



**The Public Schools of Brookline**

Brookline Town Hall  
333 Washington Street, 5<sup>th</sup> Floor  
Brookline, Massachusetts 02445  
617.730.2401

**Andrew J. Bott**  
Superintendent

September 27, 2017

Jessica Wender-Shubow  
President  
Brookline Educators Union  
115 Greenough Street  
Brookline, MA 02445

Dear Jessica,


Enclosed please find the documents that the District believes are responsive to your August 14, 2017 request.

With respect to your budget questions, please reference the district budget which is uploaded on our website: <https://www.brookline.k12.ma.us/Page/108>; specifically pages 72-76 and pages 191-192. If you would like a hard copy of the district budget please let me know.

You requested information about budget projections and future matters. The District has no documents responsive to these requests. As you know, many of your questions regarding future plans are highly dependent upon future budget considerations.

I have included a brief description of the attached documents. Please review and let me know if you have any questions or require any additional information.

Sincerely,



Andrew J. Bott  
Superintendent

cc: David Pollak, Chair, Brookline School Committee  
Nicole Gittens, Deputy Superintendent for Teaching and Learning

**Attachment A:**

Educators and administrators who participated in 5 days of professional development at Lesley University: 10/26-10/27, 2011; 1/18-1/19, 2012; 3/1/2012. Educators and administrators were released from their regular duties for this professional development opportunity.

**Attachment B:**

Benchmark Assessment System (BAS) Rollout, Frequently Asked Questions, **2012-2013**

**Attachment C:**

BAS FAQ, BAS and LLI Calendar, and BAS Cheat Sheet, **2017-2018**

**Attachment D:**

Substitute coverage *calendar* for the fall 2017 BAS administration

**Attachment E:**

Substitute coverage *list* for the fall 2017 BAS administration

**Attachments F-L:**

Literacy Collaborative professional development sessions for Runkle, Lincoln, Driscoll, Lawrence and Devotion (Upper and Lower); and for the cohort of middle school ELA teachers from Driscoll, Heath, Runkle and Lawrence.

**Attachment M:**

List of 17-18 Literacy Coaches

**Attachment N:**

List of 17-18 Literacy Specialists/Interventionists

**Attachment O:**

Time Allocations, ELA instruction time is outlined in this document

# ATTACHMENT A

## Literacy Team Training

October 26 & 27, 2011

January 18 & 19, 2012

March 1, 2012

NAME	POSITION/GRADE	SUB NEEDED?	SCHOOL
Heidi Cook	Principal	No	Driscoll
Jeni Pereira	Literacy Specialist	No	Driscoll
Kaitlin O'Connell	Literacy Specialist	No	Driscoll
Jen Doubilet	Grade 1 Teacher	Yes	Driscoll
Phoebe Jones	Grade 3 Teacher	Yes	Driscoll
Elisa Pendery	Special Education Teacher, K-4	Yes	Driscoll
Liz Georgantis	Special Education Teacher, 5-8	Yes	Driscoll
Amy Neale	Librarian	Yes	Driscoll
Carrie Wilson	Principal	No	Heath
Alex Borns-Weil	Literacy Specialist	No	Heath
Christin Wheeler	Literacy Specialist	No	Heath
Emily Redburn	Grade 1 Teacher	Yes	Heath
Lizette Austin	Grade 3 Teacher	Yes	Heath
Sarah Pangburn	Grade 6 Teacher	Yes	Heath
Rachel Hayashi	Grade 7/8 Teacher	Yes	Heath
Colleen Carney	Librarian	Yes	Heath
Nancy Cummo	Special Educator, Learning Center, Gr. 4/5	Yes	Heath
Min Jen Wu Taylor	Early Education Teacher	Yes	Heath
Steve Silvestri	Principal	No	Devotion
Beth Williams	Literacy Specialist, K-1	No	Devotion
Kristie Fox	Literacy Specialist, 3-6	No	Devotion
Shelli Morgenstern	Literacy Specialist, 3-6	No	Devotion
Gretchen Albertini	Grade 3 Teacher	Yes	Devotion



Sarah Smith	Grade 4 Teacher	Yes	Devotion
Bob Miller	Grade 7 Teacher	Yes	Devotion
Nicole Chasse	Kindergarten Teacher	Yes	Devotion
Rick Rogers	Principal	No	Lawrence
Pam Tully	Literacy Specialist	No	Lawrence
Dianne Arico Muendel	Literacy Specialist	No	Lawrence
Terry Jewell	Literacy Specialist	No	Lawrence
Maureen Houston	Inclusion Facilitator	No	Lawrence
Margaret Avakian	Gr. 6/7 English Teacher	Yes	Lawrence
Deborah Wegener	Grade 4 Teacher	Yes	Lawrence
Jill Demsey	Grade 2 Teacher	Yes	Lawrence
Kris Frye	Kindergarten Teacher	Yes	Lawrence
Pipier Smith-Mumford	Principal	No	Pierce
Beth Collins Willis	Literacy Specialist	No	Pierce
Mary Gabriel*	Literacy Specialist	No	Pierce
Laura West	Kindergarten Teacher	No	Pierce
David Weinstein	Grade 1 Teacher	No	Pierce
Annemarie Marcus	Special Education Teacher	NO	Pierce
Susan Harvey	Grade 4 Teacher	Yes	Pierce
Emily Adams	Grade 5 Teacher	Yes	Pierce
Jamie Lyons	Grade 7 English/History Teacher	Yes	Pierce
Vanessa Beauchaine	Principal	No	Runkle
Kristin Battaglia	Literacy Specialist	No	Runkle
Amy Sweeney	Literacy Specialist	No	Runkle
Teresa Gallo-Toth	Librarian	No	Runkle
Angela Galanopoulos	Grade 7-8 Teacher	No	Runkle
Danielle Halwick	Kindergarten Teacher	Yes	Runkle
Stephanie Convicer	Grade 4 Teacher	Yes	Runkle
Geri Belle	Grade 6 Teacher	Yes	Runkle

Patricia Kinsella	preK-8 ELA Coordinator	No	District
Jennifer Fischer-Mueller	Deputy Superintendent for Teaching and Learning	No	District
Amy Martin	Director of Grants and Program Review	No	District
Oscar Loureiro	Director of Data	No	District
Mindy Paulo	ELL Program Coordinator	No	District
Janet MacNeil	preK-8 Science Coordinator	No	District
Geoff Tegnell	preK-8 Social Studies Coordinator	No	District
Lisa Lamont Harris	Director of Special Education	No	District
Mies Boet-Whitaker	Enrichment & Challenge Support Coordinator	No	District
Vicki Milstein	Principal for Early Education	No	District
Karen Wolfson	preK-8 Mathematics Coordinator	No	District
Kristen Herbert	Principal	No	Lincoln
Pam Redlener	Literacy Specialist	No	Lincoln
Becky Reinhold	Literacy Specialist	No	Lincoln
Liz Cook	Literacy Specialist	No	Lincoln
Andrea O'Donnell	Literacy Specialist	No	Lincoln
Deb Abner	Librarian/Gr. 6-8 Team	Yes	Lincoln
Sarah Maxwell	Grade 2 Teacher	Yes	Lincoln
Karin Olson	Grade 1 Teacher	Yes	Lincoln
Mary Brown	Principal	No	Baker
Sara Zekri	Literacy Specialist	No	Baker
Katie Sullivan	Literacy Specialist	No	Baker
Darcie Kauffman	Special Educator	No	Baker
Amy Winnick	Grade 1 Teacher	Yes	Baker
Lesley Jarvis Tomion	Grade 3 Teacher	Yes	Baker
Renee Vergara	Spanish Teacher	No	Baker
Susan Balogh	Grade 7 Teacher	Yes	Baker

# ATTACHMENT B

9/4/12

# BAS Rollout 2012-2013: FAQs

Please make particular note of questions highlighted in blue; they represent significant changes from last year

## Will all students do BAS? At all grade levels?

All students in grades 1-5 participate in BAS. A subset of students in Kindergarten and grades 6-8 participates. See BAS Rollout 2012-2013: Overview for specifics about your particular grade level.

## Is there any order in which I should assess my students? What about LLI?

Assess your lowest achieving readers first, because all schools will hold LLI student selection meetings in grades 1-5 during the first week of October. We will therefore need to gather BAS data on any students who might need LLI during the first two weeks of the fall assessment cycle, in time for the selection meetings.

## Who is going to do all the assessments?

Almost all staff trained in BAS will conduct assessments. As we learn about what works best for students and teachers, we will modify the plan. Other districts that use BAS have told us that classroom teachers, over time, want to be the people who assess all of their students. We hope Brookline follows a similar trajectory. Specialists would then support assessment by helping with class coverage or assessing a smaller number of students.

**New for 2012-2013:** There have been major changes in DESE policy regarding ELL assessments and instruction for the 2012-2013 school year. Our BAS guidelines reflect the increased assessment load ELL teachers now face. ELL teachers will administer BAS with up to six of their students in grades 1-8. If there are more than six ELLs at Levels 4-6 per ELL teacher in a particular building, those students will be assessed by other staff (classroom teacher, Special Educator, etc.).

## So which ELLs should participate in BAS?

ELL students with the following English proficiency levels participate in BAS:

- 4 Expanding
- 5 Bridging
- 6 Reaching

## Do we have ceilings for BAS?

The district is not instituting hard and fast ceilings for 2012-2013. We do, however, affirm the following:

- students need to read instructional texts that meet their academic needs;
- reading materials should always be appropriate to students' social and emotional development;
- students need read to widely at their instructional level, fully exploring all there is to be learned at that level, before moving up the text gradient, and
- intellectually challenging conversations that support deep understanding within, beyond, and about the text can happen at any text level.

Given these beliefs, we have identified text levels for this fall at which teachers will want to pause when assessing a high-achieving reader. In general, these pausing places are just about one full year above grade level. Teachers may choose to continue assessing a student who has reached one of these pausing places, but we suggest that you talk through this decision with another staff person. Please note that teachers are *not required* to assess any student this fall beyond the pausing places.

### High achieving readers: Where to pause and consider when using BAS, Fall 2012

Grade Pause and consider at level...

1	J
2	M
3	P
4	S
5	V
6	Y
7/8	Use the full text gradient

### What about classrooms where the teacher hasn't yet been trained in BAS?

Only those staff who have completed BAS training will give BAS assessments. This means that each school's Literacy Team will identify available, trained staff to assess a *smaller* number of students in these classrooms. Focus on the following students:

- students who may need LLI;
- students who scored W or NI in MCAS;
- students who scored below grade level on their last BAS, and
- students who are new to the district.

### Where am I going to find the time to get these all done?

Classroom teachers and 6-8 ELA teachers will receive two ½ days release time during the twice-yearly general assessment cycles for this year. There is no release time for specialists or for the small-scale January and June cycles. As the district gains more experience with BAS, we will reexamine how best to support teachers.

### How does BAS fit in with my need to establish a classroom community during the first weeks of school?

Jill Samuels and Emily Redburn from Heath have identified the ways in which the goals of Responsive Classroom and BAS overlap. They have also created guidelines for how to incorporate BAS into Responsive Classroom instruction during the first weeks of school. You may find that guidance, *K-5 BAS and First Six Weeks*, on the Teaching and Learning page of the FirstClass portal.

### What if I want to assess all of my students instead of having specialists do some of them?

Great! The more experience teachers have with the assessment, the more efficient they will become when administering it. It is also true that the person who assesses is the person who learns the most about a student's reading skills.

### I teach ELA to about 90 middle school students. Do I have to assess them all?

No. ELA teachers in grades 6-8 will assess the same number of students as classroom teachers. See *BAS Rollout 2012-2013 : Overview* for details.

### What about students in Special Education?

Students with IEPs, including students in substantially separate classrooms, participate alongside their peers in BAS. The only students in Special Education who don't participate would be those whose IEPs indicate a learning plan incompatible with this type of literacy assessment. The total number of these students is small.

### What about kindergarten?



For now, we will not use BAS in kindergarten until the February/March cycle, and then only with those students who we believe are reading at Level A or above. BAS is not required at the end of the year in kindergarten, but teachers may use it if they would like.

***There are two assessment cycles per year, but my struggling readers need to be assessed more frequently. How will we deal with that?***

We will continue to talk about the frequency of assessment for students who are reading below grade level. Students in the summer reading programs will automatically have a third BAS at the end of the school year. In addition, once we see how BAS works for us, we can decide how best to keep a close eye on these children's progress with more frequent, less formal monitoring.

***What am I supposed to do with all the data once I have it?***

Use it! Create dynamic reading groups; plan good instruction; share your results with colleagues. Also, please send it to Patricia Kinsella by the due dates.

***What is the district going to do with all the data?***

The most important analyzers of the data will be teachers and Literacy Teams, because the purpose of assessment is improving instruction. The district will analyze the data for trends, to identify professional development needs, and to allocate resources for literacy intervention.

***How will we use the Student Folders?***

Please see the attached instructions for how to use the folder and what materials to put in it.

***I'm going to need a lot of recording forms for all the books we're going to read. Do I need to copy all of those myself?***

No! The district has copied them for you. Each school's Literacy Team will inform teachers about how and where to pick up their BAS recording forms.

***When are the BAS trainings for new staff? What if I was never trained because I was out on family leave last year?***

If you were not trained last year because you were out on leave, then you will train this fall with the new staff.

BAS trainings for this fall will take place in Town Hall on the following dates:

10/16/12	8:00 – 2:20	full release day
10/25/12	8:00 – 10:45	½ day
11/1/12	8:00 – 10:45	½ day
11/27/12	8:00 – 10:45	½ day

The district provides substitute coverage for these trainings. We will contact you early in October with instructions about what to put in AESOP.

# ATTACHMENT C

# BAS FAQs 2017-2018

9/11/17

**Who is going to do all the assessments?**  
Almost all staff who have been trained in BAS conduct assessments.

**What about students in Special Education?**  
Students with IEPs, including students in BAS conduct assessments. Education who don't participate will be those whose IEPs indicate a learning plan incompatible with this type of literacy assessment. The total number of these students in the district is small.

**What about students who are ELLs?**  
**ELLs must be at levels 4-6 to participate in BAS.** Please see ELL staff in your building for information about the ELL levels of your students.

**Do we have ceilings for BAS? What are 'pause and consider' levels?**  
The district does not have hard and fast ceilings for 2017-2018. We do, however, support **pause and consider levels**, which affirm the following beliefs:

- students need to read instructional texts that meet their academic needs;
- reading materials should always be appropriate to students' social and emotional development;
- students should read widely and deeply at their instructional level, before moving up the text gradient, and
- intellectually challenging conversations that support deep understanding within, beyond, and about the text can happen at any text level.

Teachers will want to **pause and consider** when assessing a high-achieving reader who reaches the levels in the chart to the right. In general, these pausing places are just about one full year above grade level. Teachers may choose to continue assessing a student beyond the P&C level, but we encourage you to talk through this decision with other staff. Please note that teachers are *not* required to assess any student beyond the P&C levels.

<sup>1</sup> We strongly recommend that teachers adhere to P&C levels.

PAUSE AND CONSIDER LEVELS 2017-2018 <sup>1</sup>			
GR.	FALL Sept./Oct.	WINTER Feb./March	
K	N/A	G	
1	J	L	
2	M	O	
3	P	R	
4	S	T	
5	V	W	
6	Y	Z	
7	Use full text gradient.		
8	Use full text gradient.		

Across the district, we have learned that exceeding P&C levels causes many more problems over time than it solves.



### ***What about classrooms where the teacher hasn't yet been trained in BAS?***

Only those staff who have completed BAS training will give BAS assessments. This means that each school's Literacy Team will identify available, trained staff to assess a smaller number of students in these classrooms. Focus on the following students:

- students who may need LLI;
- students who scored W or NI in MCAS;
- students who scored below grade level on their last BAS, and
- students who are new to the district.

### ***Where am I going to find the time to get these all done?***

Classroom teachers and 6-8 ELA teachers will receive two ½ days release time during the twice-yearly general assessment cycles for this year. There is no release time for specialists or for the small-scale June cycle (for children in the summer reading programs). As the district gains more experience with BAS, we will reexamine how best to support teachers.

### ***What happened to the January cycle for students who might need a summer reading program?***

We have combined that small-scale cycle into the winter cycle. Just as in the fall, please assess any students about whom you have concerns *early in the cycle*. We will need those scores for both LLI selection meetings and for Project Discovery and Project Achieve applications.

### ***What if I want to assess all of my students instead of having specialists do some of them?***

Great! The more experience teachers have with the assessment, the more efficient they will become when administering it. Please let the Literacy Specialists in your building know so that they can adjust lists accordingly.

### ***I teach ELA to about 90 middle school students. Do I have to assess them all?***

No. ELA teachers in grades 6-8 will assess 16+ students - the same number as classroom teachers. Please see the BAS Cheat Sheet for more information.

### ***What about kindergarten?***

Brookline does not use BAS in kindergarten until the winter cycle, and then only with those students who are reading at Level A or above. BAS is not required at the end of the year in kindergarten, but teachers may use it if they would like.

### ***There are two assessment cycles per year. What if my struggling readers need to be assessed more frequently?***

We will continue to talk about the frequency of assessment for students who are reading below grade level. Students in the summer reading programs may have a third BAS at the end of the school year. In addition, once we see how BAS works for us, we can decide how best to keep a close eye on these children's progress with more frequent, less formal monitoring.

### ***What am I supposed to do with all the data once I have it?***

Use it! Create dynamic reading groups; plan good instruction; share your results with colleagues; bring it to LLI selection

meetings. Also, please submit it by the due dates.

***What is the district going to do with all the data?***

The most important users of BAS data are teachers and Literacy Teams, because the purpose of assessment is improving instruction. The district will analyze the data for trends, to identify professional development needs, and to allocate resources for literacy intervention.

***I'm going to need a lot of recording forms for all the books we're going to read. Do I need to copy all of those myself?***

No! The district has copied them for you. Each school's Literacy Team will inform teachers about how and where to pick up their BAS recording forms.

***When are the BAS trainings for new staff?***

BAS trainings for 2017-2018 will take place in Town Hall on the following dates:

BAS Day 1	10/23/17	8:00 - 2:30
Session 2	11/20/17	8:00 - 2:30

The district provides substitute coverage for these trainings. We will contact you in October with instructions about AESOP.

***Do I share my students' BAS levels with parents?***

No. By district policy, teachers describe children's reading levels to parents relative to grade level (i.e., "*Your child is reading at a level equivalent to the middle of third grade.*"). Please do not share BAS levels with parents – unless you are a Special Educator writing goals for an IEP or reporting during an IEP meeting. The district will provide teachers with resources to support their conversations with parents in fall, 2017.

# Brookline BAS & LLI Calendar

2017 - 2018

September 2017					October 2017					November 2017				
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
				1	2	3	4	5	6			1	2	3
4	5	6	7	8	9	10	11	12	13	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	13	14	15	16	17
18	19	20	21	22	23	24	25	26	27	20	21	22	23	24
25	26	27	28	29	30	31				27	28	29	30	








December 2017					January 2018					February 2018				
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
				1	1	2	3	4	5				1	2
4	5	6	7	8	8	9	10	11	12	5	6	7	8	9
11	12	13	14	15	15	16	17	18	19	12	13	14	15	16
18	19	20	21	22	22	23	24	25	26	19	20	21	22	22
25	26	27	28	29	29	30	31			26	27	28		

March 2018					April 2018					May 2018				
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
			1	2	2	3	4	5	6		1	2	3	4
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25
26	27	28	29	30	30					28	29	30	31	

June 2018				
M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

 BAS assessment window  
 LLI selection meetings  
 BAS data due  
 No school/holidays  
 Professional Day  
 Collaborative time, dismissal at 1:40  
 BAS training for new staff

	Fall	Winter
BAS assessment window	9/18 – 10/17/17	1/22 – 2/16/18
LLI selection meetings	9/25 – 9/29/17	1/29 – 2/2/18
BAS data due	10/27/17	3/2/18

Please see BAS Cheat Sheet on reverse for guidance on Pause and Consider levels, as well as staff and student BAS participation for each grade level.



# BAS Cheat Sheet, 2017 – 2018

9/1/17

# STUDENTS TO ASSESS <sup>2</sup>		RELEASE TIME	STUDENT PARTICIPATION, BY GRADE	
STAFF <sup>1</sup>				
<b>FALL</b>				
<b>9/18 – 10/17/17</b>				
<b>DATA DUE 10/24/17</b>				
K	none <sup>3</sup>	-	Grade K: none	
Gr. 1-5	16+	two ½ days	Grades 1-5:	
Gr. 6-8 ELA	16+	two ½ days	• all students	
Special Ed. ECS	8	-	Grades 6-8, students who:	
ELL <sup>5</sup>	6	-	• scored W/Ni on MCAS	
Lit. Spec.	16+	-	• scored below grade level on last BAS	
			• are new to the district	
			• plus sample of students not struggling with reading achievement, to reach total of 16+ students	
<b>WINTER</b>				
<b>1/22 – 2/16/18</b>				
<b>DATA DUE 3/2/18</b>				
K	16+	two 1/2 days	Grade K:	
Gr. 1-5	16+	two 1/2 days	• all students reading at Level A or above	
Gr. 6-8 ELA	16+	two 1/2 days	Grades 1-5:	
Special Ed. ECS	8	-	• all students (same as fall)	
ELL	3	-	Grades 6-8:	
Lit. Spec.	16+	-	• same as fall, except students new to district who scored at or above grade level on last BAS not required to participate	

PAUSE AND CONSIDER LEVELS <sup>4</sup>		
GR.	FALL Sept./Oct.	WINTER Feb./March
K	N/A	G
1	J	L
2	M	O
3	P	R
4	S	T
5	V	W
6	Y	Z
7	Use full text gradient.	
8	Use full text gradient.	

<sup>1</sup> Newly hired teachers do not implement BAS in the fall cycle. New classroom teachers and 6-8 ELA teachers are, however, responsible for entering BAS scores (given to them by assessors) into the data warehouse. To help in these classrooms, Literacy Teams will assign those students who may be struggling with reading to other BAS-trained staff. Not all students in classrooms with new teachers will be assessed in September/October. NB: Newly hired staff do complete several practice BAS assessments as part of their fall training. Also, interns should not be asked to complete any BAS assessments.

<sup>2</sup> Staff who work less than 1.0 FTE assess a proportionate number of students. For example, a Special Educator working .5 FTE would assess four (or more) students, rather than eight (or more). The same is true for 6-8 ELA teachers who work part-time in ELA and part-time in other areas.

<sup>3</sup> Kindergarten teachers, at their discretion, may opt to use BAS with a few students who are reading well early in the year. The district will not be collecting this data systematically.

<sup>4</sup> *We strongly recommend that teachers adhere to P&C levels.* Across the district, we learned last year that exceeding P&C levels causes many more problems over time than it solves.

<sup>5</sup> ELL teachers will assess ELLs. Because of their ACCESS responsibilities, ELL teachers will assess only three students during the winter BAS cycle.

# ATTACHMENT D

# **BAS Literacy Assessments** **Fall 2017** **Substitute Coverage**

**8.7.17**

Mon	Tues	Wed	Thurs	Fri
<b>18 September</b> (max 5 subs)	<b>19</b> (max 20 subs) 1. Lawrence (5) 2. Pierce (6) 3. Runkle (5) 4. Baker (4)  Lower Devotion Grade Level Release Day (5 subs)	<b>20</b> (max 5 subs) 1. Lincoln (5)  Lower Devotion Grade Level Release Day (5 subs)	<b>21</b>  No School: Rosh Hashanah	<b>22</b> (max 5 subs)  Lower Devotion Grade Level Release Day (5 subs)
<b>25 September</b> (max 5 subs) 1. Heath (5)	<b>26</b> (max 25 subs) 1. Lower Devo (5) 2. Driscoll (6) 3. Lincoln (6) 4. Upper Devo (4) 5. Baker (5)	<b>27</b> (max 25 subs) 1. Lawrence (6) 2. Pierce (6) 3. Runkle (5) 4. Baker (5)	<b>28</b> (max 25 subs) 1. Runkle (5) 2. Lower Devo (5) 3. Driscoll (5) 4. Heath (6)	<b>29</b> (max 5 subs)
<b>2 October</b> (max 5 subs) 1. Lawrence (5)	<b>3</b> (max 25 subs) 1. Pierce (6) 2. Lower Devo (5) 3. Heath (5)	<b>4</b> (max 25 subs) 1. Lincoln (5) 2. Pierce (5) 3. Baker (5) 4. Upper Devo (5)	<b>5</b> (max 25 subs) 1. Lawrence (6) 2. Driscoll (5)	<b>6</b> (max 5 subs)
<b>9 October</b>  No School: Columbus Day	<b>10</b> (max 25 subs) 1. Lawrence (6) 2. Pierce (5) 3. Lower Devo (5) 4. Heath (5)	<b>11</b> (max 25 subs) 1. Lincoln (6) 2. Runkle (5) 3. Driscoll (5) 4. Baker (5)	<b>12</b> (max 25 subs) 1. Pierce (5) 2. Baker (5) 3. Lower Devo (5)	<b>13</b> (max 5 subs)
<b>16 October</b> (max 5 subs)	<b>17</b> (max 25 subs)	<b>18</b>	<b>19</b>	<b>20</b>

## **Fall 2017 BAS Assessments: 9/18/17-10/17/17**

- Substitute coverage is provided for **grade K-5 classroom teachers** and **grade 6-8 ELA teachers**; these teachers each receive one day of sub coverage (that can be split into two (2) ½ day sub coverage opportunities)
- Grade 1-5 teachers use the sub coverage to conduct BAS assessments; kindergarten teachers use the sub coverage to complete the revised, formalized K assessment
- Special educators do not receive sub coverage
- New teachers (not trained in BAS) do not conduct BAS assessments, and so do not receive sub coverage. They are trained in BAS and will conduct assessments in the winter
- Substitutes are sent to your school as noted above. Please contact Michelle McComiskey if you need to adjust your school's dates
- When a sub arrives at your school, she or he will typically cover for one of your teachers in the morning and another in the afternoon; Michelle can provide you with "sign-up sheets" that you can use to maximize sub utilization
- The total number of subs sent to your school = (the # of gr. K-5 classroom teachers + the number of gr. 6-8 ELA teachers) – the # of any new teachers not trained in BAS

# ATTACHMENT E

**8/7/2017**

**Fall 2017 BAS Assessment Sub Assignments**

**Grade K-5 Classroom Teachers receive 1 sub day**

**Grade 6-8 ELA Teachers receive 1 sub day**

**Subs are not provided for special educators**

SCHOOL	Total # of subs required	Assigned dates	subs on this date
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<b>BAKER</b>	<b>29</b>		
	Tuesday	9/19/2017	4
	Tuesday	9/26/2017	5
	Wednesday	9/27/2017	5
	Wednesday	10/4/2017	5
	Wednesday	10/11/2017	5
	Thursday	10/12/2017	5
			<b>29</b>

<b>LOWER DEVOTION</b>	<b>25</b>		
	Tuesday	9/26/2017	5
	Thursday	9/28/2017	5
	Tuesday	10/3/2017	5
	Tuesday	10/10/2017	5
	Thursday	10/12/2017	5
			<b>25</b>

<b>UPPER DEVOTION</b>	<b>9</b>		
	Tuesday	9/26/2017	4
	Wednesday	10/4/2017	5
			<b>9</b>

<b>DRISCOLL</b>	<b>21</b>		
	Tuesday	9/26/2017	6
	Thursday	9/28/2017	5
	Thursday	10/5/2017	5
	Wednesday	10/11/2017	5
			<b>21</b>

<b>HEATH</b>	<b>21</b>		
	Monday	9/25/2017	5
	Thursday	9/28/2017	6
	Tuesday	10/3/2017	5
	Tuesday	10/10/2017	5
			<b>21</b>



**Fall 2017 BAS Assessment Sub Assignments**

**Grade K-5 Classroom Teachers receive 1 sub day**

**Grade 6-8 ELA Teachers receive 1 sub day**

**Subs are not provided for special educators**

SCHOOL	Total # of subs required	Assigned dates	subs on this date
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<b>LAWRENCE</b>	<b>28</b>		
	Tuesday	9/19/2017	5
	Wednesday	9/27/2017	6
	Monday	10/2/2017	5
	Thursday	10/5/2017	6
	Tuesday	10/10/2017	6
			<b>28</b>

<b>LINCOLN</b>	<b>22</b>		
	Wednesday	9/20/2017	5
	Tuesday	9/26/2017	6
	Wednesday	10/4/2017	5
	Wednesday	10/11/2017	6
			<b>22</b>

<b>PIERCE</b>	<b>33</b>		
	Tuesday	9/19/2017	6
	Wednesday	9/27/2017	6
	Tuesday	10/3/2017	6
	Wednesday	10/4/2017	5
	Tuesday	10/10/2017	5
	Thursday	10/12/2017	5
			<b>33</b>

<b>RUNKLE</b>	<b>20</b>		
	Tuesday	9/19/2017	5
	Wednesday	9/27/2017	5
	Thursday	9/28/2017	5
	Wednesday	10/11/2017	5
			<b>20</b>

# ATTACHMENT F

**LINCOLN Literacy Collaborative Schedule**  
**Grades K-2 and 3-5**  
**2017-2018**  
**9.21.17**

Session	Date	Notes
#1	Monday, October 16	10 subs – rotate in the building
#2	Tuesday, November 21	10 subs – rotate in the building
#3	Thursday, December 14	10 subs – rotate in the building
#4	Tuesday, January 16	10 subs – rotate in the building
#5	Tuesday, March 15	10 subs – rotate in the building
#6	Thursday, March 29	10 subs – rotate in the building
#7	TBD*	10 subs – rotate in the building
#8	Tuesday, June 8	10 subs – rotate in the building

*\*Session #7 to be scheduled for April/May once the MCAS schedule has been determined.*

Coach(es)
<ul style="list-style-type: none"> <li>• Sarah Maxwell is the K-2 Literacy Coach for Lincoln.</li> <li>• Terese Clarke is the 3-5 Literacy Coach for Lincoln.</li> <li>• Sarah will be attending on-going PD at Lesley from November 13-17, 2017.</li> <li>• Terese will be attending on-going PD at Lesley from October 2-6, 2017.</li> <li>• No training should be scheduled during the dates for on-going PD.</li> </ul>
Schedule for LC Class
<b>Outline of Hours:</b> <ul style="list-style-type: none"> <li>• The schedule provides 20 hours of PD for grades K-2 and 20 hours of PD for grades 3-5.</li> <li>• All sessions ½ day sessions @ 2.5 hours each</li> </ul>
<b>Substitute Coverage:</b> <ul style="list-style-type: none"> <li>• The district will send 10 full-day subs to Lincoln to cover on each day.</li> <li>• The sub will rotate to cover two classrooms over the course of the day.</li> </ul>

# ATTACHMENT G

## **RUNKLE Literacy Collaborative Schedule**

**Grades K-2 and 3-5**

**2017-2018**

**8.31.17**

<b>Session</b>	<b>Date</b>	<b>Notes</b>
#1	Wednesday, October 18	9 subs – rotate in the building
#2	Tuesday, December 19	9 subs – rotate in the building
#3	Thursday, January 25	9 subs – rotate in the building
#4	Tuesday, March 27	9 subs – rotate in the building

### **Coach(es)**

- Shoshana Jacobs is the K-2 Literacy Coach for Runkle.
- Kristin Gray is the 3-5 Literacy Coach for Runkle.
- Shoshana and Kristin will be attending on-going PD at Lesley from November 13-17, 2017.
- No training should be scheduled during the dates for on-going PD.

### **Schedule for LC Class**

#### **Outline of Hours:**

- The schedule provides 10 hours of PD for grades K-2 and 10 hours of PD for grades 3-5.
- Sessions #1-4 are ½ day sessions @ 2.5 hours each

#### **Substitute Coverage:**

- The district will send 9 full-day subs to Runkle to cover on each day.
- The sub will rotate to cover two classrooms.

# ATTACHMENT H

**DRISCOLL Literacy Collaborative Schedule**  
**Grades 3-5**  
**2017-2018**  
**8.31.17**

Session	Date	Notes
#1	Tuesday, October 17	Full-Day Grade 3-5 teachers (10 subs)
#2	Thursday, November 30	10 subs – rotate in the building
#3	Tuesday, January 9	10 subs – rotate in the building
#4	Tuesday, March 6	10 subs – rotate in the building
#5	TBD*	10 subs – rotate in the building

*\*session #5 will be scheduled for April or May once we know the MCAS testing schedule*

Coach(es)
<ul style="list-style-type: none"> <li>Jennie Redburn is the 3-8 Literacy Coach for Driscoll.</li> <li>She will be attending on-going PD at Lesley from October 2-6, 2017.</li> <li>No training should be scheduled during the dates for on-going PD.</li> </ul>
Schedule for LC Class
<b>Outline of Hours:</b> <ul style="list-style-type: none"> <li>The schedule provides 15 hours of PD for grades 3-5.</li> <li>Session #1 is a full day session.</li> <li>Sessions #2-5 are ½ day sessions @ 2.5 hours each</li> </ul>
<b>Substitute Coverage:</b> <ul style="list-style-type: none"> <li>The district will send 10 full-day subs to Driscoll to cover on each day.</li> <li>For sessions #2-#5, the sub will cover a classroom for one part of the day, <b>and the principal can determine how the sub will be used for the other half of the day.</b></li> <li>Depending on the time of the session, the sub will cover the morning teacher from 8:00-11:00, have lunch from 11:00-11:30, and cover the afternoon teacher from 11:30-2:30.</li> </ul>

# ATTACHMENT I



## LOWER DEVO Literacy Collaborative

Grades K-4

2017-2018

9.11.17

Session	Date	Notes
#1	Tuesday, October 17	15 subs – rotate in the building
#2	Thursday, November 9	15 subs – rotate in the building
#3	Tuesday, December 19	15 subs – rotate in the building
#4	Wednesday, January 24	15 subs – rotate in the building
#5	Thursday, March 15	15 subs – rotate in the building
#6	TBD*	15 subs – rotate in the building
#7	Wednesday, June 6	15 subs – rotate in the building

\* session #6 will be set for April/May once the MCAS schedule has been determined

- Caitlin Paget is the K-2 Literacy Coach for Lower Devo.
- Lynni Nordheim is the 3-4 Literacy Coach for Lower Devo.
- Caitlin will be attending on-going PD at Lesley from November 13-17, 2017.
- No training should be scheduled during the dates for on-going PD.

### **Substitute Coverage:**

- The district will send 15 full-day subs to cover on each date
- The subs will rotate covering for teachers (K-2 or 3-4)

# ATTACHMENT J

**UPPER DEVO Literacy Collaborative Schedule**  
**Grades 5 and 6-8**  
**2017-2018**  
**8.31.17**

Session	Date	Notes
#1	Friday, October 13	5 subs - Grade 6-8 ELA Full Day
#2	Monday, October 30	5 subs – rotate in the building
#3	Thursday, January 11	5 subs - Grade 6-8 ELA Full Day
#4	Wednesday, March 7	5 subs – rotate in the building
#5	Friday, March 23	5 subs – rotate in the building
#6	Thursday, May 24*	5 subs – rotate in the building

*\*this date will be confirmed once the MCAS testing schedule has been set*

<b>Coach(es)</b>
<ul style="list-style-type: none"> <li>• Jen Sanders is the 5-8 Literacy Coach for Upper Devo.</li> <li>• She will be attending on-going PD at Lesley from October 2-6, 2017.</li> <li>• No training should be scheduled during the dates for on-going PD.</li> </ul>
<b>Schedule for LC Class</b>
<b>Outline of Hours:</b> <ul style="list-style-type: none"> <li>• #1 and #3 are full days for Grade 6-8</li> <li>• # 2 and # 4-6 are half days between grade 5 &amp; Grade 6-8</li> </ul>
<b>Substitute Coverage:</b> <ul style="list-style-type: none"> <li>• The district will send 5 full-day subs to Upper Devo to cover on each day.</li> </ul>

# ATTACHMENT K

**LAWRENCE Literacy Collaborative Schedule**  
**Grades K-2 and 3-5**  
**2017-2018**  
**9.12.17**

Session	Date	Notes
#1	Wednesday, October 18	Full-Day Grade K-2 teachers (12 subs)
#2	Thursday, November 30	12 subs – rotate in the building
#3	Thursday, January 11	12 subs – rotate in the building
#4	Tuesday, March 27	Full-Day Grade K-2 teachers (12 subs)
#5	TBD*	12 subs – rotate in the building
#6	Thursday, June 7	12 subs – rotate in the building

\*session #5 to be scheduled for April/May once the MCAS schedule has been determined

**Coach(es)**

- Jill Demsey is the K-2 Literacy Coach for Lawrence.
- Dianne Muendel is the 3-8 Literacy Coach for Lawrence.
- Jill will be attending on-going PD at Lesley from November 13-17, 2017.
- Dianne will be attending on-going PD at Lesley from October 2-6, 2017.
- No training should be scheduled during the dates for on-going PD.

**Schedule for LC Class**

**Outline of Hours:**

- The schedule provides 20 hours of PD for grades K-2 and 10 hours of PD for grades 3-5.
- Sessions #1 and #4 are full day sessions for grade K-2 teachers.
- Session #2-3 and #5-6 are ½ day sessions @ 2.5 hours each

**Substitute Coverage:**

- The district will send 12 full-day subs to Lawrence to cover on each day.

# ATTACHMENT L

**MIDDLE SCHOOL Literacy Collaborative Schedule**  
**2017-2018**  
**DRISCOLL/HEATH/LAWRENCE/RUNKLE**  
**9.12.17**

Session	Date	Notes
#1	Wednesday, November 1	13 subs
#2	Thursday, December 14	13 subs
#3	Wednesday, March 14	13 subs
#4	TBD*	13 subs

\*session #4 to be set for May once we know the MCAS schedule

Coach(es)
<ul style="list-style-type: none"> <li>Jennie Redburn is the 6-8 Literacy Coach for Driscoll.</li> <li>Rachel Hayashi is the 6-8 Literacy Coach for Heath and Runkle.</li> <li>Dianne Muendel is the 6-8 Literacy Coach for Lawrence.</li> <li>They will ALL be attending on-going PD at Lesley from October 2-6, 2017.</li> <li>No training should be scheduled during the dates for on-going PD.</li> </ul>
Schedule for LC Class
<b>Outline of Hours:</b> <ul style="list-style-type: none"> <li>The schedule provides 10 hours of PD for grades 6-8.</li> <li>All sessions are ½ day sessions @ 2.5 hours each.</li> <li>Teachers will also need travel time to get to the site of the training.</li> </ul>
<b>Substitute Coverage:</b> <ul style="list-style-type: none"> <li><b><i>Participating teachers will request their own FULL-DAY sub</i></b></li> <li>The sub will cover for the teacher while the teacher participates in the training</li> <li>The principal can then use the sub for any other building based needs after the teacher has returned from the training</li> </ul>

# ATTACHMENT M



## PSB Literacy Coaches FY18

<b>Name</b>	<b>School(s)</b>	<b>Role/FTE</b>
Caitlin Paget	Devotion	Coach (K-2)/1.0
Lynni Nordheim	Devotion	Coach (3-4)/ .5
Jennie Redburn	Driscoll	Coach (3-8)/ .9
Rachel Hayashi	Heath/Runkle	Coach (6-8)/ .8 (+.2 ELA)
Christin Wheeler	Heath	Coach (K-2) (in training)/ .9
Jill Demsey	Lawrence	Coach (K-2)/ 1.0
Dianne Muendel	Lawrence	Coach (3-8)/ 1.0
Sarah Maxwell	Lincoln	Coach (K-2)/ 1.0
Terese Clarke	Lincoln	Coach (3-5)/ 1.0
Mikaela Newell	Pierce	Coach (K-2) (in training)/ 1.0
Kristin Gray	Runkle/District	Coach (3-5)/ 1.0
Shoshana Jacobs	Runkle	Coach (K-2) / .8
Alyssa Rubenstein Schneider	Runkle	Coach (3-5) (in training)/ 1.0
Jen Sanders	Upper Devotion	Coach (6-8)/ 1.0

# ATTACHMENT N

## PSB Literacy Specialists FY18

<b>Name</b>	<b>School(s)</b>	<b>FTE</b>	<b>Role</b>
Katie Wang	Baker	1.0	Interventionist
Sara Zekri	Baker	1.0	Interventionist
Kailin Bixby	Baker	1.0	Interventionist
Kristie Fox	Devotion	1.0	Interventionist
Jeni Pereira	Devotion	1.0	Interventionist/RR
Beth Williams	Devotion	1.0	Interventionist
Lisa Berk	Driscoll	.6	Interventionist
Jen Doubilet	Driscoll	.8	Interventionist
Allison Lenk	Driscoll	.6	Interventionist
Katie Mitchell	Heath (.5)/Upper Devotion (.5)	1.0	Interventionist
Alex Borns-Weil	Heath	.6	Interventionist
Christin Wheeler	Heath	.9	Interventionist
Tanya Dribin	Lawrence	1.0	Interventionist
Terry Jewell	Lawrence	1.0	Interventionist
Pam Tully	Lawrence	.6	Interventionist
Liz Cook	Lincoln	1.0	Interventionist
Andrea O'Donnell	Lincoln	1.0	Interventionist
Elyse Purbaugh	Lincoln	1.0	Interventionist/RR
Katie Stowell	Lincoln (.5)/Upper Devotion (.5)	1.0	Interventionist
Beth Collins Willis	Pierce	1.0	Interventionist
Laura Lechner	Pierce	1.0	Interventionist
Erin Yang	Pierce	.8	Interventionist/ RR
Christine Doherty	Runkle	.8	Interventionist
Annie Connors	Runkle	1.0	Interventionist

# ATTACHMENT 0



**THE PUBLIC SCHOOLS OF BROOKLINE**  
BROOKLINE, MASSACHUSETTS 02445

OFFICE OF TEACHING AND LEARNING  
PHONE: 617-730-2432

ANDREW BOTT  
SUPERINTENDENT OF SCHOOLS

NICOLE GITTENS  
DEPUTY SUPERINTENDENT FOR  
TEACHING AND LEARNING

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August 15, 2017

Dear Principals,

Each year we send out the time allocations document centrally to all teachers. Each year, the time allocation document induces anxiety in many teachers as they find that the time allocations are not realistic and cannot be met within our school day. That said, we are sharing this document with school leaders so that you can use this to guide classroom expectations with your teachers.

If you have block scheduling at your school, you may want to use this document to double check that you are as close as possible to DESE expectations for time allocations. If your school has not yet moved towards block scheduling, you should review these time allocations with your teacher teams to make sure that they are coming as close to these DESE expectations as possible within your school community context.

If you need support from OTL, please let me know and we will support you in anyway possible. If you have any questions, please do not hesitate to contact me.

Sincerely,

Nicole Gittens

## **TIME ALLOCATIONS - EXPECTATIONS AND GUIDELINES**

**2017-2018**

The Commonwealth of Massachusetts requires that all elementary students receive a minimum of 900 hours/year of instructional time over the course of the school year. To meet the 900 hours, students should be engaged in planned instructional activity for at least 300 minutes each day.

The length of the school day in Brookline varies. A typical school day is 390 minutes. Fridays have 340 minutes. There are eight early dismissal days for conferences. This totals about 1160 hours of possible instructional time each year. The time allocation guidelines can help school based educators structure schedules and guide lesson planning to ensure that students receive the minimum of 900 instructional hours over the course of the school year.

The time allocations that are described in this document provide a guide to the total minutes per week that should be used to develop daily and weekly educational plans that meet the state requirement of 900 hours of instructional time. Again, this document serves as a guide, and decisions around how to effectively meet the daily/weekly time allotments should be made using knowledge of student's needs and collaborative decision-making at the school level with colleagues and school administrators. Please note that the Office of Teaching & Learning serves as a resource should support be needed.

The Time Allocations document is divided into grade level bands given the nuances of various grades. Because the length of our school day varies, teachers should pay attention to the *minutes per week* for each of the subject areas.

### **Guidelines:**

- It is expected that in grades K – 5, English Language Arts and Mathematics instruction occurs every day, including days with interruptions in the schedule (i.e. assemblies, early release days).
- Reading Workshop and Writing Workshop should happen a minimum of 4 days a week. They should each be allotted at least 50 minutes. Word study and interactive read aloud can happen in a block that runs between 15-30 minutes.
- Science needs to be taught in large blocks (minimum 45 min.) in order to include hands-on inquiry and time for students to make meaning of the content.



- During World Language lessons, classroom teachers are present and engaged in the world language lesson.
- 'Community Time' is at the discretion of each school. This time has been added to promote community through various activities such as 'Morning Meetings', implementation of social-emotional curricula (i.e. Responsive Classroom) and extensions of content learning.
- The librarian role is to support all teachers in the core curriculum. This is best done when classroom teachers collaborate with the librarian to help meet their goals in the classroom. The librarian should share their expertise with staff and students about resources and skills necessary to navigate the complexity of finding information and making meaning in order to communicate new understanding. While, we want to maintain our strong culture of independent reading and literacy support, we must branch out to support the full scope of multiple literacies across all grades K-8.

#### **Resources:**

- (Fall 2017) K-8 Curriculum Coordinators will provide scope and sequence documents that outline "must do" and "can do" lessons that ensure standard alignment, identifies key grade-level content and provides assessments to measure student learning and provide formative information for lesson planning purposes (McLeod, Fisher, Hoover, 2003)
- One strategy to enhance learning and maximize the use of time is through the integration of multiple subjects into lessons, projects, and/or units of study. Interdisciplinary lessons consider the Learning Expectations of both disciplines. Colleagues and Curriculum Coordinators serve as resources in developing an integrated approach to meeting the Learning Expectations and creating manageable daily/weekly schedules that support all learners across disciplines.

# KINDERGARTEN-GRADE 2

Instructional Area	Instructional Periods Per Week	Minutes Per Week
English Language Arts	5	560
Mathematics	5	300
Social Studies	2-3	145
Science	2-3	145
Art	1 (40 min)	40
Music	2 (40 min)	80
Physical Education	2 (40 min)	80
World Language	3 (20 min)	60
<b>TOTAL - Instructional Time</b>		<b>1,410</b>
<b>Non-Instructional Activity</b>	5	Lunch/Recess 250*
		Transitions/Snack 90*
Community Time	5	150*
<b>Total minutes per typical week</b>		<b>1900</b>

*(\*) maximum time allotted, minutes can be reduced; community time can be removed at school's discretion and time is then allocated towards content*

**GRADE 3**

<b>Instructional Area</b>	<b>Instructional periods per week</b>	<b>Minutes per Week</b>
English Language Arts	5	530
Mathematics	5	300
Social Studies	2-3	145
Science	2-3	145
Art	1 (40 min)	40
Music	2 (40 min)	80
Physical Education	2 (40 min)	80
World Language	3 (30 min)	90
<b>Instructional Activities Total</b>		<b>1,410</b>
<b>Non-Instructional Activity</b>	5	Lunch/Recess 250*
		Transitions/Snack 90*
Community Time		<b>150*</b>
<b>Total minutes per typical week</b>		<b>1900</b>

*(\*) maximum time allotted, minutes can be reduced; community time can be removed at school's discretion and time is then allocated towards content*

# GRADE 4-GRADE 5

Instructional Area	Instructional periods per week	Minutes per Week
English Language Arts	5	500
Mathematics	5	300
Social Studies	2-3	145
Science	2-3	145
Art	1 (45 min)	45
Music	2 (45 min)	90
Physical Education	2 (45 min)	90
World Language	3 (30 min)	90
<b>TOTAL - Instructional Time</b>		<b>1,405</b>
<b>Non-Instructional Activity</b>	5	Lunch/Recess 250*
		Transitions/Snack 95*
Community Time	5	<b>150*</b>
<b>Total minutes per typical week</b>		<b>1900</b>

*(\*) maximum time allotted, minutes can be reduced; community time can be removed at school's discretion and time is then allocated towards content*

## References

McLeod, Joyce, Jan Fisher, and Ginny Hoover. "Pacing the Year's Curriculum Key Elements of Classroom Management." 2003: n. pag. Print.