

Harvard Public Schools
14 Massachusetts Avenue, Harvard, Massachusetts 01451

School Committee Meeting
September 23, 2019
6:15 PM
Upper Town Hall

- I. Call to Order and Read the Vision Statement (6:15)**
- II. Public Commentary (6:17)**
- III. Curriculum Report; English Department on Mindfulness Initiatives (6:20)**
- IV. Title IX and Fields Report (7:00)**
- V. Superintendent Report (7:30)**
- VI. PreK Class Approval; Vote (7:40)**
- VII. Superintendent Rubric/Goals; Vote (7:50)**
- VIII. School Building Update (8:10)**
- IX. Capital Plan Submission Approval; Vote (8:15)**
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- XI. Policy Review; Vote (8:25)**
- XII. Grant and Field Trip Approval; Vote (8:35)**
- XIII. Agenda Items (8:37)**
- XIV. Approval of Meeting Minutes (8:40)**
- XV. Liaison/Sub-committee Reports (8:45)**
- XVI. Public and School Committee Comments (8:55)**
- XVII. Executive Session; negotiation (9:00)**
- XVIII. Adjournment (9:15)**

Agenda Items: English Dept. Information, Superintendent Report, Superintendent Goals Draft, Grant/Donation Information, Meeting Minutes, Policies, Sports Data, Title IX memo

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.

MEMORANDUM

CLIENT MATTER: 2018.00

TO: Superintendent Linda Dwight

FROM: John Foskett, Esq.

CC: Elizabeth B. Valerio, Esq.

DATE: September 19, 2019

SUBJECT: Title IX – District Obligations

You have asked that we provide advice regarding school district obligations under “Title IX” as covered by the specific questions listed below.

Title IX, 20 U.S.C., §§ 1681-1688, is the federal law which prohibits discrimination based on sex/gender in education programs and activities. It protects students, employees, and other persons from all forms of sex discrimination. While there are a variety of aspects regarding Title IX’s coverage and the resulting consequences for school districts, two of the most frequently encountered and significant are (1) preventing and handling incidents of sexual harassment, sexual violence, and gender-based bullying and hazing; and (2) equity in the district’s athletic programs. It should be kept in mind that discrimination based on sex/gender can include both the male and the female gender, although historically and continuing today the reality is that most problems of inequity have involved discrimination against females. It also should be kept in mind that the guidance set forth in this memorandum is necessarily general. A myriad of circumstances that implicate Title IX can arise and we strongly recommend that a district request legal advice in addressing any specific circumstance.

The single most important requirement under Title IX is that a district appoint a Title IX Coordinator who is responsible for enforcing Title IX’s requirements, widely publishing and distributing the non-discrimination policy, overseeing investigations, training staff, and monitoring the district’s compliance with Title IX.

1. What Are the District’s/Committee’s Obligations Under Title IX?

In an oversimplified way those obligations are stated above – to ensure gender equity in all the district’s education programs and activities and to ensure that an effective process is in place

to address incidents of discrimination. An essential step is designating a Title IX Coordinator who is in charge of this process overall.

Regarding investigation of complaints regarding sexual harassment/violence, a district can establish a process through approval and implementation of appropriate policies.

Regarding compliance in athletic programs, some basic principles apply. The Office of Civil Rights requires that a school district meet one of three options in determining overall compliance:

- (1) participation opportunities for female students are provided in numbers that are substantially proportionate to their enrollment at the school;
- (2) a history and continuing practice of program expansion which is demonstrably responsive to the developing interests and abilities of the female enrollment of the school; or
- (3) demonstration that the athletic interests and abilities of members of the school's female enrollment are being fully and effectively accommodated through the sports presently offered by the school.

The obligation is not to furnish equal sports – it is to furnish an equal opportunity for females to participate in a sport of interest. By way of example only, in one judicial decision, *Ollier v. Union Sweetwater High School District*, 768 F.3d 843 (9th Cir. 2014), the court compared (1) the percentage of female enrollment at the high school and (2) the percentage of female athletes at the high school. During the years in question the latter percentage was between 6.7% and 10.3 percent *below* the former percentage. The court held that “exact proportionality” is not required. It ruled, however, that there was no “substantial proportionality” because even at the 6.7% difference between enrollment and participation 47 girls could have participated and the school district failed to show that it could not support a viable competitive team drawn from the 47 girls. The court made clear the point that the focus is *not* on the number of teams for each gender but the number of athletes from each gender. The school district also failed to show that the difference was due to a lack of interest among female students. While every case is highly fact-specific, this decision illustrates the general principles. The court also confirmed that the school district is obligated to periodically evaluate any developing interests and abilities of the under-represented sex.

It is important to keep in mind that Title IX does not merely require equity in participation opportunities. In addition, assessment of equity includes evaluation of the following: availability of equipment, uniforms and supplies; locker rooms and practice/competition facilities; allocation of travel benefits; experience, compensation and quality of coaching; nature of publicity, marketing, and media; game and practice times and scheduling; access to facilities for training and medical treatment; academic tutoring services; institutional support; and recruiting services.

Title IX is a standard of quality rather than of quantity. For example, equipment for men's football will cost more than equipment for women's field hockey. Title IX requires that the *quality* of the equipment supplied be similar. Likewise, football will require a larger coaching staff and the requirement for field hockey is that the staff be of equivalent quality and size for

that sport. If, however, football has an adequate coaching staff by attracting sufficient volunteers but field hockey lacks adequate volunteers, it may have to pay for adequate staff.

On the other hand, the equipment for men's and women's ice hockey will likely also involve the same quantity because the two sports require identical equipment. Another example in ice hockey is access to skating times/facilities. These should be close to identical.

The Title IX Coordinator should periodically review the district's distribution of opportunities and the level of benefits provided for the various sports, including expenditures, as well as gauging interest if it appears that a gender is under-represented in sports given the school's enrollment. Expenditures need not be identical but are one objective measure of equality.

2. Guidelines on Oversight/Reporting Suitable for the School Committee

As noted, the primary responsibility for monitoring and enforcing compliance is at the administrative level of the Title IX Coordinator. Since the School Committee is charged with the more general role of setting district policy, an appropriate mechanism for that level of oversight would be a periodic/annual report to the Superintendent and the Committee regarding overall compliance by the district with Title IX's requirements. This could include a succinct summary of Title IX complaints and investigations with no details that could reveal student/education record information that is protected by 603 CMR 23.00 and FERPA or confidential personnel record information; an assessment of the athletic participation opportunities provided to male and female students and expenditures for each; and recommendations as to any needed steps which may require Committee approval.

3. Is Title IX Equity Determined Within "Silos" (Athletic and Extra-Curricular) or Measured Across "Silos"

Under the Title IX regulations, 34 CFR Part 106, § 106.41, athletics are addressed as a separate activity and the requirements regarding equal opportunity for participation are limited to athletics. Accordingly, a district cannot establish gender equity in athletics by taking into account non-athletic extra-curricular programs.

Regarding the latter, the rules governing extra-curricular activities are the same as those governing classes and are complex. The rules are set forth in 34 CFR Part 106, § 106.34. Activities generally must be provided without being based on sex/gender *except for* contact sports in physical education/athletics; ability grouping in physical education; human sexuality classes; and choruses based on vocal range or quality.

Otherwise, a single-sex extra-curricular activity may *only* be offered if *all of the following* are true:

(1) it is based on the district's "important objective" to meet particular, identified educational needs of its students or to improve educational achievement of its students, provided that the single-sex nature is "substantially related" to achieving that objective;

- (2) the objective is implemented in an “evenhanded manner”;
- (3) student enrollment is completely voluntary; and
- (4) the district provides to all other students, including those of the excluded sex, a “substantially equal” opportunity in the same subject/activity.

The factors to determine whether this option is “substantially equal” are analogous to those used in the area of athletics, such as quality of faculty support, quality and availability of technology, and quality and availability of space and resources.

At least every two years the district must evaluate any single-sex extra-curricular activities to ensure that they are based on genuine justifications rather than on overly broad generalizations.

4. Responsibilities and Tools to Ensure Equity Regarding Money Provided by Independent Booster Groups

Booster groups obviously serve an important role in enabling school districts to fund athletic programs. To the extent they are entities independent from a district, they technically cannot be controlled by the district. Under Title IX, however, all money or equipment received by a district’s athletic programs is considered funding by the district *regardless of the source*. OCR Letter No. 09-91-1222 (Feb. 7, 1995). This means that in determining whether athletic opportunities are substantially equivalent the donation must be taken into account and, if necessary, the district must make sufficient expenditures to maintain compliance. If, for example, a booster group replaces used men’s football equipment with new equipment, the district may have to buy new equipment for women’s sports. The district’s only other option is to reject the donation.

Some districts solve this problem by persuading boosters to form a general sports booster group which allows the district to allocate donations as needed with an eye to ensuring substantial proportionality. If that isn’t possible and a district still wishes to accept the donations, however, it must take its own financial steps to comply with Title IX.



Bromfield Athletics_2016-2019

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Bromfield Athletics Participation

You're currently signed in as
mzadroga@psharvard.org

Mary Zadroga

Change account

OK

Bromfield Athletics Participation
(last 3 years, by gender)

of Unique Athletic Participants

	16/17	17/18	18/19
Boys	217 51.4%	197 50.6%	202 50.0%
Girls	205 48.6%	192 49.4%	202 50.0%
Total	422	389	404

Total School Enrollment*

	16/17	17/18	18/19
Boys	308 50.2%	288 50.1%	313 49.8%
Girls	306 49.8%	287 49.9%	316 50.2%
Total	614	575	629

* Enrollment accounts for Grades 7-12 for 16/17 & 17/18, and Grades 6-12 for 18/19

Sheet1

**Town of Harvard
Parks & Recreation Commission
Athletic Field Planning Subcommittee
Interim Report
September 17, 2019**



Ann Lees ballfield - September, 2019

Interim Report

Contents

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I. Preface

The Athletic Field Planning Subcommittee (AFPS) is charged by the Parks & Recreation Commission (P&R) with exploring a series of issues relevant to the Town's interest in improving the management of its athletic fields¹. Established by vote of P&R, the subcommittee is an ad hoc, not standing, body which will be dissolved upon submission of a Final Report.

Given the quantity and nature of the AFPS's findings in its first few months of operation, and in consideration of the annual timetable of municipal budgeting, the subcommittee voted to issue this *Interim Report* as a means to inform discussion, consideration and action by the relevant boards and committees of the initial recommendations contained herein.

¹ Appendix A: Harvard Parks & Recreation Commission, Athletic Field Planning Subcommittee, Approved Charges – May 20, 2019

II. Summary of Key Findings, Recommendations & Actions

The subcommittee's initial findings, recommendations, and actions are as follows.

KEY FINDINGS	RECOMMENDATIONS	ACTIONS
1.) No maintenance plans --- whether overall or by field --- exist for the athletic fields	Develop annual maintenance plan for each athletic field and overall Town athletic assets	AFPS/P&R to coordinate w/ DPW; compile options for consultant to develop realistic plans
2.) DPW lacks staff & equipment to fulfill maintenance expectations	Delineate what can be executed by DPW and what requires outside contractor for each field via P&R	AFPS/P&R to coordinate w/ DPW
3.) Operating budget does not provide sufficient funding for maintenance	Propose operating budget increases in next fiscal year	P&R/TA to define additional costs
4.) P&R lacks revenue stream to fund supplementary contract maintenance	Implement OSRP objective ("Allocate funds for additional vendors to be used for field maintenance." ²)	P&R implement field usage charges for all uses; socialize w/ HAA, HPS, etc.
5.) Fields are over-used (defined by frequency, hours, # users v capacity)	Reduce weekly/monthly/seasonal usage; define maximum usage; mandate 1-day per week field rest closure on over-used fields	AFPS/P&R identify to AD/TBS/Supt. & HAA which activities are over-using; identify at-risk fields
6.) Insufficient athletic field capacity exists to rest/rotate fields and to prevent damage	Schools, HAA and other users must plan, budget & schedule use of non-ToH athletic fields if acceptable playing conditions are to be sustained	AD, HAA to negotiate regularly-scheduled usage of Devens or other non-ToH options; this revises MP recommendation ³
7.) No viable enforcement of P&R field closures or policies	Establish permitting process; set enforcement policies	P&R, SB, TA, and HPD coordinate implementation
8.) "Chain of command" for maintenance requests to DPW lacking	Proactively communicate P&R single-contact policy for DPW field maintenance requests	P&R to establish lines of communication from TBS coaches/AD & HAA; DPW to direct requests to P&R
9.) Ann Lees ballfield renovation project remains incomplete despite Title IX "legal mandate" ⁴	CPIC/STM warrant article Requestors to update & inform HPS of actions taken to address Title IX inequity	HPS act in coordination with TA & DPW to ensure any inequity is successfully addressed
10.) Records mgt. challenges preclude effective data/information-gathering & analysis across boards, TBS	TA to work with AFPS and all boards to improve effectiveness per Charter ⁵ ; TBS move AD to full-time position	P&R issue outstanding minutes, provide public release of referenced docs; AFPS to meet TC, AD (for data)
11.) Workload causes persistent P&R backlogs & shortcomings on various functions & initiatives	Hire a 2-year part-time P&R Director, towards implementing a prospective full-time position	P&R, SB coordinate position req for FY2021 or sooner if possible
12.) No consistent or prioritized capital improvement or facility planning for athletic field projects	P&R create ongoing, updated long-term prioritization asset management process for needed improvements to fields under its management	AFPS / P&R seek PB, CPC, DCED input on prioritization process; work with SB to define needs via OSC

AFPS = Athletic Field Planning Subcommittee
AD = Athletic Director
CPIC = Capital Planning & Investment Committee
CPC = Community Preservation Committee
DCED = Dir. of Community & Econ Dev
DPW = Department of Public Works

HAA = Harvard Athletic Association
HPD = Harvard Police Department
HPS = Harvard Public Schools
OSC = Open Space Committee
OSRP = Open Space & Recreation Plan, 2016
P&R = Parks & Recreation Commission

SB = Select Board
STM = Special Town Meeting
TA = Town Administrator
TC = Town Clerk
TBS = The Bromfield School

² Open Space & Recreation Report, 2016; Section 9: 7 Year Action Plan; Goal 7; p. 128

³ Town of Harvard Master Plan 2016; Community Services and Facilities Recommendations; p. 168

⁴ CPIC application for Ann Lees ballfield renovation project, October 2018

⁵ Town of Harvard, Charter, Article 4

III. Ongoing Areas for Research, Analysis & Next Steps in the Final Report

A spate of other issues affects the condition, availability, and management of athletic fields. The AFPS continues to refine its approach and framework for presenting the issues, its findings and recommendations. The following reflects the subcommittee's current structure on categorizing the issues and some of the matters under review.

A. Inventory

A comprehensive inventory of athletic field assets including features, attributes, and activities that can be accommodated is underway. For inventories and descriptions of athletic fields, see:

- Town of Harvard, *Open Space & Recreation Plan 2016*; Section 5: Inventory of Land; A. Protected Land pp. 92-93. This inventory does not include the Pond Road Field and Hildreth Elementary School Fields. (<https://www.harvard.ma.us/conservation-commission/files/2016-open-space-recreation-plan>)
- *Town of Harvard Master Plan 2016*; Chapter 7: Community Services & Facilities, Section 4. Parks and Playing Fields; pp. 104-106. (<https://www.harvard.ma.us/master-plan>)
- Parks & Recreation Commission website; Parks, Fields and Playgrounds (<https://www.harvard.ma.us/parks-recreation-commission/pages/parks-fields-and-playgrounds>)

B. Assessments

Athletic field conditions are being documented by AFPS and will be issued in its final report. Among the attributes being assessed are⁶:

- Qualitative / quantitative assessments
 - o Drainage
 - o Irrigation
 - o Grading/crown height
 - o Soil structure
 - o Grass/organic growth
 - o Pests
 - o Bare spots/holes
- Review of maintenance conducted & impacts on above

C. Users/Participants

Specific demographics segments show a decline in the numbers of Harvard residents under 18, and school enrollment for some middle school grades are as much as 25% below the size of the graduating class of 2019. Early analysis indicates that the percentage of children and students participating in youth sports and athletic activities is at or above 63%. A more thorough and complete analysis cannot be conducted until statistics are made available to the subcommittee by the Harvard Public Schools.

D. Usage

Despite a single-digit decrease in school enrollment over several years, overall usage of athletic fields remains consistent over a three-year period, and for some sports or activities usage has grown, according to an early, incomplete analysis. Usage consists of the total number of hours an athletic field is deployed for practices, scrimmages, games, and/or similar activities.

⁶ University of Massachusetts; UMass Extension School Turf Management (<https://ag.umass.edu/turf/publications-resources/best-management-practices>)

E. Management

A plethora of field management matters effects the condition of athletic fields. Initial findings and recommendations summarized in this report will be comprehensively set forth in the following and other areas for the final report.

- Maintenance
 - o Field-specific maintenance planning
 - o Overall turf management planning
 - o Implementation of best practices
- Long range planning
 - o Scheduling renovations
 - o Capital improvements
 - o Asset lifecycle discipline
 - o New fields
- Access policies
 - o Permitting / fees
 - o Enforcement
 - o Safety / risk

F. Governance & Jurisdiction

The following governance areas will be further developed and solutions offered in the final report.

- Roles & responsibilities
- Town of Harvard
 - o Select Board
 - o Town Administrator
 - o Department of Public Works
 - o Parks & Recreation Commission
 - o Planning Board
- Harvard Public Schools
 - o The Bromfield School
 - o HES / Spectrum
- Other
 - o Harvard Athletic Association
 - o Booster clubs

G. Finances

Financial priorities underpin many of the challenges facing the management of athletic fields; the final report will revisit these and other key areas of finance that impact the process:

- Benchmarking expenditures vis-à-vis comparable municipalities
- Asset management & lifecycle costs
- Municipal funding status / alternatives
 - o Operating / maintenance budget
 - o Capital improvements
- Private funding status / alternatives
 - o Boosters clubs
 - o Corporate / private donations
 - o Other fundraising

IV. Appendix

Harvard Parks & Recreation Commission Athletic Field Planning Subcommittee Approved Charges – May 20, 2019

In October, 2018 the Parks & Recreation Commission voted unanimously to create a subcommittee to explore the usage patterns, capacity, scheduling and maintenance of the Town's athletic fields in order to identify potential improvements in management, availability and planning.

The 2016 Open Space & Recreation Plan (OSRP) identified and set forth the need to maintain, expand and improve playing fields, and further specified objectives to a.) Improve field maintenance; and to b) Develop more fields to allow rotation and prevent overuse. Nevertheless the 2016 OSRP identified no existing public lands for their "recreational potential" as future playing fields.

Given the Parks and Recreation Commission's responsibility to manage and regulate the use of the Town's playing fields, the Athletic Field Planning Subcommittee is charged to:

- Document the current condition of all athletic fields under its jurisdiction
- Establish a comprehensive capacity analysis and plan
- Assess the usage frequency, duration, # of episodes and amount of traffic on fields (i.e. scheduling vis-à-vis all leagues, sports, users, and schools)
- Inventory status quo features of athletic fields, including accessibility, parking, drainage, lighting, etc.
- Set out roles and responsibilities with regard to the jurisdiction, governance, maintenance, and use/scheduling of athletic fields
- Identify potential source funding for the maintenance of fields
- Identify parcels of land suitable for an additional playing field as well as sources of funding for same
- Investigate the prospective use of Devens playing fields
- Conduct open meetings and pursue public input on its activities and findings
- Document other findings as may be deemed relevant and important
- Keep the Select Board, Parks & Recreation Commission, School Committee, Athletic Director and Harvard Athletic Association informed as work progresses.
- Issue a final, public report to the Select Board and Parks & Recreation Commission with options and recommendations with regard to the above, ideally in calendar year 2019

The Athletic Field Planning Subcommittee will be appointed by the Parks & Recreation Commission and shall consist of the various interested parties who use the Athletic Fields and represented by 7 voting members from the following groups:

- One member of the Parks & Recreation Commission
- One member of the Select Board
- One member of the School Committee, Harvard Public Schools' Administration, or Representative from the Superintendent's Athletic Advisory Committee
- Two Harvard Athletic Association Board Members
- Two Members-At-Large who are residents of the Town of Harvard

It is recommended that the Subcommittee be provided funds to cover costs associated with community outreach and preparing documents such as the final report.

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Harvard Schools Trust Grant Application

Please address *each* point under the five sections, answering *all* questions. If questions are ignored or not answered clearly, the Trust may need to postpone consideration until clarification is obtained.

1. Applicant information

- a. Name(s): Kellie Carlucci and Adam Mackie on behalf of the 6th Grade Team
- b. Title, position, or relationship to the Harvard Public Schools: Kellie Carlucci - Math 6 Teacher and 6th Grade Team Leader, Adam Mackie – Science 6 Teacher
- c. Email address: kcarlucci@psharvard.org (Kellie Carlucci) and amackie@psharvard.org (Adam Mackie)
- d. Phone (day and evening): 978-660-4145 (Kellie Carlucci cell)
- e. Application date: 6/11/19 (We understand this won't be considered until September.)

2. Project information

- a. Project title: STEAM Museum
- b. Brief description. If applicable, attach additional information: "Say hello to Mobile Ed's *STEAM Museum*, ready to turn your gymnasium or multipurpose room into a state-of-the-art hands-on children's museum focused on STEAM education (science, technology, engineering, art and math). With activities suitable for all ages, you'll find workstations to not only augment your existing science and math curriculum, but you will also expose your students to high-tech fields of study they never before had access to. In addition, we put the A in STEAM by opening up your student's right-brains through activities that encourage divergent thinking." The STEAM Museum provides at least 10 exhibits covering topics such as friction, technology, manufacturing, machines, gear ratios, 3D printing, computer programming, robotics, geometry, structures, conservation of energy, gravity, invention, problem-solving, and team building. More info is available at their website, <https://www.mobileedproductions.com/steam-museum>.
- c. What is the enrichment value of the project? Are there long-term benefits?: Students will have the opportunity to interact with science and math in ways they have not before. The activities are hands-on, engaging, and fun. The exhibits will show how math and science can be used in the real world, spark interest in these subjects, and build their problem-solving skills. Developing students' interest in STEAM will prepare them for the 21st century. Building their problem-solving skills will have last benefits in their educational careers and in life.

- d. How many students will benefit from the project?: The incoming 6th grade class will be approximately 90 students.
- e. Has this grant ever been requested before: No, this is a new program we are trying to bring to Bromfield in place of the overnight Science Museum trip. While the students' have enjoyed that trip in the past, not all of the 6th grade teachers have been able to attend the trip and interact with the students. Additionally, this program will allow us to customize the students' experience in order to better align it with our math, science, technology, and art curriculums. This program will also have more structure and hopefully can be an annual experience for 6th graders.
- f. How does the project address the precepts of the Harvard Ed Plan?: This program will show students how technology is integrated into Science, Technology, Engineering, Art, and Math. They themselves will be able to use the technology as well as what they have learned in those subjects to perform tasks in an integrated, hands-on experience. Additionally, the program will be inclusive for all students and teachers. The experience will be community building for the 6th grade team of teachers and students as we look to bring the program in at the beginning of the school year.
- g. If the request is for "seed money," what measures will be put in place to ensure the project's continuity?: We hope to continue bringing in the program in subsequent years. Since they develop new exhibits all the time, we can expand the program to possibly include the 5th or 7th grade as well to reach more students in HPS.
- h. If the request is for technology, has it been reviewed for compatibility with existing equipment and plans for future equipment?: N/A
- i. What is the projected time frame? When will the project begin?: We hope to schedule the program for October provided we can get the funding. It is a one day program with lasting effects for our students.

3. Financial information

- a. What is the total amount of the request? \$1295
- b. What are the detailed costs involved? **Please provide an itemized account.:** The only cost is the \$1295 for the program.
- c. Have you requested funds or gifts-in-kind from other sources? If so, please indicate.: No, we have not.
- d. If the request is for equipment or supplies, what other vendors have been considered? Have you checked for competitive pricing?: N/A
- e. Have upkeep and maintenance costs been considered? Please explain. N/A
- f. What is the time schedule for disbursement?: The entire cost is paid on the day of the program. No deposit is required.

- 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 are specific circumstances that require other arrangements: No

4. Evaluation

- a. How will you evaluate the success of this project? What criteria will you use?: We will observe students throughout the program to evaluate engagement and enjoyment. Additionally, we will survey students about favorite exhibits and have follow-up discussions about what learned concepts they applied and what they would like to learn more about.
- b. What input will students and teachers have in the evaluation?: Students will fill out a survey about how well they liked the program and the 6th grade teachers will review the survey results and discuss their impressions of the program during our team meeting time.

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 may need parent volunteers to help with the exhibits. Whether we need volunteers or not, we will be sharing the information about the program and will share details about the Harvard Schools Trust support along with links to sign up to be a member.

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 6th grade team appreciates your consideration and hopes we can bring this exciting program to The Bromfield School in the Fall.

September 10, 2019

Good afternoon,

The Harvard PTO is pleased to offer \$1032 towards the eighth grade old Sturbridge Village field trip. We believe this will be a great experience for our eighth graders and we are pleased to be able to fund this trip in its entirety.

If you could please mention that this trip is fully funded by the Harvard PTO on all take-home materials and publications that would be much appreciated.

Warm Regards,

Laura Thomas
PTO President

I. School Opening

Standard I: Management and Operations

Both schools opened smoothly after two days of professional development. The professional development included special education updates, goal setting for the upcoming year, and teacher collaboration.

Several younger grades used the early evening on the PD days to host popsicle parties on the playground. These events provided families with the chance to meet the teacher in a relaxed setting before the first day of school. HES has since held their Curriculum Night with the intent to build an early relationship between the teachers and parents. The Bromfield Curriculum Night will occur next week.



II. Special Education Needs

Standard I: Instructional Leadership

Please see the attached memos detailing our special education needs and our recommendations/plan.

III. Stipend to Dave Woodsum

Standard II: Management and Operations

Upon my recommendation, the budget sub-committee approved the award of an \$800 stipend for Dave Woodsum based on his exemplary work and problem solving over the past several months. This stipend was paid out of the \$20,000 approved by the School Committee for this purpose.

I. Middle School Ramp Options

Standard II: Management and Operations

The architects at Abacus met with an advisory group to discuss the current condition of the middle school ramp early last year. They were then tasked to develop options for consideration (see

attached). Image A includes bathrooms for the community under the ramp. Image B includes storage in that space instead. Both images increase storage underneath the bridge towards the roadway. Image B offers a stairway on the left side for quick access to the fields.

Abacus is working on pricing for the project options. We will share these prices once they are available. We will then be seeking a recommendation from the School Committee on the final project to move forward to CPIC.

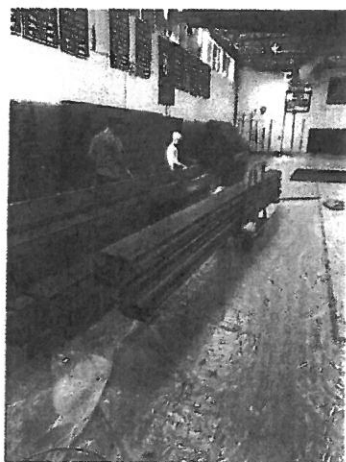
IV. **Project Updates**

Standard II: Management and Operations

The Cronin Auditorium carpet has been replaced and the railings have been painted. School personnel are evaluating curtain materials before placing that order. An architect will review the sound booth plans and consult on the final design.

The Bromfield kitchen team continues to use the external refrigerator because of a delay in the manufactured door to the new refrigerator. The manufacturing company closed for several days because they were in the path of the hurricane in South Carolina. They assure us that the new door will be delivered soon.

The demolition crew removed the bleachers in the Bromfield gymnasium and installation of the new ones is due this coming week. Dave Boisvert created a trophy case for Bromfield by reusing the wood from the old bleachers.



Superintendent Goals (Draft)
School Year 2019-20

Goal 1

Title	Goal	Measure	Conditions	Interfaces	% Complete
Curriculum Development <i>I-B: Instruction</i> <i>II-B: Human Resources Management and Development</i>	To provide a recommendation to the School Committee to support curriculum development, assessment alignment, data analysis, and differentiated instruction.	By June 2020 the leadership team has made a recommendation on any resources or personnel needed to support curriculum development, assessment alignment, data analysis, and differentiated instruction. By June 2020 the School Committee has reviewed a draft job description for any new position that supports curriculum development based on research of the position in other districts. By June 2020 the leadership team has provided supporting research for their recommendation.	Time exists for the literature review and district visits. Budget analysis identifies savings to support new hiring, if recommended. The availability of experts on the topic.	Leadership Team Department Chairs and Vertical Team Leaders School Committee	

Superintendent Goals (Draft)
School Year 2019-20

Goal 2

Title	Goal	Measurement	Conditions	Interfaces	% Complete
Feedback Improvement and Calibration <i>I-D: Evaluation</i> <i>I-E: Data Informed Decision Making</i>	To provide training to district leaders on their feedback to educators and measure improvement.	By June 2020 the leadership team has participated in 5 training sessions on effective feedback strategies and/or data analysis. By June 2020 consistency and improvement measures have been identified and a report with the results has been given to the School Committee.	Time available to attend the trainings. Experts identified and secured for these trainings. Feedback collected and analyzed.	Leadership Team Teacher Leadership Team School Committee	

Goal 3

Title	Goal	Measurement	Conditions	Interfaces	% Complete
Community Involvement <i>IV-C: Communications</i>	To gain more community input on district decision making by providing information and encouraging dialogue.	By June 2020 4 public forums have been held and written results compiled and shared with the SC on topics of interest such as the shift in start time, student safety, wellness initiatives, and supporting all learners.	Time exists to plan and hold the public forums with other leaders. Time exists to reach out to the single parents, working parents, and	Leadership Team Teacher Leadership Team Other district leaders and teachers	

Superintendent Goals (Draft)
School Year 2019-20

		<p>By June 2020 input has been received and summarized from events held for single or working parents through concerted efforts that fit their schedule or availability.</p> <p>By June 2020 2 new tools/methods of sharing information and receiving feedback have been implemented with the community.</p> <p>By June 2020 regular meetings with student representatives have taken place and the SC has declared that the student voice at SC meetings has increased.</p>	community members in new ways.		
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Harvard Public School
CPIC Requests for Funding

School Dept.	Recommended	FY21	FY22	FY23	FY24	FY25
TBS-Renovate Cronin Auditorium (Lights, Carpet,Curtain,Seats & Sound Upgr	CSF	50,000				
TBS - Design/Repair or Replace ramp to MS	CSF	900,000				
TBS - HEAC Interior Lighting Upgrade (Florescent to LED HEAC	Grant					
TBS - Replace gym bleachers	CSF					
TBS - Replace Refrigeration System in the Cafeteria, Handsinks	Devens					
TBS - Repair Roof	Devens					
TBS - Add air conditioning to the AHU for Science Wing	CSF					
TBS - Replace AHU and add Air Conditioning to the for south fac	CSF	150,000				
TBS - Install HVAC units	CSF		150,000	150,000		
TBS - Install card access system, external doors	CSF		100,000	100,000		
TBS - Replace Damaged Flooring	Devens			100,000		
TBS - Upgrade Network Backbone (Servers, switch, routers)	CSF		150,000			
TBS-Renovate the Locker Rooms	Devens	150,000	150,000			
TBS-Replace Locker sections	CSF		100,000	100,000	100,000	
TBS-Resurface the Tennis Courts and Basketball Courts	CSF				100,000	
TBS-Main Office Renovation	CSF				200,000	
TBS-Guidance Office Renovation	Devens				100,000	
TBS - Four renovated Bathrooms	CSF					200,000
TBS - Courtyard remodel	CSF					200,000
TBS - Gymnasium Renovation, hanging curtain, painting, floor	CSF					150,000
School buildings performance audit	CSF					50,000
Central Office/HES - support for the building project	Devens	200,000	200,000	200,000	200,000	200,000
Central Office/HES - moving expenses	Major Cap	60,000				
CSF/Grants Sub-total, School Submissions:		1,300,000	500,000	350,000	400,000	800,000
Devens Sub-total, School Submissions:		210,000	350,000	300,000	300,000	200,000

Curriculum Calendar
Presentation Proposal
2019-20

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

Student and Staff Presentations to the School Committee

Date	Presentation
2016-2017	
October 25, 2016	Nature's Classroom Presentation
December 12, 2016	Technology Presentation
December 12, 2016	Athletic Advisory Presentation
January 23, 2017	Global Competency Presentation
February 27, 2017	Special Education Presentation
March 27, 2017	Dominican Republic Trip Presentation
April 10, 2017	Youth Risk Survey Presentation
May 22, 2017	Technology Presentation
2017-2018	
September 11, 2017	Math Curriculum Review – TBS
October 23, 2017	Math Curriculum Review - HES
November 27, 2017	World Language Presentation
January 8, 2018	Data Dashboard Presentation
January 22, 2018	ELA Presentation - HES
February 12, 2018	Preschool Program Update
February 12, 2018	Harvard Cable Television Presentation
March 26, 2018	Social Studies Curriculum Presentation – HES
March 26, 2018	Guidance Department Presentation - TBS
April 23, 2018	Science Department Presentation - HES
June 11, 2018	Eagle Scout Presentation
2018-2019	
October 15, 2018	HES Special Education Program Presentation
November 13, 2018	Therapy Dog Proposal
November 13, 2018	Health and Wellness Review – HES
November 26, 2018	Challenge Day Feedback
January 14, 2019	Adventures in Digital Learning
February 11, 2019	Presentation of RADAR – Resource Allocation and District Action Reports
March 11, 2019	Benson & Eldridge – HTA Joint resolution presentation
March 25, 2019	DC Trip presentation
March 25, 2019	Youth Risk Survey
April 8, 2019	HES Leadership & Safety Patrol Sharing
May 13, 2019	Response to Intervention RTI at HES program review
May 13, 2019	Pre-K program review
May 28, 2019	Climate Survey

Harvard Schools Trust

Grant Application

Please address *each* point under the five sections, answering *all* questions. If questions are ignored or not answered clearly, the Trust may need to postpone consideration until clarification is obtained.

1. Applicant information

- a. Name(s): Kellie Carlucci and Adam Mackie on behalf of the 6th Grade Team
- b. Title, position, or relationship to the Harvard Public Schools: Kellie Carlucci - Math 6 Teacher and 6th Grade Team Leader, Adam Mackie – Science 6 Teacher
- c. Email address: kcarlucci@psharvard.org (Kellie Carlucci) and amackie@psharvard.org (Adam Mackie)
- d. Phone (day and evening): 978-660-4145 (Kellie Carlucci cell)
- e. Application date: 6/11/19 (We understand this won't be considered until September.)

2. Project information

- a. Project title: STEAM Museum
- b. Brief description. If applicable, attach additional information: "Say hello to Mobile Ed's *STEAM Museum*, ready to turn your gymnasium or multipurpose room into a state-of-the-art hands-on children's museum focused on STEAM education (science, technology, engineering, art and math). With activities suitable for all ages, you'll find workstations to not only augment your existing science and math curriculum, but you will also expose your students to high-tech fields of study they never before had access to. In addition, we put the A in STEAM by opening up your student's right-brains through activities that encourage divergent thinking." The STEAM Museum provides at least 10 exhibits covering topics such as friction, technology, manufacturing, machines, gear ratios, 3D printing, computer programming, robotics, geometry, structures, conservation of energy, gravity, invention, problem-solving, and team building. More info is available at their website, <https://www.mobileedproductions.com/steam-museum>.
- c. What is the enrichment value of the project? Are there long-term benefits?: Students will have the opportunity to interact with science and math in ways they have not before. The activities are hands-on, engaging, and fun. The exhibits will show how math and science can be used in the real world, spark interest in these subjects, and build their problem-solving skills. Developing students' interest in STEAM will prepare them for the 21st century. Building their problem-solving skills will have last benefits in their educational careers and in life.

- d. How many students will benefit from the project?: The incoming 6th grade class will be approximately 90 students.
- e. Has this grant ever been requested before: No, this is a new program we are trying to bring to Bromfield in place of the overnight Science Museum trip. While the students' have enjoyed that trip in the past, not all of the 6th grade teachers have been able to attend the trip and interact with the students. Additionally, this program will allow us to customize the students' experience in order to better align it with our math, science, technology, and art curriculums. This program will also have more structure and hopefully can be an annual experience for 6th graders.
- f. How does the project address the precepts of the Harvard Ed Plan?: This program will show students how technology is integrated into Science, Technology, Engineering, Art, and Math. They themselves will be able to use the technology as well as what they have learned in those subjects to perform tasks in an integrated, hands-on experience. Additionally, the program will be inclusive for all students and teachers. The experience will be community building for the 6th grade team of teachers and students as we look to bring the program in at the beginning of the school year.
- g. If the request is for "seed money," what measures will be put in place to ensure the project's continuity?: We hope to continue bringing in the program in subsequent years. Since they develop new exhibits all the time, we can expand the program to possibly include the 5th or 7th grade as well to reach more students in HPS.
- h. If the request is for technology, has it been reviewed for compatibility with existing equipment and plans for future equipment?: N/A
- i. What is the projected time frame? When will the project begin?: We hope to schedule the program for October provided we can get the funding. It is a one day program with lasting effects for our students.

3. Financial information

- a. What is the total amount of the request? \$1295
- b. What are the detailed costs involved? **Please provide an itemized account.:** The only cost is the \$1295 for the program.
- c. Have you requested funds or gifts-in-kind from other sources? If so, please indicate.: No, we have not.
- d. If the request is for equipment or supplies, what other vendors have been considered? Have you checked for competitive pricing?: N/A
- e. Have upkeep and maintenance costs been considered? Please explain. N/A
- f. What is the time schedule for disbursement?: The entire cost is paid on the day of the program. No deposit is required.

- 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 are specific circumstances that require other arrangements: No

4. Evaluation

- a. How will you evaluate the success of this project? What criteria will you use?: We will observe students throughout the program to evaluate engagement and enjoyment. Additionally, we will survey students about favorite exhibits and have follow-up discussions about what learned concepts they applied and what they would like to learn more about.
- b. What input will students and teachers have in the evaluation?: Students will fill out a survey about how well they liked the program and the 6th grade teachers will review the survey results and discuss their impressions of the program during our team meeting time.

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 may need parent volunteers to help with the exhibits. Whether we need volunteers or not, we will be sharing the information about the program and will share details about the Harvard Schools Trust support along with links to sign up to be a member.

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 6th grade team appreciates your consideration and hopes we can bring this exciting program to The Bromfield School in the Fall.

September 10, 2019

Good afternoon,

The Harvard PTO is pleased to offer \$1032 towards the eighth grade old Sturbridge Village field trip. We believe this will be a great experience for our eighth graders and we are pleased to be able to fund this trip in its entirety.

If you could please mention that this trip is fully funded by the Harvard PTO on all take-home materials and publications that would be much appreciated.

Warm Regards,

Laura Thomas
PTO President

School Committee Minutes
Upper Town Hall
Monday, September 9, 2019
6:15 p.m.

Members attending: SusanMary Redinger, Shannon Molloy, John Ruark, Suzanne Allen, Sharlene Cronin and Linda Dwight, Aziz Aghayev, Maureen Babcock

John Ruark called the meeting to order at 6:15 p.m.

Sharlene Cronin read the Vision Statement.

Public Commentary – None

Field Trip Approval

Model UN Officers, Grace Acton, Sam Jackson, Meili Stanten, Caroline Mara and Ella Corbett along with Advisors Ms. Mattie-Brown and Ms. Terrio spoke to the Committee about the various experiences in attending past Model UN conferences and requested approval the following overnight trip/out of state trips for the upcoming year.

HMUN Conference in Boston, MA being held January 30th through February 2nd, the cost of the trip is approximately \$250.

NAIMUN Conference in Washington, DC being held February 13th through February 16th, the cost of trip is approximately \$700.

UMASSMUN conference held at UMASS Amherst in March, the cost of the trip is approximately \$200.

SusanMary Redinger made the motion and Suzanne Allen seconded to approve the three Model UN trips as presented.

VOTE 5/0

Dr. Dwight presented a request for the Debate team to attend an overnight/out of state trip to Yale University September 13th through 15th.

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

VOTE 5/0

HES School Improvement Plan

Principal, Josh Myler presented the HES School Improvement Plan. Mr. Myler explained strategy used, time-line, resources used and measurement for each goal under the Core Values for Student Achievement, Personal Growth, Partnership and Resources and School Climate. Mr. Myler also updated the Committee regarding on-going initiatives.

SusanMary Redinger made the motion and Suzanne Allen seconded to approve the HES School Improvement Plan as amended.

Vote 5/0

Superintendent Report – See attached

As part of the Superintendent Report Dr. Dwight explained the need to hire a Certified Occupational Therapist Assistant to work under the guidance and direction of our current .5 OT/.5 Special Education Coordinator. Dr. Dwight indicated that she will continue to monitor the individual education plans of our students to ensure their needs are met.

Dr. Dwight recommended to the Committee that they open a second preschool classroom in January 2020 to meet the needs of our preschool aged students on individualized education plans. The cost of the teacher for the .5 of the year will be partially off-set by the tuition paid into the preschool by the families of the peer models. The Committee will take a formal vote on the additional preschool classroom at a future meeting.

Teacher Evaluation Process Review

Dr. Dwight reviewed the history of the MA Educator Evaluation framework which was created by DESE in 2011. Dr. Dwight provided insight into the evaluation process, gave examples and shared how data is stored. Dr. Dwight will provide a further explanation of the process at a future meeting.

School Building Update

SusanMary Redinger reported that the school building project is moving. After the concrete work is complete they will be installing the beams. When the beams are erected, there will be a ceremony during the school day where students will be invited to sign a beam, the public will be invited to attend. The next School Building Committee meeting is scheduled for next Thursday. The project continues to be on time and on budget.

Approve Easement for New Electrical Hook-up

SusanMary Redinger explained that before the Board of Selectmen can sign the easement for a new electrical hook-up, the School Committee must declare the area as surplus and no longer needed for educational purposes, except to provide utility service to the school building. Then the grant of easement must be authorized by 2/3rd town meeting vote. The Special Town Meeting is scheduled for October.

SusanMary Redinger made the motion and Sharlene Cronin seconded to declare the area on the sketch as surplus and no longer needed for educational purposes, except to provide utility service to the school building.

VOTE 5/0

Existing Capital Plan Review

Dr. Dwight reviewed the Five-Year Capital Plan for FY20 through FY24. The Administrative Leaders will be meeting tomorrow to determine if items in the FY21 (2020-2021) for the

upcoming year are still valid requests. In addition, they will come up with a list of requests for FY25. At the next meeting the Committee will be asked to vote on the projects that will be put forward to the Capital Committee.

Curriculum Presentation Calendar Discussion – Tabled to future meeting

Policy Review

John Ruark presented policies in Section G and Section A.

SusanMary Redinger made the motion and Suzanne Allen seconded to approve policies GCG, GCIA, GCJ, GCK, GCO, GCQD, GCRD, GDA, GDB, ACA, ACAB, ACD, ACD-R, ADC as amended and first read through for policies GCQE, GCQF and AB.

VOTE 5/0

Agenda Items

Curriculum Presentation Calendar Discussion

HEAC

Student Advisory Topics

Substitute teacher process

School Improvement Plan

Part 2 of the Educator Evaluation Presentation

Curriculum Presentation -Art of Being

PreK class - additional section

Student Advisory Committee Topics – Table to future meeting

Committee Meeting Date Changes

The Committee changed their meeting calendar as follows:

Monday, October 14th – Indigenous People’s Day to Tuesday, October 15th.

Monday, October 28th – Special Town Meeting, Tuesday, October 29th.

Monday, November 11th – Veterans Day, Tuesday, November 12th.

Monday, December 23rd – No meeting.

Monday, May 25th – Memorial Day – Tuesday, May 26th.

Approval of Meeting Minutes

Sharlene Cronin made the motion and SusanMary Redinger seconded to approve the minutes of the August 26th meeting as amended.

VOTE 5/0

Liaison /Subcommittee Reports

Shannon Molloy presented the following warrants for review:

Warrant 20-03	August 2, 2019	\$1,128,980.58
Warrant 19-29	June 30, 2019	\$ 112,142.39
Warrant 19-28	June 30, 2019	\$1,750,229.30

Shannon Molloy reported that the HES School Council meets on September 17th.

Shannon Molloy report that the Continuous Improvement Subcommittee met to review the Superintendent rubric and to compare it to the DESE pilot rubric. The Subcommittee talked through challenges and decided to do a couple of tests with the pilot rubric before making a change. There is no deadline to make a change.

SusanMary Redinger reported that the Capital Planning and Investment Committee will meet in October.

SusanMary Redinger reported that the Bromfield School Council has set their meeting dates and is working on the School Improvement plan.

Sharlene Cronin reported that a training was held for the Negotiation Committee and a calendar of meeting dates was established.

Sharlene Cronin reported that the Field Subcommittee is working on creating a report that establishes areas of representation for athletic interests, field maintenance and creating a fund that will be used on fields.

Suzanne Allen – reported that SEPAC was mentioned at the Hildreth Curriculum Night. There is some momentum being generated from parents that have approached regarding heading up SEPAC.

Suzanne Allen – reported that the Data Dashboard Subcommittee met to lay some ground work on where we are going and questions they are looking to have answered.

John Ruark– reported that HEAC meets Wednesday.

John Ruark- reported that the Negotiation Committee meets tomorrow and will bring forward issues for discussion. Issues can only be presented at the first and second meeting. The School Committee will reserve time to have an executive session at each regularly schedule School Committee meeting to go over matters of importance that happen in the Negotiation Subcommittee meetings.

Public Commentary

Jennifer Finch – Codman Hill Road, Harvard - policy question

School Commentary

Sharlene Cronin – thanked Dr. Dwight for responding to her husband's concern regarding public dialogue for parents around safety and a public safety forum.

SusanMary Redinger – asked everyone to take a moment to acknowledge the passing of Lorraine Leonard. Lorraine was an integral part of me being a School Committee member and to the town. She will be missed.

Linda Dwight – reminded everyone of the HAA golf tournament October 9th to benefit the athletic program at Bromfield. The event starts at 1:00 at Shaker Hills. You can find info on Next Door Harvard.

Shannon Molloy – enjoyed curriculum night – noted that in the cafeteria the day after the event, some of the custodian were cleaning up scuff marks that were made during the event. It really shows how much pride they take in their work.

John Ruark reported that on September 18th the All Boards will meet, they will ask us to talk about our goals for the year. They may call out the School Building Committee separately.

Move to adjourn

With no objection John Ruark moved to adjourn the meeting at 9:25 p.m.

VOTE 5/0

Respectfully submitted,

Mary Zadroga