

School Committee Meeting
Monday, January 14, 2019
6:15 PM
Upper Town Meeting

- I. Call to Order and Read the Vision Statement (6:15)**
- II. Public Commentary (6:17)**
- III. Student Report (6:25)**
- IV. Adventures in Digital Learning at HPS (6:30)**
- V. Budget Review and Vote; Athletics, School Lunch, and Community Ed./Bridges (7:00)**
- VI. Budget Q&A Review (7:30)**
- VII. Superintendent's Report (7:40)**
- VIII. Discuss and Assign Writing Town Report (7:50)**
- IX. Brainstorm Topics for Student Advisory Meeting (8:00)**
- X. Policy Review (8:10)**
- XI. Grant Approval (8:25)**
- XII. Agenda Items (8:30)**
- XIII. Approval of Meeting Minutes (8:35)**
- XIV. Liaison/Sub-Committee Reports (8:40)**
- XV. Public and School Committee Commentary (8:45)**
- XVI. Adjournment (8:55)**

Attachments: Superintendent Report, Grant Information, Meeting Minutes, Budget Documents, Meeting Minutes, Policy

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.

Adventures in Digital Learning

At

Harvard Public Schools

As part of the HPS District Improvement Plan, the Technology Integration goal states that technology use in most classrooms across the district will be at the the level of redefinition as defined in the SAMR model.

The following is the measurement tool we created to assess the level of technology use on the SAMR model. The results that follow should be considered the 2018 baseline data.

In addition to these charts, we look forward to sharing student and teacher samples as visual representations of the data during the Monday meeting.

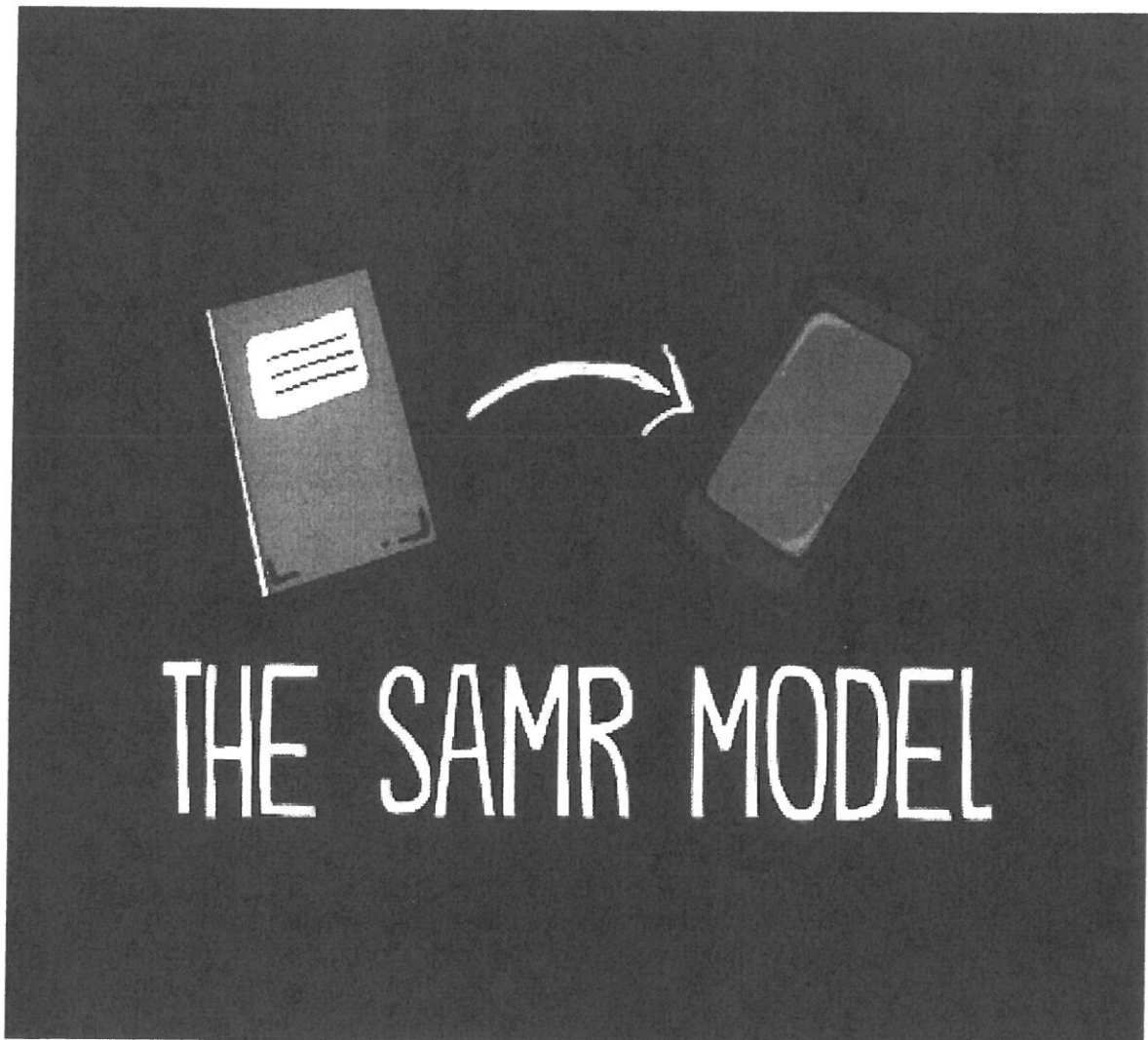
Annual Technology SAMR reflection

As we work as a district at using technology to transform our learning, it's important to reflect on how the use of technology is being used. For that, we turn to the SAMR model. Please consider this short video as you move through the survey. Thanks for your time!

* Required

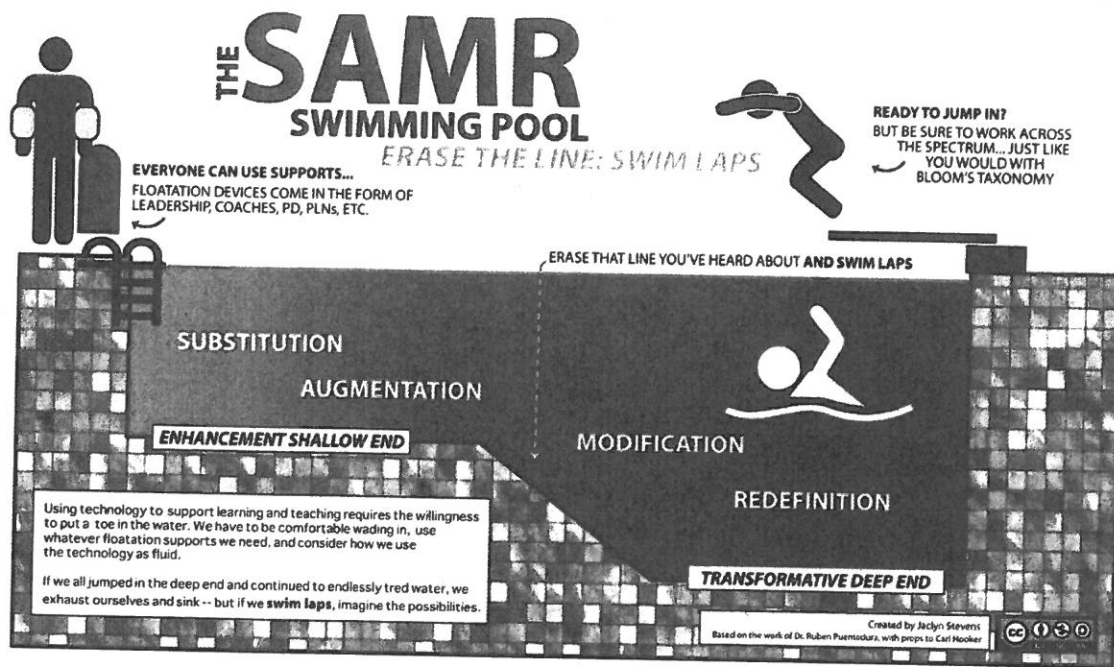
1. Email address *

What is the SAMR Model?



<http://youtube.com/watch?v=SC5ARwUkVQg>

AT HPS, we like to use SAMR Swimming Pool!



Please watch this video to learn more about SAMR Swimming Pool.

SAMR

SWIMMING POOL

ERASE THE LINE: SWIM LAPS

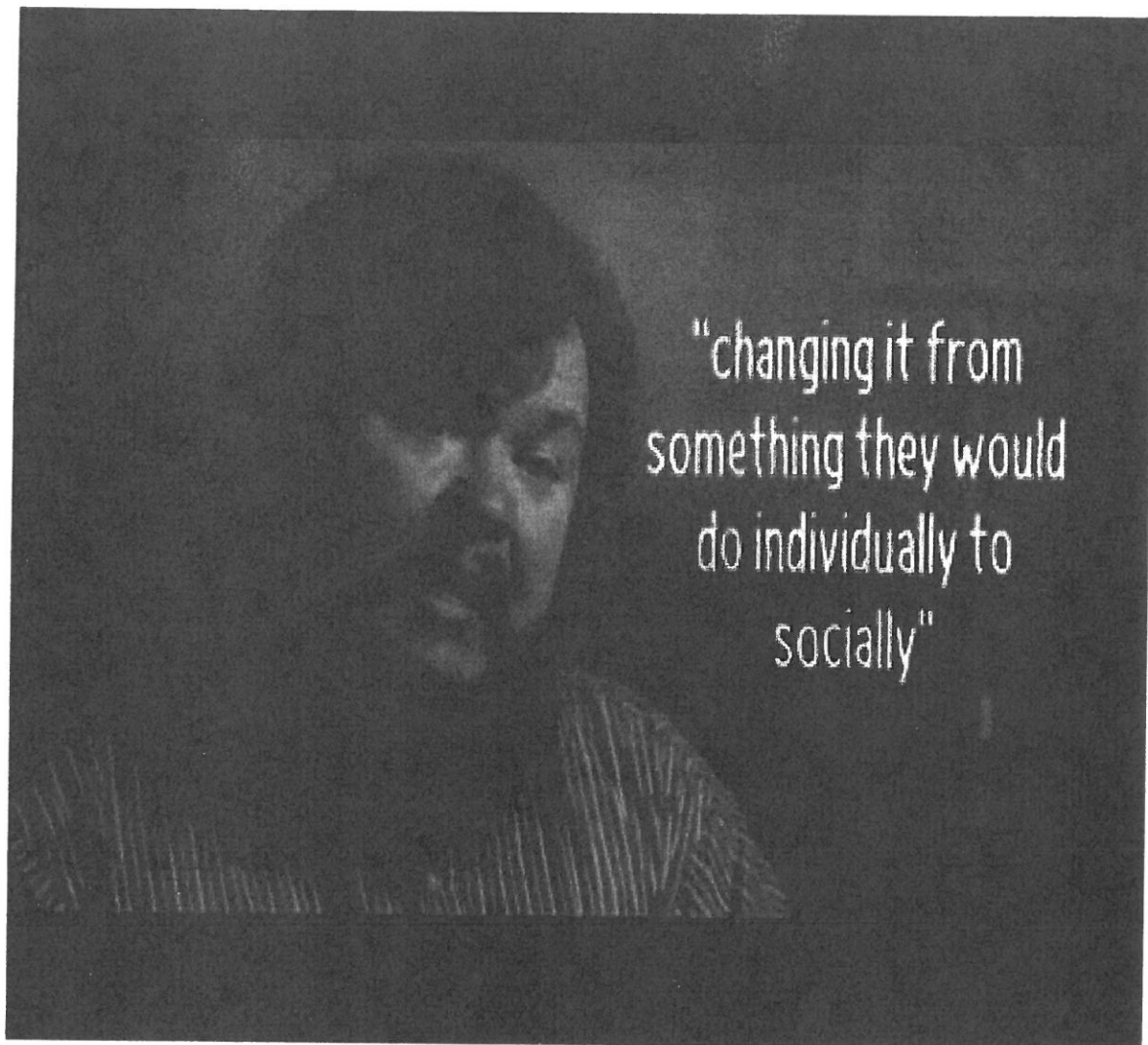
CREATED BY JACLYN STEVENS

Based on the work of Dr. Ruben Puentedura and Carl Hooker



<http://youtube.com/watch?v=CZjcVaWfxMo>

(Optional Video) Meet Dr. Ruben Puentedura, creator of the SAMR model.



<http://youtube.com/watch?v=ZQTx2UQQvbU>

Support and Training for Project Reflection

2. What support/training did you access this year *

Check all that apply.

- ☐ Book with Beth
- ☐ IT helpdesk
- ☐ Working with a peer
- ☐ School Leader
- ☐ PD outside HPS
- ☐ Online resources/self-directed learning
- ☐ Visits to other schools/classrooms.
- ☐ HPS PD (Workshop with Beth, visit from Ed Tech Teacher, Teach21, tech-themed summer, ER or PD Day)
- ☐ Other:

Annual SAMR Self Reflection

We want to learn about how you're using technology and how much are you using it?

3. Please rate yourself on how often you are using the following applications/processes with students.

Mark only one oval per row.

	daily	weekly	monthly	yearly	never
Communication/Sharing - Email, Flipgrid, Padlet, Social Media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Productivity Apps - Docs/Pages, Sheets/Numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workflow/Organization - Drive, Classroom, Calendar, Sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading/Research - internet content area sites, Newsela, Raz Kids, Epic, Noodle Tools, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital Notetaking - Keep, Notes, Notability, Sticky Notes, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creation/Presentation - iMovie, Canva, Drawings, Slides, Book Creator, Keynote, Thinglink, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flipped classroom model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response/Reflection/Assessment - Socrative, Google Forms, Quizlet, Kahoot, GoFormative, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. How often do students do the following? *

Mark only one oval per row.

	daily	weekly	monthly	yearly	never
Students use technology individually.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students use technology to collaborate in pairs or small groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students use technology to collaborate with the whole class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students use technology to collaborate with real world connections (to other students, experts in the field, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students use technology to consume information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students use technology to create.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students use technology to share information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students use technology to share creations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students use technology to choose a path for demonstrating learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Other technologies (please list)

SAMR

As you reflect on all the technology you use with students, please rate your self on SAMR model. Keep the SAMR swimming pool image in mind, its expected that you spend time in both ends of the pool! You

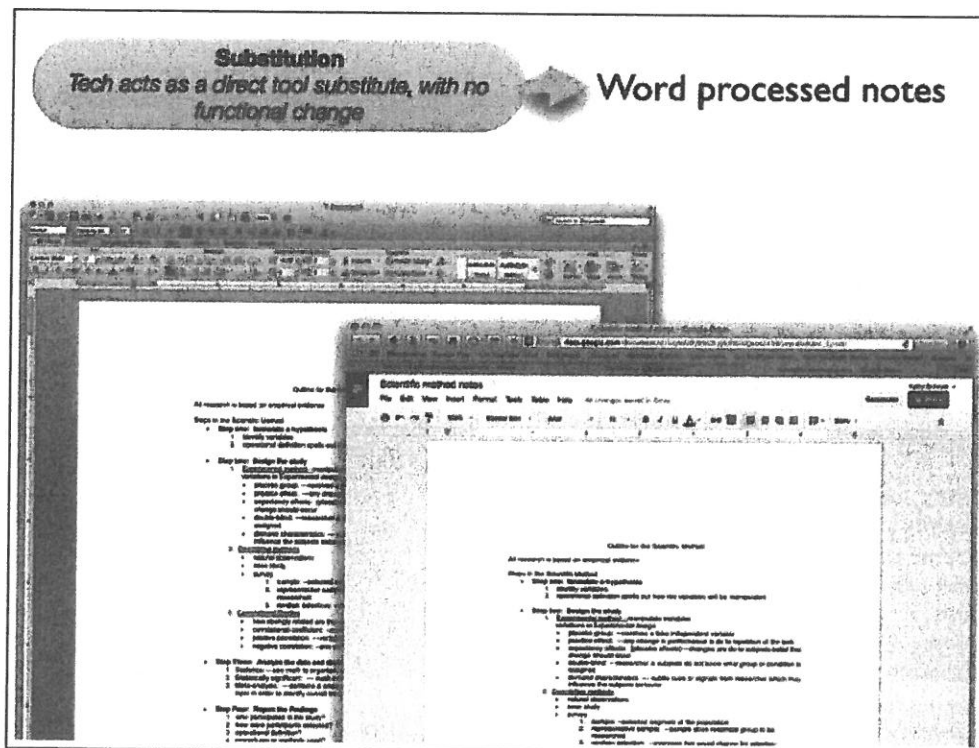
should feel comfort with the tools before you start to evolve your practice. The images included describe the same project at different levels of SAMR. <http://blog.kathyschrock.net/2013/11/samr-model-musings.html>

6. How often is the use of technology in your classroom at the substitution level? *

At the substitution level, you first have to think about what will be gained by the use of technology for the task. You want to make sure you are not advocating technology use just for technology's sake.

In the case of note taking, however, the benefit of having notes in a digital format for ease of sharing and uploading, and providing access to them anywhere, any time, is a useful substitution activity.

At this level, the technology substitution, with no real change in student engagement, would be the use of a stand-alone or cloud-based word processing program.



Mark only one oval per row.

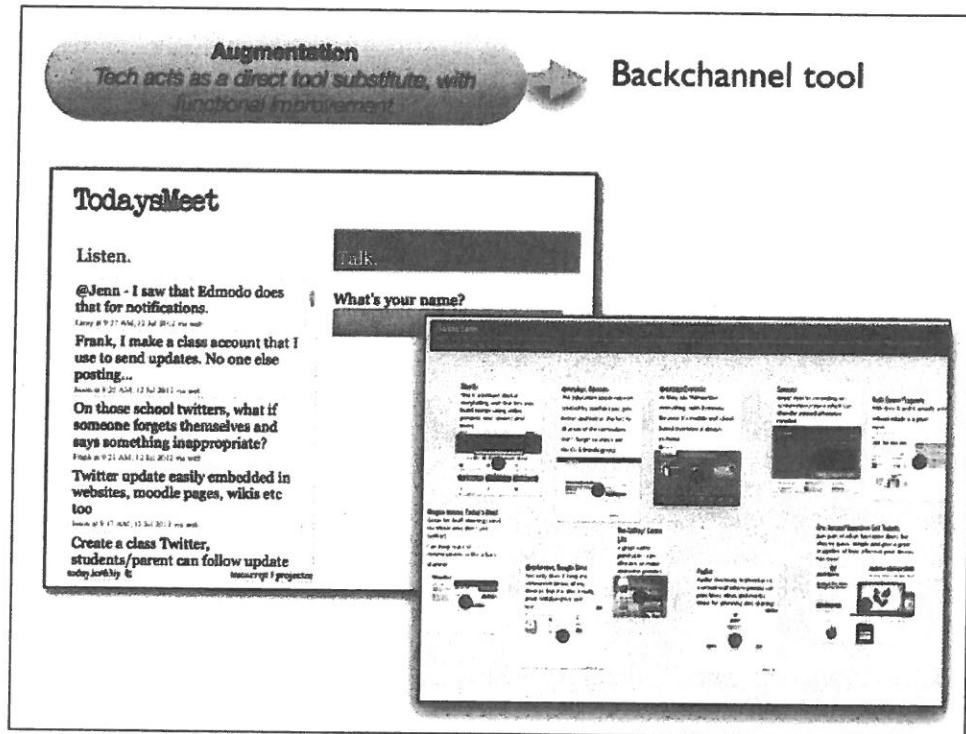
	Daily	Weekly	Monthly	Yearly	Never
Substitution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How often is the use of technology in your classroom at the augmentation level? *

AUGMENTATION LEVEL

At the augmentation level, there again is a direct tool substitute, but there is some improvement in student outcomes. At this level, one of the benefits is teachers can receive almost immediate feedback on student level of understanding of material and students can also learn from others.

One way this can occur is by the use of a backchannel tool (such as Today's Meet or Padlet) for whole-class note taking. The augmentation level starts to move along the teacher/student-centric continuum. The impact of this immediate feedback and collaboration is that students should begin to become more engaged in the learning process.

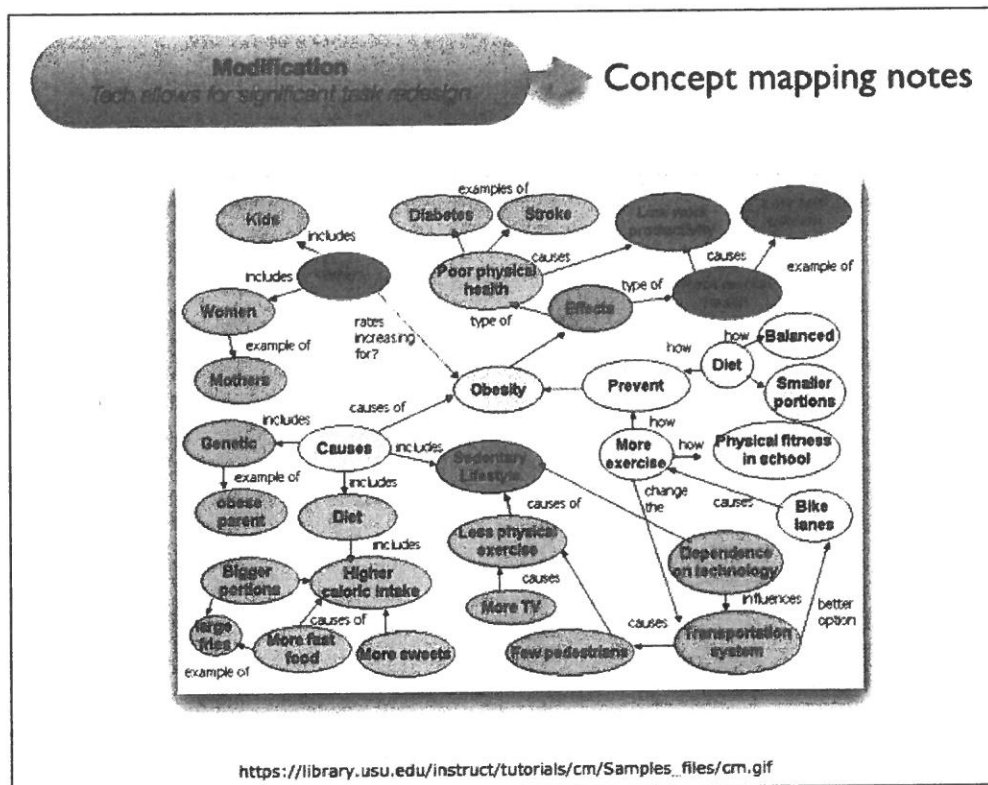


Mark only one oval per row.

	Daily	Weekly	Monthly	Yearly	Never
Augmentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How often is the use of technology in your classroom at the modification level? *

Another modification option for note taking using technology would have students creating mind maps or concept maps as they take notes. Again, these can be easily shared. A collaborative version of this mapping could be implemented as groups of students take notes on certain aspects of the lecture, presentation, reading, etc. and then pull all the maps together to complete the picture. (I call this the "Ancestry.com" model!)



Mark only one oval per row.

	Daily	Weekly	Monthly	Yearly	Never
Modification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

REDEFINITION

Redefinition
Tech allows for the creation of new tasks.

Sketchnoting

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☐ Daily
 ☐ Weekly
 ☐ Monthly
 ☐ Yearly
 ☐ Never

Redefinition ☐

Note that we are not aiming for 100% technology use, we are just curious about the mix.
Mark only one oval per row.

	Less than 25%	25%-50%	50%-75%	more than 75%
Classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. (Optional) What is/was your favorite project, program/application or process from this year as it relates to technology use in the classroom? Feel free to give details or share a link to a work sample or website, or upload in the next box.

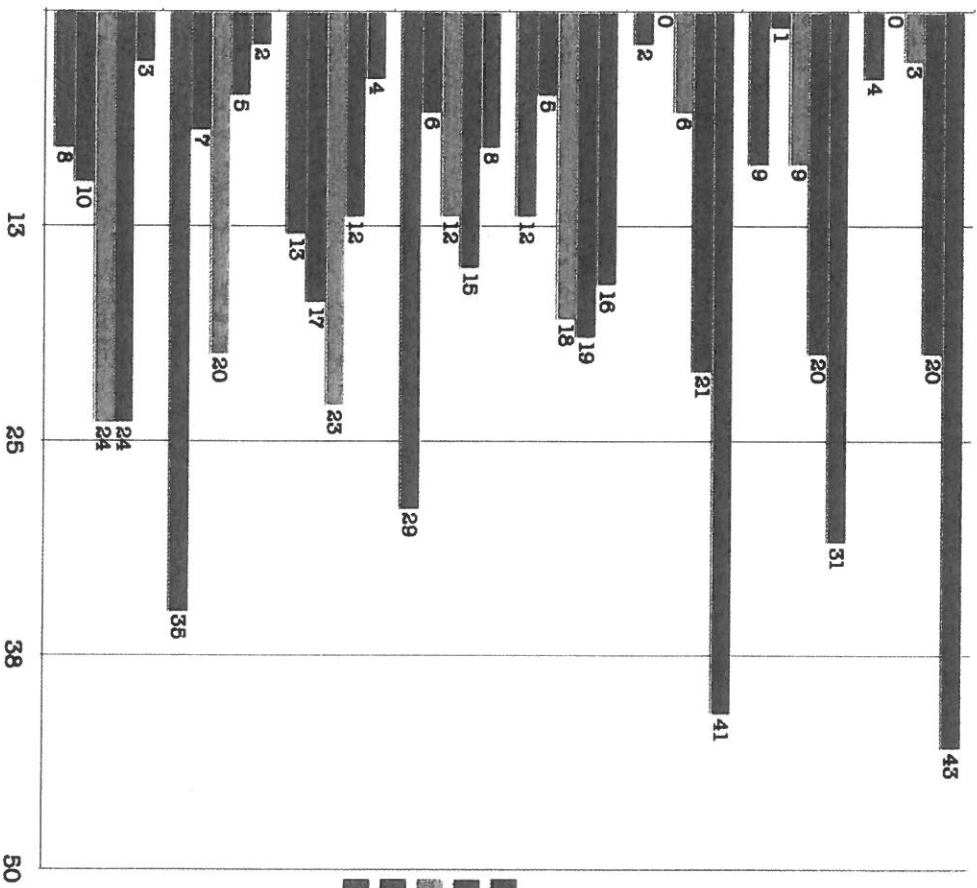
12. (Optional) Please feel free to share lesson plans or student samples for this project! We would love to see them!

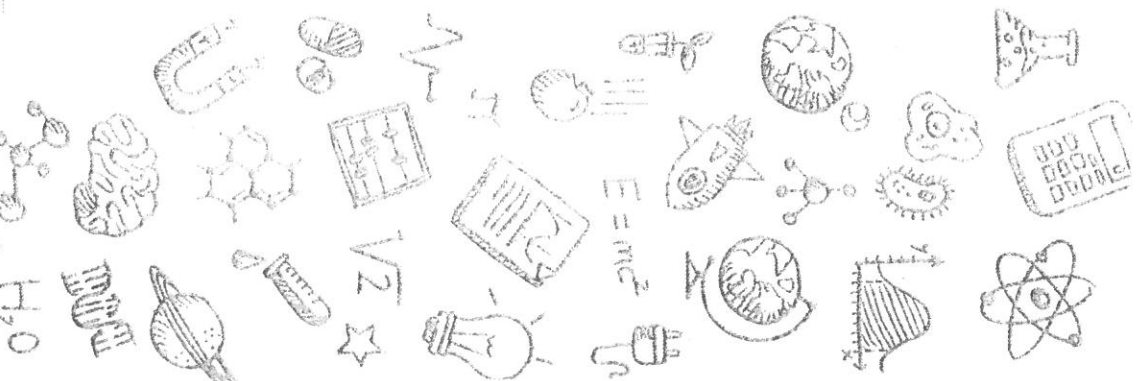
Files submitted:

13. (Optional) What is/was your least favorite project, program/application or process from this year as it relates to technology use in the classroom? Feel free to give details or share a link to a work sample or website.

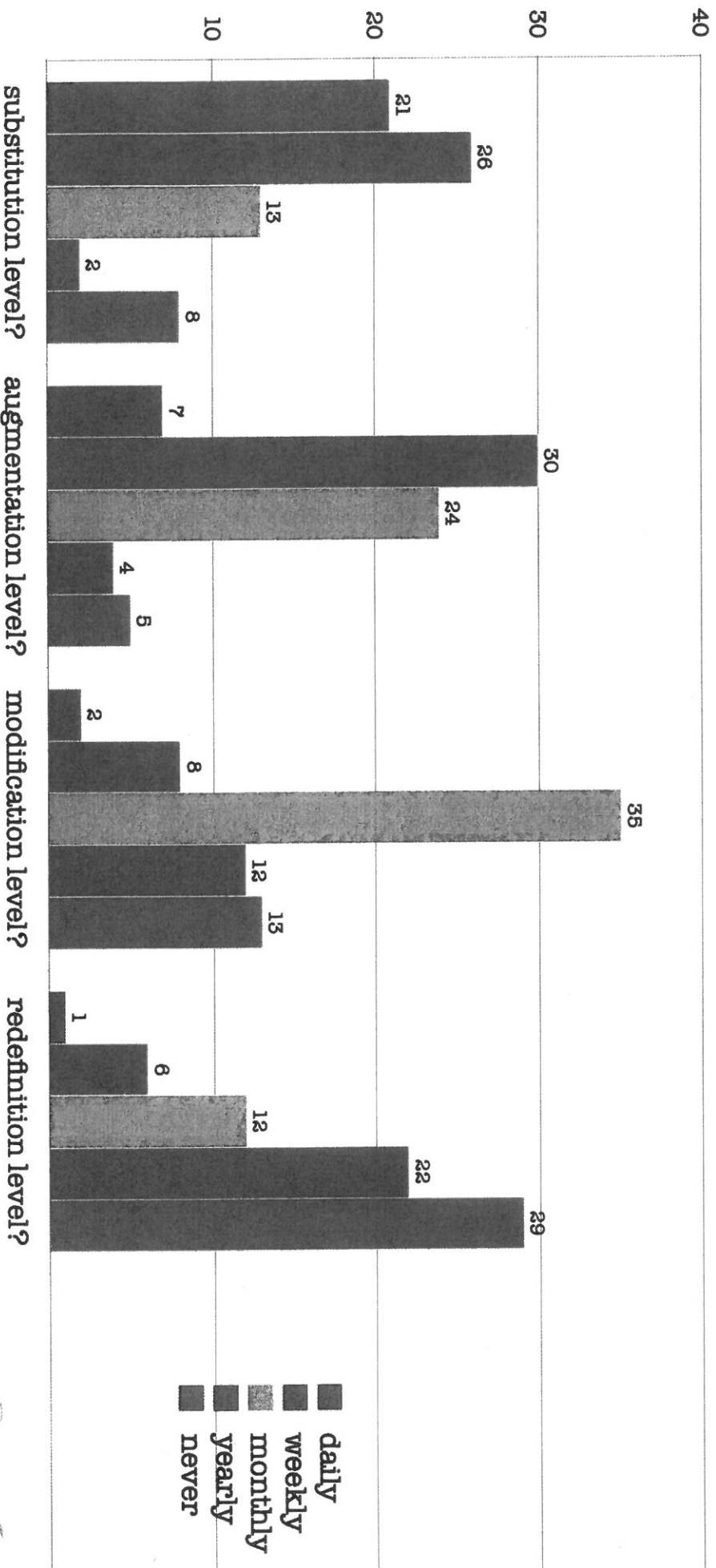
14. (Optional) Please share any additional thoughts about technology in the district.

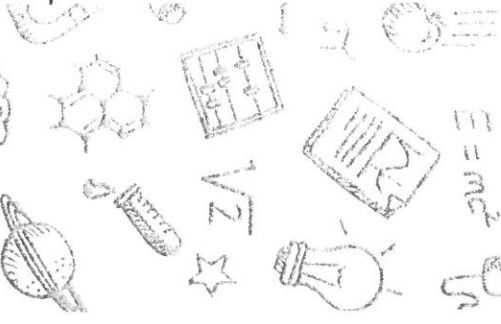
☐ Send me a copy of my responses.





How often is the use of technology in your classroom at the...





School Committee

The Harvard School Committee is pleased to provide this report for the town. We would first like to take the opportunity to thank and appreciate the countless individuals and organizations that support the schools. It truly does "take a village" to make a school district successful. Whether you are a member of one of the School's Councils, coach a sports team, contribute to the Harvard Schools Trust, Fanfare or the PTO, volunteer for Celebration, the Science Fair, Senior Projects or chaperone a field trip, attend a drama production, music concert or watch a sports event, you are a vital part of the schools community. Thank you for the gift of your time and resources and your passion for empowering the students.

The success of our schools also relies upon the quality and dedication of our administration and faculty. In January the School Committee renewed Dr. Linda Dwight's contract as Superintendent for five more years. Dr. Dwight has consistently received proficient to exemplary performance ratings and her leadership and communication skills are outstanding. Under her direction, Scott Hoffman successfully completed his first year as a new principal and Josh Myler was promoted to succeed Sue Frederick as principal at HES. With a strong and dedicated administrative team in place the district is moving forward in realizing its vision:

The Harvard Public Schools community, dedicated to educational excellence, guides all students to realize their highest potential by balancing academic achievement with personal well-being in the pursuit of individual dreams. The students engage in learning how to access and apply knowledge, think critically and creatively, and communicate effectively. They develop the confidence and ability to understand diverse perspectives collaborate, and contribute to their local, national and global communities.

The School Committee is comprised of six members: five elected residents from Harvard and one representative from Devens. The Committee typically meets on the second and fourth Monday evenings of each month with other meetings scheduled as needed. Agendas and materials are available on the town website at least 48 hours in advance, and meetings are usually televised on the local cable access channel. The public is encouraged to attend and participate. Time for public commentary is provided at regularly scheduled meetings for input, questions, and statements.

The School Committee took on the following goals for the 2017/18 school year:

1. Student Achievement: To provide the School Committee with data that will allow them to measure, assess and address student achievement in the district.
2. HES: 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.
3. Communications: To have a communication plan in place for the Harvard Public Schools district.

Undoubtedly the most prominent of these goals is the HES building project. In keeping with the structure set up by the Massachusetts School Building Authority, the School Committee authorized the School Building Committee to carry out the work on this project on behalf of the town and appointed two of its members to sit on the Building Committee (Mary Traphagen and Susan Mary Redinger). The School Committee receives regular updates on the status and progress of the building project and is hopeful for the town's support in approving the project at ATM.

Measuring and ensuring student achievement remains a top priority for the School Committee. Although the Harvard School District is consistently recognized as one of the best in the state, we understand that performing well on standardized tests is only one way in which students can excel. While still focusing on maintaining academic achievement, this year the committee is also spending time learning about the curriculum at both schools, reviewing the wellness surveys and programs, ensuring that our policies are up to date and consistent with our commitment to creating a safe and inclusive environment in our schools and approving a school budget that supports the athletic, arts and extra-curricular programs as well as academics. By the end of the 17/18 school year the district will have in place an assessment tool to look at multiple areas of student achievement as we continue to ask "what skills and qualities do we want for our students?" and "what does success look like in our schools?"

Each year, the School Committee oversees the creation and implementation of the schools' budget. The proposed budget for the 2018/19 school year was impacted by a larger than usual increase in teachers' salaries negotiated in conjunction with a decrease in the town's responsibility for their health care premiums. The Board of Selectman made cuts to the initial budget and approved an omnibus budget of \$12,905,805. This figure represents an increase of \$389,724 (3%) over FY17/18. Since salaries comprise 80% of the schools' budget, this amount actually represents a decrease in funding for non-salaried expenses. Supplementing the omnibus budget is an additional \$3.4M from grants and fees, school choice and Devens. The average per pupil cost rose from \$15,799 in FY15/16 to \$16,216 in FY16/17 which is again slightly above the state average of \$15,544. The schools continue to rely on the revenues from the contract with Mass Development to pay for salaries, technology and capital expenses. Looking ahead, the school committee will have to grapple with how to mitigate the rising costs of salaries without compromising the quality of curriculum programs and materials or neglecting the maintenance of the buildings.

Capital improvements to the Bromfield School remain a priority for the district. The original building is now 54 years old and the newer sections were built in 1990 and 2003. Last year's ATM approved \$175k for renovating one of the science labs and funds from the Devens account were used to renovate another. Those rooms will be finished in January of 2018 bringing the total number of rooms updated to four, with three left to go. The School Committee has committed \$240k from the Devens account to renovate the remaining rooms in FY18/19, bringing the project to completion and leaving Bromfield with significantly safer, more efficient, high quality labs. Future capital projects include upgrading the lighting, carpet and seating in the 30 year old Cronin auditorium,

renovating bathrooms, and replacing a hot water tank at HES. A study to repair or replace the ramp outside the middle school at Bromfield is underway. The committee is ever mindful of the need to maintain the town's largest capital asset and will continue to recommend the funding of necessary repairs and upgrades.

Providing Harvard students with technology has been another financial commitment endorsed by the School Committee. In the fall of 2017, all students in grades 9-12 were provided with laptops resulting in all students at Bromfield having their own device (iPads in 6th and 7th, laptops in 8th – 12th). The faculty at both schools have done extensive work in learning how to use the technology to support teaching and learning in their classrooms and shifting the focus to the skills needed for success in today's fast moving world: collaboration, presentation, creative problem solving and critical thinking. Evaluating the district's use of technology is part of the Committee's annual budget process, and again this year, funds from the Devens account were used to cover the costs of leasing the devices.

The School Committee would be remiss if we did not also acknowledge the faculty and staff throughout the district for their dedication to providing the highest level of education and service possible for our students. From our newest additions to our valued veterans we have witnessed countless examples of passion and dedication that are so essential the success of our schools. We will bid farewell to Susan Downing at the end of June and remember fondly the late Cindy Prescott who worked in the Bromfield cafeteria for ____ years.

Again, we thank the citizens of Harvard for their generosity and support and look forward to our continued partnership in fulfilling the vision of the Harvard Public Schools.

Respectfully submitted,
Mary Traphagen, Chair
Nancy Lancellotti, Vice Chair
SusanMary Redinger
Jon Green
John Ruark
Maureen Babcock, Devens Representative

STUDENT PUBLICATIONS

The School Committee will encourage student publications, not only because they offer an educational activity through which student gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views.

All student publications will be expected to comply with the rules for responsible journalism. This means that libelous statements, unfounded charges and accusations, obscenity, defamation of persons, false statements, material advocating racial or religious prejudice, hatred, violence, the breaking of laws or school regulations, or materials designed to disrupt the education process will not be permitted.

The Superintendent will establish guidelines that are in keeping with the above and provide for the review of the content of all student publications prior to their distribution. Decisions regarding the enforcement of the provision of this policy will rest with Building Principal.

Review of content prior to publication is not censorship, but part of the educational process as this concerns student publications. It can be pointed out to students, as it frequently is to journalists, that a publisher (in this case, the school system) enjoys freedom to determine what it will and will not publish.

Each student publication shall contain the following: "Pursuant to state law, no expression made by students in the exercise of such rights shall be deemed to be an expression of school policy and no school officials shall be held responsible in any civil or criminal action for any expression made or published by the students."

Distribution of Literature:

Students have a right to the distribution of literature on school grounds and in school buildings, except that the Principal may prohibit the distribution in school buildings of a specific issue or publication if it does not comply with the rules of journalism. The Principal may require that no literature be distributed unless a copy is submitted to him/her in advance.

The time, place and manner of distribution of literature will be reasonably regulated by the Building Principal.

LEGAL REFS.: M.G.L. 71:2, 71:86

CROSS REF: School Student/Parent Handbook

Approved: September 22, 2008

Amended: May 27, 2014

STUDENT PUBLICATIONS

Within the school setting, students enjoy the constitutional right of freedom of expression, including the right to express their views in student publications, provided such expression does not cause, or threaten to cause by reasonable forecast by school officials, any disruption or disorder in the school. Additionally, such constitutional right of freedom of expression does not include expression which is obscene, defamatory, or advocates violence or illegality where such advocacy is imminently likely to incite the commission of such acts to the detriment of school security, or which can reasonably be forecast to cause substantial disruption or material interference with school activities.

The School Committee will at least annually review their support of student publications, and encourage student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views subject to the limitations as contained in this policy.

Student publications will be encouraged to comply with the rules for responsible journalism. Students shall affix their names to all articles or editorials written by or contributed to by them. The Superintendent will establish guidelines that are in keeping with this policy and provide for review of student publications prior to their distribution, to address matters that are not protected forms of expression.

Each student publication shall contain the following: "Pursuant to state law, no expression made by students in the exercise of such rights shall be deemed to be an expression of school policy and no school officials shall be held responsible in any civil or criminal action for any expression made or published by the students."

Distribution of Literature

The time, place and manner of distribution of literature will be reasonably regulated by the Principal.

LEGAL REF: M.G.L. c. 71:82

December 13, 2018

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

Dear Dr. Dwight,

The Harvard Schools Trust approved the following grants this month:

	Number	Title	Requestor	Amount
10/4/2018	19-06	Boston Tea Party Museum visit	Michelle Keene - 4 th grade team	\$ 1,200
10/16/18	19-07	Bromfield History & Geography Bee	Andy Wright	\$625
10/18/18	19-08	"Taylor's Message"	Susan Chlapowski	\$1,500
12/3/18	19-11	Brenda Beckman - activist	Kathleen Doherty	\$2,000
12/9/18	19-12	Focus Your Locus*	Janice Dyer	\$837.50

Please note that we are jointly funding *Focus Your Locus* with the PTO.

Merry Christmas and Happy Holidays! I hope you have a wonderful break with your friends and family.

Very truly yours,

Terry Symula
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):** Joan Accorsi, Michelle Keane; written on behalf of grade 4 social studies
- b. **Title, position, or relationship to the Harvard Public Schools:** Grade 4 teachers
- c. **Email address(es):** jaccorsi@psharvard.org; mkeane@psharvard.org
- d. **Phone (day and evening):** 978-456-4145
- e. **Application date:** September 27, 2018

2. Project information

- a. **Project title:** Boston Tea Party Ships and Museum
- b. **Brief description. If applicable, attach additional information.** Boston Tea Party Ships and Museum will visit the school. Students play active roles as loyalists and patriots and participate in a reenactment of the historic town meeting held just hours before the Boston Tea Party. The fourth grade class will be immersed in the issues of the time period and engaged in the events that led up to the Boston Tea Party. They will encounter an officer of the British Army, discover why the Boston Tea Party caused Parliament to pass the Intolerable Acts, and how this measure triggered the “shot heard ‘round the world” at the Battles of Lexington and Concord.
- c. **What is the enrichment value of the project? Are there long-term benefits?** This program brings history to life for students with period actors in costume, culture, and language of the time period. Students will feel like they have traveled back in time so they can see and hear these historical events played out that have shaped our history.
- d. **How many students will benefit from the project?** Entire fourth grade class, around 72 students
- e. **Has this grant ever been requested before?** 2017-2018 school year
- f. **How does the project address the precepts of the Harvard Ed Plan?** This program maps directly to fourth grade history curriculum
- g. **If the request is for “seed money,” what measures will be put in place to ensure the project’s continuity?** N/A
- 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?** June 2019

3. Financial information

- a. **What is the total amount of the request?** \$1,200
- b. **What are the detailed costs involved? Please provide an itemized account.** Check will need to be sent to museum at 306 Congress St, Boston, MA 02210.
- c. **Have you requested funds or gifts-in-kind from other sources? If so, please indicate.** The Harvard PTO is considering supplementing this program. However this program cost monopolizes all the fourth grade allocated funds so we cannot bring in other requested enrichments that the fourth grade teachers would like to pursue. If the School Trust is able to help cover the cost of this program, the PTO can cover the other two programs requested by the fourth grade team, which is also \$1,200.
- 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?** We would like to book the program ASAP for the spring to secure the date for this popular program.
- 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?** See 3b.

4. Evaluation

- a. **How will you evaluate the success of this project? What criteria will you use?**
This program has been run for the past several years and has been deemed successful by both students and teachers (see Question 5).
- b. **What input will students and teachers have in the evaluation?** This program was found and requested by the fourth grade team.

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?

Share the program's successes as documented by media:

<https://www.harvardpress.com/ARTICLES/ArticleID/17221/TitleLink/Schools-Trust-PTO-bring-Boston-Tea-Party-to-HES/ArtMID/4508>

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.

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): Andrew Wright
- b. Title, position, or relationship to the Harvard public schools:
History and Geography Bee and Bowl Team Advisor
- c. Email address: awright@psharvard.org
- d. Phone (day and evening): 978-456-4152 (day) 978-727-2495 (night)
- e. Application date: November 9, 2017

2. Project Information

- a. Project title: History and Geography Bee and Bowl Team Nationals Trip
- b. Brief description. If applicable, attach additional information.

This project is to help get a team of motivated students to compete in the National History Bowl as well as the Geography Olympiad competitions. These competitions occur between the dates of April 26, 27 and 28 of 2019 and take place in Arlington, Virginia. The team plans to qualify for these competitions in regional competitions which will take place on November 17, 2018 and February 2, 2019. Students involved in this process have been meeting twice a week to prepare for these competitions by reviewing social studies material and preparing for the competition format by reviewing sample questions. Roughly 10 students are involved in the club and we will likely send four to six down to the national competitions in April.

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

The enrichment value of this project is that students are gaining a tremendous amount of content knowledge. Most of this knowledge is gained through the preparation stages in which we practice rounds together as well as studying subjects that we need to improve upon. In addition, this format helps these children to gain social skills and self-esteem by forming a network of students that previously did not exist.

- d. How many students will benefit from the project?

4-6

- e. Has this grant ever been requested before?

Yes.

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

As stated in the Harvard Public Schools mission statement, we aim to guide, "All students to realize their highest potential by balancing academic achievement with personal well-being in the pursuit of individual dreams." These students on History and Geography Team have had this goal of competing nationally in this academic field for a long time. Last year, we had an excellent start. We qualified for nationals and competed at Nationals where the team outranked 63 other teams. Students involved were active participants in the Middle School Geography Bee, but now need a competitive outlet for high school students.

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

This would likely be a year to year program based on a desire to attend these competitions. Seed money is not necessary.

- 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?

The trip will be from Thursday, April 25th through Sunday April 28th 2019.

3. Financial Information

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

(Any portion of the total would be much appreciated) \$4335

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

8 Roundtrip flights from Logan Airport to Ronald Reagan International Airport = **\$1965 (plus tax)**

3 nights hotel (2-4 rooms depending upon genders attending) (\$145 per room per night)

Thursday, Friday, Saturday. 3 days per room cost = \$435. 3 hotel rooms = **\$1305 (plus tax)**

~~Bus/Van: \$130*6 = \$780. We can use public transportation from the airport~~

~~South Station Shuttle = \$300~~

Entrance Fees: **\$625** for team. **\$440** for individual bee fees (if 4 people qualify)

~~Food: \$30 per person per day \$240 total per day*3 = \$720.~~

Total= \$4335

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

We have also requested help with the entrance fees from the Harvard Historical Society, but have not received a response yet. We have started fundraising through bake sales at the Harvard Recycling Center, a fundraising night at Moe's Southwestern Grill on October 25th, and a fundraising night at the Maynard Fine Arts Theatre Place on December 1.

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

Yes, we have looked online for the lowest cost for hotels and bus fare.

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

N/A

- f. What is the time schedule for disbursement?
Any time before April would be ideal for disbursement.
- g. The Trust's check will be written to **The Harvard Public Schools Gift Account** (managed by personnel in the Superintendent's office) unless there are specific circumstances that require other arrangements.

4. Evaluation

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

The success in the project can be through a survey of the participants afterwards to see what skills and content they learned. It will also have space for any feedback or suggestions if we were to do this again. Last year some feedback that came back urged for the team to try to reach out to a few more students, but was very positive and expressed a desire to basically repeat the trip.

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

Students can once again respond openly and anonymously if they choose. If one other chaperone is required, we will have this chaperone fill out the survey as well.

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.

Thank you so much for helping to send us to Nationals last year. We had a wonderful experience!

The students involved in the History and Geography Team are very excited about this opportunity to compete nationally. They have a lot of pride to represent the Town of Harvard in a positive light. Even if we do not compete well, the children involved will gain a great deal from preparing for the experience as well as taking a healthy risk by competing.

If you would like any more information, the link here can help to provide resources:

<http://www.historybowl.com/>

Thank you for considering our application.

December 6, 2018

Dear Members of Harvard Schools Trust;

I am writing to share additional details regarding how the "Taylor's Message - Alcohol Awareness Program" would be implemented at The Bromfield School. I understand that some of your questions about the proposal related to how we would assure that the program would be well attended and impact the most students.

As you may know, every other year The Bromfield School coordinates a "Mock Accident" and related assembly in preparation for spring activities such as prom and graduation. As we know, these types of occasions are often times when students may be tempted to engage in high risk behaviors such as drinking, using other substances and driving under the influence.

This year we propose to present "Taylor's Message" following the "Mock Accident" on May 15th. The program was kind enough to reserve the date for us pending your decision. Students in grades 11 and 12 would be present for the "Mock Accident" and students in grades 9-12 would view "Taylor's Message" immediately following. We plan to invite parents to attend the program as well.

Please contact me with any further questions or concerns.

We look forward to hearing your decision.

Take care,
Susan Chlapowski
School Counselor

Harvard Schools Trust ~ Grant Application

1. Applicant information

- a. Name – **Kathleen Doherty**
- b. Title, position, or relationship to the Harvard Public Schools – **Bromfield Social Studies teacher and Social Studies Department Leader**
- c. Email address – **kdoherly@psharvard.org**
- d. Phone (day and evening) – (w) 978 - 456-4152 x4289, (cell) 617-926-3532
- e. Application date – **December 3rd (for the December 11th meeting)**

2. Project information

- a. Project title – **Brenda Berkman – activist, 9/11 first responder, artist**
- b. Brief description. If applicable, attach additional information.

I heard Captain Berkman speak this summer at the 9/11 Memorial Museum, when I was attending a week-long Gilder Lehrman conference for teachers on the topic of “9/11 and American Memory.” I found her presentation to be fascinating on multiple levels and knew immediately that I wanted to see if I could bring her to Bromfield.

My thought was not to bring her in September, but to bring her in March, in honor of Women’s History Month. She has agreed to come, and to speak to three or four groups of students, during class time during the day, and also to speak at an evening event (either at the school or at the Harvard Town Library.) Depending on her arrival time, she would speak on Thursday evening and speak at the school either on Thursday or Friday, or both.

- c. What is the enrichment value of the project? Are there long-term benefits?
I believe that Captain Berkman’s presentations will enhance the curriculum of many of our classes (history, psychology, art, and law, to name just a few) and will be interesting to so many people for a variety of reasons. If you watch just a few snippets of the videos that I have included in the last section of this application, I think you will agree that she has a very inspiring story.

In addition, for students who have grown up in a post-9/11 world, Captain Berkman’s talk will put a very real and personal face on this pivotal moment in our history.

I do believe that there are both short and long-term benefits – but they are less tangible and would be difficult to articulate or to measure.

- d. How many students will benefit from the project? *I cannot fully plan the event until the funding is approved. Conservatively, I would estimate that she would speak to at least 75 students at school, and 100 people (students and community members) at the evening event. I am hoping that number will be more like 200 students at school and 150 people at the evening event.*

We are intentionally not going to have her speak to the whole school in the auditorium – we are asking her to speak to smaller groups, each with a different focus – at least one history class, one psychology class, one art class and also to the Personal Safety for Women class.

Once that schedule has been arranged, we can see if – in a given class period – two or three classes can attend at a time (for example, during A period, she might speak to a group that includes a Psychology class, a US History II class and the Current Events class. In addition, we could invite students who have a study hall period and faculty who have a prep period to attend as well.)

If Captain Berkman will allow us to videotape the evening presentation (and/or one or more of the classroom presentations) I will contact Harvard Cable Television and ask them to videotape. If Captain Berkman agrees, we would like to put at least one video online so that others could view it in the future, and teachers could use it in classrooms next year and beyond.

We are also exploring the possibility of having an exhibit of Captain Berkman's art on display in advance of her visit. This may or may not be practical, or affordable, but we will see. If it is an option, I will submit another grant later, recognizing that it may not be approved, due to limited funds.

- e. Has this grant ever been requested before? *No.*
f. How does the project address the precepts of the Harvard Ed Plan?

{I believe that the Harvard Education Plan may have been replaced as a guiding document by the school's Vision Statement, Mission Statement and Core Values.}

I believe that Captain Berkman's presentation(s) – and the work done in preparation for her visit and the follow-up that will be done after her visit – address the essence of the school's Mission Statement, especially the first part of it: "Our mission is to provide an outstanding educational experience for all students and to help them develop curiosity, perseverance, and social responsibility."

In addition, Captain Berkman's visit is directly related to the content of many of the classes she will be visiting, and as such is a strong enhancement of our curriculum (US History, Psychology, Civil Law, Art, etc.) As such, her visit addresses another key element of our first Core Value: Student Achievement – We believe the Harvard public schools inspire, prepare, and challenge all students toward academic excellence while recognizing that students reach their individual potential in different ways.

- g. If the request is for "seed money," what measures will be put in place to ensure the project's continuity? *N/A*
- 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? *Captain Berkman would visit Bromfield in March (we are looking at Thursday March 7th and Friday March 8th as our mutual first choice, but would still need to confirm.)*

3. Financial information

- a. What is the total amount of the request? *\$2,000*
- b. What are the detailed costs involved? **Please provide an itemized account.**
 - i. *Speaking fee: (for three or four class periods at Bromfield and one evening speaking engagement at the school or at the Harvard Town Library) \$1,250*
 - ii. *Travel costs (transportation (Amtrak, bus (and then also Uber or taxi) or private car w/ mileage, gas and toll reimbursement ~ TBD) and food allowance): up to \$400*
 - iii. *Hotel accommodation: up to \$300 (I would like to request two nights at the Boxborough Regency, which is currently \$235.46, but may go up before I can book it; depending on the timing of her visit, Captain Berkman may only stay one night, but I would like to allow for two nights so there is less of a quick turnaround, and less of a concern of a travel delay impacting the schedule)*
 - iv. *Two signed copies of Women of Ground Zero, a book which has a chapter about Captain Berkman, for school and town library; \$50*

Note: As stated above, I am also very interested in displaying Captain Berkman's art in advance of her visit. This may not be an option. I have proposed it to her, but she is still thinking about the logistics. If the exhibit is an option, one way to transport the art here would be through Fed Ex or UPS. I don't yet know the costs of that shipping and insurance. If Captain Berkman agrees to this option, I will submit another grant application in January. I know that even if she agrees to it, the art exhibit component may be cost-prohibitive, and it may not happen, but I am interested in seeing if it can!

- c. Have you requested funds or gifts-in-kind from other sources? If so, please indicate.
No, I 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 funds would be distributed between February and April of 2019.
- 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?
- b. What input will students and teachers have in the evaluation?
For the classroom visits during the school day, we will have a written reflection for students to complete after Captain Berkman's visit. Although the prompts will vary depending on the grade and subject for each class, there will be an opportunity for all students to reflect on what they learned from the presentation.

For those of us who offer an extra credit component for attending the evening presentation, there will be a written reflection component (for some teachers required, and for others optional) which will also provide an opportunity for students to share what they learned from the presentation.

Beyond that, the evaluation of the success of the project will be more anecdotal and subjective. I invite the suggestions of the Trust if they have ideas to share about additional ideas to evaluate the project.

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?

As I have done in the past, with the photo exhibits the Trust has so generously funded, any posters, press releases, articles or announcements advertising the event will include information about the project being fully funded by the Trust.

In addition, I will make sure to include the website address for the Trust, as well as information about joining.

In the opening and closing remarks when Captain Berkman speaks, we will be sure to acknowledge and thank the Trust for their support and to encourage those in the audience to join the Trust (or renew their membership.) We could also leave out Trust brochures at the evening event.

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.

If you do a search for Brenda Berkman online, you will find multiple sources! Below are just a few. The first three are videos which focus on the three parts of her story I am asking her to share: 1) her work as the named plaintiff in the lawsuit that won females the right to be NYC firefighters; 2) her experience as a first responder on 9/11 and 3) her work as an artist after she retired from the NYFD.

- 1) This source is for an event on January 23rd, where Captain Berkman will be the main speaker. The website includes a link to the first part of a documentary about Brenda Berkman called "Taking the Heat: The First Women Firefighters of New York City." This video, narrated by Susan Sarandon, is in three parts and is one hour long – but if you watch the first 8 minutes or so, you will definitely get the idea! (The links for part 2 and part 3 are below.) <https://www.ellevatenetwork.com/events/8885-courageous-conversation-with-brenda-berkman>
- 2) "We Were There" – this video is from the 9/11 Tribute Center. Brenda speaks in the first eleven minutes about her experiences as a first responder on 9/11. (You can skip right to the 1 minute 30 second mark and forego the introduction by the moderator if you are short on time.) <https://www.youtube.com/watch?v=yREUOpd62m0>
- 3) "Brenda Berkman – 36 Views of One World Trade Center" – this is a four-minute video narrated by Captain Berkman about her work as an artist, with a focus on her series about the rebuilding of the World Trade Center after 9/11. <https://www.youtube.com/watch?v=R7Bp7LXlf2M>

Additional sources (and there are SO many more!)

"Taking the Heat: The First Women Firefighters of NYC" – part 2 -
<https://www.youtube.com/watch?v=mGTgyO2PLYw>

"Taking the Heat: The First Women Firefighters of NYC" – part 3 -
https://www.youtube.com/watch?v=wh_NaVlrMxY

“Honoring Four Women of Ground Zero.” <https://www.911memorial.org/blog/honoring-four-women-ground-zero>

<https://womensyoushouldknow.net/pioneering-fdny-firefighter-turned-artist/>

<https://www.dailyherald.com/article/20140817/entlife/140819180/>

<http://www.cnn.com/2011/US/09/05/beyond.bravery.soledad.notebook/index.html>

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. Grade 7 Team: Janis Dyer, Wyatt Holt, Ryan Deery, Mike Desarro
- b. Janis Dyer, 7th grade world geography teacher and team leader
- c. jdyer@psharvard.org
- d. 978-456-4152 (ext.332)/978-456-9269 evening
- e. December 10, 2018

2. Project information

- a. FOCUS YOUR LOCUS
- b. A four hour program of team-building activities to promote habits of scholarship, empathy, individual responsibility/mutual accountability, self-advocacy, and positive non-violent communication.
- c. Integration of social and academic learning to improve class culture.
- d. 80 students
- e. no
- f. Students will learn how to be socially responsible by demonstrating self-respect and acceptance.
- g. We don't anticipate needing more money, as we will continue to reinforce the skills learned on our own.
- h. N/A
- i. The workshop is scheduled for Thursday, January 10.

3. Financial information

- a. \$1675
- b. FOCUS YOUR LOCUS program: \$1600
Fellowship Building user fee: \$75
- c. We have also contacted Laura Thomas from the PTO.
- d. N/A
- e. N/A
- f. \$800 down payment requested as soon as possible, remaining funds due on 1/10.
- g. No other arrangements are necessary.

4. Evaluation

- a. Reduced instances of bullying and negative peer interactions. Criteria will be based on the number of incident reports.
- b. Students and teachers will complete an evaluation survey.

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 plan to reference all contributors in our parent permission slip to encourage future support.

Thank you for your time and consideration! The 7th grade team

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.

Janis Dyer
The Bromfield School
14 Massachusetts Avenue
Harvard, MA 01451
jdyer@psharvard.org

Laura Thomas
Terry Symula
RE: Funding Request

Dear Laura and Terry,

Thank you for considering this request for joint funds from the PTO and Harvard Schools Trust.

The 7th grade team has been collaborating with Focus Your Locus, an organization out of Hartford, to develop a program of educational and leadership team-building activities for all students in the 7th grade. Habits of scholarship, empathy, individual responsibility/mutual accountability, self-advocacy, and positive non-violent communication are some of the topics that will be embedded into the activities. The format will include an initial grade-wide session as well as break-out groups that will work on team puzzles and challenges. Facilitation techniques will maximize engagement and meaningful reflection. Through this process strategies will be developed, leading to positive outcomes in and out of the classroom.

This group of students has struggled with social interaction in an appropriate and healthy way. The 7th grade team has observed this ongoing behavior as having an impact on both group social dynamics as well as academic performance. We feel that past efforts have been insufficient in curbing negative social behaviors, and encouraging more positive ones. Therefore, we are seeking to find ways to intervene that will help students to see how their interactions negatively affect their peers, and how they might begin to have more positive impacts and interactions.

The four hour program is scheduled for Thursday, January 10 in the Fellowship Building of the Unitarian Church. The costs are as follows:

Customized Program: \$1600 (\$800 deposit due as soon as possible to hold the date)
Fellowship Building: \$75 (reduced rate due to the nature of the program)

Thank you again and please let me know if there is anything else that I can provide at this time.

Sincerely,
Janis Dyer

January 11, 2019

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

Dear Dr. Dwight,

The Harvard Schools Trust approved the following grants this month:

Submit Date	Request	Title	Submitter	Amount
1/7/19	19-13	Julia Cook (Children's Author)	Courtney Cutler	\$1,500
1/8/19	19-14	Bromfield School Newspaper	Scott Hoffman	\$1,000

Happy New Year! I hope you had a wonderful break and that the new year is off to a good start.

Very truly yours,

Terry Symula
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). Courtney Cutler
- b. Title, position, or relationship to the Harvard Public Schools. Kindergarten Teacher (HES)
- c. Email address. Ccutler@psharvard.org
- d. Phone (day and evening). 978-456-4145 (EXT 145)
- e. Application date. January 6, 2019 (updated)

2. Project information

- a. Project title. Julia Cook (Children's Author)

Brief description. If applicable, attach additional information. I am looking to invite Julia Cook a former teacher, and school counselor who writes children's books to present at Hildreth. Some of her popular book titles are *My Mouth is a Volcano*, *A Bad Case of Tattle Tale Tongue* and *It's Hard to be a Verb*. Julia writes books using kid friendly language and humor to help children solve problems while promoting positive behavior. She is available to present for teachers, students and offers a parent presentation.

- b. What is the enrichment value of the project? Are there long-term benefits? Many of Julia's book are being used in the classrooms at Hildreth to help teach social skills and address a variety of different behaviors. The value of having Julia come speak is to provide teachers, students and parents with effective ways to process many of the issues that are faced in schools today. She will also speak to students about becoming an author and how to publish books which aligns with our Lucy Calkin's Writers and Readers Workshop programs.
- c. How many students will benefit from the project? Grades K-5 at Hildreth Elementary
- d. Has this grant ever been requested before? No
- e. How does the project address the precepts of the Harvard Ed Plan? This project addresses several areas of the Harvard Ed Plan. They are: Use Critical Thinking and Problem-Solving Skills, Be Socially Responsible, Acquire Interpersonal Skills and Demonstrate Good Character and A Sense of Value.
- f. If the request is for "seed money," what measures will be put in place to ensure the project's continuity? NA

- g. If the request is for technology, has it been reviewed for compatibility with existing equipment and plans for future equipment? NA
- h. What is the projected time frame? When will the project begin? Julia Cook would be available to visit in March or May. It would be a one-time visit.

3. Financial information

- a. What is the total amount of the request? 3,300
- b. What are the detailed costs involved? **Please provide an itemized account.** Price Breakdown: 1250 for a full day, 250 for a parent night and 1800 for travel costs (see below).
*Please note that a parent night is optional. $1250 + 250 + 1800 = 3,300$ (with parent night)
 $1250 + 1800 = 3,050$ (without parent night)

- a. Have you requested funds or gifts-in-kind from other sources? If so, please indicate.
No
- b. If the request is for equipment or supplies, what other vendors have been considered? Have you checked for competitive pricing? NA
- c. Have upkeep and maintenance costs been considered? Please explain. NA
- d. What is the time schedule for disbursement? The time for disbursement would be a month prior to Julia's visit.
- e. 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? I will evaluate the success of this project by surveying both students and teachers after Julia's presentations.
- b. What input will students and teachers have in the evaluation? See above.

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? I will make public that the funding for the parents' night and school presentations came from The Harvard Schools Trust. I will use Seesaw to share photos with families to recognize the Harvard Schools Trust support.

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.

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: Scott Hoffman
- b. Title, position, or relationship to the Harvard Public Schools:
Principal, The Bromfield School
- c. Email address: shoffman@psharvard.org
- d. Phone (day and evening): 978-456-4152 ext. 1504
- e. Application date: January 6, 2019

2. Project information

- a. Project title: The Bromfield Mirror Newspaper Printing
- b. Brief description: The Bromfield Mirror, the school newspaper, was revitalized last year after several years of nonexistence. It costs about \$500 to publish an issue. Last year, the money was funded by the Bromfield Principal Account that also helps students who need financial assistance to go on class trips. The editors and the advisor of the paper hope to publish the paper four times this year. I am asking for \$1000 for two of those issues.
- c. What is the enrichment value of the project? Are there long-term benefits?
The enrichment value of the project is that 24 students have the opportunity to produce a student newspaper for the entire community. Students learn skills in journalism and lay-out as a result of this work. The writing and editing skills developed by these students help them develop life-long skills. In addition, research skills are also developed.
- d. How many students will benefit from the project?
There are 24 students who are part of the newspaper. In addition, the paper is read by the entire student body (624 students). The paper is distributed during lunch.

- e. Has this grant ever been requested before?
No
- f. How does the project address the precepts of the Harvard Vision and Mission Statement?
The paper allows individuals to “balance academic achievement in pursuit of individual dreams.” Students led the drive to reestablish the paper. In addition, the students working on the paper are “contributing to their global and local communities” by providing information to the student body.
- g. If the request is for “seed money,” what measures will be put in place to ensure the project’s continuity?
The cost of the printing for the newspaper next year has been put into next year’s budget. The remaining issue (number 4) for this year will come from the Principal Account.
- h. If the request is for technology, has it been reviewed for compatibility with existing equipment and plans for future equipment?
This is not a request for technology.
- i. What is the projected time frame? When will the project begin?
The first issue of the paper was printed in October. The next issue is planned for early February with additional issues planned for April and June.

3. Financial information

- a. What is the total amount of the request?
The total amount is \$500
- b. What are the detailed costs involved? **Please provide an itemized account.**
The printing costs of each issue is approximately \$500.
- c. Have you requested funds or gifts-in-kind from other sources? If so, please indicate.
The PTO has already granted us \$500 this year.
- d. If the request is for equipment or supplies, what other vendors have been considered?
The Newspaper Advisor has checked with other vendors and this vendor is most reliable and has the lowest cost.

- e. Have upkeep and maintenance costs been considered? Please explain.
There will not be any upkeep or maintenance costs.
- f. What is the time schedule for disbursement?
It would be best to get this money for the next issue which is in late January/early February. However, we could wait until the April issue.
- 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

4. Evaluation

- a. How will you evaluate the success of this project? What criteria will you use?
We will look at the readership of the Paper. The students have flocked to read the paper each time it has been distributed. In addition, we have many community members who also read the paper.
- b. What input will students and teachers have in the evaluation?
Teachers and students are the keys as the editors, writers, and photographers take feedback from all to plan the next editions.

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?

I will be sure to thank the Trust in our newsletters home. We will also thank the Trust in Principal Letters and via our Twitter page. We can also investigate a way to thank the Trust within the newspaper.

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.

School Committee Minutes
Upper Town Hall
Monday, December 10, 2018
6:15 p.m.

Members attending: Mary Traphagen, SusanMary Redinger, Shannon Molloy, Jon Green, Aziz Aghavev and Linda Dwight. Absent: John Ruark, Maureen Babcock and Chloe Cushing.

Mary Traphagen called the meeting to order at 6:15 p.m.

Mary Traphagen read the vision statement.

Public Commentary: None

Trip Approval: Kristin McManus attended the meeting to request approval for the Youth and Government Club to attend the Youth & Government conference in Boston, MA. The group would leave on Wednesday, March 20th and return on Friday, March 22nd. The conference is being held at the MA State House and the group will be staying at the Hyatt Regency in Boston. Approximately 5 or 6 students will attend.

SusanMary Redinger made the motion and Jon Green seconded to approve the Youth and Government trip as presented.

VOTE 4/0

Kristin McManus presented a request for the Business Professionals of America Club to attend the overnight trip to the State Leadership Conference. The conference will be held at the Sheraton in Framingham and Assabet Vocational Technical School in Marlboro, MA. The students will depart on Saturday, March 2nd and return on Monday, March 4th. Approximately 28 students will attend and have the chance to go on to the National Conference if they win.

SusanMary Redinger made the motion and Shannon Molloy seconded to approve the Business Professionals of America state conference as presented.

VOTE 4/0

Student Report: None

Student Achievement Report:

The administrative team of Scott Hoffman, Josh Myler, Robin Benoit, Julie Horton and Scott Mulcahy presented the Student Achievement report. The report included academic and MCAS data and recognition as well as extracurricular, social emotional and leadership programs and participation levels at both schools.

Budget Approval; Vote:

Superintendent, Dr. Linda Dwight and School Business Manager, Aziz Aghayev presented the proposed FY20 School Budget. The budget total is \$13,937,940 which is a 3.93% increase over the FY19 budget. The majority of the increase is due to an increase in contractual salaries. The budget book will now be sent to the Finance Committee and Board of Selectmen. The School Committee is scheduled to meet to present their budget to the Finance Committee and Board of Selectmen on January 26th. Aziz Aghayev presented the lease options for the coming year. A decision will need to be made by Spring as to which option will be considered optimal.

SusanMary Redinger made the motion and Shannon Molloy seconded to move to approve the FY20 budget as presented.

VOTE 4/0

Superintendent Update:

*A small group of teachers and school leaders continue to meet with a goal to improve the process for approving clubs and to create equity in payments. A survey was sent out to current club leaders asking about the number of hours required, expectations, participation, etc. Committee member have gathered research of other districts' practices. We have edited drafts of our club formation form and the committee is looking at a tiered system of payments. All of the findings and recommendation will be brought to the School Committee at a future meeting.

*Leaders from Ayer-Shirley, Littleton, and Harvard met to review the feedback from the November PD day and to begin planning for another collaborative day in 2019. The feedback was overwhelmingly positive from surveys given in each district. The survey results were shared and strengths and points of improvement clarified. We then agreed upon the date for next year and began to discuss our focus. The focus for 2019 will shift from technology specific to curriculum enhancement with technology. We are committed to the advancement of teaching and learning across the SAMR model.

*As part of our District Improvement Plan, we have given the technology survey out to the staff. The self assessment was delayed from the proposed 6/30/2018 date.

*At the monthly meeting of Worcester County superintendents MASS Director, Tom Scott, shared information on the state budget for school funding. There is a growing disparity between the per pupil expenditure for students across the state of MA, and the district leaders are interested in changes to the foundation budget especially for low-income communities. A film entitled, A Tale of Two Sisters, shared at the MASC conference, highlights issues.

*The choral music teacher Becky Armitage, and the instrumental music teacher, Craig Robbins, led the middle school student through a joyful performance on Thursday evening. Both teachers shared information with the audience about their teaching philosophy and demonstrated the growth in learning across the grade levels. They also demonstrated a strong relationship with their students that has contributed to the growth of both music programs.

Consider a Request to Expand Applewild Campus in Devens; Vote

The Headmaster of Applewild School, Christopher Williamson, contacted Dr. Dwight about the goal to expand their campus in Devens from a preschool/kindergarten school to a preschool through grade 5 school. DESE requires the educating oversight committee to approve the

expansion and write a letter of support and include the minutes from a vote by the Committee. Dr. Dwight visited the Applewild Fitchburg campus for a tour and Chris was able to share the well-developed philosophy and educational programming. Mass Development Chief Financial Director, Simon Gerlin, and their legal counsel, Ricks Frazier concluded that the Harvard School Committee would need to approve the expansion by vote. If this is successful, Dr. Dwight would draft a letter and Mass Development would also sign the letter.

Shannon Molloy made the motion and SusanMary Redinger seconded to approve the Applewild expansion request.

VOTE 4/0

Discuss and Vote Additional Vans to Purchase

The Harvard Public Schools has the opportunity to buy two vans from the CASE Collaborative for \$1,000 each. Both vans are from 2011 and have over 180,000 miles of use. The transportation director has assessed the vans, and says they are in good working condition. Dr. Dwight would like to recommend that the school buy them for field trips, sports participation, club activities, homeless family involvement. Dr. Dwight also suggested the vans could be used to help provide rides for Council on Aging folks as needed.

Shannon Molloy made the motion and Jon Green seconded to approve the expenditure of \$2,000 to come out of the Devens fund for the purchase of two vans as presented.

VOTE 4/0

Dr. Dwight presented a request to the Committee to fund an increase of \$3,000 in expenses incurred by the HES roof repair.

Shannon Molloy made the motion and SusanMary Redinger seconded to approve an additional \$3,000 to repair the HES roof.

VOTE 4/0

School Building Committee Update

SusanMary Redinger presented an update on the School Building project. The presentation showed aerial views, a visual tour of the interior, as well as the traffic plan. The designs are really coming together and the next phase is will be exciting.

Donation Approval

Josh Myler requested that the School Committee accept a donation from Charlotte Pride, a parent who works for BOSE. The company is clearing discontinued stock and asked if we would be interested in headphones to use for school use. BOSE will provide 100 pairs of discontinued but new over the ear headphones.

Shannon Molloy made the motion and Jon Green seconded to accept this donation from BOSE as presented.

VOTE 4/0

Agenda Items

Mid-cycle review

Annual report

Policy

Curriculum presentation

SAC/SC Agenda items

CPIC projects

Budget

Approval of Minutes

SusanMary Redinger made the motion and Shannon Molloy seconded to approve the minutes for the November 26, 2018 meeting as presented.

VOTE 4/0

Liaison/Sub-Committee Reports

Shannon Molloy reported that HES Council met and worked on the student survey questions. Hoping to finalize the survey soon.

SusanMary Redinger reported that CPIC met this morning and approved the school projects which include kitchen work, gym bleacher replacement, Cronin updates, TBS roof repair and air conditioning in the science wing at TBS. A total of \$335K was approved to be funded from the capital fund and \$1.1 million recommended as debt borrowing. They will need to be approved at town meeting.

Mary Traphagen reported that the Bromfield School Council has not met. The Student Advisory Council is scheduled to meet on Friday at 7 a.m.

Public and School Committee Commentary

SusanMary Redinger wished everyone Happy Holidays and to be ready to come back rejuvenated after a break.

Shannon Molloy thanked everyone for their great work on the budget.

Jon Green- Happy Holiday and safe travels.

Mary Traphagen – Shout out to the Mirror that was passed out at the concert last week. Great interviews and chock full of stuff.

Shannon Molloy – Shout out to the HES newspaper as well. Amazingly impressive.

Adjournment

SusanMary Redinger made a motion and Shannon Molloy seconded to adjourn the meeting at 9:00 p.m.

VOTE 4/0

Superintendent's Update
January 14, 2019

I. Teachers and Staff View Architectural Renderings

Standard II: Management and Operations A: Environment Indicator

Josh and I joined the architects on December 19th as groups of teachers and staff cycled through the conference room. The teachers and staff viewed three dimensional renderings of the building spaces in the new building. The architects used the responsive technology to manipulate views to simulate lighting patterns throughout the day, identify storage spaces, and demonstrate travel distances between relative spaces. The activity was especially helpful for the Facilities Director and building custodian as they viewed the roof space for the air handlers and discussed improved access. The day was full of meaningful feedback and explorations.

II. Celebrations and Continued Work Over Vacation

Standard IV: Professional Culture C: Communications Indicator

The Harvard Teachers' Association (HTA) held their annual holiday party. All teachers and staff were invited to participate. This year there was no fee collected to attend, and the planning committee collected raffle items from local vendors to give away.

I provided lunch for the custodians over the holiday break as a way to show them our appreciation for their continued hard work. During the break week they did an outstanding job of refreshing the schools by sanitizing the nurse's rooms, cleaning up the roof leaking marks at HES, and deep cleaning the kitchens.

The school building process required several meeting over the winter break. Issues with code compliance required meetings to discuss next steps.

The budget questions were due after winter break, so during the week SusanMary and I met to work on the responses.

III. Safe Routes to School Grant

Standard II: Management and Operations E: Fiscal Systems

Josh and I collaborated with Chris Ryan, the new Director of Community and Economic Development, and Tim Kilhart, the Director of Public Works, to write a grant for sidewalks to extend in a radius out from the new elementary school. The sidewalks would provide a safe route to school from the General Store, Town Center, Town Beach, and nearby houses. SusanMary provided information from the Master Plan work completed in 2016 and helped with the responses. Shawmut and TEC provided estimated costs of approximately \$650,000. We will soon find out whether our project receives positive consideration.

IV. Student Honored at Worcester County Superintendents' Scholars Luncheon

Standard IV: Professional Culture

Kate Selig accompanied Scott and I to this special event held at the Holy Cross campus. Kate was selected for this honor due to her high academic standing, her involvement in clubs, and her overall

Superintendent's Update
January 14, 2019

positive impact at the Bromfield School. During her career as a student she has restarted the Mirror Publication and started the debate team. She serves on the School Council and the Inclusion Committee. Her future is bright, and we look forward to her on-going contributions to our local, national and global communities.



Kate S. and Mr. Hoffman

V. **Tri-M Honors**
Standard IV: Professional Culture

Craig Robbins hosted the Tri-M Honors Induction Ceremony on January 10th. The event was run by the student president and vice president, Charlie B. and Phoebe C. They explained the responsibilities expected by the honor society, their appreciation for the new inductees, and congratulations for the recognition. The music room was full of proud family members.



The Tri-M Honor Society Induction

