RECORD OF A REGULAR MEETING OF THE BROOKLINE SCHOOL COMMITTEE ON **THURSDAY, JUNE 13, 2024** AT 6:00 PM, IN THE WALSH SCHOOL COMMITTEE MEETING ROOM, BROOKLINE TOWN HALL,  $5^{\text{TH}}$  FLOOR. STATUTORY NOTICE OF THIS MEETING WAS FILED WITH THE TOWN CLERK.

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

School Committee Members absent: Jesse Hefter.

Staff present: Dr. Linus Guillory, Superintendent; Dr. Jodi Fortuna, Deputy Superintendent for Teaching and Learning; Michelle Herman, Senior Director for Teaching and Learning; and Kristin Gray, K-8 English Language Arts Curriculum Coordinator (remote).

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

#### 1. ADMINISTRATIVE BUSINESS

#### a. Consent Agenda

#### **ACTION 24-63:**

On a motion of Dr. Liu, and seconded by Ms. Federspiel, the School Committee VOTED, by roll call, with 7 in favor (Dr. Liu, Ms. Federspiel, Ms. Charlupski, Ms. Frias, Ms. Moghtader, Ms. Nobrega, and Ms. Thall), 0 opposed, and 1 abstention (Dr. Ehrenberg), to approve the following items:

- i. Pierce School Project: Miller Dyer Spears Architects, Contract Amendment No. 7A, \$148,785.00 (Attachment A)
- ii. Pierce School Project: Miller Dyer Spears Architects, Contract Amendment No. 8, \$98,780.00 (Attachment B)
- iii. Pierce School Project: Miller Dyer Spears Architects, Contract Amendment, No. 9, \$64,723.00 (Attachment C)

#### 2. WELCOME TO INCOMING STUDENT REPRESENTATIVE KIRAN BHATIA

Dr. Liu introduced Kiran Bhatia, who will be the Student Representative to the School Committee for the 2024-2025 school year. BHS students who are interested in serving as the Student Representative submit a statement of interest and give a speech to the 25-member Student Council. This year, 10 students applied and Kiran was voted into the position by the Student Council. Kiran is a rising senior at BHS. He is a reporter for *The Cypress*, and was chosen to be a 2023 Whipple Writing Fellow. He has served on BHS Student Council and Legislature for 3 years, and is a member of the Squash and Tennis teams. Kiran expressed his appreciation for the honor of being selected for this position. He looks forward to learning about the School Committee's work, and becoming a strong advocate for the interests of the BHS student body.

#### 3. SUPERINTENDENT'S REPORT

Dr. Guillory presented a review of the 2023-2024 school year (Attachment D), sharing the following remarks with the community as he highlighted some of the exciting and notable events that happened over the course of the school year.

As we gather for our final regular School Committee meeting of the 2023-2024 school year, I am filled with pride and gratitude. It has been a year of remarkable achievements, collective effort and tremendous growth, all of which have contributed to making this school year a tremendous success; it would be impossible to enumerate all of our successes as well as opportunities to strengthen our system, but as I share these remarks tonight, we'll also share a few images captured throughout the year.

Firstly, I want to extend a Texas-sized thank you to our extraordinary faculty and staff. Your commitment to excellence in education, a belief in our children, your passion for teaching, and your relentless pursuit of creating an enriching and supportive environment for our students have been nothing short of awesome. You have navigated the challenges of this year with grace, courage and resilience, ensuring that our students received the highest quality of education, regardless of the circumstances.

Thank you for your innovation in the classroom, your adaptability in the face of change & challenge, as well as your relentless efforts to inspire and nurture our students. I have enjoyed seeing your creativity in lesson planning, your dedication to fostering critical thinking, and your ability to make learning an engaging and dynamic experience have not gone unnoticed. I am profoundly grateful for your unwavering commitment.

From our bus drivers who safely transport our students each day, to our custodians who maintain a clean environment, to our nurses who keep the campuses healthy, to our food services team that provides nutritious meals, to our counselors/student services support staff, to our administrative staff and school and district administrators and all of our amazing employees who ensure the smooth operation of our schools, each of you plays a vital role in our success. Your hard work, often behind the scenes, is fundamental to creating an environment where our students can thrive. Thank you for your steadfast dedication and for always going above and beyond.

To our parents, guardians, caregivers, your partnership and support are invaluable. You entrust us with your most precious gifts, your children, and we do not take that responsibility lightly. Your involvement in your children's education, whether through volunteering, attending school events, or supporting homework and projects at home, greatly enhances their learning experience. Thank you for being our collaborators in this educational journey and for fostering a strong community around our schools.

Thank you to our community contributors, volunteers, town partners and school committee for your unwavering support of our students and schools. We appreciate your continuous investment in ensuring that our schools are the very best.

And now, to our incredible students: you are the reason we are here, the reason we strive to do our best every day. Your curiosity, enthusiasm, and determination are the driving force behind our efforts. You have faced a year of challenges and changes with remarkable resilience and adaptability. Whether you excelled in academics, shone on the sports fields, dazzled us with your artistic talents, or displayed leadership in your school communities, each of you has contributed to the vibrant fabric of our school district. We are immensely proud of your achievements and look forward to all that you will accomplish in the future.

As we reflect on this past year, we also look forward with hopeful and optimistic eyes to the upcoming year. We have built a stronger foundation this year, and our plans for the future are ambitious and exciting. We will continue to invest in professional development for our teachers, ensuring they have the tools and resources they need to inspire and educate our students. We will enhance our curriculum, innovative and inspirational teaching methods and continue updating our facilities to prepare our students for the challenges and opportunities of the 21st century.

Our focus on student well-being will remain a top priority. We will strengthen our support systems, ensuring that every student feels safe, supported, and valued. Our initiatives to promote mental health, inclusivity, and a positive school culture will continue to grow, fostering an environment where every student can flourish.

We are also committed to expanding opportunities for our students to explore their interests and develop their talents. By continuing to refine our rich and robust curricula as well as arts education to athletics and extracurricular activities, we aim to provide a well-rounded education that nurtures the whole child. Yes, there is more work to do, but we believe whole-heartedly in the potential of each and every student and are dedicated to helping them discover and pursue their passions.

In the spirit of continuous improvement, we will continue to seek your feedback and involvement. We are PSB Strong, and your insights and perspectives are vital to our success. Together, we will navigate the challenges and celebrate the triumphs that lie ahead.

In closing, I want to express my deepest gratitude to each of you for your contributions to this exceptional year. It is through our collective effort, our shared commitment, and our unwavering dedication to our students that we have achieved so much. Congratulations again to the Class of 2024.

Members thanked Dr. Guillory for this very rich and moving year-end summary.

#### 4. PUBLIC COMMENT

Ms. Ayla Sanchez addressed the Committee, advocating for increased supports and programs so that all students are safe at school. She is a proud Brookline High School graduate. She believes that bullying is more prevalent in the school community today, compared to when she attended BHS. She asked for more supports for students who might be suffering from generational trauma. Our students are our future, so she asked that all students be set-up for success with proper therapeutic and academic supports. Dr. Laura Baines-Walsh, Baker School parent and Town Meeting Member, addressed the Committee. She advocated for increased staffing levels for next year's 7th grade cohort at Baker School, noting that funding for this staffing should be available due to the recent override. The rising 7th grade cohort at Baker School is projected to have 66 students and only three content teachers (she noted that the enrollment is likely to increase with the opening of 250 apartments this summer at Hancock Village). She reports that at Lawrence School, the rising 7th grade cohort is projected to have 68 students and yet they have four content teachers. This disparity is not equitable; all middle school students across the district should be taught by content-certified teachers. Ms. Julie Jette, Baker School parent, addressed the Committee. She shared concerns similar to those of Dr. Baines-Walsh. She noted that the reduction in teaching staff for the rising 7th graders will put them at an academic disadvantage compared to their peers across the district; all students should be taught the core subjects by content-certified teachers, not taught rotationally by non content-certified teachers. Dr. Baines-Walsh and Ms. Jette asked for clarification as to whether any other schools in the district use this particular middle school staffing model.

Ms. Nobrega reported that the FY25 Budget included an additional 1.0 FTE for a Middle School ELA teacher at Baker School; she asked Dr. Guillory for clarification on how this additional FTE is being utilized. Dr. Guillory reported that he will speak to Mr. Ola, Baker School Principal, to gather more information on this particular situation. Ms. Thall asked that the Grade 6-8 teaching/staffing model be docketed for discussion at an upcoming School Committee meeting.

Ms. Shenandoah Paun provided Public Comment [at 7:35pm]. She believes that the middle school World Language department does not have the FTEs next year that it needs to be successful. The underlying problem of overscheduling World Language teachers has not been addressed. She suggests that the district fund a minimum of 15.1 FTE (and up to 15.9 FTE) so that principals will have the flexibility to schedule their building successfully. She also requested that the district consider hiring a part-time Chinese teacher to support the efforts of the current Chinese teacher, who will be scheduled for too many sections next year.

# 5. PRESENTATIONS AND DISCUSSIONS OF CURRENT ISSUES

### a. Presentation and Discussion: District Literacy Plan

Dr. Fortuna, Ms. Herman, and Ms. Gray presented the K-8 Curriculum Selection and Implementation Plan (Attachment E). The goals of their presentation were to: highlight the alignment of the Curriculum Selection and Implementation Plan to the district Strategic Plan and the K-12 Literacy Review; illustrate the focus on Tier 1 instruction; review the draft model for literacy/ELA; and outline steps for the adoption of curriculum materials. Ms. Herman noted that the presentation will focus on two of the primary recommendations from the Literacy Review: (1) develop and refine the district Multi-Tiered System of Support (MTSS) model that includes clearly defined curriculums for Tier 1, 2, and 3, including training and supports, and (2) facilitate a comprehensive core program review process that engages all staff, utilizing a tool that creates a common lens for reviewers. The Strategic Plan calls for the district to select evidence-based materials to offer effective Tier 1 instruction to teach all literacy components in each grade level, and a stated outcome is for students in grades K-2 to receive literacy instruction using High Quality Instructional Material (HQIM). This Plan very closely aligns and delivers on those objectives and outcomes, guided by the steps outlined in the Literacy Review. The Multi-Tiered Systems of Support (MTSS) is the foundation for instruction: Tier 1 (80%-85% of students) encompasses universal support for all students; Tier 2 (up to 15% of students) includes intensified student supports; and Tier 3 (up to 5% of students) includes supplemental support for some students. Ms. Herman shared Brookline's Literacy Vision, which includes five guiding principles: a focus on meaning; development of foundational skills; access to complex and relevant texts; engagement in critical and close reading; and development of a joy and love of reading. As the district reviews and selects curriculum materials, they will be vetted to ensure alignment with the district Strategic Plan, the MTSS model, and the Brookline Literacy Vision.

Ms. Gray discussed the IMplement MA Process, noting that PSB is currently in the Learn and Prepare phase with regard to the selection of a K-3 ELA curriculum program. In the first half of the 2024-2025 school year, the district will transition to the Investigate and Select phase; and in the second half of the 2024-2025 school year the district will move to the Launch phase. This year has been spent building connections with literacy content specialists at Department of Elementary and Secondary Education (DESE); Ms. Gray announced that we have been selected to participate in the DESE Massachusetts Tiered Literacy Academy. The Massachusetts Literacy Guide identifies four primary instructional shifts in early literacy (K-3), including 1) provide explicit, systematic instruction in foundational skills to every child; 2) build comprehension by engaging all students in

discussion of complex, knowledge-rich text sets; 3) use small group reading time to target foundational skills, or to develop comprehension using complex text; and 4) provide time on all components of the core literacy block, every day, to develop all aspects of literacy.

Ms. Gray reported that the district's literacy goals for the 2023-2024 year included the development of an instructional vision and district literacy priorities; review of HQIM materials, narrowing them down to 3 options; and communicating frequently to educators and stakeholders. The team reviewed 7 curriculum programs, using DESE identified materials that have been designated as partially or fully aligned to college and career readiness standards; these programs were also favorably reviewed through the CURATE process (CUrriculum RAtings by TEachers). Based on high ratings from CURATE and EdReports, the district reviewed the following curriculum programs: ARC Core, EL Education, Fishtank ELA, Into Reading & Into Literature, myView & myPerspectives, Wit & Wisdom, and Wonders & StudySync. Based on district priorities, PSB staff created a series of criteria to review the ELA curriculum materials to narrow the options down to three; Ms. Gray described these in her presentation. The 3 curriculum programs that have been selected for further review are: ARC Core, EL Education, and Fish Tank. Ms. Gray closed the presentation by highlighting the ELA curriculum goals for the 2024-2025 school year. From September through November, the team will actively collaborate with stakeholders to review the 3 curriculum options, and will engage each school by creating opportunities to review the options. The recommended curriculum will be presented to the School Committee. The goals from November through June include recruitment of K-2 educators to launch the new program in each K-8 school, on-going PD to support implementation of the new program, and identifying an implementation process for the grade 6-8 ELA team. Looking out to the 2025-2026 school year, the team will continue the implementation process for all K-2 classrooms, and recruit grade 3-5 teachers to launch the program in each school.

Members thanked Ms. Herman, Ms. Gray and Dr. Fortuna for this very exciting presentation, and expressed their appreciation for all of the work that has gone into the creation of a robust, evidence-based curriculum selection process.

Member questions and comments included:

Once a new curriculum is adopted, will reading materials be limited? Will the selection of books be limited to only those that are part of the new curriculum? There will still be many books in each classroom and in each school library, and there will still be student choice in reading materials. The literacy instruction will focus on specific HQIM texts that are aligned to the lessons in the chosen program.

Members expressed appreciation for the very helpful, comprehensive rubrics, and thanked staff for the high-level overview of this important process.

Members noted that the focus of this presentation was on K-8 literacy, but asked whether the Literacy Plan is a comprehensive review of preK-12 literacy across the district. Staff confirmed that the roadmap for the first year focuses on K-3, but that the multi-year plan is a comprehensive preK-12 plan.

Will the district have to supplement texts in social studies and science, so that they align with our curriculum? Staff reported that the literacy curriculum won't align one-to-one with science and social studies texts, but the literacy lessons will build student background knowledge or schema, such that when those science

and social studies topics are taught at an upper grade, the student will have background knowledge to support their learning. PSB's K-8 Science and Social Studies coordinators participated in (and will continue to participate in) the ELA curriculum selection process; they reported that the three top choices have the most opportunities for curricular alignment.

How is this new process different from what we are doing today? Dr. Fortuna reported that this process will seek to create a uniform literacy experience across the district, so that, for example, all 3<sup>rd</sup> graders are using the same set of texts and benefiting from the same HQIM materials and lessons. The new process will also be grounded in outcomes for evidence-based reading, which is new to the district.

Will the district continue to use Heggerty and Wilson materials for phonics and phonemic awareness? At this point, staff are not sure. Some of the selected programs do have foundational skills components, but the efficacy of those components has not yet been determined. Staff are open to both keeping or not keeping Heggerty and Wilson, and will make that determination upon closer review of each curriculum.

What is the rationale for using an early adopter approach to the program rollout? Staff noted that a slower pace will ensure a successful implementation. By utilizing first adopters, we plan to capitalize on their excitement, and build buy-in; those early adopters become leaders in their school buildings. It is a common practice to use an early adopter approach. The district is not limiting the number of early adopters.

#### b. Update on FY2024 Budget

Dr. Guillory noted that there have not been any major shifts in the FY2024 budget close out since the update provided last week. Ms. Nobrega reported that the Finance Subcommittee will meet on June 26. If, at that time, the district still has a deficit, then staff will be asked to request a Reserve Fund Transfer (RFT). RFT requests are made to the Advisory Committee, and we would request that the Advisory Committee consider our request at their July 9 meeting. Typically, RFT requests are shared with the Select Board first, for informational purposes. However, the Select Board is not expected to meet between June 26 and July 9, so this step will not be possible. Ms. Nobrega has been in contact with our Town partners to share all of this information.

#### c. Overview and Discussion of Superintendent Evaluation Forms and Process

Ms. Federspiel presented the document titled, "End-of-Cycle Summative Evaluation Report: Superintendent" (Attachment F). The Committee will use this document in their annual evaluation of Dr. Guillory. She reported that by the end of June, Dr. Guillory will add his goals to the document (on page 3). He will also identify focus indicators for each standard aligned to his goals, and provide evidence of his efforts in meeting his goals. Members will use that pre-populated template to provide their individual evaluation of Superintendent Guillory, rating him only on the selected focus indicators. Members are free to use the narrative portions of the evaluation document to share other evaluation feedback. Each member will submit their completed evaluation to the Chair, who will aggregate the responses and create one overall evaluation document. The School Committee will review, discuss, and vote on the overall evaluation document at the August 8 workshop. All evaluation documents (individual and aggregate) will be posted to the School Committee's webpage on August 9.

Members asked for a more active role in the goal-setting process for the 2024-2025 school year, noting that they would like to approve both the goals and the focus indicators in collaboration with the Superintendent.

#### 6. SCHOOL COMMITTEE ACTIONS

# a. Possible Vote on Revised Non-Aligned Hourly Rates and Stipends

Ms. Nobrega directed members to the attached document, "FY24-25 Non-Aligned Extra Compensation Hourly Rates and Stipends", dated June 13, 2024 (Attachment G). She highlighted changes made to the Extended School Year (ESY) section since the School Committee approved the first version of this document at the May 16, 2024 meeting. The ESY section includes three categories of teachers, including (1) PSB Special Ed Teachers and Specialists, (2) Nurses, and (3) Specialized Program Teachers. The primary change in this revised document ensures equitable compensation for the PSB teachers in the first category, such that they will be compensated at the same rate as those in the second and third category: their per diem rate, and not \$56/hour. Per diem rate is determined by dividing an employee's annual salary by their annual number of work days. The other revision to the document increases the compensation for the three (3) ESY Coordinators, from \$7,500 to \$8,800.

Members noted that the disparity in rates across programs is a cause for concern, and asked that next year they be provided with more contextual information to be able to properly review and assess the proposed rates. For example, how many days does each summer program operate? How many staff does each summer program employ, and how many students does it serve? Does the program have more than one director/coordinator, or employ any other paid program support? What is the workload for a director/coordinator, and how does it compare to those in other programs? Members asked how the ESY program is funded, and whether there is sufficient funding to pay per diem rates to all teachers. Dr. O'Connell reported that the majority of funding for the ESY program is from the Individuals with Disabilities Education Act (IDEA) federal grant, with an additional \$50,000 from the operating budget. She reported that ESY employed 159 staff last summer (FY24), but expects to operate with 135 staff this summer (FY25), which will serve to reduce the overall cost of the program. Staff reported that they will be working together to better align summer rates across all programs, and it was agreed that a deeper conversation next year will be scheduled so that the School Committee can fully understand and properly consider these rates.

#### **ACTION 24-64:**

On a motion of Ms. Nobrega, and seconded by Dr. Ehrenberg, the School Committee VOTED, by roll call, with 7 in favor (Dr. Liu, Ms. Charlupski, Dr. Ehrenberg, Ms. Frias, Ms. Moghtader, Ms. Nobrega, and Ms. Thall), 0 opposed, and 1 abstention (Ms. Federspiel), to approve the FY24-25 Non-Aligned Extra Compensation Hourly Rates and Stipends as described on Attachment F.

#### 7. SUBCOMMITTEE AND LIAISON REPORTS

## a. Capital

Ms. Charlupski reported that the Capital Subcommittee will be meeting on June 20 for a review of the mini-CIP (deferred maintenance) projects scheduled for this summer, as well as an update on moving projects (Pierce to Old Lincoln and Fisher Hill, 2 Clark BEEP classes and 2 Clark Road staff to various locations, including Baldwin School).

The Pierce School Building Committee met earlier today. The "60% documents" will be submitted to the Massachusetts School Building Authority (MSBA) after the Pierce SBC votes on them next week. The estimates from the architect and the estimator have been reconciled, and came

in about \$100,000 under budget. It is expected that the project will go out to bid in late fall 2024 or early winter 2025. The Pierce SBC held two public forums to answer questions from the community, including any questions about the geothermal wells and the Article 97 process. Members of the building team also attended the Pierce School picnic to answer questions and share information. The Pierce School site will be fenced and secured around July 8 to prepare for demolition. The pedestrian bridge will likely be removed on a Saturday during the summer, because traffic will have to be closed on School Street to accommodate the work. Representative Vitolo has been working to shepherd the Article 97 process through the legislature on our behalf, and he is optimistic the necessary approvals will be secured by July 31. Members discussed the recent Transportation Board and Select Board decisions concerning the curb cuts necessary for the Pierce School underground garage. There is concern that forcing all cars (from both the Town Hall garage and the Pierce School garage) to use one entrance/exit from Washington Street will create student safety hazards.

The Driscoll School project is moving along nicely. Once students are dismissed for the summer, the four remaining geothermal wells (closest to the school building) will be drilled. After the drilling is complete, work can begin on construction and landscaping of the adjacent playground. In response to neighborhood concerns, the Town DPW/Transportation Division is exploring traffic calming measures on Westbourne Terrace.

Ms. Charlupski and staff met with staff from the Preservation Commission at the Baldwin School earlier this week. The Preservation Commission will be sharing recommendations with the Building Commissioner with regard to renovations and improvements to the building.

#### b. Curriculum

Ms. Federspiel reported that Curriculum Subcommittee met on May 21. The Office of Teaching and Learning (OTL) reported several updates at that time: they concluded their final meeting with The HILL for Literacy on the district literacy review; they are prepared and ready for summer school and summer programs; they are exploring literacy screeners for grades 4-6, and also exploring possible screeners and diagnostics for math. High School English department educators joined the Curriculum Subcommittee meeting to discuss the 9<sup>th</sup> grade heterogeneous English pilot course, reporting that optional enrollment in the course next year has risen from 5 sections to 10 sections. They appreciated the feedback from the subcommittee, and will return to report on the second year of the pilot in January 2025. The Curriculum Subcommittee meeting also featured a report of the recommendations and action plan from the World Language Task Force.

#### c. Diversity, Equity, Inclusion and Justice

Ms. Moghtader reported that a summer meeting of the Diversity, Equity, Inclusion and Justice subcommittee will be scheduled, to provide an overview and look ahead of the subcommittee's work for the 2024–2025 school year.

#### d. Finance

Ms. Nobrega announced that the Finance Subcommittee will be meeting three times over the summer: twice in July, and once in August. The focus of the summer meetings will be a final review of the revised Fiscal Management section of the Policy Manual, which had a First Reading before the School Committee on June 16, 2022.

## e. Negotiations

The Negotiations Subcommittee met with the Brookline Educators Union earlier this week to continue impact bargaining related to the implementation of the full-school day BEEP model. Ms. Federspiel reported that constructive progress is being made, and the next negotiating session is scheduled for June 20.

#### f. Policy Subcommittee

Dr. Ehrenberg reported that the Policy Subcommittee met on July 10, joined by Jim Hardy, MASC Field Director. Mr. Hardy provided guidance on agenda-setting, and the role and activities of Policy Subcommittees. MASC suggests that the Policy Manual be continually reviewed, ideally on a 3-year cycle. Mr. Hardy also reported that the Policy Subcommittee should be reviewing Student Handbooks on a regular basis. Dr. Ehrenberg shared information about MASC's service to review School Committee policies for legal compliance, which may be something to pursue. Ms. Nobrega reported that the Town has begun the transition to a new platform to host and share Town By-Laws and assorted official regulations. The new platform is reportedly very user-friendly, exponentially increasing access to important municipal policies and regulations. Staff will consult with the Town Clerk, who is managing the transfer of Town By-Laws, to explore the possibility of the School Committee utilizing this same platform for the Policy Manual.

#### g. Additional Liaisons and Update

Dr. Ehrenberg reported that the Sustainability Task Force met in-person at Town Hall on Sunday, June 10 for a 4-hour workshop. Each of the work groups shared out their recommendations. He expects that the work groups will share their recommendations with specific subcommittees, followed by a full presentation by all work groups to the entire School Committee in the fall. The recommendations have been created with an eye toward actionable and achievable items.

#### 8. NEW BUSINESS

Ms. Thall suggested that the summer workshop include a discussion of community engagement activities (school visits, community Q&A sessions, etc.). In preparation for the summer workshop, Dr. Ehrenberg asked members to review the revised Communications and Engagement Norms document.

#### 9. EXECUTIVE SESSION

#### **ACTION 24-65:**

On a motion of Dr. Liu, and seconded by Ms. Thall, the School Committee VOTED UNANIMOUSLY, by roll call, with 8 in favor (Dr. Liu, Ms. Federspiel, Ms. Charlupski, Dr. Ehrenberg, Ms. Frias, Ms. Moghtader, Ms. Nobrega, and Ms. Thall), 0 opposed, and 0 abstentions, to meet in 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 2, to discuss strategy with respect to negotiations with nonunion personnel.

# BROOKLINE SCHOOL COMMITTEE REGULAR MEETING

Dr. Liu announced that the School Committee would not return to Open Session following the Executive Session.

## 10. ADJOURNMENT

Dr. Liu adjourned the meeting at 9:05pm.

Respectfully Submitted, Betsy Fitzpatrick Executive Assistant Brookline School Committee

#### TOWN OF BROOKLINE

533 Weshington Street, floorbiller, Microschusetts 224.06

#### PURCHASE ORDER CHANGE FORM

INVOICE DATE: 10-Jun-24 Leftfield LLC 21200997 P O Box 307 Hingham MA 02043 58379 PAYMENT AMOUNT \$325,000.00 BUDGET ORGANIZATION: 2594C204 FUND ACTIVITY OBJECT \$7,298,294.04 \$148,786.00 BALANCE 6B0142 FOR: John R. Pierce School Amendment Date AMOUNT 7A 5/14/2024 MDS \$148,785.00 **BUILDING COMMISSION** SELECT BOARD APPROVAL OF: AFFROVAL OF Janet Florman Shairman Charles Carey, Town Administrator George Cole Bernard Greene, Chairman Karen Breslawski Michael Sandman Nathan E. Peck John VanScoyed Brocke Duskin Miriam Aschkenasy Paul Warren SCHOOL COMMITTEE Deputy Superintendent For Administration and Finance



May 14, 2024

Mr. Lap Yan Project Manager Building Department 333 Washington Street Brookline, MA 02445

Re:

John R. Pierce School Project

Designer Services Contract Amendment No.

Dear Mr. Yan,

LeftField has reviewed Designer Contract Amendment No. 7 presented by Miller Dyer Spears (MDS) for Additional Environmental Engineering Services and Transportation Board Requests in the total amount of \$326,785.00. Of this total, \$270,350.00 is for Additional Environmental Engineering Services in the form of LSP and construction monitoring services to be performed by MDS' consultant, GEI Consulting Engineers; \$14,000.00 is for Transportation Board Requests for design modifications to be performed by Vanasse & Associates and includes \$14,000.00 for MDS/Sasaki services related the design modifications; and includes MDS' administrative costs of \$28,435.00. The costs presented in Amendment No. 7 were included as projected costs in the Total Project Budget approved by the MSBA and the Town of Brookline but were removed during Designer Contract Amendment No. 6 negotiations for extended basic services and moved to Owner's Contingency because costs could not be fully defined at the time. After review, Leftfield believes the fees presented are fair and reasonable and are within the previously approved total for Designer Consultants.

The scope of services are required and are fair and reasonable. LeftField recommends that the Town of Brookline accept Designer Contract Amendment No. 7 in the amount of \$326,785.00.

Should you have any questions regarding this recommendation of approval, please contact me.

Sincerely,

LeftField Project Management

Rym Stapleton

Lynn Stapleton, AIA, LEED AP B D + C

main: 617-737-6400 fax: 617-217-2001 101 federal street, suite 1900, boston, ma 02110 owner project manager
owner representative construction audits
cost forecasting capital budgeting

326,785

Approved \$178,000 alreals



Attachment: MDS Designer Contract Amendment 7

Margret Clark, Miller Dyer Spears, Inc.

Cc: Jim Rogers, LeftField, LLC Jennifer Carlson, LeftField, LLC Adam Keane, LeftField, LLC Will Spears, Miller Dyer Spears, Inc.

main: 617-737-6400 fax: 617-217-2001 225 franklin street, 26<sup>th</sup> floor, boston, ma 02110

# CONTRACT FOR DESIGNER SERVICES AMENDMENT NO. 7

WHEREAS, the TOWN OF BROOKLINE ("Owner") and MILLER DYER SPEARS, INC. (the "Designer") (collectively, the "Parties") entered into a Contract for Designer Services for the Feasibility Study and Schematic Design Phases for the <u>John R. Pierce Elementary School Project (Project Number 201800460040)</u> on January 26, 2021, ("Contract"). The John R. Pierce Elementary School is located at 50 School Street, Brookline, MA 02445; and

WHEREAS, the scope of this work is summarized in the attached Miller Dyer Spears (MDS) Additional Service Request #9, dated May 2, 2024, for Additional Environmental Engineering Services and the attached Miller Dyer Spears (MDS) for Additional Service Request #10, dated May 3, 2024, for Transportation Board Requests.

WHEREAS, Contract Amendment No. 1 was approved by the Town of Brookline on August 10, 2021; and

WHEREAS, Contract Amendment No. 2 was approved by the Town of Brookline on September 14, 2021; and

WHEREAS, Contract Amendment No. 3 was approved by the Town of Brookline on January 11, 2022; and

WHEREAS, Contract Amendment No. 4 was approved by the Town of Brookline on June 29, 2022; and

WHEREAS, Contract Amendment No. 5 was approved for approval by the Town of Brookline on July 11, 2023; and

WHEREAS, Contract Amendment No. 6 was approved for approval by the Town of Brookline on July 11, 2023; and

WHEREAS, effective as of May 14, 2024, the parties wish to amend the contract, as amended:

NOW, THEREFORE, in consideration of the promises and the mutual covenants contained in this Amendment, and other good and valuable consideration, the receipt and legal sufficiency of which are hereby acknowledged, the Parties, intending to be legally bound, hereby agree as follows:

- 1. The Owner hereby authorizes this Contract Amendment No. 7 for the total value of \$326,785.00. The Miller Dyer Spears' (MDS) Amendment is for the attached Additional Service Request #9, dated May 2, 2024, for Additional Environmental Engineering Services which is based on GEI Consulting Engineers for \$270,350.00; and the attached Additional Service Request #10, dated May 3, 2024, for Transportation Board Requests which is based on Vanasse & Associates for \$14,000.00 including MDS/Sasaki Support for \$14,000.00; and MDS' Administrative costs of 28,435.00. The Designer is herein authorized to commence the services outlined in this Amendment, pursuant to the terms and conditions set forth in the Contract, as amended.
- 2. For the performance of services required under the Contract, as amended, the Designer shall be compensated by the Owner in accordance with the following Fee for Basic Services:

Fee for Basic Services	Original Contract	Amount of Previous This Amendments Amendment		Total of All Amendments
Feasibility Study/Schematic Design Phase	\$1,294,466	\$ 170,652.11	\$ 0	\$ 1,465,118.11

Design Development Phase	\$ 0	\$ 3	3,705,919	\$ 0	\$	3,705,919
Construction Documents Phase	\$ 0	\$ 6	5,229,098	 \$ 0	\$	6,229,098
Bidding Phase	\$ 0	\$	394,247	 \$ 0	\$	394,247
Construction Phase	\$ 0	\$ 5	5,046,358	 \$ 0	\$	5,046,358
Completion Phase	\$0	\$	394,247	\$ 0	\$	394,247
Printing (Over Min.)	\$ 0		\$ 0	 \$ 0		\$ 0
A/E Reimbursable Services	\$ 0	\$	746,000	\$ 326,785	\$	1,072,785
HAZMAT Services	\$ 0	\$	173,157	\$ 0	\$	173,157
Geotechnical/Geo- Environmental	\$ 0	\$	173,157	\$ 0	\$	509,883
Site Survey	\$ 0	\$	54,780	\$ 0	\$	54,780
Traffic Studies	\$ 0	\$	13,750	\$ 0	.\$	13,750
Total Fee	\$1,294,466	\$17,43	38,091.11	\$ 326,785	\$19	,059,342.11

This Amendment is for Additional Environmental Engineering Services for LSP and Construction Monitoring Services and for Transportation Board Requests for design modifications for the Pierce School.

3.	The Construction Budget shall be as follows	S:
	Original Budget:	\$168,022,660
	Amended Budget	
4.	,	O start) Substantial Completion – 7/21/27
	Amended Schedule	

5. This Amendment contains all of the terms and conditions agreed upon by the Parties as amendments to the original Contract, as amended. No other understandings or representations, oral or otherwise, regarding amendments to the original Contract, as amended, shall be deemed to exist or bind the Parties, and all other terms and conditions of the Contract, as amended, remain in full force and effect.

IN WITNESS WHEREOF, the Owner, with the prior approval of the Authority, and the Designer have caused this Amendment to be executed by their respective authorized officers.

OWNER	:_			
TOWN OF BROOKLINE				
	(print name)			
	фицивие)			
	(print title)			
D				
Бу	(signature)			
Date:				
DECLOS	er.			
DESIGN				
MILLER	DYER SPEARS, INC.			
-	(print name)			
	(print title)			
	(print title)			
Ву:	(signature)			
-	(signature)			
D.4 . 34	14. 0004			
Date: <u>Ma</u>	y 14, 2024			



May 2, 2024

Ms. Lynn Stapleton 101 Federal Street, Boston, MA 02110

Re: Pierce School - Additional Service Request #9 - Additional Environmental Engineering Services

Dear Lynn,

As discussed with Adam Keane, MDS is submitting this proposal for additional services for Additional Environmental Engineering Services in the form of LSP and monitoring services.

It is our understanding that this is a typical reimbursable expense under the standard MSBA contract. See attached proposal from GEI Consulting Engineers, Inc.

For this additional scope, MDS proposes the fees below:

Fee Proposal:

GEI Consultants	\$270,350
MDS markup x 1.1	\$27,035
Total	\$297,385

Please do not hesitate to contact me if you have any questions.

Margan Da

MILLER DYER SPEARS INC.

Margaret O. Clark, RA, LEED AP BD+C

Senior Associate

Cc: W. Spears



Consulting
Engineers and
Scientists

April 15, 2024 (Rev. May 2, 2024) Proposal 2403583

and Proposal 2403583

Ms. Margaret Clark MDS/Miller Dyer Spears, Inc. 40 Broad Street, Suite 103 Boston, Massachusetts 02109

Dear Ms. Clark:

Re:

Proposal for Environmental Engineering Services - Additional Service #2

Pierce Elementary School Project

50 School Street

Brookline, Massachusetts 02445

GEI Consultants, Inc. is pleased to submit this proposal to provide environmental engineering services for the proposed Pierce Elementary School project at 50 School Street in Brookline, Massachusetts.

#### **Project Understanding and Approach**

We understand that the Pierce Elementary School project includes the construction of a new approximately 172,000-square-foot, 3-story school building. There will be three phases to construction: 1) demolition of the existing building at the school property; 2) construction of the new building at the school property; and 3) installation of the geothermal wellfield at the nearby baseball field. According to Miller Dyer Spears, Inc. and Consigli Construction Company, excess soil will be generated during each of these three phases. Due to the sequencing of the work, excess soil will need to be characterized separately for each of the phases.

Excess soil generated during construction that is not suitable for on-site reuse, should be removed and transported off site in accordance with MassDEP policies. Soil should be pre-characterized prior to excavation to identify and facilitate approval at soil receiving facilities. We have assumed the soil receiving facilities require a sampling frequency of one sample per 500 cubic yards of soil.

According to Consigli, the approximate volumes of excess soil for each phase are as follows:

Existing building demolition – approximately 800 cubic yards (cy) of excess soil
(including 400 cy of loam from site work, 15 cy from street utility work, and 300 cy of
drilling spoils from support of excavation (SOE) installation, based on Consigli's April
24, 2024 email); and approximately 1,500 cy of excess imported fill (based on MDS's
estimate), which is imported soil to be brought to the site to temporarily brace building
foundation walls during demolition of the slab.

- New building construction approximately 1,000 cy of excess loam (based on Consigli's April 24, 2024 email); and approximately 11,000 cy of excess soil (based on Consigli's April 24, 2024 email).
- Geothermal wellfield installation 642.60 tons (approximately 390 cy) of excess loam (based on Consigli's cost estimate) and approximately 2,100 cubic yards of drilling spoils from the 600-foot-deep boreholes (based on GEI's estimate).

If the volume of excess soil increases, additional investigation and testing would need to be performed beyond what is scoped below.

In addition to soil pre-characterization to support construction, we recommend additional assessment of some of the Recognized Environmental Conditions (RECs) identified in the Phase I Environmental Site Assessment (ESA) dated June 30, 2021 and prepared by PEER Consultants, P.C. of Burlington, Massachusetts (PEER). The 2021 Phase I ESA identified nearby drycleaners but there is no indication that the limited investigation and testing by PEER in 2021 evaluated potential environmental impacts from these drycleaners such as groundwater contamination that could lead to indoor air contamination. We recommend that additional monitoring wells be installed and sampled at the school property as part of a Phase II ESA prior to building demolition to confirm that vapor intrusion is not a concern and that mitigation in the new building is not warranted. As part of the Phase II ESA, we also recommend collecting surficial soil samples for polychlorinated biphenyls (PCBs) adjacent to the existing building prior to demolition to confirm that soil has not been impacted by window components that could potentially have PCBs.

### Scope of Work

Construction Documents Phase

 Phase II ESA: Perform a subsurface investigation to evaluate potential environmental concerns.

We will perform the following as part of the Phase II ESA:

- Engage a drilling subcontractor to install three (3) soil borings to a depth of
  approximately 15 to 20 feet using Geoprobe drilling methods. The borings will be
  completed as 2-inch monitoring wells with approximately 10-foot screens and finished at
  ground surface with a flush mount road box. We have assumed one (1) day for drilling.
- We will mark the proposed boring locations at the Property prior to drilling. Our drilling subcontractor will notify Dig Safe and the necessary utility agencies at least 72 hours before the start of drilling. It is unlikely that Dig Safe and the utility agencies will mark utility locations on the Property. Neither GEI nor our subcontractor can be held responsible for damage to utilities not marked by others unless we are provided accurate information on their locations before the start of drilling.
- Excess soil cuttings that cannot be returned down the boreholes and that are not
  contaminated will be spread at the ground surface. We can provide a separate cost for
  disposal of soil cuttings that are contaminated, which would be transported off site for
  disposal.
- Collect soil samples from ten (10) surface locations using a hand auger or shovel from beneath windows in the buildings to be demolished. The soil samples will be submitted to ESS Laboratory of Cranston, Rhode Island for analysis of PCBs.

- Develop and survey the three monitoring wells and the two existing monitoring wells.
   Groundwater will be recharged to the nearby ground surface if it does not appear contaminated. We can provide a separate cost for disposal of groundwater that is contaminated, which would be transported off site for disposal.
- Collect one groundwater sample from each new and existing monitoring (5 total) using low flow sampling techniques. The groundwater samples will be submitted to ESS for analysis of VOCs.
- Prepare a Phase II ESA report documenting findings of the subsurface investigation. We
  will prepare one draft and one final version of the Phase II ESA report. Based on the
  groundwater testing results we will make recommendations regarding the potential for
  vapor intrusion at the new building.

#### 2. Soil Pre-Characterization - Existing Building Demolition

Subsurface Explorations: Perform a soil pre-characterization program to evaluate and recommend off-site soil disposal options for soils to be managed during the existing building demolition phase.

- Prior to demolition, GEI will collect three (3) soil samples from loam using a hand auger or shovel to depths up to two feet. We have budgeted one (1) day to collect these soil samples.
- During or after demolition, GEI will collect five (5) soil samples from 1) the stockpiled soil generated during street utility work (1 sample); 2) the drilling spoils from SOE installation (1 sample); and 3) the imported fill used to temporarily brace building foundation walls (3 samples). We have budgeted one (1) day to collect these soil stockpile samples.

Environmental Laboratory Testing: Eight (8) soil samples will be collected and tested for:

- Volatile organic compounds (VOCs)
- Semi-volatile organic compounds (SVOCs)
- Total petroleum hydrocarbons (TPH) by method 8100M
- Extractable petroleum hydrocarbons (EPH), if necessary
- PCBs
- MCP 14 total metals
- Toxicity characteristic leaching procedure (TCLP) for lead or other metals, if necessary
- Conductivity, corrosivity, ignitability, and reactivity
- Herbicides and pesticides (2 tests only)

Additional sampling and testing may be necessary if the testing results indicate that a higher sampling frequency is necessary by the specific soil receiving facilities, or delineation sampling is required by the soil receiving facilities. The specific nature and extent of additional sampling is unknown at this time.

Soil Characterization Report: Prepare a soil characterization report that presents the results of our subsurface explorations and laboratory testing and recommends soil management options to support the soil excavation for building demolition activities.

#### 3. Soil Pre-Characterization - New Building Construction

Subsurface Explorations: Perform a soil pre-characterization program to evaluate and recommend off-site soil disposal options for soils to be managed during the new building construction phase. We have assumed that Consigli will provide an excavator to perform test pits at the school property. A GEI engineer or geologist will be on site full-time to coordinate and document the test pits and to collect soil samples. We have budgeted three (3) days to observe the test pits.

Environmental Laboratory Testing: Twenty-four (24) soil samples will be collected and tested for the same parameters listed in Task 2.

Additional sampling and testing may be necessary if the testing results indicate that a higher sampling frequency is necessary by the specific soil receiving facilities, or delineation sampling is required by the soil receiving facilities. The specific nature and extent of additional sampling is unknown at this time.

Soil Characterization Report: Prepare a soil characterization report that presents the results of our subsurface explorations and laboratory testing and recommends soil management options to support the soil excavation for building construction activities.

#### 4. Soil Pre-Characterization - Geothermal Wellfield Installation

Subsurface Explorations: Perform a soil pre-characterization program to evaluate and recommend off-site soil disposal options for loam to be managed during the new geothermal wellfield installation phase.

- Prior to wellfield installation, GEI will collect two (2) soil samples from loam using a hand auger or shovel to depths up to two feet. We have budgeted one (1) day to collect these soil samples.
- At the startup of wellfield installation activities, GEI will collect four (4) soil samples
  from the drilling spoils. We have budgeted one (1) day to collect these soil stockpile
  samples.

Environmental Laboratory Testing: Six (6) soil samples will be collected and tested for the same parameters listed in Task 2.

Additional sampling and testing may be necessary if the testing results indicate that a higher sampling frequency is necessary by the specific soil receiving facilities, or delineation sampling is required by the soil receiving facilities. The specific nature and extent of additional sampling is unknown at this time.

Soil Characterization Report: Prepare a soil characterization report that presents the results of our subsurface explorations and laboratory testing and recommends soil management options to support the soil excavation for geothermal wellfield installation activities.

#### 5. Specifications: Prepare the following specifications:

- Groundwater Treatment and Discharge
- Excavated Materials Management

- Team Meetings and Consultation: Provide up to 32 hours for consultation and participation in meetings to discuss the environmental aspects of the project.
- 7. <u>Community Meetings</u>: Attend up to three (3) community meetings to discuss the environmental aspects of the project. We have assumed the LSP and environmental project manager will both attend the meetings, which we assumed to be 2 hours per meeting and 4 hours per meeting preparation.
- 8. NPDES DRGP Notice of Intent: Prepare a single Notice of Intent (NOI) to obtain authorization to discharge under the NPDES Dewatering and Remediation General Permit (DRGP) for dewatering effluent to the storm drain system of pumped groundwater from bulk excavation and pumped fluids from geothermal wellfield installation. We will collect and test groundwater samples from two existing wells (B-16-OW and B-106-OW) and one surface water sample at the outfall of the City storm drain system to the receiving water body. We will prepare and submit the NOI to the EPA for approval. For the DRGP NOI applications, we have assumed that a representative from the Town of Brookline sign as the owner.

## Bidding Phase

9. <u>Team Meetings and Consultation</u>: Provide up to eight (8) hours for consultation and participation in meetings to respond to bidder questions or clarifications and to discuss the environmental aspects of the project.

#### Construction Administration Phase

- 10. <u>Submittal Reviews and RFIs</u>: Review contractor submittals, respond to RFIs, and review contractor requisitions and potential change orders related to the environmental aspects of construction, including groundwater treatment and discharge, excavated materials management, and UST removal (based on specification prepared by PEER Consultants). We have budgeted 50 hours for this task.
- 11. <u>Soil Disposal Coordination</u>: Prepare Licensed Site Professional (LSP) Opinion Letters, including either a Material Shipping Record (MSR) or Bill of Lading (BOL), based on soil receiving facility information provided by the contractor. We have budgeted to prepare six (6) LSP Opinion Letters. Our scope also includes closing out the MSRs and BOLs at the end of the project.
- 12. <u>Team Meetings and Consultation</u>: Participate in meetings and/or provide consultation to the development team, the architect, other engineers and consultants, the construction manager, and general contractor on an as-requested basis. We have budgeted 40 hours for this task.
- 13. <u>Construction Observation</u>: Provide a GEI engineer or geologist to observe activities related to the environmental aspects of construction. Our construction observation activities will include periodic site visits for soil excavation, handling, screening, and removal associated with excavation for the new building, building addition, and utilities.

In total, we have budgeted for the following construction observation days:

- 10 days full-time for one engineer/geologist to observe activities.
- 30 days half-time for one engineer/geologist to observe activities.
- 40 days of photoionization detector (PID) rental at \$75/day for soil field screening.

Full days include up to 8-hours ensite and half days include up to 4-hours ensite.

14. <u>Automated Dust Monitoring</u>: Mobilize and operate four fixed location perimeter air monitoring stations to monitor particulates (dust) and one meteorological tower, all running on solar and battery power.

The dust stations will automatically upload the data to our password-protected project instrumentation website. We will provide access to our project website to view the dust data. Alarm notifications will be sent automatically via email if readings exceed specified limits.

We have provided a lump sum cost for mobilization and demobilization of the air monitoring stations. We have assumed we can complete the mobilization and demobilization each in a single visit.

We have provided a monthly cost for continuous perimeter air monitoring via cellular modem, for an estimated period of 4 months (16 weeks) from the approximate start of bulk excavation to finishing bulk excavation. We have assumed perimeter air monitoring will not be necessary during targeted site work for utilities or other small structures. Our monitoring includes collection of baseline readings for one week before the start of the monitoring period. The cost includes the equipment rental, modem usage, web hosting, and labor to review data and compile the weekly reports. The weekly reports will summarize the readings recorded for the previous week and indicate if any threshold or action limits have been exceeded.

15. <u>UST Removal Observation</u>: Provide a GEI engineer or geologist to observe to observe the contractor expose the existing UST, drain any remaining fluids into drums, clean the UST, and remove the UST and associated piping. We have assumed the UST will be removed in three (3) days. In accordance with applicable Massachusetts Department of Environmental Protection (MassDEP) regulations, we will collect soil samples from the limits of the UST excavation and screen the soil samples in the field using a photoionization detector (PID). Pending receipt of the soil testing results (see below), the excavation should be lined with polyethylene sheeting and partially backfilled.

We will collect confirmatory soil samples from the UST excavation and submit them to ESS Laboratory of Cranston, Rhode Island for testing of extractable petroleum hydrocarbon (EPH) and volatile petroleum hydrocarbon (VPH). The samples submitted for testing will be selected based on location, indication of impact, and PID screening results. Soil samples for EPH testing may be composited. We have assumed that 5 soil samples (one from the bottom of the excavation, and one from each sidewall of the excavation) will be tested.

We will prepare a UST closure report to summarize the UST removal activities. The report will describe UST cleaning and removal operations and will include copies of the UST removal permit, waste manifests for transportation and disposal of UST contents, and UST tank yard receipt. The report will also include the results of the confirmatory soil sampling.

#### Cost

Our proposed fee for the above scope of work is summarized in the table below.

-	Task	Unit	Unit Price	Quantity	Cost
Cor	struction Documents				
1.	Phase II ESA	Lump Sum	\$19,000	1	\$19,000
2.	Soil Pre-Characterization – Existing Building Demolition	Lump Sum	\$21,500	1	\$21,500
3.	Soil Pre-Characterization – New Building Construction	Lump Sum	\$42,000	1	\$42,000
4.	Soil Pre-Characterization – Geothermal Well Installation	Lump Sum	\$16,000	1	\$16,000
5.	Specifications	Lump Sum	\$8,000	1	\$8,000
6.	Team Meetings and Consultation	Lump Sum	\$11,000	1	\$11,000
7.	Community Meetings	Meeting	\$3,250	3	\$9,750
8.	NPDES DRGP NOI	Lump Sum	\$12,000	1	\$12,000
Bid 9.	ding Team Meetings and Consultation	Lump Sum	\$2,000	1 1	\$2,000
	nstruction Administration		, and a		· •
	Submittal Reviews and RFIs	Lump Sum	\$10,000	1	\$10,000
	Soil Disposal Coordination	Lump Sum	\$3,000	6	\$18,000
	Construction Meetings and Consultation	Lump Sum	\$10,000	1	\$10,000
13.	Construction Observation Full Days Half Days PID Rental	Full Day Half Day Day	\$1,275 \$850 \$75	10 30 40	\$12,750 \$25,500 \$3,000
14.	Automated Dust Monitoring Mobilization/Demobilization Monitoring and Reporting	Lump Sum Month	\$6,500 \$8,200	1 4	\$6,500 \$32,800
15.	UST Removal Observation Full Days PID Rental Confirmatory Soil Sampling UST Closure Report	Full Day Day Lump Sum Lump Sum	\$1,275 \$75 \$3,500 \$4,500	3 3 1 1	\$3,825 \$225 \$3,500 \$4,500
Tot	al:				\$270,350

Reimbursable expenses such as environmental laboratory testing, field equipment, dust monitoring equipment, and other incidentals (all included in the costs above) are \$85,000.

Additional services will be performed on a negotiated lump sum or unit cost basis. Invoices will be submitted monthly based on the work performed for each lump sum task and the actual units completed for the other tasks at the end of the billing period.

We will notify you before we reach the budgeted cost for any task before completing the planned scope if unanticipated conditions arise or if we need to spend more days observing construction than planned.

#### **Assumptions**

#### Construction Documents Phase

- Site access for a drill rig will be provided by the Owner. We understand that removal of fencing, curbs, tree, or other hardscapes will be conducted by the Owner if required.
- Our drilling subcontractor will notify Dig Safe at least 72 hours before performing the
  work. We have not included costs for a utility locating company but could engage these
  services for an additional fee if needed.
- Disturbed areas will be backfilled with excavated materials. Re-seeding, sodding, or other surface restoration are not included.
- Borings will generate minimal spoils. We have assumed that spoils will be left at the site
  and spread in an area designated by the Owner or OPM.
- Management of contaminated soil/groundwater or decontamination of drilling equipment is not required.
- Prevailing wages do not apply to this project.
- Soil characterization and Phase II ESA will not identify reportable conditions in soil warranting notification to MassDEP or compliance with the Massachusetts Contingency Plan (MCP; 310 CMR 40.0000).
- Phase II ESA will not identify PCBs in soil warranting notification to MassDEP or U.S. Environmental Protection Agency (EPA) or compliance with the MCP and the Toxic Substances Control Act (TSCA).
- Phase II ESA will confirm that vapor intrusion is not a concern and that mitigation is not warranted.

## Construction Administration Phase

- Client or construction manager will arrange access to locations required for installation, maintenance, and removal of instrumentation (air monitoring stations, meteorological station).
- All monitoring equipment, including the air monitoring stations and meteorological tower, will remain the property of GEI.
- The installation locations for the monitoring equipment will be secure. GEI is not
  responsible for theft or damage of the monitoring equipment. Costs for repair or
  replacement of stolen or damaged equipment will be invoiced to the project.
- Monthly monitoring fees apply after mobilization is complete and the equipment is
  operational until demobilization begins. We will demobilize within one week after we
  receive notice that the equipment can be demobilized.
- Monitoring data will be available for viewing on our project website during the monitoring period. Weekly data reports will also be provided during the monitoring period.

Certain conditions observed in the field as part of a UST removal require notification to MassDEP. We will notify you if we identify a reportable condition requiring a 72-hour notification, such as the presence of non-aqueous phase liquid (NAPL) greater than ½inch in the excavation, or PID readings over 100 parts per million (ppm) in the sidewall or bottom soil samples. We will also notify you if the results of the confirmatory soil sampling indicate concentrations of EPH or VPH greater than the applicable MassDEP reportable concentration (the RCS-1 standard), which would constitute a 120-day reporting condition. Although we will verbally notify you of these conditions, we have not included scope or costs for subsequently notifying MassDEP of a reportable condition or concentration per the Massachusetts Contingency Plan (MCP: 310 CMR 40.0000); or providing Licensed Site Professional (LSP) services associated with MCP compliance.

#### **Terms and Conditions**

Our services will be provided in accordance with the existing contract between GEI and Miller Dyer Spears, Inc. dated May 30, 2023. If this proposal is acceptable, please return a signed copy,

which will serve as our contract and notice-to-proceed. We appreciate the opportunity to submit this proposal. Please call Ileen Gladstone at 781-424-9924 or Ryan Hoffman at 781-424-9920 if you have any questions. Sincerely, GEI CONSULTANTS, INC. Gladstone, P.E., LSP, LEED AP Ryan S. Hoffman, P.G., LSP Senior Vice President Vice President RSH/ISG: Adam Keane, LeftField Project Management B:\Working\MDS ARCHITECTS\2302441 Pierce School Geotherma\02\_PM\Additional Services\#02 Environmental Pre-Char, Design, & CA\GEI Proposal\_Pierce School Enviro\_2024-05-02\_rev2.dock © 2024 by GEI Consultants, Inc. ALL RIGHTS RESERVED No part of this document may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying or facsimile, without permission in writing from GEI Consultants, Inc. Accepted by: MILLER DYER SPEARS, INC. (Title) (Signature) (Typed/Printed Name) (Date)



May 3, 2024

Ms. Lynn Stapleton 101 Federal Street, Boston, MA 02110

Re: Pierce School - Additional Service Request #10 - Transportation Board Requests

Dear Lynn,

As discussed with Adam Keane, MDS is submitting this proposal for additional services for Additional Traffic Consultant and MDS/Sasaki services relative to the Transportation Board Requests as follows:

- Study of Elimination of Left Turn Lane on Harvard Street to School Street
- Modification of the MBTA Bus Stop
- Design of expanded Harvard Street sidewalk and entry area.
- Installation of RRFBs
- Signage for Speed Safety Zones
- Sasaki and MDS attendance at additional MBTA, Transportation Board and preparation meetings and related graphics.

See attached proposal from Vanasse & Associates, Inc. It is our understanding that this is a typical reimbursable expense under the standard MSBA contract.

For this additional scope, MDS proposes the fees below:

Fee Proposal:

Vanasse & Associates, Inc.	\$14,000
MDS markup x 1.1	\$1,400
MDS/Sasaki Meetings, Design, and Presentations	\$14,000
Total	\$29,400

Please do not hesitate to contact me if you have any questions.

Sincerely,
Margan Da

MILLER DYER SPEARS INC.

Margaret O. Clark, RA, LEED AP BD+C

Senior Associate

Cc: W. Spears



# CONTRACT AMENDMENT

Project:	School Street Pedestrian Improvements		Amendment No.: 2			
	John R. Pierce School  Brookline, Massachusetts		Date: March 20, 2024  Project No.: 9642			
			Page: 1 of 3			
To:	Mr. William C. Spears	AMENDM	ENT FEE ESTIMATE	×	Lump Sum	
	Miller Dyer Spears, Inc.	Fee	\$14,000	$\boxtimes$	T&E	
	40 Broad Street, Suite 103	Expenses	_	_ 🗆	Fixed Fee	
	Boston, MA 02109	Total	\$14,000		Other	
		REVISED	CONTRACT FEE ESTIN	<b>LATE</b>		
		Fee	\$190,000	_ Esti	imated Date	
Requested By: Expenses		Expenses	\$9,400	of C	Completion:	
-		Total	\$199,400			

The Scope of Services of this Contract Amendment consists of the following tasks, which includes items beyond the scope of our original contract dated May 29, 2023.

Pursuant to the Town's review comments on the 25% Design Submission, the CONSULTANT shall evaluate the installation of Rectangular Rapid Flashing Beacons (RRFB) as well as evaluate Speed Safety zones for Harvard Street and Washington Street. The consultant shall also coordinate with the MBTA for the proposed modification of the existing MBTA bus stop #1311 on Harvard Street. The specific scope is as follows:

#### \$5,000 Task 5 Final Engineering

The CONSULTANT shall perform the following engineering services and incorporate the associated revisions into the Final Design documents.

The CONSULATANT shall prepare plans for the proposed installation of RRFBs at the following four locations:

- St. Mary's at Harvard Street
- Linden Street at Harvard Street (2 Locations), and
- Pierce Street at Harvard Street

The CONSULTANT shall present the proposed RRFB locations to the Transportation Board for approval. The St. Mary's at Harvard Street location shall be included in the final construction documents. The other three locations shall be included in the final construction documents as add-alternates. This scope does not include the reconstruction of pedestrian curb ramps or modifications to pavement markings.

The CONSULTANT shall evaluate and prepare conceptual and final signing plans for the implementation of Speed Safety Zones on Harvard Street from Harvard Avenue to Kent Street and on Washington Street from Harvard Street to School Street. The CONSULTANT shall present the plans to the Transportation Board for approval.



# CONTRACT AMENDMENT

Project:	School Street Pedestrian Improvements	Amendment No.:	2
	John R. Pierce School	Date:	March 20, 2024
	Brookline, Massachusetts	Project No.:	9642
		Page:	2 of 3

The CONSULTANT shall prepare final design plans for the proposed modification of the existing MBTA bus stop #1311, including pertinent roadway and sidewalk infrastructure, located at the southeast corner of the School Street at Harvard Street intersection. The scope of services does not include the evaluation or design of a floating bus stop or bus stop island.

#### Task 7 Project Meetings/Coordination

\$5,000

The CONSULTANT shall continue to attend project meetings and public hearings with the CLIENT including presentation to the Transportation Board for additional mitigation items requested by the Town. Services include coordination, written correspondence, meeting preparation and attendance, supporting graphics (when required), travel, and documentation in the form of meeting notes. Project meetings and coordination will be invoiced on a time-and-expense basis of payment.

#### Task 13 MBTA Coordination

\$4,000

The CONSULTANT shall facilitate meetings between the project team and the MBTA to coordinate the proposed modification of and temporary relocation of the existing MBTA bus stop #1311 located at the southeast corner of the School Street at Harvard Street intersection. Services include coordination, written correspondence, meeting preparation and attendance, supporting graphics (when required), travel, and documentation in the form of meeting notes. MBTA coordination will be invoiced on a time-and-expense basis of payment.



# **CONTRACT AMENDMENT**

Project:	School Street Pedestrian Improvements	Amendment No.:	2
	John R. Pierce School	Date:	March 20, 2024
	Brookline, Massachusetts	Project No.:	9642
		Page:	3 of 3

#### COMPENSATION

The total compensation for performing the Scope of Services is estimated below:

		Contract	Contract	
	Original	Amendment	Amendment	
Tasks	Contract	No. 1	No. 2	Total
1. Data Collection and Base Plans	\$2,500			\$2,500
2. Traffic Analysis & Sight Distance Evaluation	10,000			10,000
3. Preliminary Engineering	35,000	\$2,000		37,000
4. Environmental Permit Documents				
5. Final Engineering	41,000	2,000	\$5,000	48,000
6. Right-of-Way and Layout				
7. Project Meetings/Coordination	4,000	2,500	5,000	11,500
8. Abutter Coordination				_
9. Bidding and Negotiating	2,000	10.40	m 175	2,000
10. Final Traffic Signal Layout Plans				
11. Construction Services	75,000			75,000
12. Utility Coordination				4,000
13. MBTA Coordination			4,000	
Labor Fee	\$169,500	\$6,500	\$14,000	\$190,000
Traffic Signal (subconsultant)	\$8,000			\$8,000
Traffic Counts (subconsultant)	\$1,400			\$1,400
TOTAL ESTIMATED FEE	\$178,900	\$6,500	\$14,000	\$199,400

Prepared By: Stephen M. Boudreau, P.E.

Please execute this Amendment to our existing Contract Agreement authorizing us to proceed with the above scope of services at the stated estimated cost. No work will be performed under this Amendment until it is signed and returned to VAI. Upon execution by both parties, this Amendment becomes part of our original Contract Agreement dated May 29, 2023 and is subject to all terms and conditions and provisions therein.

VAI Authorization		Client Authorization (Please sign and return)		
By: Title: Date:	Stephen Boudreau  Partner  March 20, 2024	By: Title: Date:		



# CONTRACT AMENDMENT

Project:	School Street Pedestrian Improvements	Amendment No.:	2				
	John R. Pierce School		Date:	March 20, 2024			
	Brookline, Massachusetts		Project No.:	9642			
			Page:	1 of 3			
To:	Mr. William C. Spears	AMENDME	NT FEE ESTIMA	TE	$\times$	Lump Sum	
	Miller Dyer Spears, Inc.	Fee	\$14	4,000 =	$\times$	T&E	
	40 Broad Street, Suite 103	Expenses				Fixed Fee	
	Boston, MA 02109	Total	<b>\$</b> 1	4,000		Other	
		REVISED C	ONTRACT FEE	E ESTIMATE			
		Fee	\$19	0,000	Estimated Date		
Requested By:		Expenses	\$	9,400	of C	ompletion:	
		Total	\$19	9,400			

The Scope of Services of this Contract Amendment consists of the following tasks, which includes items beyond the scope of our original contract dated May 29, 2023.

Pursuant to the Town's review comments on the 25% Design Submission, the CONSULTANT shall evaluate the installation of Rectangular Rapid Flashing Beacons (RRFB) as well as evaluate Speed Safety zones for Harvard Street and Washington Street. The consultant shall also coordinate with the MBTA for the proposed modification of the existing MBTA bus stop #1311 on Harvard Street. The specific scope is as follows:

#### \$5,000 Task 5 Final Engineering

The CONSULTANT shall perform the following engineering services and incorporate the associated revisions into the Final Design documents.

The CONSULATANT shall prepare plans for the proposed installation of RRFBs at the following four locations:

- St. Mary's at Harvard Street
- Linden Street at Harvard Street (2 Locations), and
- Pierce Street at Harvard Street

The CONSULTANT shall present the proposed RRFB locations to the Transportation Board for approval. The St. Mary's at Harvard Street location shall be included in the final construction documents. The other three locations shall be included in the final construction documents as add-alternates. This scope does not include the reconstruction of pedestrian curb ramps or modifications to pavement markings.

The CONSULTANT shall evaluate and prepare conceptual and final signing plans for the implementation of Speed Safety Zones on Harvard Street from Harvard Avenue to Kent Street and on Washington Street from Harvard Street to School Street. The CONSULTANT shall present the plans to the Transportation Board for approval.



# CONTRACT AMENDMENT

Project:	School Street Pedestrian Improvements	Amendment No.:	2
	John R. Pierce School	Date:	March 20, 2024
	Brookline, Massachusetts	Project No.:	9642
		Page:	2 of 3

The CONSULTANT shall prepare final design plans for the proposed modification of the existing MBTA bus stop #1311, including pertinent roadway and sidewalk infrastructure, located at the southeast corner of the School Street at Harvard Street intersection. The scope of services does not include the evaluation or design of a floating bus stop or bus stop island.

#### Task 7 Project Meetings/Coordination

\$5,000

The CONSULTANT shall continue to attend project meetings and public hearings with the CLIENT including presentation to the Transportation Board for additional mitigation items requested by the Town. Services include coordination, written correspondence, meeting preparation and attendance, supporting graphics (when required), travel, and documentation in the form of meeting notes. Project meetings and coordination will be invoiced on a time-and-expense basis of payment.

#### Task 13 MBTA Coordination

\$4,000

The CONSULTANT shall facilitate meetings between the project team and the MBTA to coordinate the proposed modification of and temporary relocation of the existing MBTA bus stop #1311 located at the southeast corner of the School Street at Harvard Street intersection. Services include coordination, written correspondence, meeting preparation and attendance, supporting graphics (when required), travel, and documentation in the form of meeting notes. MBTA coordination will be invoiced on a time-and-expense basis of payment.



# CONTRACT AMENDMENT

Project:	School Street Pedestrian Improvements	Amendment No.:	2
	John R. Pierce School	Date:	March 20, 2024
	Brookline, Massachusetts	Project No.:	9642
		Page:	3 of 3
		_	

## COMPENSATION

The total compensation for performing the Scope of Services is estimated below:

Tasks	Original Contract	Contract Amendment No. 1	Contract Amendment No. 2	Total
1. Data Collection and Base Plans	\$2,500			\$2,500
2. Traffic Analysis & Sight Distance Evaluation	10,000			10,000
3. Preliminary Engineering	35,000	\$2,000		37,000
4. Environmental Permit Documents	_			
5. Final Engineering	41,000	2,000	\$5,000	48,000
6. Right-of-Way and Layout	_		-	<del></del>
7. Project Meetings/Coordination	4,000	2,500	5,000	11,500
8. Abutter Coordination				
<ol><li>Bidding and Negotiating</li></ol>	2,000		==	2,000
<ol><li>Final Traffic Signal Layout Plans</li></ol>				
11. Construction Services	75,000	~=		75,000
12. Utility Coordination				4,000
13. MBTA Coordination			4,000	
Labor Fee	\$169,500	\$6,500	\$14,000	\$190,000
Traffic Signal (subconsultant)	\$8,000			\$8,000
Traffic Counts (subconsultant)	\$1,400			\$1,400
TOTAL ESTIMATED FEE	\$178,900	\$6,500	\$14,000	\$199,400

Prepared By: Stephen M. Boudreau, P.E.

Please execute this Amendment to our existing Contract Agreement authorizing us to proceed with the above scope of services at the stated estimated cost. No work will be performed under this Amendment until it is signed and returned to VAI. Upon execution by both parties, this Amendment becomes part of our original Contract Agreement dated May 29, 2023 and is subject to all terms and conditions and provisions therein

VAI Authorization		Client Authorization (Please sign and resum)			
By: Title: Date:	Stephen Boudreau  Partner  March 20, 2024	By:  Title:  Date:			

#### TOWN OF BROOKLINE

333 Washington Street, Orosidiec, Massechusette fill-th

## PURCHASE ORDER CHANGE FORM

INVOICE DATE; 10-Jun-24

		TO:	Leffreid ELC P O Box 307 Hingham MA 02043			21209997  Vandor Number  56379
ILTEGE (*	\$325,000.00 \$7,397,074.04		FUND ORGANIZAT	ION ACTIVITY	08.EGT 6B0142	\$88,780.00
OR:	John R. Pierce School					
	Amendment 8	Oate 6/11/2024	MDS - Art 97 Additional	Services		\$98,790.00
	BUILDING COMMISSION APPROVAL OF			SELECT BOARD		
	Janet Flerman, Charman	5	1	Charles Carey, Town	Administrator	<del></del>
	George Cole	me	Parili-	Bernard Greene, Chu	aliman	
	Karen Breslewski	- Local Control	wells.	Michael Sandman		
	Nathan E. Peck  Brookle T	uslin		John VanScoyoc		
	Brooke Duskin	10		Mirlam Aschkenasy		
				Paul Warren		
			SCHOOL COMMITTEE			
			APPROVAL OF:	readent For Administration and Finance	DO DO	
				•		



June 11, 2024

Mr. Lap Yan
Project Manager
Building Department
333 Washington Street
Brookline, MA 02445

Řе:

John R. Pierce School Project

Designer Services Contract Amendment No. 8

Dear Mr. Yan,

LeftField has reviewed Designer Contract Amendment No. 8 presented by Miller Dyer Spears (MDS) for Additional Services for the Phase 2 Article 97 and MEPA process in the total amount of \$98,780.00 Of this total, \$63,690.00 which includes MDS' 10% administrative costs is for the Article 97 and MEPA work to be performed by MDS' consultant, BSC Group and \$35,090.00 is for the MDS/Sasaki related services. The Phase 1 costs for identifying the pathway for Article 97 and MEPA process were carried in MDS' Extended Basic Services Amendment No. 6. The costs presented in Amendment No. 8 are required to achieve Article 97 and MEPA approval.

The scope of services is required, and the costs are fair and reasonable. LeftField recommends that the Town of Brookline accept Designer Contract Amendment No. 8 in the amount of \$98,780.00.

Should you have any questions regarding this recommendation of approval, please contact me.

Sincerely,

LeftField Project Management

Rym Stapleton

Lynn Stapleton, AIA, LEED AP B D + C

Attachment: MDS Designer Contract Amendment 8

Cc: Jim Rogers, LeftField, LLC

Jennifer Carlson, LeftField, LLC Adam Keane, LeftField, LLC

Will Spears, Miller Dyer Spears, Inc. Margret Clark, Miller Dyer Spears, Inc.

main: 617-737-6400 fax: 617-217-2001 101 federal street, suite 1900, boston, ma 02110

## CONTRACT FOR DESIGNER SERVICES AMENDMENT NO. 8

WHEREAS, the TOWN OF BROOKLINE ("Owner") and MILLER DYER SPEARS, INC. (the "Designer") (collectively, the "Parties") entered into a Contract for Designer Services for the Feasibility Study and Schematic Design Phases for the John R. Pierce Elementary School Project (Project Number 201800460040) on January 26, 2021, ("Contract"). The John R. Pierce Elementary School is located at 50 School Street, Brookline, MA 02445; and

WHEREAS, the scope of this work is summarized in the attached Miller Dyer Spears (MDS) Additional Services Request #12, dated June 4, 2024, for Additional Services for Phase 2 of the Article 97/MEPA process.

WHEREAS, Contract Amendment No. 1 was approved by the Town of Brookline on August 10, 2021; and

WHEREAS, Contract Amendment No. 2 was approved by the Town of Brookline on September 14, 2021; and

WHEREAS, Contract Amendment No. 3 was approved by the Town of Brookline on January 11, 2022; and

WHEREAS, Contract Amendment No. 4 was approved by the Town of Brookline on June 29, 2022; and

WHEREAS, Contract Amendment No. 5 was approved for approval by the Town of Brookline on July 11, 2023; and

WHEREAS, Contract Amendment No. 6 was approved for approval by the Town of Brookline on July 11, 2023; and

WHEREAS, Contract Amendment No. 7 was partially approved for approval by the Town of Brookline on May 14, 2024 with the remainder to be presented for approval on June 11, 2024; and

WHEREAS, effective as of June 11, 2024, the parties wish to amend the contract, as amended:

NOW, THEREFORE, in consideration of the promises and the mutual covenants contained in this Amendment, and other good and valuable consideration, the receipt and legal sufficiency of which are hereby acknowledged, the Parties, intending to be legally bound, hereby agree as follows:

- The Owner hereby authorizes this Contract Amendment No. 8 for the total value of \$98,780.00.
  The Miller Dyer Spears' (MDS) Amendment is for the attached Additional Service Request #12, dated June 4, 2024, for Additional Services for Phase 2 of the Article 97/MEPA process which is based on BSC Group's Proposal for \$63,690.00 and MDS/Sasaki fee for \$35,090 both of which includes MDS' 10% Administrative costs. The Designer is herein authorized to commence the services outlined in this Amendment, pursuant to the terms and conditions set forth in the Contract, as amended.
- 2. For the performance of services required under the Contract, as amended, the Designer shall be compensated by the Owner in accordance with the following Fee for Basic Services:

Fee for Basic Services	Original Contract	Previous Amendments	Amount of This Amendment	Total of All Amendments
Feasibility Study/Schematic Design Phase	\$1,294,466	\$ 170,652.11	\$ 0	\$ 1,465,118.11

\$ 0	\$ 13,750	\$0	\$ 13,750
\$0	\$ 54,780	\$ 0	\$ 54,780
\$ 0	\$ 173,157	\$ 0	\$ 509,883
\$ 0	\$ 173,157	\$ 0	\$ 173,157
\$ 0	\$ 1,072,785	\$ 98,780	\$ 1,171,565
\$ 0	\$ 0	\$ 0	\$ 0
<b>\$ 0</b>	\$ 394,247	\$ 0	\$ 394,247
\$ 0	\$ 5,046,358	\$ 0	\$ 5,046,358
\$ 0	\$ 394,247	\$ 0	\$ 394,247
\$ 0	\$ 6,229,098	\$ 0	\$ 6,229,098
\$ 0	\$ 3,705,919	\$ 0	\$ 3,705,919
	\$ 0 \$ 0 \$ 0 \$ 0 \$ 0 \$ 0 \$ 0	\$ 0 \$ 6,229,098 \$ 0 \$ 394,247 \$ 0 \$ 5,046,358 \$ 0 \$ 394,247 \$ 0 \$ 0 \$ 0 \$ 1,072,785 \$ 0 \$ 173,157 \$ 0 \$ 173,157	\$0 \$ 6,229,098 \$0  \$0 \$ 394,247 \$0  \$0 \$ 5,046,358 \$0  \$0 \$ 394,247 \$0  \$0 \$ 394,247 \$0  \$0 \$ \$0 \$0  \$0 \$ \$0 \$0  \$0 \$ \$1,072,785 \$98,780  \$0 \$ \$173,157 \$0  \$0 \$ \$173,157 \$0  \$0 \$ \$54,780 \$0

This Amendment is for Additional Services for Phase 2 of the Article 97/MEPA Process for the Pierce School.

3.	The Construction Budget shall be as follow	<b>'S</b> :
	Original Budget:	\$168,022,660
	Amended Budget	
4.	The Project Schedule shall be as follows:	
	Original Schedule: (based on 6/1/23 DI	D start) Substantial Completion - 7/21/27
	Amended Schedule	

5. This Amendment contains all of the terms and conditions agreed upon by the Parties as amendments to the original Contract, as amended. No other understandings or representations, oral or otherwise, regarding amendments to the original Contract, as amended, shall be deemed to exist or bind the Parties, and all other terms and conditions of the Contract, as amended, remain in full force and effect.

IN WITNESS WHEREOF, the Owner, with the prior approval of the Authority, and the Designer have caused this Amendment to be executed by their respective authorized officers.

OWNER:	
TOWN OF BROOKLINE	
(print name)	
<b>4</b> ,	
(print title)	
By.	
By:	
Date:	
DESIGNER:	
MILLER DYER SPEARS, INC.	
MILLER DIER SPEAKS, INC.	
(print name)	-
(print title)	
(pain mic)	
Ву:	
By:	
Date: June 11, 2024	
Date: June 11, 2024	



June 4, 2024

Ms. Lynn Stapleton 101 Federal Street, Boston, MA 02110

Re: Pierce School - Additional Service Request #12 - Article 97/MEPA Phase 2

Dear Lynn,

As discussed with Adam Keane, MDS is submitting this proposal for additional services for Phase 2 of the Article 97/MEPA process.

Lump sum services included relative to Article 97/MEPA process are as follows:

- Meetings with Town committees and staff
- Related memos and responses to questions
- Article 97 Disposition Consultation
- Massachusetts Environmental Policy Act Office (MEPA) Pre-Filing Meeting and Coordination
- Early MEPA tasks: RFI and Lit Review
- Community Meetings/ Environmental Justice (EJ) Coordination
- Expanded Environmental Notification Form (EENF) and Environmental Impact Report (EIR) Preparation
- MEPA Public Meeting & Site Visit
- Responses to Comments, Recording, Administration

#### Assumptions:

- See detailed general information and assumptions within the BSC Group proposal attached.
- BSC Group will not prepare subdivision plans, plans of record, or other Deed and Title documents. We assume Town personnel will lead these efforts

#### Exclusions:

Any appeals process is excluded.

If required, any additional services beyond the scope attached will be performed for an additional fee to be paid on an hourly basis in accordance with the attached BSC Fee Schedule. These services may include:

- Preparation of additional material not listed above or attached.
- Additional public meetings that may be required for the Project.
- Any services not specifically identified in the Scope of Work attached.

See attached proposal from BSC Group. It is our understanding that their portion is a typical reimbursable expense under the standard MSBA contract.

For this additional scope, MDS proposes the fees below:

Lump Sum Fee Proposal:

BSC Group (incl. MDS markup x 1.1)

\$63,690

MDS/Sasaki

**Total Additional Service** 

\$35,090

OL.

Please do not hesitate to contact me if you have any questions.

Sincerely,
Margan Olim

MILLER DYER SPEARS INC.

Margaret O. Clark, RA, LEED AP BD+C

Senior Associate

Cc; W. Spears

Article 97/MEPA

Reimburseable

Prarkup Subtotal Base Additional Service Submitte MUS SER Stell Fee \$11,700 \$5,850 \$2,340 \$11,700 Hours a a Hours 20 28 88 H 4 4 8 Pres. Prep Subtotal Subtotal Subtotal Memos 2024-03-18 Park and Recitation Questions and Responses 1 2024-03-28 AC Land Lise Sub-committee Questions and Responses 72 1 2024-03-28 Pierce Previous Options Evaluation and backup documer/testion and Losin Questions and Responses emails 100A revork. AC land use subcommittee
Select Board/Pork & Reo/Concom
Extra Building Commission Meeting
Community Forum 1
Community Forum 2
The Pre-meering
Town Meeting
Town Meeting Coordination of origing MEPA fluing

Documentation assimility

Presentation Documents

Coordination/Responses to questions/comments Questions and Responses to date GSD

Subtonal HDS/Sasatid 205,890

Subhotal Sasaki State

Beise Additional Service \$3,500

> CML \$2,400

> \$1,100

Anch

Article 97 research and presentations

Sasak

Tetal 200,750

#### TOWN OF BROOKLINE

333 Westington Recot, Brookline, Massechuserts 02146.

#### PURCHASE ORDER CHANGE FORM

INVOICE DATE: 10-Jun-24

	3	effield LLC O Box 307 lingham MA 02043			Purchaw Order Municip 21200997  Vender Number 56379
\$325,000.00 LANCE \$7,461,797.04	F	FUND CREAKE 25940		y oguety 820142	\$64,723.00
The Property	t				7777
IR: John R. Pierce School					
Amandanad	Duto				
Amendment 9	9/11/2024 N	IDS - Reschol of Tra	ffic Variance		\$64,723.00
BUILDING COMMISSIO	МС		SELECT BOA	RD	
	. 1 .				
Janat Flerman, Chairn	/ / /	_	Charles Carey	, Town Administrator	
George Cole	Breila	vedl.	Bernard Green	ne, Chairman	
Karen Breslawski			Michael Sandr		
Nathan E. Peck  Buggill	Duskir		John VanScay		
Broose Duskin	2		Mirlam Aschke	enasy	
			Paul Warren		
	The state of the s	SCHOOL COMMITTE	E		
		PPROVAL OF Deputy 8tg	oarintandent For Administration u	ud Finance	
	-				
	-				



June 11, 2024

Mr. Lap Yan Project Manager **Building Department** 333 Washington Street Brookline, MA 02445

Re:

John R. Pierce School Project

Designer Services Contract Amendment No. 9

Dear Mr. Yan.

LeftField has reviewed Designer Contract Amendment No. 9 presented by Miller Dyer Spears (MDS) for Additional Services for the study of the reversal of the elimination of the left turn lane and deletion of the curb cut on Havard Street including the requested option for an Impact Study on the next northerly intersection in the total amount of \$71,873.00. Of this total, \$21,400.00 which includes MDS' 10% administrative costs is for the work to be performed by MDS' consultant, Vanasse & Associates and \$50,203.00 is for the MDS/Sasaki related services. The costs presented in Amendment No. 8 is for work requested by the Brookline Transportation Board.

The scope of services is required, and the costs are fair and reasonable. LeftField recommends that the Town of Brookline accept Designer Contract Amendment No. 9 in the amount of \$71,873.00.

Should you have any questions regarding this recommendation of approval, please contact me.

Sincerely,

LeftField Project Management

Lynn Stapleton

Lynn Stapleton, AIA, LEED AP B D + C

Attachment: MDS Designer Contract Amendment 9

Jim Rogers, LeftField, LLC Cc:

> Jennifer Carlson, LeftField, LLC Adam Keane, LeftField, LLC

Will Spears, Miller Dyer Spears, Inc. Margret Clark, Miller Dyer Spears, Inc.

main: 617-737-6400

fax; 617-217-2001 101 federal street, suite 1900, boston, ma 02110

owner project manager owner representative construction audits cost forecasting capital budgeting

## CONTRACT FOR DESIGNER SERVICES AMENDMENT NO. 9

WHEREAS, the TOWN OF BROOKLINE ("Owner") and MILLER DYER SPEARS, INC. (the "Designer") (collectively, the "Parties") entered into a Contract for Designer Services for the Feasibility Study and Schematic Design Phases for the John R. Pierce Elementary School Project (Project Number 201800460040) on January 26, 2021, ("Contract"). The John R. Pierce Elementary School is located at 50 School Street, Brookline, MA 02445; and

WHEREAS, the scope of this work is summarized in the attached Miller Dyer Spears (MDS) Additional Service Request #11, dated June 4, 2024, for Additional Services for MDS' Consultant Vanasse & Associates and MDS/Sasaki Services for the reversal of the elimination of the left turn lane and deletion of the curb cut on Havard Street including the requested option for an Impact Study on the next northerly intersection.

WHEREAS, Contract Amendment No. 1 was approved by the Town of Brookline on August 10, 2021; and

WHEREAS, Contract Amendment No. 2 was approved by the Town of Brookline on September 14, 2021; and

WHEREAS, Contract Amendment No. 3 was approved by the Town of Brookline on January 11, 2022; and

WHEREAS, Contract Amendment No. 4 was approved by the Town of Brookline on June 29, 2022; and

WHEREAS, Contract Amendment No. 5 was approved for approval by the Town of Brookline on July 11, 2023; and

WHEREAS, Contract Amendment No. 6 was approved for approval by the Town of Brookline on July 11, 2023; and

WHEREAS, Contract Amendment No. 7 was partially approved by the Town of Brookline on May 14, 2024 with the remainder to be presented for approval on June 11, 2024; and

WHEREAS, Contract Amendment No. 8 will be presented for approval by the Town of Brookline on June 11, 2024; and

WHEREAS, effective as of June 11, 2024, the parties wish to amend the contract, as amended:

**NOW, THEREFORE**, in consideration of the promises and the mutual covenants contained in this Amendment, and other good and valuable consideration, the receipt and legal sufficiency of which are hereby acknowledged, the Parties, intending to be legally bound, hereby agree as follows:

- 1. The Owner hereby authorizes this Contract Amendment No. 9 for the total value of \$71,873.00. The Miller Dyer Spears' (MDS) Amendment is for the attached Additional Service Request #11, dated June 4, 2024, for Additional Services for Vanasse & Associates to study the reversal of the elimination of the left turn lane and deletion of the curb cut on Havard Street and the requested option for an Impact Study on the next northerly intersection for \$21,400.00, which includes MDS' 10% Administrative costs and for MDS/Sasaki's related services for \$50,203.00. The Designer is herein authorized to commence the services outlined in this Amendment, pursuant to the terms and conditions set forth in the Contract, as amended.
- 2. For the performance of services required under the Contract, as amended, the Designer shall be compensated by the Owner in accordance with the following Fee for Basic Services:

Fee for Basic Services	Original Contract	Previous Amendments	Amount of This Amendment	Total of All Amendments
Feasibility Study/Schematic Design Phase	\$1,294,466	\$ 170,652.11	\$ 0	\$ 1,465,118.11
Design Development Phase	\$ 0	\$ 3,705,919	\$ 0	\$ 3,705,919
Construction Documents Phase	\$0	\$ 6,229,098	\$ 0	\$ 6,229,098
Bidding Phase	\$ 0	\$ 394,247	\$ 0	\$ 394,247
Construction Phase	\$0	\$ 5,046,358	***************************************	\$ 5,046,358
Completion Phase	\$0	\$ 394,247	\$ 0	\$ 394,247
Printing (Over Min.)	\$0	\$ 0	\$ 0	\$0
A/E Reimbursable Services	\$ 0	\$ 1,171,565	\$ 0	\$ 1,171,565
HAZMAT Services	\$ 0	\$ 173,157	\$ 0	\$ 173,157
Geotechnical/Geo- Environmental	\$0	\$ 173,157	\$ 0	\$ 509,883
Site Survey	\$0	\$ 54,780	\$ 0	\$ 54,780
Traffic Studies	\$ 0	\$ 13,750	\$ 71,873	\$ 85,623
Total Fee	\$1,294,466	\$17,863,656.11	\$ 71,873	\$19,229,995.11

This Amendment is for Additional Services to study the reversal of the elimination of the left turn lane and deletion of the curb cut on Havard Street and the requested option for an Impact Study on the next northerly intersection for the Pierce School.

	_	
	Original Budget:	\$168,022,660
	Amended Budget	
4.	The Project Schedule shall be as follows:	
	Original Schedule: (based on 6/1/23 DD	start) Substantial Completion - 7/21/27
	Amended Schedule	

3. The Construction Budget shall be as follows:

5. This Amendment contains all of the terms and conditions agreed upon by the Parties as amendments to the original Contract, as amended. No other understandings or representations, oral or otherwise, regarding amendments to the original Contract, as amended, shall be deemed to exist or bind the Parties, and all other terms and conditions of the Contract, as amended, remain in full force and effect.

IN WITNESS WHEREOF, the Owner, with the prior approval of the Authority, and the Designer have caused this Amendment to be executed by their respective authorized officers.

OWNER:	
TOWN OF BROOKLINE	
	-
(print name)	
(print title)	-
<b>.</b>	
By:	_
(argume)	
Date;	
	-
DESIGNER:	
MILLER DYER SPEARS, INC.	
(print name)	_
(print name)	
(print title)	
_	
By:(signature)	-
(signame)	
Date: June 11, 2024	



June 4, 2024

Ms. Lynn Stapleton 101 Federal Street, Boston, MA 02110

Re: Pierce School - Additional Service Request #11 - Transportation Board Reversal Redesign/Revisions

Dear Lynn,

As discussed with Adam Keane, MDS is submitting this proposal for additional services for Additional Consultant and MDS/Sasaki services relative to the reversal of the elimination of the left turn lane and deletion of the curb cut on Harvard Street.

Transportation Board Reversal Revisions Additional Services

\$64,723

- Redesign of landscape, future curb cut, planters, and sidewalk and related drawing revisions for Landscape, Civil, and Traffic consultants.
- Redesign of part of Harvard Street façade to allow future garage access only and related drawing elevation and detail revisions.
- Updated 2D and 3D renderings for Planning/ Zoning submission.
- Re-submission to Planning/Zoning with memo explaining revisions.
- Washington Street entry reconfiguration within garage.
- Traffic study of revised Washington Street entry and vehicle turning.
- Narrative for Consigli, so that Consigli can provide rough pricing of structural widening of Washington Street access driveway down to lower garage. Consigli's approximate costs are required for the zoning process.
- Code and zoning impact reviews.
- Revised layout of overall garage and revised floor elevations, due to sidewalk narrowing and future access requirement.
- Additional meetings with Planning/Zoning staff and/or DAT, ,
   Transportation/DPW staff, Exterior Working Group, Transportation Board,
   Select Board, and School/Town Hall Staff.

Optional Additional Services

\$7,150

The Town is considering the merits of studying the next northerly intersection potentially impacted by the Left Turn Lane Restriction, as well as considering taking the counts themselves. \$7,150 would have to be added to the fee above, if VAI were to provide these services.

- Analysis of impacts at Harvard St Northbound Left Turn Lane restrictions on the Harvard St/Auburn St intersection
- Data Collection
  - o AM and PM counts of Harvard/Auburn Street intersection
  - o AM and PM counts of School driveway/School Street intersection

#### Exclusions:

- Further meetings with the MBTA are excluded.
- All further appeals meetings are excluded.
- Cost estimates will be updated for this work as part of 90% CD estimate.
   No separate estimates of these revisions will be provided by the design team's estimator.

See attached proposal from Vanasse & Associates, Inc. It is our understanding that their portion is a typical reimbursable expense under the standard MSBA contract.

For this additional scope, MDS proposes the fees below:

#### Fee Proposal:

Vanasse & Associates, Inc. (incl. MDS markup x 1.1)	\$14,520
MDS/Sasaki	\$50,203
Total Additional Services	\$64,723

#### **Total Optional Additional Services**

\$7,150

Please do not hesitate to contact me if you have any questions.

Sincerely.

MILLER DYER SPEARS INC.

Margan Da

Margaret O. Clark, RA, LEED AP BD+C

Senior Associate

Cc: W. Spears

							Base
MDS							Survice
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	Impacts/sofrecture of Harvard Street changes to date					et	
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		Total	97,136		









# Superintendent's Update

June 13, 2024







## School Year 2023-2024

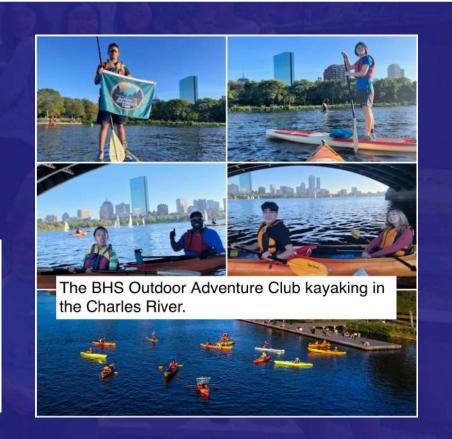
A Look Back



#### The 20th Annual BHS College Essay Workshop



On September 30, over 170 students participated in the 20th Annual BHS College Essay Workshop, a partnership between the Brookline High School PTO and the Brookline English Dept. Students worked with teachers from across the school and parent/community volunteers, as well as with each other, to start, refine or finalize their college essays. This exciting project has helped over 3,000 students navigate an important part of the college application process.



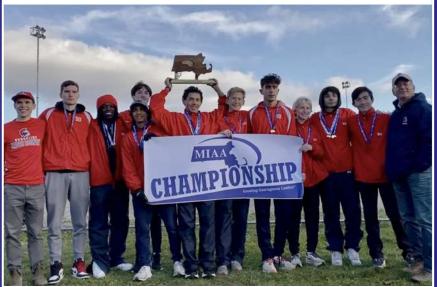


Grades 5-8 Cross Country Meet



#### **MIAA Cross Country Championship**

On November 18, the Brookline High School Boys Cross Country Team won the MIAA Division 1 State Championship for the second year in a row! Congratulations to Coach Michael Glennon and the entire Boys Cross Country program.











































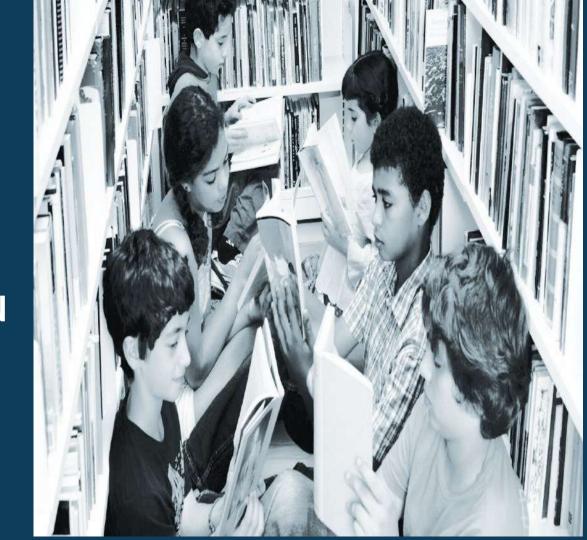






K-8 ELA
CURRICULUM
SELECTION &
IMPLEMENTATION
PLAN

School Committee June 13, 2023



## Agenda

- Highlight the alignment to the Strategic Plan and K-12 Literacy Review
- Illustrate the focus on Tier I instruction
- Review the draft model for literacy/ELA
- Outline the steps for materials adoption



#### **MISSION**

The Public Schools of Brookline's mission is to educate and inspire every student to lead a fulfilling life and make positive contributions to our world.

#### **VISION**

Brookline provides <u>every student</u> with an extraordinary education, through enriching learning experiences and supportive community, so that they may develop to their fullest potential.



#### Core Values

#### JOY IN LEARNING

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 seek to instill a lifelong joy in learning through a rich curriculum that will allow students to find and succeed at what they love, and flourish in their lives.

#### **EXCELLENCE IN TEACHING**

Passionate, knowledgeable, skillful teachers are the core strength of our schools. Our educators provide a dynamic and rewarding learning experience for students. We are committed to supporting a professional community that creates and sustains an atmosphere of intellectual excitement, innovative instruction, personal growth, and strong relationships between faculty and students.



## Alignment to Strategic Plan and Literacy Review

Strategic Plan

Strategic Plan and Literacy Review Recommendation District Strategic Objective: Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high-quality, and challenging curriculum delivered using evidence-based practices

Strategic Objective: PSB will select evidence-based materials and provide professional learning opportunities to offer effective tier 1 instruction to teach all literacy components in each grade level

	ACTIONS			
Desired Outcomes	Strategic Initiatives  Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	Goals and Benchmarks	Progress Monitoring Evidence of Growth
All students in grades K-2 will receive literacy instruction using HQIM, that is research and evidence-based	Train all staff delivering Tier 1 instructional programs in how to effectively use instructional materials in collaboration with the publisher.	Ī		
	Use Evidence-based materials in Tier 1 instruction to teach all components of literacy as applicable and follow the curriculum/program scope and sequence in each grade level			
	Build shared understanding with all staff for what constitutes fidelity of implementation in Tier 1 instruction and the methods, processes, and personnel for monitoring it	A		
	Differentiate Tier 1 Small Group Instruction based on formal and informal data to meet student literacy needs in each grade level			
	Analyze data to determine what evidence-based intervention programs and materials in Tier 2 and Tier 3 are needed.			
A common, consistent teacher/administrator knowledge base	Create a professional learning calendar for the school year with clear goals and outcomes that support a continuous learning cycle.			
teacher/administrator	school year with clear goals and outcomes that			



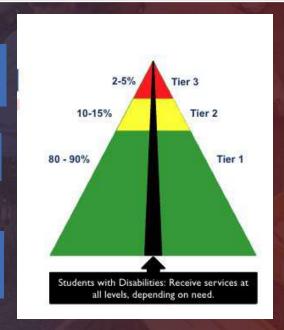
#### **Tiered Instruction**

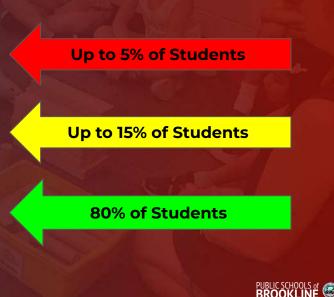
Develop and refine the District MTSS model that includes clearly defining curriculums for Tiers 1, 2, and 3 including training of these programs and supports.

Supplemental Support for Some

**Intensified Student Support** 

Universal Support for All Students





#### Tiered Instruction

Develop and refine the District MTSS model that includes clearly defining curriculums for Tiers 1, 2, and 3 including training of these programs and supports.

#### **Brookline Literacy Vision**

Brookline teachers foster an understanding of and appreciation for the literate habits that empower all students on their parts howards college, carecy, and leadership in our community. Students understand that reading, writing, and discussion are conduits to learning about content, identities, cultures, and people. Through reading, writing, speaking, and listening, literacy classrooms cultivate critical thinking, independence and the tools students need to have a voice in our world.

Brookline Literacy Values	Brookline Literacy Guiding Principles
•	Focus on Meaning in every lesson, teachers and students prioritize uncovering the deepest meaning of the text. Reading strategies and skills are developed in tandem with the pursuit of meaning, not in Isolation.
Our students are close and critical readers. They understand that reading is a tool that	Foundational Skills Toachers provide students with a strong foundation in reading skills. Phonological and phonemic awareness are the building blocks of reading fluency. The ability to read fluently allows readers to focus on comprehension.
positions them to pursue information, better understand multiple perspectives, and deconstruct the relationship between language and power.	Complex and Relevant Texts Teachers (and students) choose rich, complex, and culturally relevant texts across genre that speak to the diversity of the human experience and connect to the lives of the students. Texts spark inquiry and discussion about the students' role as actors for equity Teachers build world knowledge intentionally in every class to deepen scholar understanding of current and relevant topics across the curriculum.
	Critical and Close Reading Teachers and students engage in thoughtful, critical analysis of texts, focusing on significant details or patterns in order to develop understanding of the text form, craft and meaning.
	Joy and Love of Reading Teachers foster a deep appreciation for reading and guide students to discover themselves as readers. Teachers model their own passion for the discipline and work to establish a reading culture in their classroom. Teachers resure that students have daily independent reading time. Teachers create a classroom environment that resounds with the joy of reading through displaying, talking about, and providing students with access.



## **Tiered Instruction**

Facilitate a comprehensive core program review process that engages all staff in the process utilizing a review tool that creates a common lens for reviewers.





## **Tiered Instruction**

Facilitate a comprehensive core program review process that engages all staff in the process utilizing a review tool that creates a common lens for reviewers.

## **High Quality Instructional Materials:**

- Coherent sequence of lessons aligned to grade level standards
- Research based strategies
- Engaging content
- Relevant to the student population

Curricular materials can make a real difference. Providing teachers with access to higher-quality, better-aligned curricular materials can prompt improvement in student outcomes:

- Comparable to <u>over half a year</u> of additional learning (Kane et al., 2016)
- About 1.5 times the difference between an average teacher and one at the 75th percentile (Chingos & Whitehurst, 2012)
- Greater than the difference between a new teacher and one with three years of experience (Kane, 2016)



# **IMplement MA Process**



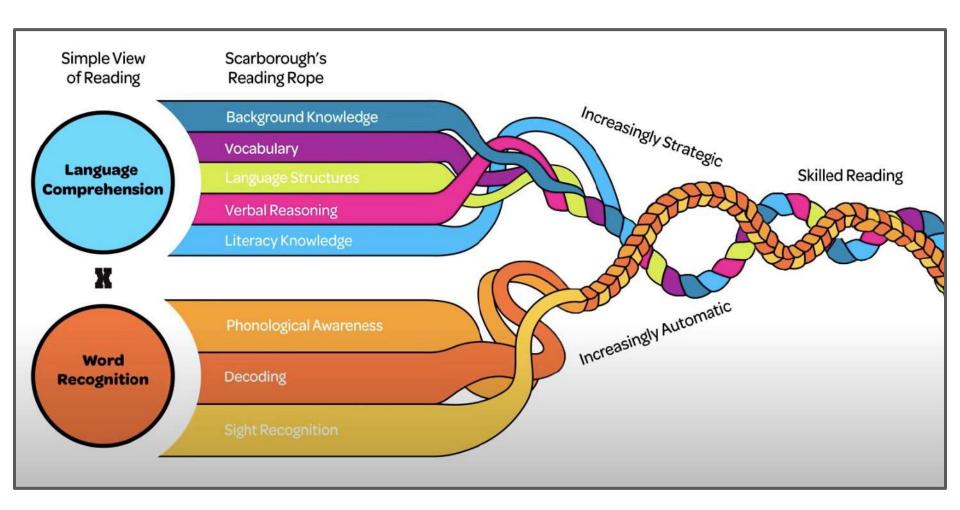
# Mass Literacy: The 4 Instructional Shifts

**SHIFT #1**: Provide explicit, systematic instruction in foundational skills to every child.

**SHIFT #2**: Build comprehension by engaging all students in discussion of complex, knowledge-rich text sets.

**SHIFT #3**: Use small group reading time to target foundational skills, or to develop comprehension using complex text.

**SHIFT #4**: Provide time on all components of the core literacy block, every day, to develop all aspects of literacy.



# GOALS for SY 23-24

## **Begin the ELA Selection Process:**

- ★ Develop an instructional vision and establish district priorities to guide our work.
- ★ Literacy Team members will explore the HQIM curriculum that MEETS expectations on CURATE and EdReports and narrow them down to 3 options.
- ★ Communicate frequently to inform PSB educators and other stakeholders of the K-8 ELA Curriculum Selection & Implementation Plan.







- 1. DESE identifies materials that have been reviewed by edreports as partially or fully aligned to college and career ready standards
- 2. These materials are then reviewed through the CURATE process



The CURATE rubric is divided into 2 domains for grades K-12.

#### STANDARDS ALIGNMENT CRITERIA

- Text quality and organization
- Foundational skills (K-5 ONLY)
- Classroom task and instruction

#### CLASSROOM APPLICATION

- Accessibility for students
- Usability for teachers
- Impact on learning

	CRITERIA for ELA Curricula	um		
ORGANIZA	TION OF MATERIALS			
Materials use well-organized	d by the EDUCATORS are user-friendly, clear, and d.	Strongly Agree	Somewhat Agree	Disagree
Materials are	available online and are easy to navigate.	Strongly Agree	Somewhat Agree	Disagree
Materials use	d by the STUDENTS are user-friendly.	Strongly Agree	Somewhat Agree	Disagree
Materials are working below	available to differentiate for STUDENTS who may be v grade level.	Strongly Agree	Somewhat Agree	Disagree
	available to differentiate for STUDENTS who may be e grade level.	Strongly Agree	Somewhat Agree	Disagree
The OVERAL	L organization of the curriculum materials works best for	Teachers ONLY	вотн	Students ONLY
The curriculum materials work best for GRADES K-2		3-5	6-8	ALL (K-8
ACADEMIC I	FEATURES			
How much TII of the progra	ME is needed in order to incorporate all of the components m?			
	Students engage with a wide variety of texts that are grade level appropriate.	Strongly Agree	Somewhat Agree	Disagree
TEXTS	Texts include representation and value various cultures, identities, and perspectives.	Strongly Agree	Somewhat Agree	Disagree
1 (2000)	If not, could we add in supplemental texts?	YES	МО	
	Modules adequately build background knowledge in science and social studies.	Strongly Agree	Somewhat Agree	Disagree
WEITING	How many days per week are students writing?	2-3	3-4	4-5
WRITING	How long are the writing blocks?	-		





	Are students given choice on writing topics or are they pre-determined by the curriculum?	Student Choice	Combination	Pre-determine
	Materials include explicit instruction in narrative writing.	Strongly Agree	Somewhat Agree	Disagree
	Materials include explicit instruction in informational writing.	Strongly Agree	Somewhat Agree	Disagree
	Materials include explicit instruction in persuasive writing.	Strongly Agree	Somewhat Agree	Disagree
	Materials include explicit, systematic instruction in phonemic awareness. If YES, in what grades and how is the instruction delivered?	Strongly Agree	Somewhat Agree	Disagree
FOUNDATIONAL SKILLS & WORD STUDY	Materials include explicit, systematic phonics instruction. If YES, in what grades and how is the instruction delivered?	Strongly Agree	Somewhat Agree	Disagree
	Materials include aligned, cohesive vocabulary and grammar instruction.	Strongly Agree	Somewhat Agree	Disagree
PROFESSION	IAL DEVELOPMENT			[1]
How long doe	s it take to get trained in one module? The entire program?			
How long doe	s it take to get trained on the entire program?			
The vendor pr support.	ovides a "train the trainer" option and offers ongoing			
ASSESSMEN				
	ude informal and formal assessments that help teachers ing and adjust instruction/interventions.	Strongly Agree	Somewhat Agree	Disagree
ADDITIONAL	COMMENTS			
Areas of Strer	ngth .			
Areas of Wea	kness			
What other su	rrounding districts are using the curriculum?			





# **EXPLORING the ELA Curriculum Options**

We looked at the following programs based on reviews from CURATE and EdReports.

- ARC Core
- EL Education
- Fishtank ELA
- Into Reading & Into Literature
- myView & myPerspectives
- Wit & Wisdom
- Wonders & StudySync



# PSB's 3 ELA Curriculum Options

The team **unanimously** chose the following 3 options to move forward:









# GOALS for SY24-25: September- November

## Continue & Complete the ELA Selection Process:

- ★ Actively involve and collaborate with stakeholders through the K-5 ELA Curriculum Team and the 6-8 ELA Team meetings to review the 3 curriculum options.
- ★ Engage each school by creating opportunities to view the 3 ELA curriculum options.
- ★ Present OTL with the recommendations based on the feedback from the K-5 ELA Curriculum Team and the 6-8 ELA Team.
- ★ Present the identified ELA curriculum to the School Committee.

# GOALS for SY 24-25: November-June

## Begin the Implementation Process:

- ★ Recruit and identify the K-2 educators to launch the program in each K-8 school.
- ★ Provide ongoing PD to K-2 educators and literacy specialists to support implementation of the new ELA Curriculum beginning in January 2025.
- ★ Identify an implementation process for the 6-8 ELA Team.

# GOALS for SY 25-26

## Continue the Implementation Process:

- ★ ALL K-2 classroom teachers will implement and engage in ongoing PD to support the new ELA curriculum adoption.
- ★ Recruit and identify educators in grades 3-5 to launch the program in each K-8 school.
- ★ Provide ongoing PD to educators in grades 3-5 and literacy specialists to support implementation of the new ELA Curriculum.





# Questions?





Superintendent:							
Evaluator:							
	Name		Signature		Da	ate	
Step 1: Assess Progress Toward	Goals (Reference perfe	ormance goals; che	ck one for each set of go	oal[s].)			
Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress		et	☐ Exce	eded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress		et	☐ Exce	eded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	□м	et	☐ Exce	eded
Step 2: Assess Performance on S  Unsatisfactory = Performance on a standard or over below the requirements of a standard or overall and is  Needs Improvement/Developing = Performance on  Unsatisfactory at the time. Improvement is necessary  Proficient = Proficient practice is understood to b  Exemplary = A rating of Exemplary indicates that practice is understood to be  Exemplary = A rating of Exemplary indicates that practice is understood to be  Exemplary = A rating of Exemplary indicates that practice is understood to be  Exemplary = A rating of Exemplary indicates that practice is understood to be  Exemplary = A rating of Exemplary indicates that practice is understood to be  Exemplary = A rating of Exemplary indicates that practice is understood to be  Exemplary = A rating of Exemplary indicates that practice is understood to be  Exemplary = A rating of Exemplary indicates that practice is understood to be  Exemplary = A rating of Exemplary indicates that practice is understood to be  Exemplary = A rating of Exemplary indicates that practice is understood to be  Exemplary = A rating of Exemplary indicates that practice is understood to be  Exemplary = A rating of Exemplary indicates that practice is understood to be  Exemplary = A rating of Exemplary indicates that practice is understood to be  Exemplary = A rating of Exemplary indicates that practice is understood to be  Exemplary = A rating of Exemplary indicates that practice is understood to be  Exemplary = A rating of Exemplary indicates that Practice is understood to be  Exemplary = A rating of Exemplary indicates that Practice is understood to be  Exemplary = A rating of Exemplary indicates that Practice is understood to be  Exemplary = A rating of Exemplary indicates that Practice is understood to be  Exemplary = A rating of Exemplary indicates that Practice is understood to be  Exemplary = A rating of Exemplary indicates that Practice is understood to be  Exemplary = A rating of Exemplary indicates that Practice is understood to be  Exemplary = A	rall has not significantly improved follo s considered inadequate, or both. a standard or overall is below the req and expected. e fully satisfactory. This is the rigor	wing a rating of Needs Improver uirements of a standard or overs rous expected level of perform	ment, or performance is consistently all but is not considered to be	Unsatisfactory xod ac	Needs Improvement	Proficient Proficient	Exemplary Exemplary
Standard I: Instructional Leadersh	nip						
Standard II: Management and Op	perations						
Standard III: Family and Commur	nity Engagement						
Standard IV: Professional Culture	,						





Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)				
Unsatisfactory	Needs Improvement	☐ Proficient	Exemplary	
Step 4: Add Evaluator Comme				
Comments and analysis are recommen	nded for any rating but are required for an over	all summative rating of Exemplary, Ne	eeds Improvement or Unsatisfactory.	
Comments:				

## **Superintendent's Performance Goals**



	should be SMAR	tudent learning goal, one professional pra T and aligned to at least one focus Indica		Not Meet	Some Progress	Significant Progress		Exceeded
Goals	Focus Indicate	or(s) De	escription	Did	Some Progre	Sign Pro	Met	Exc
Student Learning Goal								
Professional Practice Goal								
District Improvement Goal 1								
District Improvement Goal 2								
District Improvement Goal 3								
District Improvement Goal 4								
Standards and Indicators for Effective Administrative Leadership  Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.								
I. Instructional Lead	lership	II. Management & Operations	III. Family & Community Engagement		IV. Pro	fessional	Culture	
I-A. Curriculum		-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards				
I-B. Instruction		B. HR Management and Development	III-B. Sharing Responsibility		tural Prof	•		
I-C Assessment	10.	C Scheduling & Management Information	III-C Communication	IV-C. Communication				

III-D. Family Concerns

I-D. Evaluation

I-F. Student Learning

I-E. Data-Informed Decisionmaking

Systems

II-D. Law, Ethics and Policies

II-E. Fiscal Systems

IV-D. Continuous Learning

IV-F. Managing Conflict

IV-E. Shared Vision



# **Superintendent's Performance Rating for Standard I: Instructional Leadership**

	each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to rintendent goal(s).)	U	NI	Р	Е
I-A.	Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.  □ Focus Indicator (check if yes)				
I-B.	<ul> <li>Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.</li> <li>□ Focus Indicator (check if yes)</li> </ul>				
I-C.	Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.  □ Focus Indicator (check if yes)				
I-D.	<ul><li>Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.</li><li>Focus Indicator (check if yes)</li></ul>				
I-E.	Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.  □ Focus Indicator (check if yes)				
I-F.	Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.  □ Focus Indicator (check if yes)	description learning bas growth, and a	earning Indicato s of practice. Evi sed on multiple machievement musting a performance	idence of impac neasures of stud st be taken into	t on student lent learning, account when
The e	RALL Rating for Standard I: Instructional Leadership education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that s powerful teaching and learning the central focus of schooling.				
Com	ments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Needs Improvement</i> or <i>U</i>	nsatisfacto	ory):		





Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)		U	NI	Р	E
II-A.	<ul><li>Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.</li><li>Focus Indicator (check if yes)</li></ul>				
II-B.	Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.  □ Focus Indicator (check if yes)				
II-C.	Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.  □ Focus Indicator (check if yes)				
II-D.	Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.  □ Focus Indicator (check if yes)				
II-E.	Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.  □ Focus Indicator (check if yes)				
The e	RALL Rating for Standard II: Management & Operations education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and tive learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.				
Comi	ments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Needs Improvement</i> or <i>Un</i>	nsatisfacto	ory):		

# **Superintendent's Performance Rating for Standard III: Family and Community Engagement**



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)		NI	Р	E
<ul> <li>III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.</li> <li>Focus Indicator (check if yes)</li> </ul>				
<ul> <li>III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.</li> <li>Focus Indicator (check if yes)</li> </ul>				
<ul> <li>III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.</li> <li>Focus Indicator (check if yes)</li> </ul>			0	
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.  □ Focus Indicator (check if yes)				
OVERALL Rating for Standard III: Family & Community Engagement  The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.				
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Needs Improvement</i> or <i>Un</i>	satisfacto	ory):		



# **Superintendent's Performance Rating for Standard IV: Professional Culture**

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	Р	E
<ul> <li>IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.</li> <li>Focus Indicator (check if yes)</li> </ul>				
<ul> <li>IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.</li> <li>Focus Indicator (check if yes)</li> </ul>				
<ul><li>IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.</li><li>Focus Indicator (check if yes)</li></ul>				
<ul> <li>IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.</li> <li>Focus Indicator (check if yes)</li> </ul>				
<ul> <li>IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.</li> <li>Focus Indicator (check if yes)</li> </ul>				
<ul> <li>IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</li> <li>Focus Indicator (check if yes)</li> </ul>				
OVERALL Rating for Standard IV: Professional Culture  The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.				
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Needs Improvement</i> or <i>Ur</i>	nsatisfacto	ory):		



#### THE PUBLIC SCHOOLS OF BROOKLINE

BROOKLINE, MASSACHUSETTS 02445 PHONE 617-730-2431 | FAX 617-730-2108 www.brookline.k12.ma.us

May 16June 13, 2024

## FY24-25 Non-Aligned Extra Compensation Hourly Rates and Stipends

#### **Substitutes:**

Туре	Rate
Daily Teacher	\$135/day
Long Term Teacher (up to 40 consecutive working days)	\$179.74/day
Long Term Teacher (41 or more consecutive working days if licensed)	BEU Unit A Pay Scale (B-1 or M-1)
Daily Nurse	\$200/day
Secretary	Principal Clerk 1 Step 1
Food Service Staff	FS Worker Step 1
Food Service Manager	FS Manager Step 1

#### **Music Extension:**

Min	Max
\$39.54/hr	\$43.70/hr

#### **Adult Education:**

Min Rate	Max Rate
\$16/hr (Brookline living wage seasonal)	\$52.02/hr

## **Parent Child Home Program:**

External Rate	Internal Rate
\$20/hr	Para Salary Schedule/Current Rate

#### **Homework Club:**

Paraprofessional Rate	Unit A member Rate
Para Salary Schedule/Current Rate	\$28/hour

#### **Direct Service Provider:**

Min. Rate	Max. Rate
External	\$35/hr
Internal	Para Salary Schedule/Current Rate

**Summer Programs:** 

BHS Summer School (Revolving Fund)	
Role Rate	
Director	\$12,500 (paid from revolving)
Teachers	\$47/hr
Student Aides	\$16/hr Brookline Living Wage Seasonal
Security	Para Salary Schedule/Current Rate

Summer BHS Calculus Project	
Role	Rate
Teachers	\$47/hr
Peer Leaders	\$16/hr Brookline Living Wage Seasonal

Star Academy (Grant Funded)	
Role	Rate
Director	\$18,000
Assistant Director	TBD
Team Leader	TBD
Teachers	\$47/hr
Teacher Assistant	\$16/hr Brookline Living Wage Seasonal
Para	Para Salary Schedule or Current Rate

Extended School Year (Grant Funded)	
Role	Rate
PSB Special Ed Teachers and Specialists	\$56/hr external, Per diem for PSB staff
(LC, PT, Speech, OT, Psych, Teacher of Deaf)	
Nurses	\$56/hr external, Per diem for PSB nursing staff
PSB Aides	Para Salary Schedule/Current rate
PSB Aides (ALC, RISE, TLC, LAHB)	Para Salary Schedule/Current rate with Diff +1
ESY Coordinator (3)	\$ <del>7,500</del> -\$8,800
Specialized Program Teacher (TLC/RISE/ALC/LAHB)	Per diem rate
Teachers who teach in a program during the SY and then	
teach in the same program during the summer and are	
licensed in area specific to program	

Project Discovery (General Fund)	
Role	Rate
PSB Teachers	\$47/hr
PSB Aides	Para Salary Schedule/Current Rate
Discovery Director	\$8,800
Assistant Director/Interventionist	\$7,050

BEEP Enrichment (Revolving Fund)	
Role Rate	
PSB Teachers	\$56/hr
PSB Aides	Para Salary Schedule Current Rate
Director	\$12,098

## **Student Intern Rates:**

School	Rate
Northeastern University	\$18,500

## **Non Aligned Stipends:**

Non Aligned Supends:	_
Role	Rate
Child Study Members and	\$800
Student Intervention Team (SIT)*	
Child Study Leader/SIT Leader*	\$1000
Child Study Co-Leader/SIT_Co-Leader*	\$900
Mentored Professional Learning Coach (MPL)*	\$1,384
Coordinator of Online Learning (BHS)*	\$2,500
Elementary Yearbook Design Advisor	\$1,000
Theatrical Costume Design (BHS)	\$1,200
Costume Design	\$50/hr
Sound Technician	\$16/hr for student, up to \$2,500/ for non student
Elementary Choreographer	\$50/hr
Music Festival Assistant	\$150/day
Music Adjudicator	\$100 - \$1,000 (based on scope of work)
Accompanist-Play	\$1,000
BHS Event Staff	\$50/hr
Set Design (1 Per School)	\$50/hr
Young Scholars Club	\$1,540
Young Scholars Literacy Project Teacher	\$1,540
Young Scholars Calculus Project Teacher	\$1,540
MCAS Test Assistants*	\$510
Advanced Placement (AP) Proctors	\$25/hr
School Culture & Climate Committee Members*	\$500
ExCel Program Lead Teacher	\$3,000
Translating Documents	\$45/hr
In-person (verbal) Translation	\$20/hr
Home Hospital Tutor	\$25/hr
Library Inventory Aide	Paraprofessional Schedule #5 No Degree Step 1 Hourly Rate
PSAT, SAT, and Pre ACT Exam Proctors	Based on College Board Rates
Game Officials for Extramurals	\$30/game
Morning Movement (Elementary Schools)	\$35.51/hr
Garden Stipend (School Year, 1 Per School)*	\$600
Garden Stipend (Summer, 1 Per School)*	\$300

<sup>\*</sup>OTL Program