

RECORD OF THE REGULAR MEETING OF THE BROOKLINE SCHOOL COMMITTEE ON **MONDAY, APRIL 6, 2020** AT 6:00 PM (REMOTE VIA WEBEX). STATUTORY NOTICE OF THIS MEETING WAS FILED WITH THE TOWN CLERK.

School Committee Members Present: Ms. Schreiner-Oldham (Chair), Ms. Federspiel (Vice Chair), Dr. Abramowitz, Ms. Charlupski, Ms. Ditekoff, Mr. Glover, Ms. Monopoli, Mr. Pearlman, and Ms. Scotto. Also present: Mr. Lummis, Ms. Normen, Dr. Gittens, Ms. Ngo-Miller, and Ms. Coyne.

Others Present: Brookline Early Education Program (BEEP) Interim Director Regina Watts and Program Coordinator Margaret Eberhardt.

Ms. Schreiner-Oldham called the meeting to order at 6:00 PM.

1. ADMINISTRATIVE BUSINESS

a. Consent Agenda

ACTION 20-30

On a motion of Ms. Schreiner-Oldham and seconded by Ms. Federspiel, the School Committee VOTED UNANIMOUSLY (by roll call) to approve the items included in the Consent Agenda.

- i. Past Record: March 26, 2020 School Committee Meeting
- ii. Acceptance of Donations - Brookline Early Education Program (BEEP), Coolidge Corner School, Heath School, and Brookline High School (Attachment A)

2. UPDATE ON SCHOOL DISTRICT CLOSING IN RESPONSE TO COVID-19 (CORONAVIRUS), INCLUDING REVIEW OF INITIAL BUDGET IMPACT OF COVID-19 CLOSURE AND POSSIBLE VOTE ON APRIL SCHOOL VACATION

Ms. Normen provided an update on the projected budget impact of the district's COVID-19 response (Attachment B). She explained anticipated expenses for Custodians, Food Services, Instructional Materials and Supplies, Student Services, Operations Supplies and Materials, and other unknowns. Estimated costs through June 30, 2020 total \$1,240,621. For many of these items, Administration & Finance is working on forecasting pricing and need, and final information may not be known until May or June. Ms. Normen will be discussing the projections with senior staff in the coming week and will be updating the projections on a regular basis. Projections will note costs for both a spring opening and a fall opening. Staff will be working with budget managers to determine how much of the approximately \$1 million in encumbrances can be released and potentially applied to the deficit. Ms. Normen would like to close the budget early. She expects to have more precise budget projections by the middle of the week of April 13, 2020.

Ms. Normen noted that there may be opportunities for some reimbursement of costs through state and federal emergency funding programs. The Brookline Advisory Committee will be meeting this evening to consider a Reserve Fund Transfer for some operational costs. Ms. Ditkoff stated that the Finance Subcommittee will be reviewing updated net expense/revenue projections and may make a recommendation to the full School Committee regarding an additional Reserve Fund Transfer request. She reported that the Finance Subcommittee met on April 1, 2020. Subcommittee members requested the following: that Ms. Normen work with budget managers to identify and net out any potential savings from the closure; summary budget statements that explain the basis for the bottom line for each of the categories; the implications of an early budget closure; additional information regarding how Individualized Education Program (IEP) meetings will take place, the provision of services for students in out-of-district placements, and the plan for summer services; and that a Town-School Partnership meeting be scheduled the week of April 13, 2020.

Mr. Lummis provided an update on Remote Learning. He referred to his April 6, 2020 letter to families regarding Remote Learning Guidance (Attachment C). Staff have received guidance regarding the following: Collaborating with Colleagues to Support Students; Providing Weekly Learning Plans for Students; Communication with Students and Families; Monitoring Student Engagement; Providing New Learning and Content; Feedback and Grading; Sample Student Daily Schedules for K-5 and 6-8; and Effective Practices. The district has been guided by Department of Elementary and Secondary Education recommendations, the Memorandum of Agreement with the Brookline Educators Union, work being done in other districts; and input from staff and stakeholders.

School Committee Member Requests/Comments:

- Requested additional information on form and frequency of staff collaboration (by grade level, subject, etc.) for planning and sharing curriculum and resources.
- Have received input from families regarding inconsistencies within grades and among schools in instruction, engagement, and workload. This will result in inequities, e.g., some families are able to supplement, while others are not. If students have different educational experiences during the closure, they will be at different levels of proficiency in the fall.
- Given that the closure has been extended, and that students may be out for a third of the year, it is essential that the district define learning expectations for what each student is expected to learn by the end of the school year. This is of particular importance at the middle school and high school levels. The district needs to make sure that teachers have the necessary supports to ensure students meet those expectations.
- There should be more and better communication with families regarding the plan and learning expectations.
- Have heard that some teachers have been pressured to provide less direct instruction.

- Need to make sure that assignments given to students with Individualized Education Programs (IEPs) are appropriate and manageable.
- Should record lessons to make them more available, particularly for families with multiple children.
- The district should engage with families and solicit feedback.
- Under these circumstances, educators will not be able to provide the same level of education and not all parents/guardians are able to provide the same level of support to students completing work at home.
- Requested more information on structures that may be in place to ensure that education for students will continue even if a teacher is unavailable.
- Asked for clarification of what is meant by self-directed learning (was noted that it could be project-based learning in which a teacher provides a mini lesson – could be recorded - and then provides students with some choices for follow-up projects).
- Need to maintain communication and interaction with students. Requested additional information on the minimum recommendations/ requirements for student-teacher interface, both for educational and social-emotional purposes.

Dr. Abramowitz recommended the formation of a Task Force comprised of 2-3 School Committee members and other stakeholders to work through some of these issues. The Task Force could, for example, help to identify expectations for students and teachers, identify and resolve barriers, and make sure that families are engaged and informed.

ACTION 20-31

On a motion of Dr. Abramowitz and seconded by Mr. Pearlman, the School Committee voted (by roll call), with 5 in favor (Ms. Schreiner-Oldham, Dr. Abramowitz, Ms. Ditkoff, Ms. Monopoli, Mr. Pearlman), 2 opposed (Ms. Federspiel and Ms. Scotto), and 1 abstention (Ms. Charlupski), to establish a Task Force for oversight over educational expectations during the COVID-19 School closure.

Mr. Lummis provided an update on meal distribution (Attachment D).

The School discussed whether to maintain or eliminate April vacation. Mr. Lummis reported that districts have been taking different approaches. Dr. Wender-Shubow informed him that 300 Brookline Educators Union members responded to a survey and of the 300, 75 percent wanted to eliminate April vacation. Mr. Lummis's recommendation is to maintain the vacation to give staff a break. If the break is taken in April, the days will be added to the end of the school year in June. School Committee members agreed that the work being done is intense, but noted that remote learning will just be up and running at the time the break is supposed to start and that it might be beneficial to maintain the consistency and momentum.

ACTION 20-32

On a motion of Ms. Schreiner-Oldham and seconded by Ms. Ditkoff, the School Committee voted UNANIMOUSLY (by roll call) to eliminate April vacation (no school on April 20, 2020 because it is Patriots Day).

Mr. Lummis will send out a communication to parents notifying them of the following: The School Committee voted to reclaim the April vacation period for instruction. Therefore, April vacation is canceled and remote learning will continue between Tuesday, April 21 and Friday, April 24, 2020. Monday, April 20 is the Patriots Day Holiday; no instruction will be provided on that day and all school and district offices will be closed. The last day of school for the 2019-2020 school year will be Tuesday, June 23, 2020. As a reminder, this Friday, April 10, is Good Friday and school will be “closed.” The School Committee defines it as a Day of Low Attendance so there will be no instruction or interaction with teachers. Teachers may make work available to students on April 10 by sharing it ahead of time. However, teachers will not assign any work to be due on April 10 or on Monday, April 13 in accordance with the School Committee’s Homework Policy.

3. PRESENTATIONS AND DISCUSSIONS OF CURRENT ISSUES

a. FY 2021 Budget Update, including Possible Vote on FY 2021 Brookline Early Education Program (BEEP) Tuition Rates

Ms. Normen and Ms. Ditkoff reported that the Finance Subcommittee met with BEEP Interim Director Regina Watts and Program Coordinator Margaret Eberhardt to discuss FY 2021 BEEP tuition rates. The Subcommittee reviewed Dr. Watts’s March 31, 2020 memo requesting a 2 percent BEEP tuition increase for FY 2021 (Attachment E). Subcommittee members were mindful of the impact of increases on families and future participation, but noted the provision of financial assistance and that BEEP rates fall below comparable programs. BEEP staff members were amenable to increasing the FY 2021 rate increase to 3 percent. The Finance Subcommittee voted unanimously to recommend that the School Committee approve a 3 percent increase in BEEP tuition for FY 2021. The Subcommittee requested additional information on rates relative to other providers, waiting lists, and the degree to which the revenue covers fully loaded costs.

ACTION 20-32

On a motion of Ms. Ditkoff and seconded by Dr. Abramowitz, the School Committee voted (by roll call) with 7 in favor, 0 opposed and 1 abstention (Ms. Schreiner-Oldham abstained because she has a child in BEEP and Mr. Glover was not present for the vote) to approve a 3 percent increase in BEEP tuition for FY 2021.

4. SUBCOMMITTEE REPORTS

a. Finance

Ms. Ditkoff provided her report earlier in the meeting.

b. Capital Improvements

Ms. Charlupski reported that her understanding is that the Massachusetts School Building Authority (MSBA) still plans to discuss the Pierce School project on April 19, 2020. Geothermal work will be done at Driscoll School later this month. Ms. Ditkoff provided an update on the Brookline High School project. While some crews have canceled, work has continued. Project costs have increased due to market conditions, but interest rates are down. The Annual Town Meeting Warrant will include an Article to reallocate funds.

c. Curriculum

Ms. Scotto reported that the Curriculum Subcommittee will be meeting on April 7, 2020 to continue to discuss Remote Learning, including the composition and objectives of the Task Force discussed earlier in this meeting. Special Education Parent Advisory Council (SEPAC) Co-Chairs will be participating in the April 7, 2020 Curriculum Subcommittee meeting.

d. Government Relations

Ms. Charlupski reported that Senate Education Committee Chair Alice Peisch and Representative Nika Elugardo responded to the School Committee's letter regarding state standardized testing.

e. Policy Review

Mr. Glover reported that the Policy Review Subcommittee met on March 30, 2020. The agenda included discussion of the Student Field Trip Policy and discussion of School Site Council Policy and Procedures. Discussion will continue at the next Subcommittee meeting on April 13, 2020. The Subcommittee also intends to discuss policies relating to educational access for students who are homeless or in foster care.

f. Interim Superintendent Search Process

Ms. Charlupski reported that the Interim Superintendent Search Committee will be meeting on April 9, 2020, to consider potential candidates. The district has received five applications as of this afternoon.

g. Additional Liaisons and Updates

Ms. Charlupski noted the efforts of the Brookline Center for Community Health to help community members. The annual fundraising events for the Brookline Center, Steps to Success, and other organizations, will be online.

5. NEW BUSINESS

There was no new business to discuss.

6. PROPOSED EXECUTIVE SESSION

By unanimous roll call vote at 8:30 PM, the School Committee entered into Executive Session pursuant to Massachusetts General laws chapter 30A section 21(a) for Purpose 2, to conduct strategy sessions in preparation for negotiations with nonunion

personnel (non-aligned personnel) and for Purpose 3, to discuss strategy with respect to collective bargaining with the Brookline Educators Union, Units A, B, and Paraprofessionals, because the Chair declared that an open meeting may have a detrimental effect on the bargaining or litigating position of the public body. Ms. Schreiner-Oldham announced that the meeting will not reconvene in open session at the end of the Executive Session. By unanimous roll call vote at 10:30 PM, the School Committee reconvened in public session for the purpose of adjournment.

7. ADJOURNMENT

Ms. Schreiner-Oldham adjourned the meeting at 10:30 PM.

Respectfully Submitted,

Robin E. Coyne, Executive Assistant
Brookline School Committee



THE PUBLIC SCHOOLS OF BROOKLINE
BROOKLINE, MASSACHUSETTS 02445

PHONE 617-730-2425

BENJAMIN LUMMIS
INTERIM SUPERINTENDENT OF SCHOOLS

MARY ELLEN NORMEN
DEPUTY SUPERINTENDENT
FOR ADMINISTRATION AND FINANCE

Request for Gift Acceptance

April 1, 2020

The School Department requires specific authorization for acceptance of gifts.

School Committee Action Requested: Please accept the following donations:

<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>	<u>Reason</u>	<u>Account Number</u>
Brookline Community Foundation – Lauren Dunne Astley Fund	BEEP	\$750.00	2020 Calendar Year Disbursement	3300SEG2-482030
Allison and Michael McLeod WAHL Clipper Corporation	BEEP	\$6,000.00	Program Enrichment	3300SEG2-482030
Coolidge Corner PTO	Coolidge Corner School	\$1,300.00	Music & Set Director Salaries	3300SEF2-482030
Coolidge Corner PTO	Coolidge Corner School	\$1,980.00	Live at the Hive – winter break salaries	3300SEF2-482030
Heath School PTO	Heath School	\$3,793.77	Gym Speakers	3300SEF4-482030
Heath School Service Learning Club	Heath School	\$604.40	Possumwood Wildlife Center	3300SEF4-482030
CHEX Steering Committee Fund	Brookline High School	\$6,436.00	20 th Anniversary Celebration	3300SEF9-482030

Motion: Accept the above listed gifts for school department use.



February 26, 2020

Regina Watts
Interim Principal
Brookline Early Education Program
333 Washington Street
Brookline, Ma. 02445

Re: Lauren Dunne Astley Fund Designated Disbursement

Dear Regina,

As per the terms of the Lauren Dunne Astley Designated Fund Agreement, enclosed is a check for \$750. This grant for the Brookline Early Education Program is the disbursement for the 2020 calendar year. Please let me know if you have any questions.

On behalf of the BCF board, donors, and staff – thank you for the work you do in the community. Together we are building a better Brookline!

Sincerely,

A handwritten signature in black ink, appearing to read "Frank Steinfield".

Frank Steinfield
Interim Chief Executive Officer

Enclosure



December 16, 2019

Brookline Early Education Program
2 Clark Road
Brookline, MA 02445

Dear Brookline Early Education Program:

We are pleased to provide the enclosed contribution check in the amount of \$6,000.00. Please use these funds for the BEEP PTO.

Sincerely,

WAHL CLIPPER CORPORATION

Michael P. McLeod
Stockholder

MPM:dms
Encl.

Michael P. McLeod




THE PUBLIC SCHOOLS OF BROOKLINE

Brookline Early Education Department

333 Washington St
Brookline, MA 02445

Phone: 617-713-5471

Fax: 617-264-6494

Regina P. Watts, Ph.D.

Interim Principal Early Education

February 6, 2020

Dear Allison and Micheal,

Thank you very much for your \$6,000.00 donation to the Brookline Early Education Program. It is so wonderful that we will be able to enrich our classes as a result of your generous gift. We plan to use these funds to purchase additional STEM materials for our classrooms and/or provide enrichment opportunities for students such as field trips, yoga and music. We are most grateful for your generosity, as it will make a significant difference in our students' educational experience in BEEP.

Deepest thanks,

Regina P. Watts, Ph.D.

Interim Principal of Early Education

The Public Schools of Brookline
HEATH SCHOOL
100 Eliot Street
Chestnut Hill, MA 02467
617.879.4570
617.739.7570 fax

February 25, 2020

To the Public Schools of Brookline School Committee and the Department of
Administration and Finance,

During the week of February 3rd through 7th, the Heath School Service Learning Club
(SLC) hosted a fundraiser for the Possumwood Wildlife center, an animal rescue
non-profit agency in Australia.

The students engaged in the SLC felt strongly that they wanted to help raise funds to help
animal rescuers after the devastating bushfires in Australia. The SLC crew raised \$604.40
to donate to the cause.

We ask that the money be deposited to the Heath gift account and that the School
Committee approve the donation to Possumwood Wildlife.

Our appreciation,



Asa Sevelius, Ed.D.
Principal
617.879.4543
annie_sevelius@psbma.org

www.heathschool.org

Description		March 12 - April 6	Additional Days through June 30	Approved Reserve Fund Transfer	Estimated Costs through June 30	Estimated Costs after July 1	Notes
Custodians	double time charged to COVID-19; Rental Deficit				\$ 75,600	Working on forecast, pricing, and need. Final information may not be known until well into May or June.	TBD FEMA
Food Service	Partial COVID 19 Partial Operating Deficit				\$ 54,000		TBD FEMA
	Other Personnel Costs to reopen and provide student supports						
Instructional Supplies and Materials						Working on forecast, pricing, and need. Final information may not be known until well into May or June.	
	Software Applications and Subscriptions				TBD		
	Tech Support				\$ 25,000		
	Summer School						
Student Services						Working on forecast, pricing, and need. Final information may not be known until well into May or June.	
	Software Applications and Subscriptions	Working on forecast, pricing, and need. Final information may not be known until well into May or June.					
	Summer School						
	Out of District Placement - Contract Modifications and Supplemental Supports						
	Settlement Agreements pending and post COVID-19						
	Teletherapy Services and Training						
	IEP Evaluations and IEP Meeting (pro-rated per diem work based on cases)						
	Compensatory Services						
	45 Day Placements						
Operations Supplies and Materials.							
	Estimated Products on hand consumed by accelerated cleaning, disinfecting and hand washing =	\$35,000	\$ 105,000	\$(35,000)	\$ 105,000		TBD FEMA
	Estimated School Requisitions and Quotes over last 3 weeks, some quotes still in transit =	\$14,000	\$ 42,000	\$(14,000)	\$ 42,000		TBD FEMA
Other Unknowns							
	The rest of goods and possibly services we will need as the situation evolves = TBD (how long are we in this phase or something similar				\$ 100,000		
	Revolving Funds Deficits (BEEP, Rental of Facilities Other?)						
	Food Service				TBD	TBD	
	BEEP Tuition Suspension				\$ 750,000	Not anticipated	
	Rental of Facilities				\$ 89,021	TBD	
Total Estimated Need for Reserve Fund Transfer				\$ (49,000)	\$ 1,240,621		

Resources Available

3rd Quarter Report will show the resources and challenges across all funds



Public Schools of Brookline
Office of the Superintendent
333 Washington Street, 5th Floor
Brookline, Massachusetts 02445
617.730.2401

April 6, 2020

Dear PSB Families,

Thank you so much for your support as we continue to move forward in a world that is familiar to none of us. We know families are juggling many new worries and responsibilities these days, and we know it hasn't been easy for you. Our hearts go out to you, your children, your families, and everyone affected by COVID-19. We are grateful for all of our dedicated Public Schools of Brookline staff and deeply appreciate all the good wishes and support parents and families have been sending us!

We are in the midst of a global health crisis with the number of infections and illness likely to accelerate in the days and weeks to come. We do not know what the future holds, and we recognize that you must balance your children's educational needs with your family's other demands.

For now, the traditional school day as we once knew it has completely changed, and it is no longer business as usual. I urge you and your family to consider the most important priorities. Mental, physical, and emotional health matter most. Engagement in learning, pursuing a passion, helping others, engaging our students' minds, bodies, and hearts, and sparking their imagination, need to continue, while grades, keeping up with our curriculum, SATs, AP exams and other standardized tests take a back seat.

Yet, part of maintaining some semblance of normalcy is ensuring our PK-12 students have a regular routine and continue to engage in learning. Ongoing learning, engagement, and connection are a crucial part of supporting the health and well-being of our students.

With this in mind, we have encouraged staff to provide students with interesting and engaging learning opportunities and ways for students to stay connected to them, to their peers, and to their learning community.

Today, I am providing families with our updated [Guidance on Remote Learning](#) that contains further detail about how PSB is supporting students during this period. We are guided in part by the Department of Elementary & Secondary Education's [Guidance on Implementing Remote Learning](#) and must abide by the agreement reached between the [School Committee and the Brookline Educators Union](#) for work responsibilities during the school closure.

As we move forward, I believe you will see that our work will become more organized, better communicated, and more robust as teachers connect with students across all grades, and our special education teachers and related service providers continue to work with their students.

We also know that all of this is new, and it will not be perfect. Together, we'll find our way. Just like in the regular school year, if you have questions about the work or expectations from one of your teachers, **first** reach out to that teacher and communicate with them directly. If you do not hear from them or have additional questions, then reach out to the school principal. Specific questions about a child's learning are best addressed at the school level where they know the specific situation of each child, staff member, and family.

Please remember that our teachers, staff and school leaders continue to need your support and understanding. They are working extremely hard in ways they never expected or planned to. Like you, they are struggling to manage their work, teach their own children, care for parents and loved ones, and manage the stress and anxiety caused by the uncertainty of the pandemic. Please continue to let them know that you appreciate all they are doing in these uncertain times.

I have tremendous concern for the myriad ways this awful virus is upending our lives, families, communities, and the global community. I have deep appreciation for the partnership and collaboration it is taking for students, families, and staff to stay engaged, learning, and supporting one another. And I am incredibly grateful for the hard work and unyielding commitment of so many – our food service workers who continue to work so that families have meals; the 1st grade teacher who never before used Google Classroom or Screencastify and is now recording a daily read-aloud for her students; a high school college counselor braving the shelter in place order to pick up a phone to connect with students on their future plans; the principal attending numerous virtual advisory meetings to check in on middle grade students; and the PTO leaders who continue filling the weekly newsletters with celebrations of students and ideas for family activities. These are just a few examples of the hundreds of moments each day that represent the best of the Public Schools of Brookline.

We miss your students terribly, and we will do all that we can to maintain close connections with them during the school closure and beyond. We wish you peace, health, and happiness in the days ahead.

Sincerely,

Ben Lummis
Interim Superintendent

[PSB's Remote Learning Guidance for Families](#)

Public Schools of Brookline Remote Learning

1. [PSB Remote Learning – A Paradigm Shift](#)
 2. [Remote Learning – Guiding Principles](#)
 3. [Remote Learning Guidance](#)
 - a. [Providing Learning Opportunities](#)
 - b. [Collaborating to Support Students](#)
 - c. [Weekly Learning Plans](#)
 - d. [Communicating with Students and Families](#)
 - e. [Monitoring Student Engagement](#)
 - f. [Providing New Learning and Content](#)
 - g. [Providing Feedback Rather than Grading](#)
 - h. [Effective Practices - Remote Learning](#)
 4. [Special Education Supports](#)
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PSB Remote Learning — A Paradigm Shift

Learning is vitally important, but there are different ways of acquiring new knowledge. Remote learning in the Public Schools of Brookline is not intended to replace the academic day, so parents and staff should not feel pressured to replicate what was once accomplished in the classroom.

Recently, a superintendent shared a great article from *Education Week*, [“Remember, Online Learning Isn’t the Only Way to Learn Remotely.”](#) by Kate Ehrenfeld Gardoqui. As the author points out, “This time of school closure provides a magnificent opportunity for us to envision the kind of learning that is different from what happens in classrooms.” Now is as good a time as any to try out new ideas and new ways of thinking.

We also recognize that the level of instruction for remote learning will not be equivalent to what is taught in the traditional classroom setting. We need to be more sensitive than ever to the needs of our students and families and recognize that parents and guardians will often be in charge of their children’s learning. Students will have less explicit structure, support, and time for learning than they would receive in a typical school day in our buildings.

Remote Learning – Guiding Principles

As we move forward, we are guided in part by the Department of Elementary & Secondary Education’s [Guidance on Implementing Remote Learning](#) and must abide by the agreement reached between the [School Committee and the Brookline Educators Union](#) for work responsibilities during the school closure.

As PSB has continued to define our remote learning approach, we are guided by a few overarching principles. These are the touchstones that will guide our work:

- **We are operating during a historic and devastating pandemic health crisis** - Physical safety and emotional health are paramount. We must be conscious that our children, families, staff, and community members alike are experiencing this crisis in very different ways, and our more vulnerable community members are bearing a disproportionate amount of negative impacts.
- **Connection and community are critical** – Teachers will develop ways for students to stay connected to them, to their peers, and to their learning community.
- **Students will engage in learning opportunities that are teacher-directed and also student self-directed** – Teacher-directed learning includes lessons and learning structured and provided by the teacher. Student self-directed learning includes students pursuing topics, projects, online and offline learning that may be suggested by a teacher but leaves the choice up to the student.
- **New learning will continue** – with the likelihood of being out of school for months, teachers will provide new content as we continue. While this will not involve traditional “grades” it does mean teachers will provide meaningful learning opportunities and feedback to students.
- **PSB’s approach to Remote Learning is not intended to replicate the traditional learning environment, the number of hours in a school day, or the regular curriculum** - No amount of screen time or “virtual teaching” can hope to supplant the classroom experience and the outstanding relationships that our educators can build and support in our buildings.
- **Engaging in learning that is not screen-based is important** -- We believe it is important to limit students’ screen time. Pursuing a new interest, helping others, engaging their minds, bodies, and hearts, sparking the imagination, and connecting with family and friends need to continue. [Here](#) are some examples of what this can look like without a screen.
- **Children at different ages have very different needs** - A kindergartner’s day and experience in the classroom is very, very different from that of a sixth grader and from an 11th grader. Their educators’ experiences are quite different as well. K-5 teachers are divided by homeroom and specials like art and music; above 6th grade all subject areas have dedicated content teachers. Thus, we know students (and their families) will experience differences across grade spans with respect to remote engagement.
- **For children with special needs, differentiated support is critical** - Students on IEPs or who are English learners, for example, require additional supports and services that have never been delivered online, and we are committed to working with our educators, specialists, parents, and

educators in other districts who are all trying to figure this out together.

- **We are in a situation that changes daily** - We know our region may experience more negative consequences ahead. We must build in the expectation and the ability to be flexible and correct course as we go along, in collaboration and with empathy.
- **Expect variation between teachers, grades, and schools** - In normal times, Brookline values autonomy and creativity among its teachers and schools. Our community culture and the PSB/BEU work agreement both support this autonomy so there will be variation between the remote learning approaches made by teachers, different grade levels, and schools.

Remote Learning Guidance

With these broad principles in mind, we have shared the following recommendations with staff to help guide their work to provide Remote Learning opportunities.

1. Providing Learning Opportunities for Half of the Regular School Day –

As the Commissioner of Education recently put in his guidance to all schools and districts, all grades should provide at least a half a day of a combination of teacher-directed and student self-directed learning opportunities which, for PSB, is three hours daily.

- Teacher-directed work includes lessons and learning structured and provided by the teacher either through instructions, assignments, resources, materials, recorded lessons, screencasts, videos, video conferencing, etc.
- Student self-directed work includes working on choices or learning opportunities suggested by a teacher or team; students pursuing topics; reading books, doing projects that are of interest to them; longer term assignments or projects; and more

2. Collaborating to Support Students

PSB strongly recommends teachers work together in planning, organizing work, sharing materials, and supporting students.

- A team structure helps to ensure continued learning for students if a teacher becomes unavailable due to personal illness, family illness, or family needs.
- A team structure helps to ensure that students at each school in each grade level have access to similar content, routines, and expectations which helps both students and their families know what to do and how to do it.
- A team structure allows for the team to distribute the workload and leverage the strengths of its members

3. Providing Weekly Learning Plans for Students

Providing students and families with a weekly learning plan for students helps them understand the week's expectations and plan accordingly. Weekly Learning Plans are a tremendous help to families, and it is recommended that teacher teams provide this type of plan to students and families before the school week begins.

4. Communicating with Students and Families

A routine for consistent communication helps students and families feel connected and informed. Teachers and staff can support families by letting them know *how and when* they will connect with students. The PSB/BEU work agreement provides the guideline that educators will connect with the students they teach at least two times per week.

5. Monitoring Student Engagement

Brookline teachers will be keeping an eye on student engagement. While teachers want students to be academically engaged, the primary purpose for checking in with students is to make sure they are feeling connected. Teachers noticing a lack of student engagement, are encouraged to make contact with the family and reach out to guidance counselors, school administrators, and other related service providers.

6. Providing New Learning and Content

With the understanding that our schools are closed for an extended period of time, it is expected that staff will introduce new content as the closure continues. When introducing new content, educators will be mindful of ensuring students can access the information and learning opportunities, that the material is differentiated, that students use established skills when learning new content, and that students will not be held accountable for mastering new lessons because we cannot guarantee that all students will be able to engage or study all new material in the way they need to fully learn it.

7. Providing Feedback Rather than Grading

Learning experiences and opportunities provided by teachers will not be graded in grades 6-8 at this time because no one can guarantee that students will have an equal opportunity to complete assignments. To facilitate engagement and student growth, teachers will provide feedback as practicable on selected assignments.

BHS will communicate about feedback and grading with BHS teachers and families, but will operate on a PASS/FAIL, CREDIT/NO CREDIT approach.

8. Effective Practices - Remote Learning

In addition to all of the other guidance we have provided our teachers, PSB has developed a [short summary](#) of effective remote learning practices

Special Education Supports

Special education teachers can have particularly close connections with their students; therefore, communication with families and a continued connection with school during this challenging time is of paramount importance to us. Many of our special education teachers have already been in contact with parents and caregivers. If they haven't already, special educators will be reaching out to families and caregivers next week to check in and discuss continued learning and how other support services can be provided. They will be collaborating with related service providers, general educators, and others who support your student to ensure that recommendations for activities are appropriate and accessible.

Meals Ordered and Meals Served by Date

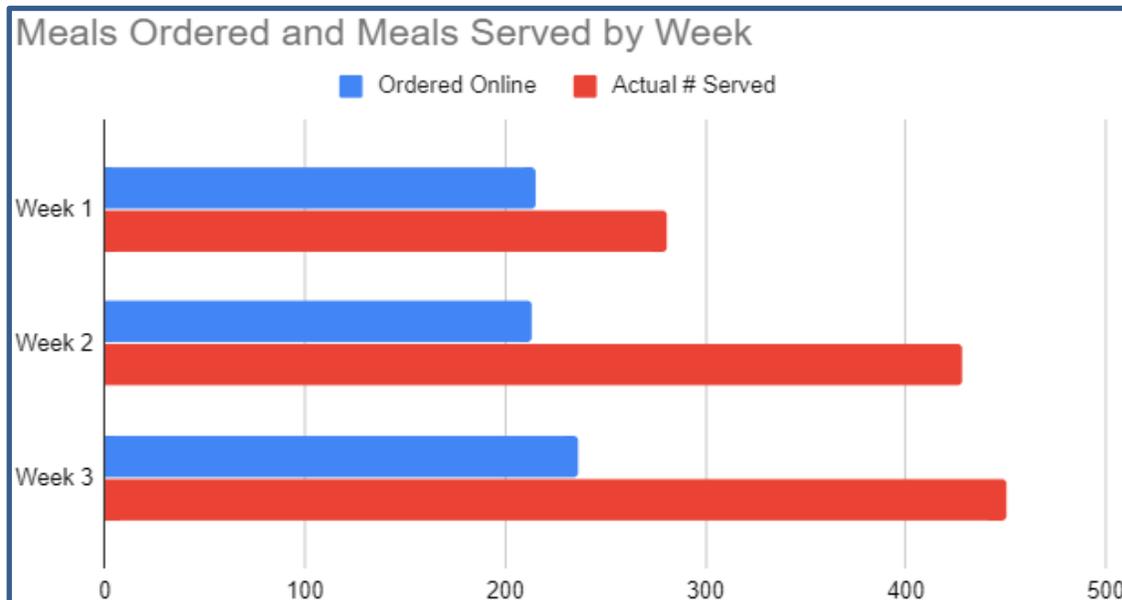
Average meals served a day: 132.1

	Ordered Online	Actual # Served
Tuesday March 17	54	58
Wednesday March 18	62	56
Friday March 20	99	167
Monday March 23	50	104
Wednesday March 25	71	156
Friday March 27	92	168
Monday March 30	62	132
Wednesday April 1	94	150
Friday April 3	80	168



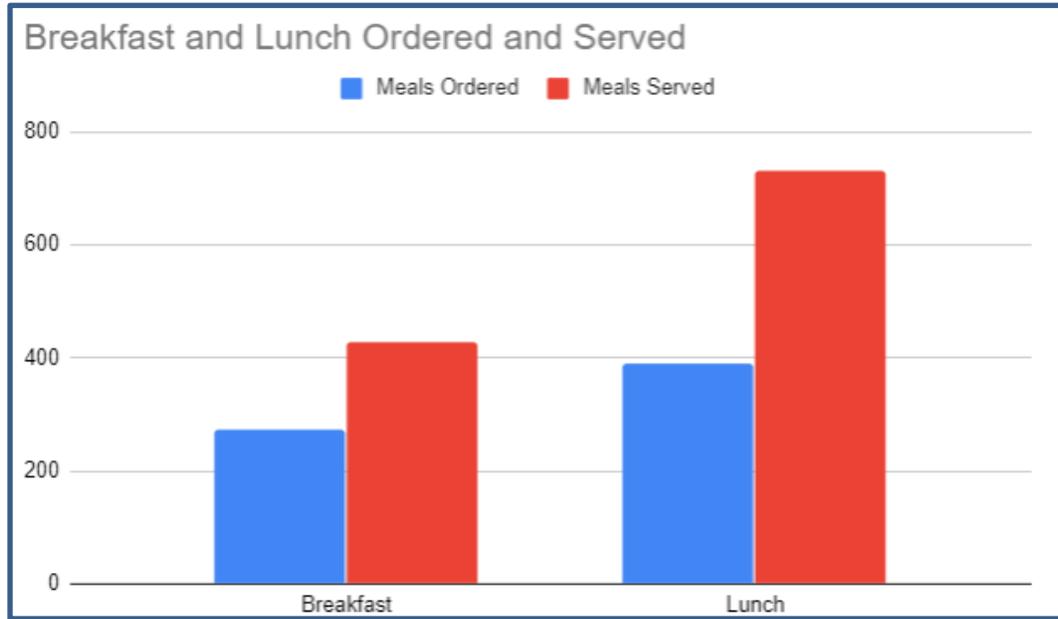
Meals Ordered and Meals Served by Week

	Ordered Online	Actual # Served
Week 1	215	281
Week 2	213	428
Week 3	236	450



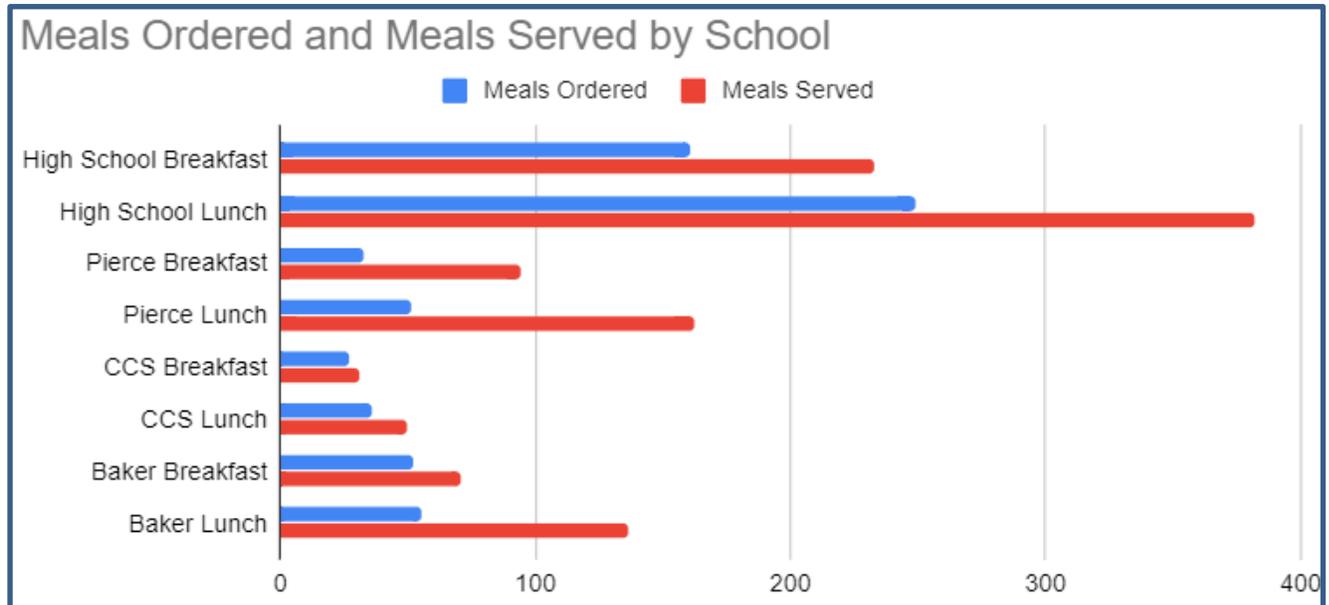
Breakfast and Lunch Ordered and Served

	Meals Ordered	Meals Served
Breakfast	273	429
Lunch	391	730



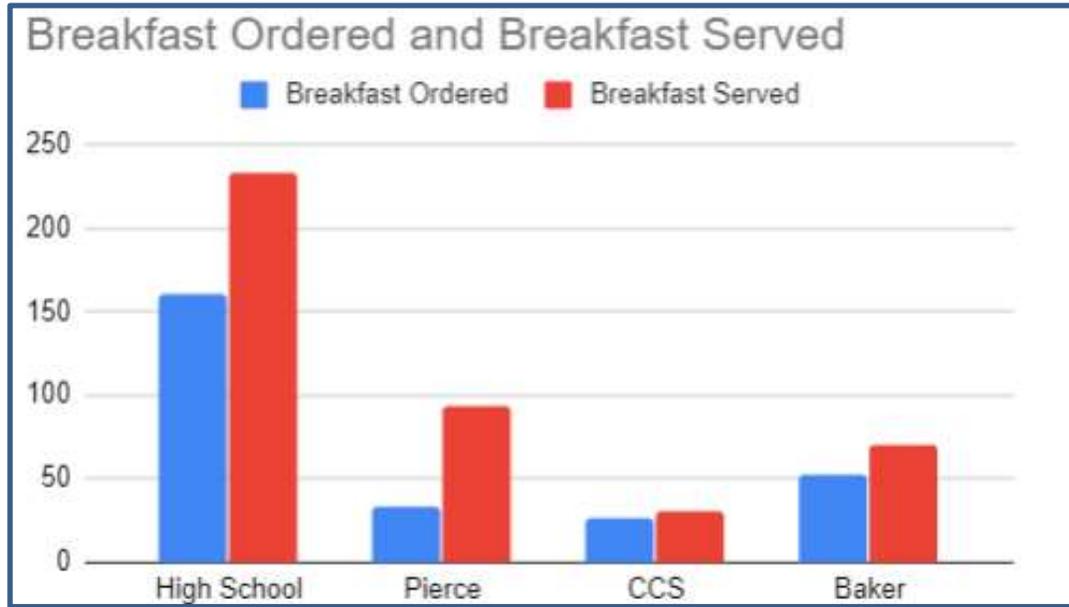
Meals Ordered and Meals Served by School

	Meals Ordered	Meals Served
High School Breakfast	161	233
High School Lunch	249	382
Pierce Breakfast	33	94
Pierce Lunch	51	162
CCS Breakfast	27	31
CCS Lunch	36	50
Baker Breakfast	52	71
Baker Lunch	55	136



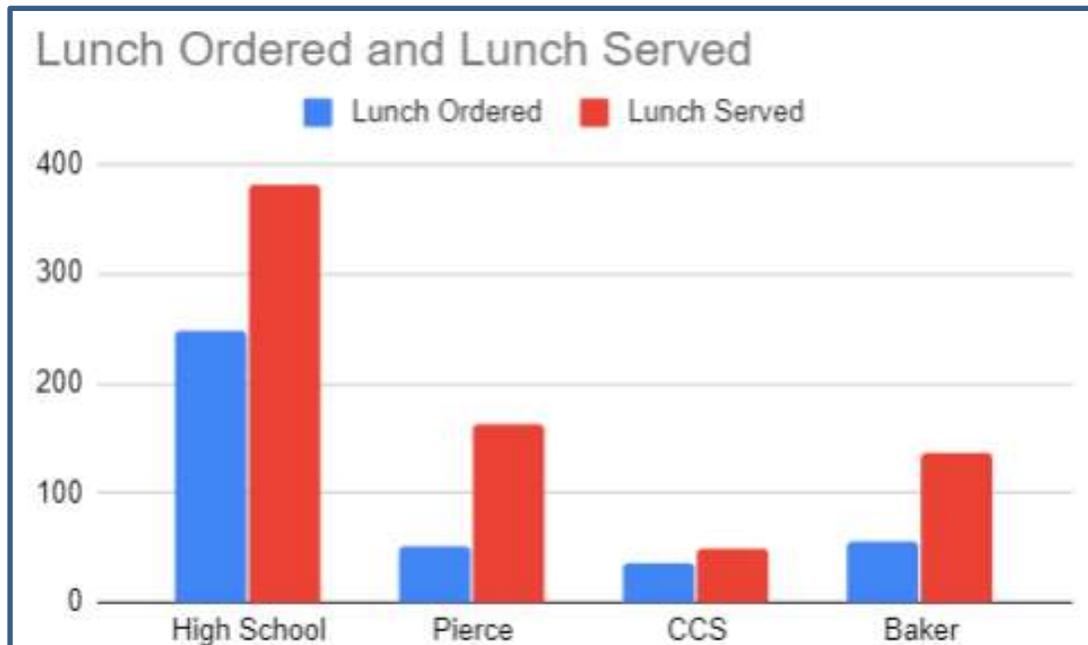
Breakfast Ordered and Breakfast Served by School

	Breakfast Ordered	Breakfast Served
High School	161	233
Pierce	33	94
CCS	27	31
Baker	52	71



Lunch Ordered and Lunch Served by School

	Lunch Ordered	Lunch Served
High School	249	382
Pierce	51	162
CCS	36	50
Baker	55	136



TO: Brookline Finance Subcommittee
Mary Ellen Normen, Deputy Superintendent of Administration & Finance
FROM: Regina Watts, Interim Principal of Early Education
Date: 3/31/2020
RE: FY 21 BEEP Tuition Rates

Request:
BEEP administrators respectfully request a 2% tuition increase for FY21 to ensure financial stability.

Background Information:

BEEP is a high quality, early childhood program serving students aged 2.6 to 5.0 years old, who present with and without identified special education needs. Within the student population we also support financially vulnerable Brookline students who would not be able to access early childhood education without financial assistance. BEEP also offers extended day programs at 5 sites.

In FY21, there will be 24 classrooms and 9 extended day programs with an estimated maximum enrollment capacity of 348 students at the following locations

BEEP@ Beacon : 5 Classes* plus 2 Extended Day Programs
 BEEP@Clark: 5 Classes* plus 2 Extended Day Programs
 BEEP@ Lynch : 5 Classes* plus 2 Extended Day Programs
 BEEP@ Putterham: 5 Classes* plus 2 Extended Day Programs
 Coolidge Corner: 2 Classes plus 1 Extended Day program
 Heath: 1 Class
 Runkle: 1 Class

*RISE Classrooms located at Beacon, Clark, Lynch and Putterham

FY20 Tuition compared with Proposed FY 21 Tuition Rates with 2% increase

Program	FY20 Tuition	FY 21 Proposed Tuition (+ 2%)	Increased Cost per Family
Morning Program only	\$10,900	\$11,118	\$218
Morning + ED 3 PM	\$17,836	\$18,192	\$356
Morning + ED 5:45 PM	\$22,500	\$22,950	\$450

Selected Tuition Comparisons FY20

Program	Hours of Program	Monthly Tuition Cost	Sept-June Tuition Total
Apple Orchard	8:15 am to 12:00 pm	\$2,165.00/month	\$21,650.00
Trust Early Childhood Center	9:00 am to 1:00 pm	\$1,243.20	\$12,432.00
Clinton Path	8:30 am to 12:30 pm	\$1,167.60/month	\$11,676.00
BEEP	8:00 am to 12:15 pm	\$1,090.00/month	\$10,900.00
BEEP + Extended Day 3PM	12:15 pm to 3:00 pm	\$1,783.00/month	\$17,836.00
BEEP + Ext. Day 5:45 PM	8:00 am to 5:45 pm	\$2,250/month	\$22,500.00
Brookline Schools Staff Child Care (BSCCC)	8:00 am to 3:30 pm	\$1638.00/month	\$16,380.00
	8:00 am to 5:00 pm	\$1,905.00/month	\$19,050.00
Soule Early Childhood Center	8:00 am to 12:30 pm	\$1,025.00/month	\$10,250.00
	8:00 am to 4:00 pm	\$1,782.00/month	\$17,837.00
Little Children's Schoolhouse	7:00 am to 6:00 pm	\$400 per week	\$14,400.00

BEEP Revolving Fund (SE20) Summary

Projected BEEP FY20 Tuition Revenue: \$2,695,113.14
 Tuition Received as of March 31, 2020: \$2,014,104.13
 Outstanding BEEP Tuition FY20 April thru June: \$ 681,009.01

BEEP FY21 Projected Tuition with 2% increase \$3,060,073.44

Additional Projected Expenses for FY21

- Expansion of Clark classes will include staff salary (1 teacher + 2 paraprofessional)
- Expansion of Clark Road extended day program (1 instructor + 2 paraprofessionals)
- Furniture and educational materials for one new preschool classroom at Clark. Approximate cost for outfitting classroom \$35,000.
- Assume salary cost of 3.2 paraprofessional FTE due to elimination of IPLE grant. (\$45,000)
- Assume cost of BEEP Enrichment Programs (i.e. Music and Dance) approximately \$38,000

