
RECORD OF A REGULAR MEETING OF THE BROOKLINE SCHOOL COMMITTEE ON **THURSDAY, DECEMBER 5, 2024** AT 6:00 PM, IN THE WALSH SCHOOL COMMITTEE ROOM, BROOKLINE TOWN HALL, 5TH FLOOR. STATUTORY NOTICE OF THIS MEETING WAS FILED WITH THE TOWN CLERK.

School Committee Members present: Dr. Andreas Liu (Chair), Ms. Suzanne Federspiel (Vice Chair), Ms. Helen Charlupski, Dr. Steven Ehrenberg, Ms. Valerie Frias (remote), Dr. Jesse Hefter, Ms. Sarah Moghtader, Ms. Mariah Nobrega (remote), and Ms. Carolyn Thall (remote).

Staff present: Dr. Linus Guillory, Superintendent; Ms. Liza O'Connell, Deputy Superintendent for Student Services; Dr. Jodi Fortuna, Deputy Superintendent for Teaching and Learning; and Ms. Claire Galloway-Jones, Director of Educational Equity (remote).

Others present: Kiran Bhatia, Student Representative.

Dr. Liu called the meeting to order at 6:00 PM.

1. ADMINISTRATIVE BUSINESS

a. Consent Agenda

ACTION 24-117

On a motion of Dr. Liu, and seconded by Dr. Hefter, the School Committee VOTED UNANIMOUSLY, by roll call, with 9 in favor (Dr. Liu, Ms. Federspiel, Ms. Charlupski, Dr. Ehrenberg, Ms. Frias, Dr. Hefter, Ms. Moghtader, Ms. Nobrega, and Ms. Thall), 0 opposed, and 0 abstentions, to approve the following items:

- i. Past Records: November 14, 2024 School Committee Meeting
- ii. Approval to use Driscoll School Building Project funds for the repaving of portions of Bartlett Crescent, Cassidy Corporation, \$44,175.00 (Attachment A)
- iii. Student Trip: Lawrence School 8th Grade, New York City, June 12-13, 2025 (Attachment B)

b. Possible Vote to Approve Pierce School Proprietary Items

Ms. Charlupski explained the general purpose of using Proprietary Items in public construction projects, and reviewed the additional Proprietary Items being recommended for use in the Pierce School Project. She referred to the memo from Lap Yan, Director of Capital Construction (Attachment C). Inclusion of these additional items as proprietary is in the public interest for ease and cost of maintenance, operations, and/or replacement. The Massachusetts School Building Authority (MSBA) requires approval from the School Committee, the Building Commission, and the Select Board on these items.

ACTION 24-118

On a motion of Ms. Charlupski, and seconded by Dr. Ehrenberg, the School Committee VOTED UNANIMOUSLY by roll call, with 9 in favor (Dr. Liu, Ms. Federspiel, Ms. Charlupski, Dr. Ehrenberg, Ms. Frias, Dr. Hefter, Ms. Moghtader, Ms. Nobrega, and Ms. Thall), 0 opposed, and 0 abstentions, to approve the Proprietary Items for the John Pierce School Project as described on the attached memo dated November 14, 2024.

- c. **Possible Vote to Authorize Steps to Success, Inc. to serve beer and wine during their annual 2025 Step Up Celebration on May 3, 2025, at Brookline High School, 22 Tappan Street (students will be present).**

Dr. Liu directed members to the memo from Steps to Success, Inc. (Attachment D) requesting permission to serve beer and wine at their annual Step Up Celebration, scheduled for May 3, 2025 at Brookline High School, 22 Tappan Street.

ACTION 24-119

On a motion of Dr. Liu, and seconded by Ms. Charlupski, the School Committee VOTED UNANIMOUSLY by roll call, with 9 in favor (Dr. Liu, Ms. Federspiel, Ms. Charlupski, Dr. Ehrenberg, Ms. Frias, Dr. Hefter, Ms. Moghtader, Ms. Nobrega, and Ms. Thall), 0 opposed, and 0 abstentions, to authorize Steps to Success, Inc. to serve beer and wine during their annual 2025 Step Up Celebration on May 3, 2025 at Brookline High School, 22 Tappan Street.

- d. **Draft 2025-2026 School District Calendars, including the possible addition of Eid al-Fitr as a new Category I holiday.**

Dr. Liu referred to the four drafts of the 2025-2026 school district calendar (Attachments E, F, G and H). The calendars have been posted with the meeting docket to conform to School Committee policy regarding calendar adoption. He also referenced a memorandum from the Office of Town Counsel – *Designation of Holidays for School Closure* (Attachment I). Town Counsel advises that, "...in considering adding or removing school holidays now and moving forward into the future, the School Committee should rely on criteria, tied to the learning needs of PSB students, that are 1) supported by evidence and 2) nondiscriminatory." Members were advised to speak to Town Counsel if they have questions about the memorandum. Dr. Liu indicated that Town Counsel would be invited to the meeting at which the calendar is discussed to provide guidance.

These draft calendars represent the range of options that the Committee may consider. Version 1 is the current calendar, rolled forward; no changes were made to any holiday or category designations. Version 2 adds Eid al-Fitr as a Category I holiday on March 20, 2025. Version 3 is the current calendar rolled forward with no changes to holiday or category designations, however, Professional Development Day is moved from November 4, 2024 to March 20, 2025. Version 4 removes all Category I holidays from the calendar, and all references to Category I and Category II holidays have been removed from the key. Dr. Liu asked members if the discussion and vote for the 2025-2026 calendar should take place at the December 19 meeting or be moved to January (to allow more time for continued data gathering and community notice). In particular, Version 4 (which removes all Category I holidays) represents a marked change from prior calendars and would need to be specifically noticed on the December 19 docket to meet Open Meeting Law requirements. To aid in any future calendar discussion, members were asked to send attendance data requests to Ms. Fitzpatrick no later than December 12. She will compile the requests and share them with Dr. Guillory.

Member comments included:

- Version 4 (removing all Category I holidays) should not be considered as part of the discussion of the 2025-2026 calendar. It should be part of a broader discussion for possible calendar changes in future years.
- It is important for the Committee to have a substantive discussion, with the appropriate data and information, to reach a decision that centers students and instruction, and makes the most of the 180-day calendar. The Committee needs time to discuss the legal aspects of the calendar development, especially in light of the memo from Town Counsel. In possession of that information and guidance, the Committee could then consider Version 4 (removing all Category I holidays).
- Because Version 3 and Version 4 were just shared with the Committee this week, it is best to move the calendar vote to January.
- Version 4 is not a wise choice. The district will find that staff and student absences on the current Category I holidays will make instruction impossible, and the Committee will not achieve its objective of making the most of the 180-day calendar.
- At its August workshop and October meeting, the Committee agreed to move ahead with a 2025-2026 calendar and then, in early winter, when the 2026-2027 draft calendar is presented, conduct a broader discussion of the calendar that incorporates community input and feedback. The Committee should stick to that plan. Changes such as removing all Category I holidays need more time for discussion and should not be rushed.

It was suggested that a discussion of the calendars would begin at the December 19, 2024 meeting, and a vote on the calendar would be scheduled for the January 9, 2025 meeting.

2. SUPERINTENDENT'S REPORT

a. Introduction of the Recipients of the 2024 Massachusetts Association of School Superintendents Certificate of Excellence

Dr. Guillory reminded the Committee that the principals at Baker School and Ruffin Ridley School are serving in interim positions. He announced that he will be launching the search process for permanent principals at both schools soon, and he looks forward to sharing the details with the community. He announced that the job posting for the Deputy Superintendent/Chief for Administration and Finance position is available and applications are being accepted. Finally, Dr. Guillory noted that staff are well into the FY26 budget development process. Budget managers will submit their FY26 requests by December 8.

Dr. Guillory introduced the Recipients of the 2024 MASS Certificate of Excellence:

One of the true highlights of the annual School Committee calendar is the presentation of the Massachusetts Association of School Superintendents Award for Academic Excellence to Brookline High School seniors who have distinguished themselves from their peers.

We are honored this evening to welcome the 2024 awardees, Mai Hagbi and Micaela Phelan Burgos to our meeting.

The MASS Excellence Awards are reserved for some of our most accomplished students – students who have demonstrated not just their academic potential and integrity, but who have also shown great determination, perseverance and strength of character. These students truly represent the very best of Brookline High School.

We are delighted that Mai and Micaela are with us in-person this evening, joined by their families and support networks here in Town Hall and by many others who are watching the live stream of the meeting.

Brookline High School Guidance Counselor Kara Lopez introduced Mai Hagbi, commenting on her resilience, strength, and unshakable commitment to her family. In the face of family medical challenges, Ms. Hagbi has found ways to excel in school, support her family, and continue her growth as an individual. Ms. Lopez described Mai as a beacon of perseverance and love who reminds us all of the power of resilience in the face of life's challenges. Brookline High School Associate Dean Jenny Longmire introduced Micaela Phelan Burgos whose resilience and leadership make her standout among her peers. In addition to her leadership activities at BHS, Micaela has been recognized as the top student in her English Language Learner coursework, and has taken challenging AP coursework. Beyond the classroom, she has devoted over 100 hours as a volunteer at the Brookline Food Pantry and the Brookline Teen Center. Dr. Guillory presented both awardees with the MASS Award for Excellence, and members joined in congratulating Ms. Hagbi and Ms. Burgos on this very well-deserved recognition.

3. PUBLIC COMMENT

Dr. Liu addressed what transpired during the public comment period at the School Committee's November 14 meeting. At that meeting, many speakers addressed the BHS Day of Racial Reform and Solidarity (DoRRS) as part of an organized effort to pressure our staff and silence one of our students. He regrets that the School Committee's public comment period was used in this way. Further, the public comment at that meeting contributed to an atmosphere in which BHS leaders were not certain they could keep our staff and students safe, and the DoRRS event had to be postponed. Dr. Liu offered his support to BHS Head of School Anthony Meyer and his leadership team, noting that he trusts that any decision they make is informed by compassion and understanding for all of our students.

One member of the public provided public comment: Faiza Khan. Ms. Khan noted that at least one of the draft calendars that are part of today's meeting packet show Eid al-Fitr remaining a Category II holiday, despite the School Committee's vote at the October 10 meeting. She wondered if this had been done to appease those behind the recent Open Meeting Law (OML) complaint. She asked if the OML complaint is being used as a backdoor mechanism to prevent Eid al-Fitr from becoming a Category I holiday. She noted that other school districts have closed school on Eid, and she wondered why Brookline would be prohibited from doing the same. She urged the Committee to remember its responsibility to represent all members of the community.

4. PRESENTATIONS AND DISCUSSIONS OF CURRENT ISSUES

a. Climate and Sustainability Task Force Recommendations

Dr. Ehrenberg introduced the members of the Climate and Sustainability Task Force, who presented their recommendations (Attachment J). The School Committee voted a Sustainability

Policy in October 2022, and the Task Force was created in May 2023. Dr. Ehrenberg thanked the members of the all-volunteer Task Force who devoted hundreds of hours to this work. He noted that their recommendations are designed to be feasible, and within the School Committee's purview. The mandate for the Task Force was to: inventory town assets (initiatives, organizations, activities) already working in this area, identifying those that PSB can partner with, leverage, or scale to achieve the relevant objectives of the PSB Sustainability Policy; issue recommendations for PSB actions (such as further policies, coordination mechanisms, or investments) to achieve the relevant objectives of the PSB Sustainability Policy; and to present the recommendations to the School Committee and other interested stakeholders for possible action. The Climate and Sustainability Task Force is comprised of four Work Groups: Education and Engagement; Energy, Buildings and Outdoor Spaces; Food Services and Waste; and Transportation. Representatives of each work group presented and described their recommendations.

Roger Grande, BHS Social Studies teacher, presented the recommendations of the Education and Engagement Work Group, which focused on curriculum development, outdoor learning, extracurricular experiences, pedagogy, and empowering youth to participate in civic engagement. The three main recommendations in this area are to: provide outdoor learning for all students, every year; to invest in student competencies; and to invest in educators. Mr. Grande shared results of a sustainability survey completed by 475 BHS students, and he shared the results of a similar survey for PSB educators, which garnered responses from 111 teachers. The results of the surveys helped to inform the work group's recommendations. Their first recommendation is to provide outdoor learning for all students, every year; these outdoor learning experiences can enhance learning in all curricular areas, and are an essential component of climate and sustainability education. Other recommendations include launching a PSB Sustainability Education Team to review existing environmental learning outcomes, and identify resources to build knowledge, citizenship and resilience for a climate-disrupted world. The work group recommends that a scope and sequence for sustainability education be piloted in select grades, integrating citizenship and empowerment. The work group recommends that the district hire a lead sustainability educator to provide ongoing support and coordination; identify and provide stipends for sustainability leads in each school; and offer system-wide professional development to revise or design interdisciplinary curriculum. Matthew Yamatin presented the recommendations of the Energy, Buildings, and Outdoor Spaces Work Group, which focused on energy conservation and efficiency, renewable and alternative energy, electrification, high-performance buildings, outdoor learning, and green schoolyards and recreational spaces. The priority recommendations from this work group include: annual reporting of climate and energy; formalizing a fossil fuel free and zero emission plan for the PSB; and identification of a funding mechanism for financing the fossil fuel free and zero emission plan. Secondary recommendations include: partnering with local volunteer subject matter experts; providing annual training/reminders for school staff on quick wins to reduce energy; and evaluation and selection of a preferred purchasing approach for onsite solar projects. These recommendations are described in more detail, including actions, timelines & resourcing, and outcomes, in the attached presentation. Ezra Kleinbaum, BHS senior, presented the recommendations from the Food Service and Waste work group. Their recommendations include composting (100% composting of food waste from all ten PSB kitchens and cafeterias); food rescue (repurposing food from all PSB kitchens and cafeterias); reusables (move to reusable food ware and eliminate single-use plastics from all meals); and staffing (make the Food Service Sustainability position permanent). Mr. Kleinbaum discussed each of the recommendations in more detail, including the proposed timelines and expected

outcomes. A team of BHS students presented the recommendations from the final work group – Transportation. Their recommendations include: incentivizing greener staff commuting; switching to electric vans and, eventually, to electric buses; advocacy for improved and expanded bicycle infrastructure; and restricting car idling around and close to schools. The group shared results from a survey that gathered data on staff commuting methods and habits. Specific recommendations include subsidizing MBTA Charlie Cards, providing a non-driving subsidy, and repurposing off-street parking spaces.

Members shared their thanks and appreciation with the Climate and Sustainability Task Force for the incredible amount of work they undertook to create these recommendations. Members had questions about the expanded Charlie Card recommendation, applauded the emphasis on sustainability curriculum and teacher professional development, noted their appreciation for user-friendly charts that clearly outline recommendations and action steps, had questions about the obstacles to successful composting in the “front of the house” (cafeteria), shared their appreciation for the work done by the Food Service staff to create sustainable and healthy menus, and commented on the alignment of these recommendations with other school and town initiatives such as through the Pedestrian Advisory Committee. Dr. Ehrenberg asked that the school administration consider a pilot investment in sustainability competencies/pedagogy to mark a shift in how it thinks about sustainability education. He also requested that the district consider adding sustainability initiatives to the Strategic Plan. Several of the recommendations are policy related, and can be taken up by the School Committee Policy Subcommittee. He asked if a workshop style meeting might be scheduled for the Committee to review each of the recommendations, including budget impacts. He noted that the Climate and Sustainability Task Force will be compiling their recommendations into a final written report.

b. Strategic Plan Quarterly Update

Members of the district’s leadership team provided updates on the implementation of the Strategic Plan (Attachment K). Dr. Fortuna described some of the activities for Goal 1: Teaching and Learning, including an upcoming K-5 ELA curriculum recommendation to be made to the School Committee at the December 19 meeting. She noted that difficulties hiring a French teacher have stalled the curriculum work planned for World Language. She reported that professional development in grades PreK-5 has been provided in Tier I literacy as part of the focus on multi-tiered systems of support (MTSS), and the Office of Teaching and Learning has provided time expectations for the elementary schedules that meet DESE Time on Learning requirements. Ms. Galloway-Jones reported on progress toward completing a district equity audit, noting that a representative staff team was created to review the proposals received through the public bid process. The team narrowed the search down to two companies, and a final decision is expected the week of December 9. Dr. Guillory provided an update on Goal 2: Community and Connections, and announced that staff work is progressing to rebuild and relaunch the district website. A community survey will be circulated to gather information about user expectations and pain points with regard to school and district websites. A Website Committee - representing various stakeholders – will be formed and this committee will provide guidance with regard to design, content and other areas of the websites. Superintendent Guillory reported on the work to create a consistent system of protocols and expectations for effective communication, highlighting his new monthly *Superintendent’s Staff Bulletin*, and the Office of Teaching and Learning’s new monthly newsletter, *K-8 Curriculum Corner*.

Ms. O'Connell provided an update on Goal 3: Climate and Culture. She reported that 70% of K-5 classrooms have implemented lessons from Second Step (a Tier 1 SEL curriculum), and six middle schools are using Wayfinder (an SEL curriculum) in their Advisory periods. Staff plan to create a Climate and Culture working group in spring 2025 to review and incorporate the results of the staff and family Panorama survey into strategic initiatives. Ms. O'Connell reported that the Office of Educational Equity has piloted three Equity Cycles (at Lawrence, Runkle and Ruffin Ridley) focused on inclusivity and restorative practices. Staff await the possible adoption of a new district policy for Inclusion in the Life of the School, and will be ready to develop procedures and practices for such a policy should it be enacted. Staff submitted to DESE the first progress report on two indicators identified through Tiered Focus Monitoring (TFM). Goal 4 is focused on Management and Capacity Building, and Goal 5 is focused on Governance. Dr. Givens was not available to present on these two goals. Dr. Fortuna and Ms. Galloway-Jones shared some of the updates for Goal 4, including alignment of the annual district budget to the Strategic Plan and to the School Improvement Plans; implementation of a new Human Resources model that streamlined the hiring and onboarding processes to recruit, retain and sustain talent in all positions; and introduction of a site-based model of budgeting in January 2024. Goal 5 updates include: creation of organizational charts for all district level offices (included in the FY25 budget), and creation of processes and systems for contracted services, purchase order management, and position control. Ms. Galloway-Jones also reported about collaborative efforts between the Human Resources staff and the Office of Educational Equity related to recruiting, hiring and retaining a diverse staff.

Staff closed the presentation with an update on the dashboard – still being finalized – that will allow the School Committee to review current data on Strategic Plan measurements. Dashboard information will include multiple years of district level data on common assessments (mClass, MCAS, DIBELS, etc.), attendance and behavior data, multiple years of Panorama survey results, and other important measurements. Members thanked the staff for this excellent overview, commenting on the promising progress made in so many areas reflecting a tremendous amount of staff work. Members noted the value in receiving these comprehensive interim reports, and are very excited about the upcoming dashboard. Members asked if a color-coding system (green, yellow, red) for the activities might be created to readily indicate if work is on track or not, and also suggested that an overview presented in a grid fashion would be very helpful. Ms. Galloway-Jones answered questions about staff diversification efforts.

5. SUBCOMMITTEE AND LIAISON REPORTS

a. Capital

Ms. Charlupski announced that the Capital Subcommittee will meet on January 22. The agenda is expected to include an update on the Schools Repair and Maintenance Budget from Mr. Simmons (Director of Public Buildings for the Town) and a discussion of security cameras outside of Brookline High School. She reported that the Pierce School Building Project documents are out to bid; the project team is optimistic that the bids will be ready to be presented to the Building Commission at their January meeting. Ms. Charlupski reported that renovations to the lower level of Baldwin School will be complete in early January; this garden level space will provide a meeting room for professional development and staff meetings.

b. Curriculum

Ms. Federspiel reported on the November 25 subcommittee meeting which included a report from the Climate and Sustainability Education and Engagement work group and an

overview and Open House of the three K-5 literacy curriculums under consideration by the district. Staff will present their K-5 literacy curriculum program recommendation to the School Committee at the December 19 meeting for a vote. The subcommittee's next meeting is scheduled for December 10, and the agenda will include a presentation on Science in the Middle School grades, and a discussion of the district's Middle School program.

c. Diversity, Equity, Inclusion and Justice

Ms. Moghtader announced that the next meeting of the DEIJ subcommittee is scheduled for December 9 at 6:00pm. The meeting will feature a presentation on the planned Day of Racial Reform and Solidarity at BHS, and an update from the Office of Educational Equity. She reported that the October subcommittee meeting featured a discussion about a case study from the Harvard Ed Ethics program.

d. Finance

Ms. Nobrega reported that the subcommittee's next meeting is Wednesday, December 11.

e. Government Relations

Dr. Liu announced that the subcommittee will meet on Thursday, December 12. The agenda will include a discussion of legislative priorities, in preparation for the Meeting with Legislators on February 10. Ms. Federspiel reported that the Massachusetts Association of School Committees (MASC) Annual Meeting was a success. She represented the School Committee at the meeting and cast votes on MASC resolutions.

f. Policy

Dr. Ehrenberg reported that the Policy Subcommittee met on November 18 and reviewed a draft of the Personal Electronic Device policy (formerly known as cell phone policy). That draft policy has been shared with principals for their feedback. He is working with the MASC consultant on edits to Section J of the Policy Manual. The next meeting of the subcommittee, on December 16, will include a review and discussion of draft edits to the Attendance Policy.

g. Other Liaisons and Updates

Dr. Liu announced that he attended the recent Town School Partnership meeting at which Town officials provided an update on the FY26 fiscal outlook. The forecast is not optimistic. Significant budget issues are ahead, including group health insurance expenses coming in much higher than expected. A multi-million deficit is projected. Dr. Guillory will be attending a special Select Board meeting on December 10 at which the FY25 financial forecast will be shared in more detail, and Ms. Nobrega reported that this information will be discussed at the Finance Subcommittee on December 11.

6. NEW BUSINESS

Dr. Hefter referred to Dr. Liu's comments shared at the start of Public Comment. He asked if the Committee might consider creating guidance or parameters around the Public Comment period, to ensure that the comments are focused on schools and education. Members discussed what form such guidance or parameters might take. Dr. Ehrenberg suggested that the discussion of the Public Comment policy be continued at a docketed Policy Subcommittee meeting.

7. ADJOURNMENT

The meeting adjourned at 8:50pm.

Respectfully Submitted,
Betsy Fitzpatrick, Executive Assistant
Brookline School Committee

Town Of Brookline

Contract Coding Approval Form

Department: BUILDING / DPW

Vendor Name: Cassidy Corp

Vendor Number: 59710 Amount of Contract \$ \$44,175

Contract #: PW 25-09

Purpose of Contact:

	Description:	
		repave passageway abutting Driscoll School

Coding:

Org #	Org Name *	Acct #	Acct Name	Amount
2594C210	6C0002		Driscoll	\$44,175

* For "K" or "C" accounts, please call it "CIP", preceded by your Dept (e.g., 4909K001 would be "DPW CIP").

Department Head: _____ Date _____

Comptroller and Purchasing Approvals

Funds Available / Codes Correct _____
Comptroller
Date Approved by Comptroller

Complies with Appropriate Procurement Law
 (MGL ch 149, ch 30 30M, or ch 30B) _____
Purchasing
Date Approved by Purchasing

FORM FOR GENERAL BID

THIS SECTION MUST BE FILLED OUT

I. CONTRACTOR INFORMATION

NAME OF COMPANY: CASSIDY CORP
ADDRESS: 53 FONDI ROAD
CITY/ST/ZIP: HAVERHILL, MA 01832
TELEPHONE: 866-978-9788 FAX: _____
EMAIL: DAN.DAMBRO@CASSIDYCORP.COM
SS NO.OR FID NO.: 900065873
PERSON BIDDING: DAN. D'AMBROSIO 781-454-8521
TITLE: VICE PRESIDENT

BID PRICING SHEET

See Attached Bid Pricing Sheet

GRAND TOTAL: <u>\$ 44,175.00</u>

FORM OF AGREEMENT
CONTRACT SIGNATURES

CONTRACTOR'S AUTHORIZED SIGNATORY:

The undersigned parties have signed or identified all parts of these documents; this contract being itself signed in these counterparts.

Daniel V. Ambrosio Daniel V. Ambrosio
SIGNATURE

Vice President
TITLE

11-25-2024
DATE

BUILDING COMMISSION AUTHORIZED SIGNATORY:

Just Z. Jan
Delegated by: 70208196410122...

Nathan Peck
C7FD8E0A35E1495...

Brooke Duskin
Delegated by: D40FEFDC1FA4BC...

SCHOOL COMMITTEE AUTHORIZED SIGNATORY:

Phyllis D. Dwyer
Suzanne Fedoroff
Conductors

TOWN OF BROOKLINE SELECT BOARD AUTHORIZED SIGNATORY:

Bernard W. S. L.
John Van Lier Paul J. Wan

APPROVAL OF COMMISSIONER OF PUBLIC WORKS

The undersigned hereby approves this contract as to matters of form:

SIGNATURE

DATE

CERTIFICATION OF COMPTROLLER:

The undersigned hereby certifies, pursuant to M.G.L. c. 44, p. 31C, that an appropriation in the amount of this contract has been made and is available therefore. The undersigned hereby further certifies that an officer or agent of the Town of Brookline has been authorized to execute this contract and to approve all requisitions and change orders.

SIGNATURE

TITLE

DATE



Erin Chute
Commissioner
Daniel Murph, PE
Director

TOWN OF BROOKLINE *Massachusetts*

DEPARTMENT OF PUBLIC WORKS Engineering & Transportation Division

November 13, 2024

Request for Quotation

DRISCOLL SCHOOL- RECONSTRUCTION OF PASSAAGEWAY

Issue Date: November 13, 2024
Department: Public Works

Quote #: PW-25-09

Quote Due Date: Monday, November 18, 2024 @ 4:00 p.m.

Quotation is requested for goods and services listed on the attached *Quotation Form and Scope of Work* for the Passageway abutting Driscoll School, 725 Washington Street, Brookline, MA 02446 under the management of the Brookline Department of Public Works.

Please return quotation to:

Robert Kefalas, DPW
Town of Brookline
333 Washington Street
Brookline, MA 02445
Phone: 617-730-2316 fax: 617-713-3727
Email: rkefalas@brooklinema.gov

The following items are to be completed by the bidder and returned together with the completed *Quotation Form and Scope of Work*.

Quotation Date:	11-18-2024
Key Contact:	Dan D'Ambrosio (781-454-0521)
Company Name:	Cassidy Corp
Address:	53 Ford Road Haverhill, MA 01832
Email:	dan.dambrosio@cassidycorp.com
Telephone #:	866-978-9788
Authorized Signature:	Daniel V D'Ambrosio

Sincerely,

Robert Kefalas
Project Engineer

Scope of Work

Driscoll School - Reconstruction of Passageway

PW/25-09

The purpose of this Contract is to:

Excavate the bituminous asphalt passageway along Driscoll School as shown on the plan and as directed by the engineer

Remove all excess and unsuitable materials, as determined by the engineer, which shall become the Contractor's property.

Adjust all structures as directed by the engineer

Add DGCS as directed by the engineer.

Re-grade and compact stabilized base.

Install two (2) inches of Bituminous Concrete Binder Course and one and a half (1 ½) inches of Bituminous Concrete Wearing Surface.

All quantities are approximate and are to be used only for comparison of Bids.

A site visit is strongly recommended. To schedule a site visit contact Robert Kefalas, rkefalas@brooklinema.gov. Site visit times will be arranged with each interested company at a mutually agreed time during normal business hours.

General Bidders must demonstrate expertise in similar construction and a record of completing projects on time and within budget. Bidders must have completed 3 municipal projects, of similar nature, in the last five (5) years. References shall be provided with bids to verify the bidder's experience record.

The Commissioner of Public Works reserves the right to increase or decrease quantities, as needed, to meet budget constraints. The Town will award the Contract to the lowest, responsible, qualified bidder, as determined by the Commissioner of Public Works.

Working hours will be Monday through Friday from 7:00 a.m. to 5 p.m.

SW-1

PW25-09 Quotation Form for Reconstruction of Passageway at Driscoll School
 Issue Date 13-Nov-24
 Department Public Works Engineering Division
 See attached Scope of Work, Specification, and Plan

Bid Pricing Sheet

Item Number	Contract Quantity	Description	Unit	Bid Unit Price	Bid Total
129.100	575	Bituminous Concrete Excavation @	Sqyare Yard	\$ 35 ⁰⁰	\$ 20,125 ⁰⁰
220.000	2	Structure Adjusted, E.C.C. @	Each	\$ 1,500 ⁰⁰	\$ 3,000 ⁰⁰
402.100	80	Dense Graded Crushed Stone for subbase @	Ton	\$ 50 ⁰⁰	\$ 4,000 ⁰⁰
702.100	110	Hot Mix Asphalt Pavement @	Ton	\$ 155 ⁰⁰	\$ 17,050 ⁰⁰
Forty Four thousand one hundred seventy five dollars TOTAL BID (written in Words) Zero cents				\$ 44,175 ⁰⁰	

Key Contact	Don D'Ambrosio (981-454-8521)
Company Name	Cassidy Corp
Phone Number	866-978-9788
Address	53 Pondi Road - Haverhill, MA 01832
Email	don.dambrosio@cassidycorp.com
Authorized Signature	Daniel V. Ambrosio 11/13/2024

11/13/2024

S:\Contracts FY 2025\PW-25-09 Driscoll School Paving Passageway\PW 25-09 bid sheet

SECTION 129

BITUMINOUS CONCRETE EXCAVATION

DESCRIPTION

129.20 General

The Bituminous Concrete surface where shown on the plans or as directed by the Engineer, shall be broken up, excavated to the proposed grades, and the excavated material removed from the site to a Contractor-furnished disposal area.

CONSTRUCTION METHODS

129.60 General

Under the classification of Bituminous Concrete Excavation, the Contractor shall cut, break up, and remove the broken up material from the site to a Contractor-furnished disposal area. The edges of all excavated areas shall be cut on straight lines with vertical faces of sufficient depth to afford a butt joint of a minimum depth of one (1) inch wearing surface, or to a deeper depth if so directed by the Engineer. The cutting of all edges shall be by means of a power saw or as by such means as the Engineer shall direct. The excavated area shall then be reshaped and thoroughly compacted to the lines and grades as shown on the plans or as directed by the Engineer. The depth of Bituminous Concrete Excavation shall include the depth required to place the D.G.C.S. subbase in areas that will receive new bituminous concrete surfacing as directed by the Engineer and as shown on the Drawings.

COMPENSATION

129.80 Method of Measurement

Where the existing pavement is cut, broken up and excavated, the excavated material removed, and the subgrade reshaped and compacted the Bituminous Concrete Excavated area will be measured in square yards.

129.81 Basis of Payment

All cutting, breaking up, excavation, removal of excavated material, reshaping and the compaction of subgrade will be paid for at the contract unit price per square yard of Bituminous Concrete excavation, which price shall include full compensation for all labor and equipment necessary to complete the work in a satisfactory manner.

129.82 Payment Item

129.10	Bituminous Concrete Excavation	Square Yard
	SS-1	

SECTION 220
ADJUSTMENT, REBUILDING AND REMODELING
OF DRAINAGE STRUCTURES
DESCRIPTION

220.20 GENERAL

This work shall consist of removing, replacing and adjusting the masonry and castings of present structures, as required, to conform to newly proposed line and grade changes; to change type of structure, or changes in type of castings; to remodel or adjust Bradley Head basins, all in accordance with this specification and in close conformity with the line and grades shown on the plan or established by the Engineer.

CONSTRUCTION METHODS

220.60 GENERAL

Prior to "Cold-Planing" the castings may be removed, a steel plate shall be placed on the existing masonry structure and bituminous concrete binder (pneumatically compacted) shall be placed to the existing pavement grade. If the castings are not removed and plated, then they shall be ramped with Hot Mix Asphalt immediately after the "Cold-Planing" process.

Prior to "Pulverization/Asphalt Reclamation" the castings shall be removed and the masonry structures shall be removed to a depth of Fifteen (15) inches or more below the existing pavement. A steel plate shall be placed on the existing masonry structure. Gravel and three (3) inches of bituminous concrete binder (pneumatically compacted) shall be placed to the existing pavement grade.

After Cold-Planing and/or after placing the binder course during the Reclamation process, the steel plate shall be removed, the masonry replaced and the casting set to conform to the newly proposed line and grade.

Hot Mix Asphalt (binder), thoroughly compacted, shall be placed around all castings adjusted as shown on the plan or as directed by the Engineer. Compensation for each payment item shall include payment for the HMA binder used in backfilling.

The Contractor will be held responsible for keeping all catch basins, manholes, and sewer and drain pipes within the work site free from all construction debris. Prior to placing the Bituminous Concrete Wearing Surface, the portion of completed work shall be thoroughly cleaned and the open ends of any pipe or structure securely blocked or stoppered in such a manner as to prevent the entrance into the pipe or structure of any dirt, rubbish or other foreign matter. No structure shall be accepted until it has been thoroughly inspected by the Engineer and found to comply with the above-specified requirements.

Should the Town's Public Works Department have to remove any construction debris from catch basins, manholes, or sewer and drain pipes, the Contractor will be charged for these Town services.

220.61 Protection of work

The present castings shall be carefully removed. They shall be satisfactorily stored until they are required for use or until they are transported and stacked by the Contractor at the Water and Sewer Division Storage Yard, 815 Newton St., (Transfer Station). If new castings are needed, they may be picked up at the same yard.

CON.PENSATION

220.81 Basis of Payment

The cost of removing, transporting, stacking and picking up and loading new castings by the Contractor shall be included in the contract unit price under the respective payment item for catch basins, and manholes adjusted and change in type, excluding cost of castings (E.C.C.), and Bradley Head basins remodeled. New castings will be furnished and delivered to Dean Road by the Town Water and Sewer Division. Adjustment of Sanitary and Drainage Structures shall include replacing broken and substandard castings with new castings furnished by the Town of Brookline.

The cost of plating and back filling with gravel and bituminous concrete binder shall be included in the contract unit price under the respective payment item. HMA for backfilling adjusted, new, and removed and reset structures shall be included within each respective payment item.

Bradley Head basins remodeled will be paid for at the contract unit price each for Bradley Head Remodeled. The price will constitute full compensation for the excavation of all materials encountered (except rock;) removal and disposal of the granite top and cover casting at a Contractor furnished disposal area; the removal of existing masonry as directed by the Engineer; the construction of new masonry; setting Town furnished castings including all labor and equipment required.

Bradley Head basins adjusted will be paid for at the contract unit price each for Bradley Head adjusted, including removing the granite top, removing and replacing up to two (2) vertical feet of masonry, and resetting the granite top to the lines and grades specified. Also included in this unit price is all bituminous concrete collars; all backfilling and compaction; all tools, labor, materials, steel rails if required, equipment and incidental work necessary to complete the work as specified.

220.82 Payment Items

220.0	Structure Adjusted, E.C.C.	Each
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SECTION 402

DENSE GRADED CRUSHED STONE FOR SUB-BASE

COMPENSATION

402.81 Basis of Payment.

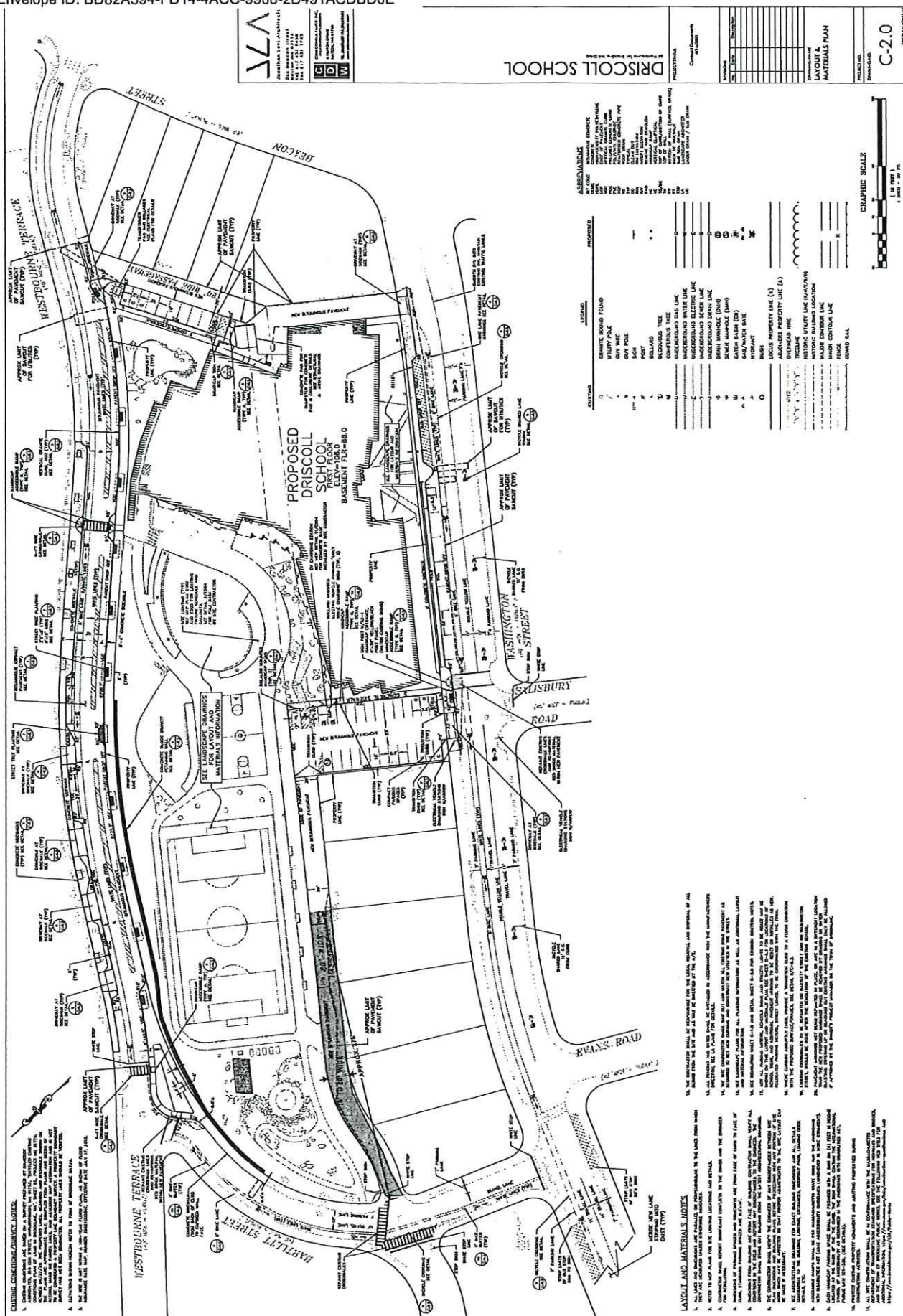
Delete subsection and add the following:

Dense graded crushed stone for sub-base will be paid for at the contract unit price per ton complete in place.

402.82 Payment Items

Add the following:

402.1 Dense Graded Crushed Stone for Sub-base	Ton
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THE PUBLIC SCHOOLS OF BROOKLINE

OFFICE OF TEACHING AND LEARNING
BROOKLINE, MASSACHUSETTS 02445

PHONE: 617-730-2432
FAX: 617-264-6451

LINUS J. GUILLORY JR., PHD
SUPERINTENDENT OF SCHOOLS

JODI L. FORTUNA, ED.D
DEPUTY SUPERINTENDENT OF TEACHING AND LEARNING

Lawrence School 8th Grade Trip to NYC
Out-of-State, Overnight Field Trip Application
New York City
June 12th – June 13th, 2025

For review and consideration by the
Brookline School Committee

Approval Route:	Approved	Denied	*Returned
Copies to:			
TEACHING AND LEARNING	<i>[Signature]</i>	_____	_____
DEPUTY SUPERINTENDENT	<i>[Signature]</i>	_____	_____
SCHOOL COMMITTEE	_____	_____	_____
MEETING DATE	_____	_____	_____
*REASON RETURNED:	_____	_____	_____

PUBLIC SCHOOLS OF BROOKLINE

APPLICATION FOR ALL OUT-OF-STATE, OVERNIGHT FIELD TRIPS

TRIP LOGISTICS:

1. Name of Field Trip: **Lawrence School 8th Grade Trip to NYC**
2. Educator Requesting Field Trip Approval: **Vanessa Bilello, Kate Hollander, Charles Deily, Hannah Bjornson, Willa Vish**
3. School: Lawrence School Grade Level: **8th**
4. Have you reviewed the *School Committee Policy I 3 a. for School Sponsored Field Trips*? **yes**
5. Have you reviewed the document "*Administrative Procedures for School Sponsored Field Trips*"? **yes**
6. Have you reviewed the document "*Field Trip Planning Guide*"? **yes**

These documents can be found in the Staff Portal of the district website (www.brookline.k12.ma.us) in the Office of Teaching and Learning link.

7. What is your destination? **NYC**
8. What is the date and time you are leaving school? **Thursday, 6/12/25 @ 6AM**
9. What is the date and time you are returning to school? **Friday, 6/13/25 @ 10:30PM**
10. Do the dates of the trip conflict with any religious holidays or observances? **No**
11. How many days will students miss from school? **2**
12. How are students being transported (school bus, chartered bus, plane, rail, etc)? **Chartered bus**

*If students are traveling via bus, please complete the
Requirements for Field Trip Transportation via Bus form.*

13. How many students will be participating in the field trip? **Approximately 50 students (all 8th grade students will be invited)**
14. What members of the student body are eligible for the trip? **All 8th grade students**
15. How are students selected to participate in this field trip? **Members of 8th grade graduating class for Lawrence**
16. Where will students be staying? **Hilton Hasbrouck Heights; 650 Terrace Avenue Hasbrouck Heights, NJ 07604**
17. What are the names and cell phone numbers of the primary staff chaperones on the trip?
Will include: **Vanessa Bilello, Kate Hollander, Charles Deily, Hannah Bjornson, Willa Vish from school staff (may be others - TBD)**
18. Other than those listed in #16 above, what are the names and roles (teacher, parent, etc) of other adult chaperones who will be on the trip? **Final decision on full chaperone list TBD after approval.**

EDUCATIONAL RELEVANCE

19. What is the purpose of the trip and how does it relate to Brookline's Learning Expectations (K-8) or BHS Course Syllabi? **8th Grade ELA curriculum includes Outsiders unit—students read the novel and wrote a literary essay on the novel. Seeing the Broadway show will help them continue to comprehend the story, as well as think about how the Broadway show diversifies the cast. Students did a project that involved re-casting a character so that aspects of the recast character included identities that were not represented in the original novel, but should have been. 8th Grade SS/Civics curricular links with Liberty Island/Ellis Island and 9/11 Memorial. All of these destinations are connected to the history we study in class and allowing students to visit these museums will make the history more meaningful. Museum of Natural History - 8th Grade science links**
20. Describe activities planned before the trip to prepare students:
21. Describe activities planned after the trip for students to wrap-up/reflect: _____

PUBLIC SCHOOLS OF BROOKLINE

ACCESSIBILITY AND STUDENT SAFETY

22. To what extent does the field trip group reflect the diversity of the school population? What efforts will be undertaken to ensure that, to the greatest extent possible, the participants in this field trip reflect the diversity of the school population? Please confirm in your answer that students are selected for the trip on a need-blind basis and that the trip will be advertised to students as need-blind, so that it is accessible to all students. **All students in the 8th grade class are invited to attend and costs will be need-blind to be accessible to students. Administration and the clinical team will work with families to ensure that all students wishing to attend can participate regardless of ability to pay the fee.**

23. What measures are planned to ensure student safety on the trip, including chaperone coverage, student behavior contracts, etc. **The school staff will create safety contracts, specific to the trip. School/district handbook/Code of Conduct**

24. What is the name and location of the medical facility closest to your destination? **Multiple medical facilities within NYC; Hackensack University Medical Center is within 5 minutes of hotel**

25. Will students be swimming? (please note: if swimming is planned, parents must give explicit written permission for their child to swim; students who do not have this express written permission will not be allowed to swim) **No**

26. If traveling outside of the United States, please attach the appropriate Department of State Advisory Review and Notification and a copy of Consular statement. **N/A**

FUNDING

27. What is the total cost of the trip **per student**? Please detail the major components of the trip below and provide a total. (*add/edit headings as necessary*) (see attached sample itinerary)

Lodging	Included in fee
Travel	Included in fee
Meals	Included in fee
Admissions/Tickets	Included in fee
TOTAL per student:	\$503 (all inclusive of lodging, travel via bus, meals & all admissions)

28. How will the field trip be funded? **Combination of PTO, fundraising and family funded**

29. What accommodations are made for students who cannot afford the expenses of this trip? Are partial and/or full scholarships available? **Yes, accommodations will be made for both partial and full scholarships will be made available to any students requiring financial assistance to attend.**

30. If fundraisers are planned to help lower the cost of the trip for all students, please describe those plans here: **The 8th grade students and families have been partnering with the PTO to raise funds. They have already done several events such as babysitting at the Back to School Nights, Face Painting and Bake Sales in conjunction with school-wide events like the Fun Run. They plan to do an auction, as well.**

*If you need any assistance as you complete this application,
please contact the Office of Teaching and Learning at 617-730-2432.*

PUBLIC SCHOOLS OF BROOKLINE

Signatures:

Educator Requesting Field Trip Approval: Kate Hollander/Hannah Bjornson

Date: 11/25

Principal: Vanessa Bilello

Date: 11/24

PUBLIC SCHOOLS OF BROOKLINE

Lawrence School 8th Grade Trip to New York City - SAMPLE ITINERARY

June 12-13, 2025

Hilton Hasbrouck Heights
650 Terrace Avenue
Hasbrouck Heights, NJ 07604
201-288-6100

DAY I - Thursday, June 12, 2025

- 5:45 am Bus arrives at Lawrence School - 27 Francis Street, Brookline, Ma.
- 6:00 am Depart for New York City. Bring a morning snack and box lunch from home.
- 11:00 am Approximate time of arrival in New York. Meet your guide. Bus to Central Park. Eat your lunches from home in the park.
- 12:00 pm Bus to the Museum of Natural History. Use the 81st Street entrance in front of the Rose Center for Earth and Space – to be requested, pending availability.
- 1:30 pm See the space show and visit the exhibits.
- 2:15 pm Bus to Rockefeller Center. Use the entrance on 50th Street between 5th & 6th Avenues. Pick up your tickets at the Will Call window.
- 3:15 pm Visit the Top of the Rock Observatory - to be requested, pending availability. See the city from the top.
- 4:30 pm Walk to Times Square. Visit this area as time permits.
- 5:15 pm Your guide will leave you here. Dinner at Bubba Gump's (1501 Broadway between 43rd & 44th).
- 6:30 pm Walk to the Bernard B. Jacobs Theatre (242 West 45th Street).
- 7:00 pm Performance of "The Outsiders".
- 9:30 pm Bus to your hotel for the night. Hotel security from 11:00 pm - 5:00 am.

DAY II - Friday, June 13, 2025

- 7:00 am Breakfast at your hotel. Pack your bus and check out.
- 8:15 am Board your bus for Liberty State Park.
- 9:00 am Security check - requested, pending availability. Ferry to Ellis Island, seeing the Statue of Liberty from the boat along the way. Meet your guide on Ellis Island.
Ferry back to Battery Park. Bus to the Oculus Mall Food Court at the World Trade Center. Pick up lunch - stipend provided. Visit the 9/11 Memorial.
- 1:00 am Visit the 9/11 Museum.
- 2:30 pm Bus to the Metropolitan Museum of Art.
- 3:15 pm Your guide will leave you here. Self guided visit at the Metropolitan Museum of Art.
- 5:00 pm Board your buses for return trip to Lawrence School. Dinner stop along the way - own expense.
- 10:30 pm Approximate time of arrival in Brookline.

On the day of your trip, your itinerary may have to be altered by your guides and/or drivers due to crowds, road closings and heavy traffic in New York.



TOWN of BROOKLINE

Massachusetts

BUILDING DEPARTMENT

Lap Yan
Director of Capital
Construction

TO: Select Board
School Committee

cc: Building Commission

FROM: Lap Yan, Director of Capital Construction

SUBJECT: John R. Pierce School Proprietary Items

DATE: November 14, 2024

The original proprietary vendor list was approved in the Oct, 2022 Building commission monthly meeting and subsequently approved by the School Committee and the Select board. In addition to the original list (dated September 13, 2022), we would like to add the following items to this list.

You are asked to vote the following proprietary items:

Information Technology Department

1. **Current Monitoring System Compatibility:** Schneider Electric's UPS systems seamlessly integrate with our existing current monitoring infrastructure, ensuring real-time power usage tracking and optimization.
2. **Energy Efficiency:** Schneider Electric's UPS solutions offer higher efficiency ratings (up to 99% efficient in Eco-Mode), reducing energy consumption and minimizing our environmental footprint.
3. **Scalability and Flexibility:** Schneider Electric's modular design allows for easy upgrades and expansions, aligning with our growing infrastructure needs.
4. **Reliability and Uptime:** Schneider Electric's proven track record of reliability and high mean time between failures (MTBF) ensures maximum uptime for our critical systems.
5. **Comprehensive Support:** Schneider Electric's global support network and localized service capabilities provide timely assistance and minimize downtime.

Department of Public Works:

- ChargePoint EV chargers- Presently the Town uses and installs ChargePoint EV chargers. Installing them at the new Pierce School will enable the Town to repair them with the existing stock of materials and provide continuity for any maintenance.

The building commission approved the above items in the November 2024 monthly meeting.

November 20, 2024

To: Brookline School Committee
From: Colin Yap, Development and Communications Manager, Steps to Success, Inc.
RE: School Committee Approval for Alcoholic Drinks

Steps to Success, Inc. requests approval from the School Committee for 1) the service of beer and wine and 2) the presence of students at our upcoming spring gala (the 2025 Step Up Celebration, or SUC) which is currently scheduled for the evening of Saturday, May 3, in the cafeteria/atrium of 22 Tappan St on the Brookline High School campus. SUC is Steps' major spring fundraiser, and like in 2024, we are excited for the opportunity for the opportunity to host the event at 22 Tappan St.

An important part of SUC is the inclusion of the students and families receiving services and programming from Steps, in the hopes of breaking down barriers between our donors and our constituents. In our most recent SUC, also held at 22 Tappan St, 15 Steps/PSB students attended out of the 185 total guests.

In consideration of the rules concerning students and alcohol being present at the same event, we plan to work with our events team—which includes Steps staff, trained volunteers, and catering staff—to differentiate Steps students, control the flow of alcohol, and create robust monitoring and reporting systems for the event. Upon approval by the School Committee, we will apply for a temporary alcohol license through the Brookline Select Board and will comply with all liability insurance and other requirements specified by that body.

In order to differentiate students from adult guests, we will have students wear brightly colored pins on the front of their clothes or on their name tags that identify them as Steps students. We will work with a ABCC 12c licensed catering company and will require that all bartenders are TIPS or equivalently certified. All catering and bartending staff will be informed of student identity markers and explicitly instructed to not only refrain from giving alcoholic drinks to students but also to report any suspicious or questionable activity to event leads.

We will place the alcohol service area at the back of the event venue, a purposefully low traffic area of the event. Non-alcoholic beverages such as water and soft drinks will be available to students in the main food service area, eliminating a need for any student to approach the bar to request a non-alcoholic beverage.

We will hire a police detail to be present before, during, and after the event. For the duration of the event, at least one Steps staff member or trained event volunteer will support the police detail and provide constant monitoring of the area where alcohol is served. As with catering staff, these monitors will be informed of student identity markers and explicitly instructed to report any suspicious or questionable activity to event leads.

With these precautions and safety measures in place, we believe we can once again successfully keep students safe at the 2025 Step Up Celebration as we did at the 2024 Step Up Celebration.

If you have any questions, please don't hesitate to reach out.

Best,
Colin Yap (he/him)
cyap@stepstosuccessbrookline.org | 617.249.4507

DRAFT - Public Schools of Brookline - DRAFT

2025-2026 School Calendar - Version 1 - 12.5.24

August 2025						
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September 2025						
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October 2025						
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November 2025						
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January 2026						
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

March 2026						
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April 2026						
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May 2026						
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June 2026						
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July 2026						
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	Teachers and Paraprofessionals Report		Professional Development Day: No School for Students; Teachers and Paras Report
	First and Last Day of School		Dismissal at Noon for PreK-8; Dismissal at 12:15pm for BHS
	School Closed		Early Dismissal: see grades and times below
	PreK-8 Teacher Collaboration: K-8 Students Dismiss at 1:40pm	Click here for the 25-26 Category I and II Holiday Overview	

Aug. 27-28	Teachers and Paraprofessionals Report	Jan. 19	School Closed: Martin Luther King, Jr. Holiday
Sep. 1	Labor Day Holiday	Feb. 16-20	School Closed: February Vacation
Sep. 2	First Day of School: Grades 1-12	Feb. 17	Lunar New Year (Category I Holiday)
Sep. 2-3	PreK and K Students: 1/2 day by assignment	Mar. 20	Eid al-Fitr (Category II Holiday)
Sep. 23	School Closed: Rosh Hashanah (Category I Holiday)	April 1	Passover Day 1 (Category II Holiday)
Oct. 2	School Closed: Yom Kippur (Category I Holiday)	April 3	School Closed: Good Friday (Category I Holiday)
Oct. 13	School Closed: Indigenous Peoples' Day	Apr. 5	Easter (Category I Holiday)
Oct. 30	Diwali (Category II Holiday)	Apr. 8	PreK-12 Early Dismissal at 12:40pm (K-6: conferences/Gr. 7-12: Teacher PD)
Nov. 4	School Closed: Professional Development Day	Apr. 16	PreK-6 Early Dismissal at 12:40pm
Nov. 6	PreK-6 Early Dismissal at 12:40pm	April 20-24	School Closed: April Vacation
Nov. 11	School Closed: Veterans Day Holiday	Apr. 29	PreK-6 Early Dismissal at 12:40pm
Nov. 12	PreK-8 Early Dismissal at 12:40pm	May 7	PreK-6 Early Dismissal at 12:40pm
Nov. 20	PreK-8 Early Dismissal at 12:40pm	May 25	School Closed: Memorial Day Holiday
Nov. 26	Early Dismissal: PreK-8 at Noon; BHS at 12:15	May 27	Eid al-Adha (Category II Holiday)
Nov. 27-28	School Closed: Thanksgiving Break	June 7	High School Graduation
Dec. 3	PreK-12 Early Dismissal at 12:40pm (K-6: conferences/Gr. 7-12: Teacher PD)	June 18	Last Day of School (if no weather cancellations)
Dec. 24- Jan. 4	School Closed for Winter Break: Return on Jan. 5	June 19	School Closed: Juneteenth Holiday

Make-Up Days for Weather Cancellations: June 22-26, 2026

DRAFT - Public Schools of Brookline - DRAFT

2025-2026 School Calendar - Version 2 - 12.5.24

August 2025						
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September 2025						
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October 2025						
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November 2025						
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December 2025						
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January 2026						
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February 2026						
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

March 2026						
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April 2026						
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May 2026						
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June 2026						
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July 2026						
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	Teachers and Paraprofessionals Report		Professional Development Day: No School for Students; Teachers and Paras Report
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	School Closed		Early Dismissal: see grades and times below
	PreK-8 Teacher Collaboration: K-8 Students Dismiss at 1:40pm	Click here for the 25-26 Category I and II Holiday Overview	

Aug. 27-28	Teachers and Paraprofessionals Report	Jan. 19	School Closed: Martin Luther King, Jr. Holiday
Sep. 1	Labor Day Holiday	Feb. 16-20	School Closed: February Vacation
Sep. 2	First Day of School: Grades 1-12	Feb. 17	Lunar New Year (Category 1 Holiday)
Sep. 2-3	PreK and K Students: 1/2 day by assignment	Mar. 20	School Closed: Eid al-Fitr (Category I Holiday)
Sep. 23	School Closed: Rosh Hashanah (Category I Holiday)	April 1	Passover Day 1 (Category II Holiday)
Oct. 2	School Closed: Yom Kippur (Category I Holiday)	April 3	School Closed: Good Friday (Category I Holiday)
Oct. 13	School Closed: Indigenous Peoples' Day	Apr. 5	Easter (Category I Holiday)
Oct. 30	Diwali (Category II)	Apr. 8	PreK-12 Early Dismissal at 12:40pm (K-6: conferences/Gr. 7-12: Teacher PD)
Nov. 4	School Closed: Professional Development Day	Apr. 16	PreK-6 Early Dismissal at 12:40pm
Nov. 6	PreK-6 Early Dismissal at 12:40pm	April 20-24	School Closed: April Vacation
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Nov. 12	PreK-8 Early Dismissal at 12:40pm	May 7	PreK-6 Early Dismissal at 12:40pm
Nov. 20	PreK-8 Early Dismissal at 12:40pm	May 25	School Closed: Memorial Day Holiday
Nov. 26	Early Dismissal: PreK-8 at Noon; BHS at 12:15	May 26	Eid al-Adha (Category II Holiday)
Nov. 27-28	School Closed: Thanksgiving Break	June 7	High School Graduation
Dec. 3	PreK-12 Early Dismissal at 12:40pm (K-6: conferences/Gr. 7-12: Teacher PD)	June 19	School Closed: Juneteenth Holiday
Dec. 24- Jan. 4	School Closed for Winter Break: Return on Jan. 5	June 22	Last Day of School (if no weather cancellations)

Make-Up Days for Weather Cancellations: June 23-29, 2026

DRAFT - Public Schools of Brookline - DRAFT

2025-2026 School Calendar - Version 3 - 12.5.24

August 2025						
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

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Make-Up Days for Weather Cancellations: June 22-26, 2026

DRAFT - Public Schools of Brookline - DRAFT

2025-2026 School Calendar - Version 4 - 12.5.24

August 2025						
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

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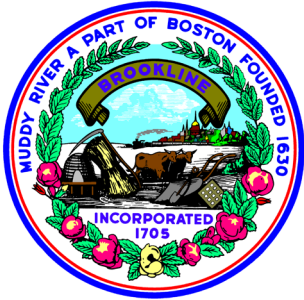
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Make-Up Days for Weather Cancellations: June 16-18 and 22-23, 2026



TOWN OF BROOKLINE

Massachusetts

OFFICE OF TOWN COUNSEL

Joe Callanan, Town Counsel
Jonathan Simpson, First Assistant Town Counsel
John J. Buchheit, Associate Town Counsel
Susan Harris, Associate Town Counsel
Elena Ben David, Associate Town Counsel

MEMORANDUM

TO: Dr. Andy Liu, Chair
Members of the Brookline School Committee

FROM: Susan Harris, Associate Town Counsel
Joe Callanan, Town Counsel

DATE: December 3, 2024

SUBJECT: Designation of Holidays for School Closure

.....

The School Committee has inquired about the legality of designating Eid al-Fitr a Category I holiday or “day of low attendance.” This question follows the vote of the Brookline School Committee on October 10, 2024, to express to the Superintendent their desire that Eid al-Fitr be designated as a Category I holiday on the 2025-2026 school calendar and to instruct the Superintendent to update the proposed calendar and return it to them for final adoption.

State law establishes certain legal holidays for which school must be closed, and the minimum length of the school year is established by the state Board of Elementary and Secondary Education. G.L. c. 4, § 7; c. 69, § 1G. Within these boundaries, each school committee has the discretion to establish school year schedules “based on the particular learning needs of students within each school.” 603 CMR 27.03.

A school committee’s discretion, however, is not unlimited. Public officials may exercise their discretion only if their decision is not arbitrary, capricious, an error of law or procedure, unsupported by substantial evidence, an abuse of discretion, or otherwise not in accordance with law, for example. *See, e.g.*, G.L. c. 30A, § 14 (judicial review of administrative decisions). “Substantial evidence” means such evidence as a reasonable mind might accept as adequate to support a conclusion. G.L. c. 30A, § 1 (definitions).

In the past, PSB has relied on measures of attendance to designate Category I, Category II, and Category III holidays. Category I holidays have been described as days of low attendance, on which absences by staff and students impact the ability to conduct class.

This approach is consistent with guidance from the Department of Elementary and Secondary Education that schools may adjust their calendars “while taking into account possible days of low attendance due to religious holidays.”¹

Low attendance is not the only possible evidence that may support school closure based on the particular learning needs of a community’s students. To the extent that designating Eid al-Fitr as a Category I holiday is a deviation from the School Committee’s past practice, however, the School Committee should think through and preferably articulate the substantial evidence underlying its decision on the record.

In the future, there may be additional religious holidays proposed for school closure. Because the school calendar cannot accommodate unlimited days off, your decision here will require some line-drawing. Where the School Committee’s action may seem to favor some religions over others, the School Committee must base its decision on neutral, nondiscriminatory reasons.

Thus, in considering adding or removing school holidays now and moving forward into the future, the School Committee should rely on criteria, tied to the learning needs of PSB students, that are 1) supported by evidence and 2) nondiscriminatory.

Please feel free to give us a call to work through your thoughts on this topic, or if you have other questions or concerns.

¹ Department of Elementary and Secondary Education, “Statewide Legal Holidays; Accommodation for Religious Observances,” January 5, 2024, available at <https://www.doe.mass.edu/news/news.aspx?id=27281>.



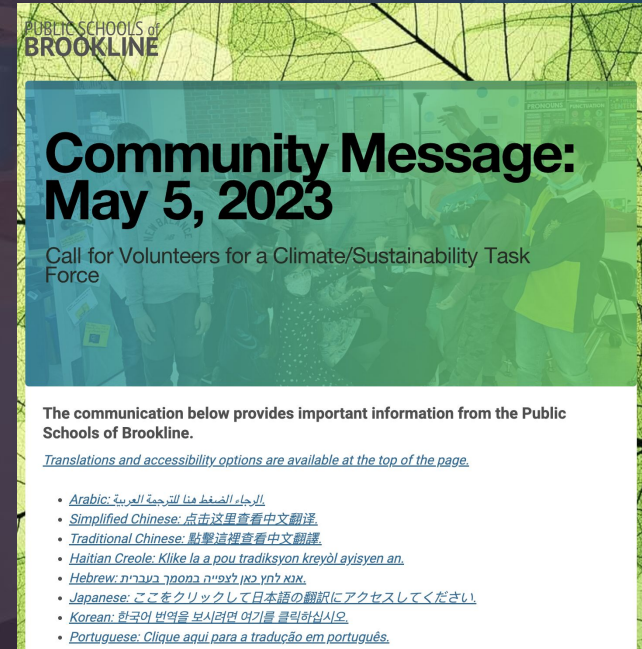
PUBLIC SCHOOLS of
BROOKLINE

Brookline Climate and Sustainability Task Force: **Recommendations**

December 5, 2024
School Committee Presentation

Climate and Sustainability Task Force: Background

- In May 2023, the School Committee issued a call for volunteers for a Climate/Sustainability Task Force
- The mandate of this Task Force is to:
 1. **Inventory town assets** (initiatives, organizations, activities, investments, funded positions) already working in this area, identifying those that PSB can partner with, leverage, or scale to achieve relevant objectives of the Sustainability Policy;
 2. **Issue recommendations for PSB actions** (such as further policies, coordination mechanisms, or investments) to achieve relevant objectives of the Sustainability Policy; and
 3. **Present these recommendations** to the School Committee and other interested stakeholders for possible action.



Brookline Climate and Sustainability Task Force:
Group 1: Education and Engagement

Group 1: Education and Engagement

The **Education and Engagement** group focused on curriculum development, outdoor learning, extracurricular experiences, pedagogy and empowering youth to participate in civic engagement.

Group participants

- **Roger Grande**, BHS Social Studies; Brookline Farm-to-School; BHS garden leader; Teacher, Climate Science and Social Change
- **Min Song**, English Department Chair and Environmental Studies Program Steering Committee member, Boston College
- **Loren Stolow**, Ed.M, early childhood educator



Why are we recommending a sustainability curriculum?

Climate change will increasingly challenge the integrity of our infrastructure, tax our natural resources and built environment, impact governance and our social fabric, and strain our mental and physical health and wellbeing.

Our recommendations aim to design a scope of essential learning to prepare young people to thrive in a climate disrupted world, engage civically and professionally to lead a sustainable transition, and to support educators to help their students meet these goals.

Recommendations

1. Outdoor learning for all students, every year
2. Invest in student competencies
3. Invest in educators





BHS Student Sustainability Survey

February-April, 2024

[Complete results are available here](#)



Background & Approach

BACKGROUND

The data presented in this deck is sourced from the 2024 BHS Student Sustainability Survey. This study was undertaken to support sustainability efforts and climate change initiatives at BHS.

The survey explored a number of areas including:

- Students’ global warming acumen and attitudes
- Global warming’s impact on their lives both in and out of school
- Their political views and demographic information

APPROACH

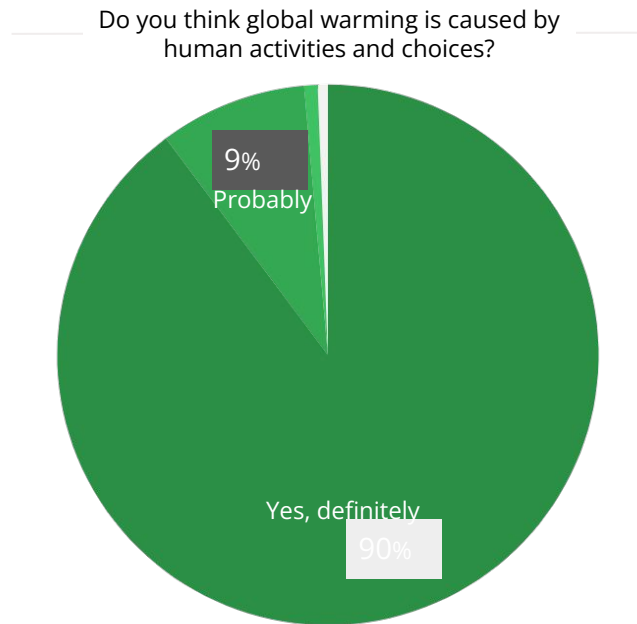
Data were collected via a 21-question online survey, which ran from February 28 to April 25, 2024.

A total of 475 BHS students participated in the study and all grades were represented as detailed in the table below.

	Sample size
9th Freshman	86
10th Sophomore	75
11th Junior	183
12th Senior	130

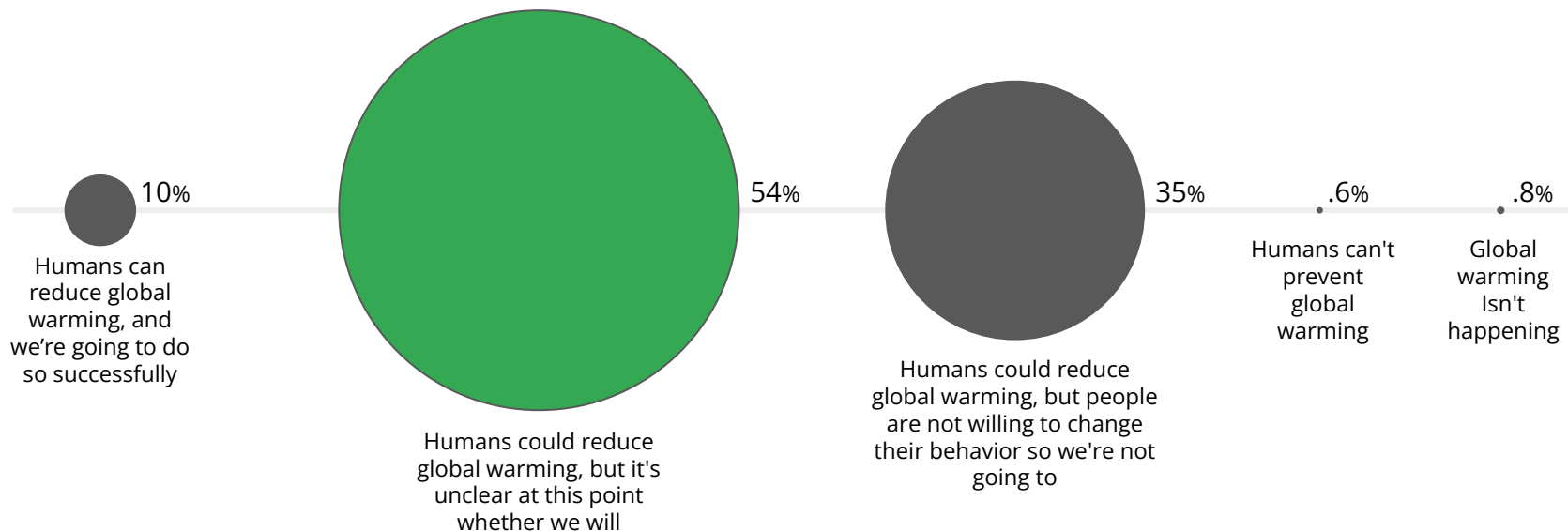
Nearly all BHS students are confident global warming is happening and 9 in 10 believe humans are responsible

CLIMATE CHANGE KNOWLEDGE



9 in 10 BHS students are not confident global warming will be stopped

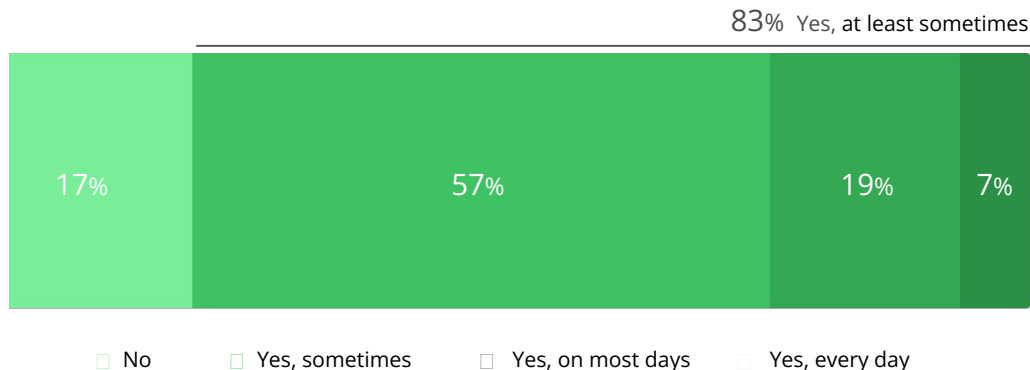
VIEWS ON CLIMATE CHANGE



Over 8 in 10 BHS students have thought about climate change and for 1 in 4, it's on their minds "most days"...

CLIMATE CHANGE'S PRIMACY

In the past month, have you thought about climate change?

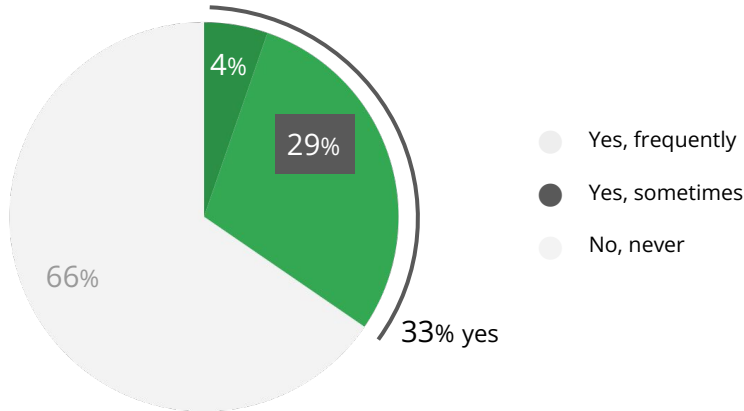


...and it's taking a toll

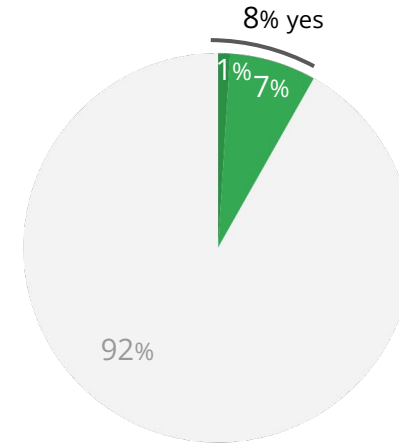
1 in 3 BHS students say climate change negatively impacts their mental health at least sometimes and nearly 1 in 10 report it inhibits their ability to perform normally in school.

CLIMATE CHANGE'S IMPACT ON MENTAL HEALTH & WELL BEING

In the past month, have you had thoughts or feelings about climate change that negatively impact your mental health or emotional well being, or cause you anxiety or depression?



In the past month, have you had thoughts or feelings about climate change that interfere with your ability to function normally in school?



Recommendation 1: [short-term]

Outdoor learning for all students, every year

Outdoor learning experiences, including school gardens, can enhance learning in all curricular areas and are an essential component of climate and sustainability education—including social-emotional experience.

- Provide consistent and ongoing support of Gardens and reinstate Garden Coordinator stipends at every K-8 school and BHS.
- Identify and disseminate educator resources to lead diverse, outdoor learning experiences.



Recommendation 2 [medium-term]

Integrate student competencies
for sustainability literacy:

*skills for stewardship and
resilience in a world transformed
by climate change.*

Strategies and Sub-Strategies

- 1 Integrate Environmental Literacy Into Existing and Future Education Initiatives.
 - Integrate Environmental Literacy into Curricula and Instructional Materials.
 - Make Improved, Integrated, Relevant Professional Learning More Accessible to Educators.
 - Integrate Environmental Literacy in California's Existing and Future Accountability and Assessment Systems.
- 2 Strengthen Partnership and Collaboration Amongst Key Stakeholders.
 - Strengthen the California Regional Environmental Education Community (CREEC) Network.
 - Build Collaboration and Partnerships.
 - Build Internal Collaboration at the California Department of Education (CDE).

WISCONSIN STANDARDS FOR
Environmental Literacy & Sustainability



Instruction's
Environmental Literacy.

Improvement.
Environmental Literacy.

al Control Funding
Accountability Plans.

ending Streams.

al Development for
Science Standards.



**THE WHOLE-SCHOOL
SUSTAINABILITY FRAMEWORK**
Guiding Principles for Integrating Sustainability
Into All Aspects of a School Organization

Stephanie K. Barr, Jennifer E. Cross, & Brian H. Dunbar
Institute for the Built Environment • Colorado State University



2A. Launch PSB Sustainability Education Team

PSB educators from different levels and disciplines, OTL staff members, community members tasked with accomplishing our recommendations.



2B. Identify learning outcomes

Sustainability Education Team reviews existing environmental literacy learning outcomes and identifies exemplary resources build knowledge, citizenship, and resilience for a climate-disrupted world.

Knowledge

Adopt interdisciplinary approach to understanding how human activities contribute to—and can mitigate—the effects of climate change.

Citizenship

Increase opportunities to model informed decision making and consensus building. Empower students to practice advocacy and take action to secure their future.

Resilience

Enhance opportunities to build capacity for climate resilience, including physical and social-emotional wellbeing. Prioritize learning in natural spaces.



2C. Scope and sequence: *Pilot in select grades*

Integrate existing and new sustainability learning across all grade levels and disciplines so that it is sequenced developmentally to achieve learning outcomes by high school graduation.

> 100 PSB educators who responded to our survey reported that they already offer numerous opportunities for students to learn and think about climate and sustainability issues. However many of these opportunities are the result of voluntary, individual efforts. This places special demands on a handful of active teachers, and is inconsistent from year to year and across schools.

Example: integrating of citizenship [empowerment]

Sample service projects for select grade levels,:

- 1st grade: plant lettuce in school garden
- 3th grade: outdoor clean up
- 5th grade: food drive
- 7th grade: testing water and soil
- 8th grade: manage school-wide composting
- 10th grade: assist cafeteria composting
- 11th grade: Advisories, other manage indoor farm

*Sample pilot





Recommendation 3 [long-term]

Invest in educators:

Leadership and professional development

A group of people are seated around a table, smiling and engaged in conversation. The image is overlaid with a semi-transparent red and blue gradient. The text is white and positioned in the upper left quadrant.

3A. Identify district-wide leadership

- Hire Lead Sustainability Educator to provide ongoing support and coordination to Sustainability Education Team
- Identify sustainability lead educators in each school. Provide stipend, modeled on garden educators.

A group of people are seated around a table in a meeting room, engaged in discussion. The image is overlaid with a semi-transparent red and blue gradient. The text is white and positioned on the left side of the image.

3B. Offer system-wide professional development

- Learn fundamentals of climate change and sustainability education, emphasizing interdisciplinary approach: (knowledge - behavioral - resilience)
- Meet by grade level and discipline to identify points of intersection between existing curriculum and Sustainability Learning Outcomes.
- Revise (or design) interdisciplinary curriculum that cultivates citizenship and allows students to imagine constructive responses to the challenges that climate change presents.



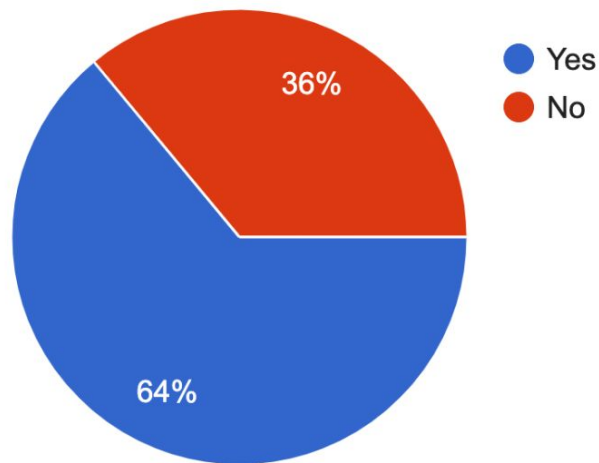
PSB Educator Sustainability Survey

January-March, 2024

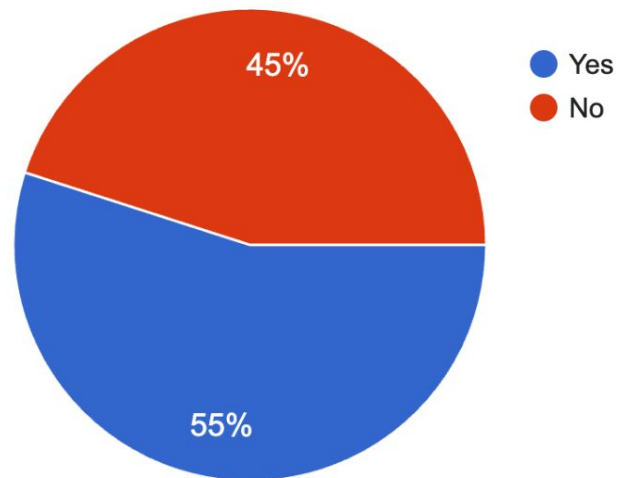
[Complete results are available here](#)

2023 PSB Educator Survey: 111 respondents

Is there curriculum you would like to add or professional development or other support for developing learning experience related to climate change and sustainability?



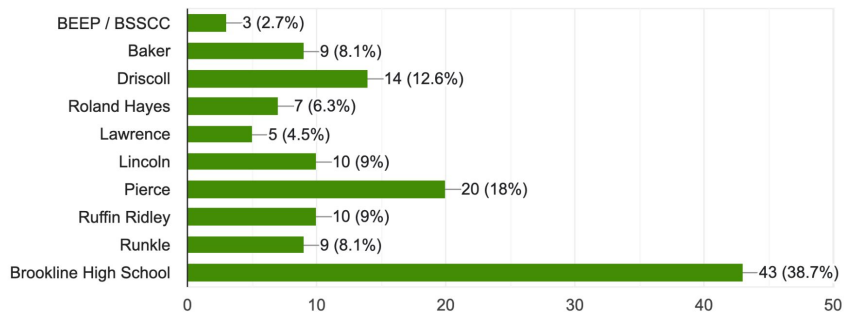
Do your students experience any of the following during the school year: Gardening, other outdoor learning, field trips, or experiential learning connected to climate change, sustainability or foundations to those concepts?



Survey respondents broadly represent PSB by school and grade

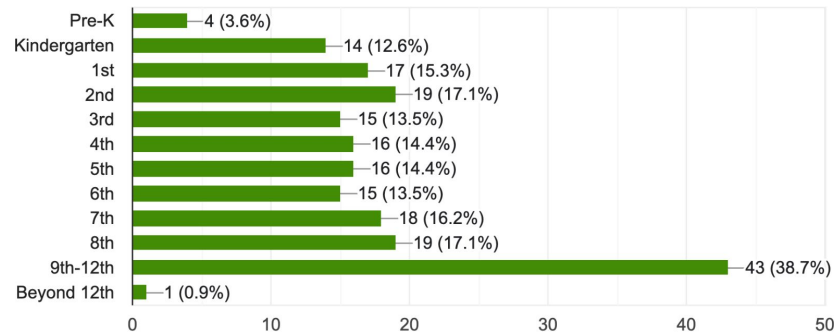
School(s) you work at

111 responses



Grades you teach or work with students

111 responses



Recommendations

1. Outdoor learning for all students, every year
2. Invest in student competencies
3. Invest in educators



Brookline Climate and Sustainability Task Force:
Group 2: Energy, Buildings, and Outdoor Spaces

Group 2: Energy, Buildings, and Outdoor Spaces

The **Energy, Buildings, and Outdoor Spaces** group focused energy conservation and efficiency; renewable and alternative energy; electrification; high-performance buildings; green building standards; outdoor learning; and green schoolyards and recreational spaces.

Group participants

- **Andrew Bernstein** – Independent power producer manager
- **Doron Bracha** – Founder – Accent Home Inspection
- **Christi Electris** – Co-founder and Executive Director of Croatan Institute
- **David Manor** – Director, Solartec
- **Matthew Yamatin** – Sustainability Program Director, Thermo Fisher Scientific

Advisor

- **Helen Charlupski** – Brookline School Committee member

Priority Recommendations

Recommendation	Type of recommendation	Period of implementation	Expected outcome(s)
1. Annual Reporting of Climate and Energy (e.g., EUI, carbon emissions)	Human resource investment	Short term (1 – 2 years)	Awareness of progress made by PSB and facilitate engagement by students, teachers and the community.
2. Formalize fossil fuel free & zero emission plan for PSB	Capital Planning	Short term (1 – 2 years)	Clarify financial resources to achieve Sustainability Policy commitment
3. Identify funding mechanism(s) and seek approval for financing the fossil fuel free & zero emissions plan	Financial Investment	Medium term (2 – 5 years)	Enable achievement of Sustainability Policy commitment Reduce cost inefficiencies and investment in stranded assets

Secondary Recommendations

Recommendation	Type of recommendation	Period of implementation	Expected outcome(s)
4. Partner with local volunteer subject matter experts (e.g., Harvard)	Partnership	Immediate	More desirable outcomes aligned with leading best practices (e.g., PFAS free)
5. Annual training/reminders for educators and staff on quick wins to reduce energy use (e.g., plug loads).	Human resource investment Curriculum	Short term (1 – 2 years)	Reduced energy / water use in buildings will lower costs and provide EUI improvement
6. Evaluate and select preferred purchasing approach for onsite solar projects	Guidance statement	Short term (1 – 2 years)	Streamline decision making for subsequent projects

Additionally – an evaluation of artificial turf was conducted and is included in final report

Recommendation #1: Annual Reporting of Climate and Energy KPIs

- **Action:** Annual Reporting of Climate and Energy to communicate progress towards commitments laid out in the Sustainability Policy. For example, report current and historical EUIs for each school and for PSB.
- Reporting should be standardized, clear, and concise so students, staff, educators, parents, and the community can readily understand without specific knowledge of energy or climate topics.
- **Timeline and Resourcing:** Assign responsibility to appropriate personnel within PSB or Town of Brookline by end of SY2024-25. Publish first report by end of 2025.
- **Outcomes:** Standardized and accessible communication of progress can be used by students and educators for classwork and for engaging the community on how school funding supports the Town’s long-term commitments.



Dashboard from [Parkway Schools in St. Louis](#).

Recommendation #2: Formalize fossil fuel free plan for PSB

- **Action: Formalize fossil fuel free plan** to provide the Town with clear visibility into actions and funding necessary to meet Sustainability Policy commitment.

PSB in coordination with Town (Building Department) to develop formal, long-term plan with actions, timelines and costs to achieve fossil fuel-free at each school.

- **Timeline and Resourcing:** Complete plan by 2026. May require consultants to support plan development.
- **Outcomes:** Clarity regarding human and financial resources needed to meet Sustainability Policy commitments with timelines. Plan will serve to measure progress towards goals.

PUBLIC SCHOOLS OF BROOKLINE POLICY MANUAL
SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
11. Sustainability Policy (Voted 10/27/22, #22-87)

- Commit to Fossil Fuel Free and Zero Emissions on-site.

Recommendation #3: Funding approval for fossil fuel free plan

- **Action:** PSB, in coordination with the Town of Brookline, should explore and identify funding mechanisms to fully finance the formal, long-term fossil fuel-free and zero-emission plan.

Potential funding sources may include government incentives and grants, a green revolving fund, or financing approved through Town ballot measures.

- **Timeline and Resourcing:** Complete by no later than 2030
- **Outcomes:** A funded capital plan will enable achievement of the fossil fuel-free and zero-emission goals as well as avoid cost inefficiencies and investments in assets that would need to be replaced before reaching the end of their operational life.

PUBLIC SCHOOLS OF BROOKLINE POLICY MANUAL
SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
11. Sustainability Policy (Voted 10/27/22, #22-87)

- Commit to Fossil Fuel Free and Zero Emissions on-site.

Brookline Climate and Sustainability Task Force:
Group 3: Food Services and Waste

Group 3: Food Service and Waste

The **Food Service and Waste** group focused on farm-to-school initiatives; zero waste/waste management; composting; school gardening; recycling and reuse; water use efficiency; and organic foods.

Participants

- Deane Coady, Solid Waste Advisory Committee member
- Ezra Kleinbaum, BHS senior, student leader
- Amie Lindenboim, Parent, HUD Enforcement Analyst
- Christopher Mutty, Town Meeting Member, Executive Director, Brookline Chamber of Commerce
- Macari Allyn, BHS junior
- Aviv-Schwab-Jacobson, BHS junior

Advisors

- Sasha Palmer, PSB Food Service Director
- Rebeca Salguero Palacios, Sustainability Coordinator



Recommendations

Summary of Recommendations	Type of recommendation	Period of implementation	Expected outcome(s)
1. Composting: Compost 100% of food waste from all ten BPS kitchens and cafeterias	Policy	Medium Term (SY25/26)	<ul style="list-style-type: none"> Minimize food waste and reduce carbon footprint. Connect composting activities with curriculum standards
2. Food rescue: Repurpose leftover food from all BPS kitchens and cafeterias by implementing a district wide food rescue plan.	Policy	Short Term (SY24/25)	<ul style="list-style-type: none"> Minimize food waste and reduce carbon footprint. Provide students with an opportunity to learn about and participate in a program to provide healthy food to residents with limited means to purchase groceries.
3. Reusables: Move to reusable foodware and eliminate single-use plastics from all meals.	Policy	Medium Term (SY25/26)	<ul style="list-style-type: none"> Achieve zero waste goals Minimize health risks associated with plastics usage
4. Staffing: Make Food Service Sustainability Coordinator position permanent	HR Investment	Long Term (SY26/27)	<ul style="list-style-type: none"> Allow the continuity of established sustainability initiatives and development of new ones to further goals

Recommendation #1: Compost 100% of food waste



- **Description:** PSB already composts in all school kitchens and 5 of 10 school cafeterias. **Group 3 recommends that the School Committee commit to composting in the remaining 5 of 10 cafeterias.**
- **Timeline:** DPW and PSB Food Services are willing to partner to provide infrastructure, a how-to guide, and basic training for up to three schools/year.
- **Outcomes:** Diverting 100% of food waste to compost in all schools will reduce trash; reduce carbon emissions; connect composting activities with composting curriculum standards; and reach an achievable sustainability milestone for the Town.

Recommendation #2: Commit to implementing a PSB food rescue plan



Description: The Food Services Sustainability Coordinator, PSB school nurses, and DPH together will develop a Food Rescue Plan for PSB. **Group 3 recommends that the School Committee commit to supporting this plan.**

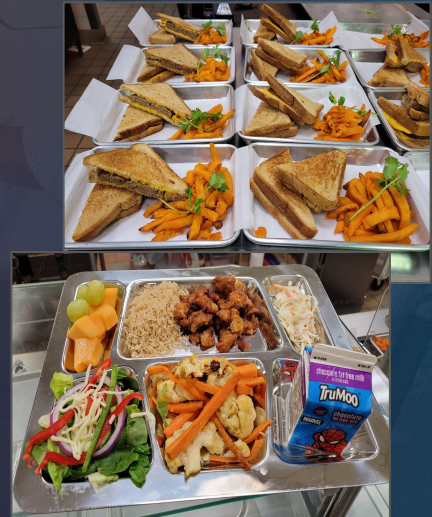
The Plan will consist of two parts: (1) a “share table” where students can donate or partake of unopened, pre-packaged, or whole food; and (2) an existing partnership with the Brookline Food Pantry that allows this food to be distributed during holidays and school vacations.

Timeline: The Food Rescue Plan will be developed during SY24-25 for implementation starting in SY25-26.

Outcomes: Rescuing unused food from cafeterias will reduce PSB’s food waste and carbon footprint, improve the health and wellness of PSBs students, and provide students with an opportunity to learn the importance of food security.

Recommendation #3: Move to reusable foodware and eliminate single-use plastics

- Description: Food Services is committed to achieving a zero waste environment by converting to reusables and eliminating single-use plastics. Eight schools have dishwashers and four have begun using reusables. **Group 3 recommends that the School Committee commit to using reusables and eliminating single-use plastics in the remaining schools, where feasible.**
- Timeline: Food Services is working to onboard the remaining schools as soon as SY24/25. (An existing donor grant and the Pierce rebuild will cover the remaining dishwashers.)
- Outcomes: Switching to resusables reduces solid waste, carbon emissions, and harmful chemicals; and lowers long-term food services and waste management costs. It provides a learning opportunity for students and staff in sustainable living practices.



Recommendation #4: Make the Sustainability Coordinator Position Permanent

- Description: A 0.75 FTE Sustainability Coordinator position was established in August 2023, funded yearly for a three-year pilot period by a private donor.

The sustainability gains over the past year and those described on the previous three slides are dependent on the championship of a Sustainability Coordinator.

Food Services aims to fund this position beginning in SY26/27 from its revolving fund with increased revenue from increased uptake and from savings through its sustainability practices. **Group 3 recommends that the School Committee approve this position.**

- Timeline: position grant funded through SY25/26
- Outcomes: Continuation and Enhancement of sustainability best practices.



Brookline Climate and Sustainability Task Force:
Group 4: Transportation

Sustainability Task Force Transportation Subcommittee Recommendations



Members of Transportation Subcommittee



Eric Colburn - BHS English teacher; advisor, Climate & Food Justice Club; member, Safe Routes to School Task Force

Tia Percheva - BHS senior

Amarjot Ranu - BHS senior; intern, Brookline Community Development

Maya Gewurz - BHS senior

Layla Noubir - BHS SWS senior

Alina Samarasan - BHS senior

Toby Sillman - BHS senior; member, Brookline Bicycle Advisory Committee

Audrey Chang - BHS junior

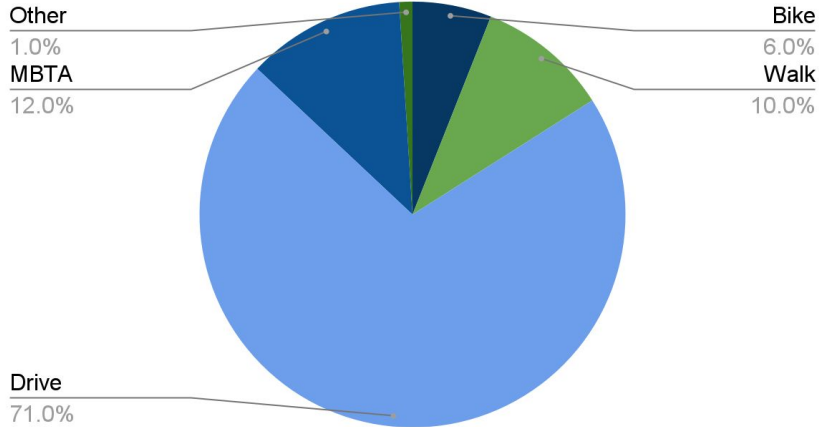
Amirah Saalik - BHS SWS senior

Marina Turchin - BHS SWS junior

RECOMMENDATIONS	TYPE	IMPLEMENTATION TIMELINE	EXPECTED OUTCOMES
4.1 Incentivizing greener staff commuting	Policy	Short term (1-2 years)	Reduction in % of teachers driving; lower GHG emissions from teacher commutes
4.2 Switch to electric vans and, eventually, electric buses	Policy	Medium/long term (2-5 years)	Electric vans for students w/ special needs & sports teams; will reduce GHG
4.3 Bicycle infrastructure advocacy (through BAC, T Board)	Policy/ sponsorship	Long term (5+ years)	Safer bike lanes; more student and staff bike use; reduced fuel consumption
4.4 Restricting car idling (and/or close streets around schools!)	Human resource investment	Short/long term (1-5 years)	Reduced GHG, etc. emissions around schools → lower rates of asthma and other respiratory conditions

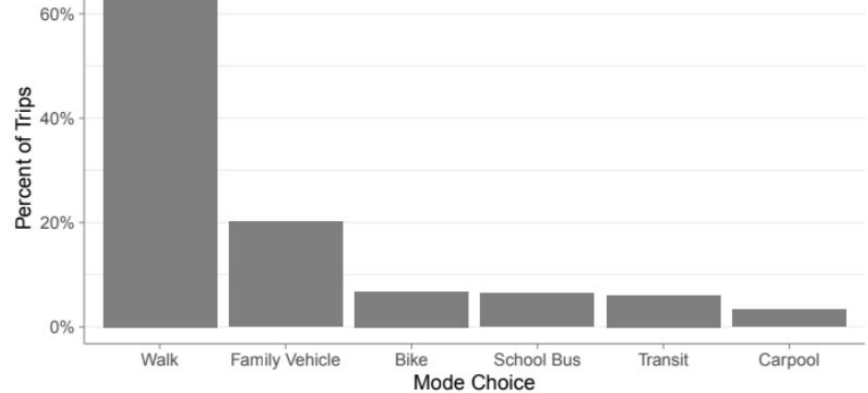
Current Transportation (BHS Staff and Students)

BHS Staff Transportation Distribution



Primary mode of transportation to school for BHS Staff
Source: BHS Staff Survey, 2024

Morning and Afternoon Mode Choices
Brookline – Brookline High



Primary mode of transportation to school for students
Source: BHS Parent Travel Survey, 2022



Recommendation #1: Incentivizing Greener Staff Commuting

(as recommended by consultants in 2019)

4.1.1 Subsidized Staff Charlie Cards

4.1.2 Non-driving Subsidy

4.1.3 Repurposing off-street parking
spaces

Biggest carbon emission reducer!



~ Incentivizing Greener Staff Commuting ~

4.1.1

...

Subsidized Staff
Charlie Cards

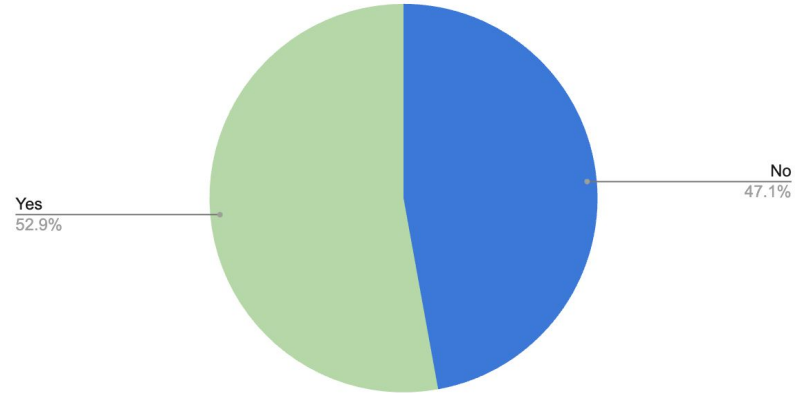


- Subsidies are common (e.g. the City of Boston covers 65% of employee Charlie Cards)
- Of the over 71% of BHS staff currently drive, **53% said they would switch from driving to public transportation** if subsidized Charlie Cards were available
- With a 50% subsidy:
 - If 200 staff switched and got Monthly Link Passes (\$90), it would cost 90,000\$/year
- This would result in **significant emissions savings**:

If just 10% of PSB staff switched (200 people), it would save over 110 tons of CO₂ emissions per year.

If 20% switched, then this would save over 220 tons of CO₂ emissions per year.

If MBTA passes were partially subsidized, would you take public transit to work?



~ Incentivizing Greener Staff Commuting ~

4.1.2



Non-driving Subsidy





Subsidizing Brookline staff who don't get a parking sticker (OR who own an electric vehicle) could increase the share of staff who commute car-free:

If 20% of staff switched to car-free commuting, it would save over 220 tons of CO2 emissions per year.

Cost:

- If the school provided a \$50 monthly subsidy to teachers who don't use a parking permit/spot:
 - If 320 (~20% of staff) used it, this would cost \$160,000 yearly
 - BUT: if only 170 parking spots were rented out at \$90/month, this would actually generate a \$15,300 surplus

~ Incentivizing Greener Staff Commuting ~

4.1.3

...

Repurposing
off-street
parking spaces





Parking inventory

- Most staff parking is on-street, but the school system currently has 200+ off-street parking spaces.
- These spaces are large resource devoted to non-sustainable commuting: the market value of an off-street parking space in Brookline is over \$200 per month, so...
 - These parking spaces cost the town close to half a million dollars a year
(\$200/mo/space X 12 mos/year X 200+ spaces = \$480,000+/year)

We recommend...

- Either renting out these spaces and using the income to incentivize car-free commuting
OR
- Using the lots for something more productive and sustainable (e.g affordable housing units)

Recommendation #2: Electric Vans and Buses

2.1 Electric Vans (short-term)

2.2 Electric Buses (long-term)



4.2.1



Electric Vans (soon!)



ELECTRIC VAN ADVANTAGES

ELECTRIC VANS

• • •

We recommend switching
all of our diesel fueled
vans to electric vans
(special education, field
trips, METCO)

PARKING

• • •

- Charging stations which are more cost efficient and accessible
- Already have space for vans

MODEL FOR ELECTRIC SCHOOL BUSES

• • •

- Will show potential for electric school buses
- Establishes infrastructure for buses

CLOSE SPORTS GAMES

• • •

- Instead of bus: fewer emissions



~ 4.2 Electric Vans and Buses ~

ELECTRIC VEHICLE INFRASTRUCTURE

- Electric Van Option:
 - a. Mercedes-Benz Sprinter 15-seat Passenger Van retails for \$66,530
 - b. Model 1 offers customizable electric passenger vans- up to 20 seats.



4.2.2

Electric Buses
(eventually)



~ 4.2 Electric Vans and Buses ~

ELECTRIC VEHICLE INFRASTRUCTURE + FUTURE ELECTRIC BUSES

- Diesel bus gets 8 mpg
- 2 South Brookline buses run 50 miles/day → 12.5 gallons per day, 2,275 gallons per year
- 22.5 lbs of emissions/gallon → 26 tons CO₂ emissions/year

COSTS OF ELECTRIC BUSES



Costs of charging
stations unclear



Space to park
electric buses



Each bus costs around
\$400K but can be
reduced by federal gov
under Inflation
Reduction Act





Recommendation #3: Bicycle Infrastructure Advocacy

1. Work with the Bicycle Advisory Committee and the Transportation Board to create safer bike infrastructure
2. Safer bike lanes will lead to reduced GHG emissions due to fewer car trips
3. More student and staff biking!



~ 4.3 Bicycle Infrastructure Advocacy ~

CURRENT BIKE INFRASTRUCTURE IS INADEQUATE

- Townwide bicycle infrastructure is inadequate and includes hardly any protected bike lanes
- Hundreds of students bike to school, yet they often lack safe routes as a result of existing car-centric infrastructure around Brookline schools





WE RECOMMEND

...


School Committee should adapt the sustainability policy to include:

- Endorsing Bicycle Advisory Committee's recommendations for safer bike lane infrastructure across the town (esp. near schools) and coordinate with BAC on implementation
 - At least one School Committee member should attend a Transportation Board meeting on a monthly basis to track the progress of implementing new bike lanes
- Working to close or severely restrict car traffic around BHS and elementary schools during school hours
- Prioritizing the promotion of biking and walking in transportation-related communications AND vocally support bike lane infrastructure currently being debated (e.g. Washington St.)
- Establishing bike parking standards @ BHS and elementary schools

If 100 students choose to bike rather than drive, we would save 28 tons of CO₂ from being emitted into the atmosphere on an annual basis.

If 100 staff choose to bike rather than drive, we would save 70 tons of CO₂ emissions.





Recommendation #4: Restricting Car Idling

- Schools should work to enforce the State's idling ban (\$100 fine after five minutes)
 - Mandate anti-idling signs (currently at FRR, Driscoll; needed at other schools)
 - Monitor at each school should report idling (school administrators and other drop-off monitors)

Dream Recommendation: close streets around schools during school hours!



THANK YOU



PUBLIC SCHOOLS of
BROOKLINE



PUBLIC SCHOOLS of
BROOKLINE

Quarterly Update

on the PSB Strategic Plan

Senior Leadership Team

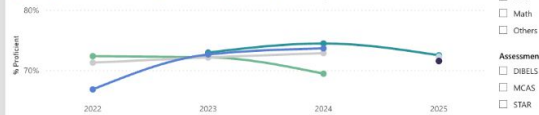
December 5, 2024

Coming Soon

Proficiency Over Time

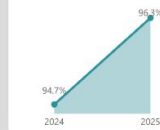
Average % of M & E including all assessment periods

● DIBELS ● MCAS ELA ● MCAS Math ● MCAS Science ● STAR Math ● STAR Reading

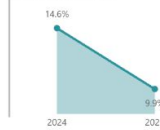


Attendance and Behavior

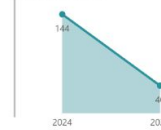
Attendance Rate



Chronic Absenteeism

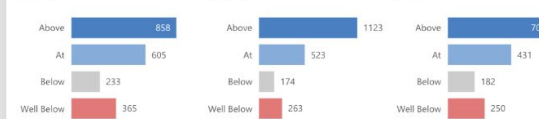


Conduct Incidents

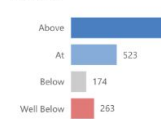


DIBELS (last 3 periods)

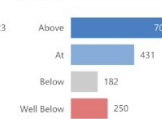
23-24 MOY



23-24 EOY



24-25 BOY



Panorama (last 6 periods)

School Belonging



Safe Adult = Teacher or Adult from school / Family or Other Adult outside school

Safe Adult



STAR Math

(last 3 periods)

Pending 3rd

Pending 2nd

Pending 1st

Pending 4th

Pending 5th

Pending 6th

Pending 7th

Pending 8th

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Goal 1: Teaching and Learning

Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high quality, and challenging curriculum delivered using evidence based practices.


Goal 1: Targets and Outcomes

- **Selection, or creation, of curriculum materials in ELA and WL**
 - ◆ We will be bringing forward a curriculum recommendation for ELA at the December 19th Meeting.
 - ◆ Difficulties in hiring a French teacher at Baker have resulted in a stalling of curriculum work in WL
- **Complete 90% of educator evaluations**
 - ◆ Not measurable at this time because we have not completed the formative cycle which concludes on February 7th.
- **75% of PD will be on Multi-Tiered System of support**
 - ◆ At the PK-5 level we have held 4 hours of PD on Tier 1 Literacy

Goal 1: Targets and Outcomes

- **Design elementary schedules that allow for consistent time on learning**
 - ◆ Time expectations have been released by OTL for elementary schedules. All schedules meet DESE requirements for Time on Learning
- **Design clear process for vision of a BHS graduate work with timeline and benchmarks**
 - ◆ We have solicited quotes from vendors to facilitate the process moving forward.
- **Complete equity audit to diagnose issues related to Diversity, Equity, Inclusion, Belonging (DEIB)**
 - ◆ A team was created with representation from OEE, OTL, OSS, OAF, as well as an Assistant Principal and METCO Director. We received seven proposals and have narrowed the search to two companies and submitted all documentation to Town Procurement. Final decision to be made the week of December 9th.

Goal 2: Community and Connections



Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, the schools, the district and the community.

Goal 2: Targets and Outcomes

→ Rebuild and relaunch the district website

- ◆ The website relaunch process is set to begin this month. We plan to roll out a community survey to gather user expectations and pain points with regard to the district and school websites. We will also be forming a Website Committee, which will include representatives of various stakeholder groups. The Website Committee will be decision makers with regard to design, content and other aspects of the websites.

→ Develop equitable, consistent systems of protocols and expectations for communication to effectively inform caregivers at the school and district levels

- ◆ Earlier this year, we upgraded to a new mass communications system that enables schools and the district to broadcast announcements and messages to families and staff via email, automated phone calls and SMS. Protocols are in place with regard to daily attendance communications and other emergency communications.
- ◆ Periodic communications are sent to families and staff from the district as well as the schools, keeping them informed on the latest updates and announcements.
- ◆ Earlier this year, we introduced the *Superintendent's Staff Bulletin*, a newsletter distributed at least once a month to all PSB staff, to keep them informed about and involved in various developments taking place at the district level.
- ◆ The Office of Teaching and Learning has also kicked off a new monthly newsletter, the *K-8 Curriculum Corner*, that is sent out to all PSB K-8 staff. The idea behind it is to keep all staff members updated on various developments at the curriculum level. Curriculum coordinators contribute to the newsletter with their respective updates each month.

Goal 2: Targets and Outcomes

- **Build a comprehensive system to obtain input from caregivers**
 - ◆ As a matter of practice, we strive to obtain input from the PSB community on various topics, in the form of community surveys. Earlier this year, we rolled out the PSB Climate and Culture Survey, and plan to roll out the PSB Website Survey soon.
 - ◆ Last month, we held a Literacy Materials Curriculum Open House, to give families an opportunity to review and provide feedback on materials shortlisted as part of our curriculum adoption process.
- **Review district partnerships**
 - ◆ PSB has partnered with Cartwheel Care and Care Solace to expand access to mental health care for students and families.
 - ◆

Goal 3: Climate and Culture

Partner with families and the community to create safe environments that promote belonging.

Goal 3: Targets and Outcomes

- **Implement the identified Tier 1 SEL curriculum in at least 70% of Pre-K to 5 classrooms**
 - ◆ As on 11/25, approximately 70% of K to 5 classrooms have implemented lessons from Second Step this year.
- **Implement the identified middle school SEL curriculum in at at least 70% of middle school advisories**
 - ◆ As of 11/25, 6 middle schools are using Wayfinder in their advisories.
- **Establish district Climate and Culture working group to incorporate results from the staff and family Panorama surveys into strategic initiatives**
 - ◆ Applied to DESE SEL grant to help fund this initiative. Goal is to create group in spring 2025.

Goal 3: Targets and Outcomes

- **Provide professional development and coaching to staff that focuses on inclusion and differentiation**
 - ◆ OEE has piloted three Equity Cycles at Lawrence, Runkle and FRR focused on inclusive and restorative practices.
- **Develop procedures and practices to enact the Life of the School Policy**
 - ◆ This policy has not been voted by the school committee at this time.
- **Establish district Attendance and Engagement working group**
 - ◆ Applied to DESE SEL grant to help fund initiative.
 - ◆ Intention is to form the group in spring 2025.
 - ◆ Continue practices that support school belonging

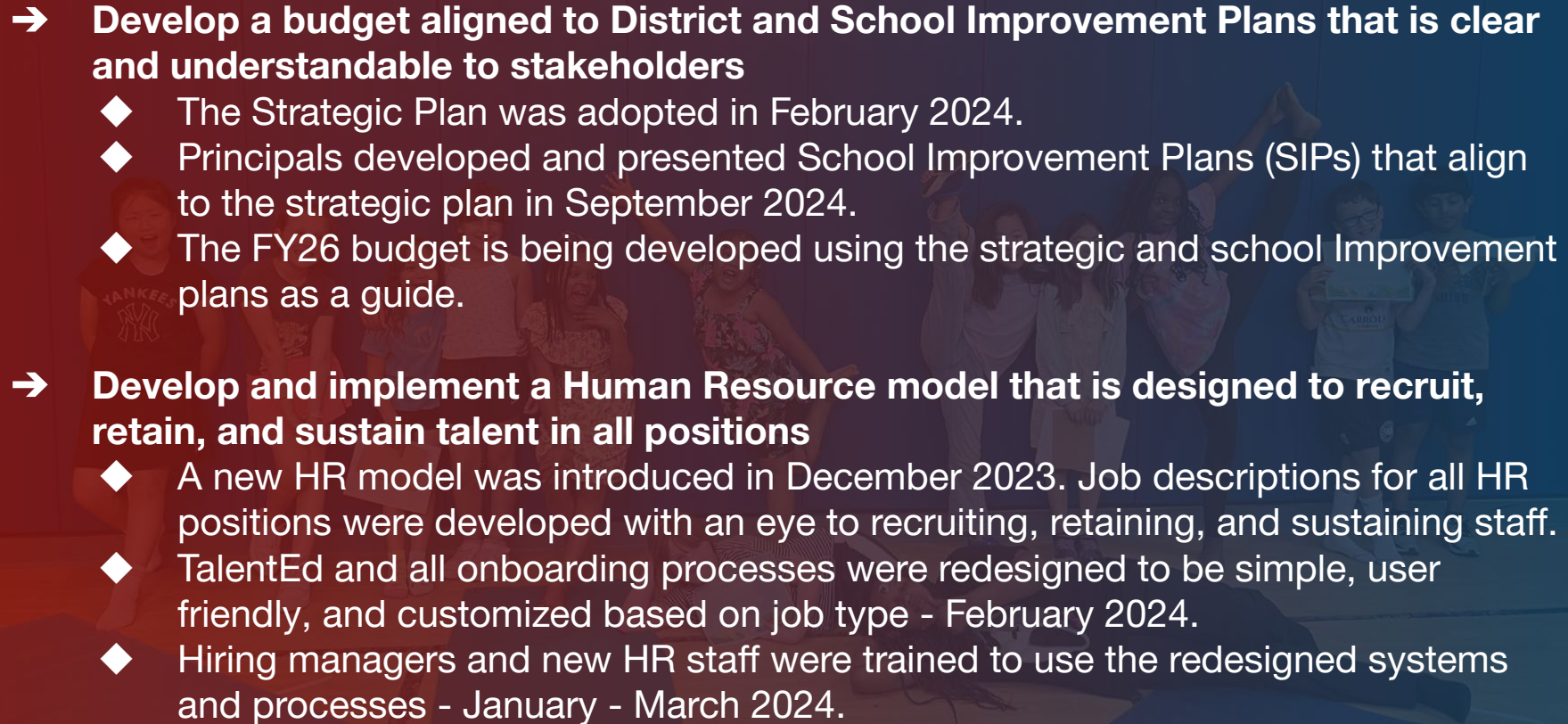
Goal 3: Targets and Outcomes

- **Implement recommendations from Tiered Focused Monitoring (TFM) review to increase access to educational programming that protects students' civil rights**
 - ◆ We have submitted our first progress report to DESE on two indicators curriculum review and professional development. The report was accepted by DESE. Our next progress monitoring report is due 12/20 for the indicator school year schedules.
- **Develop processes and procedures for CST that support belonging, engagement, and inclusion**
 - ◆ Child Study Teams have been renamed Student Intervention Team (SIT)
 - ◆ All SITs have been provided updates processes and procedures to trial and to provide feedback on.
 - Teams are asked to creative goals for students that are specifically tied to relationship-building and belonging.

Goal 4: Management and Capacity Building

Develop resource management and capacity-building systems that will ensure educational and organizational goals are timely and accomplished with transparency.

Goal 4: Targets and Outcomes

- 
- **Develop a budget aligned to District and School Improvement Plans that is clear and understandable to stakeholders**
 - ◆ The Strategic Plan was adopted in February 2024.
 - ◆ Principals developed and presented School Improvement Plans (SIPs) that align to the strategic plan in September 2024.
 - ◆ The FY26 budget is being developed using the strategic and school Improvement plans as a guide.
 - **Develop and implement a Human Resource model that is designed to recruit, retain, and sustain talent in all positions**
 - ◆ A new HR model was introduced in December 2023. Job descriptions for all HR positions were developed with an eye to recruiting, retaining, and sustaining staff.
 - ◆ TalentEd and all onboarding processes were redesigned to be simple, user friendly, and customized based on job type - February 2024.
 - ◆ Hiring managers and new HR staff were trained to use the redesigned systems and processes - January - March 2024.


Goal 4: Targets and Outcomes

- **Develop and implement a Human Resource model that is designed to recruit, retain, and sustain talent in all positions**
 - ◆ In-person, multilingual onboarding options were introduced in May 2024.
 - ◆ All HR (3 of 4) and Payroll (2 of 3) positions were filled by May 2024.
 - ◆ The HR Team attended two career fairs in the spring of 2024.
 - ◆ Results:
 - The hiring process has been reduced from several months to four weeks.
 - The onboarding process has been reduced from four to six weeks to three to ten days.
 - The onboarding process has been automated and employee data is synced between TalentEd, Munis, IT (Active Directory), and ASPEN to improve data integrity and reduce data entry.
 - The staff fill rate when school opened was 96.55%.


Goal 4: Targets and Outcomes

- **Develop and memorialize budgetary processes and procedures that support predictability and transparency**
 - ◆ A site-based model of budgeting was introduced in January 2024.
 - ◆ The accounting system was modified and simplified to reflect a more streamlined chart of accounts that align with the budget model - July 2024
 - ◆ The quarterly financial report has been revised to present spending activity by site-based cost centers; consistent with the budget model - September 2024
 - ◆ The Budget Calendar for FY26 was revised to include the presentation of School Improvement Plans and a fall/winter meeting with the Advisory Committee.

Goal 4: Targets and Outcomes

- 
- ➔ **Create a professional development plan designed to build the capacity of all staff to perform their roles in service to the mission, vision, and core values of the organization**
 - ◆ The professional development plan offered by the OAF this year includes:
 - Four financial management training sessions (August 2024) offered to budget managers and support staff; topics included PO management, hiring and onboarding, Position control as well as contract and PO management.
 - Six budget development workshops and six online drop in sessions for budget managers aimed at developing skills and acumen in creating a financial plan aligned to goals.

Goal 5: Governance



Design and implement an organizational structure and related information systems that will enable the organization to achieve the District vision.

Goal 5: Governance

The Finance and Human Resource departments were restructured in FY24 to support the goals outlined in the strategic plan.

- **Create and disseminate an organization chart with clearly delineated roles and responsibilities in all areas**
 - ◆ Organizational charts were created for all district level offices and included in the FY25 budget. All OAF job descriptions were updated for the Finance, Human Resources, and Operations department - October 2024.
- **Assess and modify existing systems, workflows, policies and procedures to ensure that they are effective and efficient in achieving intended outcomes**
 - ◆ Processes, procedures, systems and workflows related to contracted services, PO management, and position control were developed in FY24 and implemented in FY25.
 - ◆ Processes, procedures, systems and workflows related to recruitment and onboarding were developed and implemented in FY24.

Goal 5: Targets and Outcomes

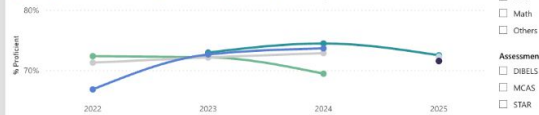
- ➔ **Asses and modify existing systems, policies and procedures related to recruiting, hiring, and onboarding and diversifying staff.**
- ◆ OEE in collaboration with MPDE and PSB Human Resources, hosted a career fair in September 2024. Slated to have a second career fair on March 1, 2025, and an in-district-only career fair in May 2025.
- ◆ OEE, in collaboration with MPDE, Building Bridges, and PSB Human Resources, is developing HBCU Pipeline partnerships.
- ◆ Human Resources in collaboration with OEE, OTL, and OSS is developing a partnership with the University of Massachusetts Boston Teach Next Year program (a 13-month teacher preparation program where students can obtain a master's degree and teacher certification). This will be an "in-house" candidate pipeline program explicitly designed for PSB.

Coming Soon

Proficiency Over Time

Average % of M & E including all assessment periods

● DIBELS ● MCAS ELA ● MCAS Math ● MCAS Science ● STAR Math ● STAR Reading

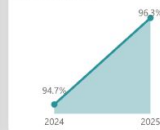


Subject
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□ Math
□ Others

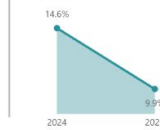
Assessment
□ DIBELS
□ MCAS
□ STAR

Attendance and Behavior

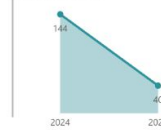
Attendance Rate



Chronic Absenteeism

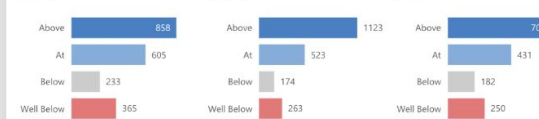


Conduct Incidents

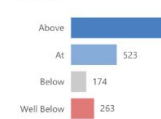


DIBELS (last 3 periods)

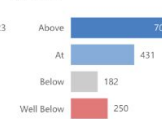
23-24 MOY



23-24 EOY

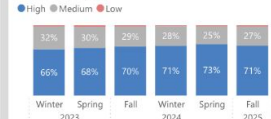


24-25 BOY



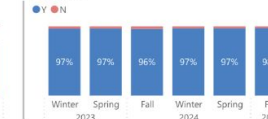
Panorama (last 6 periods)

School Belonging



Safe Adult = Teacher or Adult from school / Family or Other Adult outside school

Safe Adult



STAR Math

(last 3 periods)

Pending 3rd

Pending 2nd

Pending 1st

Pending 4th

Pending 5th

Pending 6th

Pending 7th

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