

**School Committee Meeting
Monday September 28, 2020**

6:15 p.m.

Join Zoom Meeting

<https://psharvard-org.zoom.us/j/94655682920?pwd=RXZMSHNcbVhrcbkZhU3RjV3JyMjFqZz09>

Dial by your location

+1 646 558 8656 US (New York)

Meeting ID: 946 5568 2920

Passcode: 033647

1. Read Vision Statement (6:15)
2. Public Commentary (6:20)
3. Student Report (6:25)
4. Superintendent Update (6:30)
5. Personnel Update (6:45)
6. Kindergarten Personnel Request (VOTE) (6:55)
7. Bus Fee Amount (VOTE) (7:15)
8. Policy (ACAB, COVID related policies) (7:35)
9. Superintendent Evaluation (7:50)
10. Ramp Funding (8:05)
11. Capital Plan Review (8:15)
12. Request of Tree Warden (VOTE) 8:25
13. Testing Initiative Update (8:30)
14. Grant Approval (VOTE) (8:35)
15. Future Meeting Dates (8:40)
16. Agenda Items (8:45)
17. Minutes (8:50)
18. Liaison/Sub-Committee Updates (8:55)
19. Public Commentary (9:05)
20. SC Commentary (9:10)
21. Adjourn (9:15)

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.

Superintendent L. Dwight's Update

September 28, 2020

I. Survey Results

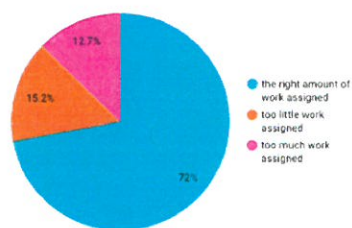
Standard I: Instructional Leadership

Families provided us with valuable information through their responses to our surveys. Parents/Guardians shared feedback for 552 students and 193 students themselves responded (grades 6 – 12). We have read through the open responses and done some comparisons with the filtered data. The leadership team will be discussing the data in more detail and planning action steps for continued improvements at our upcoming meeting on Tuesday. The staff will see the overview on Wednesday at a district-wide meeting, and then the specific grade levels will review the results in more detail.

Here is one sample of the results:

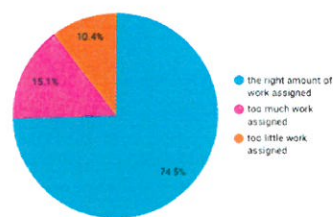
Hybrid Family Responses (451)

10) Is the overall workload sufficient or not?



Remote Family Responses (106)

7) Is the overall workload sufficient or not?



On an initial glance, there are a lot of rating responses of 3s or 4s. Many families complimented the hard work of the teachers. While there are certainly areas to improve, we want to also acknowledge the positive aspects of partnering with the community, providing visibility, committing to professional development, and remaining flexible.

II. Recommendation to Continue the Current Plan

Standard II: Management and Operations

The current hybrid phase has reduced the risk of COVID-19 spread by ensuring 6 ft distancing between students in classrooms, requiring masks at all times for students, and limiting the exposure to others in school to AM only. As of the writing of this report, there have been no positive cases in the schools. To best maintain this success, we plan to continue the current plan past the first identified reassessment date of October 13th.

At the next School Committee meeting, we will either recommend continuing in the current plan or suggest some modifications. We recognize that bringing both group of students together at TBS would require a change to the current policy that details 6 ft.

Superintendent L. Dwight's Update
September 28, 2020

spacing in classrooms. Also, bringing student in for full days would require a change in the mask wearing policy.

III. Remote Parent Advisory

Standard III: Family Engagement

The advisory met with me on Monday, September 21st. They helped to develop the survey questions. I am thankful to them for their attention to the questions and their continued work to create improved teaching and learning for every Harvard student.

IV. HES Remote/Hybrid Student Update

Standard II: Management and Operations

We continue to monitor the number of students in all of the hybrid and remote classes. See attached PDF. We added information on the grade levels where students are requesting to move from remote to hybrid. The kindergarten classes and 5th grade classes have little to no additional space within the classroom with the 6ft distance requirement. There is a memo detailing our request for kindergarten, but no formal request for 5th grade. In fifth grade we have room for one more student before a change in classroom space would be needed or an additional teacher.

V. Diversity, Equity and Inclusion Focus

Standard I: Instructional Leadership, IV: Professional Culture

During the last two week there have been multiple meetings related to this focus area. We held our first DEI meeting of the year. At that meeting we discussed the on-going partnership between alumni, current students, and the faculty and next steps. We reviewed the professional development work of the year ahead.

I met with the two teachers who led the summer professional development to identify dates in the calendar for on-going work and what areas of focus to prioritize. We also discussed round table meetings between teachers and students. They are working with the students to collect real experiences of racism from the larger student body for teachers to analyze and discuss at upcoming professional development. Our planning will continue on Monday at a follow up meeting.

Alumni and current students met with us to discuss next steps. The current students want to survey the larger student body and then continue on-going discussions with teachers to help shape changes to the curriculum and to improve the school culture.

Arm in Arm met to plan upcoming events. On Thursday, September 24th we held a virtual book discussion on the book, Just Mercy. The next event is on October 8th and it is entitled "The Intersection Between Religion and the Environment".

Superintendent L. Dwight's Update
September 28, 2020

VI. Commissioner's Call
IV: Professional Culture

Commissioner Riley met briefly with superintendents on September 16th. While there was not a lot of new information, he did indicate that this year districts could use full-remote learning days instead of snow days. This was a change from his prior position on this topic. This would enable us to eliminate the additional 5 days at the end of the calendar so that our final day of school this year would be June 11th instead of June 17th.

Number of students to date requesting move from Remote to Hybrid per grade

Updated: 9/28/20

Total Seats physically possible at 6 feet

Total seats that could shift from remote to hybrid without creating space issues.

PK
1

11 Hybrid
9 Hybrid

K
3

16 Hybrid
16 Hybrid
19 Remote

16 0
16 0

First
1

12 Hybrid
13 Hybrid
13 Hybrid
22 Remote

15 3
16 3
16 3

Second
0

11 Hybrid
12 Hybrid
12 Hybrid
21 Remote

15 4
16 4
16 4

Third
3

14 Hybrid
14 Hybrid
14 Hybrid
17 Remote
18 Remote

15 1
16 2
16 2

Fourth
3

12 Hybrid
14 Hybrid
12 Hybrid
14 Remote
15 Remote

16 4
16 2
15 3

Fifth
0

16 Hybrid
16 Hybrid
15 Hybrid
16 Hybrid
18 Remote

16 0
16 0
16 1
16 0

Name	FTE	Position	Replacing	Reason	Budgeted Salary	Actual Salary	Difference
Kaci Vandergrift	1.0 TBS	PE/Wellness	Amanda Welch	resignation	64,206	54,303	9,903
Eliminated	1.0 TBS	English	Janet Brown	resignation	96,046	0	96,046
Catherine Snow	1.0 TBS	English	Ryan Deery		84,980	59,120	25,860
Eliminated	1.0 HES	Reading	Margaret Bragg	retirement	103,253	0	103,253
Dawn Hall	1.0 HES	Guidance	Jessica Drennen	resignation	69,852	79,121	-9,269
Eliminated	0.5 SPED	Special Education	Jamie Adams	resignation	43,350	0	43,350
Sarah Blodgett	1.0 SPED	Special Education	David Bagtelle	retirement	61,531	71,464	-9,933
Megan Larret	1.0 SPED	PreK Teacher	Additional	new class	54,303	66,624	-12,321
Eliminated	1.0 TBS	Theatre	Martha Brooks	retirement	66,624	0	66,624
Eliminated	0.2 TBS	Nurse	Sumner Reed	resignation	10,858		10,858
Karen Salmon	1.0 HES	Grade 5		COVID 1 yr.		50,582	-50,582
Erin O'Regan	1 SPED	Speech	Rebecca Antes	.5 to Full-time	42490	56712	-14,222
Mary O'Neil	1 SPED	Occupational Therapist	Alison Thornton	position change	38404	54303	-15,899
Alison Thornton	1 SPED	Learning Assistant		New	0	38404	-38,404
Krista Myers	0.5 SPED	BCBA		New	0	33,312	-33,312
Jessica Capobianco	1.0 SPED	NURSE		New		61,954	-61,954
Tyler Libonate	1.0 SPED	Learning Assistant	Dale Parda	Retired	30,963	14,378	16,585
Peggy Bragg	1.0 HES	Reading				10,616	-10,616
Carol Riddle	1.0 HES	K-Aide		LOA	18,716	0	18,716
Elizabeth Hart	1.0 HES	K-Aide		LOA	18,716	0	18,716
Janice Nurmi	1.0 HES	K-Aide		LOA	18,716	0	18,716
Megan Hall	1.0 HES	Reading Tutor	Amy Kent-Barnes	LOA	29,763	15,260	14,503
Alison Wicks	1.0 HES	New 4th Grade Remote		COVID 1 yr.		50,582	-50,582
Additional Sections (13)	TBS			COVID 1 yr.		65,000	-65,000
Christine Zacharer	1.0 TBS	New 7th/8th Remote Teacher	Christine Zacharer	Change in position	28,175	50,582	-21,402
Remote Stipends	TBS					42,000	-42,000
Jonathan Ingalls	1.0 TBS	Teaching Assistant		COVID 1 yr.		12,940	-12,940
Patrick Doherty	1.0 TBS	Teaching Assistant		COVID 1 yr.		12,940	-12,940
Robert McNiff	1.0 TBS	Custodian		COVID 1 yr.		45,427	-45,427
Marcelle Hazoury	1.0 HES	Learning Assistant		COVID 1 yr.		16,515	-16,515
Patricia Wendt	1.0 HES	Reading	Mary Carroll	1 year replacement	28,879	21,787	7,092
Lisa Call	1.0 HES	Math Tutor	Alison Wicks	1 year replacement	36,623	18,014	18,609
Kimberly Riordan	1.0 HES	Math Tutor	Karen Salmon	1 year replacement	29,841	18,539	11,302
Column Moves		Anticipated but not completed			34,079	0	34,079
				SUB TOTAL			-9,106
		CvRF School Reopening Grant					75,000
		FY20/21 ESSER Grant					56,000



Memo: Kindergarten Personnel Request
Date: September 28, 2020
From: Linda Dwight, Superintendent

Dilemma: Do we need an additional kindergarten hybrid section to accommodate additional students based on parent requests for their children to return to in-person school on October 13th?

We have received requests from parents for 9 students to return to in-person school at HES so far. The deadline for letting the principal know is October 2nd, so we anticipate hearing from a few more families this coming week. Two of the returning students are in kindergarten. This has created a space issue that is unique to kindergarten for several reasons described below.

This year we decided to reduce the number of kindergarten teachers from 4 to 3 based on enrollment and for financial savings. Since one of the three classes is remote, we have two hybrid classes. The two classrooms are at capacity with 15/16 students and two or three adults in the space with the 6 ft. distancing requirement.

Josh Myler and I have discussed two possible solutions to the situation. We could hire a new teacher and adjust the current classes; meaning some students would need to change from their current class into the newly opened class in order to spread out the students. Or, we could make other space arrangements and maintain the current class relationships. The kindergarten room used by the remote teacher has additional space due to a bump out in the wall. Changing one of the hybrid teachers into that classroom would enable us to fit in two more students without creating a new class. The room move could be done prior to the October 13th transition date.

We plan to begin the room change process unless there are more requests made by families of kindergarten students to return to in-person school. We are requesting that a vote be taken that allows us to hire a new teacher if the returning numbers increase beyond the two additional students before the October 13th start date.

Request to Switch from Remote to Hybrid
HES

Grade Level	Number of Students
PreK	1
K	2
1 st	1
2 nd	0
3 rd	3
4 th	2
5 th	0



Memo: Bus Fees
Date: September 25, 2020
From: Linda Dwight, Superintendent

Dilemma: Should we keep the bus fee the same or lower or eliminate it for this year?

State legislation allows districts to set and collect a fee for bus ridership for all students in grades 7 – 12 and for those that live closer than 2 miles from the school for students in grades PreK – 6. Due to the school construction, the decision was made to again not charge families for elementary student riders because of the construction project and our desire to increase bus ridership and reduce traffic near the site. Now, due to the pandemic ridership on each bus is limited to under 25.

The budget was built prior to the pandemic, so we now find ourselves in an unexpected situation. The off-set for busses was approved at \$40,000. Even if all of the students who would be charged were charged the existing rate of \$225 per rider, we would only collect \$17,775. This is because fewer students are riding the bus than in a typical year.

This year due to the hybrid model, participating families are only getting two days' worth of service. The number of days that students attend in-person school is also likely to change throughout the year. Meanwhile, our payments to Dee Bus Company remain the same. So, the off-set of \$40,000 will be needed to balance that part of the budget.

The decision to discuss is what fee would the school committee want us to collect from families who qualify this year? If the fee is waived, we will potentially need to identify an account for the \$40,000 off-set. If we lowered the fee from \$225 to \$125, we would collect \$9,875 and still potentially need to fill in the remaining off-set.

Bromfield Bus Ridership Information:

Bus Number	Student Count: (M,Th)	Student Count: (Tu, Fri)
1	11	5
2	7	9
3	9	3
4	11	6
5	7	7
6	7	7
7*	19	10

*No fee collected by the district for Devens bus as this bus is paid by Mass Development



Hildreth Bus Ridership Information:

Bus Number	Student Count
1	13
2	17
3	8
4	25
5	9
6	6
7	22

SEXUAL HARASSMENT

Sexual harassment in the education programs, activities and workplace of the Harvard Public Schools ("District") is unlawful. All persons associated with the District including, but not limited to, School Committee members, District employees, volunteers, and students, are expected to conduct themselves at all times to maintain a workplace, education program, and activity free from sexual harassment.

Any person who engages in sexual harassment while participating in the education program or activity, or acting as a member of the school community, will be in violation of this policy.

Further, any retaliation against an individual who has complained about sexual harassment or retaliation against an individual for cooperating in an investigation of a sexual harassment complaint is unlawful and will not be tolerated.

Because the District takes allegations of sexual harassment seriously, it will respond promptly to complaints of sexual harassment and where it is determined that inappropriate conduct, whether or not such conduct constitutes sexual harassment, has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a workplace and school environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace or school conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Definitions:

Complainant – An individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent – An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment or a violation of this policy.

Sexual Harassment – Conduct on the basis of sex that satisfies one or more of the following:

1. A district employee conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct by a Committee member, employee, district volunteer or student determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or

3. Sexual assault, dating violence, domestic violence and/or stalking by a Committee member, District employee, volunteer or student.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

1. Unwelcome sexual advances – whether they involve physical touching or not;
2. Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
3. Displaying sexually suggestive objects, pictures, cartoons;
4. Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
5. Inquiries into one's sexual experiences; and
6. Discussion of one's sexual activities.

Supportive Measures – Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to education programs or activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or to deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, school building/campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the building/campus, and other similar measures.

Formal Complaint – A document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment.

Title IX Coordinator:

The Superintendent will annually appoint one or more Title IX Coordinators who will be vested with the authority and responsibility of managing all sexual harassment complaints. The District will annually notify applicants for employments, students, parents/guardians, and unions of the Title IX Coordinator's name(s), and the title, address, email address and phone number for each Title IX Coordinator.

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). Reports may be made at any time including during non-business hours. Reports may be made in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Complaint Procedure:

Receipt of Formal Complaint

Upon actual knowledge of allegations of sexual harassment, the Title IX Coordinator will promptly and confidentially contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

The Title IX Coordinator shall respect a complainant's wishes that the allegations not be investigated unless the Title IX Coordinator determines that it would be unreasonable in light of the known circumstances not to initiate a formal complaint. The Title IX Coordinator must investigate the complaint and take appropriate action where required by state law.

The District may remove a respondent on an emergency basis after undertaking an individualized safety and risk analysis and determining that an immediate threat to the physical health or safety of any student or other individual arising from the allegations justifies removal. The District will provide the respondent with written notice and an opportunity to challenge the decision immediately following the removal in accordance with any applicable laws, collective bargaining agreements and student handbooks.

After a formal complaint has been filed, the Title IX Coordinator will provide written notice to all parties of the investigation process and sufficient details of the allegations known at the time. If the allegations are against more than one respondent or by more than one complainant, the District may consolidate multiple formal complaints where the allegations of sexual harassment arise out of the same facts or circumstances.

The Title IX Coordinator shall assign an individual to investigate the matter. The investigator shall have no conflicts with or biases against either the complainant or the respondent. If the District has appointed more than one Title IX Coordinator, the individual not assigned to be the Title Coordinator in the matter may serve as the investigator. The investigator will collect and review evidence, interview parties and witnesses, and complete an investigative report.

Informal Resolution

After a formal complaint is filed, the District may offer and facilitate an informal resolution process (such as but not limited to mediation or restorative justice) before a determination is made. This process is not available when the complaint alleges sexual harassment by a School Committee member, District employee or volunteer towards a student.

The parties must give voluntary, written consent to participate in this informal process. When both parties consent to an informal process, the District shall facilitate a resolution-based meeting **within ten (10) school days**, subject to the availability of the involved parties and any mediator or facilitator.

If informal resolution is unsuccessful, the complainant may choose to continue the investigation process by providing written notice to the Title IX Coordinator **within five (5) school days** of the unsuccessful informal resolution meeting. In this event, the investigator will commence or resume the investigation generally **within five (5) school days** from receipt of notice.

Investigation

All evidence will be weighed objectively using the **preponderance of the evidence standard**. Credibility determinations are not based on an individual's status as a complainant, respondent or witness. The investigator will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the investigation process. However, nothing in this paragraph will limit the right of the District to remove a respondent on an emergency basis as provided in the Complaint Procedure of this policy.

The investigator shall strive to complete investigations **within twenty-five (25) school days** of the filing of the formal complaint or resumption of the investigation after an unsuccessful information resolution meeting.

During the investigation, the investigator shall take the following steps:

1. The investigator will interview the complainant to obtain a clear understanding of that complainant's allegations **within five (5) school days** of the filing of the formal complaint provided that the complainant is available to be interviewed by the investigator.
2. The investigator will interview the respondent to obtain a response to the complainant's allegations from the respondent **within five (5) school days** of the interview with the complainant provided that the respondent is available to be interviewed with the investigator.
3. The investigator will interview witnesses identified by the complainant or respondent **within five (5) school days** of being identified as a potential witness by the complainant or respondent provided the witness is available. The investigator will interview witnesses as the investigator deems necessary.

4. The investigator will hold as many meetings or interviews with the parties and any witnesses as is necessary to make factual findings.

The timelines above are subject to the District's goal to complete investigations generally **within twenty-five (25) school days**, but may be extended for good cause upon written notice to the complainant and respondent. The timeline for investigation may be suspended during any informal resolution procedure or meeting. Each party is entitled to be accompanied in interviews by an advisor, who may be a parent/guardian or an attorney, but who may only have limited participation in interviews. Translators will be provided upon request.

After all interviews are conducted and evidence is obtained, the parties and if applicable, their advisors, will have an equal opportunity to inspect, review and respond to any evidence obtained.

Prior to completion of the investigative report, the investigator will send each party all evidence subject to inspection and review and provide each party **at least ten (10) business days** to provide a response to the investigator. Evidence to be shared may be redacted to protect confidential information under the Family and Educational Rights and Privacy Act ("FERPA") or other federal or state laws and regulations.

The investigator will draft an investigation report that fairly summarizes the relevant evidence including, but not limited to, interviews with parties and witnesses, written evidence, audio/video recordings, and site visits. The investigator will then send the completed investigation report to each party and: (1) afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness; (2) provide each party with the answers; and (3) allow for limited follow-up questions. The investigator may limit the number of questions and, if certain questions are submitted that are not relevant to the investigation, may choose not to provide those questions to the other party. If the investigator chooses not to provide certain questions, the investigator will inform the party who submitted such questions that they will not be asked as they are not relevant.

Determinations:

The investigator will provide the decision maker with a report including all evidence obtained during the course of the investigation. The decision maker assigned will have no conflicts with or biases against either the complainant or the respondent and the decision maker will not be the Title IX Coordinator assigned in the matter or the investigator for the complaint. The decision maker shall review all of the evidence and issue a written determination **within fifteen (15) school days** of receipt of the matter from the investigator, absent extenuating circumstances. If the decision maker substantiates the allegations of sexual harassment, the decision maker may recommend or impose discipline against the respondent. If the decision maker does not substantiate the allegations of sexual harassment, the complaint will be dismissed.

The decision maker shall provide the written determination to the parties simultaneously. The

written determination shall include: (1) identification of the allegations potentially constituting sexual harassment; (2) a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence; (3) findings of fact supporting the determination; (4) conclusions as to whether District policies were violated; (5) a statement of the result of each allegation, including a determination regarding responsibility, disciplinary action to be imposed on the respondent, and whether remedies designed to preserve equal access to the District's education program or activity will be provided to the complainant; and (6) the District's procedures and permissible bases for appeal. Confidential student record information and personnel information may be redacted consistent with and as required by state and federal law.

An employee found responsible for engaging in sexual harassment is subject to discipline up to and including termination. A student found responsible for engaging in sexual harassment is subject to discipline consistent with state law and applicable student handbook.

Dismissals under Title IX:

If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the District's education program or activity or workplace, or did not occur in the United States, then the District will dismiss the formal Title IX complaint with regard to that conduct for purposes of sexual harassment under Title IX. However, such a dismissal does not preclude the investigation or imposition of disciplinary action pursuant to state law, other District policies and/or the student handbook.

The District may dismiss the formal Title IX complaint or any of the allegations in the complaint, if at any time during the investigation or hearing: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations in the complaint; the respondent is no longer enrolled or employed by the District; or specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations.

Upon a dismissal of this section, the District will promptly send written notice of the dismissal and reason(s) to the parties.

Withdrawal:

While Title IX allegations may be withdrawn, the District may investigate under other state and federal laws and District policies.

Appeals:

Either party may appeal the outcome of the investigation for one of the following reasons:

1. Procedural irregularity affected the outcome;
2. New evidence that was not reasonably available at the time that the determination was made which could affect the outcome;
3. The Title IX Coordinator, investigator, and/or decision-maker had a conflict of interest or bias.

Appeals must be submitted to the Title IX Coordinator **within five (5) business days** of receipt of the written determination and contain a written statement in support or challenge of the outcome.

When an appeal is filed, the District shall notify the other party and ensure that the individual deciding the appeal is not the same person as the decision maker who reached the determination regarding responsibility and that the individual has no conflicts of interests and is free of bias.

The non-appealing party shall have **five (5) school days** from the date of receipt of the notice of the appeal to submit a written statement to support or oppose the outcome.

The individual deciding the appeal shall issue a written decision describing the result of the appeal and rationale for the decision and provide the decision to both parties generally **within ten (10) school days** of receipt of the non-appealing party's written statement, or in the event no statement is submitted, the date the statement would have been due.

In addition to the above, if you believe you have been subjected to sexual harassment, you may file a complaint with any of the governing agencies set forth below.

1) United States Department of Education Office for Civil Rights – Region 1
J.W. McCormack Post Office and Court House
Post Office Square
Boston, MA 02108
(617) 289 – 0111

2) Equal Employment Opportunity Commission
JFK Federal Building
15 New Sudbury Street, Room 475
Boston, MA 02203
(800) 669 – 4000

3) The Massachusetts Commission Against Discrimination ("MCAD")
One Ashburton Place – Room 601
Boston, MA 02108
(617) 994 – 6000

SOURCE: MASC

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended 45

Federal Regulation 74676 issued by EEO Commission

Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX)

Board of Education 603 CMR 26:00

ADOPTED: June 11, 2007

AMENDED: May 20, 2013

AMENDED: TBD

MASKS

For everyone's safety, masks are required in school and district facilities. All individuals including students, teachers, staff, and non-school personnel entering school buildings will be required to wear an appropriate mask at all times*, even when physical distancing of 6 feet can be maintained, except during designated mask breaks or designated eating periods.

Masks are also required to be worn by everyone on school transportation including school buses and special education transportation vehicles and while entering and exiting buses/vehicles.

Students, teachers, and staff will be provided with the opportunity for mask breaks throughout the day with distancing of at least 6 feet any time that masks are removed.

Students are expected to bring two (2) masks to school with them daily: one to wear and one as a backup in their backpack. Masks will go home with students each day. Reusable masks should be washed after each wearing. The school will have extra disposable masks available for students who need them during the day.

Appropriate masks:

- Are made of layered, tightly woven material;
- Fully cover the mouth, nose, and chin;
- Fit snugly against the sides of the face with no gaps.

Masks with exhalation valves are not permitted.

The school will provide a disposable mask for a student who brings a mask that does not meet the requirements for an appropriate mask listed above.

Masks should be clearly identified with the student's name or initials to avoid confusion or swapping. Masks may also be labeled to indicate top/bottom and front/back.

Staff and students will be educated on the safe wearing and use of masks. This will include instruction on safe removal and storage of masks during breaks and safe re-application of the mask after a break.

Exemptions to this policy can be made under certain circumstances, such as for students for whom it is not possible due to medical conditions, disability impact, or other health or safety concerns. Parents may not excuse their child from the mask requirement by signing a waiver. A written note from a physician or health care provider is required to initiate the exemption process and must be received by the Superintendent of Schools at least two weeks prior to the student's planned attendance at school. Requests for an exemption with the supporting medical note should be sent to Harvard Public Schools, Office of the Superintendent, 39 Massachusetts Avenue,

Harvard, MA 01451. Requests for exemptions are subject to review and approval by the Superintendent who may consult with the district nurse, district physician or local Board of Health. If an exemption to this policy is granted, the Superintendent/designee will work with the family to consider alternative methods of keeping the student as well as other students and adults around the student safe. Face shields or physical barriers may provide an alternative in some instances.

Staff seeking exemptions to this policy should follow the same process for requesting an exemption as outlined above for students.

The Superintendent/designee will identify the need for and the use of personal protective equipment (PPE) in addition to masks for certain staff, such as but not limited to school nurses based on job duties and the need to maintain safety for all staff and students. PPE will be made available for use accordingly throughout the school year. Staff will be provided training on the proper use of PPE, including putting on and removing PPE.

Masks must be worn properly at all times. If a student is in violation of this policy, the following steps may be taken:

- Staff will signal to the student to put the student's mask on correctly;
- If a student is not able to immediately comply, staff may take the student outside for a mask break;
- Staff will work with families to discuss challenges and reinforce compliance;
- A student may be required to switch to remote learning if noncompliance is repeated.

Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy.

Visitors in violation of this policy will be denied entry to the school/district facility.

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

*At HES, masks may be removed if a teacher is remote teaching in a classroom that will remain otherwise empty for the day. Masks may be removed if a teacher is in their classroom during a break time (when students will enter the room afterward) as long as there is a plastic study carrel around them and they are within their teaching space. Masks may also be removed in the afternoon after student dismissal, if the teacher is working from their otherwise empty classroom. Meetings should be held in other locations, virtually, or outside.

*At TBS, masks may be removed if a teacher is remote teaching in a classroom (when students will enter the room afterward) as long as there is a plastic study carrel around the computer and their teaching area. Masks may be removed if a teacher is remote teaching in a classroom or space that will remain otherwise empty for the day. Masks may also be removed in the afternoon after student dismissal, if the teacher is

working from their otherwise empty classroom. Meetings should be held in other locations, virtually, or outside.

LEGAL REF.: Commonwealth of Massachusetts, COVID-19 Order No. 31 – <https://www.mass.gov/doc/may-1-2020-masks-and-face-coverings/download>

REFS.: Center for Disease Control and Prevention – Considerations for Wearing Masks – <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

Massachusetts Department Elementary and Secondary Education – Reopening Guidelines – <http://www.doe.mass.edu/covid19/>

Commonwealth of Massachusetts – Mask Up MA! – <https://www.mass.gov/news/mask-up-ma>

FIRST READ: August 10, 2020

ADOPTED on an emergency basis: August 10, 2020

REVISED: August 17, 2020

REVISED: September 28, 2020

RESPONDING TO KNOWN OR SUSPECTED COVID-19 CASES

Event	Location of Event	Testing Result	Quarantine
Individual is symptomatic	If an individual is symptomatic at <u>home</u> , they should <u>stay home, call the attendance line, contact the school nurse, and get tested.</u>	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	Individual tests positive	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal

	then go home and get tested.		<p>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 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>

Individual is exposed to COVID-19 positive individual	<p>If an individual is at home when they learn they were in close contact with an individual who 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>	Individual tests negative	<p>Remain home in self quarantine for 14 days after last exposure to the person who tested positive regardless of test result.</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>	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</p>

		Individual is not tested	with no fever and improvement in other symptoms. Remain home in self-isolation for 14 days
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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

With the confirmation of a single Covid19 positive case, the leadership team will convene with the district nurses and discuss steps to mitigate spread of the virus. Mitigating steps include the possibility of a short term closure of the affected building as well as a short term district wide closure. Beyond a single case occurring at one time, the district will close the buildings and switch to remote learning for at least 14 days. 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

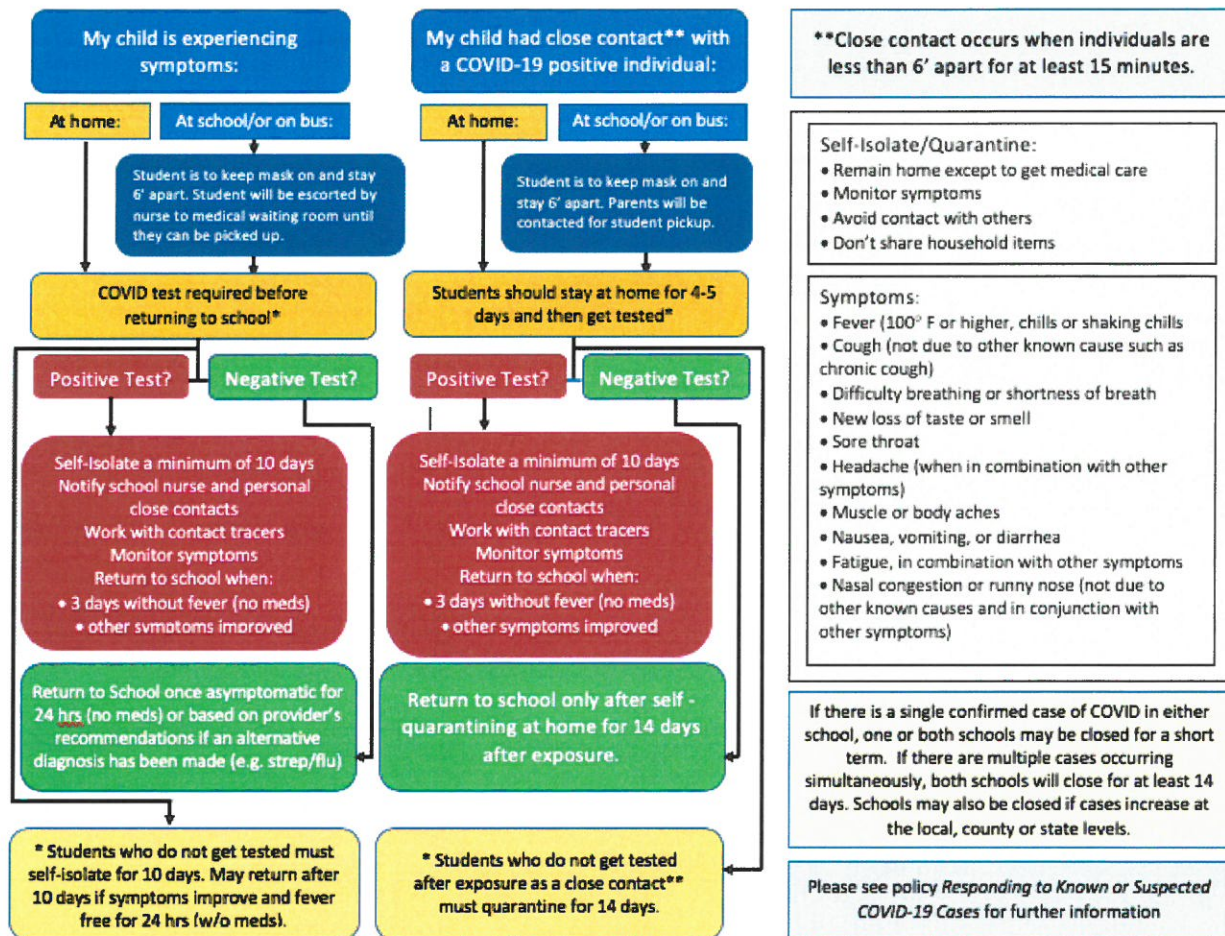
district

- 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

My child is experiencing symptoms:

At home:

At school/or on bus:

Student is to keep mask on and stay 6' apart. Student will be escorted by nurse to medical waiting room until they can be picked up.

Contact the school nurse. A COVID test is required before returning to school*

Positive Test?

Negative Test?

Self-Isolate a minimum of 10 days
Notify school nurse and personal close contacts
Work with contact tracers
Monitor symptoms
Return to school when:
• 3 days without fever (no meds)
• other symptoms improved

Return to School once asymptomatic for 24 hrs (no meds) or based on provider's recommendations if an alternative diagnosis has been made (e.g. strep/flu)

* Students who do not get tested must self-isolate for 10 days. May return after 10 days if symptoms improve and fever free for 72 hrs (w/o meds).

My child had close contact** with a COVID-19 positive individual:

At home:

At school/or on bus:

Student is to keep mask on and stay 6' apart. Parents will be contacted for student pickup.

Students should stay at home for 4-5 days and get tested*

Positive Test?

Negative Test?

Self-Isolate a minimum of 10 days
Notify school nurse and personal close contacts
Work with contact tracers
Monitor symptoms
Return to school when:
• 3 days without fever (no meds)
• other symptoms improved

Return to school only after self-quarantining at home for 14 days after exposure.

* Students who do not get tested after exposure as a close contact** must quarantine for 14 days.

**Close contact occurs when individuals are less than 6' apart for at least 15 minutes.

Self-Isolate/Quarantine:

- Remain home except to get medical care
- Monitor symptoms
- Avoid contact with others
- Don't share household items

Symptoms:

- Fever (100° F or higher, chills or shaking chills)
- Cough (not due to other known cause such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Headache (when in combination with other symptoms)
- Muscle or body aches
- Nausea, vomiting, or diarrhea
- Fatigue, in combination with other symptoms
- Nasal congestion or runny nose (not due to other known causes and in conjunction with other symptoms)

If there is a single confirmed case of COVID in either school, one or both schools may be closed for a short term. If there are multiple cases occurring simultaneously, both schools will close for at least 14 days. Schools may also be closed if cases increase at the local, county or state levels.

Please see COVID policies on the school district website for further information



9. 2020 Superintendent Evaluation - Harvard School District

Questions

Responses

2020 Superintendent Evaluation - Harvard School District

End-of-Cycle Summative Evaluation Report: Superintendent
Superintendent: Dr. Linda Dwight

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Date: *

Month, day, year



Step 1: Assess Progress Towards

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



Check one box for each goal.

Student Learning Goal: To provide a recommendation to the School Committee to support curriculum development, assessment alignment, data analysis, and differentiated instruction. (see goal #1 in this document:

https://drive.google.com/drive/u/1/folders/1wKH7a02XE_YeatYd_2XH7JwxyNEmvAdC)

- ☐ Did not meet
- ☐ Some progress
- ☐ Significant progress
- ☐ Met
- ☐ Exceeded

Professional Practice Goal: To provide training to district leaders on their feedback to educators and measure improvement. (see goal #2:

https://drive.google.com/drive/u/1/folders/1wKH7a02XE_YeatYd_2XH7JwxyNEmvAdC)

- ☐ Did not meet
- ☐ Some progress
- ☐ Significant progress
- ☐ Met
- ☐ Exceeded

District Improvement Goal: To gain more community input on district decision making by providing information and encouraging dialogue. (See goal #3:

https://drive.google.com/drive/u/1/folders/1wKH7a02XE_YeatYd_2XH7JwxyNEmvAdC)



- ☐ Some progress
- ☐ Significant progress
- ☐ Met
- ☐ Exceeded

Step 2: Assess Performance on Standards

Please see the following reflection narrative provided by Dr. Dwight to be used in evaluating her performance with regards to the standards below:

<https://drive.google.com/file/d/1dhwFeVntQStrIdNsBoOljrWjaqPcpKDI/view?usp=sharing>

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

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

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

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

Superintendent's Performance rating for Standard I: Instructional Leadership. The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

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

Curriculum Rubric



Indicator I-A. Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Standards-Based Unit Design	Does not set the expectation that educators plan standards-based units of instruction, provide adequate resources or support for this activity, and/or monitor or assess progress.	Gives educators resources on how to use a backward design approach to planning standards-based units and checks that teachers engage in instructional planning. Sometimes monitors and assesses progress and provides feedback.	Provides support and assistance for educators and teams to use a backward design approach to plan standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.	Empowers staff to create with a backward design approach rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects educators to additional supports as needed. Is able to model this element.
I-A-2. Lesson Development Support	Does not state expectations for the development of well-structured lessons, provide support to educators, and/or discriminate between strong and weak lesson-planning practices.	Provides limited training to educators on how to develop well-structured lessons and/or does not consistently address patterns of weak lesson development practices.	Supports educators to develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.	Supports educators to collaborate on developing a series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element.

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

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Proficient
- ☐ Exemplary

Instruction Rubric

Indicator I-B. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Instructional Practices	Does not look for evidence of and/or cannot accurately identify more than a few effective teaching strategies and practices.	While observing practice and reviewing unit plans, occasionally looks for evidence of or accurately identifies appropriate teaching strategies and practices.	While observing practice and reviewing unit plans, looks for and identifies a variety of effective teaching strategies and practices.	Ensures, through observation and review of unit plans, that teachers know and employ effective teaching strategies and practices while teaching their content. Is able to model this element.
I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of content, student effort, and/or student work schoolwide, or expectations are inappropriate.	May set high expectations for the quality of content, student effort, and student work schoolwide but allows expectations to be inconsistently applied across the school.	Sets and models high expectations for the quality of content, student effort, and student work schoolwide and supports educators to uphold these expectations consistently.	Sets and models high expectations for the quality of content, student effort, and student work schoolwide and empowers educators and students to uphold these expectations consistently. Is able to model this element.
I-B-3. Diverse Learners'	Does not look for evidence of and/or cannot accurately identify more than a few effective teaching strategies and	While observing practice and reviewing unit plans, occasionally looks for evidence of or accurately	While observing practice and reviewing unit plans, looks for and identifies a variety of teaching	Ensures, through observation and review of unit plans, that teachers know and employ teaching strategies



1-B Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Proficient
- ☐ Exemplary

Assessment Rubric

Indicator I-C. Assessment: Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.				
I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Variety of Assessments	Does not communicate or monitor a strategy for assessments, leaving it up to educators to design and implement their own assessments.	Provides educators with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice.	Supports educator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.	Leads educator teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessment and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.
I-C-2. Adjustment to Practice	Does not encourage or facilitate teams to review assessment data.	Suggests that teams meet to review data and plan for adjustments and interventions but inconsistently monitors this practice.	Provides planning time and effective support for teams to review assessment data and identify appropriate interventions and adjustments to practice. Monitors educators' efforts and successes in this area.	Plans, facilitates, and supports team review meetings after each round of assessments. Monitors teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.

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

- ☐ Unsatisfactory
- ☐ Needs Improvement



Exemplary

Evaluation Rubric

Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including: <ol style="list-style-type: none"> Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers. Exercises sound judgment in assigning ratings for performance and impact on student learning. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists. 				
I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support educators to develop professional practice and/or student learning goals, review the goals for quality, and/or support educators in attaining goals.	Supports educators and educator teams to develop professional practice and student learning goals but does not consistently review them for quality and/or monitor progress.	Supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals.	Supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals and models this process through the leader's own evaluation process and goals. Is able to model this element.
I-D-2. Observations and Feedback	Observes educators only in formal observation visits and/or does not provide honest feedback to educators who are not performing proficiently.	Makes infrequent unannounced visits to classrooms, rarely provides feedback that is specific and constructive, and/or critiques struggling educators without providing support to improve their performance.	Typically makes at least two unannounced visits to classrooms every day and provides targeted constructive feedback to all educators. Acknowledges effective practice and provides redirection and support for those whose practice is less than <i>Proficient</i> .	Makes multiple unannounced visits to classrooms every day and provides targeted constructive feedback within 48 hours. Engages with all educators in conversations about improvement, celebrates effective practice, and provides targeted support to educators whose practice is less than <i>Proficient</i> . Is able to model this element.

Image title

I-D-3. Ratings	Assigns ratings for performance, goal attainment, and impact on student learning without collecting and analyzing sufficient and/or appropriate data or does not assign ratings for some educators.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to educators.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that educators understand why they received their ratings.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that educators understand in detail why they received their ratings and provides effective support to colleagues around this practice. Is able to model this element.
I-D-4. Alignment Review	Does not review alignment between judgment about practice and data about student learning when evaluating and rating educators.	Occasionally reviews alignment between judgment about practice and student learning data.	Consistently reviews alignment between judgment about practice and student learning data and makes informed decisions about educator support and evaluation based upon this review.	Studies alignment between judgment about practice and data about student learning when evaluating and rating educators and provides effective support to colleagues around this practice. Is able to model this element.

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

☐ Unsatisfactory


☐ Proficient

☐ Exemplary

Data-Informed Decision Making Rubric

Indicator I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.				
I-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-1. Knowledge and Use of Data	Relies on few data sources that do not represent the full picture of school performance and/or does not analyze the data accurately.	May identify multiple sources of student learning data but these data do not provide multiple perspectives on performance and/or analysis of the data is sometimes inaccurate.	Identifies a range of appropriate data sources and effectively analyzes the data for decision-making purposes.	Leads educator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school performance, and models effective data analysis for staff. Is able to model this element.
I-E-2. School and District Goals	Gathers limited information on the school's strengths and weaknesses and/or does not use these data to inform school plans or actions.	Assesses the school's strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan.	Uses data to accurately assess the school's strengths and areas for improvement to inform the creation of focused, measurable school and district goals.	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses using appropriate data and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. Is able to model this element.
I-E-3. Improvement of Performance, Effectiveness, and Learning	Does not share assessment data with faculty, use data to make adjustments to school plans, and/or model appropriate data analysis strategies.	Shares limited data with faculty to identify student and/or educator subgroups that need support; provides limited assistance to educator teams in using data to improve performance.	Uses multiple data sources to evaluate educator and school performance. Provides educator teams with disaggregated assessment data and assists faculty in identifying students who need additional support.	Leads teams to disaggregate data and identify individuals or groups of students who need support. Empowers educators to use a range of data sources to pinpoint areas for their own and schoolwide improvement. Is able to model this element.

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

☐ Unsatisfactory

☐ Needs Improvement

☐ Proficient

☐ Exemplary

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



- ☐ Needs Improvement
- ☐ Proficient
- ☐ Exemplary

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

Long answer text

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.

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

Environment Rubric

Indicator II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.				
II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Plans, Procedures, and Routines	Does not organize the school effectively for orderly and efficient movement of students.	Establishes plans, procedures, and routines but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient.	Establishes and implements plans, procedures, and routines that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.	Establishes systems, plans, procedures, and routines that empower students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Is able to model this element.
II-A-2. Operational Systems	Inadequately supervises or supports custodial and/or other staff so that the campus is not generally clean, attractive, welcoming, and/or safe.	Provides inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe.	Supervises and supports custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.	Creates and maintains a school environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element.
II-A-3. Student Safety, Health, and Social and Emotional Needs	Leaves student discipline largely up to teachers to address on their own or totally delegates to an assistant. Often tolerates discipline violations and enforces the rules inconsistently.	Urges staff to demand good student behavior but allows varying standards to exist in different classrooms and common areas. Addresses student discipline and bullying matters on a case-by-case basis.	Demonstrates high expectations for student behavior and provides appropriate training for staff to uphold these expectations. Establishes schoolwide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.	Consistently showcases high expectations for student behavior and invests staff and students in upholding these expectations. Successfully implements schoolwide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element.



systems to address a full range of safety, health, emotional, and social needs.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Proficient
- ☐ Exemplary

Human Resources Management and Development Rubric

Indicator II-B. Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.				
II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Recruitment and Hiring Strategies	Does not successfully lead the recruitment and hiring process.	Leads the recruitment and hiring process but does not consistently identify effective educators.	Leads the school's recruitment and hiring process and, through it, consistently identifies effective educators who share the school's mission.	Consistently identifies effective educators who share the school's mission. Empowers faculty members to share in a structured, consistent interview process. Is able to model this element.
II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not support new teachers, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited school-based induction program for new teachers and/or inconsistently implements the district's induction strategy; organizes job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support effective educators' career growth.	Develops school-based induction support for new teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with school and educator goals; and supports the career growth of effective educators by distributing leadership tasks and monitoring progress and development.	Facilitates the educator-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with school and educator goals, and are consistently viewed by educators as effective and helpful. Is able to model this element.

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

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Proficient
- ☐ Exemplary



Indicator II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of time for teaching, learning, and collaboration.				
II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Time for Teaching and Learning	Does not create a master schedule and/or related systems to maximize blocks of uninterrupted instructional time.	Creates a master schedule and related systems that set aside instructional time but does not effectively eliminate unnecessary interruptions to instruction.	Creates a master schedule and related systems to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction.	Creates, implements, and regularly adjusts a master schedule and related systems to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction. Empowers staff to do the same. Is able to model this element.
II-C-2. Time for Collaboration	Sets unrealistic expectations for team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities.	Sets inconsistent expectations for team meetings and/or creates a schedule that only provides adequate meeting time for some teams. Works to prevent or deflect activities with limited success.	Sets expectations for team meetings and creates a schedule that provides sufficient meeting time for all teams. Prevents or deflects activities that prevent staff from focusing on student learning during team time.	Is transparent and forthcoming about expectations for all team meetings. Creates and implements a schedule that maximizes meeting time for all teams. Effectively prevents time-wasting activities. Is able to model this element.

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

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Proficient
- ☐ Exemplary

Laws, Ethics and Policies Rubric

Indicator II-D. Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.				
II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Laws and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements but inconsistently complies with some laws or policies.	Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements.	Invests staff in understanding and complying with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Is able to model this element.
II-D-2. Ethical Behavior	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect student, family, and/or staff confidentiality.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect student, family, and staff confidentiality appropriately.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately; and expects staff to do both as well.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element.



- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Proficient
- ☐ Exemplary

Fiscal Systems Rubric

Indicator II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources.				
II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Fiscal Systems	Builds a budget that does not align with the district's goals or mismanages available resources.	Develops a budget that loosely aligns with the district's vision, mission, and goals or inconsistently manages expenditures and available resources.	Develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.	Leads a team to develop a budget that aligns with the district's vision, mission, and goals with supporting rationale; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Is able to model this element.

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

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Proficient
- ☐ Exemplary

Overall Rating for Standard II: Management and Operations (Check

- ☐ Unsatisfactory



☐ Proficient

☐ Exemplary

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

Long answer text

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.

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

Engagement Rubric

Indicator III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the classroom, school, and community's effectiveness.				
III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Family Engagement	Does little to welcome families as members of the classroom or school community or tolerates an environment that is unwelcoming to some families.	Makes some attempts to welcome families as members of the classroom and school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	Uses culturally sensitive practices to ensure that all families are welcome and can contribute to the classroom, school and community's effectiveness. Works with staff to identify and remove barriers to families' involvement, including families whose home language is not English.	Uses culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to classroom, school, and community effectiveness. Works with staff, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Is able to model this element.
III-A-2. Community and Business Engagement	Limits work to the immediate context of the school. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to school effectiveness.	Engages some community organizations, community members, and/or businesses in annual school events but does not make efforts to increase their involvement to maximize community contributions for school effectiveness.	Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for school effectiveness.	Establishes strategic partnerships with community organizations, community members, and businesses that improve school effectiveness. Works to increase the types and number of organizations with whom the school partners in order to deepen relationships and increase partner contributions. Is able to model this element.

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



- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Proficient
- ☐ Exemplary

Sharing Responsibility Rubric

Indicator III-B. Sharing Responsibility: Continuously collaborates with families to support student learning and development both at home and at school.				
III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Student Support	Does not work with educators to identify student needs, does not work with families to address student needs, and/or does not draw upon internal or external resources.	Asks educators to identify students struggling academically or behaviorally and/or works with a limited number of families to address student needs, utilizing a limited set of resources.	Supports educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with families to address student needs, utilizing resources within and outside of the school.	Models for educators how to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the school. Is able to model this element.
III-B-2. Family Collaboration	Does not set clear expectations for or provide support to educators to regularly communicate with families on ways to support their children's learning at home and at school.	Sets general expectations and provides occasional support to educators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency.	Sets clear expectations for and supports educators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	Sets clear expectations and provides differentiated support to educators to ensure that they regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities. Is able to model this element.

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

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Proficient
- ☐ Exemplary



Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families about student learning and performance.				
III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communication	Does not set clear expectations for or provide support to educators to communicate with families. School and classroom communication regarding student learning and performance primarily occurs through report cards.	May set expectations for and provide limited support to educators to communicate with families but does not stress the importance of two-way communication channels. School and classroom communication regarding student learning and performance primarily occurs through newsletters and other one-way media.	Sets clear expectations for and provides support to educators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports educators to maximize the number of face-to-face family/teacher interactions.	Sets clear expectations for and provides differentiated support to ensure that all educators design and implement frequent personalized communications, respond carefully and promptly to communications from families, and solicit feedback from families that informs improvement to communication plans. Is able to model this element.
III-C-2. Culturally Proficient Communication	Does not set clear expectations for or provide support to educators regarding culturally sensitive communication and/or allows inappropriate disrespectful communication with families that ignores different family cultural norms.	May set expectations for educators regarding culturally sensitive communication but does not provide support to educators and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values.	Sets clear expectations for and provides support to educators regarding culturally sensitive communication. Ensures that school and classroom communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Sets clear expectations for, models, and provides differentiated support regarding culturally sensitive communication. Ensures that school and classroom communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

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

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Proficient
- ☐ Exemplary

Family Concerns Rubric

Indicator III-D. Family Concerns: Addresses family concerns in an equitable, effective, and efficient manner.				
III-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D-1. Family Concerns	Inconsistently contacts families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	May address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students.	Reaches out to families as concerns arise and works to reach equitable solutions in the best interest of students.	Reaches out to families proactively and as soon as concerns arise and effectively reaches equitable solutions that satisfy families, faculty, and staff and are in the best interest of students. Is able to model this element.

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



- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Proficient
- ☐ Exemplary

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

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Proficient
- ☐ Exemplary

Comments and analysis for Family and Community Engagement (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or

Long answer text

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.

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

Commitment to High Standards Rubric



Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:				
1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making. 2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters				
IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement and/or may demonstrate low expectations for staff.	May ask for a commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all.	Leads faculty in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with faculty regularly. Is able to model this element.
IV-A-2. Mission and Core Values	Does not develop core values and mission statements for the school.	May develop core values and mission statements but rarely uses them to guide decision making.	Develops, promotes, and models commitment to core values that guides the development of a succinct, results-oriented mission statement and ongoing decision making.	Leads faculty to develop core values and mission statements, shares these statements with families and the school community, and uses them to guide decision making. Is able to model this element.
IV-A-3. Meetings	Leads meetings that lack clear purpose and/or are primarily used for one-way informational updates.	Leads meetings that include both one-way informational updates and participatory activities focused on matters of consequence.	Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.	Plans and facilitates staff-led, engaging meetings in which small groups of educators learn together and create solutions to instructional issues. Is able to model this element.

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

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Proficient
- ☐ Exemplary

Cultural Proficiency Rubric

Indicator IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.				
IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices	Develops and implements culturally insensitive or inappropriate policies, does not support staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having a diverse faculty and/or student body, but some policies are not culturally sensitive and/or provides limited resources for educators to support the development of cultural proficiency.	Develops and implements culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Provides staff with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.	Leads stakeholders to develop and implement culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Empowers staff with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual



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

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Proficient
- ☐ Exemplary

Communication Rubric

Indicator IV-C. Communications: Demonstrates strong interpersonal, written and verbal communication skills.				
IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Communication Skills	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	Demonstrates strong interpersonal, written, and verbal communication skills.	Demonstrates strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to model this element.

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

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Proficient
- ☐ Exemplary

Continuous Learning Rubric



Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.				
IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Continuous Learning of Staff	Accepts the practice of educators working largely in isolation, without consideration of data and best practices, or discourages reflection among staff.	May encourage educators and teams to reflect on the effectiveness of instruction and interactions with students and to use data and best practices to adapt instruction but does not support educators in these practices.	Leads all educators and teams to reflect on the effectiveness of lessons, units, and interactions with students. Ensures that staff use data, research, and best practices to adapt instruction to achieve improved results.	Models for educators how to reflect on the effectiveness of lessons, units, and interactions with students and uses data, research, and best practices to adapt instruction to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element.
IV-D-2. Continuous Learning of Administrator	Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve the efficiency and practices of the school.	Demonstrates openness and commitment to learning; reflects on personal practice; and relies on student data, current research, and best practice to improve own leadership. Is able to model this element.

IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Proficient
- ☐ Exemplary

Shared Vision Rubric

Indicator IV-E. Shared Vision: Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become responsible citizens and community contributors.				
IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Vision Development	Does not engage stakeholders in the creation of a shared educational vision, or the vision is disconnected from college and career readiness, civic engagement, and/or community contributions.	Engages staff, students, families, and community members in developing a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions.	At all grade levels, continuously engages staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.	Leads staff, students of all ages, families, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizenship. Is able to model this element.



shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Proficient
- ☐ Exemplary

Managing Conflict Rubric

Indicator IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district/school community.				
IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Response to Disagreement	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but responds inconsistently and does not always employ a non-confrontational approach	Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Is able to model this element.
IV-F-2. Conflict Resolution	Does not address conflicts in a solution-oriented and/or respectful manner.	May attempt to respectfully resolve conflicts as they arise, but employs only a limited range of strategies.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers staff to use these approaches. Is able to model this element.
IV-F-3. Consensus Building	Does not attempt to build consensus within the school community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school community, with varying degrees of success.	Builds consensus within the school community around critical school decisions, employing a variety of strategies.	Employs a variety of strategies to build consensus within the school community around critical school decisions while encouraging dialogue and different points of view. Is able to model this element.

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

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Proficient
- ☐ Exemplary



Overall Rating for Standard IV: Professional Culture (Check

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Proficient
- ☐ Exemplary

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

Long answer text

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

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Proficient
- ☐ Exemplary

Step 4: Add Evaluator Comments

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

Comments

Long answer text



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September 25, 2020

From: SusanMary Redinger/Shannon Molloy (Budget Subcommittee)
To: Harvard School Committee
RE: Middle School Ramp Project Funding Recommendation

Dr. Dwight, Shannon Molly and SusanMary Redinger met on 9/23 and reviewed the Capital Committee's request to consider the use of School Committee Revolving Funds towards the Middle School Ramp project so as to avoid incurring any debt. The following points were considered:

The Capital Committee had already agreed to expend \$230,000 out of the Capital and Stabilization Fund (CSF) towards the additional items of the stairs, bathrooms and outdoor classroom/landscaping.

Over the past 5 years the School Committee has used or encumbered the Devens Funds towards capital projects so as to reduce the need for raising taxes as follows:

- FY22 (proposed): \$150,000; M/S Ramp
- FY21: \$300,000 HES debt
- FY20: \$200,000 TBS Kitchen (\$120k) and Roof repairs (\$80k)
- FY19: \$280,000 TBS Science Labs (\$240k) and Bathrooms (\$40k)
- FY17: \$290,000 TBS Parking Lot

Over the past 5 years the Shaw trust has been used for the following:

- | | |
|----------------------------|-----------|
| • TBS Library Furniture | \$12,902 |
| • HES Lunch Tables | \$34,229 |
| • TBS Choral Risers | \$3,845 |
| • HES Playground Mulch | \$4,546 |
| • Science Lab Controlers | \$7,479 |
| • HES Roof Ice Melt System | \$3,380 |
| • Science Lab Renovations | \$67,798 |
| • Library Carpet | \$17,078 |
| • Science Lab Furniture | \$183,171 |

The Shaw Trust currently has a balance of \$181,543 and is replenished by about \$40k annually. The will of Miriam Shaw who lived in Harvard for 75 years and passed away in 1982 states that the trust is: *"....to be used for its School Building Program or if no School Building program is in progress, for improvements to or equipment for its school Buildings, especially its playgrounds"*.

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The Devens account has a projected ending balance for FY 21 of \$1,308,724 (although this does not take into account COVID expenses encumbered this year).

The capital plan had included the \$150,000 expense of Phase 1 of the Locker Room renovations for FY21 and SC had proposed the use of the Devens Fund for that cost. The study has not yet been done, so the \$150,000k originally planned for that purpose is not needed.

We are recommending that the School Committee approve the use of \$150,000 towards the M/S Ramp Project out of the Devens Fund, as well as \$50,000 out of the Shaw Trust for a total of \$200,000. That leaves \$314,000 to be funded out of the CSF.

The district has applied for a grant from the Municipal ADA Improvement Grant Program which offers grants up to \$250,000 for ADA accessible projects. Should the district receive any grant monies, we propose to handle it accordingly:

- Any amount up to \$114,000 is offset against the \$314,000 allocated from the CSF. This essentially means the schools and the CSF are contributing equally to the project (\$200,000 from each).
- Any grant money in excess of \$114,000 would be split evenly between the Devens Fund and the CSF.

We look forward to discussing this recommendation with the full School Committee at our meeting on September 28, 2020.

Respectfully,

SusanMary Redinger
On behalf of the Budget Sub-Committee

SMALL CAPITAL - UNDER \$500K		SOURCE	FY22	FY23	FY24	FY25	FY26	Verification	NOTES
TBS - Middle School Ramp	Multiple*		\$514,000						* \$150k from Devens, \$50k from Shaw Trust, \$314k req. from CSF.
HES - School Building Debt	Devens		\$300,000						\$514,000 \$250k Grant requested.
TBS - Install HVAC Units	CSF		\$150,000	\$150,000					To be used against the debt in conjunction with CSF Funds of \$300k
TBS - Install Card Access System, External Doors	CSF		\$100,000	\$100,000					We will need the full amount to replace aging units with HVAC and Air conditioning
TBS - Replace Locker Sections	CSF		\$100,000	\$100,000	\$100,000				\$200,000 Pat is working on this to coordinate with the HES system
TBS - Replace Damaged Flooring	CSF			\$100,000					\$300,000 Pat is working on quotes
TBS - Upgrade Network Backbone (Servers, Switch, Routers)	CSF			\$150,000					\$100,000
TBS - Renovate the Locker Rooms	Devens			\$150,000	\$150,000				\$150,000 Moved out another year, until HES system is in place
TBS - Main Office Renovation	CSF				\$200,000				\$300,000 Study still needs to be done so push out another year
TBS - Guidance Office Renovation	CSF				\$100,000				\$200,000
TBS - Gymnasium Renovation - Hanging Curtain, Painting, Floor	CSF				\$150,000				\$100,000
TBS - Four Renovated Bathrooms	CSF					\$200,000			Moving this forward by a year as the hanging curtain is in need of replacement
TBS - Courtyard Remodel	Devens					\$200,000			\$200,000
School Buildings Performance Audit	CSF					\$50,000			\$50,000
TBS - Replace Water Fountains with Water Bottle Fillers	CSF						\$50,000		Students are now encouraged to bring and refill water bottles for better health and less use of plastic
TBS - Replace Exterior Metal Doors	Devens						\$100,000		Many of the exterior doors need to be replaced for safety and performance reasons
TBS - Hot Water Boiler and Tank	CSF						\$125,000		The hot water boiler and tank were originally due to be replaced 3-4 years ago, but repairs were made instead. Replacement will be necessary by FY26 at the latest.
SCHOOL TOTAL			\$1,164,000	\$750,000	\$700,000	\$450,000	\$275,000		

* Fund Source for Budget Years FY2022 thru FY2025 are subject to change.

Dear School Committee, Linda,

I am the Harvard Tree Warden and I am writing to you about starting the process to remove the lone, tall, declining pine tree at the bromfield school across from the cronin auditorium.

Reasons for pro-active removal:

1. Tree is starting to decline in health, near the top, many branches are now dead.
2. A lone pine tree doesn't have the protection of other pines around it, making it more likely to break/fall in high wind or snow storms with heavy, wet snow
3. High amount of people traffic in/around the tree, I would not want this tree to hurt and/or cause death to anyone.
4. Drought this summer is likely to accelerate the decline of this tree next year.

What I need to know is who I need to work with to get approvals to discussing removal of it. I will use monies from my budget for the removal, this won't cost the school anything. I would likely consider doing a replacement planting in the future, to compliment the planting we did in the parking lot a few years ago.

I have a tree company queued up to come to Harvard in about 3 weeks time, if approvals can be secured by then, I shall put it on the list. Next time we bring a crew in won't be until probably May or June '21

Please let me know. You may also text/call me 978-551-8135

Thanks

-jc

School Committee Minutes
Virtual Meeting
September 14, 2020

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

Others in attendance: Josh Myler, Brooke Caroom, Taylor Caroom, Felicia Jamba, and Will Walling-Sotolongo and Aziz Aghayev.

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

SusanMary Redinger read a statement indicating that the meeting was being held remotely and the meeting was being held via video conferencing. Members in attendance were identified through a roll call process.

Taylor Caroom read the Core Value Statement: Student Achievement.

Public Comment:

None

Student Report

Felicia Jamba reported that the start of school has been going smoothly and much better than she thought.

Brooke Caroom reported that students in the hybrid model seem to be organized and effective in keeping the classrooms clean with the process in place to clean desks and use hand sanitizer.

Will Walling-Sotolongo reported that school sports are starting. Crew has started and most other sports that will be played in the fall will be up and running by September 22nd.

Retreat Update/Moderator Intro

SusanMary Redinger introduced Cheryl Lower who will moderate the School Committee retreat in September. Ms. Lower explained how the retreat would be structured. Prior to the retreat Ms. Lower will interview School Committee members by phone and will meet with SusanMary Redinger and Dr. Dwight to develop an agenda that will be distributed to all members prior to the meeting. She looks forward to working with the School Committee.

Superintendent Update

See Attached.

Dr. Dwight shared the quote from R.W Sullivan Engineering in the amount of \$15,000 to assess the HVAC equipment at the Bromfield School. The Committee is most interested that the study will give information on the exchange rate and the air quality.

Suzanne Allen made the motion and SusanMary Redinger seconded to authorize Dr. Dwight to spend up to \$15,000, plus the \$600 in reimbursables on the HVAC proposal with the

understanding that Dr. Dwight will review the scope with the facilities manager and reduce anything that is deemed to be not needed.

VOTE: Allen (Aye), Besse (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye)

Personnel Update

Dr. Dwight shared the updated 2020/2021 personnel spreadsheet. Dr. Dwight will update the spreadsheet for the next meeting to include any additional staff and designate the positions that can be charged to the COVID and ESSER grants.

Technology Purchase

Dr. Dwight submitted a request to the Committee asking permission to lease 246 iPads. The cost of this new expenditure would be \$117,695.70 including Apple Care insurance and cases. The lease would be paid over 3 years at an annual amount of \$40,007.40. The request is being made to accommodate an increasing demand for technology and technology support. To date there are 40 iPads signed out to families of remote students and 24 more iPads sent home with hybrid student to access their daily after and Wednesday remote classes. When families use non-school issued devices, they tend to need more technology support. This is difficult for our tech support staff to manage as well as the support that they are providing to the teachers and staff.

Members of the Committee supported sending out a survey to allow families to opt out and then order only enough iPads to support the current needs of families. As part of the information in the survey parents should be informed of any Apple specific needs and the minimum specifications/requirement of devices.

Suzanne Allen made the motion and Shannon Molloy seconded to move to direct Dr. Dwight to survey the HES community K-4 so we can use a targeted approach and understand the exact need of technology and allow people to opt out of a technology purchase and use that data to go ahead and purchase these additional iPads on the three-year lease.

VOTE: Allen (Aye), Besse (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye)

The Committee would like to know the actual number of iPads being purchased based on the survey results and determined that the lease of the additional iPads would be funded through the Devens account.

End of Year Financial Final Report

Aziz Aghayev gave a final report of the FY20 year-end budget close-out. Aziz Aghayev will provide the updated numbers to the Finance Committee.

Policy Update

The Policy Subcommittee will review the attorney's changes for Policy ACAB and bring back to the next meeting for approval.

Anti-Racism Initiative Update

Students were working on an addendum to the open letter. A video was shared with staff at an anti-racism workshop. The next day, the teachers met with the students who wrote the addendum to the Anti-Racism letter. It was determined that there should be more books written by black writers or covering topics in historical perspectives. There is not a lot of literature where the main character is of another ethnic group and were part of the main stream. The focus is more on overcoming hardship instead of sharing people who contributed to society that were from a different culture. Teachers are interested in taking the next steps in a series of conversations and student meetings. The entire topic will be presented to the School Committee at a future meeting.

Testing Initiative Update

Shannon Molloy provided an update on what has been happening around the COVID testing initiative. There are parents interested in COVID tests for additional support. A group has been formed and they have identified a 501c company that would be able to cover some base line testing. An initial meeting is scheduled for this week. First focus is on faculty and staff. The test is an FDA approved saliva-based test that would be sent out to a lab for results. The options moving forward are options to repeat testing, expanding the cohort and next generation tests with a cost. The group is looking for how supportive the School Committee would be on this initiative. The Committee agreed that they would like for it to be endorsed by the Board of Health and the school nurses as well as in consultation with the legal department. Shannon Molloy will work with Dr. Dwight. This could be a wonderful opportunity for our teachers and staff.

Topics and Timing for SAC meeting

The Committee discussed with the Student Advisory Council members the best day and time to meet. It was agreed that meetings would be held the first Wednesday of every other month at 1:30 p.m. The first meeting is scheduled for Wednesday, October 7th. The topic of the first meeting will be to get feedback from remote and hybrid learning on how everything is going.

Grant Approval

The PTO presented a check for \$1,000 to defray the cost of the sound system for the graduation ceremony

The Harvard Schools Trust presented a gift in the amount of \$85.95 for document camera stands.

Without objection SusanMary Redinger accepted the gifts as presented with a letter of gratitude to both organizations.

VOTE: Allen (Aye), Besse (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye)

Future Meeting Dates

September 28

Retreat September 26th

Agenda Items

Superintendent Evaluation
Policy
Bus numbers and enrollments
Title IX

Minutes

With no objection SusanMary Redinger approved the minutes of the August 24th and August 31st meeting as amended.

Liaison Subcommittee Updates

Suzanne Allen reported that the Policy Subcommittee will be discussing the changes to the Harassment policy at the next meeting. There are also a few small changes needing to be made to the COVID policies. Please let the Policy Subcommittee know if there is any information you would like changed or clarified.

SusanMary Redinger reported that the HES building project is moving along nicely. There is lots of work being done on schedule i.e. stone work, landscaping, dry walling and painting on the inside. The move in date is scheduled for mid-May and still on budget.

SusanMary Redinger reported that Capital met and they are supportive of the middle school ramp project proposal. They are hoping to accomplish the ramp project without incurring debt. They would use capital and stabilization funds and whatever the school can contribute. The School Committee will come up with a recommendation as to what they could contribute towards the ramp project and vote at the next meeting.

Public Commentary

None

SC Commentary

None

Adjourn

With no objection SusanMary Redinger adjourned the meeting at 9:30 p.m.

Respectfully submitted,

Mary Zadroga