

2020-2021 REOPENING PLAN

AUGUST 14, 2020

PUBLIC SCHOOLS of
BROOKLINE



PSB 2020-2021 Reopening Blueprint (8/14/20)

| | |
|--|-----------|
| Executive Summary | 3 |
| Letter from the Superintendent | 4 |
| Guiding Principles for Planning | 5 |
| Considerations | 6 |
| Planning Teams | 6 |
| Ad Hoc Task Force and Expert Advisory Panels | 7 |
| Massachusetts Department of Elementary and Secondary Education (DESE) Guidance | 7 |
| Community Feedback | 8 |
| Additional Considerations | 8 |
| School Buildings | 8 |
| Reopening Model | 9 |
| Full In-Person Model | 10 |
| The Hybrid Model | 11 |
| Sample Hybrid Details | 11 |
| The Remote Learning Model | 12 |
| Curriculum | 15 |
| Feedback, Grading, and Assessments | 15 |
| Student Report Cards | 16 |
| Procedures for Student Participation and Attendance | 16 |
| Extended Day/Out of School Time Plan | 16 |
| English Language Education (ELE) Supports | 17 |
| METCO Supports | 17 |
| Economically Disadvantaged and Low Income Supports | 18 |
| Special Education | 18 |
| Determining Most Vulnerable | 19 |
| Student, Staff, and Family Supports | 20 |
| Social-Emotional Supports | 20 |
| Professional Development | 21 |
| Communications | 21 |
| Technology | 22 |
| Device and Internet Access | 22 |
| Learning Management Systems | 22 |
| Student Data Privacy | 23 |
| Health and Safety Procedures | 23 |
| Mitigation Practices | 24 |
| Personal Protective Equipment (PPE), Face Masks, or Cloth Face Coverings | 24 |

| | |
|---|--------------------|
| Hand Hygiene | 25 |
| Hand Washing Instructions | 25 |
| Cleaning with Hand Sanitizer | 26 |
| Illness Management | 26 |
| Illness of Students/Staff During the School Day | 26 |
| School-Specific Procedures (In-Person Learning) | 26 |
| School Meetings and Events | 27 |
| Cleaning and Disinfection | 27 |
| Stop and Start Procedures | 28 |
| Preparing to Respond to COVID-19 Scenarios | 29 |
| Close Contacts | 30 |
| Transportation | 31 |
| Conclusion | 31 |
| RemotePlus: | 32 |
| Preparation Phase: August - September 15 | 33 |
| Phase 1* | 34 |
| Phase 2* | 35 |
| Appendix A: Expert Advisory Panel #4 (Public Health, Safety, and Operations) Statement on Indoor Space Ventilation | 35 |
| Appendix B: Reopening Information for Families | 38 |
| Appendix C: Reopening Information for Staff | 41 |

Executive Summary

The Brookline School Committee has unanimously voted to approve the RemotePlus Reopening Plan. This plan was initially presented by district leaders at the School Committee Meetings on Monday, August 10, and updated on Thursday, August 12.

The RemotePlus Plan, which the Public Schools of Brookline (PSB) will submit to the Massachusetts Department of Education and Secondary Education (DESE) on Friday, August 14, calls for a phased reopening of schools. This model allows PSB the time it needs to modify its facilities and protocols to meet the health and safety standards recommended by local and state departments. PSB will gradually bring students and staff back to school once it is safe and beneficial to do so.

Under the RemotePlus Plan, PSB students in grades 1 through 12 will begin with a fully remote start for the 2020-21 school year. PSB students in PreK (Brookline Early Education Program) and Kindergarten, along with the district's most vulnerable students, will begin the year fully in-person. PSB will identify students as most vulnerable in collaboration with department leaders, school leaders, school staff, and families. While learning remotely, PSB has committed to offering scheduled in-person and outdoor opportunities for students to develop socio-emotional supports and community building.

Faculty and staff will return to work Tuesday, September 1, for protocol training, professional development, and remote learning support. Student learning will officially begin on Wednesday, September 16.

Families whose child(ren) cannot return to school buildings for health and safety reasons will have the option to enroll in the district's Remote Learning Academy. Students enrolled in the academy will access their school experience and learning remotely full-time from home. PSB will provide families during the week of August 17 with more information concerning the Remote Learning Academy, including an "opt-in" form. PSB school-based staff will also receive more information on the Remote Learning Academy the week of August 17 and will have the opportunity to indicate their preference to teach in this academy instead of their home school.

PSB will continue to develop specific dates for each phase of transition into school buildings as it receives more information from the Operations Department, Expert Panels, and local and state departments. [An outline of these phases](#), along with [Interim Superintendent Jim Marini's recommendation to the School Committee](#), can be found on the [PSB reopening website](#). Further details on school safety and operations and teaching and learning approaches, will be provided in the coming weeks as each school building adapts this plan in more detail to accommodate their specific needs.

The district has a dedicated 2020-21 Reopening webpage with the latest approved plan available for review. The page also has recordings from previous School Committee meetings and all materials and presentations PSB has developed for reopening. Families, staff, and community members are encouraged to visit the page to learn more: www.brookline.k12.ma.us/reopen

Letter from the Superintendent

Dear PSB Parents, Guardians, and Staff,

On Wednesday, August 12, the planning team and I made our final recommendation on the reopening of schools for Fall 2020 to the School Committee. After weeks of research, feedback, and review with numerous stakeholders and constituents, I am recommending a RemotePlus plan that includes a full remote start to the school year except for BEEP, Kindergarten, and PSB's most vulnerable students.

We recognize that schools play a vital role in childhood development, and there is no replacement for the collaboration, high-quality teaching, and community that stems from having students spend time in classrooms with their peers and teachers. However, even with low rates of the COVID-19 virus affecting Brookline residents, it is clear from the recommendations of Expert Advisory Panel #4 and the Healthy Buildings Team based at the Harvard T.H. Chan School of Public Health led by Dr. Joseph Allen, that we should not bring students and staff back into classrooms without enhancement of indoor ventilation systems.

Beginning the school year in a mostly remote model has never been our first choice. However, it is the only choice independent of changes to community spread, procurement delays, and other factors that might inhibit students and staff from safely entering the building. The remote model will also allow PSB the time it needs to modify our facilities so that it meets enhanced health and safety standards recommended by Dr. Allen and the Expert Advisory Panel #4.

The PSB Operations Department has already begun to inventory classrooms, purchase appropriate portable air cleaners with HEPA filters, and are prepared to have all BEEP, Kindergarten, and classes that will serve our most vulnerable students ready by September 16, 2020. Classrooms for our youngest grade levels will be prioritized and PSB will bring grade levels back to in-person learning on a rolling basis when ventilation targets have been met. PSB Leadership commits to reporting out on progress towards these metrics at each standing School Committee meeting from August 12, 2020, until further notice.

Please note that students and staff who do not wish to return to in-person learning will have the option to remain completely remote through the Remote Learning Academy. Information on how they can participate in this program will be sent on the week of August 17.

As a community, we have worked tirelessly to create a reopening model that minimizes COVID-19 transmission risk in whatever way we can. I recognize that every family and staff member's circumstances are different, and no plan will ultimately satisfy everyone. Still, I genuinely believe meeting the clean air ventilation targets in classrooms while phasing our students into buildings is necessary to mitigate risk. The RemotePlus plan allows for PSB to open schools and for our students and staff to return to in-person learning when it is safe and beneficial to do so. In the meantime, we will remain vigilant in keeping our community healthy and working closely with our PSB staff, expert panels, and local and state departments.

Sincerely,

Dr. V. James Marini
Interim Superintendent

Guiding Principles for Planning

In the initial stages of the reopening planning process, we identified the following guiding principles that would drive our decision-making and the key features we have incorporated into our final plan.

- 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 to school in-person as classrooms and buildings are certified to allow for a safe learning environment.
- Prioritize the youngest and most vulnerable learners first.
- Simplify choices that students and families need to make.
- Put social emotional wellness at the foundation of student success.

These principles have shaped every aspect of our planning process, including the remote learning, hybrid, and in-person models of learning that we will use throughout the beginning of the 2020-21 school year.

Considerations

1. **We continue to operate during a devastating, historic pandemic health crisis.** Physical safety and social-emotional health is paramount. Our children, families, staff, and resident community members alike are experiencing this crisis very differently, and our more vulnerable community members are bearing the disproportionate brunt and negative impacts of this crisis: health impacts, parents who must work, food or financial insecurity, and the list goes on.
2. **Our most vulnerable students face the very real possibility of substantial educational losses** if we do not teach and support them in ways that allow them to engage and learn. Our more advantaged community members are likely to continue to have significant enrichment and advancement opportunities provided by their families. Inequities and disparities will increase if our public schools do not engage all learners in meaningful learning and provide the additional support to students who need them to enable that learning..
3. **Given the current climate, it is impossible to replicate the classroom experience and relationships that our educators can build and support, even if we fully return to our buildings; we are building new ways to connect.** Our educators and students alike are stretching and exploring new ways of engaging, connecting and growing with and for our students. As a corollary, “remote learning” does not mean “unlimited screen time”—we are and must continue to provide a variety of learning opportunities for children.
4. **Children at different ages have very different needs.** We will experience differences across grade spans with respect to remote engagement and the balance of academic to social-emotional and other supports. Except in the earlier grade bands, we cannot expect parents to be primary providers of content.
5. **For children with special needs, differentiated support is even more critical.** Students on IEPs or who are English learners, for example, require additional support and services that may need to be delivered online in Brookline. We are committed to working with our educators, specialists, parents, and educators in other districts to work to figure this out together.
6. **Operational and budget challenges are real,** and as a public education system, we must be mindful of what is realistic as we imagine and plan any new efforts.

Planning Teams

Planning for reopening began on June 14, 2020 when then-Interim Superintendent Ben Lummis announced the formation of three planning teams for the 2020-2021 school year. The planning teams have focused on three major areas: Academics, Health & Safety, and Operations. Central office staff, school principals, special education and student services leaders, guidance counselors, nurses, and psychologists are also represented and participated on each team. Our planning efforts have continued to take into account the challenges and successes from the last three months. This plan was created with input from the school staff, department staff,

the Brookline Educators Union, family and community feedback, the PSB School Committee, and data from our family and staff surveys administered in May and July 2020.

Ad Hoc Task Force and Expert Advisory Panels

On May 20, 2020, the Brookline School Committee issued a call for experts to support the development of PreK-12 Remote Learning plans for the 2020-2021 school year in response to the COVID-19 emergency. Volunteer Experts serve on Advisory Panels in four areas: educational excellence with equity; whole-child supports and development; educator capacity-building and supports; and public health and operations.

The goals of the Expert Advisory Panels are to identify and share best practices and emerging innovations with PSB leaders, staff, and the community; to clarify, apply, and expand upon state and federal guidelines as they are issued; to work with the PSB school community and leadership to share guidance and insights; and generally to ensure that the PSB's response to the COVID-19 pandemic is drawing on the best resources that our community has to offer.

The expert panels are:

- Panel 1: Educational Excellence and Equity
- Panel 2: Support to Address the Whole Child Experience
- Panel 3: Remote Learning Capacity Building
- Panel 4: Public Health, Safety, and Logistics

We wish to extend our thanks and deep appreciation for these Brookline community members and their dedication to helping our children and families, teachers, staff, and administrators with their best thinking on each of these critically important areas for meaningful and safe learning for all students.

Names of panel members, dates, and notes from meetings can be found on the [PSB Website](#).

Massachusetts Department of Elementary and Secondary Education (DESE) Guidance

On June 25, the Massachusetts Department of Elementary and Secondary Education (DESE) shared with all districts initial guidance for reopening.¹ This guidance recommends that all schools plan to return as many students as possible to in-person settings for September. They also recommend implementing several safety regulations to facilitate this return, including facial coverings for students and staff, maintaining physical distance while in school, and developing student cohorts within schools to minimize exposure to COVID-19. Since then, PSB has used this document, along with other memos and guidelines to develop our reopening blueprint. All guidance released by DESE can be found on the [PSB Website](#).

¹ ["Initial Fall School Reopening Guidance."](#) Massachusetts Department of Elementary and Secondary Education. Published June 25,, 2020.

Community Feedback

Family and staff feedback has informed our decisions and helped us to better understand the many unique perspectives and challenges PSB faces in this unprecedented crisis. As we continue to prepare for the fall, we have engaged (and will continue to engage) staff, families, students, and community members through surveys and other tools and methods to gather their input and feedback.

A reopening plan survey and description of the three learning models prepared by our district, was sent to staff members on July 14, 2020. PSB families received a similar survey a day later on July 15, 2020. This survey was also sent to all new and incoming families that have completed registration for the 2020-2021 school year. Over 7000 total responses were collected upon the survey closing on July 22 (staff) and July 23 (families). The response rate was 77% for families and 74% for staff. The results indicated:

- 16% of families prefer a remote learning model; 41% of staff prefer a remote learning model
- 39% of families prefer a hybrid learning model; 40% of staff prefer a hybrid learning model
- 39% of families feel “extremely comfortable” or “quite comfortable” with returning to school; 15% of staff feel “extremely comfortable” or “quite comfortable” with returning to school
- 40% of families prefer a “Two-Day” hybrid model; 34% of staff prefer a “Two-Day” hybrid model

Additional Considerations

Beyond the experiences of and feedback from the entire Brookline community, PSB also considered information from many other sources and consulted experts across disciplines, as we developed plans for the upcoming school year.

- COVID-19 cases and trends
- Best practices from our nursing staff, Brookline Health Department, the state Department of Health, and the CDC
- Inventory of personal protective equipment (PPE)
- Assessment of facilities and spaces
- Enrollment and class sizes
- PSB curriculum and instruction
- Budgetary and fiscal constraints
- State and guidelines and requirements
- Examples of plans from other MA districts
- Needs of specific student populations
- Developmental needs of students
- Brookline Educators Union input
- Technology needs and capability

School Buildings

In recent years, Brookline has faced growing student enrollment in all of their public schools. Overcrowding is a particular challenge in some of our older buildings, three of which are in process or scheduled for upcoming renovations. When PSB pressure tested a reopening scenario with enrollment numbers from the 2019-2020 school year², it was clear that we could not fit our full student population in our classrooms or buildings with 6 feet of distance between students. In addition, during school walkthroughs with desks at 3 and 6 feet apart, the

² [“Enrollment Data, Brookline, 2019-2020.”](#) Massachusetts Department of Elementary and Secondary Education. Retrieved August 14, 2020.

consensus from the Superintendent, School Committee, members of Expert Panel 4, and the Brookline Health Department was that the reopening plan would have to move forward using 6 feet of social distance as our baseline.

Public Health experts and our community members also encouraged PSB to look at the operability of windows and quality of air ventilation in classrooms. During this inventory, the Operations Team worked with volunteer members of the public to open/shut windows in all of our school buildings and determined that, on average, 80% of windows were operable. The Operations Team also determined that only one of our school buildings is operating with an HVAC system with a filter of MERV-13 or higher.

The recommendations from Expert Advisory Panel 4, and the Harvard T.H.Chan School of Public Health's Healthy Buildings Team advised PSB enhance our ventilation systems through HVAC updates to MERV-13+ and/or install portable air cleaners with HEPA filters in our classrooms.³ PSB anticipates it will take until at least October to secure and install the appropriate amount of HEPA filters for all classrooms to meet the ventilation targets set by experts in our community. Once students are back in buildings, PSB schools will also use outdoor space to allow students and staff fresh air and mask breaks.

Reopening Model

As part of the initial reopening guidance⁴, DESE asked each school district to plan for three possible reopening scenarios:

- **In-Person Learning:** PSB would prioritize bringing as many students back into the buildings as possible while adhering to a comprehensive set of critical health and safety requirements.
- **Hybrid Model:** PSB would create a schedule in which approximately half of the school population would attend school in person. The other half of the school population attends school remotely.
- **Remote Learning:** PSB staff would be providing instruction and educational opportunities to students strictly from home.

Thinking through and developing these models provided PSB with the opportunity to finalize a recommended course of action and further clarify our capability to reopen safely. We have examined each model and determined the impact it will have on the PSB community should it be implemented. In summary, the district has decided to open the school year that incorporate two learning models and switch to three as health and safety measures allow:

1. Full in-person for PreK, Kindergarten and our most vulnerable students;
2. Full remote for students in grades 1-12;
 - a. Once ventilation metrics are met in grade level classrooms, PSB will bring students in grades 1-12 back to in-person learning in a hybrid model prioritizing the youngest grade levels first.
3. Students in grades K-12 who do not intend to return to any in-person learning for health and safety reasons will be given the opportunity to enroll in a District Remote Learning Academy.

³ DRAFT Memo from Panel #4 titled, *Panel Statement on Indoor Space Ventilation, August 12, 2020*

⁴ "[Initial Fall School Reopening Guidance](#)." Massachusetts Department of Elementary and Secondary Education. Published June 25,, 2020.

In preparation for the remote start with grades 1-12, PSB school leaders will work with their staff members to create scheduled and predictable outdoor in-person “meetups” to the extent possible and as conditions allow. These meetups will primarily focus on social-emotional wellness through community and relationship building that will help positively connect students with peers and teachers. When planning these meetups, school teams will pay special attention to health and safety requirements as well as the inclusion of student populations who either cannot physically get to the building or are reluctant to participate due to health and safety concerns. For this reason, schools will also continue to implement ways in which community and engagement can be built online. For students beginning the school year in-person, outdoor breaks will be scheduled throughout the school day as deemed appropriate by school leaders and staff.

| RemotePlus Learning Model: Initial Timeline | | | | |
|---|--------------|--|---------------|------------------------------------|
| <i>School hours, regardless of learning model, will consist of a full day similar to the 2019-20 school year</i> | | | | |
| <i>Preparation</i> | <i>9/1</i> | <i>Staff report to work to begin training and professional development</i> | | |
| | Date | In-Person | Hybrid | Remote |
| Phase 1 | 9/16** | - PreK - Kindergarten - Most vulnerable K-12 | N/A | All remaining Grades 1-12 students |
| Phase 2 | TBD, Ongoing | - PreK - Kindergarten - Most vulnerable K-12 | Grades 1-12* | Remote Learning Academy |
| <p><i>*Students in Grades 1-12 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.</i></p> <p><i>**Tentative start date</i></p> | | | | |

Details provided for all three of these learning models have been approved by the PSB School Committee but are subject to change pending negotiations with the Brookline Educators Union.

Full In-Person Model

After significant consultation with experts, feedback from our community, updated health and safety research, and recommendations from the Brookline Health Department, PSB has determined it will not open full in-person at the start of this school year. Given this decision, we have prioritized the full in-person learning model for students in PreK, Kindergarten, and those who are most vulnerable in grades 1-12. These students will start in school on September 16 and experience a full day of school five days a week with their peers. Time on learning requirements and curriculum and instruction expectations will be modified slightly for mask breaks, additional social-emotional learning, and outdoor experiences. PSB believes we can use extra spaces such as gymnasiums, cafeterias, libraries, maker-spaces, etc. for Kindergarten classrooms that might need to be split due to space constraints created by the 6 feet of distance requirement. Unfortunately, PSB will not be able to

accommodate more than these three student groups for full in-person learning unless we reduce the space required for social distancing.

The Hybrid Model

The Hybrid Learning model will provide students and staff in grades 1-12 with a combination of in-person and remote teaching and learning experiences. Once classrooms are equipped with enhanced ventilation systems, PSB will gradually bring students into this model beginning with our youngest students first. PSB recognizes that the hybrid model is the most complex to plan and implement. For this reason, and pending agreement between the PSB School Committee and the Brookline Educators Union, PSB has not completely finalized what the hybrid model will look like in practice at our school buildings and in our school community but believe students will:

- Receive high-quality, standards-aligned instructional materials that can be adapted to use for in-person, hybrid, and remote settings.
- Experience a coherent learning program with consistent curricula.
- Maintain school and community identity.
- Have teachers who continue to work collaboratively on content learning and social emotional supports.
- Obtain daily schedule supports with necessary learning structures
- Be able to adapt easily and quickly if needed due to school closure

Sample Hybrid Details

Students in grades 1-12 will be split into two groups where one group is learning in person while the other is learning remotely. For example, in Group 1, students would be learning in-person for a full day 3 days per week and learning at home for a full day 2 days per week. On week 2, Group 1 would be learning in-person for a full day 2 days per week and learning at home for a full day 3 days per week. In-person instruction would focus on the four core content areas: English Language Arts, Math, Science, and Social studies. Depending on the needs of the students, intervention services may also be provided.

On days where students in grades 1-12 are not in the school buildings, they would participate remotely in specialist classes (art, music, health, world language, and PE/health and wellness). Remote learning will involve synchronous and asynchronous structured learning time. In the remote setting, students will have opportunities to apply newly-learned concepts that were taught when they were in person through teacher driven assignments and project based learning. Students may also receive small group instruction, interventions, IEP services and/or English learner services remotely.

The Remote Learning Model

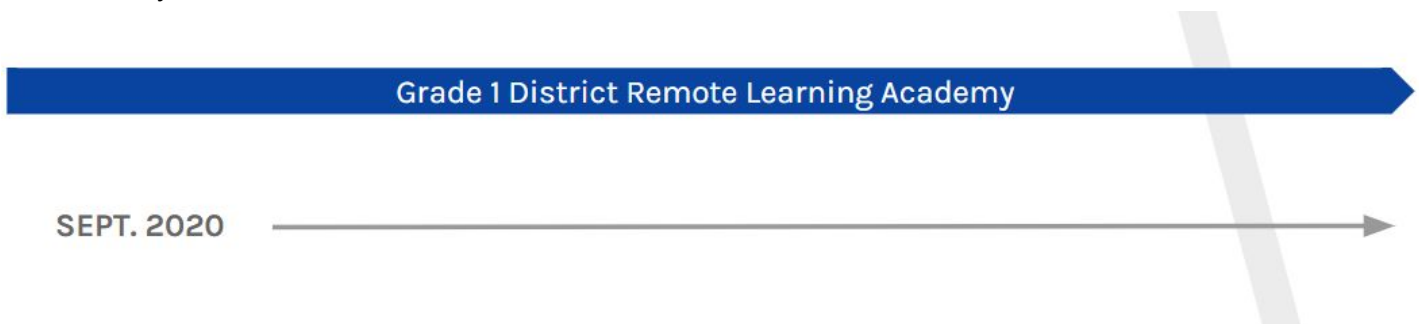
The PSB remote learning approach is most consistent with DESE’s Remote Learning Guidance options 1 and 2.⁵

Option 1: Operate a fully district-designed and District-run Remote Learning Program

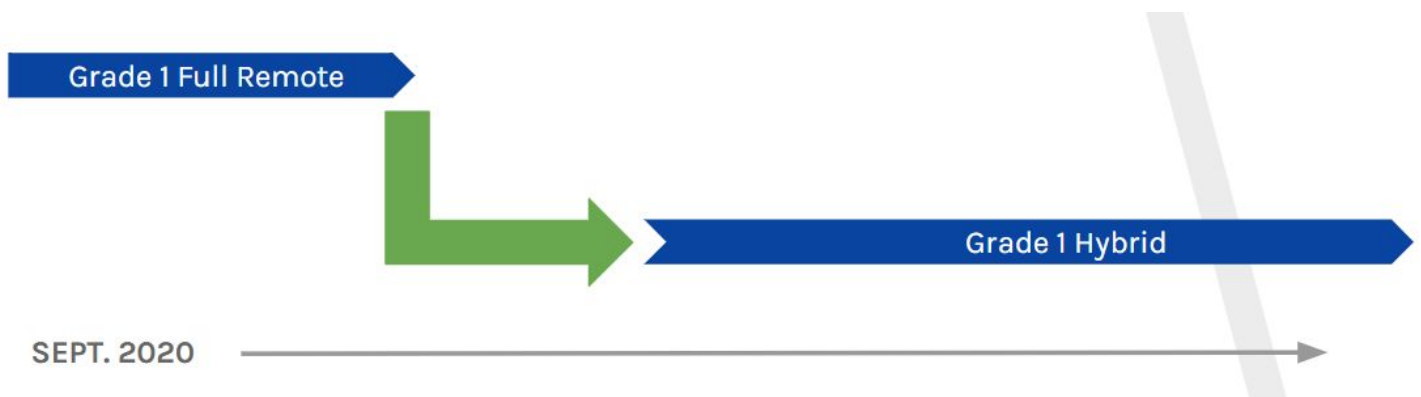
Option 2: Adopt and implement a high-quality curriculum that easily spans in-person and remote settings.

There are two avenues in which students can access a full remote learning program in Brookline.

1. **Remote Learning Academy:** For students who cannot return to school buildings due to health and safety reasons.



2. **RemotePlus:** For students who intend to return to school buildings once air ventilation targets are met and grade levels are gradually brought into the hybrid learning model.



Parents/guardians with students in grades K-12 will identify whether they wish to enroll their child(ren) in the Remote Learning Academy (RLA) or the RemotePlus model. Students will receive the same remote learning experience regardless of which path they are on.

The RLA will be a district-wide school made up of students and staff who cannot return to the school buildings for personal health and safety reasons. The Remote Learning Academy will begin on the first day of school, and run at least one full semester. Decisions on whether the RLA will continue to function in January will all be based on health and safety measures. RemotePlus students and staff will begin the school year in a remote

⁵ [“Remote Learning Guidance for Fall 2020.”](#) Massachusetts Department of Elementary and Secondary Education. Published July 24, 2020.

setting with the intention of entering the buildings once approved for their grade level. RemotePlus will begin on the first day of school and run until the hybrid model begins.

In addition, students enrolled in the RemotePlus model will have scheduled and predictable opportunities to return to school buildings in-person and outdoors for connections, relationship building, social emotional learning, and other activities designated by school based staff. Schools will work to ensure equitable access in these opportunities. Once students transition to hybrid, PSB will continue to implement a high-quality curriculum that spans learning in-person and remote (hybrid). This allows for consistent academic alignment for all students regardless of education model while maintaining a strong school and classroom community.

Both the RLA and RemotePlus will be driven by the Public Schools of Brookline Essential Curriculum. When learning is delivered remotely, educators will use the District-identified grade-level Learning Management Systems and a combination of synchronous and asynchronous tools. Student participation will be required and assigned work completed just as it would in any Brookline Public School. An example of what a school day would look like in either remote setting can be found below.

Sample Grade 4 Remote Schedule (Times and content subject to change)

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|--|--|--|
| 8:00-8:20 | Morning Meeting Attendance | Morning Meeting Attendance | Morning Meeting Attendance | Morning Meeting Attendance | Morning Meeting Attendance |
| 8:20-9:20 | Math 15 minutes: Synchronous 45 minutes: Small Group /Independent | Math 15 minutes: Synchronous 45 minutes: Small Group /Independent | Math 15 minutes: Synchronous 45 minutes: Small Group /Independent | Math 15 minutes: Synchronous 45 minutes: Small Group /Independent | Math 15 minutes: Synchronous 45 minutes: Small Group /Independent |
| 9:20-9:35 (Teacher break) | Snack and Movement Break (Independent offline) | Snack and Movement Break (Independent offline) | Snack and Movement Break (Independent offline) | Snack and Movement Break (Independent offline) | Snack and Movement Break (Independent offline) |
| 9:35- 10:15 Synchronous /Asynchronous | Art | Music | PE | Music | PE |
| 10:15-11:15 | Reading 15 minutes: Synchronous 45 minutes: Small Group/Independent | Reading 15 minutes: Synchronous 45 minutes: Small Group/Independent | Reading 15 minutes: Synchronous 45 minutes: Small Group/Independent | Reading 15 minutes: Synchronous 45 minutes: Small Group/Independent | Reading 15 minutes: Synchronous 45 minutes: Small Group/Independent |
| 11:15-11:30 | Movement Break (Independent offline) | Movement Break (Independent offline) | Movement Break (Independent offline) | Movement Break (Independent offline) | Movement Break (Independent offline) |
| 11:30-12:00 | World Language 15 min: Synchronous 15 min: Independent | Writing 15 min: Synchronous 15 min: Independent | World Language 15 min: Synchronous 15 min: Independent | Writing 15 min: Synchronous 15 min: Independent | World Language 15 min: Synchronous 15 min: Independent |
| 12:00-12:45 | Lunch and Recess | Lunch and Recess | Lunch and Recess | Lunch and Recess | Lunch and Recess |
| 12:45-1:30p (M,T,W,F) 12:45- 1:05p (TH) | Social Studies 15 min: Synchronous 30 min: Independent | Science 15 min: Synchronous 30 min: Independent | Writing 15 min: Synchronous 30 min: Independent | Word Study 10 min: Synchronous 10 min: Independent | Social Studies 15 min: Synchronous 30 min: Independent |
| 1:30-1:50p (M,T) 1:30-2:15 (W) 1:05-1:55 (TH) | Word Study 10 min: Synchronous 10 min: Independent | Word Study 10 min: Synchronous 10 min: Independent | Social Studies 15 min: Synchronous 30 min: Independent | Science 15 min: Synchronous 15 min: Independent | |
| 1:50-2:20p (M,T, TH) 2:55-2:20p (W) | Science 15 min: Synchronous 15 min: Independent | Intervention Challenge EL Support IEP Service | Intervention Challenge EL Support IEP Service | Intervention Challenge EL Support IEP Service | |
| 2:20-2:30p | Wrap-up if needed | | | | |

Curriculum

The Public Schools of Brookline will return to a teaching and learning plan that closely resembles school as we know it. Unlike the extended learning model we implemented in the Spring of 2020, when the teaching and learning were primarily focused on review and extension, the district plans to return to the teaching of new curriculum including necessary prioritizing of the most essential standards.

Regardless of the learning model, instruction will be driven by the [District's Essential Curriculum](#), which is informed by the Massachusetts State Curriculum Frameworks. Throughout the Summer 2020, Curriculum Coordinators, in collaboration with classroom teachers, started the process of narrowing existing curriculum that focuses 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; and
- Standards that provide readiness for the next level of learning.

PSB educators will continue to work collaboratively with colleagues to design learning experiences that are impactful in both remote and hybrid settings. Brookline will use its instructional and personnel resources to support teachers, students and families.

Feedback, Grading, and Assessments

For the Fall of 2020, the Public Schools of Brookline will be returning to teachers teaching new content, assessing students' knowledge, and continuing to provide regular feedback and grading on students' academic work. The pandemic has accelerated the district's work to hone in on essential standards and curriculum, which will soon be published as part of the district's Essential Curriculum. The Essential Curriculum will assure a common, robust curricular experience for our students across the district's eight grade K-8 schools that will prepare them for high school. At Brookline High School, curriculum coordinators are working with teachers and teams to support common learning experiences across courses.

Summative and formative assessments provide opportunities for students to demonstrate their understanding of content, skills and dispositions. Early in the year, formative assessments will be used to identify learning gaps. Regular targeted feedback will provide opportunities for students to take ownership for their learning and for teachers to monitor learning progress. Feedback will include comments, grades, coaching, and specific next steps. Teachers are expected to provide ongoing feedback to improve student learning. Student progress will be reported to students and parents/guardians through the district-established report card schedule. These dates will be determined once the date of the opening day of school is finalized.

The district currently uses the Benchmark Assessment System as a diagnostic tool for reading in the elementary grades. Should we be in a remote setting at the time of this assessment, it will be replaced with running records. This will provide teachers with a more accurate assessment of students' skills.

Student Report Cards

In Kindergarten through grade 5, students will receive standards-based report cards. The current K-5 report card formats, which are built upon a school year's worth of curriculum, may need to be adjusted for modified curriculum expectations currently defined by curriculum coordinators and teams of teachers. In grades 6 through 8, in each content area class, students will receive interim progress reports in the middle of each quarter and report cards with letter grades at the end of each quarter. In grades 9 through 12, students will receive a quarterly interim progress report and will earn quarterly letter grades in their classes as within a typical school year.

Procedures for Student Participation and Attendance

According to PSB School Committee policy⁶, and under Massachusetts General Law, “regular attendance at school is required for all persons between the ages of 6 and 16, and parents/guardians are responsible for ensuring their children’s attendance at school.” G.L. c. 76, s. 1, 2. “All students enrolled in the PSB are required to attend school regardless of teaching and learning model, including all scheduled classes, on each school day, and to arrive on time to school and to all scheduled classes.” (p.27)

Regardless of the type of learning situation (in person, hybrid or remote), teachers will be expected to record student daily and class attendance (if applicable (grades 6-12) in the District’s student management system (Aspen). Attendance in synchronous and participation in asynchronous learning opportunities will be reported as part of student progress reports and report cards.

Attendance and/or participation for all virtual sessions will be reported so schools have an accurate record of how well students are able to access curriculum during remote learning. Just as teachers communicate with parents/guardians, counselors, and administrators when they have concerns about a student’s performance, effort, attendance, participation, or social emotional needs during in-person instruction, it is essential that teachers continue to communicate to appropriate stakeholders when learning is partially or fully remote. It is the expectation of the District that teachers will notify parents/guardians prior to the end of the grading period if the student will be receiving a failing grade.

Extended Day/Out of School Time Plan

PSB recognizes the significant need to provide programming for our students before and after school. Careful consideration and planning will take place to provide activities that we feel ensures the health and safety of all students and staff. Areas that need to be addressed before any programming can be offered include staffing and supervision, consistent sanitation and cleaning protocols, transportation, attendance, and scheduling. All before and after school programming, at all levels, will follow the same social distancing and personal hygiene protocols that exist during the school day.

- Vacation and Weekend School Plan: During school vacations and the summer, Brookline Adult and Community Education offers a variety of enrichment programming for our K-8 students.

⁶ [Public Schools of Brookline, Policy Manual.](#)

- **Extended Day/After School Programs and Activities:** For the 2020-21 school year, there are a number of programs and activities for which we are not certain schools will be able to offer. More information will be provided to staff and families at a later date.

English Language Education (ELE) Supports

Priority for in-person teaching will be English learners in Kindergarten and those with high needs including our most complex English learners with disabilities. Current English learners (ELs) will receive English as a Second Language (ESL) instruction based on their level of English proficiency from qualified English Learner teachers. Services will be either push-in or pull-out and will be determined by the ability to meet physical distancing requirements and the need to minimize movement in buildings. EL teachers will adjust service schedules so that all students have access to direct ESL instruction.

ESL classes will be scheduled during their core academic English/Language Arts block when appropriate. ESL classes may also be scheduled during intervention blocks of our hybrid schedule. High school students will have a block schedule that includes an academic support block for an ESL tutorial and related services, both in-person and on remote days. All remote classes will be led by qualified and trained EL teachers who will meet with small groups of students to maximize attention and participation. A variety of teaching strategies will be used in a structured learning environment to support the linguistic needs of students including screencasts, digital whiteboards, document cameras, and discussion boards. Learned lessons from this summer's virtual program for ELs will be incorporated into our remote learning plans.

English Learner teachers will continue to consult with teachers of former English learners to ensure they are making progress and when necessary, they will provide additional resources and support for the student in their general education classrooms. Additionally, bilingual paraprofessionals will support newcomer ELs in general education classes at all levels.

Collaboration is encouraged at all levels among ESL and general education content teachers with sharing of resources to facilitate student interaction and academic achievement. Teacher leaders will identify and support instructional materials and methodologies as well as facilitate grade-span planning meetings. ESL curriculum maps will help streamline content delivery to meet the academic needs of students.

METCO Supports

The Brookline METCO staff maintains close connections and are a primary source of support to our METCO students and families. The relationships the Brookline METCO staff and families have built are essential in navigating the reopening of school. METCO Social Workers will meet with METCO students on a regular basis and collaborate with teachers and district teams to support student engagement.

The METCO Program will continue their efforts to develop a social and emotional skills curriculum to specifically address the cultural needs of students of color. CORE Virtual will draw from the fields of public health, social work, psychology, and mindfulness. Students will learn about many of the social-emotional and health issues that impact today's urban youth and design and implement innovative strategies to affect positive change in the lives of urban youth. Students will learn group facilitation skills through a virtual platform.

Economically Disadvantaged and Low Income Supports

Students who are economically disadvantaged or low income will still be able to obtain meals from PSB schools regardless of learning model. Students will be able to pick up breakfast and lunch from our cafeterias across the district and Brookline Housing Authority sites to ensure their nutritional needs are being met. In addition, PSB will ensure students have a district-issued technology device and assist with internet connectivity issues as needed. The Public Schools of Brookline has a financial assistance program that supports our students from economically disadvantaged and low-income households to participate in enrichment activities, such as music extension classes, receive aid to attend field trips, purchase school supplies and even support students attending the prom and graduation.

The Steps to Success (STS) program serves PSB students who live in the Brookline Housing Authority properties and offers additional services to help students and families navigate their education in the Public Schools of Brookline. Each STS student has a school-based caseworker (advisor) who works closely with students and their families to ensure students academic and social success. Steps to Success advisories will check in with STS students and families at least once a week by telephone or email to ensure students stay connected, engaged, and assist parents/guardians who might need support, regardless of what learning model they follow. STS students will also continue to have access to out of school homework support and enrichment activities regardless of what learning model they choose.

The Brookline Public Schools has a partnership with the Brookline Housing Authority (BHA) to make sure that our students and families served by BHA have the necessary support and resources to access learning and thrive in schools. One recent example of this partnership includes how to support all PSB families served by BHA, to participate in surveys to ascertain their needs to access 1:1 chromebooks and internet services for children to prepare for the 2020-21 school year. In addition to BHA housing developments there are approximately 1200 families living in low income Brookline properties, many of whom are also part of the Brookline Public Schools. This partnership will enable us to reach and support our PSB families who most need access to resources.

Special Education

Students will receive all services documented in their Individualized Education Programs (IEPs) through in-person instruction, remote instruction, or a combination of both, with a strong emphasis on providing in-person instruction to the greatest extent possible, while abiding by the current necessary health and safety requirements. All IEP services will be provided as outlined in the student's IEP, and when services need to be provided in a different manner, this will be communicated in writing to the family.

Related service providers can be a push-in or pull-out model per the student's IEP, and while maintaining physical distancing requirements. Service providers will limit in-person instruction by delivering service to limited cohorts each day and providing remote instruction for the remainder of the day. Students who are medically compromised will be prioritized to receive in-home services.

PSB will develop appropriate cohorts of students who are most vulnerable by grade levels, in order for students with disabilities to receive service consistent with their IEPs in the least restrictive environment.

Most vulnerable students will continue to attend each day unless PSB is closed. If PSB closes, all students will follow specific learning schedules during days of instruction. Instruction will include interventions, services, and therapies as required by the student's IEP, offered synchronously and asynchronously. IEP services will be delivered through an instruction and service model that includes structured learning time, teletherapy, and video conferencing. Resources and supports would only be used temporarily during the transition from in-person to remote learning. Teachers will regularly communicate with parents and guardians, utilizing the appropriate interpretation and translation services when necessary. Independent work will be assigned, as appropriate, and all students will have opportunities to interact with classmates.

The following guidelines must be followed:

- If any group sizes are going to be reduced, our students with disabilities must receive specialized instruction and support from qualified professionals in the setting outlined in their IEPs
- Flexible solutions for reducing the mixing of student groups should be considered to ensure students with disabilities are receiving services safely in the least restrictive environment
- Any adjustments to the delivery of services due to the health and safety guidelines will be communicated to the parents and guardians
- When considering the use of alternative school spaces, considerations for providing students with disabilities with inclusive learning must be made and placement of students with disabilities in groupings or cohorts that support learning goals in the least restrictive environment should be prioritized

Determining Most Vulnerable

School districts must provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students. Students with disabilities, particularly preschool-age students and those with significant and complex needs, will be prioritized for receiving in-person instruction during the 2020-2021 school year. Students with complex and significant needs include:

- Students with IEPs:
 - Designated as "high needs" on the IEP form entitled "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 who primarily use aided and augmentative communication
- Students identified as English Learners and have complex and significant needs

PSB will assess the needs of each group of students listed above to ensure access to supports and services. That said, PSB will prioritize the first two groups for in-person instruction.

Student, Staff, and Family Supports

Social-Emotional Supports

During closure, students, families, and staff experienced the layered impact of a decrease in school-based relationships and routines, economic impacts, and inequities exacerbated by the pandemic. We recognize that social emotional wellness (SEW) is of critical importance as we prepare to welcome students and adults back to school and the ongoing support needed to foster school success during this academic year of continued uncertainty. SEW is the foundation for student success. Social-emotional learning (SEL) describes the mindsets, skills, attitudes, and feelings that help students succeed in school, career, and life. SEL focuses on students' fundamental needs for motivation, social connectedness, and self-regulation and are prerequisites for successful learning.

At the start of the school year the emphasis on the critical role of SEW and mental health will be communicated to staff. Time for relationship and community building will be prioritized in order for bonds to be developed which are necessary for students to feel securely connected to the school community.

Research reveals that early identification and intervention are instrumental to fostering positive outcomes for students with behavioral health needs. Yet, without a formal identification process, the process for mental health support is mostly started through punishment, rather than in a supportive context. In order to understand needs and as an ongoing continuous improvement process, the PSB will implement universal screening for students in grades PreK-12. Due to developmental level, parents for students in grades PreK-2 will be surveyed. Students in grades 3-12 will complete individual surveys. Separate from the universal screening survey, an initial Back-To-School Survey will be administered before the start of this school year to secure crucial student feedback of their experiences, perceptions of the learning environment, engagement with school, and relationships.

In October, the first administration of the universal screening survey will be delivered to collect baseline data. From there additional screening data will be collected at the midpoint and toward the close of the school year for progress monitoring. Screening is conducted to identify or predict students who may be at risk for poor learning outcomes and identify areas of SEL. District and school-based SEL teams will meet regularly throughout the year to analyze the data and plan for both explicit and embedded in-class SEL instruction and tiered interventions. Because screening assessments provide progress monitoring information, they can be used to assist in determining the effectiveness of the SEL instruction and interventions provided to students.

The district's tiered system of supports has been adapted and strengthened to meet the anticipated increased needs of this school year. This Multi-tiered System of Supports (MTSS) will be available so all staff understand the spectrum of supports available at Tier I, II, and III and what supports look like in each learning model.

Systems utilized during closure have been streamlined for educators to communicate concerns so the school team can quickly identify and respond to students who need more mental health support. Since the universal screening surveys are all online, the universal screening plan has the flexibility to be completed under each learning model and in the event the district shifts to a different learning model at any point in the year.

SEW is not only for students. Professionals who regularly work with children understand the importance of the adults around students. Students often respond to the lead of the adults around them. The PSB recognizes the importance of supporting educators in order to create a climate of safety and responsiveness. This allows educators to do what they do best, educate students. In order to ensure we have accurate knowledge of staff feelings and experiences, the PSB will also solicit feedback through a Staff Social Emotional Wellness Survey at several points in the school year. This will allow district teams to pivot as needed to address staff needs.

Professional Development

The District's Professional Development Council worked during the spring closure to identify the professional development needs of teachers based on the potential of being in a hybrid or remote teaching and learning environment for the fall. As a result, the Professional Development plan for the summer focused on balancing technology, curriculum and instructional strategies:

- Narrowing and adapting existing curriculum that could be used in a hybrid or remote learning environment (Curriculum Coordinators)
- Supporting the use of district identified technology platforms (Educational Technology Department)
- Instructional strategies to be used in a remote environment
- Support for students with disabilities in a remote environment
- Strategies for teaching executive functioning skills
- Creation of a comprehensive PD plan around social emotional learning (Guidance Department)

Going forward, the district is identifying a set of competencies for remote learning that will drive the professional development plan for the fall. These competencies, along with health and safety training and schedule reviews, are the professional development areas staff will focus on when they return without students September 1 - September 15.

Communications

The District is committed to ensuring teachers and administrators regularly communicate with students' parents and guardians, including providing interpretation and translation services as needed. Principals, Teachers, and Support Staff have access to a variety of tools including Blackboard and Aspen - all of which allow for ongoing communication to families and staff.

School-based Staff and Family communication may include, but will not be limited to:

- Updates regarding specific school-based procedures
- Classroom, Grade-level, Team, and/or School-based updates associated with all instructional models (Remote, Hybrid, In-Person)
- Information and feedback on student attendance, engagement, participation for parents, including advanced notice of any failing grades
- Updates regarding athletics, arts, extra curricular activities, community engagement, and/or out of school time programs
- Communication related to classroom or school-based impact associated with COVID-19 cases

- Opportunities for viable Family-Student-School Engagement during any of the instructional models (Remote, Hybrid, or In-Person)
- Direct and personal outreach to families that will help establish and/or continue to improve family engagement

Below are the various communication tools used by staff members at the District and School levels.

| Tool | Purpose | Audience |
|----------------------------------|---|-------------------------------------|
| PSB Website | District and School Communication | Parents/Students, Staff, Community |
| Blackboard Connect | Robocalls, Emails, Text | Parents, Staff |
| Aspen | One-way communication | Parents/Students, Staff, |
| Zoom Webinars | One or few to many; up to 3,000 attendees in view/listen/chat mode; live interpretation functionality | Parents, Community, Staff, Media |
| Google Meet | Private video meeting where all attendees are seen and heard. | Staff, Students |
| Social Media (Facebook, Twitter) | Public-facing two-way communication | Parents, Students, Staff, Community |

Technology

Device and Internet Access

PSB has the technology to support 1:1 devices for all students in grades PreK-12. Starting this fall, upon the request of parents/guardians the Educational Technology Department, in collaboration with schools, will deploy devices to every single student in the district regardless of whether a student already has a household owned device. All students will have access to their own PSB issued device to ensure appropriate and equitable access to any form of remote learning. Students and parents/guardians will pick up their devices at/around the beginning of school, sign an acceptable use contract, and may use that device throughout the school year. The district will continue to support families in securing reliable internet access through a variety of options including programs offered through Comcast and RCN.

Learning Management Systems

For the 2020-21 school year, PSB is moving toward a student-centered approach and will have all teachers use one of the following online learning platforms for assignment distribution, collection, and communication:

- **Grades PreK-2: Seesaw.** Seesaw was designed as a digital portfolio tool. It's proven to be a very valuable remote learning tool. Students are able to record and share demonstrations of their learning. Teachers are easily able to share assignments and communicate with parents and students.
- **Grades 3-5: Google Classroom.** Google Classroom helps teachers streamline the distribution and collection of assignments. Google Classroom leverages G Suite Education tools. It's simple interface and design make it a great remote learning tool for the self-contained classroom.
- **Grades 6-12: Canvas Learning Management System.** Canvas allows teachers to build digital learning environments that provide differentiation and support. It also empowers students and helps them face the challenges of a middle/high school curriculum with many subjects and teachers.

Integrated into the Learning Management Platforms, the district supports a wide variety of tools to connect and engage. These include tools that support collaboration, video conferencing, document and file sharing, and assessment.

Student Data Privacy

The Public Schools of Brookline have a long tradition of supporting technological innovation in teaching. The Brookline EdTech Department has worked to secure Student Data Privacy agreements for all the tools and services that are recommended for classroom or home use.

Health and Safety Procedures

“A safe return to in-person school environments will require a culture of health and safety every step of the way. It is not one mitigation strategy but a combination of all these strategies taken together that will substantially reduce the risk of transmission.”⁷

The PSB health services department will continue to consult and collaborate with the Brookline Health Department in an effort to mitigate the risk of coronavirus. Nursing Staff will monitor the attendance rates and clinic visits as part of the illness surveillance. The health and safety of all students and staff are dependent on adherence to our shared responsibility in the following:

1. Stay home if you are ill.
2. Be familiar with the symptoms of COVID-19.
3. Please call the school if your child is out ill and provide a specific reason(s) your child is out of school. This information is important in identifying illness trends and will be handled confidentially.
4. If your child becomes sick during the school day, you will be called and asked to pick your child up within 30 minutes. Your child will need to be isolated until you are able to come to the school and space is limited.
5. We ask that you make arrangements for, and provide additional contacts that can be called if you are unavailable and your child is ill.

⁷ [“Protocols for Responding to COVID-19 Scenarios.”](#) Massachusetts Department of Elementary and Secondary Education. Published July 17, 2020.

6. Please be sure to update your contact information in ASPEN, so the nurse can reach you.

School nurses will utilize our electronic health record system and track office visits, dismissals and other pertinent health data to continuously monitor trends in our schools.

Mitigation Practices

As DESE has stated, a safe return to in-person school environments will require a culture of health and safety every step of the way. It is not one mitigation strategy but a combination of all these strategies taken together that will substantially reduce the risk of transmission. No single strategy can ever be perfect, but all strategies together will reduce risk.

Personal Protective Equipment (PPE), Face Masks, or Cloth Face Coverings

Face masks or cloth coverings are required for all staff, and all students PreK-12. Exceptions will be made for those with medical or other contraindications. Please note that the PSB will prohibit masks with a valve to be worn in school. There is a safety concern with the filter that allows air to be exhaled and droplets to be expelled. Mask breaks will be offered throughout the day

How to put on a face mask

- Mask needs to be clean, dry and not damaged
- Wash and dry your hands before putting on your face covering
- Put your mask over your nose and mouth and secure it under your chin
- Fit mask snugly against the sides of your face- no gaps
- Make sure you can breathe easily
- Wash and dry your hands

While wearing a face mask

- Do not touch the front of the face mask. If you do, clean your hands and dry thoroughly.
- Avoid touching your face to limit the opportunity of infection being introduced.
- Face masks should not be moved during use. This includes being pulled up or pulled down below your chin. If you need to remove your mask (for example, to eat) - remove it safely, dispose of it appropriately, or store properly until able to wash. Clean your hands.
- Replace the face mask if it becomes damp, damaged, or soiled.

To safely remove your mask

- Clean your hands with soap and water or use hand sanitizer (containing at least 60 percent alcohol). Ensure your hands are dry.
- Remove the face mask from behind without touching the front of the mask by untying ties or removing loops and pull it away from your face, without touching your eyes, nose, and mouth when removing your mask
- Clean, store or dispose of it appropriately
- Clean your hands again (as above)

Additional resources on face masks and coverings

- [How to Wear a Face Covering](#)
- [CDC Face Masks Link](#)
- [Poster on Safely Wearing Face Masks](#)

Practice good sneeze/cough hygiene

- Cover your mouth/nose with a tissue
- Immediately throw the tissue away in a trash can, and wash your hands.
- If no tissue is available: cough or sneeze into the crook of your arm on your sleeve.
- [Cover Your Cough](#)

Observe Physical “Social” Distancing Guidelines

- The CDC recommends 6 feet of distance between individuals.
- Per the CDC, the more closely you interact with others and the longer the interaction time the higher the risk of COVID-19 spread.
- [Poster for Social Distancing](#)
- [Poster Social Distancing for Middle and High School Students](#)

Hand Hygiene

Handwashing with soap and water or hand sanitizer (with at least 60% alcohol) will be promoted on a regular basis. Each school will provide adequate facilities for handwashing that includes soap, paper towels and trash bins for disposal of paper towels as well as readily available hand sanitizer. Education will be provided on proper hand hygiene by nurses and/or teachers.

Handwashing with soap and water or hand sanitizer will be promoted on a regular basis, and at a minimum will include:

- Upon entry to school or classroom
- Before and After recess
- Before eating
- Before putting on and taking off masks
- After using the bathroom
- When exiting the school
- After touching garbage

Hand Washing Instructions

Follow these steps every time:

- Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
- Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
- Scrub your hands for at least 20 seconds.
- Rinse your hands well under clean, running water.
- Dry your hands using a clean towel or air dry them.
- Wash your hands frequently with soap and water frequently for at least 20 seconds.

Cleaning with Hand Sanitizer

- Student use of hand sanitizer should be supervised by an adult
- Apply the gel, liquid, or foam product to the palm of one hand (Refer to label to learn the correct amount).
- Rub the gel, liquid or foam over all the surfaces of hands and fingers until hands are dry. This should take about 20 seconds.

Illness Management

Illness of Students/Staff During the School Day

New guidelines have been developed for students visiting the nurse's office in order to minimize the spread of COVID-19. School nurses will work with staff to limit unnecessary visits to the nurse. Staff will alert the nurse of a student's arrival to the nurse's office and to determine the appropriateness of the visit. All students who present with illness complaints will immediately have temperature checked with a thermoscan thermometer.

Each school has identified a medical waiting or isolation room. All students or staff who present to the nurses' office must wear a face mask, to the extent possible.

If an individual has illness symptoms

- **Isolate** from well children/staff
- **Obtain History:** symptom onset, type, and severity of symptoms, anyone sick at home, recent known exposure to anyone with COVID-19, recent travel, etc. If so, specify.
- **Assessment:** Temperature, respiration rate, physical appearance, pulse oximeter reading, mental status.
 - If a temperature above 100 degrees or pulse ox below 98% or baseline, dismiss immediately and refer to PCP.
 - If a staff member exhibits symptoms, they should contact the school nurse. The supervisor will be notified immediately. DESE protocols will be followed in conjunction with input from the Brookline Health Department.
 - Nursing assessment will determine if the individual needs further medical evaluation and guide the staff member or family on how to proceed or will phone 911 if indicated.

School-Specific Procedures (In-Person Learning)

Arrival

- Students and staff will wash or sanitize hands upon entry to school
- Multiple doors will be utilized for entry to allow for physical distancing
- Entry and Dismissal doors will be assigned by each school
- Individuals will be stationed to direct students
- Parents/Guardians and other visitors will NOT be allowed into the school so please plan accordingly

Classroom Set-Ups

- Classrooms will maintain 6 feet of physical distancing guidelines

- Classes will be encouraged to go outside when feasible
- Desks are arranged in rows, at a minimum of 6 feet between desks
- Staff will be encouraged to keep a seating plan to assist with contact tracing if necessary
- Tape will be placed to “mark off” 6 feet increments for visual cues
- Posters and infographics will be displayed in the classroom to assist students in understanding the need for social distancing.

Playground Structures

- Playground Areas will operate at a reduced capacity and students will wash their hands at the beginning and end of the play period
- Masks will be required for grades PreK and up

Special Classroom Considerations

- Students should not share supplies (i.e., pens, pencils, crayons)
- Anything that is passed around the class should be discouraged, such as a microphone.

Hallway Passing

- When feasible, hallways will be designated as “one way”
- Where feasible, stairways will be designated as “one way”
- Students will be encouraged to adhere to social distancing guidelines when walking in the hallways
- At the secondary level, in person classes will be of longer duration which will minimize the amount of time students will be traveling in the hallways during passing time

Visitors and Volunteers

To minimize exposure, there will be no visitors to school buildings. Volunteers will be screened and assigned by the appropriate departments and/or school leaders.

School Meetings and Events

Meetings

Meetings occurring at school buildings will operate with clearly defined protocols for physical distancing, hand washing/sanitizer usage and use of masks/face coverings. When feasible and appropriate, such meetings can be held through virtual means instead. Each school, in coordination with the Office of Student Services, will determine how to conduct IEP and 504 meetings for their students and parents/guardians. This may include a combination of virtual and in-person meetings and will depend on the size and configuration of available space.

Events

Assemblies and large group gatherings will be paused. Physical field trips are also paused.

Cleaning and Disinfection

Frequent cleaning and disinfecting of surfaces will take place. Adequate training and personal protective equipment will be provided to protect staff. In addition, special attention will be paid to the most highly-touched surfaces, such as door handles, light switches, sink handles, and any elevator buttons multiple times per day in between uses. In addition to cleaning and disinfecting carried out by custodial staff, teachers and classroom staff will be provided with safe cleaning products as well as training to disinfect items in their classrooms between uses.

Stop and Start Procedures

In the event that:

- a. There are multiple confirmed cases of COVID-19 within a school building,
- b. There is a significant number of COVID-19 cases within the Town of Brookline, and/or,
- c. There is a state-wide regression to a previous reopening phase.

PSB will work with the Brookline Health Department and DESE and coordinate a response to protect our students, staff, and families. At this time, PSB will use [DESE guidance](#)⁸ to determine when/if schools will be closed and what measures will be taken for contact tracing, testing, and quarantine. School Leaders and the Superintendent will respond to specific COVID-19 scenarios in consultation with the Brookline Health Department and DESE. Closing any school ultimately must be approved by DESE.

⁸ [“*Protocols for Responding to COVID-19 Scenarios.*”](#) Massachusetts Department of Elementary and Secondary Education. Published July 17, 2020.

Preparing to Respond to COVID-19 Scenarios

Quick reference sheet: Key actions for individual COVID-19 events⁹

| Event | Location of Event | Testing Result | Quarantine |
|---------------------------|---|---------------------------|---|
| Individual is symptomatic | <p>If an individual is symptomatic at home, they should stay home and get tested.</p> <p>If an individual student is symptomatic on the bus or at school, they should remain masked and adhere to strict physical distancing. Students will then be met by the nurse and stay in the medical waiting room until they can go home. They should not be sent home on the bus.</p> <p>If an individual staff member is symptomatic at school, they should find coverage for their duties and then go home and get tested.</p> | Individual tests negative | Return to school once asymptomatic for 24 hours |
| | | Individual tests positive | Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and notify the Brookline Health Department or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms. |
| | | Individual is not tested | Remain home in self-isolation for 14 days from symptom onset |

⁹ [“Protocols for Responding to COVID-19 Scenarios.”](#) Massachusetts Department of Elementary and Secondary Education. Published July 17, 2020.

| Event | Location of Event | Testing Result | Quarantine |
|---|--|---------------------------|---|
| Individual is exposed to COVID-19 positive individual | <p>If an individual is at home when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and be tested 4 or 5 days after their last exposure.</p> <p>If an individual is at school when they learn they were in close contact with an individual who tested positive for COVID-19, they should be masked for the remainder of the day (including K-1 students) and adhere to strict physical distancing. At the end of the day, they should go home and should not take the bus home. They should stay at home and be tested 4 or 5 days after their last exposure.</p> | Individual tests negative | Return to school, if asymptomatic or once asymptomatic for 24 hours |
| | | Individual tests positive | Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and notify the Brookline Health Department or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms. |
| | | Individual is not tested | Remain home in self-quarantine for 14 days from exposure |

PSB will follow DESE and Department of Public Health protocols related to COVID-19 positive students or staff. If the individual is tested and is COVID positive, the nurse will notify the Coordinator of School Health Services and the Brookline Health Department. Brookline HD may have this information before the school day begins. The School Health Coordinator will immediately inform the Superintendent of a positive case/suspected case. Families and employees will be informed of exposure while the confidentiality of the individual is maintained. The school nurses will collaborate with the Brookline Health Department for contact tracing and guidance on when the individual can return to school.

Close Contacts

Similar preventative procedures will also be followed for individuals who were in close contact with COVID-19 positive students or staff. For general guidance, the Massachusetts Department of Public Health defines close contact as¹⁰:

- Being within less than 6 feet of COVID-19 case for at least 10-15 minutes. Close contact can occur while caring for, living with, visiting, or sharing a healthcare waiting area or room with a COVID-19 case while the case was symptomatic or within the 48 hours before symptom onset, OR
- Having direct contact with infectious secretions of a COVID-19 case (e.g., being coughed on) while not wearing recommended personal protective equipment.

¹⁰ [“COVID-19 Testing Guidance.”](#) Massachusetts Department of Public Health. Published August 7, 2020.

In school settings, close contacts include other students and staff who were within 6 feet of the student or staff for at least 10-15 minutes in a classroom, in other school spaces, on the bus, or at an extracurricular activity.

In situations where the students are in self-contained classrooms for an extended period, all students/staff within this “cohort” are considered close contacts as they may have been within 6 feet of the person with a positive test result. Possible close contacts should not come back to school until they have been tested (or elected instead to self-quarantine for 14 days).

Transportation

For students who take the bus, PSB will follow all physical distancing requirements on school buses in accordance with the DESE transportation guidelines which calls for $\frac{1}{3}$ capacity on buses.¹¹ Based on this guidance, a 71-passenger bus at $\frac{1}{3}$ capacity will allow for 23 students on a bus. Steps will be taken to minimize contact and potential spread of COVID-19 while students are boarding, riding, or disembarking the school bus. Bus drivers are a critical link in the prevention of the spread of COVID-19. PSB will work with bus vendors to ensure drivers will receive direct instruction in the proper use of masks/face coverings, hand sanitizer, physical distancing, cleaning products, as well as COVID-related policies and procedures (such as a student showing symptoms on a bus) and student behavioral expectations.

Precautions will be taken while on the bus including physical distancing through assigned seating, requiring students to remain in their seat for the duration of the ride, required use of face coverings by the bus driver and all passengers, prescribed boarding and disembarking procedures, and explicit behavior expectations.

Conclusion

As a community, we have worked tirelessly to create a reopening model that minimizes COVID-19 transmission risk in whatever way we can. We recognize that every family and staff member’s circumstances are different, and no plan will ultimately satisfy everyone. Still, we genuinely believe meeting the clean air ventilation targets in classrooms while phasing our students into buildings is necessary to mitigate risk.

The RemotePlus plan allows for PSB to open schools and for our students and staff to return to in-person learning when it is safe and beneficial to do so. In the meantime, we will remain vigilant in keeping our community healthy and working closely with our PSB staff, expert panels, and local and state departments.

¹¹ [“Fall Reopening Transportation Guidance.”](#) Massachusetts Department of Elementary and Secondary Education. Published July 22, 2020.

RemotePlus:

RemotePlus Learning Model: Initial Timeline

School hours, regardless of learning model, will consist of a full day similar to the 2019-20 school year

| | | | | |
|---|-----------------|--|--------------|--|
| <i>Preparation</i> | <i>9/1</i> | <i>Staff report to work to begin training and professional development</i> | | |
| | Date | In-Person | Hybrid | Remote |
| Phase 1 | 9/16** | PreK Kindergarten Most vulnerable K-12 | N/A | All remaining grades 1-12 students |
| Phase 2 | TBD, Ongoing | PreK Kindergarten Most vulnerable K-12 | Grades 1-12* | Remote Learning Academy |
| <p><i>*Students in Grades 1-12 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.</i></p> <p><i>**Tentative start date</i></p> | | | | |

Preparation Phase: 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*

**Date pending ventilation upgrades and approval from the Dept. of Health/review by members of Expert Panel 4*

| Students and Families | Staff |
|---|---|
| <ul style="list-style-type: none"> - PreK, K, and most vulnerable students begin in-person learning five (5) days a week - All students in 1-12 begin receiving remote instruction at home <ul style="list-style-type: none"> - Students learning remotely will receive in-person opportunities at school outside as scheduled by individual schools - K students who opt for Remote Learning Academy begin - 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 PreK, K, and most vulnerable students - School and district staff begin remote instruction for K-12 students <ul style="list-style-type: none"> - Remote Learning Academy - RemotePlus - Related service providers will deliver services remotely from their offices or at students' homes |

Phase 2*

**Date pending ventilation upgrades and approval from the Dept. of Health/review by members of Expert Panel 4*

| Students and Families | Staff |
|--|--|
| <ul style="list-style-type: none"> - PreK, K, and most vulnerable students continue in-person learning five (5) days a week - Students in Grades 1-12 begin phase in to a hybrid model by grade level as designated by District - Students in Grades K-12 enrolled in Remote Learning Academy will continue remote learning five (5) days a week - Students continue to receive in-person opportunities at school outside as scheduled by individual schools | <ul style="list-style-type: none"> - School and district staff continue in-person instruction for PreK, K, and most vulnerable students - School and district staff begin hybrid learning model at designated grade level(s) where applicable - 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 |

Appendix A: Expert Advisory Panel #4 (Public Health, Safety, and Operations) Statement on Indoor Space Ventilation

DRAFT August 12, 2020 -- SUBJECT TO REVISION AND FINAL PANEL VOTE

Our panel is composed of Brookline parents with expertise in public health who are assisting the Brookline School Committee with the difficult process of re-opening the Public Schools of Brookline. Below is a high-level summary of the discussions the panel has had since June 12, 2020 on the subject of indoor space ventilation. For more technical information, minutes, and recordings of the meetings, please refer to the [school website](#).

Advisory Panel 4 Members

- Dr. Elena Savoia, Deputy Director, Emergency Preparedness Program, Harvard School of Public Health (co-chair)
- Mr. David Gacioch, Partner, McDermott Will & Emery LLP (co-chair)
- Ms. Lan Dennie, RN, BS, CMAC, Occupational Health Nurse, Fenway Health
- Dr. Benjamin Linas, Infectious Diseases Physician, Boston Medical Center
- Dr. Nira Pollock, Associate Medical Director, Infectious Diseases Diagnostic Laboratory, Boston Children's Hospital; Assoc Professor of Pathology, Harvard Medical School
- Mr. Boris L. Perlovsky, Director, Innovation Strategy. Cambridge Innovation Center
- Dr. Serena Rajabiun, Assistant Professor of Public Health, University of Massachusetts, Lowell
- Dr. Vishakha Sabharwal, Pediatric Infectious Diseases, Boston Medical Center
- Dr. Benjamin Sommers, Professor of Health Policy & Economics, Professor of Medicine, Harvard T.H. Chan School of Public Health / Brigham & Women's Hospital
- Dr. Lakshman Swamy, Pulmonary/Critical Care physician and Medical Director at MassHealth Payment & Care Delivery Innovation
- Dr. Jenny Tam, Senior Staff Scientist, Wyss Institute, Harvard University

Ventilation standards for each individual classroom and other space being used for in-person learning should exceed those set by the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) and match as closely as possible the recommendations of the Healthy Buildings Team based at the Harvard T.H. Chan School of Public Health.

1. [ASHRAE](#) recommendations for reducing the risk of infectious aerosols include increasing outdoor air ventilation, improving HVAC filtration to MERV-13 or the highest level achievable, keeping systems running longer hours, and adding portable room air cleaners with HEPA or high-MERV filters when needed. Panel 4 generally endorses these recommendations, subject to further details below. That said, ASHRAE's pre-COVID design standards for minimum air flow in classrooms do not, in our panel's view, sufficiently reduce COVID transmission risk, so we recommend enhanced indoor ventilation standards as detailed below.
2. The Harvard T.H. Chan School of Public Health [Healthy Buildings Team](#), led by Dr. Joseph Allen, recommended to our panel that all indoor rooms should meet at least one of two clean air ventilation

targets through a combination of (a) fresh outdoor air, (b) recirculated air filtered at MERV 13 level or higher (for rooms with mechanical ventilation), and (c) use of portable air cleaners with HEPA filters:

- **OPTION 1: At least 5.0 air changes per hour (ACH) of clean air**—with the Healthy Buildings Team defining 4-5 ACH as “good,” 5-6 ACH as “excellent,” and 6+ ACH as “ideal”; OR
 - **OPTION 2: At least 15 liters per second per occupant of clean air**, allowing for de-densification of occupancy of rooms that cannot fully meet the ACH-based target as a complimentary ventilation strategy.
3. Panel 4 endorses these enhanced ventilation targets, which approximately double the ASHRAE design standard for indoor air quality in public buildings. HEPA-filtered portable air cleaners should be deployed broadly across PSB spaces wherever needed to meet these targets—matched to room size by minimum clean air delivery rate (CADR) for each unit (see the Healthy Building Teams [tool](#)) and centrally located in rooms as much as possible. Note that the Healthy Buildings Team recommends avoiding add-on technologies (e.g., plasma, UV, ion generators) and relying instead on good filtration.
 4. As weather and climate conditions allow, opening windows may also be helpful in increasing clean air ventilation rates toward the targets above, with fans placed in windows to facilitate movement of outdoor air to indoors, where necessary. (Such measures obviously are only helpful as long as room occupants are willing to keep windows open and fans running, so may be less reliable as fall turns to winter.) Window fans, unit ventilators, and portable air cleaners should be placed/configured such that their air flows do not blow directly across individuals onto adjacent individuals.
 5. Rooms that do not meet either of the two clean air targets endorsed here should only be used for storage, for passage (e.g., hallways), or for individual work spaces that are not occupied by more than one person simultaneously or in rapid succession. Bathroom fans should also be checked to confirm appropriate exhaust volume performance and then operated continuously while schools are occupied.
 6. Our panel supports the use of each individual classroom and other building space as soon as it meets these targets, even if other rooms in a given building still require additional modifications. We also recommend routine monitoring of all school spaces once occupied to ensure that HVAC systems are actually delivering target rates of clean air on a consistent basis.

Panel 4 is deeply grateful for the expert advice and close support we have received from Dr. Allen and the Harvard Healthy Buildings Team in developing these recommendations.

Appendix B: Reopening Information for Families

The Public Schools of Brookline will begin the 2020-21 school year under the RemotePlus Model. Under this model, the majority of our students will begin the year remotely and gradually phase into in-person learning throughout the year:

| | |
|--|---|
| First Day of School | Wednesday, September 16 |
| School Hours | Full day, similar to the 2019-20 school year |
| Students beginning the year <u>In-Person</u> | <input type="checkbox"/> Brookline Early Education Program (BEEP) <input type="checkbox"/> Kindergarten <input type="checkbox"/> Selected students determined by PSB as “most vulnerable” |
| Students beginning the year <u>Remote</u> | <input type="checkbox"/> All other students in grades 1-12 |
| <ul style="list-style-type: none"> - PSB will bring students in grades 1-12 back to in-person learning as health and safety metrics are met. The youngest grade levels will be prioritized first. - Students in grades K-12 who do not intend to return to any in-person learning for health and safety reasons will be given the opportunity to enroll in the PSB Remote Learning Academy. - PSB School Leaders will work with staff to design predictable outdoor in-person meetups at school buildings to facilitate community, relationship building, and social-emotional wellness for all grade levels. - Teacher/cohort assignments and class schedules will be finalized by September 1. | |

Important Guidelines:

Any student or staff that is returning to in-person settings must follow these guidelines:

1. Masks/face coverings must be worn by all students and staff
2. Six (6) feet of physical distancing must be maintained by students and staff at all times
3. All required immunizations and physical examinations must be current and accurate
4. All contact information must be current and accurate
5. PSB staff will enforce other local and state COVID-19 guidelines and procedures as needed

Reopening Checklist:

More information on each task will be sent to families beginning the week of August 17.

- Complete the Reopening Form to confirm your student(s) placement.
- Receive teacher/cohort assignments and class schedules from your school
- Verify your student(s) health records with the school nurse
- Verify your student(s) contact information and permissions with the PSB Data Team
- Receive Chromebooks, internet access, and additional supporting materials, if needed
- Begin school

Frequently Asked Questions (FAQ):

How will I know if my student identifies as “most vulnerable”?

PSB defines their “most vulnerable” as students with IEPs, designated as “high needs” on “Primary Disability/Level of Need PL3; students who 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; and/or students identified as English Learners and have complex and significant needs. PSB staff will contact you directly if they believe that your student(s) should be prioritized for in-person services.

When will students who begin the year remotely return to in-person settings?

As of August 14, 2020, PSB school buildings do not meet the health and safety regulations determined by local and state departments to facilitate a return for all students. The PSB operations team are working with public health experts to enhance indoor ventilation systems and modify classrooms to meet these measures. As these metrics are met, PSB will notify families and staff to begin bringing students in grades 1-12 back to in-person learning in a hybrid model. Students in the youngest grade levels will be prioritized for return.

What will remote learning look like for my student(s)?

School leaders will finalize class schedules for students in grades 1-12 in early September once each school confirms their student and staff enrollment for in-person and remote settings. It is expected that remote learning will follow the same daily schedule as previous school years. Students will experience synchronous lessons with the entire class, asynchronous instruction which will be driven by teacher provided materials, and independent work time. Student attendance and participation is required.

Unlike the extended learning model we implemented in the Spring of 2020, when the teaching and learning were primarily focused on review and extension, the district plans to return to the teaching of new curriculum including necessary prioritizing of the most essential standards. PSB educators will continue to work collaboratively with colleagues to design learning experiences that are impactful in both remote and hybrid settings. Brookline will use its instructional and personnel resources to support teachers, students and families.

What socio-emotional supports will PSB provide to my student(s) while they are doing remote learning?

PSB will implement universal screening for students in grades PreK-12s throughout the school year to monitor for mental health issues. Separate from the universal screening survey, an initial Back-To-School Survey will be administered before the start of this school year to secure crucial student feedback of their experiences, perceptions of the learning environment, engagement with school, and relationships. All students will also be invited to participate in predictable outdoor in-person meetups at school buildings to develop community and relationship building.

What if my student(s) do not have access to resources and materials for remote or in-person settings?

PSB will ensure that student(s) will have access to district-issued technology devices and assist with internet connectivity issues as needed. Students who qualify for free and reduced lunch will be able to pick up breakfast and lunch from our cafeterias across the district and Brookline Housing Authority sites to ensure their nutritional needs are being met. Students who do not have access to masks or facial coverings in in-person settings will be provided one by the school nurse.

I do not want my students to return to in-person settings. What should I do?

PSB understands that not all families will want their student(s) returning to school buildings, even if local and state departments approve a safe return. The PSB Reopening Form will include an option to select a “remote only” learning model for their student(s). Selecting this option will enroll your student in the Remote Learning Academy and confirm their remote only placement in 2020-21.

What happens if there is a case of COVID-19 in my student’s classroom/school?

PSB School Health Services will be working in conjunction with the Brookline Health Department in order to monitor illness, potential COVID-19 cases as well as any positive cases. You will be notified if your student(s) is directly affected. Individuals who test positive for COVID-19, and/or were close contacts of a positive case cannot return to school until they have self-quarantined for 14 days and/or provide evidence of a negative test. Schools may be closed under the discretion of the Brookline Health Department and the Massachusetts Department of Elementary and Secondary Education (DESE).

How will I be notified of updates and changes to our reopening plan?

All information will be communicated by email and posted on the PSB reopening website (www.brookline.k12.ma.us/reopen).

Appendix C: Reopening Information for Staff

The Public Schools of Brookline will begin the 2020-21 school year under the RemotePlus Model. Under this model, the majority of our students will begin the year remotely and gradually phase into in-person learning throughout the year:

| | |
|---|---|
| All Staff Report | Tuesday, September 1 - Tuesday, September 15 (Protocol Training and Professional Development Period) |
| First Day of School | Wednesday, September 16 |
| School Hours | Full day, similar to the 2019-20 school year |
| Students beginning the year <u>In-Person</u> | <input type="checkbox"/> Brookline Early Education Program (BEEP) <input type="checkbox"/> Kindergarten <input type="checkbox"/> Selected students determined by PSB as “most vulnerable” |
| Students beginning the year <u>Remote</u> | <input type="checkbox"/> All other students in grades 1-12 |
| <ul style="list-style-type: none"> - PSB will bring students in grades 1-12 back to in-person learning as health and safety metrics are met. The youngest grade levels will be prioritized first. - Building staff who cannot intend to return to any in-person settings for health and safety reasons will be able to indicate their preference for working remotely. - PSB School Leaders will work with staff to design predictable outdoor in-person meetups at school buildings to facilitate community, relationship building, and social-emotional wellness for all grade levels. - Teacher/cohort assignments and class schedules will be finalized by September 1. | |

Important Guidelines:

Any student or staff that is returning to in-person settings must follow these guidelines:

1. Masks/face coverings must be worn by all students and staff
2. Six (6) feet of physical distancing must be maintained by students and staff at all times
3. PSB staff will receive training on procedures and protocols related to COVID-19
4. PSB staff will enforce other local and state COVID-19 guidelines and procedures as needed

Reopening Checklist:

More information on each task will be sent to staff beginning the week of August 17.

- Complete the Reopening Form to indicate your instructional preference
- Check-in with your supervisor
- Attend Professional Development and Health/Safety Training
- Set-up classrooms and resources for in-person and remote systems
- Begin school

Frequently Asked Questions (FAQ):

How will I know if a PSB student identifies as “most vulnerable”?

PSB defines their “most vulnerable” as students with IEPs, designated as “high needs” on “Primary Disability/Level of Need PL3; students who 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; and/or students identified as English Learners and have complex and significant needs. You will work with your school leaders to directly contact parent/guardian(s) directly if you believe that their student(s) should be prioritized for in-person services.

When will students who begin the year remotely return to in-person settings?

As of August 14, 2020, PSB school buildings do not meet the health and safety regulations determined by local and state departments to facilitate a return for all students. The PSB operations team are working with public health experts to enhance indoor ventilation systems and modify classrooms to meet these measures. As these metrics are met, PSB will notify families and staff to begin bringing students in grades 1-12 back to in-person learning in a hybrid model. Students in the youngest grade levels will be prioritized for return.

What will remote learning look like?

School leaders will finalize class schedules for students in grades 1-12 by early September once each school confirms their student and staff enrollment for in-person and remote settings. It is expected that remote learning will follow the same daily schedule as previous school years. Students will experience synchronous lessons with the entire class, asynchronous instruction which will be driven by teacher provided materials, and independent work time. Student attendance and participation is required. You will receive additional information and training on remote learning systems from September 1, 2020 through September 15, 2020 as mandatory professional development.

Will I continue to receive collaboration/personal time during the school day if I am teaching remotely?

Yes, the remote learning schedule will include time for staff collaboration and preparation, as well as specific blocks where staff are specifically offline.

What if students in my class(es) do not have access to resources and materials for remote or in-person settings?

PSB will ensure that student(s) will have access to district-issued technology devices and assist with internet connectivity issues as needed. Students who qualify for free and reduced lunch will be able to pick up breakfast and lunch from our cafeterias across the district and Brookline Housing Authority sites to ensure their nutritional needs are being met. Students who do not have access to masks or facial coverings in in-person settings will be provided one by the school nurse.

What should parents do if they do not want their child(ren) to return to in-person settings?

PSB understands that not all families will want their student(s) returning to school buildings, even if local and state departments approve a safe return. The PSB Reopening Form will include an option to select a “remote only” learning model for their student(s). Selecting this option will enroll your student in the Remote Learning Academy and confirm their remote only placement in 2020-21.

What should I do if I do not feel comfortable returning to in-persons settings?

Staff will be asked to fill out a reopening form and indicate their instructional preference. Your supervisor will also contact you directly with more information about your responsibilities before September 1, 2020.

What should I do if I cannot report to work?

If you cannot report to work due to any reason, please contact your supervisor immediately and help secure coverage for your responsibilities.

What happens if there is a case of COVID-19 in my classroom/school?

If a student or staff displays symptoms of COVID-19, please report this information to the school nurse immediately. PSB School Health Services will be working in conjunction with the Brookline Health Department in order to monitor illness, potential COVID-19 cases as well as any positive cases. You will be notified if your student(s) or colleague(s) are directly affected. Individuals who test positive for COVID-19, and/or were close contacts of a positive case cannot return to school until they have self-quarantined for 14 days and/or provide evidence of a negative test. Schools may be closed under the discretion of the Brookline Health Department and the Massachusetts Department of Elementary and Secondary Education (DESE).

How will I be notified of updates and changes to our reopening plan?

All information will be communicated by email and posted on the PSB reopening website (www.brookline.k12.ma.us/reopen) and PSB staff portal.