other in the classroom, but also the world around them. I strive to create an open, safe classroom environment that allows each student to individually pursue their talents, to make mistakes, and to grow as a young adult and student. I design lessons to specifically focus on enhancing student language skills, and how to use the Spanish language to engage the world around them to become culturally-aware, global citizens. I seek to introduce the arts into every classroom and create an interdisciplinary environment where students can bring their own personality and interests into their language education. Finally, I use technology in my lessons to allow students to access and communicate with the world around them, and learn how to appropriately engage technology for educational purposes.

Education has always been a passion of mine, and looking forward to the future, I plan on finishing my master's thesis within the next year, focused specifically in the examination of Spanish cinema in a historical context. This will allow me to bring my passion for language and specifically using the language into your classrooms for the students.

During my time as a teacher with Bedford, I found my love of teaching; I find it very rewarding to help a student find his or her passions and watch them grow and learn. I see this full-time opportunity with your school as a way to continue building my skills as a leader and instructor, as well as give me invaluable experience in the classroom.

I have strong relational and organizational skills that lend themselves to creating an open, professional and safe classroom space. I bring my experience, willingness and passion to your school district; I am a very open communicator ready to go above and beyond in order to help students succeed.

As you can see from my resume, I have served in many educational and administrative capacities within and outside of the Bedford School system and would love to talk to you further about my experience and qualifications, which, I believe would be beneficial to your students and faculty.

I look forward to an interview with you to discuss my education and experience. Thank you for your attention and consideration.

Sincerely,

Mike Poe



# Michael Poe

131 Charles Street Waltham, Massachusetts 02451  
716-361-2343 [michael.v.poe@gmail.com](mailto:michael.v.poe@gmail.com)

## Education

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### University of Salamanca

Salamanca, Spain

Master of Arts

**Major:** Spanish Language and Culture

**Credit Hours:** 25

Attended June 2015 to August 2016 (*expected completion*)

### Ithaca College

Ithaca, New York

Bachelor of Arts

**Major:** Theatre, **Minor:** Creative Writing

**GPA:** 3.560

Attended August 2006 to May 2010

Degree conferred May 2010

## Experience

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### Bedford High School

Spanish Teacher

Bedford, MA

Feb 2014 - Present

**Reason for leaving:** Position being terminated due to budget cuts.

**Supervisor:** Dana Curran (781-275-1700)

**Experience Type:** Public School, Part-time

It is **OK** to contact this employer

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### Bedford High School

Teacher's Assistant

Bedford, MA

Jan 2014 - Jun 2016

**Supervisor:** Marianne Vines (781-275-1700)

**Experience Type:** Public School, Part-time

It is **OK** to contact this employer

I am an experienced professional with proven skills in the area of physics education and educational technology. My core skill sets include advanced physics knowledge, e-learning tools, and competency based learning environments. For the past five years I have been teaching all levels of physics courses, including AP Physics, at Alvirne High School in Hudson, New Hampshire. I have four years of experience teaching science in an e-learning environment through VLACS. I also have two years of technology integration and middle school science teacher experience.

I am strongly committed to the area of science and technology, and have been delivering content in both a traditional environment as well as in a virtual educational setting. I have excellent relationships with peers and collaborate frequently to include new on-line technology and inquiry based labs into my curriculum. For the last five years, I have singlehandedly designed and created the physics curriculum for my school, which includes very complex science equipment and concepts. I have also designed and implemented a new course for AP Physics. I currently coach the Alvirne Science Olympiad robotics team that won first place in the state of New Hampshire in 2014.

Based on my qualifications, I believe I would be a valuable contributor to your school. I look forward to a discussion around which areas are of need for your organization, and how I can add value. Thank you, in advance, for your consideration.

Julie Burton  
26 Simpson Road  
Windham, NH 03087  
jagburton@yahoo.com  
Home (603) 898-3004  
Cell (603) 401-5961

## Julie Burton

26 Slmpson Road Windham, New Hampshire 03087  
603-898-3004 [jagburton@yahoo.com](mailto:jagburton@yahoo.com)

### Education

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#### Loyola Marymount University

Los Angeles, California

Bachelor of Science

**Major:** Electrical Engineering, **Minor:** Business Administration

Graduated September 1991

Degree conferred September 1991

### Experience

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#### Alvirne High School

4 Sep 2011 - Present

Physics and Physical Science Teacher

Hudson, New Hampshire

Physics teacher – AP physics, honors physics, college preparatory physics and conceptual physics

- oCurrently the only physics teacher at Alvirne High School. Teaching a variety of course levels: AP physics, college preparatory physics, conceptual physics and physical science.

- oImplemented new AP physics 1 course last year. Taught a full classroom of AP physics 1 students last year and this year. Attended AP physics 1&2 summer institute at St. Johnsbury Academy, St. Johnsbury, Vermont.

- oDeveloped new physics curriculum and physics competencies including competency documentation when Alvirne initiated school wide competencies in 2012-13.

- oAssisted in acquisition of Vernier Probes and data collection equipment in 2012. Attended Vernier probes with physics training and instruction.

- oAssisted with NEASC accreditation in 2014-15. Responsible for gathering, reviewing and communicating assessment practices for Alvirne High School.

- oCurrently active in UNH Physics Alliance and UMass Lowell Physics Alliance local organizations for high school physics teachers in New Hampshire, Massachusetts and Maine.

- oCo-advisor for New Hampshire Science Olympiad team. Alvirne - winner of state robotic arm project in 2014.

**Reason for leaving:** I'm looking for a new school district in which to teach science with the highest of academic standards. I love teaching physics and physical science to eager students who are willing to explore all the aspects of this discipline.

**Supervisor:** Erica Gregson (603-886-1260)

**Experience Type:** Public School, Full-time

It is **OK** to contact this employer

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#### VLACS

Sep 2010 - Jun 2014

Physics and Physical Science Teacher

Exeter, New Hampshire

- oWorked part time with VLACS while working full time at traditional brick-and-mortar teaching position.

- oTaught new physics and physical science curriculum and with competency based instruction at a time when competency based instruction was newly emerging in the educational industry.

oUtilized multiple innovative virtual instructional technologies

**Reason for leaving:** Family and time considerations with two jobs. I loved working for VLACS. The staff and students are amazing! The technology is the best in the industry. Sad to leave.

**Supervisor:** Tony Baldasaro (603-778-2500)

**Experience Type:** Public School, Part-time

It is **OK** to contact this employer

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### **Pelham Memorial School**

2 Sep 2009 - Jun 2011

Science Teacher / Technology Integration

Pelham, New Hampshire

Biology/Earth science teacher – Pelham Memorial School

oTaught biology and Earth Science to eighth graders

oFirst teacher to pilot laptop cart in classroom

oOn-site technology resource for colleagues at the middle school

Educational Technology Integration Specialist – Pelham High School and Pelham Memorial School

oEducational technology trainer for all staff on Smart Boards and any educational technology or software that staff incorporated into curriculum in the classroom.

oOn-site resource to assist with new initiative for laptop carts in classrooms at the middle school and new computer room in the elementary school.

oDiverse technical troubleshooting for teachers when needed.

**Reason for leaving:** Obtained employment teaching physics and physical science

**Supervisor:** Cathy Pinnsennault (603-635-1145)

**Experience Type:** Public School, Full-time

It is **OK** to contact this employer

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### **Salem High School**

Jan 2007 - Jun 2009

Science Teacher

Salem, NH

Science Teacher – 12th grade Physics

•Currently teaching Physics utilizing the Holt curriculum to 12th grade students.

•Schedule includes one-two blocks of senior physics. Successfully adapted difficult scientific curriculum to meet the needs of physics students on a variety of academic levels including special education requirements.

•Physics concepts currently taught include motion, work and energy, momentum and collisions, circular motion and electricity.

•Current member Regional Physics Alliance, UMASS Lowell

Science Teacher - 9th grade Integrated Science

•Currently teaching Physical Science CPO course to 9th grade students.

•Schedule includes one-two blocks of regular Integrated Science and one block of Honors Integrated Science. Successfully adapted difficult scientific curriculum to meet the needs of students on a variety of academic levels including special education requirements.

•Utilize different classroom management styles for students with special education needs and/or behavioral difficulties.

•Physics concepts currently taught include forces and motion, work and energy, electricity, sound and waves, light and optics.

•Current chemistry concepts include properties of matter, changes in matter, water and solutions and the

heating and cooling of matter.

- Attended training program in October 2007 on Classroom Management Techniques.
- Attended NHSTA conference in March 2008 at the conference center in Boston, MA.
- Current SEA teacher's union member and NHSTA member.
- NH Teaching Certification: Physical Science (Current)

**Reason for leaving:** One year contract. Downsizing.

**Supervisor:** Debbie Payne (603-893-7069)

**Experience Type:** Public School, Full-time

It is **OK** to contact this employer

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**Ernst & Young LLP**

Jan 1994 - May 1999

Senior Consultant

Los Angeles, California

Senior Consultant – Management Consulting Health Care Division

- Lead role for developing, organizing and instructing training teams for installation of SMS clinical data repository, common registration and order entry system for city wide locations of public health hospital in San Francisco, California.
- Responsible for mainframe and PC/LAN system conversions, report writing procedures, software implementation and end user training for large nationwide health care corporation.
- Responsible for project management, system analysis and design, recommendations, configuration and implementations for mainframe, LAN/WAN, and PC software applications.
- Senior lead for conducting analysis and workflow design to identify ways to reduce processing steps and cycle time and leverage technology solutions for the member enrollment process in a leading managed care organization.
- Conducted research in leading customer service practices, prepared strategic visioning presentation and facilitated sessions for customer service redesign at a leading California managed care organization.
- Performed national comprehensive HMO benchmarking study sponsored by Ernst & Young and gathered and analyzed HMO organization wide data.
- Project lead for telecommunications software implementation for automated billing and collection services at a large University hospital which included system selection, contract/vendor management and customer application training.
- Performed IS management review of shared services department including management staffing, corporate budgeting, data center and help desk service structure for a multi-site hospital network.
- Conducted global IS network assessments for national multi-site health care providers.

**Reason for leaving:** Moved to East Coast.

**Supervisor:** Steve Giles (LA branch E&Y)

**Experience Type:** Other, Full-time

It is **OK** to contact this employer

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**Merisel**

Jan 1991 - Jan 1994

System Analyst/Senior Account Executive

Los Angeles, California

Business Systems Analyst / LAN Analyst I

- Responsible for developing and conducting end user application training classes for over 500 local office personnel.

- Responsible for supervisory and administrative duties for software applications within the Novell 3.11 environment.
- Managed national and international corporate e-mail network including network design, enhancements and implementations.
- Performed design, testing, configuration and implementation of all network software applications for corporate subsidiaries, which included 4,000 LAN/WAN networked users.
- Troubleshoot e-mail and internet connectivity for corporate customers and outside vendors.
- Developed monitoring, tracking procedures and traffic analysis for corporate systems.
- Developed recommendations for desktop software solutions and enhancements to business practices.

#### Senior Account Executive – Northern California Region

- Promoted three times within 15 months.
- Established, developed and proactively managed retail accounts in the San Francisco Bay area.
- Supervision of three account executives for the Northern California Region.
- Growth of territory 300% within six months.
- Awarded for outstanding professional sales performance.
- Utilized advanced sales skills and customer awareness abilities.
- Strong client relationships built and maintained with customers.
- Consistently exceeded sales goals and maintained excellent customer service.
- Market trend analysis performed for retail computer distribution channel.
- Assisted with process analysis, design and development of recommendations for reengineering sales inventory ordering process for national warehouse locations.

**Reason for leaving:** New Job in Management Consulting

**Supervisor:** Robert Favre (Not in business??)

**Experience Type:** Other, Full-time

It is **OK** to contact this employer

Dear Mr. O'Shea,

I would love to be considered for the French teacher position at the Bromfield School, which was posted on [www.schoolspring.com](http://www.schoolspring.com). I would like to return to Massachusetts to be closer to my family in Westford and I am looking to transition from a French/English dual language program to a French as a second language program. I would like to be able to focus on second language acquisition and teaching both French language and culture through interactive lessons as well as creative projects.

Currently I am teaching at P.S. 58 The Carroll School, a New York City public school, in the French/English dual language program. During my time at this school, I have worked with students from Kindergarten through 5<sup>th</sup> grade as a classroom teacher and an extracurricular teacher. I also have experience as a French language student teacher at Bank Street School for Children, a private middle school. Through my experiences with multiple teaching methods, I have remarked the importance of interactive, communicative, task-based activities within an authentic context for promoting critical thinking and developing a high level of comprehension among the students. It is my goal to foster students to be active agents in their own learning. By giving students authentic, real world tasks, they will learn the value of knowing another language and they will feel confident employing their language skills in their future endeavors.

I am certified in Massachusetts to teach French in grades 5-12 as well as in New York to teach French grades 7-12 and ESL K-12. I received my bachelor's in French and my master's in teaching French and ESL.

Attached you will find the documents requested on School Spring. I have requested a copy of my Massachusetts teaching license and I will send you a copy as soon as I have received it. In the meantime, I am forwarding you the emails from the Massachusetts DOE confirming that I am licensed.

Thank you for your time and consideration.

Sincerely,

Lisa Terrio



# Lisa Terrio

## French Bilingual Teacher at P.S. 58 The Carroll School

Mailing Address: 448 15<sup>th</sup> Street, Apt 2R Brooklyn, NY 11215

Phone: (978) 846-3679

Email: [lisa.terrio@googlemail.com](mailto:lisa.terrio@googlemail.com)

|                                 |   |  |
|---------------------------------|---|--|
| <b>MA TEACHER CERTIFICATION</b> | French 5-12   | December 2015  |
| <b>NY TEACHER CERTIFICATION</b> | French 7-12<br>English as an Additional Language K-12<br>Childhood Education  | May 2014<br>May 2014<br>In Progress  |
| <b>EDUCATION</b>                | <p><b><u>New York University – Steinhardt</u></b><br/>Masters in Teaching French as a Foreign Language and TESOL<br/><b><u>New York University in Paris</u></b></p> <p><b><u>Hofstra University</u></b><br/>BA in French, German, Religion, Comparative Languages and Literatures</p> <p><b><u>Ludwig-Maximilians-Universität</u></b><br/>Exchange Year with the Junior Year in Munich Program</p>  | <p>New York, NY<br/>September 2012 – May 2014<br/>Paris, France<br/>September 2012 – May 2013<br/>Hempstead, NY<br/>September 2008 – May 2012</p> <p>Munich, Germany<br/>October 2010 – July 2011</p>  |
| <b>TEACHING EXPERIENCE</b>      | <p><b><u>P.S. 58 The Carroll School</u></b><br/>1<sup>st</sup> Grade French/English Dual Language Teacher</p> <ul style="list-style-type: none"> <li>Conduct lessons in French in the morning and in English in the afternoon</li> <li>Follow the Teacher's College Workshop Model and Common Core Standards</li> <li>Differentiate lessons by creating activities in both English and French to meet students' needs</li> <li>Assess and meet with Child Study team to determine additional services students may require</li> <li>Teach after school classes to assist with homework, art, and athletics</li> </ul> <p><b><u>P.S. 58 The Carroll School</u></b><br/>5<sup>th</sup> Grade French Dual Language Teacher</p> <ul style="list-style-type: none"> <li>Taught reading, writing, math, and social studies to 50 students exclusively in French</li> <li>Developed French curriculum and located resources conforming to Common Core Standards</li> <li>Differentiated activities to meet the varied needs of Anglophone and Francophone students</li> <li>Selected for observation by the Superintendent during the school's Quality Review</li> </ul> <p><b><u>P.S. 58 The Carroll School</u></b> (300+ hours)<br/>Student Teacher - 1<sup>st</sup> Grade in the French/English Dual Language Program</p> <ul style="list-style-type: none"> <li>Collaborated with cooperating teacher to create and implement lesson plans in English and French</li> <li>Participated in Parent-Teacher conferences and IEP meetings</li> </ul> <p><b><u>Bank Street School for Children</u></b> (300+ hours)<br/>Student Teacher – French Class Grades 6-8</p> <ul style="list-style-type: none"> <li>Designed and conducted a unit on the francophone world for two 6<sup>th</sup> grade classes with cooperating teacher's guidance</li> <li>Utilized technology to create interactive lessons</li> </ul> <p><b><u>Lycée Maurice Genevoix</u></b><br/>TAPIF - English Language Teaching Assistant for a High School</p> <ul style="list-style-type: none"> <li>Created lessons for small groups of students to compliment the curriculum</li> <li>Prepared students for their final oral examination in one-on-one sessions</li> </ul> | <p>Brooklyn, New York<br/>September 2015 – June 2016</p> <p>Brooklyn, New York<br/>September 2014 – June 2015</p> <p>Brooklyn, New York<br/>January – June 2014</p> <p>New York, New York<br/>September – December 2013</p> <p>Montrouge, France<br/>October 2012 – April 2013</p> |
| <b>LANGUAGE ABILITIES</b>       | English (native speaker)<br>French (fluent – DALF C1 certificate)<br>German (fluent – DSH 3 certificate)  |  |
| <b>HONORS</b>                   | Phi Beta Kappa Honors Society<br>Pi Delta Phi National French Honors Society  |  |

## July - August 2016

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|--------|---------|-----------|----------|--------|----------|--------|
|        |         |           |          | 1      | 2        | 3      |
| 4      | 5       | 6         | 7        | 8      | 9        | 10     |
| 11     | 12      | 13        | 14       | 15     | 16       | 17     |
| 18     | 19      | 20        | 21       | 22     | 23       | 24     |
| 25     | 26      | 27        | 28       | 29     | 30       | 31     |
| 1      | 2       | 3         | 4        | 5      | 6        | 7      |
| 7      | 8       | 10        | 11       | 12     | 13       | 14     |
| 15     | 16      | 17        | 18       | 19     | 20       | 21     |
| 22     | 23      | 24        | 25       | 26     | 27       | 28     |
| 29     | 30      | 31        |          |        |          |        |

School Committee Minutes  
Hapgood Room, Old Library  
Monday, April 25, 2016  
6:00

Members attending: SusanMary Redinger, Jennifer Bedford, Mary Traphagen, Nancy Lancellotti (arrived 6:05), Jon Green, Linda Dwight. Absent: Lorraine Leonard and Maureen Babcock.

Dr. Dwight called the meeting to order at 6:00 p.m.

Mary Traphagen read the vision statement.

Dr. Dwight called for nomination to elect officers.

Mary Traphagen made the motion and Jennifer Bedford seconded to nominate SusanMary Redinger as Chair of the School Committee.

VOTE 4/0

Jennifer Bedford made the motion and Jon Green seconded to nominate Mary Traphagen as Vice Chair of the School Committee.

VOTE 4/0

SusanMary Redinger made the motion and Nancy Lancellotti seconded to nominate Jennifer Bedford as Secretary of the School Committee.

VOTE 5/0

**Public Commentary – None**

**Student Report**

Kenneth Lin reported that students were back from break and everyone seems well rested. Senior projects will be held on Wednesday May 11<sup>th</sup> and the community is welcome to attend the evening presentations to see what the senior class has done. The students who attended the trip to Spain are returning to school tomorrow.

**Student Presentation** – Kate Toll and Charlotte Durham of the Bromfield Green Team presented on things the club has been up to. The Green Team's vision is to create a more sustainable Bromfield community by raising awareness of environmental issues and promoting eco-friendly practices. With funding provided by the Harvard School's Trust, The Green Team was able get the Alliance for Climate Education to do a whole school assembly. The presentation was well received by students. The Green Team shared some activities that students are participating in that bring awareness to environmental issues.

## **Superintendent Report**

Dr. Dwight reported the following:

- The science vertical team leaders at HES requested \$300 for a STEAM cart to be used by students in grades preK-5. The students will use the materials to complete various science projects. We appreciate the Harvard Schools Trust approval of this grant.
- Hildreth Elementary building project Update:
  - \*Contacted 3 superintendents for advice about their budget break down for a form requested by MSBA. The budget form requests estimates on how the \$500,000 will be split between the costs of the three areas: Owners Project Manager (OPM), designer, and environmental and site testing.
  - \*Updated the HES Building Committee members following the change on the Finance Committee and Board of Selectman.
  - \*Continued work on the remaining documents for the preliminary phase.
- Two candidates will visit the district for a second round of interviews on Wednesday, April 27<sup>th</sup>. During the visits they will meet with the finance leaders for the schools and the town. Both candidates will then proceed to the Board of Selectmen's meeting on Tuesday, May 3<sup>rd</sup>. The School Committee members will be invited to attend.
- Two families in Harvard have requested permission to host exchange students from other countries. As part of the process, we have added a skype interview with the prospective students that included our English Language Learner (ELL) teacher and the principal. These interviews have been conducted and we plan to welcome one student from Germany and another one from Japan.
- The furniture vendor, Longo, has our order for the physics room and the chemistry room. Our contact person is moving the process forward and we expect specific drawings in the following weeks. Mark Force has contacted vendors about the plumbing, electrical, construction and flooring work.
- BLW has the signed contract for the air handling improvements and they will be moving our project forward.

## **Accepting a HST Grant**

Mary Traphagen made a motion and Nancy Lancellotti seconded to approve the Steam cart grant awarded to the elementary school (Melissa Niland and Karen Hurley) for \$300 as presented.

VOTE 5/0

## **Update on the Principal search**

Dr. Dwight reported that as of April 22<sup>nd</sup>, 27 candidates had submitted applications for the principal position at Bromfield. On Tuesday, Dr. Dwight plans to send the application packets out to the committee members' with 1 week to review the applications and submit

a list of 8 recommended candidates to interview. Then, we will conduct interviews and begin narrowing down the list to two or three finalists.

### **Discussion on Attendance; Including Good Friday**

The Committee discussed the implementation of some new policies put into place at the beginning of the year regarding student attendance. Proactive approaches were carefully thought out. Some improvements have been seen. Administration will be looking into the areas that have not seen any improvement and peel that down a little deeper. There is still a lot of room for improvement. Based on a report that absences had increased on Good Friday, it was requested that we take a look at Good Friday as a day with high absences and if attendance was such that school should be cancelled on that day. Dr. Dwight reviewed the numbers and reported approximately 27% students were absent. At this point the numbers do not meet the threshold to cancel school as a day of low attendance.

### **Review of Liaison Assignments and Sub-Committee**

The Committee reassigned Kirsten Wright's Liaison Assignments

DEAC will be Jennifer Bedford.

SEPAC will be Jon Green.

Wellness Committee will be Mary Traphagen and Nancy Lancellotti.

Superintendent Review will be Mary Traphagen.

### **Review School committee Times and Days**

The School Committee agreed to keep their meeting times the second and fourth Monday of the month from 6 to 9 p.m.

### **Review meeting minutes**

SusanMary Redigner with no objection approved the minutes of the April 11<sup>th</sup> meeting as amended.

VOTE 5/0

### **Report Out from Liaison**

Nancy Lancellotti - There was discussion regarding the need for a new policy for students to be evaluated by an outside evaluator when their behavior reaches a certain level. Dr. Dwight responded that there is always a risk assessment with the possibility of an outside evaluation for these situations. It was suggested that this information be in the emergency response handbook. Nancy Lancellotti also reported that the topic came up that the 7<sup>th</sup> Grade Health and Wellness Day was not held this year and they wanted to look at a plan to have it returned next year.

SusanMary Redinger reported that Emerson Hospital will sponsor a free public forum, titled "Rising Opioid Epidemic in our Community at Concord/Carlisle high school on May

16<sup>th</sup> from 6 to 9. SusanMary Redinger reported that she will be attending Day on the Hill on April 26<sup>th</sup>. SusanMary reminded members that the Committee is scheduled to meet with the Student Advisory on May 13<sup>th</sup> from 7 to 7:30 a.m.

### **Suggested Future Agenda Items**

Superintendent Evaluation

Bus Fees

Policy

Student Presentation

Senior Class Activities

Finance Report

Kindergarten Enrollment

Summer Meeting Schedule

Technology Information night

6<sup>th</sup> Grade iPad survey results

8<sup>th</sup> grade roll out of Macbooks

**Interested Citizen – None**

### **Commentary**

Jennifer Bedford – Welcome to Jon Green.

Nancy Lancellotti – Welcome – look forward to working together.

Mary Traphagen – Welcome to Jon Green. Last year Nancy and I were new and we have learned a lot. We can all help each other out.

SusanMary Redinger – MS Dramafest Saturday at The Bromfield School. Welcome to Jon and if she can be a resource to him in any way do not hesitate to ask.

Linda Dwight – met with Jon before the meeting to catch him up to speed.

### **Adjournment**

SusanMary Redinger with no objections adjourned the meeting at 7:24 p.m.

VOTE 5/0