

RECORD OF A MEETING OF THE BROOKLINE SCHOOL COMMITTEE ON
WEDNESDAY, JUNE 26, 2024 AT 6:30 PM, REMOTE VIA ZOOM. STATUTORY
NOTICE OF THIS MEETING WAS FILED WITH THE TOWN CLERK.

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

School Committee Members absent: Dr. Steven Ehrenberg and Dr. Jesse Hefter.

Staff present: Dr. Linus Guillory, Superintendent; and Ms. Jamie Yadoff, Pierce School Principal.

Dr. Liu called the meeting to order at 6:30 PM.

1. ADMINISTRATIVE BUSINESS

a. Consent Agenda

ACTION 24-68:

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

- i. Past Records: June 13, 2024 and June 20, 2024 School Committee Meetings
- ii. Approval of Gifts (Attachment A)
- iii. Approval of Grants (Attachment B)
- iv. Student Trip: Queer Student Program Fall Retreat, YMCA Camp Hi-Rock, Mt. Washington, MA, September 28, 2024-September 29, 2024 (Attachment C)
- v. Student Trip: Aurora Institute Symposium – 2 ACE Students, New Orleans, Louisiana, November 2, 2024 – November 5, 2024 (Attachment D)

2. SCHOOL COMMITTEE ACTIONS

a. Discussion and Possible Vote on Reserve Fund Transfer Request

Dr. Liu reported that the Reserve Fund Transfer request was discussed in detail at today's Finance Subcommittee meeting. At the Finance Subcommittee meeting, staff reported that they have not been able to calculate, with certainty, the amount of the final FY24 budget deficit. They will be able to do so following the close of the fiscal year on June 30. The possible budget gap has been reduced to approximately \$400,000. Staff are optimistic that the final amount will not be higher, and it may very well be lower. The School Committee will schedule a meeting on Monday, July 8, at which time the Reserve Fund Transfer request will be discussed and voted.

b. Review and Possible Approval of the Memorandum of Understanding for the 150 Fisher Avenue Premises (formerly Newbury College) to accommodate Grade 6-8 Students from the Pierce School

Dr. Liu reminded members that the first draft of the 150 Fisher Avenue MOU was presented to the School Committee on June 20, 2024. At that time, members shared concerns about several portions of the MOU. Staff were tasked with sharing School Committee feedback

with our Town partners to revise the MOU. The Select Board, last night, voted on a version of the MOU that did not include revisions to address the School Committee's concerns. Dr. Liu shared the version of the MOU voted by Select Board (Attachment E). While this version does incorporate some minor edits (highlighted in yellow), it does not address the more substantive concerns that the Committee previously raised.

Pierce School Principal Yadoff joined the meeting. She reported that the classroom moves from Pierce School to Old Lincoln School and to 150 Fisher Avenue took place today, with much success. She praised our Town partners who have gone to great lengths to prepare the 150 Fisher Avenue space for the Pierce students; she reported that our Town partners have gone above-and-beyond in working with us, and she is assured of their continued cooperation and collaboration. She noted that there is ample parking for staff at the Fisher Hill site.

The MOU not having been revised, members expressed concern about approving it; further, the two attached exhibits are incorrect. Portions of the MOU that remain, that the School Committee previously flagged as areas of concern, include: "There will be no after-school programming allowed at the Building..."; "PSB can't use Fisher Hill Park after school hours."; "The loading dock serving the Academic Building shall be solely for use by the Building Department or IT Department."; and, "...In the event PSB fails to address the concerns in a manner satisfactory to the Town within the allotted period, the Town shall have the option of terminating this Agreement." Exhibit A should be revised to show the location of 8th grade classrooms, and Exhibit B should be revised to clearly mark the new play court, the reduction in overall parking spaces, and whether there is to be a second vehicle entrance/exit added on Fisher Avenue.

ACTION 24-69:

The School Committee VOTED, by roll, with 3 in favor (Ms. Federspiel, Ms. Nobrega, and Ms. Thall), 4 opposed (Dr. Liu, Ms. Charlupski, Ms. Frias, and Ms. Moghtader), and 0 abstentions, on a motion of Ms. Nobrega, and seconded by Ms. Federspiel, to postpone action on the MOU until the July 8, 2024 meeting. The motion did not pass.

The motion to postpone not having passed, members considered a vote to approve the MOU. However, inasmuch as the revised document had not been shared with the Committee in advance, members decided to reconsider a motion to postpone, with specific instructions.

ACTION 24-70:

On a motion of Dr. Liu, and seconded by Ms. Nobrega, the School Committee VOTED, by roll call, with 6 in favor (Dr. Liu, Ms. Federspiel, Ms. Charlupski, Ms. Frias, Ms. Moghtader, and Ms. Nobrega), 0 opposed, and 1 abstention (Ms. Thall), to postpone a vote on the 150 Fisher Avenue MOU to the July 8, 2024 meeting and, further, to designate Ms. Nobrega to work with Dr. Givens and our Town partners to revise the MOU so that it addresses the School Committee's concerns as expressed at the June 20, 2024 and June 26, 2024 meetings.

3. EXECUTIVE SESSION

ACTION 24-71

On a motion of Dr. Liu, and seconded by Ms. Frias, the School Committee VOTED UNANIMOUSLY, 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 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 7, to review and approve executive session minutes from the following meeting: June 6, 2024.

Dr. Liu announced that the Committee will not return to Open Session at the conclusion of the Executive Session.

4. ADJOURNMENT

Dr. Liu adjourned the meeting (Open Session) at 7:10 PM.

Respectfully Submitted,
Betsy Fitzpatrick, Executive Assistant
Brookline School Committee



LINUS J. GUILLORY JR., PhD
SUPERINTENDENT OF SCHOOLS

THE PUBLIC SCHOOLS OF BROOKLINE
BROOKLINE, MASSACHUSETTS 02445

SUSAN K. GIVENS, Ed.D.
DEPUTY SUPERINTENDENT FOR ADMINISTRATION & FINANCE

Request for Gift Acceptance

June 26, 2024

The School Department requires specific authorization for acceptance of gifts.

Motion: School Committee Accepts the donations listed below for school department use:

Donor	Amount	Recipient/Purpose	Account Number/Name
CT Ear and Throat Associates	\$250.00	Baker School Library/In Memory of Helen Sawyer, former Baker School Librarian	3300SEF1/Baker School Gift Account
Donna & Robert McKittrick	\$100.00	Baker School Library/In Memory of Helen Sawyer, former Baker School Librarian	3300SEF1/Baker School Gift Account
John & Laurie Lydon	\$50.00	Baker School Library/In Memory of Helen Sawyer, former Baker School Librarian	3300SEF1/Baker School Gift Account
John & Margaret Hallisey	\$50.00	Baker School Library/In Memory of Helen Sawyer, former Baker School Librarian	3300SEF1/Baker School Gift Account
Barry & Sally Shuman	\$50.00	Baker School Library/In Memory of Helen Sawyer, former Baker School Librarian	3300SEF1/Baker School Gift Account
Barbara & Elizabeth Cullen	\$36.00	Baker School Library/In Memory of Helen Sawyer, former Baker School Librarian	3300SEF1/Baker School Gift Account
Terry & Walter Jewel	\$25.00	Baker School Library/In Memory of Helen Sawyer, former Baker School Librarian	3300SEF1/Baker School Gift Account
Martin & Judy Dorf	\$100.00	Baker School Library/In Memory of Helen Sawyer, former Baker School Librarian	3300SEF1/Baker School Gift Account
Dr. Judith L. Wolf	\$50.00	Baker School Library/In Memory of Helen Sawyer, former Baker School Librarian	3300SEF1/Baker School Gift Account
Jeffrey A. Smagula	\$300.00	Brookline High School/Boys Volleyball	3300SEG1/Brookline High School Athletic Gift Account
Daniela Tomer	\$300.00	Brookline High School/Boys Volleyball	3300SEG1/Brookline High School Athletic Gift Account

Jennifer Spencer	\$200.00	Brookline High School/Boys Volleyball	3300SEG1/Brookline High School Athletic Gift Account
Alejandro Gutierrez	\$100.00	Brookline High School/Boys Volleyball	3300SEG1/Brookline High School Athletic Gift Account
Thor Stein	\$100.00	Brookline High School/Boys Volleyball	3300SEG1/Brookline High School Athletic Gift Account
David Martin	\$250.00	Brookline High School/Boys Volleyball	3300SEG1/Brookline High School Athletic Gift Account
Clare Horkan	\$25.00	Brookline High School/Boys Volleyball	3300SEG1/Brookline High School Athletic Gift Account
Anonymous	\$300.00	Brookline High School/Boys Volleyball	3300SEG1/Brookline High School Athletic Gift Account
Brookline MA Rotary Club	\$500.00	Brookline Community & Adult Education	3105SE22/BA&CE

\$711.00 – Baker School Library/In Memory of Helen Sawyer, former Baker School Librarian

\$1,575.00 – Brookline High School/Boys Volleyball



THE PUBLIC SCHOOLS OF BROOKLINE
BROOKLINE, MASSACHUSETTS 02445

LINUS J. GUILLORY JR., PhD
SUPERINTENDENT OF SCHOOLS

SUSAN K. GIVENS, Ed.D.
DEPUTY SUPERINTENDENT FOR ADMINISTRATION AND FINANCE

Request for Grant Acceptance

June 26, 2024

Motion: School Committee Accepts the grant award as determined by the awarding authority for the grant listed below:

Source	Grant/Point Person/Purpose	Award	Account#/Name
State	<p>FY2025: Civics Teaching and Learning Grant</p> <p>Point Person: Greg Porter/Donovan King (Ashley O'Sullivan)</p> <p>This grant would provide a combination of supports that will help to establish, support, and/or implement core Social Studies curriculum in grades K-5, including physical and digital instructional materials as well as vendor/partner and district provided professional development and support. The use of said materials will support equitable access to high quality, culturally responsive instruction across all eight schools in grades K-5.</p> <p>This grant, and the work it will support, is directly connected to Goal 1 for Teaching and Learning within the Strategic Plan: "Increase achievement for students by establishing, implementing, and regularly assessing an equitable, cohesive, culturally relevant, consistent standards-based curriculum in ELA, Math, Science, <u>Social Studies</u> and World Language delivered using evidence-based, culturally responsive instruction."</p>	<p>\$70,000.00 Pre Award</p> <p>\$56,000.00 Post Award</p>	TBD

FY2025: Civics Teaching and Learning

Fund Code: 0589

Purpose:

The purpose of this competitive grant program is to support civics teaching and learning, as required by Chapter 296 of the Acts of 2018 and emphasized in the 2018 History and Social Science Framework. In addition, this grant aims to strengthen voter education and voter registration in the school setting, given the upcoming 2024 elections and persistent gaps in voting rates between youth and older adults.

This grant supports curriculum, professional development, and/or collaborative planning designed to further students' civic knowledge, skills and dispositions. This year, DESE is particularly interested in supporting work to provide meaningful civic learning experiences to students in grades K–5, but will consider proposals focused on strengthening civics teaching and learning at any grade level.

In addition, the grant supports implementation of grade 8 and high school civics projects, the hosting of local civics project showcases, participation in Massachusetts Regional Civics Project Showcases, and instruction and activities associated with the 2024 elections, including voter registration activities.

Priorities:

For details about the civics projects and other civics instructional information, please visit Civics.

DESE seeks to fund civics teaching and learning initiatives that exemplify:

- **Equity.** Grant-funded projects should increase all students' access to high-quality civic learning experiences and work to address historical inequities where they exist. In addition, projects should provide students with culturally and linguistically sustaining learning experiences that value and affirm their identities and linguistic resources, center student and community agency, and develop students' critical perspectives.
- **Civic deeper learning.** Grant-funded projects should help students master civic knowledge, skills and dispositions, appropriate to grade-level standards, through creative agency and opportunities to actively "do

civics." Civic action should be student-led and meaningful to students as individuals, with relevance to their identities and lived experiences. Civic learning should be an integrated part of the larger curriculum, not isolated experiences, lessons, or units.

- **Sustainability.** Grant-funded projects should take steps towards long-term enhancements to civics teaching and learning. Investments such as professional development for educators or acquisition of needed instructional materials can provide benefits long past the period of this grant, as opposed to "one-off" activities.

Competitive Priorities:

- Competitive priority in the scoring process will be given to LEAs with at least one school identified as requiring assistance according to the state accountability system.
- Additional competitive priority will be given to LEAs with a student population in which greater than 40% are designated as low-income.
- Additional competitive priority will be given to LEAs with projects that include grant activities in grades K–5.
- Additional competitive priority will be given to LEAs with a clear data plan regarding the student-led civics project that is likely to lead to successful and complete data collection.

Additional competitive priority will be given to LEAs with projects that include an interdisciplinary focus.

Eligibility:

All Massachusetts Local Education Agencies (districts, charter schools, and Collaboratives) are eligible to apply.

Curriculum Data Collection: In order to be eligible for this grant, districts must have completed their LEAs Curriculum Data Collection. The data should be viewable and up to date here: [Curriculum Data](#). Directions about the expectations and how to provide the data can be found here: [Curriculum Data Collection](#).

Note for districts implementing the Democratic Knowledge Project's Civic Engagement in Our Democracy curriculum: districts may apply for both this grant and funding through the [One8 Foundation](#). However, in an effort to support as many districts as possible, districts that are awarded the One8 grant will not receive curriculum or professional learning funds related to the Democratic Knowledge Project curriculum through this grant.

Funding Type:

Trust

Funding:

Approximately \$1,000,000 is available through this grant. Total amount of awards will be determined based on quality of proposals received.

Maximum award is determined by the total student enrollment of the applying LEA (or group of LEAs applying as a partnership).

Size Tier 1: LEAs or LEA groups enrolling up to 1,000 students (total)
May apply for up to \$20,000

Size Tier 2: LEAs or LEA groups enrolling 1,001-6,000 students (total)
May apply for up to \$40,000

Size Tier 3: LEAs or LEA groups enrolling 6,001 or more students (total)
May apply for up to \$70,000

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. Funds will be awarded based upon the number of high-quality proposals received.

Fund Use:

This grant may fund projects within one or more of the following categories.

1. Purchase of **curricular materials** intended to further students' civic knowledge, skills, and dispositions *at any grade level*. All curricular materials should be thoughtfully integrated if supplementing pre-existing curriculum. *Note that curricular materials must be among those listed in the K-12 History/Social Science Curricular Materials Review Guide.* *Clarification statement:* Funds may also be used to support curriculum materials and implementation for after-school programming intended to further students' civic knowledge, skills and dispositions. Materials for after-school programming do not need to be listed in the Review Guide.
2. **Professional development** and/or **collaborative planning** for teachers and/or administrators focused on curriculum implementation and/or instruction of civic knowledge, skills, and dispositions *in any grade level*.
3. Support for student-led **civics projects**, as required by Chapter 296 of the Acts of 2018 and described in the Civics Project Guidebook, *in grade 8*

and/or high school. This may include experiential learning activities undertaken in connection with the projects, such as field trips to the State House or local city government offices or opportunities to participate in community events.

4. **Hosting of local civics project showcases** and/or participation in a Massachusetts Regional Civics Project Showcase.
5. Support for instruction and experiential learning activities regarding **voting and elections** undertaken in conjunction with the 2024 election cycle, as well as **voter education and voter registration** activities for high school students.

Note that projects may support instruction across subjects (including in classes outside of history/social studies) and/or interdisciplinary collaboration in support of the student-led civics project.

Fund use may include, but is not limited to:

- Stipends for teachers and administrators to participate in professional development or planning, including but not limited to DESE's Civics Pathways.
- Purchasing curriculum/instructional materials listed in the K-12 History Social Science Curricular Materials Review Guide. Note: If curriculum is being purchased, districts should also have a plan to provide associated professional development to support implementation.
- Contracting with external partners, including institutions of higher education, professional development providers, and/or organizations that specialize in voter registration.
- Student transportation costs associated with hosting or participating in a local civics project showcase, student participation in a Massachusetts Regional Civics Project Showcase, and/or experiential learning activities connected to the student-led civics projects.
- Supplies associated with implementing the student-led civics projects
- Supplies, venue rental, and/or other costs associated with hosting a local civics project showcase.
- Costs associated with hosting a voter registration drive or other event or activity focused on the 2024 elections.
- Stipends for teachers who will manage voter education and registration events for the school, including coordination of events with the city or town clerk

- Costs associated with running a student civic leadership group focused on student voter registration and education

Funding restrictions:

- No funds may be dedicated toward salaries
- No funds may be used to purchase technology (e.g., Smart Boards, iPads)
- No greater than 5% of funds may be dedicated toward administrative costs associated with the grant
- If funds are being used to support curriculum implementation, curricular materials must be among those listed as highlighted materials in the K-12 History/Social Science Curricular Materials Review Guide.

Project Duration:

Upon Approval (no earlier than July 1, 2024) – June 30, 2025*

*The trust funded awardees (FC: 0589) will have the option to extend their fund use in FY2026 (July 1, 2025 — June 30, 2026). Once selected, grant recipients will be contacted with further information on the multi-year option.

0589 Civics Grant, FY25

*** Primary Grant Contact Name:** Greg Porter

*** Primary Grant Contact Email:** greg_porter@psbma.org

*** Business Office Contact Name:** Donovan King

*** Business Office Contact Email:** donovan_king@psbma.org

*** Project Description - Describe the intended grant activities, outcomes, participating schools and educators, and the approximate number of educators and students who would be directly impacted.**

The grant activities proposed here will be directly related to purchasing instructional materials, providing professional development, and supporting collaborative planning through teacher stipends within grades K through 5 in the Public Schools of Brookline (PSB).

Within K-2, PSB went through an intensive internal curriculum review process for grades K-5, then utilized the DESE K-12 History and Social Science Curricular Materials Guide to examine, review, and pilot multiple programs identified as high quality. In grades K-2, our process helped us identify InquirED's Inquiry Journey's as our curriculum choice. We signed a 5 year contract with InquirED ahead of FY24, and are looking to fund our FY25 subscription via this grant. As part of this purchase, teachers receive digital access to their standards aligned curriculum, as well as vendor-provided synchronous and asynchronous professional development. To support implementation year 2 across the district, it is our hope that this grant will support one grade level lead teacher for Kindergarten, Grade 1, and Grade 2, called an Inquiry Advocate, that will run grade level professional learning communities as well as deliver additional options for program training.

For grades 3 and 4, we have undergone the same internal and external curriculum review process, and are completing a full year pilot of two programs identified on the HSS Curriculum Materials Guide, InquirED and Investigating History, with the hope of implementation in FY25. Without knowing which program we will be implementing at the time of this grant, we are looking to establish grade level lead teachers in grades 3 and 4 via this grant, in the same way we have for K, 1, and 2, with a similar charge of leading grade level professional learning communities and additional options for program training for whichever curriculum we select.

For grade 5, we are entering year two of our implementation of the Investigating History curriculum. In support of this implementation we have two key components. One is the grade level lead teacher for grade 5, whose role is much the same as the lead teachers identified previously for K-4. Additionally, we would create a Civic Learning Partnership with Primary Source, which would include 12 educator seats in Primary Source programming including, but not limited to, Investigating History Learning Institutes, as well as Civics Connections professional development trainings for Investigating History units 1, 2, 3, and 4.

Lastly, in support of all six grade levels, this grant would support curriculum onboarding workshops during the summer of 2024, led by the grade level lead teachers, in service of new teachers, teachers that are switching grade levels, as well as teachers who have attended onboarding sessions in the past, in service of successful implementation in the fall of 2024.

*** Connection to Grant Priority: Equity - How will this project increase all students' access to high quality civic learning experiences? How will it provide students with culturally and linguistically sustaining learning experiences?**

During our review process, and in concert with the DESE K-12 History and Social Science Curricular Materials Guide, it was clear that Inquiry Journeys, implemented in grades K, 1, and 2 at all eight schools across the district, would create more equitable access to high quality instruction through the use of high quality instructional materials. Through our feedback, input, and observation process during year 1 of implementation, teachers have demonstrated an early proficiency in the inquiry process embedded in the program, and the work with students shows the program provides equitable access to the curriculum, while creating windows and mirrors into the experiences of their classmates and the broader school community. Should adoption of InquirED expand into grades 3 and 4 via our review and pilot process, these same components will support equity in these grade levels as well.

As additional context, included here are some of the strengths identified in the InquirED curriculum from the HSS Materials Guide in the area of Cultural Responsiveness:

“Students are asked to consider multiple perspectives and evaluate the validity of conflicting narratives. Lessons elevate a diversity of voices and experiences. Students use a critical lens to analyze the past through the inquiry process. There are many opportunities for students to connect their identity and experiences to their learning. Across all grade levels, there are opportunities for students to explore, affirm, and share their culture.”

Through our involvement in the pilot process and now implementation year 1 of Investigating History in grade 5, we have learned that this high quality instructional program provides similar benefits to those outlined in the description of InquirED. As noted on the Investigating History website:

“The curriculum is designed to allow for different access points, addressing all students' diverse and varied needs and supporting them in becoming better readers, writers, thinkers, and citizens. All students are engaged while learning challenging and relevant content and developing the skills of investigators and co-creators. Every lesson includes language objectives differentiated for students at different levels of English proficiency, as well as suggested scaffolds and supports for students with disabilities.

Investigating History is designed so that all students see themselves in the curriculum while also learning to appreciate the lives and stories of others from different backgrounds and cultures. By including multiple authentic sources and artifacts, students engage with a wide variety of narratives,

gaining a deeper understanding of the diversity, fluidity, and complexity found within and across groups. Through engaging questions and meaningful, civically oriented tasks, the materials help students critically and thoughtfully understand the perspectives of those from different times and places."

The points outlined in this summation have been observed in classroom visits as well as reported by experienced and novice IH teachers alike. Should the adoption of Investigating History expand into grades 3 and 4 via our review and pilot process, these same equity-focused components would be evident in these grade levels as well.

*** Connection to Grant Priority: Civic Deeper Learning - How will the project support deep learning of civics as described in the RFP?**

The structure of the InquirED Inquiry Journeys curriculum directly aligns with Deeper Civic Learning priority of this grant, evidenced by the overall structure and execution of the curriculum itself. Each unit, called an inquiry, begins with a compelling question, something to bring the students into the learning. This is followed by a question generation lesson that brings students together to frame out the next phase of inquiry, that being sustained investigation of content. Each inquiry concludes with an Inquiry Product, a student informed, generated, and defined action. In each school year, students get three opportunities to explore taking real action within their community connected to the learning done in the Social Studies classroom. This inquiry format is a part of all grade levels of Inquiry Journeys, including grades 3 and 4, should those grade levels be adopted.

For grade 5 and Investigating History, an inquiry process is also at the heart of the course. As noted on the IH website, "Investigating History will contribute to students' capacities to make informed civic choices and assume their roles in strengthening equality, justice, and liberty in the world." Furthermore, the IH curriculum was informed by the College, Career, and Civic Life (C3) framework, which centers, "...inquiry-based instruction and the role of history and social science education at all grade levels in preparing students for civic participation in a diverse democratic society." (Investigating History website). Within each unit of study, there are inquiries that drive students toward an analysis of both the historical content they are learning and the present-day connections and implications of these events. This civics-centered curriculum works to directly support the grant priority of deeper civic learning.

*** Connection to Grant Priority: Sustainability - How will improvements to civics teaching and learning made under this grant be sustained beyond the grant-funded period? For past recipients: How do your plans build on prior work and accomplishments?**

There are two key mechanisms in this grant proposal that support the sustainability of civics teaching and learning supported by this grant. First, the financial support of the existing K-2 curriculum, Inquiry Journeys, for FY25 will allow for current Social Studies department allotted funds to purchase additional years of our contract with InquirED. This is critical during this budget season (and annual budget seasons) when cuts to the Social Studies budget are almost always on the table. Because this program is digital, if our funding is cut, our access to the digital curriculum is gone. By utilizing grant funding in FY25, we should be able to purchase contract year FY26 and potentially FY27 all at once. Furthermore, the continued financial support of the Inquiry Advocates, teacher leaders for each grade level, will allow PSB to support the teachers more effectively and consistently in year two of implementation, in conjunction with the professional development provided via InquirED.

In terms of grades 3-5, the funding proposed will serve multiple purposes that speak to sustainability. First, grade 5 will enter year 2 of implementation of the Investigating History curriculum in FY25. This grant will support the ongoing training and programmatic support that we established in FY24 by supporting the diverse needs of both experienced teachers and teachers new to the Investigating History curriculum via the teacher-leader as well as partnership with Primary Source. For grades 3 and 4, this grant funding will help to establish flexible, foundational trainings and supports that are applicable to either program we adopt, InquirED or Investigating History, and creates the previously identified and valued grade level lead teacher within the district. Lastly, adoption of either program creates continuity across multiple grade levels, which is another contributing factor to the sustainability of the program.

*** SIMS Data Collection - In what courses/grade levels is the civics project implemented? What is your plan for collecting data regarding the civics project?**

The Civic Action Project is implemented in grades 8 and 11 in the Public Schools of Brookline. Each school is required to report to our district-based data team, who in turn reports out to the state on all students' access and completion of a Civic Action Project. Additionally, while no funding from this grant is being requested for the Civic Action Project, grant funding from previous years is allotted for the creation of school-based Civics Showcases this school year, and a districtwide Civics Showcase next year.

Proposed Budget

Grant Component	Proposed Funding
InquirED curriculum for K, 1, 2	\$30,000
Grade Level lead teachers for K, 1, 2, 3, 4, 5	\$7,200 (\$1,200/lead teacher)
Primary Source partnership	\$25,000
Summer Workshops	\$7,800

Total	\$70,000
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Donna Chisholm <donna_chisholm@psbma.org>

Fwd: FW: Awarded: FY25 FC589 Civics Teaching and Learning Grant

1 message

Gabriel McCormick <gabe_mccormick@psbma.org>

Wed, Jun 5, 2024 at 9:32 AM

To: Donna Chisholm <donna_chisholm@psbma.org>, Ashley O'Sullivan <ashley_osullivan@psbma.org>

Hi Donna,

Here's the email thread I mentioned. You'll see below the message from Rebekah at DESE that mentions awarding 80% of the initial request.

Regards,
Gabe

----- Forwarded message -----

From: **Greg Porter** <greg_porter@psbma.org>

Date: Tue, Jun 4, 2024 at 12:57 PM

Subject: Re: FW: Awarded: FY25 FC589 Civics Teaching and Learning Grant

To: Judson, Rebekah M (DESE) <Rebekah.M.Judson@mass.gov>, Gabe McCormick <gabe_mccormick@psbma.org>, Ashley O'Sullivan <ashley_osullivan@psbma.org>

Hi Rebekah,

I have added Gabe McCormick, Sr. Director for Teaching and Learning, and Ashley O'Sullivan, Grants Coordinator, to this email thread so that you can pass along all the pertinent information regarding this new grant. I was also hoping you could send us a copy of the grant award letter.

Thanks so much!
Greg

On Mon, Jun 3, 2024 at 2:12 PM Judson, Rebekah M (DESE) <Rebekah.M.Judson@mass.gov> wrote:

Hi Greg,

I'm realizing that Donovan no longer works for the district (which I did not see initially because it was an automated email). No wonder you didn't have the information. Could you share this with your new grants administrator and let me know who to follow up with about editing the grant within GEM\$?

All best,

Rebekah

Rebekah Judson (she/her/hers)

History/Social Science Coordinator

rebekah.m.judson@mass.gov

Center for Instructional Support – History, Social Science, and
Civics

Massachusetts Department of Elementary and Secondary Education

135 Santilli Highway, Everett, MA 02149

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Caring for each other. Growing together. Back to school, better. Learn more.

From: Judson, Rebekah M (DESE) <Rebekah.M.Judson@mass.gov>

Date: Friday, May 31, 2024 at 4:53 PM

To: donovan_king@psbma.org <donovan_king@psbma.org>

Subject: Re: Awarded: FY25 FC589 Civics Teaching and Learning Grant

Hi Donovan,

I wanted to follow up on the below request to return a revised budget for this grant. Unfortunately, we can't move the paperwork along for any grants until each one is returned at this stage, so we do need it finalized as soon as possible! Please let me know if you anticipate any delays.

Best,

Rebekah

Rebekah Judson (she/her/hers)

History/Social Science Coordinator

rebekah.m.judson@mass.gov

Center for Instructional Support – History, Social Science, and
Civics

Massachusetts Department of Elementary and Secondary Education

135 Santilli Highway, Everett, MA 02149

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From: Judson, Rebekah M (DESE) <Rebekah.M.Judson@mass.gov>

Date: Thursday, May 16, 2024 at 4:57 PM

To: donovan_king@psbma.org <donovan_king@psbma.org>

Subject: Awarded: FY25 FC589 Civics Teaching and Learning Grant

Good morning,

Thank you for applying for the FY25 FC589 Civics Teaching and Learning Grant! We are delighted to inform you that **Brookline** has been awarded the grant for this upcoming fiscal year. Congratulations!

Due to the significant volume of applications for this grant and the Department's interest in catalyzing civics work across as many LEAs as possible, we chose to award recipients 80% of their requested funds. As such, while you initially requested \$70,000.00, your final award is **\$56,000** for FY25.

Next Steps:

In the next few days, you will receive a notification within GEM\$ that you have been awarded the grant “with revisions.” This notification may also note small budget coding errors. Please complete the following steps by 5pm on **Thursday, May 30**:

Revise your budget to align with your total award (\$56,000)

Resolve any budget errors that are referenced within GEM\$

Resubmit your application

Once your application has been resubmitted, we will continue to process your award.

The start date of this grant will be July 1, 2024. The awards still need to be processed by the Governor’s Office as well. Once we receive approval from the Governor’s Office, we will send your official award letter.

If you have any questions about this grant, please reach out to Rebekah Judson at Rebekah.M.Judson@mass.gov. If you have technical questions about the GEM\$ system, please reach out to Grants Management Customer Service at 781-338-6595.

Best,

The CIS Grants team

Rebekah Judson (she/her/hers)
History/Social Science Coordinator
rebekah.m.judson@mass.gov

Center for Instructional Support – History, Social Science, and
Civics
Massachusetts Department of Elementary and Secondary Education
135 Santilli Highway, Everett, MA 02149
Web | Twitter | Facebook | YouTube | Newsletters

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Greg Porter
(he/him/his)
Social Studies Curriculum Coordinator (K-8)
Public Schools of Brookline
2 Clark Rd. #301
Brookline, MA
(617) 264-6418
greg_porter@psbma.org
[Link to PSB Cultural Observances Calendar and Resources \(June\)](#)

"Not everything that is faced can be changed, but nothing can be changed until it is faced."
- James Baldwin

--

Gabriel McCormick (he/him/his)
Senior Director of Teaching & Learning for Secondary Education



Public Schools of Brookline
333 Washington Street,
Brookline, MA 02445-6853
617-730-2437



Budget Detail

Brookline (0046) Public School District - FY 2025 - FC 0589 Civics Teaching and Learning Grant (State/COMP) - Rev 0 - FC 0589 Civics Teaching

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Indirect Cost	
Total Contributing to Indirect Cost	\$56,000.00
Indirect Cost Rate	2.47%
Maximum Allowed for Indirect Cost	\$1,383.20

Filtering - 1 out of 1 Budget Details match selected filters

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Object Code

Function Code

Location Code

Narrative

01NM - Professional Sa...

All

All

No Options
Selected

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Budget Detail	Narrative Description
Object Code: 01NM - Professional Salaries (Non-MTRS) Function Code: TCHR - Teachers Location Code: Brookline (0046) Quantity: 6.00 Cost: \$1,200.00	Stipends paid to teachers for collaborative planning, serving on a committee, or other non-PD activities related to instruction. Grade Level lead teachers for K, 1, 2, 3, 4, 5 (\$1,200/lead teacher)

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Budget Detail

Brookline (0046) Public School District - FY 2025 - FC 0589 Civics Teaching and Learning Grant (State/COMP) - Rev 0 - FC 0589 Civics Teaching

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Budget Detail

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Indirect Cost	
Total Contributing to Indirect Cost	\$56,000.00
Indirect Cost Rate	2.47%
Maximum Allowed for Indirect Cost	\$1,383.20

Filtering: 1 out of 1 Budget Details in my selected filters

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Object Code	Function Code	Location Code	Narrative
04MC - Contracted Serv...	All	All	No Options Selected

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Items/Page: 10 ▼

Budget Detail	Narrative Description
Object Code: 04MC - Contracted Services (major) Function Code: PDEV - Professional Development Location Code: Brookline (0046) Quantity: 1.00 Cost: \$20,000.00	Professional development services to support grant activities. Civic Learning Partnership Brookline will partner with Primary Source for a year long Civic Learning Partnership, granting priority access for registration for 12 educators in our civics related courses throughout Summer 2024 and SY24-25. In-District Professional Development Seminars: Primary Source will provide 4 half-day in-district professional development seminars on identifying and implementing civic learning and engagement connections

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Budget Detail

Brookline (0046) Public School District - FY 2025 - FC 0589 Civics Teaching and Learning Grant (State/COMP) - Rev 0 - FC 0589 Civics Teaching

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Total for all Budget Details:

Allocation:

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Budget Detail

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Indirect Cost	
Total Contributing to Indirect Cost	\$56,000.00
Indirect Cost Rate	2.47%
Maximum Allowed for Indirect Cost	\$1,383.20

Filtering - 1 out of 3 Budget Details match your search criteria

Show All / Clear All

Object Code	Function Code	Location Code	Narrative
05 - Supplies and Mate...	All	All	No Options Selected

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Budget Detail	Narrative Description
Object Code: 05 - Supplies and Materials	Costs associated with instructional materials. Note that all materials must be recommended in the DESE K-12 Curricular Materials Guide, found on the DESE History, Social Science, and Civics website. Costs for supplies and materials associated with grant-related events, such as local civics project showcases or voter registration/education activities.
Function Code: MATL - Instructional Materials and Technology	
Location Code: Brookline (0046)	
Quantity: 1.00	
Cost: \$28,800.00	



Budget Detail

Brookline (0046) Public School District - FY 2025 - FC 0589 Civics Teaching and Learning Grant (State/COMP) - Rev 0 - FC 0589 Civics Teaching

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Total for all Budget Details:

Allocation:

Remaining:

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THE PUBLIC SCHOOLS OF BROOKLINE
OFFICE OF TEACHING AND LEARNING
BROOKLINE, MASSACHUSETTS 02445

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

LINUS J. GUILLORY JR., PHD
SUPERINTENDENT OF SCHOOLS

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

Queer Student Program Fall Retreat
In-State, Overnight Trip Application
YMCA Camp Hi-Rock - Mount Washington, MA
September 28th – September 29th, 2024

For review and consideration by the
Brookline School Committee

Approval Route:	Approved	Denied	*Returned
Copies to:			
TEACHING & LEARNING	<u>2/15</u>	_____	_____
SUPERINTENDENT	_____	_____	_____
SCHOOL COMMITTEE	_____	_____	_____
MEETING DATE	_____	_____	_____
*REASON RETURNED:	_____		

PUBLIC SCHOOLS OF BROOKLINE

APPLICATION FOR ALL IN-STATE, OVERNIGHT FIELD TRIPS

TRIP LOGISTICS:

1. Name of Field Trip: Queer Student Program Fall Retreat
2. Educator Requesting Field Trip Approval: Kathryn (Kate) Leslie
3. School: Brookline High School Grade Level: 9-12
4. Have you reviewed the *School Committee Policy I 3 a. for School Sponsored Field Trips*? Yes
5. Have you reviewed the document "*Administrative Procedures for School Sponsored Field Trips*"?
Yes
6. Have you reviewed the document "*Field Trip Planning Guide*"? Yes

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

7. What is your destination? YMCA Camp Hi-Rock - 544 East Street
Mount Washington, MA 01258
8. What is the date and time you are leaving school? Saturday, September 28 at 8am
9. What is the date and time you are returning to school? Sunday, September 29th by 2pm
10. Do the dates of the trip conflict with any religious holidays or observances? No
11. How many days will students miss from school? None
12. How are students being transported (school bus, chartered bus, plane, rail, etc)? 3 School vans

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

13. How many students will be participating in the field trip? 30 students
14. What members of the student body are eligible for the trip? This trip is open to any LGBTQ
students or allies that are part of the Queer Student Program at BHS

15. How are students selected to participate in this field trip? This trip will be advertised to all groups
associated with the Queer Student Program, including the Queer Advisory, GSA, Queer Students of
Color Lunch Group, and the Queer Action Club. We will take the first 30 students who sign-up and
turn in their necessary forms.

16. Where will students be staying? Students will be staying in the Bear Rock Lodge, which is a heated
lodge on the YMCA Camp premises

17. What are the names and cell phone numbers of the primary staff chaperones on the trip?
Kate Leslie - 973-270-4997
Julia Mangan - 508-472-1470
Stephen Eesley - 908-635-9759

18. Other than those listed in #16 above, what are the names and roles (teacher, parent, etc) of other adult
chaperones who will be on the trip? We will be looking for 1-2 more teacher chaperones to accompany
the trip, though these people have not been finalized yet.

PUBLIC SCHOOLS OF BROOKLINE

EDUCATIONAL RELEVANCE

19. What is the purpose of the trip and how does it relate to Brookline's Learning Expectations (K-8) or BHS Course Syllabi? The purpose of this trip is to help build community amongst the dozens of students involved in different parts of Brookline High School's Queer Student Program. We want students to know each other better, form friendships across different LGBTQ student groups, and to be more aware of all of the offerings from the Queer Student Program in the 2024-25 school year.

20. Describe activities planned before the trip to prepare students: Before the trip, students will be made aware of the itinerary for the trip. They will be given a packing list, and there will be a Q&A session that students can get their concerns or questions addressed.

21. Describe activities planned after the trip for students to wrap-up/reflect: After the trip, we plan to host many Queer Student Program fall events that students can get involved in including apple-picking, pumpkin carving, our LGBTQ Friendsgiving Potluck, and Trans Awareness Week. These will be opportunities that the LGBTQ student community can get together again and continue to build on the friendships established at the retreat.

ACCESSIBILITY AND STUDENT SAFETY

22. To what extent does the field trip group reflect the diversity of the school population? What efforts will be undertaken to ensure that, to the greatest extent possible, the participants in this field trip reflect the diversity of the school population? We will advertise this trip in all of our different LGBTQ students clubs including GSA, the Queer Student of Color Lunch Group, Queer Advisory, Queer Action Club, and in the QSU hang-out space. We will also post about this trip on Canvas and will put up posters on the walls of spaces such as ACE, EXCEL, SWS, the METCO Room, AALSP, and Steps to Success

23. What measures are planned to ensure student safety on the trip, including chaperone coverage, student behavior contracts, etc. We will have more than the required number of chaperones and will aim to have at least 4 adults for 30 students on our retreat. We will also review the rules of the retreat with students before we leave schools so that everyone is aware of behavioral expectations.

24. What is the name and location of the medical facility closest to your destination? Fairview Hospital in Great Barrington, MA (29 Lewis Ave, Great Barrington, MA 01230)

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

FUNDING

26. What is the total cost of the trip? Please detail the major components of the trip below and provide a total. *(add/edit headings as necessary)*

PUBLIC SCHOOLS OF BROOKLINE

Lodging & Meals at YMCA Camp	\$3077 (1 night's lodging + 3 meals for 30 students, 4 chaperones)
Programming at YMCA Camp	\$1004
Pizza Lunch on Sunday	\$300
TOTAL:	\$4381 for 30 students, 4 chaperones

27. How will the field trip be funded? We received \$3,000 to cover most of the cost of the retreat from the Brookline High PTO. (Thank you PTO!) We will ask each student to cover \$55 of the cost of the trip, and we will offer full scholarships to families for whom the cost of the trip is a burden.

28. What accommodations are made for students who cannot afford the expenses of this trip? Are partial and/or full scholarships available? We will offer full scholarships to students for whom cost is a burden.

29. If fundraisers are planned to help lower the cost of the trip for all students, please describe those plans here: We raised money selling Brookline Pride t-shirts and sweatships in the 2023-2024 school year, and we will use these funds to cover the cost of scholarships for the retreat, as needed.

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

Signatures:

Educator Requesting Field Trip Approval: Kathryn Lealle Date: June 21, 2024

Principal:  Date: 6/21/24

MEMORANDUM OF UNDERSTANDING

This MEMORANDUM OF UNDERSTANDING (this “Agreement”), is entered into as of this ____ day of _____, 2024, by and between the **Town of Brookline** (“Town”), acting by and through its Select Board, with its municipal offices located at 333 Washington Street, Brookline MA 02445 and the **Public Schools of Brookline** (“PSB”), acting by and through its School Committee, with its offices also located at 333 Washington Street, Brookline MA 02445, both parties herein referred to jointly as the “Parties”.

WHEREAS, the Town is the owner of certain property located at 110 Fisher Avenue, 150 Fisher Avenue, 146 Hyslop Road (a/k/a 129 Fisher Avenue) and 124 Fisher Avenue in Brookline, Massachusetts (collectively, the “Premises”); and

WHEREAS, PSB needs space to accommodate Grade 6-8 students from the Pierce School during its planned renovation and until the project is complete.

WHEREAS, the Premises contain a building formerly owned by Newbury College (the “Building”) whose certain designated facilities at 150 Fisher Avenue, as displayed on floor plan Exhibit A could be repurposed for use as a Middle school; and

WHEREAS, while the Town is currently using the Building for several municipal purposes, portions of it remain vacant and currently available to address some of the need for space during the Pierce School renovation;

NOW, THEREFORE, in consideration of the mutual promises contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Town and PSB agree as follows:

1. PSB shall only use the Academic Building on the site. PSB will be able to use the first and second floor portions of the Building as designated on the Floorplan attached hereto as Exhibit A as space for existing and designated Pierce School students, teachers, support staff, **related vendors, parents, caregivers**, and programs, including all attendant and related uses thereto as necessary, including Rooms 102, 103, and 105 currently utilized by the IT Department, but not Rooms 104A, 105A, 106, 103E1, and 103F1. No other non-Pierce school programs or non-PSB staff, **related vendors, parents, or caregivers** shall be permitted on the site. PSB shall have the right to enter and exit the Building from the designated entrances, which shall not be entrances to the lower two floors, and the Town shall provide copies of any keys, access codes, identifiers and other means of entrance necessary to access the Building. PSB will not have access to any other building on the Premises **except for any stand-alone storage structure expressly designated for PSB’s use**. PSB’s use of the Building shall not extend to use for school purposes other than swing space during the Pierce School renovation. **There will be no after-school programming allowed at the Building**, except that the Building may be used after customary school hours for intermittent, informal uses such as back-to-school nights or parent-teacher conferences if a mutual written agreement for such use is made between the Town (by and through its Director of Public Buildings or their designee) and PSB (by and through the Pierce Principal or their designee). In such circumstances, PSB shall be responsible for all associated custodial services, and shall be responsible for securing the building following any such event.

PSB may utilize Fisher Hill Park and outdoor areas adjacent to the Academic Building for recess or for satisfying other student needs for outdoor space, but only pursuant to the following requirements:

- PSB may use Fisher Hill Park only when it is designated as “open” by the Parks and Open Space Division of the Department of Public Works. All parties recognize the Park is generally closed during rain and periods of freezing or thawing.
- PSB agrees to repave a designated portion of the parking lot on site and to lay out “hard court” play areas in that space, with all costs borne by PSB.
- PSB will coordinate its schedule for using Fisher Hill Park with the Parks and Open Space Division to insure the Division can adequately prepare Fisher Hill Park for practices and games.
- PSB cannot use Fisher Hill Park after school hours.
- PSB will provide any outdoor seating areas or playground equipment such as basketball hoops, and will be responsible for removing same unless given written authorization from the Town.
- PSB and Department of Public Works may work together to design classroom/educational activities for Fisher Hill Park.

2. Parking. Parking is available on-site in five separate areas delineated Areas A-E as show on the Parking Plan attached hereto as Exhibit B. Under the terms of this Agreement, PSB will have the right to utilize only Parking Areas B and C Monday through Friday. Parking Areas B and C may be used by PSB for staff or visitor parking, as PSB sees fit, but the Town will have the right to use Parking Areas B and C during the weekends. Parking Area D is for Public use. Parking Areas A and E cannot be used for handicap parking. No Parking Area, including Parking Areas B and C, may be used for pick up or drop of students, nor may they be used for deliveries. The driveways on the north side of the building, used to enter and exit Fisher Avenue, are for Town use only; this also include the driveway on the east side of the property that leads to Parking Area A. PSB shall not use these driveways for deliveries, pick-up/drop off, storage, refuse removal, or standing/ non standing parking. All School deliveries are the responsibility of the School Department staff to receive, and shall be received on the first floor area of the Building designated as classroom space. PSB shall not use the parking lot adjacent to Fisher Hill Park for parking. The loading dock servicing the Academic Building shall be solely for use by the Building Department or IT Department.

PSB shall have bus and van service drop off and pickup in front of the building located at 150 Fisher Ave. PSB requests signs be posted designating the space for school bus, van and delivery vehicles only. Staff from the Town and PSB will review the plan for conformance with this MOU.

To the extent parents, PSB staff, or students utilize street parking around the Premises, they shall not, in doing so, block access to any Town parking lots. Parking or standing on Hyslop Road will not be permitted.

PSB shall be responsible for installing all necessary barriers and signage as required.

3. Term. The term of this Agreement shall be from June 1, 2024 to, forty-five (45) days after the New Pierce School obtains a Temporary Certificate of Occupancy, unless extended by mutual agreement memorialized in writing by both parties. Parties may, by mutual agreement, terminate this Agreement at any point.

4. Designated Use: Occupancy shall be based on the same access granted to other PSB school staff. Teachers and support staff shall have access the first weekday on or after August 15 before the school year begins and through five days after the last day of school from the hours of 7 AM to 7 PM, like all other school staff. The Principals, Custodians and Admin shall have access 24/7/365 for cleaning, summer-cleaning and quiet enjoyment of the agreed upon spaces. PSB shall responsible for securing the building to the extent it is utilized after 3:30 PM, including locking all doors and windows and setting all alarms. The building cannot be sublet out to any group. The Town is not responsible for any equipment, materials, or other infrastructure left in the Building by PSB subsequent to the term. PSB shall be responsible for returning all portions of the Building used pursuant to this MOU to their original state, and shall remove all furniture and equipment from said portions of the Building unless: (a) the furniture and equipment pre-dated the term of this MOU, or (b) the Town consents in writing for such furniture and equipment to stay. Any disposal of PSB refuse, including furniture or other large items, shall be the responsibility of PSB. To the extent the Town is forced to incur costs associated with clearing out the Building following PSB usage, PSB will reimburse the Town for those charges.

In the event the Town determines that PSB, or any of its agents, are utilizing the Building for purposes other than those stated in Section 1, in contravention of any other section of this Agreement or in a manner detrimental to the health, welfare or safety of the surrounding neighborhood or the public at large, it may notify PSB in writing. PSB shall be given thirty (30) days from receipt of the writing to address the Town's concern. In the event PSB fails to address the concerns in a manner satisfactory to the Town within the allotted period, the Town shall have the option of terminating this Agreement.

5. Understanding as to Barred Areas. PSB recognizes that the portion of the Building designated as either "IT" or "Building Dept Space Only" on the floorplan attached as Exhibit A ("the Barred Area") is currently used by Town Departments and shall remain in use by Town Departments during the Term. The Barred Area is not included within the space made available to PSB pursuant to Section 1. Moreover, the Barred Areas may contain activities or materials that could be hazardous. The Town shall make reasonable effort and take practical measures to secure spaces and materials so PSB students and staff cannot access them, but all parties recognize that PSB shall be responsible for reasonably insuring that no students, teachers, parents/caregivers or any other individuals present in the Building as invitees, employees, or guests of PSB access the Barred Areas. PSB acknowledges and accedes to the fact that the Town's use of the Barred Area may, at times, cause noise, odor, vibration, or other effects potentially distracting to students or faculty utilizing the Building pursuant to this Agreement.

6. Indemnification. PSB shall at all times save the Town harmless, and exonerate and defend and indemnify the Town from and against any and all claims, liabilities or penalties asserted by or on behalf of any person, firm, corporation or public authority on account of nuisance or injury, death, damage or loss to person or property stemming from the use or occupancy of the Building by PSB or anyone present at the Building as PSB's employee, agent, or guest, including students and parents/caregivers.

7. Rent. As consideration for the use of the Building during the Term, PSB shall pay rent of \$1 to the Town.

8. Maintenance. Major maintenance of the Building, including all Building-wide security, electrical, HVAC, fire prevention, and other systems, shall remain the responsibility of the Town, who shall insure to the best of its ability that all classrooms and associated areas are suitable for the use contemplated by this Agreement. PSB shall provide a full time, site designated custodian who shall be responsible for all minor maintenance, repairs, school operations, security and reporting of work orders. PSB shall also provide all custodial services for the space used, including the elevator, stairs and open areas that are below the first floor by the open stairs. PSB shall be responsible for the installation and maintenance of all technology, furniture, office equipment, network, and wifi, to run the school program. At the end of the term, unless mutually agreed upon, PSB shall remove any and all technology, furniture and office equipment. Building Department staff utilizing the Building will not be expected to support PSB usage any more so than they support any other PSB school property where students and staff occupy space.

9. Staffing. In addition to the custodian described in Section 7, PSB shall have an administrator on-site while school is in session. The on-site administrator will be the point of contact with the Building Department, and all concerns raised by parents, PSB staff, or students will be directed to the administrator, where appropriate.

10. Trash and Refuse. PSB will be responsible for all trash removal, recycling, food composting, large item disposal, disposal of hazardous materials, or other measures taken to deal with waste generated by PSB usage of the Building, including coordination with the Department of Public Works or outside vendors. All pick-up schedules for refuse must be coordinated with the Department of Public Works.

Bins and storage containers for PSB trash will be located in a parking space in a back corner of Parking Area B, as shown on Exhibit A. PSB refuse cannot be stored in Parking Areas A or E. PSB is not permitted to use any Building Department trash containers on-site. PSB shall be responsible for trash and litter pickup in all exterior areas of the Premises used by PSB staff and students and, to the extent PSB utilizes Fisher Hill Park, for Fisher Hill Park.

11. Miscellaneous.

(a) This Agreement shall be governed and construed in accordance with the laws of the Commonwealth of Massachusetts.

(b) PSB shall coordinate with the Department of Public Works for any snow removal needs.