

Harvard Public Schools
14 Massachusetts Avenue, Harvard, Massachusetts 01451

School Committee Meeting
Monday, July 13, 2020
6:15 PM

Join Zoom Meeting

<https://us02web.zoom.us/j/86334560147?pwd=MUJtaXo1N0dtb0lNbXlIMWWh4VHVxdz09>

+1 646 558 8656 US (New York)

Meeting ID: 863 3456 0147

Password: 482114

1. Call to Order and Read the Vision Statement (6:15)
2. Public Commentary (6:20)
3. Student Report (6:25)
4. District Response to the Open Letter (6:30)
5. COVID-19 Learning Plan Update (6:40)
6. Superintendent Update (6:55)
7. Resolution for federal funding (7:05)
8. School Building Update (7:10)
9. Grant Approval; Vote (7:15)
10. HST and PTO Letters Approval; Vote (7:20)
11. Summer Professional Development Review (7:25)
12. SEPAC Report and Recognition; Vote (7:30)
13. Summer Meeting/Retreat Review (7:40)
14. Agenda Items (7:50)
15. Approval of Meeting Minutes (7:55)
16. Liaison/Sub-committee Reports (8:00)
17. School Committee Commentary (8:15)
18. Public Commentary (8:35)

Materials: superintendent's report, resolution letter, grant information, HST and PTO letters, professional development document, SEPAC bi-laws, meeting 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
July 13, 2020

I. Coronavirus Planning

Standard I: Instructional Leadership

Planning continues in earnest. Both schools have sub-committees meeting nearly every day. They have broken into different groups with each tackling the complexity of issues for the three return scenarios. Task force groups include teaching and learning, schedule, health and safety, transportation, lunch services, spaces, and communication. The principals are setting up focus groups of students and parents to provide feedback on the developing plans.

We continue to wait for the template required by the State. Meanwhile, we are forming the task force details into written parts to the overall plan. We would like to host meetings to gain community input on the drafts. This could be a joint School Committee/school leaders forum or held by the school leaders.

We had a strong response rate from our recent survey. The included chart below shows the responses. There were many parents/guardians who added additional information for us to consider. We are reading through them all and using the information to better inform our plans. The difficulty comes in the fact that written feedback includes conflicting opinions and facts.

Responses to the Survey by Grade Level; July 6, 2020

Question: How likely are you to have your student return to full-time, in-person schooling in the fall?

| Grade Level | Maybe | No | Yes | Total Responses | % of enrollment |
|------------------------|--------------|-----------|------------|------------------------|------------------------|
| Kindergarten | 16 | 3 | 29 | 48 | 98% |
| 1st | 11 | 6 | 26 | 53 | 91% |
| 2nd | 14 | 6 | 21 | 42 | 72% |
| 3rd | 25 | 12 | 23 | 60 | 81% |
| 4th | 14 | 4 | 30 | 48 | 68% |
| 5th | 13 | 3 | 43 | 59 | 73% |
| 6th | 16 | 7 | 28 | 52 | 72% |
| 7th | 17 | 3 | 30 | 50 | 52% |
| 8th | 10 | 2 | 48 | 60 | 75% |
| 9th | 14 | 2 | 38 | 54 | 64% |
| 10th | 12 | 3 | 39 | 54 | 73% |
| 11th | 12 | 1 | 40 | 53 | 54% |
| 12th | 11 | 3 | 50 | 64 | 65% |
| Preschool | 4 | 4 | 9 | 17 | 100% |

We have been working on reviewing spaces in classrooms and rearranging furniture to determine what is possible. The initial information is that 3 ft. spacing is possible

Superintendent's Update

July 13, 2020

As a follow-up to the Open Letter, Shannon and I met with Elise Bilodeau to help with planning the Public meeting that they would like to host. We plan to partner in ways that they find helpful while maintaining our attention to listening. The anticipated structure of the meeting will include an open section for individuals to share their experiences or to say with anonymity and then another section of the meeting to brainstorm actions.

There continues to be a need for community awareness as well. We have received our third email requesting the removal of the BLM message on the rock decorated traditionally by seniors at Bromfield. We have defended the expression of free speech and expressed our support for the Black Lives Matter movement.

Our on-going efforts continue as Arm in Arm will discuss the book, "How to Be an Antiracist" on July 23rd at 7 PM. Visit arminarmharvard.com to sign up for the Zoom link. Also, the district Diversity, Equity, and Inclusion Committee will meet Tuesday at 4PM.

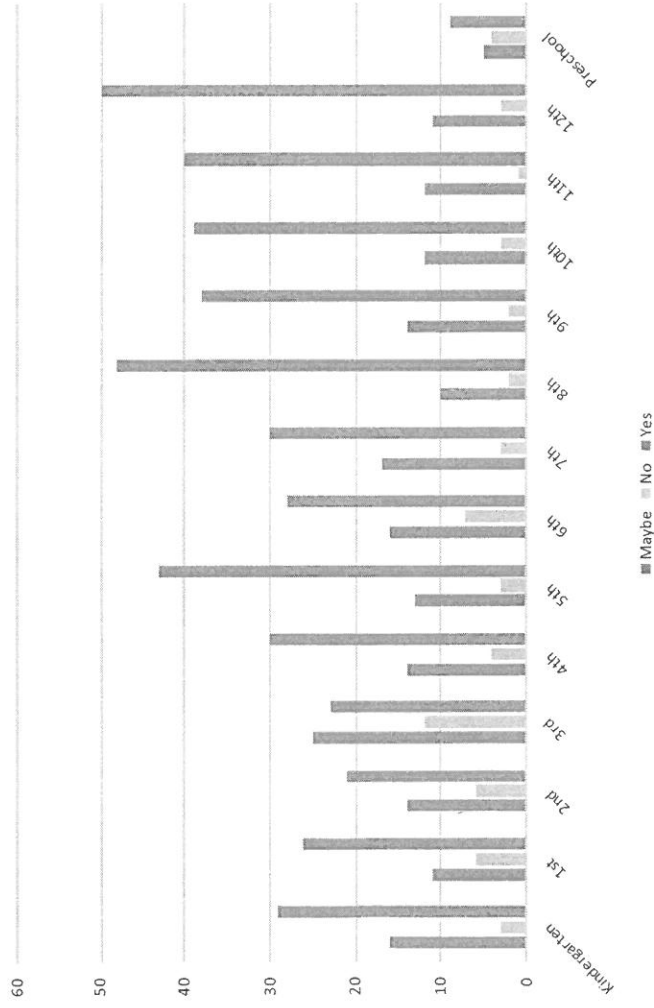
III. **Personnel Update**

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

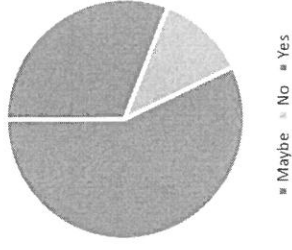
We had two more changes occur since our last meeting. After over 20 years as the reading specialist in Harvard, Peggy Bragg is retiring. She has offered to continue to provide collaboration on curriculum development, coaching, and grant writing. Also, Jamie Adams, a .5 special education teacher at HES decided to resign to focus on her three small children at home.

We are currently advertising and interviewing for the English teacher in 7th grade, an additional nurse at TBS, and a full-time speech teacher at HES. We recently hired a full-time occupational therapist (OT) and a .5 board certified behavior analyst (BCBA) teacher for the district. We welcome Mary O'Neil as the OT, and Krista Myers as the BCBA

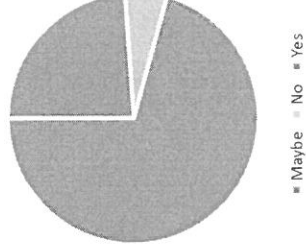
Survey Responses by Grade



HES



Bromfield



Department of Elementary & Secondary Education

Fall Reopening Frequently Asked Questions, as of July 10, 2020

Frequently Asked Questions – All Audiences

1. What is the overall goal for K-12 education in academic school year 2020-21?

Our goal is the safe return of as many students as possible to in-person school settings, to maximize learning and address our students' holistic needs.

2. Why are DESE and the medical community recommending in-person learning?

After weeks of discussion with many stakeholders, including members of our [Return-to-School Working Group](#), infectious disease physicians, pediatricians, and other public health experts, and given low transmission rates of COVID-19 in the state, there is a clear consensus that in-person learning is the preferred model. While remote learning has improved over the course of the school closures, there is no substitute for in-person instruction when it comes to the quality of students' academic learning. In-person school plays an equally important role in supporting students' social-emotional needs, including their mental and physical health, and mitigating the impacts of trauma.

3. What safety measures will be in place for students and staff? It is important to note that the [American Academy of Pediatrics](#) has affirmed that children, particularly younger children, are less likely than adults to be infected with COVID-19. Furthermore, if they become infected, it appears children may not have the same transmission potential as adults. The health and safety requirements for school reopening use a combination of strategies that, taken together, will substantially reduce the risk of transmission of COVID-19 in schools. This combination approach includes masks/face coverings, physical distancing, handwashing/sanitizing, and staying home when sick.

4. What are the guidelines for safe distancing requirements between students?

Medical experts advising DESE have stated the greater the physical distancing the better, but that the minimum acceptable distance is three feet, when in combination with face coverings and other measures. Establishing a minimum physical distance of three feet between students when face coverings are worn is informed by evidence and substantiated by guidance from the American Academy of Pediatrics and the World Health Organization.

5. Who needs to wear a mask or face covering, and when do they have to be worn?

Students in second grade and above, and adults, including educators and staff, are required to wear a mask/face covering that covers their nose and mouth at all times, except for designated breaks, which should occur throughout the day. Breaks should occur when students can be six feet apart and ideally outside or at least with the windows open. Students in kindergarten and grade 1 are strongly encouraged to wear masks or face shields. Masks/face coverings must be worn by everyone on the bus during school bus transportation. Teachers and parents should reinforce mask-wearing.

6. Are there exceptions to wearing masks or face coverings?

Exceptions to mask/face covering requirements must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors. Face shields may be an option for students with medical or behavioral challenges who are unable to wear masks/face coverings.

7. Can parents send children to school without a mask/face covering if they do not have access to one?

Masks/face coverings should be provided by the student/family, but schools should make available face masks for students who need them.

Superintendent/Principal Frequently Asked Questions

Health and Safety

1. When, if ever, should students and staff be tested for COVID-19? Is there routine testing?

Current Massachusetts Department of Public Health guidance states that anyone who shows any COVID-19 symptoms, even if mild, should be tested. Medical experts recommend close contacts of those who test positive also get tested.

2. What are the health and safety guidelines for teachers?

All adults, including educators and staff, are required to wear a mask/face covering that covers their nose and mouth at all times, except for designated breaks, which should occur throughout the day. Allow adequate space for teachers to ensure safe physical distance from students.

Facilities and Operations

3. Is ten students the maximum number in one class in the fall (as provided in the Initial Summer School Guidance issued on June 4, 2020)?

No, our guidance has evolved since the *Initial Summer School Guidance*. For the fall, there are no required maximums on cohort or group sizes, so long as schools adhere to physical distancing requirements.

4. How do we measure how many desks can fit into a classroom?

When masks are worn, three feet is the minimum distance allowed from “seat edge” to “seat edge.” Desks should face in the same direction. There is no maximum number for group size, so long as schools adhere to the physical distancing requirements. Six feet of physical distance is required between students who are not wearing face coverings, e.g., when eating or taking a mask break. Please see guidance about unmasked kindergarten and first grade students below.

5. Can students in kindergarten and first grade who are unmasked sit together on the rug?

Students in kindergarten and first grade should be encouraged to wear a mask/face covering, or a face shield if masks are not tolerated. Schools should aim to keep kindergarten and first grade students six feet apart but lesser distances are acceptable (but no less than three feet). This is permissible given the lower susceptibility of the age group. Schools should consider reconfiguring space to discourage prolonged close contact and encourage activities that allow children to spread out. Programs may design their own strategies to implement this recommendation – such as spacing chairs at tables, designing games and group activities where children may engage in play that can be spaced apart (for example, by using visual cues, like hula hoops or tape on the floor), and increasing outdoor time.

6. When students are in the cafeteria or in classrooms or other spaces to eat, what is the space requirement?

During meals, because masks are not worn, six feet of physical distancing is required. To provide adequate distancing, there may need to be multiple meal breaks for smaller cohorts of students or enable some students to eat in the classroom and some in other spaces as feasible (e.g., cafeteria, hallways if permitted, etc.).

7. Do we have to keep classroom windows open?

To increase facility ventilation, we encourage schools to keep classroom windows open, if feasible, as much as possible throughout the school year.

8. Can we use our cafeteria for meals if we provide adequate spacing in lines and at tables?

Students must be six feet apart in the cafeteria or any eating space, as it is assumed that masks/face coverings will not be worn during meals. If the cafeteria cannot provide adequate spacing, consider alternative ways (e.g., stagger meal times, have students eat in classrooms instead of the cafeteria, or use common areas) to promote physical distancing during meals. If serving food in the cafeteria, develop staggered schedules that minimize mixing of cohorts, enforce six feet physical distancing protocols, adjust food preparation and service procedures to minimize shared items, and support compliance with health and safety. It is preferred for those without masks not to sit facing each other.

Models of Learning

9. Do districts need to create three plans or just the plan they intend to start with this fall?

DESE is requiring districts to develop one plan that addresses all three models for learning (in-person, hybrid, and remote) this school year. The plan should prioritize getting as many students back to school in-person safely as possible, following a comprehensive set of health and safety requirements. The plan should also describe how the district would implement a remote learning and hybrid school model (a combination of in-person and remote learning). Across each of these models, the district or school also needs to address how special populations, including students with disabilities and English language learners, will receive necessary services and accommodations.

10. When are school and district plans for reopening due? Will there be a template to submit the plan?

Districts and schools will be required to submit a reopening plan to DESE by July 31 that addresses the three models outlined in the previous question. A template will be distributed the week of July 13.

Resources

11. What is a “level service plus” budget?

A “level service plus” budget includes additional funds on top of a district’s projected budget to manage additional costs associated with health and safety preparations. While the FY21 budget is still being developed by the Legislature, the Commonwealth is making additional funding sources available directly to schools and districts to support reopening.

12. What federal funding is available to assist districts and schools?

To date, the following federal grants have been made available to cities and towns for educational expenses related to COVID-19:

- a. \$193.8M from the Elementary and Secondary School Emergency Relief (ESSER) Fund to districts, largely based on the Title I formula
- b. A portion of the \$502M from the Coronavirus Relief Fund (CvRF) already allocated
- c. Additional \$202M from CvRF (\$225 per pupil) to support school reopening, specifically
- d. \$25M for remote learning technology grants from CvRF and ESSER

Moreover, the Executive Office of Education (EOE) and DESE applied for additional competitive federal grants and are waiting determination.

Policies

13. Is DESE mandating changes to school days/calendar changes?

DESE reserves the right to do so, but not at this time. Please move forward with planning accordingly.

14. Will there be changes to assessment requirements (MCAS)?

Not at this time beyond decisions already made. Please move forward with planning accordingly.

15. What should educators and other staff who are at increased risk of severe illness from COVID-19 do when the school re-opens?

Educators and other staff who are at increased risk of severe illness from COVID-19 will want to consult with their health care providers about whether and under what circumstances a return to in-person school settings would be medically inadvisable.

16. How is the guidance different for private schools?

This guidance applies to all public elementary and secondary schools in Massachusetts, including charter schools. Private, independent, and parochial schools may use DESE documents as a guide.

17. What can a district do to avoid disruptions that occur if parents change their mind about whether their child will attend school remotely or in-person?

Many superintendents have surveyed parents/caregivers about their intention to return to school. It is recommended that districts and parents/caregivers continue to be in close communication. When parents/caregivers communicate early that a child is returning to school, it allows for more thoughtful planning by their child's school. More information may follow.

18. Should Pre-K classes follow DESE guidance or EEC guidance?

In general, public preschools should follow DESE guidance. However, if public preschools enroll children whose families receive subsidies administered by EEC, they should seek guidance from their EEC regional office.

19. Are school districts responsible for students who are choosing remote learning?

Yes, school districts are responsible for students who are engaging in remote learning. Remote learning models shall include the following requirements: (1) procedures for all students to participate in remote learning, including a system for tracking attendance and participation; (2) remote academic work shall be aligned to state standards; (3) a policy for issuing grades for students' remote academic work; and (4) teachers and administrators shall regularly communicate with students' parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians, consistent with 603 CMR 27.08.

20. What do I do if I have other questions not answered here?

District/school-based personnel may email reopeningk12@mass.gov.

Frequently Asked Questions by Parents

Models of Learning

1. Can parents choose whether to send their children to school or keep them learning remotely?

Parents/caregivers can choose to send their children to in-person school or keep them at home learning remotely. In-school attendance is highly encouraged to promote student academic progress because there is no substitute for the attention and engagement possible with in-person learning.

2. If my child starts the school year remotely can I send them back to in-person learning?

Yes, parents can choose to send their children back to school to in-person learning if they started the year remotely. Parents and school districts are highly encouraged to be in close communication about any

changes. When parents/caregivers communicate early that a child is returning to school, it allows for more thoughtful planning by their child's school. More information may follow.

3. What is the difference between homeschooling and remote learning?

Remote learning means learning provided by the school district that happens outside of the traditional classroom because the student and teacher are separated by distance. Remote learning may be synchronous or asynchronous. Remote learning may include but is not limited to online learning (603 CMR 27.08). Parents may also choose to homeschool their children, a type of private education. For a child of compulsory school age, the homeschooling program must be approved in advance by the superintendent or school committee of the district of residence.

Health and Safety

4. After in-person instruction resumes, does a student need to submit a doctor's note if they need to be out for personal health reasons?

State law dictates that school committees set local attendance policy. Given the current health crisis, DESE does not recommend requiring a physician's note for attendance-related purposes for personal health reasons. If the student's parents/caregivers are seeking home or hospital educational services, the regular home/hospital process (<http://www.doe.mass.edu/prs/ta/hhep-qa.html>) must be followed, including the completion of the Physician's Affirmation of Need for Temporary Home or Hospital Education for Medically Necessary Reasons, which requires a physician's signature. Additional requirements for return will be in place for a student or staff who has tested positive for COVID-19.

5. What is the proper handwashing technique?

When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel.

6. What is the proper hand sanitizing technique?

Hand sanitizer should be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry. Hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropanol content can be used.

7. Is hand sanitizing an acceptable replacement for handwashing? Is handwashing (not hand sanitizing) necessary?

While handwashing with soap and water is the best option, alcohol-based hand sanitizer (at least 60 percent ethanol or at least 70 percent isopropanol) may be utilized when handwashing is not available. As has always been the case, hands should be washed whenever hands are visibly soiled and after using the bathroom.

8. What do I do if I have other questions not answered here?

Parents/caregivers may email questions to COVID19K12ParentInfo@mass.gov.



*News from Commissioner Jeffrey C. Riley & the
MA Department of Elementary and Secondary Education*

On the Desktop - June 10, 2020

Additional Guidance on Fall Reopening Plans

Dear Superintendents, Charter School Leaders, Leaders of Approved Special Education Schools, and Collaborative Leaders,

After continued discussions with the field, I am writing to provide you with additional guidance on fall reopening plans.

As noted in our initial fall guidance, I am requiring districts to submit one reopening plan that will address health and safety requirements and different student learning models — in-person, hybrid, and remote learning. The plan must also describe how special populations will be effectively served within each of the models. **This reopening plan is due to DESE by Friday, July 31, and we will provide a template next week.**

At this time, given the current low transmission rates of COVID-19 in the state, and pursuant to emergency regulations recently passed by the Board of Elementary and Secondary Education, we are asking districts and schools to prioritize in-person instruction. Specifically, we have asked districts to focus on assessing the feasibility of bringing back students in-person, and those feasibility studies should be taking place in your districts now.

While you continue working to flesh out these models, **I am requesting that you hold off on announcing any final decisions about what reopening will look like for the fall in your district until early August.** While preparations for the fall must move forward, we are still waiting for key information that will directly impact the best fit reopening model for each community. This includes more information about financial resources that may be available, including the possibility of a second federal stimulus package, and any change in local COVID-19 transmission rates.

I understand that local communities are eager for districts to finalize their reopening plans as soon as possible. At the same time, I am confident that our families and students will be better served by a thoughtful planning process that works first to explore options and takes in critical additional information before local plans are finalized.

To support your planning, we have attached our first installment of answers to frequently asked questions. We will continue to release FAQs with updates and covering additional topics as more details become available.

Thank you for all of your tireless work on behalf of our students.

Sincerely,

Jeffrey C. Riley
Commissioner

Responses to the Survey by Grade Level

Question: How likely are you to have your student return to full-time, in-person schooling in the fall?

| Grade Level | Maybe | No | Yes | Total Responses | % of enrollment |
|------------------|-------|----|-----|-----------------|-----------------|
| Kindergarten | 16 | 3 | 29 | 48 | 98% |
| 1 st | 11 | 6 | 26 | 53 | 91% |
| 2 nd | 14 | 6 | 21 | 42 | 72% |
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| 8 th | 10 | 2 | 48 | 60 | 75% |
| 9 th | 14 | 2 | 38 | 54 | 64% |
| 10 th | 12 | 3 | 39 | 54 | 73% |
| 11 th | 12 | 1 | 40 | 53 | 54% |
| 12 th | 11 | 3 | 50 | 64 | 65% |
| Preschool | 4 | 4 | 9 | 17 | 100% |

[Letterhead]

From: School Committee, Harvard Public Schools

To: Senator Elizabeth Warren
Senator Ed Markey
Representative Lori Trahan

Cc: Town of Harvard Select Board
Massachusetts Association of School Committees

Date: June 20, 2020

**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 that emerged quickly, demanding an immediate overhaul of the instructional plans and strategies of the Harvard Public Schools and 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 students and staff; and

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

WHEREAS, these budget cuts will be happening at the same time that public school systems are working to address the immense instructional challenge of incomplete learning that many students face due to the pandemic; and

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

WHEREAS, we recognize that the current nationwide recession will affect urban areas and their poorest citizens most severely; 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 their 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 public schools to sustain and accelerate their academic achievement trends over the past decade; therefore, let it be

RESOLVED: That the members of the Harvard 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 – [#]

NAYS – 0

ABSENT – 0

Attest:

[signature]

Executive Secretary

July 8, 2020

Dr. Linda Dwight
Harvard Public Schools
39 Massachusetts Avenue
Harvard, MA 01451

Dear Dr. Dwight,

The Harvard Schools Trust approved the following grants:

| Submit Date | Request | Title | Submitter | Amount |
|--------------------|----------------|-------------------------------------------|-----------------------------------------|---------------|
| 6/22 | 2021 | Voces Digital Subscription | Lisa Terrio | \$4,500 |
| 7/6 | 2022 | Picture Books towards Cultural Competency | Lauren Crittendon Marybeth Quaadgras | \$1,375 |
| 7/7 | 2023 | Graduation Sound System | Scott Hoffman | \$1,000 |

We hope all is going well.

Very truly yours,

Lindsay Burke & Terry Symula
Harvard Schools Trust

Cc.
Scott Hoffman
Josh Myler
Karen Shuttle
Rolf VandeVaart

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):** *Lisa Terrio*
- b. **Title, position, or relationship to the Harvard Public Schools:** *World Language Department Leader at the Bromfield School*
- c. **Email address:** *lterrio@psharvard.org*
- d. **Phone (day and evening):** *978-846-3679*
- e. **Application date:** *June 22, 2020*

2. Project information

- a. **Project title:** *Voces Digital Subscription*
- b. **Brief description. If applicable, attach additional information.**
<https://www.vocesdigital.com/library.php>
Voces Digital is an online learning platform available for yearly subscription with digital curricula for both Spanish (levels 1 through AP) and French (levels 1 through 4). Voces Digital provides well-curated class material and online functionality ideal for use during shifting educational conditions. The platform enables student learning in any of the potential learning contexts under discussion for our future: online only, hybrid, and in-person. It allows instructors to adapt and create material according to classes' needs, differentiate tasks for different learners, give frequent feedback, track student progress and participation, and upload their own, original content within units of instruction. In addition to technical support, teachers have access to online training through webinars, one-on-one sessions, and a virtual summer conference. Finally, Voces Digital employs a proficiency-based approach to language acquisition which aligns with standards of measure by levels and rubrics approved by ACTFL (American Council on the Teaching of Foreign Languages).
- c. **What is the enrichment value of the project? Are there long-term benefits?**
Voces Digital would make the learning goals of our students resilient against future disruptions in modes of learning. Enrichment would arise from the streamlined combination of our current curricula within the Voces Digital materials and learning tools. The platform promotes learning by presenting increased opportunities for

student engagement with knowledge, practice, and feedback, students' further development of their self-assessment and reflection skills, and continuous and efficient monitoring of benchmarks of proficiency as students progress through our program. Voces Digital would also help students prepare for success on the nationally-recognized Seal of Biliteracy, an exam we offer during high school. In addition, any modifications a teacher may make to an online title may be saved and carried into future years of subscription/instruction. One longer-term co-benefit may be achieved by piloting the use of this platform for ESL instructors in our middle school and high school. Voces Digital offers online titles for ESL with similarly-presented materials.

d. How many students will benefit from the project? *The entire World Language Department would benefit, which would be approximately 520 students.*

e. Has this grant ever been requested before? *No*

f. How does the project address the precepts of the Harvard Ed Plan? *Voces Digital is compatible with the World Language Department's current teaching methods. Three years ago, our Department officially shifted from grammar-based teaching to a proficiency-based model that involves Comprehensible Input (CI) -- such as the study of short novels and texts to teach vocabulary and grammar in context. Voces Digital platform also uses resources framed as Comprehensible Input, therefore the platform would provide a smooth method of multi-mode instruction compatible with our current educational planning and approach to language acquisition.*

g. If the request is for "seed money," what measures will be put in place to ensure the project's continuity? *It is not.*

h. If the request is for technology, has it been reviewed for compatibility with existing equipment and plans for future equipment? *Voces Digital works with any device, including our current and projected equipment, MacBooks and iPads, through a browser. It also syncs with Google Classroom, which has been our preferred tool for online communications and curriculum delivery. For teachers, the company offers webinars, individual training, an online summer training conference covering how to use the technology and customize content, and instruction in the student view of the platform. Technical support is included with the year-long subscription.*

i. What is the projected time frame? When will the project begin? *The World Language Department teachers will begin training on Voces Digital this summer to become proficient users and organize their classes well in advance of the students' return.*

3. Financial information

- a. **What is the total amount of the request?** *\$4500 for a one-year subscription*
- b. **What are the detailed costs involved? Please provide an itemized account.**
(<https://www.vocesdigital.com/buynow.php>)

Our rosters for next year are not yet confirmed, so our estimations reflect the typical number of class sections per teacher. Once we confirm our schedules we will inform the HST and adjust the request accordingly.

| Cost per teacher | Per students |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Haroutunian: 3 different sections (3 x \$100) Madraswalla: 3 different sections (3 x \$100) Millard: 3 different sections (3 x \$100) Poe: 2 different sections (2 x \$100) Rosal: 4 different sections (4 x \$100) Terrio: 2 different sections (2 x \$100) Townsend: 3 different sections (2 x \$100) 19 sections x \$100 = \$1900 | 520 students x \$5 = \$2600 |
| Total Cost: | \$4500 |

- c. **Have you requested funds or gifts-in-kind from other sources? If so, please indicate.** *No*
- d. **If the request is for equipment or supplies, what other vendors have been considered? Have you checked for competitive pricing?** *We have compared other companies that offer similar online materials in world languages. Voces Digital and Fuel Education (Middlebury Interactive) are the most comprehensive platforms and provide materials for both Spanish and French. Fuel Education, however, is extremely expensive, as it would cost approximately \$28,000 for a year subscription. It is also less compatible with our current educational planning and teaching philosophy.*
Update 6/29/20: We have also received a quote from EMC Passport through Carnegie Learning for approximately \$24,000 for a year subscription. As with Fuel Education, this program is less compatible with our teaching philosophy and furthermore not all aspects of the program would function on the middle schoolers' iPads.
- e. **Have upkeep and maintenance costs been considered? Please explain.** *The cost is for a yearly subscription, which includes technical support and access to free webinars and one-on-one training sessions.*

- f. **What is the time schedule for disbursement?** *The subscription lasts one year. It would be helpful for the teachers to gain access to the platform during the summer to ensure adequate training, practice, and organization of classes in advance.*
- 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 specific circumstances that require other arrangements?** *No.*

4. Evaluation

- a. **How will you evaluate the success of this project? What criteria will you use?** *The World Language teachers and students will periodically be surveyed to provide feedback on the platform (quality, effectiveness, ease of use, impact, etc.). Metrics of success will include comparison of internal measures of student accomplishment (grades) from years prior with progress using Voces Digital.*
- b. **What input will students and teachers have in the evaluation?** *Students and teachers will be the primary evaluators.*

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 send out an email to all of the parents notifying them of the generosity and proactive action of the HST's funding in advance of the school year as a direct response to student needs in changing learning environments. We would remind parents and guardians of the importance of supporting the HST through donations or becoming a Trust member, especially during times that demand particular adaptation and foresight. We will subsequently share out the (anticipated) success of the program and with permission, students' work and experiences in our world language program.*

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.



39 Massachusetts Avenue • Harvard, Massachusetts • 01451
(978) 456-4140 • FAX (978) 456-8592

To the Harvard Schools Trust

The Harvard School Committee would like to formally thank the Harvard Schools Trust for the ongoing support that the Trust provides to the students and teachers in our district. The resources that you grant make a direct and lasting impact to the education and well-being of all in the district.

The Harvard Schools Trust has provided a myriad of opportunities to augment learning by responding to teacher and student needs and ideas as they arise. Examples of this abound including the FY 2019/2020 funding of Steam activities, Robotics Activities, The Save A Life Tour, Bromfield Model UN, Bromfield Political Pulse, Math Club, Nature's Classroom, Aero-gardens and more. The funding provided by the Trust for these types of creative programs allows for flexibility and innovation that would otherwise not be possible because of fixed budgets and standardized curriculum.

As we live through this unprecedented time in history with a pandemic upending society and a historic shift in race relations, your support has provided the resources for teachers to respond with flexibility and creativity. In response to the shutdown of schools and sudden switch to remote learning, the Trust provided immediate support to teachers for distance learning as well as materials to honor our graduating students who missed out on the traditional end of year celebrations. The funding of these materials including remote learning headphones, filming stands and books allowed our teachers the ability to respond to the challenges of this time with the resources necessary to allow learning to continue remotely while keeping students engaged and decreasing teacher burnout. The funding that the Trust provided this spring is a perfect example of the Trust's direct impact to teachers and students just when it is needed most.

The Harvard School Committee is immensely grateful for the support provided by the Harvard School Trust and looks forward to years of continued partnership.

Sincerely,

The Harvard School Committee

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.



39 Massachusetts Avenue • Harvard, Massachusetts • 01451
(978) 456-4140 • FAX (978) 456-8592

To the Harvard Parent Teacher Organization

The Harvard School Committee would like to formally thank the Harvard PTO for the ongoing support that the PTO provides to the students and teachers in our district. The resources that you grant make a direct and lasting impact to the education and well-being of all in the district.

The Harvard PTO has provided a myriad of opportunities to augment learning by responding to teacher and student needs and ideas as they arise. Examples of this abound including the FY 2019/2020 funding of programs and supplies at both TBS and HES including The Magic of Maps, Discovery Museum Traveling Workshop, Native American Drumming and Dancing, Politics Club magazine, Engineering Week Projects, Appleseed Money, SADD, Traveling Science Workshop, Life in the Colonies, staff development, and more. The funding provided by the PTO for these types of creative programs allows for flexibility and innovation that would otherwise not be possible because of fixed budgets and standardized curriculum.

As we live through this unprecedented time in history with a pandemic upending society and a historic shift in race relations, your support has provided the resources for the district to respond to student needs with flexibility and creativity. In response to the shutdown of schools and sudden switch to remote learning students were learning alone and the typically strong community pride at HES and TBS was at risk. The PTO responded by providing materials to honor our graduating seniors who missed out on the traditional end of year celebrations. Additionally, the funding provided for the class of 2020 parade helped build community in a time when it is critically important for our students to feel part of a community that supports and engages them.

The Harvard School Committee is immensely grateful for the support provided by the Harvard PTO and looks forward to years of continued partnership.

Sincerely,

The Harvard School Committee

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.

| | Description of work | Number of days requested |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| ELA Department | <p>Title I Grant</p> <p>I would like to work together to conjoin teaching and learning related to Lee's and Taylor's novels, the centennial of the 1921 Tulsa Race Massacre, and informational text literacy skill development. The proposed work speaks to Harvard Public Schools' vision statement: "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." Additionally, the proposed work supports district initiatives which continue to emerge through touchstones including the Diversity, Equity, and Inclusion Committee, and Arm in Arm.</p> <ol style="list-style-type: none"> 1. In the big picture, I may try to teach Lee's <i>To Kill a Mockingbird</i> and Taylor's <i>Roll of Thunder, Hear My Cry</i> at the same time, perhaps starting during Black History Month in February. 2. The concrete outcome would be "quote biographies" which create an affirmation timeline of one hundred years of non-fiction and literary history, specifically related to civil rights and anti-racism achievements in the United States, from the 1921 Tulsa Race Massacre to the present. 3. The timeline would begin at one end of the middle school hallway and end at the other end of the hallway. Students would begin work on it, hypothetically, in early February, and the timeline would culminate later in February. If a physical presence to the timeline is not possible in the middle school hallway, students could contribute to a Google slide deck. 4. Brent Staples' June 2020 New York Times editorial, "The Burning of Black Wall Street, Revisited," informs this proposed instructional plan. We would work with Brent Staples' informational text -- or a component of it -- to teach with an interrupted reading approach of historical context-building, with a focus on the 1921 Tulsa Race Massacre, an event which both Lee and Taylor would likely have had in mind as a contextual factor in novel writing. In our proposed work, we also would consider strategies for reciprocal teaching between 7th and 8th graders as an outcome of this stage of studying Staples' non-fiction text. We would create a plan to introduce and teach SOAPS -- subject, occasion, audience, purpose, speaker. 5. Compare and contrast thinking, reading, and writing is another component of the proposed work. We would identify close reading anchor passages from Taylor's and Lee's novels, which have a subtext of similarity to the Tulsa Race Massacre events. Ultimately, students would write a brief analysis of fictional vs. non-fictional depictions of life in the Jim Crow South with those anchor passages and Staples' editorial as the basis of their writing. In our proposed work, I would consider reciprocal teaching between 7th and 8th graders as an outcome of this stage. 6. We would create a plan to explicitly teach informational text literacy skill development, with lesson(s) on how literary historians read, think, and create knowledge. Our demonstration lessons would build apprenticeship in how informational readers look for characters and people, for speaking and writing styles, as one understands cultural significance in working with sources. Specifically, we would demonstrate with two case studies from Staples' article: John Hope Franklin's and Scott Ellsworth's scholarship and the quoted oratory from Dr. Olivia Hooker's mother. At this stage, we would reinforce SOAPS with students -- subject, occasion, audience, purpose, speaker. | 2 |
| ELA Department | | 2 |

| | Description of work | Number of days requested |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Grade 1 | <p>To prepare for the return to school using a hybrid model, the first-grade teachers would like to create cross-curricular lessons for students to complete while they are at home focusing on phonics skills, math practice, and the science and social studies standards. We would also create follow-up Reader's Workshop reading response activities for use during at home independent reading. This is our first thought and we are flexible and adaptable to the needs of our students and the district.</p> <p>We are looking to work 3 days during the week of August 10, 2020.</p> | 1 |
| Grade 3 | <p>Google classroom training and curriculum work</p> <p>(i) Restructure one to two social studies units so that content can be taught remotely. (ii) Develop interactive lessons based on nonfiction reading standards that deliver social studies content. (iii) Consider cultural biases of resources and develop plan to address biases. Also (iv) consider which voices and cultures are missing and develop plan to incorporate. (v) Develop assessments, projects, and rubrics. *A successful finished product looks like an interactive, project- and literacy-based social studies unit that students can access remotely. The unit will include nonfiction reading instruction, vocabulary instruction, primary sources, presentations, readings, videos, assessments, projects, and more.</p> | 1 |
| Grade 4 | | 2 |
| Grade 5 | <p>Using the Flipped classroom Model tweak the following two units: Interpretation Book Clubs: Analyzing Themes and Tackling Complexity, Moving Up Levels of Nonfiction</p> | 1 |

| | Description of work | Number of days requested |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Grade 5/Special Education | Plan for co-teaching in the upcoming school year. This would involve looking through questionnaires and checklists, planning for models of instruction, and planning for continued communication. | 2 |
| Guidance Department | Each counselor will be available to meet with their students individually, by appointment (on Zoom), to address scheduling errors, questions, or concerns. | 0 |
| Guidance Department | Intake with new families, teacher assignment, answer questions and provide a tour of the building. Connect with Transitions to do the same with any new families in August. Day 1: (Informational session) Emotions and behaviors related to trauma or other behavioral disorders, how emotional or behavioral difficulties can impact the classrooms, the function of different behaviors and strategies on how to work with students who are diagnosed with emotional or behavioral disorders. We focus on anxiety and trauma (maybe just touch on ADHD this year since the presentation of symptoms is so similar) and I'd like to add in more on chronic stress. | 3 |
| Guidance Department | Day 2: (Hands-on workshop) Creating classroom accommodations, building individual or classroom behavior plans to create a safe and inclusive learning environment for all. Teachers should come to the second day with a student profile they would like to work through and create a plan for so they have their own tools in the future. I'd also like to add more on how teachers check in with themselves on how they're doing in order to regulate themselves and be in a place where they can demonstrate emotion regulation and patience. Safe and Supportive Classrooms Part 2: This workshop will build on what was covered in Part 1/the original training presented in the summer of 2018 and 2019. I envision this as a brief review of how the brain responds to trauma and chronic stress, and how the brain functions when a person has anxiety or ADHD. This information will be presented in context of the recent stressors and loss due to COVID-19. We will then focus on how to help students build resilience, agency, and independence. This includes having students recognize how they are feeling and the ability to express this to a trusted adult. We will provide tools for supporting students' growth in this area through a focus on various areas of well-being (ex: connections to others, growth, purpose, engagement, etc.) and community in the classroom. In addition we will discuss strategies for regulating ourselves in order to demonstrate emotion regulation and how to respond to stressful or upsetting situations and interactions. Teachers will create a plan with 1-3 action items from the PD to implement during the school year. | 2 |
| Guidance Department | | 1 |

| | Description of work | Number of days requested |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Kindergarten | The Kindergarten Team would like to request one full day to work in July to pull together resources and create a plan to help support families with both the remote learning and new school guidelines. We recognize that often a child and family's first experience with a public school is in kindergarten and feel that now more than ever we need to support our students by supporting their families. After reflection and feedback from families during the 2019-2020 school year, we would like to create resources which could include but are not limited to: videos, pictures, slideshows and paper handouts to help guide families both through remote learning and the transition of starting school. Some examples of these artifacts include: a guide on how to set up a learning area for your child at home, necessary material packets for remote learning, books and conversation starters on how to help the transition of starting school, supports to help parents with Google Classroom, managing their children's learning at home and handling various emotions about school. | 1 |
| Math Department | I will be teaching a new class (Algebra 1) next year, and plan to dedicate significant time this summer to work out lesson plans for the course. I also plan to find ways to update a lot of what I will do next year (in the classes I've taught before - Pre-Calculus and Algebra 2 Honors) so material I need the students to work on will be available electronically as opposed to via hard copies, a likely change necessary during the pandemic. | 2 |
| Math Department | Create instructional videos for 8th-grade math students who are not able to attend school. | 1 |
| Math Department | Create a master class in Google to store videos, pdfs, and notes to students. This would enable me to preserve the online instructional work that I've created and assign it in Google Classroom from year to year. | 0.5 |
| Nursing Department | Intake with new families, teacher assignment, answer questions and provide a tour of the building. Connect with Transitions to do the same with any new families in August. | 3 |
| Pre-K | I will need time to transition the physical classroom to fit the needs of my new students, as well as to look into/develop curriculum options and materials for these students. I will use the time to figure out a daily schedule, plan curriculum/independent learning and also collaborate with CASE teachers and related service providers. | 3 |

| | Description of work | Number of days requested |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Science Department | Collaborate with team teacher to incorporate researched (from SPED summer work) best practices for co-teaching remote and blended learning for students with disabilities that will benefit all learners. | 2 |
| Social Studies Department | I am implementing a new curriculum and textbook this year for 8th grade. Along with making the curriculum a bit more ready for a possible remote switch at points throughout the school-year, I would like to look for ways that I can incorporate how the struggle for racial equality has shaped the American ideals of citizenship. I hope to make these concepts more of a priority by emphasizing the evolution of voting for people of color. These lessons will likely investigate steps such as the Gettysburg Address, 13th-15th amendments, the 1964 Civil Rights Act, as well as the 1965 Voting Rights Act. Not only are these emphasized in the state frameworks, but also tie in to the need to emphasize the complex role that race has played in our evolution of American Civics. | 2 |
| Social Studies Department/Special Education | Collaborate with team teacher to incorporate researched (from SPED summer work) best practices for co-teaching remote and blended learning for students with disabilities that will benefit all learners. | 2 |
| Special Education Department | Research and outline best practices for co-teaching remote and blending learning for students with disabilities that can be incorporated into next year's curriculum | 2 |

| | Description of work | Number of days requested |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Special Education Department | Collaborate with team teacher to incorporate researched (from SPED summer work) best practices for co-teaching remote and blended learning for students with disabilities that will benefit all learners. | 2 |
| Special Education Department | I would like to create a video library of phonics lessons for upper grade level special education students. | 1 |
| Special Education Department | Research and outline best practices for co-teaching remote and blended learning for students with disabilities that can be incorporated into next years curriculum. | 2 |
| Visual Arts Department | Create a new curriculum for TV Production | 2 |

| | Description of work | Number of days requested |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Visual Arts Department | develop an arts curriculum for the district that highlights the art created by people of color with an emphasis on historical and contemporary social justice issues | 2 |
| World Language Department | I would like to use time this summer in order to rework the beginning of the ASL 1 curriculum and the end of the ASL2 curriculum. Now that both courses have run (almost completely) I would like to take time this summer to put ASL 2 into Atlas Rubicon, while adjusting my previous plans and what actually came to pass with the end of our distanced school year. Similarly, I need to rework the opening unit of ASL 1 and remove something that was too difficult for the first year students to master so quickly and with that opening, fill in with more practice around fingerspelling and hand shapes. This will also need updating in Atlas. | 1 |
| World Language Department | Creation of blended-learning materials, project guidelines, and vertical planning in high school French with potential for interdisciplinary collaboration through guiding questions based on similar themes of diverse voices, social masks, questions of racism, and monuments that define (in our case) French and Francophone social spaces in comparison with other cultures. | 1 |
| World Language Department | In collaboration with the World Language department, I would be developing interdisciplinary project-based lessons centered around diverse voices and social contexts to foster anti-racism and cultural understanding. | 1 |
| | | \$29,963.08 |



Let's Talk About Race!

[Click for pdf and webinars!](#)

In the wake of the death of George Floyd in May, and the protests that followed, there are many excellent resource lists to help people continue to educate themselves about racism and learn more about anti-racism. As it is so hard to decide on one book, we have decided to pick a selection of short readings, videos and a documentary to read/ watch and then discuss together. We hope these choices will complement whatever else may already be on your summer reading list.

**Please join us in this conversation! Sign up for the Google Classroom (class code - xxxxxx)
(Sign up even if you aren't sure you want to attend all the sessions or earn PDPs!)**

- If you would like to earn 10 PDPs (to use as a bundle for relicensure), please do: all four of the assignments listed below - including the padlet posts and responses and the final work product - and attend at least three of the four Zoom sessions.
- You can also take an 'a la carte' approach - each session is worth 2 PDPs, if you do the assignment, the Padlet post and attend the Zoom discussion for the full hour.
- If you are not interested in any extra homework this summer and don't want PDPs, you are *still* VERY welcome to participate in any or all of these Zoom sessions without doing the padlet posts or the final work product.

Please note - *there are an overwhelming number of excellent books, articles, podcasts, videos, etc to choose from. The small selection of resources below is in no way exhaustive or inclusive. These resources are meant to be a starting point for reflection and discussion.*

Session One - Wednesday, July 15th at 10:30 am.

- Watch these two TED Talks (in this recommended order!)
 - a) [How I Learned to Stop Worrying and Love Discussing Race](#) (12 minutes)
 - b) [How to Tell Someone They Sound Racist](#) (3 minutes)
- Read "[Let's Talk: Facilitating Critical Conversations with Students](#)"

If you are participating for PDPs (or even if you are not!)

Post on Padlet and respond to at least two other participants' posts by Tues., July 14th
Attend the one-hour Zoom discussion ~ Wednesday, July 15th at 10:30 am

Session Two - Wednesday, July 22nd at 10:30 am.

- Watch the documentary *13th* (1 hour, 40 minutes) *The documentary is currently available free on [Youtube](#) - {not sure for how long} ... 13th is also available via a paid subscription to Netflix*

If you are participating for PDPs (or even if you are not!)

Post on Padlet and respond to at least two other participants' posts by Tues., July 21st
Attend the one-hour Zoom discussion ~ Wednesday, July 22nd at 10:30 am

Session Three - Wednesday, July 29th at 10:30 am.

- Read these two short articles from *Education Week*:
“[What Teachers Should Learn From the Murder of George Floyd](#)”
“[What Educators Should – and Should Not Do – in Response to George Floyd's Death](#)”
 - If you would like to make notes for the discussion, make a copy of this [google doc version](#) - which has both articles in one document.
- Read the [Open Letter to the Harvard Public Schools](#)
- Read the following in the latest edition of *The Bromfield Mirror*:
 - Front page
 - Letter from the editors
 - “Juniors examine racism, police brutality, and more in class-wide meeting”
 - “A step in the right direction: the resurgence of Black Lives Matter movements”
 - “Harvard: the perfect breeding ground for white privilege”

If you are participating for PDPs (or even if you are not!)

Post on Padlet and respond to at least two other participants’ posts by Tues., July 28th

Attend the one-hour Zoom discussion ~ Wednesday, July 29th at 10:30 am

Session Four - Wednesday, August 5th at 10:30 am.

- Watch this TED Talk on “[The Urgency of Intersectionality](#)” (19 minutes)
- Read this article on “[The Intersectionality Wars](#)”
- Read this article on “[Teaching at the Intersections](#)”

If you are participating for PDPs (or even if you are not!)

Post on Padlet and respond to at least two other participants’ posts by Tues., August 4th

Attend the one-hour Zoom discussion ~ Wednesday, August 5th at 10:30 am

As a ‘**final**’ **work product** to get the 10 PDPs as a bundle - please do one of the following and submit via Google Classroom on or before Wednesday, August 19th:

- Create a new lesson plan (not a unit!) that you will use next year
- Revise/update a current lesson plan {or your class policy or your class syllabus.}
Either submit the old one, for comparison and/or write a brief description of which part or parts were added and which part or parts were deleted.
- Write a one to two page reflection on how these sessions will have an impact on your teaching next year.
- Think back to something you have done (or not done) in a classroom setting over the past few years which you regret now as a misstep or as a missed opportunity. Describe that situation, and write about how you would handle that situation differently today.

**Harvard SEPAC
By-Laws June
2020**

**Article I:
Name**

The name of this organization shall be the Harvard Special Education Parent Advisory Council, abbreviated Harvard SEPAC.

**Article II: Mission
Statement**

The mission of the Harvard SEPAC is to create an inclusive community of students, parents, educators and district employees that fosters support and respect for children with special needs. Our practice involves partnering with the school committee and district leaders to plan, develop and evaluate special education programs and support families by creating a network that provides education, connection and communication.

Our main priorities are strengthening our community through inclusion, and promoting an open, positive, collaborative relationship between special education district employees and parents. Additionally we strive to work with Harvard Public Schools to ensure that students' needs under Massachusetts Special Education regulations and other applicable laws are being met.

Article III: Purpose and Function

Working in partnership with the school committee and district leaders to plan, develop, evaluate and provide feedback on special education programs.

Serving as a liaison between families receiving special education services and district leaders.

Creating a support network for families in the special education community to allow for communication, connection and shared resources.

Promoting a community culture of awareness, understanding, acceptance and inclusion of children and families with unique needs through educational programs, community events and maintenance of an open-dialogue with our school district.

Article IV: Membership

1. General Membership: General membership shall be open to any party interested in the education of children with special needs in the Harvard school district, and who is a resident of Harvard or attending schools in Harvard. Additionally, membership is open to educators and school committee members within the Harvard school district. 2. General members who are present at meetings are voting members. 3. Children aged 14 and older may vote when present at meetings. 4. All information received by members of the SEPAC and discussed at SEPAC meetings

will not include anything to identify a student.

Article V: Board members, elections and duties

1. The board of the SEPAC shall be Chair and the Secretary. Additionally, there may be a Co-Chair, Events Chair, Communications Chair, Treasurer, Technology Chair and in addition there may be a board member at large. If no one is nominated for the additional chairs, their duties may be absorbed by another member at the direction of the chair. 2. Nominations of candidates for officers for the next year will be requested by April

of each year.

a. In the May meeting nominations from the floor may be requested; a person may nominate themselves b. Elections will be held at the annual meeting in June by a majority of votes

cast by all members present at the time of the vote. c. The term for officer positions will run from July 1 through June 30 of the

following year. d. To avoid conflict of interest, no officers will be paid employees of the

Harvard Public School District. e. A person may hold more than one office. 3. A Board Member may resign by giving written notice to the chair, and then an

election will be promptly held to fill the empty position, unless the date is within two months of an upcoming election. In this case, election for this position will be postponed. 4. Position descriptions:

a. Chair/ Co-Chair :

i. Attend all meetings for the SEPAC ii. Draft agendas for each meeting iii.

Schedule meetings in accessible facilities iv. Support and facilitate the activities of other Officers

v. Delegate tasks to other members as needed vi. Be aware of compliance with By-Laws and DESE regulations vii. Coordinate the efforts to advise the district on

matters the SEPAC

gathers from its members viii. Draft and distribute an annual survey to all parents/
guardians of

children receiving SPED services in the district, and may
distribute the survey to all households with students

ix. Act as a liaison between parents / caregivers of students with
known or suspected disabilities and Special Education Administrators
by meeting on a regular basis x. Pass on knowledge about SEPAC
several weeks prior to leaving

position. **b. Secretary**

i. Take meeting minutes ii. Draft, distribute and post minutes iii. Take a
log of attendees for each meeting iv. Count and
record votes c. **Events Chair**

i. Suggest and plan events ii. Coordinate event planning subcommittees iii. Coordinate event
logistics, including refreshments, book location,
communicate with speakers, and the date and time of the event iv. Communicate event
planning updates to the SEPAC

v. Work with technology and communications chairs to publicize events
through all possible avenues- school newsletters, Facebook, Nextdoor,
encouraging staff and administrators to spread the word vi. Create
promotional visuals to be distributed such as infographics,

posters, advertisements, descriptions **d. Technology
Chair**

i. Maintain and improve online tools created by the SEPAC, such as
the website, google calendar, and a facebook page e.

Communications Chair

i. Lead efforts to encourage parents, school staff, and caregivers to
be more involved in the SEPAC ii. Communicate with members of the SEPAC, schools
and general

public 1. Upcoming

events

2. Relevant information from school staff and administrators 3. Relevant
changes in DESE regulations **f. Treasurer**

i. Create an annual budget and review with the School
Administrators and School Committee ii. Receive and organize receipts, credit card
statements, and
descriptions of payments made by and received by the SEPAC in a

spreadsheet **g. Board Member at Large**

- i. Board members at large may support the purpose of the Harvard SEPAC.

Article VI: Voting Procedures

1. Voting may only take place at a Board meeting where a quorum of Board Members are present 2. A majority of the votes cast by General Members shall decide any question 3. SEPAC business matter voting shall be open to all members present at SEPAC

meetings, excluding district SPED staff or administrators, who may have a conflict of interest, unless they have a child who receives special education, a 504 plan, or is in need of such services 4. The vote to elect Board Members is open to all SEPAC members, with the exception of

district SPED staff and administrators

**Article VII:
Meetings**

1. The SEPAC will meet monthly on a regular night of the month decided upon at the beginning of a new school fiscal year at the July meeting 2. Workshops, speakers, and other SEPAC events are separate from the monthly SEPAC

business meeting 3. Additional meetings may be held on an as-needed basis 4. All meetings are publicly posted and advertised according to Massachusetts General Law, Chapter 39, Section 23B "Open Meeting Law." 5. A meeting schedule with school administrators and school committee can be determined

by the chairs and other parties at the beginning of the school year 6.

Minutes of all meetings shall be taken and distributed by the Secretary

Article VIII: Grants, Donations and Fundraising

1. The SEPAC may accept donations, write grants, or engage in fundraising, though the primary source of funds should come from the budget agreed upon with the school administration and approved by the school committee 2. Any monies accepted by the SEPAC must be deposited in a separate account held by

the town Treasurer 3. Any Board Member using SEPAC funds to purchase materials needed, pay for

workshops, items for events, or any other SEPAC-related matter, must do so within the established budget, if seeking reimbursement 4. Reimbursement may be submitted to the assistant to the School Administration in the

form of receipts with credit card statements 5. Reimbursements made cannot include tax 6. Alternatively, a board member may ask the Special Education Director or Superintendent

to directly purchase a specific budget-approved item 7. All funds spent should be tracked on the SEPAC budget, and receipts / credit card

statements

held

Article IX: Parliamentary Authority

1. These by-laws may be altered, repealed, or amended at any SEPAC meeting as long as the request is submitted in writing to all Board members at least 14 calendar days before the meeting when the vote will take place. 2. The proposed changes to the By-laws may be adopted by a quorum of Board members

at a meeting.

**Harvard SEPAC
By-Laws
June 2020**

Article I: Name

The name of this organization shall be the Harvard Special Education Parent Advisory Council, abbreviated Harvard SEPAC.

Article II: Mission Statement

The mission of the Harvard SEPAC is to create an inclusive community of students, parents, educators and district employees that fosters support and respect for children with special needs. Our practice involves partnering with the school committee and district leaders to plan, develop and evaluate special education programs and support families by creating a network that provides education, connection and communication.

Our main priorities are strengthening our community through inclusion, and promoting an open, positive, collaborative relationship between special education district employees and parents. Additionally we strive to work with Harvard Public Schools to ensure that students' needs under Massachusetts Special Education regulations and other applicable laws are being met.

Article III: Purpose and Function

Working in partnership with the school committee and district leaders to plan, develop, evaluate and provide feedback on special education programs.

Serving as a liaison between families receiving special education services and district leaders.

Creating a support network for families in the special education community to allow for communication, connection and shared resources.

Promoting a community culture of awareness, understanding, acceptance and inclusion of children and families with unique needs through educational programs, community events and maintenance of an open-dialogue with our school district.

Article IV: Membership

1. General Membership: General membership shall be open to any party interested in the education of children with special needs in the Harvard school district, and who is a

resident of Harvard or attending schools in Harvard. Additionally, membership is open to educators and school committee members within the Harvard school district.

2. General members who are present at meetings are voting members.
3. Children aged 14 and older may vote when present at meetings.
4. All information received by members of the SEPAC and discussed at SEPAC meetings will not include anything to identify a student.

Article V: Board members, elections and duties

1. The board of the SEPAC shall be Chair and the Secretary. Additionally, there may be a Co-Chair, Events Chair, Communications Chair, Treasurer, Technology Chair and in addition there may be a board member at large. If no one is nominated for the additional chairs, their duties may be absorbed by another member at the direction of the chair.
2. Nominations of candidates for officers for the next year will be requested by April of each year.
 - a. In the May meeting nominations from the floor may be requested; a person may nominate themselves
 - b. Elections will be held at the annual meeting in June by a majority of votes cast by all members present at the time of the vote.
 - c. The term for officer positions will run from July 1 through June 30 of the following year.
 - d. To avoid conflict of interest, no officers will be paid employees of the Harvard Public School District.
 - e. A person may hold more than one office.
3. A Board Member may resign by giving written notice to the chair, and then an election will be promptly held to fill the empty position, unless the date is within two months of an upcoming election. In this case, election for this position will be postponed.
4. Position descriptions:
 - a. **Chair/ Co-Chair :**
 - i. Attend all meetings for the SEPAC
 - ii. Draft agendas for each meeting
 - iii. Schedule meetings in accessible facilities
 - iv. Support and facilitate the activities of other Officers
 - v. Delegate tasks to other members as needed
 - vi. Be aware of compliance with By-Laws and DESE regulations
 - vii. Coordinate the efforts to advise the district on matters the SEPAC gathers from its members
 - viii. Draft and distribute an annual survey to all parents/ guardians of children receiving SPED services in the district, and may distribute the survey to all households with students

- ix. Act as a liaison between parents / caregivers of students with known or suspected disabilities and Special Education Administrators by meeting on a regular basis
 - x. Pass on knowledge about SEPAC several weeks prior to leaving position.
- b. Secretary**
- i. Take meeting minutes
 - ii. Draft, distribute and post minutes
 - iii. Take a log of attendees for each meeting
 - iv. Count and record votes
- c. Events Chair**
- i. Suggest and plan events
 - ii. Coordinate event planning subcommittees
 - iii. Coordinate event logistics, including refreshments, book location, communicate with speakers, and the date and time of the event
 - iv. Communicate event planning updates to the SEPAC
 - v. Work with technology and communications chairs to publicize events through all possible avenues- school newsletters, Facebook, Nextdoor, encouraging staff and administrators to spread the word
 - vi. Create promotional visuals to be distributed such as infographics, posters, advertisements, descriptions
- d. Technology Chair**
- i. Maintain and improve online tools created by the SEPAC, such as the website, google calendar, and a facebook page
- e. Communications Chair**
- i. Lead efforts to encourage parents, school staff, and caregivers to be more involved in the SEPAC
 - ii. Communicate with members of the SEPAC, schools and general public
 - 1. Upcoming events
 - 2. Relevant information from school staff and administrators
 - 3. Relevant changes in DESE regulations
- f. Treasurer**
- i. Create an annual budget and review with the School Administrators and School Committee
 - ii. Receive and organize receipts, credit card statements, and descriptions of payments made by and received by the SEPAC in a spreadsheet
- g. Board Member at Large**
- i. Board members at large may support the purpose of the Harvard SEPAC.

Article VI: Voting Procedures

1. Voting may only take place at a Board meeting where a quorum of Board Members are present
2. A majority of the votes cast by General Members shall decide any question
3. SEPAC business matter voting shall be open to all members present at SEPAC meetings, excluding district SPED staff or administrators, who may have a conflict of interest, unless they have a child who receives special education, a 504 plan, or is in need of such services
4. The vote to elect Board Members is open to all SEPAC members, with the exception of district SPED staff and administrators

Article VII: Meetings

1. The SEPAC will meet monthly on a regular night of the month decided upon at the beginning of a new school fiscal year at the July meeting
2. Workshops, speakers, and other SEPAC events are separate from the monthly SEPAC business meeting
3. Additional meetings may be held on an as-needed basis
4. All meetings are publicly posted and advertised according to Massachusetts General Law, Chapter 39, Section 23B "Open Meeting Law."
5. A meeting schedule with school administrators and school committee can be determined by the chairs and other parties at the beginning of the school year
6. Minutes of all meetings shall be taken and distributed by the Secretary

Article VIII: Grants, Donations and Fundraising

1. The SEPAC may accept donations, write grants, or engage in fundraising, though the primary source of funds should come from the budget agreed upon with the school administration and approved by the school committee
2. Any monies accepted by the SEPAC must be deposited in a separate account held by the town Treasurer
3. Any Board Member using SEPAC funds to purchase materials needed, pay for workshops, items for events, or any other SEPAC-related matter, must do so within the established budget, if seeking reimbursement
4. Reimbursement may be submitted to the assistant to the School Administration in the form of receipts with credit card statements
5. Reimbursements made cannot include tax
6. Alternatively, a board member may ask the Special Education Director or Superintendent to directly purchase a specific budget-approved item
7. All funds spent should be tracked on the SEPAC budget, and receipts / credit card statements held

Article IX: Parliamentary Authority

1. These by-laws may be altered, repealed, or amended at any SEPAC meeting as long as the request is submitted in writing to all Board members at least 14 calendar days before the meeting when the vote will take place.
2. The proposed changes to the By-laws may be adopted by a quorum of Board members at a meeting.

School Committee Minutes
Virtual Meeting
Tuesday, June 30, 2020

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

Others in attendance Aziz Aghayev and John Ruark

Dr. Dwight called the meeting to order at 6:16 p.m.

Shannon Molloy read the Vision Statement

Dr. Dwight 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.

Dr. Dwight asked for nominations for Chair of the School Committee.

Shannon Molloy made the motion and Suzanne Allen seconded to nominate SusanMary Redinger as Chair of the School Committee.

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

SusanMary Redinger made the motion and Sharlene Cronin seconded to nominate Shannon Molloy as Vice Chair.

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

SusanMary Redinger made the motion and Sharlene Cronin seconded to nominate Suzanne Allen as Clerk.

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

Public Comment:

Elise Bilodeau 5619 Belmont Street, Dallas, Texas – Open Letter Comments – Request Public hearing at a later date.

Student Report – No report.

Budget Update

Sharlene Cronin gave a budget update in response to the failed over ride at Annual Town Meeting. The school will make the cuts necessary to balance the budget. There is expected to be an additional budget deficit created by a reduction in state funding. Those numbers are anticipated in August at which time the group will reconvene to develop a plan to balance the budget.

COVID-19 Learning Plan Updates

Dr. Dwight gave an update on the re-entry planning released by the Commissioner on June 25th. In his guidance he prioritized full in-person schooling vs the hybrid model. Districts must prepare detailed plans to ensure the safety measures that are recommended are possible. Districts must also prepare detailed plans for hybrid and remote schooling and submit them to DESE in August. School districts must adhere to the in-person plan unless the Commissioner changes the direction based on re-opening data in the weeks ahead. The district re-entry committee met to review the guidance and decided to have sub-committees form per school and then by grade level groups. The school sub-committees are meeting this week. They are planning on ways to include parents and students in their work groups. Dr. Dwight met with the staff and parents to share information. One of the decisions presented to both groups was that we will use Google Classroom from PreK -12 next year with consistency. This will help us to transition between the three school plans with more ease for students and parents. Teachers will attend trainings as needed. Meanwhile work continues with the state on a remote platform that would contribute to the educational plan.

District Response to Current Events

Dr. Dwight recognized with gratitude the alumni and cosigners of the Open Letter seeking to create a stronger anti-racist school community. Dr. Dwight looks forward to a public forum in the future. Shannon Molloy shared the MASC proposed resolution in response to issues of racism, equity, and diversity. The Committee will vote to adopt the resolution at a future meeting. The School Committee will coordinate with Elise Bilodeau to plan a public forum.

Superintendent Update: See Attached

The Committee will bring back the plan to hire custodial staff in two weeks.
The Committee will use the retreat to discuss the strategic plan lay out.

Grant Approval – None

Self-Review Report

John Ruark presented an over view of the School Committee's Self Review Report. The scores for all questions by section fell within the "Well Developed" aggregate with scores ranging from 7.1 to 8.0. The School Committee will take time to process and digest the results of the report and pull out some major themes to review at a future School Committee meeting or the summer retreat. The Committee thanked John Ruark for his work on collecting and presenting the Self Review results.

Superintendent Review Planning

The Committee reviewed the updated rubric for the Superintendent Evaluation and process that will be used to evaluate Dr. Dwight. The Committee will not expect an evidence binder from the Superintendent and instead review the Superintendent's report that are presented at each meeting that show evidence and match it to the standards of effective leadership. SusanMary Redinger will send out the evaluation rubric to members and give members until July 27th to complete.

School Committee/Superintendent Joint Goals Review

Shannon Molloy presented the School Committee/Superintendent Joint Goals review for 2019/2020 school year. The goals were completed as follows:

Contract negotiation – completed - 100% - will seek new liaison for upcoming year.

Dashboard Query Definition – completed - 65-70% Complete – Continue goal into next year.

Continuous Improvement Analysis – completed - 90% - Will look to see what to move forward.

Fields – Continue goal into new year.

Title IX – 20% - Continue goal into next year.

Superintendent Goals Review

Dr. Dwight presented the Superintendent Goals for the 2019/2020 school year. The goals were completed as follows:

Curriculum Development – Completed 50%

Feedback, Improvement and Calibration – Completed 80%

Community Involvement – Completed 100%

The goals will be added to the Superintendent evaluation.

Resolution for Federal Funding; Vote

A vote is needed in order for the resolution in support of increased federal support and stimulus funding for public K-12 education be sent on behalf of the Committee to Senator Elizabeth Warren, Senator Ed Markey and Representative Lori Trahan. The Committee will bring it back to their next meeting for approval and vote.

Summer Meeting, Review

Summer meetings are scheduled for July 13, July 27, August 10th and August 24th. August 10th was discussed as a possible date for the retreat. SusanMary Redinger will bring back some retreat options to the next meeting.

School Building Update

SusanMary Redinger reported the following on the HES building update.

*windows are installed and the exterior masonry is starting.

*interior work includes framing, dry wall, mechanical engineering and plumbing is in process.

*sixty to seventy workers on site each day.

*project is about 50% complete with 50% of the budget spent.

*move in date is currently May 17.

*the SBC is working on the possibility of pre-purchasing student furniture to replace tables with desks to meet COVID guidelines.

*Tour dates for School Committee members are available on July 8th, 13th and 15th.

*next meeting is June 16th.

Agenda Items

Funding Resolution

Retreat options

SEPAC presentation

Remote learning – standing agenda item

School Improvement Plan – Fall
District Improvement Plan – Fall
Letter of Thanks to Hildreth and PTO

Approval of Meeting Minutes

With no objection Susan Mary Redinger approved the minutes of June 8th and June 20th as presented.

Liaison/Subcommittee Reports

Sharlene Cronin – Parks & Rec - At ATM, the Parks & Rec Committee was successful obtaining jurisdiction over many town athletic fields and will continue to seek jurisdiction over more fields over time. This allows Parks and Rec to be the single point of coordination and collaboration which will be helpful for field usage and planning purposes. Permits are now required in order to use town athletic fields.

Sharlene Cronin - Data Dashboard – will need to connect with Chris Boyle before moving forward.

Sharlene Cronin - DEI (Diversity, Equity and Inclusion) meeting – excited and proud of the students that spoke up at our meeting. Incredible commentary. Appreciate the courage and bravery shown.

Suzanne Allen – Re-entry Committee – met with the TBS group, they focused on 3 broad categories which included lunch, physical space and scheduling. Many questions and work to be done. The group is looking for someone to be serve on the HES group.

Suzanne Allen - Wellness Committee – have not met but hoping to ramp up and start collecting some data.

Suzanne Allen - is stepping down from SEPAC.

Shannon Molloy – HES School Council is working on the School Improvement Plan. Topics discussed were math curriculum, parent school partnerships, social emotional learning, moving into the new building and the new sub separate classroom.

Shannon Molloy – Legislative Liaison – the State funding resolution that we passed has been signed by 100 districts. People are hopeful it will make an impact on COVID directives from the state.

Shannon Molloy reported that the Anti-racist resolution has been sent to Elise Bilodeau.

Shannon Molloy reported that Policy and Start-time have not met.

Shannon Molloy reported that SEPAC met last Thursday and elected a board. They finalized and passed their mission statement and by-laws. They will come before the School Committee to appeal for full formal recognition. The group has stayed on track with their goals and they are bringing value to a group that needs advocacy. Looking forward to their presentation at the next meeting.

SusanMary Redinger -CPIC has not met since town meeting. The ramp project did not pass and will need to be resubmitted.

SusanMary Redinger -TBS School Council has not met. SusanMary asked Abigail Besse if she would like to take over for her as liaison of the TBS School Council.

The Committee reviewed the gaps in Liaison assignments left by John Ruark. The following liaison assignments were assigned
SusanMary Redinger – Selectboard

SusanMary Redinger - Finance Committee
SusanMary Redinger – Harvard Energy Advisory Committee
Abigail Besse – TBS School Council
Abigail Besse – HES Subgroup Re-entry Plan
Suzanne Allen - HCTV

Liaison assignments still vacant -DEAC, Continuous Improvement, Teacher Negotiations.

Shannon Molloy presented the following bill warrants for review:

| | |
|----------|----------------|
| 20-19SCH | \$172,044.17 |
| 20-20SCH | \$1,904,842.19 |
| 20-21SCH | \$111,948.74 |
| 20-22SCH | \$2,316,154.01 |
| 20-23SCH | \$128,425.29 |
| 20-24SCH | \$147,421.18 |
| 20-25SCH | \$3,102,112.33 |
| 20-26SCH | \$162,243.12 |

Commentary

Shannon Molloy -thanked all those who attended the Annual Town meeting. There were some disappointments there and at the ballot but thank you to all those who attended and especially to SusanMary and Linda for speaking.

Sharlene Cronin – echoed thanks to SusanMary and Linda for speaking at ATM, it was important and the results were disappointing.

Suzanne Allen – Proud of the Bromfield students for their stance on anti-racism.

Abigail Besse – thanked everyone for a warm welcoming and their efforts to reach out with helpful advice.

SusanMary Redinger – Apologized for not being able to sway the voters on the ramp project Kudos to Shannon for her work in preparing for the meeting. Thrilled to be Chair, and for the opportunity to work with everyone to make a strong and efficient School Committee. Look forward to next year with all the wackiness it contains.

At 9:30 SusanMary Redinger with no objection adjourned the meeting.

Respectfully submitted

Mary Zadroga