
RECORD OF A REGULAR MEETING OF THE BROOKLINE SCHOOL COMMITTEE ON **THURSDAY, APRIL 11, 2024** AT 6:00 PM, IN THE WALSH SCHOOL COMMITTEE ROOM, 5TH FLOOR, TOWN HALL. STATUTORY NOTICE OF THIS MEETING WAS FILED WITH THE TOWN CLERK.

School Committee Members Present: David Pearlman (Chair), Andy Liu (Vice Chair), Helen Charlupski, Steven Ehrenberg (remote), Suzanne Federspiel, Valerie Frias (remote), Natalia Linos (remote at 6:30pm, in-person at 7:45pm), Sarah Moghtader, and Mariah Nobrega (remote).

Staff present: Dr. Linus Guillory, Superintendent; Dr. Jodi Fortuna, Deputy Superintendent for Teaching and Learning (remote); Hal Mason, BHS Assistant Head of School; Jen Martin, BHS Social Studies Curriculum Coordinator; John Andrews, BHS English Curriculum Coordinator; and Gabe McCormick, Senior Director, Office of Teaching and Learning.

Mr. Pearlman called the meeting to order at 6:05 PM.

1. ADMINISTRATIVE BUSINESS

a. Consent Agenda

ACTION: 24-41

On a motion of Ms. Frias, and seconded by Ms. Charlupski, the School Committee **VOTED UNANIMOUSLY**, by roll call, with 8 in favor (Mr. Pearlman, Dr. Liu, Ms. Charlupski, Dr. Ehrenberg, Ms. Frias, Ms. Federspiel, Ms. Moghtader, and Ms. Nobrega), 0 opposed, and 0 abstentions, to approve the following consent agenda items:

- i. Past Records: March 28, 2024 School Committee Meeting
- ii. Student Trip: Baker School 8th Grade, Washington, DC, May 7-9, 2024 (Attachment A)

2. SUPERINTENDENT'S REPORT, INCLUDING THE SPOTLIGHT ON EXCELLENCE

Dr. Guillory presented his report to the Committee (Attachment B), including updates on district-led strategic initiatives. In the report, the Office of Teaching and Learning (OTL) provided an update on the work of the District Literacy Leadership Team (made up of district administrators, school leaders, curriculum coordinators, literacy specialists, and educators representing all grade levels), whose purpose is to create a culture of distributed leadership across the district; provide oversight of the literacy initiative by ensuring that all activities are linked to the district literacy plan; and utilize problem solving strategies and data analysis to review and edit literacy goals and activities throughout the school year. OTL also reported on work to design middle school and elementary schedules that provide consistent time on learning, including a time allocation guiding document, to meet the Massachusetts requirement of at least 900 hours spent in structured learning activities per year. The Office of Student Services (OSS) provided an update on the transition services provided to students with special needs. An independent living center has been created at Brookline High School, offering a simulated apartment that allows students to practice skills needed for future independent living and decision-making. OSS shared information about the partnership with Cartwheel, part of the district's multi-tiered system of supports. Cartwheel provides short-term virtual counseling services. The Office of Educational Equity

(OEE) updates included OEE school residencies, equity-focused PD efforts, and the launch of the Equity Leads in each school. OEE is working with the Ruffin Ridley School leadership and educators to develop a comprehensive equity cycle. The application for Equity Leads has been launched; Equity Leads will participate in 10 hours of professional development in preparation for their work across the district next year. OEE has partnered with The Teachers' Lounge in their Classroom Leaders of Color Fellowship (CLOC), a 2-year cohort model for early career K-12 classroom teachers of color. The CLOC fellowship provides mentorship and coaching to meet the specific needs of early career educators of color, and OEE expects to have an initial cohort of 6-10 educators. The Office of Administration and Finance shared information about a new position control coding system that will be used for all hiring activities. This system will ensure that no hires are approved without appropriate funding in the budget, and this coding system is designed to provide long-term accountability. Dr. Guillory announced that the last day of the school year will be Tuesday, June 18 (we had one snow day this year); students will be dismissed at 12:00 noon on June 18. Superintendent Guillory highlighted the Driscoll Arts Equinox, Autism Awareness/Acceptance Month, solar eclipse watch parties at BHS and Hayes School, the Tiered Focus Monitoring (TFM) Review, the LGBTQ Day of Dialogue at Brookline High School, an exhibit of BHS student artwork at the Public Library, and his school visits.

Dr. Guillory introduced the Spotlight on Excellence: the Unified Sports Program at Brookline High School (Attachment C). Athletic Director Kyle Williams and Assistant Athletic Director Amanda Mortelette joined the meeting to highlight this exciting new program. The Interscholastic Unified Sports program is co-supported by Special Olympics of Massachusetts and the Massachusetts Interscholastic Athletic Association (MIAA). Students with and without disabilities participate in a variety of fitness and sports activities alongside one another, including basketball, track & field, bocce, and fitness. Teams are comprised of approximately an equal number of athletes and partners. The BHS Unified Sports program launched with a basketball game in October 2023 that ended with a buzzer beater win, and the enthusiasm and excitement for the program continued to build all through the season. The program will expand with Unified Track and Field in Spring 2025, and Unified Bocce in the 25-26 school year. Members thanked Mr. Williams and Ms. Mortelette for leading this amazing program that builds such a strong sense of community and inclusion.

3. PUBLIC COMMENT

Mr. Abhi Shelat, PSB parent and Northeastern University professor, offered public comment, to complement the letter he sent to the Committee earlier in the week (Attachment D). He asked the Committee to reconsider its support of the geothermal wells below Pierce School Playground. He commented on the long-term cost for the extra pumping energy required to move the working fluid from the park to the new school, and the expected increased costs for any future improvements to Pierce School Playground (which will have to make accommodations so as not to damage the underground wells). In order to be cost effective over the long term, the geothermal wells should be placed under the new school building.

Ms. Toby Raybould offered public comment to share the experience of her son, and his classmates at Brookline High School, with a termite infestation. Last week, a termite swarm appeared in a BHS classroom, becoming infested in student clothing and backpacks. Upon speaking with the teacher and high school administrators, Ms. Raybould learned that this is the third time in five years that this classroom has experienced a termite infestation. This is a public health matter, and she urged the Superintendent and the School Committee to identify the

resources necessary to invest in a comprehensive, ongoing pest management plan to fully address this issue.

4. **2024 ANNUAL TOWN MEETING WARRANT ARTICLES**

a. Public Hearing, Discussion, and Possible Vote on Articles

2024 Special Town Meeting, Article 1: Select Board on behalf of the School Committee

To see if the Town will vote to authorize the Select Board, the Park and Recreation Commission, and the School Committee, as respective case may be, to transfer custody and control and dispose of a portion of the subsurface area below the existing playground property, typically described as the Pierce School Playground. The subsurface area below the existing playground to be transferred and disposed of is located on School Street, is approximately 2.37 acres in size, and further described on the plan below. The transfer and disposition shall be for the purposes of constructing geothermal wells for the new Pierce School.

To further see if the Town will vote to authorize and empower the Select Board to petition the General Court for a special act, in substantially the following form, and authorize the General Court to make any revisions that are necessary or appropriate to the form of such bill, including any changes requested by the state's Executive Office of Energy and Environmental Affairs. (*please see Attachment E for the full text of Warrant Article 1*).

Ms. Charlupski noted that on Tuesday, April 2, the Select Board, Park and Recreation Commission, Conservation Commission and Building Commission all voted to approve the installation of geothermal wells under Pierce School Playground, in support of the Pierce School Construction Project. This approval allows the Warrant Article to move forward for Town Meeting consideration and action. She reported that the Pierce School Building Project engineers looked at various options for the placement of the geothermal wells and determined that their placement under the Pierce School Playground is recommended.

ACTION: 24-42

On a motion of Ms. Charlupski, and seconded by Ms. Nobrega, the School Committee VOTED, by roll call, with 8 in favor (Mr. Pearlman, Dr. Liu, Ms. Charlupski, Dr. Ehrenberg, Ms. Frias, Ms. Federspiel, Ms. Moghtader, and Ms. Nobrega), 0 opposed, and 1 abstention (Dr. Linos), to support Warrant Article 1 (Attachment E) at the May 2024 Special Town Meeting, and to issue a statement for inclusion in the Combined Report.

2024 Annual Town Meeting Warrant Articles

Article 10: Submitted by the Advisory Committee, Fiscal Year 2025 Budget

Appropriation No. 38: \$4,670,209 for renovations and upgrades to school buildings.

Appropriation No. 39: \$200,000 for school building modifications to meet IEP accommodations.

Appropriation No. 40: \$250,000 for a long-term capital planning study for school buildings.

Appropriation No. 41: \$717,332 for classroom capacity needs.

Mr. Pearlman described WA10 and Appropriations No. 38-41 that are related to the school department (Attachment F). These appropriations represent recommendations from the Town Administrator's Office. Ms. Charlupski noted that for appropriation No. 38 (for the mini-CIP, also known as deferred maintenance), PSB requested \$2.1 million; the appropriation is \$4.6 million, to be used for repair and maintenance over the next three years. Ms. Charlupski will describe the FY25 mini-CIP request in more detail later in the meeting. Appropriation No. 39 represents work to meet IEP accommodations in our school buildings; PSB requested \$50,000 and the appropriation is \$200,000. Appropriation No. 41 includes funds for leased space at Temple Emeth and Temple Ohabei Shalom for the BEEP program, including the additional time to accommodate the BEEP full school day.

The Committee decided to delay action until such time as the Advisory Committee has reviewed and voted on these appropriations. This item will be reconsidered at the May 2 School Committee meeting. The deadline for Combined Report statements in May 9.

5. PRESENTATIONS AND DISCUSSIONS OF CURRENT ISSUES
a. Brookline High School NEASC Accreditation: Commendations and Recommendations from the May 2023 Collaborative Conference Visit

Mr. McCormick, Dr. Martin, Mr. Andrews and Mr. Mason presented on the New England Association of Schools and Colleges (NEASC) visit to Brookline High School (Attachment G). The NEASC Report (Attachment H) summarized the commendations and recommendations based on their Collaborative Conference Visit on May 4-5, 2023. Mr. McCormick explained that the accreditation process is conducted on a 10-year cycle; we are slightly off cycle due to COVID interruptions and the BHS building project. The process to prepare for the accreditation process is about 2 years in length; then, school and district leaders have another 2 years to address NEASC's recommendations. The process began in the fall of 2022 with the creation of the Self-Reflection Committee (which included high school educational leaders - Jen Martin, Rachel Eio, Josh Paris, Britt Stevens, John Andrews, Emily McGinnis, Julia Mangan, Jenny Longmire, Steph Hunt, and Liza Casal). The self-reflection process continued through the winter of 2022, and included surveys to parents, teachers, and students. The Self-Reflection Report was written and approved by school staff in April 2023, after which it was submitted to the NEASC visiting team. Following the May 2023 visit, NEASC shared their Collaborative Conference Report with high school leaders in the fall of 2023.

NEASC's visit focused on five foundational elements, including Student Learning, Learning Culture, Professional Practices, Learning Support, and Learning Resources. Dr. Martin noted that NEASC commended BHS for:

- The wide variety of courses, programs, and extracurricular activities that are available to students, that also enhance the culture of BHS.
- The commitment of teachers to their students' overall well-being, both academically and emotionally.
- The strong collaborative work among teachers happening in the 9th grade.
- The numerous community partners that support the school with educational resources, such as the Brookline Education Foundation, the Brookline High School Innovation Fund, and the Brookline High School PTO.

NEASC identified areas for improvement in just two of the five foundational areas: Student Learning (need to lock doors, need a Vision of a Graduate), and Learning Culture (need written curriculum). Specific recommendations from NEASC are:

- Examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services, including disaggregated data of participation, performance, and experiences by subgroups.
- Identify and adopt common baseline expectations and norms around assessment and opportunities for re-assessment.
- Create a multi-year professional learning plan that optimizes the existing time the school has in place to support collaboration and provide PD opportunities.
- Continue to implement the formal tiered system of support for identified and nonidentified students ensuring that there are specific entry and exit criteria to allow for increased student mobility between classes.
- Ensure that the school provides a physically safe environment for students and adults by limiting access to exterior doors across the campus.

The next steps for BHS in the accreditation process include implementing an access control system for exterior school doors, working through the Strategic Planning process to create a Vision of a Graduate, developing common practices for professional development, and continue departmental and Strategic Plan work to align core curriculum and develop written curriculum. The BHS team will create and implement a School Growth Plan in preparation for the Decennial Accreditation Visit in fall 2025. Staff noted that the process of preparing for the Collaborative Conference Visit was incredibly valuable. As the school emerges from interruptions caused by the COVID pandemic, the self-reflection exercises allowed educators to thoughtfully consider the school's strengths and areas for growth. The overall feedback from educators is that the process has been very impactful.

Member questions included:

Is accreditation required? Doesn't the authority from Mass. General Laws, through the Department of Elementary and Secondary Education, suffice? What is the value of the accreditation process if it is not legally required? While not legally required, almost all area high schools do participate in the NEASC accreditation process; a lack of accreditation might have unintended, negative consequences for BHS. Further, as currently configured, the accreditation process has proved to be a valuable exercise that will truly strengthen the school. Staff have widely shared their positive feedback on the process. This is markedly different from the bloated accreditation process of the past; a process that lacked authenticity and didn't feel generative or valuable for school leaders. The current process allows school leaders and educators to thoughtfully examine school practices, norms and processes with a collective eye toward improvement.

What is the cost of accreditation? No exact figures were available at the meeting, but Mr. McCormick estimated that it is about \$25,000 (over three years), including staff stipends (for writing) and the costs to host the visiting team.

What are the next steps in the process to lock exterior doors at BHS? An access control system is currently being planned as a pilot, to start in early May. Mr. Mason has led conversations

with partners who use the BHS buildings such as Brookline Recreation, Brookline Adult and Community Education, and the Brookline Interactive Group. Students will still enjoy the privileges of open campus that they have now, but there will be a system of student and staff ID cards (tap enabled) to allow access to school buildings. The pilot will help to identify any problems or issues before the full rollout. As is the current practice, visitors will need to report to the main office to sign-in and receive a visitor pass. Part of the new system will require some behavior modification, so that students refrain from automatically “letting in” the person behind them.

Describe some of the work that has been or will be undertaken to address the professional learning recommendation. The use of faculty meeting and departmental meeting time this year has undergone a transformation. A concerted effort has been made to use monthly faculty meetings to offer PD strands that address school and district priorities, such as differentiation, social emotional learning support, SEED seminars, assessment, etc. This model creates common practices that all educators across the school will participate in, over time. The structure of faculty meetings has also shifted, to a model focused on MTSS and Tier 1, 2 and 3 interventions.

What are the next steps in the work to finalize the “vision of a graduate”? The vision of a graduate work is already part of the Strategic Plan (Goal 1). The broader PSB community will be part of this process. Building the graduate will start in the elementary grades, so it will be important to include K-8 school leaders. In addition, it will be important to have community input so that the vision of a graduate represents community values and goals.

Dr. Martin noted that the recommendation that will be the most challenging to address will be the creation of a common, written curriculum across all disciplines. A standard written curriculum will ensure consistency across classes, while still allowing enough flexibility for teacher individualization. This work – which is also part of the Strategic Plan – is being led at BHS by the Coordinator Action Team (curriculum and program coordinators, with the Head of School). Written curriculum should be easily accessible to the community; and a clear written curriculum will also be of great value to new educators who are building their practice.

As previously mentioned, the BHS team will create and implement a School Growth Plan in preparation for the Decennial Accreditation Visit in fall 2025. When NEASC visits for the Decennial Accreditation, they won’t necessarily expect to see all findings addressed completely. Rather, they will be looking for authentic and notable progress in addressing the recommendations.

The Committee thanked the high school team for joining the meeting this evening to present this important update about the accreditation process. The Committee looks forward to continued updates.

b. Brookline Teen Center (BTC) Presentation: What’s New and What’s Ahead

Brookline Teen Center Executive Director Kasey Boston joined the meeting to re-introduce the School Committee and the community to the exciting activities and initiatives at the BTC (Attachment I). Opened in 2013, the BTC serves 6th-12th grade students who live in or go to school in Brookline. Exciting programming is available to 6th-8th grade students every school day until 6:00pm, and 9th-12th grade students can enjoy programming until 8:00pm. One of the most

popular offerings is music programming, including 1:1 and small group lessons, music engineering, and studio recording. Other activities include homework support, mentoring and tutoring, workforce/job training, 30+ teen-led clubs, HBCU college visits, and many other new experiences for teens to try out as they explore interests in a safe and supportive environment. The current membership is 500 youth, with an average daily attendance of about 75 (that number jumps to 100+ on Friday afternoon). The Teen Center actively works with community partners including Steps to Success, the Brookline Housing Authority, the Brookline Food Pantry, The Country Club, and many more.

As the BTC looks ahead, they have set the following goals:

- To be the “3rd space” for Brookline teens, by creating a circle of care. Working with teachers, administrators and counselors to provide a safe and familiar space that allows teens to be comfortable and cared for.
- To offer after-school programming for 6th-8th grade students, 5 days per week, focusing on homework completion and enrichment activities, partnering with Steps to Success, and becoming the primary, consistent and affordable after school option for middle school students.
- To support PSB staff and programming by providing offsite space for meetings, PD workshops, and performance spaces, and to support Pierce School through the school building process.

Ms. Boston closed her presentation by noting the work the BTC is doing to shore up their funding. The Teen Center does not receive any Town funding: they are supported solely by grants and donations, with a current operating budget of \$1.5 million. ARPA funds account for about 30% of their current budget. With ARPA funding due to expire soon, they are actively seeking replacement funding. While fixed costs are covered, funding for all of the other vital components of their work – staffing, program supplies, food and enrichment trips – are dependent on active funding sources. On that note, she invited the Committee and the community to the Teen Center Gala on May 18, their biggest event of the year! Information is available on the BTC website at <https://brooklineteencenter.org/>.

Members asked about the membership process, the possibility of rising 6th graders previewing some of the programs, the BTCs physical space and the ability for private users to rent it out on the weekend, and efforts to increase access (including through the new BTC van). Members applauded Ms. Boston for her innovative, thoughtful, and enthusiastic approach to furthering the Teen Center’s mission.

c. FY 2025 Budget Update

Dr. Guillory reported that there has been no change in the school department’s allocation from the Town. He reported that the Massachusetts House of Representatives is looking to increase the Student Opportunity Act allotment to \$104/student (up from \$30/student). He reported that the school department presented to the Advisory Committee Schools Subcommittee on April 3 and April 10; the AC School Subcommittee voted last night to send the PSB budget allocation to the full Advisory Committee for consideration and approval.

6. FAREWELL AND THANK YOU TO DEPARTING SCHOOL COMMITTEE MEMBER DR. NATALIA LINOS

Mr. Pearlman announced that Dr. Linos will be leaving the School Committee; her last official day is April 15, 2024. Members expressed their gratitude to Dr. Linos for her commitment to the school district and our students. Her insights and knowledge, coupled with her empathy and collegiality, have been invaluable over the last year. She has been a trusted, courageous and thoughtful colleague on the Committee, and she will be greatly missed. Dr. Linos briefly discussed her new position at the United Nations Development Programme, and expressed her appreciation to her fellow Committee members for their support and spirit of collaboration, which was evident even during moments of disagreement. The Committee wished Dr. Linos much success in her new position.

7. SCHOOL COMMITTEE ACTIONS

**a. Proposed Statutory Revision to the Student Code of Conduct,
2nd Reading and Possible Vote**

Ms. O'Connell presented the revised Student Code of Conduct to the Committee at the March 28, 2024 meeting for a First Reading (Attachment J). There were no additional questions.

ACTION: 24-43

On a motion of Mr. Pearlman, and seconded by Dr. Linos, the School Committee VOTED UNANIMOUSLY, by roll call, with 9 in favor (Mr. Pearlman, Dr. Liu, Ms. Charlupski, Dr. Ehrenberg, Ms. Federspiel, Ms. Frias, Dr. Linos, Ms. Moghtader, and Ms. Nobrega), 0 opposed, and 0 abstentions, to approve the revised Student Code of Conduct (J 8).

**b. Discussion and Possible Vote to Approve Memorandum of
Agreement with AFSCME: 12-Month Full-Time Food Service Driver**

Dr. Guillory presented the proposed Memorandum of Agreement with AFSCME: 12-Month Food Service Driver (Attachment K). Members asked Dr. Guillory for additional information, including: Is this position funded through the food service revolving account? Is this position already held by someone, or is this a new position? If new, when does it begin, and who has been doing the summer driving until now? The Committee asked for a copy of the job description. This item will be reconsidered at the May 2, 2024 meeting.

8. SUBCOMMITTEE AND LIAISON REPORTS

a. Capital Improvements

Ms. Charlupski presented an update on the activities of the Capital Improvements Subcommittee, including the PSB Deferred Maintenance (mini-CIP) Submission (Attachment L). Members of the subcommittee and staff worked with principals to create this list of items to be addressed in FY25, totaling \$2.4 million (\$300,000 of which is rolled over from FY24). Work will be undertaken at Baker, Lincoln, Hayes, BHS, Lawrence, and Runkle. Work will also continue at Baldwin School to make that space suitable for staff who are moving from Clark Road. The mini-CIP is presently undergoing review by the Advisory Committee Capital Subcommittee. The district requested \$2.1 million in FY25 mini-CIP funds, and was allocated \$4.3 million for FY25-FY27 projects. Ms. Charlupski provided an update on the waterproofing repairs being undertaken

at the “BHS Tunnel” (below the archway, used for the transmission of utility lines). Engineers are working on the plan for these repairs, with work likely to be done in summer 2025. Ms. Charlupski provided an update on the Pierce School Building Project: the cost of the early GMP came in \$2 million under budget (this item will be presented and discussed at the next School Committee meeting). Community Forums for the project are scheduled for April 24 and May 22, at which time the architects and contractors will be available to answer questions, including questions about the geothermal wells below Pierce Playground. Students will end the year in the current Pierce School building and start in September at their temporary locations: K-5 students at the Old Lincoln School on Boylston Street, and Grade 6-8 students at the former Newbury College building on Fisher Hill.

b. Curriculum

Ms. Federspiel provided an update, noting that the Curriculum Subcommittee met on March 19. At that meeting, members explored the Open Architects data dashboard, and discussed the Student Opportunity Act plan. Dr. Fortuna reported that district staff will use the spring and early summer months to review and evaluate the possible literacy curriculum packages. OTL expects to purchase the new literacy curriculum in the summer and launch it in the 24-25 school year.

c. Diversity, Equity, Inclusion, and Justice

Ms. Frias reported that the DEIJ Subcommittee met on April 1, and reviewed bullying and discrimination incident data presented by the Office of Educational Equity. It was a very helpful presentation on an initial set of data. Ms. Galloway-Jones subsequently refined the data for a deeper dive at the Policy Subcommittee meeting on April 9 (see below). Subcommittee members are exploring the data to identify any notable or concerning trends.

d. Finance

The next meeting of the Finance Subcommittee is scheduled for April 24, 2024.

e. Negotiations

Ms. Federspiel reported that the Negotiations Subcommittee is still engaged in impact bargaining with the Brookline Educators Union regarding the transition to a BEEP full school day model. A negotiating session was held on March 26. A letter was sent to the BEU today with responses to their most recent questions.

f. Policy

Mr. Pearlman announced that the Policy Review Subcommittee met on April 9. The subcommittee considered a policy for “Art on the Outside of Schools” (to cover large scale installations, such as murals), but decided a policy was not necessary. Instead, the Capital Subcommittee will meet directly with the Brookline Arts Commission when requests are made to install such artwork on the outside of school buildings. Mr. Pearlman reported that the subcommittee also discussed revisions to the Assignment of Students to Schools policy, especially with regard to students who “Request to Remain” at their current school after moving to a new Brookline address. It was decided that the “Request to Remain” portion of the policy will be piloted for a 1-year period. This will allow for data collection to evaluate the impact, if any, on class sizes. The revised policy will be scheduled for a First Reading before the full School Committee. Ms. Galloway-Jones and Ms. Hernandez presented additional, refined data on

incidents of bullying and harassment/discrimination, as a follow-up to the presentation they shared with the DEIJ

Subcommittee on April 1. The subcommittee then considered a draft Hate Speech Prevention Policy. There was thoughtful discussion on the draft, and by a vote of 3-1 the subcommittee moved it forward for review by the full School Committee. Dr. Ehrenberg will be providing some edits to the draft policy, to incorporate guidance provided by the Massachusetts Attorney General's Office related to the prevention of hate and bias incidents.

9. NEW BUSINESS

There was no new business to report.

10. PROPOSED EXECUTIVE SESSION

ACTION 24-44:

On a motion of Mr. Pearlman, and seconded by Dr. Liu, the School Committee VOTED UNANIMOUSLY, by roll call, with 9 in favor (Mr. Pearlman, Dr. Liu, Ms. Charlupski, Dr. Ehrenberg, Ms. Federspiel, Ms. Frias, Dr. Linos, Ms. Moghtader, and Ms. Nobrega), 0 opposed, and 0 abstentions, to enter into Executive Session, pursuant to Massachusetts General laws chapter 30A section 21(a) for the following purposes: Purpose 3, to discuss strategy with respect to collective bargaining with the Brookline Educators Union (BEU) Unit A and Paraprofessional Unit, if an open meeting may have a detrimental effect on the bargaining and litigating position of the public body and the chair so declares; and Purpose 3, to discuss strategy with respect to collective bargaining with the Brookline Educators Union (BEU) Unit A (Grievance), if an open meeting may have a detrimental effect on the bargaining and litigating position of the public body, and the chair so declares.

11. ADJOURNMENT

Mr. Pearlman adjourned the meeting at 9:10pm.

Respectfully Submitted,
Betsy Fitzpatrick
Executive Assistant
Brookline School Committee

PUBLIC SCHOOLS OF BROOKLINE

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

TRIP LOGISTICS:

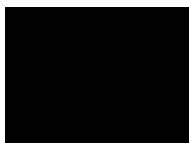
1. **Name of Field Trip:** May 2024 Baker School 8th Grade trip to Washington DC
2. **Educator Requesting Field Trip Approval:** Saeed Ola
3. **School:** Edith C. Baker School **Grade Level:** 8
4. **Have you reviewed the *School Committee Policy I 3 a. for School Sponsored Field Trips*?** Yes
5. **Have 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?** Washington DC; we are working with Education First, an accredited Educational Tour Travel company based in Cambridge, MA for this trip.
8. **What is the date and time you are leaving school?** May 7, 2024 at 6:05am
9. **What is the date and time you are returning to school?** May 9, 2024 at 11:20pm
10. **Do the dates of the trip conflict with any religious holidays or observances?** No
11. **How many days will students miss from school?** 3
12. **How are students being transported (school bus, chartered bus, plane, rail, etc)?** Students will be flying to/from Washington, DC and then will have a chartered bus/buses for travel once there.

*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?** 58 students
14. **What members of the student body are eligible for the trip?** Any student in the 8th grade class is eligible to attend.
15. **How are students selected to participate in this field trip?** They are members of the 8th grade class.
16. **Where will students be staying?** The Courtyard by Marriott Silver Spring North 12521 Prosperity Dr, Silver Spring, MD 20904
17. **What are the names and cell phone numbers of the primary staff chaperones on the trip?**
 - Alison Henry
 - Yanshen Lucki
 - Emily Mosca
 - Latia van Loan



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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?** Robert MacGregor (parent)

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?** This trip is an opportunity to make many of the civics lessons the students have had thus far in their K-8 experience come to life. The current itinerary includes: photo stops at the White House and Washington Monument, visits to the WW2 Memorial, Smithsonian museum(s) and night tours of the Lincoln, Korean War and Vietnam War memorials. Students will also go to Arlington National Cemetery, Mount Vernon Mansion, George Washington's tomb, the US Capitol Building and Visitor Center, The Supreme Court, Library of Congress, the Tidal Basin & memorials, The US Holocaust Museum and Museum of African American History.

20. **Describe activities planned before the trip to prepare students:** Students will engage in a series of activities to introduce them to the ideals of US citizenry, fostering an understanding of their roles and responsibilities as active members of society. These activities include interactive discussions on the principles of democracy, such as freedom, equality, and justice, along with the historical context that shaped these ideals. Students will also analyze historical documents, such as the Declaration of Independence and the Constitution, to grasp the foundational principles upon which the United States was built.

21. **Describe activities planned after the trip for students to wrap-up/reflect:** Post-trip activities will include individual reflections of the students' experiences. Additionally, as we hope to make this an annual experience for our 8th grade class, we plan to have the 8th graders share their experience with the rising 8th graders to help them understand and get excited for the trip during their 8th grade year.

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.** Our parent planning committee has already begun fundraising planning and tactics that range from local businesses and town organizations to private family donations and student fundraising. This trip is being presented as an opportunity for any family no matter their financial position. Additionally, EF has experience making accommodations for a wide range of student needs (physical, medical, etc.).

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23. **What measures are planned to ensure student safety on the trip, including chaperone coverage, student behavior contracts, etc.** We will remind students that during the trip they will be representatives of the Baker School and the Public Schools of Brookline. As such all behavior expectations remain in effect throughout the entirety of the trip. EF provides an overnight security guard posted at the hotel on the floors where students are staying. EF also provides a Tour Director who will lead all aspects of the experience upon arrival at the destination airport.

24. **What is the name and location of the medical facility closest to your destination?** There are a number of hospitals in the DC area. Hospitals close to where our activities will be are: George Washington University Hospital: 900 23rd St NW, Washington, DC 20037, BridgePoint Hospital Capitol Hill: 223 7th St NE, Washington, DC 20002 and VCH Health: 1701 N George Mason Dr, Arlington, VA 22205. A hospital near where students are staying is: Adventist HealthCare White Oak Medical Center 11890 Healing Way Silver Spring, MD 20904

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).** There will be no swimming on this trip.

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)* \$1431 per student

28. **How will the field trip be funded?** Families are being asked to pay for their student's travel, and to reach out to school leadership if they need financial assistance. Our parent planning committee has already begun fundraising planning and tactics that range from local businesses and town organizations to private family donations and student fundraising. This trip is being presented as an opportunity for any family no matter their financial position.

29. **What accommodations are made for students who cannot afford the expenses of this trip? Are partial and/or full scholarships available?** Scholarships are available from EF, and our parent planning committee is also reaching out to various town and local businesses/organizations to contribute to a scholarship fund.

30. **If fundraisers are planned to help lower the cost of the trip for all students, please describe those plans here:** For the 2022/2023 academic year, fundraising will primarily be done by the parent planning

PUBLIC SCHOOLS OF BROOKLINE

committee outside of the school so the 2023 8th grade class is able to fundraise for their year-end activities without distraction. Beginning in the fall, student-led fundraising will begin including, but not limited to: bake sales, coordination with the Baker PTO for early release movie showings, coordinated family yard sales, yard work, car wash, etc.

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

Signatures:

Educator Requesting Field Trip Approval: _____ Saeed Ola _____ **Date:** April 10, 2024

Principal: _____ Saeed Ola _____ **Date:** April 10, 2024



PUBLIC SCHOOLS of
BROOKLINE 

Superintendent's Update

April 11, 2024



Strategic Planning Updates 2024-2027

Our Mission

To educate and inspire every student to lead a fulfilling life and make positive contributions to our world.

Our Vision

The PSB provides every student with an extraordinary education, through enriching learning experiences and supportive community, so that they develop to their fullest potential.


Students First

From the Office of Student Services:

PSB remains committed to establishing relationships with community partners who can increase mental health supports to students and families.

The Brookline Center is currently recruiting caregivers to participate in parents support groups.

The Public Schools of Brookline is also partnering with **Care Solace** to support the well-being of students, staff, and their family members. Care Solace is a confidential care coordination service that can help you quickly find mental health or substance use treatment options matched to your needs regardless of circumstance.



the brookline center
for COMMUNITY MENTAL HEALTH

OUTPATIENT PARENTING PROGRAMS

The Brookline Center for Community Mental Health offers several groups to support parents and caregivers. See below for scheduling and payment information, and instructions on how to connect to these offerings.

INSIDE PARENTING: A GROUP TO BRING OUT THE BEST IN PARENTS

This group provides parents with an opportunity to examine how they parent their kids in light of how they were parented. What do you want to carry forward from your childhood? What do you want to leave behind? Come talk with others thinking through the same questions. This time-limited virtual group is a clinician service that is billed through insurance.

Thursdays, 2-2:50 PM, starting April 2024 (10 weeks, Zoom)
Grano Sandell, LICSW (she/her)

DROP-IN CAREGIVER OPEN SUPPORT GROUP

This is an ongoing and open facilitated group with the mission to provide a space where caregivers can receive additional support through community connection, self-reflection, and the sharing of new ideas and perspectives. This group is open to current clients, and parents/caregivers of current clients who are youth and is billed through insurance.

Thursdays, 1-1:50 PM (ongoing, Zoom)
Emmi Monos, LMFT (she/her)

SPACE: SUPPORTIVE PARENTING OF ANXIOUS CHILDHOOD EMOTIONS

SPACE is a parent-based treatment program for children and adolescents with anxiety, OCD, and related problems. SPACE helps parents practice skills of responding more supportively to their child's anxiety and changing their accommodations to their child's symptoms, ultimately supporting the child in reducing their experience of anxiety. This group is billed through insurance, and the self-pay rate (\$40) is available.

Thursdays, 5:00 PM (10 weeks, In Person)
Rachael Hennessy-Crowell, LICSW (she/her)

THE BROOKLINE CENTER Outpatient Parenting Programs

CIRCLE OF SECURITY PARENTING (COSP)

A parenting class designed to support caregivers in creating a secure relationship that meets the needs of their children. Caregivers will be able to understand their child's emotional world by learning to read their emotional needs, support their child's ability to successfully manage emotions, and enhance the development of their child's self-esteem. COSP honors caregivers' innate wisdom and desire for their child to be secure, while this program is designed for parents of young children (6 and under), parents of children of all ages may benefit.

DMH FLEX OPTION

If your child is engaged in any care at the Brookline Center, COSP may be free and requires their enrollment in the Center's DMH Flex program.

Mondays, 3-3:50 PM (12 weeks, In Person)
Erin Wagner, LICSW (they/them)

INSURANCE BILLED OPTION

If your child is not engaged in services at the Brookline Center, COSP may be billed to the caregiver's insurance. The group self-pay rate (\$40) is also available.

Tuesdays, 5-6:30 PM (8 weeks, In Person)
Emmi Monos, LMFT (she/her)
Gabrielle Lee, LICSW, MPH (she/her)

FREQUENTLY ASKED QUESTIONS

Interested in these programs, but have some questions about what options are best for your family?

Already receiving center services? Let your child's provider(s) know of your interest or contact our Intake team directly at 617-860-2084 or using the QR code to the right.

Not receiving center services? Call our Intake Team at 617-860-2084, or use the QR code to the right to access the registration form.

What to expect after completing a request for service form

After receiving your request, space permitting, our intake team will contact you to schedule an initial session with a therapist leading the group. These sessions are billed to insurance. You and the therapist decide if the group fits your needs.

Note: All groups are projected to begin the week of April 23rd (Monday group will begin April 29), pending adequate enrollment.

Child form



Students First



Cartwheel continues to be a trusted mental health partner to PSB as well and the partnership with Cartwheel will continue through next school year. Cartwheel is a trusted mental health partner and assists families and schools by helping to build multi-tiered systems of support to catch students before they fall.

Referrals to Cartwheel likely make sense in cases where:

- A student or family strongly prefers virtual counseling,
- A student likely requires short to moderate-term therapy (e.g., 3 to 6 months),
- A student has health insurance (except for Tri-Care), but available community partners do not accept it.

Students First

Transition services for students with special needs requires specific action steps to ensure positive post secondary outcomes. To this end, Brookline High School has created an **Independent Living Center**, offering a simulated apartment space that allows students to practice skills needed for future independent living and decision making. Life skills vary from student to student, but preparatory skills include self-care activities, laundry skills, meal planning and preparation, room organization and maintenance, etc.



Teaching and Learning



- In an effort to design middle school and elementary schedules that provide consistent time on learning, the Office of Teaching and Learning has completed guidance on time spent learning. The time allocations in this guidance document outline the minimum number of minutes that need spent on time and learning for all students by grade level band in order to comply with Massachusetts State Law. Massachusetts law requires at least 900 hours spent in structured learning activities.
- Time is a precious resource in our learning environments; we must allocate it wisely. For example, a 10-minute non-working snack results in 30 hours of lost learning time a year
- The time allocations in the guidance document identify the total minutes per day and week that should be used to develop teachers' weekly learning plans.

Teaching and Learning

- Families were informed that the World Language courses for rising 6th graders were finalized.
- We are pleased to share that we were able to accommodate all students who registered in the Portal with their first choice of language.
- The WL Office placed those who didn't register in a course. This was done per each school's typical enrollment pattern and staffing.
- Families may view the finalized course by following the same process that they used to register.

Teaching and Learning

The Office of Teaching and Learning held the second meeting of our **District Literacy Leadership Team.**

The purpose of this team is to:

- Create a culture of distributed leadership across a district.
- Provide oversight of the literacy initiative by ensuring that all activities are linked to district literacy plan.
- Utilize problem solving strategies, data analysis and expertise to review and edit literacy goals and activities throughout the school year.

The goal of this meeting was to:

- Analyze data from our Literacy Needs Assessment

Community Connections

PSB hosted Erin Vanderveer from the Department of Elementary and Secondary Education (DESE). Ms. Vanderveer and her team visited schools and programs this week, and met with staff and community members. Commendations and Areas for Improvement are expected for the upcoming year within 60 days.

We welcome Kelsey Nash to the Office of Student Services office manager role. Kelsey replaces Lynda, who retired this month. Kelsey has donned many hats working in Brookline for the last 7 years. She started out at the Sperber Education Center, working with K-8 Science and World Language. This was followed by a stint in the Unified Arts building at BHS. For the past 4 years, she has supported K-12 Visual Arts, Career and Tech Ed, and Nursing. We are excited to have her in the role in OSS.



Community Connections

The Brookline Special Education Parent Advisory Council (SEPAC) has two Co-Chair positions up for election this Spring. All voting members are eligible to run. If interested, please declare interest and eligibility by April 24th.

Elections will take place in May with results posted at the May 16th SEPAC meeting. New officers begin their new duties on July 1, 2024.

For any questions, please email **info@BrooklineSEPAC.org**.

Commitment to Educational Equity

Equity Strategy in Progress

The Office of Educational Equity (OEE) is busy in the district, working on the Equity strategy of School Residencies, equity-focused cycle PD, and implementing Equity Leads.

- OEE is leading and supporting a comprehensive equity cycle at FRR. OEE has been and continues meeting with administrators, facilitating and supporting equity and belonging work with educators at grade-level meetings, supporting collaborative all-middle school work, observing instruction, and providing targeted coaching. Teachers have been provided collaborative feedback and access to tools in written and video exemplars.
- We have launched our Equity Lead application and have 13 applicants thus far. We intend to begin interviews after the April break. Equity leads will then participate in 10 hours of professional development in preparation for leading work across the district in the coming year.



Commitment to Educational Equity

Hiring and Retention Efforts

The Office of Educational Equity (OEE) has continued its efforts to support the hiring and retention of teachers of color through both internal and external partnerships:

The Brookline Educators for Educational Diversity (BEED) have partnered with the OEE to focus on those efforts in the following ways:

- BEED/OEE Retention Event in **March of 2024**. Forty-plus participants attended
- BEED/OEE in-district **Career Fair** slated for **May 2, 2024**

Commitment to Educational Equity

The Public Schools of Brookline have partnered with the **Teachers Lounge Care in their Classroom Leaders of Color Fellowship (CLOC)**, a two-year cohort model for early career K-12 classroom teachers of color. The CLOC Fellowship's vision, curriculum, and program are intentionally designed by and for educators of color. They aim to develop, maintain, and improve the skills and tools to increase early career educators' input, impact, and income and to make early career education a more sustainable profession.

The CLOC fellowship will provide fellows:

- Community
- Development
- Mentorship and Coaching
- Coaches and mentors, with shared identities, will meet the specific needs of early career educators of color while developing, maintaining, and improving the skills and tools to avoid burnout
- CLOC is a free-to-district partnership; teachers only need to be released monthly

Management and Capacity Building: Position Control

- For the FY25 budget, Audit and Finance has created a new **Position Control** coding system that will be used in MUNIS and in all hiring activities through HR and Finance. No hires will be approved without confirmation that a position exists with appropriate funding in the budget.
- For every staffed position in the school department budget, you can think about it as having two parts: a chair (the position) and a body (the person hired).
- When we create a budget using Position Control, we keep a precise count of the chairs. If the chair is presently occupied, we know the actual cost of the chair. If the chair is currently empty, we can estimate the cost pretty closely, but know that it may shift up or down depending on who eventually sits in it.
- Without Position Control, hiring managers tend to think in terms of replacing people, and lose track of how many chairs have actually been funded.

Position Number / Job Code	Position Control Number	Position FTE	Chair	Employee Number	Employee Name	Position Status	Employee FTE	Position Variance	Priority / SR#	Position Notes
004	004	1.000	NA		VICKERT	Vacant	0.000	-1.000	Tw/Sp	
005	005	1.000	NA	0004	Higgins, Patricia	Fixed	0.000	-1.000	Tw/Sp	
006	006	1.000	NA		FLAHERTY	Vacant	0.000	-1.000	Tw/Sp	
007	007	1.000	NA		VICKERT	Vacant	0.000	-1.000	Tw/Sp	
008	008	0.500	NA		VICKERT	Vacant	0.000	-0.500	Tw/Sp	
009	009	1.000	NA	0040	Jankowsky, Jody	Fixed	0.000	-1.000	Sp/Hr	
010	010	1.000	NA	0041	Quinn, Ashley	Fixed	1.000	0.000	Sp/Hr	
011	011	0.500	NA		VICKERT	Vacant	0.000	-0.500	Tw/Sp	
012	012	1.000	NA	1016	Baggett, Charal	Fixed	0.000	-1.000	Sp/Hr	
013	013	1.000	NA	0104	Larson, Pat	Fixed	0.000	-1.000	Sp/Hr	
014	014	1.000	NA	0048	Larson, Chris	Fixed	0.000	-1.000	Sp/Hr	
015	015	1.000	NA		FLAHERTY	Vacant	0.000	-1.000	Sp/Hr	
016	016	1.000	NA	0005	Wynn, Deana	Fixed	0.000	-1.000	Sp/Hr	
002	002	1.000	NA/HR		FLAHERTY	Vacant	0.000	-1.000	Tw/Sp	
000	000	1.000	NA/HR		FLAHERTY	Vacant	0.000	-1.000	Tw/Sp	
001	001	1.000	HR		VICKERT	Vacant	0.000	-1.000	Tw/Sp	
***** Totals *****										
Chair	Budget	Fixed FTE	Vacant FTE	Vacant Positions	Total FTE (Sum of FTE's)		Total FTE To Budget Variance		Fixed FTE To Budget Variance	
NA	10.000	1.000	10.000	0	11.000		-1.000		-1.000	
NA/HR	0.000	0.000	0.000	0	0.000		-0.000		-0.000	
NA	11.000	0.000	11.000	0	0.000		-11.000		-11.000	
HR	0.000	0.000	0.000	1	1.000		-0.000		-0.000	
TOTAL	20.000	1.000	20.000	0	20.000		-21.000		-20.000	

Updated Last Day of School 2023-2024

The last day of school for the school year 2023-24 is
Tuesday, June 18.

Students will be dismissed at 12 noon on June 18th.
Cafeteria lunches will not be scheduled on the last day;
grab-and-go lunches will be available.

8th Grade Graduation

Now that the last day of school has been established, we will work with school leaders to confirm 8th grade graduation dates. Principals are finalizing dates and will communicate that information in the coming weeks.



Solar Eclipse Watch Parties

BHS and Hayes students gathered outside their school buildings to catch a glimpse of the solar eclipse on Monday afternoon.

While the Hayes school set up telescopes and sunspotters, BHS held a screening of NASA's solar eclipse broadcast.



Driscoll Arts Equinox

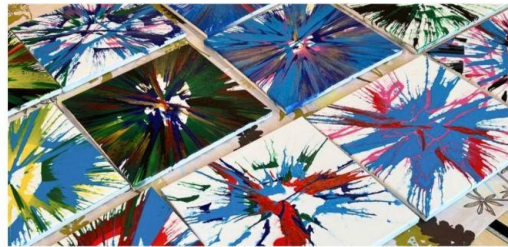
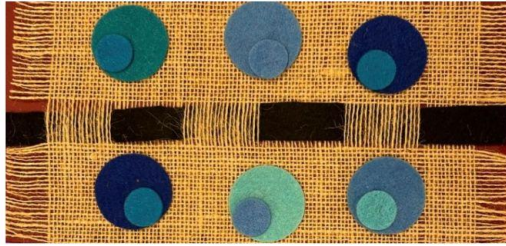
Last week, the Driscoll school celebrated one of its most beloved traditions – the Arts Equinox.

Arts Equinox is a celebration of art, where teachers, administrators, parents and students to take a break from the normal school day and explore their creative side.

Students experience a mix of hands-on projects, workshops, and performances, specially curated for individual grades. Past performers include drumming groups, dance troupes, storytellers, and theater companies, representing cultures from all over the world. Workshops for students, taught by Driscoll teachers, artistic parents and visiting artists, include paper making, photography, beatboxing, drumming, improv, flamenco dancing, hip-hop dancing, ceramics, sewing, and Shakespearean acting.

The kick-off for Arts Equinox has always been a huge all-school art exhibit. Ms. Olivia Reyelt and a team of dedicated parents make sure every student's work is represented in the show, and the whole community turns out to celebrate the joy of making art.

Driscoll Arts Equinox



Autism Awareness Month



April is Autism Awareness Month – a global initiative dedicated to promoting understanding and inclusion of the autism spectrum.

The **RISE (Reaching for Independence through Structured Education)** program at Hayes and Runkle, works towards meeting the needs of students with autism. These students receive academic teaching, social skills training, behavioral intervention and speech, occupational therapy and physical therapy as needed for each student.

An important focus of RISE is to increase independence with a variety of skills including daily living, social skills, behavior management, communication, and executive functioning.

BHS LGBTQ Day of Dialogue

Wednesday, April 3 was LGBTQ Day of Dialogue at Brookline High School. The day was dedicated to hearing the stories of LGBTQ students and staff, and exploring issues related to the queer community today.



BHS Art Exhibit – ‘Learning By Hand’

The Public Library of Brookline's Brookline Village location is holding an art exhibit featuring artwork by BHS students.

The exhibit, called *Learning By Hand*, will showcase work created by students in Ceramics, Metals, Engineering and other classes in Brookline High School's Unified Arts building.

Learning By Hand will run through the end of the month.

LEARNING BY HAND


Work from students in the Unified Arts Building at Brookline High School at the


Brookline Public Library

Brookline Village Location

on view starting Friday, April 5th, and running through the end of the month.

hollow-formed ring by Zeke Kassen, BHS





ceramic sculpture by Jamie Hines

Superintendent's School Visits

Recently Completed	
BHS	Tuesday, April 2
Pierce	Friday, April 5
Hayes	Monday, April 8
BEEP	Tuesday, April 9

Upcoming	
FRR	Monday, April 22
Baker	Tuesday, April 23
Lincoln	Wednesday, April 24
Runkle	Thursday, April 25
Lawrence	Friday, April 26
Pierce	Friday, April 26



PUBLIC SCHOOLS of
BROOKLINE 

Spotlight on Excellence



PUBLIC SCHOOLS OF BROOKLINE



UNIFIED SPORTS AT BROOKLINE HIGH SCHOOL

April 11th - School Committee - Spotlight



What are Unified Sports?



- Students with and without disabilities participate in a variety of fitness and sports activities alongside one another.
 - *Examples: Basketball, Track & Field, Bocce, Fitness*
- Interscholastic Unified Sports is a school athletics/activities program that is co-supported by the State Special Olympics Program (SOMA) and the State High School Athletic/Activities Association (MIAA).



Unified Basketball
First ever game
Buzzer beater win!
October 10, 2023

Guidelines for Unified Sports



- Teams are administered and supported in a **similar fashion as other interscholastic sports teams**.
- Teams are comprised of approximately **equal number of athletes and partners**.
- In addition to participation, programs provide **genuine competition experiences** with place of finish results.
- All teammates are **meaningfully involved** in training and competitions and have the opportunity to contribute.
- Teams compete against other Interscholastic Unified Sports school teams using a consistent set of **official Unified Sports rules**.



Unified Sports at BHS – Rollout Plan



Three year rollout of Unified Sports across all BHS Athletic three seasons:

- Successful pilot of Unified Basketball - Fall 2023
- Add Unified Track & Field - Spring 2025
- Add Unified Bocce - Winter 2025-26

Fall

Basketball

Winter

Bocce

Spring

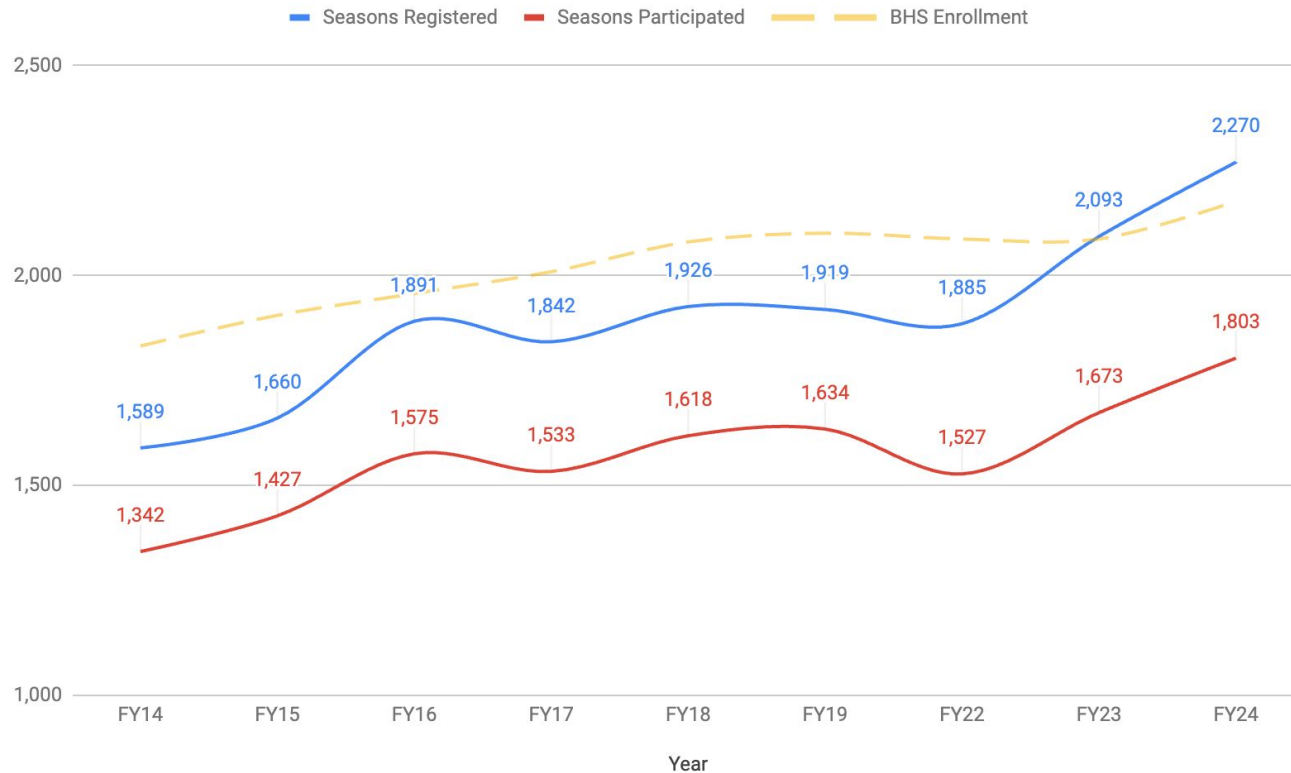
Track & Field

Role of Unified Sports



By bringing people together with and without disabilities, as teammates and competitors, on the field of play, Unified Sports breaks down the walls of social exclusion enabling all participants to gain a new appreciation for one another, dispel fear, misperceptions and low expectations, develop friendships and pave the way for broader social inclusion in the community

Everyone is a Warrior – Value of Belonging



abhi shelat
42 Brington Road
Brookline, MA 02445

April 9 2024

Placement of geothermal wells at Pierce Park

To School Board Committee:

I write to share my concerns regarding the placement of the geothermal wells in Pierce park. I believe it would be shortsighted and ill-advised to place the wells in Pierce park instead of near or under the new school building. My concerns can be organized into four topics.

Long-term costs Placing the wells in Pierce park incurs long-term, unaccounted costs compared to placing them under the school.

1. The first long-term cost concerns the extra pumping energy required to move the working fluid from the park, across the street, to the new building. The extra energy required for this pumping increases the long-term operating costs of the heating system. As a first order measure, from the drawing "GT-100, GEOTHERMAL LOOP FIELD LAYOUT" (2302441-0), several of the longer runs exceed 400m to the boundary of the school building, and an additional 200m to the pipe termination room.

I performed some basic calculations in the appendix of this letter which suggests the energy costs due to frictional losses in pumping the fluid from field to building represent several times more energy than the energy required to move the fluid out of the well itself. My calculations are quite rough, and I do not have all of the appropriate constants and assumptions needed. Nonetheless, these figures are significant enough to warrant a better study of the issue.

Ultimately, if these calculations are roughly accurate, this would mean that although the upfront cost of placing the wells in the field is

720k lower, the long term cost of operating the system could easily surpass that figure, especially when considering the 50yr lifespan of the system.

With your permission, I would like to engage with the external consultants to better understand this cost before you approve the location.

2. All future work on Pierce park will become more costly as it must account for, and work around the geothermal infrastructure. Although the wells are buried 5 feet below grade, *all* efforts to improve or re-grade the park will require consideration and expertise on the part of the contractors to avoid interfering with the well infrastructure. Consider the re-grading and sub-soil manipulations that were performed on Emerson park a few years ago to improve rain drainage. It is conceivable that Pierce park will require similar operations in the future, and we should therefore make attempts to estimate the extra *future* costs in planning and operations due to constraints imposed by the well field.

Negative Externality Placing the wells in the park incurs a negative externality with costs that are not accounted for in the short term budget.

The specific externality relates to the removal of energy from the soils of the park, so called *thermal interference*. Densely spaced shallow boreholes rely on the thermal mass of the subsoil; these soils are recharged with solar heat during the summer and extracted during heating seasons. The school's wells extract heat from these soils, and in turn this will strongly reduce the heat extraction rate for abutters of the park. This reduces the putative efficiency of geothermal for those abutters, and thus may cause them to forego those systems altogether.

By performing a thermal response test for the field, and running a few standard simulations, one can assess this long-term externality.

Legal impediments Article 97, section requires several conditions to be met before disposition:

...all other options to avoid the Article 97 disposition have been

explored and no feasible and substantially equivalent alternatives exist (monetary considerations notwithstanding).

Based on the arguments above, it seems difficult to argue “no feasible alternative exists” when the engineers themselves prefer under-school placement.

...as part of the disposition, real estate of equal or greater fair market value or value in use of proposed use,

To meet the letter of the law, the school needs to provide locations for geothermal wells with equivalent heat capacity, as well as 200sq ft to compensate for the geothermal vault.

...the disposition serves an Article 97 purpose or another public purpose without detracting from the mission, plans, policies and mandates of EOEA

The ultimate reason behind the disposition is *cost savings* on the order of \$720k in the building of a \$200m new school. It is not clear how a disposition to place these wells in the park serves the mission of the EOEA, which is not meant to arbitrate for cost savings or, for that matter, to support geothermal heating.

Engineering anti-pattern The current plan violates *locality* for no important reason. The mechanical portion of a building should be located as close to the building itself as possible. In this case, there seems to be no *serious* reason for placing the well field across the street, other than a preliminary cost figures.

I am prepared to spend more effort to develop more quantitative and sound arguments for what I consider a blunderous plan.

As stewards of our finite resources, I am deeply concerned about this plan

and the constraints it places on our future selves.

Your concerned citizen

abhi shelat

Appendix, Calculations I am applying general models and equations, and would appreciate the opportunity to discuss this with, e.g., GEI Consultants and others to correct any errors.

- Headloss calculation for the 400m working fluid pumping (Darcy-Weisbach):

$$\delta p/L = f_d \cdot \frac{\rho}{2} \cdot \frac{V^2}{D}$$

I can try to make some estimates: $f_d = 0.02$, many standard texts suggest that the working fluid in a geothermal system travels at 7gpm, and in a 1 inch diameter pipe, this corresponds to roughly 0.8 m/s. These estimates yield 0.25m of head loss per meter of pipe, which corresponds to roughly 100m of headloss for those longer runs to the edge of the perimeter, and another 50m of headless from the perimeter to the pipe termination. Perhaps this latter 50m should be discounted since wells under the building perimeter will also incur this loss.

Because pumping power is linear in the head loss, and the depth of the borehole is roughly 25m, this suggests that the longer runs accounts for almost 4x the minimal energy required to move the working fluid out of the well.



WARRANT
THE COMMONWEALTH OF MASSACHUSETTS
TOWN OF BROOKLINE
ANNUAL TOWN MEETING

Norfolk, ss

To Any Constable of the Town of Brookline

Greetings:

In the name of the Commonwealth of Massachusetts, you are hereby required to NOTIFY and WARN the Inhabitants of the TOWN OF BROOKLINE, qualified to vote at elections to meet via Zoom and at the High School Auditorium in said Brookline on TUESDAY, the TWENTY-EIGHTH day of MAY, 2024 at 7:30 o'clock in the evening for the Annual Town Meeting at which time and place the following articles are to be acted upon and determined by the representative town meeting:

ARTICLE 1

Submitted by: Select Board on behalf of the School Committee

To see if the Town will vote to authorize the Select Board, the Parks and Recreation Commission, and the School Committee, as the respective case may be, to transfer custody and control and dispose of a portion of the subsurface area below the existing playground property, typically described as the Pierce School Playground. The subsurface area below the existing playground to be transferred and disposed of is located on School Street, is approximately 2.37 acres in size, and further described on the plan below. The transfer and disposition shall be for the purposes of constructing geothermal wells for the new Pierce School.

To further see if the Town will vote to authorize and empower the Select Board to petition the General Court for a special act, in substantially the following form, and authorize the General Court to make any revisions that are necessary or appropriate to the form of such bill, including any changes requested by the state's Executive Office of Energy and Environmental Affairs:

AN ACT AUTHORIZING THE TOWN OF BROOKLINE TO USE A PORTION OF THE SUBSURFACE AREA BELOW AN EXISTING PLAYGROUND FOR PURPOSES OF GEOTHERMAL WELLS RELATED TO AN ADJACENT SCHOOL BUILDING

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

SECTION 1. Notwithstanding any general or special law to the contrary, the town of Brookline may transfer the care, custody, management and control of a portion of the subsurface area below the existing playground property, typically described as the Pierce School Playground having an area of _____ square feet and shown as “Geothermal Circuit (Typ.),” “Geothermal Loop(Typ.),” “Geothermal Vault,” and “10” Supply Return Main Line,” along with any necessary appurtenances or temporary construction easements, on a plan of land entitled “Town of Brookline, Pierce School, 50 School Street, Brookline, MA 02445: Project Status: 100% Design Development,” and dated ‘2023-11-16’” from the parks and recreation commission for playground purposes, temporarily to the pierce school building committee for the purposes of constructing geothermal wells for the new Pierce School, then back to the parks and recreation commission for playground purposes, including the temporary construction impacts on the surface of the playground during the period of construction. The land is identified on the town’s assessor’s maps as parcel 171-27-00 and is part of the lands acquired by the town of Brookline for playground and for other municipal purposes pursuant to deeds recorded in the Norfolk district registry of deeds in book book numbers , page page numbers .

SECTION 2. This act shall take effect upon its passage.

Or act on anything relative thereto.

AND YOU ARE DIRECTED TO SERVE THIS WARRANT IN ACCORDANCE WITH THE BY-LAWS OF THE TOWN OF BROOKLINE.

HEREOF FAIL NOT, and make due return of this WARRANT, with your doings thereon, to the Select Board at least FOURTEEN DAYS before the day of said meeting.

Given under our hands and the seal of the TOWN of Brookline, Massachusetts, this 5th day of March, 2024.

SELECT BOARD





WARRANT
THE COMMONWEALTH OF MASSACHUSETTS
TOWN OF BROOKLINE
ANNUAL TOWN MEETING

Norfolk, ss

To Any Constable of the Town of Brookline

Greetings:

In the name of the Commonwealth of Massachusetts, you are hereby required to NOTIFY and WARN the Inhabitants of the TOWN OF BROOKLINE, qualified to vote at elections to meet via Zoom and at the High School Auditorium in said Brookline on TUESDAY, the TWENTY-EIGHTH day of MAY, 2024 at 7:00 o'clock in the evening for the Annual Town Meeting at which time and place the following articles are to be acted upon and determined by the representative town meeting:

ARTICLE 1

Submitted by: Select Board

To see if the Town will establish that the number of Measurers of Wood and Bark be two, to be appointed by the Select Board, or act on anything relative thereto.

ARTICLE 2

Submitted by: Human Resources

To see if the Town will raise and appropriate, or appropriate from available funds, a sum or sums of money to fund the cost items in collective bargaining agreements between the Town and various employee unions; fund wage and salary increases for employees not included in the collective bargaining agreements; and amend the Classification and Pay Plans of the Town; or act on anything relative thereto.

ARTICLE 3

Submitted by: Treasurer/Collector

To see if the Town will authorize the Town Treasurer, with the approval of the Select Board, to enter into Compensating Balance Agreement(s) for FY2025 in accordance with General Laws Chapter 44, Section 53F, or act on anything relative thereto.

ARTICLE 4

Submitted by: Select Board

To see if the Town will authorize the Comptroller to close out either all or a portion of the unexpended balances in certain Special Appropriations and return said sums to the Surplus Revenue accounts, and rescind the unused portion of prior borrowing authorizations, or act on anything relative thereto.

ARTICLE 5

Submitted by: Select Board

To see if the Town will:

- A) Raise and appropriate or appropriate from available funds a sum of money to operate the Golf Enterprise Fund in the fiscal year 2024 budget;
- B) Appropriate additional funds to the various accounts in the fiscal year 2024 budget or transfer funds between said accounts;
- C) And determine whether such appropriations shall be raised by taxation, transferred from available funds, provided by borrowing or provided by any combination of the foregoing; and authorize the Select Board to apply for, accept and expend grants and aid from both federal and state sources and agencies for any of the purposes aforesaid.

or act on anything relative thereto.

ARTICLE 6

Submitted by: Select Board

To see if the Town will, in accordance with General Laws, Chapter 44, Section 64, authorize the payment of one or more of the bills of the previous years, which may be legally unenforceable due to the insufficiency of the appropriations therefore, and appropriate from available funds, a sum or sums of money therefore, or act on anything relative thereto.

or act on anything relative thereto.

ARTICLE 7

Submitted by: Board of Assessors

To see if the Town will elect to establish an additional property tax exemption for fiscal year 2025 which shall be uniform for all exemptions, in accordance with Section 4 of Chapter 73 of the Acts of 1986, as amended by Chapter 126 of the Acts of 1988, and accept said Section 4, as amended, or act on anything relative thereto.

ARTICLE 8

Submitted by: Deputy Town Administrator, Director of Finance, and Director of Public Health and Human Services

To see if the town will vote to amend the town's general by-laws by adding the following new section 3.11a ½ to establish and authorize revolving funds for use by certain town departments, boards, committees, agencies, or officers under Massachusetts General Laws Chapter 44, § 53E½.

ARTICLE 3.11A ½ : DEPARTMENTAL REVOLVING FUNDS

3.11A ½ 1. Purpose. This by-law establishes and authorizes revolving funds for use by town departments, boards, committees, agencies, or officers in connection with the operation of programs or activities that generate fees, charges, or other receipts to support all or some of the expenses of those programs or activities. These revolving funds are established under and governed by General Laws Chapter 44, § 53E½.

3.11A ½ 2. Expenditure Limitations. A town department or agency head, board, committee, or officer may incur liabilities against and spend monies from a revolving fund established and authorized by this by-law without appropriation subject to the following limitations:

- a. Fringe benefits of full-time employees whose salaries or wages are paid from the fund shall also be paid from the fund, except for those employed as school bus drivers.
- b. No liability shall be incurred in excess of the available balance of the fund.
- c. The total amount spent during a fiscal year shall not exceed the amount authorized by town meeting on or before July 1 of that fiscal year, or any increased amount of that authorization that is later approved during that fiscal year by the Select Board and Advisory Committee.

3.11A ½ 3. Interest. Interest earned on monies credited to a revolving fund established by this by-law shall be credited to the general fund.

3.11A ½ 4. Procedures and Reports. Except as provided in General Laws Chapter 44, § 53E½ and this by-law, the laws, by-laws, rules, regulations, policies, or procedures that govern the receipt and custody of town monies and the expenditure and payment of town funds shall apply to the use of a revolving fund established and authorized by this by-law. The Comptroller shall include a statement on the collections credited to each fund, the encumbrances and expenditures charged to the fund, and the balance available for expenditure in the regular report the Comptroller provides the department, board, committee, agency, or officer on appropriations made for its/their use.

3.11A ½ 5. Authorized Revolving Funds.

<u>A</u> Revolving Fund	<u>B</u> Department, Board, Committee, Agency, or Officer Authorized to Spend from Fund	<u>C</u> Fees, Charges, or Other Receipts Credited to Fund	<u>D</u> Program or Activity Expenses Payable from Fund	<u>E</u> Restrictions or Conditions on Expenses Payable from Fund	<u>F</u> Other Requirements / Reports	<u>G</u> Fiscal Years
Façade Improvement Loan Program	Director of Planning and Community Development	Façade improvement loan repayments	Façade improvement expenses			2024 and subsequent years
Library Copiers	Library Director	Library copying fees	Library copying services			2024 and subsequent years
Public Health Clinic	Director of Public Health and Human Services	Receipts from insurance, Medicare, and Medicaid related to public health clinics	Public health clinic programming			2025 and subsequent years
Recreation	Park and Recreation Commission	Receipts from recreation programs and events	Recreation programs and events			2024 and subsequent years
Repair and Maintenance of Rental Properties	Building Commissioner	Receipts from rental properties	Repair and maintenance of rental properties			2024 and subsequent years
Sidewalk Construction, Maintenance, and Repair	Commissioner of Public Works	Fees paid by property owners for sidewalk improvements	Construction, reconstruction, upkeep, maintenance, repair, and improvement of sidewalks and walkways along public streets and ways over, across, and through town-owned property			2024 and subsequent years
Student Transportation	School Committee	Bus fees	Expenses related to student transportation			2024 and subsequent years

or take any other action relative thereto

ARTICLE 9

Submitted by: Deputy Town Administrator and Director of Finance

To see if the Town will accept the provisions of M.G.L. c. 40, s. 13D pertaining to establishing a reserve fund for payment of accrued liabilities due employees; the municipal official to authorize payments from this fund shall be the Town Administrator or his or her designee, or act on anything related thereto.

ARTICLE 10

Submitted by: Advisory Committee

To see if the Town will:

A.) Fiscal Year 2025 Budget

Appropriate the sums requested or proposed by the Select Board or by any other officer, board or committee, or any other sum or sums, for the fiscal year 2025 budget; without limiting the foregoing, appropriate the sums necessary for all town expenses, including the snow and ice budget, debt and interest, and operating expenses; fix the salaries of all elected officers as provided for in General Laws, Chapter 41, Section 108; authorize the leasing, leasing with an option to purchase or installment purchase of equipment; appropriate to or from a stabilization fund as provided for in General Laws Chapter 40, Section 5B; Chapter 44, Section 44B; authorize the continuation of all revolving funds in accordance with General Laws, Chapter 44, Section 53E½ and all Enterprise Funds in accordance with General Laws, Chapter 44, Section 53F½; allocate available free cash; provide for a reserve fund; and establish the requirements for transfers among appropriations, interfund transfers, transfers for the purposes of salary adjustments, filling vacant positions and budgetary reporting.

B.) Fiscal Year 2025 Special Appropriations

Appropriate sums of money for the following special purposes:

- 1.) Appropriate \$225,000, or any other sum, to be expended under the direction of the Building Commissioner, with any necessary contracts over \$100,000 to be approved by the Select Board, for maintenance of town garage floors.
- 2.) Appropriate \$500,000, or any other sum, to be expended under the direction of the Building Commissioner, with any necessary contracts over \$100,000 to be approved by the Select Board, for the rehabilitation of Town buildings.
- 3.) Appropriate \$125,000, or any other sum, to be expended under the direction of the Chief Information Officer, with any necessary contracts over \$100,000 to be approved by the Select Board, for technology infrastructure.
- 4.) Appropriate \$300,000, or any other sum, to be expended under the direction of the Director of Planning and Community Development, with any necessary contracts over \$100,000 to be approved by the Select Board, for the purpose of completing the Town's Comprehensive Plan.
- 5.) Appropriate \$325,000, or any other sum, to be expended under the direction of the Fire Chief, with any necessary contracts over \$100,000 to be approved by the Select Board, for the rehabilitation of Engine #3.

- 6.) Appropriate \$250,000, or any other sum, to be expended under the direction of the Police Chief, with any necessary contracts over \$100,000 to be approved by the Select Board, for equipment and software for the Body Worn and In-Car Camera program.
- 7.) Appropriate \$100,000, or any other sum, to be expended under the direction of the Building Commissioner, for the feasibility study to improve the Public Safety building lobby and adjacent areas.
- 8.) Appropriate \$350,000, or any other sum, with any necessary contracts over \$100,000 to be approved by the Select Board, to be expended under the direction of the Commissioner of Public Works, for traffic calming.
- 9.) Appropriate \$350,000, or any other sum, with any necessary contracts over \$100,000 to be approved by the Select Board, to be expended under the direction of the Commissioner of Public Works, for bike access improvements.
- 10.) Appropriate \$400,000, or any other sum, with any necessary contracts over \$100,000 to be approved by the Select Board, to be expended under the direction of the Commissioner of Public Works, for the parking meter replacement program.
- 11.) Appropriate \$1,950,000, or any other sum, with any necessary contracts over \$100,000 to be approved by the Select Board, to be expended under the direction of the Commissioner of Public Works, for the Hammond Street at Woodland Road Traffic Signal And Road Diet Improvement Plan.
- 12.) Appropriate \$150,800, or any other sum, to be expended under the direction of the Commissioner of Public Works, for Accessible Pedestrian Signals.
- 13.) Appropriate \$5,980,000, or any other sum, to be expended under the direction of the Commissioner of Public Works, with any necessary contracts over \$100,000 to be approved by the Select Board, for the rehabilitation of streets.
- 14.) Appropriate \$513,000, or any other sum, to be expended under the direction of the Commissioner of Public Works, with any necessary contracts over \$100,000 to be approved by the Select Board, for the rehabilitation of sidewalks.
- 15.) Appropriate \$800,000, or any other sum, to be expended under the direction of the Commissioner of Public Works, with any necessary contracts over \$100,000 to be approved by the Select Board, for design work related to the Washington Street Rehabilitation and Complete Streets Program.
- 16.) Appropriate \$3,000,000, or any other sum, to be expended under the direction of the Commissioner of Public Works, with any necessary contracts over \$100,000 to be approved by the Select Board, for wastewater system improvements.

- 17.)Appropriate \$2,780,000, or any other sum, to be expended under the direction of the Commissioner of Public Works, with any necessary contracts over \$100,000 to be approved by the Select Board, for the renovation of Amory Tennis Courts, Parking and Halls Pond.
- 18.)Appropriate \$95,000, or any other sum, to be expended under the direction of the Commissioner of Public Works, Big Belly compacting waste stations.
- 19.)Appropriate \$400,000, or any other sum, to be expended under the direction of the Commissioner of Public Works, with any necessary contracts over \$100,000 to be approved by the Select Board, for the design of the renovation of Griggs Park.
- 20.) Appropriate \$3,300,000, or any other sum, to be expended under the direction of the Commissioner of Public Works, with any necessary contracts over \$100,000 to be approved by the Select Board, for improvements at Larz Anderson Park.
- 21.)Appropriate \$550,000, or any other sum, to be expended under the direction of the Commissioner of Public Works, with any necessary contracts over \$100,000 to be approved by the Select Board, for improvements to Monmouth Park.
- 22.) Appropriate \$300,000, or any other sum, to be expended under the direction of the Commissioner of Public Works, with any necessary contracts over \$100,000 to be approved by the Select Board, for the renovation of playground equipment, fields, and fencing.
- 23.) Appropriate \$185,000, or any other sum, to be expended under the direction of the Commissioner of Public Works for the rehabilitation of Town and School grounds.
- 24.) Appropriate \$350,000, or any other sum, to be expended under the direction of the Commissioner of Public Works, with any necessary contracts over \$100,000 to be approved by the Select Board and the Tree Planting Committee, for the removal and replacement of trees.
- 25.)Appropriate \$200,000, or any other sum, to be expended under the direction of the Recreation Director, with any necessary contracts over \$100,000 to be approved by the Select Board and the Park and Recreation Commission, for tree work at Putterham Woods.
- 26.)Appropriate \$600,000, or any other sum, to be expended under the direction of the Recreation Director, with any necessary contracts over \$100,000 to be approved by the Select Board and the Park and Recreation Commission, for Golf Course Improvements.
- 27.)Appropriate \$1,115,000, or any other sum, to be expended under the direction of the Building Commissioner, with any necessary contracts over \$100,000 to be approved by the Select Board and the Park and Recreation Commission, for the Evelyn Kirrane Aquatics Center dehumidification and filter work project.

- 28.) Appropriate \$200,000, or any other sum, to be expended under the direction of the Chief Procurement Officer for school furniture upgrades.
- 29.) Appropriate \$100,000, or any other sum, to be expended under the direction of the Building Commissioner for HVAC equipment.
- 30.) Appropriate \$100,000, or any other sum, to be expended under the direction of the Building Commissioner for underground tank removal.
- 31.) Appropriate \$90,000, or any other sum, to be expended under the direction of the Building Commissioner for ADA renovations to Town and School facilities.
- 32.) Appropriate \$400,000, or any other sum, to be expended under the direction of the Building Commissioner for elevator renovations.
- 33.) Appropriate \$205,000, or any other sum, to be expended under the direction of the Building Commissioner for upgrades to energy conservation projects in Town and School facilities.
- 34.) Appropriate \$100,000, or any other sum, to be expended under the direction of the Building Commissioner for upgrades to energy management systems in Town and School facilities.
- 35.) Appropriate \$500,000, or any other sum, to be expended under the direction of the Building Commission, with any necessary contracts over \$100,000 to be approved by the Select Board and, with respect to School Buildings, by the School Committee, for building envelope / fenestration repairs to Town and School facilities.
- 36.) Appropriate \$225,000, or any other sum, to be expended under the direction of the Building Commissioner, for public building fire alarm upgrades.
- 37.) Appropriate \$170,000, or any other sum, to be expended under the direction of the Building Commissioner, for improvements to life safety systems and building security in Town and School facilities.
- 38.) Appropriate \$4,670,209 or any other sum, to be expended under the direction of the Building Commissioner, with any necessary contracts over \$100,000 to be approved by the Select Board and the School Committee, for minor renovations / upgrades to school buildings.
- 39.) Appropriate \$200,000, or any other sum, to be expended under the direction of the Building Commissioner, with any necessary contracts over \$100,000 to be approved

by the School Committee, for the modifications to school buildings in response to Individualized Education Program (IEP) accommodations.

40.) Appropriate \$250,000, or any other sum, to be expended under the direction of the School Superintendent, with any necessary contracts over \$100,000 to be approved by the School Committee, for a long term capital planning study for school buildings.

41.) Appropriate \$717,332, or any other sum, to be expended under the direction of the School Superintendent, with any necessary contracts to be approved by the School Committee, for the expansion of classroom capacity in various schools.

C.) Funding

And determine whether such appropriations shall be raised by taxation, transferred from available funds, borrowed or provided by any combination of the foregoing, and authorize the leasing, leasing with an option to purchase, or the installment purchase of any equipment or any capital items; and authorize the Select Board, except in the case of the School Department Budget, and with regard to the School Department, the School Committee, to apply for, accept and expend grants, gifts, reimbursements, and aid from both federal, state, and other sources and agencies for any of the purposes noted in this Article, or act on anything relative thereto.

ARTICLE 11

Submitted by: Community Preservation Act Committee

To see if the Town will vote to make appropriations from the Community Preservation Act Fund for eligible community preservation projects; for community preservation reserve accounts for historic preservation, open space and recreation, and affordable housing; for Community Preservation Act Committee administrative expenses or other eligible expenses in fiscal year 2025.

The Community Preservation Act Committee will make recommendations on how the appropriations will be allocated from among the list of 15 applications listed below and will complete its analysis and review in April, 2024,

Title of Application

Invasive Species Removal at Hall's Pond
Park & Recreation Open Space Trust
Tree Inventory
Egmont Street Roof Replacement
High Street Redevelopment
Housing Assistance & Program Support
Boylston St Property Preservation
Beacon Street Property Preservation

Name of Submitting Organization

Friends of Hall's Pond
Park and Rec Commission/Alexandra Vecchio
Park and Rec Commission/Alexandra Vecchio
Brookline Housing Authority
Brookline Housing Authority
Brookline Community Development Corp.
Brookline Community Development Corp.
Brookline Community Development Corp.

Housing Economic Equity Program/Purchase of Real Estate	BNBC
All Saints Parish Roof Replacement	All Saints Parish
Devotion House Window Restoration	Brookline Public Buildings
Larz Anderson Cultural and Historic Landscape Inventory	Brookline DPW
	Brookline DPW.
Bridle Path	Brookline Dept of Public Health
Public Health Plaza at Brookline Village.	
Study of DPW Maintenance Yard at Larz Anderson	Friends of Larz Anderson

or act on anything relative thereto.

ARTICLE 12

Submitted by: Director of Finance and Council on Aging Director

To see if the Town will vote to accept the provision of Massachusetts General Laws Chapter 59 Section 5K permitting the Town to allow a maximum reduction of the real property tax bill for the Senior Citizen Property Tax Work-Off Program to be \$2,000 each year, or take any other action relative thereto.

ARTICLE 13

Submitted by: Roger Blood on behalf of the Housing Advisory Board

To see if the Town will amend Sections 4.04 and 4.05 of the Brookline Zoning By-Law (Accessory Uses/Accessory Dwelling Units) by making changes as detailed below (additions appear underlined; deletions appear as ~~strike-through~~):

Amend §4.4.1, LIMITATION OF AREA OF ACCESSORY USES, as follows:

1. No accessory use or uses within a building shall occupy more than a combined total of 25 per cent of the floor area of the principal building, other than required off-street parking, except that an accessory dwelling unit may occupy up to the lesser of ~~750~~ 950 square feet of habitable space or ~~30~~ 40 percent of the floor area of the principal building by right or, by Special Permit, up to the lesser of ~~950~~ 1200 square feet of habitable space or ~~30~~ 40 percent of the floor area of the principal building.
2. No accessory use or uses not within a building shall occupy more than a combined total of 25 per cent of the unbuilt lot area, or of the required rear yard area, other than required off-street parking or outdoor seating for a licensed Food Vendor as defined in Article 8.10 of the Town's General By-Laws.
3. No accessory use, except accessory dwelling units, shall occupy part of the required front or side yards, except off-street parking as required in M-1.0, M-1.5, M-2.0, and M-2.5 Districts and in business and industrial districts, and as provided in §§ 5.44, 5.53, 5.63, and 5.72.

Amend §4.05.3.b.1, ACCESSORY USES IN RESIDENCE DISTRICT; ACCESSORY DWELLING UNITS, as follows:

1. In any residence district, no accessory use shall be permitted which involves or requires any of the following:
 - a. The employment of any persons who is not resident in the dwelling unit, other than a domestic employee, except:
 1. Attendant or attendants to an accessory garage or parking space;
 2. Employee or employees of Uses 13, 14, 19, 20, 52, 63, 64, 66, 68 as permitted under § 4.07 and Uses 58, 58A or 59 as permitted hereunder and in § 4.07.
 - b. The maintenance of a stock in trade, except for Uses 63, 64, and 68 in § 4.07, or the use of show windows or displays or advertising visible outside the premises to attract customers or clients, other than professional announcement signs, except as provided for Use 64 in § 4.07.
2. An accessory use in a dwelling unit in any residence district as permitted under § 4.07, Uses 58 or 59, which requires a special permit shall be subject to the office parking provisions of § 6.02 unless otherwise modified by the Board of unless otherwise modified by the Board of Appeals, by special permit.
3. Accessory Dwelling Units
 - a. Intent: Accessory dwelling units are an allowed accessory use where they are, by design, clearly subordinate to the principal dwelling unit and meeting the requirements of this Section. Accessory dwelling units are intended to advance the following:
 1. To provide flexibility for families as their needs change over time and, in particular, provide options for older adults to be able to stay in their homes and for households with disabled persons;
 2. To increase the diversity of housing choices in the Town while respecting the residential character and scale of existing neighborhoods;
 3. To provide a non-subsidized form of housing that is generally less costly to produce and more affordable than similar units in multifamily buildings;
 4. To add housing units to Brookline's total housing stock with minimal adverse effects on Brookline's neighborhoods.
 - b. Accessory dwelling units in single family owner-occupied buildings shall conform to all the following provisions:
 1. Maximum square footage. An accessory dwelling may be created with up to ~~30~~ 40 percent of the existing habitable space on the property or ~~750~~ 950 square feet of habitable space, whichever is less.

An accessory dwelling unit which exceeds ~~750~~ 950 square feet of habitable space or ~~30~~ 40 percent of the existing habitable space on the property, whichever is less, may be approved by Special Permit, provided that it does not exceed 950 1200 square feet of habitable space ~~and provided further that documentation is submitted showing that a permanent household member with a handicap or illness, not of a temporary nature, requires the aid of a resident caregiver to aid a family member. This Special Permit may require an additional off street parking space.~~

Amend §4.05.3.b.2 by deleting it and substituting the language as follows:

2. Owner-occupancy. An Applicant for a permit to create an authorized Accessory Dwelling Unit shall seek approval in a written form to be provided by the Town. The Applicant shall express its intent to proceed either as a primary owner-occupant of the subject property or as an absentee owner-investor. A primary owner-occupant may meet this requirement via owner-occupancy of either the primary or the accessory dwelling unit.

If the Applicant chooses to apply as a primary owner-occupant, a partial tax exemption for the property (as documented on the Town Assessor's Residential Exemption public database) shall be secured within 24 months from the date of permit issuance. Subsequent purchasers of the property must secure the aforesaid exemption within 24 months of their purchase.

If the Applicant chooses to apply as an absentee owner-investor, an affordable housing deed restriction shall be secured by the Applicant and recorded for the approved Accessory Dwelling Unit. This deed restriction recording shall be completed within 24 months following the date of permit issuance. The deed restriction shall be in a form approved by the Town of Brookline and extend for a period of not less than 15 years. The deed restriction shall restrict rental occupancy of the approved Accessory Dwelling Unit to households whose income does not exceed 80 percent of the Boston-Cambridge-Quincy HUD Metropolitan Area Median Income (AMI) as published annual by the U.S. Department of Housing and Urban Development (HUD).

Failure to comply with any of these requirements may result in the suspension of the Certificate of Occupancy for the Accessory Dwelling Unit.

An owner may choose to change their status from owner-occupant to absentee owner-investor at any time by notifying the Town of Brookline in writing at which time they will be subject to absentee owner-investor requirements, including an affordable housing deed restriction.

Amend §4.05.3.b.3 as follows:

3. Building envelope. An accessory dwelling unit may be created in an existing building or accessory building if the building envelope is not expanded and

any increase in FAR stemming from the creation of the accessory dwelling unit does not produce a resultant FAR greater than 120% of the allowed FAR in the current Zoning By-Law. An expansion of the building envelope or conversion of the garage to create an accessory dwelling unit shall only be allowed by Special Permit and only if the resultant FAR is no greater than 120% of the allowed FAR in the current Zoning By-Law and all other ~~dimensional requirements town and zoning regulations~~ are met. The provisions of subsection 1.a. and e. of Section 5.22 shall not apply to the creation of accessory dwelling units.

Deleted:

Amend §4.05.3.b.4 to remove subparagraphs a, b, and c as follows:

4. Exterior appearance. A single family building containing an accessory dwelling unit ~~must exhibit no exterior evidence of occupancy by more than one family, including, but not limited to the following:~~
 - a) ~~Having~~ shall have no more than ~~two~~ one means of access/egress facing the street upon which the property faces;
 - b) ~~Having no more than one street number address; if the accessory dwelling unit has a second mailbox or mail delivery slot, it shall not be visible from the street;~~
 - c) ~~Having no electric, gas, water meters, or sub-meters other than those serving the principal dwelling unit of the building in which it is situated, unless required by the utility service provider.~~
5. Exterior alterations are permitted, provided they are in keeping with the architectural integrity of the structure, including but not limited to:
 - a) The exterior finish material should be the same or visually consistent with the exterior finish material of the remainder of the building;
 - b) The roof pitch should be consistent with the predominant roof pitch of the remainder of the building;
 - c) Trim should be consistent with the trim used on the remainder of the building;
 - d) Windows should be consistent with those of the remainder of the building in proportion and orientation.
6. Parking. A single family property with a by right accessory dwelling unit will conform to parking requirements as applicable to single-family homes with no accessory dwelling unit. Existing setback requirements will apply to all parking.
7. Maximum number of occupants. The total number of individuals residing in the principal and accessory dwelling units combined may not exceed the

number allowed in the principal dwelling unit alone, under **Section 2.06 “F”** definitions for family.

Delete §4.05.3.b.8 as follows and renumber all remaining subparagraphs:

~~8. Minimum age of principal dwelling unit and additions thereto. The creation of an accessory dwelling unit shall only be allowed on properties where the most recent Certificate of Occupancy was granted at least five years prior to the date of application to create the accessory dwelling unit.~~

98. Conversion of garage space. An accessory dwelling unit that is created by conversion of a pre-existing garage, including an existing garage in a separate structure from the primary residential building, may be approved only by Special Permit. Garage space eligible for conversion to an accessory dwelling unit must have been constructed five or more years prior to the date of application for a permit to construct an accessory apartment as evidenced by an original building permit or other documentation satisfactory to the Board of Appeals. The provisions of Section **5.22**, Exceptions to Maximum Floor Area Ratio Regulations for Residential Units **1.e** prohibiting replacement of garage parking to a location exterior to the house does not apply to this subsection.)

~~409.~~ Conversion of accessory structures. An accessory dwelling unit may not be created in an accessory structure, except in a detached garage, as set forth in **paragraph 9** of this section.

~~44~~10. Allowable means of egress. An accessory dwelling unit must have two means of egress that conform to the applicable requirements of the Building Code. If the second means of egress requires an exterior stairway, any such stairway will require a Special Permit and may not exceed more than one story in height nor be visible from a public way.

~~42~~11. One accessory dwelling unit per lot. No more than one accessory dwelling unit shall be allowed per lot.

~~43~~12. No separate ownership. No accessory dwelling unit shall be held in separate ownership from the principal structure/dwelling unit; at no time shall an accessory dwelling unit, or the building of which it is a part, be deeded as a condominium unit.

~~44~~13. Curb cut limit. Accessory dwelling units may not be located on any lot which is accessed from any public or private street by more than one curb cut, except for lots having more than one pre-existing curb cut for a period of at least five years.

~~45~~14. Minimum rental period. Rental of either the accessory dwelling unit or its associated primary dwelling unit shall be for a term of not less than six (6) months and shall be subject to a written rental or lease agreement.

~~46~~15. Historic districts. Where a building is located within a local historic district and therefore subject to the procedures required under Article 5.6 of the General By-Law, any decisions of the Brookline Preservation Commission shall take precedence over the criteria and procedures set forth above, but the Preservation Commission may be guided by the provisions of this Section in addition to its own criteria and procedures.

~~47~~16. Recording at Registry of Deeds. Before a Certificate of Occupancy is issued, the property owner of any accessory apartment shall record with the Norfolk County Registry of Deeds or with the Land Court a certified copy of the approval, in a form prescribed by the Building Commissioner or, if required, the Special Permit. Certified copies of the recorded documents shall be filed with the Building Department.

Amend §4.05.3.b.18 (now renumbered 17) as follows:

~~48~~17. Change of ownership. When ownership of any residential property containing an existing accessory dwelling unit changes, the new property owner shall within 30 days of the title transfer, file with the Building Commissioner a sworn affidavit attesting to continued compliance with the requirements of this section and all applicable public safety codes, at which time the Building Commissioner shall conduct a determination of compliance with this Section.

~~The new property owner shall certify annually thereafter on the first business day of January, or upon transfer to a new owner as provided above, continued compliance with the requirements of this section in a form acceptable to the Building Commissioner.~~

~~49~~18. Termination. A property owner who chooses to discontinue an accessory dwelling unit shall notify the Building Commissioner in writing within 30 days following such action.

~~20~~19. Enforcement. A property owner who fails to recertify as required an accessory dwelling unit or otherwise comply with all provisions of this section shall be subject to regulatory enforcement by the Building Commissioner. The Building Commissioner shall seek advice and counsel from the Director of Planning and Community Development when there is any question in the application of the criteria contained in this Section and in the approval of any permit for accessory dwelling unit approval.

The Building Commissioner may re-inspect the property for compliance with the Zoning By-Law and health and safety regulations, including but not limited to when there is a change of ownership.

~~21~~20. Public listing of approved units. A listing of all accessory dwelling units shall be maintained by the Town in such a manner as to be accessible on the Town of Brookline website.

Amend §4.05.3.c as follows and renumber all remaining subparagraphs:

- c. Pre-existing unauthorized accessory dwelling units may be approved by the Building Commissioner subject to the following requirements:
 - 1. The property owner shall submit an application request in a form prescribed by the Building Commissioner;
 - ~~2. The property owner must provide evidence, in a form satisfactory to the Building Commissioner, that the accessory dwelling unit was constructed five or more years prior to the date of adoption of this Bylaw section.~~
 - ~~3.~~ 2. The pre-existing accessory dwelling unit must comply with all requirements of the accessory dwelling unit section of the Zoning Bylaw; however, the Building Commissioner may approve an accessory dwelling unit with habitable space not exceeding the lesser of 1200 square feet or 40 percent of the floor area of the principal building.
 - ~~4-3.~~ Before approval of an existing accessory dwelling unit, the Building Department shall conduct an onsite inspection for compliance with all applicable Building Code requirements and other applicable provisions of this Section.

or act on anything relative thereto.

ARTICLE 14

Submitted by: Zero Emission Advisory Board (ZEAB)

To see if the Town will amend the Zoning By-law as follows:

By amending Section 2.05, “E” Definitions, to add the following new paragraph (additions are underlined and deletions are strike-throughs):

- 1. Energy-Saving Device: Any facility, equipment, apparatus or the like which makes use of non-fossil fuel sources for lighting, heating or cooling, or vehicular charging, or which reduces the use of other types of energy dependent on fossil fuel for generation. Conventional cooling systems powered by electricity or other fuel sources shall be excluded from this definition.
- ~~± 2.~~ Erect: To construct or reconstruct or excavate, fill, drain, or conduct physical operations of any kind in preparation for or in pursuance of construction or reconstruction, or to move a building or structure upon a lot.

By amending Article V to add the following new Section 5.75:

Sec. 5.75 Encroachments into Required Side and Rear Yard Setbacks: Energy-Saving Devices

- 1. Location and Dimensions
 - a. Energy-Saving Devices are prohibited in the Front Yard as defined in Sec. 2.25.1 and on the elevation of a Building corresponding to a Front lot line, but may

encroach into required Side Yard setbacks and required Rear Yard setbacks, provided that:

- i. at least two feet or the distance specified by the manufacturer, whichever is greater, is maintained from the vertical plane of the side and rear lot lines and
 - ii. all requirements under this Section and under applicable laws and regulations otherwise are met.
- b. Ground-mounted Energy-Saving Devices shall be located per manufacturer's installation requirements and as close as possible to the building it serves to the satisfaction of the Building Commissioner or their designee.

2. Screening

- a. Roof-mounted Energy-Saving Devices, except for solar panels, shall be screened to a height that is equal to or greater than that of the mechanical equipment.
- b. The height of roof-mounted Energy-Saving Devices including supporting bases and associated screening shall not exceed 10 feet unless a Special Permit is granted by the Board of Appeals under Section 5.31.

3. Noise

- a. Energy-Saving Devices shall comply with the Town's Noise By-law.

4. Historic Buildings

- a. Buildings listed in or eligible for listing in the National Register of Historic Places shall comply with Article 5.3, the Town's Demolition Delay By-law. For parcels in the Harvard Street Main Street District that also are in the Brookline Village National Register District, Article XI also applies.
- b. Buildings located in Local Historic Districts shall comply with Article 5.6 and relevant Local Historic District Guidelines.

5. Exceptions

- a. Mechanical equipment and Energy-Saving Devices on buildings within the Harvard Street Main Street District are subject to Article XI Section 11-5.08.

- b. The Board of Appeals may issue a Special Permit pursuant to Sec. 5.43 to substitute a reduction of the minimum required setback set forth in Sec. 5.75.1.a.i. This provision is not applicable to the Harvard Street Main Street District.
- c. A Yard abutting an alley to the rear shall not be considered a Front Yard solely for the purposes of this Section.

6. Exemptions

- a. The location of backup generators and pool and spa heaters are subject to Sections 5.63 and 5.72, accessory structures in side and rear yards.
- b. Energy Storage Systems (ESS), as defined, regulated, and permitted under the National Fire Protection Association (NFPA) standards, may be located in required Side and Rear Yards pursuant to the setback requirements in Sections 5.63 and 5.72.
- c. Below-grade energy systems, such as ground-source or geothermal heat pump installations, are exempt from Section 5.75 and may fully encroach into required Yard setbacks, subject to compliance with applicable statutes and regulations including but not limited to:
 - i. M.G.L. c.131, sec. 40 and 310 CMR 10.00, Wetlands Protection;
 - ii. M.G. L. c.21, sec. 43, Discharge of Pollutants;
 - iii. 310 CMR 15.000, the State Environmental Code, Title 5;
 - iv. 780 CMR Massachusetts Building Code;
 - v. 248 CMR Massachusetts Uniform Plumbing Code;
 - vi. Brookline Floodplain By-laws;
 - vii. Brookline Conservation Commission Regulations; and
 - viii. Brookline Board of Health Regulations.
- d. Roof-mounted solar photovoltaic panels may encroach in required Yard setbacks, subject to compliance with NFPA standards and manufacturer's specifications.
- e. Ground solar photovoltaic panels are regulated under Table 4.07 Use 40D and Use 61 and Section 5.06.4.h, Renewable Energy Overlay District.

or act on anything relative thereto.

ARTICLE 15

Submitted by: Neil Gordon, TMM1

To see if the Town will amend its General Bylaws to include the following:

ARTICLE [X.X] CONSTABLES

SECTION [X.X.1] TERMS OF OFFICE There shall be five Constables, elected for three year staggered terms.

SECTION [X.X.2] GENERAL AUTHORITY Constables shall have the responsibilities and authority defined by Massachusetts General Laws and common law.

SECTION [X.X.3] EFFECTIVE DATE This Article [X.X] shall be effective as soon as is practicable, as determined by the Town Clerk.

SECTION [X.X.4] TRANSITION TO STAGGERED TERMS In the first election of Constables pursuant to the provisions of this Article [X.X], the persons receiving the first and second most votes shall serve three years, the persons receiving the third and fourth most votes shall serve two years, and the person receiving the fifth most votes shall serve one year. In case of a tie vote affecting the length of terms, as aforesaid, the elected Constables shall by ballot determine the same.

Or act on anything related thereto.

ARTICLE 16

Submitted by: Select Board

To see if the Town will amend BYLAW 3.14.1 (Commission for Diversity, Equity, Inclusion and Community Relations) by changing the number of members from 15 (current bylaw) to 9 (amended bylaw) through the following revised language (deletions struck, additions in **bold**).

(No changes to BYLAW 3.14.1 except to Section B)

(B) The Commission.

The Commission shall consist of ~~fifteen (15)~~ **nine (9)** residents, who shall be called Commissioners. Commissioners shall be appointed by the Select Board and hold office for a period of not more than three (3) years with terms of office expiring on August 31 of an appropriate year in a staggered manner so that approximately one-third (1/3) of the terms of the Commissioners will expire each year. A Commissioner whose term is expiring is expected to submit their renewal application to the Select Board not later than August 1 of the expiration year. The term of a Commissioner who does not submit a renewal application in a timely manner shall expire on August 31 of that year. The term of a Commissioner who submits a timely renewal application shall then be extended until notified by the Town Administrator that the renewal application has been acted upon. If the application is denied, the term of that Commissioner shall expire five days after the date of the denial letter. If the application is approved, the term shall expire on August 31 of the year specified in the approval letter. The Select Board may appoint additional non-voting associate members (Section 3.1.5) as it determines to be necessary, which may include youth or persons who do not reside in Brookline but have a substantial connection to Brookline or to the Brookline Public Schools. The Select Board shall appoint the Chair of the Commission and

select a member of the Select Board to serve ex officio as a non-voting member of the Commission. A quorum of the Commission shall consist of a majority of the voting members on the Commission, with a minimum of ~~six~~ **four**.

ARTICLE 17

Submitted by: Chief of Police Jennifer Paster

To see if the Town will authorize and empower the Select Board to file a petition, in substantially the following form, with the General Court for a special act providing for the creation of special police officers to perform police details, and authorize the General Court to make any revisions that are necessary or appropriate to the form of such bill:

AN ACT AUTHORIZING THE APPOINTMENT OF RETIRED POLICE OFFICERS AS SPECIAL POLICE OFFICERS IN THE TOWN OF BROOKLINE.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same as follows:

SECTION 1. Subject to the approval of the town administrator of the Town of Brookline, the Chief of Police of the town of Brookline may appoint retired Brookline police officers as special police officers for the purpose of performing police details or any police duties arising from police details or during the course of police detail work, whether or not related to the detail work. The retired police officers shall have been regular Brookline police officers and have been retired based on superannuation. A retired police officer shall not be appointed under this act as a special police officer if the officer has been retired for more than 5 years. A special police officer appointed under this act shall not be subject to the same maximum age restrictions applied to regular Brookline police officers under chapter 32 of the General Laws; provided, however, that a special police officer shall not be able to serve if the special police officer has reached the age of 70. Prior to performing police details, a special police officer appointed under this act shall pass a medical examination by a physician or other certified professional chosen or agreed to by the department to determine that the retired police officer is capable of performing the essential duties of a special police officer, the cost of which shall be borne by the special police officer.

SECTION 2. A special police officer appointed under this act shall not be subject to chapter 31 of the General Laws, section 99A of chapter 41 of the General Laws, chapter 150E of the General Laws or chapter 151A of the General Laws.

SECTION 3. A special police officer appointed under this act shall, when performing the duties under section 1, have the same power to make arrests and perform other police functions as regular police officers in the town of Brookline.

SECTION 4. A special police officer appointed under this act shall be appointed for an indefinite term, subject to suspension or removal by the chief of police with approval by the town administrator at any time. A special police officer shall be provided 14 calendar days written notice prior to a permanent removal.

SECTION 5. A special police officer appointed under this act shall be subject to the rules, regulations, policies, procedures and requirements of the chief of police including, but not limited to:

(i) restrictions on the type of detail assignments; (ii) requirements regarding medical examinations to determine continuing capability to perform the duties of a special police officer; (iii) requirements for training; (iv) requirements for firearms licensing and qualifications; (v) requirements for maintaining a medical insurance policy; (vi) and requirements regarding uniforms and equipment. A special police officers shall not be subject to section 96B of chapter 41 of the General Laws. The cost of all training, uniforms, and equipment shall be borne by the special police officer.

SECTION 6. Special police officers appointed under this act shall be sworn before the town clerk of the town of Brookline who shall keep a record of all such appointments.

SECTION 7. Sections 100 and 111F of chapter 41 of the General Laws shall not apply to a special police officer appointed under this act. A special police officer appointed under this act shall not be subject to section 85h or 85h ½ of chapter 32 of the General Laws nor eligible for any benefits pursuant thereto.

SECTION 8. Appointment as a special police officer under this act shall not entitle the appointee to any assignment to any detail.

SECTION 9. A retired Brookline police officer serving as a special police officer under this act shall be subject to the limitations on hours worked and on payments to retired town employees under paragraph (b) of section 91 of chapter 32 of the General Laws.

SECTION 10. This act shall take effect upon its passage,

or act on anything relative thereto.

ARTICLE 18

Submitted by: Anthony Buono, TMM-17

To see if the Town will adopt the following resolution:

RESOLUTION TO CREATE A SOCIAL WEALTH FUND STUDY COMMITTEE

WHEREAS Brookline cannot effectively solve problems related to intergenerational poverty, economic insecurity, and general social welfare, due to a lack of funds.

WHEREAS municipalities should invest a small portion of the town's revenue into a Social Wealth Fund that can hold assets such as Exchange-Traded Funds or Index Mutual Funds that accumulate value over time to benefit from the general growth of the nation's economy.

WHEREAS Massachusetts state law Chapter 40, Section 5B allows municipalities to establish special purpose stabilization funds for any goal, including a Social Wealth Fund.

WHEREAS other Massachusetts municipalities have already established special purpose stabilization funds to tackle large long-term problems.

WHEREAS Brookline should look for additional ways to increase available funds to ensure initiatives to improve social welfare do not fall too harshly on those with fixed incomes.

WHEREAS the intricacies of establishing a special purpose fund such as a Social Wealth Fund and laying out investment strategies and funding mechanisms require long-term planning and expert advice.

WHEREAS the Massachusetts state laws related to the investment classes in which municipalities are allowed to invest public money require additional research.

WHEREAS the assessment of how Brookline could establish a Social Wealth Fund requires careful and thorough analysis.

NOW THEREFORE, be it resolved, that Town Meeting requests that the Select Board appoint, within sixty (60) days following the Town Meeting vote, a committee comprised of one or more Select Board members as well as other community members, including those who have relevant expertise in financial regulations and municipal finance to explore how Brookline can form a Social Wealth fund.

or act on anything relative thereto.

ARTICLE 19

Submitted by: Neveen Taher, Beth Miller , Emma Nash, Omar Mabrouk

To see if the Town will adopt the following resolution:

RESOLUTION ASKING BROOKLINE TOWN MEETING TO JOIN THE CALL FOR A CEASEFIRE & A LASTING PEACE:

WHEREAS, The deliberate targeting or kidnapping of civilians is a war crime under international law; and

WHEREAS, On October 7, 2023, the Palestinian militant group Hamas launched a terrorist attack on Israel, killing more than 1,200 people, and taking 240 hostages into the Gaza Strip; and

WHEREAS, In response to this attack, the state of Israel is engaging in an intense military campaign and collective punishment against the Palestinian people in Gaza; and

WHEREAS, As of the time of this writing, the Israeli bombardment of Gaza has killed more than 30,000 Palestinians—including more than 12,000 children—and destroyed or damaged more than 70 percent of all homes; and

WHEREAS, The state of Israel has shut off access to electricity, drinking water, food, and humanitarian aid in Gaza, all of which constitutes collective punishment; and

WHEREAS, Israeli airstrikes have hit refugee camps; ambulance convoys; schools; roads; hospitals; and purported safe zones; and

WHEREAS, Collective punishment is considered a war crime under international law, and refers to a form of sanction imposed on persons or a group of persons in response to a crime committed by one of them or a member of the group; and

WHEREAS, Due to these compounding humanitarian crises, hundreds of thousands of lives—including the 130 Israeli hostages remaining in Gaza—are at imminent risk of communicable disease or starvation if a ceasefire is not achieved and humanitarian aid delivered without delay; and

WHEREAS, The US Federal Government holds immense diplomatic and political power to save civilian lives; and

NOW, THEREFORE, BE IT RESOLVED That the Town of Brookline calls for an immediate humanitarian ceasefire and the safe passage of substantial humanitarian aid to Gaza; and

BE IT FURTHER RESOLVED That the Town of Brookline mourns for the thousands of people killed over the past 4.5 months, starting on (and including) October 7, 2023; and

BE IT FURTHER RESOLVED That the Town of Brookline calls for the immediate safe return of the hostages and the cessation of all military acts; and

BE IT FURTHER RESOLVED That the Town of Brookline vows to combat antisemitism, Islamophobia, and all forms of religious and ethnic hatred; and

BE IT FURTHER RESOLVED That the Town of Brookline opposes unconditional military aid to Israel; and

BE IT FURTHER RESOLVED That the Town of Brookline calls for a political solution guaranteeing freedom, equality, and democratic representation for all in Palestine and Israel—the only way to secure a just and lasting peace; and

BE IT FURTHER RESOLVED That the Town of Brookline calls upon the Massachusetts Federal delegation to act in accordance with this resolution.

or act on anything relative thereto.

ARTICLE 20

Reports of Town Officers and Committees

AND YOU ARE DIRECTED TO SERVE THIS WARRANT IN ACCORDANCE WITH THE BY-LAWS OF THE TOWN OF BROOKLINE.

HEREOF FAIL NOT, and make due return of this WARRANT, with your doings thereon, to the Select Board at least FOURTEEN DAYS before the day of said meeting.

Given under our hands and the seal of the TOWN of Brookline, Massachusetts, this 5th day of March, 2024.

SELECT BOARD



BY VIRTUE OF THIS WARRANT, I THIS DAY NOTIFIED AND WARNED THE INHABITANTS OF SAID TOWN TO MEET AT THE HIGH SCHOOL AUDITORIUM AND ZOOM REMOTE MEETING IN SAID TOWN ON TUESDAY, May 28, 2024 AT 7:00 P.M. BY POSTING TRUE AND ATTESTED COPIES OF THE WITHIN WARRANT IN TEN (10) PUBLIC PLACES. ALL OF THIS WAS DONE AT LEAST FOURTEEN (14) DAYS BEFORE SAID MEETING.

CONSTABLE

DATE



Update on NEASC

School Committee
April 11, 2024



Overview

An aerial, semi-transparent view of a school campus. In the center is a large green field with a baseball diamond. To the left is a large, modern building with a curved roof and red and white vertical stripes. To the right and top are several red brick buildings of varying sizes. The campus is surrounded by residential houses and trees. The text 'Overview' is in the top left, and a list of topics is on the left side of the image.

NEASC Process
Timeline
Team

NEASC Findings

Commendations

Recommendations

Next Steps



NEASC Process

- August 2023** : start process, letter from Commission on Public Schools
- **September 2023:** form Self-Reflection Committee (Steering Committee and Writers)
- Winter 2023:** survey parents, teacher, student, opinion surveys



NEASC Process

- October 2023-March 2024:** Steering Committee and Writers draft Self-Reflection Report
- April 2023:** Self-Reflection Committee shares draft Report with school staff for vote of approval; sent to Visiting Team
- May 2024:** NEASC Visiting Team @ BHS (Collaborative Conference Visit)
- Fall 2024:** NEASC shares Collaborative Conference Report

NEASC Steering Committee

Jen Martin, Social Studies Department.
Curriculum Coordinator

Rachel Eio, World Language Department
Curriculum Coordinator

Josh Paris. Math Department Curriculum
Coordinator

Britt Stevens, Career and Tech Education
Curriculum Coordinator

John Andrews ,English Department.
Curriculum Coordinator

Emily McGinnis, World Language Teacher,
Advisory Teacher/Leader

Julia Mangan, Science teacher. GSA
co-leader

Jenny Longmire, Associate Dean of
Students

Steph Hunt, AALSP Program Leader

Liza Casal, Special Education EFT



NEASC Findings

5 Foundational Elements

Student Learning

- *Need to lock doors*
- *Need a Vision of the Graduate*

Learning Culture

- *Written Curriculum*

Professional Practices ✓

Learning Support ✓

Learning Resources ✓



Commendations

Commendations

The wide variety of courses, programs, and extracurricular activities that are available to students and enhance the culture of BHS

The overall positive and vibrant school environment and culture that can be felt throughout the campus

The five school mantras that are echoed throughout classes and are well-known by staff and students

The strong sense of freedom and responsibility among students

The commitment of teachers to their students' overall well-being, both academically and emotionally

The high student engagement in most classes

The strong collaborative work among teachers happening in the 9th grade

The feeling among parents that teachers care deeply about the learning of their students

The many opportunities for students to lead their own learning across the school

The varied assessment strategies

Commendations

The provision of weekly collaboration time for teachers

The numerous community partners that support the school with education resources for teachers such as the Brookline Education Foundation, The Brookline High School Innovation Fund, and the Brookline PTO

The efforts to enroll diverse students in higher-level courses such as the Calculus Project and the WiSTEM Club

The robust and diverse array of academic supports available to students

The Student Intervention Team (SIT) that meets regularly to discuss interventions for students who are struggling

The school counseling services that provide significant social and emotional support for students

The provision of library and information technology personnel and resources

The many intervention strategies in place to support students

The attention to the overwhelming student needs for SEL and health support in recent years

Commendations

The community's overwhelming financial support for the renovations and additions to Brookline High School

The beautiful and educationally supportive spaces for learning throughout Brookline High School

The adequate and dependable funding from the school community to fully implement the curriculum, including co-curricular programs and other learning opportunities



Recommendations

1. Examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services including disaggregated data of participation, performance, and experiences by subgroups
2. Identify and adopt common baseline expectations and norms around assessment and opportunities for re-assessment
3. Create a multi-year professional learning plan that optimizes the existing time the school has in place to support collaboration and provide PD opportunities
4. Continue to implement the formal tiered system of support for identified and nonidentified students ensuring there are specific entry and exit criteria to allow for increased student mobility between classes
5. Ensure that the school provides a physically safe environment for students and adults by limiting access to exterior doors across the campus



NEXT STEPS

- **School Safety:** Access Control
- **Vision of the Graduate:** Strategic Plan at district level
- **Common Practices:** Professional development groups (already begun)
- **Written Curriculum:** District Strategic Plan & Departmental work to align core curriculum coordinated by Coordinator Administrator Team (CAT)



NEASC Process NEXT STEPS

- Share results with School Committee (doing now!)**
- Write up/implement School Growth Plan**
- Prepare for Decennial Accreditation Visit (Fall 2025)**

**New England Association of
School and Colleges, Inc.**

Commission on Public Schools



NEW ENGLAND ASSOCIATION
OF SCHOOLS AND COLLEGES

Commission on Public Schools

**Report of the Visiting Team for
Brookline High School**

Brookline, MA

May 04, 2023 - May 05, 2023

**Alyson Geary, Chair
Anthony Meyer, Headmaster**

School and Community Summary

School and Community Summary

Brookline is a residential community bordered on three sides by Boston, MA. Some consider it a semi-urban community, and it is known as the birthplace of President John Fitzgerald Kennedy and the home of Frederick Law Olmsted, the landscape architect who designed Central Park in New York City and the Emerald Necklace in Boston. As of 2021 Brookline had 62,620 residents and a median income of \$122,356. In Brookline, 4.3% of the population lives in poverty. The state median income is \$89,026 and in MA, 10.4% of the population lives in poverty.

Brookline Public Schools serve 7060 students (pre-k-12th grade) and there are 2081 students at Brookline High School. The demographics for the school district in 2022-23:

- African-American 6.4% (district) vs 9.4% (state)
- Asian 20.7% (district) vs 7.3% (state);
- Hispanic. 11.3% (district) vs 24.2% (state);
- Multi-race, Non-Hispanic. 11.6% (district) vs 4.4% (state)
- White. 49.9% (district) vs 54.4% (state);

The percentage of students whose families are considered low income is 13.8% (district) vs 42.3% (state)

The Public Schools of Brookline has eight Kindergarten-8th grade schools (Baker, Driscoll, Florida Ruffin Ridley, Heath, Lawrence, Lincoln, Pierce, and Runkle), one comprehensive high school (BHS or Brookline High School), and one early education program (BEEP). There are a number of private schools (10) in the town of Brookline, including Beaver Country Day School (6-12), Dexter Southfield School (k-12), the Park School (k-8), Maimonides School (prek-12), and St Mary's of Assumption Elementary School.

Brookline High School serves grades 9-12. There are four main buildings on its campus: 22 Tappan (serving mostly 9th grade), the Unified Arts building (housing many electives), the Tappan Gym, and 115 Greenough (housing most of grades 10-12). Brookline High School reflects the high value the town holds for education having established a tradition of excellence and innovation, which has earned a national reputation. Brookline High represents the whole world, and it is a laboratory for the future of our global society. The student body is diverse in terms of race, nationality, culture, and socio-economic strata. Students come from over 69 countries and speak 44 different languages. We are proud of our diversity; and we have simultaneously created unity amidst the diversity, as our students pursue two common goals – academic success and exemplary citizenship.

Finances:

The state of MA average expenditure per student is \$17,058. The town of Brookline expenditure per pupil is \$24,779.19, and when that is combined with Federal support and programs, the Total Expenditure per pupil in Brookline \$25,689.75. 32.6 % of town budget goes to Public Schools

Attendance and graduation rate.

Most of the students at BHS matriculate. The average drop out rate for all students over the last 2 years is 0.2%. BHS has a strong graduation rate. The class of 2022 had a graduation rate of 93.9% with 4.8% remaining in school and 1.1 % of the senior class dropping out. The high school also has a high attendance rate (94%). In 2022, the average number of absences for students was 10.5. Post Covid, there has been a slight uptick in chronic absences: 15% of students are missing more than 10% of school, and 3.2% are missing more than 20% of school. Like with many schools across the country, this seems to have been triggered by the pandemic.

Many Brookline students attend four-year colleges after graduation. 53.7% attend private four year colleges or universities and 32.6% are attending public colleges and universities. A smaller number attend two-year colleges (5.5%), even fewer enter directly into the work force (3.2%), and a very smaller number enter the military (0.4%).

Brookline High School takes pride in its Career and Technology Education Department, its Performing and Visual Arts Departments, as well as four alternative programs that address the interests and needs of the student community: ACE, School-Within-a-School, Excel and Winthrop House. BHS has had global travel opportunities to France, Mexico, Italy, China (which. Brookline High features the largest interscholastic athletics program in New England, with 74 teams in 40 different sports, and over 1300 student athletes. BHS serve the co-curricular needs of its students through an intramural sports program, over 50 clubs, an interesting variety of academic teams (including robotics, oceanography, and mock trial) and student activities. BHS math and science teams achieve highly in state competitions. BHS has a democratic system of governance that engages students and faculty in important policy discussions and continues to improve our school. In the 2009/2010 school year, BHS opened a state-of-the-art television studio and media center in partnership with Brookline Access Television.

Brookline High School is fortunate to be supported by a knowledgeable and generous School Committee, and three foundations - The Brookline Education Foundation, The Brookline Community Foundation, and the BHS Innovation Fund. BHS also has an energetic and generous PTO whose Executive Committee is an important advisory body on school policy and practice. Each of these groups supports the professional development and innovative projects that allow us to support the achievement of all Brookline High students.

Core Values, Beliefs, and Vision of the Graduate

Brookline High School has clear values and vision, at both the school and district level. Though we were working on revising the Vision of the Graduate between 2015-2018 through work with the Office of Teaching and Learning, leadership changes at the System wide level and the pandemic have stalled that work. We currently do not have a clearly articulated Vision of the Graduate.

From the High School's Website:

Mission Statement

The mission of Brookline High School is to develop capable, confident life-long learners who contribute to their community, participate thoughtfully in democracy, and succeed in a diverse and evolving global society.

Core Values

- HIGH ACADEMIC ACHIEVEMENT FOR ALL STUDENTS
- EXCELLENCE IN TEACHING
- UNDERSTANDING AND RESPECT FOR HUMAN DIFFERENCES
- COLLABORATIVE RELATIONSHIPS
- EDUCATIONAL EQUITY

From the Public Schools of Brookline (whole system) Website:

Vision, Mission, Core Values & Goals

VISION STATEMENT:

Brookline provides an extraordinary education for every child. Each child's unique path to achievement is supported in academically exciting and programmatically rich environments. A dynamic, diverse community of teaching professionals works collaboratively, innovating and inspiring each other and their students. Staff gets to know students intellectually, developmentally and culturally. Students are encouraged to question and challenge ideas and participate as active citizens. Schools use a variety of assessments to get the fullest picture of student learning and growth over time. These data are shared regularly with the community, and they form the basis of how we understand and improve student, teacher and administrator performance. Parents are partners with the schools in supporting their children's education, and schools communicate effectively so that parents are confident of the response to their child's circumstances and needs. The community, well informed and involved in the schools, supports these efforts that continue a tradition of challenging ourselves to do better, efforts that ensure the enduring value of a Brookline education.

- CORE VALUES:

High Achievement for All

Our schools are dedicated to teaching students to be involved, active learners who work hard, think critically and creatively, and communicate effectively. We emphasize high expectations for all students, and support them to reach their full potential in all aspects of achievement, especially in academics, arts, sports, social skills and civic participation, all of which prepare students for success in their lives after high school.

Excellence in Teaching

Passionate, knowledgeable, skillful teachers are the core strength of our school system. We expect our faculty and staff to provide a dynamic and rewarding learning experience for students. Excellent teaching begins with strong relationships between faculty and students and is nurtured by collaboration among colleagues. We are committed to supporting a professional community that creates and sustains an atmosphere of intellectual excitement, innovative instruction and personal growth.

Collaboration

Through collaboration we find new sources of learning and strength. The Public Schools of Brookline actively promote collaborative relationships. We seek out partnerships with community organizations that add value to our school system. We urge and support collaboration and exchange within and across our school community.

Respect for Human Difference

We are committed to acknowledging and celebrating the diversity within our community while affirming the importance of our common humanity. By promoting a safe environment for questioning and challenge, we foster the growth and value that comes from different perspectives, cultures and experiences. Our commitment is to create an atmosphere of safety in which to acknowledge and express difference while advancing true acceptance and respect for all.

Educational Equity

The Public Schools of Brookline are committed to identifying and eliminating barriers to educational achievement in our schools. To this end, we create policies and practices that are fair and just and provide

educational opportunities to ensure that every student, regardless of race, color, religion, gender, sexual orientation, marital status, age, national origin, disability, or economic status, meets our standards for achievement, participation, and growth.

- **GOALS:**

- **Goal 1: Every Student Achieving**

Ensure that every student meets or exceeds Brookline's high standards and eliminate persistent gaps in student achievement by establishing educational equity across all classrooms, schools, and programs.

- **Goal 2: Every Student Invested in Learning**

Increase every student's ownership of his/her learning and achievement by using rigor, relevance, and relationships to foster a spirit of inquiry and the joy of learning.

- **Goal 3: Every Student Prepared for Change and Challenge**

Instill in every student the habits of mind and life strategies critical for success in meeting the intellectual, civic, and social demands of life in a diverse, ever-changing, global environment.

- **Goal 4: Every Educator Growing Professionally**

Foster dynamic professional learning communities that inspire inquiry, reflection, collaboration, and innovation, and use data to improve teaching, advance student learning, and refine the programs and practices of the Public Schools of Brookline.

LEARNING CULTURE

Learning Culture

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
 - 1a. The school community provides a safe environment.
2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
 - 2a. The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
3. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.

STUDENT LEARNING

Student Learning

The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
- 2a. There is a written curriculum in a consistent format for all courses in all departments.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

PROFESSIONAL PRACTICES

Professional Practices

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
 - 1a. The school has a current school improvement/growth plan.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

LEARNING SUPPORT

Learning Support

The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.
 - 1a. The school has intervention strategies designed to support students.
2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

LEARNING RESOURCES

Learning Resources

The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
 - 1a. The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees, which supervises the work of three Commissions: the Commission on Independent Schools (CIS); the Commission on Public Schools (CPS), which is composed of the Committee on Public Elementary, Middle, and High Schools (CPEMHS), and the Committee on Technical and Career Institutions (CTCI); and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation. The Standards are *Learning Culture*, *Student Learning*, *Professional Practices*, *Learning Support*, and *Learning Resources*.

The accreditation program for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the Collaborative Conference visit, conducted by a team of peer educators and NEASC representatives; the school's development and implementation of a growth/improvement plan; the Decennial Accreditation visit conducted by a team of peer educators and NEASC representatives; and the follow-up program carried out by the school to implement the findings of its own self-reflection, the recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that it show continued progress in addressing identified needs.

Preparation for the Accreditation Visit - The School Self-Reflection

Accreditation coordinators and a steering committee composed of the professional staff were appointed to supervise the school's self-reflection and Accreditation process. A steering committee, including the principal, supervised all aspects of the Accreditation process. The steering committee organized an appropriate committee or committees to determine the quality of all programs, activities, and facilities available for young people by completing the school self-reflection.

Public schools evaluated by the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. The school used questionnaires developed by the Commission on Public Schools to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-reflection.

In addition, the professional staff was required to read and vote on Part 2 of the self-reflection to ensure that all voices were heard related to the alignment of the school to the Standards for Accreditation. All professional staff members were expected to participate in the self-reflection process either by participating on a committee or by participating in discussion and evidence gathering to support the school's alignment to the Standards.

The Process Used by the Visiting Team

A visiting team of five members was assigned by the Commission on Public Schools to conduct a Collaborative Conference visit to Brookline High School in Brookline, MA. The visiting team members spent two days conducting a visit; reviewed the self-reflection documents, which had been prepared for their examination; met with administrators, teachers, other school and system personnel, students, and parents; and observed classes

to determine the degree to which the school aligns with the Commission on Public Schools' Standards for Accreditation. The team also reviewed the proposed priority areas for the school's growth plan to be developed as part of the Accreditation process.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included within each section of the report. The report includes commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement.

This report of the findings of the visiting team will be forwarded to the Commission on Public Schools, which will make a decision on the Accreditation of the school.

Foundational Element Ratings

Foundational Element Ratings

Foundational Elements	School's Rating	Visitors' Rating
1.1a - Learning Culture	Meets the Standard	Does Not Meet the Standard
1.2a - Learning Culture	Does Not Meet the Standard	Does Not Meet the Standard
2.2a - Student Learning	Does Not Meet the Standard	Does Not Meet the Standard
3.1a - Professional Practices	Meets the Standard	Meets the Standard
4.1a - Learning Support	Meets the Standard	Meets the Standard
5.1a - Learning Resources	Meets the Standard	Meets the Standard

Foundational Element 1.1a - Learning Culture

Narrative

The school community is working towards building a safe environment for students; however, the school is not physically safe because of the unsecured exterior doors. School buildings are open throughout the school day. None of the entrances are locked; therefore, anyone can enter the school at any time. The school is located in an urban area with an MBTA subway stop on the grounds, attracting significant pedestrian traffic. The school headmaster reports that the school has dealt with instances of non-school personnel entering the school buildings that have posed a safety risk to students. The lack of locked school entrances throughout the campus poses a serious safety risk for students and adults.

Rating

Does Not Meet the Standard

Foundational Element 1.2a - Learning Culture

Narrative

Brookline High School's core values and beliefs about learning drive student learning, professional practices, learning support, and allocating learning resources. The school does not yet have a complete vision of the graduate. Teachers are observed pushing their students to access higher-order thinking and prior material to solve problems. Staff members are committed to evolving best practices and expertise in their fields. Eventually, the core values, beliefs about learning, and the vision of the graduate will inform student learning and instruction.

Rating

Does Not Meet the Standard

Foundational Element 2.2a - Student Learning

Narrative

The school does not yet have a written curriculum in a consistent format for all courses in all departments that include units of study with guiding/essential questions, concepts, content, and skills for each department. Curriculum calendars, scope and sequences, unit plans, and essential questions are evident for some courses, but are not in any standard format and are often in separate documents rather than in one cohesive document. Students report significant inconsistencies in the same courses that are taught by different teachers in the school.

Rating

Does Not Meet the Standard

Foundational Element 3.1a - Professional Practices

Narrative

The 2022-2023 School Improvement Plan (SIP) represents Brookline High School's values and priorities but does not yet include a vision of the graduate. School Council members, administrators, professors, parents, students, and community members created the plan. The current SIP reimagines ninth-grade academic offerings while highlighting graduation requirements, equity, and student support. The plan has deadlines to track progress toward each goal. The goal of analyzing and revising ninth-grade academic subjects has led departments to focus on de-leveling English, science, and world language classrooms.

Rating

Meets the Standard

Foundational Element 4.1a - Learning Support

Narrative

Students at Brookline High School receive appropriate intervention strategies to support their academic, social, and emotional success. All students are assigned a school counselor and a dean. Beyond this, there is a student intervention team (SIT), composed of a dean, guidance coordinator, special education administrator and 20 other staff members (including teachers, social workers, and guidance counselors) that engage in both school-wide systems work and student-centered interventions. Student referral to the SIT is initiated by either a guidance counselor or a dean based on academic data (progress reports, grades, etc.) or teacher feedback. According to staff, 80-90 percent of referrals are related to social and emotional issues. Students also participate in a universal screening survey multiple times during the year, identifying students needing SEL Support. Academic support is provided by teachers and by various programs throughout the school.

Rating

Meets the Standard

Foundational Element 5.1a - Learning Resources

Narrative

The school community and district provide school buildings and facilities that support the delivery of a high-quality educational program and student services. Brookline completed a recent renovation and expansion of school buildings and facilities that support the delivery of high-quality programs and services. This project included the addition of a new building for grade 9 students, the addition of a STEM wing to an existing building, the addition of a student-run restaurant, spaces for a robotics class, revised spaces for the special education department, new spaces for some smaller programs (ACE, Winthrop House, and EXCEL), and a refinishing of the Tappan gymnasium fitness center and locker rooms. The renovation project additionally addresses accessibility issues in the school adding ramps and elevators in the school as well as upgrades to ventilation in several areas.

Rating

Meets the Standard

Standard 1 - Learning Culture

Narrative

The school community is working towards building a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought; however, the school is not physically safe because of the unsecured exterior doors. Eighty-six percent of students and roughly eighty-eight percent of faculty members report feeling safe at school all or almost all the time. Seventy-eight percent of students report feeling that students of diverse backgrounds are treated with respect all or almost all of the time, along with seventy percent of the faculty. A culture of learning is demonstrated through the variety of courses available to students and the spaces available for students to collaborate and work with peers. Programs are created and implemented to support the diversity of identity amongst students and to promote an environment of equity. Some of these programs include School Within a School, ACE, and the African American and Latino Scholars Program. Individuality is supported through the many clubs, groups, sports, and work opportunities and connections on campus. Counselors are accessible to students, and the school ensures that all learners are known, valued, and can access programs and necessary support.

While there are many positive aspects of the school culture, several aspects still need attention. School buildings are open throughout the school day. None of the entrances are locked; therefore, anyone can enter the school at any time. The school is located in an urban area with an MBTA subway stop on the grounds, attracting significant pedestrian traffic. The school headmaster reports that the school has dealt with instances of non-school personnel entering the school buildings that have posed a safety risk to students. The lack of locked school entrances throughout the campus poses a serious safety risk for students and adults. In addition, the school has had several racist incidents in the last few years, igniting strong reactions and debate. The BHS Legislature, made up of faculty and students, has drafted a policy to more directly and clearly define and address hate speech.

Brookline High School's core values and beliefs about learning drive student learning, professional practices, learning support, and providing and allocating learning resources. The school does not yet have a vision of the graduate. The school utilizes five mantras that best articulate its core beliefs and values. Freedom and Responsibility (1997). This is hard. You can do it. We can help you (2017). We create the culture we want (2017). We are not done yet. (2017). Every student is a scholar, citizen, and caretaker (2022). The second mantra (This is hard. You can do it. We can help you.), for example, opens a line of communication within student learning and reinforces an overall belief in a growth mindset. Teachers are observed pushing their students to access higher-order thinking and prior material to solve problems. Staff members are committed to evolving best practices and expertise in their fields. Eventually, the core values, beliefs about learning, and the vision of the graduate will inform student learning and instruction.

This school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community. Parents, teachers, administrators, and students express pride in the sense of community, thanks to the school's robust program of studies, extracurricular activities, and collaborative opportunities. Parents describe BHS teachers as kind, committed, and caring and report that they are accessible and willing to talk with students and families. Students report that freedom, responsibility, and great opportunities are the best parts of BHS. To address inequities within student placement, the school is working towards de-leveling the ninth-grade, beginning with social studies. The goal is to offer each student a challenging and supported experience upon transitioning from eighth to ninth grade while addressing unfair or potentially biased placements. To ensure that each student is known by an adult mentor in the school, all learners are assigned a guidance counselor and dean. These adults, along with social workers, work together to care for and monitor students' social-emotional and academic well-being. Student Intervention Teams (SIT) are available to address and support students who may require additional services. This team meets weekly to discuss teacher and/or counselor referrals. Support for learners who may be struggling academically is offered through a variety of avenues, such as Steps to Success, School Within a School, Tutorial Classes, and departmental daily/weekly help centers. Teachers report a sense of ownership and responsibility over the well-being of all students and feel that when they raise an issue, a team can come together to resolve it quickly or address the student issue. Many teachers report embedding SEL practices into their content material to ensure that students are cared for academically, socially, and emotionally.

Each year, the school conducts a survey to gather information both about students' sense of belonging within the school community and whether or not they can identify having a trusted adult at school.

The school community's professional culture demonstrates a commitment to continuous improvement through research, collaborative learning, innovation, and reflection. Seventy-two percent of teachers report that they evaluate their lessons and adjust their teaching accordingly (or evaluate their practice and adjust accordingly) either daily or weekly. In response to the statement, "Teachers seem eager to try new ideas" seventy-four percent of families answered either "totally true" or "mostly true." BHS teachers value and feel pride in their autonomy around planning and instruction, though many report a desire for increased consistency across content areas and the need for more common practices. The weekly schedule includes 40 minutes of collaboration time during the school day, and most departments share a common prep period. Meeting during common departmental prep time is not required of teachers, and teachers report that not all departments take advantage of this allotted time for collaboration. Lack of collaboration and common assessments/practices leads to inconsistencies in classroom instruction and the experiences of students taking the same courses from different teachers.

The school's culture almost always promotes intellectual risk-taking and personal and professional growth. Eighty-seven percent of BHS students responded True/Mostly True to the statement: "I learn that mistakes are part of the learning process." Additionally, 81.9 percent of students responded True/Mostly True to the statement: "I am encouraged to try new things or experiment." The overall atmosphere of the school's culture is dynamic and vibrant, as the campus is buzzing with students taking advantage of their Freedom and Responsibility mantra. The BHS Mantras reinforce a commitment to intellectual risk-taking. Learners are constantly reminded to ask for help and to take responsibility for their personal and community well-being. However, students express inconsistencies between the value of learning from mistakes and the inability to retake assessments in most of their classes. BHS teachers promote norms and protocols that support respectful discourse, including diverse perspectives, experimentation, innovation, and a disposition to listen well and learn from others. Teachers encourage student voices and foster independent thought, striving to maintain an environment where all learners feel safe to share their diverse and varying opinions and perspectives in class.

Brookline High School has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning. The school ensures the principal, along with other building leaders, provides instructional leadership that sets high standards for student achievement and fosters a growth mindset throughout the school community. BHS has a range of leadership positions, including teachers, curriculum coordinators, deans, and ultimately the head of school. All leaders within the school report a strong dedication to improving student learning, and note the autonomy of how they work towards this goal. Connecting back to the five BHS mantras, a strong belief in a growth mindset is evident among staff and students alike. Many opportunities for leadership involvement exist at the high school. Some students become involved in leadership through the three branches of student government. Students report utilizing the judiciary branch to bring issues to light and work toward a solution with staff members. An area for growth surrounding leadership is to create a more unified vision that goes beyond the five mantras and unifies all roles, rather than functioning as separate entities or departments.

The school culture fosters civic engagement and social and personal responsibility through its wide array of course offerings, extracurricular programs, student-run clubs, and school-wide activities. BHS encourages social awareness, upstanding behavior, and fair and respectful treatment of all. The Advisory/Hub and Wellness curricula address topics such as decision-making, upstanding behavior, and the impact of personal choices. BHS students have many opportunities throughout the year to participate in school-wide activities such as the Lunar New Year Celebration, Spirit Week, and Transgender Day of Remembrance. Parents report an appreciation for assemblies and Advisory days covering issues of identity (classism, racism, etc.) but feel there is not enough action or follow-up after the initial discussions. The school acknowledges this and states that there are no school-wide plans or initiatives to foster civic engagement and social/personal responsibility that reach all students in a consistent/sequential way. The school reports that a need for improved school-wide efforts at building a culture of civic engagement and social awareness has been increasingly evident over the last two years when incidents such as vandalism and hate speech have been rising within the school community.

Sources of Evidence

- classroom observations
- NEASC survey
- parents
- school leadership
- school support staff
- self-reflection
- student work
- students
- teacher interview
- teachers

Standard 2 - Student Learning

Narrative

The school does not yet have a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision. However, through input from educators, school-based administrations, and district leadership the following are identified as the critical attributes of a graduate of Brookline High School: Critical Thinking and Problem Solving, Communication, Social and Cross-Cultural Skills, Empathy, Collaboration, Flexibility and Adaptability, Personal Responsibility, Creativity and Innovation, Resilience, Conflict Resolution, Metacognition, and Academic Mindset. Based on administered surveys, 63 percent of faculty, 68 percent of families, and 64 percent of students believe that the statement, "BHS is clear about the skills and knowledge students need to be successful in life," is "totally" or "mostly" true.

The school does not yet have a written curriculum in a consistent format for all courses in all departments that include units of study with guiding/essential questions, concepts, content, and skills for each department. Curriculum calendars, scope and sequences, unit plans, and essential questions are evident for some courses, but are not in any standard format and are often in separate documents rather than in one cohesive document. For example, essential questions are developed for a reading on the American Revolution, but the plan does not include anything about instructional strategies or assessment practices. There are curriculum calendars for Algebra 2 and Geometry Honors, but they are in varied formats and do not include consistent elements (one links to tasks while the other lists topics). Students report a lack of consistency across the same classes taught by different teachers. They also report that friends who take the same course with another teacher have different assignments, assessments, and workloads. There is time set aside for departments to collaborate around common curriculum and instructional practices. The school's master schedule includes a common planning block (in which no courses are scheduled for that particular department) for the math, social studies, and English departments. Common planning blocks for science and world language teachers are based on specific subjects. Additional time for teacher collaboration is built into the weekly schedule once a week at the end of the school day. A yearlong calendar also provides after-school department-wide meeting time 1-3 times per month.

The curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge. Many courses emphasize deep understanding through interdisciplinary and/or project-based learning. In an interdisciplinary American Studies course, students select one of six project-based inquiry prompts requiring them to condense information from the course, perform additional research, present their project, and submit a written reflection. In a culminating activity for a Spanish course, students can demonstrate their understanding of Chilean history and culture by writing a protest song, creating a clothing line, writing a graphic novel or children's book, and describing what they've learned. At all grade levels, students complete a multi-week research project on a chosen topic. Several students report that this project is an impactful learning experience.

Instructional practices are designed to meet the learning needs of many students. Many teachers understand the learning needs of their students and employ differentiation strategies, adjust based on formative assessment, and provide additional support within the classroom to meet students' needs. In unlevleed classes, teachers differentiate by working with small groups on one concept while other students are working independently. For example, in a Drawing Foundations class, a teacher demonstrates the use of two different types of pencils to create depth while students work alongside the teacher to execute the techniques. Then, the teacher moves to the other table and models shading techniques for a group of more established art students. In some unlevleed classes, teachers provide three levels of differentiated instructional activities. Students often work in partners or groups. In other cases, teachers provide scaffolded support for students. For example, in a US History lesson on Japanese incarceration during WWII, guided notes and graphic organizers are provided while viewing a newsreel. During this co-taught class, one teacher leads and explains while the other circulates the room to check for understanding and provides 1:1 assistance. In a Geometry Honors class, a "Menu of Options" is projected on the smartboard. Some of the items on the menu include studying for the oral assessment, working on classwork, and preparing for the mini-quiz. In this case, students can choose which option best meets their needs. Teachers refer to office hours and before-school times as opportunities for students to receive extra help,

but the structure of this support seems to vary by teacher. The school offers various levels (i.e., college prep, Honors, AP) for many courses, allowing teachers to move at varying paces with different groups. However, there are questions as to whether this tracking, sometimes based on grades and teacher recommendations from middle school, truly moves the school towards meeting the needs of all students. In some classes, instruction is primarily teacher-directed, and some teachers spend a fair amount of time reviewing homework and agendas at the beginning of class.

Students are active learners who often have opportunities to lead their own learning. In interviews, students describe a research paper in all second-semester history classes as a personalized, relevant, and authentic learning experience. One student is researching the history of special education (he is a student on an IEP), and one is looking at Serbian culture (his mother grew up in Serbia). Another student describes a math project on probability in which students select a topic of interest. This student investigated the probability of having a "bad day" after consuming alcoholic drinks the previous day. In the African American and Latino Scholars program, students have opportunities to hear from guest speakers and go on field trips related to course content and current issues impacting them. In a Spanish class, students give themselves weekly participation grades, and then conference with the teacher to set the goal for next week. The school also has a robust selection of arts electives including drama, intensive ceramics, dance, jazz band, concert orchestra, piano, and more. Students have opportunities to pursue their interests and express themselves creatively. However, students and teachers report that this is sometimes hindered by the pressure to take academic classes and AP courses and the lack of flexibility in the master schedule. In a Concert Orchestra class, the teacher notes that students shared concerns about a particular section of the piece, so the teacher uses that feedback to prepare the rehearsal. Courses such as Medical Careers and Medical Interpretation in Spanish & Portuguese help students develop real-world skills in future professions. Brookline High School has programs such as School Within a School and ACE, a competency-based program where students can choose how they apply their knowledge and skills to a wide variety of topics, as well as the opportunity for dual enrollment in community college courses. Many schoolwide institutional systems and programs allow students to be active learners who direct their own learning.

Learners have multiple opportunities to engage in inquiry, problem-solving, and higher-order thinking skills, but the opportunities are sometimes inconsistent from class to class. In some science courses, students regularly participate in investigations in which they make hypotheses, gather data, and then analyze the data to make inferences regarding their hypotheses. They also learn to apply their knowledge to novel situations. For example, 9th-grade Physics students use their background knowledge about how circuits work to design a complex system of circuits. In some mathematics courses, students routinely apply analytical and inquiry skills to problem-solving. Sophomores in the Interactive Math Program are challenged to apply their skills to solve POWs (problems of the week). In Humanities courses, students use text-based evidence to draw inferences and support claims. Students simulate a UN-style COMP Climate Change conference in a Climate Science & Social Change class. Each student, representing a specific country, researches and identifies potential solutions to major global climate issues. Through collaborative efforts, "countries" negotiate with one another to reach results, decisions, and compromises. In an English class, students display their critical thinking skills and ability to connect as they sit in a circle and discuss a novel. The conversation is largely student-led and centered on the analysis of the text. One student asks, "Why does the author use the pronoun 'you'?" Later in the conversation, a different student offers, "I think there's a big question here about assimilation," and reads a quote from the book. While there are many opportunities for students to engage in inquiry and problem-solving, students report that this can vary significantly from course to course and from teacher to teacher within a course. For example, one student reports that their Biology class is primarily lecture-based while another reports that their Biology class often involves student-centered exploration. Students report that because of these discrepancies, there are strong student opinions about which classes and teachers they hope to have and hope not to have.

Learners demonstrate their learning through various assessment strategies that inform classroom instruction and curriculum. In a Geometry Honors class, students demonstrate their learning through a one-on-one oral assessment with the teacher. In a medical careers class, students learn about the signs and symptoms of diabetes. A student talks with an interactive manikin and asks him questions about his symptoms to demonstrate the student's understanding. During an Advanced Spanish 3 class, students demonstrate their learning through various assessment strategies in the target language. To reinforce understanding of the present subjunctive mood, learners complete sentence fill-ins on the board with their peers. While working independently, students meet individually with their teacher to report their self-evaluated weekly participation grade. This grade evaluates the student's level of engagement, effort, and time spent in the target language during the week. This formative assessment allows for reflection moving into the week ahead. Students report that teachers assess their learning

in various ways. Students participate in traditional tests and quizzes to demonstrate their knowledge, as well as having to complete research papers. Additionally, students report that they have teachers who will have more project-based learning assignments where students demonstrate their learning through performance tasks and occasionally they are provided a choice of the way they can demonstrate their learning. Teachers share that they use strategies like exit tickets, "Do Nows," and online practice to collect formative assessment data, but that these practices are not uniform within classrooms, across departments, or across the school. Teachers note that many departments have common mid-years and finals across course sections or will have mid-years and finals where 80 percent of the assessment is common.

In some classes, learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning. Formative and summative assessments are used across all courses and departments. Course expectations list the values and weights of assignments and the process-related work; in some classes, there are separate categories for tests, projects, quizzes, homework, and engagement while other courses calculate grades using points without categories. English courses assign twelve drafted pieces of writing each year, and both peers and teachers provide constructive feedback to students while drafting their essays. In a Spanish class, the teacher leads an interactive vocabulary review activity in which they provide a definition or example in the target language. Students compete to write the corresponding vocabulary word on a whiteboard. The feedback from the review leads to students demonstrating their understanding of the unit's theme by writing their own plays or "obras de teatro" (*theater*). In an Algebra 2 class students work in partners on multi-step tasks. The tasks are in plastic sleeves, and students collaborate to find and write the solutions. When they finish one task, the teacher gives them a small paper with the answers, and they check their work. If there are mistakes, they try to find the problem. If they can't identify the mistake independently, they talk to the teacher. When they complete the first task, they move on to the next task. There are many opportunities for students to demonstrate their learning in different ways through their classwork activities and assignments. However, there does not appear to be consistency regarding opportunities to improve work on assessments. Seventy-five percent of teachers report that they offer multiple opportunities to demonstrate learning. However, students report that there is no chance to retake assessments in some classes. One student asks, "If the goal is for us to learn the material, shouldn't they want us to show we've learned it? Even if it takes a little longer? No retakes just promotes a fixed mindset."

Learners use technology across all curricular areas to support, enhance, and demonstrate their learning. All BHS students have a personal or school-issued laptop and access to Turnitin, Aspen, and Canvas. Within the World Language Department, technology such as Quizlet, Gimkit, Peardeck, Conjuguemos, and all of Google Suite are utilized to access new information and review content. For example, students in an Advanced Spanish 3 class utilize Conjuguemos to enhance and demonstrate their language learning. These learners use online review activities and games to demonstrate their understanding of the present subjunctive mood. Students also engage in learning beyond the constraints of the school building and school day. In a biology class, students accessed technology to photograph flowers outside, upload them to their devices, and then demonstrate their understanding and knowledge of flower anatomy by labeling the images correctly. Students access, support, document, and supplement their learning. In a 9th-grade Responding to Literature class, students work on a culminating project from their Mystery unit. They work on Chromebooks and use Google Slides to create "Amazon wish lists" that represent their novel.

Sources of Evidence

- classroom observations
- department leaders
- facility tour
- school leadership
- self-reflection
- student work
- students
- teacher interview
- teachers

Standard 3 - Professional Practices

Narrative

The 2022-2023 School Improvement Plan (SIP) represents Brookline High School's values and priorities but does not yet include a vision of the graduate. School Council members, administrators, professors, parents, students, and community members created the plan. The 2021-2022 SIP included three goals: update graduation criteria, evaluate student support structures, and deliver equitable content. The current SIP reimagines ninth-grade academic offerings while highlighting graduation requirements, equity, and student support. The plan has deadlines to track progress toward each goal. The goal of analyzing and revising ninth-grade academic subjects has led departments to focus on de-leveling English, science, and world language classrooms.

Brookline High School educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being. Teachers receive 40 minutes of weekly collaborative time, and many departments have a common planning block. Teachers report that weekly collaboration time is inconsistently used across departments for aligning curriculum and instructional practices. Fifty-seven percent of educators report developing challenging lessons and assessments with colleagues weekly or daily. Teachers report some subjects have common cumulative assessments and formative/end-of-unit assessments to ensure all students have mastered common objectives. Ninety-four percent of teachers say collaborative planning time with colleagues improved student learning, achievement, or well-being this year. Brookline High School's network of organizations helps educators apply for time and money to improve their practice. The Brookline Education Foundation offers local and international training for educators to bring new ideas and skills to the classroom. The Brookline High School Innovation Fund also allows instructors to design and teach interdisciplinary courses each year, creating a diverse course catalog that meets student needs. Finally, the BHS PTO supports students and teachers. The Office of Teaching and Learning also publishes equity and social-emotional learning best practices newsletters. BHS educators have many professional development options, yet the schedule often inhibits formal frameworks for learning from one another. According to surveys, on-site workshops, instructional coaching, and classroom evaluations serve less than half of educators. Some years, professional learning communities have been established during Tuesday meetings, suggesting this could be a time to create structures for educators to observe and learn from each other. Teachers state they regularly and promptly seek student feedback on lessons/concepts. Feedback allows teachers to modify units based on student needs. Teachers and curriculum coordinators also noted that structured PD time and expectations would allow for more unified units across the same classes, creating the same learning outcomes regardless of who is teaching the course.

Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services. Some teachers report they use current student work as an immediate resource of evidence/data collection to improve curriculum and instruction. Teachers assess student learning evidence alone and with grade-level or department peers. Many departments use common unit and midyear/final assessments and review results in teams. Teaching teams evaluate student evaluation, attendance, and enrollment data at various department meetings. Over 80 percent of faculty members report asking students for feedback to improve teaching. Seventy-two percent of teachers report reviewing student work to make instructional decisions only once or twice a month. Faculty members report that they often analyze student work and formative assessments to alter teaching tactics in their own classroom but seldom review team data. The school's leadership team analyzes whole-school attendance trends and student attendance engagement data for credit-risk kids. Panorama helps the district track pupils' social-emotional well-being and identify those not linked to adults or peers. All students and families receive Interim Progress Reports with class performance feedback at mid-quarter. All students/families at risk of failing get a "Critical Update" two weeks before the end of a grading session. Student support workers monitor student development using Critical Updates and Interim Development Reports. Despite these strengths, the school does not systemically share student performance data across disciplines or teaching teams. Schoolwide data work is limited, and instructional leaders' data access and analysis tools are inefficient. The district's data team is improving data tools for school needs.

Collaborative structures and processes support the coordination and implementation of curriculum. Several collaborative structures support curriculum coordination and implementation. Weekly teacher collaboration time is 40 minutes. Most departments also have a planning block for teachers to collaborate on curriculum. New

teachers receive mentors, frequently from their department or grade level team, and a cohort-based mentorship program that fosters cross-disciplinary collaboration. Each department has a curriculum coordinator with .8 of their job dedicated to this work, and department meetings are scheduled 1-3 times a month to provide curriculum development opportunities. Google folders and school-department email conferences enable informal communication in departments. Curriculum coordinators assist grade-level curriculum integration with the district's Office of Teaching and Learning. K-8 and high school teams work on vertical curricular integration in at least one professional development conference annually. Teachers report this is insufficient to align K-8 to the high school successfully. Sixty percent of educators say their department/grade aligns curriculum across grade levels. The Brookline Education Foundation and Innovation Fund offer instructors interdisciplinary professional development and financing for innovative interdisciplinary courses. These courses include Climate Science, Social Change, Drawing for Understanding, and Field Science. Students and teachers express instances where course content disparities are evident, and a scope and sequence would help mitigate some of these disparities. Curriculum coordinators voiced the need for teacher PD to aid in developing scope and sequence and de-leveling/re-leveling courses. The administration does not direct the collaboration time allotted to staff and requires no deliverables/evidence of collaborative efforts, making common practices difficult to achieve.

School-wide organizational practices are designed to meet the learning needs of each student. Teachers and students choose core academic courses. Students and families can "override" teacher course suggestions to take their preferred course. BHS strives to include diverse students in all classes. BHS has examined student enrollment by course level. Faculty in different disciplines examine racial and gender breakdowns at different course levels and look to address disparities. The Calculus Project supports historically underrepresented students in honors and advanced math courses. The science department used the WiStem club to recruit women into high-level scientific programs when statistics showed a gender imbalance in AP Physics. BHS offers non-leveled electives and key academic subjects so students can learn from and with others. Students and teachers regularly review and alter course offerings to meet student needs. After the success of WHISP, the non-leveled 9th-grade social studies course, the school is moving toward non-leveled courses for all core academic subjects in 9th grade. SWS, Advisory, and elective courses are heterogeneously grouped, and schoolwide "days of" programming and activities on identity topics like race and gender allow students to learn from and about each other. Efforts have been made to identify diversity gaps in courses, but the school needs more systematic strategies to address these gaps.

Educators develop productive student, family, community, business, and higher education partnerships that support learning. In addition to personalized educator-family communication, the school regularly communicates with all families. For instance, weekly messages from the head of school to students and families, weekly guidance and counseling updates, department and instructional leader newsletters, etc. Many partnerships support student learning and well-being at the school. The Innovation Fund, PTO, and Brookline Education Foundation provide time and funding for the professional development of teachers. BRYT (Bridge for Resilient Youth in Transition) provides clinical support and care coordination for students through the Brookline Center and the school. The Brookline Teen Center, Brookline Recreation, and Brookline Adult & Community Education fund student-led summer and after-school activities. Some Alternative Choices in Education (ACE) students can dual enroll. Instructional leaders across departments want to strengthen community and post-secondary collaborations through internships, dual enrollment, and/or better linkages to content-expert industry professionals.

Sources of Evidence

- department leaders
- facility tour
- NEASC survey
- school leadership
- self-reflection
- student work
- students
- teachers

Standard 4 - Learning Support

Narrative

Students at Brookline High School receive appropriate intervention strategies to support their academic, social, and emotional success. All students are assigned a school counselor (school counselors address scheduling and SEL) and a dean (deans address discipline, attendance, and case management). Beyond this, there is a student intervention team (SIT), composed of a dean, guidance coordinator, special education administrator and 20 other staff members (including teachers, social workers, and guidance counselors) that engage in both school-wide systems work and student-centered interventions. Student referral to the SIT is initiated by either a guidance counselor or a dean based on academic data (progress reports, grades, etc.) or teacher feedback. According to staff, 80-90 percent of referrals are related to social and emotional issues. Students also participate in a universal screening survey multiple times during the year, identifying students needing SEL Support. BHS also uses Panorama data to identify and place students for support. Teachers report that scheduling issues sometimes make it difficult for students to access electives and wellness classes that could be used as SEL interventions. Courses in these departments provide opportunities for students to interact with classmates from different grades and cohorts, contributing to a sense of belonging. In addition, teachers report that elective classes provide a break from academic stress. Staff voice concern about the feeling of belonging for students and adults primarily because of the size of the school. There are bright spots, however. One teacher reported that students in an engineering class have partnered with a class for students with special needs and are now designing adaptations that would allow these students to participate in various art activities. One student in the School Within a School program said they felt connected to their teachers and “liked myself a lot here.” One student who was interviewed summed it up: “It can be hard to find unity, but everyone can find a place.” To address the issue of belonging, one staff member suggested that the school repeat the Club Fair mid-year to involve more students and honor students' differing readiness levels to engage. The connection between adult joy and student well-being was also noted, and staff remarked that a (post-Covid) rebuilding of adult working relationships is an important step in supporting students.

BHS has an extensive list of academic supports (African-American and Latino Scholars Program, the Calculus Project, Steps to Success, METCO, a Bridge program, Learning Lab, teacher availability both before and after school, the use of Learning Ally, an extensive library of high quality, human-read audiobooks, student-centric features and a suite of teacher resources) and social-emotional supports (the BRYT program, B-CASA, and a Social Emotional Learning Tutorial (SELT)). However, staff report that sometimes these programs can compete with one another. Publicly available MCAS data reveals disproportionality in achievement by subgroups, yet there is a lack of evidence that BHS currently has consistent expectations for specific academic interventions to address this data. Staff report that while teachers hold office hours to provide support, there is a high level of variability in the amount of time offered by teachers, how that time is used (SEL/academics), and how students are identified or recruited for support. In addition, there is very little scaffolding in many classrooms. Continued work on developing the multi-tiered system of support is essential. Families and caregivers receive information about available support through weekly email updates from the counseling department. BHS recently added a new academic intervention, the Critical Update, which flags students who are failing classes two weeks before the academic quarter closes.

At Brookline High School, all students receive academic, career, and college counseling needs from adequate, certified/licensed personnel and some students receive counseling services that meet their personal, social, and emotional needs. Every student meets with a school counselor regarding academic and post-secondary goals. The eleven school counselors have caseloads of about 200 students. The guidance department hosts college-related assemblies eight times per year and annual college and gap year fairs. BHS Guidance also works with the BHS HUB/advisory program to design and deliver assemblies, seminars, and deliver curriculum about post-high school planning. A Career Counseling Office hosts fairs and coffee talks to expose students to different industries and possibilities and provides lesson plans related to career and postgraduate planning to be implemented during advisory time. Some students with IEPs also receive post-high school planning support through the Transitions Program. Transition specialists collaborate with the Department of Developmental Services and the MA Rehabilitation Commission. The school's Bridge program provides specialized vocational programming for students with developmental disabilities until the age of 22. To address students' SEL needs,

there are two social workers at Brookline High School, and systems for collaboration with outside mental health workers, DCF, and Cartwheel Care Counseling. The school also has a class for students with 504 plans. BHS will use grant money this summer to hire counselors for the RISE and Bridge programs. They plan to collect data on the efficacy of these counselors and, if supported, use this data to justify another FTE in the school budget. Members of the school's support teams feel there are insufficient personnel to address burgeoning SEL needs, and noted that it is difficult to find social workers to fill open positions. Specific populations, ELs, and students in the Bridge Program, require specialized counselors to address specific language needs (including counseling for non-verbal students). Staff also report that counseling at BHS is "reactive not proactive" and recommend embedding SEL as a common practice in all classrooms, and making more use of the data available in Panorama. When asked to identify the strengths of the school, some parents spoke about the guidance department, noting that school counselors provide support to students during their time at the school.

All students at Brookline High School receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel. There are two full-time nurses. All students must submit an updated physical during their high school years, and nurses ensure that all students are up-to-date with required immunizations. Nurses implement state-mandated health screenings including hearing and vision, height and weight, posture, and SBIRT (Screening, Brief Intervention, and Referral to Treatment), which assesses students for substance use risk. Evidence reveals the thoroughness of family outreach. The BHS Health Services Back to School Health Information outlines the department's vision and plans for action and state requirements. Evidence also includes letters to families about various screenings. Nurses participate on a larger clinical team of social workers, school psychologists, and the coordinator of guidance to discuss both individual student cases and larger systems health issues that emerge. The nurses also manage protocols and training for staff, including contact with blood and/or other bodily fluids, administering an Epi pen, concussion recovery, elevator use, and field trip safety.

All students at BHS receive library/information services that support their learning from adequate, certified/licensed personnel. There are currently four full-time librarians and one ed tech specialist at BHS. The librarians and the ed tech specialist voice concerns about staffing, particularly given the demands of a rise in enrollment and the responsibility of operating two separate library facilities. The libraries on the BHS campus, one in Greenough and the other in Tappan, are open before and after school most days. The libraries provide ample, comfortable space for individual and collaborative work including conference rooms. The comprehensive library website includes links to over 30 different databases, online newspapers and magazines, eBooks, audiobooks, and a robust menu of "Important Links" (BHS Help Centers, Wifi tips). School community members can borrow a wide range of equipment including iPads, ELMOs, graphing calculators, GoPros, and video cameras. Library/information services staff noted that there have been several shifts to their practice. Their role in assisting students with technology has increased, for example, providing Chromebooks and Chromebook support and serving as the administrator of CANVAS. They also noted a movement from using librarians to instruct teachers on technology (Canvas, available software) and teaching media/information literacy. Work with individual teachers is largely dependent on relationships and there is no time built into professional development for teachers to leverage the librarians. However, one librarian is working on a pilot program with a ninth-grade ELA teacher, and librarians have also worked with teachers of health classes to investigate this question: *How do you know that the online information about your health, particularly from TikTok, is reliable?* The librarians maintain their commitment to building a culture of reading; they highlight different collections of books, and recommend books for celebrating Black History Month. The librarians supervise student assistants and remark that they often provide space for the students in the middle. The librarians also conduct student surveys during freshman and senior year and collect student responses on library usage (i.e. have you ever checked a book out of the library? Have you ever asked a librarian for help with a research project?) and general media literacy (i.e. have you ever used NoodleTools? Have you ever evaluated web pages?) to inform their work.

All identified English language learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate certified/licensed personnel. Brookline High School has a robust list of programs and services. For students with IEPs, there are over 100 professionals, including two full-time board-certified behavior analysts, a director, 46 special education teachers, and 37 paraprofessionals. BHS utilizes the services of a district-wide vision specialist, an assistive technology specialist, and an audiologist. Students with 504 plans are monitored by the 504 coordinator and supported by accommodations in the classroom. Three-year re-evaluations and annual reviews are filed within the required timeline, and all students on 504s and/or IEPs are monitored during the year through periodic team meetings. BHS reports programs for students struggling in executive functioning and self-advocacy, those with language-

based challenges, and students who struggle with self-regulation and social communication (Learning Center, LAHB program Pathways, Supported Learning Center). Students with requirements for more highly structured programs can be enrolled in the RISE and BRIDGE programs, ExCEL (for students with significant emotional/behavioral disabilities), and the sub-separate public day therapeutic program, Winthrop House. Students with IEPs enrolled in grade-level academic courses can be placed in co-taught or small group classes. Teachers report that the diversity of student services is a strength of the school. However, disproportionality in representation in these programs concerns many school stakeholders. There is one full-time ELE teacher and another full-time teacher who splits time between ELE instruction and serving as an international student advisor. There is also a district-wide ELE Family and Community Engagement Liaison. All core subject teachers maintain Sheltered English Immersion (SEI) endorsement. Given the more than 50 EL students at BHS and the assignment of one ELE teacher to provide instruction in multiple core academic areas to students at EL Levels 1 and 2, the school should consider adding another teacher. One teacher noted the need to reconsider scheduling so ELs can engage in elective classes. A common theme while discussing students with disabilities, students on 504 plans, and English language learners is their sense of belonging. BHS has a Best Buddies program that supports students with disabilities. Students from a photography class recently photographed 40 EL students for a “See Me” project that will be displayed in the school. Support staff members would like to see intentionality around including students in these populations within the larger community and suggested leaning into Advisory time and creating more interdisciplinary opportunities for teachers and students.

Sources of Evidence

- department leaders
- parents
- school leadership
- school support staff
- self-reflection
- students

Standard 5 - Learning Resources

Narrative

The school community and district provide school buildings and facilities that support the delivery of a high-quality educational program and student services. Brookline completed a recent renovation and expansion of school buildings and facilities that support the delivery of high-quality programs and services. This project included the addition of a new building for grade 9 students, the addition of a STEM wing to an existing building, the addition of a student-run restaurant, spaces for a robotics class, revised spaces for the special education department, new spaces for some smaller programs (ACE, Winthrop House, and EXCEL), and a refinishing of the Tappan gymnasium fitness center and locker rooms. The renovation project additionally addresses accessibility issues in the school adding ramps and elevators in the school as well as upgrades to ventilation in several areas. The superintendent notes that this project was fully funded by bonds taken on by the townspeople and not supplemented by MSBA funding. Additionally, the townspeople supported a recent override that supports the operating budget for the next three years. The building is well maintained and clean, both based upon data from a staff survey and visual inspection during the visit. There are adequate spaces to address diverse student learning needs and diverse programming. The school provides Career and Technical Education programming, a wide range of electives, computer sciences, visual art, performing arts, athletics, and many more courses to meet a wide range of student needs and interests. The facility has ample space and resources to accommodate this demand. The renovation also included a redesign of Tappan Field and the Brookline Hills MBTA stop. The facilities were renovated to serve up to 2400 students, and the school currently serves 2080 students.

The school provides time and financial resources to enable research-based instruction, professional growth, and the development, implementation, and improvement of school programs and services. The school has designed a schedule that sets aside one afternoon a week for professional collaboration (40 minutes on a full week and 60 minutes on a 4-day week). Additionally, there is a rotation of weekly meetings on Tuesdays that are used for either faculty meetings, department meetings, student-centered meetings, and new teacher induction. Additionally, the district calendar supports three full-day professional development days and two half-day professional development days for staff. The school leadership team reports that each department has access to funding to support professional learning experiences within their respective departments. Historically, the school and district have supported a wide range of professional development opportunities and interests. Interviews indicate that the school may benefit from better coordination of professional development in a way that supports instructional and curricular priorities.

The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities. Brookline High School offers many programs and learning opportunities for students. Students note the diversity of programs and offerings as a significant strength of the school. Students describe unique opportunities such as a job fair and internships that they feel help prepare them to be successful within Brookline High School as well as beyond the walls of the school. Students also highlight the club fair, sports, theater, social groups, affinity groups, and a wide range of ways that students can be involved in the school community as an asset to the high school. Parents similarly celebrate the vast program offerings as an area of strength at Brookline High School, noting that opportunities cater to every student's career pathway and interest. The BHS course catalog has over 300 course offerings to students. These courses are well-staffed, with many courses offering co-taught organization and most classes remaining at class sizes at or below 20-25 students per class. Additionally, students, staff, and parents all note that Brookline provides a well-rounded, liberal arts education that they believe prepares them well for life beyond high school. Families explain that this is possible due to consistent financial support from the community. BHS provides a reliable Wi-Fi network to support their Bring Your Own Device (BYOD) technology policy and a web portal system for teachers to request technical support. Finally, Brookline High School has two libraries that students and staff can access (one in the main building and one in the grade 9 building). Librarians staff both of the libraries.

Brookline High School and the larger school district have short-term and long-term plans to address its buildings and facilities capital and maintenance needs. The school recently underwent a multi-million dollar upgrade to ensure a safe and modernized facility for students and staff. This was a major capital project supported by the local taxpayers that addressed space needs, modernized the building to ensure curriculum delivery, and

addressed many accessibility issues within the school. A routine maintenance plan addresses ongoing, regular building maintenance needs. The school's assistant headmaster coordinates the plan and runs through the school district's work orders. This plan addresses plant needs such as filter replacements, cleaning, inspections, repairs, etc. Some departments classroom spaces were not addressed in the recent school renovation, and these departments believe there is a need for an organized and transparent plan to update their equipment and facilities. Brookline High School has a BYOD technology policy and will provide a Chromebook for students who cannot secure their own device. This BYOD policy ensures students can access sufficient technology to engage with the course content and curriculum.

Brookline High School has infrastructure and several protocols to ensure effective responses in crisis situations. The school has different crisis teams to respond to various emergencies, such as medical emergencies or lockdowns. The school works with the town's Office of Emergency Management and the Brookline School Committee to review and approve emergency management protocols. There is a documented procedure with actionable steps for a medical emergency within the building. Similarly, a procedure, with documented steps exists for a lock down within the building. The school principal reports that procedures and protocols exist for informed decision-making among students and staff in the event of a threat to the school which allow the staff and students to respond to information and make decisions best aligned with their own safety. The principal reports that training has occurred around this decision-making. BHS has increased staff training and increased security with full-time security paraprofessionals. A strong relationship exists between key staff at Brookline High School and local public safety officials as it relates to emergency planning; however, there is a need for regular meetings among stakeholders to coordinate efforts and ensure all planning documents are up-to-date every year. Additionally, students report that communication about events within the school involving safety and emergency could use improvement in clarity, specificity, and timeliness.

Sources of Evidence

- central office personnel
- facility tour
- NEASC survey
- parents
- school leadership
- students

Priority Areas

Priority Area

The Collaborative Conference Team concurs with the Priority Area identified by the school.

Priority Area #1 Goal Statement: The school has a written document describing its core values, beliefs about learning, and vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success. (1.2a, 1.2, 2.1)

School's Response: The school has values and mantras and shared implicit ideas of what a graduate should be able to do, post Covid we are in need of an updated and aligned articulated vision. Changes in Town Hall leadership have slowed the process down; now is the time to engage with this more vigorously. And to put it in writing.

Team's Response: Brookline High School has a vibrant culture, a rich history, dedicated faculty, and a diverse and involved student body. Many aspects of the school make it unique and could serve as the foundation for a vision of a graduate. The school will benefit from developing a vision that all students can attain and can be the driving force behind decision-making at the school. Ideally, the vision will be a way to bring all of the mantras, core values, and beliefs about learning into one common document that articulates the school's highest hopes for its graduates.

Priority Area

The Collaborative Conference Team concurs with the Priority Area identified by the school.

Priority Area #2 Goal Statement: There is a written curriculum in a consistent format for all courses in all departments across the school.

School's Response: Develop a template that will set minimum expectations for curricular documents, and then facilitate a process that makes sure all departments implement the model. Foundational Element 2.2a Reasoning: The school has a culture of autonomy that has resisted standardizing curriculum. However, post-COVID and with an increase of new staff, we need to ensure that we have consistency of curriculum

Team's Response: A consistent theme throughout the visit was the different experiences of students taking the same courses and the feeling that the teacher a student is assigned for a particular course will make or break their experience in that course. Autonomy among teachers has been a long-standing value of the school; however, students deserve consistent and guaranteed outcomes from their courses. There is still room for creativity in lesson design, but the overarching understandings, skills, and knowledge obtained from each course should be consistent from section to section. The best way to ensure this is to have a written curriculum that outlines these expected outcomes for each unit in a course and provides opportunities for common assessments for students to demonstrate that they have mastered the unit objectives across all sections of a course in a department.

Priority Area

The team suggests a modification to the Priority Area.

Priority Area #3 Goal Statement - Develop and implement common instructional expectations, strategies, and practices throughout the school that blend high-leverage instruction with tiered intervention strategies and culturally responsive, SEL, and trauma-informed approaches that benefit all students. (2.4, 4.1)

School's Response - Autonomy vs. Consistency. This work will include developing greater consistency in student support, equitable access for students to programs and classes. Consistency around SEL interventions across the school, consistency in access to accommodations within MTSS, consistency in the administration of rules and supports. Some of that will come through some articulation and documentation of procedures and processes. Other may come through programmatic changes. Several indicators point at how students have significantly different experiences at BHS, including disproportionality in enrollment data for advanced courses and special education supports, MCAS results, AP results and student self-reporting on social-emotional outcomes via the annual Panorama survey. Projects like Reimagining the 9th grade are work in this direction.

Team's Response - The tension between autonomy and consistency is present again in this goal. Students will benefit from more consistency in classroom practices, implementing interventions, and teaching approaches that are informed by social/emotional learning and culturally responsive pedagogy. The school's self-reflection states, "Over the next three years, SIT will need input and involvement from all BHS educators and administrators as we identify and articulate clear common teaching practices that fuse student support with classroom strategies and improve our school's ability to utilize tiered interventions on behalf of students. In general, we need greater consistency in how we teach and serve students."

Priority Area

The team suggests combining and modifying two identified Priority Areas.

Priority Area #4 Goal Statement: The school community provides a safe, positive, respectful, and inclusive culture that demonstrates a commitment to diversity, equity, inclusion, and belonging. (1.1)

School's Response - Making BHS a welcoming school for all. There is work to do around how students and staff think our school supports all students. Staff thinks it is engaging with the parent community at a much higher rate than students or parents do. More parents could participate in the school than currently do. BHS should feel like a welcoming, safe place for all students and families.

Equity: The word comes up in many ways in the report and means many things in different contexts. It includes equity in course enrollment and outcomes in grades and standardized tests. It includes the disproportionate subgroup representation in AP classes or standard classes, special education or electives. Some of the great aspects of the school are not equally distributed to all (students, staff). This is an area where we can move from good to great, with more transparency, communication, and unified purpose.

Team's Response: This goal will encompass aspects of equity and inclusiveness. There is already a pervasive awareness of treating others with respect and kindness in the school. Students have a lot of freedom, and for the most part, they respond to that very responsibly. But there is always room to look at existing practices and expand them to ensure that all students are having an equitable experience and all members of the school community feel included.

In addition, the school currently does not meet the Foundational Element 1.1a because of the open access of entrances across the school campus. This will need to be addressed in order to meet the Foundational Element at the time of the Decennial visit in 2026.

Additional Suggested Priority Areas

The team suggests an additional Priority Area.

Priority Area #5 Goal Statement: Continue the work to reimagine the 9th-grade to ensure that all students have opportunities for equitable experiences at Brookline High School. (1.1, 3.5)

Team's Response: The work of reimagining the 9th grade experience is already in process. The 9th graders have a new educational space, and their courses are being re-designed to ensure equitable access for students regardless of their previous academic experiences. This goal will align with the other Priority Areas as the school aligns the work in the 9th grade with the future vision of a graduate, as the written curriculum is developed for each course, and as common instructional strategies are implemented in the 9th grade and across the school.

Commendations

Commendation

The wide variety of courses, programs, and extracurricular activities that are available to students and enhance the culture of BHS

The overall positive and vibrant school environment and culture that can be felt throughout the campus

The five school mantras that are echoed throughout classes and are well-known by staff and students

The strong sense of freedom and responsibility among students

The commitment of teachers to their students' overall well-being, both academically and emotionally

Commendation

The high student engagement in most classes

The strong collaborative work among teachers happening in the 9th grade

The feeling among parents that teachers care deeply about the learning of their students

The many opportunities for students to lead their own learning across the school

The varied assessment strategies including many project-based and authentic assessment experiences

Commendation

The provision of weekly collaboration time for teachers

The numerous community partners that support the school with education resources for teachers such as the Brookline Education Foundation, The Brookline High School Innovation Fund, and the Brookline PTO

The efforts to enroll diverse students in higher-level courses such as the Calculus Project and the WiSTEM Club

Commendation

The robust and diverse array of academic supports available to students

The Student Intervention Team (SIT) that meets regularly to discuss interventions for students who are struggling

The school counseling services that provide significant social and emotional support for students

The provision of library and information technology personnel and resources

The many intervention strategies in place to support students

The attention to the overwhelming student needs for SEL and health support in recent years

Commendation

The community's overwhelming financial support for the renovations and additions to Brookline High School

The beautiful and educationally supportive spaces for learning throughout Brookline High School

The adequate and dependable funding from the school community to fully implement the curriculum, including co-curricular programs and other learning opportunities

Recommendations

Recommendation

Examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services including disaggregated data of participation, performance, and experiences by subgroups

Recommendation

Identify and adopt common baseline expectations and norms around assessment and opportunities for re-assessment

Recommendation

Create a multi-year professional learning plan that optimizes the existing time the school has in place to support collaboration and provide PD opportunities

Recommendation

Continue to implement the formal tiered system of support for identified and nonidentified students ensuring there are specific entry and exit criteria to allow for increased student mobility between classes

Recommendation

Ensure that the school provides a physically safe environment for students and adults by limiting access to exterior doors across the campus

FOLLOW-UP RESPONSIBILITIES

This Collaborative Conference Report reflects the findings of the school's Self-Reflection and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for students in this school. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in aligning with the Standards for Accreditation.

The Commission expects school officials to use the results of the Collaborative Conference Report as well as the school's identified Priority Areas for Growth to draft a school improvement/growth plan, and to review and implement the findings of the Self-Reflection and Collaborative Conference Report. An outline of the next steps in the Accreditation process is included in the Commission's Accreditation Handbook, which is available on the Commission's website.

A school's initial/continued Accreditation is based on satisfactory progress implementing the school's improvement/growth plan based on the Priority Areas validated by the visiting team and recommendations identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. The school will complete a Summary Report and host a Decennial Accreditation visiting team two years after the Collaborative Conference to show progress implementing the school's Priority Areas. The Decennial visiting team will identify recommended next steps as well as additional recommendations for the school to continue to align with the Standards for Accreditation and to improve outcomes for students.

To ensure that it has current information about the school, the Commission has an established Substantive Change Policy requiring that principals of member schools report to the Commission within sixty days of occurrence any substantive change which impacts the school's alignment with the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself and detail the impact(s) the change has had on the school's ability to align with the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Reports of Planning and Progress and/or the Annual Information Report (AIR) which is required of each member school to ensure that the Commission office has current statistical data on the school.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need. The time and effort dedicated to the Self-Reflection and preparation for the visit ensured a successful Collaborative Conference visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Schools

Principals of member schools must report to the Commission within sixty days of occurrence any substantive change in the school which has an impact on the school's ability to meet any of the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair(s)

Chair: Alyson Geary - New England Association of Schools & Colleges

Assistant Chair: Marc Smith - Dennis-Yarmouth Regional School District

Team Members

Ms. Jenn DeMariano - Somerville High School

Amy Kiley - Boston Community Leadership Academy

Ms. Abigail Murphy - Amesbury High School

Ms. Anne Severson - Boston Public Schools





History of the BTC



Longtime residents of Brookline, Paul and Saskia Epstein had a vision to create a place where teens could create, explore, and discover who they are. They put teens at the center of dreaming up and designing the space they wanted and renovated an auto body shop, which is now the home of the BTC.

We opened our doors in 2013 and that mission continues to drive us.

We now serve 6th-12th grade students, 5 days a week for the first time ever to students who live in or go to school in Brookline.



The BTC Board of Directors

Bobby Zuker – Chair
Pipier Smith-Mumford – Clerk
Chris Fox – Treasurer
Manny Daphnis
Teronda Ellis
Paul Epstein
Saskia Epstein
Dara Kelly
Christina Kovach
David Lazowski
Kenneth Lewis
Avi Liss
Errol Silverman
Chuck Silverston
Charles Terrell
Joshua Troderman





What happens at the BTC:

- 6th-8th grade programming every day from until 6pm
- 9th-12th grade programming every day until 8pm
- Music programming, including 1:1 and small group lessons, music engineering and studio recording





What we offer:

- FOOD
- Homework support
- Mentoring and tutoring
- College access and financial aid counseling
- Workforce development, job training and Jobs
- HBCU trips/college planning
- Enrichment trips
- 30 + teen led clubs
- Shuttle van to middle schools
- Many new experiences for teens to try out as they explore their interests in a safe and supportive environment

As the needs and interests of the teens change, so does our programming!



ACTIVATION FILM PROGRAM

THURSDAYS
4P - 5P
@BTC

Menefese@forthe.film
Global Experiences Encouraged

JOIN NOW!

SCAN ME

READY TO GET INVOLVED IN THE BTC COMMUNITY?

JOIN THE BTC TEEN COUNCIL?

THURSDAYS
6.30-7.30PM

SCAN ME

HEALTHY COOKING CLASSES

With Chef:
Karen Jacobs

Cooking mango black bean tacos
&
No bake energy bites

Home Cooked

Middle School
Monday Feb 5th at
2:00 PM

Rotary
Club of Brookline

www.brooklineteencenter.org

brookline calling

APRIL 26
5PM

sign up

OPEN To
all talents

karaoke
& more

SCAN ME

SUPPER CLUB

Dine out Wednesdays

Wednesdays
3.30pm - 5.30pm
Brookline Teen Center

SCAN ME

so many books so little time

JOIN THE BTC BOOK CLUB

Tuesday | 3-3.30pm

APRIL VACATION WEEK ADVENTURES

2024

THE EMBRACE MONUMENT
AND BOSTON COMMON
SCAVENGER HUNT

12-5PM

SCAN QR CODE TO SIGN UP!

TUES
16

RED SOX GAME
12-6PM

THU
18

SCAN QR CODE TO SIGN UP!

The BTC is closed on Marathon Monday (go support our 5 BTC runners!) and on 4/17 and 4/19 for staff Professional Development.

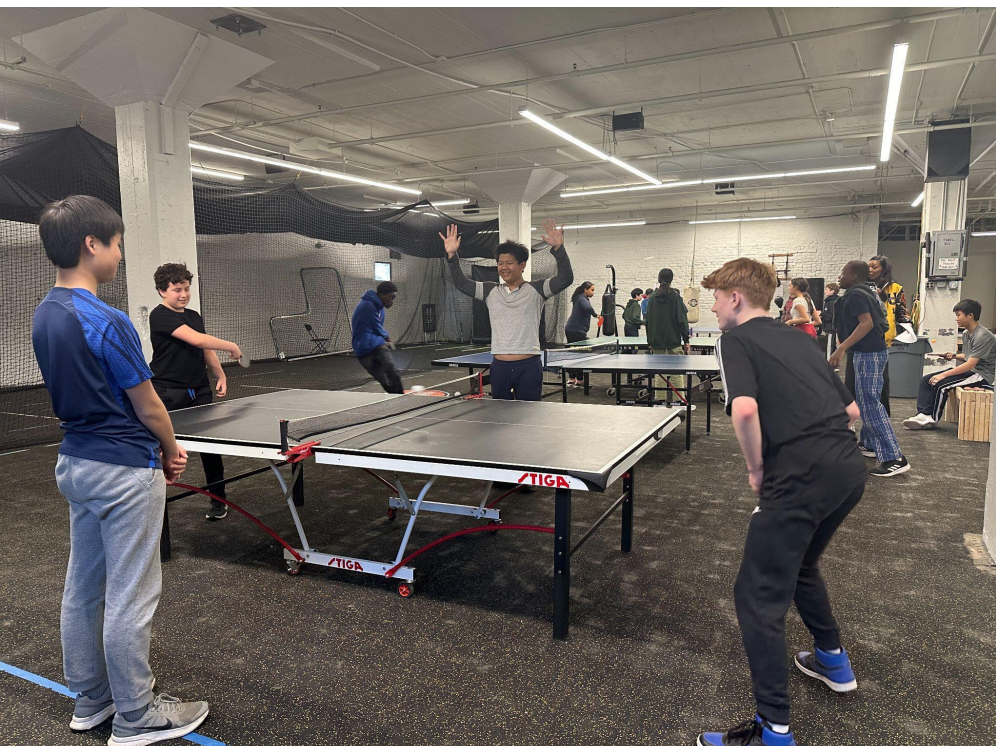
DODGEBALL LEAGUE

FRIDAYS | 5-6PM

STEM Study Help

Wednesdays from 4pm-6pm

Scan the QR code to sign up



Who Relies on the BTC?

Brookline students in 6th-12th grade

Current Number of BTC Members: 500

Current Daily Average Attendance: 75

Current Friday Average Attendance: 100+



PSB Groups:

School Within A School

PSB Health Teachers

BHS Social Studies Teachers

BHS Student Government

RISE program

BRIDGE program

EXCEL program

BHS Poetry Club

BHS Robotics Club

BHS Baseball team

BHS International Students

BHS fundraisers

Pierce School “incentive” days





BTC Partners

Steps to Success

Brookline Housing Authority

Brookline Food Pantry

The Country Club

Rotary Club

Boston University

BIG

Mothers Out Front

Brookline for Racial Justice and Equity

Abilities Dance

Brookline Police Department

Local restaurants providing weekly meals

Repair the World

Viking Sports



Summer 2024

Workforce Development & Teen Engagement

Employment opportunities:

- 8 Youthscaper positions - funded through ARPA
- 8 CIT with Viking Sports positions funded through Masshires
- Leadership development for rising 8th and 9th graders through Steps to Success
- Weekly Volunteer opportunities - Food Pantry, Cradles to Crayons, Fire Dept.

Teen Engagement:

- Drop-in hours for current 6th-12th grade students each day, 3:30-7:30pm
- Fun Friday trips around Boston and beyond



Goals for 2024-2025:

Supplement programming happening throughout the district; fill gaps for youth and families

Be the “3rd Space” for teens of Brookline

- Create a Circle of Care for teens by working together with teachers, administrator, and counselors
- Provide a safe and familiar space that allows teens to be comfortable and cared for, providing the opportunity to extend their day in a new space

Offer After School Programming for 6th, 7th, and 8th graders 5 days a week

- Become the primary consistent and affordable after school option for all middle school students
- Partner with Steps to Success, welcoming their 45 youth into our program, expanding their resources and opening space in STS programming for elementary students
- Focus on homework completion and enrichment activities

Support PSB staff and programming

- Offer offsite space for staff meetings, PD workshops, clubs, sport banquets, indoor practice space, and more with a general contract, moving away from individual group and club agreements
- Be a resource for PSB during the school day and evening, with a variety of meeting and performance space sizes
- Support Pierce School through renovations



Funding

The BTC is funded solely by donations and grants; it does not receive funding from the town

Current operating budget: 1.5 million

ARPA funds are 30% of our current budget, replacement funding must be secured

The fixed costs are covered - our variables like staffing, program supplies, food, and enrichment trips are funding dependent

Every dollar we receive for funding supports our goals to provide consistent wrap around care, open more hours to more teens, and provide specific and intentionally designed programming for each age group.



BROOKLINE TEEN CENTER ANNUAL GALA

*You're invited
to celebrate our teens!*

Saturday, May 18, 2024, 6:30 pm

Brookline Teen Center, 40 Aspinwall Avenue

Festive Attire

General ticket price: \$250

RSVP by April 26

2024 Honorees

Mike Lindstrom and
studioMLA Architects

COMMUNITY
FRIENDSHIP
ADVENTURE
TRAINING
MENTORSHIP
EXPERIENCE
OPPORTUNITY





SECTION J STUDENTS

8. Student Code of Conduct

(Voted 6/15/70, #70-309; 3/8/71, #71-99; 1/17/77, #77-25; 6/11/85, #85-250; 4/8/86, #86-141; 2/28/89, #89-91; 4/27/89, #89-195; 10/27/92, #92-444; 2/27/03, #03-12; 12/14/13, #13-12; 9/18/14, #14-62; 3/12/15, #15-15; 1/31/19, #19-14: *replaced Conduct and Discipline Policy*)

STUDENT CODE OF CONDUCT

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Philosophy

The Public Schools of Brookline (PSB) is committed to providing every student with a safe, secure learning environment in which they can thrive. Consistent with the PSB core values of High Achievement for All, Educational Equity, and Respect for Human Difference, this policy is designed to guide expected student behavior based on a general code of conduct and based upon respect for others, respect for self, and respect for property. We believe all students have the right to be treated fairly, courteously and respectfully; to bring complaints to the school Principal or staff for resolution; to tell their side of the story; and to freely express their opinions. All students have a right to a high-quality education. Similarly, all students have the responsibility to not disrupt the educational process or impose upon, endanger, or deprive others of their rights to a high-quality education.

We recognize that our schools provide a unique opportunity for learning and growth related to student behavior. We believe in preventive and positive approaches to discipline and in responding with interventions and consequences aimed at addressing the causes of misbehavior, resolving conflicts, and meeting students' needs and keeping students in school. When there is a breach of conduct, the Brookline School Committee believes it paramount that the school response emphasizes learning over punishment, and that it be conducted in a way that calls the student's attention to his or her responsibility for self-discipline and helps the student exercise sounder judgment in the future. We believe in resolving conflicts by every means short of exclusion from school. The purpose of discipline must be to understand and address the causes of behavior to resolve conflicts, while teaching new skills and repairing the harm done, restore relationships and reintegrate students into the school community. In addition, particular attention and intervention support shall be provided to vulnerable families and students at risk of being excluded from school.

We believe it is the responsibility of all school staff, students, families, and the community to contribute to a school community that promotes a safe, secure, and learning environment. Preventive and positive discipline is a shared responsibility for students, administrators, teachers, families, and the community.

Guiding Principles

The goal of the Code of Conduct is to teach students to behave in ways that contribute to academic achievement and school success, and to support a school environment where students and staff are responsible and respectful. We seek to ensure that students remain connected to the learning environment and school community. To that end, we strongly believe in proactive practices with the aim of maximizing learning time in the classroom for all students. We

recognize and value the teacher's pivotal role in creating classroom environments that are conducive to engaged learning. Successful, positive conduct is guided by the following principles:

- Effective and engaging instruction, positive school climate, and classroom management are the foundation of effective discipline.
- School discipline is best accomplished by preventing misbehavior before it occurs, and using effective interventions after it occurs.
- School safety and academic success are formed and strengthened when all school staff and personnel build positive relationships with students and are actively engaged in their lives and learning.
- All school staff should promote high standards of behavior by teaching, modeling, and monitoring behavior, and by fairly and consistently correcting misbehavior as necessary.
- School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re-engaged in learning.
- Effective school discipline maximizes the amount of time students spend learning and minimizes the amount of time students are removed from their classrooms due to misbehavior.

Students in Grades PreK-2

The Brookline Early Education Program provides a positive, nurturing environment for the District's youngest learners. Exclusionary discipline removes our youngest students, who have the most to learn about social and behavior skills, from the environment that supports their social, emotional and academic growth. As such, out of school suspensions in early childhood programs, grades PK-2, are limited to conduct that causes physical harm or poses a direct threat to the health and safety of students or educators, and requires the approval of the Superintendent or his/her designee.

Disproportionality

While overly harsh school discipline policies can affect all students, national surveys indicate that they may disproportionately impact students of color and students with disabilities. Black, Latinx/Hispanic, and Native American students, in particular, may be more likely to be suspended, expelled, and arrested than their white peers, even for the same behavior. The surveys indicate that students of color also tend to receive harsher punishments than their peers for the same offenses. Federal civil rights data shows students with disabilities have been disproportionately disciplined (e.g., suspensions and expulsions) in K-12 public schools.

This District therefore is committed to ensuring that discrimination or bias that may present barriers to success for our students plays no role in the disciplinary process.

All staff members are specifically charged with being aware of the impact of their actions on students from racial and ethnic groups or other protected classes that national surveys indicate have historically been over-represented among those students who are suspended, expelled, referred to alternative schools, arrested, or referred to law enforcement. The District shall

evaluate any evidence that punitive measures may be used disproportionately against students of any protected class and, if confirmed by such evidence, shall take appropriate corrective action.

It is the Policy of the School Committee to abide by all laws applicable to student discipline, including, but not limited to, Massachusetts General Laws Chapter 71, §§ 37H, 37H ½, and 37H ¾, constitutional due process and other requirements of the federal and state constitutions, laws and regulations. School staff should consult the applicable statutes and the regulations of the Massachusetts Department of Elementary and Secondary Education (DESE), 603 Code of Massachusetts Regulations (CMR) 53, and/or Town Counsel's Office as appropriate for further guidance.

School-Based Rules

This Code of Conduct establishes uniform rules and procedures to be followed throughout the Public Schools of Brookline in disciplinary actions, including non-exclusionary, positive and preventative approaches to student discipline. Any school-based rules related to discipline must be consistent with this Code of Conduct.

Alternatives to Exclusions

We prioritize building strong and positive relationships within the school community. We want all individuals to feel respected and valued, and value others. As such, it is important that our responses to misconduct convey our value for building and maintaining relationships and mutual respect for ourselves and others. We believe in resolving conflicts by every means short of exclusion from school. We understand the research that demonstrates exclusionary discipline can be ineffective and harmful.

The purpose of discipline must be to understand and address the harm caused, while teaching new skills and repairing the harm done, restore relationships and reintegrate students into the school community. In every case of student misconduct for which suspension or expulsion may be considered, a Principal shall exercise discretion in deciding the consequence(s) for the offense while ensuring opportunities for student to remain engaged in learning while maintaining the safety of the school community. The District will make every reasonable effort to support students in learning the skills necessary to enhance a positive school environment and avoid future harm.

Please reference the amended language of M.G.L. c. 71, s. 37H ¾, effective 11/08/2022, as described more fully in the Principal's Hearing Procedures section on page J85.

Tiered Interventions and Consequences

We believe that student discipline practices work best when they are instructive, not punitive, and that the purpose of discipline must be to understand and address the causes of behavior to resolve conflicts, while teaching new skills and repairing the harm done in order to restore relationships and rebuild community.

Our approach is based upon a framework of progressive responses. There should be a gradient of interventions and consequences that range in severity proportional to the behavior, while also addressing the need for restoration and skill building at every level. While some

behaviors may warrant exclusionary disciplinary, the aim should always be to prioritize minimizing the length of time a student is out of the learning environment.

Further, we believe that intervention is most effective when the educator working most directly with students intervenes in the way they believe will most effectively support the student.

Below is a description of different levels of intervention offered and parties involved:

- Level 1 interventions should be implemented by the teacher working most closely with the student.
- Level 2 interventions include teacher, student, and parent/guardian.
- Level 3 interventions involve teacher, student, parent/guardian, and support staff. Often times, Level 3 interventions will involve specialized training and expertise from support staff such as a guidance counselor, school psychologist, or Board Certified Behavior Analyst (BCBA), to name a few.
- Level 4 interventions include the addition of an administrator as these interventions typically require an increased level of authority.
- Interventions at Level 5 involve administrative level referral and the potential for exclusion from school.

In every case the Principal or designee shall determine the appropriate intervention or consequence based on the specific facts and circumstances. For specifics on the types of intervention strategies and responses to specific behaviors, please refer to Appendix B.

In accordance with the Public Schools of Brookline Wellness Policy (effective July 1, 2018), teachers and other school personnel will not use physical activity or withhold opportunities for physical education or activity (e.g., recess) as consequence. The denial of recess will not be used as a punishment or discipline unless the student's removal from recess has been determined as appropriate by the school Principal and communicated with the parent.

Please reference the amended language of M.G.L. c. 71, s. 37H ³/₄, effective 11/08/2022, as described more fully in the Principal's Hearing Procedures section on page J85.

Investigations of Disciplinary Incidents

Upon notification of a report of a disciplinary offense the Principal shall promptly; (1) notify the parents of the involved students within the confines of student confidentiality protections as outlined by the Massachusetts student record regulations and/or FERPA, and (2) review submitted incident report, and (3) conduct and conclude an investigation within five (5) school days, unless circumstances, such as witness availability, require a longer period. If a longer period is required to complete an investigation, all impacted parents will be notified.

The details of the PSB's procedures pertaining to reports of disciplinary violations are set out in the PSB's disciplinary procedures and supporting templates.

If the report of a conduct violation involves student(s) from another school, the Principal shall promptly notify the appropriate administrator of the other school so that both may take appropriate action. In that instance, the administrators shall agree on which one should supervise the investigation.

Confidentiality shall be used to the greatest extent permitted by law to protect a person who reports disciplinary offense or retaliation, who provides information during an investigation, or who is a witness.

The Principal shall document and maintain a file of all reports of disciplinary and subsequent investigations, and disciplinary determinations. A quarterly report shall be provided to the Superintendent.

The Superintendent shall inform the School Committee periodically of any trends or implications of these reports in order to give the School Committee the opportunity to review and amend this policy. No such report by the Superintendent shall convey information about specific identifiable students.

Students may be subject to discipline for violations even if that conduct occurs on property not owned or controlled by the district, or outside of school hours. This is if the conduct is connected to activities or incidents that have occurred on property owned, or controlled by, the district or conduct that affects that school environment.

Role of Brookline Police Department

Our schools strive to only involve law enforcement for educational and supportive purposes. The Brookline Police Department (BPD), through its School Resource Officers (SROs), offers educational programming to our students as well as behavioral health and de-escalation support for students in crisis. At times, situations may necessitate the involvement of the Brookline Police Department for other purposes. At any point after receiving a report of an incident, the Principal shall immediately notify the BPD if there is a reasonable basis to believe that criminal charges may be pursued or if the conduct is reasonably believed to put persons at risk of harm, including the student in question. Such notification will be made after consultation with the Superintendent. The Principal shall document the reasons for the decision to notify law enforcement if such notification is made.

This District seeks to avoid the unnecessary criminalization of our students; as such, police will be involved in situations when it is reasonably believed to be necessary to protect the physical safety of students, staff, or other persons in the community, or appropriate to address criminal behavior of persons other than students.

Academic Progress

Any student who is suspended, expelled, or removed on an emergency basis shall have the opportunity to earn credits and make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent

with, the academic standards and curriculum frameworks established for all students under the law.

Any student who is given a long-term suspension or expulsion shall have an opportunity, through the school-wide education service plan, to receive education services and make academic progress toward meeting state and local requirements.

For each student who is given a long-term suspension or expulsion, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

In addition to the provisions detailed above, students with disabilities are afforded all the protections relating to discipline to which they are entitled under applicable law, including but not limited to, Individuals with Disabilities in Education Act (IDEA), 20 U.S.C. § 1415(k), and implementing regulations, 34 CFR 300.530-537, the Rehabilitation Act, Section 504, and the Massachusetts special education law, Massachusetts General Laws Chapter 71B, and implementing regulations, 603 CMR 28.

Students with Disabilities

The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act provide eligible students with certain procedural rights and protections in addition to those given to their general education peers in the context of student discipline. These protections are to prevent interruptions of their educational placement and receipt of mandated services.

When a student with a disability displays inappropriate behavior which may be a violation of the code of conduct this may indicate a need for an immediate IEP and/or 504 team meeting with a discussion of behavioral supports which should be included in the child's IEP and/or 504 Plan. This is especially true when the student displays inappropriate behavior on a regular basis or when the behavioral incidents may result in suspensions or other disciplinary measures that exclude the student from accessing curriculum.

If a student displays inappropriate behavior despite having an IEP and/or 504 Plan that includes behavioral supports, this may indicate that the behavioral supports in the IEP and/or 504 Plan are not being appropriately implemented, or that the behavioral supports in the IEP and/or 504 Plan are not appropriate for the student.

In these situations, the IEP and/or 504 Team shall meet to determine whether the current IEP and/or 504 should be amended to ensure that the interventions and supports in the IEP and/or 504 can be implemented, or whether the behavioral interventions and supports that are currently in place should be revised.

If a student with a disability is attending a school outside the PSB system pursuant to an out-of-district placement, that student shall be subject to the out-of-district school's discipline policies during their attendance and not to the discipline policies of the PSB.

Non-Discrimination/Civil Rights and Bullying

School district staff responsible for implementing this policy shall do so without discrimination based on ethnicity, race, color, religion, national origin, ancestry, gender identity, sexual orientation, age, or disability¹.

Student misconduct may violate not only a school's code of conduct, but also (1) one or more federal civil rights statutes, including Title VI (discrimination on the basis of race, color, or national origin), Title IX (discrimination on the basis of sex), or Section 504 (discrimination on the basis of disability), and analogous Massachusetts statutes and/or (2) Massachusetts statutes which prohibit bullying and hazing.

Any misconduct alleging violations of Title VI/IX and disability statutes will be investigated in accordance with the *PSB Policy Against Discrimination, Sexual Harassment and Retaliation* (J40) Allegations of bullying behaviors, including cyber-bullying, will be investigated in accordance with the *PSB Bullying Prevention Policy* (J46). In all instances where violations are confirmed, discipline shall be administered in accordance with the standards and procedures set forth in this Policy.

Staff Training

Every school within the District shall make an appropriate annual allocation of professional development time to training in classroom management, conflict resolution, and non-punitive approaches to discipline in order to ensure that the disciplinary program in each school is effective and that relevant policies and procedures are equitably applied. In addition to behavioral supports for students with disabilities, it may also be necessary, and consistent with IDEA requirements, to provide training to school personnel which is appropriate to address the behavioral needs of students with disabilities.

Every school within the District shall determine a time and method to provide all staff with training regarding the District's Code of Conduct. Such training shall occur annually and, for employees hired after the school year begins, within a month of their employment.

Community Involvement

Meaningful parent, student, and community involvement in the creation and application of school and district policy is essential for building effective schools with positive and inclusive learning environments. As such, parents, students, and community members should have input in the development of discipline rules for their school and classrooms, subject to the requirements and limitations of applicable law. Ultimately the development of such rules is the sole responsibility of the schools' administrations and the school district.

Suspensions and Expulsions of Students

The use of measures that remove students from the classroom, such as in-school/out-of-school suspensions, expulsions, and referrals to alternative schools, should be minimized. These punitive measures may result in the loss of valuable instructional time, damage to relationships,

¹ MGL Chapter 76 Section 5

and should be reserved for infractions that cannot be appropriately or adequately addressed through other interventions and disciplinary responses. Please see Appendix C for more information.

Tobacco and Paraphernalia

It is unlawful for any person, including any student, enrolled in either primary or secondary public schools in Massachusetts, to use tobacco or any tobacco product on school grounds, within school buildings, school facilities, or on school buses, as indicated in M.G.L. c. 71, s. 2A. Possession or use of tobacco or any tobacco product including any tobacco delivery systems is a violation of the Code of Conduct.

The definition of “tobacco product” encompasses vaping devices, electronic tobacco/nicotine delivery products, and any component, part or accessory of a tobacco product or any item that has been modified for the purpose of vaporization or aerosolization. Students are not permitted to possess or use these products, even if they are empty or do not actually contain tobacco, on school grounds, within school buildings, school facilities, or on school buses. Examples of tobacco products include:

- Vaporizers
- Electronic Cigarettes
- Electronic Pipes

Additionally, in accordance with the Town of Brookline's Tobacco Control By-law, Article 8.23, students and school personnel are not permitted to smoke on school grounds and within 400 feet of any Brookline school building.

The District values the health and well-being of all of its students. Thus, if students are found in possession of tobacco and/or nicotine-related products, the Principal or designee will prioritize working with the student and parent/guardian to understand the cause of possession, educate all involved, and develop a plan for abuse prevention education, if deemed necessary. School responses can include a range of consequences, including but not limited to notification to and discussion with parent/guardian and student, exclusion from school, and referral to the Brookline Substance Abuse Prevention Program's Tobacco Education Program (TEP), for high school students. The TEP program consists of one education and assessment meeting with the student and a parent/guardian. Parents/guardians are given the option to sign their student up for additional sessions, and will be given information about additional resources.

Distribution of Policy

The District shall distribute a copy of this policy to all students and their parents in a language they can understand. It shall also be posted on the district website and be accessible in each school main office for parent/staff reference.

Reporting and Review

In order to ensure equitable implementation of this policy, the Office of Student Services shall keep records of all disciplinary actions, including relevant demographic data on students involved in any action reported under this policy. This data shall be regularly reviewed by the

Superintendent to provide constructive feedback on the policy and PSB practice, and a summary shall be made available to the School Committee

Appendix A - Code Implementation and Behavior Matrix

The purpose of this section is to support all educators, teachers in particular, in implementation of the Code. As you utilize this appendix, keep in mind the following principles set forth in the Code:

- We prioritize building positive relationships with students. All students need caring adults in their lives. All want to be a positive member of a community
- Relationships should be at the center of corrective action, with all other strategies seen as tangents. Rather than asking, “What’s the consequence that will fix the problem?” better to ask, “Is there a consequence that might be part of how we help this student?” This approach is especially important for the most vulnerable students; students with the most chaos and trauma in their lives - those who make us angriest - are the least likely to benefit from harsh punishments.¹
- We believe in preventive and positive corrective response and so seek to understand and address the causes of behavior to resolve conflicts while teaching new skills and repairing harm done, restore relationships, and reintegrate students into the school community.
- We believe in resolving conflicts by every means short of an exclusion from school.

There should be a gradient of interventions and consequences that range in severity proportional to the behavior, while also addressing the need for restoration and skill building at every level. While some behaviors may warrant exclusionary discipline, the aim should always be to prioritize minimizing the length of time a student is out of the learning environment.

Below is a description of different levels of intervention offered and parties involved:

- Level 1 interventions should be implemented by the teacher working most closely with the student.
- Level 2 interventions include teacher, student, and parent/guardian.
- Level 3 interventions involve teacher, student, parent/guardian, and support staff. Often times, Level 3 interventions will involve specialized training and expertise from support staff such as a guidance counselor, school psychologist, Board Certified Behavior Analyst (BCBA), or vice Principal to name a few.
- Level 4 interventions include the addition of an administrator as these interventions typically require an increased level of authority.
- Interventions at Level 5 involve administrative level referral and the potential for exclusion from school.

In every case the Principal shall determine the appropriate intervention or consequence based on the specific facts and circumstances.

¹ “Getting Consistent with Consequences”, <http://www.ascd.org/publications/educational-leadership/sept18/vol76/num01/Getting-Consistent-with-Consequences.aspx>

Relevant Factors in Making Discipline Decisions

When choosing consequences for students' misbehavior, teachers, administrators, and staff must consider the following factors:

- Age, health, and disability or special education status of the student;
- Relationship of academic performance and behavior;
- Student's prior conduct and record of behavior;
- Student's attitude;
- Student's willingness to repair the harm;
- Seriousness of the offense and the degree of harm caused; and
- Impact of the incident on overall school community

Intervention Levels

The list of response options is not exhaustive or exclusive. In every case, the teacher working most closely with student in collaboration with the Principal or designee shall determine the appropriate level of intervention based on the specific facts and circumstances.

LEVELS OF INTERVENTIONS	RESPONSE OPTIONS
LEVEL ONE implemented by the teacher working most closely with the student	<ul style="list-style-type: none"> ● Teacher/Student Conference ● Reminders and Redirection ● (Re)Teaching of Expectations and Skills ● Reflective Essay or Other Reflective Activity ● Independent Study ● Role-Play ● Restorative Practices (Circle, Group Conferencing, Dialogue)
LEVEL TWO includes teacher, student, and parent/guardian	<ul style="list-style-type: none"> ● Any Lower-Level Interventions ● Parent/Guardian Outreach ● Inclusionary Time-Out with re-entry plan to re-engage with learning community ● Seat Change ● Self-Charting of Behaviors ● Daily Report Card on Behavior Task Completion, and Achievement ● Loss Of Privileges (e.g., class job, position in line, exclusion from extra activities)
LEVEL THREE involves specialized training and expertise from support staff such as a guidance counselor, school psychologist, Board	<ul style="list-style-type: none"> ● Any lower-level Interventions ● Student/Teacher/Parent Conference ● Referral to Support Staff (e.g. guidance counselor, social worker, psychologist, school resource officer, or nurse)

<p>Certified Behavior Analyst (BCBA), or vice Principal, etc</p>	<ul style="list-style-type: none"> ● Referral to CST/SIT ● Short-term Behavioral Progress Reports ● Behavioral Intervention Plan ● Change in Schedule/Class ● Referral to After-School Program ● Community Service ● Mentoring Program ● Peer Mediation ● Functional Behavioral Assessment ● Exclusionary Time-Out ● Referral to School-based Health/Mental Health Clinics ● Referral to Community-Based Services ● Mini-Course/Training (e.g., conflict resolution, anger management, social skills) ● Substance Abuse Treatment Services ● Amendment to IEP (if applicable)
<p>LEVEL FOUR includes the addition of an administrator as these interventions typically require</p>	<ul style="list-style-type: none"> ● Any Lower-Level Interventions ● Detention ● Saturday Detention² ● Opportunity to reset the day ● Restitution, replace, recompense
<p>LEVEL FIVE involves administrative level referral and the potential for exclusion from school</p>	<ul style="list-style-type: none"> ● Any Lower-Level Interventions ● In-School Suspension – 1 to 3 days, with re-entry plan to re-engage with learning community ● Out-of-School Suspension - 1 to 10 days (may be extended as necessary), with re-entry plan to re-engage with learning community ● Mobile crisis support (i.e., BEST) ● Interim Alternative Education Setting ● Recommendation for Expulsion ● Referral to Law Enforcement

² Except where such detention conflicts with a student's religious beliefs or practices.

Behavior Matrix

The matrix below is a guide for administrators when determining the appropriate level of intervention. Schools retain the right to determine the appropriate level of intervention based on the facts and circumstances of each case. Those working with student(s) should determine plan to monitor student response to interventions and when additional interventions are necessary. The list of behaviors is not exhaustive or exclusive. In every case, the teacher working most closely with student in collaboration with the Principal or designee shall determine the appropriate level of intervention based on the specific facts and circumstances.

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	INTERVENTION				
	1	2	3	4	5
Academic Dishonesty (e.g. cheating or plagiarizing, forgery)	✓	✓	✓	✓	
Alcohol					
- Under the influence, Using, Selling, or Possession			✓	✓	✓
Assault or Battery					
- Simple Assault: Attempt to cause serious physical harm to another individual, or causing individual to be in fear or apprehension of imminent battery				✓	✓
- Simple Battery: Unauthorized or unlawful use of force to the body of another person.					
- Assault with a Weapon or Battery Causing Serious Injury					✓
Bullying: Repeated use by one or more students or staff of a written, verbal, or electronic expression, or a physical act or gesture or any combination thereof, directed at a target that					
- causes physical or emotional harm to the target or damage to the target's property; and/or					
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property; and/or			✓	✓	✓
- creates a hostile environment at school for the target; and/or					
- infringes on the rights of the target at school; and/or					
- materially and substantially disrupts the education process or the orderly operation of a school.					
Bus Disruptions					
- Minor disruption on the Bus (e.g. eating, drinking; being too loud, standing, throwing objects from the bus)	✓	✓	✓		
- Serious, repeated disruption on the Bus				✓	
Classroom Disruption (e.g. talking out in class or talking out of turn, throwing objects, and other behavior that distracts from student learning)	✓	✓	✓		
Defiance of Authority and/or Insubordination	✓	✓	✓		

(e.g. non-violent/non-physical, talking back to school staff, failure to follow directions, failure to respond to school staff questions or requests, refusal to participate in classroom activities, etc.)					
Disrespectful Behavior (e.g. verbal insults or put-downs, including the use of profane or offensive language; picking on, bothering, teasing, or distracting other students; making inappropriate gestures or comments; and other behavior that is rude or disrespectful)	✓	✓	✓		
False Activation of a Fire Alarm				✓	✓
Fighting					
- Physical Aggression (e.g., pushing and shoving)	✓	✓	✓	✓	
- More Serious Fighting (may include incidents involving minor injuries and repeated physical aggression)				✓	✓
Gambling: Playing a game for money or other stakes		✓	✓	✓	
Hallway Misbehavior. Running, Making Excessive Noise or Loitering	✓	✓	✓		
Harassment: continuous pattern of intentional behavior based on race, ethnicity, gender identity, sexual orientation, disability, national origin, ancestry, age, or religion against members of the school community		✓	✓	✓	✓
Illegal Drugs, Controlled Substances, Tobacco Products (including vaporizers and electronic delivery systems, marijuana/cannabis)					
- Under the Influence, Using, or Possessing, including paraphernalia			✓	✓	✓
- Selling					✓
Giving False Information to, or Misleading School Personnel	✓	✓	✓		
Portable Electronic Devices Use at Unauthorized Times	✓	✓	✓	✓	
Property Damage					
- Intentional Damage or Defacement of Another Person's or School Property (less than \$50)		✓	✓	✓	
- Intentional Damage or Defacement of Another Person's or School Property (more than \$50)				✓	✓
Sexually-Based Behaviors					
- Sexual activity ³	✓	✓	✓	✓	
- Sexual Harassment (e.g. unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, or physical conduct of a sexual nature)				✓	✓
- Sexual Assault					✓

³ To the extent that sexual activity occurs on property owned, or controlled, by the district or conduct that affects that school environment.

Tardiness - Persistent or Excessive Tardiness to Class/School	✓	✓	✓	✓	
Theft - Less than \$50 - Greater than \$50	✓	✓	✓	✓	
				✓	✓
Trespassing (Level 5 interventions may only be used when a student has entered onto school property without permission and then refused to leave school property upon request)			✓	✓	✓
Unauthorized Use of School Equipment	✓	✓	✓		
Unexcused Absence from School due to class cutting or skipping school	✓	✓	✓		
Weapons, Firearms, and Explosives - Bringing or Possessing Fireworks				✓	✓
- Igniting Fireworks				✓	✓
- Bringing, Possessing, or Using Other Explosives (non-fireworks)				✓	✓
- Threat or False Report related to Explosives				✓	✓
- Bringing, Possessing, or Using Firearms				✓	✓
- Bringing or Using Other Deadly Weapons				✓	✓
- Possessing Other Deadly Weapons				✓	✓

Appendix B - Definitions

- **Detention:** The supervised retention of students beyond the regular school schedule when a teacher requests that the student show improvement of behavior resulting from violation of the school rules and/or student code of conduct.
- **Disciplinary offense:** any alleged or determined disciplinary infraction by a student,
 - **Section 37H offense** means conduct in the nature of that addressed by Massachusetts General Laws Chapter 71, Section 37H, which occurs on school premises or at school-sponsored or school-related events, including athletic contests, namely, (1) possession of a dangerous weapon (including, but not limited to, a gun or a knife), (2); possession of a controlled substance as defined in Massachusetts General Laws Chapter 94C (including, but not limited to, marijuana/cannabis, cocaine, or heroin), and (3) assault on a member of the educational staff.
 - **Section 37H ½ offense** means conduct in the nature of that addressed by Massachusetts General Laws Chapter 71, Section 37H ½, namely, conduct that is the subject of a felony charge or conviction or a felony delinquency charge or conviction if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.
 - **Section 37H ¾ offense** means all conduct other than that specifically addressed by Massachusetts General Laws Chapter 71, §§ 37H and 37H ½, including, but not limited to, bullying, hazing, discrimination, and harassment .
- **Emergency removal** means the temporary removal of a student from school when student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. *See appropriate* Section below for specific criteria and procedures applicable to emergency removals. A temporary removal shall not exceed two school days (see the complete definition at CMR 53.07). Students with disabilities may be afforded additional rights.
- **Exclusionary Time-Out:** an intervention that should be reserved for use only when students are displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom. In such circumstances, the student may either ask to leave the classroom, or the student may be directed to a separate setting for the purpose of helping the student to calm. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Unless it poses a safety risk, a staff member must be physically present with the student who is in an **exclusionary** time-out setting. If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is

receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed. Students must never be locked in a room. For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student. Exclusionary time-out must end when the student has calmed.

- **Expulsion:** the removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently, as permitted under M.G.L. c. 71, § 37H or 37H1/2. Students with disabilities may be afforded additional rights.
- **Incident Report:** Any time a student is involved in behavior that requires the intervention of any additional staff, or is removed from the classroom, and at other times at the discretion of school administrator, an incident report will be completed and shared with the student's parents as soon as practicable. Students with disabilities may be afforded additional rights.
- **Inclusionary Time-Out:** when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom. The use of **inclusionary** time-out functions well as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom. **Inclusionary** time-out includes practices used by teachers as part of their classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom (this does not include walled off "time-out" rooms located within the classroom; use of those is considered to be an **exclusionary** time-out -see *exclusionary time-out* definition). These strategies, used to reduce external stimuli in the student's environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management.
- **In-school suspension:** removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall be considered a short-term suspension. If a student is placed in in-school suspension for more than ten days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes. Students with disabilities may be afforded additional rights.
- **Long-term suspension:** removal of a student from the school premises and regular classroom activities for more than ten consecutive school days, or for more than ten school days cumulatively for multiple disciplinary offenses in any

school year. For Section 37H $\frac{3}{4}$ offenses, such suspensions shall be for no more than ninety (90) school days in any school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

- **Manifestation determination:** The district must conduct a manifestation determination if a student with a disability will be removed for more than 10 consecutive school days, or when multiple shorter suspensions for similar reasons add to ten days. The manifestation determination must determine if the conduct in question was "caused by, or had a direct and substantial relationship to, the child's disability...or was a direct result of [PSB's] failure to implement the IEP." Note that an "in-house" suspension may be considered a change in placement if it otherwise meets the criteria.
- **Parent:** for the purposes of this policy, "parent" means a student's father, mother, or legal guardian, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.
- **Positive Behavior Interventions and Supports (PBIS):** a set of ideas and tools that schools use to improve the behavior of students. PBIS uses evidence and data-based programs, practices and strategies to frame behavioral improvement in terms of student growth in academic performance, safety, behavior, and establishing and maintaining positive school culture. PBIS addresses the needs of at-risk students as well as the multi-leveled needs of all students in regards to behavior, which creates an environment for both teaching and learning to occur in schools
- **Restorative Practices:** a set of formal and informal responses to harms large and small after they occur. In keeping with restorative practices' respect for human dignity, participation in any restorative practice must entirely voluntary. The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things with them rather than to them or for them. Restorative Justice asks three questions: 1) What was the harm caused to both the individual and the community? 2) Who is responsible for causing the harm and making things right? 3) How can the harm be repaired and relationships restored to the greatest extent possible? Restorative practices focus on how to build connection between individuals and achieve social discipline through participatory learning and decision-making. The use of restorative practices in schools helps to improve human behavior, develop and maintain relationships, explore learning opportunities, and teach leadership and personal accountability.
- **Time-Out:** See *inclusionary time-out* and *exclusionary time-out*.
- **Tobacco Product:** A product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means

- including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, electronic cigarettes, electronic cigars, electronic pipes, electronic nicotine delivery systems or any other similar products that rely on vaporization or aerosolization; provided, however, that “tobacco product” shall also include any component, part or accessory of a tobacco product; and provided further, that “tobacco product” shall not include a product that has been approved by the United States Food and Drug Administration for the sale of or use as a tobacco cessation product and is marketed and sold exclusively for the approved purpose.
- **School Wide Education Service Plan:** the document developed by a Principal, in accordance with Massachusetts General Laws Chapter 76, Section 21, which includes a list of education services available to students who are expelled or who are suspended from school for more than ten (10) consecutive days.
 - **Short-term suspension:** the removal of a student from the school premises and regular classroom activities for ten consecutive school days or less. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Appendix C - Suspensions and Expulsions of Students

The use of measures that remove students from the classroom, such as in-school/out-of-school suspensions, expulsions, and referrals to alternative schools, should be minimized. These punitive measures may result in the loss of valuable instructional time, damage to relationships, and should be reserved for infractions that cannot be appropriately or adequately addressed through other interventions and disciplinary responses.

Disciplinary offense under M.G.L. c. 71, § 37H or 37H½ means one or more of the following alleged or determined disciplinary infractions:

- (a) possession of a dangerous weapon;
- (b) possession of a controlled substance (including, but not limited to, marijuana/cannabis, cocaine, or heroin);
- (c) assault on a member of the educational staff; and
- (d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½.

1. Section 37H Offense Procedures (Expulsions and Suspensions)

- a. Except in cases of emergency removal, the following procedures shall be used. Students are entitled to constitutional due process and to the procedural protections set forth in Section 37H.
 - 1. Notice Procedures: Prior to suspending or expelling a student on the basis of a Section 37H offense, the student and parent must be notified orally and in writing of:
 - a. the charge(s);
 - b. the basis for the charge(s);
 - c. the opportunity for a hearing before the Principal
 - d. the opportunity at the Principal's hearing to receive an explanation of the evidence, an opportunity to explain the circumstances and/or dispute the charge(s), and an opportunity to present information, including mitigating facts, that the Principal should consider;
 - e. the right to counsel at his/her expense at the Principal's hearing; and
 - f. the right to present witnesses and evidence at the Principal's hearing.

The Principal shall provide oral and written notice in English and in the primary language of the home if other than English, or other means of communication where appropriate.

- b. Principal's Hearing Procedures: Disciplinary hearings regarding an alleged Section 37H offense shall be conducted in a manner that affords students all of the procedural protections outlined above ("Notice"). Students and parents have the right to interpreter services at the hearing if needed to participate. In addition, with regard to contemplated long-term suspensions students have the following additional rights:
 - 1. the right to review the student's record and the documents upon which the Principal may rely;
 - 2. the right to confront and cross-examine witnesses against him/her; and
 - 3. the right to a recording of the hearing.
- c. Consequences: After said hearing, the Principal may, in his/her discretion, decide to suspend or expel a student who has been determined to have committed a Section 37H offense, subject to this Policy.
- d. Notification of Principal's Decision:
 - 1. Determinations of Short-Term Suspension
The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal (see Section H below.) The determination shall be in writing and may be in the form of an update to the original written notice.
 - 2. Determinations of Long-Term Suspension or Expulsion
The Principal shall send a written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the Principal and the parent. If the Principal decides to suspend the student, the written determination shall:
 - a. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
 - b. Set out the key facts and conclusions reached by the Principal;
 - c. Identify the length and effective date of the suspension, as well as a date of return to school;
 - d. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information. The notice shall be made in both English and in the primary language spoken in the student's home

if other than English, or other means of communication where appropriate;

- e. In the event the Principal has expelled a student, inform the student of the right to appeal the Principal's decision to the Superintendent. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:
 - the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within ten days of the expulsion.
- e. Appeal to Superintendent (Expulsions Only): Any student who has been expelled from the PSB pursuant to these provisions shall have the right to appeal to the Superintendent, however, any expulsion shall remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal:
 1. The expelled student shall have ten (10) days from the date of expulsion in which to notify the Superintendent of his/her appeal. The appeal hearing shall take place within a reasonable time following receipt of the notice of appeal.
 2. The student shall have the right to counsel at the hearing
 3. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of Section 37H.
 4. The Superintendent shall issue a written decision within five (5) calendar days of the hearing that is as described with respect to Principals' written determinations regarding long-term suspensions and expulsions above. If translation of the decision into the primary language spoken in the student's home is required, such translation shall be provided as soon as reasonably possible, but shall not be subject to the 5 calendar day deadline. The decision of the Superintendent shall be the final decision of the school district.

2. Section 37H ½ Offense Procedures (Expulsions and All Suspensions)

- a. Except in cases of emergency removal, the following procedures shall be used. Students are entitled to constitutional due process and to the procedural protections set forth in Section 37H ½
 1. Notice Procedures: Prior to suspending or expelling a student on the basis of a
 - a. Section 37H ½ charge, the student must be notified orally and in writing of:

- b. the charge(s);
- c. the basis for the charge(s);
- d. the opportunity for a hearing before the Principal
- e. the opportunity at the Principal's hearing to receive an explanation of the evidence. an opportunity to explain the circumstances and/or dispute the charge(s); and an opportunity to present information, including mitigating facts, that the Principal should consider;
- f. the right to counsel at his/her expense at the Principal's hearing; and
- g. the right to appeal a suspension or expulsion decision to the Superintendent, if the student notifies the Superintendent in writing of his/her request for an appeal no later than 5 calendar days following the effective date of the suspension.

For contemplated expulsions and out-of-school suspensions: the Principal shall provide oral and written notice in English and in the primary language of the home if other than English, or other means of communication where appropriate.

- b. Principal's Hearing Procedures: Disciplinary hearings regarding alleged Section 37H ½ offenses shall be conducted in a manner that affords students all of the procedural protections outlined above ("Notice"). Students and parents have the right to interpreter services at the hearing if needed to participate. In addition, with regard to contemplated suspensions of more than ten (10) days, students have the following additional rights:
 - 1. the right to review documents;
 - 2. the right to confront and cross-examine witnesses against him/her;
 - 3. and the right to a recording of the hearing.
- c. Consequences: After said hearing, the Principal may, in his/her discretion, decide to suspend (in the case of a felony charge or conviction, or a felony delinquency charge or conviction) or expel (only in the case of a felony conviction, or felony delinquency conviction) a student who has been determined to have committed a Section 37H ½ offense if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, subject to Section B of this Policy. A student shall not be suspended or expelled except on the basis of substantial evidence.
- d. Notification of Principal's Decision:
 - 1. Determinations of Short-Term Suspension
The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of

suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice.

2. Determinations of Long-Term Suspension or Expulsion

The Principal shall send a written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the Principal and the parent. If the Principal decides to suspend the student, the written determination shall:

- a. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- b. Set out the key facts and conclusions reached by the Principal;
- c. Identify the length and effective date of the suspension, as well as a date of return to school;
- d. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information. The notice shall be made in both English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate;
- e. Inform the student of the right to appeal the Principal's decision to the Superintendent. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:
 - i. the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five calendar days of the effective date of suspension; and that
 - ii. the suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

e. Appeal to Superintendent:

Any student who has been suspended or expelled from the PSB pursuant to these provisions shall have the right to appeal to the Superintendent, however, the student's suspension or expulsion shall remain in effect pending the appeal.

- The student must request an appeal in writing no later than 5 calendar days following the effective date of the suspension/expulsion.
- The Superintendent must hold a hearing with the student and parent within 3 calendar days of the student's request.
- The procedures applicable to Principal's hearings for contemplated expulsions or long-term suspensions are applicable to the Superintendent's appeal hearing.
- The student has the right to counsel at his/her own expense at the appeal hearing.
- The student has the right to present oral and written testimony at the appeal hearing.
- The Superintendent shall issue a written decision within five (5) calendar days of the hearing that is as described with respect to Principals' written determinations regarding long-term suspensions and expulsions above. If translation of the decision into the primary language spoken in the student's home is required, such translation shall be provided as soon as reasonably possible, but shall not be subject to the 5 calendar day deadline. The Superintendent may overturn or alter the decision, including recommending an alternate education program. The decision of the Superintendent shall be the final decision of the school district.

3. Section 37H $\frac{3}{4}$ Offense Procedures for All Suspensions EXCEPT In-School Suspensions of 10 Days or Fewer

- a. Except in cases of emergency removal, the following procedures shall be used.
 - i. Notice Procedures: A Principal shall provide both oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and parent. The notice shall set forth in plain language:
 1. the disciplinary offense;
 2. the basis for the charge;
 3. the potential consequences, including the potential length of the student's suspension;
 4. that a hearing will be held to afford the student the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and that the parent/guardian may attend and participate in the hearing;
 5. the date, time, and location of the hearing;

6. the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
6. if the student may be placed on long-term suspension following the hearing with the Principal;
7. the rights set forth in 603 CMR 53.08 (3)(b); and
8. the right to appeal the Principal's decision to the Superintendent.

The Principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the Principal must be able to document reasonable efforts to include the parent. The Principal is presumed to have made reasonable efforts if the Principal has sent written notice and has documented at least two attempts to contact the parent in the manner specified by the parent for emergency notification.

b. Principal's Hearing Procedures: Students and parents have the right to interpreter services at the hearing if needed to participate. In addition, Principal's Hearings are subject to the following required procedures.

- Contemplated Short-Term Suspensions
 - (1) The Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.
 - (2) The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate.
 - (3) The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.
- Any principal, head of school, superintendent, or person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall consider ways to re-engage the student in the learning process: and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm

upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The principal, head of school, superintendent or person acting as a decision-maker shall also implement school- or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however that school- or district-wide models shall not be considered a direct response to a specific incident.”⁴

- **Contemplated Long-Term Suspensions**

The student shall have all of the rights enumerated in Section b above (“Short-Term Suspensions”). In addition, the student shall be afforded the following protections:

- (1) In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not;
- (2) The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- (3) The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
- (4) The right to cross-examine witnesses presented by the school district;
- (5) The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording which will be provided to the student or parent upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

- c. Consequences: After said hearing, based on the available information (including mitigating circumstances), and subject above, the Principal may

⁴ Amended language of M.G.L. c. 71, s. 37H ³/₄, effective 11/08/2022.

decide to suspend a student who has been determined to have committed a Section 37H $\frac{3}{4}$ offense.

d. Notification of Principal's Decision:

- Determinations of Short-Term Suspension
 - (1) The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice.
 - (2) If the student is in a preschool program or in grades K through 3, the Principal shall, before the short-term suspension takes effect, send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension. PSB policy for suspensions of students in PK-2 requires the approval of the Superintendent or his/her designee.
- Determinations of Long-Term Suspension or Expulsion
 - (1) The Principal shall send a written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the Principal and the parent. If the Principal decides to suspend the student, the written determination shall:
 - (a) Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
 - (b) Set out the key facts and conclusions reached by the Principal;
 - (c) Identify the length and effective date of the suspension, as well as a date of return to school;
 - (d) Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information. The notice shall be made in both English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate
 - (e) Inform the student of the right to appeal the Principal's decision to the Superintendent. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of

communication where appropriate, and shall include the following information stated in plain language:

- the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five calendar days of the effective date of suspension; and that
- the suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

(2) If the student is in a public preschool program or in grades K through 3, the Principal shall, before the suspension takes effect, send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension.

e. Appeal to Superintendent (Long-term Suspension Only): Any student who has been placed on long-term suspension or expelled from the PSB pursuant to these provisions shall have the right to appeal to the Superintendent; however, the student's suspension or expulsion shall remain in effect pending the appeal.

- i. *Time to File Appeal*. The student or parent shall file a notice of appeal with the Superintendent within five calendar days of the effective date of the long-term suspension; provided that within the five calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven additional calendar days. If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.
- ii. *Time for Superintendent's Appeal Hearing*. The Superintendent shall hold the hearing within three school days of the student's request, unless the student or parent requests an extension of up to seven additional calendar days, in which case the Superintendent shall grant the extension.
- iii. *Superintendent's Written Notice of Appeal Hearing and Good Faith Effort to Accommodate parent's Schedule*. The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.
- iv. *Appeal Hearing/Audio Recording*. The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary

offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

- v. *Student Rights.* The student shall have all the rights afforded the student at the Principal's hearing for long-term suspensions under section b, above. The student must request an appeal in writing no later than 5 calendar days following the effective date of the suspension/expulsion.
 - The Superintendent must hold a hearing with the student and parent within 3 calendar days of the student's request.
 - The procedures applicable to Principal's hearings for contemplated expulsions or long-term suspensions are applicable to the Superintendent's appeal hearing.
 - The student has the right to counsel at his/her own expense at the appeal hearing.
 - The student has the right to present oral and written testimony at the appeal hearing.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing that is as described with respect to Principals' written determinations regarding long-term suspensions and expulsions above. If translation of the decision into the primary language spoken in the student's home is required, such translation shall be provided as soon as reasonably possible, but shall not be subject to the 5 calendar day deadline. The Superintendent may overturn or alter the decision shall:

- Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- Set out the key facts and conclusions reached by the Superintendent;
- including recommending an alternate education program;
- Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (*see section f below*)

- vi. *Consequences.* If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision.

- f. Finality: The decision of the Superintendent shall be the final decision of the school district.

4. Emergency Removal (All Offenses)

- A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and, in the Principal's judgment, the continued presence of the student in school would have a substantial detrimental effect on the general welfare of the school (in 37H and 37H ½ offenses) or poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption (in 37H ¾ offenses). The Principal may take this step only after adequate provisions have been made for the student's safety and transportation.
- Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger or disruption presented by the student.
- The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall:
 - (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in 603 CMR 53.06(2);
 - (b) Provide written notice to the student and parent as provided in 603 CMR 53.06(2);
 - (c) Provide the student an opportunity for a hearing with the Principal that complies with 603 CMR 53.08(2) or (3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent.
 - (d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and (d) or (3)(c) and (d), as applicable. If translation of the decision into the primary language spoken in the student's home is required, such translation shall be provided as soon as reasonably possible, but shall not be subject to the applicable deadline for written decision.

MEMORANDUM OF AGREEMENT
BETWEEN
THE BROOKLINE SCHOOL COMMITTEE
AND

THE AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES,
AFL-CIO, COUNCIL 93, LOCAL 1358

12-Month Full-Time Food Service Driver

April 2024

WHEREAS, the Brookline School Committee (“Committee”) and the American Federation of State, County and Municipal Employees, AFL-CIO, Council 93, Local 1358 (“Union”) are parties to a collective bargaining agreement regarding School Food Service Employees (“CBA”); and

WHEREAS, the Committee and the Union wish to amend their CBA to provide for a 12-month full-time Food Service Driver position;

NOW THEREFORE, the Committee and the Union, collectively referred to as the “Parties” agree to amend their CBA as follows:

1. Amend Article IV, Section 1 paragraph “(b)” by relabeling it as “(b.1)” and by adding the following new paragraph (b.2) immediately after (b.1):

(b.2) This paragraph (b.2) shall only apply to the 12-month full-time Food Service Driver position and paragraph (b.1) above shall not apply to the 12-month full-time Food Service Driver position. The employee in the 12-month full-time Food Service Driver position must work for six months before accruing any personal illness time; after six months of employment, such employee will earn the appropriate personal illness time back to the initial date of employment, at which time such employee may be granted eleven (11) days allowance a year, cumulative without limit, without loss of salary.
2. Amend the first sentence in Article IV, Section 4: Administrative Leave as follows (new language underlined):

Employees hired prior to 9/1/87 and employee in the 12-month full-time Food Service Driver position may be granted a maximum of five (5) Administrative Leave Days per year, non-cumulative.
3. Amend Article IV, by adding the following new Section 6 to Article IV LEAVE:

Section 6: Vacation Leave for 12-Month Full-Time Food Service Driver Position
This Section only applies to the 12-month full-time Food Service Driver position. Upon the 6-month anniversary of employment the 12-month full-time Food Service Driver shall be credited with 5 days of vacation and shall start accruing vacation at the rate of 0.833 days per month worked starting in the 7th month for a total of ten (10) days of vacation per fiscal year (July 1 to the following June 30).

Agreed to by the Parties on the date(s) indicated below:

For the Brookline School Committee

_____ Date:_____

David Pearlman, Chair

For American Federation of State, County and Municipal Employees, AFL-CIO, Council 93,
Local 1358

_____ Date:_____

Mona Saltalamacchia, President

Deferred Maintenance (Mini CIP)

Location	Project Details	FY25	FY26	FY27	FY28	FY29	FY30	Total
Baker	Remove Carpet, Replace with Tile - 5 rooms	\$30,000	\$33,000					\$63,000
	Paint 10 classrooms	\$10,000	\$5,000					\$15,000
	Refurbish the Staircase by room 202 (the stairs used for recess)	\$50,000						\$50,000
Baldwin	Upgrade Electrical Service to Meet Code (inside and outside)	\$74,250						\$74,250
	Ceiling Work/Replaster Upper Level	\$20,000						\$20,000
	New Drop Ceiling in Lower Level	\$10,000						\$10,000
	Paint Interior	\$90,000						\$90,000
	Update Flooring (excluding bathrooms)	\$75,000						\$75,000
	HVAC: Heat Pumps	\$100,000						\$100,000
	Bathroom Renovation for ADA Compliance	\$135,000						\$135,000
	Window Shades	\$10,000						\$10,000
	Build, Alter or Repair Walls	\$200,000						\$200,000
	Contingency (10% of other)	\$71,425						\$71,425
Lincoln	Classroom Cabinet Millwork Repairs 2nd and 3rd Floor	\$50,000						\$50,000
	2nd/3rd Floor Recondition (floors, paint)	\$600,000						\$600,000
	Library Recondition (floors, paint, and millwork)	\$75,000						\$75,000
	Gym Renovation (floors, painting, and scoreboard)	\$70,000						\$70,000
	Electrical Repairs/Replacements Needed for 1994 Bldg	\$100,000						\$100,000
	Replace All Ceiling Tiles in Building	\$150,000						\$150,000
	Bathroom Renovation (\$30k per bathroom)	\$90,000	\$120,000					\$210,000
	Cafeteria Reconditioning (floors, paint, and millwork)		\$50,000					\$50,000
	Kitchen Renovation		\$100,000					\$100,000
	Finish Removing Wallpaper in Basement, Paint (about 40% done)		\$25,000					\$25,000
Hayes	Upgrade Main Electric to Building to Install Heat Pumps	\$250,000						\$250,000
	Replace Wall Mats with New School Name (paid from maintenance budget FY 24)	\$0						\$0
	Replace School Name on Front of School (paid from maintenance budget FY 24)	\$0						\$0
	Library Carpet Replacement (and library movers)			\$55,000				\$55,000
	Auditorium Renovation (floor, paint, seats if applicable)			\$75,000				\$75,000
	Paint (halls, classrooms, offices)				\$50,000	\$60,000	\$70,000	\$180,000
	Bathroom Renovation				\$105,000	\$140,000		\$245,000
	Replace Window Shades in Classrooms				\$25,000			\$25,000
BHS <i>Main Building</i>	Replace Door in Café Overflow		\$15,000					\$15,000
	Extend Lowell Rd Loading Dock Another 10 ft, Widen Door			\$30,000				\$30,000
	Paint 2/3 of the Interior at 115 Greenough			\$300,000	\$300,000	\$300,000	\$300,000	\$1,200,000
	Classroom and Hallway Flooring (Est. 300,000 SF. Main Campus, Greenough St.)			\$100,000	\$100,000	\$100,000	\$100,000	\$400,000
	Upgrade HVAC in Wrestling Room, (add dehumidification replace entire floor & all mats)				\$350,000			\$350,000
	Install AC in Cafeteria				\$100,000			\$100,000
	Bathroom Renovation (new fixtures, flooring, etc. for a full renovation)				\$350,000	\$350,000	\$350,000	\$1,050,000
	Renovate Auto Space for Engineering Program					\$75,000		\$75,000
	Schluntz Foyer Upgrade/Reuse (floor, paint, ceiling tiles)						\$50,000	\$50,000
	Replace Flooring in Hallway by Café			\$15,000				\$15,000
	Replace Café Ceiling Tiles				\$25,000			\$25,000
Lawrence	Replace Carpets in 10 Classrooms	\$60,000						\$60,000
	Repair / Replace Stair Treads, Various Stairways	\$40,000						\$40,000
	Turn Boys Locker Room Into Small Classroom			\$250,000				\$250,000
Runkle	Multi Purpose Room (MPR) Curtain/Drapes (cords are broken and don't work)	\$10,000						\$10,000
	Update Sound Board and Control Panel in MPR (Including speakers)	\$15,000						\$15,000
	Lighting Not Working in MPR	\$35,000						\$35,000
	Paint (all classrooms and hallways)		\$225,000					\$225,000
	Flooring Refresh - where and is this a replacement		\$500,000					\$500,000
		\$2,420,675	\$1,073,000	\$825,000	\$1,405,000	\$1,025,000	\$870,000	\$7,618,675
<i>Cumulative</i>		\$2,420,675	\$3,493,675	\$4,318,675	\$5,723,675	\$6,748,675	\$7,618,675	

Note: Baldwin Items funded with FY24 CIP Grant \$300,000
Total for FY25 (taking into account items funded with FY24 CIP Grant) **\$2,120,675**