

School Committee Meeting

Thursday June 10, 2021

6:15 p.m.

Join Zoom Meeting – Agenda, Revised 6/8

<https://psharvard-org.zoom.us/j/86522251808?pwd=NVk4MHI5YXRteEpleUduSmxMbjU5UT09>

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Meeting ID: 865 2225 1808

Passcode: 082418

1. Read Vision Statement (6:15)
2. Public Commentary (6:20)
3. COVID policy reviews: (6:25)
 - Mask Policy for summer programs (VOTE)
 - Distancing Policy (VOTE)
 - Learning Model Decision Point Policy (VOTE)
4. Food Service Director and Head Chef Job Description Approvals (VOTE) (7:10)
5. Request to add a Kindergarten teacher (VOTE) (7:20)
6. Grant Approval (VOTE) (7:30)
7. Adjourn (7:40)

Materials: Covid Policies (3), Grants, Food Service Job Descriptions

COVID-19 Travel Policy

Employees and students in the Harvard Public Schools are required to comply with the Massachusetts COVID-19 Travel Order issued by Governor Baker. This policy outlines requirements in the Travel Order and applies to all employees and students at Harvard Public Schools who travel to a state identified as a non-lower-risk by the Massachusetts Department of Public Health. The most recent travel orders may be found at <https://www.mass.gov/info-details/covid-19-travel-order#lower-risk-states->.

If a student in or employee of the Harvard public schools travels to a state identified as non-lower-risk, the student/employee is required to quarantine for 14 days prior to entering the schools or produce a negative COVID-19 test administered no sooner than 96 hours after returning to Massachusetts. This policy is more conservative than the state requirement. To avoid the need for two tests, a family may return from a non-lower-risk state and quarantine until the district's 96 hour requirement is met. Proof of quarantine or evidence of a negative test must be emailed to the school nurse prior to entering the schools. The MA travel form must also be submitted to the nurse.

An employee will not be subject to the mandatory quarantine or testing if the employee lives outside of Massachusetts and must regularly commute to the District, provided that this exception shall only apply to travel between the employee's residence and the District for work.

Simultaneous with any personal leave, bereavement leave or vacation request, all employees must provide their supervisor with information on the state to which they are travelling and the dates of travel, to determine if the employee's personal plans will require a 14-day quarantine prior to return to work. The District may deny requests for vacation leave due to staffing levels if the District is unable to accommodate the employee's leave request coupled with the 14-day quarantine requirement. Employees will be required to provide documentation of test results to return to work after travel to a non-lower risk state.

This policy is effective immediately and will remain in effect until rescinded or amended by the School Committee.

MASKS

For everyone's safety, masks are required in school and district facilities. All individuals including students, teachers, staff, and non-school personnel entering school buildings will be required to wear an appropriate mask at all times*, even when physical distancing of 6 ft. can be maintained, except during designated mask breaks or designated eating periods.

The designated eating period will be primarily outdoors, however, during severe weather an inside space with maximized ventilation will be used with 6 ft distancing between students. Masks will only be off when eating. Staff will keep their masks on while supervising the students while they are eating.

Masks are also required to be worn by everyone on school transportation including school buses and special education transportation vehicles and while entering and exiting buses/vehicles.

Outdoor Mask Use During the Academic School Year: At HES, students, teachers, and staff will be provided with the opportunity for outdoor mask breaks throughout the day with distancing of at least 6 feet any time that masks are removed. Once the students leave the designated eating area, masks will be required but the distance between students will not be regulated. At Bromfield, students, teachers, and staff will have a choice to either wear a mask or not when outdoors and distancing will not be regulated. Teachers and staff will be supportive of students and adults who choose to wear a mask while outdoors.

Outdoor Mask Use During the Summer: Students and adults will have a choice to either wear a mask or not when outdoors and distancing will not be regulated. Unvaccinated adults are encouraged to wear masks when outdoors. Teachers and staff will be supportive of students and adults who choose to wear a mask while outdoors.

Students are expected to bring two (2) masks to school with them daily: one to wear and one as a backup in their backpack. Masks will go home with students each day. Reusable masks should be washed after each wearing. The school will have extra disposable masks available for students who need them during the day.

Appropriate masks:

- Are made of layered, tightly woven material;
- Fully cover the mouth, nose, and chin;
- Fit snugly against the sides of the face with no gaps.

Masks with exhalation valves are not permitted.

The school will provide a disposable mask for a student who brings a mask that does not meet the requirements for an appropriate mask listed above.

Masks should be clearly identified with the student's name or initials to avoid confusion or swapping. Masks may also be labeled to indicate top/bottom and front/back.

Staff and students will be educated on the safe wearing and use of masks. This will include instruction on safe removal and storage of masks during breaks and safe re-application of the mask after a break.

Exemptions to this policy can be made under certain circumstances, such as for students for whom it is not possible due to medical conditions, disability impact, or other health or safety concerns. Parents may not excuse their child from the mask requirement by signing a waiver. A written note from a physician or health care provider is required to initiate the exemption process and must be received by the Superintendent of Schools at least two weeks prior to the student's planned attendance at school. Requests for an exemption with the supporting medical note should be sent to Harvard Public Schools, Office of the Superintendent, 39 Massachusetts Avenue, Harvard, MA 01451. Requests for exemptions are subject to review and approval by the Superintendent who may consult with the district nurse, district physician or local Board of Health. If an exemption to this policy is granted, the Superintendent/designee will work with the family to consider alternative methods of keeping the student as well as other students and adults around the student safe. Face shields or physical barriers may provide an alternative in some instances.

Staff seeking exemptions to this policy should follow the same process for requesting an exemption as outlined above for students.

The Superintendent/designee will identify the need for and the use of personal protective equipment (PPE) in addition to masks for certain staff, such as but not limited to school nurses based on job duties and the need to maintain safety for all staff and students. PPE will be made available for use accordingly throughout the school year. Staff will be provided training on the proper use of PPE, including putting on and removing PPE.

Masks must be worn properly at all times. If a student is in violation of this policy, the following steps may be taken:

- Staff will signal to the student to put the student's mask on correctly;
- If a student is not able to immediately comply, staff may take the student outside for a mask break;
- Staff will work with families to discuss challenges and reinforce compliance;
- A student may be required to switch to remote learning if noncompliance is repeated.

Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy.

Visitors in violation of this policy will be denied entry to the school/district facility.

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

*At HES, masks may be removed if a teacher is remote teaching in a classroom that will remain otherwise empty for the day. Masks may be removed if a teacher is in their classroom during a break time (when students will enter the room afterward) as long as there is a plastic study carrel around them and they are within their teaching space. Masks may also be removed in the afternoon after student dismissal, if the teacher is working from their otherwise empty classroom. Meetings should be held in other locations, virtually, or outside.

*At TBS, masks may be removed if a teacher is remote teaching in a classroom (when students will enter the room afterward) as long as there is a plastic study carrel around the computer and their teaching area. Masks may be removed if a teacher is remote teaching in a classroom or space that will remain otherwise empty for the day. Masks may also be removed in the afternoon after student dismissal, if the teacher is working from their otherwise empty classroom. Meetings should be held in other locations, virtually, or outside.

*Students, teachers, and staff may lower their mask for a quick drink of water as long as they are at least 6 ft. away from other people. Ideally these drink breaks will be done in a vacant hallway or outside.

LEGAL REF.: Commonwealth of Massachusetts, COVID-19 Order No. 31 – <https://www.mass.gov/doc/may-1-2020-masks-and-face-coverings/download>

REFS.: Center for Disease Control and Prevention – Considerations for Wearing Masks – <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

Massachusetts Department Elementary and Secondary Education – Reopening Guidelines – <http://www.doe.mass.edu/covid19/>

Commonwealth of Massachusetts – Mask Up MA! – <https://www.mass.gov/news/mask-up-ma>

FIRST READ: August 10, 2020

ADOPTED: August 10, 2020

REVISED: August 17, 2020

REVISED: September 28, 2020

REVISED: March 22, 2021

REVISED: May 24, 2021

LEARNING MODEL DECISION POINTS

Families with students in the district will be asked to select one of two learning models, either the in-person model or the remote model, by August 14, 2020. A family does not need to select the same model for all of their children.

If a family does not select a model by August 17, 2020, the students in that family will be assigned to the in-person model. If the in-person model is selected or assigned, families may elect to change to the remote learning model at any time.

If the remote model is selected, families will have the opportunity to make a request to change to the in-person model at certain times. This allows the school time to adjust safe spacing plans in classrooms as needed. For the 2020-2021 school year, the dates that students are able to change from the remote model to in-person model are October 9th, November 20th and January 4th.

Additional dates include Feb 1, March 1, and April 12th. Requests to change from one model to another must be received in writing by the building principal two weeks prior to the specified or requested change date. The principal must take into account space limitations and staffing when considering the ability to approve requests to switch learning models in March and April.

If a student in the in-person model must stay home for quarantine or isolation, the school will work with the family to provide the student with access to remote learning. Following the period of quarantine or isolation, the student in the in-person model may return to school. If a student in the remote model is under quarantine or isolation, the student will continue with remote learning through the remote model. This policy will remain in place until rescinded by the School Committee.

FIRST READ: August 10, 2020

ADOPTED: on an emergency basis: August 10, 2020

AMENDED: November 30, 2020

AMENDED: January 25, 2021

Spacing between students, teachers and staff will be maximized in the learning spaces to as close to 6 ft as feasible. When not possible and other mitigating measures are in place such as maximized ventilation, universal mask wearing, and weekly COVID-Safe Schools testing, an absolute minimum between students of 3 ft must be maintained. Teacher work space will be 6 ft from the students' desks.

In areas where masks are removed **indoors** for eating or drinking, a distance of 6 ft must be maintained.

ADOPTED: March 22, 2021

AMMENDED: TBD

Director of Nutrition Services

Reports to: Harvard Public School Superintendent

Requirements:

- Leadership and managerial experience
- Food service industry, nutrition and production experience, with priority to experience in a public school setting
- Strong communication skills; including collaboration, problem resolution, technology use, training, and presentation skills
- Fiscal ability to develop, recommend, and manage budgets
- Understanding of state and federal regulations for school-based nutrition programs, specifically the Department of Elementary and Secondary Education (DESE) school meal requirements and USDA National School Lunch Program
- ServSafe Management-level and Allergy Awareness certifications preferred
- Enthusiasm for students and school nutrition

Responsibilities:

- Directs the daily operations of Harvard Public Schools in-house food service program to ensure students are provided with food of high nutritional quality, in a clean and safe atmosphere while managing costs. Performs work which includes planning, organizing, coordination and management functions of the district's food service program requiring the exercise of a high degree of judgment and initiative, as well as the ability to anticipate and to react positively to technical and administrative problems in the areas of responsibility.
- Responsible for program planning and implementation; develops and plans services to meet the nutritional needs of our school community; develops and directs the implementation of goals and objectives. Recommends policies, and procedures.
- Focuses on using locally sourced produce and in collaboration with the lead chef/s produces quality, delicious, and nutritional food offerings for our students and staff. Coordinates with lead chef/s the selection of foods and supplies, and coordinates and checks for proper food storage. Maintains monthly inventory of food and supplies, in accordance with federal regulations.
- Manages the school nutrition program using appropriate financial management techniques and ensures all records and supporting documentation are submitted and maintained in accordance with local, state, and federal laws and policies. Submits for state and federal subsidies/reimbursement.
- Collaborates with Town and school procurement officials to purchase all foods, supplies and equipment in accordance with public procurement laws. Prepares bids and

specifications for food, supplies and equipment; compares bids for quality, price and service and recommends awards. Develops purchasing guidelines to ensure purchased food and supplies reflect product knowledge, customer preferences, district needs and policies, and nutrition objectives and regulations.

- Supports and promotes recycling, composting, and environmentally sustainable practices in the kitchens.
- Uses the food service program to educate students on sustainable practices, nutrition, and food preparation.
- Communicates with families regarding allergies and collaborates with the Chef/s regarding the health and safety of students.
- Recommends the school food program budget to the school superintendent and School Committee. Monitors expenditures and prepares financial reports in collaboration with the School Business Manager. Submits warrants and purchase orders to the School Business Manager. Manages menu pricing with School Committee approval.
- Develop, monitor and supervise the free and reduced-price meals program in accordance with current policies and regulations as required by DESE and assists by problem solving and maintaining records.
- Supervises the food service staff including recruitment, retention, training, scheduling and evaluation. Coordinates the hiring process and evaluation with the principals. Manages food service payroll.
- Collects and deposits all cafeteria receipts. Manages all transactions in the school's food service software program (My School Bucks). Communicates with families regarding balances in accounts and any other questions.
- Coordinates with the Director of Facilities on the cleaning, repairs, improvements, and maintenance of the kitchen equipment and building space. Visits and inspects both kitchen and cafeteria facilities and operations regularly to ensure that high standards of diet, cleanliness, health and safety are being maintained. Identifies possible improvements in operations.
- Operates the food service program with compliance to health requirements and state and national food service guidelines for public schools. Prepares and submits all required reports.
- Administers all supplemental food service functions, i.e. catering, banquets, school, town and community events as they arise.

- Other duties as assigned by the superintendent or their designee.

Harvard School District Lead Chef

Reports to: Director of Nutrition Services and Principals

Requirements:

- Food preparation experience
- Managerial and kitchen leadership experience
- Strong communication skills; including collaboration, problem resolution, promotion, and general relationship building
- Passion for healthy food and the connection to health and wellness
- ServSafe Certification

Responsibilities:

- Focus on using locally sourced produce and create quality, delicious, and nutritional food offerings for our students and staff in accordance with USDA, DESE, state and local standards. Plan monthly meal menus in accordance with all standards and regulations.
- Overseeing all aspects of meal production, service, sanitation and safety in the school kitchens/cafeterias.
- Ensures all food meets safety, nutrition, and dietary guidelines, as well as any student-specific dietary restrictions.
- Support and promote recycling, composting, and environmentally sustainable practices in the kitchens.
- Use the food service program to educate students and community on sustainable practices, nutrition, and food preparation.
- Collaborate with the Director of Nutrition on the purchase of food and other items needed for the food production.
- Along with the Director of Nutrition, help supervise the food service staff including training, scheduling and evaluation.
- Communicates with families regarding allergies, the health and safety of students, menus and food service related topics.
- Coordinate with the Director of Facilities on the cleaning, repairs, improvements, and maintenance of the kitchen equipment and building space.
- Supervises daily cafeteria revenue/cash. Accurately count record cash total each day.

- Perform other duties as assigned by the Director of Nutrition Services or the Principals.



HARVARD PUBLIC SCHOOLS
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Linda G. Dwight
Superintendent

Memo: Kindergarten Personnel Request
Date: June 10, 2021
From: Linda Dwight, Superintendent

Dilemma: The current projection has our kindergarten enrollment at 77 students.

Josh Myler and I are recommending that we use COVID grant money to hire an additional kindergarten teacher to reduce the class sizes from 19+ students to 15+ students. This will keep our class sizes within the number that the School Committee set as guidelines and enable us to more easily add students as they move into the district during the year.

The larger than usual kindergarten numbers may be attributed to families who decided to delay the start of school for their child during the pandemic and the attraction of the new school to families moving into Harvard. In reviewing the data and talking with families, at least 7 students would have been eligible to start last year and delayed due to the pandemic.

Josh would plan to use the Health and Wellness classroom to accommodate this additional classroom section. The Health and Wellness classes would be held in the homeroom classes or in other spaces in the school.

We believe that lower class sizes benefits student learning especially in the younger grade levels where students are less independent. Fewer students in each class enhances differentiation and contributes to individualized attention and relationship building.

Grade	Current	New/Returning from Homeschool	Projected total	Sections	Projected class size
PK			0	2	0
K	71	6	77	4	19.25
1	48	3	51	3	17
2	64	2	66	4	16.5
3	58	6	64	4	16
4	74	4	78	4	19.5
5	69	5	74	4	18.5

June 9, 2021

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

Dear Dr. Dwight,

The Harvard Schools Trust approved the following grant this month:

Submit Date	Request	Title	Submitter	Amount
6/3	20-13	<i>Engineer Your World</i>	Julie Burton	\$2,500

Very truly yours,

Terry Symula & Lindsay Burke
Harvard Schools Trust

Cc.
Scott Hoffman
Josh Myler
Karen Shuttle
Rolf VandeVaart



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)

Julie Burton

b. Title, position, or relationship to the Harvard Public Schools

Physics and Engineering teacher

c. Email address

jburton@psharvard.org

d. Phone (day and evening)

Day: (978) 456-4152

Evening: (603) 401-5961

e. Application date

June 4th, 2021

2. Project information

a. Project title

Engineer Your World for The Bromfield School

b. Brief description. If applicable, attach additional information.

Engineer Your World is a new engineering course that The Bromfield School introduced in 2017. The response to this new class has been tremendous, thereby demonstrating this course is recognized by students and the community as a key enhancement for STEM curriculum in the town of Harvard.

Engineer Your World was developed by University of Texas at Austin - Cockrell School of Engineering in collaboration with NASA. This program is a fully integrated, multi-disciplinary engineering course aligned with the Next Generation Science Standards (NGSS). The curriculum is taught in a project-based environment that includes engineering skills from systems engineering, mechanical engineering, chemical engineering, civil engineering, electrical engineering, aerospace and software engineering. The course was designed to meet the needs of all levels of students in a high school setting. Students also have the option to dual enroll at University of Texas at Austin (with minimal tuition costs) and may earn up to three hours of college credit.

Due to COVID-19 budgetary restrictions, the licensing fees for *Engineer Your World* will not be supported for the upcoming school year 2021-2022. I am requesting Harvard Schools Trust to fund only one year of licensing fees for this program. After the 2021-2022 school year, I anticipate this program will be fully funded on an ongoing basis.

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

Engineer Your World is a student-centered high school curriculum that engages learners in real-world engineering experiences and inspires them to embrace an engineer's habits of mind. Collaborative, student-directed projects enhance problem-solving skills and challenge students to think like engineers. Given the large enrollment and diverse skill set of prospective students for next year, this program allows for the most streamlined access to engineering curriculum. The multi-disciplinary integrated course design sets up the structure for engineering education at The Bromfield School for many years to come.

The licensing fees include benefits in a variety of areas. The fees cover access to high quality course content material that is updated and enhanced each year. Instructor support is provided including video conferences and online collaboration with other instructors nationwide. Students also have the opportunity to earn dual college enrollment credit at University of Texas at Austin and students will submit their work to be assessed by the engineering professors at the University of Texas. A few students each year take advantage of the dual-enrollment program. The *Engineer Your World* course also allows Bromfield to participate in a nationally recognized high school engineering program.

d. How many students will benefit from the project?

20-30 students per year allows for one or two class sections.

e. Has this grant ever been requested before?

Initial fees for this program were requested and granted in 2017. We were generously awarded \$4500 for initial training and start up equipment fees. This new request would only cover licensing fees for one year due to budgetary constraints caused by the pandemic. I anticipate the licensing fees to return to the budget for the 2022-2023 school year and beyond.

f. How does the project address the precepts of the district's vision and mission statements and core values?

Engineer Your World directly addresses the district's vision statement mentioned below. The goal of this course is to help students learn to think critically and creatively come up with solutions to a variety of challenges. Students also work in a highly collaborative environment and need to communicate with groups of diverse stakeholders. The projects are focused on a range of topics that span both national and international community concerns.

HARVARD SCHOOL DISTRICT 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.

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

Your World is a critical piece of STEM education in the town of Harvard. Since the program inception in 2017, this program has provided an opportunity for at least 25-30% of the graduating class to gain critical thinking skills and experience engineering and technology concepts before attending a four-year university. Next year the enrollment numbers are the highest to date with close to 40% of graduating seniors enrolled in engineering.

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?

This licensing is only for the 2021-2022 school year.

3. Financial information

a. What is the total amount of the request?

The licensing cost is \$2500 per year. The request is only for the first year of licensing.

b. What are the detailed costs involved?

The licensing fees include a variety of areas. The fees cover access to high quality course content material that is updated and enhanced each year. Instructor support is provided online and includes video conferences and online collaboration with other instructors nationwide. Students also have the opportunity to earn dual college enrollment credit at University of Texas at Austin and students will submit their work to be assessed by the engineering professors at the University of Texas.

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

No

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

N/A

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

N/A

f. What is the time schedule for disbursement?

Early fall of 2021 (September or October)

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

Superintendent's office). Are there specific circumstances that require other arrangements?

No

4. Evaluation

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

Surveys will be generated for all stakeholders in this project. Criteria will be developed in collaboration between program authors, teachers and administrators. Enrollment numbers are also a significant part of the evaluation process. Since the program inception in 2017, the program enrollment numbers show that 25-30% of the senior class takes *Engineer Your World* before graduation. Next year, the data shows that close to 40% of the senior class will complete this course.

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

Surveys will be generated for all stakeholders in this project. Criteria will be developed in collaboration with students, teachers and administrators.

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?

Parents can be made aware of the HST contribution to this program during open house and during parent guest speaker presentations. An acknowledgement of HST contributions can be added to parent informational materials (and websites) that are sent home at the start of the school year.

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 here.

I have included an attachment of the presentation given to the school committee last spring. This presentation shows images of students engaged in engineering projects from prior years. The end of the slide show has some student responses from evaluation surveys.

Thank you for the opportunity to request assistance for this worthwhile engineering course! I would be happy to answer any additional questions you may have.