

RECORD OF THE MEETING OF THE BROOKLINE SCHOOL COMMITTEE ON **TUESDAY, AUGUST 4, 2020** AT 6:00 PM (REMOTE VIA ZOOM). STATUTORY NOTICE OF THIS MEETING WAS FILED WITH THE TOWN CLERK.

School Committee Members Present: Suzanne Federspiel (Chair), David Pearlman (Vice Chair), Sharon Abramowitz, Helen Charlupski, Susan Wolf Ditkoff, Andreas Liu, Jennifer Monopoli, Mariah Nobrega, and Barbara Scotto. Also present: James Marini, Mary Ellen Normen, Casey Ngo-Miller, and Robin Coyne.

Others present: Director of Data Analysis and Information Management Erin Cooley, Director of Operations Matt Gillis, Interim Principal of Early Education Regina Watts, Senior Director of Programs Meg Maccini, Professional Development Director Michelle Herman, Brookline High School (BHS) Head of School Anthony Meyer, BHS Assistant Head of School Hal Mason, Heath School Principal Asa Sevelius, Baker School Principal Torrance Lewis, Runkle School Interim Principal Donna Finnegan, Driscoll School Interim Principal David Youkilis, Director of the English Learner Program Mindy Paulo, and Remote Task Force Member David Gacioch.

Ms. Federspiel called the meeting to order at 6:00 PM.

1. CONTINUED DISCUSSION OF FALL REOPENING PLANS

Dr. Marini, Ms. Ngo-Miller, and Ms. Cooley provided an update on fall reopening plans (Attachment A). Dr. Marini noted that plans are subject to change, as conditions change, the district receives additional information, and pending agreement on a Memorandum of Agreement (MOA) with the Brookline Educators Union (BEU). Ms. Ngo-Miller reviewed current planning and considerations for Health and Safety (self-assess, hygiene, facial coverings/masks, 6 feet of physical distancing, cohorts and assigned seats, maximize ventilation). Mr. Gillis provided an update on ventilation/air quality, the window inventory (at present, approximately 90 percent are operable), a sample classroom checklist, and tents (possible uses and potential challenges). Ms. Cooley reviewed the Department of Elementary and Secondary Education (DESE) updated guidance as of July 24, 2020. The School Year is now 170 days, allowing for ten additional days to prepare for reopening. DESE asked that final plans be submitted by August 10, 2020. All Public Schools of Brookline (PSB) staff are expected to report September 1, 2020, and the first day of school for students (subject to negotiations with the BEU) is September 16, 2020.

Ms. Ngo-Miller reviewed the Public Schools of Brookline (PSB) Reopening Recommendations. The PSB will require 6 feet of physical distance between students and staff in all parts of the school building. Given this, the PSB cannot safely meet physical distancing requirements with all students and staff in the buildings. Only Brookline Early Education Program (BEEP)-Grade 2 and High Needs (exact group of students TBD) students will return for full in-person instruction. All other students 3-12 will return in a hybrid learning model. To account for 6 feet of physical distance, some classes may need to be split approximately in half. Regardless of the learning model, instruction will be driven by Massachusetts State Frameworks. Curriculum will be

tailored to focus on the following: social emotional needs of students, including executive functioning skills; standards that are leveraged in multiple content areas; standards that have endurance beyond a single year of learning; and standards that provide readiness for the next level of learning.

Ms. Ngo-Miller explained the details of the proposed Hybrid Learning Model. Director of Professional Development Michelle Herman, BHS Head of School Anthony Meyer, BHS Assistant Head of School Hal Mason, and the Elementary School Principals reviewed sample schedules, noting the importance of providing opportunities for community building and educator collaboration. Ms. Cooley reviewed the details and decision points for the proposed Remote Learning Model. Ms. Ngo-Miller reviewed considerations for Extended Day (including schools, spaces, transitions, and cleaning), and for Special Education, English Learners, and economically disadvantaged students (expectations for In-Person, Hybrid, and Remote models). Items with potential budget implications include the following: pending enrollment, additional staffing and furniture, maintenance to building windows, updates to HVAC filtration systems, teacher collaboration time pending MOA, teacher and staff professional development time pending MOA, more clarity on Extended Day, and approved platform for remote learning. Next steps include the following: finalize ventilation inventory and response, continue town discussions regarding COVID-19 testing, second survey to staff and families (finalize enrollment and staffing), finalize school schedules, finalize budget (staffing, space, tents, and furniture), curriculum and training/professional development planning/select and plan for remote learning option, set benchmarks with the Brookline Department of Public Health, negotiations with the Brookline Educators Union, and plan vote/submission to DESE.

School Committee Member Comments/Questions

- PSB Educators should deliver remote instruction, rather than using the State approved remote learning platform.
- All staff/students should be required to wear masks.
- How will the district determine which staff members are at high risk and will teach remotely?
- As soon as possible, need metrics/benchmarks for transitioning from one model to another.
- What will happen if a student/staff member tests positive for COVID-19?
- Important to have data on student registrations/projected enrollment for the 2020-2021 School Year. Consider adding grades in-person if enrollment is down.
- Give additional consideration to possible use of tents and outdoor learning and providing outdoor opportunities for all students to meet each other and their teachers while the weather is still mild.
- How is Higher Need defined?
- Does the 5-hours (300 minutes) per day for in-person include snack and recess?
- Ensure that the curriculum includes time for Social and Emotional Learning and Wellness.

- Need to know as soon as possible staff members' plans for the fall.
- Can remote students participate in BHS sports?
- Consider building in a student needs assessment at the beginning of the year, including reassessment of Individualized Education Programs (IEPs) for students who may have regressed.
- Noted that information will change and that there is a great deal of uncertainty. It will be important to have a pedagogical model in place that makes the inevitable transitions as seamless as possible. Remote and hybrid models should be equitable, with the same learning expectations.
- Consider the following: ways for collaboration to happen remotely/outside of the building; alternatives school schedules; and integration of academics, specials, and project-based learning into the curriculum.
- Need more information on the remote model.
- Need to support families and ensure that IEPs and 504 Plans are fulfilled, regardless of the model.
- Continue to work with the BEEP administrators.
- Clearly communicate with families and staff members. Consider providing videos of sample hybrid and remote lessons.
- Consider a Kindergarten-Grade 3 in-person model.
- Clarify whether BHS remote instruction will be synchronous or asynchronous.
- Clarify how the ten professional development days will be used.
- Does length of day vary by model, and if yes, why?
- At BHS, will most core subjects be taught in-person and most electives remotely, analogous to core/specials in K-8?
- Is the district considering cameras in the classroom so that remote students can participate in the class with in-person students?
- Need further consideration of when families can switch from one option, given that there will be so many unknowns by the time families need to make a decision; perhaps commit for a marking period.

2. PUBLIC COMMENT

Amie Lindenboim spoke in support of a plan that provides additional in-person instruction (particularly for younger grades) with the necessary safety measures in place. She discussed the impact of remote instruction on families and students, noted the importance of ensuring equity, recommended that Extended Day continue to operate on school property, and requested clarification on whether remote instruction will be synchronous or asynchronous.

Kate Goldring spoke in support of hiring a K-12 Wellness Coordinator. The department needs an experienced leader, particularly during these challenging times.

Jeremy Bloch spoke in support of a remote start until safety benchmarks are met. There are fundamental questions that need to be addressed and the BEU is a willing partner in these deliberations. The district needs to prioritize students' well-being.

Acacia Landfield recommended the following: that the district actively engage with community members and families in the planning process, prioritize social and emotional learning, consider existing successful models for outdoor education, give teachers autonomy and professional development; and eliminate standardized testing.

Ilan Wapinski requested additional information on the following: the benchmarks/metrics and checkpoints for determining when it is safe to increase the number of students participating in in-person learning, evaluation of the efficacy of the models, student access to technology, and clarification of the policy on absenteeism. She encouraged use of outdoor spaces.

Nina Makhortova suggested that the district consider existing successful remote models that incorporate synchronous learning.

Nathan Shpritz recommended that the district be clear about what students should learn by the end of the year, regardless of the model. There should be clear metrics to ensure that learning is consistent across the district. This is an equity issue. He suggested giving consideration to the needs of incoming 9th graders who did not go through a typical transition process.

Natalie Artzi suggested that remote learning be synchronous.

Kristin Hung urged the district to require all students to wear masks, including Kindergarten-Grade 2, in order to help protect students, staff, and the community.

Joanna Messing recommended that the district focus on providing a high quality remote learning model until it is safe to bring back students and staff. There could be in-person opportunities for students with high needs or who are at risk.

The School Committee reviewed next steps. Some members suggested postponing the vote (had been scheduled for August 6) in order to get more information. The School Committee discussed the content of Dr. Marini's upcoming communication to families regarding options for the fall. The next meeting of the School Committee will take place on August 6, 2020. Dr. Marini, Ms. Ngo-Miller, and Ms. Cooley will be presenting an updated plan. The administration will attempt to provide answers to many of the questions raised during today's meeting. Members suggested posting answers to frequently asked questions.

3. ADJOURNMENT

Ms. Federspiel adjourned the meeting at 9:00 PM.

Respectfully Submitted,

Robin E. Coyne, Executive Assistant
Brookline School Committee

2020-2021 REOPENING UPDATE

SCHOOL COMMITTEE
MEETING

AUGUST 4, 2020

PUBLIC SCHOOLS of
BROOKLINE



Presentation can be accessed at
www.brookline.k12.ma.us/reopen

AGENDA

- ▶ Health & Safety
- ▶ Facilities
- ▶ Schedules & Curriculum
- ▶ Extended Day
- ▶ High Needs Populations
- ▶ Next Steps/Questions

HEALTH & SAFETY

Reminder - Returning in-person in any capacity:

- ▶ **Self-assess** and stay at home if you are not feeling well
- ▶ **Practice good hand hygiene**
- ▶ **Facial coverings/masks** required for all staff and all students in 2nd - 12th grade; *recommended* for all students in BEEP, Kindergarten, and 1st grade.
- ▶ **6 feet of Physical Distancing** maintained inside classrooms and around the building, including when eating
- ▶ **Cohorts & assigned seats**
- ▶ **Maximize ventilation**

*Full list of health and safety protocols will be available with 8/10 DESE submission

FACILITIES UPDATE:

Ventilation & Indoor Air Quality (as of 7.28)

HVAC Concerns/Info For Reopening Schools	Baker	Heath	Runkle	Lincoln	OLS	Pierce	Ridley
HVAC Air filters last changed, month and year	20-Jun	20-Jun	20-Jun	20-Jan	20-Jun	20-Jan	20-Jun
MERV-13 rated filter?	No	No	No	No	No	No	Yes
Highest MERV rated for system installed?	Merv 8	Merv 8	Merv 8	Merv 8	Merv 8	Merv 8	Merv 14
Ability to turn off recirculated air?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Can open windows WITHOUT adverse effect on HVAC system?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
CS concerns about building exhaust vents being too close to fresh air intake?	None	None	None	None	None	None	None
Recommended Goal: 5.0 ACH, or 4.0 with MERV 13?, TH Chan School of Health	5	5	5	5	5	5	5
Air Change Rate Per Hour (ACH) 2 AC/HR by code for Mixed Air	2	2	2	2	2	2	4
Window Use + 2 ACH							NR
Portable Air Purifier (HEPA filter) (Interior Rooms)	3						NR
Exchanged Fresh Air or Filtered Air Meets Recommendation							Yes

HVAC Concerns/Info For Reopening Schools	Lynch	Putterham	Beacon	Clark	BHS	UAB
HVAC Air filters last changed, month and year	20-Jun	19-Nov	20-Jul	June /20	20-Jul	20-Feb
MERV-13 rated filter?	No	No	yes	No	No	No
Highest MERV rated for system installed?	Merv 8	Merv 11	Merv 13	Merv 8	Merv 8	Merv 8
Ability to turn off recirculated air?	Yes	N/A	TBD	TBD	Yes	Yes
Can open windows WITHOUT adverse effect on HVAC system?	Yes	Yes	Yes	Yes	Yes	Yes
CS concerns about building exhaust vents being too close to fresh air intake?	None	None	N/A	N/A	None	None

HVAC Concerns/Info For Reopening Schools	64 Tappan	22 Tappan	New STEM	Baldwin	Lawrenc	Driscoll	CCS
HVAC Air filters last changed, month and year	20-Jun	New 2021	New 2021	N/A	20-Jun	19-Dec	20-Jun
MERV-13 rated filter?	No	Yes	Yes	N/A	No	No	Yes
Highest MERV rated for system installed?	Merv 8	Merv 14	Merv 14	N/A	Merv 8	Merv 8	Merv 14
Ability to turn off recirculated air?	Yes	Yes	Yes	N/A	Yes	Yes	Yes
Can open windows WITHOUT adverse effect on HVAC system?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
CS concerns about building exhaust vents being too close to fresh air intake?	None	None	None	None	None	None	None

*Inventory work is ongoing. Table updated as of 7.28.20

FACILITIES UPDATE:

Window Inventory (as of 8.2)

Window Inventory	# Full Size Classrooms	# of Windows	% Operable	# of Special Room	# of Windows	% Operable
Baker	42	265	79%	8	127	TBD
Heath	29	42	100%	7	44	100%
Runkle	30	168	100%	10	56	100%
Lincoln	26	112	96%	6	4	50%
OLS	26	150	83%	8	38	11%
Pierce	Have data, need to record					
Lawrence	43	201	81%	5	22	86%
Driscoll	36	303	99%	5	37	100%
CCS	50	102	100%	16	24	100%
Lynch	5	38	100%	1	10	100%
Putterham	6	48	100%	3	7	100%
Beacon	5	24	79%	1	0	0
Clark	16	52	100%	3	10	100%
BHS	Have data, need to record					
UAB	TBD	TBD	TBD	TBD	TBD	TBD
Tappan	TBD	TBD	TBD	TBD	TBD	TBD
Baldwin	6	33	91%	0	N/A	N/A

*Inventory work is ongoing. Table updated as of 8.2.20

FACILITIES UPDATE:

Classroom Checklist - Example

___ Gallon Bottle of Hand Sanitizer (in storage cabinet out of plain view where possible)

___ Small Bottle (s) of Hand Sanitizer (on teacher desk)

___ Alcohol Wipes (individual packets)

___ Labeled Spray bottle of Suprox neutral cleaner

___ Labeled spray bottle of RT+ disinfectant/cleaner

___ Paper Towels (estimated 2 week supply for desk cleaning)

___ Box of nitrile gloves

___ Safety glasses/goggles

___ Box of Masks (Backup for forgotten / damaged mask)

If the classroom has a sink

___ Mounted Soap dispenser (Yes/No)

___ If mounted dispenser, spare cartridge stored with hand sanitizer (where space available)

___ If no mounted dispenser, 2 hand pump bottles of hand soap

FACILITIES UPDATE:

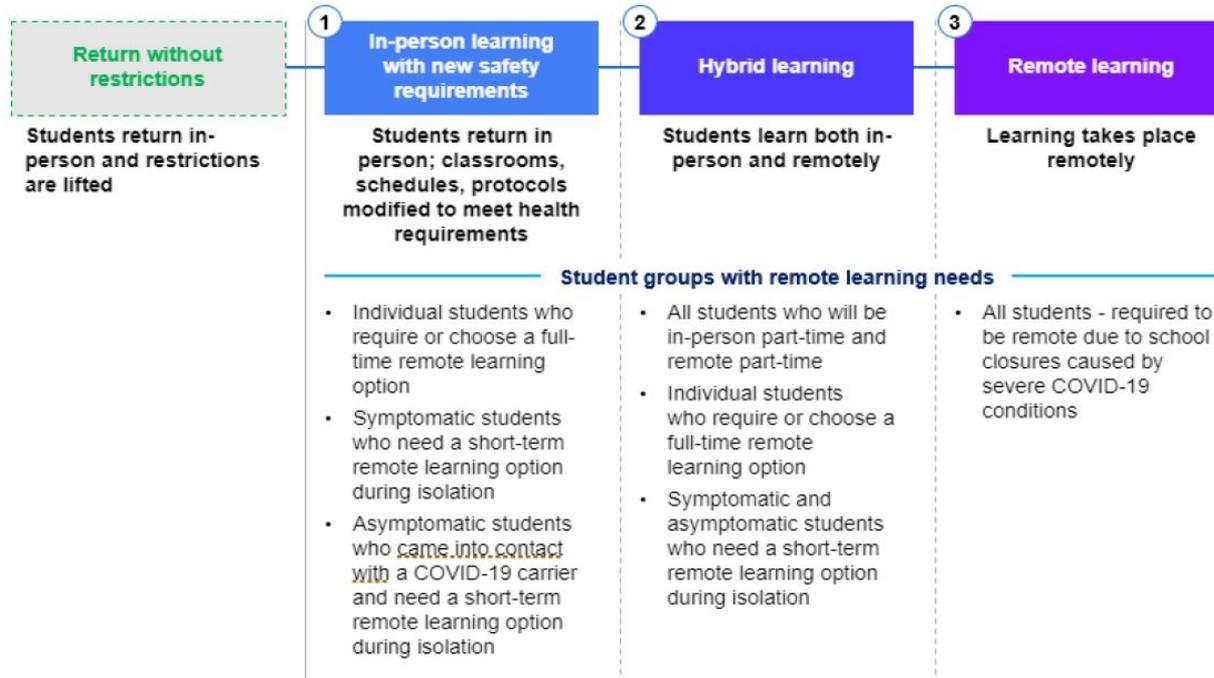
Tents

- ▶ PSB currently investigating the use of tents for:
 - ▷ Outdoor breaks
 - ▷ Classes that do not involve a pedagogical shift
- ▶ Tents in place of classrooms present the following challenges:
 - ▷ Weather
 - ▷ Furniture
 - ▷ Cleaning in between class use
 - ▷ Location/space availability
 - ▷ Distraction/student safety
 - ▷ Transition time

BACKGROUND

DESE Updated Guidance - July 24, 2020

Continuum of fall reopening models



BACKGROUND

[DESE Updated Guidance - July 27, 2020](#)

- ▶ School year is now 170 days, allowing for 10 additional days to prepare for reopening.
- ▶ Students must receive a minimum of 850 (elementary) and 935 (secondary) hours of **structured learning time**:
 - ▷ Time in which students are engaged in regularly scheduled instruction, learning activities, or learning assessments within the curriculum for core subjects and/or specialties.

BACKGROUND

Key Dates:

~~July 31 - Preliminary Reopening Plan made to DESE~~

August 10 - Final Plans Submitted and Published

September 1 - All Staff Report

September 16* - First Day of School for Students

**Subject to discussion with BEU*



LEARNING MODEL

RECOMMENDATIONS

PSB REOPENING RECOMMENDATIONS

PSB will require **6 ft of physical distance** between students and staff in all parts of the school building. Given this:

- ▶ PSB cannot safely meet physical distancing requirements with all students and staff in our buildings.
- ▶ Only BEEP-Grade 2 and High Needs* students will return for full in-person instruction.
 - ▷ All other students 3-12 will return in a hybrid learning model
- ▶ To account for 6ft of physical distance, some classes may need to be split approximately in half.

*Exact group of students TBD

PSB REOPENING DETAILS

PRIORITIZES FULL IN-PERSON LEARNING FOR HIGHEST NEEDS AND YOUNGEST LEARNERS

Learning Model	Grade Bands/Student Population	School Hours
In-person (5 days in-person)	<ul style="list-style-type: none">● BEEP● K-2 (8:00-1:00p)● High needs students	<ul style="list-style-type: none">● 8:00-12:20p*● 8:00-1:00p*● 8:00-1:00p*
Hybrid (2-3 days in-person, 2-3 days remote)	<ul style="list-style-type: none">● 3-8● 9-12	<ul style="list-style-type: none">● 8:00-1:00p*
Full Remote (5 days remote)	<ul style="list-style-type: none">● Any student or family who needs to opt out in-person instruction	<ul style="list-style-type: none">● 8:20-2:55p*

*Extended Day options available where space allows

CURRICULUM

Regardless of learning model, instruction will be driven **by the MA State Frameworks**. Curriculum will be tailored to focus on:

- ▶ **Social emotional** needs of students
 - ▷ Including **executive functioning** skills
- ▶ Standards that are **leveraged** in multiple content areas
- ▶ Standards that have **endurance** beyond a single year of learning
- ▶ Standards that provide **readiness** for the next level of learning



HYBRID MODEL

DETAILS

HYBRID LEARNING MODEL

- ▶ Students participate in both teacher directed onsite in-person instruction and teacher directed remote learning.
- ▶ Remote Learning will be a mix of synchronous and asynchronous instruction.
- ▶ Staff-student engagement will take place on days students are remote.*

*There may be specific staff designated only to remote learning

HYBRID LEARNING MODEL

- ▶ **In-Person instruction will provide:**
 - ▷ Building of class community
 - ▷ Introduction of big ideas, concepts, and skills
 - ▷ Opportunities for formative assessment of learning
 - ▷ Time to guide expectations for “out of school” time
 - ▷ Time for small group support

HYBRID LEARNING MODEL

- ▶ Remote learning time will provide:
 - ▷ Opportunities to apply learning through project based learning and interdisciplinary study
 - ▷ Small group instruction based on student needs
 - ▷ Synchronous and asynchronous instruction for music, art, World Language and PE/Health & Wellness

SAMPLE DAILY SCHEDULES

- ▶ Exact time allocation for classes, including specials, are still in discussion
 - ▷ Will need flexibility on instructional time
- ▶ Specific to Grades 3-8 Hybrid
 - ▷ When students are on a remote day Wednesday they will be working on project based learning
- ▶ Specific to BHS/Grades 9-12 Hybrid
 - ▷ Wednesday = half day (morning cohort, break for cleaning, afternoon cohort)

Sample Daily Schedule for In-Person Model, Kindergarten – 2nd Grade (Revised: 8/4/20)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:30 a.m.	Morning Meeting/Attendance – 30 mins				
8:30 – 9:30 a.m.	Math – 60 mins				
9:30 – 10:30 a.m.	ELA – 60 mins				
10:30 – 11:15 a.m.	Snack and Recess – 45 mins				
11:15 – 12:00 a.m.	Social Studies/Science – 45 mins				
12:00 a.m. – 12:30 p.m.	Art – 30 mins	World Language – 30 mins		Physical Education – 30 mins	Music – 30 mins
12:30 – 1:00 p.m.	Wrap Up and Dismissal – 30 mins				
1:00 – 2:30 p.m.	Staff Lunch/Preparation Time – 90 mins				
<p><u>Total: 5 hours (300 minutes) per day. Students eat lunch at home, educators stay at school after students leave</u></p>					

Sample Daily Schedule for Hybrid Model, 3rd Grade (Revised: 8/4/20)

Week 1					
	Monday (In-Person)	Tuesday (In-Person)	Wednesday (In-Person)	Thursday (Remote)	Friday (Remote)
8:00 – 8:30 a.m.	Morning Meeting/Attendance – 30 mins				
8:30 – 9:30 a.m.	Math – 60 mins			Physical Education – 45 mins	
9:30 – 10:30 a.m.				Music – 45 mins	
10:30 – 11:00 a.m.	ELA – 60 mins			Art – 55 mins	
11:00 – 12:00 a.m.	Snack and Recess – 30 mins				
12:00 a.m. – 1:00 p.m.	Social Studies – 60 mins			Snack and Recess – 30 mins	
				World Language – 30 mins	
	Science – 60 mins			Intervention Block – 20 mins	
				Physical Education – 45 mins	
<i>Students dismissed at 1:00 p.m.</i>					
1:00 – 2:30 p.m.	Staff Lunch/Preparation – 90 mins				
<u>Total: 5 hours (300 minutes) per day. Students eat lunch at home, educators stay at school after students leave</u>					

Week 2

	Monday (In-Person)	Tuesday (In-Person)	Wednesday (Remote)	Thursday (Remote)	Friday (Remote)
8:00 – 8:30 a.m.	Morning Meeting/Attendance – 30 mins				
8:30 – 9:30 a.m.	Math – 60 mins	Project-Based Learning – 120 mins	Physical Education – 45 mins		
9:30 – 10:30 a.m.	ELA – 60 mins		Music – 45 mins		
10:30 – 11:00 a.m.	Snack and Recess – 30 mins		Art – 55 mins		
11:00 – 12:00 a.m.	Social Studies – 60 mins	Project-Based Learning – 60 mins	Snack and Recess – 30 mins		
12:00 a.m. – 1:00 p.m.	Science – 60 mins		World Language – 30 mins		
			Intervention Block/Teacher Check-In's – 30 mins	Intervention Block – 20 mins	
			Physical Education – 45 mins		
<i>Students dismissed at 1:00 p.m.</i>					
1:00 – 2:30 p.m.	Staff Lunch/Preparation Time – 90 mins				
<u>Total: 5 hours (300 minutes) per day. Students eat lunch at home, educators stay at school after students leave</u>					

Sample Daily Schedule for Hybrid Model, 4th – 5th Grade (Revised: 8/4/20)

Week 1					
	Monday (In-Person)	Tuesday (In-Person)	Wednesday (In-Person)	Thursday (Remote)	Friday (Remote)
8:00 – 8:30 a.m.	Morning Meeting/Attendance – 30 mins				
8:30 – 9:30 a.m.	Math – 60 mins			Physical Education – 45 mins	
9:30 – 10:30 a.m.				Music – 45 mins	
10:30 – 11:00 a.m.	ELA – 60 mins			Art – 55 mins	
11:00 – 12:00 a.m.				Conservatory – 45 mins	
12:00 a.m. – 1:00 p.m.	Science – 60 mins			Snack and Recess – 30 mins	
				World Language – 30 mins	
				Project-Based Learning – 20 mins	
<i>Students dismissed at 1:00 p.m.</i>					
1:00 – 2:30 p.m.	Staff Lunch/Preparation Time – 90 mins				
<u>Total: 5 hours (300 minutes) per day. Students eat lunch at home, educators stay at school after students leave</u>					

Sample Daily Schedule for Hybrid Model, 6th Grade (Revised: 8/4/20)

Week 1					
	Monday (In-Person)	Tuesday (In-Person)	Wednesday (In-Person)	Thursday (Remote)	Friday (Remote)
8:00 – 8:30 a.m.	Morning Meeting/Attendance – 30 mins				
8:30 – 9:30 a.m.	Math – 60 mins			Project-Based Learning – 75 mins	
9:30 – 10:30 a.m.	ELA – 60 mins				
10:30 – 11:00 a.m.	Snack and Recess – 30 mins				
11:00 – 12:00 a.m.	Social Studies – 60 mins			World Language – 30 mins	
12:00 a.m. – 1:00 p.m.	Science – 60 mins			Conservatory – 45 mins	
				Physical Education – 45 mins	
<i>Students dismissed at 1:00 p.m.</i>					
1:00 – 2:30 p.m.	Staff Lunch/Preparation Time – 90 mins				
Total: 5 hours (300 minutes) per day for in-person. Students eat lunch at home, educators stay at school after students leave.					

Sample Daily Schedule for Hybrid Model, 7th – 8th Grade (Revised: 8/4/20)

Week 1					
	Monday (In-Person)	Tuesday (In-Person)	Wednesday (In-Person)	Thursday (Remote)	Friday (Remote)
8:00 – 8:30 a.m.	Morning Meeting/Attendance – 30 mins				
8:30 – 9:25 a.m.	Math – 55 mins			Physical Education – 45 mins	
9:25 – 10:20 a.m.				Health – 45 mins	
	ELA – 55 mins			Art – 45 mins	
				Conservatory – 45 mins	
10:20 – 10:50 a.m.				Snack and Recess – 30 mins	
10:50 – 11:45 a.m.	Social Studies – 55 mins			Snack and Recess – 30 mins	
11:45 a.m. – 12:40 p.m.				Project-Based Learning – 30 mins	
	Science – 55 mins			World Language* – 30 mins	
12:40 a.m. – 1:00 p.m.					
<i>Students dismissed at 1:00 p.m.</i>					
1:00– 2:30 p.m.	Staff Lunch/Preparation Time – 90 mins				
<u>Total: 5 hours (300 minutes) per day for in-person. Students eat lunch at home, educators stay at school after student leave.</u> <u>*World Language will be taught remotely</u>					

DRAFT 2020-21 BHS WEEKLY SCHEDULE—VERSION 7A DRAFT

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A1 8:20 910	X/SEL 820 855	G1 820 910	A3 8:20 910	E3 8:20 910
A2 915 1005	D1 900 950	G2 915 1005	A4 915 1005	E4 915 1005
B1 1010 1100	D2 955 1045	Collaboration time/ Professional Development/ Lunch/ cleaning 1015 1215	X/SEL 1010 1045	F3 1010 1100
B2 1105 1155	E1 1050 1140		B3 1050 1140	F4 1105 1155
Lunch	Lunch		Lunch	Lunch
C1 1230 120	E2 1215 105	T2 1225 100	B4 1215 105	G3 1230 120
C2 125 215	F1 110 200	C3 105 1:55	D3 110 200	G4 125 215
T1 220 255	F2 205 255	C4 200 250	D4 205 255	SEL 220 255

In hybrid environment Red Cohort meets Mon, Tues and Wed am; Blue cohort meets Wed pm, Thurs., Fri.

Solid blocks: Instructional; Shaded blocks: Student support.

REMOTE LEARNING MODEL

- ▶ Students and staff regularly participate in complete online instruction
- ▶ Options being considered
 - ▷ Coordinated by PSB
 - ▷ State approved remote learning platform

REMOTE LEARNING MODEL - DECISIONS

- ▶ As of 8/4, PSB recommends we do not start the school year fully remote (for all students).
- ▶ Students may opt for full remote learning model:
 - ▷ Any K-12 student who cannot come back to school in-person due to health/safety reasons
 - ▷ Parents/guardians who select this model for their child must commit for an entire semester
- ▶ Students and staff will be surveyed to fully understand availability for in-person instruction.
- ▶ The structure for a full remote learning plan will either be coordinated by the District or provided through a state approved platform.
- ▶ PSB will work with the Brookline Department of Public Health at different checkpoints throughout the fall to determine whether we need to transition all students/staff to remote learning.

EXTENDED DAY

- ▶ Commitment to provide
- ▶ To be considered:
 - ▷ Schools
 - ▷ Spots
 - ▷ Transitions
 - ▷ Cleaning

SPECIAL EDUCATION

Goal is to provide all of the services outlined in a student's IEP.

Model	Expectations
In-Person	<ul style="list-style-type: none">● Push-in or pull-out model● Cohorts created to limit exposure to more students and adults● Related services/intervention blocks will be scheduled
Hybrid	<ul style="list-style-type: none">● Students grouped together for push-in and pull-out services● Teletherapy, if appropriate● Related services/intervention blocks scheduled based on need
Remote	<ul style="list-style-type: none">● Receive in-home services if necessary● Services can be delivered through structured lessons teletherapy, and video conferencing

ENGLISH LEARNERS

Model	Expectations
In-Person	<ul style="list-style-type: none">● Cohorts developed through grade levels and English proficiency levels● Related services/intervention blocks scheduled in the afternoon AND/OR in place of core ELA classes
Hybrid	<ul style="list-style-type: none">● Students will consistently receive in-person teaching● ESL classes will be scheduled during core ELA block when appropriate. Classes may also be scheduled during intervention blocks.● The high school will have a block schedule that includes an academic support block for ESL tutorials and related services, both in-person and on remote days.
Remote	<ul style="list-style-type: none">● Services can be delivered through screencasts, digital whiteboards, document cameras, and discussion boards.

ECONOMICALLY DISADVANTAGED

Model	Expectations
In-Person	<ul style="list-style-type: none"><li data-bbox="490 345 1785 426">● Able to obtain meals from PSB Schools to ensure nutritional needs are being met
Hybrid	<ul style="list-style-type: none"><li data-bbox="490 465 1412 508">● Prioritize technology access to these students
Remote	<ul style="list-style-type: none"><li data-bbox="490 541 1798 628">● Loaned appropriate technology device (Chromebooks) and internet connection if remote learning is necessary<li data-bbox="490 661 1823 803">● STS (Steps to Success) advisors will check in with their caseloads at least once a week by telephone or email to ensure students stay connected, engaged, and assist families who might need support

POTENTIAL BUDGET NEEDS

- ▶ Pending enrollment:
 - ▷ Hire additional staff to support instruction of students if K-2 classrooms need to be split
 - ▷ Additional staffing for hall, class, and bus monitors
 - ▷ Additional furniture to support instruction of students in K-2 classrooms that need to be split
- ▶ Maintenance to building windows
- ▶ Updates to HVAC filtration systems
- ▶ Teacher collaboration time pending MOA
- ▶ Teacher and staff professional development time pending MOA
- ▶ More clarity on extended day
- ▶ Approved platform for remote learning

NEXT STEPS

- ▶ Finalize ventilation inventory and response
- ▶ Continue Town discussions re: COVID-19 Testing
- ▶ Second survey to staff and families
 - Finalize enrollment and staffing
- ▶ Finalize school schedules
- ▶ Finalize budget - staffing, space, tents, furniture
- ▶ Curriculum and training/PD planning
- ▶ Select and plan for remote learning option
- ▶ Set benchmarks with Brookline Dept. of Public Health
- ▶ Negotiations with BEU
- ▶ School Committee vote: 8/6; DESE submission 8/10

QUESTIONS?