

School Committee Meeting/Policy Subcommittee
Monday, August 3, 2020
6:15 p.m.
Virtual Meeting

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Meeting ID: 862 3642 1227

Passcode: 488603

1. Call to Order and Read the Vision Statement (6:15)
2. Public Commentary (6:20)
3. Student Report (6:25)
4. HPS Re-Entry Plan (Vote) (6:30)
5. Superintendent Update (7:30)
6. Agenda Items (7:40)
7. Minutes (7:45)
8. Liaison/Subcommittee (7:50)
9. Public Commentary (7:55)
10. SC Commentary (8:00)

Materials: Superintendent's report, Re-entry Plans Draft

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.

Vision Statement: The Harvard Public Schools community, a leader in educational excellence, guides each student to realize his or her highest potential by balancing academic achievement with personal well-being in the pursuit of individual dreams. The students engage in learning how to access and apply knowledge, think critically and creatively, and communicate effectively. They continue to develop the confidence and ability to collaborate, contribute, and adapt in an ever-changing world.

Legal Counsel's opinion regarding Liability of SC members authorizing the operation of schools during the COVID-19 pandemic - August 1, 2020

1. Liability

Individual public employees (which includes elected/part-time/uncompensated officials under G.L. c. 258, §1) cannot be sued individually for negligent or wrongful acts or omissions while acting within the scope of their employment. Only the public employer (here, the Town) can be held liable. However, they can be sued for intentional torts. Aside from the Massachusetts Tort Claims Act, they can be sued for Civil Rights claims, subject to qualified immunity defenses.

If the School Committee and Superintendent are exercising their authority to operate the schools under chapter 71 and do so in compliance with guidance from the appropriate governmental and public health authorities, it is difficult to imagine how this would give rise to a negligence claim, let alone any sort of intentional tort claim or civil rights claim. Moreover, regarding this decision it is likely that even the Town would be immune under §10(a) where the public employees (in this case the School Committee and Superintendent) are exercising due care in the execution of any statute or any regulation and also under §10(b) based on the exercise of a discretionary function. While these provisions are exemptions from municipal liability, it would be nonsensical for an employee (School Committee member or Superintendent) exercising due care and not abusing its/her discretion to be found liable.

2. Indemnification

In 1986 the Town of Harvard accepted G.L. c. 258, §13, which makes indemnification of officials mandatory (except for intentional civil rights violations). However, in 1988, it appears that the Town revoked §13 by "accepting" G.L. c. 258, §9. (As an aside, there is a question as to whether the revocation of §13 was effective. Section 13 was accepted, as required, by ballot election. Section 9 was "accepted" by Town Meeting vote, even though it's not a local acceptance law – it operates by default in lieu of §13. Generally in Massachusetts, revocation of an accepted statute must be done in the same method as governed its acceptance).

Indemnification under §9 is discretionary and allows indemnification for intentional torts and for violations of civil rights (unless the latter was grossly negligent, willful, or malicious). It would be difficult to see how the School Committee exercising its discretion in determining a plan to reopen schools for the 20-21 school year that is consistent with DESE requirements and public health recommendations could be found to be grossly negligent, willful or malicious violation of civil rights. Indemnification by the Town under §9 is permissive, not mandatory.

While we cannot assure the Committee that someone would not sue Committee members individually, the Committee, and/or the Town claiming damages as a result of allegedly acquiring COVID-19 from exposure in the Harvard Public Schools (as opposed to having acquired it elsewhere), and no litigation result is guaranteed, it seems unlikely that such a suit would be successful against individual School Committee members or the School Committee where the plan and operations for resuming in-person instruction for the 20-21 school year closely complied with recommendations from the CDC and Massachusetts/DPH/DESE guidelines (e.g., 6' or as close to 6' as possible rather than the minimum 3' social distance). The closer the plan and operations comply

with these recommendations and guidelines, the more likely the Committee is acting with "due care" and not "abusing" its discretion.

3. Insurance

The Committee and/or the Town may also have insurance coverage for errors and omissions and director liability which may cover defense of such claims.

School Committee Questions on Re-Entry Plan - Part 2

July 29, 2020

School Committee members - please post questions you have about the re-entry plans here:

1. (HES) What does recess look like if it's used as a mask break and kids need to be 6 feet apart. Will you need more recess teachers to keep kids apart? Recess will not begin until we enter phase 2 of the re-entry plan. We will use additional staff for recess as needed. Josh is also working on allowing students to pick a recess item from classroom carts each day that will be cleaned before the next recess.
2. The plan identifies adults wiping down bathrooms after use, but what about children and the bathrooms? How often will the bathrooms be cleaned during the school day? We will cycle the custodians for bathroom cleaning throughout the day. We anticipate 2 - 3 cleanings per day. Also, each bathroom will have cleaning supplies if students want to use them. We are looking into toilet seat paper covers as well.
3. (TBS) What does a typical day look like on the 3 days the kids are not in school? This scenario would exist if we return with IA. On Wednesdays, the students will meet with their teachers on-line. The other two days will be set up with assignments that the teacher will develop, preview, and support. The teacher may plan times that they connect with students on-line to review information but this is likely to need to be done after school from 2:20 - 3:20.
4. Can we put out a sample schedule for TBS? The teachers are still reviewing the schedule so it is not ready to be sent out yet.
5. With some students on the hybrid plan and some fully remote, how will assessment be equitable? There are ways to administer assessments on-line that teachers are learning more about. We will have more information about this once remote training is completed.
6. Will we be able to share more information about the remote options (for both schools) before people need to choose between hybrid and remote? There is a meeting about remote learning set for August 11th and that is before the August 14th current decision point.
7. Do we know when we'll have details on the state remote option? We have a meeting with the Commissioner on August 3rd, and we will be seeking that information. Part of the issue is that the procurement of the state option is grant dependent and that is still outstanding.
8. Will bathrooms be monitored to ensure that there is no crowding and safety measures (masks, social distancing) are continued?

We will be monitoring bathroom use. Another reason for the mid-day transition is to reduce some of the bathroom overall usage.

9. Will Bromfield students have the opportunity to change their schedules before the school tries to run them? There has always been this opportunity in past years. We will consider schedule changes once the schedules are produced, as we have in prior years, but the options may be more limited in this unique year when we are reducing class sizes to 15 at TBS. It will also depend on how many teachers agree to teach additional sections.
10. It seems the days may be an hour shorter due to the 1½ hour lunch and transportation break. Will we complete the required number of educational hours required? Will we give students the education time we think they need? We anticipate that the afternoon classes will have both an on-line component and additional work to complete so that the hours of instruction remain the same as a regular school day.
11. Will students be able to bring in and use their own alcohol based hand sanitizer? Yes, this can be kept in their individual backpacks.
12. How will teachers help the youngest students with physical tasks such as tying shoes, getting snow pants zipped, etc? All teachers will be given face shields as well as masks to help them feel safer when distancing is not possible.
13. How can we reassure parents that schools will not lose their unique, vibrant, student centered, and supportive cultures and not become “regimented” and “militaristic” as is the fear of some parents? This requires a trust in our teachers that will be reinforced when their child comes home with a positive attitude about school. Teachers are looking for fun, distanced games that encourage movement and interaction. They are working hard to create a positive environment. Some of our Professional Development training will be focused on the creation of a safe and supportive environment.
14. Can incoming 6th grade families get a sample schedule for remote learning before they make their decision as they do not have any experience with what the TBS schedule looks like? We will continue to work on the schedule so that students can see a sample. I'll share this specific request with the 6th grade teachers. As it is planned now, the remote students will have a 7 period a day schedule that meets on-line between the hours of 7:45 AM - 2:20 PM for part of each 42 min. class each day. They will also have an hour and a half for lunch and they will likely join their hybrid peers for the final 2 periods of the day.

HES Frequently Asked Questions as of August 2, 2020

| Question | Response |
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| What will in-school classes look like? Will students work on paper that will be shared/passed in or will students be working mostly on individual devices? | Students will be sitting 6 ft. apart. They will have a mixture of papers and devices to work with. Care will be taken to distribute and collect papers safely. Devices will be cleaned between student uses. We will be asking families to send in materials so that we eliminate sharing. |
| If remote parents decide to send kids back to school at one of the decision points, will there be room for them in the classes? | We will ensure that we have enough room for them to enter as our classes will be created with room for the addition of more students as the year progresses. |
| When measuring space between students - is it desk edge to desk edge or shoulder to shoulder? | Chair edge to chair edge, per state guidelines |
| One of the main benefits of sending our children back to school would be to have social interactions with their peers. Given that students will need to be 6 feet away from each other at all of the time. How does HES envision promoting positive social engagement amongst the students | Teachers are learning new ways to build connections with their students and between students. Some of our training before school will be used for this topic as well as other social-emotional issues. |
| Concerns on masks (1) they will get stepped on, and (2) allergies | We will be asking parents to send in more than one in case there are issues with cleanliness. We will also have extras at the school. Students will be taught how to take them off, where to put them, and how to put them back on as safely as possible. |
| What is the policy for when parents send in an inappropriate mask? For example, Perkins Child Development Center posted a picture on Facebook today of a small child wearing an ADULT VALVE mask - both of these things are wrong. valve masks do not protect others. | Nursing staff will be developing mask guidelines and best practices to share with families |
| How will students/families be trained on how to fit, use, store, and when to change masks? | We are sending out videos on this topic and reviewing the information with students. |
| Will masks be required for all grades? | Yes |
| Will students be told how to wear a mask correctly? like over noses etc? | Yes, we are working with nursing staff on videos to share with families before school resumes and lessons for all students when school resumes |

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| What is the plan for children with mask exemptions due to medical issues? Will they be segregated? | We are likely to require some other protective equipment such as a face shield or other solutions so that segregation is never necessary. We will work with individual families on this plan. |
| Are neck gaiters/buffs acceptable face coverings? | Yes, as long as they cover the nose and mouth and are kept in place. |
| Will mask breaks only occur outside? | Yes |
| How many students will be in the tents during the mask breaks? | One class, with minimum 6 foot spacing |
| Is a mask a must for pre-k students? Can you explain how this will be enforced for 3-4 yr olds? What's the approach to kids who have trouble keeping their masks on inside the classroom? | We recognize that this is a particular challenge for this age group. We ask that you begin practicing with them now, and we are also developing lessons and activities to help students adapt to this need. We are working with our BCBA to support students who may particularly struggle with this behaviorally |
| What is the policy for re-entry of students or staff who are symptomatic or have symptomatic contact or other exposure? (e.g.. two negative tests? 14 days?) What would be the steps taken in the case of a positive covid-19 case among students or teachers or immediate family? | Please see the DESE guidelines posted on the District website regarding re-entry from isolation/quarantine |
| What's the remote plan for kids awaiting testing results or who have symptoms, will they temporarily join a remote class or something else? | Short term they would remain with the teacher and peers that they already are assigned to. Longer term, they would be transitioned to a remote cohort. |
| If a student tests positive will the entire school be notified? | We will share this information in general and then contact families individually if their child was in close contact with the staff or student who tests positive. |
| The DESE recommends 10 days of quarantine when a student/teacher tests positive. What will teaching look like during this quarantine time? Will the classroom teacher continue teaching or will they switch to the remote teacher? | If a whole class needs to quarantine, their teacher (assuming they are not ill) will transition to teaching them remotely. |
| If a student goes into quarantine can they return at any point or do they have to wait for one of the | No, if you need to quarantine, you can return to your assigned hybrid spot when that quarantine is |

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| two dates for switching options? | concluded |
| How will the use of bathrooms work? | Students will be required to keep on their masks. There will be cleaning material in the bathroom that they may use. We will have a custodian cleaning the bathrooms throughout the day. |
| How do we handle picking up middle school kids with elementary school kids and not miss the afternoon classes for the middle school kids? If middle school PM classes start at 1:30 it leaves no time to get back home. | We are increasing the internet access outside of the Bromfield school so that a student may use one of the tent spaces to complete their final two classes while their sibling and parent waits to drive home. |
| Will elementary kids have at-home remote classes M/T/Th./F the same way Bromfield students will? Or will the HES kids only have remote obligations on Wednesdays? | Yes, HES students will have remote access to specials and other activities in the afternoons. These will be flexible, understanding that it may take some students several weeks to transition back to a school schedule. |
| How are working families with 2 working parents going to be able to manage this plan? Will there be before and after school care? | We realize this limited opening will be a challenge for many families, and that some families may look for older students to provide child care or create small group arrangements. Bridges care will not begin in September and will be re-evaluated as we are able to track the impacts of reopening. We are eager to resume this service as soon as we feel we can do it safely. |
| Can you clarify that all students would be in school 4 days a week and only remote on Wednesdays? | Students will be remote on Wednesdays, as well as having remote work to work on for the afternoons on other school days. |
| Will there be shuffling to students' seats? As some may be in the back row want to sit in the front row. | Yes, we will change seating arrangements occasionally, keeping in mind the need for contact tracing and limiting exposure. |
| If we thought originally that we would want to keep the kids home but now want to send them in for hybrid learning can we? Does this throw off the ratio of 25% not at school | Yes, parents can change their mind now, mid-October, and Mid-January. We can accommodate up to 18 students in our classrooms with 6-foot spacing. |
| You mentioned that there have been 0 cases recently in Harvard. There are 7 cases in Ayer in the last 14 days, as well as several in other surrounding communities. It's not just the students and parents, but teachers, janitors and other staff we have to be concerned about. Do | Yes, we are tracking both the local and surrounding cases to monitor for the impacts not just in Harvard but in the surrounding communities that we are connected to as well. |

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| you know the communities where all these people are coming from? | |
| For the HES remote option, will there be a balance between videos and actual/live teacher-delivered content? | Yes. |
| Can/will remote students be included in regular activities? e.g. picture day/yearbook, assemblies (live stream?), ceremonies, PAWS programs, etc. | Some of these activities can be streamed or replicated for remote students. Remote students who want to come in for another activity should contact the school administration to see if this can be done while limiting parent visitors and providing distancing. |
| Will teachers/administrators be flexible with the remote learning option if, for instance, families want to hire a private tutor to teach the curriculum prepared by Harvard and help the student to submit work (keeping students off screens for lessons)? | There is an attendance requirement by the Department of Education so the students will need to participate in the lessons given by the district teachers. There may be some flexibility to this between families and the remote teacher, but the responsibility for the teaching is still with the district. Otherwise, this may be a homeschooling situation. |
| Thank you for your tremendous effort. We appreciate all your hard work. The in school option has school from 9-1.15, is there any way to mirror this for the online option? Thank you! | The hybrid option is in-school until 1:15 with afternoon activities for the remainder of the school day. In both hybrid and remote options, both are considered full days of school. |
| Will kids have scheduled zooms in the afternoon when kids are home? | Students will have a combination of scheduled zoom options with specials teachers as well as asynchronous activities assigned by their teachers |
| Can you tell us the location of the children who will be waiting for parent pick up? In the past it was in the back hallway. How will this be different going forward? | We are waiting for transportation survey results to finalize these plans and will then share them with families so that you know where to pick up your child. |
| My biggest concern beyond the physical health of the students and staff is the mental health of the kid's and the potential trauma of the return to such a different school setting. What emotional help will be provided? Can we do videos of what the school will look like and what the teachers will look like in masks? Something to get them used to what it will look like before they start. Thank you! You all are doing great! | We are creating those videos now with the Harvard Cable Company and teachers are the “stars”. They are prepared to help students with the new guidelines in ways that will make it part of everyday operations through fun and normalcy. |
| Where will drop off be? mass ave or fairbank st? | We are working on these details and will communicate them out as they are finalized. |

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| What is HES's ultimate goal with the precautions being taken? Is it zero cases of COVID? If so, what is the school's reaction/plan when a student or administrator (or family member) tests positive? If some number of cases are tolerable, how is that allowable number established? | We will evaluate the situation with each case or suspected case. The Dept of Education put out some guidelines. We will be ready to switch to remote at either school for a period of time, if needed. We are still working on the threshold number for this decision and we will communicate it to families. |
| Thinking about the Community Commitment, have you considered having parents/guardians (and students?) sign a pledge to follow the rules, etc.? | We will be considering this. |
| how many days/weeks before the start of school do you envision making the go no-go decision on the hybrid model | The decision to switch to remote learning may be made at any time before school starts or afterward based on data of COVID cases or other safety concerns. |
| Is the teachers' union on board with the re-entry plan? | We will know their decision by the time we take the vote on August 3rd. |
| Can you confirm you will arrange things to accommodate for 6 feet distance for classrooms? | Yes |
| How likely is it that the school committee will not approve the proposed plan? | We have worked collaboratively together, but until the vote is taken on August 3rd, we cannot say. |
| What will be the impact of the current spike in COVID cases and the calls for another shutdown? | We do not have a spike in cases in Harvard, but we are tracking the cases in surrounding areas with the help of the local Board of Health. |
| Can you talk about how the school will support families with devices/technology for the remote option? | We will make devices available and we will do parent workshops. We will also have a technology help ticket system for families to access. |
| Now that the Commissioner of Education approved delaying school openings by up to 10 days to September 16 and has reduced the in-school requirement to 170 days, will Harvard take that extra time and delay the start of school to the 16th and will we take back the days that had been added to the school calendar to cover the usual 180 days requirement? | The teachers are doing the 10 days during August so that we can still start school on Sept. 8th. |
| Is there going to be a Kindergarten orientation this year? A day that parents can come with their children? | The plans for this event are still under discussion. We will communicate them later this summer. We are looking into whether a tent might be used for this as we are limiting visitors to the school. |

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| Do you envision that remote learning in this fashion will be feasible for families with multiple children with one parent at home during the school day? | Depending on the age and independence level of the children, each situation will be different. The remote teacher will work with families to help and there will be a structured day of synchronous lessons with the teacher. The lessons will be presented by the remote teacher, but may need some support from families, especially for our youngest students. |
| How soon will our children know who their teacher will be? | Classes will be created after parents indicate their decision for their family (by August 14th) as we want to be sure to create balanced classes. |
| With the state changing the school year to 170 days what will the new calendar look like regarding April vacation etc. | The updated calendar will be posted to the website by Monday, August 3rd. With the 170 day change, we put the April vacation back in and we are still planning to start school on September 8th. |
| What is the plan for after Oct 9th? | We will evaluate all of the data by October 9th and either remain in the mid-day transition phase or change to full days. We are also keeping a switch to remote learning as a continued possibility. |
| Is the first day of school still planned for Sept 8? | Yes |
| Do HES kids have afternoon classes after going back home? | Yes, currently the plan is for them to have their specialist classes in the afternoon. |
| Recess - the plan says each homeroom will have their own space for recess. Will that be big enough for kids to run around, play soccer, etc.? | We are starting the year without recess as it is a shortened day. When we go full-day we will identify spaces big enough for kids to run and play. |
| Is there a recommendation on what type of device will work best for remote learning? (e.g. Ipad, Lap top) | Most children find an iPad easier to navigate, but that may be different for each child. |
| Do you have information on how many teachers, if any, are not coming back for in person learning? Will all in person students have an HES in person teacher? | We anticipate that most teachers will return and some will become the remote teachers. Every teacher was given the option to become a remote learning teacher in consideration of their interests, health concerns, or family circumstances. |
| To enable developmentally appropriate play-based learning for Pre-K and K children, will there be any thought towards pods (smaller groups) of children split up in the class for this type of learning. | We are still in the planning stages, but we must follow the Dept. of Education and CDC guidelines for schools. |

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| Will the class lists be provided for remote groupings? Will remote sessions be recorded with the sign off on the parents? Will remote students be able to have a socially distanced visit with their remote teacher in the Fall? How will the remote students be assessed in the Fall and given feedback as they go? Can curriculum goals be shared with parents of remote students if we wanted to supplement with additional activities? (Thank you!) | The remote teacher will ask parents if they are willing to have their contact information shared with others in the class, similarly to how this has been done in the past at HES. We have not yet determined if remote sessions will be recorded. The remote teacher along with parents will administer similar testing as what is done in classes typically. The remote teacher will provide feedback to students and families on work completed and otherwise through remote conferences with families. Yes, curriculum goals will be shared with families. |
| Is there any consideration to having 50% of the students in school for 2 days a week at the start to get the students/teachers used to all of this and then after 1-2 weeks progressing to 4 days a week? | We have worked with the teachers to design the plan that we feel is best for students and staff. We do not anticipate changing the plan at this point, but a deliberation of the plan will be on-going until Aug. 10th. |
| How will younger children know how to stay apart in the hallways, cafe and other places? Are there/will there be any physical cues around the school to help them? | There will be physical cues and adult guidance. |
| Will Wednesdays will be remote for the entire year? | The plan has a full return description that does not have Wednesdays off. We will return to that part of the plan whenever it is safe enough to do so. |
| I may have missed this, but could you review the total number of people in the school, on average, during each school day? (staff and students) | There will be approximately 310 students in the building, 30 teachers and 20 support staff. |
| If we choose not to bring our child in for Spec. Ed services, will they still be getting those services remotely? | yes |
| Cold weather - given that mask breaks, lunch and snacks are planned to be outside, do you think it's likely we'll be going fully remote when the weather gets too cold to go outside? | We will wait to see the data on COVID cases in the community and surrounding areas. |
| How do we request for remote learning devices? with google classroom proposed for the next year, would this be a Chromebook type of device | You would contact the elementary principal to borrow an iPad. |
| Will there be snacks for purchase if kids forget at home? | We are working on this plan. |
| Will the content of the remote and hybrid | Yes, they will move at a similar pace. |

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| options be the same and move at the same pace? | |
| Will you suspend in-person school more frequently (not a snow day, but a nasty rain day, for example) and hold remote school instead as needed? I am imagining a Thursday with thunderstorms in which kids couldn't have snack/mask breaks outside. | We don't plan to have more frequent days off due to weather than prior years. |
| Will the school have the capability to test should there be suspected case or a student/faculty member shows signs of COVID? | We are not a testing facility. Students and faculty would contact their primary care physicians. |
| How will teachers go about assessing students to see if they qualify/need to be getting additional support? | Each new year includes some assessment of students' current level. This year will be similar in this regard. |
| Will there be a chance to go into the school to view the changes that are being made? Or through a video tour? | We are currently working with the Harvard Cable Company on these types of videos. |
| If in person teaching stops at 1, why are the remote students going until 3? | Students will continue with afternoon on-line specialist classes in both hybrid and remote plans. |
| What is the timing for any students transferring from in-person to remote learning? | Students may switch to full remote at any time, they have two dates to consider the opposite change because we have to physically include them into the class space. Those dates are by Oct. 9th or Jan. 4th. |
| With the new building construction and limitation of buses, drop-off and pickup will be tough before school and after school, what is the plan for that? | We are planning some satellite drop off sites and giving families the option to use those. We will also work with the local fire/police Chiefs to help us with planning. Once plans are defined we will communicate them with families. |
| I have a question about toilet flushing and the transmission through that action.. | We are consulting with the nurses and the local Board of Health on best bathroom protocols. Mask wearing will be critical in all spaces including bathrooms. |
| Where will drop off be? mass ave or fairbank st? | We are still working on this plan. |
| Are we making the assumption that we will go fully remote at some point? Whether weather or increase in local cases? | Yes, we will be fully prepared. |
| where will they be putting all this extra and bulky gear will there be a new place other than hooks close together? | Currently they will use their chairs and backpacks to store their materials/coats, etc. |
| Can you please detail the online learning plan in | Teachers will follow a schedule similar to the school |

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| the likely event we need to pivot from hybrid to remote learning? | day and they will meet remotely with students during the hours of 8:50 AM - 3:00 PM. Students will be guided to complete assignments based on the instruction. |
| For the online version, how will feedback be handled for the kids? Will there be any one on one time? | Yes, there will be one on one feedback with the remote teacher. These meetings will be scheduled by the teachers. |
| Please will you be sending out these slides? | They are on the website at psharvard.org. |
| Would there be a remote synchronous or asynchronous option for a student who would have to stay home unexpectedly due to cold or similar symptoms on a regular day? (Not Wednesday) | Teachers will have materials up on-line to keep students on pace with their peers in-class. |
| We'll need family support to continue the afternoon learning (after a lunch break). | There will be parent workshops to help with the afternoon sessions and any remote learning tools and organization. |
| What is happening at home Wednesday's ? | Students will have a morning schedule that has them on-line with their teachers. The afternoon will be for them to complete assignments that are previewed by the teachers earlier in the day. |
| Does that mean you wouldn't have access to the afternoon/online aspects if you don't opt for full day Kindergarten? | We are still working on this, but a half day student does not typically have access to the afternoon experiences. We realize this year is unique, so more information will be forthcoming. |
| When you say remote, that is the state run plan correct? | There is a state run remote option and an in-district option. A meeting on August 11th will go into more details on the remote options. |
| Would you please let us know the specifics around the school's filtration system at HES? - Thanks. | Currently, outside air is filtered before it is brought into the classroom. This is how the univent systems work. |
| Since you have a full remote option for those that have high risk or are not comfortable (and I assume those teachers with concern will be remote) I am wondering when the full time option will be considered? Especially if the numbers continue to be low in town and with the school. | By October 9th we will consider moving to full-days 4 days a week. After some time in that phase we might change to 5 full days, but that is less likely in the first half of the school year. We may also continue the mid-day transition longer. |
| how can parent volunteers be engaged to help create community virtually and remotely? | Once school starts and teachers have the chance to ask parents if they would like to share their contact |

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| Virtual room parents with smaller cohorts that are able to be manageable online? | information with others in their class, there may be unique ways for parents to hold group meetings and support each other. |
| it seems like it would also be helpful to offer additional resources for parents, as some seem to be more anxious than others, so we could provide resources to help them acclimate to this and help their children acclimate in turn. | We have posted many documents on our website at psharvard.org . We are also making videos with the help of the Harvard Cable Company. |
| Should we engage with the PTO or the school on opportunities for virtual community building volunteering? | Yes - we will include this in our planning. |
| What if there is an increase in the number of students that will attend school in person? | We will adjust our staffing to meet the needs of the students in-person as that occurs. |
| What happens when teachers are on quarantine (perhaps from an exposure not at school) who then takes over the classroom? | We have many trained support staff members who will help us in these situations. We will also have guest teachers who know our district and will be trained on the protocols. Teachers who are home and not sick, will also connect remotely with their classes. |
| how will remote students be evaluated? (not *tested* but evaluated - as all students will be coming in after a very weird 6 months, to say the least. | They will have experienced teachers working with them and they will use a variety of ways to evaluate their students. These methods will include small group instruction, observation, and one on one conferences. |
| Missed the early part of the meeting. Where can I see the recording? thanks! | All of the presentations are posted to psharvard.org . |
| As a medical professional (pediatrician) parents need to be mindful that if their kids get together outside of school without social distancing it undermines the work that the school is working so hard to keep kids safe. | We believe that opening school will require a community commitment and we will continue to communicate this important message. |



Memo: Continued Collaboration with Teachers and HTA Leaders
Date: August 2, 2020
From: Linda Dwight, Superintendent

The leadership team continues to meet with the Harvard Teachers' Association and to seek collaborative solutions to some of their members' concerns regarding a Hybrid Phase 1 Re-entry. These are some of the points of discussion and commitment.

- 6 ft distance between students (agreement); allows at least 15 students per classroom at TBS and 18 students per classroom at HES
- Offering teachers at TBS the opportunity to teach extra sections to reduce class sizes (potentially 10 - 15 extra sections) for additional compensation
- We pre-ordered 600 desks for HES and 500 desks for TBS to facilitate spacing in classrooms; the HES desks were already budgeted for the new school project, the cost for the TBS desks will come from the grant and teachers were surveyed first to gauge interest
- Face shields and masks ordered for every teacher
- Front of the room clear barrier for those teachers who would like one
- Individual solutions/problem solving for those who have unique circumstances interfering with their in-person return
- If the shortened day works and there are few to no COVID cases in Harvard, we will consider recommending to stay in this phase until Thanksgiving or even January.
- Air Flow details;
HES - We have serviced the univent heaters that were not working and all units are now functioning. We are able to control the boiler so that we can run the blower in the room to bring in fresh air without adding any heat. We are replacing all of the filters both before school starts and mid-year to maximize the fresh air flow. To clarify, the filters are filtering the outside air coming in, with the aim of increasing the fresh air change over. There are concerns about increasing the MERV rating of these filters as it decreases the airflow and puts greater strain on the motors. We don't want to burn the motors out.

We are making sure that windows are operable and screens are in place. The strategic location of fans is also under review.

TBS - The rooftop units have been serviced and checked. In the past we limited the air exchange to reduce energy use. The cycle of air exchange will be increased and started hours before the start of the day or even run overnight.

- **Overall safety concerns**
 - Here are some of the things that we have procured over the last few months to help ensure a safe return:
 - Face shields for every staff member



- Cleaning supplies for each classroom
- Medical grade disinfectant, as well as a fogging applicator to ensure better application of these disinfectants.
- Hand sanitizer for each classroom, as well as all common spaces (hallways, etc)
- Trifold tabletop shields to place between a teacher and student when they are giving feedback
- 6 Large Tents for outdoor classrooms and mask breaks
- Gowns, lab coats, gloves and medical grade masks for those in close proximity to potentially symptomatic students.
- Keyboard covers and disinfecting materials that can be used on technology

In addition, we are evaluating and planning to order the following

- Partitions that a teacher could place on their teaching table or larger for standing when facing the class
 - Face masks for all teachers and staff that include a clear window to show facial expressions. We have ordered several samples and are in the final evaluation with the nursing department to place a bulk order
- We also continue to work with the nursing staff on procedures that will improve safety. PPE alone is only part of the response, and we are grateful to have additional time at the start of the year for training and discussion around safe practices.

We received the following questions from the teachers and provided the answers below:

- **Why not focus on the remote option at TBS if we are going to end up there?**
We are concerned for student safety and engagement. Many Bromfield students will be left at home while parents are working. Attendance to class, especially in the early morning, will be a continued issue. Students will remain out of practice on the structure of school and the lack of work completion may impact overall learning. Students will get together with peers during the day. We worry about an increase in at-risk behavior. By starting in a hybrid model, we will provide structure and expectations in person so that a switch to remote may be more successful. Also, you will have established relationships with your students in person, which may help increase engagement later if/when we pivot to remote.
- **Will there be regular COVID testing?**
At this point, we do not have general population testing available for those without any known symptoms or contacts. We will continue to work with the local Board of Health, and if this level of testing becomes available, we will work to see if it can be implemented at the schools.
- **What are benchmarks for pivoting to remote, and back from remote?**
To date, there have been a total of 18 cases in Harvard in 5 months, and none within the past 6 weeks. While we are not setting a specific pivot number at this point, we anticipate



that if there are 2-3 cases within the school population, either students or staff, that school would switch to remote for some period of time. We anticipate that single isolated cases could be addressed through contact tracing and quarantine.

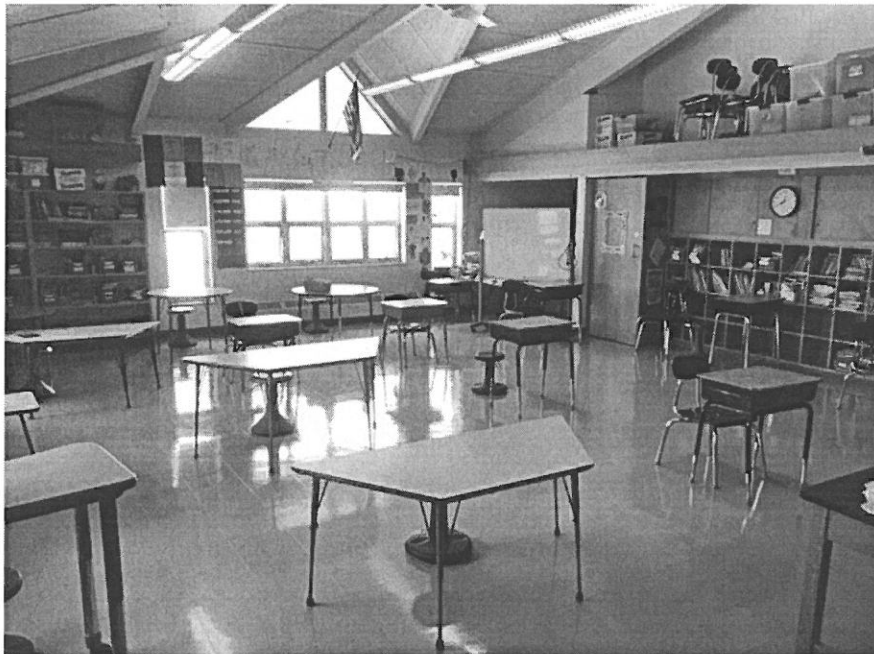
- **Will we be able to work from home during remote time?**

One of the purposes for the remote Wednesdays in the hybrid model is for a thorough cleaning of the building. As such, teachers will be able to work remotely on that day, assuming that they are able to access the materials that they need and have a suitable internet connection and space for teaching. For those who prefer to work from their classrooms, this will be available and cleaning staff will happen in a way to minimize disruption to teaching and planning.

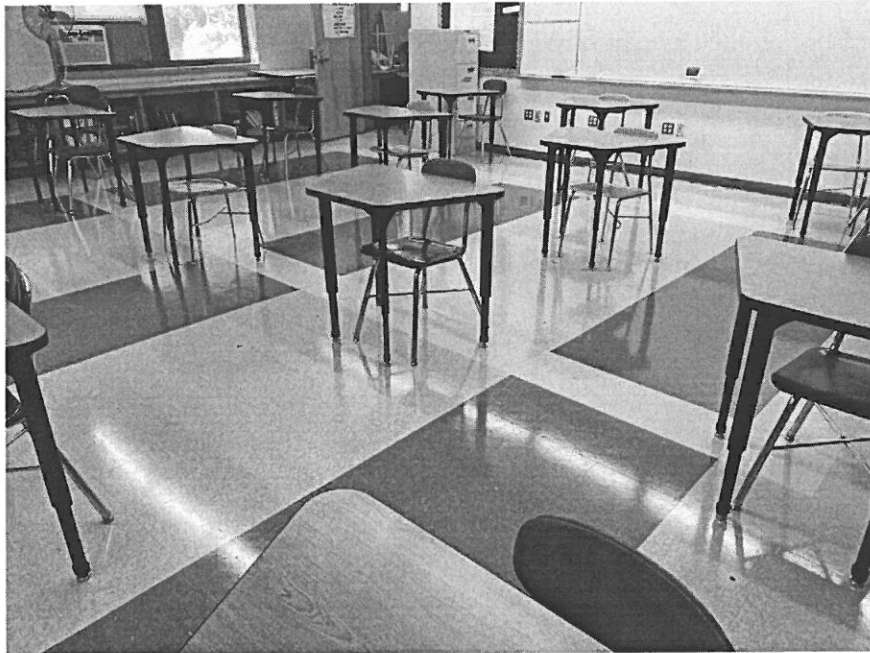
- **Can you provide some clarification on the policy regarding sick days?**

Teachers will use their sick days if they are sick and not able to work. If you are quarantining but able to work remotely, these will not be assessed as sick days. We will work to set up the absence system with a new category to help with these types of absences.

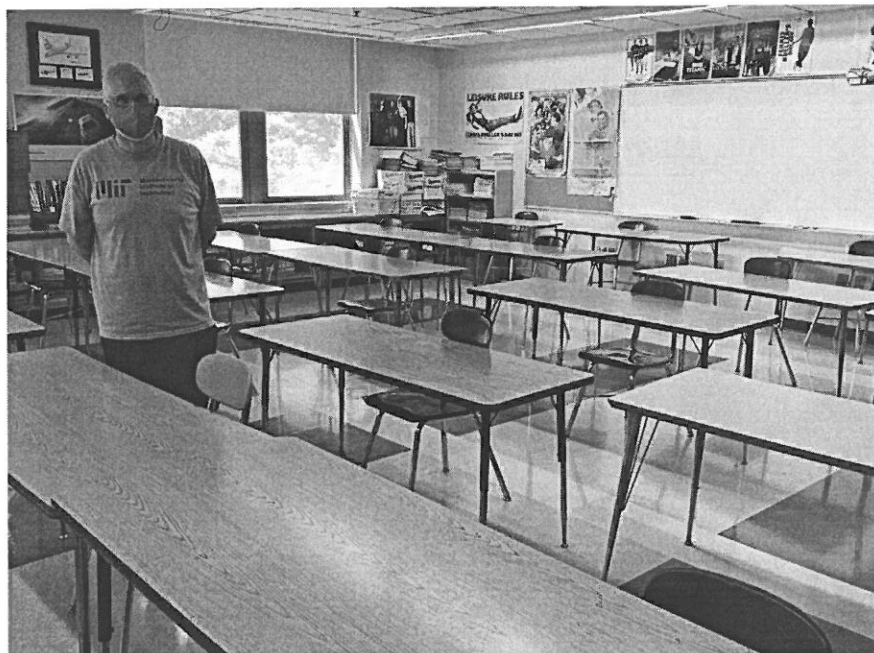
We also provided the following examples of what classrooms will look like in each school:



HES classroom with 6 ft distancing (new desks have been ordered) up to 18 students fit in the standard classroom



Bromfield classroom with 15 students at 6 FT distance using new desks



Bromfield classroom with 15 students at 6 FT distance using tables

School Committee Minutes
Virtual Meeting
Monday, July 27, 2020

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

Others in attendance Aziz Aghayev, Taylor Caroom, Brooke Caroom, Vivien Jamba, Felicia Jamba, Will Walling-Sotolongo, Scott Hoffman and Josh Myler.

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

Sharlene Cronin read the Vision Statement

SusanMary Redinger read a statement indicating that the meeting was being held remotely and the meeting was being held via video conferencing. Members in attendance were identified through a roll call process.

Student Report: Will Walling-Sotolongo reported that a lot of seniors are having their senior projects cancelled and Ms. Nilan has been helping students get new projects. The ACT and SAT test sites may be opening up in the near future. Graduation is being held Friday, July 31st.

Public Comment:

Nate Finch – Codman Hill Road- Re-entry Plan

Katharine Covino-Poutasse – 160 Depot Road – Re-entry Plan

Satish Mohkar- Brown Road - Re-entry Plan

Jen Manelle – Stow Road – Re-entry Plan

School Re-entry Plan Discussion

Dr. Dwight presented the Harvard Public Schools Re-entry Plan for the 2020-2021 school year. The re-entry plan is based on the culmination of months of meetings and collected feedback. At the request of the MA Commissioner of Education, three plans (in-person, hybrid and remote) were prepared and will be submitted to the state on July 31st. School Committee members and student representatives were given time to ask questions. The Committee will meet again on August 3rd to hear more information and vote to support a plan moving forward.

Calendar Change; Vote

Dr. Dwight shared with the Committee the news that DESE will be giving 10 additional days dedicated to teacher professional development. This will change the current calendar and student days from 180 to 170. The 10 additional days will be used for preparation before the start of school. Dr. Dwight's calendar recommendation has the school start date on September 8th with mid-day transition days through October 9th (Phase 1) followed by full days starting October 13th (Phase 2). In addition, the last day of school will be pushed back 5 days to June 17th.

Suzanne Allen made the motion and Abby Besse seconded to move to approve the calendar as presented by Dr. Dwight with the condition that we assess the date we change from phase 1 to phase 2 as we progress through the school year.

Allen (Aye), Bessie (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye)

Custodial Staffing Recommendation; Vote

Dr. Dwight asked the committee to approve an additional custodian with funds available in the staffing line due to other changes. This would be a one-year position to help with cleaning and to help maintain staffing needs when a custodian is absent. Dr. Dwight would like to begin to advertise for the position in order to hire someone to start by September 8th.

Suzanne Allen made a motion and Abby Bessie seconded to move that we approve the addition of a custodian for the upcoming school year.

Allen (Aye), Bessie (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye)

Teacher Unpaid or Reduced Assignment Leave Consideration; Vote

Dr. Dwight asked the Committee to consider an unpaid COVID 19 related leave of absence for teachers. If a teacher opted to take advantage of this they would need to indicate their request by August 15th. This would provide us with the time to find a guest teacher for the upcoming school year to fill the position. We believe that viable candidates will be available from recent graduates and others who have lost their position in surrounding districts due to budget cuts. This option would allow a teacher to retain their position and status in the district and take a leave due to the health of themselves or their families that may be at higher risk of infection.

With respect to School Committee Norms and to get clearer language on the proposal the Committee will wait until the next meeting to take a vote.

SusanMary Redinger made the motion and Suzanne Allen seconded to direct the Superintendent to work with the HTA on the language to bring back to a vote for a leave of absence or reduced teaching assignment agreement for the next meeting.

Allen (Aye), Bessie (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye)

Shannon Molloy agreed to work with Dr. Dwight and the HTA to move this item forward.

Bromfield Furniture Consideration

Dr. Dwight asked the Committee for permission to use the COVID grant money to purchase desks for the Bromfield School. The desks will add a lot of distancing flexibility in the classrooms. The Committee agreed that this is a good use of the funds.

Middle School Ramp Update; Vote

SusanMary Redinger submitted a proposal from Abacus Architects with a revised scope of work to the middle school ramp that addresses the structural and safety deficits of the existing

conditions at the lowest responsible cost. Abacus will prepare a revised schematic design that will include drawing and cost estimates that will be used for a new capital funding request at the Fall Special Town Meeting. The ramp could be built with the idea that additional work could be done at a later date. The cost of the design, \$8,210 would need to be paid from the Devens fund.

Shannon Molloy made the motion and Suzanne Allen seconded to approve the project as presented.

Allen (Aye), Bessie (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye)

Suzanne Allen agreed to serve as the school representative as the social media responder for the Re-Entry plan questions/discussions on Next Door Harvard. With the help of Dr. Dwight, Suzanne Allen will craft a statement to reuse that will indicate that her responses will be used to establish facts and she will not engage in debate.

Agenda Items

Re-entry Plan

Retreat

Goals

Superintendent Evaluation

Graduation Requirements

Policy Subcommittee – mask policy

School Improvement Plan – Fall

District Improvement Plan – Fall

Approval of Minutes

With no objection, SusanMary Redinger approved the minutes of the July 13th meeting as amended.

Allen (Aye), Bessie (Aye), Cronin (Aye), Molloy (Aye), Redinger (Aye)

Liaison/Subcommittee Reports

Suzanne Allen – The policy subcommittee will schedule a meeting to adopt a mask wearing policy and review other policies that may need to be added or amended due to current circumstances.

Maureen Babcock – reported that development of Vickburg Square will be tabled for the foreseeable future.

Shannon Molloy – Submitted the following warrants for review:

Warrant 20-28SCH - \$4,470,619.59

Warrant 21-02SCH - \$ 280,354.10

Public Commentary:

Noyan Kinayman – Slough Road – Re-entry plan

Kerra Huchowski - Shaker Road - Re-entry plan

Jennifer Finch - Codman Hill Road - Re-entry plan

Satish Mohkar - 102 Brown Road – Re-entry plan

School Committee Commentary

SusanMary Redinger – thanked the administration, teachers, and the re-entry committee for all of their hard work on the re-entry plan. So proud and appreciative of the school committee's investment, commitment and engagement.

Suzanne Allen – thanked everyone for the behind the scene thankless stuff and so appreciative of everyone's work.

Sharlene Cronin – I believe that this is the most consequential decision that we make. We are talking about the health and lives of our children. Our commitment in time matches the seriousness of the virus. Excited about helping to make the "how to" videos.

Abby Besse – fortunate we are included in the decision making and information sharing. Very appreciative for all the work. Important to have the student voice.

Linda Dwight– Thank you to the whole team. We are very fortunate to have all of the collaboration.

With no objection SusanMary Redinger called the meeting adjourned at 10:00 p.m.

Respectfully submitted,

Mary Zadroga

COVID Related Budget Expenses as of August 3, 2020

| Description | Expected Cost | Budget Source |
|---|--|-------------------|
| 500 TBS Desks | \$57,270 | Grant |
| 20 X 40 pole tents professionally installed (6) | \$825 for delivery and set-up \$7,200 per month | Grant |
| Extra sections for TBS | \$50,000 - \$75,000 | Personnel savings |
| Outdoor Wifi Extenders | \$13,590 | Grant |
| Zoom Subscription | \$10,000 | Grant |
| Additional PD Trainings; Ed Tech Teacher (confirmed) and others TBD | \$20,000 | Grant |
| On-line curriculum and lessons; HES | \$10,000 - \$15,000 | Grant |
| On-line curriculum and lessons; TBA | \$15,000 | Grant |
| State remote option | Est. \$200 per student X 15 = \$3,000 | Grant |
| Additional Virtual High School seats | \$13,000 | Grant |
| PPE and Equipment | \$20,000 | Grant |
| Bus Monitor Stipends HES | | |
| Storm virus killer | \$899.00 | |
| Express floor signs | \$750.00 | |
| Hand sanitizer bottles | \$139.02 | |
| Face mask | \$3720.00 | |
| Total to date | \$219,885 - \$249,885 | |

- There are two grants totaling \$300,000.
Nitrile gloves \$5705.80

Disinfectant \$892.00

Hand sanitizer \$2372.60

My child experiencing symptoms:

At home: At school/or on bus:

Student is to keep mask on, stay 6' apart. Student will be escorted by nurse to medical waiting room until they can be picked up

COVID test required before returning to school*

Positive Test? Negative Test?

Self-isolate a minimum of 10 days
Notify school nurse and personal close contacts
Work with contact tracers
Monitor symptoms
Return to school when:
• 3 days without fever (no meds)
• other symptoms improved
• Cleared by public health contact tracers

Return to School once asymptomatic for 24 hrs

* Students who do not get tested must self isolate for 14 days

My child been exposed to a COVID-19 positive individual:

At home: At school/or on bus:

Student is to keep mask on, stay 6' apart. Student must be picked up at the end of the day.

Students should stay at home and be tested 4-5 days after exposure*

What happens at school after a Positive Case?

For each positive case – if the individual was at school or on the bus up to 2 days before symptoms started then the affected areas will be closed off and disinfected.

At HES, a communication will be sent to the students' cohort stating that an individual has tested positive (without names) and they should have their child tested. If the positive test result is learned about during school, masks and strict social distancing will be enforced and caregivers will be asked to come pick up their child.

At TBS, a communication will be sent to "close contacts" (within 6' for 10-15 min or more) based on seating charts stating that an individual has tested positive (without names) and they should have their child tested. If the positive test result is learned about during school, masks and strict social distancing will be enforced and caregivers will be asked to come pick up their child.

Self-Isolate/Quarantine:

- Stay home for 14 days
- Avoid contact with others
- Don't share household items

Self-Monitor:

- Be alert for symptoms of COVID-19 especially a dry cough or shortness of breath
- Take your temperature morning and night and write it down

Symptoms:

- Fever (100.4° F or higher, chills or shaking chills)
- Cough (not due to other known cause such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Headache (when in combination with other symptoms)
- Muscle or body aches
- Nausea, vomiting, or diarrhea
- Fatigue, in combination with other symptoms
- Nasal congestion or runny nose (not due to other known causes and in conjunction with other symptoms)

If there are multiple positive cases in school at the same time, or a series of cases, or if both schools are affected, or if there is a town wide or state wide spike, the superintendent will work with the local board of health and public safety officials to determine if transmission is happening at school and will follow all state-mandated directives.

Estimations

Current response

| Student Grade Level | Hybrid % | Remote - District % | Remote - State % |
|---------------------|----------|---------------------|------------------|
| PK | 89% | 6% | 0% |
| K | 64% | 28% | 0% |
| 1 | 63% | 35% | 0% |
| 2 | 60% | 30% | 0% |
| 3 | 54% | 42% | 0% |
| 4 | 75% | 21% | 2% |
| 5 | 78% | 18% | 0% |

1 - 7

Estimated - Response x Enrollment

| Student Grade Level | Hybrid - Estimated | Remote - District - Estimated | Remote - State - Estimated | Withdra |
|---------------------|--------------------|-------------------------------|----------------------------|---------|
| PK | 25 | 2 | 0 | |
| K | 29 | 13 | 0 | |
| 1 | 43 | 23 | 0 | |
| 2 | 37 | 19 | 0 | |
| 3 | 43 | 33 | 0 | |
| 4 | 53 | 15 | 1 | |
| 5 | 64 | 15 | 0 | |
| Grand total | 293 | 119 | 1 | |

1 - 7

Estimations

Current response

| Student Grade Level | Hybrid % | Remote - District % | Remote - State % |
|---------------------|----------|---------------------|------------------|
| 6 | 70% | 17% | 4% |
| 7 | 80% | 17% | 0% |
| 8 | 95% | 5% | 0% |
| 9 | 93% | 5% | 0% |
| 10 | 85% | 13% | 2% |
| 11 | 94% | 6% | 0% |
| 12 | 93% | 6% | 1% |

1 - 7

Estimated - Response x Enrollment

| Student Grade Level | Hybrid - Estimated | Remote - District - Estimated | Remote - State - Estimated | Withdra |
|---------------------|--------------------|-------------------------------|----------------------------|---------|
| 6 | 56 | 13 | 3 | |
| 7 | 73 | 15 | 0 | |
| 8 | 82 | 4 | 0 | |
| 9 | 80 | 5 | 0 | |
| 10 | 62 | 10 | 1 | |
| 11 | 91 | 6 | 0 | |
| 12 | 93 | 6 | 1 | |
| Grand total | 536 | 60 | 6 | |

1 - 7

TBS Q & A as of August 3-20

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| May we have a sample schedule? | We are still working on the schedule and will have a sample one to share soon. |
| I would like to know what kind of surveillance testing might be considered/employed as a safety precaution? | We are asking parents to help us with a home evaluation of their student's health and to keep them home if there are any symptoms. Screening through temperature checks is no longer considered a valid determination of COVID by medical experts. |
| I would like to understand how the transition between hybrid and all-remote would work if it becomes necessary. I would also like to know if it would be best if those families who CAN have their kids at home using the district remote option should do so in order to preserve the hybrid and in-person options for those families and students who really need it. | The transition from hybrid to remote would just be a matter of teachers moving from in-person teaching to full remote. The daily schedule will be similar with teachers holding classes through an on-line delivery method such as Zoom or Google Meet. They will be instructing students and then asking them to complete assignments. Teachers have been preparing for remote since the end of the last school year. |
| Number of students in a classroom at one time (largest class)? | Most classrooms will hold 15 students at 6 ft distance. A few rooms are able to accommodate more while maintaining 6 ft. between students and teachers. |
| More detail on how it is going to work for the middle school kids as well as information on managing the transition from HES. | The counselors, teachers, and administrators will communicate with 6th grade families as the year approaches and they will have transition plans in place. |
| As our family plans for the hybrid model, I would like to know how confident you are that the teachers feel safe and are willing to come back and teach | We have been working with the teachers and responding to the barriers they have for re-entry. On August 3rd we will know the results of their vote. |

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| <p>I need to understand the hybrid model vs the District remote plan. Will the classes be available on live video feeds? If yes, then my son may go remote at first and transition to hybrid once we see what the Covid numbers look like by October 1.</p> | <p>There will not be live video feed from the classrooms. There are two different hybrid models. In 1A, students will have 2 in-person days and then 1 remote day with teachers meeting with them on line, and then 2 days to view videos and complete their previewed assignments. In 1B, students would receive 4 days of in-person instruction and 1 remote day with teachers meeting with them. Fully remote students will have Bromfield teachers teaching them through an on-line tool such as Zoom or Google Meet or Virtual high school classes.</p> |
| <p>Will the pace of progress in working through the curriculum depend on remote or hybrid?</p> | <p>The pace of progress will be similar for both.</p> |
| <p>Detailed classroom plans. The situation at time of entry.</p> | <p>We will be making videos to describe the process to families. We will also write out specific details. These plans are still in development.</p> |
| <p>Who is teaching the online academy? How many students are considering the online academy? If school closes completely due to COVID19, what happens to the students already in online learning with the influx of their peers? What, if any, plans are in the works to maintain community between students in the hybrid model and students in the online model?</p> | <p>Students attending the district remote academy will have many Bromfield teachers and some virtual high school classes. Once we know which students will be in-person and which ones will be remote, we will make class schedules and then work on teacher's schedules to have many of them teach remote classes themselves (1:5 preps). The remote groups would remain together or join other classes taught by the same teacher if we go completely remote as a district.</p> |
| <p>What support services will be available to students with IEP's</p> | <p>Students will have all of their services. Parents may choose for remote or in-person services. We are hosting a parent/guardian meeting on this topic on August 4th at 7 PM. Contact ldwight@psharvard.org if you have not received the Zoom link for this meeting.</p> |

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| Curious when the 1a or 1b hybrid models will be decided on. | We are waiting for parent decisions about the fall to help us determine which hybrid model we would be able to accommodate. |
| What is the plan for if numbers of cases begin to increase? Does the school close for a certain period of time? | There is a document on the website; psharvard.org that outlines the steps and considerations. I expect that we will reevaluate whether to close for some period of time based on 2 or 3 confirmed cases. Individual cases will involve contact tracing, quarantine, and isolation as described in the guidelines. |
| Likelihood of 1A vs 1B scenario. And how often spacing will be at 4.5' instead of at least 6' (which I realize you can't really say yet until it get numbers from us - it is all circular!) | We have committed to 6 ft distancing, so now it is dependent on the number of students planning to attend full-time as well as the schedule of classes to ensure 15 or fewer students in most classes. We are planning to add teaching sections taught by our teachers to help reduce class sizes. |
| We have been staying home. What about people who haven't? Parents who travel for work? If my kids have a cough, or sneeze, due to allergies or a cold; are they sent home? Are they quarantined with kids who have covid? | We believe a community commitment is needed for the re-entry plan to work out. We will continue to communicate this to families. There are checklists of symptoms that our nurses will use to differentiate COVID symptoms from other illnesses. These checklists are on our website at psharvard.org for parents to use as well. We are asking parents to evaluate their student's health and keep them home more readily than usual. We will be more lenient on attendance this year. |
| Will the District remote plan looks a lot like the spring, with 20 minute meetings once a week and mostly independent work on Google Classroom? | No, the district's remote plan will include Zoom or Google meet lessons done by our teachers for each subject in a student's day (7:45 AM - 2:20 PM). The teachers will provide instruction and then ask students to complete assignments that they have previewed and will follow up on. Assignments will be |

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| | collected and grades in a similar manner to any prior year, pre COVID closure. |
| What are the greatest concerns of the teachers and staff? I worry about their safety too. | They have similar concerns to parents and students. We are working with them to provide measures that will increase their safety. |
| Why is "full enrollment" not an option above. It is written in the plan, but not included here. | Once we began the planning, it became evident that a phased in approach was needed. There are so many new protocols and guidelines that starting slowly with fewer risks seemed like the best decision. |
| How will grading be done? conventionally or like last semester pass fail | We will return to conventional grading. |
| I would like to understand which hybrid version the school is leaning towards | The leadership team supports the IB option only if we can make the numbers of students in classes meet the 6 ft. guideline and if there are little to no new COVID cases in Harvard in the next weeks. |
| I would like to know if there will be another survey regarding hybrid options (more comfortable with option A than B), and what the plan is in the event that everyone needs to begin remotely. | <p>The decision about which hybrid option we will start with will be made using the return data that we will collect on August 14th, combined with the local COVID situation, teacher agreement, and in consultation with the School Committee. This will not be a parent choice survey question.</p> <p>If we begin remotely, based on new data, we will be well prepared and communicate this with parents as early as possible.</p> |
| Can we ensure that students will have a friend in their middle school classes? | Please contact the guidance counseling department with this type of request. |
| I'd like additional information regarding the remote option and how that will work. Specifically, will individual teachers be assigned to each class? | Yes, individual teachers will be assigned to each class. The remote students will have a similar schedule to one they might have if they were in-person. Please attend the upcoming meeting on August 11th for more details. The Zoom link will be sent out a day or two beforehand. |

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| <p>Hopefully we'll know which hybrid plan the district intends to use before making our final decision.</p> | <p>We will keep you informed of our decisions as they develop.</p> |
| <p>I was unable to make the most recent Zoom call (and don't know if/where to find a recording)?</p> | <p>The presentation slides and the video are posted to our website at psharvard.org.</p> |
| <ol style="list-style-type: none"> 1) Will outdoor air supply rates (ventilation) be increased in school buildings, including classrooms, and how will the school verify that ventilation is adequate? [We know outdoor ventilation will be increased, just wondering about the verification of adequacy piece.] 2) Does the ventilation system use a filter with a rating of MERV 13 or higher for the air going into classrooms and has it been inspected or replaced recently? 3) Will portable air cleaners with HEPA filters be used in classrooms and other relevant spaces in the school? 4) What guidance for contact tracing, testing, and quarantine/isolation is in place in the event that my child's teacher or another student in class contracts COVID-19? [We know the HPS re-entry plan says we will follow DESE guidance, but we can't seem to find that guidance on DESE's website.] | <ol style="list-style-type: none"> 1) The rooftop units which supply fresh air to the classrooms and vents out older air will be running hours before the students/staff arrive at the building. The cycles will continue throughout the day. Verification of the system operations can be provided by Pat Harrigan, our Facilities Director and the company that is contracted to service the units. 2) The filters have been or will be replaced before school starts. The Merv rating on the filters is usually an 8, but we will be reviewing a higher numbered filter. MERV information; <i>A filter with a MERV rating of one to four captures particles greater than 10 micrometers. This includes bugs, dust mites, and household debris. Most window air conditioners fall within this range.</i> <i>A filter with a MERV rating of five to eight captures particles greater than three micrometers. This includes mold, pet dander, and aerosol sprays. This is the baseline for permanently installed residential air conditioners.</i> <i>A filter with a MERV rating of nine to 12 captures particles greater than one micrometer. This includes most dust and common pollutants. Hospital laboratories and superior residential air conditioners fall within this range.</i> |

| | |
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| | <p><i>A filter with a MERV rating of 13 to 16 captures particles greater than 0.3 micrometers. This includes bacteria, droplets from sneezing, smoke, and most other sources of pollution. This level of filtration is used in patient and surgery areas of hospitals.</i></p> <p><i>A filter with a MERV rating of 17 to 20 captures virtually all particles. This includes viruses and the finest particles of smoke, dust, and other debris. This level of filtration is typically only used in clean rooms for the manufacture of electronics or scientific experiments.</i></p> <p>3) We are not currently planning to add air filters as we have the air exchange system.</p> <p>4) Please see this document posted on our website;</p> |
| Availability of rapid COVID testing at the school? | Currently we do not have access to any COVID testing at the school. Students and staff would be referred to their primary care physicians. |
| How will languages, art, and chorus be taught? Could these be taught outside at least part of the time? | We are still working on this plan. Please see the Dept. of Education guidelines for these subject areas posted to our website at psharvard.org and linked here |
| Is there an option to hold classes outside? | Yes - We have secured 3 large tents for Bromfield so far. We are also in the process of increasing the outdoor wifi strength. |