

Harvard Public Schools
39 Massachusetts Avenue, Harvard, Massachusetts 01451

School Committee Meeting
Monday, July 11, 2016
6:00 p.m.
Upper Town Hall

- I. Call to Order (6:00)**
- II. Read the Vision Statement (6:00)**
- III. Open to Interested Citizens' Commentary (6:03)**
- IV. Introduction of New Interim School Business Manager, Peter Rowe (6:08)**
- V. Hildreth Elementary Handbook Review (6:15)**
- VI. Anti-Bullying Plan Updates (6:40)**
- VII. Board of Selectmen/School Committee Vote on Applicants for Interim School Committee Member (7:00)**
- VIII. Year End Financial Review and Budget Close Out (7:15)**
- IX. Superintendent Evaluation (7:45)**
- X. Superintendent Report (8:15)**
- XI. MSBA Feasibility Study Vote (8:20)**
- XII. Project Update (8:25)**
 - **Parking Lot**
 - **Science Labs**
 - **Ventilation**
 - **Bathroom Renovations**
- XIII. Personnel Spreadsheet for FY17 (8:40)**
- XIV. Review meeting minutes (8:45)**
- XV. Report Out from Liaisons (8:50)**
- XVI. Suggest Future Agenda Items (8:55)**
- XVII. Open to Interested Citizens' and School Committee Commentary (9:00)**
- XVIII. Adjournment (9:05)**

Documents: superintendent report, year end financials, HES handbook, anti-bullying plan, superintendent evaluation, minutes, P.R. resume, School Committee candidate applications

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.

PETER C. ROWE
4 Emmonsdale Road
West Roxbury, MA 02132
(617) 323-7442
(prowe48@gmail.com)

CAREER OBJECTIVE: To serve in a challenging senior management position in the public or not-for-profit sector.

PROFESSIONAL EXPERIENCE:

Deputy Superintendent of Schools for Administration and Finance 1993 – 2015
Brookline Public Schools, Brookline, MA

- Chief Financial Officer responsible for preparing and administering the annual budget consistent with School Committee guidelines and Superintendent's goals.
- Direct and control the annual expenditures of the department, direct financial planning consistent with enrollment projections and the strategic plan.
- Lead and direct the administrative operations of the department including Budget Development, Business Services, Facilities Management, Transportation Services, Information Technology, Food Services and Intergovernmental Operations.

Deputy Superintendent, Management Services 1988 – 1993
Boston Public Schools, Boston, MA

- Chief Financial Officer responsible for the financial management of the Boston Public Schools, consistent with statutory regulatory, and policy requirements.
- Responsible for managing the budget development process consistent with system-wide goals, objectives, educational priorities, and planning initiatives: annual budget of \$450M; 7,500 full-time employees; 12 collective bargaining contracts.
- Responsible for leadership and supervision of the departments within the Management Services Division, to provide effective and efficient service in a responsive and timely manner to school-based managers and the community:

- Budget	- Facilities Management	- External Funds
- Business	- Information Services	- Food Services
- Personnel	- Safety Services	

Assistant Business Manager, Expenditure Control 1984 – 1988
Boston Public Schools, Boston, MA

- Responsible for the controlling and accounting of all expenditures of the Boston Public Schools.
- Responsible for managing central business support services: Purchasing, Contract Management, Inventory/Warehousing, Accounts Payable, Accounts Receivable, Vehicle Acquisition and Data Processing.

- Supervised the design, implementation and modification of the school department's automated expenditure control, inventory, and vehicle maintenance systems.
- Directed and coordinated efforts of school department managers in response to external audits of the department.
- Directed the redesign of contract procedures to ensure control of administrative, facility and food service contracts.
- Improved relations with city, state and external agencies, resulting in increased accuracy and timeliness of databases and reporting systems.
- Revamped the accounts payable process to decrease payment lag, reduce costs and improve vendor relations.

Manager, External Grants

1982 – 1984

Boston Public Schools, Education and Employment Department

- Responsible for program development, design and management of all State and Federal occupational and apprenticeship grants.
- Led three-person audit team in research of external grant accounts, pinpointing \$1.1 million of cash due to the City of Boston.

Specialist, Staff Development

1980 – 1982

Hubert Humphrey Occupational Resource Center, Boston, MA

- Monitored and supported the instructional activities of teachers through the design and implementation of successful teaching/learning strategies in occupational education settings.
- Edited and wrote competency-based training materials
- Developed and implemented staff-training programs.

Assistant Professor, Adjunct

1979 – 1980.

Simmons College, Boston, MA

- Supervised and instructed teachers in training for Master of Science degree in Special Education; program focus was to retrain regular-education staff for Special Education certification. Content focus: assessing entry-level skills, developing objective-based curricula, teacher consultation strategies, instructional learning systems management and applying behavioral analysis.
- Assisted Principals with the implementation of the consulting teacher model to provide support service within the least restrictive environment and to ensure compliance with MA. Chapter 766 and P.L. 94-142.
- Assisted Community Superintendent with updated information on student prototype movement for assessing the impact of service delivery to individual students.

Teacher

Boston Public Schools, Boston, MA

1974 – 1979

Dorchester High School, Timilty and Roosevelt Middle Schools

EDUCATION:

Boston University Graduate School of Management
Master of Business Administration, Honors

Simmons College, School of Education
Master of Science; Special Education

Boston University Graduate School of Education
Master of Education; Educational Administration

University of North Carolina at Chapel Hill
Bachelor of Arts; Political Science

Groton School, Groton, Massachusetts

PROFESSIONAL AFFILIATION:

Massachusetts Association of School Superintendents
Massachusetts Association of School Business Officials
American Association of School Administrators

- Supervised the design, implementation and modification of the school department's automated expenditure control, inventory, and vehicle maintenance systems.
- Directed and coordinated efforts of school department managers in response to external audits of the department.
- Directed the redesign of contract procedures to ensure control of administrative, facility and food service contracts.
- Improved relations with city, state and external agencies, resulting in increased accuracy and timeliness of databases and reporting systems.
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HARVARD PUBLIC SCHOOLS BULLYING PREVENTION AND INTERVENTION PLAN

TABLE OF CONTENTS

I.	BACKGROUND.....
II.	DEFINITIONS
III.	PREVENTION.....
IV.	PROHIBITION AGAINST BULLYING AND RETALIATION.....
V.	POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION.....
VI.	PROFESSIONAL DEVELOPMENT/STAFF TRAINING
VII.	BULLYING PREVENTION AND SPECIAL EDUCATION
VIII.	BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM.....

Harvard Public Schools Bullying Prevention and Intervention Plan

I. BACKGROUND

Chapter 92 of the Acts of 2010, An Act Relative to Bullying in Schools, was signed into law on May 3, 2010 and took effect immediately. With passage of this bill Massachusetts became the 42nd state to pass anti-bullying legislation. The law is aimed at addressing the issue of bullying and cyberbullying in schools. While Massachusetts lawmakers had been considering versions of this bill for quite some time, two bullying-related suicides in South Hadley and Springfield caused this legislation to receive top priority. The law requires that each school district develop and implement a plan to address bullying prevention and intervention.

Respect for individual differences and the right of each and every student to learn in an environment free of threats, intimidation and harassment have long been core values of the Harvard Public Schools. **This plan affords all students the same protections regardless of their status under the law.**

While we as a district have historically taken a proactive stance toward eradicating bullying in our schools, we realize there is still much work to be done and our challenge is ongoing. The Plan outlined in this document is designed to help focus our efforts and insure that we are doing everything necessary to address the problem of bullying in our schools.

II. DEFINITIONS

To help make the language in this document as explicit and clear as possible, the following definitions are referenced:

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

Bullying is the repeated use by one or more students **and/or school staff members** of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself/herself or of damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyber-bullying.

Cyber-bullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

Hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

Target is a student against whom bullying, cyberbullying, or retaliation is directed.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

III. BULLYING PREVENTION

The District has a proactive approach to preventing bullying and educating students and families regarding anti-bullying strategies.

- The Bromfield School and the Hildreth Elementary School Student Handbooks provide information regarding Code of Conduct, anti-bullying, and services available to students/families
- Research-based pro-social programs are taught in Kindergarten to 7th grade
- Students in 8th-12th grade participate in Roundtable Advisory groups
- Counseling services are available at each school as appropriate
- Social skills training is available at each school as appropriate
- School personnel collaborate with community-based providers to support students/families
- Student/family resources are available on the counselor's website
- Anti-bullying plan and Student Handbooks are posted on each school's website
- Periodic cyberbullying and internet safety trainings are offered in conjunction with the District Attorney's office

School Climate Survey

At least once every four years, beginning with the 2015/16 school year, the District will administer a Department of Elementary and Secondary Education developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the DESE.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. The District will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

IV. PROHIBITION AGAINST BULLYING AND RETALIATION

Prohibition Against Bullying

As noted in district policy, Bullying is prohibited:

- on school grounds,
- on property immediately adjacent to school grounds,
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,

- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school,
- through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a computer or over the Internet),
- at any program or location that is not school-related, or through the use of personal technology or electronic device, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education processor the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is prohibited.

Reporting Bullying

Anyone, including a parent or guardian, student, or school staff member, can report bullying or retaliation. Reports can be made in writing or orally to the Principal or another staff member, or reports may be made anonymously. Contact information for school Principals is listed below:

The Bromfield School, Principal James O'Shea, joshea@psharvard.org, 978-456-4152

Hildreth Elementary School, Principal Sue Frederick, sfrederick@psharvard.org, 978-456-4144

School staff members must report immediately to the Principal or his/her designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, or paraprofessionals.

When the school Principal or his/her designee receives a report, he or she shall promptly conduct an investigation. If the school Principal or designee determines that bullying or retaliation has occurred, he or she shall (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of the aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school Principal or designee believes that criminal charges may be pursued against the aggressor.

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the Principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community which may include, but are not limited to, The Harvard Public Schools

Bullying Prevention and Intervention Incident Reporting Form, the TBS online helpline, and the HES online anonymous reporting form. If a person does not have internet access, they may call or mail a report to the principal.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the Principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the Principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Principal or designee.

B. Responding to a report of bullying or retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others

a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the Principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, nonpublic school, approved private special education day or residential school, or collaborative school, the Principal or designee first informed of the incident will promptly notify by telephone the Principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor. In making this determination, the Principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any and other individuals the Principal or designee deems appropriate.

C. Investigation.

The Principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the Principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. Interviews may be conducted by the Principal or designee, other staff members as determined by the Principal or designee, and in consultation with the school counselor, as appropriate. To the extent **practical**, and given his/her obligation to investigate and address the matter, the Principal or designee will maintain confidentiality during the investigative process. The Principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the Principal or designee will consult with the Superintendent and/or legal counsel about the investigation.

D. Determinations.

The Principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary. Depending upon the circumstances, and if the alleged bullying involves student(s) the Principal or designee may choose to consult with the student's teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

E. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skill-Building

Upon the Principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the Principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students or a staff member, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

Counseling or referral to appropriate services for either the aggressor and/or target.

2. Taking Disciplinary Action

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or designee, including the nature of the conduct,

the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with this Plan and with the District's Code of Conduct (located in each school's Student Handbook). If the Principal or designee decides that disciplinary action is appropriate and it involves a staff member, the matter will be referred to the Superintendent of schools to administer said discipline in accordance with established contractual protocols and personnel policies. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline. If the Principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The Principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. Within a reasonable period of time, following the determination and the ordering of remedial and/or disciplinary action, the Principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal or designee will work with appropriate school staff to implement them immediately.

VI. PROFESSIONAL DEVELOPMENT/STAFF TRAINING

The success of the Harvard Public Schools Bullying Prevention and Intervention Plan rests in large part on how well trained students, staff, and parents are regarding prevention, reporting, investigation, and intervention. We recognize that while we currently have many successful programs and strategies in place, research will continue to inform us regarding model anti-bullying programs, many of which are currently being developed and field tested. In that regard our plan, training, and implementation are dynamic, rather than stagnant, processes.

The goal of ongoing professional development is to establish a common understanding of the tools necessary for staff to create a school climate that promotes safety, civil communication and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L c. 71 370, the content of schoolwide and districtwide professional development will be informed by research and will include information on:

- i. developmentally appropriate strategies to prevent bullying
- ii. developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- iii. Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- iv. Research finding on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;

v. Information on the incidence and nature of cyber-bullying; and

vi. Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education

Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social development.

Additional areas identified by the school or district for professional development may include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention programs;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

The schedule identified below presents an annual process by which we can keep our plan vital and monitor its implementation:

Annual staff training on bullying prevention and intervention will occur at the start each school year. Additionally, the District will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school and employee handbooks.

The District wide Task Force will meet at least every other year. The goals will be to review the status of the prevention and intervention plan, review implementation, consider alternative programs/models, and make recommendations to administration/school committee regarding curriculum and resources. Also, they will be charged with analyzing survey data from climate surveys to synthesize recommendations. **The Task Force may meet more often if deemed necessary by the District or if the Department of Elementary and Secondary Education implements regulation changes. Members of the Task Force will include:**

Bromfield Principal
HES Principal
Director of Pupil Services
TBS Guidance Counselor
HES Guidance Counselor
TBS Teacher
HES Teacher

Harvard Police Chief
Parent Representative of TBS, HES, and SEPAC
One to Two - TBS Student Representatives

The Harvard School Committee has a five year school policy review cycle which ensures that all policies are reviewed and amended, if necessary, at least every five years.

VII. BULLYING PREVENTION AND SPECIAL EDUCATION

The Act amended Massachusetts General Law Chapter 71B 3 to include the following language:

Whenever the evaluation of the Individual Education Program team indicates that the child has a disability that affects social skills development or the child is vulnerable to bullying, harassment or teasing

because of the child's disability, the Individualized Education Program shall address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.

As noted in the law, Teams need to consider developing an IEP whenever an evaluation indicates that (1) a student has a disability that affect social skills development; or (2) if an evaluation indicates that a student is vulnerable to bullying, harassment, or teasing due to the disability.

As with all decisions relating to students with disabilities, there must be an individual determination as to what types of disabilities will likely require strategies by included in the IEP. One group of student likely impacted will be those on the autism spectrum, since the need for remediation in the area of social skills development is often required. However, even the evaluation of a student with a learning disability may, for example, note social vulnerabilities due to self esteem issues relating to keeping pace with other students in their classes.

This amendment does not address only victims of bullying. The use of the phrase “avoid...bullying, harassment, or teasing the statute supports the proposition that the special education Team should look at addressing the skills and proficiencies needed to assist the student in preventing the student from becoming a target of bullying in the first place.”

There is no single clear answer in regard to the question of what are the “skills and proficiencies needed to avoid and respond to bullying, harassment or teasing”. Teams will consider input from a school behaviorist, guidance counselor, school psychologist, and/or speech and language pathologist for guidance on the language that the IEP should contain. While this change in law cannot guarantee that children on IEPs will never be bullied or bully other students, it does mandate that the Team consider these issues in appropriate circumstances and include services on the IEP to assist the student with developing skills to avoid and respond to bullying.

It is the responsibility of the Director of Pupil Services to insure that annually all special education staff receives appropriate training regarding these requirements. Also, as part of the annual training for all staff, the importance of being aware of the unique issues regarding bullying and students with special needs will be emphasized.

In conjunction with Special Education Parents Advisory Council (SEPAC), the Director of Pupil Services will provide training and information for parents of students with special needs with regard to bullying prevention.

VIII PROBLEM RESOLUTION SYSTEM

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqu>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

LEGAL REFS.:

Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26.00
M.G.L. 71:370; 265:43, 43A; 268:13B; 269:14A

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

CROSS REFS.:

AC, Nondiscrimination
ACAB, Sexual Harassment
JBA, Student-to-Student Harassment
JICFA, Prohibition of Hazing
JK, Student Discipline
GBEB, Staff Conduct
Contract of the Harvard School Committee and the Harvard Teachers Association
Hourly Employee Work and Salary Guidelines

APPROVED: December 13, 2010

AMENDED: September 16, 2013

REVIEWED: May 12, 2016

BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

Name of Reporter/Person Filing the Report: _____

(Note: Reports may be made anonymously, but no disciplinary action will be taken against the alleged aggressor solely on the basis of an anonymous report.)

Check whether you are: Target of the behavior ____ Reporter (not the target) ____

Indicate if you are a: Student ____ Staff member (specify role) _____

Parent ____ Administrator ____ Other (specify) _____

Your contact information/telephone number: _____

If you are a student do you attend HES ____ Bromfield ____ Grade ____

Information about the Incident:

Name of Target (of behavior) _____

Name of Aggressor (Person who engaged in the behavior) _____

Date(s) of Incident(s) _____

Time When Incident(s) Occurred _____

Location of Incident(s) (Be as specific as possible) _____

Witnesses (List people who saw the incident or have information about it):

Name _____ student ____ staff ____ other ____

Name _____ student ____ staff ____ other ____

Name _____ student ____ staff ____ other ____

Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used) Please use additional space on back if necessary.

FOR ADMINISTRATIVE USE ONLY

Signature of Person Filing this Report _____ Date _____

Form Given to: _____ Position: _____ Date _____

Harvard School's FY16 Budget to Actual

7/11/2016

SUPT./CENTRAL OFFICE - 03001		TM BUDGET FY16	Expended thru 6/30/16	Encumbered POs	Projected	Outside Funding	Surplus or (Deficit)	Funding Source Notes
1	-51691 SUPERINTENDENT SAL	158,100	157,780				320	
2	-51702 ADMIN ASST SAL	65,634	65,630				4	
3	-51991 ADMIN ASST TO SCHOOL COMM.	2,500	2,565				(65)	
4	-51731 BUSINESS COORD SAL	48,709	48,693				16	
5	-51742 CLERICAL SALARY	17,737	26,211			6,000	(2,474)	Building Rental
6	-51110 WELLNESS/RETIREMENT INCENT.	24,000	15,100				8,900	
7	-51941 PROF DEV SAL	50,700	45,613				5,087	
8	-51100 TSA MATCH	68,000	69,143				(1,143)	
SALARY		435,380	430,735	-	-	6,000	10,645	
9	-52713 LEGAL FEES, GENERAL	6,000	3,726				2,274	
10	-52714 LEGAL FEES, SPECIAL ED	10,000	16,359				(6,359)	
11	-52715 SUPPLIES/OFFICE	23,350	19,788				3,562	
12	-52914 EQUIP LEASE/REPAIRS	4,896	4,863				33	
13	-52954 PROF DEV (CURR) EXP	71,050	63,183				7,867	
14	-52957 DUES & SUBSCRIPTIONS	10,346	10,009				337	
15	-53214 REGULAR TRANSPORT	244,660	315,439			60,000	(10,779)	Bus Fees
EXPENSE		370,302	433,367	-	-	60,000	(3,065)	
COST CENTER TOTAL		805,682	864,102	-	-	66,000	7,580	

Harvard School's FY16 Budget to Actual

7/11/2016

SCHOOL MAINTENANCE - 03002		TM BUDGET FY16	Expended thru 6/30/16	Encumbered POs	Projected	Outside Funding	Surplus or (Deficit)	Funding Source
16	-51372 CUSTODIANS SAL	361,651	379,052				(17,401)	
17	-51374 MAINT FOREMAN SAL	82,889	84,482				(1,593)	
18	-51300 OVERTIME	13,000	10,916				2,084	
	SALARY	457,540	474,449	-	-	0	(16,909)	
19	-52380 TELEPHONE	10,000	8,202				1,798	
20	-52381 SUPPLIES/MAINT BLDG	100,725	101,174			35,000	34,551	Shaw Trust
21	-52382 WATER	13,000	18,030			5,000	(30)	Food Service
22	-52385 ELECTRICITY	165,000	197,815			60,000	27,185	Community Ed
23	-52386 FUEL (Gas & Oil)	125,000	110,899				14,101	
24	-52387 HVAC/PREVENTIVE MAINT	60,000	54,299	-			5,701	
25	-52390 TRASH DISPOSAL	12,544	12,963				(419)	
26	-52391 SERVICES	32,393	34,077				(1,684)	
27	-52392 EQUIPMENT	8,841	8,426	-			415	
	EXPENSE	527,503	545,884	-	-	100,000	81,619	
COST CENTER TOTAL		985,043	1,020,334	-	-	100,000	64,709	

Harvard School's FY16 Budget to Actual

7/11/2016

HILDRETH ELEMENTARY - 03003		TM BUDGET FY16	Expended thru 6/30/16	Encumbered POs	Projected	Outside Funding	Surplus or (Deficit)	Funding Source
29	-51320 GUIDANCE SALARY	91,225	91,225				0	
30	-51851 PRINCIPAL SALARY	114,240	114,236				4	
31	-51852 ASSOC. PRINCIPAL	95,000	90,001				4,999	
32	-51862 SECRETARY SALARIES	83,203	84,685				(1,482)	
33	-51811 NURSE SALARY	69,235	69,446				(211)	
34	-51872 CURRICULUM COORD.	113,144	111,726				1,418	
35	-51891 TEACHERS (K-5) SALARY	1,257,500	1,768,278			560,000	49,222	Devens \$400,000
36	-51892 SUBSTITUTES SALARY	51,900	50,104				1,796	& K Revolving \$160,000
37	-51902 CLERICAL AIDE SALARY	8,313	8,166				147	
38	-51905 MUSIC/ART/PE TEACH SAL	286,497	279,681				6,816	
39	-51906 READING AIDE SAL	54,334	24,702				29,632	
40	-51976 LIBRARY MEDIA SPECIALIST	101,958	48,721				53,237	
41	-51941 KINDERGARTEN AIDES	94,379	94,254				125	
42	-51323 RECESS AIDES	15,600	17,608				(2,008)	
43	-51943 MATH TUTORS	60,230	33,053				27,177	
44	-51321 STUDENT ACTIVITY SALARY	4,000	5,346				(1,346)	
	SALARY	2,500,758	2,891,233	-	-	560,000	169,525	

45	-52874 OFFICE EXPENSE	1,723	1,667	-			56	
46	-52914 EQUIP LEASE/REPAIRS	21,904	17,363				4,541	
47	-52915 PUPIL SUPPLIES	34,162	33,177				985	
48	-52957 DUES & SUBSCRIPTIONS	2,066	2,009				57	
49	-52965 TEXTBOOKS	41,838	40,981				857	
50	-53004 LIBRARY SUPPLIES/SRV	4,135	4,113				22	
51	-58500 SMALL CAPITAL EQUIP.	15,711	15,444				267	
	EXPENSE	121,539	114,753	-	-	-	6,786	

COST CENTER TOTAL	2,622,297	3,005,986	-	-	560,000	176,311
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Harvard School's FY16 Budget to Actual

7/11/2016

BROMFIELD SCHOOL - 03004		TM BUDGET FY16	Expended thru 6/30/16	Encumbered POs	Projected	Outside Funding	Surplus or (Deficit)	Funding Source
52	-51321 STUDENT ACTIVITIES SAL	55,864	49,667				6,198	
53	-51811 DEPT. COORD/FACIL SAL	43,257	41,660				1,597	
54	-51851 ASSOC. PRINCIPAL SAL	108,742	109,239				(497)	
55	-51852 PRINCIPAL	130,845	130,203				642	
56	-51862 SECRETARY SALARIES	97,433	99,010				(1,577)	
57	-51872 GUIDANCE SALARIES	224,851	221,269				3,582	
58	-51882 NURSE SALARY	86,947	99,878				(12,931)	
59	-51891 TEACHERS SALARY (6-12)	3,074,301	3,853,770				(379,469)	
60	-51892 SUBSTITUTES SALARY	52,000	56,988				(4,988)	
61	-51902 CLERICAL AIDE SALARY	8,313	8,068				245	
62	-51905 GUIDANCE SEC SAL	42,647	44,146				(1,499)	
63	-51991 MEDIA/ LIBR COORD SAL	57,729	56,177				1,552	
64	-51993 INSTR. AIDE SALARY	6,550	382				6,168	
65	-51100 ATHLETIC DIRECTOR & SALARIES	26,539	56,459				(29,920)	
	SALARY	4,016,018	4,826,915	-	-	400,000	(410,897)	
								30,353 School Choice \$145,000 Devens \$255,000
								SC-355 Devens-455 810 to Subsidy Change from
66	-52874 OFFICE EXPENSE	4,511	3,543				968	
67	-52914 EQUIP LEASE/REPAIRS	20,760	22,447				(1,687)	
68	-52915 PUPIL SUPPLIES	53,092	51,172				1,920	
69	-52957 DUES & SUBSCRIPTIONS	10,494	5,650				4,844	
70	-52965 TEXTBOOKS	58,634	62,182				(3,548)	
71	-53008 MEDIA BOOK/UPDATE	5,704	5,557				147	
72	-53009 VIRTUAL HIGH SCHOOL	17,000	17,000				0	
73	-53344 STUDENT ACTIV EXP	6,687	6,332				355	
74	-58500 SMALL CAPITAL EQUIP.	21,905	17,130				4,775	
	EXPENSE	198,787	191,014	-	-	-	7,773	

COST CENTER TOTAL

4,214,805	5,017,928	-	-	400,000	(403,123)
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Harvard School's FY16 Budget to Actual

7/11/2016

SPECIAL EDUCATION SVS - 03005		TM BUDGET FY16	Expended thru 6/30/16	Encumbered POs	Projected	Outside Funding	Surplus or (Deficit)	Funding Source
75	-51072 HOME INSTR SAL	25,350	49,908				(24,558)	
76	-51811 DIR. OF SPECIAL ED.	112,363	112,362				1	
77	-51822 SECRETARY SALARY	46,717	47,428				(711)	
78	-51891 BROM. TEACHERS SAL	578,132	584,413				(6,281)	
79	-51893 HES TEACHERS SAL	341,639	374,674				(33,035)	
80	-51890 SYSTEM TEACH SAL	610,034	582,984				27,050	
81	-51902 BROMFIELD INST TUTORS	138,377	155,110				(16,733)	
82	-51903 HES INSTR TUTORS SAL	201,725	197,174				4,551	
83	-51852 ELL SALARIES	61,131	58,520				2,611	
SALARY		2,115,468	2,162,573	-	-	0	(47,105)	

84	-52834 OFFICE EXPENSE	1,865	1,476				389	
85	-52914 EQUIP LEASE/REPAIRS	1,518	1,998				(480)	
86	-52915 PUPIL SUPPLIES	19,021	17,861				1,160	
87	-53214 SPED TRANSPORT	346,271	246,372				99,899	Devens Reimb. \$104,984
88	-53216 HOMELESS TRANSPORT	38,175	295				37,880	
89	-53805 OTHER PROF. SERVICES	79,150	40,984				38,166	
90	-54810 OUT OF DISTRICT PLACE	123,712	672,002			400,000	(148,290)	Circuit Breaker \$400,000
91	-54820 COLLABORATIVE FEES	520,202	390,986				129,216	1240 grant \$240K pd directly
92	-58500 OTHER SMALL EQUIPMENT	844	-				844	
EXPENSE		1,130,758	1,371,973	-	-	400,000	158,785	

93	-51000 PRESCHOOL SALARIES	75,231	67,814		0	85,000	97,417	PreSch Tuitions
94	-51021 PRESCHOOL AIDE SALARIES	28,502	28,008				494	
95	-52010 PRESCHOOL EXPENSES	1,153	1,117				36	
PRESCHOOL		104,886	96,938	-	0	85,000	97,948	

COST CENTER TOTAL		3,351,112	3,631,484	-	0	485,000	209,628	
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Harvard School's FY16 Budget to Actual

7/11/2016

TECHNOLOGY - 30006		TM BUDGET FY16	Expended thru 6/30/16	Encumbered POs	Projected	Outside Funding	Surplus or (Deficit)	Funding Source
96	-51021 INFORMATION TECH SALARIES	150,009	155,294				(5,285)	
97	-51100 INTEGRATED TECHNOLOGY SALARY	150,009	30,975				(30,975)	
			186,269	-	-	-	(36,260)	
98	-52050 HARDWARE - SYSTEMWIDE	39,000	57,345	-		20,000	1,655	Devens offset
99	-55100 SOFTWARE - SYSTEMWIDE	57,372	39,616				17,756	
100	-52380 INTERNET SERVICE PROVIDER	8,658	8,955				(297)	
101	-55200 SOFTWARE - HES	4,469	2,600				1,869	
102	-55340 SOFTWARE - BROMFIELD	6,283	5,654				629	
103	-52875 MAINTENANCE	3,500	1,114				2,386	
104	-55400 SUPPLIES	26,375	18,760				7,615	
	EXPENSE	145,657	134,043	-	-	20,000	31,614	
COST CENTER TOTAL		295,666	320,312	-	-	20,000	(4,646)	

Harvard School's FY16 Budget to Actual

7/11/2016

SUMMARY BY COST CENTER	TM BUDGET FY16	Expended thru 6/30/16	Encumbered POs	Projected	Outside Funding	Surplus or (Deficit)	Funding Source
Supt./Central, Personnel Expenses	435,380 <u>370,302</u> 805,682	430,735 <u>433,367</u> 864,102	0 <u>0</u> 0	0 <u>0</u> 0	6,000 <u>60,000</u> 66,000	10,645 <u>(3,065)</u> 7,580	Bldg. Rental Bus Fees
Maintenance, Personnel Expenses	457,540 <u>527,503</u> 985,043	474,449 <u>545,884</u> 1,020,334	- <u>0</u> 0	- <u>0</u> 0	0 <u>100,000</u> 100,000	(16,909) <u>81,619</u> 64,709	Shaw Tr., School Lunch, Comm. Ed.
Elementary, Personnel Expenses	2,500,758 <u>121,539</u> 2,622,297	2,891,233 <u>114,753</u> 3,005,986	0 <u>0</u> 0	0 <u>0</u> 0	560,000 <u>0</u> 560,000	169,525 <u>6,786</u> 176,311	Devens & K Revolv.
Bromfield, Personnel Expenses	4,016,018 <u>198,787</u> 4,214,805	4,826,915 <u>191,014</u> 5,017,928	0 <u>0</u> 0	0 <u>0</u> 0	400,000 <u>0</u> 400,000	(410,897) <u>7,773</u> (403,123)	Devens & Schl Choice
Special Education, Personnel Expenses	2,115,468 <u>1,130,758</u> 3,246,226	2,162,573 <u>1,371,973</u> 3,534,546	0 <u>0</u> 0	0 <u>0</u> 0	0 <u>400,000</u> 400,000	(47,105) <u>158,785</u> 111,680	Circuit Breaker & 240
Preschool	104,886 <u>3,351,112</u> 3,456,000	96,938 <u>3,631,484</u> 3,728,422	0 <u>0</u> 0	0 <u>0</u> 0	85,000 <u>485,000</u> 570,000	97,948 <u>209,628</u> 287,576	PreK Tuitions
Technology, Personnel Expenses	150,009 <u>145,657</u> 295,666	186,269 <u>134,043</u> 320,312	0 <u>0</u> 0	0 <u>0</u> 0	0 <u>20,000</u> 20,000	(36,260) <u>31,614</u> (4,646)	Devens
Grand Total, Omnibus	12,274,605	13,860,145	-	0	1,631,000	50,460	

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

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent Evaluator Linda Dwight School Committee Composite Evaluation

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

Professional Practice Goal(s)	Did not meet	Some Progress	Significant Progress	X	Met	Exceeded
Student Learning Goal(s)	Did not meet	Some Progress	Significant Progress	X	Met	Exceeded
District Improvement Goal(s)	Did not meet	Some Progress	Significant Progress	X	Met	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

Standard III: Family and Community Engagement

Standard IV: Professional Culture

Unsatisfactory	Needs Improvement	Proficient	Exemplary
		X	
			X
		X	
		X	

End-of-Cycle Summative Evaluation Report: Superintendent

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

<input type="checkbox"/>	Unsatisfactory	<input type="checkbox"/>	Needs Improvement	<input checked="" type="checkbox"/>	Proficient	<input type="checkbox"/>	Exemplary
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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:

In her second year as Harvard's Superintendent, it is the School Committee's collective opinion that Dr. Dwight has met her Professional Practice, Student Learning and District Improvement Goals. She has received a rating of "proficient" in three of the four performance standards and a rating of "exemplary" in the standard of Management and Operations. Committee members consistently recognized her leadership and communication skills and found her responsive to the needs of the school community. On key issues she has collaborated with key stakeholders by forming advisory groups, holding public forums and meeting with various boards and committees. "She has worked tirelessly to advance the goals of the District and she keeps the best interest of the students at the forefront of her decision making."

One member saw room for improvement in creating/managing the joint SC/Superintendent goals citing work still to be done on the District Dashboard, User Fees and the Science Lab ventilation projects. These goals should be reviewed during the next goal-setting/strategy session to determine if and how they will be realized.

Dr. Dwight's "performance this year stands out in particular for the shepherding of the HES Building Project with both the MSBA and the town of Harvard." Not only has the District qualified for MSBA funding with a town vote at ATM, under Dr. Dwight's management Harvard has met deadlines early thus allowing work to continue throughout the summer.

She has demonstrated a commitment to growth and innovation for the district through her work with the leadership team, the faculty and advocating for technological advances that impact teaching and learning.

Dr. Dwight “has initiated a number of significant improvements to the school facilities and is managing them simultaneously while adhering to schedule and cost requirements. We are fortunate to have this individual leading our District.”

“In her second year, Dr Dwight has embraced her work as Superintendent of Harvard Public Schools.” She “is personable, empathetic, and has strong interpersonal and communication skills. I appreciate her hard work and commitment to growth; in our conversations she has articulated a worthy vision and good ideas for areas of innovation and growth for the district and is leading progress on many fronts.”

“In her actions and words, she is guided by the vision statement of the Harvard Public Schools, with the faculty, parent community, larger local community, and, most importantly, individual students being the beneficiary of that vision. As a member of the School Committee, it has been my pleasure to work with Dr. Dwight. “

As the Committee and Dr. Dwight move into the third year of implementing DESE's Superintendent Evaluation a more collaborative approach to the process of goal setting and review could aid the committee in supporting Dr. Dwight's growth and development while ensuring that her efforts continue to align with the district's mission, vision and strategic plans. Dr. Dwight is a true asset to our community and we look forward to our ongoing partnership with this extraordinary individual.

SusanMary Redinger, School Committee Chair 2016

Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice					
1 I will fully commit to the second year of the New Superintendent Induction Program in order to collaborate with other district leaders, problem solve, and advance my leadership skills. Actions to complete include attending 8 content days, participating actively in coaching sessions, visiting classrooms with my coach and principals, completing work assignments including leadership skills surveys and refining the district strategy.				X	
Student Learning					
2 I will implement year two of the new Educator Evaluation Process outcomes which focus on student learning as measured by District Determined Measures and student feedback surveys. We will update the Educator Evaluation agreement incorporating the new outcomes. We will begin to calibrate feedback as it pertains to improved student learning.				X	

District Improvement					
3	I will make a additional year's worth of progress towards the District Improvement Plan Goals as identified by the Strategic Plan through my role as superintendent and as a participant of the Leadership Teams as measured by the progress report.				X
4	I will make progress towards the completion of the School Committee/Superintendent Outcomes/Goals as identified by the Harvard School Committee for the 2015/16 school year and measured as per the details of the goal document.				X
Other Goals (if any)					
5 (Outcome Goal 1)	I will lead the district's Massachusetts School Building Authority process from the submission of the Statement of Interest through the eligibility phase. Measures will include meeting deadlines, defining committees, and participating in MSBA trainings.				X
6 (Outcome Goal 2)	I will collaborate with the School Committee, finance director, CPIC and the Finance Committee to move the facilities towards needed improvements. Projects of note include the parking lot and science labs. Measures will include approval from stakeholder groups, design plans, contracts with vendors and approved funding sources.				X

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
		X	
		X	
		X	
			X
		X	

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.

Unsatisfactory

Needs Improvement

Proficient

Exemplary

X

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

Note Leadership comment from Evidence Binder: "I think we need to work on improving instructional practices, such as how well we understand individual students and then use that data to adapt instruction and provide targeted intervention within the classroom from the classroom teachers." Query: Teachers are putting their lessons into Atlas Rubicon, but are we also focusing on the content of those lessons to ascertain that they are "well-structured lessons with measurable outcomes"?

An area of strength is the school and district goal process that are well established in Harvard. The district strategic plan and school improvement plans are regularly reviewed for continual progress.

Dr. Dwight is passionate about instructional leadership. She works diligently and collaboratively with the leadership team in all of these areas. I feel that she trusts the principals, especially in the areas of curriculum and instruction, to lead the teachers to their best practices. Dr. Dwight is interested in how students are assessed. She would like assessments to be meaningful and informative, not redundant. Assessments, evaluation and data- informed decision making are tied in with Dr. Dwight's Educator Evaluation goal.

Dr. Dwight works ably with the Leadership Team and faculty to ensure that the Harvard Public School's high standards of instruction are maintained or exceeded. Evaluations and assessments are conducted with professionalism and personal attention. Questions of attendance are being addressed with a research-based approach without conclusions being jumped to.

"As the instructional leader of the district, Dr. Dwight is responsible for leading the continual professional growth of district administrators, including herself, in the work of Curriculum, Instruction, Assessment, Evaluation, and Data-Informed Decision Making through instruction, feedback, coaching, modeling, observations, analysis, collaboration, and more. My interactions with her to date indicate that she is engaged in these areas and has the capacity to lead them successfully, but I have insufficient evidence of outcomes [on any of the standards] to assign a rating due to my short time on the committee."

Dr. Dwight not only continues to methodically and thoughtfully address pre-planned and agreed upon goals as HPS's instructional leader, but also continues to, through her example and tenacity, advocate for the needs of all students during the unexpected situations that arise throughout the school year. Her approach is professional and personal at the same time. She is cultivating a community of support!

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.
- 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.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
		X	
		X	
			X
			X
			X

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.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
			X

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

The Superintendent continually considers student and staff safety, health, and well-being. This consideration has resulted in both staff additions and physical improvements to the facilities. The Superintendent is both creative and flexible in using available financial resources to address identified needs. One factor to keep in mind going forward into the next year is the HES Teacher Survey comment that the teachers do not have enough time to get through the curriculum. While the designated professional development time does address other goals, it too much?

Linda leads with integrity and manages staff in a positive manner - encouraging and acknowledging best practices

Dr Dwight has proven herself to be an organized and highly effective manager of operations. The environment of the schools is very important to her. She has implemented changes that improve safety and address the health, wellness, and social needs of all; students teachers, and staff. Dr. Dwight has a cohesive system for hiring and keeping new staff. She also has experience in letting staff go. I am confident that she communicated that decision with grace and empathy. Dr. Dwight works effectively to use systems and data in ways that minimize distractions for teachers and learners. Dr Dwight has vast knowledge of policies, laws and ethical guidelines and what always impresses me is that knowledge seems to be in her head. Dr. Dwight understands the budget process. She works with many different cost centers to create a budget that meets the district's goals. She also is very thoughtful about how the resources are spent. She is appreciative of where the resources come from and makes fiscally responsible decisions.

Dr. Dwight was exemplary in all aspects of the Management and Operations standard. She has shown incredible perseverance in addressing the safety and effectiveness of the science labs at the Bromfield School. Other overdue projects that required noteworthy diligence were the bathrooms (completed summer 2015) at Hildreth and the parking lot at TBS (upcoming, summer 2016). Dr. Dwight has overseen the judicious hiring of many new staff members, trusting the opinions of the principals and guided by the vision statement. Dr. Dwight works with the policy subcommittee of the School Committee to ensure that district policies are up-to-date, appropriate for the district, and in keeping with the guiding vision statement. Clarity and transparency in budgetary issues are trademarks of her budget work.

Superintendent's Performance Rating for Standard III: Family and Community Engagement

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

- III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.
- III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.
- III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.
- III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
		X	
		X	
		X	
			X

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.

Unsatisfactory

Needs Improvement

X Proficient

Exemplary

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

Notes from the Evidence Binder: 1. The "Expand parent involvement" item in the District Improvement Plan reads 50% complete. 2. "The principals at HES have held parent info sessions by grade level". This is excellent, suggest doing the same at Bromfield. It also is noted that the Superintendent held a parent forum at the General Store, and plans to hold more in the future. This is an effective way to engage in "two-way" communication.

Dr. Dwight actively engages the community in the culture of the schools. She is invested in communicating with families via 'Chalk Talk' in the local paper, tweeting, and holding public forums for all stakeholders about upcoming projects.

Dr. Dwight is a positive and regular presence within the school community, making her interest in individual students known. Her Chalk Talk columns in the local paper and other commentary in local news articles are extremely helpful not just in terms of communication but in community-building. Dr. Dwight is open to conversations with parents, both new and established. During difficult discussions she remains calm and is equitable in her decisions. Dr. Dwight might consider following up with families and students after certain kinds of alerts and alarms; this could be part of normal procedure, when warranted.

Dr. Dwight is approachable and an excellent listener. She has an open door policy, and although she does not always provide people the answers they may prefer, most always they feel heard and respected. Dr. Dwight is very aware that our schools, while beholden to a variety of mandates at the state and federal level, belong to the community of Harvard. Soliciting the community to learn more about what it wants is a strength of Dr. Dwight's (Kindergarten Wing, Hiring Principals...)

Superintendent's Performance Rating for Standard IV: Professional Culture

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
		X	
		X	
			X
		X	
		X	
			X

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

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

The Superintendent nurtures and sustains a districtwide culture of reflective practice, high expectations, and continuous learning for staff by starting every meeting with reading (or having others read) our District's Vision statement. Teacher surveys include questions regarding their understanding of the vision. The statement is prominently displayed on the front of both schools, as well as on the Administration building. The Superintendent promotes professional development for all teachers. From the Evidence Binder, the District's Leadership Team commented that the Superintendent is an "excellent role model". Providing an excellent working and learning environment will lead to positive results.

Dr. Dwight shows commitment to high standards in all areas of professional culture. She is committed to effective teaching and high student achievement, she promotes a cultural diverse environment, and encourages the teachers and staff to be continuously engaged in improving their teaching practices. She is extremely skillful in interpersonal communication as evidenced by many handwritten notes to staff and other personnel. Dr. Dwight is a big believer in a shared educational vision and she works collaboratively to engage the community to be aware of and embrace that vision. Lastly, Dr. Dwight manages conflict in an objective, yet thoughtful way. She is an incredible listener and responds with care and empathy in controversial situations.

Again, as a parent and community member, I'm impressed and helped by Dr. Dwight's various means of communication such as the Chalk Talk column. I'm also continually impressed by Dr. Dwight's interpersonal, written, and verbal communication with School Committee members. Above all, Dr. Dwight is exemplary in the way she is guided by her commitment to high standards and a shared vision. Change can be difficult in a small district such as Harvard, and Dr. Dwight understands this and proceeds with grace, determination, and the correct amount of caution. I'm heartened by the enthusiasm she brings to the district after attending a forum such as the "Beyond Good Intentions" multicultural educators' forum.

Harvard Public Schools

39 Massachusetts Avenue, Harvard, Massachusetts 01451

Superintendent's Update July 11, 2016

I. Hildreth Elementary building project update

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

- Met with the subcommittee of the School Building Committee to develop the OPM interview questions
- Selected dates for the OPM application reviews and interviews
- Completed the RFS template through on-line collaboration with MSBA
- Submitted the RFS ad to Marie S. for posting on the Central Registry. Submitted the RFS ad to the Lowell Sun for 2 weeks of advertising
- Summer dates of note:
 - July 13th: official posting of the RFS to the Central Registry
 - July 18th: we host a walk through of the site for interested applicants
 - July 20th: last date for interested applicants to send in questions
 - July 27th: applications are due to the district
 - August 3rd: members of the School Building Committee review the applications and select top 3 or 4 for interviewing
 - August 9th: interviews of the short listed applicants
 - August 17th: our OPM selection turned in to MSBA
 - September 12th: MSBA meeting to approve our OPM

II. Calendar Change

Despite the careful review by the committee and others, the approved 2016-17 calendar is short one day. According to our policy, IC, the calendar must have 5 inclement weather days built in and our 2016-17 calendar has only 4. We have made the change and now need a vote of the School Committee to approve the correct end date of June 21st. I apologize for this oversight.

III. Grant Funding Dropped

The Governor's budget no longer includes funding for the Full Day Kindergarten Grant. This means a \$20,000 loss in our budget for FY17 (this is represented on the personnel spreadsheet). This grant has been in existence for many years and has helped to fund the classroom aides in that grade. The goal of the grant was to help districts plan for and offer full-day kindergarten as an option for families. Most districts have done this, and so the funding has been decreasing and word of its discontinuation has been around for several years.

Harvard Public Schools

39 Massachusetts Avenue, Harvard, Massachusetts 01451

IV. New Dean of Student Hired at Bromfield

Dr. Julie Horton has been hired in this new pilot position for the 2016-17 school year. She is excited to use her leadership training to positively impact the district. Julie has taught math at Bromfield for 11 years and along the way has held many leadership positions such as the student council advisor, technology leader, class advisor, race organizer, coach, and organizer of the DC trip for 9th graders. She will be working closely with Scott, Robin and teachers on issues of attendance and tardiness, roundtable/advisory program development, and other Bromfield projects.

V. Teaching Design During the Pilot Year of the Dean Position

The leaders of Bromfield proposed a one-year internal design for teaching the 3 classes that Julie Horton will eliminate from her schedule in order to fulfill the Dean of Students' position (her new position is .6 leaving her to teach 2/5 classes on her original schedule). The extra sections will be advertised internally and teachers will submit a letter of interest. This model has been used each year in math and other departments in order to ensure the optimal schedule for students and maintain recommended class sizes. Teachers who teach 6 sections instead of the usual 5 are compensated according to the contract.

VI. Waiver Granted

In order to hire Peter as our School Business Manager we needed a waiver from DESE. Thankfully, we received the approval on June 24th. Tim B. and I worked out a daily contract with Peter as the Town has agreed to pay the cost for now since Lorraine's salary was never in the district budget. The plan is for Peter to begin working a few summer days and then up to 2.5 days a week starting in September. His office will be on the 2nd floor of the Bromfield House.

VII. Conference Registration

The MASC Conference in November is offering an early-bird saving of \$100 for individuals registering by July 15th. We would like to take advantage of this for any members of the SC that would like to attend for any portion of the 4 day event. Here are some of the details:

Harvard Public Schools

39 Massachusetts Avenue, Harvard, Massachusetts 01451

MASC/MASS 2016 Conference



MASC and MASS host MA's largest annual gathering of education leaders, featuring a program of nationally known [panel sessions](#) offering professional development opportunities and in-depth discussion of the critical education issues of today, plus a host of [vendors and exhibitors](#), demonstrations on instruction and management best practices and a chance to network with other school leaders! Last year's conference included a wide variety of popular workshops and panel sessions on cost-savings issues, PARCC, Common Core, labor relations, educator evaluation, leadership development and legislative updates, plus innovative ideas as described by [MASC event partners](#). **Don't miss the premier annual education event in Massachusetts!**

2016 CONFERENCE DETAILS

November 2-5, 2016

Resort and Conference Center at Hyannis

35 Scudder Ave, Hyannis, MA

Registration Cost: \$350 (before July 15th)

See website for more details: <http://www.masc.org/>

2016/17 School Calendar

approved 1/25/16

August 2016						
Su	Mo	Tu	We	Th	Fr	Sa
	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			

September 2016						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8 _{ER}	9	10
11	12	13	14	15	16	17
18	19	20	21 _{ER}	22	23	24
25	26	27	28	29	30	

October 2016						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5 _{ER}	6	7	8
9	10	11	12	13	14	15
16	17	18	19 _{ER}	20	21	22
23	24	25	26	27	28	29
30	31					

November 2016						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21 _{HD}	22 _{HD}	23	24	25	26
27	28	29	30 _{HD}			

December 2016						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14 _{ER}	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2017						
Su	Mo	Tu	We	Th	Fr	Sa
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 _{ER}	26	27	28
29	30	31				

February 2017						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8 _{HD}	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017						
Su	Mo	Tu	We	Th	Fr	Sa
			1 _{ER}	2	3	4
5	6	7	8 _{ER}	9	10	11
12	13	14	15 _{ER}	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5 _{HD}	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26 _{ER}	27	28	29
30						

May 2017						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3 _{ER}	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19 _{ER}	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21 _{ER}	22	23	24
25	26	27	28	29	30	

July 2017						
Su	Mo	Tu	We	Th	Fr	Sa
						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					

Days of Note 2016/17

Aug 29, 30	Prof. Dev./Students off	Nov 23 - 25	Thanksgiving Break	Feb 20 - 24	Feb. Vacation
Aug 31	First Student Day	Dec 26 - Jan 2	Winter Break	April 17 - 21	April Vacation
Sep 5, Oct 10	Labor Day/Columbus	Jan 16	Martin L. King Day	May 29	Memorial Day
Nov. 8, 11	Election Day/ Veterans' Day/ Students off	Jan 17	Prof. Dev./Students off	June 20 ER	Last Day of School (including 5 snow days)

2016/2017 PERSONNEL SPREADSHEET

Name	FTE		Position	Replacing	Reason	Budgeted Salary	Actual Salary	Difference
Scott Hoffman	1.0	TBS	Principal	James O'Shea	resignation	132,807	125,000	7,807
Robin Benoit	1.0	TBS	Associate Principal	Scott Hoffman	position change	110,373	103,000	7,373
Craig Robbins	1.0	TBS	Band Teacher	Thomas Reynolds	retirement	65,000	46,315	18,685
Lisa Terrio	1.0	TBS	Foreign Language	Gioanne Wagner	retirement	65,000	54,132	10,868
Michael Poe	1.0	TBS	Foreign Language	Janet Lombard	retirement	65,000	51,748	13,252
Sabiha Madraswalla	1.0	TBS	Foreign Language	Denise Keating	retirement	65,000	46,315	18,685
Julie Burton	1.0	TBS	Physics Teacher	Jack Duranceau	resignation	94,541	68,089	26,452
Jenny Eklund	0.6	HES	school nurse		.6 FTE	72,213	43,328	28,885
								no impact
Marie Phillips	1.0	HES	Kindergarten teacher	one year assignment	add'l section	0	48,012	add'l Devens funding
vacant			Wellness Dept leader	new	new		5,500	-5,500
Heather Montalto	1.0	SPED	HES, SPED Coordinator	Rachael Fusco	reassigned	88,216	58,431	29,786
vacant	0.5	SPED	Occupational Therapist	Heather Montalto	reassigned	58,431	29,215	29,216
Margaret Serpa	0.5	SPED	ELL Teacher		resignation	38,905	0	38,905
Reenie Keith	1.0	SPED	ELL Teacher	replacing Serpa	reassigned	87,942	87,942	0
Vacant			Dean/add'l sections	new	new	0	28,500	-28,500
vacant			Reading Tutor	new	ELL/Keith	0	25,500	-25,500
The Durkin Company			Custodial Services	Custodial Salaries/Overtime	change model	367,798	360,000	7,798
Custodial services			\$10,000 of custodial svc contract covers supplies which were budgeted in the supply line.					10,000
David Woodsum			Maint/Community Access	New		0	53,414	-53,414
K-Grant			offset to HES salary	Decrease budget offset	eliminated	0	20,000	-20,000
						1,311,226	1,234,441	114,797

School Committee Executive Sessions Minutes
Monday, May 23, 2016
Hapgood Room, Old Library

Members attending: SusanMary Redinger, Jennifer Bedford, Mary Traphagen, Nancy Lancellotti, Jon Green, Linda Dwight and Lorraine Leonard

SusanMary Redinger made the motion and Mary Traphagen seconded that the School Committee enter into executive session at 9:15 PM as allowed under Chapter 30A, Section 21 of the Massachusetts General Laws, for the purpose of discussing a strategy with respect to collective bargaining with the Teacher's union, and to conduct a strategy session in preparation for negotiations with nonunion personnel, specifically custodians.

VOTE to accept the motion (5/0): SusanMary Redinger (Aye), Jennifer Bedford (Aye) Jon Green (Aye), Nancy Lancellotti (Aye), Mary Traphagen (Aye).

Dr. Dwight shared that the Educator Evaluation Committee, which consists of teachers and administrators, have been working on the Educator Evaluation document over the past year. Dr. Dwight reviewed the changes and explained the student feedback and DDM additions to the document. Dr. Dwight will make sure that the document is in compliance with DESE with regard to the student and parent feedback language.

The Committee discussed the possibility of piloting a change in the delivery of custodial services for the district to an outside company. The Committee discussed the pros and cons of making this change. Lorraine Leonard presented information on the cost of making the change. The goal stated was to provide cleaner buildings throughout the district.

SusanMary Redinger made the motion and Jennifer Bedford seconded to move that we conclude executive session and reenter into public Session in order to vote on the items discussed.

SusanMary Redinger (Aye), Jennifer Bedford (Aye) Jon Green (Aye), Nancy Lancellotti (Aye), Mary Traphagen (Aye).

Respectfully Submitted:

Mary Zadroga

*No objection
Jen Bedford
Vote 4/0*

School Committee Minutes
Town Hall Meeting Room
Monday, June 13, 2016
6:00 p.m.

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

SusanMary Redinger called the meeting to order at 6:02 p.m.

Mary Traphagen read the vision statement

Public Commentary – None

School Improvement Plans End of Year Update

Ms. Sue Frederick and Mr. James O'Shea presented the Harvard Public Schools School Improvement Plan Progress Report for 2015/2016. Both principals shared goals, strategies, time-lines, resources, measurements and percentage completed for the following Core Values: Student Achievement, Personal Growth, Partnership, and School Climate.

School Committee/Superintendent Goals Status Update

Dr. Dwight shared the Joint School Committee/Superintendent Goals as of May 2016. Goal #1 - The Science Labs - The goal to upgrade the furniture and cabinetry in the science labs was completed to 70%. Some of the work will be done over this summer with more work being planned for the following summer. The goal completion date is August 2017. Goal #2 - Dashboard - to have a metric for school leadership and management that broadly assesses student participation and achievement was completed to 50%. We have implemented Power School, but the dashboard company, Inform, just went out of business and we are seeking a new vendor. Chris Boyle will be researching new companies over the summer. Goal #3 – Fees – By February 1st a recommendation (based on the SC's assessment of the best use of funding) has been made to the finance committee to increase funding for the school while decreasing fees paid by some (if not all) families in the Harvard school district completed to 100%. We continue to study the bus user fee issues. A recommendation was made to the Finance Committee regarding the athletic fees. As of now, all fees are remaining the same for the 2016/2017 school year ahead.

Superintendent's Report

Dr. Dwight reported the following:

I. Hildreth Elementary Building project update

*Ms. Frederick and Dr. Dwight traveled to Boston and attended an information session on the feasibility stage of the MSBA process.

*Both the Visioning Committee and the Building Committee met to learn more about hiring the Owners Project Manager (OPM). Dr. Dwight prepared a PowerPoint to share the information and the committees ranked the selection criteria. The building committee chose members to serve on an interview sub-committee, planned interview process dates, and developed interview questions.

*Dr. Dwight met with Ken Swanton to review paperwork required by MSBA. Dr. Dwight also met with Marie Sobalvarro as she will take over as procurement officer when Lorraine retires.

II. The Harvard Public School was fortunate to receive \$5,000 from the MIIA Loss Control for 5 additional security cameras. Lorraine, Mark and Dr. Dwight submitted the grant in December. The leadership team discussed the placement and decided to add the cameras to the elementary school in several of the hallways and entrances. The camera footage will connect to the separate server by a secure network, and administrators will follow the recently approved security camera use policy.

III. Mr. Hoffman led the search process for the Associate Principal vacancy and he and his committee were able to narrow down the pool to two. Just before the candidates visited, one of them removed themselves from the search in order to take an offer from another district. The remaining candidate, Robin Benoit visited Bromfield and the Central Office on Wednesday, June 8th. She met with the department chairs, faculty, staff, and the leadership team and community members. Scott gathered feedback from these groups before deciding to offer the position to Robin. Dr. Dwight was pleased to announce she met with Ms. Benoit today and agreed upon a contract with our district. We are excited to welcome her to our team.

IV. The DPW Director, Rich Nota, conducted water testing at Bromfield and Hildreth Elementary after seeing the news reports of issues in other districts. His proactive efforts put us ahead of questions generated by some of our Harvard families.

V. Nancy Lancellotti, Mary Traphagen, Lorraine Leonard and Dr. Dwight interviewed a retired School Business Manager candidate who seemed to have the preferred qualifications, experience, and management style. I submitted a waiver application to the state and we await their approval.

VI. The end of the year has been filled with special events from concerts, drama productions and art shows to field trips, author teas, and awards nights. Each special event becomes a fond memory for students and their families. We appreciate the extra effort and work that comes with preparing for and holding these events. Thank you, Teachers!

Approval of Gifts to the District

Mary Traphagen made a motion and Jon Green seconded to accept the \$5,000 grant from MIIA Loss for 5 security cameras that will be put in the Hildreth Elementary School and \$1,000 grant from the Bromfield Friends of Drama to be used for theatre arts programs in the middle school and high school.

VOTE 3/0

Science Lab Update and Ventilation Project Update

Dr. Dwight updated the Committee on the Science Lab renovation project that is scheduled to begin when school gets out in June. The total cost of \$246,539 includes demolition, plumbing safety, demo of electricity, new plumbing, new electric, flooring and furniture with install. Currently the cost is coming in a little over the budget of \$235,000. The HVAC portion of the project was approved to low bidder Ambient at a cost of \$383,300.

Parking Lot Project Update

Sunshine Paving is ready to come out the day after school gets out to start the Bromfield upper parking lot project. They visited the school and did a site walk. Some of the details of the project need to be worked out. The tree warden will need to be involved in choosing the trees that will be planted in the island areas of the parking lot.

Custodial Services Contract Review

Our goal has always been to have a clean environment for the students and staff. It has come up that the cleanliness could be better. We worked on making sure cleaning routes were manageable, peer - training, changed hours so crews could over-lap and tried to better the communication from the facilities manager. With all the work and changes made there were still the same complaints. Our goal was not working with the model we were using. The model that we thought would bring about a different outcome was going with an outside vendor. The company that rose to the top was Durkin. They came in and did work on the cafeteria and satisfied all of our conditions and asks. Durkin will give us a day person in each building who will have ability to communicate and commit to a relationship with the school staff. At night the cleaning crew will come in with a supervisor. The company uses green products, they use their own equipment, and they train their people. We realize it is a gamble. There is an out clause in the contract should the outcome not be satisfactory. Durkin has been very accommodating while this transition occurs. We have plans to develop a survey to evaluate this as a specific measure. Susan Mary Redinger indicated we did not make this decision lightly and wish all of the custodians the best as they move on to new positions.

Approval of the Maintenance/Community Access Position

Dr. Dwight presented the Committee with a job description for the Maintenance/Community Access position and reviewed the performance responsibilities. The person would work 40 hours per week. The Committee asked that Dr. Dwight add to the job description that the position is 12 months per year and 40 hours per week assignment.

Mary Traphagen made the motion and Jon Green seconded to move to accept the Maintenance/Community access position as amended.

VOTE 3/0

Update on School Business Manager Position

Dr. Dwight shared with the Committee that she has applied for a waiver from DESE in order to hire an applicant who is retired and has worked for the Sudbury Public Schools in the last year. The timeline is one to two weeks. If the waiver is approved a part-time School Business Manager could be hired immediately.

Review meeting minutes

Mary Traphagen made the motion and Jon Green seconded to approve the minutes of the May 23rd meeting as amended.

VOTE 3/0

Report Out of Liaisons

Mary Traphagen reported that the Visioning Committee met and went through an exercise where they rated priorities and then compared their ratings to the Building Committee's ratings and found that they are very close together indicating that both Committees share similar ideas.

Jon Green reported that SEPAC met on June 1st and had discussed various concerns. It was nice to have Marie Harrington present to answer questions. SEPAC is still looking for parent leaders for

the next fall and still strategizing to increase participation, engagement and added value to the school and community.

SusanMary Redinger reported that Ron Ostberg, Linda Dwight and SusanMary Redinger will be meeting on Wednesday morning to go over the interview questions they will be submitting to the MSBA that they will be asking the Owner's Project Manager Candidates. Jennifer Bedford has submitted her resignation effective August 1st. Her family is moving to Baltimore. The BOS will be bringing it up at their next meeting. The opening will be posted on the town website and interested parties can submit a volunteer application expressing their interest in the seat. The School Committee and Board of Selectman will come up with a date to meet to vote on the applications that have been submitted. The person chosen will begin their assignment August 1st. If you have folks interested the volunteer application should be available by this coming Wednesday for submission by the end of June. Our next meeting is July 11th.

Agenda Items

Superintendent evaluation

DDM discussion

Policy

Handbook review

Bus efficiency

Kindergarten update

Financial close-out

Superintendent Evaluation

Proposed goals for next year (August 13th) retreat

Devens Survey

Bromfield Parent Survey

Alumni Survey

Mary Traphagen will attend the DEAC meeting tomorrow night.

Interested Citizen - Jason Cole, Warren Ave. -question about the use of solar panels being used for the Bromfield parking lot.

Commentary

Jon Green – SPEAC shout out for all of the folks who have been keeping SEPAC together!!

Mary Traphagen – enjoyed graduation – small town, very nice celebration!

SusanMary Redinger – impressed with students – really a growing sense of going out making and making a difference in the world. Chris Jones gave a phenomenal speech

Linda Dwight – great end to the school year, everyone and everything comes together!

Adjournment

SusanMary Redinger with no objection made the motion to adjourn at 8:10 p.m.

VOTE 3/0

Respectfully submitted:

Mary Zadroga