

RECORD OF THE REGULAR MEETING OF THE BROOKLINE SCHOOL COMMITTEE ON **THURSDAY, SEPTEMBER 10, 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), Helen Charlupski, Susan Wolf Ditkoff, Andreas Liu, Jennifer Monopoli, Mariah Nobrega, and Barbara Scotto. Also present: James Marini, Mary Ellen Normen, Casey Ngo-Miller, Claire Gallion, and Robin Coyne.

Others present: Director of Data Analysis and Information Management Erin Cooley, Director of Operations Matt Gillis, Senior Director of Curriculum and Instruction Michelle Herman, Senior Director of Programs Meg Maccini, Brookline High School (BHS) Head of School Anthony Meyer, BHS Assistant Head of School Hal Mason, Athletic Director Pete Rittenburg, Remote Task Force Member David Gacioch, and Economic Development Director Kara Brewton.

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

1. STUDENT REPRESENTATIVE WELCOME AND REPORT

The School Committee and Dr. Marini welcomed new Student Representative Claire Gallion. Ms. Gallion, a Junior at BHS in School Within a School (SWS), discussed her interests. She reported the results of some Instagram polls she created to get a sense of how students are feeling about the upcoming school year. A majority of students who responded to the poll indicated that they do not have a positive outlook for the upcoming school year and that they find remote learning more stressful than in-person learning. Ms. Gallion discussed some of the students' concerns and the impact of the learning models on students' social and emotional wellbeing.

2. INTERIM SUPERINTENDENT'S REPORT, INCLUDING INTRODUCTION OF NEW STAFF

Dr. Marini provided the following report:

Planned Outdoor Time

Principals have spent a lot of time over the last two weeks updating their schedules for in-person, hybrid, remote and outdoor time. Schools do need to conceptualize this time differently as they all have differing enrollment and availability of tents and/or other outdoor space. When scheduling this time, Principals are also keeping in mind equity and accessibility. There may be students who, for one reason or another, cannot access the tent location and therefore we do not want students penalized in any form if they cannot attend outdoor time as listed on their schedule. With that being said, here are a few examples of the ways in which tents/outdoor time will be utilized:

- *Team building and relationship building exercises*
- *Recess and/or snack breaks*
- *Mask breaks*
- *Appropriate outdoor class activities and/or conversations*
- *Read alouds*

Most school leaders are currently planning this time for Kindergarten and First to Return Students, but admit they need to see the tents (sizes, location, etc.) before they can give a firm answer on the number of times a day/week outside of recess this will occur. When all students return to school buildings, schools will prioritize once a week, at minimum, for each grade level. Note that the tent supplier has pushed back the date for when tents will be completed and delivered.

“Plus” Time

In addition to planning for outdoor/tent activities for students who are in-person/hybrid, school leaders have also been making determinations about “Plus” time in our RemotePlus model. As a reminder, “Plus” time is designated for students who are learning remotely. The goal is to connect these students in-person with staff and peers at their schools at scheduled times until the hybrid model for their grade level begins. Timing for “Plus” will take transportation needs into account and, to the best of schools’ ability, reduce the amount of lost learning time. Schools have already begun scheduling meet and greets and materials distribution for these students/families. Other options include listening conferences and safety socials. At the beginning of the school year when the majority of students are remote, schools will do their best to accommodate once a week “Plus” time for each grade level.

Enrollment Update

School Committee members received two updated enrollment documents that outline the number of PK-12 students enrolled in the Public Schools of Brookline (PSB) by school and grade level as well as the number of PK-12 students by school and grade level with the Remote Learning Academy students excluded. Below are some high level numbers for the Committee’s review.

- *All students PK-12*
 - *As of 9/8 the district wide enrollment for students in grades PK-12 = **7066 students***
- *Remote Learning Academy*
 - *As of 9/8, the number of students in the K-8 Remote Learning Academy = **689 students***
 - *Based on enrollment, the Remote Learning Academy will be a four section school*
- *First to Return*
 - *Definition: most vulnerable, materials fee, students of resident teachers*
 - *As of 9/9:*
 - *590 students were offered invitations to the K-8 First to Return Group and **273 students have accepted.***
 - *Number of classes are still being determined based on room sizing and needs of students.*

Staffing Update

As of yesterday afternoon we have been able to, for the high majority, ensure our PK-12 home schools are staffed and ready for opening on September 16th. As of Thursday morning, the Remote Learning Academy still has open positions at the elementary and middle school levels as well as support staff openings such as special education and English Learner teachers. Our Principals and Senior Leadership have been working around the clock to help staff the Academy and Human Resources will be (if they have not already) posting the positions for staff to apply to the RLA in the next day. We are confident we can get these positions filled for a September 16th opening of school.

Ventilation Updates

Ventilation testing and upgrades for classrooms that are being used starting September 16th have been completed. Stickers are being placed on the door of each room that will show the test results, including number of air exchanges per hour. A green level of "Good" to "Excellent" will be provided on the sticker to indicate the space has the level of air exchanges per hour recommended if more than 1 individual is in a classroom/ space. In addition, PSB received approximately 600 of the 900 HEPA filters ordered. About half of those were received this week and delivered to school buildings. Priority for filters went to PK and K classrooms as well as classrooms being utilized for the First to Return population.

Targets for Hybrid Reopening

We understand that not having potential dates for when hybrid learning may begin for students in grades 1-12 leaves many staff and family members feeling unsettled. However, given we are still undergoing testing and upgrades for our buildings and classrooms, we remain focused on successfully opening schools on September 16th. After the 16th, we will revisit the discussion on target dates for hybrid reopening with the understanding that all dates will be tentative.

Baker Message

*In closing, I want to read a message that was shared with the Baker school community by Principal Lewis yesterday. The message Principal Lewis sent to his families is spot on for the time we are in right now. I think it's important for the entire community to hear:
The Last Minute Lifestyle*

- We are all living in the last minute lifestyle at the moment - during these very difficult times. This means:*
 - We are getting mandates at the last minute*
 - We are getting pertinent information at the last minute*
 - Something changes at the last minute*
 - We get the "go ahead" at the last minute*
 - We don't know enough to explain something until the last minute*
 - We are waiting for something to happen until the last minute*
 - We are denied at the last minute*
 - And so on...*

- *The last minute lifestyle does not gel with educators - nor with parents. Though you, me, and everyone may want something "as soon as possible" we must understand that everything coming to you these days is absolutely "as soon as possible." Please remember patience, understanding, and flexibility as we venture together into uncharted territory.*

Dr. Marini and the School Committee then welcomed the newest educational leaders to the PSB. Some are current colleagues who have assumed a new role, while others are brand new to the district.

Michelle Bartley, Interim Vice Principal at Driscoll School

Ms. Michelle Bartley is an experienced school leader who most recently worked as the principal of the Foxboro Regional Charter Middle School, serving a student population of approximately 600 students. She has a collaborative leadership style and builds positive relationships with teachers, students and families. Her work as principal encompassed implementation of school curriculum, instruction and assessment; oversight of intervention programs and initiatives to address achievement gaps; and development and organization of school-wide events and traditions to create a strong sense of school community. Prior to her work as a principal, Ms. Bartley was the Dean of Students and Families at Foxboro Regional Charter School and she was an assistant principal with the Dighton-Rehoboth school district for three years. Ms. Bartley has a strong middle school background, having taught sixth and seventh grade science for nine years in Holliston and Lexington. Ms. Bartley earned her B.A. from Wheaton College and her Master's in Educational Leadership from Cambridge College.

Elizabeth Castellana, Interim Vice Principal at Runkle School

Ms. Elizabeth Castellana has spent the last 9 years as a school administrator in the Cambridge and Chelsea Public Schools. Her leadership work in those districts included creating, leading and implementing Social Emotional Learning Teams and Student Support Teams, participating in Instructional Leadership Teams, and oversight of building safety, social justice initiatives and school climate. She also served as Vice Principal and Director of Student Support for a combined three years at the Uphams Corner Charter School and was the National Program Director for COLAGE, a nationwide parent support network for LGBTQ+ parents. She brings to the Runkle School a rich understanding of issues of equity and social justice, and years of valuable experience working in diverse and vibrant school communities. Ms. Castellana earned her Master's in Education at the Harvard Graduate School of Education and her Bachelor's Degree at Marlboro College in Vermont.

Rachel Eio, Curriculum Coordinator, High School World Language

Brookline's long-serving World Language coordinator at BHS, Agnes Alberola, will be retiring in November. We are fortunate that Ms. Eio, an experienced Japanese teacher and recent Associate Dean at Brookline High School, has been tapped to take over this important leadership role. As Associate Dean she worked proactively to address

concerns and is known for her collaborative and respectful work with colleagues, students, and families. She began teaching Japanese and Social Studies at Brookline High School in 1999, and Head of School Anthony Meyer credits her for building the thriving Japanese program at the school over the years. Her leadership initiatives include designing and implementing an innovative Japanese AP curriculum using authentic materials to increase student communication skills, and the development and instruction of Asian American Studies and Asian Studies courses in the social studies department with a focus on race, identity and social justice. Ms. Eio earned her B.A. and Master of Arts in Teaching at Tufts University and her CAGS in Educational Leadership and Policy at Boston University.

Donna Finnegan, Interim Principal at Runkle School

Mrs. Donna Finnegan began serving as the Acting Principal of Runkle School in March and was named Interim Principal for the 2020-2021 school year in May. Mrs. Finnegan has decades of experience as an educator and educational leader. She spent 12 years in the Concord Public Schools and she's been a part of the Public Schools of Brookline for 20 years. In Brookline she has been a speech/language pathologist, a team facilitator, and served as Vice Principal at Runkle School for 4 ½ years. She holds B.S. from the University of New Hampshire, a Master's Degree from Emerson College, and she earned her Principal Certification through the Educational Leadership Institute in 2010. In her short time as the leader of Runkle School she has already done an impressive job connecting with the school community, supporting the Runkle faculty, and leading the school to a successful reopening. Her commitment to the Runkle School community is unparalleled and we are fortunate to have her in this critical position.

Jocelyn Lumley, Vice Principal at Lawrence School

Ms. Jocelyn Lumley joins the leadership of the Lawrence School having most recently served as Academy Director/K-2 Assistant Principal at the Orchard Gardens K-8 Pilot School in Boston, where she worked for ten years. In that role, she supported grade level teams with curriculum planning, instructional strategies, professional development, and the development of strategic action plans for students. She developed strong, productive working relationships with families to ensure the academic and social-emotional success of her students. Ms. Lumley was a teacher in Boston for 6 years, including kindergarten and special education for grade 3 and 4, and she also served as an Instructional Coach in the Early Childhood Department. She has completed professional development in Restorative Justice Practices, Responsive Classroom, and Crisis Prevention Intervention, among others. Ms. Lumley earned her B.S. from Northeastern University, and holds two Master of Science in Education degrees from Simmons College, one in Educational Leadership and one in Urban Elementary Education.

Jennifer Martin, Interim Curriculum Coordinator, High School Social Studies

Ms. Jennifer Martin will be leading the high school social studies department for the 2020-2021 school year, taking over from Gary Shiffman who is on a one-year leave to write a book. Ms. Martin has been a Brookline educator since 2005. In addition to teaching in the social studies department (including Ancient World History, Modern

World History, and U.S. History at various levels), Ms. Martin has also taken on various leadership roles at the high school. She was the coordinator of the Advisory Program for 11 years, she has served as a teacher leader for the Anti-Defamation League peer leader program since 2016, she currently serves on the BHS Student Intervention Team, and she also is currently working on the Whipple Writing Fellowship program. Ms. Martin is an active participant in the district's mentoring program, having mentored four new teachers at the high school over the years. Head of School Anthony Meyer notes that Jen is a smart, compassionate educator who is skilled in working with colleagues, students and families. She is a natural fit for this leadership role.

Dr. Matt Rosenthal, Curriculum Coordinator, K-8 Mathematics

We welcome Dr. Matt Rosenthal to a new role in the district this year: K-8 Mathematics Coordinator. Previously, Dr. Rosenthal served as the Program Coordinator for the Enrichment and Challenge Support (ECS) program since 2015. As ECS coordinator, Matt provided extensive professional development opportunities particularly in the areas of innovation and project based learning. He oversaw the grade level curriculum to incorporate opportunities for challenge and extension, and collaborated with district coordinators to build educator capacity around instruction. He also led a grant-funded team on STEAM research and integration. Prior to his work in Brookline, Dr. Rosenthal was the head of the Grade 6-8 Mathematics Department in the Lexington Public Schools and he also served for five years as the Mathematics Coordinator for the Shrewsbury Public Schools. He earned his B.A. at McGill University, his Master of Arts in Teaching at Boston University, and his Ed.D. through William Howard Taft University.

Joseph Russo, Interim Director of Human Resources

Unfortunately, our search for a permanent Director of Human Resources was unsuccessful. At this time I decided it was best to proceed with an interim appointment and I am very pleased that Mr. Russo was available to join our team. Mr. Russo began his career as a Brookline educator, teaching grades 1, 2 and 3 at Driscoll School for 15 years. He was the Principal of the Horace Mann School in Newton for 10 years and moved to the central office in Newton serving as Assistant Superintendent for Human Resources (1 year) and Assistant Superintendent for Elementary Education (4 years). He was then a coach to urban principal interns through the Harvard Graduate School of Education, and has been an instructional coach to novice principals across the metropolitan area through Teachers 21 since 2014. His broad-based knowledge of school leadership and operations will be incredibly useful in his role guiding the district's human resource work in this most important year. Mr. Russo earned his B.A. and his Master's in Education at Northeastern University

Carlyn Uyenoyama, Interim Coordinator, K-12 Wellness Education

Ms. Uyenoyama began serving as the interim coordinator of the Wellness Department in January after the mid-year departure of Tina Bozeman; we are fortunate that she will continue in the role this year. In her role as interim coordinator Ms. Uyenoyama has been responsible for coordinating all aspects of curriculum development and planning for health and physical education teachers district-wide. She has brought her energy and

passion to the work of collaborating with district colleagues on programming, staffing and scheduling. Before becoming interim coordinator, she worked as a wellness educator at the Lawrence School for over 20 years. For many years she has also served as the district coordinator for the grade 5-8 cross country and track/field meets (a highlight on the annual calendar for hundreds of our students!). While at Lawrence School she honed her leadership skills by serving as a teacher representative on the School Site Council, participating in many teacher professional development groups, and serving as a mentor to new teachers at the school. Ms. Uyenoyama earned her B.S. and her Master's in Education at Boston University.

David Youkilis, Interim Principal at Driscoll School

Mr. Youkilis has been tapped to lead the Driscoll School as Interim Principal for the 2020-2021 school year. Given the launch of the Driscoll School building project, the role of the Driscoll principal is more important than ever – so we are fortunate to have Dave in this position. Mr. Youkilis was Vice Principal at Driscoll since 2010. Over the course of those ten years he was involved in nearly every aspect of the school's success including work on instructional leadership and building management, coordination of student services, supervision and evaluation of staff, and collaboration with educator teams at almost every grade level. He knows just about all there is to know about Driscoll School – the students, families, faculty, staff, and the needs and priorities of the school community. Before joining the faculty at Driscoll, Mr. Youkilis spent nine years as an educational technology specialist at the Ridley School in Brookline. He also spent five years in the Wilmington Public Schools as a 3rd and 4th grade classroom teacher. He has his M.Ed. in Elementary Education from Lesley University and earned his Certificate in Leadership (Principal/Assistant Principal) through Endicott College.

[Ms. Charlupski left the meeting.]

3. PUBLIC COMMENT

Carol Seidman requested more clarity on BHS reopening plans, including how students and families will connect with teachers, schedules, and performing and visual arts offerings. She stressed the importance of attention to students' social and emotional wellbeing.

The following people spoke in support of a plan that supports additional in-person instruction (particularly for younger grades) with the necessary safety measures in place, and expressed disappointment that the district moved away from the hybrid plan: Acacia Landfield, Avishai Lindenboim, and Amie Lindenboim. Comments included the following: poll parents on a proposal for a 6-foot distance for teachers and 3-foot separation between students; asked whether positive cases for out-of-town college students are being counted in the town's numbers; allow parent/guardian silent observers during negotiations with the Brookline Educators Union (BEU); provide a way for educators to privately express their thoughts on returning to school; there are many teachers who want to return, but feel they cannot speak up due to the backlash and politicized natures of the reopening debate; parents/guardians need to be able to work;

remote education widens inequities; remote instruction shifts teachers' responsibilities to families.

Steve Albanese spoke in support of offering a BHS Fall Athletics Program, if it is safe to do so.

Kayla Nicholson stated that PSB educators want to be in the buildings when it is physically and logistically safe. The buildings and remote procedures are not ready. The School Committee and BEU need to negotiate and agree on a Memorandum of Agreement (MOA) as quickly as possible. She encouraged families to contact the School Committee to request open bargaining.

4. ADMINISTRATIVE BUSINESS

a. Consent Agenda

ACTION 20-108

On a motion of Ms. Nobrega and seconded by Ms. Monopoli, the School Committee VOTED UNANIMOUSLY (by roll call) to approve the following item:

- i. Past Record: August 20, 2020 School Committee Meeting

b. Possible Vote to Authorize Solar Panels

Economic Development Director Kara Brewton presented a request for School Committee consideration of the Solar Panel Power Purchase Agreement (PPA), as shown in Attachment A. In fall 2019, Town Meeting voted to authorize the Select Board to enter into a 20-year PPA and related documents with Solect Energy, a solar power developer, which effectively permits the use of several municipal rooftops in exchange for a cheaper electricity supply price. Town staff negotiated the PPA contract and are now recommending the Select Board and School Committee sign the PPA for the Ridley School, Runkle School, Brookline High School, and the Kिरrane Aquatics Center. Ms. Brewton reviewed considerations, risks, and alternatives; the PPA negotiated contract terms; and the tentative timeline. The estimated first year savings for the Town would be approximately \$32,900. Select Energy hopes to complete the work by the end of November.

The Capital Improvements Subcommittee reviewed this proposal on September 1, 2020, and voted to support putting solar panels at the Florence Ruffin Ridley School, Runkle School, Brookline High School, and the Kिरrane Aquatics Center. Building Project Managers Ray Masak and Charlie Simmons have endorsed this proposal. Solect Energy will report data to the Town, including historical production data, at least at a daily frequency. Working with Principals and parent/guardian volunteers, the data can be made available to students as a learning tool. School Committee members stressed the importance of coordinating construction with Principals, and noted that the windows are likely to be open during the fall. Ms. Brewton discussed what happens if there is need for roof repairs or replacement.

ACTION 20-109

On a motion of Ms. Federspiel and seconded by Ms. Monopoli, the School Committee VOTED UNANIMOUSLY (by roll call) to authorize the School Committee Chair to sign on behalf of the Public Schools of Brookline as “Host Access Manager” related to Power Purchase Agreements, and related documents including Licenses and PILOT Agreements, with Solect Energy Development LLC, related to installing and maintaining solar panels for up to 20 years at the following properties: 115 Greenough Street, 46 and 60 Tappan Street, 345 Harvard Street, and 50 Druce Street, as shown in Attachment A.

5. UPDATE ON FALL REOPENING

a. Learning Expectations

Senior Director of Curriculum and Instruction Michelle Herman provided an update on the development and implementation of the academic program for 2020-2021 (Attachment B). In preparation for remote learning and the transition to hybrid, the curriculum has been revised using state and research-based guidance to meet the Massachusetts expectations. Research indicates that it is imperative that students be instructed using grade level materials while supporting gaps left by the transition to remote learning in the spring.

Ms. Herman provided an overview of the process to develop the curriculum. During the 2019-2020 school year, the K-12 Curriculum Coordinators began to refine the district curriculum in order to provide a clear scope and sequence for instruction (across and between grades). Upon the move to remote learning in the spring, the refinement was halted. During the remote portion of the 2020 school year, the need for common curriculum became even more evident as students across the district experienced disparate programs. A curriculum has been developed for the 2020-2021 school year. However, the work to build the fully robust curriculum will continue this year in order to solidify a common curriculum by June of 2021. Ms. Herman provided examples of focus standards/curriculum for 2020-2021. She reviewed attendance requirements, and the plan for assessments, grading, and student feedback.

School Committee Member Questions/Comments

- How does the district plan to track Remote Learning Academy student attendance and engagement? (*Noted opportunities for synchronous learning/break-out rooms.*)
- How is the district thinking about attendance once the Hybrid Model starts?
- What is the plan for addressing the gaps from the spring, and making sure students have the underlying skills needed to reach grade standards? Will content be embedded? (*Need to be intentional about certain standards; assessments are built into the curriculum.*)
- How is the district thinking about differentiation in remote instruction? (*Was a focus of this summer’s professional development.*)

- How will the district screen and track social and emotional wellbeing? (*Director of Guidance and Clinical Services Maria Letasz is working on this, and is available to report to the School Committee.*)
- Need to ensure clear, frequent, and efficient communications with families.
- How will the district know whether students are being challenged at the appropriate level? (*Noted grade level meetings and educator supervision and evaluation; teachers need to help inform the work and communication.*)
- What happens if the Remote Learning Academy is not working for an individual student? (*Have been working with families on strategies and ways to improve executive functioning skills; will be Child Study Teams; will make sure the proper structures and supports are in place.*)
- Still need to resolve last year's discussion of Kindergarten time allocations.
- Important to provide time and opportunities for collaboration by grade level and subject.
- Consider incorporating into the curriculum additional at-home work for extra challenge.
- Need to make sure that the attendance policy acknowledges home technology challenges.

b. Brookline High School

BHS Head of School Anthony Meyer reflected on Ms. Gallion's earlier comments regarding student concerns. Mr. Meyer and BHS Assistant Head of School Hal Mason shared more detailed information about the BHS reopening plan including: BHS schedules for remote, hybrid, and Brookline High In-Person (BHIP) students; the vision for content delivery in the hybrid and remote learning models; student grading and attendance; communication and meetings with families; potential use of cameras (including cost and privacy issues); narrowed course selections (students will have access to all courses needed to graduate; will be music/drama opportunities throughout the day; will be wellness offerings and a retooled 9th Grade Advisory Program; will include science labs); office hours; and the plan to address Monday holidays.

c. Fall Sports

Athletic Director Pete Rittenburg provided an update on the athletic program, given the changes necessitated by COVID-19. Fall 1 sports, as designated by the Massachusetts Interscholastic Athletic Association (MIAA), and modified by the Bay State Conference, include Boys and Girls Cross Country, Field Hockey, Boys Golf, Boys and Girls Soccer, Girls Swimming and Diving. The Fall 1 season is scheduled to begin no earlier than September 18, 2020 and will conclude by November 20, 2020. Girls Volleyball is designated by the MIAA as a Fall 1 sport, but has been moved to Fall 2 season (February 22, 2021-April 25, 2021) due to indoor facility access and availability concerns. Two other traditional fall season sports, Cheerleading and Football, have already been designated as Fall 2 sports by the MIAA.

Modified playing guidelines for all Fall 1 sports have been approved by the MIAA through its Sports Medicine Committee and COVID-19 Task Force, in

collaboration with the Massachusetts Executive Office of Energy and Environmental Affairs (EEA) and the Department of Elementary and Secondary Education (DESE) staff. These modified guidelines all meet EEA requirements for Level 3 play (i.e., inter-school) at the High School level. The Bay State Conference has agreed to several common practices to further mitigate risk.

Mr. Rittenburg discussed the rationale for BHS athletics during a pandemic (social and emotional learning support, equity and safety, supervised physical activity and wellness, and community) and reviewed additional challenges (equity, transportation, and facilities). Approximately 55-60 percent of BHS students participate in athletics. The Office of Administration and Finance is reviewing the budget, but has confirmed that it includes sufficient funds for the fall (does not include intramurals). There should be further consideration of what to do if student/spectator guidelines are not met. Mr. Rittenburg requested that the School Committee address subsequent athletic seasons (i.e., winter, fall 2, and spring) in a timely, sequential fashion as the academic year and public health conditions evolve. The School Committee requested a staff presentation in four to six weeks on overall budget implications and recommendations on the three remaining athletic seasons.

d. Extended Day 2020-2021 License Agreement/User Fee (Possible Vote)

Ms. Normen provided an update on the Extended Day 2020-2021 License Agreement/User Fee. On September 1, 2020, the Capital Improvements Subcommittee voted to recommend that the fees charged to Extended Day for using the spaces be waived for the first half of the year. This will allow Extended Day to build up its cash reserves. At the meeting, Capital Improvements Subcommittee members noted how important the program is to families, and that using School facilities (instead of outside programs) may reduce community exposure.

ACTION 20-110

On a motion of Dr. Liu and seconded by Ms. Scotto the School Committee VOTED UNANIMOUSLY (by roll call) to modify the Extended Day 2020-2021 License Agreement by reducing the Fee by 50%, with payment due in April 2021.

6. PSB POLICIES

a. Proposed PSB Policy on COVID-Related Issues (1st Reading)

Mr. Pearlman explained the proposed PSB Policy on COVID-Related Issues (Attachment C). The Policy Review Subcommittee discussed the proposed Policy on September 8, 2020 and September 10, 2020, and voted to recommend the proposed policy to the School Committee for a 1st Reading.

b. Proposed PSB Policy on Remote Learning (1st Reading)

Mr. Pearlman explained the proposed PSB Policy on Remote Learning (Attachment D). The Policy Review Subcommittee discussed the proposed policy on September 8, 2020 and September 10, 2020, and voted to recommend the proposed policy to the School Committee for a 1st Reading.

c. Proposed PSB Policy on Immunizations

Mr. Pearlman reported that the Policy Review Subcommittee will be scheduling additional discussion of the proposed policy before bringing it to the School Committee for a 1st Reading. The Subcommittee will consider how the proposed policy melds with the existing PSB Policy on Immunizations.

d. Proposed PSB Policy on Face Coverings (1st Reading)

Mr. Pearlman explained the proposed PSB Policy on Face Coverings (Attachment E). The Policy Review Subcommittee discussed the proposed policy on September 8, 2020 and September 10, 2020, and voted to recommend the proposed policy to the School Committee for a 1st Reading, with some edits (e.g., typographical edit, and mask requirements during school sponsored activities and physical education/extracurricular activities). Members requested clarification of the types of physical education that would not require wearing face coverings.

e. Proposed PSB Policy on Harassment Complaint Procedures

Mr. Pearlman reported that the Policy Review Subcommittee will be scheduling additional discussion of the proposed Policy before bringing it to the School Committee for a 1st Reading.

Mr. Pearlman requested that members communicate any additional comments on the proposed Policies on COVID-Related Issues, Remote Learning, and Face Coverings. The Policies will be scheduled for a 2nd Reading/Possible Vote on September 14, 2020.

7. NEW BUSINESS

Ms. Ditkoff provided an overview of the work and recommendations of the Remote Task Force Expert Advisory Panels (Expert Advisory Panel 1: Educational Excellence and Equity Expert; Expert Advisory Panel 2: Support to Address the Whole Child Experience; Expert Advisory Panel 3: Remote Learning Capacity Building; and Expert Advisory Panel 4: Public Health, Safety and Logistics). Dr. Marini and the School Committee members expressed their gratitude to all of the members who have been so generous of their time and expertise, particularly during these challenging times. The Task Forces' reports and recommendations are posted on the PSB Website, and will be shared with all Principals. The district is setting up a Parent/Guardian Portal. School Committee members stressed the importance of family engagement and clear and consistent communication, and noted that the Expert Advisory Panel recommendations include some excellent suggestions and tools to help in this area.

In response to a question, Dr. Marini stated that his goal is to present on September 24, 2020, the timeline for returning additional grades to in-person learning. Members requested additional information on the following: the structure and minimum number of Remote "Plus" Time hours under the RemotePlus Model; clarification of the rationale for prioritizing the in-person return of Materials Fee students; an update on the status of Kindergarten Teacher/Paraprofessional hiring and the number of sections (Dr. Marini reported that Principals are being asked to consolidate classes and reassign staff,

where possible); and the educational plan for in-person students/staff who must be quarantined.

8. PROPOSED EXECUTIVE SESSION

By unanimous roll call vote at 10:45 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 11:20 PM, the School Committee reconvened in public session for the purpose of adjournment.

9. ADJOURNMENT

Ms. Federspiel adjourned the meeting at 11:20 PM.

Respectfully Submitted,

Robin E. Coyne, Executive Assistant
Brookline School Committee



Town of Brookline

Massachusetts

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Alison C. Steinfeld
Director

To: Brookline Select Board

From: Kara Brewton, Economic Development Director

Re: **Solar Panel Power Purchase Agreement: Letter of Intent & Associated Materials**

Date: August 5, 2020

Summary

In fall of 2019, Town Meeting voted to authorize the Select Board to enter into a 20-year Power Purchase Agreement (PPA) and related documents with Solect Energy, a solar power developer, which effectively permits the use of several municipal rooftops in exchange for a cheaper electricity supply price. Town staff¹ has negotiated the PPA contract and are now recommending the Select Board sign the PPA for the Ridley School, Runkle School, Brookline High School, and the Kिरrane Aquatics Center. As shown on the attached Tables, we² estimate a first year savings of approximately \$32,900.

In order to have a better chance of this PPA agreement including more favorable state financial incentives (and therefore a more favorable electricity supply rate for these properties), I am requesting the Select Board vote to:

Sign a Letter of Intent with Solect Energy Development LLC, related to installing and maintaining solar panels for up to 20 years at the following properties: Brookline High School (115 Greenough Street), Kिरrane Aquatics Center (46 and 60 Tappan Street), Florida Ruffin Ridley School (345 Harvard Street), and Runkle School (50 Druce Street).

¹ Negotiations with Solect included Kara Brewton, John Buchheit, and Dave Geanakakis. Charlie Simmons was also a lead in shaping the PPA, gathering information and plans, and coordinating site details with Solect. The Renewable Energy working team also provided staff technical advice, which significantly improved the technical terms of the PPA contract in the Town's favor; this group primarily included Scott Englander, Willy Osborn, Blake Cady, David Leschier, and David Lowe.

² Comments, edits, financial discussions, and the Payment In Lieu of Taxes (PILOT) included Dave Geanakakis, Gary McCabe, Jeana Franconi, Justin Casanova-Davis, Melissa Goff, Dan Bennett, and Matt Gillis. Site analysis, securing grant funds, and utilizing third-party consultant technical review by Lara Curtis-Hayes and Maria Morelli.

This Letter of Intent (LOI) would not lock us into any agreement, but does formalize the Town's intent to enter into an agreement with Solect at the fixed electricity PPA rates indicated in the attached Table 1.

I am working with the Town Administrator's Office to schedule a Select Board public hearing on September 8th, hopefully followed by a formal vote to enter into a Power Purchase Agreement and related documents including a License and PILOT Agreement for these four sites. For your early review, attached is a final PPA and License agreement; please email me at kbrewton@brooklinema.gov with any questions **by August 19th**. The Planning & Community Development Department will mail notices for this Select Board hearing to abutters within 300' of each property ahead of time for this public hearing, similar to our practice with past solar panel proposals. We will also post plans and specifications about the proposed installations by August 21st at <https://www.brooklinema.gov/1467>.

Considerations, Risks & Alternatives

Greening the Region; not the Town

Power Purchase Agreements are a common method for Massachusetts municipalities to create regional, renewable solar energy. The solar power developer is responsible for the engineering and other related soft costs, permitting, acquisition and installation of all the equipment, incentive management, maintenance, and reporting of data. The municipality provides a license or lease to the developer for the solar panels to be installed and in exchange purchases the energy supply that the solar panels generate at a lower cost from the developer. The developer sells the Renewable Energy Credits (RECs) for the installation to the general market.

Installation of these solar panels does not equate to the Town's electricity consumption becoming greener unless we also decide to purchase additional RECs equivalent to the energy supply we are purchasing from Solect. As shown on Table 2 (attached), the additional cost of purchasing these RECs is still well below the anticipated savings. As noted in the footnote of Table 2, REC prices have increased significantly in the last year as anticipated large renewable energy projects (especially wind projects) have been delayed in the region.

Whether or not the Town decides to purchase the additional RECs, the PPA solar installations will add renewable electricity to the regional grid.

Electricity is a Commodity

The near term and long term predictions of the energy supply market, renewable credit market, and associated incentives and regulations are unknown. Hopefully an extreme example, the impacts of COVID-19 in 2020 resulted in a drastic reduction of residential energy prices from January to July. Our energy broker for our aggregation program (Good Energy), and consultant for municipal energy purchasing (Bay State) both anticipate those energy prices will increase again this coming January.

Pre-COVID, many energy consultants included assumptions in financial forecasts increasing somewhere between 1 and 3% per year. If that continues to be true over the next 20 years, the Town's savings will effectively increase every year as our PPA energy supply rate remains fixed. However, there is a risk that the energy supply price we are able to get on the market (usually for a couple years at a time) may dive

below this fixed rate at some point in the future (see Table 3). This risk is attenuated by the following factors:

- The PPA contract explicitly allows the Town to leave the contract after 7 years, and periodically after that time.
- Both parties also have the ability to renegotiate the contract with each other at any time.
- The energy being purchased under the PPA contract is a small fraction of the Town's overall energy use.

Alternatives

Alternatives to entering into a PPA with Solect include direct ownership, not installing solar panels, and finding other ways to generate renewable energy. Our third-party reviewer for this project, CADMUS, has consistently estimated that the long-term financial savings would be greater to the Town by entering into a PPA in lieu of developing and maintaining our own solar panels. Additionally, installing solar panels on our own would require up front capital costs currently not identified. In this scenario we would be responsible for all maintenance and repair for these sites, which would add financial and operational uncertainty to the Town.

The Town could decide to not install solar panels at all, in which case we would not be utilizing the "rooftop real estate" we have to help the region grow its renewable electricity supply. Finally, we could instead of signing a PPA now, wait and see if other renewable energy creation becomes more viable (e.g., solar canopies over municipal parking lots, wind generation, etc.) Following more than 10 years of study and analysis, installing solar panels through a PPA for these four sites remains the most feasible and cost effective for the Town.

Introduction to PPA Negotiated Contract Terms

To date, we have negotiated terms that give the Town more control prior to project installation and align the contract with Brookline's policies and practices such as insurance requirements and screening/fingerprinting contractors that enter school properties. We have also added more flexibility in the amount of time the Town has to respond when there's an issue with the solar panels. Overall, we have significantly reduced our exposure to risk. Additional specifications that we have added to protect the Town's interests include:

1. During construction:
 - a. Solect's roof contractors must be certified with our roofing materials manufacturer.
 - b. The Building Department is able to approve any proposed modification of the project.
 - c. Further protections for the Town if hazardous materials are encountered during roof installation or accident during construction.
2. Provisions during operations:
 - a. Solect reporting of data to the Town will include access to historical production data, at least at a daily frequency.
 - b. The Town may seek validation from Power Options about any increased net costs due to a change of law that increases the Providers net prior to PPA price change.
 - c. Limiting the cost exposure that would be passed to the Town regarding potential future shadow impacts on the solar panels to a 50% increase of the PPA rate any single site (given this siting and adjacent conditions, shadow impacts are highly unlikely to occur, but those risks are tabulated in the last column of Table 1 attached).

3. Provisions related to the Town's options to purchase the system:
 - a. Solect will train Town staff to use and operate the system and be available for questions 90 days after we purchase either by early purchase option or at the end of the term.
 - b. Further definition of using a third party appraiser to determine the fair market value and flexibility of time on behalf of the Town to execute on purchasing the equipment at the end of the term.
4. Provisions related to the end of the system's useful life and/or end of contract term:
 - a. Decommissioning assurance funding two years prior to the end of the contract so that we know there's funding to safely remove the equipment in case Solect does not adequately do so.
 - b. More defined timetable of when they have to remove equipment when the project ends.
 - c. Changed the official end date of agreement as there were many provisions that are after the 20-year term is over that we still want to be in effect by a binding agreement.
 - d. Removed the requirement waiving our right to a trial by jury.

Office of Teaching and Learning

School Committee 9/10/20

Office of Teaching and Learning Update

- 2020-2021 Core Academic Curriculum
- Grading
- Attendance

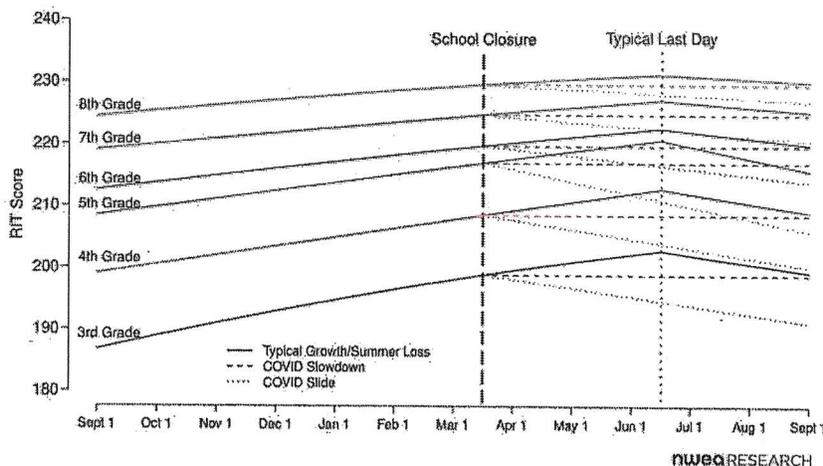
2020-2021 Core Academic Curriculum

Considerations:

- Research on COVID's impact on students
- Current Brookline curriculum
- DESE guidance
- Learning model

Northwest Evaluation Association (NWEA)

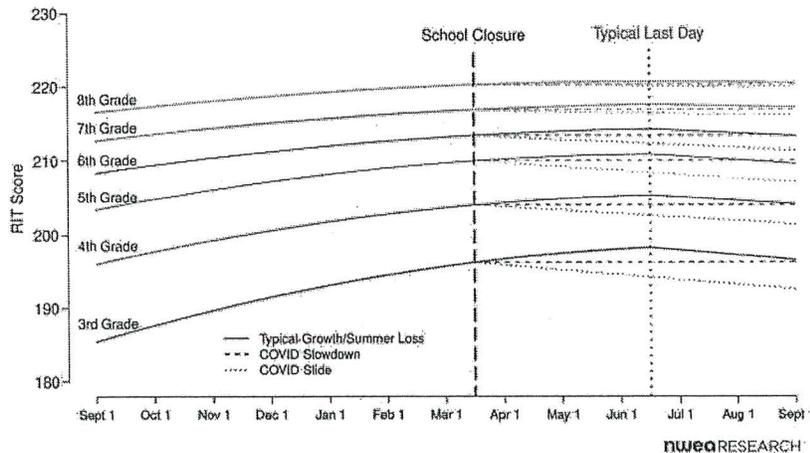
Figure 1. Mathematics forecast



Math research indicates students will return in the fall having retained only 50% of the previous year content.

Northwest Evaluation Association (NWEA)

Figure 2. Reading forecast



ELA research indicates students will return in the fall having retained only 70% of the previous year content.

Guiding Principles– Guaranteed Curriculum

“If the ultimate goal of a learning-focused school is to ensure that every student ends each year having acquired the essential skills, knowledge, and behaviors required for success at the next grade level, then all students must have access to grade-level essential curriculum as part of their core instruction.”

(Rick DuFour)

All Academic Programs Begin with the a Set of Frameworks

MATHEMATICS

Grades Pre-Kindergarten to 12

*Massachusetts
Curriculum
Framework –
2017*

Determining the Focus Standards

- Selected subset of the total list of the grade-specific and course-specific standards
- Students must know and be able to do by the end of each school year
- Represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course

(Ainsworth, 2013, p. xv)

Determining the Focus Standards

- Endurance - lasting beyond one grade or course; concepts and skills needed in life.
- Leverage - crossover application within the content area and to other content areas; i.e., interdisciplinary connections.
- Readiness for the next level of learning - prerequisite concepts and skills students need to enter a new grade level or course of study.

Grade 3 Math Example: September–December

Grade 3 Math - Investigations

Grade 3 Math will utilize *Investigations* as its core program. *Investigations* has as its guiding principles that students have mathematical ideas, teachers are engaged in ongoing learning about student learning, and teachers make decisions based on their observations of student learning. The three pillars of *Investigations* are the routines, the classroom discourse, and the games.

Unit 1: Multiplication and Division

Big Idea: In this unit, students focus on understanding the meaning of multiplication and division. Students will:

- Work with an array/area model of multiplication and learn the multiplication facts.
- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division based on their inverse relationship.
- Multiply and divide within 100.

Priority Math Practices:

- Make sense of problems and persevere in solving them
- Look for and express regularity in repeated reasoning

Unit 2: Modeling with Data

Big Idea: In this unit, students will describe, summarize, and compare data. Students will:

- Represent and interpret data.
- Generate measurement data.

Priority Math Practices:

- Model with mathematics
- Use appropriate tools strategically

Grade 3 Science Example: September–December

Science Practices: All year students will continue to engage in using the practices of science to develop their science understanding. In particular they will

- Develop and use models to predict and explain grade level content.
- Conduct investigations to collect, analyze and interpret data and evidence.
- Engage in argument through evidence by making claims based on observations or other evidence

Time Frame	Units and Big Ideas
Sept	<i>What does it mean to be a scientist and student in a hybrid/remote learning environment?</i> <ul style="list-style-type: none">• Building Community and connection• Explicitly teaching students skills and use of remote learning tools• Introducing practices and nature of science
Oct.-Dec.	<i>How do Animals Survive in Different Places?</i> <ul style="list-style-type: none">• There are many different kinds of environments (habitats or biomes) around the world that support a wide diversity of living things.• Animals have structures and behaviors that are different based on where they live and how they survive in their environment. We call these adaptations• Living things in an environment depend on each other to survive.

Tools for Assessing Student Needs

- SEL Universal Screener
 - Will help connect multiple factors for students
- Curriculum embedded assessments
- Running records
- In the moment assessments
- Attendance and engagement

These tools will be used to determine student progress towards learning in addition to needs for intervention.

Feedback and Grading K-12

All students in K-12 will receive regular feedback from teachers

- Grades
- Written comments
- Conferencing

Grades K-5

Progress report 2x's per year

- Progress is reported by standard and skill

Grades 6-12

Progress reports 4x's per year

- Report cards 4x's per year
- Progress is reported by letter grade

Attendance

- Staff will be required to take daily attendance at all grade levels for all students
- Required by the MA Department of Education
- New requirement: Attendance markers beyond present/absent will need to be included:
 - Examples: Present/Remote, Present/Hybrid, Absent/In-Person
- Completed through Aspen (student information system)

General (Interim) Policy on COVID-Related Issues

The School Committee takes note of the COVID-19 emergency, the resulting disruption of the traditional school day and year, the growing concerns of students, families and the community, and the growing number of issues that will affect public education.

Therefore, the School Committee establishes this general interim policy on COVID-Related Issues to:

- promote the safety of students, faculty, and the broader community,
- maintain to the extent possible the high and efficient level of educational services,
- ensure support for students in general education and special education, as well as those at social and economic risk,
- comply with the emergency orders of the governor and adhere to the guidance of the Department of Elementary and Secondary Education (DESE) and other agencies of state and federal government, and
- expedite safe strategies for returning students to school.

The School Committee will vote on the final plan submitted to DESE which will outline its strategy for returning students to school and will, in collaboration with the superintendent, make such modifications to the “back to school plan,” and district policy, and when necessary will vote on authorizing the superintendent to suspend, revise or create protocols to facilitate the safe return to school.

The superintendent will designate the appropriate staff members to oversee the safe administration of COVID-related policies during the period of the pandemic emergency and shall make such recommendations to the School Committee as needed.

The School Committee will authorize the superintendent to act expeditiously in executing the “back to school” plan in accordance with current law and regulations and will, where noted, vote when necessary on authorizing the superintendent to suspend, revise, or recommend policies, rules and protocols as needed to serve the best interests and safety of students, their families, and the community.

The “back to school” plan shall constitute the policy of the PSB during the pandemic emergency, and the superintendent shall exercise the authority provided in law to carry out the plan as needed.

- General district goals affected by the pandemic.

The superintendent, subject to a vote by the School Committee, may suspend or modify individual district policies to address the COVID-19 emergency as declared by the governor. Such suspension of policy shall expire by a subsequent vote of the School Committee.

The goal of emergency pandemic policies shall be to:

- ensure the safety and health of students, faculty, staff, and all persons who may come in contact with them;

- provide the most effective educational services as possible to students under the circumstances;
- authorize changes to operating protocols as needed to open and operate schools effectively from various venues or platforms;
- conduct the policies and operational functions of the PSB as efficiently as possible;
- allow the superintendent and staff to act quickly to carry out a “back to school” plan and,
- facilitate the re-establishment of a safe and productive school day and year.

- Student assignment to schools

Subject to guidance from the Department of Elementary and Secondary Education and a vote by the School Committee, the superintendent may suspend or revise the assignment of students to schools, including the assignment of new students for such a period as the emergency declaration is in force.

- Subject to guidance from the Department of Elementary and Secondary Education (DESE), and provisions of collective bargaining agreements, the superintendent may suspend or revise the school calendar upon a vote by the School Committee.

- Class size

In order to maintain healthy, safe, and effective classrooms, the superintendent may suspend district policy on class size, subject to a vote by the School Committee and relevant provisions of the collective bargaining agreements.

- Attendance

Subject to operative law and a vote by the School Committee, the superintendent may suspend, modify or adapt procedures related to student attendance. .

- Time on learning

Subject to operative law, regulations, guidance from the Department of Elementary and Secondary Education (DESE), a vote by the School Committee and relevant provisions of collective bargaining agreements, the superintendent may suspend or amend requirements for time on learning for the duration of the COVID pandemic.

- Grading and retention

In accordance with guidance from the Department of Elementary and Secondary Education (DESE), the superintendent may propose, subject to a vote by the School

Committee, modifications to the policy of the district for grading and retention of students.

- Local graduation requirements

In accordance with guidance from the Department of Elementary and Secondary Education (DESE), modifications to current regulation or law, and a vote by the School Committee, the superintendent may propose modifications to the policy of the district regarding graduation requirements.

- Special education

The superintendent and School Committee shall be mindful that attainment of a high school diploma may render certain students ineligible for further services.

- Discipline and Suspension/Expulsion

The “back to school” plan recommended by the superintendent, subject to a vote by the School Committee, shall contain protocols for serving all students who are disciplined or suspended during the pandemic emergency.

- Exemptions for particular groups of students (i.e., use of masks for youngest children, high risk students)

The superintendent shall provide protocols to principals and educators regarding students who may require special exemptions from health and safety standards during the pandemic emergency.

- Job descriptions

The superintendent may revise job descriptions for district staff, subject to a vote by the School Committee and relevant provisions of current collective bargaining agreements, in order to secure the safety and health of students and staff, establish effective communications between school and community, maintain facilities, transport students as needed, provide food services, and acquire necessary materials to operate schools safely and securely during the pandemic. The superintendent will inform the School Committee of any proposed changes. Any changes to job descriptions shall expire upon a vote by the School Committee.

- Students at Risk

During the COVID pandemic, the superintendent or principal of a school may revise or suspend provisions of policy to facilitate the education of students at risk or with special needs consistent with law and regulation, subject to a vote by the School Committee.

- Privacy of Students.

During the pandemic, the rights to privacy held by students and their families shall not be abridged by the PSB. Such rights extend to the confidentiality of student academic records, health data, economic status, and other such information as may be considered confidential by law.

Massachusetts law prohibits the recording of individuals without their permission. Similarly, students may not be recorded in classrooms by audio, visual, or remote means without the permission of parents or, if of age, by individual students. During periods of remote learning, the privacy of students participating in on-line classes shall not be violated by recording them without appropriate permissions.

- Pivoting back to remote learning, or back to in-school instruction

The superintendent shall incorporate into the “back to school” plan protocols for modifying these plans including addressing the needs of students who may require reversion from in-school to remote learning modalities because of the pandemic emergency.

- Home schooling (temporary), home-bound instruction (e.g., students with physical disabilities) and remote instruction for students in quarantine

The “back to school” plan shall provide for students who are temporarily homebound due to illness, quarantine, or disability.

- Public Safety Officers, including the school resource officer

Subject to current law or regulation, the superintendent shall report to the School Committee any changes in status of the school resource officer(s).

- Eligibility for participation in extra-curricular activities, including sports

Subject to law, regulation and standards established by the appropriate and legitimate regulatory body, the superintendent may propose changes to district protocols for participation in extracurricular activities including sports subject to the rules established by the Massachusetts Interscholastic Athletic Association, and by a vote of the School Committee.

- Attendance vs. participation in events

Subject to law, regulation or emergency declaration, the superintendent may propose protocols or modifications or suspensions of district policies regarding attendance by students or the public in school events including, but not limited to assemblies, sports events, large gatherings, or other programs.

- Visitors in schools and buildings

Subject to current emergency declarations and a vote by the School Committee, the superintendent may propose suspension or modification to district policies regarding visitors to school buildings during the school day and after school hours.

- Illness and contact tracing

Subject to the provisions of the "back to school" plan, the superintendent shall establish protocols for tracking student contacts as a means of locating others from whom students may contract or expose other persons to COVID-19, and for notifying others who may have come into contact with a person testing positive. Such protocols will be consistent with law and regulation and be consistent with standards to protect the privacy of students, their families, and other persons.

- Transportation and busing

Subject to current law and regulation, the superintendent may suspend or modify policies related to the transportation of students by the school district, subject to a vote by the School Committee. Legal requirements relating to IEP's that contain transportation for students shall not be altered without the appropriate family consent. These modifications shall be consistent with the district "back to school" plan.

- Operations and plant maintenance

Subject to the provisions of law, regulation, a vote by the School Committee and relevant collective bargaining agreements, the superintendent may suspend or amend current policy to ensure the efficient operation of business functions and maintenance of school buildings and other such offices as the district maintains.

REMOTE LEARNING

In the event of a district-specific emergency requiring the use of remote learning, the superintendent of schools may declare such emergency and shall, as soon as possible, obtain the approval of the School Committee. The remote learning plan below will be applicable in cases of disease, weather emergencies, destruction or damage to schools rendering them inaccessible, or other extraordinary circumstances, including emergencies declared by government officials, the School Committee, or the superintendent.

When it becomes necessary for the PSB to provide support to students who are unable to attend classes or access appropriate services due to an extended closure, the superintendent shall establish a plan and procedures to ensure that such services are provided. The provision of educational services may include the use of technology and devices, and strategies designed to support student learning away from the school building.

The remote learning plan will, to the extent possible:

- Ensure the safety of all students and faculty in coordination with appropriate local and state departments and agencies;
- Provide support for student social and emotional wellbeing and address the implications of trauma experienced by students or faculty as a result of the emergency;
- Identify goals and strategies for maintaining standards of student achievement and school improvement plans;
- Ensure instruction and services are delivered by district educators and personnel as much as practicable;
- Utilize the most effective tools and resources available to deliver content for students and faculty, including the skills and talents of district personnel, in the delivery of instruction and services while sharing resources as needed;
- Provide resources and services to meet the needs and circumstances of all students;
- Identify remedial strategies necessary after the emergency to advance student achievement (i.e. after-school, extended day, summer school, and contingency scheduling to cancel vacations.);
- Gather information both during and after the period of emergency regarding the most effective means of remote learning curricula to implement, as appropriate.

In developing a remote learning plan, the superintendent will:

- Identify and prepare effective means for communicating with faculty, students, parents and community stakeholders.
- Collaborate with municipal agencies that support the schools and community.
- Consult with the School Committee to identify any extraordinary actions necessary or authority required to administer emergency and remote learning plans. This includes any changes to district policies on the school calendar, grading, promotions and retentions, local graduation requirements, testing, and standards and accountability.
- Consult with administrators and principals to ensure the continuing education of students at all levels, including:
 - use of the most appropriate resources, tools and strategies to deliver the curricula given local circumstances and conditions;
 - ensure access to appropriate content for all students;

- specific accommodations for students at high risk, including special education students, students with disabilities, English language learners, students at economic disadvantage, homeless students, students in foster care and students of military families.
- Utilize available technological resources suitable for serving students at all levels. This inventory will be prepared to the extent possible in anticipation of an emergency.
- Ensure the privacy rights of students, faculty and families are protected, including assessing the security of district technology.
- Consult with bargaining units to determine if modifications to collective bargaining agreements need to be established for the period of the emergency.
- Identify the financial implications of the emergency plan and recommend transfer of funds as may be necessary.

DRAFT

FACE COVERINGS

The Public Schools of Brookline (PSB) are committed to providing a safe environment as schools reopen during the COVID-19 pandemic. According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is to wear face masks or face coverings. Therefore, in accordance with guidance from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until further notice.

A face covering that completely covers the nose and mouth must be worn by all individuals in school buildings, on school grounds, on school transportation, and at school-sponsored activities even when social distancing is observed. Masks must fit snugly against the sides of the face, secured with ties or ear loops. Gaiters, balaclavas, bandanas, and coverings with valves are prohibited.

Individuals may be excused from this requirement for the following list of reasons, per CDC guidance:

The individual:

- has trouble breathing;
- is unconscious;
- is incapacitated;

In addition, masks or face coverings will not be required for anyone who has a medical, behavioral or other challenge making it unsafe to wear a face mask or face covering. Face shields or physical barriers may provide an alternative to masks as an exemption in some instances, subject to the approval process outlined below.

A written note from a physician is required prior to approval of a requested exemption. In the event that a written note from a physician cannot initially be obtained due to hardship with timely access to a doctor, a written note from an NP or RN may be accepted on an interim basis, subject to the discretion of the school principal after consultation with the PSB Coordinator of School Health Services. Parents or guardians may not excuse their child from the face mask requirement by signing a waiver. Until an exemption waiver is approved, students must abide by the general terms of the PSB Face Coverings policy.

Additionally, face masks or face coverings will not be required when appropriate social distancing is enforced:

- while taking staggered mask breaks of less than 5 minutes under strict protocols to be laid out in detail by the superintendent in consultation with the PSB Coordinator of School Health Services;
- while eating or drinking;
- during certain outdoor activities in physical education classes and extracurricular activities.

A student's mask or face covering is to be provided by the student's family. Staff members are responsible for providing their own face coverings. However, the district will supply disposable face coverings for individuals who arrive at a building, or board school transportation without one.

If students are in violation of this policy, they will be sent home while the building principal consults with the parent/guardians to determine whether an exception is appropriate. If an exception is not appropriate the students may be removed from the school building for in-person learning until such time as they can comply with the requirement or the requirement is lifted.

Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy.

Visitors in violation of this policy will be denied entry to the school/district facility.

This policy will remain in place until rescinded by the School Committee.

DRAFT