

RECORD OF THE REGULAR MEETING OF THE BROOKLINE SCHOOL COMMITTEE ON **MONDAY, AUGUST 10, 2020** AT 4:00 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, Director of Professional Development Michelle Herman, Senior Director of Programs Meg Maccini, Interim Principal of Early Education Regina Watts, and Brookline High School (BHS) Head of School Anthony Meyer.

Ms. Federspiel called the meeting to order at 4:00 PM.

1. UPDATE ON FALL REOPENING PLANS FOR SUBMISSION TO THE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION (DESE)

Dr. Marini, Ms. Ngo-Miller, and Ms. Cooley provided an update on fall reopening plans (Attachment A). The update included a review of guiding principles: prioritize the health and safety of Public Schools of Brookline (PSB) students, staff, and families; provide a robust and seamless academic experience and peer cohort for all students regardless of learning model; bring students back in person as public health and facilities establish safety (prioritize the youngest and most vulnerable learners); simplify choices that students and families need to make; and social emotional wellness as the foundation of student success. Health and safety challenges include the following: ensure all schools are equipped with operable windows and appropriate HVAC and/or portable filtration systems (likely October 2020 until all classrooms are updated); physical distance requirements limit the number of students/staff in each classroom (additional staff, space, and furniture needs); uncertainty of outdoor space use (tent purchases, available locations; change in instructional practice); and changing level of community spread. Based on these considerations, the current recommendation is as follows: Brookline Early Education Program (BEEP) students and PSB most vulnerable students will begin the school year in-person. The remainder of PSB students in Grades K-12 will begin the school year fully remote. Fully remote students will be given in-person opportunities to connect with peers and PSB staff outside of the school buildings ("RemotePlus"). Grades K-12 will phase into a hybrid learning model as health and safety benchmarks are met. School hours will remain the same as fall 2019-2020.

Ms. Ngo-Miller and Ms. Cooley provided more detail on the proposed plans, including objectives, which groups of students are considered most vulnerable, possible timelines, and the rationale for phasing in students. Director of Professional Development Michelle Herman and BHS Head of School Anthony Meyer discussed work being done to support students, families, and staff, and reviewed sample schedules.

Next steps include the following: plan for classroom update with Facilities and Operations; continue Town discussions regarding COVID-19 testing; finalize school schedules; finalize logistics (staffing, space, tents, and furniture); continue with curriculum and professional development planning; set benchmarks with the Brookline Department of Public Health; negotiations with the Brookline Educators Union (BEU); work with Extended Day representatives; and a School Committee vote on August 12, 2020, with submission to the DESE on August 14, 2020.

2. PUBLIC COMMENT

The following people spoke in support of remote learning until it is safe to return to schools: Laura Basileo, Jillian Coggeshall, Kevin MacKenzie, Stephanie Baran, Agnes Alberola, Alice Kuniholm, Terry Jewell, Adam Fried, Amy Xia, Alexandra Munoz, Kayla Nicholson, and Heather Pritchard. Comments included the following: remote instruction will be much better than this past spring when there was no time for preparation; the district needs to prioritize student and staff health and safety; trust and listen to the teachers who want to do the best job possible; remote instruction will be more effective than in-person instruction with basic safety protocols, e.g., no small group work and collaboration; still need to address many unanswered questions and issues; with support from the BHS Innovation Fund, educators engaged in professional development throughout the summer to enhance remote instruction; educators should be using this time to prepare for remote learning; disparaging comments on spring remote instruction were deeply hurtful; educators worked so hard to teach in a way for which they were not trained; ventilation standards have not been met and many windows are not operable; would like more information on the timelines; students should stay with the same cohorts and teachers if they need to move to another model; all students should be remote until it is safe; need to address ventilation in classrooms, bathrooms, and hallways; and need to clarify safety protocols.

The following people spoke in support of a plan that provides more in-person instruction (particularly for younger grades) with the necessary safety measures in place: Thomas Kuhlman, Martina McGrath, Joshua Paradise, Ethan Treistman, Michelle Kalowki, Andrew Guttell, and Chris Loughnane. Comments include the following: supported the hybrid plan that was informed by the input of experts in public health, put the interest of children first by striving to get as many children back in school as possible, and focused on the safety and wellbeing of students and staff in the return to in-person instruction; countries with higher COVID rates opened schools successfully; with the right precautions in place, risk is very low; Brookline and Massachusetts COVID rates are relatively low; need to consider students' social and emotional needs, and their need to engage with peers; younger students cannot learn remotely; decisions should be based on science, not fear; remote learning leads to inequities (e.g., some families aren't able to provide educational support to their children because parents/guardians are working in or out of the home and cannot afford tutors/pods/childcare, and some families have the means to transfer their children to private school); if students have to learn remotely consider having educators teach from the classrooms; have to start living with COVID in ways that are safe; need to set clear and reasonable benchmarks and a timeline for the

return to classrooms and provide seamless transitions between approaches; not realistic to expect young students to spend the day on a computer; students struggled emotionally and academically during the spring; think creatively about how students can safely interact with teachers and peers; students should return to classrooms as soon as the spaces meet health and safety standards; need to measure the efficacy of the learning model and be prepared to make changes if it is not effective.

Carol Seidman and Senofer Mendoza requested that the School Committee meet with families of students with Individualized Education Programs (IEPs) and 504 Plans before voting on a fall reopening plan, and stressed the importance of maintaining inclusion.

Faith Dantowitz, Special Education Parent Advisory Council (SEPAC) Co-Chair, described how SEPAC has worked collaboratively with the administration and educators to help support students and families. She asked that the district consider how reopening plans will impact students with IEPs and 504 Plans, and provide resources to ensure that all students have an equitable experience. SEPAC will continue to collaborate with the administration, support families, and engage in advocacy to ensure that all students receive a high quality education.

Lydia Shrier commented that the district needs a plan that will move seamlessly from remote to in-person and in-person to remote.

3. DISCUSSION OF FALL REOPENING PLANS FOR SUBMISSION TO DESE

Ms. Nobrega summarized questions from families (response to a Brookline Schools Facebook group inquiry regarding information needed to decide on a learning model).

Remote CORE questions:

- *Who is teaching a remote class - a teacher dedicated to those remote students or a teacher who is in-person with kids in the classroom and doing a tablet screen share or something like that? If a teacher is also in-person - will they have a microphone so that they can be heard clearly? How will the in-person kids and remote kids interact, hear each other's questions etc.?*
- *What does it feel like from the kid perspective, not as a schedule grid on a page? How much time a day is spent synchronously vs asynchronously? How do they interact with their peers and what other socioemotional support do they receive? How does switching classes/specials get handled?*
- *What is the platform provided and how do students navigate their day, i.e. the role of the platform?*
- *What is the parent expectation in remote and how is that relationship between parent and teacher envisioned and supported?*
- *Once/if we start hybrid, are the kids who go into isolation getting re-assigned to these classes, thus disrupting their class dynamic?*

Hybrid CORE questions:

- *When they are in the remote portion, who is teaching them - a teacher dedicated to those remote students or their regular teacher who is in-person with kids in the classroom and doing a tablet screen share or something like that? If a teacher is also in-person - will they have a microphone so that they can be heard clearly? How will the in-person kids and remote kids interact, hear each other's questions, etc.?*
- *What does it feel like from the kid perspective, not as a schedule grid on a page? How much time a day in the remote portion is spent synchronously vs asynchronously - is it more asynchronous than remote since they have in-person time? How do they interact with their peers during remote? How does switching classes/specials get handled during remote?*
- *What is the platform provided and how do students navigate their day, i.e., the role of the platform in guiding remote, but also being a consistent tool across in-person and remote?*
- *What is the parent expectation in the remote portion of hybrid and how is that relationship between parent and teacher envisioned and supported?*
- *If/when kids who start hybrid have to go into isolation due to exposure or symptoms, are they (1) leaving their current class temporarily to join an existing all-remote cohort, (2) going into separate cohorts just for hybrid students who are temporarily in isolation, (3) doing independent work during the time they would be in school and staying with their cohort for the remote portion of that cohort, or (4) something else. Depending on the answer to the first half of this question, how will the student experience be managed to ensure they can smoothly reintegrate post-isolation?*
- *What will the quality of instruction/experience be for the other kids when the quarantined kids come back, especially as depending on the answers to previous question, those kids may be behind, and at minimum, socially disconnected from their peers?*
- *How is the PSB going to manage the anxiety of children who see other kids isolated and out for extended periods and if one or more classmates are exposed/isolated, may worry that they are at risk of illness, their teacher is, etc.?*

Other questions families indicated will help them decide:

- *Whenever kids are in-person (either in full in person or hybrid), how much of the day will be spent outside?*
- *What does IEP support look like when kids are remote for both pull-out and push-in? What are the key differences between remote and hybrid for this question?*
- *Can remote kids do sports/clubs?*
- *Can hybrid families elect whether to put their kid in the same A/B cohort or stagger them so that parents can focus on fewer kids at once/have less distractions at home?*
- *What extended day will be available to support families in each configuration?*

- *Will printed materials be provided and used for remote learning? If so, how will they be provided for all-remote?*
- *Will a family be able to switch between models? If so, when? Is it possible to always switch from hybrid to remote?*
- *How will the youngest children be required to keep their masks on? Will children who don't comply with mask-wearing or other in-person health and safety measures be penalized?*
- *How will the decision be made to take a class/school to remote (as opposed to the whole district)?*
- *How will bathrooms be handled in terms of ventilation, aerosols, and cleaning?*
- *How are hallways and class-switching going to be managed for in-school learning? What safety measures will be put in place to ensure students are always at a distance, especially in common areas? Is extra time being built in to allow for this?*
- *What will recess look like?*
- *How is the beginning of day being managed so that there isn't clustering around entrances, i.e., staggered start times?*
- *Will kids with chronic conditions like asthma (likely to cough regularly) be forced to stay home because of COVID-like symptoms?*
- *Will all classes be offered in remote learning (standard/honors/advanced/electives), or just certain classes?*
- *What happens if a teacher needs to isolate - will their class go online?*
- *Will there be routine testing of kids and teachers?*

School Committee Member Comments/Questions:

- Like the in-person components of the RemotePlus model.
- Requested more detail on in-person safety protocols.
- What happens if a student or staff member tests positive?
- Consider asking for volunteers to help with remote work, e.g., working with students in breakout rooms.
- Will the district have enough staff for the in-person components of the plan?
- Some teachers may want to teach from their classrooms. Will that be possible?
- How did the district arrive at the 300 in-person student estimate?
- Give additional consideration to using outdoor spaces adjacent to schools for outdoor learning and providing opportunities for all students to meet each other and their teachers while the weather is still mild. Perhaps two class cohorts could meet outside per day.
- The Parks and Recreation Commission is working with the district on use of outdoor space adjacent to schools.
- What benchmarks need to be met before there is more in-person instruction, and what is the anticipated timeline?
- How will the district support families/students during remote learning? The current plan seems to be pushing the staffing problem out to the community.

- Need to clarify learning expectations for all students and provide for a seamless transition between models. What is the vision for what teaching and learning will look like for students? How is the district working with families of most vulnerable students to understand what worked and didn't work in the spring, and to address issues?
- The district has put tremendous resources into preparing facilities so that young children can be taught in-person. Need to ensure safety, but also preserve a child's right to education.
- Consider how the district can assist families, e.g., helping to organize learning pods or expanding Extended Day.
- Ensure that educators have access to appropriate technology and training to provide the best possible remote experience.
- Clarify the standards for isolating and for notifying families if a student/staff member tests positive.
- What progress has been made towards identifying which students require compensatory special education services?

4. PROPOSED EXECUTIVE SESSION

By unanimous roll call vote at 7:15 PM, the School Committee entered into Executive Session pursuant to Massachusetts General laws chapter 30A section 21(a) for Purpose 3, to discuss strategy with respect to collective bargaining with the Brookline Educators Union (BEU) (Unit A, Unit 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. Federspiel announced that the meeting will not reconvene in open session at the end of the Executive Session. By unanimous roll call vote at 8:45 PM, the School Committee reconvened in public session for the purpose of adjournment.

5. ADJOURNMENT

Ms. Federspiel adjourned the meeting at 8:45 PM.

Respectfully Submitted,

Robin E. Coyne, Executive Assistant
Brookline School Committee

2020-2021 REOPENING UPDATE

SCHOOL COMMITTEE
MEETING

AUGUST 10, 2020

PUBLIC SCHOOLS of
BROOKLINE



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

AGENDA

- ▶ Guiding Principles
- ▶ Health & Safety
- ▶ Recommendation
- ▶ Academics
- ▶ Social Emotional & Physical Wellness
- ▶ Next Steps/Questions

GUIDING PRINCIPLES

- ▶ Prioritize the **health and safety** of PSB students, staff and families.
- ▶ Provide a **robust and seamless** academic experience and peer cohort for all students regardless of learning model
- ▶ Bring students back in-person as **public health and facilities establish safety**
 - ▶ Prioritize youngest and most vulnerable learners first
- ▶ **Simplify choices** that students and families need to make
- ▶ **Social emotional wellness** at the foundation of student success

HEALTH & SAFETY

Challenges:

- ▶ **Ensure all schools** are equipped with operable windows and appropriate HVAC and/or portable filtration systems
 - ▷ Likely October 2020 until all classrooms are updated
- ▶ **Physical distance requirements** limit the number of students/staff in each classroom
 - ▷ Additional staff, space, furniture needs
- ▶ **Uncertainty of outdoor space use**
 - ▷ Tent purchases, available locations
 - ▷ Change in instructional practice
- ▶ **Changing level of community spread**

SUMMARY

- ▶ **BEEP** students and PSB **most vulnerable** students will begin the school year **in-person**
- ▶ The remainder of PSB students in Grades K-12 will begin the school year **fully remote**.
 - ▷ Fully remote students will be given **in-person opportunities** to connect with peers and PSB staff **outside** at their school buildings (“RemotePlus”)
 - ▷ Grades K-12 will phase into a hybrid learning model as health and safety benchmarks* are met.
- ▶ School hours will **remain the same as Fall 2019-20**.

*To be determined in consultation with Town Department of Health and Exper Panel 4

RECOMMENDATION

RemotePlus

Beginning September 16, 2020

1. Offer outstanding remote education as baseline experience
2. Phase into in-person (hybrid) for remaining K-12 students as deemed safe
3. Provide seamless academic experience and peer cohort regardless of health/safety needs throughout the year

MOST VULNERABLE (K-12)

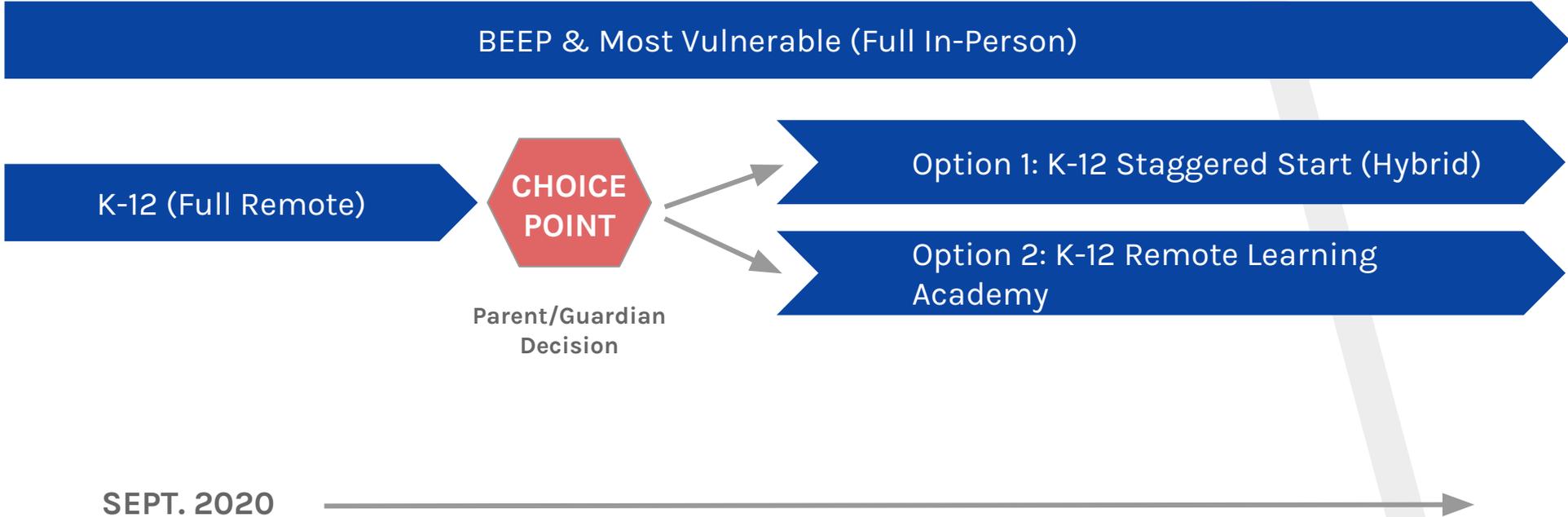
- ▶ Students with IEPs:
 - ▷ Designated as “high needs” on “Primary Disability/Level of Need PL3”
 - ▷ Cannot access due to disability related needs
- ▶ Students from low income households
- ▶ Students who are homeless, in foster or congregate care students
- ▶ Students who primarily use aided and augmentative communication
- ▶ Students identified as English Learners and have complex and significant needs

RemotePlus

| <i>Preparation</i> | <i>9/1</i> | <i>Staff report to school buildings to begin training and professional development</i> | | |
|--------------------|-----------------|--|---------------|-----------------------------|
| | Date | In-Person | Hybrid | Remote |
| Phase 1 | 9/16** | BEEP Most vulnerable K-12 | N/A | All remaining K-12 students |
| Phase 2 | TBD, Ongoing | BEEP Most vulnerable K-12 | Grades K-12* | Remote Learning Academy |

*Students in Grades K-12 will enter the hybrid learning model, grade by grade, as health and safety benchmarks are met. Students in the youngest grade levels will be prioritized.
 **Tentative start date

PSB Fall 2020 Learning Model Timeline



WHY PHASE-IN?

- ▶ Knowledge that youngest students are less vulnerable to the virus and older students are more capable of learning in a remote environment.
- ▶ Minimize risk to our students, families, and staff by gradually increasing density in buildings while modifying classrooms to ensure proper air flow and ventilation.
- ▶ Ensure PSB has enough time for necessary training on safety protocols and instructional tools, as well as develop a hybrid learning model that is sustainable and effective.

VENTILATION UPDATE

- ▶ Many PSB classrooms need modifications to air flow/filtration to meet health and safety benchmarks according to Dept. of Health and Expert Panel 4
- ▶ Poor ventilation in classrooms could be fixed through:
 - ▷ Window repair;
 - ▷ HVAC replacement; AND/OR
 - ▷ Portable HEPA filters
- ▶ PSB teams will:
 - ▷ Measure air flow changes in each classroom against max capacity
 - ▷ Update HVAC systems where applicable
 - ▷ Purchase and install HEPA portable filters where needed

Timeline: TBD based on analysis of classrooms and procurement

PREPARATION

August - September 15

| Students and Families | Staff |
|--|---|
| <ul style="list-style-type: none">- Office of Teaching and Learning will begin supplying students who require technology support for remote learning with Chromebooks, internet access, and additional materials- Special Education will begin outreach to families to coordinate IEP services and accommodations for students, as appropriate- English Learner Education staff will finalize screenings and placements for students who qualify for English Learner services- Food Service will begin providing students who qualify for Free and Reduced Lunches meals- School Leaders will finalize classroom and cohort placements for Phase 1- Students and families are provided training and video support for best practices in accessing email, Google Classrooms, and other instructional software- PSB will send expectations/policy on remote learning | <ul style="list-style-type: none">- Continued professional development offerings for school and district staff- All School Building Staff will receive training in:<ul style="list-style-type: none">- Health and Safety Protocols- Building Protocols- Remote Learning Tools- Operations staff will work with school staff to reconfigure classrooms and set up appropriate learning spaces- Operations staff will continue air quality and ventilation inventory, maintenance and repair- Curriculum Coordinators will work with school staff to refine expectations and curriculum for remote learning- School Leaders will work with school staff to finalize daily and weekly schedules for remote learning |

PHASE 1

September 16 - TBD*

**Date pending Approval from the Dept. of Health and review by members of Expert Panel 4*

| Students | Staff |
|--|--|
| <ul style="list-style-type: none">- BEEP students begin in-person learning five (5) days a week- Most vulnerable students K-12 begin in-person learning five (5) days a week- All students in K-12 begin receiving remote instruction at home<ul style="list-style-type: none">- Students learning remotely will receive in-person opportunities at school <u>outside</u> as scheduled by individual schools- Students and families receive technical support for remote learning tools and instructional software. | <ul style="list-style-type: none">- School and district staff begin in-person instruction for most vulnerable students- School and district staff continue in-person instruction for BEEP students- School and district staff begin remote instruction for K-12 students- Related service providers will deliver services remotely from their offices or at students' homes |

Regardless of phase, parents/guardians of students in Grades K-12 may choose to keep their child(ren) in a full remote learning environment.

PHASE 2

TBD*

*Date pending Approval from the Dept. of Public Health and review by members of Expert Panel 4

Students

- BEEP students continue in-person learning five (5) days a week
- Students in Grades K-12 begin phase in to a hybrid model by grade level
- Students in Grades K-12 enrolled in Remote Learning Academies will continue remote learning five (5) days a week
 - Students continue to receive in-person opportunities at school outside as scheduled by individual schools

Staff

- School and district staff continue in-person instruction for BEEP and most vulnerable students
- School and district staff begin hybrid learning model at designated grade level(s)
- School and district staff continue remote instruction for all K-12 students not entering hybrid
- Related service providers continue to deliver services remotely from their offices or at students' homes
- Staff check in with families

Regardless of phase, parents/guardians of students in Grades K-12 may choose to keep their child(ren) in a full remote learning environment.

ACADEMICS

In-Person

Hybrid

Remote

*Academic schedules and expectations
remain the same regardless of learning
model*

SUMMER PREPARATIONS FOR 2020-21



Professional Development Summer 2020

Made possible through a combination of PSB funding and a generous gift from the Brookline Education Foundation (BEF) and the Innovation Fund

Learning Management System (SeeSaw, Google Classroom, Canvas)

Seesaw, Google Classroom and Canvas for common learning experiences

Remote Learning pedagogical practices

- Executive Functioning skills
- Engagement strategies
- Assessment strategies

Strategies in a remote setting for EL and Special Ed

Adapting content and curriculum for a remote setting

Specialized reading program training for special education and reading instructors

**790
participants***

*Does not include Unconference at BHS

Continued work with Expert Panel 3 will help to inform the next steps.

SUMMER PREPARATION FOR 2020-2021

PK-12 Curriculum Coordinators have been working with their teacher teams to revise, adapt, and narrow the focus of curriculum to high leverage and enduring standards that prepare students for the next grade level.

Example: Grade 5 Social Studies Summer Working Group

1. Revised Pacing Guide
2. Guidance for Remote Learning
3. Created new unit: Black Liberation Struggle | Civil War to Civil Rights | Topic 5
4. Determine materials for the upcoming Year (to send home)
5. Updating the curriculum resource folder - Online resource for all teachers

District Goals for Students

| | |
|---|---|
| Goal 1: <i>Every Student Achieving</i> | Ensure that every student meets or exceeds Brookline's high standards and eliminate persistent gaps in student achievement by establishing educational equity across all classrooms, schools, and programs. |
| Goal 2: <i>Every Student Invested in Learning</i> | Increase every student's ownership of his/her learning and achievement by using rigor, relevance, and relationships to foster a spirit of inquiry and the joy of learning. |
| Goal 3: <i>Every Student Prepared for Change and Challenge</i> | Instill in every student the habits of mind and life strategies critical for success in meeting the intellectual, civic, and social demands of life in a diverse, ever-changing, global environment. |

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

WHAT SHOULD FAMILIES EXPECT?

- ▶ A typical school day driven by a schedule that will include core content, specials and breaks.
 - ▷ Whole group instruction
 - ▷ Small group instruction based on student needs
 - ▷ Independent work time
 - ▷ Breaks
 - ▷ Opportunities to connect with classmates and build community
- ▶ Attendance and participation is required
- ▶ Schedule remains the same whether remote or hybrid

WHAT SHOULD FAMILIES EXPECT?

- ▶ Instruction during a school day will be aligned to the Brookline Curriculum
 - ▷ Synchronous and asynchronous lessons with additional independent components and support
 - ▷ Ongoing assessment of learning
 - ▷ Feedback (including grades) to students
 - ▷ Communication from teachers to students and families
- ▶ Use of common, user-friendly grade-level platforms to deliver learning activities accessible in any of the models

SAMPLE K-5 SCHEDULE

Remote or Hybrid

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|---|---|--|---|--|
| 8:00-8:20 | Morning Meeting/Attendance | | | | |
| 8:20-9:20 | <u>Math</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 45 mins | | | | |
| 9:20-9:35 | Snack and Movement Break (Independent Offline) | | | | |
| 9:35-10:15 | <u>Specialty (Art, Music, or PE)</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 25 mins | | | | |
| 10:15-11:15 | <u>Reading</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 45 mins | | | | |
| 11:15-11:30 | Movement Break (Independent Offline) | | | | |
| 11:30-12:00 | <u>World Language</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 15 mins | <u>Writing</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 15 mins | <u>World Language</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 15 mins | <u>Writing</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 15 mins | <u>World Language</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 15 mins |

SAMPLE K-5 SCHEDULE (continued)

Remote or Hybrid

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--|---|--|--|--|
| 12:00-12:45 | Lunch and Recess (Offline) | | | | |
| 12:45-1:30 | <u>Social Studies</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 30 mins | <u>Science</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 30 mins | <u>Writing</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 30 mins | <u>Word Study</u> - Mini-Lesson (Synchronous), 10 mins; Small Groups (Independent Learning), 10 mins | <u>Social Studies</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 30 mins |
| 1:30-1:50 | <u>Word Study</u> - Mini-Lesson (Synchronous), 10 mins; Small Groups (Independent Learning), 10 mins | | <u>Social Studies</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 30 mins | <u>Science</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 30 mins | Students dismissed at 1:30 on Fridays |
| 1:50-2:20 | Science: Mini-Lesson (Synchronous) | Interventions (e.g. Challenge, EL Supports, IEP Service) | | | |
| 2:20-2:30 | Wrap-Up, if Needed | | | | |

SAMPLE BHS SCHEDULE

Hybrid

DRAFT 2020-21 BHS WEEKLY SCHEDULE—VERSION 8A DRAFT

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|----------------|-------------------------|-----------------|------------------|
| 8:20 920 A1 | 820 930 A2 | 800 1000 Collab/Team | 830 930 A3 | 820 920 D3 |
| 925 1025 B1 | 935 1045 B2 | | 935 1035 B3 | 925 1025 E3 |
| 1030 1100 T1 | 1050 1130 X | 1005 1115 C2 | 1040 1140 C3 | 1030 1100 T2 |
| Lunch | Lunch | Lunch | Lunch | lunch |
| 1140 1240 C1 | 1230 130 F1 | 1215 125 E2 | 1225 135 D2 | 1150 1250 F3 |
| 1245 145 D1 | 135 235 G1 | 130 240 F2 | 140 250 G2 | 1255 155 G3 |
| 150 250 E1 | | | | 200 245 X/SEL |

Teacher would use 2 of the 3 weekly blocks in each class as instructional time, the 3rd class would be student support blocks.

SAMPLE BHS SCHEDULE

Remote

DRAFT 2020-21 BHS WEEKLY SCHEDULE—VERSION 7B REMOTE **DRAFT**

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-----------------|------------------|--|--------------------|-----------------|
| A1 8:20 910 | X/SEL 820 855 | Collaboration time/ Professional Development 800 1000 | A3 8:20 910 | E3 8:20 910 |
| A2 915 1005 | D1 900 950 | | A4 915 1005 | E4 915 1005 |
| B1 1010 1100 | D2 955 1045 | | X/SEL 1010 1045 | F3 1010 1100 |
| B2 1105 1155 | E1 1050 1140 | G1 1015 1100 | B3 1050 1140 | F4 1105 1155 |
| Lunch | Lunch | G2 1105 1155 | Lunch | Lunch |
| C1 1230 120 | E2 1215 105 | lunch | B4 1215 105 | G3 1230 120 |
| C2 125 215 | F1 110 200 | C3 100 1:50 | D3 110 200 | G4 125 215 |
| T1 220 255 | F2 205 255 | C4 155 245 | D4 205 255 | SEL 220 255 |

Solid blocks: Instructional; Shaded blocks: Student support.

ACADEMIC MODEL

High quality curriculum that easily spans in-person and remote settings

| Benefits | To Implement Effectively |
|--|--|
| <ul style="list-style-type: none">- Our students will receive high-quality, instruction for full day learning including significant synchronous learning opportunities.- Our daily schedule provides necessary learning structures and routines.- Our schedule is taught by current K-8 teachers with students as members of a cohort. This maintains long term school and community identity, and most importantly, a sense of belonging.- Allows for schools and teachers to respond effectively to the changing conditions of education. | <ul style="list-style-type: none">- Requires significant staff time and ongoing supports to adapt instructional materials.- Will require clear role definition for all staff.- Creation of an Academic Help Desk to provide just-in-time learning and family supports.- Additional investments in department defined content platforms (Newsela, Raz Kids) and tools (Zoom, Padlet).- Clarity in the MOU to ensure that all students have access to “live” teachers. |

REMOTE LEARNING ACADEMY

K-12 Families who opt to keep their children in a remote setting:

- ▶ Students will be assigned a grade level teacher(s) before the Remote Learning Academy opens
- ▶ This model will use the same schedule, curriculum and experiences as the remote learning model
- ▶ Staffing of this model will be determined based on faculty who cannot come back into the building for health/safety reasons
 - ▷ Staff will work collaboratively with colleagues in their grade level/subject area teams to ensure consistency in material, content delivery, expectations of students, and grading
- ▶ Students enrolled in the Remote Learning Academy will be given opportunities to attend school in-person and outdoors with their peers

A large, solid green diagonal shape that starts from the top right and extends towards the bottom left, creating a split background of white and green.

SOCIAL EMOTIONAL & PHYSICAL WELLNESS

PHYSICAL WELLNESS

- ▶ Maximizing outdoor space
- ▶ Incorporate movement throughout the day when in-person and at home
- ▶ More specific and intentional physical education when students are remote
- ▶ In-person needs to shift away from team sports and shared equipment

SOCIAL EMOTIONAL WELLNESS

- ▶ Time for relationship and community building prioritized
- ▶ Universal screener for PK-12
- ▶ Multi-Tiered Systems of Supports (MTSS)
- ▶ Encourage healthy habits
- ▶ Seek community supports
- ▶ Encourage positive use of technology
- ▶ Validate disappointment
- ▶ Help find ways to keep mind and body healthy

STILL TO COME

NEXT STEPS

- ▶ Plan for classroom update with Facilities & Operations
- ▶ Continue Town discussions re: COVID-19 Testing
- ▶ Finalize school schedules
- ▶ Finalize logistics - staffing, space, tents, furniture
- ▶ Continue with curriculum and PD planning
- ▶ Set benchmarks with Brookline Dept. of Health
- ▶ Negotiations with BEU
- ▶ Work with Extended Day representatives
- ▶ School Committee vote: 8/12; DESE submission 8/14

QUESTIONS?