

**School Committee Meeting**

**Monday, February 8, 2021**

**6:15 p.m.**

**Join Zoom Meeting**

**<https://psharvard-org.zoom.us/j/82720862761?pwd=UDVwRzIIUldzS25rb2wxOGI5SShlzUT09>**

**Meeting ID: 827 2086 2761**

**Passcode: 796359**

- I. Call to Order and Read the Vision Statement (6:15)
- II. Public Commentary (6:20)
- III. School Business Manager Hiring Update (VOTE) (6:25)
- IV. Student Report (6:40)
- V. Superintendent Update (6:45)
- VI. Student Survey Results Review (6:55)
- VII. COVID Testing, Contact Tracing and Screening Update (7:10)
- VIII. HES English Language Arts Presentation (7:20)
- IX. HES School Improvement Plan Review (7:45)
- X. District Improvement Plan Review (8:05)
- XI. Anti-Racism Work Update/Job Description DEI Coordinator (VOTE) (8:20)
- XII. Policy Review (VOTE) (8:30)
- XIII. Grant Approval (VOTE) (8:35)
- XIV. Future Meeting Dates (8:40)
- XV. Agenda Items (8:42)
- XVI. Minutes (8:45)
- XVII. School Committee Liaison and Subcommittee Reports (8:50)
- XVIII. Public Commentary (8:55)
- XIX. School Committee Commentary (9:00)
- XX. Executive Session (9:05)

Pursuant to Massachusetts General Laws Chapter 30A section 2 for the following purposes:

To discuss strategy with respect to an in preparation for collective bargaining with Harvard Teacher's Association because an open discussion may have a detrimental effect on the bargaining position of the Committee.

Documents: Superintendent Report, Policies, Grants, Minutes, District Improvement Plan, HES School Improvement Plan

**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.

# Ingrid Nilsson

6 Depot St. Westford, Massachusetts 01886  
978-399-8388 [ingrid@enilsson.com](mailto:ingrid@enilsson.com)

## Education

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### **Booth School of Business, University of Chicago**

Chicago, Illinois

Master of Business Administration

**Major:** Strategy & General Management

**GPA:** 3.800

Attended August 1993 to June 1995

Degree conferred June 1995

### **Middlebury College**

Middlebury, Vermont

Bachelor of Arts

**Major:** History and German

**GPA:** 3.800

Attended September 1986 to May 1990

Degree conferred May 1990

## Experience

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### **Westford Public Schools**

Jul 2019 - Present

Director of School Finance

Westford, MA

- Licensed DESE School Business Administrator and Superintendent/Assistant Superintendent. MCPPO designation in progress. Experienced MBA professional with extensive school, municipal, and corporate finance, communication, analytical, and collaboration skills.
- Executive Leadership team member managing all non-instructional school operations and finances. Supervises accounting, business, facilities, food service, payroll, purchasing, security and transportation functions.
- Develops and manages \$63+ million annual operating and capital budgets supporting 4700 students.
- Plans, develops, directs and implements integrated financial program to ensure effective financial management and long-range planning.
- Responsible for school program costs and methods of financing, including projections for financial management and capital projects.
- Key member of school contract negotiations and collective bargaining team, Town capital planning committee, and Town Finance Leadership team.

**Reason for leaving:** Currently employed

**Supervisor:** Bill Olsen (978-692-5560)

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

Please **do not** contact this employer

**Westford Public Schools**

Jan 2018 - Jun 2019

Assistant Director of School Finance

Westford, MA

- Leadership team member supporting school finances and operations.
- Managed finances for special revenue, grants, revolving, student activities and school lunch funds.
- Standardized and implemented new accounting and recording procedures; established training program and instruction for new software and procedures.
- Initiated and implemented online payment processing for Westford school activities, athletics, and fee-based programs.

**Reason for leaving:** Promoted to Director of School Finance upon former Director's retirement.**Supervisor:** Kathy Auth (978-692-5560)**Experience Type:** Public School, Full-timePlease **do not** contact this employer

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**McKenzie Tank Lines**

May 2013 - Jan 2018

Vice Chairman, Board of Directors

Tallahassee, FL

- Oversaw corporate turn-around and restructuring of \$50 million trucking company leading to successful merger and consolidation.
- Directed and ensured management accountability to corporate vision, strategic roadmap and shareholder value.
- Created an empowered, action-based corporate culture by reorganizing management structure and refocusing corporate priorities.
- Developed budgetary and financial control systems. Implemented \$11 million capital budget and financing plan.

**Reason for leaving:** Company sold.**Supervisor:** Thomas Panebianco (850-576-1221)**Experience Type:** Other, Part-timeIt is **OK** to contact this employer

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**Town of Westford**

Jun 2007 - Dec 2017

Finance Committee

Westford, MA

- Analyzed and approved annual \$115+ million municipal budget.
- School-Finance liaison (including Westford Public Schools and Nashoba Valley Technical High School)
- Addressed public's budgetary priorities and concerns; fosters cooperative decision-making process.
- Redesigned and edits detailed annual municipal budget guide.
- Extensive public outreach, including written, live, and social media, on municipal financial issues.
- Key member of Westford management hiring, building, and capital committees.
- Financial modeling and analysis of various scenarios and topics.

**Supervisor:** Dan O'Donnell (978-399-2573)**Experience Type:** Other, Part-timeIt is **OK** to contact this employer

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**eNilsson International LLC**

Nov 1998 - Apr 2009

Project Manager

Westford, MA

- Oversaw business' financial and accounting systems.
- Managed web content production for commercial, education, government and political clients, including Abbot Laboratories, Boston College, Fidelity Investments, Alfred P. Sloan Foundation, Smithsonian Institute, Dept. of Housing and Urban Development.
- Executed online political campaign projects for government and national organizations.
- Created and executed public affairs social media campaigns on local, state, and national issues by utilizing blogs, social platforms and search engine optimization/content marketing.

**Reason for leaving:** Company was sold.

**Supervisor:** Erik Nilsson (978-821-0178)

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

It is **OK** to contact this employer

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### **Town of Westford**

Jun 2001 - May 2007

Community Preservation Committee, Chair

Westford, MA

- Directed successful campaign to pass 3% local property tax surcharge generating over \$30 million in revenue to support open space, recreation, historic preservation and affordable housing.
- Built local coalition representing diverse interests to support preservation initiatives.
- Evaluated and distributed over \$25 million in local project grants.
- Designed and managed local community preservation website and public content.

**Reason for leaving:** Resigned to join Finance Committee

**Supervisor:** Dan O'Donnell (978-692-5500)

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

It is **OK** to contact this employer

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### **Town of Westford**

Mar 2000 - May 2005

Master Plan Implementation Committee, Chair

Westford, MA

- Directed implementation of Westford's inter-departmental and multi-faceted strategic plan.
- Developed and implemented metrics to guide Master Plan execution and completion.
- Established new policies and bylaws to address growth and development issues.

**Supervisor:** Select Board (978-692-5500)

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

It is **OK** to contact this employer

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### ***Skills - Ingrid Nilsson***

- Licensed DESE School Business Administrator and Superintendent/Assistant Superintendent. MCPPO designation in progress.
- Experienced MBA professional with extensive school, municipal, and corporate finance, communication, analytical, and collaboration skills.
- Advanced financial management skills, including zero-based and program budget development and financial reporting.
- Exceptional written and verbal communicator across numerous outlets – Town Meeting, School Committee, online, public access TV. Able to put finance into understandable terms.
- Excellent inter-personal and teamwork skills, able to engage and collaborate with a broad range of constituents and colleagues.



- Experienced user of accounting and enterprise software, MUNIS, Microsoft Office, Google Suite, MySchoolBucks, marketing and social media applications.
- Successful process improvement and team engagement skills. Highly detail-oriented, efficient and organized.
- Member, Massachusetts Association of School Business Officials (MASBO).
- Extensive international exposure. Fluent German; basic French.

## RESPONDING TO KNOWN OR SUSPECTED COVID-19 CASES

Event	Location of Event	Testing Result	Quarantine
<b>Individual is symptomatic</b>	If an individual is symptomatic at <u>home</u> , they should stay home, call the attendance line, contact the school nurse, and get tested.	Individual tests negative	May return to school as long as symptoms have improved and has been fever free without fever reducing medications for 24 hours.
	If an individual student is symptomatic on the <u>bus or at school</u> , they should remain masked and adhere to strict physical distancing. Students will then be met by the nurse and stay in the medical waiting room until they can go home. They should not be sent home on the bus.		If a provider makes an alternative diagnosis for the COVID-19-like symptoms, the individual may return to school based on the recommendations for that alternative diagnosis (e.g., influenza or strep pharyngitis).
	If an individual <u>staff member is symptomatic at school</u> , they should find coverage for their duties and then go home and get tested.	Individual tests positive	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in

		Individual is not tested	<p>contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative.</p> <p>Most people who have relatively mild illness will need to stay in self isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.</p> <p>Remain home in self-isolation for 10 days from symptom onset. May return to school 10 days from start of symptoms as long as symptoms have improved and has been fever free without fever reducing medications for 72 hours.</p>
<b>Individual is exposed to COVID-19 positive individual</b>	If an individual is at home when they learn they were in close contact with an individual who	Individual tests negative	Remain home in self quarantine for 14 days after last exposure to the person who tested

	<p>tested positive for COVID-19, they should stay home, call the attendance line, contact the school nurse, and get tested 4 or 5 days after their last exposure.</p> <p>If an individual is at school when they learn they were in close contact with an individual who tested positive for COVID-19, they should be masked for the remainder of the day and adhere to strict physical distancing. Parents can pick up during school or at the end of the day and close contact students should not take the bus home.</p>		<p>positive regardless of test result.</p>
		Individual tests positive	<p>Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative.</p> <p>Most people who have relatively mild illness will need to stay in self isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.</p>
		Individual is not tested	<p>Remain home in self-isolation for 14 days</p>

**Additional protocols to follow if there is a COVID-19 positive case identified in the district:**

If the school finds out about a COVID-19 positive test in the middle of a school day when the rest of the cohort is in class the district will take the following steps:

- The school should quickly identify the individuals who may be close contacts of the student based on the assigned seating charts and notify students and/or their families.
- Caregivers of students in the class or other close contacts may pick students up prior to the end of the day. While the child will be brought out to the vehicle by school staff, caregivers should wear a mask/face covering when picking up their student to ensure safe communication with school staff.
- Students who are close contacts and students with any symptoms should not ride the school bus home.
- Caregivers and students, as well as staff, should wash their hands upon arriving at home and change their clothes as a precaution.
- Close contacts should not come back to school until they have quarantined for 14 days. If they are tested, contacts are asked to communicate their test results to the school.

**Cleaning implications:**

Determine whether the student or staff member who tested positive for COVID-19 was on the premises during the time frame that started two days prior to symptom onset (or testing positive if not symptomatic) until the time of isolation. If so, promptly close off areas visited by the COVID-19 positive individual until such areas can be cleaned and disinfected, if they have not been cleaned and disinfected already. Promptly clean and disinfect the student's or staff member's classroom and any other facilities (e.g., extracurricular facilities) visited by the individual, if that has not been done already. Promptly clean and disinfect the bus(es) the student or staff member was on, if any, and if not already done.

**District Communication if there is a Covid positive student or staff at school:**

Send a communication to the families in the student's class(es) that there has been a positive test without naming the individual student or staff member who tested positive.

Communications sent to families/staff in the affected class should:

- Inform them there was a positive test (not the specific individual) in the self-contained classroom.
- Explain that the department of public health will contact families of individuals that were within 6 feet for more than 15 minutes of the person with a positive test, as they are considered close contacts and therefore should be tested.
- Instruct those designated as close contacts to isolate prior to their test and while waiting for the results. In general, as the highest yield test will be a few days after the exposure, ideally, the test should occur no sooner than day 4 or 5 after the last exposure. (In other words, if an exposure lasted several days, the best time to test is 4 or 5 days after the end of the exposure period.)
- Close contacts are asked to communicate their test results to the school. They

should not return to school until they have quarantined for 14 days. This includes close contacts who receive a negative test result or who choose not to be tested.

- Remind families and/or staff of the importance of not having contact with higher-risk individuals (e.g., grandparents and those with underlying medical conditions).
- Remind families and/or staff of the list of COVID-19 symptoms for which to monitor.

Send an additional letter to the entire district informing families that there was a positive case and identify which building and grade.

### **Protocol: Presence of COVID-19 cases in the school or district**

1. If there is a case of COVID ~~school~~ transmission within HES or Bromfield verified through contact tracing and subsequent testing, the ~~applicable~~ school building would close for 14 days and students and teachers would become remote. ~~School transmission is defined as a close school contact testing positive during the quarantine period or another member of the class testing positive within 14 days unless contract tracers' believe that COVID was contracted from a non-school contact or event outside of the building they contracted it from a non-school contact.~~
2. At HES, if ~~two one~~ students in a class ~~is test~~ COVID positive in the same class during any rolling 14-day period, and another student tests positive within 14 days of the first student, the class would switch to remote for 14 days. ~~until the number of positive students in the most recent 14 days goes below two.~~
3. At Bromfield in the middle school grades; if 3 students in a grade level ~~are COVID positive during any rolling 14-day period, are COVID positive during the same 14-day period, that~~ grade level will switch to remote for 14 days. ~~until the number of positive students in the most recent 14 days goes below 3.~~
4. At Bromfield in the high school; if 3 students in ~~all of~~ grades 9 - 12 are COVID positive during any rolling 14-day period, all of grades 9 – 12 will switch to remote until the number of positive students in the most recent 14 days goes below 3. ~~the same 14-day period, grades 9 – 12 will switch to remote for 14 days.~~
5. Faculty/Staff – a decision to switch to remote would be based on the ability to run school safely based on the number of absences.



The facts and circumstances of each COVID positive case and any school transmissions will be reviewed by the administration and the school nurses. Exceptions to the requirements to switch to remote may be considered based on that review.

Additionally, the leadership team may make a recommendation for closure based on factors outside of the school system such as rising COVID-19 case counts in the town, county and/or state. Leadership will consult with the local board of health and the school committee regarding decisions to close a school or switch the district to remote learning.

While DESE guidance requests that district leadership confer with DESE and the local board of health when considering closing schools, the school committee authorizes the superintendent to decide independently to take mitigating steps, including school closure, to protect students and staff in the presence of Covid19 cases.

**If the decision is made to close for some number of days, the district should send clear information and instructions to families and staff:**

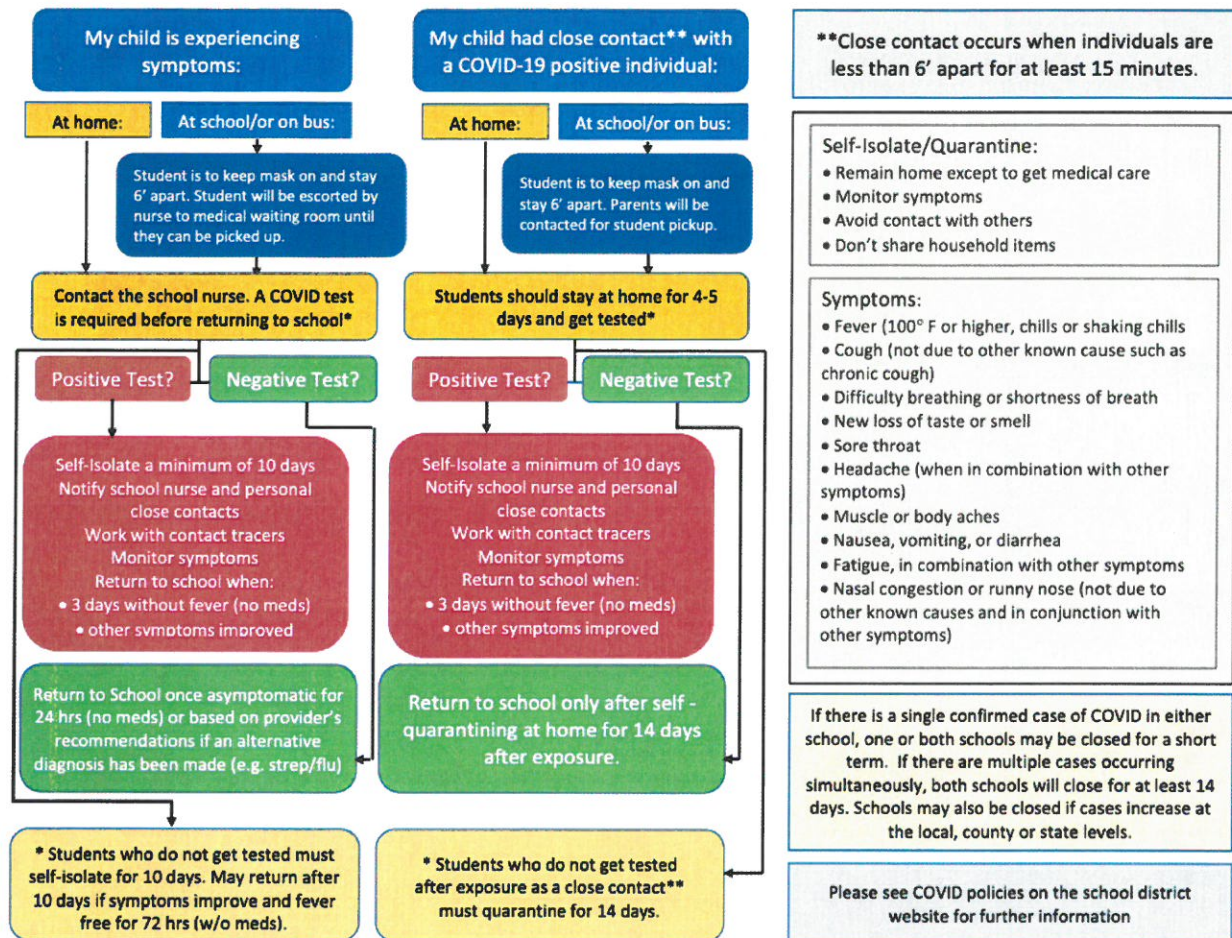
- a. Informing them that it is possible COVID-19 is being transmitted in the school and/or district
- b. Noting that there may be more potential cases that are not yet symptomatic
- c. Recommending students quarantine and not have contact with others
- d. Reminding families of the importance of not having contact with higher-risk individuals (e.g., grandparents)
- e. Reminding families of the list of COVID-19 symptoms for which to monitor
- f. Ensuring that remote learning is immediately provided to all students

**Before bringing students back to school:**

- a. Check inventory levels of needed supplies (e.g., disposable masks, soap, hand sanitizer, cleaning products); re-order replacement inventory
- b. Consider a school-wide refresher training on the importance of correct hygiene procedures (masks, physical distance, handwashing)
- c. Reiterate the critical nature of masks, physical distancing, and hand hygiene when students return to school

**RESPONDING TO KNOWN OR SUSPECTED COVID-19 CASES  
FLOW CHART**





Adapted from: Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings DESE July 17, 2020 updated August 20, 2020

This policy will remain in place until rescinded by the School Committee.

FIRST READ: August 24, 2020

ADOPTED ON AN EMERGENCY BASIS: August 24, 2020

REVISED: September 28, 2020

REVISED: December 2020

AMMENDED: January 25, 2021

# **The Hildreth Elementary School Improvement Plan**

## **2020-2021 Winter Update**

### **School Council**

Josh Myler, Principal (Co-Chair)	
Jason Cole, Parent (Co-Chair)	(2018-2021)
Abby Besse, Parent	(2018-2021)
Kate Guthro, Parent	(2019-2022)
Charles Oliver, Parent	(2020-2023)
Sharon Correnty, Teacher	(2018-2021)
Marisa Khurana, Teacher (Secretary)	(2019-2022)
Reenie Durgin, Teacher	(2020-2023)
Barbara Kemp, Community Rep	(2017-2020)
Patricia Jennings, Community Rep	(2019-2022)
Suzie Allen, School Committee Rep	

### **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.

**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	Conditions	Interfaces	Updates
Math Curriculum Review	To review available math curricula and recommend a product for the 2021-2022 school year.	By June 2021, the math vertical team will have evaluated available math curriculum products and made a recommendation for adoption.	Vertical Team and Grade-level team collaboration time for evaluation and review  Budget resources for materials as identified	School Committee  Math Vertical Team	-Receiving samples now, beginning initial review by Math Vertical Team to pilot programs next year for a decision for 22-23 school year.
HES Master Schedule	To create a master schedule that capitalizes on the improved facilities of the new building	By September 2021, HES staff will develop a master schedule that meets the needs of all students.	Planning time to coordinate many facets of master schedule	Grade Level Teams  Special Education Department	Pending determination of learning model and spacing requirements

**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	Measure	Conditions	Interfaces	Updates
COVID response	To develop parent-school partnership to support students in regards to Social-Emotional effects of COVID-19	By June 2021, HES will share at least 4 developmentally appropriate resources with families regarding ways to manage the social-emotional impacts of the pandemic and school closure for children and families.	Time for Guidance department and other staff to vet and share resources.	SEL PLC  District Re-entry committee and HES subcommittee	Resources shared at curriculum night, Parent coffees with guidance dept, in newsletters, and on updated Guidance website.

**Core Value: Partnership and Resources**

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

Title	Goal	Measure	Conditions	Interfaces	Updates
Building Project	To plan for and execute a successful move to the new building.	By June 2021, teachers and students will have moved into the new building.	Allocate staff time for packing and moving.  Coordination with Construction team and Town for move.	Arrowstreet Design Team  Shawmut Construction  School Building Committee and Teacher Liaisons	Walkthrough held with NV5 to plan for moving and schedule. Have begun the process of packing and removing old items.

**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	Measure	Conditions	Interfaces	Updates
Subseparate Classroom	To establish a subseparate classroom at HES.	By June 2021, we will have established a subseparate classroom at HES to meet the needs of at least 3 students	Budget for hiring and resources, including consultation for program development  Space for classroom	CASE collaborative  School Committee  Pupil Services Department	3 students currently in SAIL subseparate classroom.

## Ongoing Initiatives

*In order to provide focus, we have intentionally limited the number of goals above. However, we recognize that several other ongoing initiatives are in progress and will require continued development and follow up*

Ongoing Initiative	Next steps
Physical Activity and Mindfulness	Providing additional opportunities for physical activity and mindfulness practices throughout the day and have teachers share best practices with each other. (Collaboration between Guidance Counselor, Health Teacher, and Classroom teachers to teach mindfulness strategies, Yoga, and discussions of worry and strategies.)
Teacher Leadership Opportunities	Continue to develop, provide, and celebrate opportunities for teachers to take a lead role in exploring, piloting, and critiquing school improvement initiatives. (Teacher led DEI workshops and Success shares in faculty meetings)
Student Leadership Opportunities	Continue to develop, provide, and celebrate opportunities for students to take an active role in caring for each other, build relationships across grade levels, and work to improve the climate of the school and community. (Largely on hold due to COVID complexities. Some virtual book buddy or science shares between grades.)
Culture of Inclusion	Participate with the District Inclusion Committee, including ongoing measurement tools, training, and student activities. Continue review of literature for bias and seek a wider range of literature. (Addition of new books to both classrooms and library, both through grant funding and budget, PLC and PD workshops to incorporate new books into the curriculum.)
Coteaching	2 Grade levels will continue a co-teaching model for special education services and share their feedback with the administration. (on hold due to COVID complexities)

**HARVARD PUBLIC SCHOOLS**  
**Strategic Plan Development**  
**District Improvement COVID Plan**  
2020-21

**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	Measures	Conditions	Mid-Year Update/Status
Remote Teaching and Learning	Develop a remote and hybrid learning model that expands students' knowledge, provides safety and support, and capitalizes on the benefits provided by these circumstances.	<p>By 1/4/21 we have implemented changes based on at least 2 survey data collections.</p> <p>By 2/1/21 all teachers have attended 5 PD trainings on the topic of improved remote teaching.</p> <p>By 3/31/21 a presentation has been made to the SC that includes the effectiveness of the changes made in both learning modes.</p> <p>By 5/31/21 principals have provided feedback to teachers at least twice on their remote teaching and learning practices.</p>	<p>Funding for professional development</p> <p>Time for professional development</p> <p>Data organization</p> <p>Parent/guardian/student participation with surveys</p> <p>Technology support and resources</p>	<ul style="list-style-type: none"><li>- There have been two surveys done to collect feedback from parents/guardians and students.</li><li>- Changes include adding Wednesdays to the elementary schedule, testing for COVID, streaming more classes, more consistency in the use of remote tools and Google Classroom.</li><li>- All teachers have participated in 12 professional development days of training. We brought a Teachers21 expert in for 4 all district trainings so far this year.</li><li>- Principals are doing observations of teachers during their remote classes</li></ul>



				and providing feedback to teachers. Teachers are also using survey data for their specific grade level.
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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	Measures	Conditions	Mid-Year Update/Status
Antiracism	Create a district culture that confronts racism, actively addresses aggression and educates all on the harm of silence.	<p>By 12/31/20 students will have completed multiple surveys that ask for their insight into the needed work of the district with regards to racism.</p> <p>By 5/31/21 all teachers and staff will have participated in at least 3 professional development offerings on the topic of racism/diversity, equity and inclusion.</p>	<p>Time and funding for professional development</p> <p>Data analysis</p> <p>We will use mistakes as learning opportunities while prioritizing the safety of those who call out the bias</p>	<ul style="list-style-type: none"> <li>- Student participated in one survey so far. We also gathered information from them in faculty/student discussion forums.</li> <li>- Teachers have participated in 3 trainings so far this year with another one planned in March.</li> <li>- The Social Justice Standards were woven into curriculum planning during the professional development day in January.</li> </ul>

		<p>By 5/31/21 all teachers will have identified places in their curriculum to include aspects of the anti-racism standards (Social Justice) from Teaching Tolerance.</p> <p>By 6/10/21 students will have shared their experiences and helped shape change through at least four discussion forums with their teachers.</p> <p>By 6/30/21 a presentation has been made to the SC about changes in the curriculum and recommendations have been made for additional resources for continued work.</p>		<ul style="list-style-type: none"> <li>- There have been 4 student discussion forums so far this year.</li> <li>- We are recommending the addition of a DEI coordinator. Other request for funding have been submitted to the HST.</li> </ul>
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**HARVARD SCHOOL DISTRICT**  
**Job Description**

**Job Title:** **Diversity, Equity, and Inclusion (DEI) Coordinator**

**Reports To:** Principals, Superintendent,

**Evaluated By:** Superintendent

**JOB GOAL:** To serve as an educational leader who forwards the work on areas of Diversity, Equity, and Inclusion (DEI) and thereby improves the culture and safety of students, staff, and faculty.

**ESSENTIAL REQUIREMENTS:** The individual needs to bring to the position a passion for this area of work as well as evidence of their personal journey of awareness and growth. They need to have a knowledge base grounded in their own professional development, life experiences, and activism.

1. Ability to articulate a district Vision for change and improvement
2. Attends local, state, and national workshops, events, and forums and shares the knowledge with others (within funding limitations or grant funded)
3. Ability to communicate, collaborate, and educate others
4. Ability to seek information from a variety of sources
5. Ability to design ways to measure progress and present to the community
6. Ability to inspire and be a role model to students, staff, faculty, and leaders

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** include the following.  
Other duties may also be assigned by principals and superintendent.

1. Collaborate with others on the Vision, goals, and subsequent action steps for the district as it relates to DEI.
2. Lead the district-wide DEI Committee and facilitate school-based branches of the committee.
3. Create ways for reporting and addressing incidents and evidence of bias and racism in our schools.
4. Help to implement a student mediation program at the middle/high school.
5. Design educational reflection tools for students who violate other students' safety related to racism, bias, and other aggressions related to any area of discrimination.
6. Foster two-way dialogue between students and staff/faculty/school leaders.

7. Help the district recruit and retain staff, faculty members, and school leaders representing world-wide diversity.
8. Design and provide professional development to staff, faculty, and school leaders on DEI topics.
9. Promote and encourage self-development by collecting and sharing professional development coursework opportunities.
10. Work with the Mentor Coordinator on the follow-up on the DEI course requirement for new professional employees.
11. Collaborate with district leaders to conduct on-going reviews of curriculum and materials for bias and to increase diverse perspectives.
12. Forward the integration of the Social Justice Standards across curricular areas PreK -12.
13. Consult with school leaders and teachers on the response to events in the local, state, national, and global news.
14. Maintain the DEI section of the website for accountability, as a resource, and for recruitment.
15. Collaborate with DEI leaders from other districts as a way to share ideas and gain knowledge from others committed to this work.
16. Collaborate with and support the work of community groups including, but not limited to Arm in Arm and the UU Social Justice Committee.

Notice of Gift

1/15/21

Hildreth Elementary School has received a Grant from the Harvard PTO in the amount of \$3,500.00 for the Appleseed Grant to give 'seed money' to each classroom teacher and Principal for special projects or items for the classroom. The grant information is attached to this notice.

Hildreth Elementary School requests that the School Committee accept the gift to be placed into the HES Gift Account.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Josh Myler', with a long horizontal line extending to the right.

Josh Myler

Principal

## HARVARD PTO GRANT REQUEST FORM

The Harvard PTO Grant Program is designed to support curriculum enrichment as well as programs and projects that enhance the educational experience of HPS students. Teachers and staff are encouraged to apply for grants to fund enrichment programs, performances and other opportunities as well as to fund supplies, equipment, and other programs or projects which have a direct and beneficial impact on the quality of student education and experience.

Date of Request: 1/8/21 Total Amount Requested: \$ 3,500  
Submitted By: Josh Myler Email: jmyler@ps.harvard.org  
Program/Project Title: Appleseed Money

Description: (please provide as much detail about your request as possible including whether it is a new, modified or previously funded program or request):

This is a yearly request that the PTO provide \$3,500 of "Appleseed" money. The money will be used to fund need-based scholarships for students, classroom materials for special projects or activities in individual classrooms & supplemental technology and furniture to help facilitate remote teaching and learning.

Approximate number of students impacted:

430 Program/Project Start Date & End Date:  
2020-2021 school year

Please itemize expenses: A portion of the money will be used at the Principal's discretion. The larger portion will be split between classroom teachers as needed and approved by the Principal.

Signature of Applicant: [Signature] Date: 1/11/21

Signature of Principal: [Signature] Date: 1/13/21

Please email a copy of this completed grant request form to [info@harvardpto.org](mailto:info@harvardpto.org) or place the completed form in an envelope marked "PTO" and return to the main office.

Approved. Date 1/13/21 check #2411

TOWN OF HARVARD PTO  
P.O. BOX 488  
HARVARD, MA 01451

2411

53-7122/2113

1/13/21

Date

CHECK ARMOR  
Photo Safe Deposit®  
Details on back

Pay to the  
Order of

Hildreth Elementary School

\$ 3,500.00

Three thousand five hundred dollars and 00/100 Dollars



Middlesex  
Savings Bank

18353

BOXBOROUGH, MA 01710

For

Appleseed Grant

Dak Orin

MP

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School Committee Minutes  
Virtual Meeting  
January 25, 2021  
6:15 p.m.

Members attending: Sharlene Cronin, SusanMary Redinger, Suzanne Allen, Abby Besse, Shannon Molloy, Maureen Babcock and Linda Dwight

Others in attendance Nick Thornton, Taylor Caroom, Brooke Caroom, Josh Myler, Dori Pulizzi, Robin Benoit, and Scott Hoffman

SusanMary Redinger called the meeting to order at 6:15 p.m.

Nick Thornton read the Vision Statement.

**Public Commentary:**

Rachel Kopay, 221 Littleton County Road, Harvard, MA - Anti Racism work

**Student Report:**

Brooke Caroom reported that COVID screening has been running much more efficiently. The senior rock was painted by the classmates of a student from the class of 2013 who passed away unexpectedly. Our condolences to the family. The switch next week in school with the afternoon classes is circulating around the school and students are starting to talk about it.

Nick Thornton reported that the basketball team is currently quarantining. One student tested positive so the whole team was considered close contacts and had to quarantine. The Student Advisory Council will be meeting with the School Committee on February 3, 2021.

**Budget Review (VOTE)**

SusanMary Redinger presented the FY22 budget for approval. Our plan is to send the budget to the Finance Committee tomorrow along with our 5% budget reduction list. SusanMary Redinger read through the cuts that would be required to meet the 5% budget reduction. Dr. Dwight will send a narrative to explain the impact to student learning across the district if these cuts were required. Sharlene Cronin reviewed a list of things that are not funded in the current budget that are prioritized as add ins if additional funding becomes available.

The lockers were taken off the capital list; they could be submitted next year. The Committee won't send the add on list until after people have had a chance to think about it. This budget does not include any dollars for a COLA which will impact the bottom line.

Sharlene Cronin made the motion and Suzanne Allen seconded to approve the budget as submitted.

**VOTE Allen (Aye), Besse (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye).**

### **COVID Policy/School Closure review (VOTE)**

The Committee reviewed a proposed adjustment to the COVID school closure policy. The following adjustments were presented:

- \*Transmission is defined as a close school contact testing positive during the quarantine period or another member of the class testing positive within 14 days unless they contracted it from a non-school contact.
- \*At HES, if more than one student in a class is COVID positive during the 14 day quarantine the class would switch to remote for 14 days.
- \*At Bromfield in the middle school grades; if 3 students in a grade level are COVID positive during the 14 day quarantine the grade level will switch to remote for 14 days.
- \*At Bromfield in the high school; if 3 students in grades 9-12 are COVID positive during the 14 day quarantine grades 9-12 will switch to remote for 14 days.
- \*Faculty/Staff – a decision to switch to remote would be based on the ability to run school safely and on the number of absences.

The language will be clarified to read clearer regarding the 14-day quarantine period.

The Policy needs to be fluid and changed as COVID transmission rates change.

Suzanne Allen made the motion and Abby Besse seconded to approve the amendments to the school closure policy as presented.

**VOTE Allen (Aye), Besse (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye).**

### **Screening Initiative Updates**

Dr. Dwight gave an update on the COVID screening initiative. Things are going well. The state will be offering the screening program for six weeks for free. The group is working on using the state free testing but some things will look different. The fund raising is at approximately \$48K. We are now testing the EMTs and the DPW and they are funding these tests separately. We are testing approximately 780 tests this week. Thank you to Liz Ruark, Toby Bazarnick and Shannon Molloy for their work on this. A big shout out to Colleen Nigzus who has met with nurses across the state and invited them to come to observe how our program is working. They are really putting themselves out there to help others.

### **Classroom Capacity and Learning Model Changes (HES)**

Dr. Dwight and Josh Myler reported that kindergarten enrollment is at the point where Dr. Dwight will need to hire an additional teacher. The next learning model change date is February 1<sup>st</sup> and it is expected additional students will be choosing the hybrid model. The Committee agreed that Dr. Dwight will need to hire an additional long-term substitute for kindergarten for the remainder of the year.

### **Student Learning Time Adjustments (TBS)**

The new guidelines from DESE require us to include a synchronous check in between student and faculty/staff every day. Our plan is to inform students and families of the February 1<sup>st</sup> changes through discussions in class, email and a parent forum. Student attendance in all

afternoon classes on M, T, Th and Friday will be required as attendance will be tracked. At HES the majority of teachers and families supported a schedule change to in person days on Wednesdays as indicated in the December survey. The schedule for Wednesday in person time would be the same as the other 4 days of the week. The only change will be that Wednesday afternoons will not include a 2 p.m. remote learning time nor will afternoon specials occur. This ensures the afternoon collaboration and meeting time for teachers. Shannon Molloy asked the student representatives to bring feedback on the learning model changes to the SAC meeting on Wednesday.

Suzanne Allen made the motion and Shannon Molloy seconded to amend this policy as presented.

**VOTE Allen (Aye), Besse (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye).**

#### **Anti-Racism Work Update/Job Description DEI Coordinator (VOTE)**

Dr. Dwight presented a list of DEI initiatives written by teachers of things that are happening in classrooms at HES and TBS. Dr. Dwight worked with the DEI Committee and the leaders in our district to capture parts of our vision that need to be shepherded to make improvements in our district. Dr. Dwight shared the job description for a Diversity, Equity, and Inclusion (DEI) Coordinator. The person who fills this position would serve as an educational leader. They would work on Diversity, Equity and Inclusion and thereby improve the culture and safety of students, staff, and faculty. This position could be a stipend position or a part-time position. Dr. Dwight will work with the HTA to determine the financial details of the stipend. Suggested using the discretionary stipend funds for the remainder of this year and evaluate the position to see if it could be full time next year.

Abby Besse made the motion and Suzanne Allen seconded to move to accept the job description as written.

Members of the Committee wanted to follow the norms for the job description so it can be vetted by HTA, the Social Justice Club, the DEI group if there is an upcoming meeting before a vote is taken.

Abby Besse withdrew the motion with the understanding that Dr. Dwight will bring back with additional information for a future vote.

#### **District Improvement Review**

Tabled.

#### **Policy Review (VOTE)**

Refer to Agenda item V

#### **ATM Report Review**

Suzanne Allen shared changes she made to the Annual Town Meeting report. She will include additional information around not supporting the budget cuts as presented. Suzanne Allen will send off to Julie Doucet tomorrow.

### **Grant Approval**

The following gifts were presented for approval by the Harvard Schools Trust:

Harvard Schools Trust - TBS History Bee and Bowl – Andrew Wright - \$200

Harvard Schools Trust - March: Book One – Andrew Wright/Kathleen Doherty - \$1,116.35

Sharlene Cronin made the motion and Abby Besse seconded to approve the gift as presented.

**VOTE Allen (Aye), Besse (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye).**

The following gifts were presented for approval by the PTO:

PTO – Peter and the Starcatcher – Peter Murphy - \$125.

SusanMary Redinger and Suzanne Allen seconded to approve the gift as submitted

**VOTE Allen (Aye), Besse (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye).**

### **Future Meeting Dates**

February 3 - Student Advisory Meeting

February 8, 22 – Regular School Committee Meeting

February 10 - Budget Review with Finance Committee

May 15 – Annual Town Meeting

### **Agenda Items**

District Improvement Plan

Add backs to budget

DEI Coordinator

Curriculum Review

HES School Improvement Plan

Student Learning Time

### **Minutes**

With no objection, SusanMary Redinger approved the minutes of the January 11<sup>th</sup> meeting as amended.

**VOTE Allen (Aye), Besse (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye).**

### **Liaison/Subcommittee Reports**

**Abby Besse** reported that DEAC met last Thursday and talked about the survey for families. Students will be invited to the meeting to explain how their experience has been in the current year with the pandemic learning models. There are several building projects happening at Devens and they are reporting a lot of young families with kids are moving in which will be interesting to see how that impacts our school enrollment.

**Suzanne Allen** reported that HES School Council met and took a tour of the new building. Josh Myler reported that it was a great tour, overall the building is coming along nicely. Many of the classrooms are largely finished.

**Suzanne Allen** reported that the Policy Subcommittee and Continuous Improvement Subcommittee are meeting this week.

**Shannon Molloy** reported that DEI spent some time talking about the letter released by Dr. Dwight about the events at the capital and the reaction to the letter. Shannon learned from this

experience that if you feel supportive of something it is important to encourage people to have conversations with our peers and raise our voices about events in the world.

**SusanMary Redinger** reported that the HES building project is on time and on budget.

Everything is really coming together. The major concern that is still pending as a budget impact is the soil report. If it is clean soil on site it is cheaper to have it removed. One soil sample came back showing high levels of arsenic. A bigger area of soil needs to be tested to see how much of soil is affected to determine the cost. The furniture budget was a little over budget but the technology budget was under giving a combined savings of about \$100K.

**SusanMary Redinger** reported that the Bromfield House Committee has an upcoming meeting, they have already met twice. Bill Ferrence put together a proposed timeline and the survey has been sent out, so far there have been 188 responses on ideas for that property. Will be meeting again to go over the responses.

**SusanMary Redinger** reported that CPIC is writing up the individual projects that will be presented in the Annual Town Meeting book.

**Shannon Molloy** presented the following warrants for review:

Warrant 21-11 SCH - \$261,198.62 dated 11/20/2020

Warrant 21-12 SCH - \$2,101,894.54 dated 12/04/2020

Warrant 21-13 SCH - \$115,333.65 dated 12/18/2020

Warrant 21-14 SCH - \$1,689,469.92 dated 12/31/2020

#### **Public Commentary**

None

#### **School Committee Commentary**

**Taylor Caroom** – Will there be a student survey sent out that is similar to the parent survey that went out earlier?

**Suzanne Allen** would like to take an opportunity to thank so many people for the collaborative approach to the budget planning, testing and policy changes that have been ongoing throughout this pandemic year. Also, we have heard from families about mental health concerns but could we have a report out to us of on what the progress is half way through the year. The number of kids failing and what supports we might be able to offer. This problem is not going to go away when this is over. It would be good to get a report from the guidance department and do a review of the SWAT team for targeting and watching kids as needed.

#### **Executive Session**

SusanMary Redinger with no objection moved to adjourn into executive session pursuant to Massachusetts General Laws Chapter 30A section 2 for the following purposes:

To discuss strategy with respect to and in preparation for collective bargaining with Harvard Teachers' Association because an open discussion may have detrimental effect on the bargaining position of the Committee.

**VOTE Allen (Aye), Besse (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye).**

Respectfully Submitted,

Mary Zadroga