

**School Committee Meeting**  
**Monday, February 22, 2021**  
**6:15 PM**

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

<https://psharvard-org.zoom.us/j/82027806287?pwd=M0tsdThrelJ1Yno4ODU3ODJUek5LQT09>

- 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. Athletic User Fee Reduction (VOTE) (6:40)**
- VI. COVID Closure Policy Review (VOTE) (6:45)**
- VII. Immunization Policy Review (VOTE) (7:05)**
- VIII. Bromfield School Improvement Plan Review (7:10)**
- IX. Student Survey Results (7:30)**
- X. Grant Approval (VOTE) (7:45)**
- XI. Future Meeting Dates (7:50)**
- XII. Agenda Items (7:52)**
- XIII. Minutes (7:57)**
- XIV. School Committee Liaison/Sub-Committee Reports (8:02)**
- XV. Public Commentary (8:22)**
- XVI. School Committee Commentary (8:27)**
- XVII. Adjourn (8:32)**

**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**  
**February 22, 2021**

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**I. Anti-Racism Update**

*Standard I: Instructional Leadership*

*Standard IV: Professional Culture*

I met with Melissa Niland, the HTA President, to discuss the compensation for the DEI coordinator position. We agreed to the \$5,000 a year stipend with 8 days of summer work included. The HTA would like the position to begin on July 1, 2021. We also agreed that the responsibilities would need to be prioritized as there would not be enough time to complete all aspects of the role in its current part-time status.

The alumni group that wrote the Open Letter responded to the DEI job description as follows:

*Hi Dr. Dwight,*

*Thank you for sending this to us in advance. We are remiss in providing a timely comment. We do however want to say in now reviewing the position, we are thrilled to see many of the suggestions of the letter incorporated and that it reflects many of the conversations we have had with students, school committee, teachers and you in the past year. This position is an important and meaningful step for the school and community. Thank you to those who brought it to fruition.*

*Best,*

*Elise Bilodeau, Sam Peisch, Jennie Ives, Kyra Doher, Emily Erdos*

As a follow up to the student survey about their experiences at Bromfield regarding bias and racist incidents, we are bringing Rebecca Rehm in to meet with students on February 24<sup>th</sup> and March 10<sup>th</sup>. She will share parts of the data, use break out rooms for discussions, and introduce a tool for responding and for reporting. She will follow up her session with a survey to gather more input from students on next steps.

**II. Remote Teaching and Learning Improvements**

*Standard III: Family Engagement*

*Standard II: Management and Operations*

The remote advisory met with me on February 10<sup>th</sup>. We discussed the survey data, COVID-Safe Schools testing results, engagement opportunities for students, and lingering issues with visual and audio access to instruction in some Bromfield classes. I agreed to survey students and families about the audio/video issues and take action to correct the problems. The survey will be sent out on February 22<sup>nd</sup>. The principals, tech director, and I will work together to improve these areas of concern.

**Superintendent L. Dwight's Update**  
**February 22, 2021**

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**III. Athletic User Fee Reduction Request**

*Standard II: Management and Operations*

The winter sports season ended successfully with no cases of virus spread among the athletes. Students expressed appreciation for the opportunity to have this school experience.

The next opportunity for sports participation will be an indoor track season offered to students in grades 7 – 12. Dave Boisvert, the athletic director, asked if we would agree to lower the user fee because the season will be significantly different from a usual indoor track experience. The differences are detailed below:

Typical Indoor Track	FY21 Indoor Track	Difference/Savings
12 weeks	7 weeks	5 fewer weeks
10 away meets = \$5,434 (bus)	0 away meets	No bus costs this year -\$5,434
Meets run indoors \$2,500 (track rental)	All meets outdoors (weather dependent)	No indoor track fees -\$2,500
\$8,586 paid to coaches	\$8,586 paid to coaches	Same
Total Expenses: \$16,520	\$8,586	-\$7,934
25 participants X \$280 (user fee)	30+ participants X \$200 (proposed user fee)	\$7,000 – \$6,000 = \$1,000
Revenue: \$7,000	\$6,000	-\$1,000

## RESPONDING TO KNOWN OR SUSPECTED COVID-19 CASES

Event	Testing Result	Quarantine
<b>Individual is symptomatic</b>	Individual tests negative	<p>May return to school as long as symptoms have improved and has been fever free without fever reducing medications for 24 hours.</p> <p>If a provider makes an alternative diagnosis for the COVID-19-like symptoms, the individual may return to school based on the recommendations for that alternative diagnosis (e.g., influenza or strep pharyngitis).</p>
	Individual tests positive	<p>Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative.</p> <p>Most people who have relatively mild illness will need to stay in self isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.</p>
	Individual is not tested	<p>Remain home in self-isolation for 10 days from symptom onset. May return to school 10 days from start</p>

		of symptoms as long as symptoms have improved and has been fever free without fever reducing medications for 72 hours.
<b>Individual is exposed to COVID-19 positive individual</b>	Individual tests negative on a PCR test, no sooner than 5 days after their last exposure.	Remain home in self quarantine for 10 days.
	Individual is not tested	Remain home in self-isolation for 14 days
	Individual tests positive	Most people who have relatively mild illness will need to stay in self isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.

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

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

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

### **Cleaning implications:**

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

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

Send a communication to the families The principal at HES, or their designee, will inform parents that a student in class with their child tested positive for COVID-19 and encourage them to consider testing. in the student's class(es) that there has been a positive test without naming the individual student or staff member who tested positive. Communications sent to families/staff in the affected class should:

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

is 4 or 5 days after the end of the exposure period.)

- Close contacts are asked to communicate their test results to the school. They should not return to school until they have quarantined for 14 days. This includes close contacts who receive a negative test result or who choose not to be tested.
- Remind families and/or staff of the importance of not having contact with higher-risk individuals (e.g., grandparents and those with underlying medical conditions).
- Remind families and/or staff of the list of COVID-19 symptoms for which to monitor.

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

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

1. If there is a case of COVID in-school transmission within HES or Bromfield verified through contact tracing and subsequent testing, the applicable school building would close for 14 days and students and teachers would become remote. School transmission is defined as a close school contact testing positive during the quarantine period or another member of the classroom testing positive within 14 days unless contract tracers believe that COVID was contracted from a non-school contact or event outside of the building.
2. Faculty/Staff – a decision to switch to remote would be based on the ability to run school safely based on the number of absences.

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

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

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

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

- a. Informing them that it is possible COVID-19 is being transmitted in the school and/or

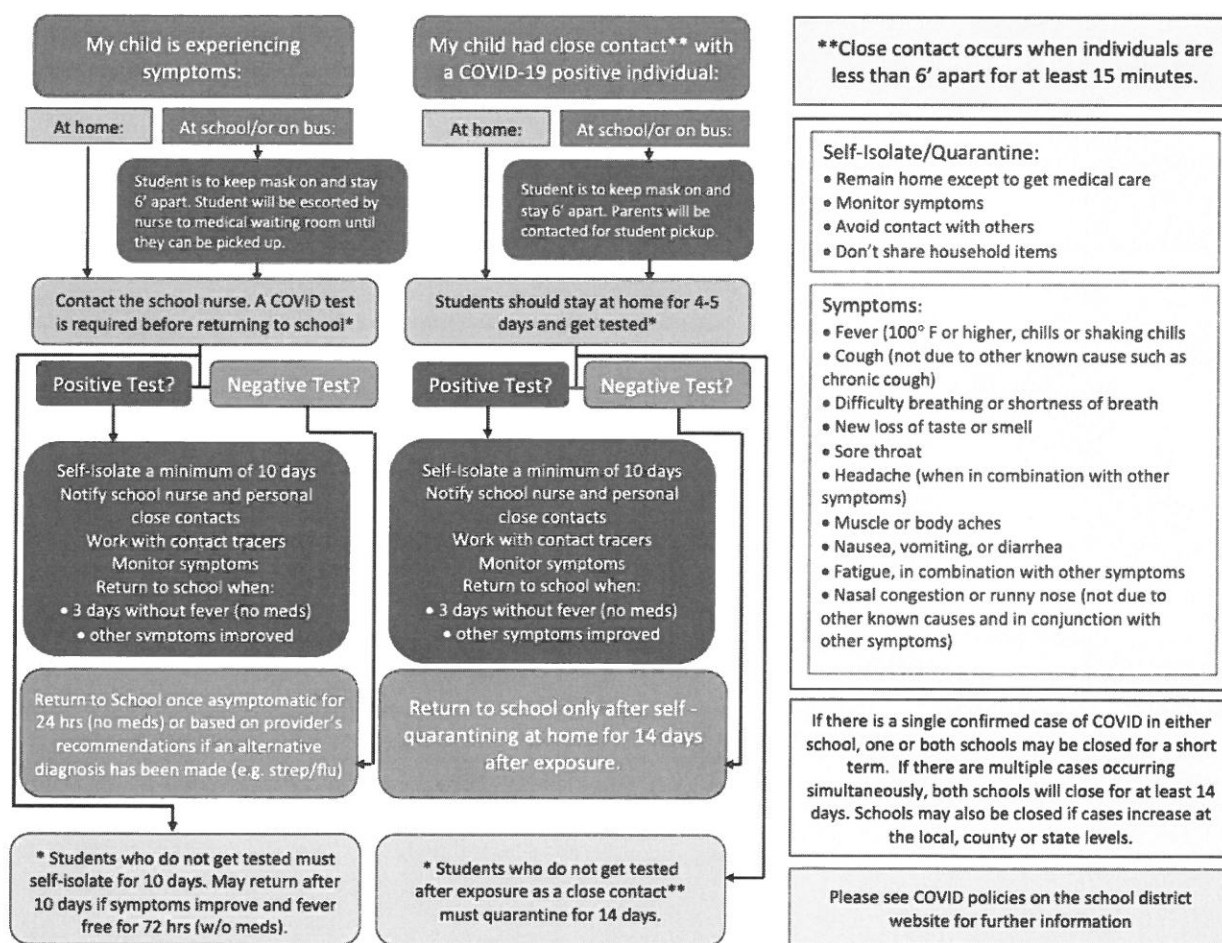
district

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

### Before bringing students back to school:

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

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



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

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

FIRST READ: August 24, 2020

ADOPTED ON AN EMERGENCY BASIS: August 24, 2020

REVISED: September 28, 2020

REVISED: December 2020

AMENDED: January 25, 2021

AMENDED: February 8, 2021

AMENDED: TBD

## IMMUNIZATION OF STUDENTS

Students entering school for the first time, whether at kindergarten or through transfer from another school district, will be required to present a healthcare provider's certificate attesting to immunization against communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a healthcare provider that immunization would not be in the best interests of the child, or by the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent/guardian.

SOURCE: MASC August 2020

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JF, School Admissions

~~Note: Due to the COVID-19 pandemic, The Commonwealth of Massachusetts has updated the Massachusetts School Immunization Requirements to include a documented seasonal dose of the Influenza Vaccine administered no later than 12/31/20. The documentation must be turned in to the school nurse by email or paper copy. ([enigzus@psharvard.org](mailto:enigzus@psharvard.org), [dfrench@psharvard.org](mailto:dfrench@psharvard.org)) This requirement will remain in effect until rescinded by the Governor.~~

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~~First Read: 11/30/20¶~~

~~Adopted on emergency basis: 11/30/20¶~~

# **The Bromfield School Improvement Plan**

**2020-21**

## **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.

# **The Bromfield School Council**

Erin Baker, Parent (2021)

Katharine Covino, Parent (2021)

Scott Hoffman, Principal Co-Chair

Tiana Jiang (2022)

Ellen Sachs Leicher, Community Member (2021)

Vivian Liu, Student (2022)

Ben Myers, Community Member (2021)

Colleen Nigzus, School Nurse Co-Chair (2021)

Patricia Nilan, Teacher (2021)

Cricket Segaloff, School Librarian (2022)

Danielle Serra, Student (2022)

Imogen Slavin, Student (2021)

Karen Strickland, Parent (2023)

Laura Thomas, Parent (2022)

Abigail Besse, School Committee Liaison

**Harvard Public Schools  
Strategic Plan Development  
District Improvement Plan**

**Introduction:** A committee of fifteen members representing students, faculty, administration, community members, school council, and an outside consultant met over the course of eight months to craft the Strategic Plan document. The committee sought input by reaching out to stakeholder groups using personal contact and survey technology. They researched the work of other school systems, identified the themes for our plan, and collaborated towards a draft. The School Committee reviewed the draft and provided endorsement of the Vision, Mission, and Core Value Statements. We are committed to use the plan as a guide for future decisions.

**Vision Statement:** The Harvard Public Schools community, a leader in educational excellence, guides each student to realize his or her 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 continue to develop the confidence and ability to collaborate, contribute, and adapt in an ever-changing world.

**Mission Statement:** Our mission is to provide an outstanding educational experience for all students and to help them develop curiosity, perseverance, and social responsibility.

**Core Value Statements:**

**Student Achievement** – We believe the Harvard public schools inspire, prepare, and challenge all students toward academic excellence while recognizing that students reach their individual potential in different ways.

**Personal Growth** – We believe in helping all students attain a balance between academic achievement and physical, emotional, and social well-being, so that they become productive, confident, and caring citizens.

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

**Resources** – We appreciate that the Harvard community provides the necessary resources to best serve our students, and we hold ourselves responsible for the appropriate use of those resources.

**School Climate** – We believe that the Harvard public schools strive to create a safe and inclusive environment for students, faculty, and staff that values diversity and fosters respect for learning, self, and others.

## **21st Century Skills - Essential Skills of a Bromfield Graduate**

**Access and Apply Knowledge.**

**Think Critically.**

**Think Creatively.**

**Communicate Effectively.**

**Collaborate with Others.**

**Understand Diverse Perspectives.**

**Contribute to Local, National, and Global Communities.**

**Overarching Objectives:**    *Provide a Safe, Secure & Inclusive Learning Environment for All.  
Support Engaged Teaching and Learning.  
Activate Community Pride.*

Title	Goal	Measure	Conditions	Interfaces	% Completion/Status
Provide a Safe, Secure, and Inclusive Learning Environment for All.  Diversity, Equity, and Inclusion	Create a school culture that confronts bias, prejudice, and social inequity, actively addresses aggression and educates all on the harm of silence.  (recognition that mistakes will be made and we will learn from them)	By 12/31/20, students will complete multiple surveys to provide their insight into the needed work of the district.  By 5/31/21, all teachers and staff will have participated in at least 3 professional development training sessions related to confronting bias, prejudice, addressing aggression, and educating all on the harm of silence..  By 5/31/21, students will have shared their experiences and helped shape change in at least four discussion forums.  By 5/31/21, all teachers have identified places in their curriculum to include aspects of the anti-racism standards from Teaching Tolerance.	Time and funding for professional development  Data analysis  Funding for DEI Coordinator	Students and alumni  Teachers/Staff  School Committee  Presenters	Students participated in one survey so far. We also gathered information from them in faculty/student discussion forums.  Teachers have participated in 3 trainings so far this year with another one planned in March.  Students in high school will participate in a training on February 24th and those in middle school will participate in one on March 10th. On those days, there will also be sessions regarding student social emotional well-being.  The Social Justice Standards were woven into curriculum planning during the professional development day in January.

		<p>By 6/30/01, a DEI coordinator position has been created for the district and the person filling that position has started the position.</p> <p>By 6/30/01. The Social Justice Club has been supported and has grown as evidenced by the modeling, sharing, leading of older students to younger students.</p> <p>By 6/30/01 a presentation has been made to the School Committee about upcoming changes in curriculum.</p>			<p>There have been 4 student discussion forums so far this year</p> <p>The Social Justice Club is running and conducted an activism panel on February 5.</p> <p>We are recommending the addition of a DEI coordinator.</p>
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Title	Goal	Measure	Conditions	Interfaces	% Completion
Support Engaged Teaching and Learning.  Remote and Hybrid Learning	Develop a remote and hybrid learning model that expands students' knowledge, provides safety and support, and capitalizes on the benefits provided by these circumstances.	<p>By 12/31/20, all teachers have attended 5 PD trainings on the topic of improved remote teaching.</p> <p>By 12/31/20, we have collected, analyzed, and made changes based on at least 2 survey data collections. These surveys include information about best practices around</p>	<p>Funding for professional development</p> <p>Funding for technology needs</p> <p>Time for professional development</p> <p>Data organization</p>	<p>HTA</p> <p>Professional trainers</p> <p>Parents/students</p> <p>Other districts</p>	<p>There have been two surveys done to collect feedback from parents/guardians and students.</p> <p>Changes include having all students attend afternoon remote classes, testing for COVID, streaming more classes, greater consistency</p>

		<p>active learning, informing parents and students about assignments and completed work, and current experiences.</p> <p>By 5/31/21, the administration has provided feedback throughout the year to teachers on their remote teaching and learning practices.</p> <p>By 5/31/21, effective technology that enhances learning (ie. microphones, cameras, document cameras) has been added to the school inventory of technology.</p>	<p>Parent/guardian/student participation with surveys</p> <p>Technology support and resources</p>	<p>Money for technology improvements.</p>	<p>in the use of remote tools and Google Classroom.</p> <p>All teachers have participated in 12 professional development days of training. A Teachers21 expert was brought to Bromfield for 4 training sessions so far this year.</p> <p>Administration is conducting observations of teachers during their remote classes and providing feedback to teachers. Teachers are also using survey data for their specific grade level.</p> <p>Administration and members of IT will visit remote classes, investigate technology that will better ways to involve remote students, and get that technology in the classrooms.</p>
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Title	Goal	Measure	Conditions	Interfaces	% Completion
Activate Community Pride	Please see the above goals.	NA	NA	NA	NA

### Ongoing Work

*We recognize that several other ongoing efforts are in progress and will require continued development and follow up. These ongoing efforts are related to the School Improvement Plan Goals as listed above.*

Ongoing Work	Next steps
Alignment of Curriculum	Ensure that each course offered at Bromfield has a written curriculum aligned with state or other appropriate frameworks, formatted in the Bromfield Template, and recorded in Atlas Rubicon.
Use of Data to Inform Instruction	Teachers will use standardized test data (MCAS), SAT, AP, ACT etc.) and the most recently released exams to enhance instruction and student performance.
Technology Reflection Tool	Analyze data from the survey given to teachers based on the SAMR model. (Data indicates that many teachers are using Redefinition for technology at some point during the year).
Digital Citizenship	Continue the work to garner consensus on vocabulary for Digital Citizenship and continue to monitor student use of technology.
Teacher Leadership Opportunities	Continue to develop, provide, and celebrate opportunities for teachers to take a lead role in exploring, piloting, and critiquing school improvement initiatives.
Student Advisory	Build upon steps taken in middle school using Flex model. Investigate the best way to continue into high school while incorporating a trusted adult model.
School Start Time	Actively participate in the district school start time work planned for 2020-2021.

## Stress Reduction Ideas from Students (January 2021)

### Remote Student Responses

I think that assigning the work for asynch days the day before could be helpful. That would help me plan out what I need to do the next day on top on homework
maybe a little less work
Make the work throughout the week consistent. Blue cohort students are always overly stressed on Wednesdays, and Green on Tuesdays because they only have a few hours to do the work that the other cohort gets two days to do. More work could be put on the weekend, since both cohorts have the three days to do the work. Sometimes the same amount of work that is assigned over the weekends is assigned on Wednesdays, so the Blue cohort (or Tuesdays for Green) gets just a couple of hours to do a weekend's worth of work.
Less homework.
It would be a lot easier for me if all of the work is due at 11:59 p.m., instead of a time such as 3 p.m.
By being more productive and studying more
Shorter assignments mainly, but only in math, science, and Spanish.
Less overall busy work would help I think
I think more time off like the weekends would be nice
Zoom classes stress me out the most. I do not know how that stress could be reduced.
Less overall busy work would help I think

### Hybrid Student Responses

Less homework. Plain and simple.
Actually learning material were expected to know.
By not making us go to teacher zooms when we are asynchronous
Maybe do not give us even more school or more work because if kids are failing in school going to school makes a constant reminder of that so by giving us more of it only makes it 10X worse and work needs to be slowed make it all due at the end of the week assign assignments and make them all due at the end of the week.
Decrease in work
Clear deadlines and more clear teacher instructions especially over zoom. It is really difficult to learn new material and I feel as if I fall behind during my online classes. Also more interaction with others through group work, this new situation is very isolating and taxing.
No homework on weekends. (It would only help a little, but having work on the weekends just makes it feel like another at home work day)
Less work would be nice, and I think it would be better if the online classes to be moved up to later in the day so we are allowed more time to sleep, given that most of us stay up late to get work done, and having to wake up early means that we get almost no sleep(for me its usually 3-5 hours) on in school days and online school days. That increases my stress and a lot of other peoples stress A LOT. It also means we are really tired during the day and it decreases are capacity to learn along with that.
Seeing people more often, whether that be a weekly zoom, just as a socializing time with your grade. As well as the workload being reduced, and more focus on our, as the students mental sanity, than grades and deadlines.

## Stress Reduction Ideas from Students (January 2021)

Less... Constant change. The moment we get used to something, it changes
less work
a lighter work load or trying to prevent multiple big projects/ essays from occurring in the same week/ day
More in class learning.
having more diverse work, and spending less time in front of the screen.
Being a junior during a global pandemic is just overall stressful and I don't think there is anything the schools can do to change that.
Workload reduced.
Reducing asynchronous workload (and overall workload) or altering it so that it isn't busy work, but rather actual resources and LESSONS for us that have been carefully and thoughtfully put together would reduce my stress because I will actually finally learn something rather than blowing through my work just to get it done so I can go to bed at a reasonable hour and have time to do things that actually help my mental health (which I have almost no time for right now). Additionally, teachers need to give more opportunities to boost our grades.
Most of my school stress is coming from days with hours of work and tests. Most of my tests are all scheduled on one day. If I'm remembering correctly, I had five tests in a row one day.
A lot of my stress is coming from balancing the work I have now, the service project, violin, etc
not having classes on async days.
I just want to see my friends again. All of my friends are in the other cohort, and I have not seen some of them since March of 2020.
Less homework, and NO homework due on Fridays or on the weekend past 3:00.
less asynchronous time. more time in person so i can understand what is going on
less work
In person school would relieve my stress.
better teaching, in person learning. It is very hard to learn through zoom and remotely and very frustrating to learn that way. Most of the time I end up going to google or youtube for help with school.
I think it would be easier if parents and teachers have a better understanding that in this time due dates that are too soon, and grade expectations that are unrealistic for this time - are both not ideal.
Less work
Less work clearer instructions in the work.
It might help if the work I needed to do was posted at the right times.
Maybe if the teachers assigned less and taught us more of the information instead of us having to teach ourselves on asynchronous days where we don't know the new information at all.
Have no assignments due on Fridays past 3, or anything due on the weekends, either, or Monday morning (weekends should be FREE)
I don't like that we have to turn our cameras on for zooms, but I don't have a reason not to other than it makes me feel awful. I wouldn't want a "pass" though, I just don't think it should be obligatory to turn our cameras on.
No because it's mainly from outside sources
making teachers more available for help
Not having zooms on asynchronous days.
less homework and more understanding that WE ARE IN A PANDEMIC because i think a lot of teachers have forgotten the need for flexibility and empathy right now.

## Stress Reduction Ideas from Students (January 2021)

less high-stakes tests and deadlines
Less work
Less work might help, zoom is also stress and anxiety inducing in general but that's not really something that can be changed
less homework
Less work.
going to school. My mental health is suffering from having zero human contact and staying in my house all day. it's really hard to find things that make me happy when I can't see anyone and it feels like nothing will ever go back to normal. I feel like my senior year has been ripped away and I know it sounds selfish but it's really hard to stay optimistic. R.I.P to my youth
Overall I think my stress is when I get used to a schedule and then it changes slightly (eg. more work, new requirements)
More structure, however thats difficult to do considering the circumstances.
If I could be physically in school as much as possible!!!!
There's not really any way to reduce it. It's just the stress of being on zoom and on some days the workload, other days it's being in a pandemic in general while also having an inconsistent sleep schedule.
To be completely honest, I think the a-synch zooms are going to make it worse.
Less homework
To not cram all the assignments and tests into one week! I have about 6 projects due this week, which seems a little excessive.
Maybe if teachers were a bit more understanding of late work seeing as everyone is dealing with the pandemic differently and our personal lives are all different.
I'm a bit worried about the change in the schedule — both the swapping of electives and slight increase zooms — and how it will work out. I'm sure when I get used to the routine, I'll be fine. The classwork on asynchronous days makes me a little worried at first, but as I do the work I feel better.
More time to complete assignments
Making sure that teachers don't all give much work and maybe having a day with a light amount of work for the day sometimes.
Reduce the workload a little bit (teachers could coordinated with each other). Also some due dates for things are too soon.
My stress is just due to college apps which can't really be helped
Maybe try to make the weeks more balanced?
If teachers were consistent
Maybe incorporate more time between classes for students to interact before launching into classes during online classes.
Recently I've been feeling more stressed since the workload was suddenly very heavy and big assignments kept being added. I know several students have been talking about having a homework free February break (or at least reduced). I know this isn't typical for a normal year, but it may be a good idea to encourage this again since we all know this year isn't normal and there are other external stresses outside of homework.
Get students in the classroom more if possible. Plan out asynchronous days better - sitting at a computer for hours on end staring at a screen makes trying to do work or focus a challenge. On Wednesday's I find myself engaged in the first 3 periods but then dragging through the last 4 because of constant staring at the screen for 4 hours.
opportunities to interact with other cohort outside of class (student government activities, etc)

## Stress Reduction Ideas from Students (January 2021)

I wish I could take more time for myself and for my family. I am really upset about the change in schedule that adds classes in the afternoons of asynchronous days. I frequently find myself overwhelmed by the work on those days to begin with, and starting next week I will have even less time to complete it. I have not found online classes to be beneficial to my mental health at all, because there has been little to no interaction between teacher and students (which is understandable, because it is hard to teach and learn in these circumstances). Overall, I doubt that my mental health and reaction to stress will improve over the rest of the school year.

Most of my stress is coming from not being able to hang out with my friends in person outside of school, combined with not having time to talk with friends in school since homeroom and lunch are not happening this year. It would be amazing to at least have a little time in between classes to just hang out without having to worry about work that needs to be done.

Going to in-person school more often (I know this might be hard to do right now, but maybe in the near future).

Teachers try to cram too much work into a zoom class.

Less work

Assignments due by 11:59 instead of 3 so that I can spread out my work instead of cramming it in and just trying to get it done instead of doing good.

I think it mostly comes from having an unlucky week when I am assigned a bunch of homework, or I have multiple projects due on the same day. I think the best way to reduce the stress at the moment would be to give some more time to do my assignments. Some of my assignments are due at 3PM the same afternoon it is assigned which is can get tricky to do, and it makes my work schedule less flexible.

Having all work across all teachers being due at midnight across the board would make it easier for me to know when assignments are due, as well as giving me ample time to get all assignments completed.

If teachers were consistent

Nothing comes to mind

I would love to see a decrease in my screen time. I miss having time throughout the day to decompress and focus on things that I enjoy. Nowadays, I feel like everything is held through the computer and it has been difficult to engage with my fellow students. I want to succeed and excel academically, and do not mind a bit of hard work. However, I wish TBS would balance out our workload by offering some safe, in person ways to decompress. I realize that we have safety issues to take into consideration, but would love to see less reliance on Zoom and more socially distanced gatherings.

More consistency between due dates/times, and established policies for an absence from a zoom class. Since we have to attend more zoom classes, it is more likely to miss one. It might be a good idea to record classes, both for those who miss a class and for studying later, like for midterms.

## Notice of Gift

2/11/21

Hildreth Elementary School has received a Grant from the Harvard PTO in the amount of \$233.82 to fund a Health Initiative to purchase 18 copies of The Insanely Awesome Pandemic Playbook. These books will be used in the classroom as a supplement to help provide students healthy ways to cope during the pandemic.

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 expenses.

Respectfully submitted,

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

Josh Myler

Principal

\* Modified 2-9-21

## HARVARD PTO GRANT REQUEST FORM

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

Date of Request: 1/21/21 Total Amount Requested: \$493.62

Submitted By: Erin Sintros Email: esintros@psharvard.org

Program/Project Title: Insanely Awesome Pandemic Playbook

Description: This is a new request. We would like to purchase 2 copies per classroom (grades 2-5) of the Insanely Awesome Pandemic Playbook co-authored by local parent Katherine Covino-Poutasse. The book addresses many of the issues that children are facing during the pandemic in an age appropriate and humorous way. In addition, it provides many suggestions for healthy ways to cope during this challenging time.

The book would be a nice supplement to what teachers and staff are doing already with students. Teachers can make the book available to students or pull ideas (based on their students' needs) and dive deeper into specific topics within the book.

Approximate number of students impacted: 250

Program/Project Start Date & End Date: N/A

Please itemize expenses: \$12.99 per book for a total of 38 books.

Signature of Applicant: Erin C Sintros 1/21/21

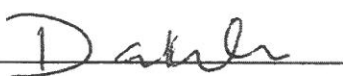
Signature of Principal: 

Date: 1/21/21

\* 2/9/21 Modified  
18 books x \$12.99 =  
\$233.82

Please email a copy of this completed form to [info@harvardpto.org](mailto:info@harvardpto.org) or return to the main office in an envelope marked "PTO". Grants will be board reviewed for approval weekly.

\*\*\*\*\*

Approved: ☒ Not Approved: ☐ Signature:   
\$233.82 Date: 2/10/21

Check #2714

School Committee Minutes  
Virtual Meeting  
February 8, 2021  
6:15 p.m.

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

Others in attendance and Linda Dwight, Josh Myler, Scott Hoffman, Robin Benoit, Dori Pulizzi, Peggy Bragg, and Deb Walker.

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

Taylor Caroom read the Vision Statement.

**Public Commentary:**

Nate Finch, Codman Hill Road – Reading Curriculum

Amy Bassage – Littleton Road, Harvard – COVID-19 quarantine timeline

Donna Guarino – 45 Candleberry Lane, Harvard – Learning model

Jerry Juliano – 11 Mettacommet Path, Harvard – Learning model

Jessica Reynolds – 84 East Bare Hill Road, Harvard – COVID-19 quarantine timeline

**School Business Manager Hiring Update (VOTE)**

Dr. Dwight introduced Ingrid Nilsson as her recommended candidate to be hired for the position of School Business Manager. Ms. Nilsson comes to us from the town of Westford where she has served as the School Business manager and also served on the Finance Committee for 10 years.

Shannon Molloy made the motion and Suzanne Allen seconded to approve the recommendation of Dr. Dwight's to hire Ingrid Nilsson for the position of School Business Manager.

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

**Student Report:**

**Brooke Caroom** – Bromfield is hosting a Coffee House this Wednesday. It was planned as a live performance but has been changed to pre recorded performances.

\*The Bromfield students have started attending remote afternoon classes four days per week with both cohorts, it has been going very well.

\*The Middle School Student Council hosted an activity last week, students were glad to be together and it is good to see that students are promoting activities.

\*A Trivia night was hosted on Friday night. There were 13 teams made up of students, families, community members and staff.

**Taylor Caroom** reported that there was a Model UN conference this past week that went very well. It was an intense weekend for everyone involved but it was a great time

\*The Debate team attended a tournament last week; the two participants qualified for the national tournament in May.

\*There have been several students accepted into the All State Festival for singing.

\*Student Lin Lin Yu won a Gold Key from the MFA for the piece of artwork she submitted.

\*Taylor Caroom attended the Students for Justice Activism panel on Friday. It went really well and it was great to hear from students from other schools and the Massachusetts community.

### **Superintendent Report:**

See Attached

### **Student Survey Results Review**

Dr. Dwight reviewed the feedback of the January student survey which was sent out to remote and hybrid students. The feedback from remote students showed that improvement has been made in the areas related to expectations, resources, assignments, access and participation. The feedback from hybrid students showed improvement in areas of mask wearing, daily expectations, resources, assignments, and access. The surveys are helpful and we will do one or two more this year.

### **HES English Language Arts Presentation**

Josh Myler led the curriculum presentation of the English Language Arts program at Hildreth Elementary School. Peggy Bragg and Deb Walker reported on the core resources used in reading instruction, reading assessments and reading intervention services.

### **COVID Testing, Contact Tracing and Screening Update**

Dr. Dwight reviewed the contact tracing policy currently being used in Harvard. In working with the school nurses, staff and the Nashoba Board of Health and within the CDC recommendation, a close contact is identified as a contact that is within 6 feet of each other and within 6 feet of each other for over 24 hours, consecutive or nonconsecutive. In addition, close contacts can be from exposure in school or outside of school. The Policy Subcommittee will be updating the COVID tracing chart.

Dr. Dwight reported that the fifth week of COVID screening took place today. The plan for after vacation will be testing on Monday and Tuesday. We are working on a chart that can be sent out to families that will tell families how many tests were done each week with a breakdown of test results. Families should consider their travel plans over the vacation week in order to meet the guidelines of testing before returning to school.

Shannon Molloy has been working as a school committee member and a school committee subgroup of the "Safer Teachers Safer Students" group which is a collaboration between the Broad Institute, the schools and all of the vendors who offer testing. They have completed a consensus document for school committees to educate them on how to get on board with testing. This document will be sent out to all School Committees through MASC and all superintendent through MASS. It will serve as a resource for school districts going forward.

### **HES School Improvement Plan Review**

Josh Myler and Dori Pulizzi reviewed and updated the Hildreth School Improvement Plan. They identified each goal and updated the committee on the progress being made.

#### **Student Achievement goals:**

*Math Curriculum Review* – reviewing pilot programs to use next year.

*The Master Schedule* – is pending on a determination of the learning model and space requirements for the fall.

**Personal Growth goal:**

*COVID Response* – shared resources at curriculum night, parent coffees with guidance department, newsletter and update of guidance website.

**Partnership and Resources**

*Building Project* – walkthrough held with NV5 to plan for moving and schedule. Have begun the process of packing and removing old items.

**School Climate**

*Sub-separate Classroom* – 3 students currently in SAIL sub-separate classroom.

**Other Updates** were given for ongoing initiatives; physical activity and mindfulness, teacher leadership opportunities, student leadership opportunities, culture of inclusion and coteaching.

**District Improvement Plan**

Dr. Dwight presented a mid-year update/status on each of the District Improvement Plan goals.

**Student Achievement**

*Remote Teaching and Learning* – collected feedback with surveys, adding Wednesdays to HES, streaming more classes, more consistency using remote tools and Google Classroom, testing for COVID, teacher's participation in 12 professional development days of training. Principals are doing observations of teachers during their remote classes.

**School Climate**

*Antiracism*- students participated in one survey, gathered information from them in faculty/student discussion forums, teachers have participated in 3 trainings so far this year with another one planned in March, the Social Justice standards were woven into curriculum planning during the professional development day in January.

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

Dr. Dwight presented the feedback she received from the Students for Justice Club, DEI, Arm and Arm and the Alumni group with regard to the Diversity, Equity and Inclusion (DEI) Coordinator job description. Dr. Dwight is recommending the DEI Coordinator as a stipend position and hopes that in the next budget cycle, if it is the vision of the committee, we could advocate to move this position to full time. Shannon Molloy asked that we not forget the "Open Letter" request that we bring in an outside consultant. Dr. Dwight will need to meet with the HTA to determine the stipend amount.

Sharlene Cronin made the motion and Suzanne Allen seconded to move to approve the job description for the DEI Coordinator position as presented.

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

**Policy Review**

The Committee reviewed the policy on responding to known or suspected COVID-19 cases. Discussion was held around changing the protocols when COVID-19 cases are present in the school or district. Under consideration is to remove section 2, 3, and 4 of the protocol which identifies the number of positive students in a grade level that requires a switch to remote.

Abby Besse made the motion and Shannon Molloy seconded to strike item 2, 3, and 4 from the policy on when the district would go remote.

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

The Policy Subcommittee will review the changes at their next meeting and bring back a revised document to the February 22<sup>nd</sup> meeting.

### **Grant Approval**

The PTO Appleseed grant in the amount of \$3,500 was presented for approval. The grant is given to the Hildreth Elementary School to be used by classroom teachers to purchase items for their classrooms.

With no objection SusanMary Redinger approved the grant as submitted.

### **Future Meeting Dates**

Wednesday, February 10<sup>th</sup> – Finance Committee/School Committee

February 22<sup>nd</sup>

March 8<sup>th</sup>

### **Agenda Items**

Survey response narrative

Grade comparison

Policy

Bromfield School Improvement Plan

Financial Report

### **Minutes**

With no objection, SusanMary Redinger approved the minutes as amended.

### **Liaison and Subcommittee - Tabled**

### **Public Commentary**

Sue Voute, 95 Bolton Road, Harvard, MA – COVID-19 guidelines

Jessica Reynolds, 84 East Bare Hill Road, Harvard, MA – contract tracing

### **School Committee Commentary**

None

### **Adjournment:**

At 9:40 p.m. SusanMary Redinger made the motion and Sharlene Cronin seconded that we adjourn into executive session pursuant to Massachusetts General Laws Chapter 30A section 2 for the purposes to discuss strategy with respect to and in preparation for collective bargaining with Harvard Teachers' Association because an open discussion may have a detrimental effect on the bargaining position of the Committee. We will not be returning to open session.

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