

Harvard Public Schools
14 Massachusetts Avenue, Harvard, Massachusetts 01451

School Committee Meeting
Monday June 8, 2020
6:15 PM

Join Zoom Meeting
<https://us02web.zoom.us/j/86017676440?pwd=QXptUjM3L09udCtmY1YwSHI0U2FwQT09>

Meeting ID: 860 1767 6440
Password: 614110

+1 646 558 8656 US (New York)

1. Call to Order and Read the Vision Statement (6:15)
2. Public Commentary (6:20)
3. Student Report (6:23)
4. COVID-19 Learning Plan Update (6:28)
5. District Response to Current Events (6:40)
6. Superintendent Update (6:50)
7. Student Opportunity Act Review and Vote (7:00)
8. Fund Transfer to Cover Salaries; Vote (7:05)
9. Resolution for Federal Funding (7:10)
10. Policy Review; Vote (7:20)
11. Budget Working Group Update (7:40)
12. School Building Update (7:50)
13. Grant Approval; Vote (7:55)
14. Summer Meeting Scheduling (8:00)
15. Agenda Items (8:05)
16. Approval of Meeting Minutes (8:10)
17. Liaison/Sub-committee Reports (8:15)
18. School Committee Commentary (8:25)
19. Executive Session (8:30); pursuant to Massachusetts General Laws Chapter 30A section

21 (a) and (3) for the following purposes:

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.

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

Materials: SOA Application, Boston School Committee Resolution, Policies, Grants, Superintendent Report, Minutes

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's Update
June 8, 2020

I. Coronavirus Planning

Standard I: Instructional Leadership

The Commissioner has stated to Superintendents that the fall will be a hybrid model of schooling with physical distancing enhanced by bringing in approximately half of the students into the schools at a time. He will outline the details of the plan to districts during the week of June 15th. He said that 85 – 90% of the plan will be decided at the state level removing most of the variance between districts.

In a memo to superintendents sent on Friday he wrote that classes would be limited to 10 students and 2 adults. The memo also read that cohorts of students should be kept together throughout the day as much as possible. His memo goes on to describe the required safety measures and personal protective equipment (PPE) needed for each school.

This message from the Commissioner came after I hosted a meeting with parents and shared the three plan options. Over 250 parents joined the call and many expressed their appreciation for the forum. My plan is to host another meeting next week with further updates.

The district re-entry advisory meets this Friday at 8 AM. We will continue to focus on the plan for a successful 2020-21 school year.

II. Response to Racism

Standard I: Instructional Leadership, Standard IV: Professional Culture

The acts of racism leading to murders and the counter response of protests created an opportunity to continue our efforts to positively impact student safety and belonging. I felt personally and professionally impacted by the events and wrote a letter to the community condemning the murders and supporting the peaceful protests. I contacted five community members to host a panel to help parents gain the confidence and courage to have conversations with their children regarding issues of racial injustice. All five community members were eager to participate, and we have met to plan the event scheduled for June 11th at 7 PM.

The parent focused panel will be followed by a community panel discussion on Thursday, June 18th held by Arm in Arm. We are eager to help our schools and community become safer and more inclusive of all people through education and an understanding of diverse perspectives and experiences.

Our district Diversity, Equity, and Inclusion Committee meets on June 9th at 4:40 PM *to strive to create a safe and inclusive environment for students, faculty, and staff that values diversity and fosters respect for learning, self, and others (Core Value Statement; School Climate)*. We will discuss recent actions, look at the Teaching

Superintendent's Update

June 8, 2020

Tolerance curriculum standards, revisit the Kingian Non-violence training, and amend our student survey timeline. We are excited to include several new members who would like to become more actively involved following the invitation in my letter. One of the new members is an elementary student and represents the first student from HES to join the committee.

Students at Bromfield plan to host their own discussions of the recent events and to promote anti-racism. The organizers Timur Sahin and Hannah Chiou sent out a letter inviting student to participate. They asked DEI member and teacher, Kathleen Doherty to help create the safe space for the meeting over Zoom. We are excited about their initiative and grass roots organizing. Here is a part of their letter;

*As a result, we feel it is **more imperative than ever to begin having honest discussions with each other.** By confronting this issue head on, we are creating a future that will prevent tragedies like the deaths of George Floyd, Ahmaud Arbery, Breonna Taylor, and countless other black Americans from ever happening again. Without these discussions, it cannot be guaranteed another death will not happen. **We encourage you to embrace any discomfort and join us for an honest, student-led discussion about George Floyd's death, the ongoing protests, and what we can do as students.***

III. Celebrating the Seniors

Standard II: Management and Operations, Standard IV: Professional Culture

Harvard celebrated the Class of 2020 with a loud and colorful town-wide parade on Friday, June 5th. Led by the local police and fire department with their horns blowing, students and their families lined up in their cars at Bromfield and drove the established parade route. It was a tremendous success with smiles all around and lots of appreciation expressed. The Celebration Committee added to the cheer by preparing a shower tote of gifts for each graduate and handing them out before the parade.



Community members lined the streets to cheer and show signs of congratulations. At the end of the parade route Mr. Hoffman handed the students their caps and gowns and Lisa Aciukewicz took pictures. The PTO offered to fund the picture session so that each student received the downloadable file.

Superintendent's Update
June 8, 2020

IV. Virtual Awards Night

Standard IV: Professional Culture

Families were invited to a virtual awards night to celebrate their achievements. Teachers and community member presenters prerecorded their messages and announcements. The Zoom meeting was a mix of a virtual meeting and a viewing. It went really well.

V. Athletic Advisory Meeting Update

Standard IV: Professional Culture

The advisory met and discussed athletic related issues regarding the impact of COVID 19. We reviewed the budget shortfalls and coaching needs for the fall. Dave Boisvert expects MIAA to continue planning for a season of some type in the fall. We reviewed the fields and funding for improvements.



Memo: Student Opportunity Grant
Date: June 8, 2020
From: Linda Dwight, Superintendent

In February of 2020 the Student Opportunity Act (SOA) was passed and realized some of the recommendations of the 2015 Chapter 70 task force to increase school funding. The Department of Education must ensure that the additional funds lower the achievement gap between subgroups of students within three years. State evidence shows of an opportunity and achievement gap for students of color, low-income students, English learners, and students with disabilities.

The additional money allocated by the SOA goes to districts based on socio economic needs with 80% set aside for 35 districts. The Commissioner separated the plans into either a long form or short form based on the district's allocation. Districts receiving over 1.5 million dollars in additional funds must turn in the long form. While districts with an increase below 1.5 million dollars turn in a short form. Harvard School District has an additional allocation of \$27,330 therefore requiring a short form. The additional allocation will bring our total Chapter 70 State aide to \$2,010,001 (pending the approval of the State budget).

The leadership team chose to write the short form grant application to support inclusion with co-teaching that restarted in the FY20 school year. By pairing special education teachers and core content area teachers, we are supporting the use of accommodation and modification strategies outlined in the District Curriculum Accommodation Plan (DCAP). The DCAP was updated in 2018 and provides research supported strategies to help all students learn while supporting special education students' needs.

Chapter 70 funds are received by the town and contribute to the Omnibus budget funding. These funds do not go directly to the school department, so an increase of \$27,330 will not enable us to increase services or add programs. By writing our plan to support co-teaching, we commit to continuing this program and tracking the progress of the special education students in those classes.

Student Opportunity Plan

Please review your submission. If you wish to change anything, please use the back buttons. Remember, the final version of this plan will be posted on DESE's public website (www.doe.mass.edu). If everything is correct, hit submit. A PDF of your submission will be sent to the email you provided.

- **District Information**

Please start typing your district. The official district name will autocomplete.

- Harvard (01250000)

Please enter your contact information:

Name

- LINDA DWIGHT

Title

- Superintendent

Email

Please enter your email address (note, this will be posted along with the rest of your district's plan on the DESE website).

- ldwight@psharvard.org

Please re-enter your email address.

- ldwight@psharvard.org

- **Commitment 1: Focusing on Student Subgroups**

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

- Students with disabilities

Please describe the rationale for selecting these student subgroups.

- We want to support special education students within their classes by pairing special educators with core content teachers in a cooperative teaching model. Co-taught classes build collaboration within our schools and expand our use of our District Accommodation Plan strategies.

• **Commitment 2: Using Evidence-Based Programs to Close Gaps**

Please provide any introductory narrative describing how you selected your program(s). This question is optional.

- We reintroduced co-teaching to our teachers after updating our District Accommodation Plan in 2018. While successful in the first year, it requires on-going funding support for training, collaboration time, and staffing.

Evidence-based program identified by DESE for program 1

- 7. Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

Please describe first program

- We are expanding our inclusion practices by pairing special education teachers and core content teachers together to teach classes of students with and without special education needs. This is happening in both of our schools; Hildreth Elementary School and The Bromfield School. The collaboration between the teachers increases the successful implementation of accommodations and modifications and leads to better student engagement and deeper learning.

Budget table for program 1 (fill in as many rows as needed. Enter each foundation category spending on its own line):

	FY21 budget item	Amount: enter number, do not use the \$ character	Foundation Category
1	Co-teaching Training	10,000	Professional Development
2	Collaboration Time	10,000	Classroom & Specialist Teachers
3	Consultation	8,000	Other Teaching Services
4			

FY21 budget item	Amount: enter number, do not use the \$ character	Foundation Category
5		
6		

How many additional programs would you like to add?

- **Commitment 3: Monitoring Success with Outcome Metrics and Targets**

Select which, if any, of the following DESE Outcome Metrics you will use, or provide your own custom metrics. A minimum of 3 boxes must be checked in order to proceed to the next section.

- **Student Growth:** ELA mean student growth percentile (SGP)
- **Student Growth:** Mathematics mean student growth percentile (SGP)
- **Additional Indicators:** Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)

- **Commitment 4: Engaging all Families**

How will your district ensure that all families, particularly those representing student subgroups most in need of support, have access to meaningful engagement regarding their students' needs?

- We use a tiered support system that helps us to track contact between teachers, counselors, special education teachers, administration, parents, and students. Students in tiers 2 and 3 based on needed support are followed by a team at each school.

- **Certifications**

Stakeholder engagement certification:

- By checking here, I certify that our district engaged stakeholders in accordance with the Student Opportunity Act.

Please summarize your stakeholder engagement process, including specific groups that were engaged.

- Teachers were engaged in the development of the Co-teaching model. Parents were involved through School Council updates. The School Committee received updates at their public meetings.

Certification that the School Committee has voted (or is expected to vote) on your district's Student Opportunity Act plan.


Date of Vote (completed or expected). Please enter MM/DD/YYYY format).

- 06/08/2020

Outcome of Vote

- Pending

You answered "Pending." Please describe your plan for gaining school committee approval.

- The meeting to discuss the plan is scheduled for June 8th ahead of submission.
- 

Harvard Public Schools

Devens Revolving Account

	FY16 Actual	FY17 Actual	FY18 Actual	FY19 Actual	FY20 Proposed	FY21 Proposed
Revenue						
Tuition	1,301,452	1,452,623	1,591,897	1,721,058	1,681,000	1,680,000
Capital	20,000	20,000	21,957	20,000	20,000	20,000
Transportation	48,840	55,479	60,841	64,918	64,621	65,000
Vocational School	82,787	34,520	30,843	34,258	14,061	14,061
SPED OOD	163,563	90,342	116,403	222,300	186,624	186,624
SPED Transportation	71,543	70,849	100,409	126,731	87,400	87,400
SPED Professional Services	1,800	14,014	8,750	21,500	10,000	10,000
Circuit Breaker Reimbursement					(52,706)	(52,706)
Total Revenue	1,689,986	1,737,826	1,931,100	2,210,765	2,011,000	2,010,379
Expense						
Salary - TBS	255,000	500,000	500,000	348,731	535,000	635,000
Salary - HES	400,000	418,000	400,000	400,000	400,000	566,704
Salary - Bus Mgr	-	7,015	-	60,000	60,000	85,000
Salary Athletic	-	-	40,000			
Cable TV Stipend				20,000	20,000	20,000
Stipends - Other				18,000	20,000	20,000
Pupil Supplies	20,000	-	-			
Devens System-Wide Academic	-	0	5,024			
Devens Transportation	49,331	57,528	63,000	42,120	54,240	54,240
Sped Aide Salaries	604	39,945	-			
Devens Aides	57,695	-	-			
Devens Sped Transport	107,837	24,571	-		87,400	87,400
Devens Professional Services	7,669	10,144	68,062	4,889	10,000	10,000
Devens OOD	147,891	90,380	90,000		133,918	133,918
Prior Year Exenditures	158,100	442,057	-			
School Lunch						90,000
Devens-Athletic Subsidy	-	26,013	-	90,000	40,000	70,000
School Tech Expense	120,814	211,849	127,943	367,744	400,000	400,000
Small Capital						35,000
Capital Expense	51,464	-	467,068	261,127	271,650	571,650
Total Expense	1,376,480	1,827,502	1,761,097	1,612,610	2,032,208	2,778,912
Net Income	313,506	(89,676)	170,003	598,155	(21,208)	(768,533)
Net position beginnin of the year	481,773	795,279	705,603	875,606	1,473,761	1,452,553
Net position end of the year	795,279	705,603	875,606	1,473,761	1,452,553	684,020
Expected				969,602		
Actual				1,473,761		
Difference				504,159		

**[DISTRICT] SCHOOL COMMITTEE
RESOLUTION: COVID-19 STATE
FUNDING**

DATE: [Meeting date of vote]

TO: MA Governor Charlie Baker

MA Secretary of Education James
Peyser MA Commissioner of Education
Jeffrey Riley MA Senate President
Karen Spilka MA House Speaker Robert
DeLeo

CC: [District State Senator(s)]

[District State Representative(s)] [District Mayor or local governing body]

WHEREAS, if schools are to re-open this fall in the midst of the COVID-19 pandemic, it is the responsibility of each school district to do so safely and responsibly; and

WHEREAS, it is the responsibility of the state to ensure that each school district is able to pay for the enormous additional staffing, transportation and material expenses required to do this; and

WHEREAS, the state cannot expect mandatory COVID-19 safety guidelines to be followed without also ensuring that each school district has the funds required to implement these guidelines; therefore, let it be

RESOLVED: that the state must guarantee every school district full reimbursement for whatever COVID-19 expenses are required to follow state mandates.

We must ensure a statewide school re-opening that is safe, responsible and equitable.

THERE CAN BE NO UNFUNDED MANDATES FOR COVID-19.

Respectfull

y,

[District] School Committee

[School Committee Chair]

[School Committee member
names]

City of Boston In School Committee

April 29, 2020

BOSTON SCHOOL COMMITTEE RESOLUTION IN SUPPORT OF INCREASED FEDERAL SUPPORT AND STIMULUS FUNDING FOR PUBLIC K-12 EDUCATION

WHEREAS, the COVID-19 pandemic is a monumental and unprecedented challenge, emerging quickly and demanding an immediate overhaul of the instructional plans and strategies of school systems across the country; and

WHEREAS, the nation's public schools remain committed to delivering high-quality instruction while ensuring the health and safety of our students and staff; and

WHEREAS, to date the 10,000 employees of the Boston Public Schools have worked around the clock to continue to provide our 55,000 BPS students and families with access to food, shelter, Wi-Fi, and other educational needs, distributing more than 300,000 meals and over 30,000 Chromebooks; and

WHEREAS, during the COVID-19 pandemic the Boston Public Schools, in coordination with the Office of the Mayor of the City of Boston, Martin J. Walsh, has spent more than \$5.1 million to acquire 20,000 Chromebooks to prevent learning loss; and

WHEREAS, the Boston Public Schools and the City of Boston have maintained payroll for over 10,000 full and part-time district employees, providing stability to our community during economic uncertainty; and

WHEREAS, the Boston Public Schools has continued to provide 13,000 - 15,000 meals per day to students in Boston, despite a projected shortfall of revenue from the Federal Meals Program, which is estimated to cost the district a projected \$5M through the end of the current school year; and

WHEREAS, these challenges will persist and likely grow as COVID-19 affects our economy and destabilizes funding for public schools; and

WHEREAS, reputable economists have predicted the end of the nation's economic expansion and forecast a recession that may be deep and long-lasting; and

WHEREAS, any nationwide recession is likely to affect urban areas and their poorest citizens most severely; and

WHEREAS, the numbers of unemployment claims in the nation's big cities are already the highest we have seen since the Great Depression and may only grow; and

WHEREAS, urban public-school systems across the country are already incurring substantial unexpected costs to provide meal services and purchase and deploy digital instructional devices; and

WHEREAS, urban public-school systems are facing difficult decisions about how to allocate dwindling financial resources to sustain high-quality instruction and other essential services for students and families over the next several years; and

WHEREAS, revenue shortfalls will unequivocally result in budget cuts and personnel reductions in urban school systems;

WHEREAS, these budget cuts will be happening at the same time that urban public school systems will be working to address the immense instructional challenge of unfinished learning that many students will face coming out of this school year; and

WHEREAS, the American Recovery and Reinvestment ACT (ARRA) of 2009 provided \$100 billion in education funding with investments in both the education stabilization fund and various federal categorical programs for public schools, such as Title I and the Individuals with Disabilities Act; and

WHEREAS, Congress followed ARRA in 2010 with \$10 billion in additional funding for the Education Jobs Fund to help school districts retain existing employees, recall former employees, and hire new ones; and

WHEREAS, by comparison the recent Coronavirus Aid, Relief, and Economic Security (CARES) Act provides only \$13 billion for education stabilization funding, which is less than half of one percent of the total \$2.2 trillion relief provided in the CARES Act and is far below the investment that the federal government provided in 2009 and 2010 in ARRA and the Education Jobs fund; and

WHEREAS, public education is one of the largest employers of any organization, public or private, in the nation; and

WHEREAS, published economic research has demonstrated a strong connection between a country's GDP growth and its investments in elementary and secondary education; and

WHEREAS, research has repeatedly found a strong causal relationship between levels of schooling and wages that individuals earn over a lifetime; and

WHEREAS, for public schools to thrive and for our students to realize a bright and productive future, the federal government needs to make a substantial new investment in our wellbeing; and

WHEREAS, the Council of the Great City Schools, the National Education Association, the American Federation of Teachers, the National School Boards Association, the American Association of School Administrators, and the National Parent Teachers Association, and others have called for some \$200 billion in relief for the nation's public schools; and

WHEREAS, this level of funding is the minimum needed by the nation's urban public schools to sustain and accelerate their academic achievement trends over the past decade, including gains in reading and math achievement that outpace the national average; therefore, let it be

RESOLVED: That the Chairperson and members of the Boston School Committee join with the Superintendent of Schools in urging the Massachusetts Congressional Delegation, including our United States Senators and House of Representative members, to advocate for and approve additional federal education funding for our nation's public schools.

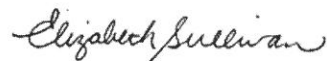
On roll call, the order was approved by the following vote:

YEAS – Hardin Coleman; Michael D. O'Neill, Lorna Rivera, Jeri Robinson,
Quoc Tran, Vice Chairperson Alexandra Oliver-Dávila, and
Chairperson Michael Loconto - 7

NAYS – 0

ABSENT – 0

Attest:



Elizabeth A. Sullivan
Executive Secretary

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NONDISCRIMINATION

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Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The Harvard public school system will do its part. This commitment to the community is affirmed by the following statements that the Harvard School Committee intent to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial, and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school district, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school district in order to achieve to the greatest extent possible the objectives of this statement.

The School Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business. No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, marital status, sexual orientation, genetic information, ancestry, military status, disability, homelessness, linguistic differences, pregnancy, or pregnancy related condition or any other characteristic protected by law. Further, any retaliation against an individual who has reported, witnessed, or complained about prohibited conduct or retaliation against individuals who have provided information during an investigation into a complaint of prohibited conduct is strictly prohibited.

This policy applies to conduct on all school premises, on school buses, and at all school-sponsored programs and activities. Any prohibited conduct that occurs off school premises or outside of school related or school-sponsored programs or activities will be regarded as conduct in violation of this policy if it has a continuing effect on or creates a hostile environment for the victim of the conduct on school premises, on school buses, or at school-sponsored programs and activities.

Deleted: If someone has a complaint or feels that they have been discriminated against, their complaint should be registered with the Title IX compliance officer.

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Please note that while this policy set forth the Harvard Public Schools' goal of promoting a workplace and school environment that is free of discrimination and harassment, the policy is not designed or intended to limit our authority in disciplining or taking remedial action for workplace or school conduct which the district deems unacceptable, regardless of whether the conduct satisfies the definition of prohibited and prohibited conduct set forth in this policy.

Anyone who has a complaint or feels that they have been discriminated against or harassed in violation of this policy by a staff member should raise a complaint following the procedures in Section VI, A(1). Anyone who has a complaint or feels that they have been discriminated against or harassed in violation of this policy by a student should raise a complaint following the procedures in Section VI, A(2). The chair of the School Committee is responsible for investigating complaints and reports of violations by the superintendent.

If someone has a complaint or feels that they have been discriminated or harassed against because of race, color, sex, religion, national origin, sexual orientation, disability, pregnancy, or pregnancy-related condition, they should register their complaint with the Title IX coordinator for Harvard Public Schools at harvardpublicschools.org or by calling (781) 450-1123.

10/18/20

U.S. Department of Education, Office for Civil Rights
333 Post Office Square, 8th Floor
Boston, MA 02109
(617) 289-0123

Massachusetts Commission Against Discrimination (MCAD)
One Ashburton Place - 8th Floor
Boston, MA 02108
(617) 684-3400

ADOPTED: June 11, 2007
AMENDED: May 20, 2013
AMENDED: September 24, 2018
AMENDED: ~~Nov 20, 2020~~

LEGAL REFS.:

Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Equal Pay Act, as amended by the Education Amendments of 1972
Title IX, Education Amendments of 1972
Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
M.G.L. 76:5, Amended ~~1997~~
M.G.L. 76:16, ~~Chapter 76C of the Acts of 1971~~

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BESE regulations 603CMR 26.00
BESE regulations 603CMR 28.00

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CROSS REFS.:

ACA – ACE, Subcategories for Nondiscrimination
GBA, Equal Opportunity Employment
JB, Equal Educational Opportunities
JICFB, Anti-Bullying Policy

Harassment by Students

Harassment of students by other students will not be tolerated in the Harvard Public Schools. This policy is in effect while students are on school grounds, school district property or property within the jurisdiction of the school district, school buses, or attending or engaging in school activities.

Harassment includes communications such as jokes, hate speech, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based upon actual or perceived: race, religion, color, national origin, age, gender, sexual orientation, socio-economic status, or disability.

The Title IX Coordinator, Dr. Marie Harrington, mharrington@psharvard.org, 978-456-4143 will designate an investigator(s) for all complaints of harassment at school or at school related events. The investigator(s) will determine if complaints are substantiated, and, if so, take steps reasonably calculated to stop the harassment and prevent its recurrence. Once the school has learned of alleged incidents of harassment, it may not choose to ignore them, even if the complainant or targeted student/s informs the school that he/she wishes the school not to address the matter. Every allegation of harassment will be investigated.

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The school will respond to complaints of harassment in a reasonable, timely, and effective manner. What is reasonable, timely and effective depends on the individual circumstances of the complaint including, but not limited to, the nature of the allegations and ages of the students involved. Therefore, while the following may serve as general guidelines for responding to an incident of harassment, the guidelines must be adapted as necessary to effectively respond to the complaint.

I. Pre-Investigation

When the school has notice of allegations of harassment, the Superintendent should be informed as soon as possible. Consideration should also be given to the need to contact the local police, the [Title IX Coordinator, Dr. Marie Harrington, mharrington@psharvard.org](mailto:mharrington@psharvard.org), 978-456-4143 and/or legal counsel for assistance in responding to a complaint even before fully investigating allegations of harassment. School personnel should consider whether there is a need to take immediate steps to protect the alleged targeted student/s from further possible harassment. The administrators will contact the parent(s) or guardian(s) of all students involved. In taking any such action, however, the rights of both the alleged targeted student/s and alleged harasser/s must be considered.

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II. Investigation

Timeliness. The investigation should be started as soon as possible following notice or knowledge of alleged harassment.

Written statement of the complaint. It is important to obtain as many facts as possible, starting with gathering information from the complainant, including:

What specifically happened. Who committed the alleged act. Who was present or may have information about the event. When the event occurred (date, time of day). Where the event occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator should record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator should sign and date the document her/himself.

Interviews. Once the allegations of the complainant are established, interviews of the alleged perpetrator and/or possible witnesses may be the next step. The investigator will keep notes of the interviews. In some circumstances, it may be advantageous to have another staff member present. If age appropriate, requesting written statements from witnesses or the alleged perpetrator may also be considered.

Confidentiality. The confidentiality of the complainant, other witnesses, and the accused must be maintained to the extent possible given the school's obligation to investigate the matter. Note that when initially questioning witnesses or the accused it is not necessary, nor is it advisable, to state the name of the complainant (or target).

Retaliation. If appropriate, the investigator will remind the alleged perpetrator and witnesses that retaliation against persons whom they believe might have reported the incident is strictly prohibited and could result in its own disciplinary action.

III. Determination

School personnel must weigh all of the facts objectively to determine whether the alleged event occurred and, if it did, whether it constituted harassment. The determination must be based upon all of the facts and circumstances, and the perspective of a reasonable person with the characteristics upon which the harassment was based.

IV. Corrective Action

If harassment is substantiated, the school must take steps reasonably calculated to prevent recurrence and ensure that the targeted student/s is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response should be individually tailored to all of the circumstances, including the nature of the harassment and the age of the students. The following are suggestions for steps that may be taken:

- Separate the harasser/s and the target/s;
- Administrators will notify the staff as needed to monitor and ensure student safety;
- Provide relevant educational activities for individual students or groups of students (guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs);
- Arrange for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them;
- Provide counseling;
- Impose disciplinary action.

Deleted: Under general principles of school law, there is no right for a student to confront his/her accuser except at a hearing to consider imposing a suspension of more than ten days.

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Deleted: [See *Ellison v. Brady*, 924 F.2d 872 (9th Cir. 1991)] The "reasonable person" standard as applied to children is "that of a reasonable person of like age, intelligence, and experience under like circumstances."

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- Ensure that the harassed student/s and their family know how to report any subsequent problems;
- Conduct follow-up inquiries to see if there have been any new incidents;
- School-wide action – consider further trainings for students and staff, send out the policy and contact information;

V. Closing the Complaint.

The investigator will give the complainant a brief statement of whether or not the complaint was substantiated and, if applicable, what action was taken to prevent recurrence of harassment. It is not appropriate to inform the complainant of specific disciplinary action taken against a student.

The investigator will retain notes and other documents relating to the investigation in a confidential file. The investigator will file a report with the [Title IX Coordinator, Dr. Marie Harrington, mharrington@ps.harvard.org, 978-456-4143](mailto:mharrington@ps.harvard.org), containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the actions taken.

ADOPTED: June 11, 2007

AMENDED: May 20, 2013

AMENDED: January 23, 2017

AMENDED: May 8, 2017

AMENDED: January 22, 2018

AMENDED: May 26, 2020

CROSS REF: AC- Nondiscrimination

ACA – Nondiscrimination on the Basis of Sex

ACAB – Sexual Harassment

ACAB-P Graphic

ACE – Nondiscrimination on the Basis of Disability

JCIFB Anti- Bullying Policy

LEGAL REF: M.G.L. c. 151B:3A

M.G.L. c. 76:5

Title VI of the Civil Rights Act of 1964

Title VII of the Civil Rights Act of 1964

603 CMR 26:00

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Harassment by a Staff Member

Complaints Made by Students or Staff Involving Harassment by a Staff Member

Upon receiving a complaint, the Title IX Coordinator, Dr. Marie Harrington, mharrington@psharvard.org, 978-456-4143 shall confer with Complainant to gain an understanding and a statement of the alleged facts. As appropriate, the Title IX Coordinator, Dr. Marie Harrington, mharrington@psharvard.org, 978-456-4143 will follow the steps below.

1. Meet with the person charged (such person is hereinafter referred to as "Respondent") to obtain a response to the complaint;
2. Conduct interviews of possible witnesses to the alleged events;
3. Report the matter to local police if criminal activity is involved;
4. Report the matter to the Department of Children and Families as required by M.G.L. c. 119, §1A if the matter involves suspected child abuse;
5. Refer the matter to the principal or superintendent for further disciplinary action.

Retaliation

Respondent individually and/or through others, is prohibited from retaliating in any manner against a Complainant or any party involved in the complaint procedure. Substantiated acts of retaliation will result in additional disciplinary action.

ADOPTED: June 11, 2007

AMENDED: May 20, 2013

AMENDED: May 26, 2020

CROSS REF: AC – Nondiscrimination

ACA – Nondiscrimination on the Basis of Sex

ACAB – Sexual Harassment

ACAB-P – Graphic

ACE – Nondiscrimination on the Basis of Disability

HCLB – Bullying

LEGAL REF: M.G.L. c. 151B 3A

M.G.L. c. 76.5

Title VI of the Civil Rights Act of 1964

Title VII of the Civil Rights Act of 1964

603 CMR 26.00

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Deleted: the Principal or Assistant Principal may take steps 1 - 5 below. In addition, the Director of Pupil Services shall report suspected child abuse to the Department of Social Services as required by Mass. Gen. Laws, c. 119, §51A and shall take, as appropriate, the steps necessary for disciplinary action against the staff member pursuant to the applicable collective bargaining agreement and state and federal law.

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Deleted: Subject to the requirements of due process, take disciplinary action against Respondent, including without limitation, a letter of reprimand or warning or a suspension of one to ten days.

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Deleted: and his/her associates are prohibited from retaliating in any manner against a Complainant or any party involved in the complaint procedure. Substantiated acts of retaliation will result in immediate disciplinary action, including, but not limited to suspension and/or recommendation to the Superintendent for further disciplinary action.

PUBLIC COMPLAINTS

The School Committee takes complaints seriously and has adopted several policies to address complaints including the following policies:

<i>Policy AC</i>	<i>Nondiscrimination</i>
<i>Policy ACAB</i>	<i>Sexual Harassment</i>
<i>Policy ACABA</i>	<i>Harassment by Students</i>
<i>Policy ACABA-P</i>	<i>Graphic</i>
<i>Policy ACABB</i>	<i>Harassment by a Staff Member</i>
<i>Policy GBK</i>	<i>Staff Complaints and Grievances</i>
<i>Policy JICFB</i>	<i>Bullying Prevention</i>

An individual with a complaint covered by one of the policies listed above should refer to the appropriate policy to report the complaint.

This policy KE addresses complaints involving matters not addressed by one of the above listed policies such as complaints involving instruction, student discipline, or learning materials.

The School Committee believes that most complaints are best handled and resolved as close to their origin as possible, and that the professional staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the Committee. Therefore, the proper channeling of complaints involving instruction, discipline, or learning materials will be as follows:

1. Teacher
2. School Principal
3. Superintendent
4. School Committee

The School Committee encourages such complaints to be made in writing. The Committee expects professional staff to receive complaints courteously, to investigate the complaints, and to make a timely reply to the Complainant. An individual with a complaint covered by this policy will be referred through the proper administrative channels for solution before investigation or action by the Committee. Exceptions will be made when the complaints concern Committee actions or operations only.

APPROVED: December 11, 2006

AMENDED: January 23, 2012

AMENDED: November 13, 2018

AMENDED: May 26, 2020

CROSS REF.: BEDH, Public Participation at Committee Meetings
BEDH-E, Guidelines for Public Comment

LEGAL REFS.: M.G.L. 76:5
603 CMR 26.00

BROMFIELD PTO CURRICULUM ENRICHMENT REQUEST FORM

The PTO asks to be recognized on all permission slips & email communications sent to parents regarding the enrichment programs we support.

PLEASE NOTE: All checks will be made payable to the Bromfield School. Contact the school business office to request your approved funds for vendor payment.

Date of Request: May 30, 2020

Amount Requested: \$ 500

Submitted By: Email: shoffman@psharvard.org

Program/Project Title:

End of Parade Picture for Class of 2020

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

As you know, the Class of 2020 had the Spring of their senior year severely impacted by Covid-19. I thank you for the very generous contribution of \$500 towards lawn signs.

We have to delay Commencement until July 31 and even then we have to enforce Social Distancing Rules. Since Graduation was scheduled for Friday, June 5th, we are having a Senior Parade. Each senior will be in a car driven by a family member in the parade which will start and end at Bromfield. The procession will begin at 5:30 (when graduation normally started).

I am hiring Harvard Press Photographer Lisa Aciukewicz to take a picture of each Bromfield senior at the end of the parade as we give them their cap and gown. The cost is \$15 per student for a total of \$1305. I would love to get \$500 towards the cost of the picture. The rest will be funded by the schools.

Thanks for your consideration and all that you do for our students, schools, and

community.

Approximate number of students impacted: 87

Program/Project Start Date & End Date:
June 5, 2020

Signature of Applicant: Date: Scott Hoffman May 30, 2020

Signature of Principle: Date: Scott Hoffman May 30, 2020

Email a copy of the completed grant request form to Laura Thomas at thomasl01@hotmail.com
Questions, contact Laura Thomas at thomasl01@hotmail.com

Harvard Schools Trust

Grant Application

Please address *each* point under the five sections, answering *all* questions. If questions are ignored or not answered clearly, the Trust may need to postpone consideration until clarification is obtained.

1. Applicant information a. Name(s) Scott Hoffman b. Title, position, or relationship to the Harvard Public Schools Principal, The Bromfield School c. Email address shoffman@psharvard.org d. Phone (day and evening) 978-456-4152 x1504, cell: 978-604-4703 e. Application date May 30, 2020

2. Project information

a. Project title T-Shirts for Class of 2025 b. Brief description. If applicable, attach additional information.

It is a tradition that 8th graders have the opportunity to do a number of things to celebrate their "graduation" from middle school at Bromfield. Many of those have been taken due to schools being closed. We would like to get them the traditional t-shirt we normally get them. Given the state of the economy, we would like to purchase them for the students rather than asking for money.

c. What is the enrichment value of the project? Are there long-term benefits?

Given Governor Baker's announcement that school buildings are closed for the year and the social distancing that is necessary to fight Covid-19, the 8th graders are truly missing out on the things that make the end of 8th grade a special time. While we cannot replicate all things, these t-shirts will help lift the spirits of all.

d. How many students will benefit from the project?

There are 96 students and staff members in the class.

e. Has this grant ever been requested before?

No

f. How does the project address the precepts of the Harvard Mission Statement?

Giving the t-shirt will help students feel that they are a part of the community and hopefully inspire them "to contribute to their local, national, and global communities."

g. If the request is for "seed money," what measures will be put in place to ensure the project's continuity?

This is hopefully a one time request.

h. If the request is for technology, has it been reviewed for compatibility with existing equipment and plans for future equipment?

This request is not for technology.

i. What is the projected time frame? When will the project begin?

We hope to give the t-shirts prior to the end of the year.

3. Financial information

a. What is the total amount of the request?

\$69

6

b. What are the detailed costs involved? **Please provide an itemized account.**

The cost of the t-shirt is \$7.95 per shirt.. We are ordering 96 shirts for students and 8th grade faculty so the cost is \$696

c. Have you requested funds or gifts-in-kind from other sources? If so, please indicate.

We did not ask for funds from other sources.

d. If the request is for equipment or supplies, what other vendors have been considered? Have

you checked for competitive pricing?

We have used Hendrickson Advertising for t-shirt orders for many years. They always give us a great price.

e. Have upkeep and maintenance costs been considered? Please explain.

This is not applicable.

f. What is the time schedule for disbursement?

We are purchasing the t-shirts now and hope to give them to students by the end of the year.

g. The Trust's check will be written to The Harvard Public Schools Gift Account (managed by personnel in the Superintendent's office). Are there are specific circumstances that require other arrangements

No, that is actually perfect.

4. Evaluation

a. How will you evaluate the success of this project? What criteria will you use?

We hope to get pictures of the students wearing the t-shirts. Their smiles will tell it all.

b. What input will students and teachers have in the evaluation?

The 8th grade teachers asked if they could get these t-shirts for the students. Students always love to wear these shirts...even in high school!

5. Follow-up with parents

The Harvard Schools Trust is a 501(c)(3) nonprofit organization. In order to fulfill grant requests it relies on membership contributions from parents, school personnel, and community members.

As a grant recipient, what will you do to make parents aware of the Trust's support and to

encourage them to become Trust members?

We will advertise the fact that the Trust funded these t-shirts on Twitter, the morning video announcements, and in the principal newsletter to parents.

Please feel free to provide further narrative information. Also, if there are other relevant materials that might be of interest to the Trust, please include them with this application.

The image is below. Thank you so much for your consideration.

SUN	MON	TUE	WED	THU	FRI	SAT
July						2020
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SUN	MON	TUE	WED	THU	FRI	SAT
August						2020
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Notes :

School Committee Minutes
Virtual Meeting
Tuesday, May 26, 2020

Members attending: John Ruark, Sharlene Cronin, SusanMary Redinger, Suzannne Allen, Shannon Molloy, Maureen Babcock and Linda Dwight.

Others in attendance Aziz Aghayev

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

SusanMary Redinger read the Vision Statement

John Ruark 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 role call process.

Student Report – No report.

Student Advisory Committee Topics

The Committee will schedule their final Student Advisory Committee meeting for June 5th at 10 a.m. The Committee will discuss remote learning with a focus on what is working and what is missing that should be included if remote learning continues in the fall from the student perspective.

Approval of Meeting Minutes

SusanMary Redinger made the motion and Sharlene Cronin seconded to approve the minutes of the May 11th meeting as amended.

VOTE 5/0

Public Hearing on FY21 Budget

The School Committee held a public hearing on the FY21 Budget. School Business Manager, Aziz Aghayev presented an overview of FY21 budget.

Sharlene Cronin made the motion and SusanMary Redinger seconded to approve the FY21 budget as presented.

VOTE:

Allen (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye), Ruark (Aye)

Public Comment

Jennifer Finch, 165 Codman Hill Road, Harvard, MA – budget approval

Middle School ramp recommendation

SusanMary Redinger explained that the Finance Committee has changed their funding recommendation for the Middle School ramp. They are in favor of borrowing the money for the base project, but not the extras (stairs, bathrooms, and landscaping) which were intended to be

funded by the Capital fund. The School Committee is being asked to look at the project and decide if they stand by their recommendation for the full project. The Committee decided to take no action at this point and retain their commitment to the project as presented and let the Capital Committee vote on the project as is.

Superintendent Update – See attached

Shannon Molloy agreed to put together supporting words to the Class of 2020 from the School Committee for submission in the Harvard Press.

PreK Tuition; Vote

Dr. Dwight asked the Committee to consider reducing the preschool tuition for the remainder of the year due to the change in service due to COVID-19. Dr. Dwight explained that there were funds in the PreK revolving account to cover the deficit if tuitions were not collected for the full year.

John Ruark made the motion and Sharlene Cronin seconded to authorize Linda Dwight to send out a letter to families of Prek students enrolled in our class that mirrors what we have given to our Kindergarten students with respect to refund/revenue collection of tuitions for the remainder of the school year for the months of April May and June.

VOTE

Allen (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye), Ruark (Aye)

Canceling 2020 Summer Camps; Vote

Dr. Dwight recommended that due to current circumstances she is recommending that the school's 2020 Summer Adventure program as well as summer enrichment programs be cancelled. The School Committee supported her decision.

FY21 Personnel Communication; Vote

Dr. Dwight shared a letter she crafted to send to families to explain that due to financial uncertainty and staffing needs for the 2020-2021 school year remaining unsure at this time the system is making the difficult decision to lay off valued hourly employees and reducing the teaching staff with three fewer teacher across the district. Dr. Dwight agreed to add a sentence that expresses the School Committee's supports of the letter.

Bus Agreement; Vote

Aziz Aghayev shared an amendment to the Dee Bus Service, Inc. contract that was prepared by the Westford Public School's legal counsel and shared with districts that use Dee Bus Service. This agreement will allow for a 55% reduction in payment to Dee Bus Service for the remaining amount owed. The savings would be approximately \$81K. The School Committee wishes for our legal counsel to review the contract prior to approval. There was a lot of discussion surrounding the agreement and how it may set precedent for the 2020-2021 school year and in light of the recent need for layoffs. Mr. Aghayev informed members that these payment guidelines follow the direction given for contracted services from the Department of Education and Secondary Education.

SusanMary Redinger made the motion and Suzanne Allen seconded to move that we authorize Dr. Dwight, pending legal council's review and approval to sign the amendment.

VOTE:

Allen (Aye) Cronin (Abstain), Molloy (Nay), Redinger (Aye), Ruark (Aye)

By friendly amendment the contract would come back if it was not approved by counsel.

Policy Review; Vote – Table Policy to the June 8th meeting.

School Committee Self-Review Kick-Off

John Ruark asked that the Committee complete the self-review by the end of June this year. In the next two weeks members will complete the self-review and submit it to John Ruark, he will then have two weeks to collect the data and collate the results. John Ruark suggested using the same rubric as last year and then decide if some questions could be eliminated. Sharlene Cronin suggested having someone shadow John Ruark in order to learn the process. John Ruark will send out the document and will ask for it to be returned by June 8th.

School Building Update

SusanMary Redinger reported the school building project is 41% done in billing and construction. Currently we are looking at a May 18, 2021 move in date. Masons will be setting the granite this week. Dry wall starts this week. Roofing will be done by June 5th and then electrical work can start. COVID-19 guidelines are still being enforced. SusanMary Redinger sent a letter to Governor Baker asking to have COVID expenses covered. The project is almost back on schedule and on budget.

Grant Approval

The following gifts were presented for approval from Harvard Schools Trust:

Graduate Signs - \$500

Generation Genius – One-year subscription - \$795

Aero-gardens – 3rd grade - \$425

John Ruark made the motion and Suzanne Allen seconded to accept the grants as presented.

Allen (Aye) Cronin (Aye), Molloy (Aye), Redinger (Aye), Ruark (Aye)

Summer Meeting Scheduling

Meetings will be held June 8th and June 22nd as scheduled.

July and August dates will be decided at the next meeting.

Agenda Items

Superintendent Review

Title IX information

Resolution for Federal Funding

School Improvement Plan - Fall

District Improvement Plan – Fall

Student Opportunities Act

SEPAC presentation

Remote learning – standing agenda item

Liaison/Subcommittee Reports

John Rurak reported HEAC met and discussed current and future projects. The lighting project is on going. They began discussion on the new charging car port at HES and will be working on funding sources for that project.

Maureen Babcock reported that there have been 10 new homes sold at Devens, with 7 remaining to be sold. There is no date scheduled for the next DEAC meeting.

Suzanne Allen reported that SEPAC is working on their by-laws.

Suzanne Allen reported that she is participating in the group Dr. Dwight started regarding the re-opening plan for HPS. People are expressing where they think things need to be addressed.

Suzanne Allen reported that the Policy Subcommittee met and made changes as recommended by legal counsel to the Booster Policy. They will meet again next week.

Suzanne Allen reported that the Dashboard Subcommittee will meet next week.

Shannon Molloy – reported that it is amazing to watch SEPAC and the co-chairs dig in, stay focused and accomplish so much. They are so committed.

Shannon Molloy reported that the HES School Council met and discussed remote learning. They are looking to fill open parent spots on the School Council. They continue to discuss the School Improvement Plan and how to move forward on that work.

Sharleen Cronin reported that the Parks and Rec Committee is working to identify and prioritize field maintenance projects. They are also looking to implement user fees and put them into a plan that will offset maintenance costs. There is a town meeting warrant article that if approved will give field jurisdiction to the Parks and Rec Committee for a handful of fields.

SusanMary Redinger reported that Capital meets June 4th to review all warrant articles.

SusanMary Redinger reported that the TBS School Council met and were updated on remote learning and plans for the senior class. They also talked about the School Improvement Plan moving forward regarding new initiatives (comprehensive assessment, homework, mental health focus for middle school health and ninth grade) and initiatives that will continue (learning, respect, school spirit). The TBS School Council will be holding election for open slots for one parent, one community member, one faculty member and some students. The next meeting is scheduled for June 10th.

Commentary

Linda Dwight – work continues on Ann Lees field – bleachers are in. The Conservation Committee approved the foul poles and temporary fencing. The project is moving forward.

John Ruark – meeting adjourned at 9:20 p.m.

VOTE

Allen (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye), Ruark (Aye)

Respectfully submitted

Mary Zadroga

Harvard School Committee Minutes

Upper Town Hall

Saturday February 29, 2020

8:30am

Members present: Suzanne Allen, SusanMary Redinger, Shannon Molloy, Sharlene Cronin, John Ruark, Linda Dwight. Members absent: Maureen Babcock

John Ruark called the meeting to order at 8:30am.

SusanMary Redinger recited the vision statement.

Discussion on the use of additional Devens funding for FY21 budget

SusanMary Redinger proposed that the school committee allocate additional Devens funds towards the FY21 school budget to bring the school budget to a 2.5% increase. She proposed that additionally, the committee put parameters around the use of Devens funding for long term planning to avoid having the school budget exceed 2.5% increase for the next few years. A closer look at numbers reveals that Fin Comm asked the schools to reduce below 2.5%. The proposed changes include using Devens funds to get to 2.5% this year and potentially in future years. Asking the taxpayers for an override while the Devens reserve is over \$1million is not a responsible use of funds. There was a proposal to draw the Devens fund down to \$450K over the next few years.

After a discussion on the topic all members present agreed that it is appropriate to use additional Devens reserve to fund the FY21 budget. Details of how to allocate these funds and what cuts to make (or not make) to be made at a future meeting. Additionally, committee members agreed that the school committee, along with DEAC, should consider defining parameters on how to most appropriately use Devens funds now and in the future.

Approval of Minutes

John Ruark moved the approval of Budget Subcommittee minutes as amended.

SusanMary Redinger seconded.

VOTE 5/0

John Ruark moved to approve the Policy Subcommittee minutes.

Suzanne Allen seconded.

VOTE 4/0 with 1 abstaining.

Adjourn 8:59am

DRAFT