

**School Committee Meeting
Monday August 24, 2020
6:15 p.m.**

Join Zoom Meeting

<https://us02web.zoom.us/j/87212182678?pwd=Mk55NXBBT3c5Q21YYTFnVmtCY3hadz09>

+1 646 558 8656 US (New York)

Meeting ID: 872 1218 2678

Passcode: 425464

1. Call to Order and Read Vision Statement (6:15)
2. Public Commentary (6:20)
3. Student Report (6:25)
4. Superintendent Update (6:30)
5. MIAA Sports Participation for Remote Learners; VOTE (6:35)
6. Rental Fees for Facility for Town Employee Childcare; VOTE (6:40)
7. Remote Learning Update (6:45)
8. Student Schedules Presentation (Graphic) (7:05)
9. Personnel Increase Request; VOTE (7:15)
10. BOH/Testing Update (7:25)
11. COVID Budget Impact Update (7:35)
12. Year End Financials; VOTE (7:45)
13. COVID Related Policy Review; VOTE (8:05)
 - Travel Guidelines
 - Student Absences Amendment JH
 - COVID Exposure/symptom Guidelines
14. M/S Ramp Submission; VOTE (8:30)

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.

Harvard Public Schools
39 Massachusetts Avenue, Harvard, Massachusetts 01451

- 15. Future Meeting Dates (8:35)
- 16. Agenda Items (8:40)
- 17. Minutes (8:45)
- 18. Liaison/Subcommittee Updates (8:50)
- 19. Grant Approval (8:55)
- 20. Public Commentary (9:00)
- 21. SC Commentary (9:05)
- 22. Adjourn (9:10)

Packet material: Architect Documents, Personnel Recommendation Memo, superintendent report, student schedules, graphics, Childcare information, MIAA information

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Superintendent's Update
August 24, 2020

I. Recommendation for Remote Teaching Personnel Needs

Standard I: Instructional Leadership

Now that families have committed to their re-entry plan for learning either in the hybrid model or the fully remote model, we have the need to hire 1 – 2 more teachers. I would like to request the use of funds from Devens to hire up to two long term substitute teachers for the Harvard Public Schools. The positions would be paid at a B1 rate of \$50,582. I will keep the School Committee updated on the final need for 1 or 2 teachers and the on-going process as it develops in the next weeks.

II. Seeking Permission for MIAA Sports Involvement

Standard I: Instructional Leadership

There is a possibility that students who attend school remotely will need approval by the School Committee to participate in sports. I would like to seek a vote of the members before the season potentially starts in mid-September. There have been parents asking us for this specific sports involvement for their children.

III. Rental Fee for Facility for Town Employee Childcare

Standard IV: Professional Culture

Cristin Hodgens has led a group of teachers in their quest for childcare solutions. Like many families, teachers relied on their home districts to provide school-age child care while they were teaching. Since each district in the area is on a different schedule, this year has unique challenges for our faculty and staff with children.

The leadership team is partnering with the teachers on the solutions in multiple ways. One of the agreements between the teachers and the leaders has been the flexibility to teach from home when remote. The remote teaching parameters have been developed jointly and will be shared with teachers on Tuesday.

The other way we have partnered is to identify sites in town to provide school aged childcare. Upon learning that the state would grant a license exemption for this type of program with Select Board agreement, I sent a letter to Alice for preliminary approval. (see attached email exchange) We also expanded the child care arrangement to include other town employees' families.

We contacted the Unitarian Church leadership in hopes of using their Fellowship Hall for this purpose as it was designed and build with school-based programs in mind. Last year, a homeschool group was using the space for teaching and learning. We met with David Kendall, the manager of the building to review the possibility. He said that the leadership board was interested in having the building used for this community beneficial purpose.

Superintendent's Update
August 24, 2020

While we are gathering data on the commitment to this program, we know that covering the rental cost through a fee structure is likely to make the expense too high for families. What I am proposing is that the participating families pay for the staff wages and benefits and the district contribute the cost of the rental of the building. The monthly fee would be an estimated \$500.

The nightly cleaning would be the responsibility of our custodial crew and we would employ the Bridges staff to supervise the students and potentially help them with their remote learning. David confirmed that the internet is strong and that there is plenty of inside and outside space for distancing. We would follow the same safety guidelines as we have implemented at the school and eating would be done outside only. The program would be open to students ages 5 – 18 from 7 AM – 1:30 PM, four days a week.

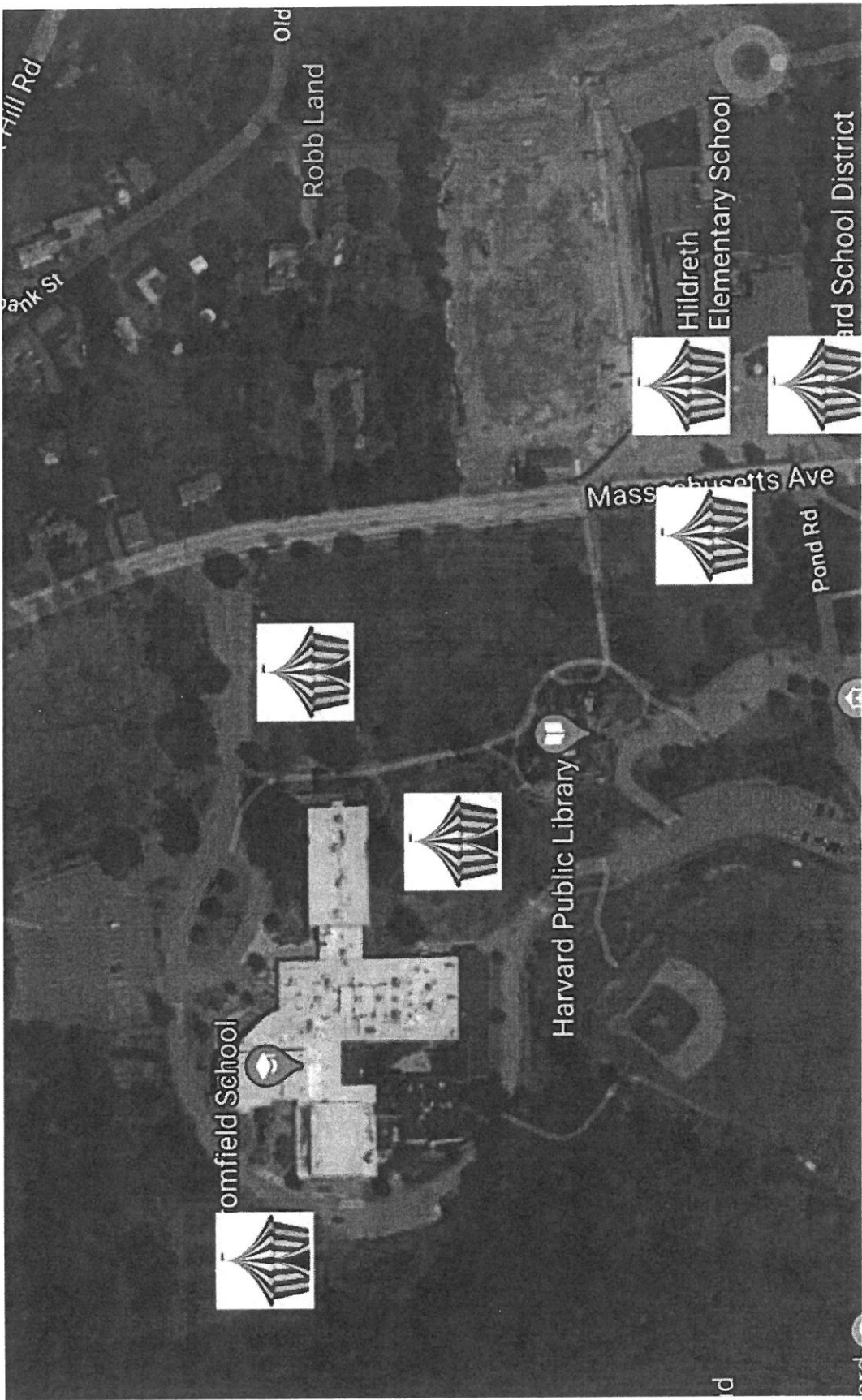
IV. Personnel Update

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

We are rehiring the majority of the hourly staff who were laid off at the end of last year for either 4 days or 5 days a week in the hybrid/remote model. Our commitment letter to the hourly employees indicates that if the district moves into a fully remote plan, that their positions will be reevaluated.

While none of the professional staff decided to take a year off, unpaid, we did have several hourly staff members decide to take this option. We are not automatically filling those positions, but instead carefully reviewing the staffing needs for the upcoming school year. We should be able to provide an updated personnel tracking sheet at our next meeting on September 14th.

Proposed Tent Locations; 8/18/20



Hello,

I am reaching with a wide net to seek approval for the professional installation of tents on the town and library properties. Please forward this message to others if I have inadvertently missed someone on the email list.

The tents will provide outside learning spaces for our students as they return to school for 1/2 days in this pandemic time (starting on 9/8 and 9/9). Medical advisors have confirmed that using outdoor spaces as much as possible will help lessen the transmission of the virus. Also, since students will need to wear masks inside the buildings, we will need spaces to take them outside for mask breaks in any type of weather.

The tents we have secured with a deposit are 20 X 40 from Atlantic in Leominster. They will provide a fire rating certificate and ensure that the open-air tents are properly installed. The tents would be rented monthly until they are no longer needed or no longer feasible to use. Atlantic is interested in putting them up next week, if possible as they are overwhelmed with orders from surrounding communities.

Please see the attached graphic that shows the general location, although they are not to scale. Also, please let me know what the next steps are needed in this approval process.

Sincerely,

Linda G. Dwight

Superintendent, Harvard Public Schools

Linda Dwight <ldwight@psharvard.org>

Wed, Aug 19, 5:25 PM (2
days ago)

to Alice, SusanMary, Tim, Marie, Cristin

Hello Tim and Alice,

Since every district is doing something slightly different for their reopening plan, it is creating school-age child care issues for our faculty and staff. We are working with a group of teachers on possible solutions. The idea that we would like to move forward, requires a letter from the Select Board for approval from EEC. <https://www.mass.gov/orgs/departments-of-early-education-and-care> Our proposal is to use the Unitarian Fellowship Hall for town employees (including Town Hall, Library, Police, Fire, DPW, etc.) school-age child care during the day from 7 AM - 2 PM.

The employees would be our Bridges staff and participants would pay a fee to have their children participate. The fees would be used to help cover the costs of the employees' hourly wage and benefits as the program has been self-funded in the past.

The reason that a letter of endorsement is needed, is that this school day child care program would fall under a new license exemption discussed by the Commissioner of Education on our call today. Currently, our Bridges license covers only before and after school care, but not during the school day. The new application process will require us to ensure fingerprinting, CORI checks, and the proper staff/student ratio that we already use for our Bridges program. The Select Board would also indicate that the School Department will oversee the program.

As with most of our situations right now, our planning is fast and furious. We would need to have this potential approval in the next week or so. I realize this is unusually fast and I was wondering how we might be able to move this forward.

Thanks for considering.

Linda G. Dwight
Superintendent, Harvard Public Schools



Alice von Loesecke

Wed, Aug 19, 7:28 PM (2
days ago)

to Tim, me, SusanMary, Marie, Cristin

Linda,

I'm happy to work with you or someone else on the wording of the letter, unless you have a suggested draft? I want to make sure I cover everything you need. We'll need to have a Select Board vote to authorize me signing the letter, so I'll try to get a meeting together ASAP.

Category	Actuals as of August 10, 2020	Forecasted for whole School Year as hybrid 2021	Monthly Forecast	Description	Assumptions
PPE	\$31,781	\$21,250	\$3,455	Includes backup face masks,gloves, gowns, disinfecting wipes, Children's masks, etc.	Actual purchases of some PPE items should take us through December. We will need to purchase additional PPE if the situation continues. Some PPE items such as gowns, children's masks, etc. were purchased enough for the whole year. All PPE supplies will be monitored on a monthly basis and will be adjusted accordingly during the year.
Software	\$19,225	\$15,400	\$0	Includes, all necessary software, Such as BrainPOP, Newsela, Book Creator, Screencastify, Kami, Zoom, G-Suite Enterprise for Education, Pear Deck, etc.	Most software orders were already placed. A few districtwide purchases such as Zoom licenses, G-Suite Enterprise, etc. are still in negotiation.
IT Hardware	\$14,460	\$0	\$0	Includes outdoor wifi equipment, installation, and licenses	
Online Instructional Platform	\$7,735	\$0	\$0	To allow teachers better organize online teaching	
Instructional Materials	\$6,031	\$0	\$0		
Sanitation Supplies	\$12,087	\$11,112	\$1,852	Inlcudes disinfecting fog machine, additional sanitizers, disinfectant, and other sanitizing materials	Already purchased supplies should be enough until December. If the situation continues, we will make purchases on a quarterly basis.

Signs	\$750	\$0	\$0	Signs for social distancing and other floor decals	
Furniture	\$57,270	\$0	\$0	500 Students desks	
Tents - Delivery and Installation		\$825		Delivery and installation of tents	
month		\$72,000	\$7,200	10 Month rental for 6 tents	
TBS		\$80,000		\$50,000-\$75,000	
Remote Stipends		\$41,000		\$1,000 x 41 teachers	
Additional PD Trainings; Ed Tech Teacher (confirmed) and others TBD		\$20,000			
Additional Virtual High School seats		\$13,000		50 Additional seats	
Stipends HES				Part of hourly staff's FTE will be dedicated for this task	
system		\$4,500		3 units at \$1,500 each	
Air purifier		\$3,000		10 at 300 each	
				To allow teachers better organize online teaching	
Custodian		\$58,500		Salary + Benefits	
Teacher (remote		\$50,582		Salary only	
instructor		\$50,582		Salary only	
Total	\$149,339	\$441,751	\$12,507		

Harvard Public Schools
2019/2020
Draft #1 Budget

Central Office

		<i>Proposed FY20 Budget</i>		<i>FY20 Actual</i>	
Salary Accounts	Object				
Superintendent Salary	51691	\$	170,655	\$	170,664 100%
Sup't Administrative Asst	51702	\$	75,702	\$	75,712 100%
School Business Manager	51915	\$	60,000	\$	84,999 142%
Business Coordinator Salary	51731	\$	54,972	\$	54,974 100%
Transportation Clerk Salary	51742	\$	-	\$	-
Stipends/Wellness/Retirement/SC Secretary	51110	\$	8,000	\$	2,500 31%
HTA Salaries	51151	\$	-	\$	7,800
TSA Match	51100	\$	62,000	\$	91,441 147%
Professional Development Stipends	51941	\$	47,715	\$	42,164 88%
Other Stipends	51130	\$	20,000	\$	20,000 100%
Offset to salaries - Bldg. rental	OFS	\$	(10,000)	\$	- 0%
Offset to salaries - Devens (Sch. Bus. Mgr.)	OFS	\$	(60,000)	\$	- 0%
Offset to salaries - Devens (Other Stipends)		\$	(20,000)	\$	(20,000) 100%
Total Salaries		\$	409,044	\$	530,256 130%
Non-Salary/Ordinary Accounts					
Legal Fees General	52713	\$	18,000	\$	6,788 38%
Office Expense	52715	\$	16,350	\$	14,110 86%
Equipment Lease/Repairs	52914	\$	4,903	\$	889 18%
System-wide Professional Development	52954	\$	95,765	\$	97,336 102%
Dues and Subscriptions	52957	\$	9,874	\$	10,230 104%
Regular Transportation	53214	\$	405,000	\$	411,371 102%
Offsets to Non Salary - Bus Fees	OFNS	\$	(15,000)	\$	(55,122) 367%
Offset to Non Salary-Title IIA/IV grant	OFNS	\$	(45,000)	\$	(45,000) 100%
Offset to Salary - Title I grant	OFS	\$	(9,000)	\$	(9,000) 100%
Total Non-Salary		\$	480,892	\$	431,602 90%
Salary Accounts		\$	409,044	\$	530,256 130%
Non-Salary/Ordinary Accounts		\$	480,892	\$	431,602 90%
		\$	889,936	\$	961,857 108%

Harvard Public Schools
2019/2020
Draft #1 Budget

School Facilities					
		Proposed FY20 Budget		FY20 Actual	
Salary Accounts	Object				
Director of Facilities	51374	\$ 87,130	\$ 84,365		97%
Custodial Salaries	51372	\$ 421,345	\$ 435,633		103%
Overtime/snow removal Salaries	51300	\$ 30,000	\$ 1,107		4%
Total Salaries		\$ 538,475	\$ 521,105		97%
Non-Salary/Ordinary Accounts					
Telephone	52380	\$ 7,000	\$ -		0%
Supplies/Maintenance/Building	52381	\$ 114,224	\$ 87,504		77%
Water	52382	\$ 25,000	\$ 35,896		144%
Electricity	52385	\$ 200,000	\$ 201,727		101%
Fuel	52383	\$ 120,000	\$ 82,983		69%
HVAC/Preventative Maintenance	52387	\$ 64,261	\$ 47,100		73%
Cleaning Contract	52388	\$ -	\$ -		
Snow Removal (Equipment rental)	52393	\$ 25,000	\$ 12,000		48%
Trash Disposal	52390	\$ 14,500	\$ 16,292		112%
Contracted Services	52391	\$ 68,650	\$ 60,836		89%
Offsets to Non salary - Food Svc	OFNS	\$ (10,000)	\$ -		0%
Offsets to Non salary - Community Ed	OFNS	\$ (80,000)	\$ (40,000)		50%
Total Non-Salary		\$ 548,635	\$ 504,337		92%
Salary Accounts		\$ 538,475	\$ 521,105		97%
Non-Salary/Ordinary Accounts		\$ 548,635	\$ 504,337		92%
		\$ 1,087,110	\$ 1,025,442		94%

**Harvard Public Schools
2019/2020
Draft #1 Budget**

Hildreth Elementary					
		<i>Proposed FY20 Budget</i>		<i>FY20 Actual</i>	
Salary Accounts	Object				
Principal Salary	51851	\$ 118,312	\$ 118,312		100%
Associate Principal Salary	51852	\$ 98,411	\$ 91,751		93%
Secretary Salaries	51862	\$ 88,334	\$ 82,644		94%
Dept. Coord./Team Leader Stipends	51872	\$ 121,199	\$ 116,197		96%
Guidance Salary	51320	\$ 68,463	\$ 43,668		64%
Nurses' Salaries	51811	\$ 65,458	\$ 66,928		102%
Teachers' Salaries	51891	\$ 2,475,901	\$ 2,458,254		99%
Clerical Aide	51902	\$ 8,021	\$ 6,799		85%
Reading Tutors	51906	\$ 82,920	\$ 70,841		85%
Substitute Teachers' Salaries	51892	\$ 51,900	\$ 68,492		132%
Library Media Coordinator Salary	51976	\$ 68,549	\$ 73,249		107%
Kindergarten Aides	51941	\$ 122,634	\$ 137,303		112%
Math Tutor	51943	\$ 93,696	\$ 75,540		81%
Recess Aide	51942	\$ 24,799	\$ 25,761		104%
Student Activity	51944	\$ 5,000	\$ 4,052		81%
Offset To Salaries - K Tuitions	OFS	\$ (170,000)	\$ (170,000)		100%
Offset To Salaries /Title I Reading Tutor	OFS	\$ (51,500)	\$ (39,421)		77%
Offset To Salaries/Title I Director	OFS	\$ (60,000)	\$ (32,000)		53%
Offset to Salaries-Math Tutors	OFS	\$ (29,005)	\$ (10,849)		37%
Offset to Salaries - Devens Tuitions	OFS	\$ (400,000)	\$ (300,000)		75%
Total Salaries		\$ 2,783,090	\$ 2,887,522		104%
Non-Salary/Ordinary Accounts					
Office Expense	52874	\$ 1,452	\$ 1,391		96%
Equipment Lease/Repairs	52914	\$ 21,706	\$ 21,490		99%
Pupil Supplies	52915	\$ 38,204	\$ 23,742		62%
Dues and Subscriptions	52957	\$ 2,744	\$ 2,215		81%
Textbooks/Curriculum Materials	52965	\$ 31,886	\$ 15,820		50%
Library Media Books/Materials	53004	\$ 6,465	\$ 6,133		95%
Devens Offset	OFNS				
Small Capital Equipment	58500	\$ 8,691	\$ 1,890		22%
Shaw Trust Offset		\$ (8,691)			0%
Total Non-Salary		\$ 102,456	\$ 72,680		71%
Salary Accounts		\$ 2,783,090	\$ 2,887,522		104%
Non-Salary/Ordinary Accounts		\$ 102,456	\$ 72,680		71%
		\$ 2,885,546	\$ 2,960,202		103%

Harvard Public Schools
2019/2020
Draft #1 Budget

The Bromfield School					
		Proposed FY20 Budget		FY20 Actual	
Salary Accounts	Object				
Principals Salary	51852	\$	133,806	\$	133,806 100%
Associate Principal Salary	51851	\$	110,256	\$	110,261 100%
Dean of Students (Stipend)	51130	\$	6,500	\$	6,500 100%
Secretary Salaries	51862	\$	105,504	\$	104,229 99%
Clerical Aide	51902	\$	8,021	\$	6,745 84%
Dept.Coord./Team Leader Stipends	51811	\$	47,825	\$	50,238 105%
Guidance Salary	51872	\$	271,148	\$	271,147 100%
Guidance Secretary Salary	51905	\$	44,701	\$	41,090 92%
Nurse Salary	51882	\$	99,867	\$	93,568 94%
Teachers' Salaries	51891	\$	4,310,124	\$	4,260,744 99%
Substitute Teachers' Salaries	51892	\$	52,000	\$	62,134 119%
Library Media Coordinator Salary	51991	\$	81,149	\$	77,548 96%
Instructional Aide Salaries	51993	\$	28,175	\$	28,385 101%
Athletics	51100	\$	39,437	\$	15,000 38%
Student Activity Salaries	51321	\$	72,744	\$	72,508 100%
Offset to Salaries - Title I	OFS	\$	(28,175)	\$	(28,175) 100%
Offset to Salaries - School Choice	OFS	\$	(310,000)	\$	(310,000) 100%
Offset to Salaries - Devens	OFS	\$	(500,000)	\$	(286,582) 57%
Total Salaries		\$	4,573,081	\$	4,709,146 103%
Non-Salary/Ordinary Accounts					
Office Expense	52874	\$	3,637	\$	1,382 38%
Equipment Lease/Repairs	52914	\$	26,445	\$	37,516 142%
Pupil Supplies	52915	\$	50,799	\$	48,421 95%
Dues and Subscriptions	52957	\$	15,365	\$	13,878 90%
Textbooks/Curriculum Materials	52965	\$	42,152	\$	25,548 61%
Library Media Book/Materials	53008	\$	9,916	\$	7,735 78%
Virtual High School Expense	53009	\$	18,000	\$	16,925 94%
Student Activity Expenses	53344	\$	12,697	\$	4,795 38%
Small Capital Equipment	58500	\$	34,025	\$	34,025 100%
Offset to Small Capital - Shaw	OFNS	\$	(35,000)	\$	(34,025) 97%
Total Non-Salary		\$	178,037	\$	156,200 88%
Salary Accounts		\$	4,573,081	\$	4,709,146 103%
Non-Salary/Ordinary Accounts		\$	178,037	\$	156,200 88%
		\$	4,751,118	\$	4,865,346 102%

**Harvard Public Schools
2019/2020
Draft #1 Budget**

Pupil Services

		Proposed FY20 Budget		FY20 Actual	
Salary Accounts		Object			
Director of Pupil Services Salary	51811	\$	122,082	\$	122,096 100%
Secretary Salary	51822	\$	44,706	\$	46,154 103%
Bromfield Teachers' Salaries	51891	\$	641,182	\$	587,279 92%
HES Teachers' Salaries	51893	\$	366,097	\$	352,165 96%
System-wide Teachers' Salaries	51890	\$	495,297	\$	498,953 101%
Bromfield Learning Assts.' Salaries	51902	\$	220,678	\$	280,940 127%
HES Learning Assts.' Salaries	51903	\$	245,679	\$	235,662 96%
ELL Salaries	51852	\$	99,144	\$	98,422 99%
Preschool Teachers' Salaries	51000	\$	105,818	\$	151,612 143%
Preschool Learning Assts. Salaries	51021	\$	30,974	\$	33,489 108%
Home Instruction Salaries	51072	\$	20,675	\$	16,148 78%
NURSE/VAN MONITOR	51905			\$	1,952
PROF DEVMENT SAL D3495	51906			\$	3,365
Offsets to salaries - Preschool Tuition	OF5				
Total Salaries		\$	2,392,332	\$	2,428,237 102%
Non-Salary/Ordinary Accounts					
Office Expense	52834	\$	3,887	\$	1,476 38%
Legal Fees SPED	52714	\$	28,000	\$	11,854 42%
Equipment Lease Repair	52914	\$	1,518	\$	- 0%
Pupil Supplies	52915	\$	17,501	\$	9,171 52%
SPED Transportation	53214	\$	367,440	\$	277,884 76%
Other Professional Services	53805	\$	78,415	\$	45,241 58%
Homeless Transportation	53216	\$	10,800	\$	15,233 141%
Out of District Tuitions	54810	\$	621,937	\$	1,102,180 177%
Collaborative Tuitions	54820	\$	1,060,615	\$	574,255 54%
Preschool Expenses	52430	\$	1,549	\$	4,513 291%
Other Small Equipment	58500	\$	3,840	\$	428 11%
Offset 262 grant carryforward	OFNS				
Offset to Non Salary - Circuit Breaker	OFNS	\$	(510,000)	\$	(502,788) 99%
240 Grant Offset	OFNS	\$	(248,308)	\$	(254,345) 102%
Devens Transportation Offset	OFNS	\$	(54,240)	\$	(62,927) 116%
Devens OOD Offset	OFNS			\$	(88,110)
Total Non-Salary		\$	1,382,954	\$	1,134,065 82%
Salary Accounts		\$	2,392,332	\$	2,428,237 102%
Non-Salary/Ordinary Accounts		\$	1,382,954	\$	1,134,065 82%
		\$	3,775,285	\$	3,562,301 94%

Harvard Public Schools
2019/2020
Draft #1 Budget

Technology

		<i>Proposed FY20 Budget</i>		<i>FY20 Actual</i>	
Salary Accounts	Object				
Network Manager	51021	\$	99,741	\$	99,741 100%
Computer Services Salaries	51021	\$	52,922	\$	52,879 100%
Computer Services Salaries P/T	52021	\$	9,751	\$	9,751 100%
Educational Technology Coordinator	51100	\$	99,114	\$	105,824 107%
Technology Support	51021	\$	46,818	\$	46,818 100%
Technology Coordinator	51021	\$	5,000		0%
Total Salaries		\$	313,346	\$	315,014 101%
Non-Salary/Ordinary Accounts					
System-wide Hardware	52050	\$	55,900	\$	26,143 47%
System-wide Software	55100	\$	68,066	\$	73,446 108%
Internet Service Provider	52380	\$	22,008	\$	29,973 136%
HES Software	55200	\$	4,900	\$	4,900 100%
Bromfield Software	55340	\$	8,500	\$	7,250 85%
Maintenance	52875	\$	18,427	\$	13,278 72%
Supplies	55400	\$	22,000	\$	18,906 86%
Technology Leases		\$	324,717	\$	324,470 100%
HCTV Stipend		\$	20,000	\$	20,000 100%
Offset to non salary Devens (HCTV Stipend)		\$	(20,000)	\$	(20,000) 100%
Offset to non salary Devens	OFNS	\$	(380,000)	\$	(324,470) 85%
Offset to Title I	OFNS	\$	(8,800)	\$	(8,800) 100%
Total Non-Salary		\$	135,718	\$	165,096 122%
Salary Accounts		\$	313,346	\$	315,014 101%
Non-Salary/Ordinary Accounts		\$	135,718	\$	165,096 122%
		\$	449,064	\$	480,110 107%

Harvard Public Schools
2019/2020
Draft #1 Budget

OMNIBUS BUDGET BY COST CENTER			
	<i>Proposed FY20 Budget</i>	<i>FY20 Actual</i>	
Central Office	\$ 889,936	\$ 961,857	108%
School Facilities	\$ 1,087,110	\$ 1,025,442	94%
Hildreth Elementary	\$ 2,885,546	\$ 2,960,202	103%
The Bromfield School	\$ 4,751,118	\$ 4,865,346	102%
Special Education	\$ 3,775,285	\$ 3,562,301	94%
Technology	\$ 449,064	\$ 480,110	107%
Budget Totals	\$ 13,838,059	\$ 13,855,259	100%

OMNIBUS BUDGET TOTALS			
	<i>Proposed FY20 Budget</i>	<i>FY20 Actual</i>	
Salary Accounts	\$ 11,009,369	\$ 11,391,279	103%
Non-Salary/Ordinary Accounts	\$ 2,828,691	\$ 2,463,981	87%
OMNIBUS TOTALS	\$ 13,838,060	\$ 13,855,260	100%

File:

COVID TRAVEL POLICY
Draft 8/20/20

This policy applies to any staff or student of Harvard Public Schools that travels to a state identified as restricted by the Massachusetts guidelines for out of state travel. If a member of the Harvard public school community travels outside of the approved areas, they are required to quarantine for 14 days prior to entering the schools or produce a negative Covid-19 test administered no sooner than 96 hours after return to Massachusetts. This policy is to remain in place until rescinded by the school committee.

<https://www.mass.gov/info-details/covid-19-travel-order>

<https://www.mass.gov/info-details/covid-19-travel-order#lower-risk-states->

RESPONDING TO KNOWN OR SUSPECTED COVID-19 CASES

Draft 8/20/20

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

Event	Location of Event	Testing Result	Quarantine
Individual is symptomatic	<p>If an individual is symptomatic at <u>home</u>, they should stay home and get tested.</p> <p>If an individual student is symptomatic on the <u>bus or at school</u>, they should remain masked and adhere to strict physical distancing. Students will then be met by the nurse and stay in the medical waiting room until they can go home. They should not be sent home on the bus.</p> <p>If an individual <u>staff member is symptomatic at school</u>, they should find coverage for their duties and</p>	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> <p><i>(added 8/24 4:36)</i></p>
		Individual tests positive	Remain home (except to get medical care),

	then go home and get tested.		<p>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 of symptoms as long as symptoms have improved and has been fever free without fever reducing medications for 24 hours.</p>

Individual is exposed to COVID-19 positive individual	<p>If an individual is at home when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and be tested 4 or 5 days after their last exposure.</p>	Individual tests negative	<p>Remain home in self quarantine for 14 days after last exposure to the person who tested positive regardless of test result.</p>
	<p>If an individual is at school when they learn they were in close contact with an individual who tested positive for COVID-19, they should be masked for the remainder of the day (including K-1 students) and adhere to strict physical distancing. Parents can pick up during school or at the end of the day and close contact students should not take the bus home.</p>	Individual tests positive	<p>Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative.</p> <p>Most people who have relatively mild illness will need to stay in self isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.</p>
		Individual is not tested	<p>Remain home in self-isolation for 14 days</p>

Additional protocols to follow if there is a Covid19 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 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 to get home.
- Caregivers and students, as well as staff, should wash their hands upon arriving at home and change their clothes as a precaution.
- Close contacts should not come back to school until they have quarantined for 14 days. If they are tested, contacts are asked to communicate their test results to the school.

Cleaning implications:

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

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

Send a communication to the families in the student's class(es) that there has been a positive test without naming the individual student or staff member who tested positive. Communications sent to families/staff in the affected class should:

- Inform them there was a positive test (not the specific individual) in the self-contained classroom.
- Explain that the department of public health will contact families of individuals that were within 6 feet for more than 15 minutes of the person with a positive test, as they are considered close contacts and therefore should be tested.
- Instruct those designated as close contacts to isolate prior to their test and while waiting for the results. In general, as the highest yield test will be a few days after the exposure, ideally, the test should occur no sooner than day 4 or 5 after the last exposure. (In other words, if an exposure lasted several days, the best time to test is 4 or 5 days after the end of the exposure period.)
- Close contacts are asked to communicate their test results to the school. They should not return to school until they have quarantined for 14 days. This includes close contacts who receive a negative test result or who choose not to be tested.

- Remind families and/or staff of the importance of not having contact with higher-risk individuals (e.g., grandparents and those with underlying medical conditions).
- Remind families and/or staff of the list of COVID-19 symptoms for which to monitor.

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

Protocol: Presence of Covid19 cases in the school or district

With the confirmation of a single Covid19 positive case, the leadership team will convene with the district nurses and discuss steps to mitigate spread of the virus. Mitigating steps include the possibility of a short term closure of the affected building as well as a short term district wide closure. Beyond a single case occurring at one time, the district will close the buildings and switch to remote learning for at least 14 days. Additionally, the leadership team may make a recommendation for closure based on factors outside of the school system such as rising COVID-19 case counts in the town, county and/or state. Leadership will consult with the local board of health and the school committee regarding decisions to close a school or switch the district to remote learning.

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

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

- Informing them that it is possible COVID-19 is being transmitted in the school and/or district
- Noting that there may be more potential cases that are not yet symptomatic
- Recommending students quarantine and not have contact with others
- Reminding families of the importance of not having contact with higher-risk individuals (e.g., grandparents)
- Reminding families of the list of COVID-19 symptoms for which to monitor
- Ensuring that remote learning is immediately provided to all students

Before bringing students back to school:

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

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance for all students, when learning in-person and remotely, is essential for success in school. The School Committee recognizes that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

During the COVID-19 pandemic, parents/guardians are asked to monitor students for symptoms of possible illness and keep students home if students or household members are experiencing symptoms consistent with possible COVID-19 infection. These absences will be considered excused and will not require health care provider documentation, but families should be in communication with the school nurse if COVID-19 infection is suspected or confirmed.

A child may also be excused for other exceptional reasons with approval of the principal or designee.

Parents/guardians will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a health care provider's statement certifying such absences.

Student Absence Notification Program

Each principal or designee will notify a student's parent/guardian within three (3) days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each principal or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school

year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Dropout Prevention

A student who has not graduated from high school and has been absent from school for ten (10) consecutive days of unexcused absence shall not be considered permanently removed from school unless the principal has sent notice to the student, and that student's parent/guardian. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least two (2) dates and times within the next ten (10) days for an exit interview with the superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The superintendent or designee may proceed with any interview without a parent/guardian present, provided the superintendent has documented a good faith effort to include the parent/guardian.

The superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

SOURCE: MASC February 2019

LEGAL REFS.: M.G.L. 76:1; 76:1B; 76:16; 76:18; 76:20





CONCRETE RETAINING WALL TO REMAIN.
RE-GRADE AROUND AND UNDER

REPAVE LANDING AREA

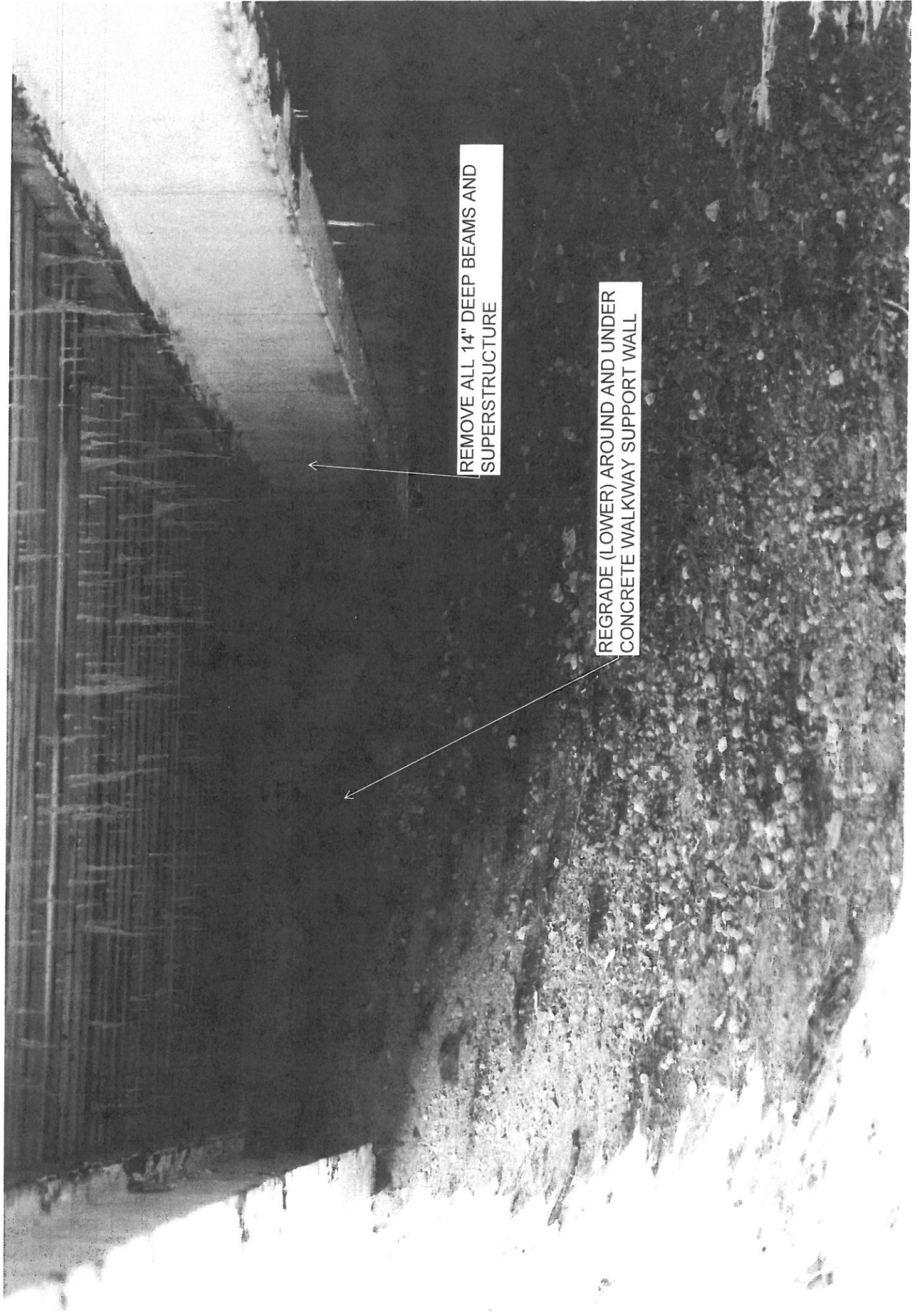


REMOVE BOLLARDS

REPAVE LANDING AREA

CONCRETE RETAINING WALL TO REMAIN.
RE-GRADE AROUND AND UNDER

REMOVE AND REPLACE
DIAMONDPLATE THRESHOLD



REMOVE ALL 14" DEEP BEAMS AND
SUPERSTRUCTURE

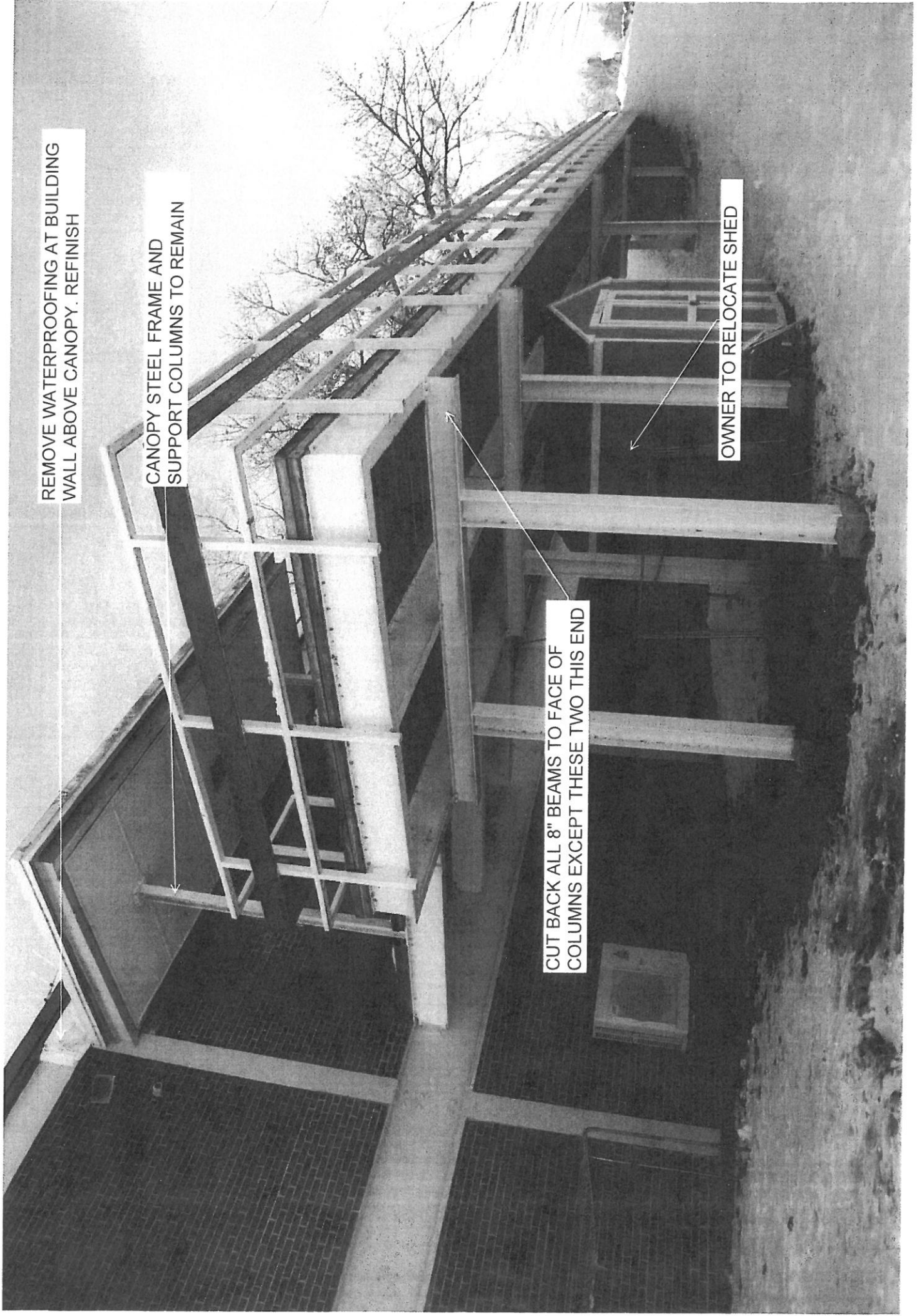
REGRADE (LOWER) AROUND AND UNDER
CONCRETE WALKWAY SUPPORT WALL

REMOVE WATERPROOFING AT BUILDING
WALL ABOVE CANOPY. REFINISH

CANOPY STEEL FRAME AND
SUPPORT COLUMNS TO REMAIN

CUT BACK ALL 8" BEAMS TO FACE OF
COLUMNS EXCEPT THESE TWO THIS END

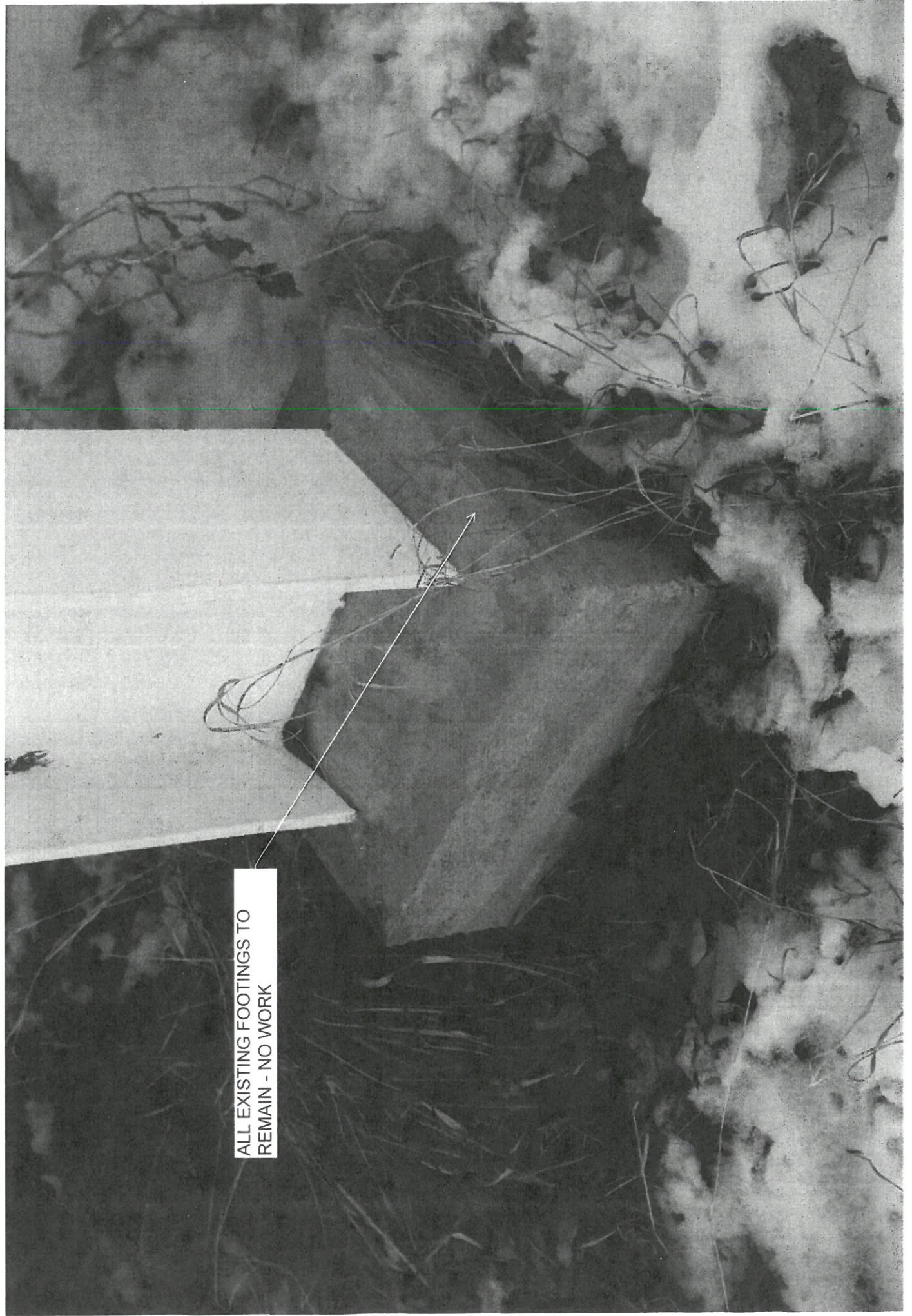
OWNER TO RELOCATE SHED





CUT BACK 8" BEAMS TO FACE OF
COLUMNS REMOVE WALKWAY ABOVE.
STRIP STEEL COLUMNS AND BEAMS TO
REMAIN TO BARE METAL AND REFINISH

ALL EXISTING FOOTINGS TO
REMAIN - NO WORK



A black and white architectural rendering of a building renovation project. The image shows a large, modern building with a prominent overhanging section. A white arrow points from a text box to the underside of this overhang. In the foreground, a wooden deck with a railing is visible, with two people standing on it. The background shows a residential neighborhood with trees and other houses.

REMOVE WATERPROOFING AT BUILDING
WALL ABOVE CANOPY. REFINISH

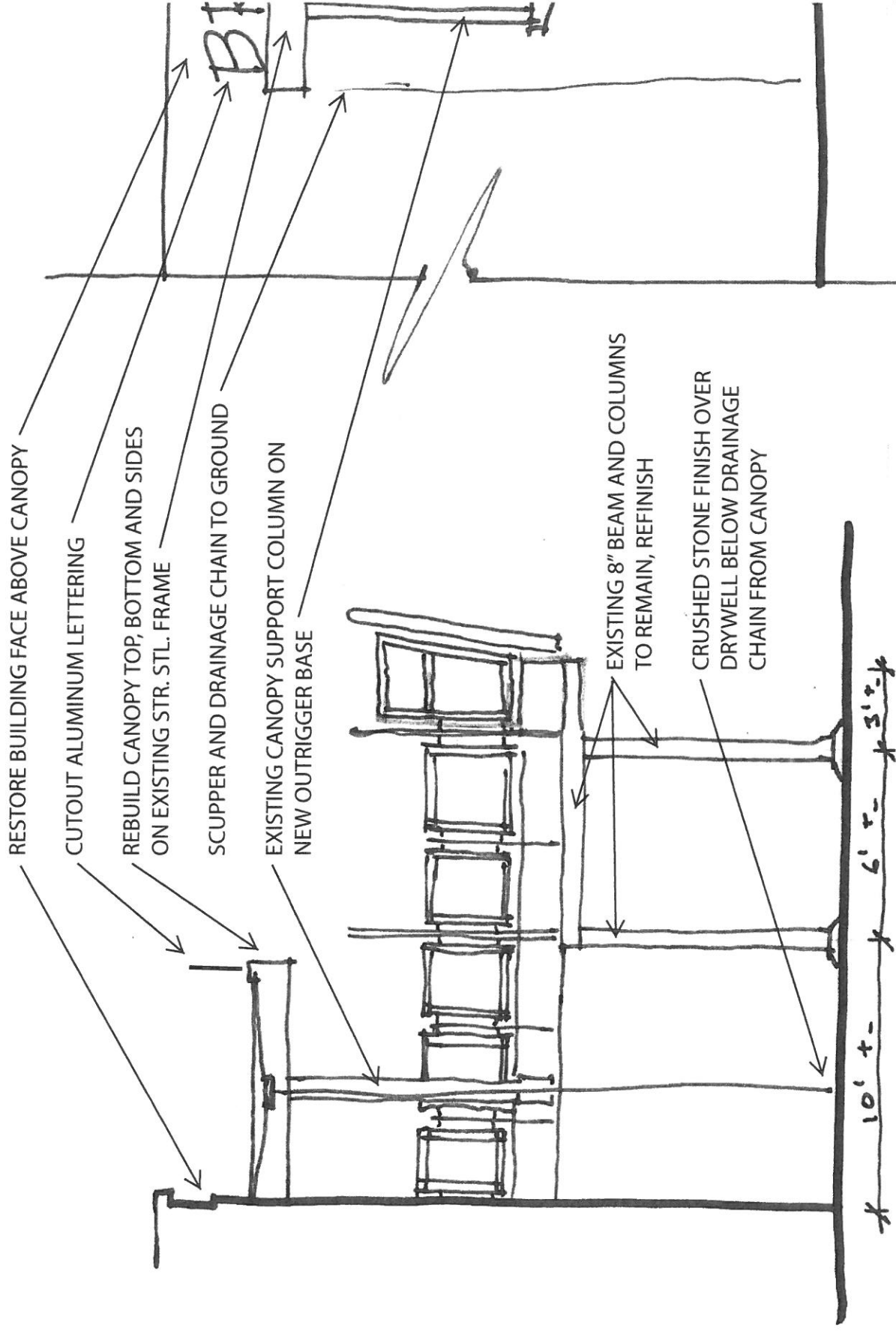
REMOVE ALL FINISHES, SHEATHING,
INFILL FRAMING AND ELECTRICAL AT
CANOPY TO STEEL FRAME. REFINISH
STEEL FRAME, REPLACE CEILING
FASCIAS, ROOF, DRAINAGE, FLASHINGS,
ETC. NEW SIGN





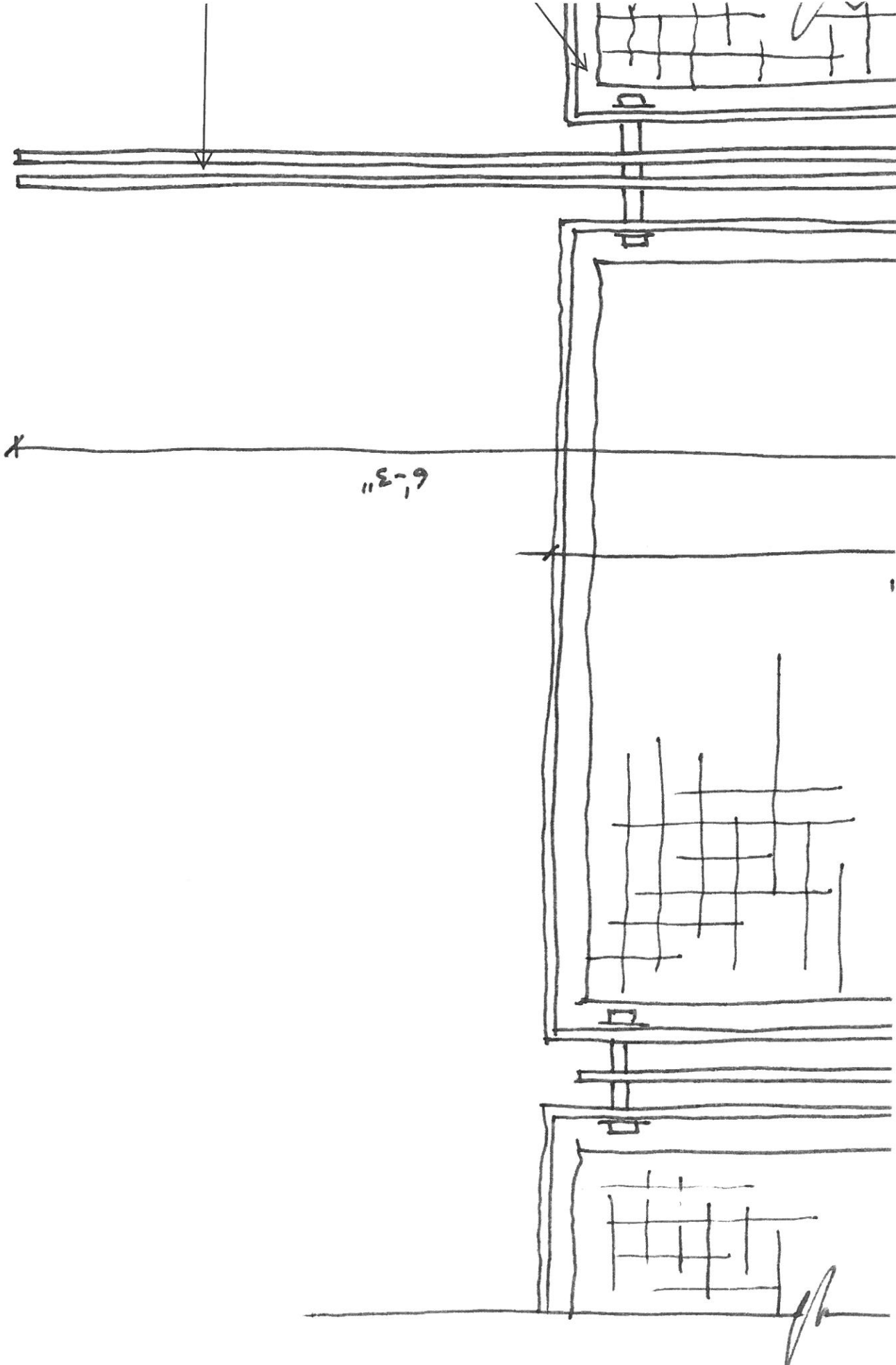
CANOPY SUPPORT COLUMNS TO REMAIN,
SUPPORT WITH OUTRIGGER AT NEW
DECK FRAMING

CUT BACK 8" BEAM TO FACE OF COLUMN.
REMOVE ALL 14" FRAMING. NEW 16" BEAM
GRID SITS ON 8" BEAM



SIDE ELEVATION

FRO



School Committee Minutes
Virtual Meeting
August 17, 2020

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

Others in attendance Scott Hoffman, Josh Myler and Aziz Aghayev.

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

Abby Besse 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 Comment:

None

Superintendent Update

Dr. Dwight reported that the Memorandum of Agreement between the Harvard School Committee and the Harvard Teacher's Association that compensates teachers to teach an extra section for the school year to bring down class sizes was approved by the HTA and will be presented to SusanMary Redinger and Melissa Niland for signature.

HPS Re-Entry Plan Update (Vote)

Dr. Dwight presented four proposed changes to the Bromfield Re-Entry plan.

1. Plan to open in hybrid 1A for the first 2 weeks with the potential to stay in 1A long term.
2. Change the in-person learning cohorts to Monday/Thursday and Tuesday/Friday to ensure that both groups are at the same point in the curriculum when they meet remotely on Wednesdays.
3. Change the time of the afternoon remote classes to 1:40 – 2:10 p.m. and 2:15 – 2:45 p.m. to give families who have students at both HES and TBS more time to arrive at home and join their remote classes following the HES dismissal.

Suzanne Allen made the motion and Abby Besse seconded to approve the plan to change the student cohorts to Monday/Thursday and Tuesday/Friday as presented.

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

2020-2021 Calendar Adjustment; Vote

Dr. Dwight explained that the administration would like to make a change to the district calendar for Bromfield. Instead of starting on Tuesday, September 8th and only seeing .5 of the students before seeing them all remotely on Wednesday, September 9th. We would like to propose starting the Bromfield students remotely on Wednesday, September 9th present changes to the school calendar to allows students to start remotely on the same day. To do this, the Professional development day set for May 14 would move to September 8th for TBS and stay on May 14th for HES.

Sharlene Cronin made the motion and Shannon Molloy seconded to approve the calendar changes as presented.

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

Remote Plan Update

Dr. Dwight shared updated data of students that will be learning in the hybrid and remote models. Dr. Dwight met to collaborate with the Remote Advisory group. Dr. Dwight was able to assure the advisory group that the remote teaching assistant will be a school employee that knows the curriculum and the system. The HTA will be meeting tomorrow to talk more about the remote plan. Dr. Dwight is excited that the advisory group wants to stay connected for the long term. Data has been collected that will be used to help identify and provide support to students who may be disengaged. The next steps are to send out a survey to families. Our next meeting is Friday.

Policy Update

The Committee reviewed the changes being proposed to policy file EBCFA: Masks and policy file E-TBD Learning Model Decision Points.

Shannon Molloy made the motion and Abby Besse seconded to approve the mask policy, file EBCFA as amended.

Vote: Allen (Abstain), Besse (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye)

Sharlene Cronin made the motion and Shannon Molloy seconded to approve policy file E-TBD Learning Model Decision Points as amended.

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

Minutes

With no objection SusanMary Redinger approved the minutes of the August 10th meeting as amended.

Public Commentary

None

SC Commentary

Suzanne Allen – would like us to present to families what a day would look like for a student in the remote and hybrid learning models. We need to be sure the to communicate to students and families how the cohort works. Thank you to everyone for all of your work.

Sharlene Cronin– would like to have an agenda item to discuss BOH decision rubric and possibly invite a member of the BOH to our meeting to talk about testing updates, tracing etc. We will need an update on budget spread sheet with a list of items ordered and received included in the detail.

SusanMary Redinger – thanked everyone for their time, energy and commitment to your job on this Committee.

Respectfully submitted,

Mary Zadroga

August, 17 2020

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

Dear Dr. Dwight,

The Harvard Schools Trust approved the following grants:

Submit Date	Request	Title	Submitter	Amount
7/23/20	20-24	Apple Pencil 1st Generation Stylus	Lisa Terrio,	\$558.00
7/23/20	20-25	Remote Learning Science Tools for High School:	Jackie Travers, Julie Burton, Kristen Vanderveen	\$1,745.50
7/31/20	20-26	PebbleGo Additional Modules	Marybeth Quaadgras, Erin Sintros	\$1,299.00

We hope all is going well.

Very truly yours,

Lindsay Burke & Terry Symula
Harvard Schools Trust

Cc.
Scott Hoffman
Josh Myler
Karen Shuttle
Rolf VandeVaart

Harvard Schools Trust

Grant Application – Short Form

NOTE: The standard application must be used if request is

- a) for more than \$300, or**
- b) for “seed money” to start a program that will be ongoing, or**
- c) for purchase of technology which will be integrated with existing technology.**

1. Applicant

a. Name(s) and relationship to the Harvard Public Schools

Lisa Terrio, World Language Department Leader and Member of the 6th Grade Team

b. Email address

lterrio@psharvard.org

c. Phone (day and evening)

(781) 452-1111

d. Application date

July 23, 2020

2. Project title: *Apple Pencil 1st Generation Stylus*

3. Project description.

After receiving the new iPads last week, we learned that they are compatible with the 1st generation Apple Pencil and the cases even have a slot to hold the stylus. During the remote learning period from the past school year, we heard rave reviews from co-workers and teachers from other districts who used their own personal Apple Pencils and apps such as Explain Everything to create their own virtual whiteboards or notebooks to either screen share with their students or to record videos to post on their websites. Zoom also offers a “Whiteboard” option when screen sharing that is compatible with the Apple Pencil.

With the uncertainty of next school year, it is likely that we will experience hybrid and remote learning at various times during the year. It would be highly beneficial to our students if we are able to show them a virtual board/notebook where we can write, annotate images, include a video of ourselves, and either share the video with students or share a PDF of the board with students afterwards.

4. Which students, and how many, will benefit from this project?

All of the students in our classes would benefit from these virtual lessons and/or videos. That would be approximately 70-90 students per teacher.

5. What is the amount of the request?

Using the discount through our Staples Advantage account, each Apple Pencil costs \$93.

<i>Lisa Terrio</i>	<i>\$93</i>
<i>Sabiha Madraswalla</i>	<i>\$93</i>
<i>Kellie Carlucci</i>	<i>\$93</i>
<i>Miranda Miller</i>	<i>\$93</i>
<i>Sharlene Tuttle</i>	<i>\$93</i>
<i>Adam Mackie</i>	<i>\$93</i>
Total	\$558

6. How will you evaluate the success of this project?

The teachers will periodically be surveyed to provide feedback on the Apple pencil (quality, effectiveness, ease of use, impact, etc.) and meet to discuss the Apple pencil's usability with various apps.

7. Follow-up with parents

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

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

We will create a video to share with students and parents at the beginning of the year using the Apple Pencil to demonstrate the new possibilities for our virtual lessons thanks to the generosity of the HST. We will also remind parents and guardians of the importance of supporting the HST through donations or becoming a Trust member.

The Trust's check will be written to The Harvard Public Schools Gift Account (managed by personnel in the Superintendent's office).

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

The Trust reserves the right to require the standard, full grant application.

Harvard Schools Trust

Grant Application

1. Applicant information

- a. Name(s) Marybeth Quaadgras, Erin Sintros
- b. Title, position, or relationship to the Harvard Public Schools
Marybeth Quaadgras - Library Media Specialist - Hildreth Elementary School
Erin Sintros - Health Specialist - Hildreth Elementary School
- c. Email address mquaadgras@psharvard.org, esintros@psharvard.org
- d. Phone (day and evening)
Marybeth Quaadgras - 978-456-4145 x2117
Erin Sintros - 978-456-4145 x 2149
- e. Application date: July 31, 2020

2. Project information

- a. Project title: PebbleGo Additional Modules
- b. Brief description.

In light of the plans for a hybrid schedule or full remote learning, we would like to request funding to purchase access to additional modules of PebbleGo, specifically the Health, Social Studies, and Biographies. PebbleGo is a research database by Capstone geared towards students in Kindergarten to Grade 3. Over the past several years HES students have had access to PebbleGo's Animals and Science modules using budgeted funding from the HES Library Budget. PebbleGo has been used to teach information / media literacy skills, integrating it with classroom curriculum research projects.

During the distance learning period in the late Winter / Spring of 2020, access to additional modules (Dinosaurs, Biographies, and Social Studies) was granted by Capstone for free. From March 2020 to June 2020, there were approximately 775 articles accessed across these three modules. This free access expired on June 30, 2020.

With this grant application, we are requesting funding to add three additional modules for the 2020-2021 school year to support in-school, hybrid, and distance learning options. These modules are Health, Social Studies, and Biographies. Health is a new module that has just become available. The Dinosaurs module has been rolled into the Animals module which we are currently still subscribing to along with the Science module using budgeted funds for 2020-2021.

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

While we know that this will be a valuable resource for hybrid or distance learning, it will have a place within the traditional in person school setting as well. The existing modules are used to teach beginning research skills for core topics in ELA and Science. Access to these additional modules will allow further exploration and research of Social Studies, Health, and more ELA curriculum topics.

In health, it will engage the K-3 students and meet their needs in the areas of general health and safety. In addition, it provides content in the area of social emotional learning which fits with district and school goals. At this time of increased stress and uncertainty, it will offer valuable support for our students. It is an excellent resource to use individually or in small or whole group settings. Some of the highlights of the program for all modules are that they increase understanding regardless of reading ability and it provides assistance to early readers. This in turn fosters independence for the students.

This program supports educators by enhancing instruction. A teacher can use it to introduce a topic or to differentiate learning instruction. Differentiated instruction is supported by literacy supports (read aloud and word highlighting) and engaging multimedia. It can also be used as a place for students to explore topics of interest to them.

d. How many students will benefit from the project?

Approximately 250 students from Kindergarten to 3rd grade can benefit from having these additional modules available as resources.

e. Has this grant ever been requested before?

This grant has not been requested before.

f. How does the project address the precepts of the Harvard Ed Plan?

The project addresses part of the Harvard Public Schools' mission to guide students to "access and apply knowledge and to think critically". With these modules students will be able to access more information that is appropriate for their age and reading levels. These modules could be used by teachers as content or enrichment and would allow for increased differentiation. With these databases, students will continue to learn / recognize that there are resources to help them answer their questions other than Google and Siri and practice keyword searches that are critical to their future learning. Students can then take the information found from the modules and apply it to the curriculum question being asked by their teachers. They can further think critically coming up with more questions to pursue.

The Social Studies module offers articles that are culturally responsive with information that introduces students to diversity, equity, and inclusion topics. The articles in this module cover topics such as Being a Good Citizen (e.g. respect, tolerance), Culture and Awareness (e.g. Homes, Schools, Clothing, Transportation, and Food around the World, ADHD, Autism, Dyslexia, Using Leg Braces), and different countries from around the world.

The Biographies module supports our efforts on offering more multicultural resources as the articles include information on African Americans, Asian Americans, Hispanic Americans, and Native Americans from the past and present and all walks of life.

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

We will include these resources in the HES 2021-2022 budget.

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

The PebbleGo modules are available through common website browsers and browser apps (Google Chrome, Safari) that are available on/for desktop computers, laptops, and mobile devices.

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

We are looking to purchase access to the additional modules in August to have them available for the start of the 2020-2021 school year. The modules can be introduced in person and/or through a synchronous / asynchronous lesson including a video. During distance learning in the Spring of 2020, a video was created to guide students with logging in, using the keyword search, and navigating the different modules and their features, including the accessibility and multimedia supports.

3. Financial information

- a. What is the total amount of the request?

We are requesting \$500 to cover the additional cost of the three modules.

- b. What are the detailed costs involved?

Each additional module on its own costs \$200 each. We have been offered a discount of \$100 for the purchase of the three additional modules. See linked quote.

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

No, we have not requested funds from other sources.

- d. If the request is for equipment or supplies, what other vendors have been considered? Have you checked for competitive pricing?

No other vendors have been considered as PebbleGo has been well received by teachers and students in grades Kindergarten to Grade 3. Prior to distance learning, the Animals and Science modules have been used for research as part of ELA, Science, and Library / Technology curriculum work.

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

Not applicable as maintenance is done by Capstone, the vendor providing PebbleGo.

f. What is the time schedule for disbursement?

We are hoping to have funds approved in early August which would be in time to purchase access for the start of the 2020-2021 school year.

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

This arrangement is acceptable.

4. Evaluation

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

In health, students will be assessed for understanding via the assignments provided by PebbleGo or by one designed by the teacher based on the content of the module. The knowledge will be used as students practice the skills necessary to good health as outlined in the national health standards (accessing valid and reliable information, disease prevention, decision making, advocacy etc...).

For library-technology classes and other academic subjects, students will also be assessed for understanding of curriculum topics through assignments provided by teachers. In all cases, students will be practicing information / media literacy skills as they practice searching, accessing, reading, and comprehending credible information from text, audio, and video formats.

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

In health and library / technology, the students will have opportunities to give verbal or written feedback via exit tickets following different lessons.

Anecdotal feedback with personal testimonies from students and teachers will be used. In the past, when students have been given a choice of classwork, many of the younger students have often asked to visit PebbleGo.

5. Follow-up with parents

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

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

We will announce the Trust's support through the HES Newsletter and HPS social media.

More information on what articles are contained in different modules can be found through the links below:

[Health Module Article List](#)

[Biographies Module Article List](#)

[Social Studies Module Article List](#)

Thank you for taking the time to consider our request.

LONG FORM INFORMATION

1. Applicant

Name(s) and relationship to the Harvard Public Schools:

Jackie Travers (physics/chemistry), Julie Burton (physics and engineering), Kristen Vanderveen (chemistry)

Science faculty at The Bromfield School

Email addresses:

jtravers@psharvard.org, jbarton@psharvard.org, kvanderveen@psharvard.org

Phone (day and evening)

Julie Burton (617) 495-3361

Kristen Vanderveen (978) 461-6141

Jackie Travers (508) 320-8708

Application date:

July 23rd, 2020

2. Project Information

Project title

Remote Learning Science Tools for High School:

(1) Pivot Interactives: Virtual Lab Activities for Physics and Chemistry;

(2) PositivePhysics Subscription

Brief description. If applicable, attach additional information.

The science department is seeking ways to provide high quality instructional methods that can be used both in the classroom and in distance learning settings to enhance laboratory based experiential learning in chemistry and physics for 9, 11, and 12th grade students and to improve problem solving skills through immediate feedback for physics students in grades 9 and 12.

Pivot Interactives uses interactive video to promote active student learning, by providing opportunities for measurements, analysis and investigation based on real data, not simulations. The library of activities provides an array of content across the science disciplines, making it possible to provide high-quality lab experiences for both in-person and distance learning situations. Teachers have the option of uploading their own

videos and activities. Additionally, students are able to plan and carry out their own experiments. Instant feedback to guide student progress is built into Pivot Interactives. Integrated data collection and graphical analysis enhance critical reasoning skills and drawing evidence-based conclusions. By integrating Pivot Interactives into the chemistry and physics courses, Bromfield students will explore a rich, real-world approach to supplement lab experiences in the classroom. Additional reviews and information about Pivot Interactives is available at their website, <https://www.pivotinteractives.com>.

[Positivephysics.org](https://www.positivephysics.org) is an online tool designed to make physics accessible and fun for all learners. The site breaks traditional physics problems down into building blocks and employs other strategies learned in over a decade of teaching experience. The platform has over 1200 physics problems to choose from that are leveled so teachers can choose the appropriate problems for their students. The site has problem solving tutorials and compiles student data for the teacher while providing immediate feedback to our students when they engage in problem solving. This platform assists students in getting real-time feedback that would otherwise be difficult to provide during remote and hybrid learning environments.

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

Students using Pivot Interactives are able to design and implement their own original experiments, making guided inquiry experiences safe and effective either as group work in class or as take-home labs. Integration of data recording and analysis features allows students to focus on interpretation and sources of error, while improving their conceptual understanding of scientific phenomena. Students learn to support their claims based on evidence and sound reasoning. With Positive Physics, students practice individual skills to achieve mastery before solving more complex physics problems. Students can also quickly identify and correct their answers as color coded solutions. Teachers can track student skill mastery real-time to see if students need additional help and guidance in specific units or with NGSS aligned inquiry-based problems.

The benefit of PositivePhysics is that a teacher can easily differentiate problems for students in different levels of Physics. Students benefit since they have access to

instructional videos that review approaches to problem solving on demand as well as receiving immediate feedback on problem sets they've been assigned.

d. How many students will benefit from the project?

Over 280 students in grades 9-12 will use the materials in this program. Students in all grade levels 9-12 would use Pivot Interactives as part of the laboratory-based curriculum in chemistry and physics. This includes all students enrolled in Chemistry CP, Honors Chemistry, AP Chemistry, all levels of 9th grade classes Introduction to Physics, Applied Physics, Honors Physics and AP Physics. Physics students in 9th grade Introduction to Physics, as well as Grade 12 students enrolled in Applied Physics, Honors Physics and AP Physics will benefit from the PositivePhysics.org platform.

e. Has this grant ever been requested before?

No

f. How does the project address the precepts of the Harvard Ed Plan?

This project will afford students the opportunity to undergo hands-on learning for abstract concepts to increase understanding and their ability to apply these concepts to real world applications.

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

This grant will not be used for seed money.

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

Both Pivot Interactives and PositivePhysics can be accessed on student and teacher MacBooks. Pivot Interactives does not integrate directly with PowerSchool; however, assignments can be pushed out through Google Classroom. PositivePhysics is compatible with Google Classroom and a teacher's Google Classroom classes can be imported into PositivePhysics.

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

We plan to implement classroom use of Pivot Interactives and PositivePhysics at the beginning of the 2020-2021 school year.

2. Financial information

- a. What is the total amount of the request? **\$1,745.50**

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

Pivot Interactives 285 students at \$4.90/student = \$1,396.50 (See quote at the end of this document: number 1071987 dated 7-20-20)

Positive Physics subscription for 2 teachers/unlimited students \$349.00 (See quote at the end of this document: number 1390 dated 7-20-20).

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

No

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

Have you checked for competitive pricing?

There are no other directly comparable vendors on the market that offer interactive video with embedded interactive measurements and analysis tools for students. Pivot

Interactives offers a discount if a school purchases 200 or more subscriptions.

Positive Physics has graciously extended their 50% discount price that would normally have expired on 8/14/2020.

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

There are no upkeep or maintenance costs for either Pivot Interactives or Positive Physics.

- f. What is the time schedule for disbursement?

We anticipate using Pivot Interactives and Positive Physics immediately upon the start of the 2020-2021 academic year. These products would need to be purchased before the first day of school for the upcoming academic year.

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

No

3. Evaluation

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

One way to evaluate the effectiveness of this project is to track the total number of Pivot Interactive virtual labs used in the chemistry and physics courses. Student understanding will be based on student abilities to explain the data and procedures and apply this knowledge to other applications of concepts explored in the lab videos. Teacher evaluation will be based on the logical reasoning and accuracy students show in their explanations of the phenomena and data analysis. Students will have the

opportunity to evaluate their own progress through peer editing and review before turning in the assignments. In Positive Physics, teachers can electronically track student progress and monitor the difficulty level of successfully completed problem sets; individual student growth can be demonstrated by improved overall scores and increasing difficulty levels

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

For both Pivot Interactives and Positive Physics, teachers will have students complete a teacher-written survey about their experience using Pivot Interactives, rating the site's usability, student interest level, and effect on learning.


4. Follow-up with parents

The Harvard Schools Trust is a 501(c)(3) nonprofit organization. In order to fulfill grant requests it relies on membership contributions from parents, school personnel, and community members. As a grant recipient, what will you do to make parents aware of the Trust's support and to encourage them to become Trust members?

During Open House when curriculum is explained to parents and the method(s) for delivery, Mrs. Burton, Mrs. Travers, and Dr. VanderVeen will make parents aware that this program was made possible through the generosity of the HST. The Trust supports us in many ways and was especially helpful in providing support during this unprecedented time. They are always open to welcoming new members to continue to support the schools in Harvard. We can write summaries of the project for the HST website.

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

1071987.pdf (1 page)



VERNIER SOFTWARE & TECHNOLOGY
 13979 SW MILLIKAN WAY
 BEAVERTON, OR 97005
 503-277-2299 fax 503-277-2440
 EIN:83-1162373

Quote
 Vernier Quote: 1071987 - 000
 Customer: 520892
 Expire Date: 10/18/2020

Customer: 520892
 JULIE BURTON
 THE BROMFIELD SCHOOL
 JBURTON@PSHARVARD.ORG
 14 MASSACHUSETTS AVE
 HARVARD, MA 01451-1653

Quote Date	Employee	Ship Via	Incoterms 2020	MOS	Terms	Contact ID	Currency
07/20/2020	krudy	OTHR	EXW	NON SHIPMEN	NET 30 DAYS		USD

Qty Ordered	Item Code	Description	Retail Price	Unit Price	Total Price
285	PIV-HS	PIVOT HS VALID ONE YEAR FROM ACTIVATION	5.00	4.90	1,396.50

This product is a web-based service, with no physical product to ship. Each student user requires one seat. Seats are activated as needed by the instructor, and are valid for one year after activation.



ESTIMATE

Positive Physics LLC
 10456 Beachcrest Dr.
 Bainbridge Island, WA 98110
 United States
 Phone: +1 206-595-4675
 positivephysics18@gmail.com

Estimate #: 1390
 Estimate date: Jul 20, 2020

Bill To:
 Harvard Public Schools

Ship To:

Description	Quantity	Price	Amount
2 Teacher Accounts & Unlimited Student Accounts (2020-2021) [50% off]	1	\$349.00	\$349.00
		Subtotal	\$349.00
		Total	\$349.00