

Harvard Public Schools
14 Massachusetts Avenue, Harvard, Massachusetts 01451

School Committee Meeting

August 26, 2019

6:15 PM

Upper Town Hall

- I. Call to Order and Read the Vision Statement (6:15)**
- II. Public Commentary (6:18)**
- III. Handbook Approvals; Vote (6:20)**
- IV. Superintendent Evaluation Report Out (6:40)**
- V. Superintendent Report (7:00)**
- VI. School Building Update (7:10)**
- VII. Grant/Donation Approval; Vote (7:20)**
- VIII. Joint School Committee/Superintendent Goal Approval; Vote (7:23)**
- IX. Sub-committee Assignments; Vote (7:43)**
- X. Policy Review; Vote (7:55)**
- XI. Agenda Items (8:50)**
- XII. Approval of Meeting Minutes (8:55)**
- XIII. Liaison/Sub-committee Reports (9:00)**
- XIV. Public and School Committee Comments (9:10)**
- XV. Adjournment (9:15)**

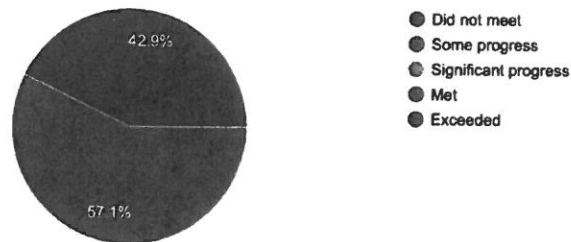
Agenda Items: Handbooks, Superintendent Report, Superintendent Evaluation, Goals Draft, Grant/Donation Information, Meeting Minutes, Policies

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.

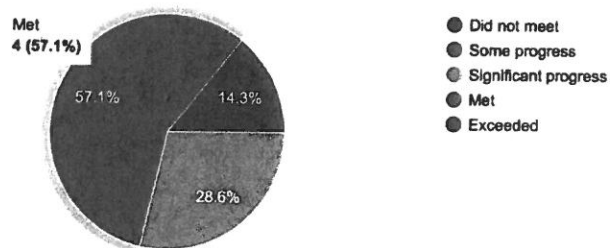
2019 Superintendent Evaluation - Harvard School District
August 26, 2019

Evaluation of Superintendent Dr. Linda Dwight was completed by:
John Ruark, Shannon Molloy, Maureen Babcock, Mary Traphagen,
Sharlene Cronin, SusanMary Redinger, Suzie Allen

Professional Practice Goal: Participate on School Building Committee to provide school leadership on the D...1_cHGf2YKNN34WFiUBMPF uPLUuY/edit
7 responses



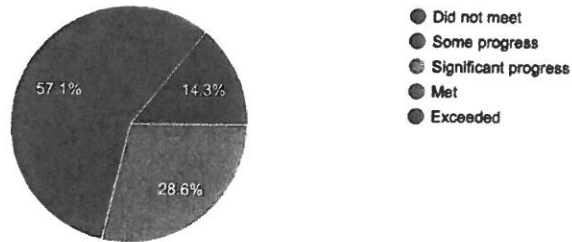
Student Learning Goal: Innovation; To evaluate our advances in innovative teaching and learning for Harvard ...1_cHGf2YKNN34WFiUBMPF uPLUuY/edit
7 responses



District Improvement Goals:

<https://docs.google.com/document/d...y0BewlszsM0oah1FfDi-P1TzmFf4/edit>

7 responses



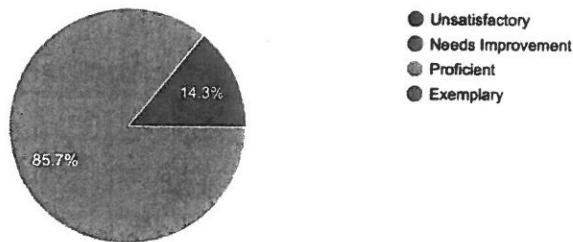
1-A Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of ins...ed lessons with measurable outcomes.

7 responses



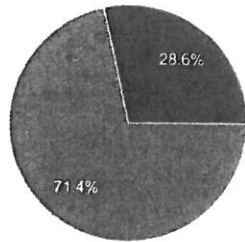
1-B Instruction: Ensures that practices in all settings reflect high expectations regarding content and qual...s, interests, and levels of readiness.

7 responses



1-C Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use ...actice when students are not learning.

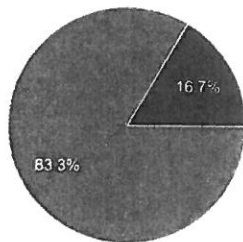
7 responses



- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

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

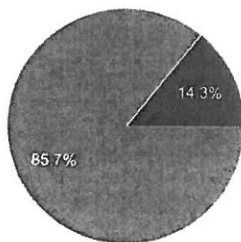
6 responses



- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

1-E Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including s...r effectiveness, and student learning.

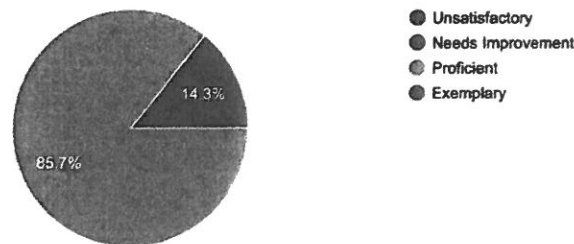
7 responses



- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

Overall Rating for Standard I: Instructional Leadership (Check One)

7 responses



Comments and analysis for Standard I: Instructional Leadership

Given the tools available over the year, the data-informed decision making result was proficient. However, as we launch the new dashboard and continue to improve the quality of and access to data, I believe attaining proficient in the next year will require even further data analysis and evidence that data is driving decisions appropriately.

(I-B) Dr. Dwight put significant work and planning into next year's co-teaching pilot toward improving differentiated instruction. Her focus on creating more strategies and access points in this area is indicative of her attention to current educational practices, and is critical for the success of our diverse student learners. I feel there is also an opportunity to connect more with the community here, not only to gather feedback, but also to cement support. Next year as outcomes are analyzed, I hope we will be able to get input from a SEPAC to add to the other measures. While I understand why the superintendent innovation goal was narrowed, I would like to see future work around the areas that were eliminated, as well as widening of measures around technology and integration of the information we do have with longer term goals.

I commend Dr. Dwight on the strides made in addressing students with diverse needs. The work on the DCAP, the sharing with staff, and the piloting of the co-teaching program are strategic actions to hopefully improve the delivery of successful instruction for all of our students.

Dr. Dwight continues to deeply involve herself in all areas of Instructional Leadership at HPS. The key words differentiating the category of Exemplary from Proficient are "empowers", "leads", and "models." Those words describe Dr Dwight and her commitment to student achievement and teacher development.

The district is piloting an inclusive classroom model this year which is an important step towards expanding upon existing instructional leadership and our mission to provide an outstanding educational experience to *all* students. To move towards exemplary, the district will need to demonstrate that diverse learners are thriving in every classroom and that effective teacher strategies and student engagement strategies are broadly deployed to accommodate and include *all* learners. This includes demonstrable evidence towards high-quality planning, facilitation and

monitoring (through multiple formal/informal classroom observations) of teacher/team plans to assess and measure student learning and growth as well as making adjustments to practice and instruction to accommodate and ensure successful student learning and growth. While there is ample evidence of data being used in and by the district, it is still early in the process of building out the data effort to more deeply analyze the district, and in particular, develop the capacity to diagnose (with data) the schools' strengths & weaknesses, and use of data to support the creation of a new district strategic plan and annual goals.

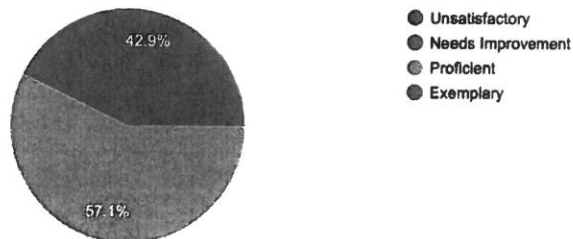
Dr. Dwight's strength in this area is her vision of implementing innovative teaching and learning throughout the district. Harvard is limited in this area because of our small size and the need for the superintendent to handle multiple roles usually delegated to other staff. By using a collaborative approach and leveraging her staff's strengths, Dr. Dwight has ensured our curriculum is aligned with state standards and is documented and sustainable; has identified and put in place a data tool to help assess the effective use of technology in the classrooms; and is set to pilot a co-teaching model to improve instructional practices. I think it would be helpful for SC members to receive an overview on the process used for teacher evaluations by the principals to increase awareness of how Harvard's instruction quality is assessed/insured.

Linda's leadership in curriculum is shown time and again throughout the district. Teachers presenting on innovative instruction such as the use of CAD programs for students at Bromfield to design a new sound booth and her support of experiential learning through community service and travel in New Orleans and Normandy exemplify this leadership. The use of data for goal setting, goal monitoring and decision making for individual students and teachers as well as classrooms, schools and the district also exemplify her instructional leadership.

Superintendent's Performance Rating for Standard II: Management and Operations. Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

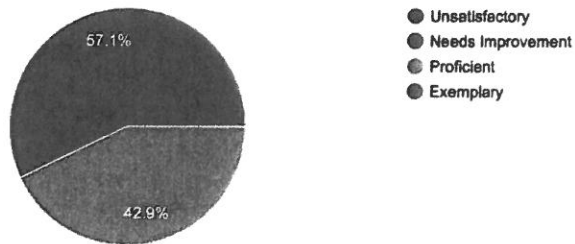
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to ad..., health, emotional, and social needs.

7 responses



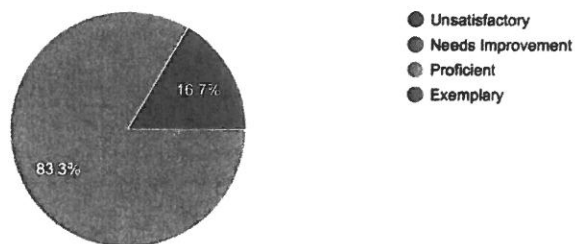
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring,...tes high-quality and effective practice.

7 responses



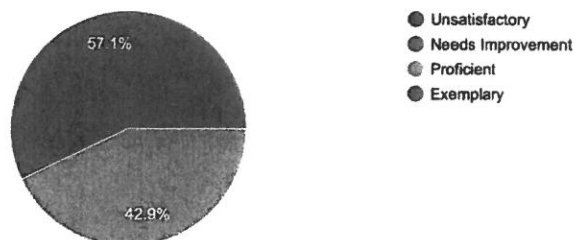
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for ...d distractions for school-level staff.

6 responses



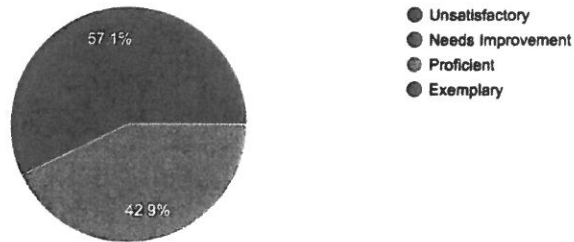
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school com.... agreements, and ethical guidelines.

7 responses



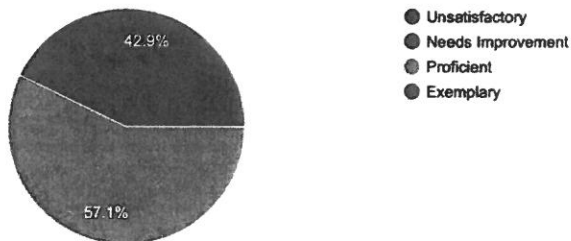
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and mana...-level goals and available resources.

7 responses



Overall Rating for Standard II: Management and Operations (Check One)

7 responses



Comments and analysis for Management and Operations:

Dr. Dwight has a comprehensive understanding of state laws and regulations and district policies. School committee would benefit from getting some insight into the HR management and development, such as how new teachers are on-boarded. I expect the work there is proficient (there aren't, as far as I know, a higher proportion of complaints/issues with new teachers compared to more senior teachers), and the work to support direct reports such as the operations and financial managers, as documented in the provided evidence, is clearly proficient.

(II-B) Dr. Dwight hired within the budget for two important roles this year and provided intensive support for them to launch effectively. She facilitated connections needed for them to be successful in their roles and in a short period of time both have made positive contributions to the district. We also lost an assistant principal this year after a short tenure in spite of taking measures to retain him. While this may have been unavoidable, we should ask whether any changes (policy, contract, etc) are warranted that would be helpful in the future. As the business

manager role is further developed, the school community would benefit from more commentary and visuals around budget information in order to make it more accessible.

The budget process is an area our district excels at. The process is well-executed to provide maximum efficiency of education funds. Appreciate that the district considered job candidates who didn't have direct position experience. This has helped identify high-quality employees beyond a limited pool.

Dr. Dwight's leadership once again embodies the descriptive words in the exemplary choice. How she leads is through true collaboration with all stakeholders. An example, instead of developing a budget on her own, she absolutely leads her team through this process every year.

The hiring of Jon has been a bright spot as he has demonstrated significant personal responsibility and ownership of our campus. Dr Dwight's idea to pair him with a mentor to aid in his learning and navigation of public schools was a best practice that has provided excellent dividends for the district and town. Dr Dwight is committed to developing a strong management and operations effort, demonstrated by her commitment and investment in her leadership team. Further development in this area includes continued facilitation and adoption of effective practices and culture that promotes learning and professional development for all staff at all performance levels. An ideal outcome would be demonstrable evidence that development and growth into a high-quality practice is happening across all staff, at the expected pace. Earlier this year, Dr Dwight presented details about summer PD and it was great to discuss the rationale of what had been approved or denied; this provided insight into how the district assesses the quality of PD and was valuable for the committee to understand. Further discussion and presentation on how PD is assessed for high-quality and impact on her direct reports and teacher development and growth would be another valuable discussion. Lastly, while we have an aligned vision and mission, the current budget is not level-service. It is imperative the full committee understand all the potential needs and trade offs faced by the district and have an opportunity to better understand how the "sausage gets made". Not only will this provide the committee with greater continuity throughout tenure changes; it will ensure we are able to better support Dr Dwight throughout the budget process and serve as community advocates to ensure we retain a level-service budget.

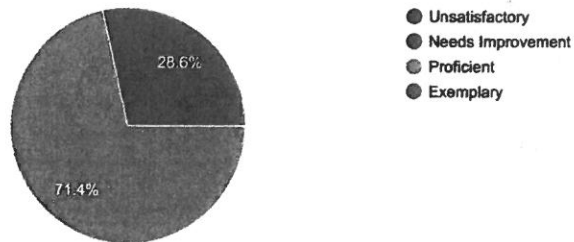
Dr. Dwight's identification of the need to bring in a new facilities manager has greatly improved the maintenance and operations of the Bromfield School. Jon has brought a level of passion and resourcefulness that has resulted in savings for the district while speeding up repairs to the school. Similarly, the hiring of the business manager, Aziz, has added expertise to the management of the district's financial operations. As our budget has been tightened Aziz has provided critical support in understanding the impact of the cuts and has provided guidance to the committee when making difficult choices.

An exemplary rating is warranted here for Linda's constant attention to detail on all of the many moving parts of the district. From her vision with hiring Jon and Aziz to her request for increasing wages for well deserving staff, she seems to consistently have her focus on keeping all parts of the district aligned and moving forward together. She holds high standards for all members of the district that promote excellent citizenship and growth for all students and faculty. She is familiar with and utilizes the relevant and applicable law, policy and ethics required to stay in line with legal requirements.

Superintendent's Performance Rating for Standard III: Family and Community Engagement. Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

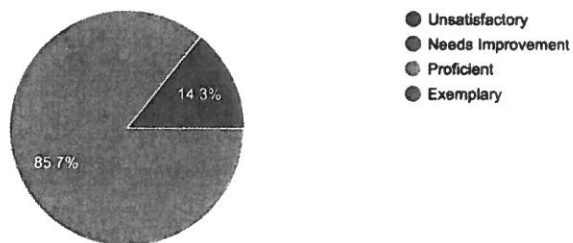
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community...om, school, district, and community.

7 responses



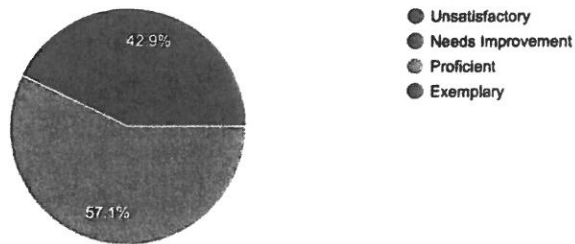
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support stu...home, school, and in the community.

7 responses



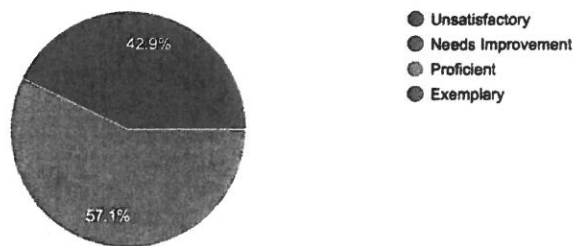
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community to support student learning and performance.

7 responses



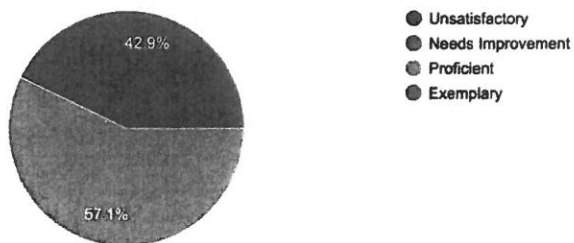
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.

7 responses



Overall Rating for Standard III: Family and Community Engagement (Check One)

7 responses



Comments and analysis for Family and Community Engagement

Dr. Dwight exhibits excellent communications skills and concern for families. She shows initiative and willingness to meet with parents to identify students' needs and to resolve issues; however, based on various parental feedback, that initiative does not always extend to everyone that works for her. She should work further to model this behavior and lead her team to engage themselves with the community and families for the benefit of all our students.

Dr. Dwight is perceived as visible and accessible. Her work on the new elementary school has been tireless year after year, and she has committed many evenings to meeting with town boards and sponsoring community forums. Her creation of the Hildreth to Hildreth and playground advisories this year demonstrates thoughtful commitment to our elementary students and families, but also makes a values statement to the wider community. Consideration should be given to optimal deployment of time and effort: information in meetings that are poorly attended might be better disseminated another way, and other opportunities to engage our students and families, or to make them feel heard, may be getting overlooked. Many in town appreciated that Dr. Dwight approached this year's budget determined to cut enough to avoid an override. I recognize that extreme care was taken in trying to balance the needs of our students with the sensitivity of our community to any added expense. Going forward the School Committee needs to ensure in budgeting that we do not allow the fact of borrowing for a new elementary school to eclipse the accurate cost of educating a student in our district.

Dr. Dwight has made it a priority to reach out and truly connect with the community and families on subjects such as the HES building project, health and wellness initiatives, and she genuinely wants to hear people's concerns.

In reviewing the evidence, nearly all of it was focused on the school building. What would this have looked like if the building effort wasn't underway? Dr Dwight has a generous open door policy and frequently meets/offers to meet with parents and community members. Her personal sense of responsibility and ownership is a best practice. It would be a great presentation for the upcoming year to better understand how her leadership team and staff carry out this best practice approach to encourage feedback, ensure open dialogue, address concerns and reach solutions that serve the interests of the student, as well as where there may be blind (or quiet) spots where parents are less engaged.

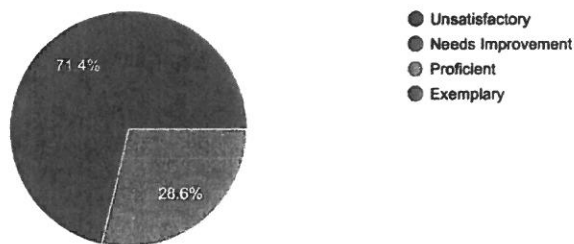
Dr. Dwight consistently excels in engaging families and the community. She has on many occasions reached out directly to some of her most vocal critics to hear their concerns and when possible, work to resolve their complaints. She writes pieces for the local paper to highlight/explain current issues and is quick to push information out to the community when situations arise. In the past she started the athletic advisory group to bring the many varied constituents together to improve our sports programs. In light of the issues surrounding the softball field she again reached out to concerned residents, key stakeholders and kept SC members apprised of the situation. Recently she pulled together members of the community to start the Hildreth to Hildreth fundraising initiative for the school and seniors. Dr. Dwight continues to be closely involved with the school building project and has been an invaluable resource and aid to me as she turned over the leadership of the committee so that she could focus on the management of the schools.

In many areas, the family and community engagement that Linda achieves are exemplary including the school building project, Arm in Arm, Hildreth to Hildreth, the student leadership group at HES and many others. Areas of improvement here that kept this rating from being overall exemplary: engagement with families that have single parents or two working parents could be improved as most events and meetings are held during school day hours. Additionally, I have spoken to a few families that do not feel adequately supported by the current special education program. Communication with families tends to be mostly one-way through newsletters and technology like Class Dojo and Seesaw. However, many teachers and faculty are very responsive and accessible for 2 way communication. Many strengths not mentioned in my comments keep this rating at proficient and leaning towards exemplary.

Superintendent's Performance Rating for Standard IV: Professional Culture:
Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

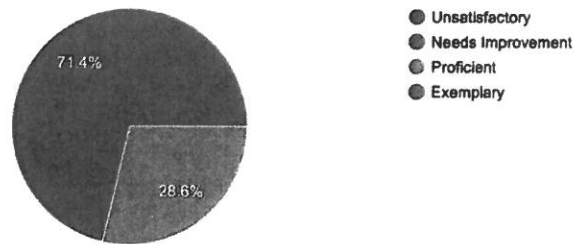
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning expectations for achievement for all.

7 responses



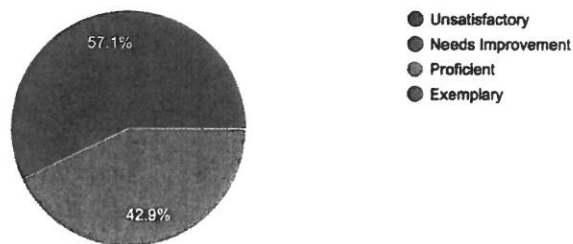
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively, and challenges are respected.

7 responses



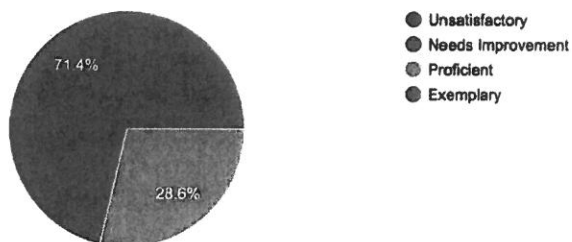
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.

7 responses



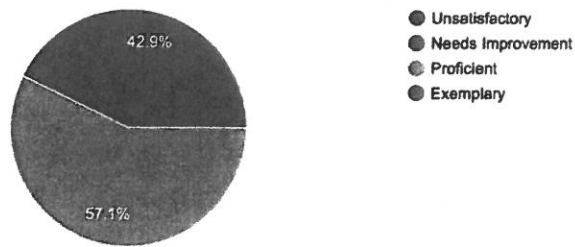
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practices, behaviors in his or her own practice.

7 responses



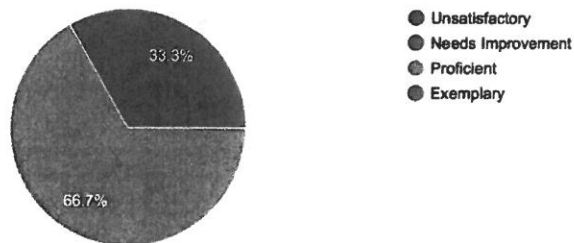
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational ...onsible citizen and global contributor.

7 responses



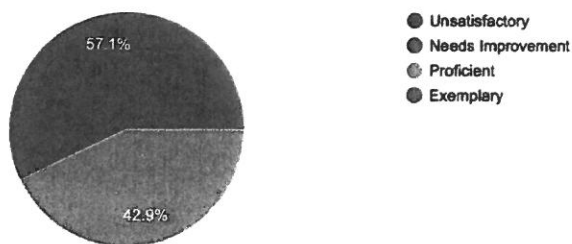
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving c...ughout a district or school community.

6 responses



Overall Rating for Standard IV: Professional Culture (Check One)

7 responses



Comments and analysis for Professional Culture:

In my interactions with Dr. Dwight, she is consistently working on continuous personal improvement. Given time for reflection, she is able to assess facts and arguments and has shown a willingness to change her mind or approach to some problems. I hope that her leadership team also is able to see that she self-assesses and course-corrects, as employees are especially more likely to undertake this behavior themselves when their leader is modeling it for them.

Dr. Dwight's work as a founding member of Arm in Arm has generated a number of innovative and well thought out programs for the school and community that are designed to foster inclusiveness. We need to begin measuring outcomes as well. Have teachers' and students' behavior changed as the result of this focus and programming, and if so, how? Inclusivity in all its dimensions is a fast developing and shifting area, and it is critical to the well-being of our students for us to approach this with consistent pressure for continuous learning and improvement. Practices put in place only a short time ago are likely to arise as no longer sufficient. The community will be best served if Dr. Dwight's leadership models the embrace of changes that will be needed.

Dr. Dwight's leadership shines in the areas of commitment to high standards, cultural proficiency, communication, continuous learning and shared vision. Her commitment to quality and attention in these areas spreads through the district to all staff and is critical to the success of our schools. The district's regular practices of the District Vision and Mission, District Improvement Plan, School Improvement Plans, well-structured and targeted professional development days, etc. provide great framework for the continual progress and improvement of our district.

Dr. Dwight is an extremely effective communicator both in oral and written capacities. She is a true leader in bringing people together to solve a problem or facilitate a discussion. She has high expectations for the District and she's working steadily to facilitate (with all stakeholders) reaching those goals.

Dr Dwight has been instrumental in steering the district to greater inclusion and diverse thinking. This is critically important in our changing, global landscape and an important area of focus for our district if our students are expected to develop an ability to understand diverse perspectives. The work done with the Teja video and bias training is necessary, as is the Challenge Day for 8th graders, but what's also key to moving towards building a consensus of inclusivity is continued practice in this space. How do we measure the efficacy of these efforts? How do we ensure the connections made during Challenge Day are lasting and reinforced throughout the rest of the year? How do we assess and ensure the textbook/materials bias review results in the district using the most relevant, multi-perspective materials for our student learning?

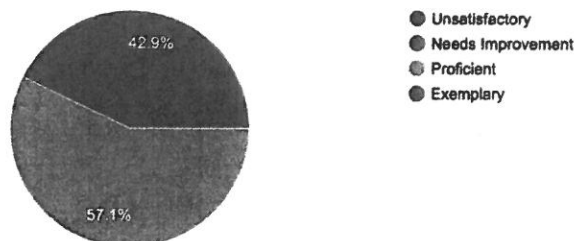
Dr. Dwight's communication and empowerment skills are of the highest caliber. She is thoughtful and reflective, takes responsibility for her actions and works for continual improvement. She works to train her admin team in these areas, and has made progress which I hope continues so the district can realize Dr. Dwight's vision for excellence and innovation.

Linda is consistently organized, aligned with goals and mission and leading the district in a confident, competent and professional capacity. She leads organized, on topic, inclusive and focused meetings connecting work to district goals. Examples of cultural competency abound

including fairs and community discussions. Continuing consideration should be given to diversity among students in order to elevate all students not just the typical "Bromfield kid" as was discussed at the SC retreat this summer. I have witnessed as a parent, community member and SC member, Linda's consistency in building consensus as our district leader.

Step 3: Rate Overall Summative Performance (Based on your ratings above from the Goals and the Standards); Check One

7 responses



Step 4: Add Evaluator Comments

As we have noted in multiple meetings, Harvard is already a high-performing district, for which we are largely stewards who have the luxury of looking for ways to turn the good into the great. Dr. Dwight has proficiently steered the district in the past year as we continue updating curriculum, integrating technology and the SAMR model, increasing our use of data-driven methodologies, and supporting and enriching a diverse and varied student body.

I dislike the category labels on this tool and feel it would be improved by changing "needs improvement" to "developing," similarly to how some school report cards have been adjusted, and for much the same reasons. I appreciate Dr. Dwight's passionate commitment to our district, her ability to multitask, her impressive work ethic, her significant knowledge base, and her willingness to engage in reflection. Going forward, I would like to see her frank assessment of her own strengths and areas she wants to develop further, because we cannot create a true continuous learning environment in our district without actively recognizing and supporting development needs and opportunities for its leader. A public annual evaluation piloted by 5 people with random backgrounds at various points in their 3-year terms has to be one of the oddest and most confounding things ever to endure, but it is actually not so unlike accountability to the voters that put committee members here in the first place. Based on feedback and observation, the areas that have stood out for me over the course of the year as candidates for continued focus are community engagement, transparency, and partnership building; a rigorous and data-based approach to program, faculty and staff evaluation; efforts to bring longer range planning into sharper focus; and an increasing shift from direct administration to empowerment and modeling. If bandwidth doesn't currently allow for this type of concentration, how can the School Committee help create more time and space? Successful changes in these areas plus identification and

pursuit of opportunities to create and share models of district achievements could provide evidence for exemplary ratings in future evaluation metrics.

Dr. Dwight continues to lead our district in a professional, and caring manner in a continual forward-moving direction. Her ability to work with administration and staff in a team/collaborative manner provides a healthy/productive environment in our district.

Dr. Dwight is a leader in the best sense of the word. She leads, collaborates, facilitates, empowers, models, implements, creates, and above all, she listens. I am consistently impressed with her calm, yet confident nature to lead the district ever forward. I think her secret is in her ability to empower people to be their best selves and to always further their education. It may have been a difficult decision to step down as chair of the Building Committee, but she made the right decision for the entire HPS district. Lastly, Dr. Dwight will undoubtedly strive to continue her own professional development, which in turn will positively impact our entire school district.

After working with Dr. Dwight for eight years, and seeing her grow into her role as Superintendent of the HPS, I have come to realize how lucky we are to have her as our leader. I have worked with and evaluated many other superintendents and while each person brings a certain strength to the job, Dr. Dwight's combination of skills, talents and drive distinguishes her in her field. There is yet much work to be done in our district in improving the use of data-driven decisions, building support for innovating teaching in our classrooms, strengthening visionary leadership, gaining community support for increased funding of the school budget and fostering communication from parents to improve our school environments but we are well poised to tackle these challenges, especially with continued partnership between the school committee and our superintendent.

Dr. Dwight leads our district with impressive organization, active listening, flexibility, focus, and purposeful action- all of which keep the many needs of this district met. I have been incredibly impressed with her vision, leadership, knowledge, attention to detail, growth mindset and high standards. She is a team player and consensus builder consistently advocating for students, teachers and faculty. All together, her exemplary leadership is what continues to keep the young people of Harvard healthy, safe, learning and growing.

Superintendent's Update
August 26, 2019

I. Superintendents' Conference
Standard IV: Professional Culture

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Superintendent's Update
August 26, 2019

IV. Budget Savings

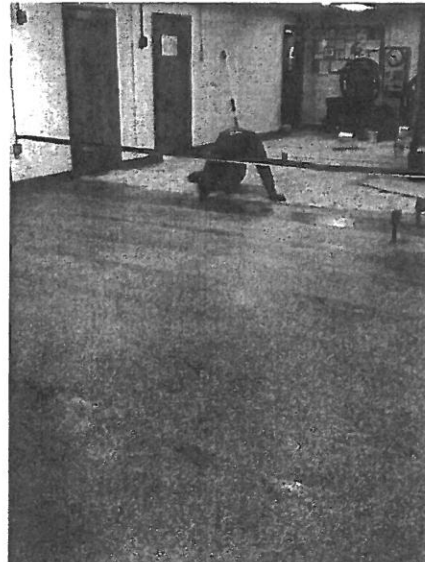
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NIZHONI HEALTH

July 31, 2019

Harvard Public Schools
Mary Zadroga, Administrative Assistant to the Superintendent
39 Massachusetts Avenue,
Harvard, MA 01451

RE: Donation of office furniture to schools

Dear Mary,

At Nizhoni Health, we are dedicated to helping patients as well as supporting the communities we service. It was our pleasure to donate to the Harvard Public school system. We hope our donation of desks, chairs, filing cabinets, and other office furniture provides years of use for your staff as they support the learning and education of the students in the Harvard school system.

Thank you very much for your help coordinating this effort.

Best of luck and regards,

Brian DiSanto
Controller, Nizhoni Health Systems

Nizhoni Health, LLC
Assembly Square Office Park, 5 Middlesex Avenue, Suite 404, Somerville, MA 02145
800.915.3211 | fax: 617.284.5982 | www.nizhonihealth.com

HARVARD PTO GRANT REQUEST FORM

The Harvard PTO recognizes the challenges facing administrators and teachers in enhancing the educational and extracurricular experience for our students. A portion of the funds raised by the PTO is, therefore dedicated to supporting these educational projects through our grant process.

Date of Request: 6/20/19 Total Amount Requested: \$ 311.80

Submitted By: Wyatt Holt Email: wholt@ps.harvard.org

Program/Project Title: Big Problem, Small Change

Description; (provide as much detail about your request as possible):

See attached description

Approximate number of students impacted: entire grade 7 in perpetuity

Program/Project Start Date & End Date: Start of 2019-2020 school year

Please itemize expenses (include shipping/handling): see attached screen shots

Program Sponsor/Payee: _____

Signature of Applicant: _____ Date: _____

Signature of Principal: _____ Date: _____

Please email a copy of the completed grant request form to Laura Thomas at thomasl01@hotmail.com and place completed grant application with attached estimate in a sealed envelope. Please mark the front of envelope "PTO" and return to the main office. Any questions, please contact Laura Thomas, PTO President, at thomasl01@hotmail.com.

DESCRIPTION:

This grant proposal was inspired by a seventh grade project from the spring of 2019 titled "Big Problem, Small Change." In the project, students had to find a large scale environmental problem and then figure out a small scale change that they could make individually to try to help the problem. After seeing which problems students chose, I felt motivated to do something myself as a teacher.

Problem number one: plastic waste. After seeing photos of the negative impacts plastic is having on our planet, I feel guilty asking my students to use disposable plastic straws for several of our science labs in class. Many students asked what I would do with the straws after they had used them and I really didn't have a good answer. The small change I would like to try is reusable metal straws. I am requesting enough straws and cleaning brushes to have two class sets so that when one set is being cleaned and/or dried the other side is available to use. I estimate this will eliminate having to dispose of about 200 plastic straws per year in my classroom.

Problem number two: trash around campus. For several years now I have been bringing students outside to make observations and take photos of the changing seasons during the school year. As we walk around campus we often see litter. Once each year, usually around the time of Earth Day, the seventh grade teachers bring students out to help clean up around campus. While this is a good thing to do once a year, I would like to see it happen more often, and I would like to see it happen without generating extra waste in the process of cleaning. Specifically, we usually give students disposable gloves to wear and plastic bags to collect trash. I would like to eliminate the gloves and the bags by providing students with grabbing tools they can use to pick up the litter, and we will put the litter into reusable plastic buckets which I plan to collect by crowd sourcing.




Both of these projects will have lasting duration with a heavy emphasis on the first two of the 3Rs: reduce and reuse.

amazon

Heather, you could have earned 5% Back in rewards last year (worth \$84.95 when redeemed)
Start earning 5% Back and get a \$70 gift card instantly upon approval for the Amazon Prime Rewards Visa Card

170 instant gift card

Shopping Cart

	Price	Quantity
 <p>Set of 12 Stainless Steel Straws, Reusable Metal Drinking Straws, Straight Straws + 2 Cleaning Brushes & Storage Box for 20 OZ Yeti RTIC Tumbler Rambler Cups(OD:0.24in)</p> <p><small>In Stock prime</small></p> <p><small>This is a gift. Learn more</small></p> <p><small>Delete Save for later</small></p>	\$11.99	4
 <p>desin Long Straw Brush, Nylon Pipe Tube Cleaner 10-11ch X 2/5-inch set of 10</p> <p><small>In Stock prime</small></p> <p><small>This is a gift. Learn more</small></p> <p><small>Delete Save for later Compare with similar items</small></p>	\$5.99	4
 <p>RMS 2-Pack 32" Long Grabber Reacher Magnetic Tip Helps Pick Up Small Objects Fitted with Post to Assist with Dressing Mobility Aid Reaching Assist Tool, Arm Extension (32-inch)</p> <p><small>In Stock prime</small></p> <p><small>This is a gift. Learn more</small></p> <p><small>Delete Save for later Compare with similar items</small></p>	\$19.99	12

Cart subtotal (20 items): \$311.80

4 sets of 12 straws
11.99
x 4
47.96

4 sets of 10 brushes
5.99
x 4
23.96

12 sets of 2 reachers
19.99
x 12
239.88

\$311.80

Joint School Committee/Superintendent Goals (Draft)
School Year 2019-2020

Title	Vision	Outcome for 2020	Measure for 2020	Conditions	Interfaces	Status
Contract Negotiation	Establish a contract with the HTA that achieves maximum alignment with district vision and mission and operates within the financial means of the district.	The HTA and School Committee have executed a contract for fiscal years 2021-2023.	By May 1, 2020, the contract has been approved by School Committee and members of the HTA.	Negotiations will begin with the aid of an interest-based bargaining facilitator. Negotiation subcommittee will provide regular updates to School Committee in executive session meetings.	HTA Negotiating Subcommittee School Business Mgr Select Board rep School Committee Legal Counsel	
Dashboard Query Definition	Specify and configure the PowerSchool dashboard tool to create dashboard reports that provide relevant data of interest to School Committee and town at large, and have them become a recurring report to the Committee.	School Committee has specified a set of queries and report or chart layouts that could become a recurring presentation at meetings, and administration and IT have configured a dashboard for initial report.	(1) By February 1, 2020, a set of queries and display goals have been generated with support of administration and presented to full Committee for review. (2) By March 1, School Committee has reviewed and approved queries and display designs. (3) By June 30, administration has prototyped queries and presentation for review at meeting.	Appropriate laws and regulations regarding data security and individual privacy are followed. Opportunities for public input are provided. District IT and administration is involved in the initial query generation process.	Administration District IT School Committee Dashboard Subcommittee?	

Best Practices Analysis	Identify for potential adoption best practices as a vital part of the continuous improvement of School Committee function and operation.	Through an analysis of best practices of our and other districts, School Committee has identified for potential adoption key best practices for its operation, management, communications, or other aspects important for efficient and effective execution of its duties.	<p>(1) By May 1, 2020, a best practices analysis team has identified and reported to School Committee a set of at least 4 best practices for potential adoption.</p> <p>(2) By June 30, 2020, School Committee has reviewed and approved any changes based on the proposed best practices.</p>		Administration School Committee School Business Mgr Best Practices Subcommittee?	
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Liaison Assignments	Meeting details	Current Liaison
Board of Selectman	Meetings 1 st and 3 rd Tuesday @ 7 p.m.	John Ruark
FinCom	Meetings 1 st and 3 rd Wednesday at 7 p.m.	SusanMary Redinger
DEAC	Meetings monthly on Wednesday @ 7 p.m.	John Ruark
SEPAC	not active at this time	Suzanne Allen
TBS School Council	Meetings monthly Wednesday @ 2:30	Shannon Molloy
HES School Council	Meetings monthly on Tuesday @ 3:30	Shannon Molloy
CPIC	Meetings at least monthly on Monday mornings @ 8:15 (meetings increase during fall/winter)	SusanMary Redinger
HEAC	Meetings monthly on Wednesdays @ 8 pm	John Ruark
Park and Recreation Representative	Meetings 1 st and 3 rd Monday @ 7 pm.	Sharlene Cronin
State Representative	As needed	Shannon Molloy
CASE	Meetings monthly @ noon	Linda Dwight
HCTV	Meetings 3 rd Wednesday of the month @ 7p.m.	John Ruark
Vendor Warrant Signing	Twice per month @ town hall	Sharlene Cronin/ Shannon Molloy
Subcommittee Assignments		
Teacher Contract Negotiations	Meetings likely at 3:30 – 1 time per week from September to October	John Ruark Sharlene Cronin
Budget	Meetings periodically (depending on budget cycle) meetings held during the school day	SusanMary Redinger/Shannon Molloy
Policy	Meeting twice a month 9-11 a.m.	John Ruark/Shannon Molloy
Superintendent Review	Meets annually.	SusanMary Redinger
Building Committee	Meetings twice a month on Thursdays from 3:30 to 5:30	SusanMary Redinger Sharlene Cronin
School Committee Advisor		
Athletic Advisor	Meetings monthly @ 8:00 a.m. on Tuesday	Sharlene Cronin
Wellness Committee	Meets annually	Suzanne Allen
Inclusion Committee	Meets monthly at 3:30 p.m.	Sharlene Cronin
School Start Time Committee	Meets monthly at 3:30 p.m.	Suzie Allen Shannon Molloy

Policy Review

2019-08-26

GBA – Equal Employment Opportunity

Updating list of protected classes to match other policies we have recently amended.

GBGE -- Domestic Violence Leave

- New policy, read last meeting
- Adopting MASC form, but with proposed changes of making the leave paid and not exhaustive of other leave types
- In looking at 10 other districts (Arlington, Wellesley, Newton, Chelmsford, Lexington, AB, Cambridge, Littleton, Ayer/Shirley):
 - 5 Adopt MASC language and leave choices up to employer
 - 4 have no policy at all
 - 1 has adopted policy with unpaid and exhaustion requirement

GBGF – Family/Medical Leave

- Trivial word replacements (system -> district, regulations -> procedures)

GBI – Participation in Political Activities

- Trivial word and gender changes
- Adopting change from MASC 2016 which strikes "or candidate for office" in things students will not be pressured to campaign for

GBJ – Personnel Records

- Trivial word and gender changes
- Adding “written” request for employees to review own personnel file

GBK – Complaints and Grievances

- Simplifying introductory paragraph
- Fixing parallel grammar problems in numbered list
- Striking line that all building concerns shall be addressed by principal because the flow is dependent on the employee and their manager

GCA – Professional Staff Positions

- Trivial word changes
- Adding allowance for committee to review existing job descriptions

GCB – Professional Contract/Comp Plans

- Eliminating (not in MASC reference)
- Policy doesn't really say anything, as contract/comp plans are covered in the staff contract

GCBA – Professional Salary Schedules

- Add design goal for salary schedule in first paragraph
- Change official approval structure from "superintendent with approval of SC" to "committee with advice from superintendent"
- Add opportunity for merit increases
- Add comparable district review process

GCBB – Employment of Principals

• New policy, first read through

GCBC – Professional Supplementary Pay

- Trivial word changes
- Changing SC's role from approval a new role pay to establishing it
- Removing irrelevant sentence about notifying teachers of their removal from a role, as such roles are re-advertised and re-assigned each year already

GCE – Professional Recruiting

- Trivial word changes
- School councils have the ability to review personnel requirements as part of their work

GCF – Professional Staff Hiring

- Trivial word and gender changes
- Tighten up introductory and second paragraphs
- Change list of protected classes to just reference policy GBA
- Improve explanation of screening committee set up by hiring manager, including when SC is involved

GCG -- Substitute Staff Employment

- Removed details about part-time teachers, as this policy focuses solely on substitutes
- School committee sets rate of pay for substitute teachers

GCIA – Philosophy of Staff Development

- Trivial word changes
- Removing minimum of one day per teacher for PD
- Superintendent has authority to approve time for external PD and reimbursement of expenses

GCJ – Professional Teacher Status

- Trivial word and gender changes
- Add phrase “subject to satisfactory evaluations” as a condition for continuous employment
- Remove requirement of remaining “in good standing”

GCK – Professional Assignments and Txfrs

- Trivial word changes
- Remove last paragraph about posting a teaching design and positions; this is covered in the teachers' contract

GCO – Professional Evaluation

- Trivial word and gender changes

GCQD – Resignation of Professional Staff

- Trivial word and gender changes
- Change wording of notice of "intent to resign" rather than "resignation"
- Remove sentence that superintendent reports resignations during personnel update; this happens on actual resignation in an ad hoc manner during the year
- Remove redundant paragraphs
- Remove sentence that once accepted, resignation may only be rescinded by approval of superintendent

GCQE - Retirement

· Adopt, first reading

GCQF – Suspension and dismissal

- Adopt, first reading

GCRD – Tutoring for Pay

- Substantial changes to provide more detail on policy for tutoring for pay
 - Additional restrictions on teacher's recruitment of students, eligibility of students, use of school resources, etc.

GDA – Support Staff Positions

- Trivial word changes

GDB – Support Contract/Compensation

- Trivial word changes
- Compensation plans to be reviewed annually
- Add section on overtime

Summary

- Approve as amended:
 - GBA, GBGF, GBI, GBJ, GBK, GCA, GCBA, GCBC, GCE, GCF, GCG, GCIA, GCJ, GCK, GCO, CCQD, GCRD, GDA, GDB
- Eliminate:
 - GCB
- Adopt:
 - GBGE
- First reading:
 - GCBB, CCQE, CCQF

School Committee Minutes
Upper Town Hall
Tuesday, July 2, 2019
6:16 p.m.

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

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

Sharlene Cronin read the Vision Statement.

Public Commentary - None

School Improvement Plan Report Out: TBS

Scott Hoffman and Robin Benoit reviewed The Bromfield School Improvement Plan by sharing the 21st Century Skills essential for a Bromfield graduate. The three overarching objectives that will be focused on for the coming year are to provide a safe, secure and inclusive learning environment for all, to improve attendance and tardy rates, and work toward "balancing academic achievement with personal well-being.

TBS Handbook Review

Scott Hoffman and Robin Benoit reviewed changes to the FY20 Bromfield School Student Handbook. The Committee will vote on changes to the handbook at a future meeting.

HES Handbook Review –

Dr. Dwight reviewed the language changes made to the FY20 Hildreth Elementary School Student Handbook. The handbook will be brought back for approval at a future meeting.

Superintendent Report – See Attached

Aziz Aghayev reported that both the School Lunch and Athletic revolving accounts are in deficit. Dr. Dwight and Aziz Aghayev explained the reason for the deficit and suggested that funds be transferred from the Devens account. SusanMary Redinger recommended a need to establish a Subcommittee for Athletics.

SusanMary Redinger made the motion and Sharlene Cronin seconded to move to authorize the use of the Devens fund for up to \$50K to cover the deficit to the Athletic account and up to \$30K to cover the deficit in the School Lunch account.

VOTE 4/0

District Improvement Plan Review and Goal Review: Vote

Dr. Dwight reviewed the changes made to the District Improvement Plan as a result of the review of the plan at the last meeting. Dr. Dwight asked for a vote or a discussion on the District Improvement Plan.

Shannon Molloy made the motion and Sharlene Cronin seconded to move to approve the District Improvement Plan as presented.

VOTE 4/0

Summer Professional Development Plan

Dr. Dwight presented the summer curriculum work that has been approved for teachers to work on over the upcoming summer months. Dr. Dwight pointed out that not all requests were approved but the district has approved a total of \$39,856

Superintendent Evaluation Introduction

SusanMary Redinger reported that she created a shared drive that contains materials for the Superintendent evaluation. SusanMary Redinger gave an overview of how the evaluation process is completed. Dr. Dwight is finalizing the goals that she will be evaluated on. Tentatively an August date will be set for the evaluation to be completed. John Ruark will ask Jon Green and Mary Traphagen if they would like to participate.

School Building Update

SusanMary Redinger reported that a groundbreaking ceremony was held at Hildreth. It was awesome and SusanMary thanked the many people who helped the ceremony to be successful. SusanMary Redinger reported that there is excessive rock in the ground on the school construction site. These rocks are expected to cause a five-week delay. The contractors are confident they will be able to make up the time at some point in the project to maintain the April move in date. The construction costs have come in at \$500K over budget at this point. The project manager is confident that there are pushes and pulls to make up that difference. SusanMary Redinger has a letter prepared for the Press to clarify some information that was incorrectly reported in the "Press" regarding the contingency fund for the School Building project.

Grant Approval

The Committee reviewed a grant from the Harvard Schools Trust in the amount of \$1,390 to set up a scholarship fund for the Fifth-Grade trip to Nature's Classroom.

SusanMary Redinger made the motion and Shannon Molloy seconded to approve a grant from the Harvard Schools Trust as presented.

VOTE 4/0

Policy Review

Shannon Molloy did a first read of Policy GBGD – Domestic Violence Policy. The Committee discussed whether the leave would be paid or unpaid and whether the employee would have to exhaust other forms of leave first. The policy will be brought back at a future meeting for a vote.

Retreat Agenda

The Committee will hold their retreat at the Bromfield Library on July 22nd from 9:30 to 2:30 with an hour for lunch. Topics will include handbook approval, a presentation from Dorothy Presser, a book club activity, subcommittees, managing data and contract negotiations.

Approval of Meeting Minutes; Vote

SusanMary Redinger made the motion and Sharlene Cronin seconded to approved the School Committee minutes of June 10th as amended.

VOTE 4/0

Liaison/Subcommittee Reports

John Ruark report that Barbara Owens provided an overview of the IBB process. There was positive reaction to the IBB information overall. Training will need to be scheduled IBB can be started and then the group can fall back to the traditional negotiating process if they chose. Shannon Molloy reported that the TBS Council met and reviewed the TBS school improvement plan and the handbooks.

Shannon Molloy presented the following warrants for payment:

19-25-SCH \$519,541.20

19-24-SCH \$331,680.62

Sharlene Cronin reported that the Field Subcommittee met. They are looking for membership from the public and from the Harvard Athletic Association. They have assigned categories for subcommittee members to research. They are planning to meet again next week. A lot of policies are ready to go. Will bring them to a meeting in September.

School Committee Commentary

Linda Dwight reported that the schools have a new school website that is ADA compliant.

Adjourn:

SusanMary Redinger made the motion and Sharlene Cronin seconded to adjourn the meeting at 9:26 p.m.

Vote 4/0

Respectfully submitted,

Mary Zadroga



Superintendent's Update

August 26, 2019

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