

Harvard Public Schools
Upper Town Hall Meeting; 13 Ayer Road Harvard, MA 01451

School Committee Meeting
Monday, June 11, 2018
6:15 PM

- I. Call to Order and Read the Vision Statement (6:15)**
- II. Public Commentary (6:16)**
- III. Eagle Scout Project (6:20)**
- IV. Student Update (6:30)**
- V. Review the Inclusion Survey Results (6:35)**
- VI. Review of the District Improvement Plan (6:50)**
- VII. Superintendent Update (7:10)**
- VIII. Student Achievement Report (7:15)**
- IX. Review the Summer Professional Development (7:25)**
- X. Review Liaison and Sub Committee Assignments (7:35)**
- XI. Decide on Summer Schedule and Retreat Topics (7:45)**
- XII. Review the Superintendent Evaluation Tool (8:00)**
- XIII. Agenda Items (8:15)**
- XIV. Approval of Meeting Minutes (8:20)**
- XV. Liaison/Sub-Committee Reports (8:22)**
- XVI. Open to Interested Citizens' and School Committee Commentary (8:30)**
- XVII. Adjournment (8:35)**

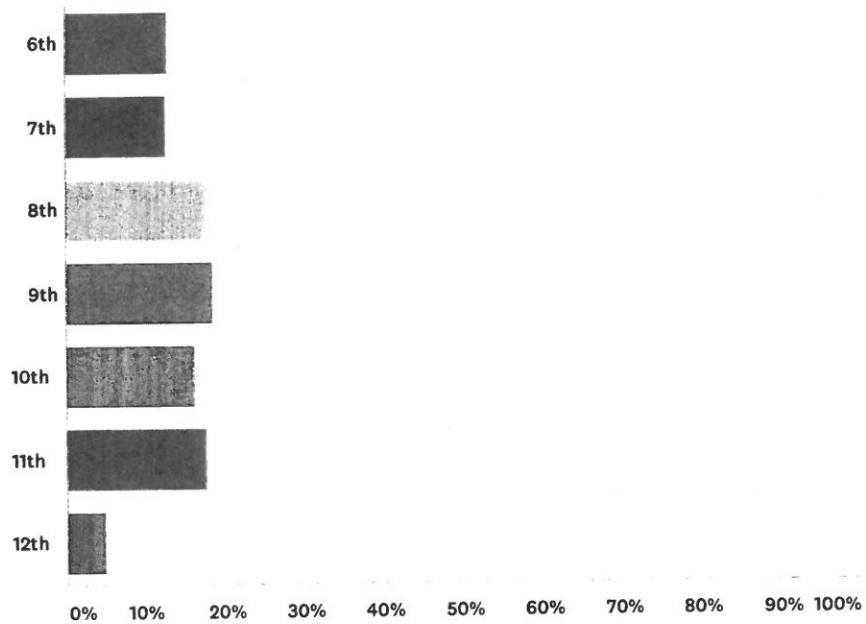
Attachments: Superintendent Report, Superintendent Evaluation Tool, Liaison and Sub-Committee Assignments, Summer Professional Development, District Improvement Plan, Inclusion Survey Data

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

Student School Experience Survey

Q1 Grade Level

Answered: 503 Skipped: 2



ANSWER CHOICES

6th

7th

8th

9th

10th

11th

12th

TOTAL

RESPONSES

12.72%

12.52%

17.89%

18.49%

16.10%

17.50%

4.77%

64

63

90

93

81

88

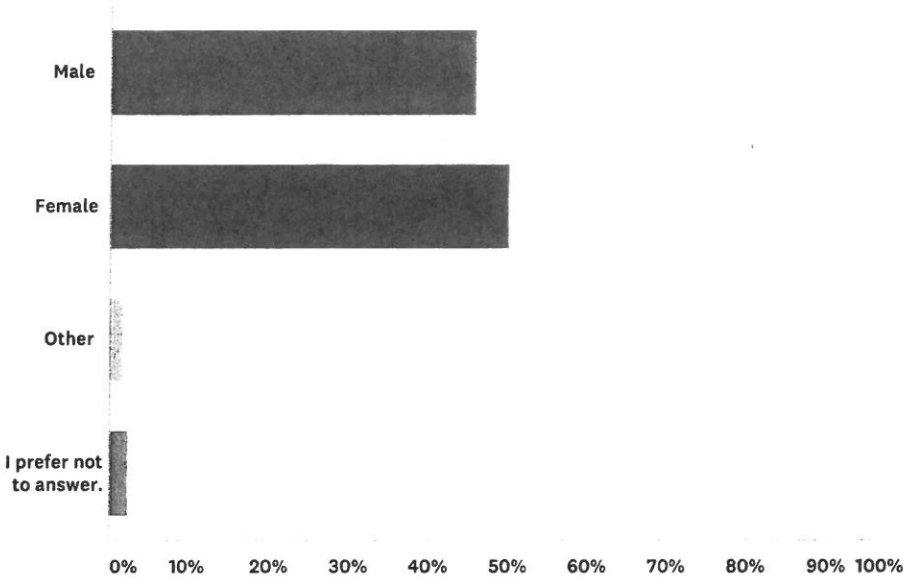
24

503

Student School Experience Survey

Q2 How you identify your gender.

Answered: 504 Skipped: 1

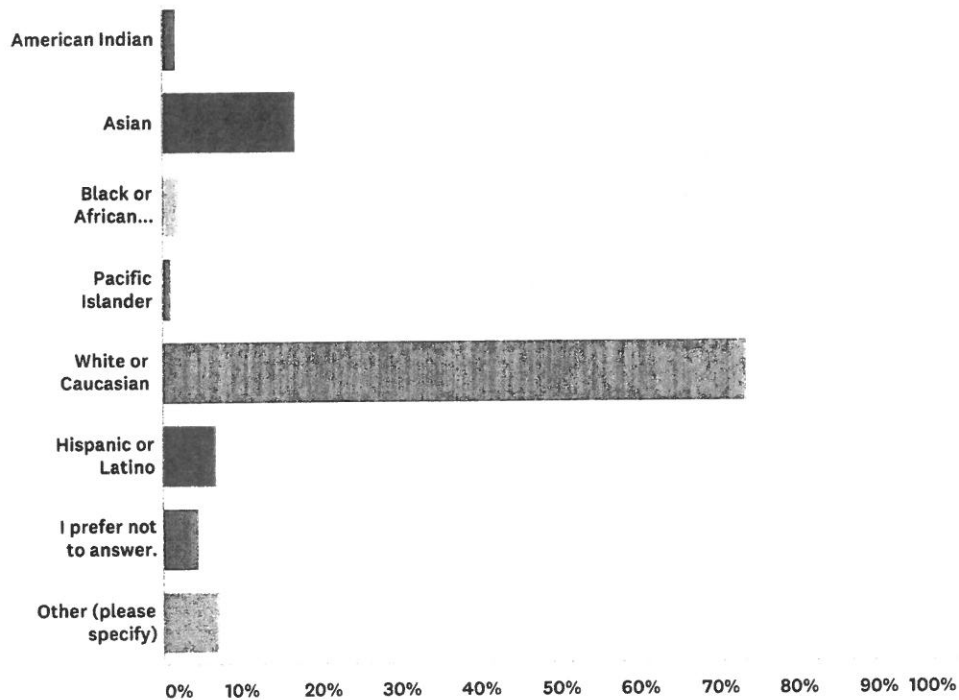


ANSWER CHOICES	RESPONSES	
Male	45.83%	231
Female	50.00%	252
Other	1.79%	9
I prefer not to answer.	2.38%	12
TOTAL		504

Student School Experience Survey

Q3 How do you identify your ethnicity/race?

Answered: 503 Skipped: 2



ANSWER CHOICES

American Indian
Asian
Black or African American
Pacific Islander
White or Caucasian
Hispanic or Latino
I prefer not to answer.
Other (please specify)
Total Respondents: 503

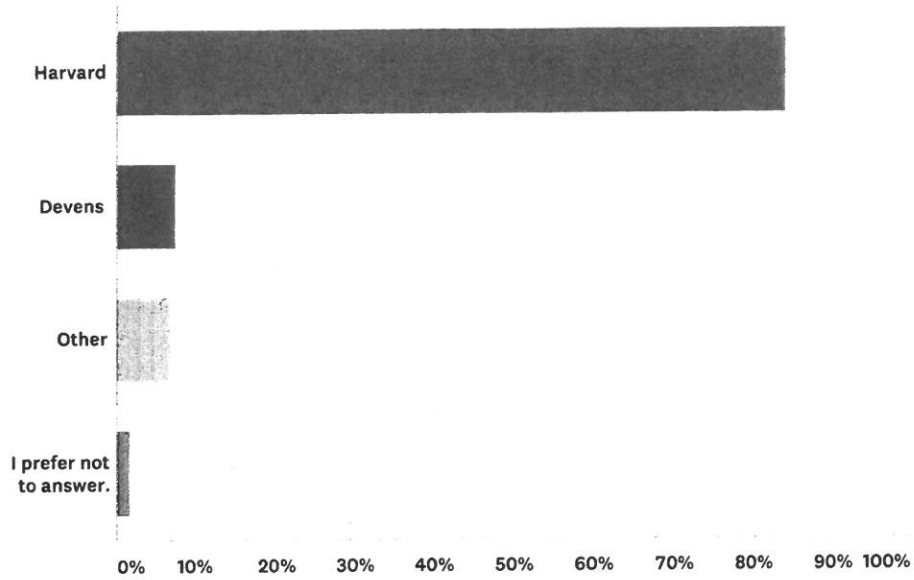
RESPONSES

1.59% 8
16.70% 84
2.39% 12
0.99% 5
73.36% 369
6.76% 34
4.37% 22
7.16% 36

Student School Experience Survey

Q4 Where do you live?

Answered: 504 Skipped: 1



ANSWER CHOICES

Harvard
Devens
Other
I prefer not to answer.
TOTAL

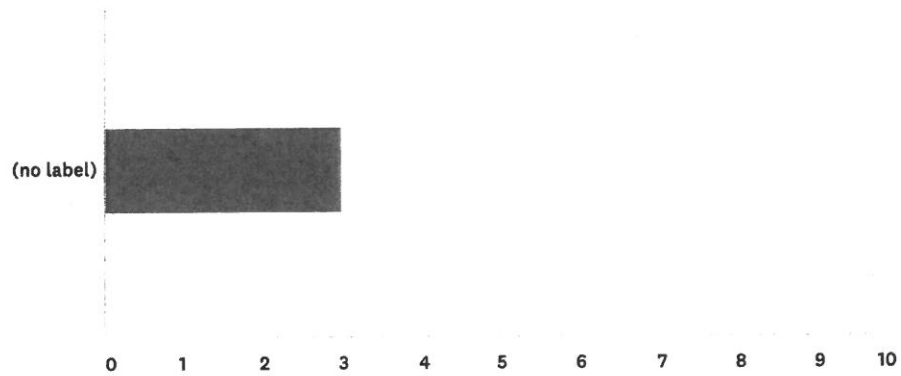
RESPONSES

84.13%	424
7.34%	37
6.94%	35
1.59%	8
	504

Student School Experience Survey

Q5 Students feel free to express their individuality here at Bromfield.

Answered: 502 Skipped: 3

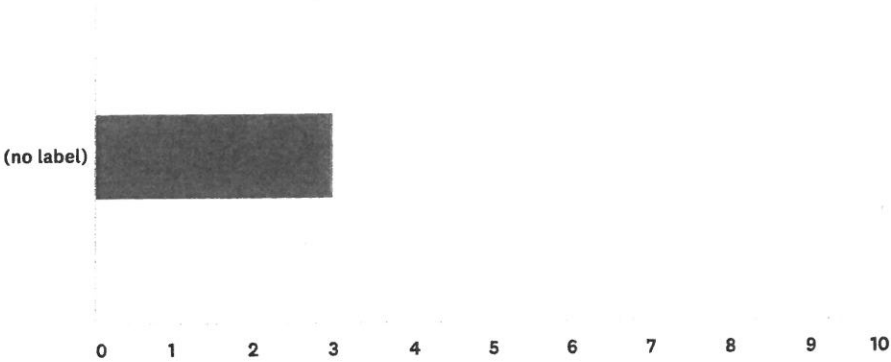


	DISAGREE	SOMEWHAT DISAGREE	AGREE	STRONGLY AGREE	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	4.18%	15.74%	55.98%	21.12%	2.99%	502	2.97
	21	79	281	106	15		

Student School Experience Survey

Q6 I am valued and respected for who I am here at Bromfield.

Answered: 502 Skipped: 3

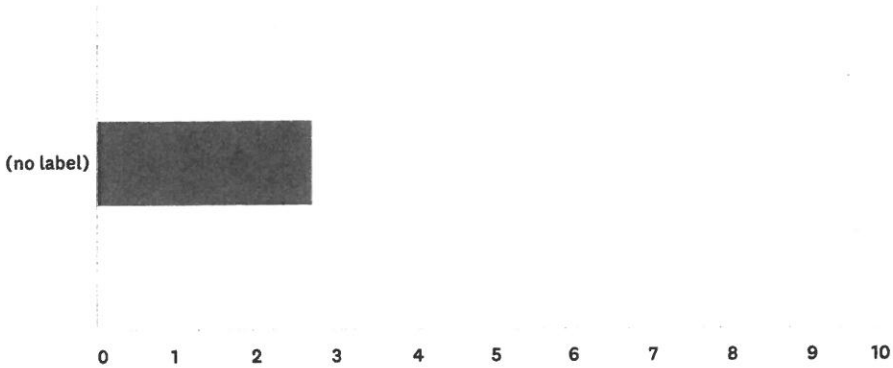


	DISAGREE	SOMEWHAT DISAGREE	AGREE	STRONGLY AGREE	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	3.19%	14.94%	59.96%	19.92%	1.99%	502	2.99
	16	75	301	100	10		

Student School Experience Survey

Q7 The environment here at Bromfield encourages students to develop an appreciation for diversity.

Answered: 503 Skipped: 2

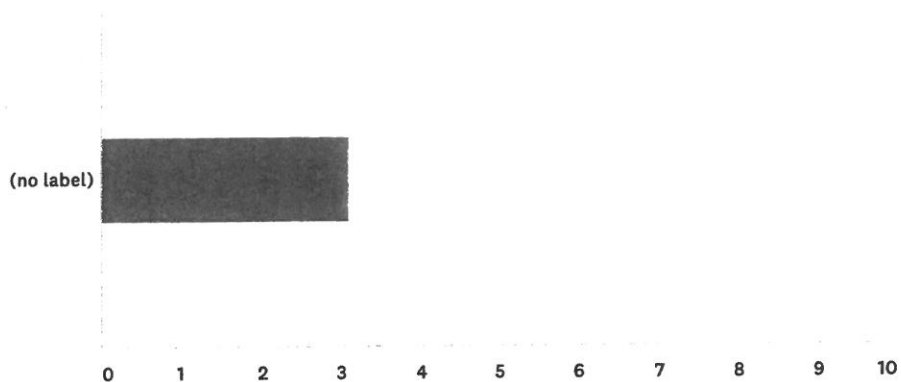


	DISAGREE	SOMEWHAT DISAGREE	AGREE	STRONGLY AGREE	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	9.94%	23.66%	46.52%	15.31%	4.57%	503	2.70
	50	119	234	77	23		

Student School Experience Survey

Q8 Students of all races and cultures are accepted here at Bromfield.

Answered: 503 Skipped: 2

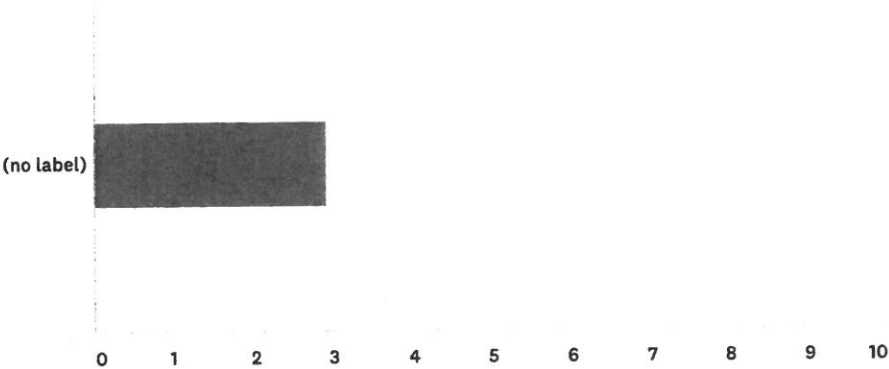


	DISAGREE	SOMEWHAT DISGREE	AGREE	STRONGLY AGREE	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	3.78% 19	14.31% 72	48.51% 244	31.41% 158	1.99% 10	503	3.10

Student School Experience Survey

Q9 Students of all gender identities are accepted here at Bromfield.

Answered: 503 Skipped: 2

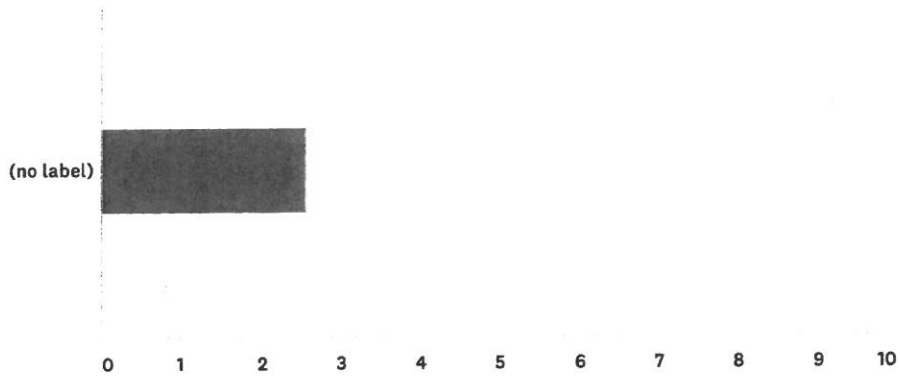


	DISAGREE	SOMEWHAT DISAGREE	AGREE	STRONGLY AGREE	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	7.75% 39	20.48% 103	39.96% 201	26.84% 135	4.97% 25	503	2.90

Student School Experience Survey

Q10 Students of all political views are accepted here at Bromfield.

Answered: 502 Skipped: 3

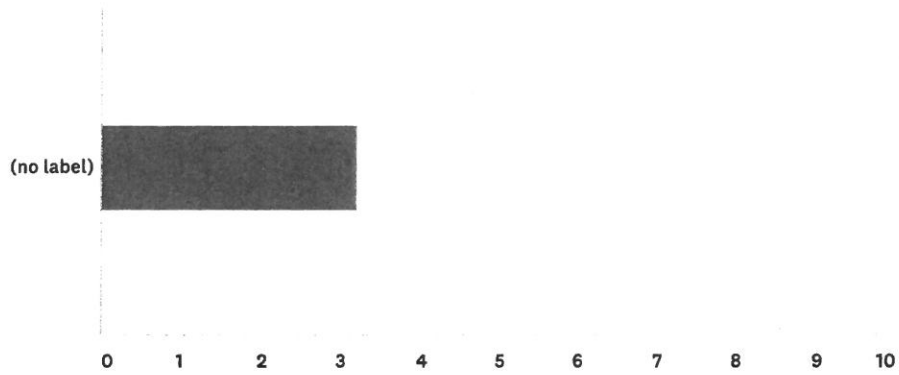


	DISAGREE	SOMEWHAT DISAGREE	AGREE	STRONGLY AGREE	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	17.33%	24.90%	38.05%	17.13%	2.59%	502	2.56
	87	125	191	86	13		

Student School Experience Survey

Q11 Students of all religious beliefs are accepted here at Bromfield.

Answered: 503 Skipped: 2

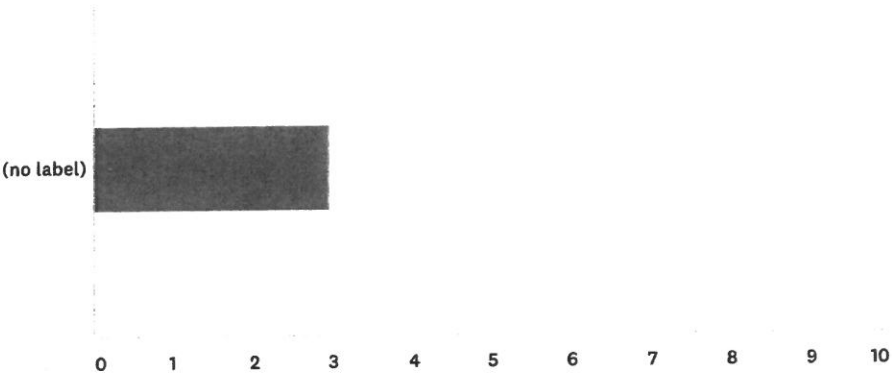


	DISAGREE	SOMEWHAT DISAGREE	AGREE	STRONGLY AGREE	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	3.78%	7.55%	51.69%	34.19%	2.78%		
	19	38	260	172	14	503	3.20

Student School Experience Survey

Q12 Students of all learning abilities are accepted here at Bromfield.

Answered: 503 Skipped: 2

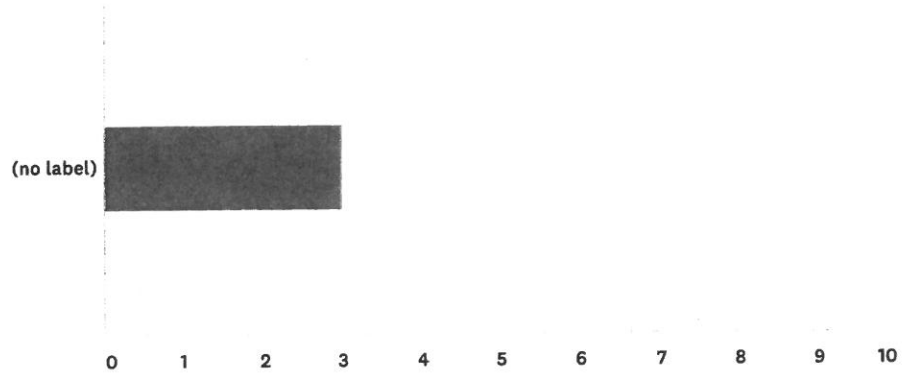


	DISAGREE	SOMEWHAT DISAGREE	AGREE	STRONGLY AGREE	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	4.37%	21.87%	46.52%	24.45%	2.78%	503	2.94
	22	110	234	123	14		

Student School Experience Survey

Q13 Students of all socio-economic backgrounds (wealth) are accepted here at Bromfield.

Answered: 503 Skipped: 2

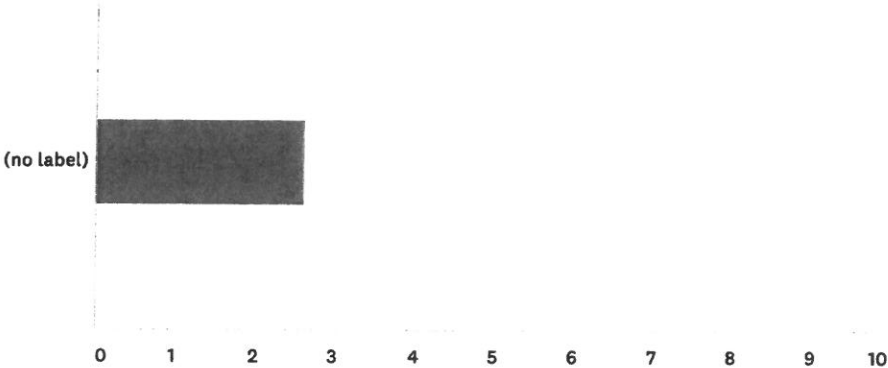


	DISAGREE	SOMEWHAT DISAGREE	AGREE	STRONGLY AGREE	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	5.17%	13.92%	53.48%	24.06%	3.38%	503	3.00
	26	70	269	121	17		

Student School Experience Survey

Q14 I feel adults at Bromfield appropriately address harassment and discrimination that they overhear or witness.

Answered: 502 Skipped: 3

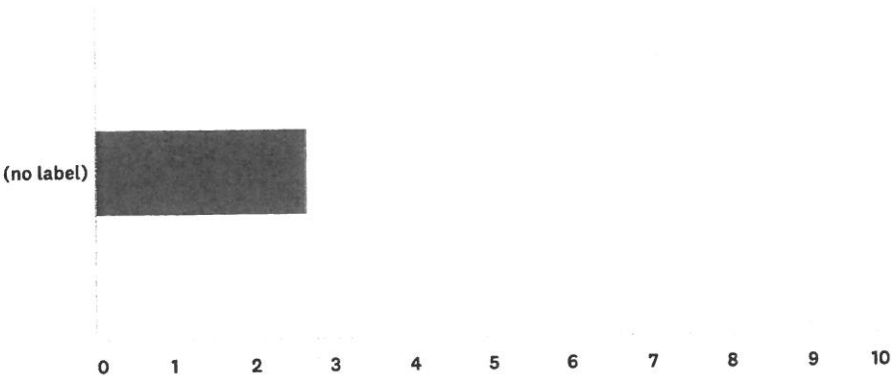


	DISAGREE	SOMEWHAT DISAGREE	AGREE	STRONGLY AGREE	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	12.15%	22.31%	42.43%	13.55%	9.56%	502	2.63
	61	112	213	68	48		

Student School Experience Survey

Q15 If I were to experience harassment or discrimination, I would feel comfortable reporting it to adults at Bromfield.

Answered: 502 Skipped: 3

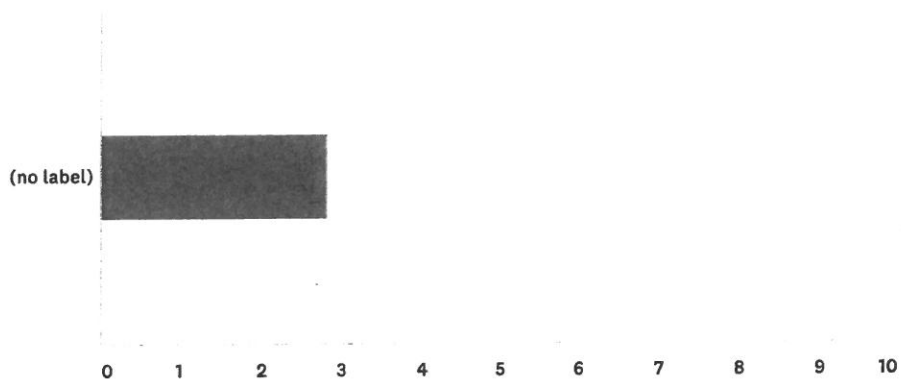


	DISAGREE	SOMEWHAT DISAGREE	AGREE	STRONGLY AGREE	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	13.75%	20.52%	45.22%	15.54%	4.98%	502	2.66
	69	103	227	78	25		

Student School Experience Survey

Q16 If I were to report harassment or discrimination at my school, I am confident that adults would respond to it appropriately.

Answered: 500 Skipped: 5



	DISAGREE	SOMEWHAT DISAGREE	AGREE	STRONGLY AGREE	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	10.40%	17.00%	48.20%	20.20%	4.20%		
	52	85	241	101	21	500	2.82

Student School Experience Survey

Q17 We continue to strive to create a safe and inclusive environment that values diversity and we value your input. Please share any additional thoughts.

Answered: 191 Skipped: 314

**Harvard Public Schools
Strategic Plan Development
District Improvement Plan
2017 - 2020**

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

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

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

Core Value Statements:

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

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

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

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

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

Core Value: Student Achievement

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

Title	Goal	Measure of Year One	Progress to Date; June 2018	% Complete
Technology Integration	Technology use in most classrooms across the district will be at the level of redefinition as defined in the SAMR model.	<p>By 6/30/2018 a measurement tool has been created to assess the level of technology use on the SAMR model.</p> <p>By 6/30/2018 an action plan has been developed and implemented to meet the goal.</p> <p>By 6/30/2018 a self-assessment by all teachers has been done to identify their level of proficiency against the SAMR model.</p>	<ul style="list-style-type: none">• The technology team has aligned on a tool of measurement and developed the self-assessment form.• The action plan is one of the agenda items for our summer retreat.• We want to wait until the Fall 2018 to administer the self-assessment following our Professional Development day on technology with Alan November and educators from Littleton and Ayer-Shirley.	30%

Title	Goal	Measure of Year One	Progress To Date; June 2018	% Complete
Differentiated Instruction	Improve student learning in the regular education classroom for students typically needing additional support services.	By June 30, 2018 a baseline measure has been established to quantify the current support services and the number of students involved.	<ul style="list-style-type: none"> We will use the data collected by the Title I coordinator as our baseline measure. 	100%

Core Value: Personal Growth

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

Title	Goal	Measurement of Year One	Progress To Date; June 2018	% Complete
Health/Wellness Focus	To provide quality health and wellness classes to our students from grades PreK - 12.	<p>By June 30, 2018 a detailed study has been completed indicating current practice in our district regarding health/wellness classes.</p> <p>By June 30, 2018 a recommendation has been made to the School Committee for any increased staffing and class offerings needed.</p>	<ul style="list-style-type: none">• Our Health and Wellness Department Chair completed this research and study and presented the results to the district leaders.• The department recommended the combination of middle school health taught within the physical education course. The newly hired teacher is health certified and began the curriculum transition during the 2017-18 school year. There were no further recommendations at this time.	100%

Title	Goal	Measurement in Year One	Progress To Date; June 2018	% Complete
Leadership and Service Opportunities	To increase the leadership and service participation by students with a focus on local and global connections.	By June 30, 2018 an assessment has been done to determine the participation rate by students in current opportunities as defined by the administration.	<ul style="list-style-type: none"> • The HES School Improvement Plan reported student involvement in leadership opportunities. 4th and 5th Grade Committees: <ul style="list-style-type: none"> - Safety Patrol - 29 students - Leadership Group - 25-35 students depending on initiative • Students at Bromfield participated in the New Orleans service trip. • All seniors completed a service learning project. • NHS members complete volunteer hours of service. • Bromfield Cares, SWAT, and SADD are service focused clubs. 	

Title	Goal	Measurement	Progress to Date; June 2018	% Complete
Attendance	To increase student attendance and decrease the number of times students are tardy for school.	By June 30, 2019 we have compiled three years of attendance data showing current absenteeism and tardy rates. The leaders have aligned on the measure of attendance and tardy reduction.	<ul style="list-style-type: none"> We are using Power School Data for this analysis. Recent review of the attached data shows no significant improvement. 	100%

Core Value: Resources

We value and respect that the Harvard community provides the necessary resources to best serve our students.

Title	Goal	Measurement of Year One	Progress To Date; June 2018	% Complete
Elementary Building Project	To design and implement a new building that is educationally exciting, safe, attractive, and environmentally efficient that is consistent with the district Vision and within the financial capacity of the town.	By June 1, 2018 the town of Harvard has approved the plans and funding for a new elementary school.	<ul style="list-style-type: none"> Completed! 	100%

Title	Goal	Measurement of Year One	Progress To Date; June 2018	% Complete
Bromfield	To provide necessary	By June 30, 2019 we	<ul style="list-style-type: none"> We have secured funding for all four 	80%

Renovations	renovations and upgrades to the Bromfield School to allow for a safe and high-quality educational environment for students in the Harvard Public School District.	will have secured funding and procurement bids for the science lab and prep rooms, Cronin Auditorium, middle school ramp, and bathrooms.	improvement projects. The middle school ramp project became a study to determine the scope of the work. <ul style="list-style-type: none"> • Procurement bids are still in process. 	
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Core Value: School Climate

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

Title	Goal	Measurement of Year One	Progress To Date; June 2018	% Complete
Inclusion	To increase students sense of safety and connectedness by impacting the culture of inclusion across the district.	By June 30, 2018 an appropriate measure to determine students sense of safety and connectedness has been identified and baseline data has been compiled.	<ul style="list-style-type: none"> • The Inclusion Committee, students, and the Teacher Leadership Team aligned on the survey questions. • The students at Bromfield in grades 6-11 completed the survey. • The students at HES will take the survey before the end of the year. 	75%

Title	Goal	Measurement of Year One	Progress To Date; June 2018	% Complete
Digital Citizenship	Students are making safe and responsible choices regarding the use of	By June 30, 2018 the technology team has agreed upon a plan to	<ul style="list-style-type: none"> • We have a digital citizenship curriculum. The instruction is done by the classroom teachers as an integrated aspect of their teaching all 	100%

	technology.	positively impact student choices regarding the use of technology and a baseline of infractions has been established.	<p>subject areas, and some lessons are taught by our Educational Integration Specialist or outside presenters such as local police officers.</p> <ul style="list-style-type: none"> • We continue to offer presentations for parents and guardians on digital safety. In November 2017 we showed the movie Screenagers and facilitated a discussion afterwards. • We have infractions recorded as part of a larger discipline record. 	
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Superintendent's Update
June 11, 2018

I. Hildreth Elementary building project update

Standard II: Management and Operations

Standard IV: Professional Culture, Communications

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

- Met with the School Building Committee (SBC) on 5/16 to discuss the building design and provide feedback
- Contacted MSBA about contract fees and SBC additions
- Submitted an ad to the Press for volunteers with construction background
- Josh scheduled meetings with the teachers and architects for further design and furniture discussions

II. Inclusion Committee Work

Standard I: Instructional Leadership

Teachers organized a public event for the "Building Bridges" photo display. There was a guest speaker who shared her experience as a survivor of the Rwandan Genocide in the 1990s. Students and parents were encouraged to attend and extra credit was given by several teachers.

III. Professional Development

On the early release day Rob Evans spoke with the staff about our district initiatives. He wrote the book, The Human Side of School Change, that we have used as a study text this year. This was his second visit to the district this year and the response from teachers was overwhelmingly positive.

IV. Science Lab Update

Standard II: Management and Operations

We have a meeting planned for this coming Monday, May 14th at 2:30PM to review the modified drawings prepared by Longo after they took input from teachers and school leaders. We will create the paperwork to advertise the project work so that construction may begin soon after school is out.

V. Music at HES

Standard IV: Professional Culture; Family Engagement

David Gilfix held a series of concerts for grades 3, 4, and 5. Fifth grade had the addition of band led by Craig Robbins and a volunteer choir that met with David Gilfix before school. The students and families seemed to enjoy the performances.

VI. Making the News

Superintendent's Update
June 11, 2018

Standard IV: Professional Culture

WBZs Eye on Education visited this week to feature the work done by our students and counselors in the area of student wellness. The SWAT club will be featured in the highlight. We will let you know when it will be aired.

The Press wrote an article about the Building Bridges exhibit on display at the elementary school. This display, which seeks to challenge damaging myths and stereotypes, is paired with a guest speaker who survived the Rwandan genocide and will speak in the Bromfield Library on May 23rd at 7PM. These events were planned by teachers Kathleen Doherty and Bryce Mattie-Brown and funded by a Harvard Schools Trust Grant.

VII. Teacher Appreciation Week

This past week parents treated teachers to a wide variety of treats including a popcorn bar, deli sandwiches, milk and cookies, and cupcake trays. While only a few parents coordinated the efforts on site many parents contributed to the festivities by signing up to contribute. The teachers really felt appreciated and looked forward to the surprises.

VIII. In Other Good News

Mr. Reynolds, our prior band director, successfully defended his dissertation this week at UMass Amherst and became Dr. Reynolds.



Teacher Appreciation at HES

Topic of proposed work	Description of work	approved	total cost
for ELA	How Maker Space activities can be infused in ELA	1 days	286.57
		1 days	376.01
Vertical Alignment/Update Existing Curriculum	The World Language Department is working towards updating our curriculum to reflect a more a proficiency based approach and as such have started to integrate novels into our classes. As a result of these updates we need time to sit down together and finalize which novels are most appropriate per level as well as communicate other updates/changes that we have made to make room for the teaching of the novels. We would use the days to sort through what we currently have on Atlas Rubicon while adding in more documentation for the novels and working within our languages to make sure that we have the proper vertical alignment to get students to advanced-low proficiency by graduation. Thank you!!		
		Dept't Leader	
		1	229.49
		1	265.26
		1	342.77
		1	220.74
		1	241.11
		1	197.56
Curriculum work for ASL	teaching next year. This time will allow me to finalize the major topics and vocabulary lists for the year, as well as have a	2	441.47
Science	incorporate technology. The lessons described in the book are very dry and paper/pencil.	1 day	381.01
Grade 1 Science and ELA	First Grade teachers would like to meet over the summer to reflect on the Science Curriculum, what worked and what we'd		
		2	723.74
		2	778.05
		2	482.22
		2	676.78
Grade 2 Science	Reconfigure new science lessons, after teaching for one year	1	299.79
		1	389.02
SpEd website	related HES Special Education website. The Google site would be a place where teachers could access information about	2	505.30
Health and PE curriculum	Work on expanding the health and PE curriculum	3 days	639
Project Planning	will need some time to plan our community service learning (CSL) project upon our return in August. Our plan for this CSL		
		1	274.36
		1	301.78
5 Student Scheduling Days	Be available to meet with students and families regarding scheduling issues and changes.		
		5	1,432.86
		5	1,574.61
		5	1,905.04
		5	1,880.03
		3	693.00
Post-Secondary Seminar	Grades 10-12 curriculum & Post-Secondary Seminar review and updating	Dept't Leader	
		2	629.85
Politics	and enter lessons/syllabus in Atlas as appropriate.	2	585.79
Grade 5 New Science Kits	Expand the content knowledge of new science kits by creating engaging science lessons	2	778.05
		2	778.05
Genrifying, Website, & Moving	weed the entire collection, which will most likely be a multi-year project, but the collection would greatly benefit some solid	4	1,100.17

Website	The library collection needs periods of dedicated uninterrupted time to weed materials. I have started weeding the	4	922.51
The Pop Culture Seminar	by administration, we are still determining which ones will run. If The Pop Culture course runs (and we really think this one	2	603.24
		2	663.94
new prep	his current class and then one section either in high school Social Studies, or in another discipline. Even if this is an	2	723.74
communication device	tech communication options.		
		1	213.67
		1	161.98
		Dep't Leader	
Stress and Substance Abuse	Work on stress and substance abuse units for health and wellness class	2	445.49
new NGSS standards	I will be working with Deb Pierce to redesign biology labs that better align with the new NGSS standards.	1	381.01
		Dep't Leader	
Technology in the classroom	I would like to work one-on-one with Beth Cregan to explore ways in which students can use technology to demonstrate their learning.	1	389.02
Technology in the classroom		Add'l Days in contract	
Grade 4 Science	We would like to spend time on enhancing the new science units	2	778.05
		2	653.31
Science unit planning/enriching	We'd create a google site for each of the 3 science units. It's here where we'd add all the additional materials and resources to enrich the current program and make it more accessible for teachers and students.	2	458.98
		2	445.49
		2	762.02
Math Differentiation /Enrichment activities and projects	We will organize materials and resources for differentiation and enrichment to support our current math program. We will also adapt homework practices to deepen student understanding in a fun way. In order to help this process we will reach out to our wonderful math tutors before we meet.	1	381.01
		1	222.75
		1	229.49
Michael Poe	Course Presentation: Using Theatre, Games and Movement in the Classroom		\$500
Lauren Crittendon	Course Presentation: Make Do Engineering Projects		\$250
Lauren Crittendon	Course Presentation: 3D Printing		\$500
Jessica Dreenan	Course Presentation: Impacts of Trauma and Behavioral Disorders in the Classroom		\$1,000
Jessica Dreenan	Course Presentation: Impacts of Trauma and Behavioral Disorders in the Classroom		\$1,000
Marybeth Quaadgras	Course Presentation: PD workshop using Little Bits		\$250
Rob Cullinane	Course Presentation: PD workshop using Little Bits		\$250
			500.00
Mentor Program	The mentor program has a number of state requirements. It is necessary to create a curriculum that is consistent with the requirements. Also, planning for mentor program would take place during this time.	1	389.02
Kindergarten - Social Emotional; Phonics; Science		2	550.09
		2	778.05
		2	445.49
		2	685.36

The Bromfield School Writing and Research Guide	The Social Studies department has been working on updating an electronic version of this guide. Last week, I met with Cricket to review the grammar and punctuation section. Our review highlighted out of date, incomplete, and inaccurate information. For the guide to be useful for our students and staff, the English department needs to get involved in the review. I would like to request three days for three teachers to review the current guide and update the information.		
		1	381.02
		1	342.69
		1	292.35
		1	361.87
Creative Writing	Miranda and Chris Jones to work together on the Creative curriculum as Miranda prepares to take over next year		
		0.5	140.09
		0.5	190.51
PD opportunity with Julie Burton and Barbi Kelly	collaboration with Autocad, Engineering and On Your Own classes	2	462.00
Inputting Health data (HES nurse)	Additional Days	3	700.29
Nurse Days	Additional Days	5	1,600.90
		total	39,414.90

LIAISON AND SUBCOMMITTEE ASSIGNMENTS

Assignments	
Board of Selectman	Mary Traphagen
FinCom	SusanMary Redinger
DEAC	John Ruark
SEPAC	Jon Green
TBS School Council	
HES School Council	Mary Traphagen
CPIC	SusanMary Redinger
HEAC	John Ruark
Park and Recreation Representative	Mary Traphagen
State Representative	Mary Traphagen
CASE	Linda Dwight
HCTV	Jon Green
Vendor Warrant Signing	
Subcommittee Assignments	
Budget	SusanMary Redinger/Mary Traphagen
Policy	Mary Traphagen/John Ruark
Superintendent Review	SusanMary Redinger and Mary Traphagen
School Committee Advisor	
Athletic Advisory	Mary Traphagen/John Ruark
Wellness Committee	Mary Traphagen
Building Committee	SusanMary Redinger
Science Labs	Shannon Molloy/SusanMary Redinger
Middle School Ramp	Mary Traphagen/John Ruark
Website Review	SusanMary Redinger and Jon Green

Sun	Mon	Tue	June Wed	Thu	Fri	Sat
					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

Phases of the Moon: 6:☉ 13:☿ 20:☽ 28:☾

Holidays and Observances: 17: Father's Day

Sun	Mon	Tue	July Wed	Thu	Fri	Sat
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				

Phases of the Moon: 6:☉ 12:☿ 19:☽ 27:☾

Holidays and Observances: 4: Independence Day

August						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			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	
Phases of the Moon: 4:☾ 11:☿ 18:☾ 26:☾						

Calendar generated on www.timeanddate.com/calendar

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: _____

Evaluator: _____

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; circle one for each set of goal[s].)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Superintendent's Performance Rating for Standard I: Instructional Leadership



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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard I
(Circle 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

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

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Analysis of classroom walk-through data
- ☐ Analysis of district assessment data
- ☐ Sample of district and school improvement plans and progress reports

- ☐ Analysis of staff evaluation data
- ☐ Report on educator practice and student learning goals
- ☐ Student achievement data
- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback

- ☐ Relevant school committee meeting agendas/materials
- ☐ Analysis of leadership team(s) agendas and/or feedback
- ☐ Protocol for school visits
- ☐ Other: _____

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



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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard II (Circle 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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Budget analyses and monitoring reports
- ☐ Budget presentations and related materials
- ☐ External reviews and audits
- ☐ Staff attendance, hiring, retention, and other HR data

- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Analysis of safety and crisis plan elements and/or incidence reports

- ☐ Relevant school committee meeting agendas/minutes/materials
- ☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
- ☐ Other: _____

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



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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard III (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Participation rates and other data about school and district family engagement activities
- ☐ Evidence of community support and/or engagement

- ☐ Sample district and school newsletters and/or other communications
- ☐ Analysis of school improvement goals/reports
- ☐ Community organization membership/participation/contributions

- ☐ Analysis of survey results from parent and/or community stakeholders
- ☐ Relevant school committee presentations and minutes
- ☐ Other: _____

Superintendent's Performance Rating for Standard IV: Professional Culture

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard IV (Circle 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.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

- | | | |
|--|--|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> School visit protocol and sample follow-up reports | <input type="checkbox"/> School committee meeting agendas/materials |
| <input type="checkbox"/> District and school improvement plans and reports | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Sample of leadership team(s) agendas and materials |
| <input type="checkbox"/> Staff attendance and other data | <input type="checkbox"/> Analysis of staff feedback | <input type="checkbox"/> Analysis of staff feedback |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> Samples of principal/administrator practice goals | <input type="checkbox"/> Other: _____ |

School Committee Meeting
Monday, May 29, 2018
6:15 p.m.
Upper Town Hall

Attendance: Mary Traphagen, Shannon Molloy, Jon Green, John Ruark, SusanMary Redinger, Linda Dwight. Absent: Maureen Babcock and Peter Rowe.

Mary Traphagen called the meeting to order at 6:15 p.m.

Jon Green read the Vision Statement.

Student Update – Scott Hoffman shared the following:

- The Memorial Day Ceremony was held on Friday morning. The entire 6th-12th grade Chorus and Band performed.
- Upcoming events: Senior Finals, Senior BBQ, Reality Fair, Firefly Dance, Athletic Awards, Scholarship Awards and Graduation. Underclassman finals will start June 14 and go thru June 19th. The last day of School is June 20th. An assembly will be held on the last day to honor all students.

The Bromfield Girl's Track team won the Central MA Western Division 2 Championship for the fourth year in a row.

Club Consideration

The formation of the Bromfield Mirror Club was approved at the last School Committee meeting, but the stipend piece was not approved at that time. There is a request to fund the stipend for the Bromfield Mirror Advisor position for the 2017/2018 school year for work that had already been done. Dr. Dwight identified the Personnel Spreadsheet which has a \$34,390 balance as an option for funding the stipend. The recommended stipend for the club for 2018/2019 is \$2,300. Recognizing the fact that the Bromfield Mirror had been a club in previous year, SusanMary Redinger calculated what the stipend would have been had the club continued and recommended paying half of that stipend (\$750) for the current year. After discussion the Committee decided to fund the 2017/2018 stipend at half of the amount requested for next year.

Shannon Molloy made the motion to approve the Newspaper club stipend to be set at \$2,300 for next year as well as pay half of the stipend for the work done this year (\$1,150) recognizing this that this is a unique situation.

VOTE 4/1

Field Trip Approval

The Committee received a request for the Sixth Grade to take an Out of State Field trip to Canobie Lake Park in Salem New Hampshire on June 14th with a rain date of June 18th.

SusanMary Redinger made the motion and John Ruark seconded to approve the sixth-grade trip to Canobie Lake Park as presented.

VOTE 5/0

Review of the School Improvement Plan

Principal Joshua Myler and Associate Principal Scott Mulcahy reported on the 2017-2018 School Improvement Plan for Hildreth Elementary School. They explained each of the goals for Student Achievement, Personal Growth, Partnership and Climate by strategies used, time-line, resources used and measurement.

Superintendent Update

Hildreth Elementary building project update

A list of the actions completed in the past two weeks:

- *Met with the School Building Committee (SBC) on 5/16 to discuss the building design and provide feedback.
- *Contacted MSBA about contract fees and SBC additions.
- *Submitted an ad to the Press for volunteers with construction background to participate on the SBC.
- *Josh Myler scheduled and held meetings with the teachers and architects for further design and furniture discussions.

Inclusion Committee Work

Teachers organized a public event for the "Building Bridges" photo display. There was a guest speaker who shared her experience as a survivor of the Rwandan Genocide in the 1990s. Students and parents were encouraged to attend with extra credit given to students by several teachers.

Professional Development

On the early release day Rob Evans spoke with the staff about our district initiatives. He wrote the book, The Human Side of School Change, that we have used as a study text this year. This was his second visit to the district this year, and the response from teachers was overwhelmingly positive.

HEAC Project Coordination

Our new facilities director, Jon Snyder, has already attended one of the HEAC meetings. The Committee members are planning to work closely with him on the lighting project and weatherization project.

Prom and Celebration

The 2018 Prom was a successful event for students and families. We value the partnership with the Celebration Committee that provided a safe and fun filled after-Prom experience for the students. What an amazing tradition of a community coming together to value our students.

HAA Partnership Event

The HAA brought the Positive Coaching Alliance to our parents for an evening event. They asked the athletic director, volunteer coaches and me to participate in a panel discussion afterwards. Although the attendance was lower than they hoped for, the message of encouragement and team building resonated with those in the audience. We plan to offer the

program again and are collaborating on the best way to reach more families including student athletes.

In Other Good News

Our spring sports teams continue to do well in all areas.

School Committee Self-Evaluation

Mary Traphagen presented the results of the School Committee Self Evaluation. The overall score of 3.3 falls within the Proficient range. The Committee discussed the evaluation and reviewed questions where scores were not consistent or lower than in previous years.

To accommodate HEAC on the agenda:

SusanMary Redinger made a motion and John Ruark seconded to continue the School Committee self -evaluation review until later in the meeting.

VOTE 5/0

The Committee returned to the Self Evaluation discussion. The Committee agreed to review the content and make-up of the questions so they are more reliable and current with language used. In addition, it is recommended that the evaluation include a rubric to make scoring more equitable.

HEAC Presentation

Brian Smith and David Fay from the Harvard Energy Advisory Committee attended the meeting to share information regarding Energy Usage, Energy Costs, Emissions, Green Community Projects, Future Projects, Energy Initiatives, and the school building project.

Review the Recommendation about Good Friday

Dr. Dwight discussed the day of low attendance on Good Friday for both students and faculty. The current HTA contract allows for teachers to use 2 religious holidays per year. Most teachers use Good Friday as one of their two religious holidays. The Superintendent would like to work on other options to accommodate religious days in the next HTA negotiations. Unless we address this problem through the contract we will not be able to impact the problem. As it currently stands it is not efficient or safe to hold school on Good Friday.

SusanMary Redinger made the motion and John Ruark seconded to move that we declare Good Friday moving forward as a day of low attendance.

VOTE 5/0

Review Liaison and Subcommittee Assignments

SusanMary Redinger made the motion and Jon Green seconded to continue the review of Liaison and Subcommittee Assignments until another meeting.

VOTE 5/0

Agenda Items

Review Liaison and Subcommittee Assignments
Student Achievement Report
Summer Professional Development
Summer Schedule
Retreat Topics
Superintendent Evaluation Tool

Approval of Meeting Minutes

SusanMary Redinger made the motion and John Ruark seconded to approve the minutes of the May 14, 2018 meeting as amended.

VOTE 5/0

SusanMary Redinger submitted signed vendor warrants for review:

Warrant 18-24 – Date: 5/8/2018 – Amount: \$143,532.23
Warrant 18-23 – Date: 4/27/2108 – Amount: \$295,233.58
Warrant: 18-22 – Date: 4/13/2018 – Amount: \$148,043.73
Warrant: 18-21 – Date: 3/31/2018 – Amount: \$371,502.67

The Committee will add “Vendor Warrant Signing” to the Liaison list.

Liaison/Sub-Committee Reports

SusanMary Redinger reported that CIPIC will meet on Monday to review the year end process letters that will be going out to departments with the approved projects based on town meeting approval and to set the schedule for the fall.

Mary Traphagen reported that at the last SBC meeting the group went over design feedback/input which were very good. It was a very productive meeting.

John Ruark reported that DEAC is working on getting their surveys out, and Athletic Advisory is working on moving forward with the turf field project. Cost estimates, fund raising ideas and timelines are forthcoming.

Jon Green – no report.

Interested Citizens’ and School Committee Commentary

None

Adjournment

SusanMary Redinger made the motion and John Ruark seconded to adjourn the meeting at 9:50 p.m.

VOTE 5/0

Respectfully submitted:

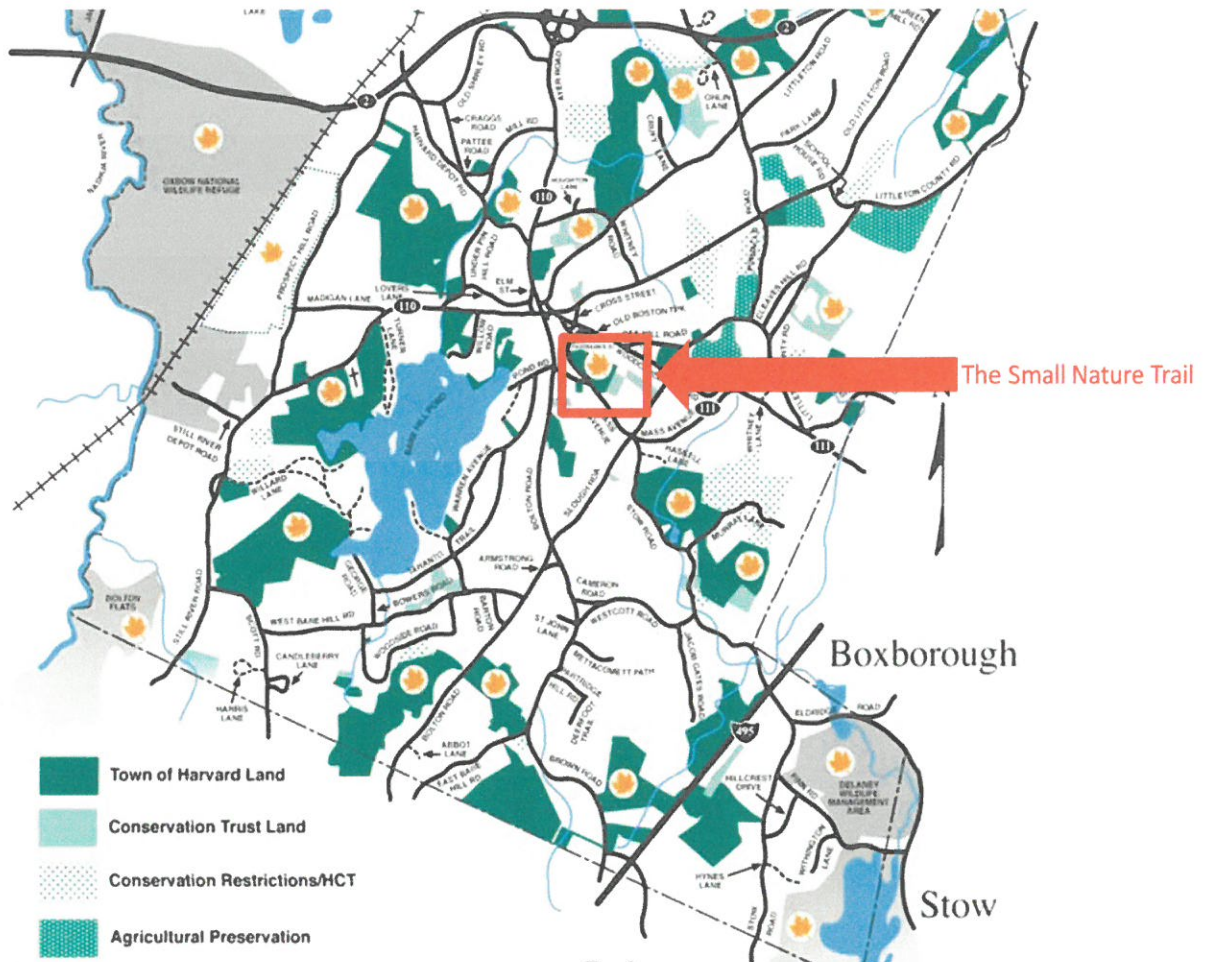
Mary Zadroga

Eagle Boys Scout Project

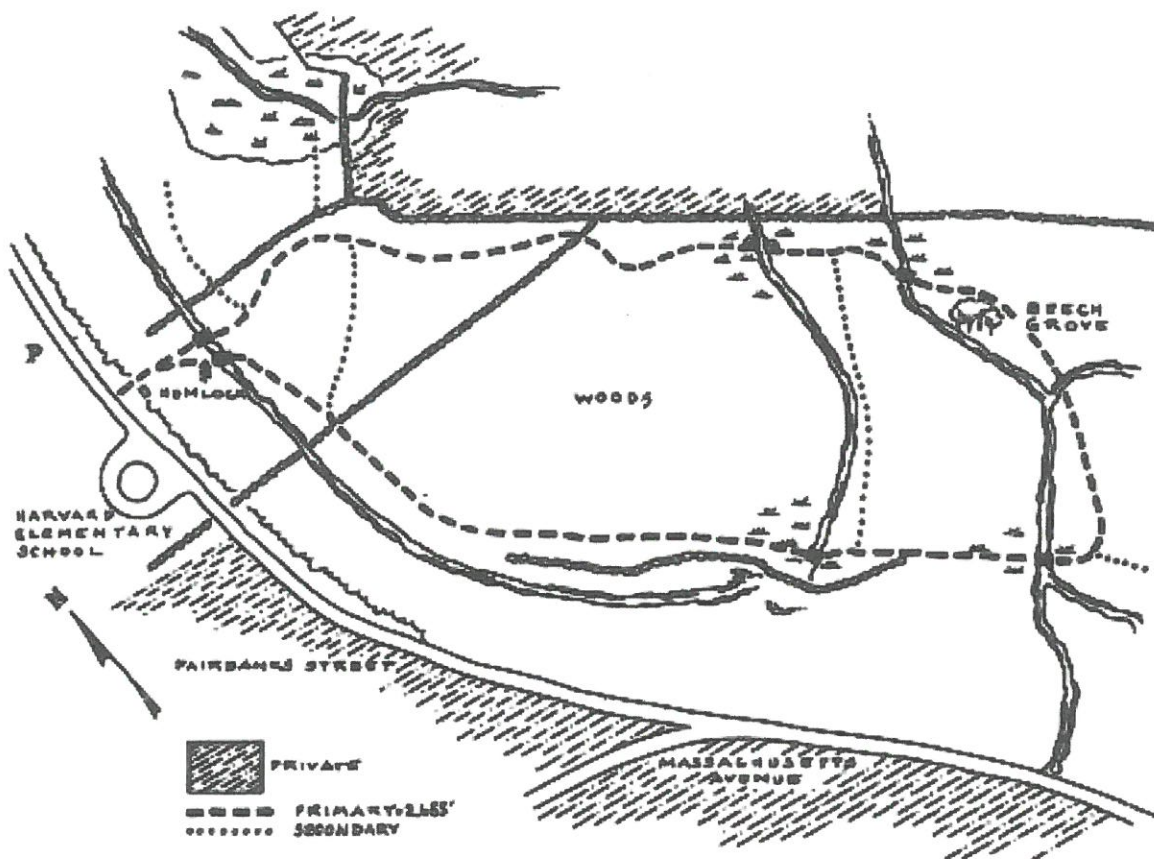
By

Rahul Yohhan Kumarasinghe

The Small Nature Study Trail



SMALL NATURE TRAIL



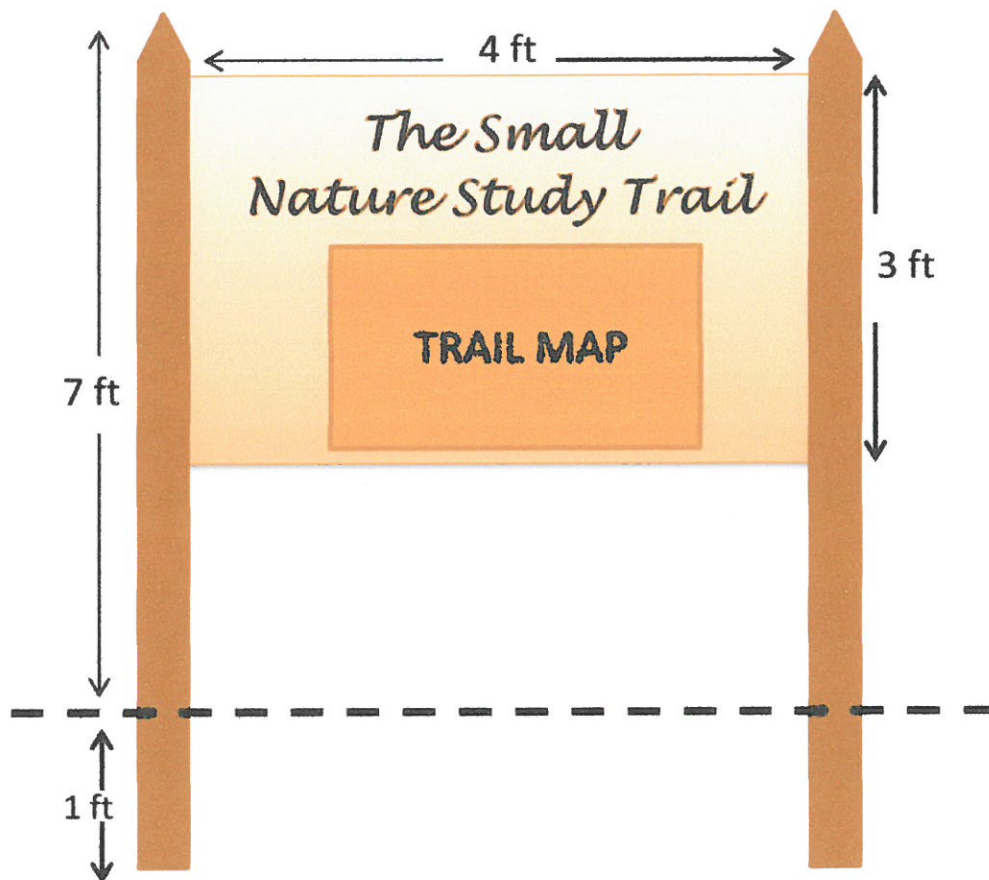
The Small Nature Trail located on school land is well known by the children of Harvard. In the spring and fall of each year volunteer trail guides lead the elementary school students on walks through the trail. Teachers use the nature trail throughout the year as part of their science curriculum.

The entrance to the trail is located off Fairbanks Street across from the elementary school and is marked by a sign "Small Nature Trail". The trail consists of several loops which wind through woods and wetlands and, though not marked by blazes, is easily followed. The school children particularly enjoy identifying black birch which when scratched smells like root beer, spice bush which also emits a "spicy" odor, sassafras with its three different leaf shapes and the shagbark hickory with its distinctive shaggy or exfoliating bark.

Easy

Scope of the Project:

- (i) Replace the existing sign at the entrance to The Small Nature Study Trail with installing a new, detailed trail sign at the entrance, which will include a map of the trail

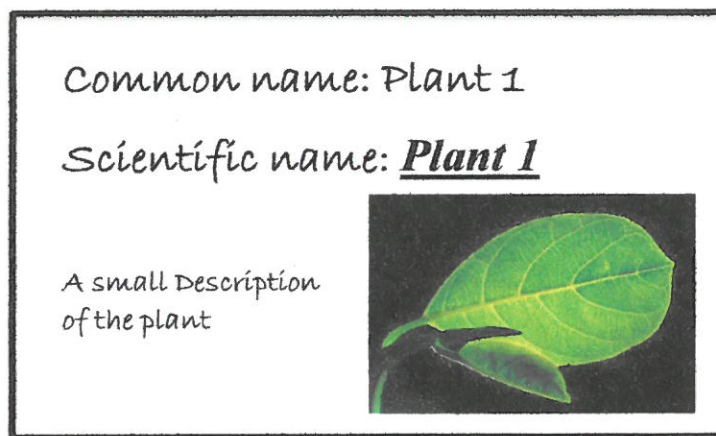


Materials: Two 4X4 8ft pressure treated posts

Two 5 1/4 8ft decking

Paint

- (ii) Installing plant identification signs to help students learn about the plant life in the area along the trail.



Plan to install 10-15 plant identification signs.

Materials: Two 1X4 8ft wood

Five Metal square tube 1" 3ft

22G metal sheet.

Estimated cost of the project:

Wood \$80

Metal parts \$80

Paint : \$ 40

Paper, printing & laminating : TBD

Estimated total cost :\$250

Superintendent's Update
June 11, 2018

I. Hildreth Elementary Building Project Update

Standard II: Management and Operations

Standard IV: Professional Culture, Communications

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

- Met with the School Building Committee (SBC) on 6/7 to discuss the building design, provide further feedback, and discuss and approve contracts.
- Communicated with the Historic Commission about collaboration on the project.

II. Ramp Project Meeting Update

Standard II: Management and Operations

A group of teachers, school leaders, John Ruark, and I met with the architects from Abacus Architects to consider several options of what might be the best solution for the middle school ramp. They had a range of options for us to consider. Afterwards we walked through the spaces and discussed further development of the ideas. We will meet again in June or July to continue to discussions. The plan is to recommend one or more ideas to the School Committee for submission to CPIC in the fall.

III. Science Lab Update

Standard II: Management and Operations

The architects rendered new drawings of the furniture plans for the remaining lab and the prep rooms. These are under final review before placing the order. The write up for demolition and site work are in process.

IV. Retirement Gathering

Standard IV: Professional Culture; Family Engagement

Teachers and school leaders gathered at Red Tail Golf Retreat on May 31st to honor Susan Downing for her retirement. She appreciated this special event. She has agreed to meet with me next week for an exit interview.

V. Partnering With Others

Standard IV: Professional Culture

Students in 10th grade enjoyed the learning experiences that mirrored real life as they participated in the first annual Reality Fair. Organizers Ben Myers and Karen Strickland from the Bromfield School Council borrowed the idea from Nashoba Valley High School's partnership with Rotary. Students selected a career through Naviance, earned a salary, experienced withdrawals for taxes, loans, and health care. They then made decisions about other aspects of life such as transportation,

Superintendent's Update
June 11, 2018

entertainment, and housing using the remainder of their money for budgeting. A “wheel of fortune or misfortune” added an element of unpredictability to the planning. Students were engaged and reflective about the process.

The Harvard Schools Trust held their 2nd annual Hootenanny fund raiser. This was well attended by parents and community members. The tables held pictures and write ups of the grants they have awarded to the Harvard Public Schools. Josh and I donated lunch plans as a part of the silent auction.

VI. Stipend Committee Meeting

Standard IV: Professional Culture

Standard I: Instructional Leadership

The committee held its second meeting. On the agenda was a review of the data collected from a survey about existing clubs and their responsibilities and a review of the stipends to be advertised for the 2018-19 school year.

VII. In Other Good News

Senior students were honored in the evening at an athletic awards event on June 5th and an academic awards event on June 6th. We are excited to celebrate all of their accomplishments at the graduation on June 8th.