

Harvard Public Schools

39 Massachusetts Avenue, Harvard, Massachusetts 01451

School Committee Meeting (draft)
Monday, February 12, 2018
6:15 PM
Upper Town Hall

- I. Call to Order and Read the Vision Statement (6:15)**
- II. Public Commentary (6:16)**
- III. Student Update (6:25)**
- IV. Trip Proposal (6:28)**
- V. Challenge Day Funding Recommendation (6:45)**
- VI. Cable TV Pilot Update and Future Considerations (7:00)**
- VII. Pre-School Program Update (7:15)**
- VIII. District Improvement Plan Update (7:18)**
- IX. Superintendent/School Committee Goals Update (7:30)**
- X. Superintendent Update (7:45)**
- XI. Science Lab Update (7:55)**
- XII. Consider Cancelling the 2/26 Meeting (8:05)**
- XIII. Calendar Consideration and Approval (8:10)**
- XIV. Agenda Items (8:15)**
- XV. Approval of Meeting Minutes (8:20)**
- XVI. Liaison/Sub-Committee Reports (8:25)**
- XVII. Open to Interested Citizens' and School Committee Commentary (8:30)**
- XVIII. Adjournment (8:35)**

Attachments: Superintendent Report, Pre-School Additional Information, Travel Proposal, Meeting Minutes, District Improvement Plan Update, Goals Update

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.

Field Trip Step 2

Field Trip Data Form 2017-2018

Please turn this form in to the main office no later than 3 days before scheduled departure.

Date of Fall Trip 2017: October 28-29, 2017	Date of Spring Trip 2018: April 27-29, 2018
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Advisor(s): Holly Hatton

Advisor Cell Phone: (617) 999-5723

Destination: Race-course: Fish Creek, Lee's Park, 1464 Rte 9p, Saratoga Springs, NY

Phone: Holly Hatton (617) 999-5723

Fall 2017: Hyatt Place Saratoga/Malta, 20 State Farm Place, Malta, New York, USA, 12020

Tel: (518) 885-1109

Spring 2018: Courtyard Saratoga Springs, 11 Excelsior Ave., Saratoga Springs, New York 12866

Tel: (518) 226-0538

Contact Person: Laura Williams (508) 667-3755 at Bus departure

Holly Hatton at race site (617) 999-5723

Destination 2016	Event	Departure Date / Time	Return Date / Time
Saratoga Springs, NY	Head of the Fish Regatta	Sat. Oct. 28 - 10:00am	Sun. Oct. 29 - 8:00pm
Destination 2017	Event	Departure Date / Time	Return Date / Time
Saratoga Springs, NY	Saratoga Invitational	Fri. April 27 - 1:00pm	Sun. April 29 - 8:00pm

Bus Company: Yankee Line

Phone number: (617) 268-8890

Please attach the list of students going on the field trip. (Attached)

Please give enough notice so the nurse can get you the medical information, the medications needed for students on the trip, and a first aid kit.

The nurse also needs a copy of this field trip information form and a copy of students attending the field trip.

A list of students attending the trip should be posted by the staff mailboxes at least one week in advance.

International Field Trip Request Form

Complete the information requested below for consideration by the School Committee in advance of your international field trip. This form should be submitted to the school's principal by November 1st (if you are planning to travel during 1st semester) or March 1st (if you are planning to travel during 2nd semester) in the preceding year. Please reference 'Steps to plan an International Field Trip' for a more detailed timeline of completion.

General Questions:

1. Trip Leader¹: Bynce Mattie-Brown & Katelyn Russell
2. Trip Destination: France: "D-Day: Discover France"
3. Estimated Dates of Travel: June 2-11, 2019
4. Plan for additional chaperones²: EF offers a 6:1 student to chaperone ratio
5. Eligibility of Participants³: grades 9-12 in 2018/19 school year (24 total)
6. Travel Company (if applicable): EF
7. Cost of Trip: \$3,740 (before 2/28)
8. Plan to address overnight stipend for professional staff⁴: fundraising // payment w/ tips
9. Payment method⁵: Students will pay EF directly
10. Estimated date of initial and subsequent parent meetings⁶: ASAP (itinerary is 70% full)

Additional Attachments:

11. Please attach a list of ALL POTENTIAL TRAVELERS eligible for the international field trip in order to assess potential/additional trip needs or funding

☐ I have attached a list of potential travelers

12. All faculty chaperones must fill out the two disclosure forms (1b and 14d) required by Massachusetts General Law. These two disclosure forms must be submitted with this sheet.

☐ I submitted disclosure form 1b for the Trip Leader

☐ I submitted disclosure form 14d for the Trip Leader

¹ Who will coordinate and lead the trip?

² i.e.: What is the ratio allowed via tour company? Do you need special accommodations?

³ i.e.: grade level, school-wide, department, club

⁴ \$100 per night per professional staff

⁵ i.e.: Who will payments be made out to? When are estimated due dates? Is payment made out directly to the company?

⁶ Dates can be a broad range. Please state plan to address parents





Educational Tours

BROMFIELD SCHOOL GLOBAL EDUCATION PROGRAM

D-Day: Discover France

Prepared for: Bryce Mattie-Brown
The Bromfield School
January 31st, 2018 |

A day-by-day look at your tour

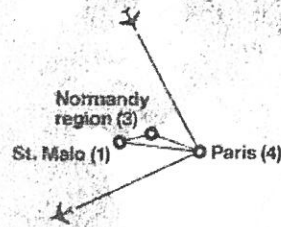
This is the itinerary page that students and parents will see in their tour itinerary guide. It's just one of the many resources they'll receive in preparation for your tour.

D-DAY: DISCOVER FRANCE JUNE 2-11, 2019

Bookending visits to the City of Light provide a round-trip context to this trip to Paris and Northern France. Commemorative activities in the Normandy region are complemented by a picturesque visit to St. Malo, as well as stops to the architectural wonders of the Notre-Dame Cathedral, Versailles, and the Eiffel Tower.

"I know D-Day 75 is going to be a total once-in-a-lifetime opportunity for me. I'm hoping to gain a direct connection to history with my feet on the sand and soil soldiers fought on 75 years ago. I can't imagine any better way to experience what I am passionate about."

Elizabeth B., traveler



ITINERARY

Days 1-2: Paris

Fly overnight to Paris and meet your Tour Director at the airport. Take a walking tour of Montmartre, a popular hilltop neighborhood home to the Basilique du Sacré-Cœur.

Days 3-5: Normandy region

Travel to Normandy. Join thousands for the D-Day 75 ceremonies, a once-in-a-lifetime event, that commemorate the Normandy landings. Learn more about the operation that is known as the beginning of the end of World War II. You'll explore the area's historic sites, including the Utah Beach D-Day Museum, the American Cemetery, and Pointe du Hoc.

Day 6: St. Malo

Travel to St. Malo, once notorious as the home of the corsairs. French privateers—and even pirates. During your time inside the city walls, find charming streets lined with hotels, restaurants, and stores. Take an excursion to the border between Normandy and Brittany for a visit to Mont St. Michel. This tidal island is surrounded by water at high tide and quicksand at low tide. Walls that are more than half of a mile around encircle the 8th-century abbey, perched high on a granite rock.

Day 7: Paris

Return to Paris and take an expert-led guided tour of Versailles, where you'll stroll through elegantly landscaped gardens, the historic Hall of Mirrors, and the ornately decorated State Apartments.

Day 8: Paris

In France's capital, experience special World War II-themed activities and programming exclusive to EF travelers. Then enjoy a guided tour of Paris with a ride down the Champs-Élysées, where you'll pass the Place de la Concorde and the Arc de Triomphe, and strike a pose in front of the Eiffel Tower. Take an optional cruise along the Seine.

Day 9: Paris

Learn about the city's rich history on a walking tour of the Latin Quarter. Explore the Louvre, home to treasures like Leonardo da Vinci's *Mona Lisa*. Continue on to visit the Notre-Dame Cathedral and admire the sculptured façade, stained-glass rose windows, and seemingly weightless vaulted ceilings.

Day 10: Depart for home

Travel to the airport and depart for home, returning with a new perspective on world history.

Itinerary subject to change.

LESSONS COME TO LIFE

On June 6, 1944, American, Canadian, and British forces made history as 156,000 soldiers landed on the heavily-fortified coast of France's Normandy region. This was one of the largest amphibious military assaults in history, and marks the beginning of the Allied invasion of Western Europe.

In honor of D-Day's 75th anniversary in 2019, join students and educators from across the country who will explore the historic sites of World War II. EF's exclusive educational partnerships and deep local access ensure that you're truly part of the action during once-in-a-lifetime events. You'll gain a new perspective on history and your place in it as you connect with community members, participate in ceremonies, and rediscover a significant moment that helped shape history.

WHAT TO EXPECT ON YOUR D-DAY TOUR

1

Active participation

From once-in-a-lifetime commemoration ceremonies to exclusive EF-led programming, our tours are designed to prompt participants to think critically about the past and develop an informed understanding of its impact on the present and future.

2

Connections

Whether it's interacting with locals or connecting with other students on your tour, there are endless opportunities to engage with communities abroad.

3

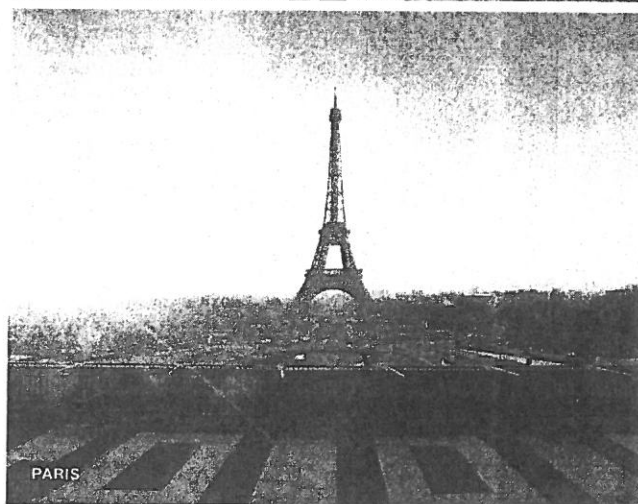
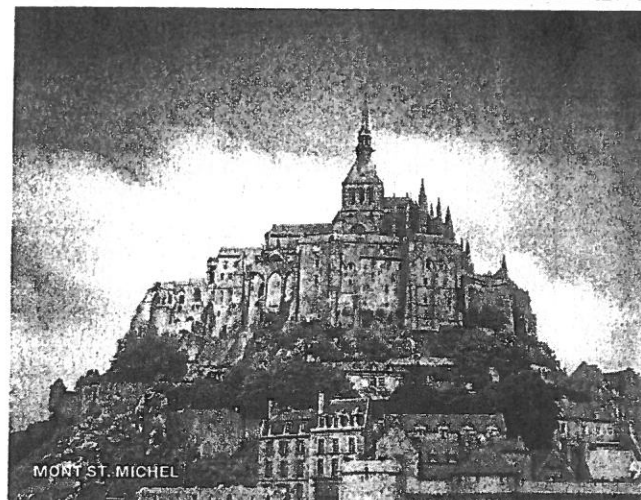
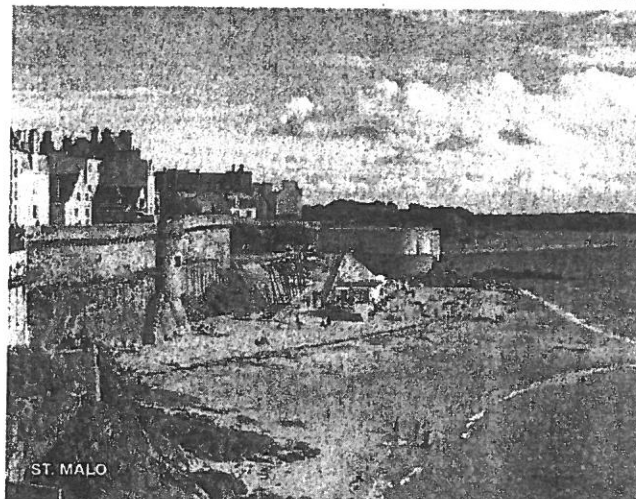
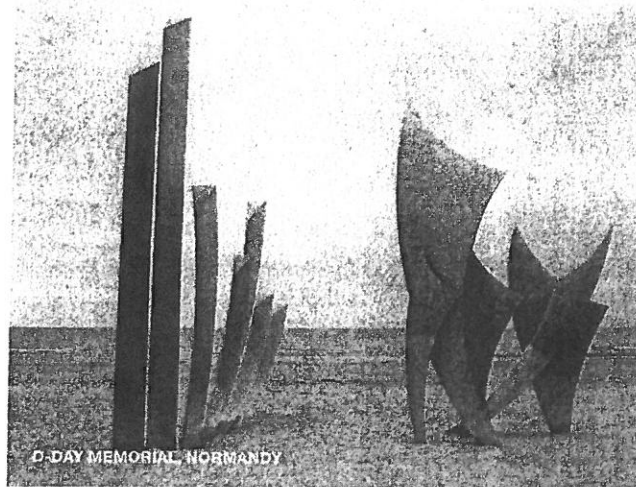
Building perspective

Develop a richer understanding of historic events on a global scale as you participate in activities and explore significant sites that will highlight a variety of historical, social, and cultural perspectives.

4

Reflection

Your Tour Director will help facilitate meaningful individual and group reflection through activities designed to engage travelers. Every itinerary is customizable to create a personalized and profound experience for your group.



Price details

In addition to the support you receive before and after tour, along with the logistical support you receive on tour, your guaranteed lowest price covers all of the details.

PRICE DETAILS

D-Day: Discover France

Program Price* ¹ **\$3,740**

Includes:

- Round-trip airfare and on tour transportation
- Hotels with private bathrooms
- Breakfast and dinner (see your itinerary for meal details)
- Full-time Tour Director
- Daily activities, tours and entrances to attractions

Seine River Cruise **\$25**

Weekend Supplement **\$35**

Global Travel Protection **\$165**

Early Enrollment Discount **-\$200**

EF's Peace of Mind Program ² **Free**

Total for Students (under 20) \$3,765

16 monthly payments **\$230/mo**

Adult Supplement ² **\$500**

Total for Adults \$4,265

16 monthly payments **\$261/mo**

Quote created on 1/31/2018

— The world leader in —

INTERNATIONAL EDUCATION

For over 50 years, EF has been working toward one global mission: Opening the World Through Education. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence.

AFFORDABLE

We always offer the guaranteed lowest prices so more students have the opportunity to travel and experience the world.

INSIGHT

We believe in experiential learning at the most important sites. Your Tour Director is with you at every step, providing their own perspective and local tips.

SAFETY

We're committed to your safety. With 500 schools and offices in over 50 countries, local EF staff can react quickly and in person wherever you travel.

THE D-DAY TOUR EXPERIENCE

Program price includes



Full-time Tour Director

Trained in facilitating experiential learning



Sightseeing

3 sightseeing tours led by a licensed local guide; 1 walking tour



Entrances

Basilique du Sacré-Cœur; Mt. St. Michel; St. Vincent Cathedral; Louvre; Versailles; Notre-Dame Cathedral



Experiential learning

Official D-Day 75 ceremony; Normandy sites; exclusive World War II-themed activities; Louvre



All of the details are covered

Round-trip flights on major carriers; comfortable motor coach; 8 overnight stays in hotels with private bathrooms; European breakfast and dinner daily



Pre-tour programming

Access to educational materials catered to complement your specific tour; weShare, our personalized learning experience that engages students before, during, and after tour, with the option to create a final, reflective project

Hello Linda,

All of our peer models who are eligible to remain in Preschool next year have been contacted and requested to remain in the preschool for next year. All expressed that they were pleased with the move to full day. This will fill 4 of our 8 peer model slots. We have at least 1 application already received and have been contacted by at least 5 other families who have expressed interest and plan to apply.

Below is follow-up information regarding PreK tuition in surrounding communities. To clarify the comparisons, some values have been pro-rated to reflect a program of a similar duration if a similar program was not in place.

Please let me know if you or the School Committee would like any further information.

Thanks
Josh

HES: \$8,600 (2018-19 school year)

Public Schools:

Lunenburg: \$7,050

Nashoba Regional: \$10,100

Groton: \$8,489

Ayer-Shirley: \$6,000

Acton-Boxborough: \$9000

Private:

VNS: \$11,700

Acton: \$15,460

Josh Myler, Principal
Hildreth Elementary School, Harvard MA.
(978) 456-4145

**Superintendent Goals
School Year 2017 - 18**

Goal 1

Title	Goal	Measure	Conditions	Interfaces	% Complete
Leadership Team	To provide leadership support and guidance to the new leaders at both schools.	By June 2018 leaders at both schools will have participated in mentoring sessions, regular team meetings, and case study analysis.	Time and finances exist to support the mentoring and team meetings.	Leadership Team Teacher Leadership Team Faculty, parents, and students	

Goal 2

Title	Goal	Measurement	Conditions	Interfaces	% Complete
Innovation	To evaluate our advances in innovative teaching and learning for Harvard teachers and students.	By June 2018 we will develop a program analysis tool and use it to evaluate the success and needs of the Global Competency program, technology integration, Mindfulness Education, and Engineering program.	Program analysis tool Feedback collected	Leadership Team Teacher Leadership Team Students	

**Superintendent Goals
School Year 2017 - 18**

Goal 3

Title	Goal	Measurement	Conditions	Interfaces	% Complete
Networking	To learn from educators in different districts in order to expand our knowledge and expertise.	By June 2018 we will have attended 5 learning opportunities with members from other districts where collaboration is part of the event.	Time and finances exist to visit other districts and plan collaboration meetings.	Leadership Team Teacher Leadership Team Other district leaders and teachers	

Joint School Committee/Superintendent Goals
School Year 2017 - 18

Goal 1

Title	Commitment	Goal	Conditions	Interfaces	% Complete
Student Achievement	To define student achievement measures by which the school committee will determine growth and progress.	By May the school committee will agree on the measures and will determine how baseline data will be gathered and shared.	Consensus on the definition of student achievement in alignment with our Vision. Tools to gather and share data.	School Committee Tech Department Administration	

Goal 2

Title	Commitment	Goal	Conditions	Interfaces	% Complete
HES Building Project	To design and implement a new building that is educationally exciting, safe, attractive, and environmentally efficient that is consistent with the district Vision and within the financial capacity of the town.	(1) At Town Meeting of 2018 a schematic design and funding has been approved by the town.	Must meet MSBA requirements. Building must address student learning needs and possible future expansion. Community involvement at all stages.	School Building Committee School Committee School Leaders and Teacher Liaisons School Community Capital Committee/Finance Committee/Board of Select People Townspeople	

**Joint School Committee/Superintendent Goals
School Year 2017 - 18**

				MSBA/Arrow Street/NV5	
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Goal 3

Title	Commitment	Measurement	Conditions	Interfaces	% Complete
Communion Plan	To have a communication plan for the Harvard Public School District in alignment with our District Improvement Plan.	By June 30, 2018 we will have a final version of a communication plan with evidence of input from various stakeholders.	Evaluate what is currently in place for communication and build from there. Assign key roles for effective imp	School Committee Parents/Students Finance Committee Administration Athletic Director Harvard Athletic Advisory Harvard community	



Matthew Deninger
Planning and Implementation Coordinator
Department of Elementary and Secondary Education
75 Pleasant St.
Malden, MA 02148-4906

February 15, 2018

Dear Mr. Deninger,

Please see the attached information regarding special education services in the Harvard Public Schools. We are excited to implement an improved environment for student learning in the proposed new elementary school. We would be happy to provide any additional information or answer any questions you might have regarding our report.

We have included descriptions of the current program, proposed program, and specialized programs as requested.

Sincerely,

Linda G. Dwight
Superintendent
978-456-4140
ldwight@psharvard.org

Marie Harrington
Director of Pupil Services
978-456-3106
mharrington@psharvard.org

Josh Myler
Elementary Principal
978-456-4145
jmyler@psharvard.org

Attachment: Program Details

Program Details

4B.2.1 Current Program

- **Briefly describe the District's special education programs and methodology district-wide, including the number of special education students currently served;**

The Harvard Public School District is committed to educating students with disabilities in the least restrictive environment. The District provides special education services delivered by highly qualified and certified special education teachers and professionally licensed providers. The extent and volume of services is based upon the individual needs of each eligible student attending the schools at that time. Special education teachers provide academic instruction in both regular classrooms and in a pull-out model. Learning assistants also provide academic support in many regular education classes. A continuum of specialized services including assessment, counseling, occupational, physical, and speech therapies as well as behavioral consultation is available in all schools.

There are 51 students with active IEP's at HES currently being serviced, out of a student population of 444. This is consistent with the overall District special education percentage and is lower than the state average. Educating all students is a core belief and practice in the Harvard Public Schools. This educational model challenges us to balance inclusion supports with specially designed pull-out instruction so that all children receive appropriate differentiated instruction within a school climate that fosters an inclusive environment. The faculty that provide special education services include 1 early childhood teacher, 1 special education coordinator, 3.5 FTE special education teachers, 10 learning assistants, 1 BCBA, 1 school psychologist, 1.5 FTE speech/language pathologists, .5 occupational therapist and 1 contracted physical therapist.

The Bromfield School, which addresses Grade 6 through 12, has 74 students on IEPs. There is 1 special education coordinator, 6 FTE special education teachers, a .7 speech/language pathologist, 1 psychologist, and 7 learning assistants. The Bromfield School as well as the Hildreth Elementary School comprises the entire district.

- **Specifically describe all special education programs serving an age range of students that would be appropriate to the grade range of the subject school building. Include a description of all special education services provided in the subject school building or other school buildings within the school district that serve the same grade levels; and**

Special education services at HES range from the least restrictive (for example, in-class support services) to more restrictive (significant amount of multiple services out of the regular education classroom). Students at HES are supported through a variety of teaching models such as whole group instruction, flexible grouping, small group instruction, and individualized instruction.

We believe that all learners should be provided differentiated forms of instruction and recognize that all students learn in different ways. An RTI model of tiered instruction provides the regular education foundation of our service delivery. Students demonstrating academic and/or social, emotional, or behavioral concerns are referred to the building Teacher Support Team. This Team supports teachers in implementing

additional Tier 2 strategies.

In addition to the special education program that is provided by our own faculty, HES houses a CASE Collaborative substantially separate program. The CASE Collaborative program services students in Kindergarten through 3rd grade who have been identified to be on the autism spectrum. Students from the CASE Collaborative program are paired with a buddy classroom of the same grade. As appropriate, students join their regular education HES grade level buddy classroom for academics, specials, and lunch/recess. We consider CASE an integral part of our school community. It is important to us to ensure the CASE Collaborative program will continue to have a classroom at HES. If possible, we would entertain the idea of adding an additional CASE Collaborative program.

• Describe any deficiencies in the existing program that may have been identified locally or through state review.

We identified space constraints as a deficiency in our current program. Spaces allocated for special education services are undersized and poorly arranged. Because many of these learning spaces are too small to accommodate the needs of the students, we often need to relocate small group instruction to various areas of the building. In addition, several of the rooms are nested, meaning that students or teachers going to these rooms have to pass through other special education spaces, causing disruption to the flow of teaching. This lack of appropriate space is not conducive to providing the high quality instruction consistent with our vision. The building design will include more appropriate special education spaces that are located throughout the building.

4B.2.2 Proposed Program

• Describe any programs/services that will continue, those that will be eliminated and those that will be added or enhanced as a result of the proposed project.

We will continue to offer differentiated special education services to meet the needs of our students. The new building plans for an OT/PT classroom close to the gym for collaboration opportunities between the physical education teacher and the special educators. We plan to continue hosting a CASE Collaborative classroom of students from our district and other districts as we value this partnership. There are no plans to eliminate any services, instead the location of spaces closer to the students general education classrooms will reduce travel time and allow for more collaboration between the special educators and the regular education teachers. Students will benefit from the closer proximity as it creates a better flow to their school day.

Include programs or services that will be moved within the District as a result of this construction plan and include the number of special education students that will be served in the subject school building;

Students will remain in the current building until construction is completed. The new school will be built on the adjacent field. No students will be moved.

• Identify any program/service needs that the District hopes to address in the proposed project;

The new building will have more space designated for special education services and the space will be located next to the regular education pod of classrooms.

- **Provide the date of the last Coordinated Review Program and list any issues and/or problems identified in that review;**

In March, 2014 a Coordinated Review Program was conducted. The findings below were corrected immediately through Professional Development and modified procedures:

- Partial implementation of SE2 (need to fully document Ed. History during special ed. evaluations), SE8 (not clear designation of the person authorized to devote district resources at team meetings), SE18B (prior to July 2013, secretary only mailed 2 copies of the signature pages and not 2 full IEPs).
- SE56 found to be not implemented. The Special Educations services had not been evaluated since 2005.

In March of 2017, the Department of Elementary and Secondary Education conducted the Special Education Mid-Cycle Review. The auditors only cited SE20 as Partially Implemented, asking for more extensive articulation in the IEP document as to the reason(s) for removing the student from the regular education classroom for services.

- **Provide the current status and/or remedy of those issues identified as part of the Review;**

In response to the March 2014 Coordinated Program Review, corrective action had already begun for SE18B when the team visited. A Final report was received 10/4/14. A subsequent Corrective Action Plan was accepted by DESE. Completed by June 2015, all portions were determined to be Fully Implemented by DESE.

The final report for the Mid-Cycle Review was received in September 2017. Staff training and an internal system of monitoring Team discussion of Non-Participation Justification and its documentation on IEPs was instituted. The audit of files and evidence submitted resulted in a DESE finding of Full Implementation on January 12, 2017.

- **Describe the local review process leading to the decision as to the number, type, and location of special education spaces within the planned building;**

Special Education Staff have been involved throughout the visioning and schematic design process. Our visioning committee and Teacher liaison team include representation from the special education department. In addition, the Special Education Coordinator and special education staff have met with the architects and school administration to review plans, make suggestions, and discuss building use. The Special Education Coordinator and Principal have met to discuss the number, size, type, and location of spaces in order to support both inclusion and targeted pull-out instruction in the least restrictive manner. In addition, there has been discussion with the Principal, Special Education Coordinator, and architects regarding how part-time staff or staff that provide both push-in and pull-out services could share space to increase the building utilization.

While the school does not contain any district-run self-contained classrooms, we do host a CASE collaborative classroom. This was located on the first floor near the central hub of the school. We were particularly mindful of

locating them near resources that they frequently access, such as the PT/OT room, nurse, library, and their buddy classrooms. Other support spaces, such as the BCBA, School Psychologist, Nurse, and guidance counselor are distributed to allow for easy access and quick responses, while being paired when possible to allow for redundant coverage and support when needed, such as when the nurse needs to step out of her office to support a student.

- **Describe any special circumstances that led to the decision to locate self-contained special education classrooms and other support spaces in certain areas of the building;**

There are no self-contained special education classrooms in the building. The CASE Collaborative runs a substantially separate class for students with Autism, but even these students are included in various regular ed. classes and other activities in the life of the school.

and

- **Describe the grade and school configuration policies.**

The school will house PreK-grade 5 classrooms. It has been designed to locate PreK, Kindergarten and first-grade students on the first floor and near outdoor spaces that can be used to encourage the incorporation of movement and physical activity into the curriculum. Second and third-grade students are located directly above in the 2nd floor, as some services are shared with K and 1 and we wanted to keep these close together to minimize student transition time. Fourth and fifth-grade students are located in their own wing on the south side of the building. This wing is designed to encourage a feeling of greater independence and collaboration suited to the students' age.

Special education spaces are located in each wing of the building in order to foster integration with classroom teachers, minimize student travel time, and provide greater inclusion. Small group work spaces have also been designed adjacent to each classroom so that small group support and instruction can be provided within or adjacent to the classroom when best suited to the student. Similarly, related service providers such as OT, PT, speech, school psychologist, have been distributed throughout the building close to the grades who developmentally are most in need of these supports, or centrally located if used by all grade levels. In making these decisions, we have also been aware of locating spaces as to protect student confidentiality and minimize any potential stigmatization of students receiving support services.

4B.2.3 Specialized Programs

- **Provide a description of all specialized programs that the District currently provides or participates in, both in and out of the District. Also describe any programs the District is planning to add to its current programs as part of the proposed school building project.**

Harvard is lovely but small New England town. As a small district, the Harvard Public Schools do not have a student population with sufficient numbers to operate a specialized program or a substantially separate classroom. In-district students are serviced through an inclusion or partial inclusion model. It is only when the student's disability is so severe as to necessitate a specialized program that an outside placement would be

arranged. Currently, we have 23 students in out of district programs: 4 tuitioned into other public districts, 7 in collaboratives, and twelve in private special education schools.

- **Identify Collaborative(s) that the District currently participates in and how many students from the subject District are served by the Collaborative(s).**

If the District provides space for the Collaborative(s), identify District schools where collaborative space is currently housed, describe the spaces, programs, age span of the students for each, and any additional collaborative programs and spaces being planned as part of the proposed project. If the District does not currently house collaborative programs, or plan to house collaborative programs within the proposed project, describe the reason for this decision and any discussion had with the Collaborative Director.

The Harvard Public School District currently is a member of the CASE Collaborative. Four students are presently in out of district specialized programs run by CASE. In addition, we have one student in a CAPS Collaborative program, one in a FLLAC Collaborative classroom, and one student in a LABBB Collaborative High School program.

At the Hildreth Elementary School, we currently house a CASE Collaborative classroom for students in grades K - 2. This program is designed to meet the learning needs of children with autism. Students are included with regular education students for parts of their day. The CASE staff participates in the life of the school as professional partners. Classroom space has been designated in the new school in order to continue to host this collaborative program.

- **Describe alternative education programs that the District currently provides or participates in, and whether the programs will continue or be supported in the proposed project.**

The project is for a Pre-K to Grade 5 building. An alternative education program is not appropriate at this grade level.

- **Describe if and how the District delivers Pre-K or Early Childhood Special Education Programs, the location of these services, how or if these programs or services are offered to non - special education eligible students, how they are accessed, and whether these services are or will be accommodated in the proposed project.**

The district has one integrated Pre-K classroom, which provides special education services to district students in an integrated setting with peer models. It is located in the Hildreth Elementary School and will continue to be housed within the elementary building. The plan is to locate the Pre-K classroom adjacent to the Kindergarten classrooms and will be of a similar layout and design. The non-special education preschool students are admitted based on a lottery of families who apply and who pay tuition for the program. The providers of related services such as Speech Therapy, Occupational Therapy, and Physical Therapy are shared with the elementary

school. They deliver these services either within the classroom, when possible, or close by when a separate space is needed.

• Describe any programs with other private or public entities and the relationships that exist with other entities that may impact the District's Special Educational Programs and if they are to be accommodated in the proposed project.

No other private or public entities are expected to be impacted.



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

Peter C. Rowe
Finance Director

Memorandum

January 18, 2018

To: Dr. Linda Dwight, Superintendent

From: Peter C. Rowe,  Finance Director

RE: Bromfield Science Room Renovation

As we move into the completion phase of the Bromfield School Science Room 285-287 renovation, a preliminary summary of final expected costs indicates that spending will come in at \$391K, approximately \$41K over the original budget. Original budget funding was set at \$350K, with \$175K from each of Capital and Devens Funds. The School Committee voted to pledge up to an additional \$100k from Devens funds as detailed information from vendor bids came in over budget revealing the complexity of the proposed work.

The attached spreadsheet provides detail on all costs to date and projected for completion. As a result, we should expect to expend \$41K of the additional Devens funding to complete the project.

The furniture installer, Longo Associates, is on site this week performing installation of Lab tables and furniture. With the completion of the Lab tables and other casework the plumbing and electrical contractors will be able to return to connect fixtures to supply service to the furnishings. We should expect this to happen during the week of January 22nd, allowing the Science Rooms to become active teaching spaces for the week of January 29th.

Please do not hesitate to contact me for further clarification in this regard.

The Bromfield School
Science Lab Renovation Rooms 285-287 - FY18

**Actual
with Change
Orders**

1/16/2018

Job Description	Vendor	Estimated Cost Per Bids	Actual with Change Orders	Variance
Demo. Rooms	Cole Contracting	\$ 9,995.00	\$ 9,995.00	\$ -
Demo. Plumbing	ATCO	\$ 8,640.00	\$ 8,640.00	\$ -
Demo. Electric	RUEL	\$ 2,500.00	\$ 2,500.00	\$ -
Asbestos Removal	Haz. Abatement Serv.	\$ 17,600.00	\$ 17,600.00	\$ -
Concrete Work	Wells Restoration	\$ 27,500.00	\$ 27,500.00	\$ -
New Electric	Brown Electric	\$ 19,300.00	\$ 19,300.00	\$ -
New Plumbing	Boston Mechanical	\$ 73,485.00	\$ 84,259.90	\$ (10,774.90)
Flooring	Capital Carpet	\$ 6,799.00	\$ 7,724.00	\$ (925.00)
Furniture with install	Longo	\$ 195,137.92	\$ 195,137.92	\$ -
Stamped Drawing	B. Thomas Heiner	\$ 3,685.00	\$ 3,685.00	\$ -
Dumpster	Metrano	\$ 486.72	\$ 486.72	\$ -
Survey Slab	Simpson Gumpert	\$ 2,500.00	\$ 2,500.00	\$ -
Univent Demo	Cole Contracting	\$ 4,500.00	\$ 4,500.00	\$ -
Concrete Block Infill	Cole Contracting	\$ 1,955.00	\$ 1,955.00	\$ -
Paint/Repair	One Call	\$ 4,900.00	\$ 4,900.00	\$ -
	Total	\$ 378,983.64	\$ 390,683.54	\$ (11,699.90)
 Original Budget -				
Capital	39197-53027	\$ 175,000.00	\$ 175,000.00	
Devens	21630058-58300	\$ 175,000.00	\$ 175,000.00	
 Overage to be funded from Devens up to \$100,000		 \$ (28,983.64)	 \$ (40,683.54)	

2018/19 School Calendar

August 2018						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19 ^{ER}	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31 ^{ER}			

November 2018						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21 ^{ER}	22
23	24	25	26	27	28	29
30	31					

January 2019						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13 ^{ER}	14	15	16
17	18	19	20 ^{ER}	21	22	23
24	25	26	27 ^{ER}	28	29	30
31						

April 2019						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
Su	Mo	Tu	We	Th	Fr	Sa
			1 ^{ER}	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17 ^{ER}	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20 ^{ER}	21	22
23	24	25	26	27	28	29
30						

July 2019						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Days of Note 2018/19

Aug 27, 28	Prof. Dev.	Nov 6	Election/Prof. Dev.	January 22	Prof. Dev.
Aug 29	First Student Day (1-12)	Nov 12	Veterans' Day	Feb 18-22	February Vacation
Sept 3	Labor Day	Nov 21-23	Thanksgiving	April 15-19	April Vacation
Oct 8	Columbus Day	Dec 24-Jan 1	Winter Break	May 27	Memorial Day
		January 21	Martin Luther King Day	June 20	Last Day of School (including 5 snow days)

School Committee Meeting
Monday, January 22, 2018
6:15 p.m.
Upper Town Hall

Attendance: Nancy Lancellotti, SusanMary Redinger, Jon Green, John Ruark, and Linda Dwight
Absent: Mary Traphagen, Maureen Babcock, and Peter Rowe.

Nancy Lancellotti called the meeting to order at 6:15 p.m.

SusanMary Redinger read the Vision Statement.

Public Commentary – None

Grant Approvals

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

Challenge Day – Christine Reale - \$2,975

Columbia Debate – Michael Poe - \$600

History and Geography Team – Andrew Wright - \$650

Save A Life Tour - Colleen Nigzus - \$1,600

SusanMary Redinger made the motion and John Ruark seconded to approve the grants from Harvard Schools Trust with the Challenge Day approval subsequent to approval for travel expenses being funded by School Committee approval.

VOTE 4/0

The Harvard PTO presented for approval a grant of \$440 for Makedo cardboard creation tools. The tool kit allows students to do some interesting things with cardboard.

SusanMary Redinger made the motion and Jon Green seconded to approve the PTO gift as presented.

VOTE 4/0

Student Update – None

Elementary ELA Presentation

Ms. Margaret Bragg, Director of Reading, presented an overview of the reading and writing program at HES. The presentation included curriculum used, literacy basics, instructional context, and assessment used in the balanced literacy approach at HES. Ms. Bragg also shared how reading intervention is used to support for students in grades K-5 who are at risk for not meeting grade level standards by the end of the year.

School Improvement Plan Updates – Josh Myler, Scott Hoffman, and Robin Benoit

Principal Joshua Myler presented an update to the 2017-2018 School Improvement Plan for Hildreth Elementary School. Mr. Myler explained each of the goals for Student Achievement,

Personal Growth, Partnership and Climate by strategies used, time-line, resources used, and measurement.

Principal Scott Hoffman and Associate Principal Robin Benoit presented an update on the 2017-2018 School Improvement Plan for The Bromfield School. They explained the activity, responsibility, time-line, measurement and impact on budget for each of the goals for Student Achievement, Personal Growth, Partnership, and Climate.

Pre-School Program Consideration

Mr. Josh Myler, HES Principal, presented a proposal change to the structure of the Pre-K program at HES. In consideration would be a full day PreK model that would be staffed by a full-time Pre-K teacher and aide. There would be 8 full-day general education slots at a cost of \$8,600 per child, per year. Special education slots could be full-day or half day, with parents paying tuition for the afternoon if their child qualifies only for a half day special education program. The cost to the district for the full day model is estimated at \$21,528 which is \$115 less than the current model. After discussion:

Susan Mary Redinger made a motion and Jon Green seconded to accept the proposal as presented and outlined, capping typically developing student at 8 students and adding a provision that HES Administration will come back with comparables to see where we fall in that regard and revisiting the program next year prior to budget season.

Superintendent Update

Hildreth Elementary Building Project Update

*Mr. Myler and Dr. Dwight started to write the required special education sections of the MSBA submission. We will have a draft for the School Committee completed for our February 12th meeting.

*A second tea and conversation is scheduled for January 26th. I am expecting between 9-12 women to attend. We are planning other small group meetings.

*The working group met on January 11th to consider material choices that impact the final estimates due next week.

*We continued to share the video with the public.

Guidance Department Request

The Guidance Department is hopeful that the School Committee will provide the money needed to cover the travel expenses of the Challenge Day presenters. The Harvard Schools Trust generously agreed to fund the cost of the program minus the travel costs. Christine Reale asked the PTO, but they considered this request outside of their budget. The travel costs would be a maximum of \$3,500, although we will look to share the costs with another district if possible. After discussion:

The Committee decided that it would be best if the Budget Subcommittee met to discuss funding options and come back with suggestions for the Committee to approve.

Youth Risk Survey Results Shared

*The Bromfield guidance counselors, wellness staff, teachers, and administrators met with parents on January 18th to share the data. They had planned to break into small groups to discuss sections in more detail, but instead the group stayed together, as only 10 community members attended. Part of the discussion included how to improve student safety, reduce risky behaviors, and how to ensure that more parents participate in the data review.

Science Lab Update

*The furniture arrived on Monday, January 15th and installation began. The flooring had only been completed two days beforehand. The contractors will connect the pipes and complete the final tasks within the next two weeks.

New Van Usage Update

*The employees have been using the van consistently. Listed below are the details of the 18 times the van has been used. Some of the uses would have incurred costs in the past and some of the uses included new opportunities taken because of our van ownership. The van was used for trips to Devens, Sports team travel, Club travel, school visit for the building project, and new staff tour of Harvard and Devens.

Leadership Team Observations

The Leadership Team visited four elementary classrooms in teams of two or three. The focus was on providing meaningful feedback to the teachers to improve instruction using the DESE rubric. Each observer took notes and afterwards we spent time discussing the lesson, student engagement, relevance, any formative assessments given and other aspects of the teaching and learning. We focused on how to best provide meaningful and useful feedback.

Honoring a Bromfield Senior

*Scott Hoffman and Dr. Dwight accompanied senior Rebecca Li to the Worcester County Superintendents' Scholars Luncheon. Rebecca was selected for the honor because of her academic achievements. Her accomplishments were shared and celebrated.

Professional Development Day Success

*Teachers found Tuesday, January 16th very beneficial to their professional development. Offerings included a full day continuation of the technology coaching with Teachers21, CPR, restraint training, and others.

Science Lab Update - Tabled

Policy Updates

Dr. Dwight reviewed recommendation by the Diversity Committee for changes to Policy ACABA "Harassment by Students" and the subsequent flow chart.

SusanMary Redinger made the motion and Jon Greene seconded to move that we approve Policy ACABA as amended and the flow chart ACABA-P as amended.

VOTE 4/0

Annual Town Report Approval

The Committee reviewed the annual report prepared by SusanMary Redinger for submission to the Harvard's Annual Town Report. The Committee thanked SusanMary Redinger for her work.

Jon Green made the motion and John Ruark seconded to approve the Annual Town Report as amended.

VOTE 4/0

Agenda Items

HES building project

Science Lab Update

The Challenge project

Pre-K pricing

District improvement goals.

Approval of Meeting Minutes

SusanMary Redinger made the motion and John Ruark seconded to approve the minutes of the January 8th meeting as amended.

VOTE 4/0

Liaison/Sub-Committee report

John Ruark – attended his first DEAC meeting and DEAC is getting ready to send out their annual education survey to Devens families in March. Ron Ostberg attended the last HEAC meeting and discussed the status of the Hildreth building project. He solicited HEAC feedback and how HEAC could be involved in the overall process around the discussion of energy options. Athletic Advisory meets Thursday.

SusanMary Redinger – CIPIC met this morning and worked on tying up loose ends. No change to the school articles. SusanMary Redinger signed two bill warrants which are present at the meeting for reviews. SusanMary Redinger continues to review the Bromfield website.

Nancy Lancellotti reported that the Bromfield School Council Subcommittees have started to meet. Nancy Lancellotti is part of the Balance Subcommittee and they have met to begin the thoughtful discussion of balance. Nancy Lancellotti looks forward to bringing back information to the full Committee after they report out to the School Council. Question to consider is how to apply this balance to all students.

Open to Interested Citizens' Commentaries

Sharlene Cronin, 220 Bolton Road, Harvard, MA - Youth Risk Survey meeting outreach

Jennifer Finch, Codman Hill Road, Harvard, MA – Youth Risk Survey meeting outreach, Pre-K questions, Principal coffees, Challenge Day, teacher PD participation.

School Committee Commentary

SusanMary Redinger thanked Nancy Lancellotti for chairing the meeting – great job.

Jon Green thanked Dr. Dwight and the Policy Subcommittee for their work on the changes and improvements to the Harassment Policy and flow chart.

Dr. Dwight reported that the Debate team came in 4th out of 400 at the debate in New York over the past weekend.

Adjourn

SusanMary Redinger made the motion and Jon Green seconded to adjourn the meeting at

9:35 p.m.

VOTE 4/0

Respectfully submitted:

Mary Zadroga