

**Harvard Public Schools**  
39 Massachusetts Avenue, Harvard, Massachusetts 01451

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**School Committee Meeting**  
**Monday, December 14, 2020**  
**6:15 PM**

**Harvard Public Schools is inviting you to a scheduled Zoom meeting.**

**Join Zoom Meeting**

**<https://psharvard-org.zoom.us/j/81813083644?pwd=MDhuR1BBRG1VV1lNa2c5M2hZVG80Zz09>**

- I. Call to Order and Read the Vision Statement (6:15)**
- II. Public Commentary (6:20)**
- III. Student Report (6:25)**
- IV. Superintendent Update (6:30)**
- V. Finalize Budget and Narrative (VOTE) (6:40)**
- VI. Devens Account Balance Minimum Review (7:10)**
- VII. Screening Initiative Plan Update (VOTE) (7:20)**
- VIII. Testing Resolution (VOTE) (7:25)**
- IX. Policy Review (VOTE) (7:40)**
- X. Athletic Competition Decision Process Review (8:00)**
- XI. Annual Report Assignment (8:10)**
- XII. Anti-Racism Work Update (8:20)**
- XIII. Grant Approval (8:30)**
- XIV. Future Meeting Dates (8:35)**
- XV. Agenda Items (8:37)**
- XVI. Minutes (8:40)**
- XVII. Liaison/Sub-Committee Reports (8:45)**
- XVIII. Public Commentary (8:50)**
- XIX. School Committee Commentary (8:55)**
- XX. Adjournment (9:00)**

**Attachments: Superintendent Report, Policies, Budget Documents, Grants, MASC**

**Resolution/Letter, Screening Initiative memo, Testing Resolution, Athletic Competition Review Form, Minutes, Warrants**

**Vision Statement: The Harvard Public Schools Community, dedicated to educational excellence guides all students to realize their highest potential by balancing academic achievement with personal well-being in the pursuit of individual dreams. The students engage in learning how to access and apply knowledge, think critically and creatively, and communicate effectively. They develop the confidence and ability to understand diverse perspectives, collaborate, and contribute to their local, national, and global communities.**

**Superintendent L. Dwight's Update**  
**December 14, 2020**

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**I. Employee Childcare Update**

*Standard II: Management and Operations*

As part of our opening plan we worked with teachers and community members to design a childcare option for teachers. At a prior meeting, the School Committee agreed to contribute the rental fee for the use of the Unitarian Church Fellowship Building and the cleaning service of our custodial crew.

The program provides quality childcare for school employees from 7 AM to 2 PM on Monday, Tuesday, Thursday, and Friday. The children are cared for by prior Bridges teachers Alexa Cavanaugh and Andy Sawyer. The teachers provide tutoring support for remote classes, outside and inside play, and arts and crafts while maintaining COVID safety procedures similar to those used in the schools. At the end of each day the district custodial staff cleans and sanitizes the space.

Over the past three months, my administrative assistant, Mary, has been tracking the costs as she manages the billing to employees at \$10 per child/per hour. Cristin Hodgens, the teacher organizer, has coordinated promotional efforts such as gathering testimonials and pictures, speaking at faculty meetings, and meeting with perspective parents. Despite her efforts, the participation has not grown to cover the expenses. Here are the financial details:

September's loss	\$(1,383.42)
October's loss	\$(2,612.40)
November's loss	\$(1,669.98)
<b>Total Deficit:</b>	<b>\$(5,665.80) (3 months deficit)</b>
Rent	\$1,500 (\$500 X 3)
Employee Benefits	\$1,767.00
<b>Total Costs</b>	<b>\$8,932.80</b>

Current enrollment is 5 students of which 2 attend 3 days per week and 3 attend 2 days per week. There are 4 employee families currently participating.

The budget subcommittee discussed the program and recommended discontinuing the program after the winter break. I met with the organizers and then communicated this information to the participating families. On learning of the pending closure, Cristin wrote grants to Harvard Schools Trust and the PTO to continue the program for at least 3 more months. She and the other participants highly value the program for their children's care, but also for the peace of mind it gives them to provide the highest quality teaching to Harvard students. Cristin also believes that with more districts needing to go remote, there may be an increased need for childcare for employees and therefore there is growth potential.

**Superintendent L. Dwight's Update**  
**December 14, 2020**

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I supported the grants and met with the HST leaders to explain the program and its financial deficits. We are awaiting their decisions.

**II. Diversity, Equity, and Inclusion Meeting**

*Standard I: Instructional Leadership*

Our committee met on December 1<sup>st</sup> to continue our work together. At the meeting we reviewed curriculum samples that demonstrated bias. We discussed the bias review process for curriculum and reinforced the need for on-going work to further update the DESE recommended forms, continued professional development, and open communication lines between families and faculty. The principal has followed up with staff specifically about the shared examples.

We reviewed our hiring process including the language used in our employment ads. Members of the committee shared their thoughts, and we brainstormed other strategies to continue to diversify our staff.

Finally, we discussed the Harvard Public Library's draft anti-racism resolution. The resolution has detailed action steps and begins with recognition of privilege. Members of the DEI committee liked the specific aspects of the resolution as well as the defined terms. This may be used as a model for a resolution adopted by the School Committee and town overall. (see attached)

**III. Arm in Arm Meetings**

*Standard II: Management and Operations, Standard III: Family Engagement*

Our athletic director, Dave Boisvert, sent out a letter to families that outlined the winter athletic season. Prior to the letter being sent Mr. Hoffman and I had consulted on the content and decision making. We added a section that explained the quarantine risk families will be in if someone on the team or on the opposing team tests positive for the virus. Practices would start on December 15<sup>th</sup> and games would not start until January. We would continue to make game day decisions based on the communication between principals and consultation with the school nurse and administrators. We will work on the defined procedures for these decisions and create a documentation system that can be shared with parents and the public.

**IV. Connections with Other District Leaders**

*Standard IV: Professional Culture*

There continue to be state-wide meetings, regional meetings, and other meetings between school leaders as we continue to make decision in the pandemic year. To help collect data on the spread of COVID among close contacts and other topics, I sent out a survey to the

**Superintendent L. Dwight's Update**  
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superintendents in the state. To date, eighty-five districts are represented in the data set. These were the questions in the survey:

- What model of schooling has occurred in your district since the beginning of the year?
- Do students in your district eat lunch at school?
- If students are in-person, what distance have you maintained between students in their classes?
- Does your district plan to participate in any of the MIAA winter sports?
- How many adult employees have tested positive for COVID-19 in your school district?
- How many close, school contacts tested positive from exposure to the adults identified in the last question?
- How many students have tested positive for COVID-19 in your school district?
- How many close, school contacts tested positive from exposure to the students identified in the last question?

I have attached the graphic representation of their responses.

**V. Parent/Guardian Outreach**

*Standard III: Family Engagement*

Approximately one hundred eighty families joined the Leadership Team for an update meeting on Wednesday, December 9<sup>th</sup>. Several families had questions in the chat or sent me messages afterward. The principals and I have been following up with them. Also, the video and presentation is posted on the website for those who were unable to join us for the meeting.

**VI. Survey Responses from Parents/Guardians**

*Standard III: Family Engagement*

Following the update meeting, I sent out a new survey to parents/guardians of hybrid students and another one to families with remote students. So far, we have 318 individual responses for hybrid students and 59 individual responses for remote students. This represents 42% and 27% of the students respectively.

Preliminary review of the survey data shows a continued community commitment to safety. We asked families of hybrid students if they planned to travel out of state for the winter break and overwhelmingly these families will be staying in the state to prevent the need to quarantine.

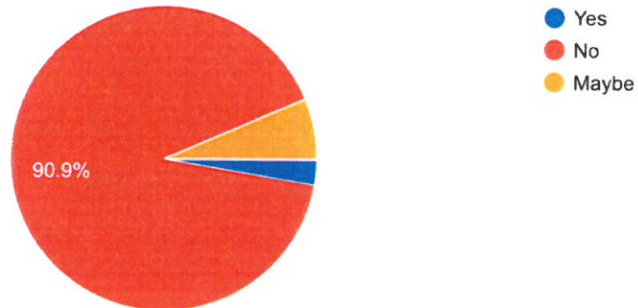


Superintendent L. Dwight's Update  
December 14, 2020

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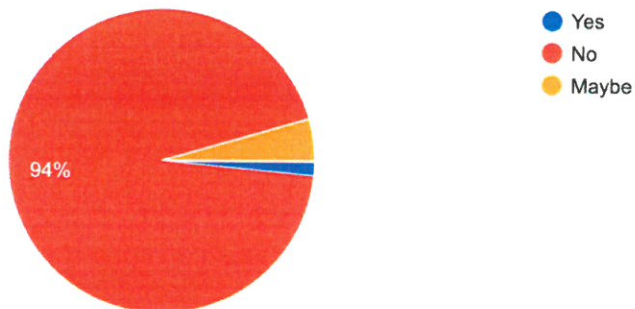
16) TBS Parents: Is your family planning to travel out of state over the winter break?

186 responses



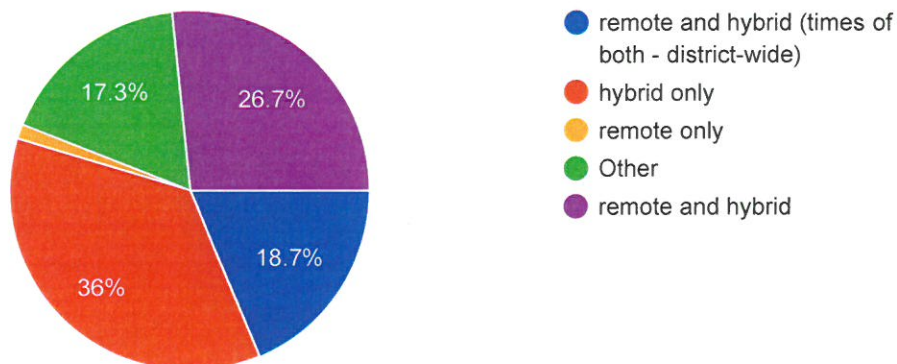
16) Is your family planning to travel out of state over the winter break?

133 responses



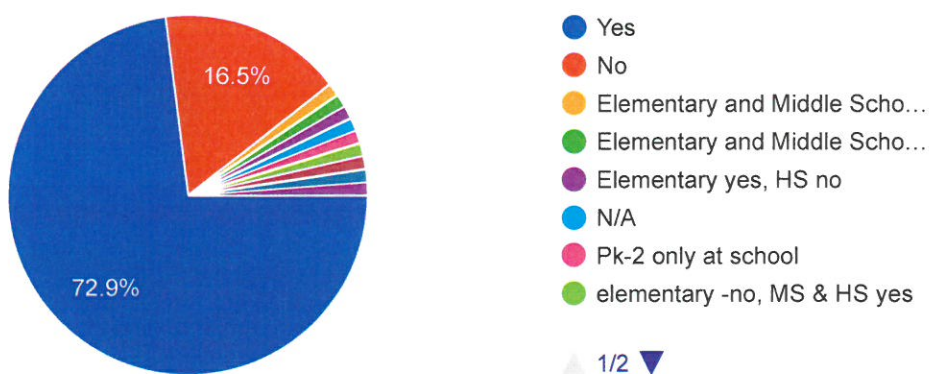
What model of schooling has occurred in your district since the beginning of the year? (this is not asking individual family choice, but district-wide plan)

75 responses



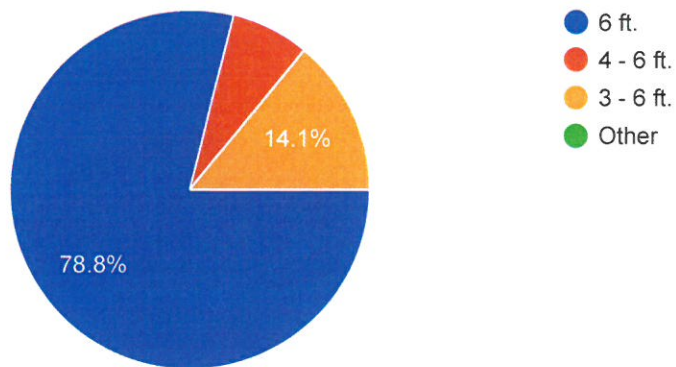
Do students in your district eat lunch at school?

85 responses



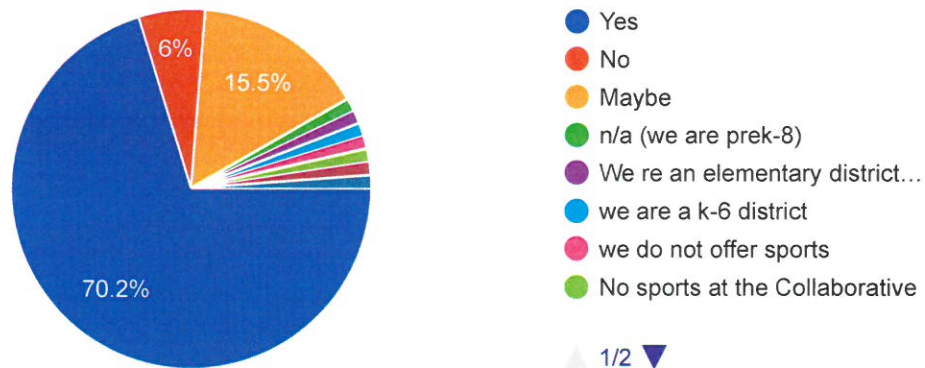
If students are in-person, what distance have you maintained between students in their classes?

85 responses



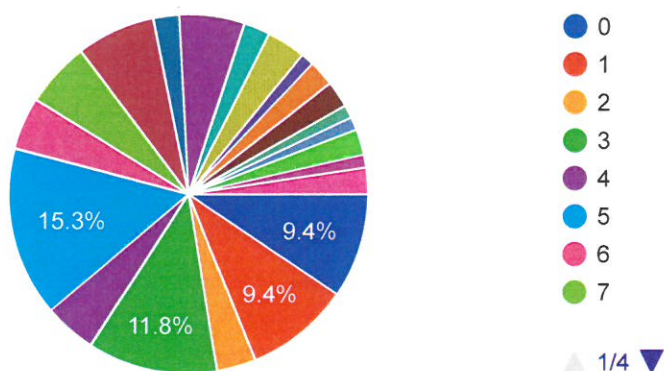
Does your district plan to participate in any of the MIAA winter sports?

84 responses



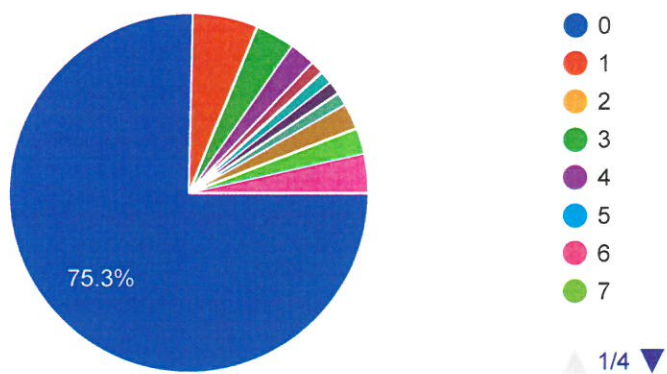
How many adult employees have tested positive for COVID -19 in your school district?

85 responses



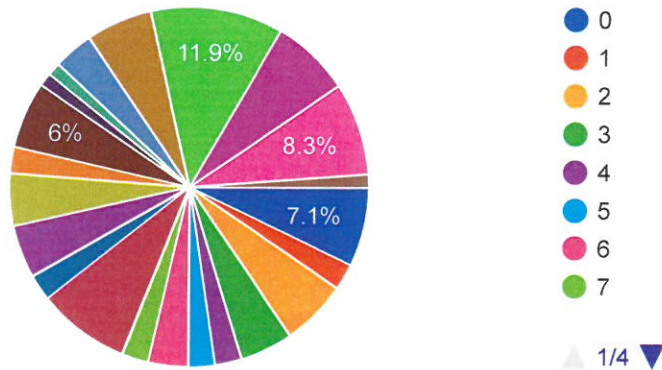
How many close, school contacts tested positive from exposure to the adults identified in the last question?

85 responses



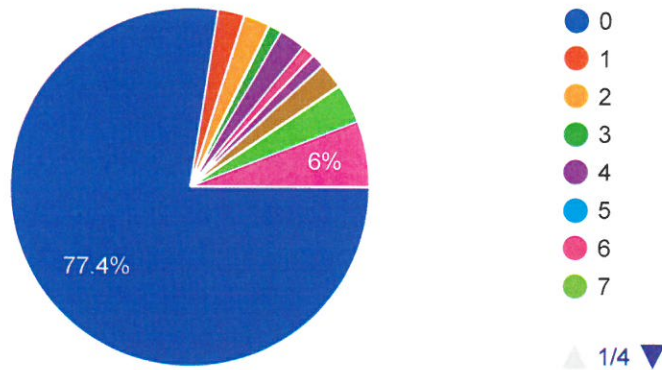
How many students have tested positive for COVID-19 in your school district?

84 responses



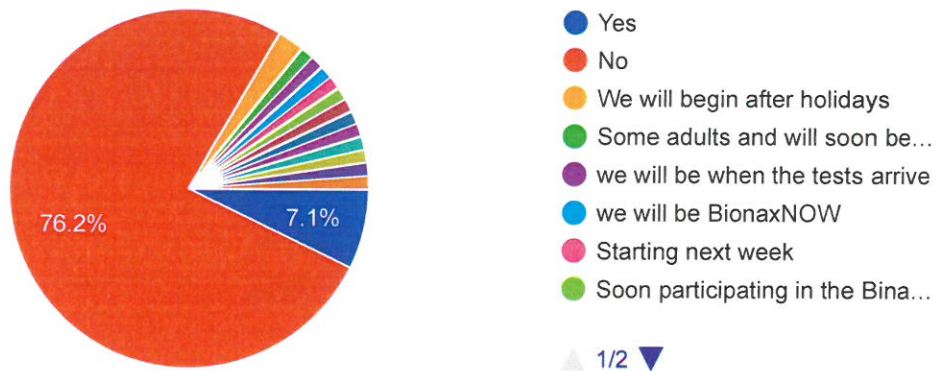
How many close, school contacts tested positive from exposure to the students identified in the last question?

84 responses



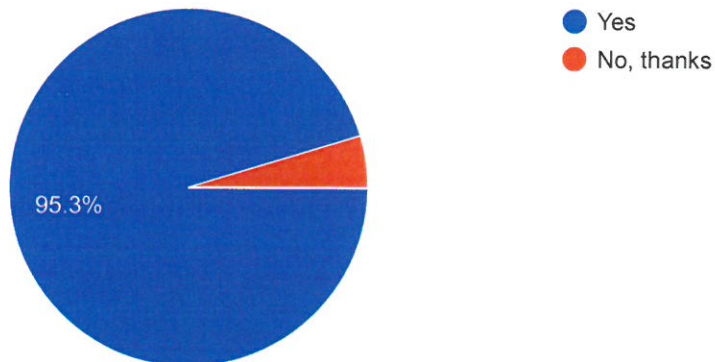
Does your district currently test students and/or adult employees for the virus?

84 responses



Would you like a copy of the results from this query?

85 responses



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Google Forms





TO: Harvard Select Board and Finance Committee

FROM: Harvard School Committee  
Aziz Aghayev, School Business Manager  
Linda G. Dwight, Superintendent

DATE: December 11, 2020

SUBJECT: Budget Explanations FY22

FY21 Budget Proposal	\$14,325,141
<u>FY22 Budget</u>	<u>\$14,411,646</u>
FY22 Increase	\$86,505
Additional Off-Set (Devens tuition fund)	\$86,505
<u>FY22 Final Budget</u>	<u>\$14,325,141</u>

This year the school department was asked to submit a level funded budget due to the financial impact of the worldwide pandemic. We have carefully considered the best way to accomplish this while maintaining the high quality education provided by the Harvard Public Schools that is nationally recognized for its excellence and widely appreciated by the residents of Harvard. We have prepared a budget that combines a reduction in personnel, materials, and services, and increases the use of the tuition funds from the Devens community.

While these reductions are not ideal, we continue to support our core value statement and recognize that all departments in town are experiencing the same limitations in financial support: *We appreciate that the Harvard community provides the necessary resources to best serve our students, and we hold ourselves responsible for the appropriate use of those resources.*

The budget we have detailed in this document does not include a Cost of Living Allocation (COLA) for any of the school employees. The School Committee is currently in negotiations with the Harvard Teachers' Association. If there is a COLA or other financial compensation agreed upon, the School Committee will adjust this budget to reflect those changes.

In recognition of the budget limitations, each cost center manager was asked to reduce their non-salary budgets to the extent possible. The non-salary budgets for Hildreth Elementary and The Bromfield School show reductions of 13.41% and 13.66% respectively. The non-salary technology costs were also reduced by 5%. Unfortunately, there are expenses that counter these savings in the other departments that are mostly service related. We also had a reduction in over \$100,000 in the federal grant allocations based on community financial need. For instance, the 3 year bussing contract yearly increase of \$10,000 combined with a \$26,000 reduction in federal grant money, resulted in a 6.37% increase in the Central Office budget.



Since salary costs make up almost 80% of the schools' budget, we have carefully considered where personnel savings might be realized in light of the lower student enrollment numbers. Over the last two years we will have reduced five teaching positions while increasing the pupil services department by two teaching positions. The details are as follows:

- 1 kindergarten teacher reduction; went from 4 sections to 3 sections
- 1 theater teacher at TBS; retirement not filled
- 1 english teacher at TBS; vacancy not filled
- 1 science/math teacher at TBS; 2 retirements combined into 1 position
- 1 reading specialist at HES; retirement not filled - supplemented by part-time retired specialist's return

The pupil services staffing was increased as detailed below:

- 1 preschool teacher hired to accommodate special education needs for children aged 3 - 5
- 1 special education teacher for an in-district class that allows students to stay in-district instead of sending them to an out-of-district placement (cost neutral and better for HPS families)

These carefully considered changes have resulted in a .53% decrease in the overall salary line before off-sets for the 2022 proposed budget.

#### **Analysis of FY22 Draft Budget – By Cost Center**

Central Office	Salary Decrease	\$(8,330)
	Non-Salary Increase	\$31,460

##### Explanation

- The reduction in the salary line comes from the stipend fund going down by \$10,000. The School Committee agreed to the superintendent's recommendation to use \$5,000 each for a merit raise for the Facilities Director and the HES Associate Principal. Both employees were hired at a lower salary in their first year with a potential increase based on performance in the second year.
- The increase in non-salary expenses is due to the reduction of federal grant allocation.

School Facilities	Salary Decrease	\$(15,177)
	Non-Salary Increase	\$18,966

##### Explanation

- The reduction of the salary account comes from eliminating most of the overtime budget. The Facilities Director will plan snow removal by adjusting work schedules for the crew.

- The non-salary increase comes mostly from the loss of an off-set by Community Education program in the amount of \$40,000. To mitigate this loss and still come in as low as possible, the Facilities Director reduced his supply lines by \$29,000.
- The recent HVAC report findings resulted in an increase in budgeting for HVAC maintenance and repairs.

Hildreth Elementary	Salary Decrease	\$(42,386)
	Non-Salary Decrease	\$(19,673)

Explanation

- The salary line reflects a decrease based on personnel reductions despite the loss of federal grant money of \$73,000 and increases based on column and step movement on the salary scale.
- The decrease in non-salary expenses comes from a reduction in curriculum and supplies spending.

The Bromfield School	Salary Decrease	\$(149,196)
	Non-Salary Decrease	\$(27,797)

Explanation

- The salary line reflects a decrease based on personnel reductions despite the loss of federal grant money of \$28,175.
- The decrease in non-salary expenses comes from a reduction in curriculum and supplies spending.

Pupil Services	Salary Increase	\$244,042
	Non-Salary Increase	\$60,132

Explanation

- Salary increases include the addition of the 2nd preschool class and the SAIL program. These programs include more aides and other support services. The costs of these programs are off-set by a decrease in out-of-district placements for HPS families.
- The majority of the increase to non-salary spending is to cover special education transportation costs that are set to increase by \$52,736.

Technology	Salary Increase	\$2,674
	Non-Salary Increase	\$(8,209)

Explanation

- The slight increase in salary expenses comes from step movement on the salary scale of the technology support staff.
- The non-salary line decreased based on a reduction of \$11,500 for hardware because the new elementary school will not need replacement equipment. Also, the technology leases are down \$21,483 as we transition into keeping the MacBook laptops for 5 years instead of 4. These savings are countered by an increase in software of \$12,656 for paid subscriptions for teaching and learning across the district.

Revolving Accounts:	Food Service Deficit	\$102,022
	Athletics Deficit	\$50,341
	Community Ed/Bridges Carry Forward	\$56,710

#### Explanation

- Food manager salary increase comes from moving the special events payments into his salary.
- The Food service manager decreased his expense by reducing personnel and spending on supplies and products. He also anticipates the decrease in revenue of \$81,500 due to safety concerns and lower enrollment.
- The athletic director reduced costs by reducing coaching personnel to reflect not running 9th grade teams due to lower enrollment. He also reduced transportation costs by \$10,160 by eliminating district funded bussing to pre-season games.
- The Community Education Program and Bridges Program are combined into one program. Some of the Community Education offerings will continue such as the Summer Adventure. By combining the programs the Bridges Program has an increase in salaries and field trips for the summer program. The off-set to the Omnibus budget for building use has been reduced from \$80,000 to \$40,000.

While the direction from the Select Board and Finance Committee was to also prepare a 5% deficit budget, decreasing the school budget by an additional \$716,257 can only be done by making severe cuts to personnel. We would need to cut over 10% of our teaching staff to accomplish that significant of a decrease. We are prepared to begin that work at the point it is deemed truly necessary, but because the loss of jobs and livelihoods to that degree will have a drastic negative impact on the teaching environment across the district we have chosen to wait for more detailed forecasting which could further refine the parameters of necessary cuts.

The School Committee, School Business Manager, and Superintendent respectfully submit the further detailed budget document for review by the Finance Committee and Select Board Members.

# HARVARD PUBLIC SCHOOLS

www.psharvard.org

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Superintendent

Linda G. Dwight



**From:** School Committee, Harvard Public Schools  
Superintendent, Harvard Public Schools

**To:** Governor Charlie Baker  
Secretary of Education James Peyser  
Senate President Karen Spilka  
House Speaker Robert DeLeo  
State Senator Jamie Eldridge  
State Representative Dan Sena

**Cc:** Senator Elizabeth Warren  
Senator Ed Markey  
Representative Lori Trahan  
Town of Harvard Select Board  
Massachusetts Association of School Committees

**Date:** December 14, 2020

## **RESOLUTION IN SUPPORT OF STATE-FUNDED SARS-CoV-2 SURVEILLANCE TESTING FOR PUBLIC K-12 EDUCATION**

**WHEREAS**, the Harvard Public Schools remain committed to delivering high-quality in-person instruction while ensuring the health and safety of students and staff; and

**WHEREAS**, COVID-19 cases statewide are rapidly rising; and

**WHEREAS**, higher community prevalence can be expected to result in more cases entering schools; and

**WHEREAS**, institutions of higher education in Massachusetts that implemented comprehensive testing programs this fall were able to swiftly identify and isolate often asymptomatic positive individuals and thus avoid community spread, never exceeding a seven-day weighted average positive test rate of 0.37%, whereas the statewide positive test rate exceeded 3% by the end of November; 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 funding for easily accessible, reliable, rapid turnaround, ongoing weekly or twice-weekly surveillance testing in our public schools.

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

YEA (#)

SusanMary Redinger, Chair  
Shannon Molloy, Vice Chair  
Suzie Allen, Secretary  
Sharlene Cronin, Member  
Abby Besse, Member

Linda Dwight, Superintendent

NAY (#)

ABSENT (#)

RESOLUTION 1: MCAS AND HIGH STAKES TESTING (Submitted by the MASC Board of Directors)

WHEREAS the MASC Membership and MASC Board of Directors have previously and repeatedly taken the position of opposing high stakes testing including the MCAS; and

WHEREAS COVID-19 has negatively and disproportionately affected students with learning disabilities, students of lower socioeconomic status, ELL students and students who identify as minorities; and

WHEREAS the social and emotional trauma both individually and collectively has yet to be truly realized in the students who have experienced the shutdown of their local school buildings and separations from their peers and supportive adults; and

WHEREAS the students of the Commonwealth have already missed valuable face to face instructional opportunities with their teachers and would benefit from focusing on those important instructional opportunities and social emotional supports;

THEREFORE BE IT RESOLVED that MASC rejects the calls for the students of 2022 who missed their tenth grade MCAS testing to be required to make it up during the 2020-2021 school year or ever. We demand those students be held harmless for not taking the MCAS and that their graduation requirements shall be determined by locally controlled voices of the School Committee and School Administration within the remaining graduation requirements of the Commonwealth of Massachusetts. Additionally, we reiterate our call for a moratorium on all high stakes testing for the 2020-2021 school year so all students can benefit from their time being focused on direct instruction and we urge the legislature to enact a moratorium on high stakes testing of three years.

- i. Policy for Full Committee 12/14/20
  - 1. Protocols for Responding to Suspected or Known Covid19 Cases
  - 2. J policies
    - a. JFAB: Admission of Foreign Exchange Students
    - b. JG: Assignment of Students to Grade and Classes
    - c. JI: Student Rights and Responsibilities
    - d. JIB: Student involvement in decision making
    - e. JIC: Student discipline
    - f. JICA: Student Dress Code



## HPS POLICY

File: JFAB

### Admission of Foreign Exchange Students

#### Background and Introduction

The School Committee recognizes the value of international student exchange programs and/or the hosting of foreign exchange students. The Harvard School District will accept students from other nations to enter The Bromfield High School through exchange programs authorized by the United States State Department.

Eligible foreign exchange students are those who qualify for J-1 visas under the regulations of the Immigration and Naturalization Services.

#### General and Academic Requirements

Admission and continued enrollment of a foreign exchange student shall be subject to the following requirements:

1. No foreign exchange student will be admitted who has already graduated from the equivalent of the twelfth grade, or who is older than 18 years and 6 months at the beginning of the program. (22 C.F.R. 62.25)
2. Only students in good academic standing in their current school will be considered for admission. Transcripts for all foreign exchange student applicants will be reviewed as part of the admission process. Foreign exchange students are expected to take at least five classes per term and are expected to maintain passing grades in all classes.
3. The foreign exchange student must have sufficient knowledge of the English language to enable effective oral and written communication and to function in a regular educational setting without special assistance. A live video interview and online live writing assignment will be required for admission.
4. Foreign exchange students are responsible for complying with all District policies and regulations.
5. Foreign exchange students are expected to pay for all lunches, books, athletic and student activity fees, yearbook costs, and all other fees and expenses normally borne by students in the District unless a financial hardship can be substantiated.
6. Foreign exchange students seeking to participate in athletics will be subject to the eligibility

requirements of the Mass Interscholastic Athletic Association (MIAA).

7. The exchange student's host family must maintain personal contact with the school, must be available and willing to meet with school personnel when problems or circumstances require and must assume full and final responsibility for resolving problems, including the early return of the student if personal, family or school difficulties cannot be resolved.

8. Any request for admission as a foreign exchange student must be received by the building principal by May 15th prior to the academic year of attendance.

9. The number of foreign exchange students to be approved each academic year will be subject to the approval of the superintendent and High School principal based on class size and other factors in the foreign exchange student's grade level.

#### Enrollment and Orientation

The foreign exchange student and a member of the host family shall meet with the Bromfield principal and a counselor to enroll the foreign exchange student. The following information will be required at this enrollment/registration meeting:

1. Copy of the Foreign Exchange Student's application packet with signed approval from The Bromfield School principal.

2. J-1 visa and passport or birth certificate.

3. Proof of immunization.

4. Proof of physical examination within the last calendar year.

5. Participating host families must reside in Harvard or have school aged children attending Harvard Public Schools as residents of Devens.

Formal entrance to school is preferred to be at the beginning of a semester. An orientation designed to acquaint the Foreign Exchange Student with The Bromfield School and with the Student Code of Conduct shall be provided by the school staff. The Foreign Exchange Student shall be expected to follow school rules including complying with the Student Code of Conduct and to participate fully in the education program provided.

ADOPT: November 13, 2012

Reviewed: May 12, 2014

Amended: TBD 2020

Cross Reference:

[www.afs.org](http://www.afs.org)

[www.asse.com](http://www.asse.com)

School Committee Policy JQ Student Fees
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<i>SC comments:</i> <i>Recommend edits</i>
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<b>HPS POLICY</b>
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File: JG
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<b>ASSIGNMENTS OF STUDENTS TO GRADES AND CLASSES</b>
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<p>Pupils moving from other towns will be assigned temporarily to the grade designated by the previous school. Under the direction of the Building Principal, if the pupil encounters difficulties in basic skills, then achievement and/or aptitude tests may be administered by the school counselor. Parents will be notified by the Building Principal or designee of necessary changes to be made.</p>
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Approved: September 22, 2008
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<i>SC comments:</i> <i>Redundant to HPS and MASC policy JEB- recommend removal from HPS policies</i>
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<b>HPS POLICY</b>
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File: JI
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<b>STUDENT RIGHTS AND RESPONSIBILITIES</b>
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<p>The School Committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights, there are responsibilities that must be accepted by the students.</p>
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<p>Among these rights and responsibilities are the following:</p>
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- |  |
|--|
| <ol style="list-style-type: none"><li>1. Civil rights including the right to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.</li><li>2. The right to attend public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.</li><li>3. The right to due process of law with respect to suspension, expulsion, and decisions that the student believes injure <del>his/her</del> <b>their</b> rights; the responsibility is to protect these same rights of</li></ol> |
|--|



other students.

4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.

5. The right to privacy, which includes privacy with respect to the students school records and to afford the right to the same privacy in others.

It is the Committee's belief that as part of the educational process, students should be made aware of their legal rights and of the legal authority of the School Committee to make, and delegate authority to the staff to make rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents/**guardians** through handbooks made available electronically.

LEGAL REFS.: M.G.L. 71:37H; 71:82 through 71:86

CROSS REF.: JICE, Student Publications School Student/Parent Handbooks

Approved: September 22, 2008

Reviewed: May 12, 2014

Amended: 2020 TBD

*SubCom comments:*

*#3: his/her in HPS needs to be changed*

*Added guardians to final paragraph*

## **HPS POLICY**

File: JIB

### **STUDENT INVOLVEMENT IN DECISION-MAKING**

Two essential factors in creating a stimulating learning climate for students are the active involvement of students in their education, including educational planning, and the fostering of a spirit of inquiry and participation whereby students may freely express their views, listen to the views of others, and take part in decision making processes.

Therefore, the School Committee believes that students, consistent with their level of maturity, should be given a role in the development of procedures, rules, and regulations which affect

them. Such participation is endorsed for classroom, school and system-wide levels.

The Committee will take into consideration student opinions in establishing policies that directly affect student programs, activities, privileges and other areas of student sensitivity.

All Harvard Public School students will be welcomed at Committee meetings and granted privileges of speaking in line with the privileges extended to the general public.

~~The School Committee shall meet at least once every other month, during the months school is in session with the Student Advisory Committee, which in accordance with state law, shall be composed of at least five high school students elected by the high school student body. Membership shall consist of the president or two co-presidents of the student body, two student representatives to the Advisory Committee and one elected officer of each class. The members of the Student Advisory Committee shall, by majority vote prior to the first day of June in each year elect from their number a chairperson who shall serve for a term of one year. Said chairperson shall be an ex-officio, nonvoting member of the School Committee, without the right to attend executive sessions unless such right is expressly granted by the School Committee. Said chairperson shall be subject to all school Committee rules and regulations and shall serve without compensation.~~

#### Student Advisory Committee

As required by state law, the Committee will meet at least once every other month while school is in session with its student advisory committee, which is composed of five students elected by the high school student body. The chair of the student advisory committee shall be an ex-officio nonvoting member of the School Committee without the right to attend executive sessions unless such right is expressly granted by the School Committee. Additional consideration should be given to adding middle school representatives to the student advisory committee.

LEGAL REF.: M.G.L. 71:38

Approved: September 22, 2008

Amended: May 12, 2014

Amended: TBD 2020

#### *SubCom comments:*

- *We took the MASC 2nd paragraph and inserted it as our 3rd paragraph.*
- *We also took the MASC 3rd paragraph and inserted it as our 4th paragraph and we added HPS students.*
- *We replaced the last paragraph with the MASC version. Their version was less specific on dates and positions leaving more flexibility.*
- *Also, added middle school representation on student advisory committee.*



HPS POLICY	MASC Policy
File: JIC	File: JIC
<p><del>STUDENT CONDUCT</del></p> <p><del>Good citizenship in schools is based on respect and consideration for the rights of others.</del></p> <p><del>Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.</del></p> <p><del>Any of the following actions may subject a student to expulsion by the Building Principal under the terms of M.G.L. 71:37H:</del></p> <p><del>1. Being found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon or a controlled substance.</del></p> <p><del>2. Assaulting a Building Principal, Assistant Principal, teacher, teacher's aide or other educational staff member on school premises or at school-sponsored or school-related event including athletic games.</del></p> <p><del>Any of the following actions will subject a student to suspension, expulsion, subject to School Committee action, or other disciplinary measures:</del></p> <p><del>1. Intentionally causing or attempting to cause damage to school property; or stealing or attempting to steal school</del></p>	<p><b>STUDENT DISCIPLINE</b></p> <p>The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.</p> <p>Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.</p> <p>Principals and staff shall not use academic punishment of any form as a consequence to inappropriate <b>unrelated</b> behaviors/actions by students.</p> <p>The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.</p> <p>The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.</p> <p><b><u>Suspension</u></b></p> <p>In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as</p>

property:

~~2. Intentionally causing or attempting to cause damage to private property; stealing or attempting to steal private property.~~

~~3. Intentionally causing or attempting to cause physical injury to another person except in self-defense.~~

~~4. Using or copying the academic work of another and presenting it as his own without proper attribution.~~

~~5. Repeatedly and intentionally defying the valid authority of supervisors, teachers, or administrators.~~

~~The above prohibited actions will be printed in the school student/parent handbook or other publication and made available to students and parents.~~

~~School building administrators will not suspend a student, or recommend a student for suspension or expulsion, unless the student has engaged in one of the prohibited actions mentioned above while on school property or taking part in a school activity off school grounds.~~

~~LEGAL REF: M.G.L. 71:37H and 71:37H1/2~~

Approved: September 22, 2008  
Amended: May 12, 2014  
Amended: TBD 2020

mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

### **Notice of Suspension:**

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

### **Emergency Removal**

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent/guardian as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing,



before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

**In School Suspension - not more than 10 days consecutively or cumulatively**

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

**Principal's Hearing - Short Term Suspension of up to 10 days**

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent/guardian, if

present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

**Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)**

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel

or a lay person of the student's choice, at the student's/parent's/guardian's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if

the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

#### **Superintendent's Hearing**

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a

good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

### **Expulsion**

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.



Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

### **Academic Progress**

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

### **Reporting**

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC December 2014

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H ¾](#); [76:17](#); 603 CMR [53.00](#)

**NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. [71, S. 37H](#) or [37H½](#). The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above**

	<p>referenced from school for more than 90 days in a school year. Except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.</p>
<p><i>Subcommittee comments: recommend striking HPS policy and adopting MASC policy and adding "unrelated" in third paragraph</i></p>	

<b>HPS POLICY</b>
File: JICA
<p><b>STUDENT DRESS CODE</b></p> <p>Student dress and grooming are the concern of the individual student and/or <del>his/her</del> <b>their</b> family, provided that student's dress is appropriate for a school setting. More specific guidelines may be found in the student handbooks which are updated and distributed annually.</p> <p>When students do wear clothing that is not appropriate for a school setting, they will be referred to the school nurse. Students will respectfully be told that their clothing is inappropriate and that they need to change.</p> <p><b>Dress Guidelines:</b></p> <ul style="list-style-type: none"> <li>• There should not be any exposed undergarments, midriffs, buttocks, or torsos.</li> <li>• There should not be any clothing that includes words, pictures, et cetera that are vulgar and/or suggestive of vulgarity; items that promote or advertise alcohol, drugs, tobacco, prejudice or racism, sexual innuendo or promote inappropriate behavior; obscenities, words or symbols that will knowingly incite others or words or symbols that put down (defame) the beliefs or heritage of others.</li> </ul>

- Footwear is required and should be safe for school.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

LEGAL REFS.: M.G.L. 71:82; 71:83

CROSS REF: School Student/Parent Handbooks

Approved: September 22, 2008

Amended: May 12, 2014

Amended: TBD 2020

*SC comments: brought in text from handbooks*

## HPS Winter 2020-21 Competition Determination Form

We affirm the importance of competition in the development of skills and motivation of athletes. It is our intention to permit competition between our students and the students of other public schools after a review of the following criteria. This form will be completed within 24 hours of each competition and digitally stored by the principal at Bromfield.

Eligibility to compete will be determined by reviewing the number of COVID positive students in our school. If  $\geq 2$  student cases are identified within the past 7 days, we will postpone or cancel the competition. If more than  $\frac{1}{3}$  of the team is in quarantine, we will also postpone or cancel the competition.

If the opposing team has  $\geq 2$  COVID positive students identified in the school within the past 7 days, we will postpone or cancel the competition. This information will be confirmed by a phone call to the opposing team's Athletic Director and/or the school principal.

If our district or the opposing district is temporarily remote due to a local decision, we would use the above metrics to determine whether competitions will be permitted.

DATE:

TEAM NAME:

ARE WE THE HOST?

GAME/MEET LOCATION:

OPPOSING DISTRICT:

CONTACT PERSON AND TITLE:

NUMBER OF CASES IN EACH SCHOOL (Harvard/Opposing):

REASON FOR POSTPONING OR CANCELING:



## Social Justice Statement Harvard Public Library

The HPL Board of Trustees, the Library Director, and Library employees are committed to structural change by taking additional actions to end systemic racism and injustice. We will continue to advocate for and implement policies, programs, and practices that promote racial and social justice, diversity, equity and inclusion, and recognize intersectionality. There is no room for racism or prejudice in our Library community. Supporting this commitment includes, but is not limited to:

- Acknowledging the privilege in our community as evidenced by Library resources.
- Engaging in discussions and education about systemic racism through in-house activities and professional development.
- Examining the presence of biased language used in catalogue labelling and oral/written communication.
- Amplifying and engaging the voices of BIPOC staff and community members.
- Promoting programs and collections that recognize the historic and literary contributions of BIPOC in Harvard/Worcester County.
- Identifying any existence of potential barriers to access of the Library and materials (economic, digital, physical).
- Exploring means to diversify volunteers and candidates for office of trustee.
- Examining recruiting and hiring practices.

Adopted November 2020

### Notes and Definitions for Trustees:

- Bias: A preference either for or against an individual or group that affects fair judgment. (AntiDefamation League)
- BIPOC: Black, Indigenous, People of Color; the term "highlights the unique relationship to whiteness that Indigenous and Black (African Americans) people have, which shapes the experiences of and relationship to white supremacy for all people of color within a U.S. context. ([BIPOC Project](#))
- Intersectionality: the interconnected nature of social categorizations such as (ability) race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage (or privilege). (Oxford Dictionary)
- Racism: The marginalization and/or oppression of people of color based on a socially constructed racial hierarchy that privileges white people. ( )
- White Supremacy: White supremacy is "the belief system that rationalizes and reproduces white advantage in the political, social, and cultural institutions of society. This belief system holds that white people, white culture, and things associated with whiteness are superior to those of other racial groups." ([Teaching for Diversity and Social Justice, page 138](#))

Notice of Gift

12/8/20

Hildreth Elementary School has received a Grant from the Harvard PTO in the amount of \$1,800.00 for three virtual performances of Wee the People, to benefit our three Kindergarten classes. The grant information is attached to this notice.

Hildreth Elementary School requests that the School Committee accept the gift to be placed into the HES Gift Account to be used to pay for these performances.

Respectfully submitted,

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

Josh Myler

Principal

## HARVARD PTO GRANT REQUEST FORM

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

Date of Request: 12/2/2020 Total Amount Requested: \$ 1800<sup>00</sup>  
Submitted By: Melissa Oakland <sup>Coordinator</sup> Email: moakland@ps.harvard.org  
Program/Project Title: Wee Wee People

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

\* Please see attached \*

Approximate number of students impacted: 50 kindergarten students

Program/Project Start Date & End Date: January or February 2021 <sup>(one time purchase)</sup>

Please itemize expenses (include shipping/handling):

Three virtual performances (20 students max)  
@ \$600/each

\*\*\*\*\*

Program Sponsor/Payee:

Signature of Applicant: [Signature] Date: 12/2/2020

Signature of Principal: [Signature] Date: 12/2/20

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

Please email [info@harvardpto.org](mailto:info@harvardpto.org) with any questions.

Approved DKO  
Paid 12/17/20  
on #2705

This is a brand-new request that we have not made before. We have been working towards a 2-year educator goal.

Our professional goal is to focus on the social-emotional needs of kindergarten students with a specific focus on diversity and accepting differences. For the first year (2020) we created three lessons to help improve the kindergarten classroom communities, with our message being to acknowledge our differences with kindness and respect. Our plan for the second year (2021) is to extend these lessons to include virtual performances by recommended groups – see the description below for the group we are interested in using.

**Wee The People (WTP)** is a Boston-based social justice project for children ages 4-12. Launched in 2015 by two Black mothers, WTP organizes interactive workshops and events that explore activism, resistance, and social action through the visual and performing arts: music, dance/movement, theater, graphic arts, spoken word, and storytelling.

WTP organizes workshops and training seminars for parents, caregivers, and educators. The interactive sessions with adults focus on practices and strategies for having difficult conversations with kids, and detecting and disrupting dominant narratives in children's books.

Through a dynamic, kid-focused model, WTP has produced events engaging children and families around issues including race and racism, Black Lives Matter, Islamophobia, gentrification, environmental justice, immigration, gender identity, women's rights, and marriage equality.

We are interested in the Little Kids presentation entitled:

**Everywhere and Nowhere**

What does it mean to belong? What happens when we leave home and all the things that make us who we are? This workshop explores immigrant and indigenous stories of migration, home, displacement and belonging accompanied by live music and an activity.

Notice of Gift

11/24/20

Hildreth Elementary School received a donation from Coca-Cola GIVE, which is a program which allows Coca-Cola community members to donate to their local school through Coca-Cola product purchases. The check received is in the amount of \$31.35.

Hildreth Elementary School requests that the School Committee accept the gift to be placed into the HES Gift Account to be used as student scholarship money.

Respectfully submitted,

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

Josh Myler

Principal



December 7, 2020

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

Dear Dr. Dwight,

The Harvard Schools Trust approved the following grants last night:

<b>Date</b>	<b>Request</b>	<b>Title</b>	<b>Submitter</b>	<b>Amount</b>
11-12- 20	21-03	Turing Tumbles	Lauren Crittendon	\$592
11-19- 20	21-04	Lexia PowerUp for Middle School Student	Scott Hoffman; Robin Benoit	\$5,925
11-29- 20	21-05	Coding Touchables for Pre-K/K	Beth Graham, Marybeth Quaadgras	\$3,518
12-04- 20	21-06	The Pineapple Project Virtual Presentation for Kindergarten	Courtney Cutler and Melissa Niland	\$800

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

School Committee Minutes  
Virtual Meeting  
November 9, 2020

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

Others in attendance Nick Thornton, Aziz Aghayev, Patrick Harrigan

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

Sharlene Cronin read the Vision Statement

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

**Public Commentary:** None

**Student Report:** Nick Thornton reported the school is going well and moving along as usual. The Cross-Country teams continue to do well. The Soccer team is struggling a little bit more than usual this year.

**Superintendent Update**  
See Attached.

**Mass Development Update/Report**

Maureen Babcock shared the update she presented to the Mass Development Board of Directors. The report was made up of information related to the students from Devens who attend Harvard Public Schools. The Mass Development Board of Directors has been supportive of the Devens Educational Advisory Committee (DEAC) for the past 18 years.

**District Improvement Plan**

Dr. Dwight presented the changes made to the District Improvement Plan as discussed in the previous meeting.

Shannon Molloy made the motion and Suzanne Allen seconded to approve the District Improvement Plan as amended.

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

## **20/21 School Committee/ Superintendent Goals Review**

SusanMary Redinger presented the School Committee/Superintendent Goals for the 20/21 school year as amended from the previous meeting.

Abby Besse made the motion and Suzanne Allen seconded to approve the School Committee Goals/Superintendent Goals as amended.

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

## **Policy Review**

Suzanne Allen reviewed three policies from Section H – Negotiations.

**File HA** – Negotiations Goals – MASC Policy and new policy for HPS– Read by Suzanne Allen (will be brought back for adoption).

**File HB** – Negotiations Legal Status – was presented with minor amendments.

**File HF** – School Committee Negotiating Agents - was presented with minor amendments.

With no objection, SusanMary Redinger approved Policy HA and HF as amended.

**File JBB** – Educational Equity is currently an MASC Policy and will be a new policy for HPS, Read by Suzanne Allen.

(will be brought back for adoption).

**File JEB** – Entrance Age –was presented with minor amendment.

With no objection, SusanMary Redinger approved Policy JEB approved as amended.

Abby Besse presented for review the following policies from Section J.

**JF** – School Admission – MASC Policy – new policy for HPS – read by Abby Besse. (will be brought back for adoption).

**JFABD** – Rights of Homeless Students –HPS Policy was amended to follow MASC Policy. (will be brought back for approval at the next meeting).

**JFABF** – Educational Opportunities for Children in Foster Care – MASC Policy – new policy for HPS – read by Abby Besse (will be brought back for adoption)

**JFA** – Residency –was presented with minor amendments.

With no objection, SusanMary Redinger approved Policy JFA was approved as amended.

**JF** – School Choice Policy –

With no objection, SusanMary Redinger approved Policy JFBB as amended.

## **YTD Financial Review**

Aziz Aghayev gave an update on the status of expenditures in the FY21 budget as of November 3, 2020.

### **Screening Plan Initiative Plan Update**

Dr. Dwight shared with the Committee that the COVID Screening RFP received two responses. The responses were evaluated and then the cost proposal of the favored vendor was opened. The cost estimates came in much higher than expected. Based on the pricing the planning group will need to look to see what will happen moving forward. The planning group will meet this week to come up with a plan and bring back the information to the School Committee at the next meeting.

### **Harvard PTO Officer Introductions**

SusanMary Redinger introduced new PTO Officers, Dana Oliver, Lauren Derse and James O'Leary. The PTO Officers highlighted their plans for the year and shared their excitement with their new roles. SusanMary Redinger and members of the Committee thanked them for stepping up as the organizers of the established PTO and look forward to working together.

### **HES Building Project Update**

SusanMary Redinger shared mural art that is being created to be on the walls of various part of the new school building. Much of the art work created was nature based and also included various local architecture, orchards, plants, insects, fruit trees, birds, reptiles, fish and animals.

### **Curriculum Review Calendar**

SusanMary Redinger presented the Curriculum Calendar proposed for the 2020-2021 school year. Dr. Dwight explained that the curriculum review will start with the items from February through May of last year that were not held due to COVID closing.

September	TBS English Department; The Art of Being and other Mindfulness Initiatives
October	HES Health; Social Emotional Learning
November	TBS Science; Engineering
January	HES Cross Curricular; Maker Space
February	TBS Cross Curricular; AP Courses Pupil Services
March	HES/TBS Wellness
April	TBS World Language; Sign Language
May	TBS Social Studies; Global Competency Program

September	
October	Diversity, Equity, and Inclusion
November	
December	ELA Elementary
January	TBS Cross Curricular; AP Courses
February	SAIL (Students Achieving Independent Learning) Program HES
March	Wellness HES/TBS
April	World Language; Sign Language TBS
May	Social Studies; Global Competency Program TBS

### **Grant Approval**

The following gifts were presented for approval:

Harvard Schools Trust - Apple Pen – submitted by Peggy Zimmer - \$94.88

The Harvard PTO -speaker for Modern American History class – submitted by Kristin McManus - \$100.

Abby Besse made the motion and Sharleen Cronin seconded to approve the grants as presented.

### **VOTE**

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

### **Future Meeting Dates**

December 2<sup>nd</sup> – Student Advisory Meeting

December 28<sup>th</sup> – recommend cancelling this meeting

### **Agenda Items**

Budget

Policy

Screening Initiative Updates

### **Minutes**

Without objection SusanMary Redinger approved the minutes of the October 26<sup>th</sup> as amended.

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

### **Liaison/Subcommittee**

**Shannon Molloy** – presented the following warrant for review.

Warrant 21-10 -\$172,403.55

**Shannon Molloy** reported that negotiations are ready to get underway. Thanked Sharlene Cronin for taking the lead on the negotiation subcommittee.

**Sharlene Cronin** reported that the negotiation committee is working to schedule meetings to get things started.

**Sharlene Cronin** reported that the Budget Subcommittee is looking forward to getting to work on the FY22 budget. Presentations by cost centers are planned for the coming week but have not seen any firm dates yet.

**Maureen Babcock** – reported that DEAC met. Abby Besse joined the meeting. Yearly goals were established. Jessica Stunken, Executive Vice President of Mass Development attended the meeting and reported on some exciting updates that will be going on at Devens.

**Abby Besse**– The Bromfield School Council met again. The community member wanted to suggest being careful and cautious around energy consumption since we will be leaving windows open to circulate air over the colder months ahead. In addition, the Council discussed the work being done around diversity, equity and inclusion.



**SusanMary Redinger** – HEAC will be meeting next week. SusanMary gave them the HVAC report and shared with them that windows will be left open to allow for fresh air circulation.

**SusanMary Redinger** reported that CPIC met and reviewed the fire and school requests. They sent out questions and are looking for answers to be submitted back by November 16<sup>th</sup>. The School can expect to meet with CPIC at the beginning of December.

With no objection, SusanMary Redinger will be the School Committee representative on the Committee for the disposition of the Bromfield House.

Suzanne Allen and SusanMary Redinger agreed to work on the Continuous Improvement Subcommittee for the coming year.

**Public Comment** – Marty Green – thank the School Building Committee for allowing her to tour the HES building. It was inspiring, impressive and amazing. Marty also asked if it would be possible to reproduce the maps that SusanMary shared this evening so that people could see art work. Marty loves the idea of using the walls for an educational purpose.

#### **School Committee Commentary**

Suzanne Allen – it would be helpful to have a shared calendar to post subcommittee meetings and to be able to eliminate double booking dates and attending a meeting of another group when available. SusanMary Redinger will work with Linda and Mary on getting that up and running.

**Adjourn** - With no objection SusanMary Redinger adjourned the meeting at 9:00 p.m.

Respectfully submitted,

Mary Zadroga

School Committee Minutes  
Virtual Meeting  
November 30, 2020

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

Others in attendance Nick Thornton, Aziz Aghayev, Josh Myler, Scott Hoffman and Marie Harrington.

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

SusanMary Redinger read the Vision Statement

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

**Public Commentary:** Elizaveta Ragulin Coyne, 9 Babbit Lane - school closing criteria due to COVID.

Elise Bilodeau – 3178 Belmont Ave, Dallas Texas – future agenda item - to review curriculum.

**Student Report:** Nick Thornton reported that students are just coming back from a homework free Thanksgiving break. Fall sports are wrapping up and Winter sports are around the corner. The Cross-country teams did very well this year. Students are finding ways to make things special during these different times. A current project that students are working on is a mural. Students will create individual squares that will be all combined to create the mural. Next week the Bromfield Drama Society is putting on a virtual show called “She Kills Monsters.”

**Superintendent Update**

See Attached.

**Budget Review**

Dr. Dwight presented the FY22 budget with the assistance of the School Business Manager Aziz Aghayev, Josh Myler, Scott Hoffman and Marie Harrington. The town asked the school department to bring forth a level funded budget. With steps and columns as well as some contracted increases the budget increase is \$86,505. The Budget Subcommittee proposed to increase the Devens offset to cover the deficit in the FY22 budget. Discussion was held around the World Language program and the Health program at HES. The HCTV asked for an increase in the school contribution to the cable programs offered to the school. In addition to a level funded budget, the town asked the school department to prepare a budget with a 5% reduction. The Budget Subcommittee will meet to discuss ways to cut in order to decrease the budget by 5% and bring ideas back to the full committee for input. The proposed FY22 budget as presented and amended tonight will be brought back to the next meeting for a vote.

### **Policy Review**

Suzanne Allen made a motion and Abby Besse seconded to approve Policy File HA – Negotiations Goals as presented.

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

Suzanne Allen made a motion and Abby Besse seconded to approve Policy File JBB – Educational Equity as presented.

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

Suzanne Allen made a motion and SusanMary Redinger seconded to approve Policy File JF – School Admission as presented.

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

Suzanne Allen made the motion and Shannon Molloy seconded to approve Policy File JFABD – Rights of Homeless Students –as presented.

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

Suzanne Allen made the motion and Shannon Molloy seconded to move to adopt policy JFABF – Educational Opportunities for Children in Foster Care -

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

Suzanne Allen read through policy JLCB – Immunization Policy as a first read. The Committee made edits to the policy. The Committee agreed to forego the one meeting wait time normally in place for new policies and voted to approve at this meeting.

Suzanne Allen made the motion and Abby Besse seconded to move that we adopt policy JLBC on an emergency basis.

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

Suzanne Allen shared that the Policy Subcommittee updated the Learning Model decision points which are the dates where students can change from remote to hybrid are February 1, March 1, and April 12. The Committee will revisit the dates around March 1.

Suzanne Allen made the motion and Shannon Molloy seconded to approve the Learning Model decision dates as amended.

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

Suzanne Allen directed attention to the policy that states if 2 staff or students in our district contract COVID the school will shut down. A potential change is to have the policy read if there 2 or more COVID positive cases per school within a 14-day timeframe among faculty, staff or students would result in a shutdown of the building. Members of a household would be considered 1 case per school. Data shows that schools have remained a safe place for students. Dr. Dwight will include a question on the next parent survey to seek public input as to how the community feels about making this change.

### **Screening Initiative Plan Update**

Dr. Dwight shared the current status of the Screening Initiative RFP. The high cost of the proposals made the project inconducive. After making changes, a second RFP went out. The proposals are due back next week. The Screening Initiative group will evaluate the criteria and

then open the cost proposals and see where we are at. If approved students and staff could be tested on a regular basis. Shannon Molloy indicated that she would be in favor of the Committee taking a stand in favor of the testing. SusanMary Redinger suggested that Shannon Molloy write up a resolution to share with the Committee at a future meeting.

### **MCAS Resolution Introduction**

Shannon Molloy shared the “MCAS and High Stakes Testing Resolution”. The resolution was submitted by the MASC Board of Directors. The resolution rejects the call for the students of 2020 who missed their tenth grade MCAS testing be required to make up during the 2020/2021 school year. In addition, it calls for a moratorium on all high stakes testing for the 2020/2021 school year so all students can benefit from direct instruction. Ms. Molloy asked the Committee if they were in support of the resolution. Dr. Dwight explained that it takes federal legislation in order to get a waiver on the testing. The administration and teachers are in favor of not adding this addition pressure to students at this time. The Committee discussed the pros and cons of the assessment. A new criterion would have to be written to accommodate the Adams Scholarship criteria for recipients. The Committee agreed to revise the resolution by removing “Remote Learning Model” from the third paragraph. Shannon Molloy will take care of getting the resolution on letterhead and send it out.

Sharlene Cronin made the motion and Shannon Molloy seconded to approve the resolution as amended.

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

### **Grant Approval**

The following gifts were presented for approval:

From	Purpose	Amount
Harvard Schools Trust	Osmo Genius	\$300
Lyndra Company	Bromfield Robotics Team Expenses	\$500
Harvard PTO	Offset the cost of the parent teacher reservation system	\$870
Harvard PTO	Staff tools to assist in their classroom and remote teaching	\$2,775.11

Sharlene Cronin made the motion and Suzanne Allen seconded to approve the grants as presented.

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

### **Future Meeting Dates**

December 4 - Student Advisory

December 14- only scheduled meeting in December

January 11 – first meeting of the new year

## **Agenda Items**

Budget

Policy

Screening Initiative Plan Update

Testing Resolution

## **SC Liaison and Subcommittee Reports**

**Suzanne Allen – The Wellness Committee** met, it was great to convene with that group of people. There was a large discussion on how COVID policies are rolled out and the level of success with the policies. There was talk about sports, the mental health of staff and students and the overall increase in stress. The guidance department reported on how the SWAT team is doing some cool stuff to push out positivity and community. And lastly the group talked about flu shots and testing.

**Suzanne Allen - HES School Council** met, and largely talked about budget, the student survey, COVID and were updated on the building project.

**Suzanne Allen – Policy Subcommittee** -Policy is currently working on Policy J and will have more to come soon.

**Abby Besse – TBS School Council** met and spent a lot of time discussing and understanding the budget process.

**Sharlene Cronin – Budget Subcommittee and Negotiations** have been covered.

**Sharlene Cronin – Athletic Advisory** – missed the last meeting but no major changes reported.

**Shannon Molloy – The Wellness Committee** meeting was really great.

**Shannon Molloy** sat in on the Budget Subcommittee meetings and found the zoom format to be very helpful.

**Maureen Babcock** - No update

**SusanMary Redinger** – HEAC met and went over the HVAC report. SusanMary Redinger took questions down and sent them to Patrick Harrigan to have answered. They are interested in knowing what controls are being overridden and are interested in understanding what the service providers are doing and who will be managing the work going forward.

**SusanMary Redinger** reported that CPIC is in the process of voting on all the capital projects. They meet on Thursday and will have ratings and feedback on their recommendation for funding.

**SusanMary Redinger** attended the Selectboard meeting where they voted not to change the town's health insurance provider. The Selectboard will want the teacher premium addressed. The Selectboard interviewed candidates for the The Bromfield House Disposition Committee. They did not vote on the composition of that Committee yet.

**SusanMary Redinger** reported that there is a new HES building project video on the website. The project is currently on budget and on time. The expectation is for a mid-May move in. The final move in date will be nailed down by January. The furniture order was finalized, and in the process of opening bids and narrowing what needs to be done on furniture purchase. Thank you to Josh for all the work he has been in doing keeping track of everything.

**School Committee Commentary** – Sharlene Cronin would like to add Ransomware as a future agenda item.

**Minutes** – Will review minutes of November 12<sup>th</sup> at the next meeting.



**Adjourn**

At 9:15 p.m. SusanMary Redinger with no objection made a motion to move into Executive Session – Pursuant to Massachusetts General Laws Chapter 30A section 21 (a) and (3) for the following purposes:

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

The Committee will adjourn in Executive session.

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

Respectfully submitted,

Mary Zadroga