SECTION A

FOUNDATIONS AND BASIC COMMITMENTS

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SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
1. School District Legal Status **(Voted 9/22/81; #81-431)**

The legal basis for education in the Town of Brookline derives from the Constitution of Massachusetts, Chapter V, Section II; from Massachusetts statutes pertaining to education (See MASC's Selected General Laws, Constitution of Massachusetts); and from court interpretations of these laws and the powers implied in them.

The official name of the district shall be THE PUBLIC SCHOOLS OF BROOKLINE, MASSACHUSETTS. Brookline's public schools have been established under Chapter 71, Section 1 of the Massachusetts General Laws which reads in part:

> "every town shall maintain, for at least the number of days required by the Board of Education, in each school year...a sufficient number of schools for the instruction of all children who may legally attend a public school therein".

The Public Schools of Brookline, Massachusetts serve the Town of Brookline, which was incorporated in 1705. A street list which defines the territorial jurisdiction of the Public Schools of Brookline, and a map of the attendance areas are available in the Superintendent's office.

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
2. ***Non-Discrimination/Equal Opportunity***

The Public Schools of Brookline (PSB) is guided by its Core Values: High Achievement for All, Excellence in Teaching, Collaboration, Respect for Human Differences, and Educational Equity.

Therefore, the PSB is committed to ensuring that it is free from discrimination in education and employment, and to ensuring equal opportunity in education and employment for all its students and employees.

It is the policy of the PSB that:
a. No discrimination on the basis of race, ethnicity, color, religion, national origin, sex, sexual orientation, gender identity or expression, age, marital status, disability, veteran status, or genetic information will exist in any one of the public schools, in employment, in the terms or conditions of employment, in screening candidates for employment, or in retention, benefits, and promotion.
b. No otherwise qualified individual shall, solely by reason of his or her disability, be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity of the PSB.
c. No person shall be excluded from or discriminated against with regard to admission to the PSB, or in obtaining the advantages, privileges, and courses of study of the PSB, on account of his or her race, ethnicity, color, religion, national origin, sex, sexual orientation, gender identity or expression, age, marital status, disability, veteran status, or genetic information.

This policy shall apply to all persons affiliated with the PSB, including all staff, employees, contractors, suppliers of goods and services, and all students. It will be implemented under the PSB's policies on Diversity (Section A(5)) and Safe Schools (Sections G and J).

Originally approved: 3/28/77, #77-125; Revised 10/15/79, #79-381; 9/22/81, #81-431; 3/27/84, #84-121; 5/7/87, #87-186 & 8; 3/26/92, #92-99; 11/10/92, #92-464; 9/10/98, #98-82; 10/26/06, #06-97; 5/5/11, #11-40.

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
3. Workplace Safety (New Policy)

PUBLIC SCHOOLS OF BROOKLINE
WORKPLACE SAFETY POLICY

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B. Support for Victims of Violence
C. Distribution, Posting and Training
D. Collective Bargaining Agreements
E. Scope of Coverage

2. PROHIBITED CONDUCT
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3. REPORTING PROCEDURES
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B. Reporting of Domestic Violence and Threats of Domestic Violence
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D. Individual Assessment
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APPENDIX A
1. CHARACTERISTICS OF RELATIONSHIPS IN WHICH THERE MAY BE DOMESTIC VIOLENCE
2. RESOURCES
PUBLIC SCHOOLS OF BROOKLINE
WORKPLACE SAFETY POLICY

1. INTRODUCTION
A. Policy Statement

Workplace Safety is everyone's responsibility. The Public Schools of Brookline ("PSB") is committed to providing a safe workplace for all PSB employees. The PSB prohibits any type of workplace violence or threats of violence committed by or against employees. All employees are encouraged to report all conduct which could pose a threat to themselves or their co-workers. This Policy is being implemented to improve workplace safety and to provide some assistance to victims of violence. However, the PSB cannot insure safety and employees cannot rely upon this Policy to protect their safety. Employees are reminded to be careful, observant of all safety rules and practices and vigilant for themselves and others. It is the obligation of all PSB employees to work with the PSB to implement this Policy.

B. Support for Victims of Violence

The PSB recognizes that all forms of violence and threats of violence directed at employees, including domestic violence, regardless of whether or not an actual incident occurs at work, have an impact upon the workplace. Where possible, the PSB is committed to providing appropriate support and assistance, as outlined in this policy, to employees who are victims of violence. The PSB does not discriminate in employment based on an employee's status as a victim of domestic violence or other types of violence.

C. Distribution, Posting and Training

To improve workplace safety and to reduce the risk of violence, all employees should review and understand all provisions of the Workplace Safety Policy ("the Policy"). All employees will be provided with a copy of the Policy upon adoption. The PSB will also distribute the Policy to each new employee at the time of his/her orientation. All Administrators and supervisors will receive a copy of the Policy and will be required to attend a training program(s) concerning its implementation. The PSB will post information about the Policy in work areas, on PSB message boards, the Town's Intranet, and in the PSB Human Resources Department.

D. Collective Bargaining Agreements

This policy does not modify or supersede the provisions of any applicable collective bargaining agreements.

E. Scope of Coverage

This policy applies to all persons employed by the PSB/School Department including represented and unrepresented employees, and to volunteers, interns, and, where applicable, to appointed and elected officials of the Town of Brookline, collectively referred to as "employees" herein.

2. PROHIBITED CONDUCT

A. Definition of Prohibited Conduct

PSB Employees are prohibited from engaging in any conduct at work or on any property owned or controlled by PSB that is intended to cause physical injury to another or to cause another reasonably to be placed in fear for his/her physical safety. This includes, but is not limited to: actually causing physical injury to another person, making threatening remarks about causing physical injury to another person, engaging in aggressive or hostile behavior that creates reasonable fear of injury to another person or intentionally damaging employer property or another person's property. Other prohibited conduct includes using PSB equipment such as telephones, e-mail, mail system, facsimile machine, copy machine, vehicles, or other equipment and resources for the purpose of

causing physical injury to another or causing another reasonably to be placed in fear for his/her physical safety.

B. Enforcement

In addition to violating this Policy, prohibited conduct may also constitute violations of the PSB's Policy Against Sexual Harassment and Information Technology Resources Policy and state and/or federal law. Prohibited conduct may subject the perpetrator to criminal prosecution and/or civil liability. The PSB considers acts of violence and threats of violence by an employee while on duty or while on PSB property to constitute just cause for disciplinary action up to and including termination. The PSB also considers off-duty criminal conduct that perpetrates domestic violence, or other forms of violence, upon an individual, as incompatible with public service.

3. REPORTING PROCEDURES

A. Reporting and Investigation

Any employee who perceives an imminent threat to any person's physical safety should call 911 and notify his/her supervisor and the PSB Human Resources Director as soon as practicable. In non-emergency situations, any employee, who reasonably believes a violation of the Policy has occurred, or reasonably may occur, shall, as soon as practicable, report the violation/potential violation to his/her supervisor. Any supervisor who receives a report or has first-hand knowledge that a violation of this Policy has occurred, or reasonably may occur, shall, as soon as practicable, report this to the PSB Human Resources Director, who, shall report the violation/potential violation to the Brookline Police Department.

Any incident that may reasonably be considered a violation of this Policy will be investigated. The PSB Human Resources Director, and the Brookline Police Department, when necessary, will make a determination as to the most appropriate party to conduct the investigation and the manner and extent to which any such investigation will be conducted. This Policy notwithstanding, the PSB is not obligated to undertake any specific type or scope of investigation.

B. Reporting of Domestic Violence and Threats of Domestic Violence

In the case of Domestic Violence, in addition to the reporting requirements in 3.A. above, the supervisor must contact the Brookline Police Department Domestic Violence Unit and the Human Resources Director.

C. Documentation

A supervisor or his designee shall document, in summary form, any report of a violation of this Policy and any steps taken in response thereto.

D. Confidentiality

Reports of incidents or information that warrants confidentiality will be disclosed to others on a need-to-know basis. If an investigation ensues, all employees directly involved will be contacted, and the results of investigations may be discussed with the affected parties as the PSB Human Resources Director and/or Police Department deems appropriate.

4. RISK REDUCTION MEASURES

A. Hiring

The Commonwealth of Massachusetts requires that employers file for and review the criminal records of all applicants for positions that may have unsupervised contact with

children. The PSB Human Resources Department will request such information from the Massachusetts Criminal Offender Record Information Board and will review the information that is provided in response to this information request in accordance with state law and the PSB CORI Policy.

B. Prohibition Against Weapons in the Workplace

Employees shall not carry or have within their possession or control any type of firearm or dangerous weapon while (1) working for the PSB or acting within the scope of their employment with the PSB, (2) while on property owned or controlled by the PSB at any time, or (3) at any event sponsored by the PSB, whether or not the employee is acting within the scope of his or her employment/assignment/position unless written permission is obtained, in advance, with regard to the specific hand gun, firearm, or weapon, from the Chief of Police after consultation with the employee's supervisor and provided such employee has the required license. This provision does not apply to tools or implements that have been issued to an employee by the Town for purpose of the employee carrying out his/her job duties. If there is any doubt about the application of this section, the Employee is directed to discuss the matter with his or her supervisor.

C. Safety Assessment

The Building Department, in consultation with the Brookline Police Department, will, as they deem necessary, conduct inspections of the premises to evaluate and determine any vulnerability to workplace violence or hazards. The Fire Department, in consultation with the Building Department, will conduct periodic evacuation drills of all public buildings and will prominently post emergency evacuation procedures. The Information Technology Department will to the extent practicable take reasonable steps to ensure that all town telephone lines have access to the Emergency 911 System.

D. Individual Assessment

The PSB does not expect employees to be skilled in identifying potentially dangerous persons or situations. However, Administrators, supervisors, and all other employees are expected to exercise good and reasonable judgment and vigilance in aiding the PSB with the enforcement of this Policy. Employees should pay special attention to the following behaviors:

- Discussing the use of weapons on others or bringing weapons to the workplace without authorization.
- Displaying overt and/or uncharacteristic signs of extreme stress, resentment and/or hostility that could lead a reasonable person to believe the individual will engage in unlawful violent behavior.
- Making serious threatening remarks about other employees, officials, family members, or groups of people that could lead a reasonable person to believe the individual will engage in unlawful violent behavior.
- Displaying seriously irrational or inappropriate behavior that could lead a reasonable person to believe the individual will engage in unlawful violent behavior.

E. Mail Handling Safety

During times of heightened security, or when the PSB is aware of any specific concern, the Brookline Health Department may provide employees with specific instruction about precautionary measures for the safe handling of in-coming mail. Examples of basic precautionary steps for handling mail are: wear protective gloves; examine the mail before opening and distributing it; open mail carefully using tools such as letter openers; and wash your hands with soap and water after handling the mail. Other precautions may

include wearing respiratory protection. At certain times, current events may result in employees feeling anxious about handling incoming mail despite the fact that there maybe no reasonable basis for believing that such activity will be dangerous. While the PSB will not dismiss an individual employee's concern regarding this matter, unless the PSB determines that there is a reasonable basis to be concerned, employees whose jobs require them to open mail are expected to continue doing so unless otherwise directed by the PSB. However, employees may choose to employ any of the precautionary measures outlined above at any time. If an employee has any questions about safe mail handling procedures he/she should contact the Director of Public Health and request a copy of the specific procedures that have been developed by the Health Department regarding this matter.

F. Threatening Phone Calls or Letters

Based on past experience, it is extremely unlikely that any employee will receive a threatening phone call or letter about a planned violent or hazardous act. However, if an employee were to receive a threatening call, he/she should record the caller ID phone number, if possible; immediately call 911; and immediately inform the supervisor or PSB Human Resources Director. The Brookline Police Department has developed a Bomb Threat Information Card. Each employee, who has a telephone at his/her worksite, should have a copy of the card within the immediate vicinity of his/her phone. If an employee were to receive a threatening letter he/she should immediately contact his/her supervisor or the PSB Human Resources Director, both of whom would have been instructed on crisis protocols.

5. DOMESTIC VIOLENCE

A. Definition

Domestic violence is physical abuse or the placing a person in reasonable fear for his/her physical safety or integrity committed by someone who is or has been in a family, domestic, social, or dating relationship against one or more persons in that relationship. Most often, it is intended to establish and maintain control over a partner. For the purposes of this policy, the following are examples of domestic violence: (1) attempting to cause or causing physical harm; (2) placing another in fear of imminent serious physical harm; (3) causing another to engage involuntarily in sexual relations by force, threat or duress or engaging or threatening to engage in sexual activity with a dependent/minor child;(4) engaging in threats, intimidation or acts designed to induce terror; (5) depriving another of medical care, housing (without a court order), food or other necessities of life; and (6) restraining the liberty of another without a court order. Domestic violence can occur in any racial, economic, educational, religious, and cultural background, in heterosexual and same sex relationships, between people living together or separately, married or unmarried, in short-term or long-term relationships. Domestic violence is a major cause of injury to women, although men also may be victims of domestic violence. Characteristics to look for which may indicate the existence of domestic violence in a relationship are provided in the Appendix A (1) of this policy.

B. Support and Assistance

The PSB strongly encourages any person who believes that he/she is a victim of domestic violence to contact his/her local police department and to get a restraining order against the perpetrator from a court and to include the address of his/her place of work in the restraining order. Remember, domestic violence includes being placed in reasonable fear for one's physical safety (assault) as well as actual physical harm or unwanted touching (battery). The PSB also strongly encourages any employee who has received a restraining order to immediately contact the Town of Brookline Police Department, Domestic

Violence Unit at (617) 730-2247. The Town may be able to help enforce civil protection orders (i.e., restraining orders or no-contact orders or judgments) of which it has knowledge. In certain circumstances the PSB may also file a civil "No Trespass" order against the perpetrator, or potential perpetrator. The Domestic Violence Unit is available to assist all PSB employees who have concerns about domestic violence, regardless of whether or not the employee, or the perpetrator, is a resident of the Town. Additionally, the PSB strongly encourages any employee who believes that he/she is a victim of domestic violence to contact the resources listed in Appendix A (2), and/or any of the following individuals: the employee's supervisor, the Human Resources Director, or the Coordinator of Substance Abuse and Violence Prevention in the Health Department. Once the PSB is aware that an employee is alleged to have been the victim of violence or threat of violence including domestic violence, the PSB may be able to provide the types of assistance that are listed below. In some circumstances the PSB may not be able to provide one or more of these types of assistance, but the PSB will make good faith efforts to develop a plan which allows the employee to continue to perform all of the essential functions of his/her job, while at the same time providing the flexibility for the employee to take the necessary actions to provide for his/her safety and that of his/her family.

C. Types of Support

Examples of potential types of assistance include:

(1) Resource and Referral Information

Appendix A of this policy lists a range of resources that are available to both victims and perpetrators of domestic violence. The Human Resources Department will periodically review this list of resources to update contact numbers and list additional resources that may become available.

(2) Temporary Adjustment to Worksite or Work Location

An employee and his/her supervisor, in consultation with the Brookline Police Department, may determine that it is necessary to make temporary adjustments to the employee's worksite or work location. These temporary adjustments may include redirecting certain incoming mail, email, facsimiles, or other modification to decrease an alleged perpetrator's ability to contact the employee at work. In certain circumstances this temporary adjustment may include relocating the employee's worksite in an effort to decrease the likelihood that the employee may come in contact with the alleged perpetrator. Where possible, the PSB, upon recommendation of the Police Department, may be able to take additional measures to increase the employee's workplace security. Depending on the nature of a recommended temporary adjustment, the PSB may need to consult and/or negotiate with the employee's union. Remember, while the PSB will take reasonable steps to protect its employees, it cannot guarantee safety. Employees must also take reasonable steps to protect their own safety.

(3) Increase Awareness of Potential Threat

In cases where an employee has obtained a restraining order from a court, the Supervisor and/or PSB Human Resources Director, in consultation with the employee and the Brookline Police Department may determine that certain steps need to be taken to increase the awareness of other employees, and/or police officers, that an employee may be at risk of violence in the workplace. These steps may be taken if they are necessary, in the opinion of the PSB, for the employee's safety and/or the safety of the employee's co-workers.

(4) Scheduling of Leave and Adjustment of Work Schedule

An employee may request leave and/or an adjustment in his/her work schedule to address issues related to his/her own personal safety and the safety of the employee's family. The supervisor, in consultation with the PSB Human Resources Director, shall determine whether to authorize leave and/or make an adjustment to the employee's work schedule after considering the needs of the employee and the operations of the department and after consultation with the union where applicable and required. Use of paid leave must be consistent with the purpose for which such leave is provided in any applicable collective bargaining agreement. The Human Resources Director will advise the employee if he/she is or may be eligible for leave under the Family Medical Leave Act or the Small Necessities Leave Act. When an employee is required to attend a court or other legal proceeding in connection with being the victim of violence, and the employee has exhausted all available vacation and personal leave, the employee will, consistent with the needs of the PSB, be provided with reasonable unpaid leave for the purpose of attending the court or legal proceeding. To be eligible for such leave, the employee must provide the PSB with as much prior notice of the employee's need for such leave as is practicable under the circumstances.

Source: Town of Brookline Workplace Safety Policy, February 2004
New Policy Adopted by the Brookline School Committee: 12.7.06, # 06-107

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
***4. Statement on Diversity* (Voted 3/19/91, #91-84)**

The Brookline Public Schools reflect and nurture both the diversity and the commonality of values within our community. The schools welcome and respect the diverse ideas, culture and heritage of Brookline's citizens and teachers. Recognizing that learning thrives in an atmosphere of open debate, we encourage the expression of a wide variety of opinions, supported by evidence and logical proof.

The hallmark of the Brookline Public Schools continues to be a commitment to academic excellence through a dedicated, creative, and independent teaching staff and a concerned parent community. Parents are encouraged to learn about the operation of the schools, to raise questions about what is being taught, and to share their views.

Sensitivity to others, willingness to explore and respect differing points of view, kindness, and humility in expressing judgment are all essential ingredients for maintaining a climate of mutual respect in which learning can thrive. All individuals associated with the Brookline Public Schools--students, staff, teachers, and parents--will continue to work consistently towards these goals.

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
5. Overall Philosophy and Mission
(Voted 4/6/81, #81-115; 9/22/81, #81-431; 12/22/92, #92-516)

The Brookline Public Schools exist to educate each child to become a responsible adult capable of contributing to the quality of life in a free and changing society. The school shares responsibility for this development of children with the family, church or synagogue, and other community institutions. Although the content and instructional form of the educational experience change as appropriate, from kindergarten through high school, all of our schools share the core values of high academic achievement, excellence in teaching, collaborative relationships, and respect for human differences. As they challenge all students to achieve their fullest intellectual and social development, and share increasingly the responsibility for learning, all of our schools have the following common and continuing goals:

1. To stimulate a spirit of inquiry and love of learning that will remain with each personal throughout life.
Schools should provide the context for developing inquisitive minds and a curiosity about the world. They are the place for helping students to develop an appreciation for all cultures and the arts--visual, performing, applied, and industrial.

2. To master skills in all areas of learning.
At the completion of high school, our children should be literate and should possess a variety of skills needed for the development and communication of ideas. Among these skills are reading, writing, reasoning, speaking, listening, observing, analyzing, using the computer, and performing mathematical calculations. The acquisition of these skills is designed to enhance each student's capacity for effective functioning in the school, the larger community, and in life.

3. To develop the qualities of responsible citizenship.
Schools should prepare students to become, as adults, informed and active participants in their government. To this end, the schools should provide courses in history and government and encourage participation in student government activities.

4. To explore the limits of one's potential.
It is recognized that individuals can develop only so far as natural ability and the environment will permit. Nevertheless, schools should challenge each student to reach his/her fullest potential.

5. To understand and accept the consequences of one's actions upon oneself, others, and society in general by developing a sense of morality and ethics.
Schools should provide the experience to help students develop a sense of right and wrong.

6. To develop a sense of personal responsibility and an appreciation of , and respect for, the rights of others.
Schools must demonstrate their commitment to human relations by teaching students about individual/cultural/racial similarities and differences.

7. To gain knowledge about one's physical and social self in relation to one's total environment.

Schools should encourage students to develop a proper respect for one's own physical fitness, sexuality, and emotional development.

With the systematic attainment of these vital goals, the personal and intellectual growth of all our children will be enhanced, and they will leave the Brookline Public School system ready to confront the next stage of their development as responsible citizens of the world.

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
***6. Parental and Early Childhood Education* (Voted 4/6/81, #81-116; 9/22/81, #81-431)**

Schools that recognize the value of extending their efforts to the family and to the earliest years of the child's life can enhance the learning of children and the well-being of the community. This conviction is based on the work of the Brookline Early Education Project and on a substantial body of related research on child development.

Clearly, certain conditions in the first five years of life influence healthy development and success in school. Preventive health care which monitors all areas of the child's development helps reduce the need for later, costly remediation. Consistent opportunities for children to listen to and speak with nurturing adults, especially during the first three years of life, facilitate optimal language and cognitive development. Opportunities orchestrated for the child to practice and master a range of skills--problem solving, perceptual, motor, and social--encourage motivation for self-directed learning and enable children both to esteem themselves and to respect the rights and dignity of others.

Parents are better able to assume responsibility for their child's success in school if they feel confident in their own abilities to contribute to their child's learning and to the school and community. Information pertaining to child development, plus support for the child-rearing role from other adults increase parents' willingness to participate actively.

Especially in stringent economic times, if some of the school system's investments to prepare children for success in school and toward building a strong constituency of parents, cost-effective benefits will be realized. Further, if the capabilities of other public and private agencies, such as health care providers, mental health agencies, libraries, day care and nursery schools, colleges and universities, private employers and state agencies are fully and systematically enlisted by the schools, the resources available to enhance children's learning will be increased, despite imminent reductions in tax-based expenditures for public education.

A high quality of education for young children, involving partnership relations between schools and parents, as well as full utilization of community resources, is the best insurance policy available to a community that is concerned with realizing a high quality of life for all its citizens.

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
7. The Philosophy of Brookline High School
(Voted 6/26/90, #90-268; 6/15/70, #70-295; 9/22/81, #81-431; 11/16/81, #81-502)

At Brookline High School, we seek excellence in a community of learning, rich in academic and social objectives.

Excellence has many strands that thread every stage of the learning and teaching process. We want to encourage individual thinking and love of learning, pursue excellence in our various disciplines and programs, contribute to the growth and development of our students, embrace ideals of social awareness and action, and secure our health and integrity as a community of learning.

We are proud of the diversity we find in our students, teachers, and staff, and celebrate the value of mutual respect and caring. We intend to cultivate an understanding of differences--racial, ethnic, religious, sexual, cultural, political, and economic--and an appreciation of our essential kinship. Realizing that diversity can bring conflict, we are committed to open and democratic means of resolving our differences. Further, we believe that our commitment both to excellence and to respect for diversity provides the foundation for a good education. Relationships must be forged and curriculum designed to reflect and reinforce these academic and social values.

We want our school, then, to be a community of respect and a haven for learning. We want our students to be apprenticed to life in its ideal form--life that is devoted to inquiry, guided by reason and compassion, touched by beauty and joy, and informed by justice. We want our graduates to become literate about a full array of human achievement so that they will know and value what it means to do anything well.

With this philosophy in mind, our goals are as follow:

1. To provide challenging courses that will give each student a solid foundation in the academic disciplines, and the opportunity to pursue broad areas of interest.

2. To strive for acceptance of and appreciation for the diversity of our school population, with respect and care for each other, individually and as members of different groups.

3. To help students develop creativity, rational thinking, eagerness for discovery, and a sense of the aesthetic.

4. To nurture integrity and self-esteem in our community.

5. To encourage rigor and risk-taking in learning and teaching.

6. To support curricular, instructional, and administrative exploration, growth, and review.

7. To emphasize a global and multicultural perspective in our curriculum.

8. To hold ourselves and each other accountable for excellence.

9. To develop school and community spirit.

10. To encourage active participation in school activities, clubs and governance.

11. To provide an environment that is safe, healthy, clean, pleasant, and conducive to learning.

12. To prepare our students to make informed decisions, as individuals and in relation to others.

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
8. District and Administrative Goals and Objectives
(Voted 6/14/78, #78-214; 9/22/81, #81-431, 11/16/81, #81-509)

On an annual basis, the Brookline School Committee shall, through an ad hoc committee appointed by the Chairman of the School Committee, and with the assistance of the Superintendent of Schools, set annual and long-range goals and objectives for the school system.

At a regular School Committee meeting to be held no later than June 30, the Superintendent shall submit to the School Committee these developed goals for the following academic year.

Additionally, the Superintendent shall report to the School Committee at an annual public meeting the progress made on the goals and objectives set for the previous year. (See Policy on Superintendent's Evaluation, Section G.)

(This statement of goals, and progress report on goals, is often incorporated into the Budget Process, and may be found as part of the budget document.)

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS

9. Wellness Policy (Voted: 9/28/06, #06-88; 12/7/17, #17-102; 6/19/18, #18-60; 2/1/24, #24-08)
[Note: policy was moved from PSB Policy Manual Section E: Support Services to Section A: Foundations and Basic Commitments 6/19/18]

I. INTRODUCTION

The Public Schools of Brookline (PSB) is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment in which children learn about and participate in healthy decision-making. To support this commitment, the following core values guide this policy and its corresponding implementation and procedures:

- Provide a stigma-free meal environment in which all students are provided fresh, nutritious foods that support physical growth and learning.
- Cultivate a school culture that values wellness – the physical and mental health of all its students and their communities – by offering thoughtful, inclusive, and appropriate support and instruction in all schools.
- Provide comprehensive wellness education including but not limited to mental and physical health, nutrition and food literacy, physical activity and physical education, allergy and public health concerns, the impact of social media on mental health, healthy relationships, substance use, peer pressure, body image, and eating disorders. At its very core, comprehensive school health education is about keeping students healthy now and in the future, reinforcing positive healthy behaviors throughout the school day, and making it clear that good health and learning go hand in hand.
- Recognize and accept differences due to mental and physical health or disability, culture, race, religion, language, national origin, gender, gender identity, sexual orientation, or socio-economic status by providing space for public learning, conversation, and discussion.

II. FOOD SERVICE PROGRAM OPERATIONS

A. Financial Management and Student Access

1. Every PSB school will operate a food service program to ensure that all students have affordable access to the varied and nutritious foods they need to stay healthy and achieve their academic potential.
2. The management of food sales on school grounds will be under the management of the school food service program, except for food sold competitively.
3. The food service program will aim to be financially self-supporting. However, budget neutrality or profit generation must not take precedence over the nutritional needs of the students. If subsidy of the food service fund is needed, it should not be from the sale of foods that have minimal

nutritional value and/or compete nutritionally with program meals. Conversely, when the program runs a profit, those funds will be re-invested in the program in the form of higher quality food options.

4. PSB will meet or exceed best administrative practices for enrollment, participation, and payment of food, including:
   - Developing a coordinated, comprehensive outreach and promotion plan through various methods including social media, etc., directed at both students and families, including a language access component to ensure language-appropriate documents, and highlighting access options for students with disabilities.
   - Continuing to collect Free and Reduced meal applications which allows for additional benefits to qualified students and families, such as Pandemic-Electronic Benefits Transfer (P-EBT), even though Massachusetts has permanently passed the Universal Free Meals program for all schools.
   - On a regular basis, checking and coordinating with county social services and similar public benefit administering agencies to ensure that every eligible child is enrolled in free/reduced price meal programs.
   - Ensuring compliance with the direct certification process for automatically-eligible students.
   - Implementing and maintaining pin numbers or similar payment systems in place that accurately tracks the student's meals for maximum state and federal reimbursement. Free and reduced priced meals will be served and sold in a manner indistinguishable by students or staff from the regularly priced meal.

B. Nutrition and Meal Planning

1. PSB Food Services operates within the frameworks of the USDA National School Lunch Program (NSLP), USDA School Breakfast Program (SBP), USDA Summer Food Service Program and other supplemental programs. Every food option served by PSB Food Services meets or exceeds USDA School Breakfast and Lunch guidelines. Further, PSB Food Services operates in accordance with the Healthy, Hunger-Free Kids Act of 2010 as amended and applicable laws and regulations of the Commonwealth of Massachusetts. Schools will offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans. (See "Nutrition" for further information.)
2. The PSB adheres to (meets and, when possible, exceeds) state[1] and federal[2] School Meal Content Guidelines by taking advantage of exemptions for unprocessed fruits and vegetables. The Nutrition Standards in the National School Lunch and Breakfast program (7 CFR Parts 210 and 220) require the availability of fruits, vegetables, whole grains, and fat free and low-fat fluid milk in school meals, and requires that the levels of sodium and saturated fat meet the nutritional needs of school children within their calorie requirements. These improvements to the school meal program, largely based on recommendations made by the Institute of Medicine of the National Academies, are expected to enhance the diet and health of school children and

[1] https://www.mass.gov/doc/105-cmr-225-nutrition-standards-for-competitive-foods-and-beverages-in-public-schools/download

[2] https://www.gpo.gov/fdsys/pkg/FR-2012-01-26/pdf/2012-1010.pdf

help mitigate the childhood obesity trend. To the extent that current nutrition science indicates a higher standard is the better practice, the higher standard should be applied.

3. In addition to federal/state nutrition and food services programs, PSB Food Services operates additional available nutrition-related programs and activities including the Farm to School, Breakfast After the Bell, school gardens, etc.
4. PSB Food Services' objectives are to:
    a. serve fresh, freshly-prepared, real, minimally-processed and/or organic food without additives when budgetarily possible and available, to every student at every meal. Trans fats are not permitted.
    b. aspire to make 50% of all meals served in each school plant-based
    c. use locally- or regionally-sourced foods when available.
    d. make ingredient, nutrition and allergy information for all foods and beverages, except for fresh fruits and vegetables and other whole foods, readily available to stakeholders (students, caregivers, PSB staff) before purchasing meals, and to caregivers online in advance of the school day.
    e. plan menus with input from students, caregivers, and school personnel considering students' ethnic, cultural and dietary norms and preferences, special dietary needs, and individual choice.
    f. provide systems that allow food service staff and others to accurately identify food allergies at the point of service.
5. PSB daily schedules will incorporate at least 20 minutes for lunch.
6. Snacks offered or sold to students as part of the food service program will comply with Smart Snacks or Massachusetts Department of Public Health (DPH) snack standards per regulations 7 CFR 210.11 105 CMR 225.
7. PSB Food Services implements and adheres to the district Sustainability Policy (voted 10/27/22 #22-87)

C. Staff Qualifications and Professional Development

1. PSB will employ a Director of Food Services who is qualified, certified and/or credentialed, according to the USDA professional standards for School Nutrition professionals.
2. The district will employ food service staff that are trained according to the recommendations of the Director of Food Services, and who meet the USDA Guidelines for staff training.
3. The Director of Food Services is encouraged to inform and collaborate with classroom teachers about the school nutrition-food service environment and nutrition education.
4. All food service managers and cooks/chefs will have a current ServSafe Certification.
5. All staff will complete professional development as outlined by the Food Service Director and follow the USDA guidelines for staff training.

D. Competitive Food and Beverages in School

The following applies to all locations where food and beverages are offered or sold in schools during the school day other than food provided by Food Services, e.g., restaurants, student run culinary programs, cafes, vending machines, fundraisers, stores, and snack or other food carts. The school day is defined as the midnight before to 30 minutes after the end of the school day.

1. Foods and beverages must comply with the stricter of State[3] or Federal[4] Standards.
2. Snacks offered or sold to students through vending machines shall not compete with meals offered by the school food service program and must comply with Massachusetts standards at all times.
3. Food fundraisers, food sold on behalf of the schools, or foods offered at any school events (including testing days, assemblies, assemblies for parents/caregivers, curricular plans etc.) will also be consistent with the standards and objectives of the Wellness Policy.
4. To ensure the safety and inclusion of students with food allergies and other special health concerns, PSB will refer and adhere to by following the PSB Management Guidelines for Students who have Life-Threatening Allergies[5] when planning food related functions during the school day.

III. NUTRITION EDUCATION

PSB will aim to provide nutrition, health, and food literacy education to students at every grade level as part of a sequential, comprehensive, standards-based health education curriculum and/or as embedding in multi-disciplinary units that meets state and national standards. The 2023 MA Comprehensive Health and Physical Education frameworks will serve as a guide.

Curriculum will be selected, developed, and coordinated so that both dedicated health and nutrition units as well as other classroom and non-classroom settings (lunchroom, recess, special events) are used in concert to further this goal.

Appropriately, the district will take steps to ensure trained and dually licensed physical and health educators will be identified and tasked with this coordination with appropriate content area partners. The K-12 Coordinator of Wellness Education will partner with appropriate content coordinators and food service leaders to prepare materials, conduct, or arrange for outreach and training, and provide technical assistance.

Consistent with the values set forth in this policy, the PSB will:

1. Provide a food-positive school food environment, in which real and wholesome food is freshly prepared from whole or minimally processed ingredients to maximize naturally occurring nutrients and good taste while minimizing unnecessary additives and waste, whether in a meal program or any other school setting.
2. Teach students to be critical, astute consumers who know how to navigate both their food environment and their health support system, seek out current science, and modify their behavior to cultivate good health.
3. Teach students about the benefits of eating plant-based foods for human health, disease risk reduction, environmental sustainability, and animal welfare. Students will learn how to structure a healthy plant-based meal, and to identify nutritious plant-based foods that can be important aspects of plant-based eating. Students will learn

[3] https://www.mass.gov/doc/105-cmr-225-nutrition-standards-for-competitive-foods-and-beverages-in-public-schools/download

[4] https://www.fns.usda.gov/cn/tools-schools-focusing-smart-snacks

[5] https://www.brookline.k12.ma.us/cms/lib/MA01907509/Centricity/Domain/67/PSB-LTA-2018-2019.pdf

about the benefits of plant-based eating through positive messaging surrounding plant-based foods.

4. Teach students about the benefits of eating fiber-rich proteins and minimally processed foods. The district will prioritize serving high-fiber proteins as well as minimally processed foods.
5. Teach food literacy in the classroom, in experiential learning settings like school gardens and teaching kitchens, in the cafeteria, and in other food settings; practice what is preached in nutrition education; and ensure that adult's model good choices throughout schools.
6. Promote fruits, vegetables, whole-grain products, lower fat, nutritionally rich products from all food groups, and healthy food preparation.
7. Link with school meals program, cafeteria nutrition promotion activities, school gardens,
8. Farm to School programs, other school foods and nutrition-related community services
9. Include enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens.

Additional Considerations:

- Fundraisers should promote physical activity and health enhancing eating habits.
- Non-food related fundraising alternatives such as walk- or read-a-thons, jump roping, fun runs, or programming competitions, will be promoted.
- Lunch time meetings will not be used, therefore tutoring, clubs, and meetings may take place during lunch time if students are provided with the opportunity to get lunch.
- Only Office of Administration and Finance approved brand names, trademarks, or logos from companies that offer only product lines (both in and outside of schools) that are consistent with the Wellness Policy nutrition guidelines will appear in schools, during school activities, or in school materials, including, but not limited to curriculum or educational materials, food and beverage containers, menus, school publications, posters, electronic media, or vending machines.
- Brookline High School's Career and Technology Education department offers a Culinary Pathway in food preparation and restaurant management. The courses in this pathway offer students the opportunity to explore and develop careers in the nation's largest industry in the BHS state-of-the-art student-run restaurant, Tappan Green. During the school day, meals served in the Tappan Green restaurant will be served to adult staff. Students enrolled in the program may participate in recipe development or testing.

IV. HEALTH EDUCATION, PHYSICAL EDUCATION, AND PHYSICAL ACTIVITY

The Public Schools of Brookline will provide a range of physical activity opportunities to all students, including regular physical education, daily recess, and physical activity breaks, before and after school activities, intramural/extramural sports, interscholastic sports, active academics as well as comprehensive health education.

Teachers and other school personnel will not use physical activity (*e.g.*, running laps, push-ups) or withhold opportunities for physical education or physical activity (*e.g.*, recess) consequently. The denial of recess will not be used as punishment/discipline

unless the student's removal from recess has been determined as appropriate by the school principal or designee and communicated with the parents/caregivers.

A. Physical Education

All PSB students grades K-12, including students with disabilities, special health-care needs, and in in-district alternative educational settings, receive physical education each year. BHS students must earn wellness credits each year to meet graduation requirements. K-8 Physical Education classes will occur twice per week for a minimum of 40 minutes per class.

- Physical education will be taught by highly qualified specialists certified to teach physical education and/or wellness education. All physical education teachers will regularly participate in professional development activities to effectively deliver the physical education program.
- Teachers will provide a comfortable and safe learning environment. Physical education equipment will be age and developmentally appropriate. Age, ability, and developmentally appropriate modifications will be made to accommodate the needs of all students. Students will spend at least 70 percent of physical education class time participating in moderate to vigorous physical activity.
- Physical education classrooms (whether inside or outside) will receive priority when shared facilities present a conflict.

B. Health Education

PSB is committed to providing a school environment that promotes overall student wellness (physical, emotional, intellectual, and social) The PSB aims to implement a K-12 comprehensive health education program to meet state and national requirements and the nutrition education goals outlined above. Sixth grade has been identified as the next priority for health education.

- The health education program will utilize a skills-based approach designed to provide students with opportunities to develop and maintain the knowledge, skills, attitudes, and behaviors necessary to be healthy and physically active for a lifetime.
- The health education curricula will be aligned with the state and National Health Education Standards and the MA DESE Frameworks. The PSB Health education will be taught by a highly qualified specialist certified to teach health and/or wellness education (which includes physical education).

C. Daily Recess

All children in grades kindergarten through five attending public schools shall receive 140 minutes of supervised, safe, and unstructured free-play recess each week, preferably outdoors, weather permitting, at the discretion of the school principal. Should the outdoor temperature fall below 20 degrees, recess shall occur indoors.

All children in grades 6 through 8 will receive at least 90 minutes of supervised, safe, and unstructured free-play recess each week, preferably outdoors, weather permitting, at the discretion of the school principal. Should the outdoor temperature fall below 20 degrees, recess shall occur indoors.

As used herein, the term "free-play" means an unstructured environment that is supervised by appropriate school personnel or staff.

D. Promoting Additional Movement Opportunities

The PSB will promote practices to understand that short exercise bursts create increased brain activity, resulting in students who are more focused and ready to learn. Classroom educators will be provided with resources for increasing student heart rates periodically throughout the school day.

- Students in grades 5-8 will have access to intramural and extramural sports programs. High school students will have access to intramural physical activity programs as well as interscholastic sports programs.
- All schools will offer a range of activities that meet the needs, interests, and abilities of students, inclusive of genders, disabilities, and health status.

V. SOCIAL AND EMOTIONAL HEALTH AND WELLBEING

PSB is committed to promoting the social and emotional development and wellbeing of all students. PSB will provide a comprehensive, multi-tiered approach to social-emotional health and wellbeing that is designed to promote development of social-emotional skills, support engagement in healthy behavior, and discourage risk-taking behavior. Brookline's commitment to addressing student social-emotional development and wellness has six objectives:

1. **Create a safe, supportive, and affirming classroom and school culture for all students.** This work includes an intentional focus on promoting strong school belonging, supporting the development of healthy and positive relationships for students and staff, using inclusive language that reflects authentic respect for differences, and having ongoing conversations on how to effectively support individuals with mental health diagnoses and substance use issues and related needs, while encouraging a substance free school community.

2. **Provide students with explicit instruction related to social-emotional learning and mental health.** This work includes providing students with ongoing instruction to promote development of skills related to self-awareness, self-management, social awareness, forming healthy relationships, and making responsible decisions.

   Additionally, students will be taught strategies to actively promote their wellness and mental health, including skills that promote healthy behaviors in relation to nutrition, exercise, healthy activities, interpersonal relationships, use of social media and technology, stress management, mindfulness, injury prevention, and not using substances (alcohol, marijuana, pills, tobacco) to manage or avoid uncomfortable feelings.

   Students will be actively taught health skills that align with the National Standards. (Decision-Making, Analyzing Influences, Accessing Valid and Reliable Information, Interpersonal Communication, Goal Setting, Advocacy and Practicing health enhancing behaviors that promote risk reduction.) This skills-based approach will provide students with the opportunity to apply content knowledge.

3. **Raise awareness among students, caregivers, schools' staff, coaches, and other members of the community about the signs and symptoms of mental health diagnoses, social-emotional challenges, and substance use**, keeping in mind that many behavioral and academic struggles are often manifestations of compromised mental health or personal or family stresses.

   In support of this objective, PSB will:
   - Provide ongoing training to school professionals on how to reach out to students and their families in an affirming and culturally responsive way and help them access support and treatment services.
   - Ensure that all school staff are trained on emergency procedures, including when and how to report concerns to administration and support staff.
   - Provide staff training in appropriate safety procedures that include, but are not limited to, contacting parents/caregivers, Staff Crisis Manual, Policies, Crisis Teams, Mandatory Reporting Responsibilities, Harassment and Bullying, Life Threatening Allergies, Blood-borne Pathogens.
   - Work with staff, students, and the community agencies to maintain a school environment that is free of vaping, tobacco and cannabis (smoking and edibles), alcohol, and other drugs.
   - Provide literature for students that encourage the goals of these policies.
   - Students perceived to be under influence are innocent until proven guilty or until students admit to being under the influence of illegal substances.

4. **Ensure that in-school support services (including guidance, social workers, adjustment counselors, psychologists, and/or nursing staff) are accessible to all students presenting with social, emotional, mental health, and substance use issues.** These school-based services include screening for mental health and substance use issues, referrals for community-based mental health and substance use supports, school-based individual or group counseling, providing psychoeducation around mental health and substance use, and support substance use cessation. Students, staff, and caregivers will be aware of resources within the school and how to access them.

   Trained licensed clinical staff will be available to respond to social service and psychiatric emergencies during school hours. We will endeavor to train all staff and administrators on how to respond to students and families who are perceived to be using illegal substances. Each school will have a written emergency response plan that addresses both medical and behavioral health crises to reduce the incident of life-threatening medical emergencies and behavioral health crises and to promote efficient and appropriate responses to such emergencies.

5. **Provide specialized and targeted support and interventions for all students struggling with social and emotional issues to support their academic engagement and development.**

6. **Promote wellbeing by supporting policies and practices that support a healthy balance between academic expectations/achievement and student mental health, and practices that encourage the development of healthy identities that support healthy decision-making.** PSB will collaborate with community and school-based wellness initiatives.

VI. WELLNESS POLICY IMPLEMENTATION ACTION PLAN

LEGAL AUTHORITIES: 7 CFR Parts 210 and 210; 105 CMR 225.

A. Evaluation and Measurement of the Implementation of the Wellness Policy.

The PSB Wellness Committee will update and make modifications to the Wellness Policy based on the results of the annual review and triennial assessments and/or as local priorities change, community needs change, wellness goals are met, new health information and/or technology emerges, and new federal or state guidance or standards are issued. The Wellness Policy will be assessed as indicated at least every three years following the triennial assessment.

The PSB School Wellness Committee aims to have representation from:

- School Administration
- School Guidance and Clinical Services
- School Health Services (including school physician consultant)
- Nutritional and Food Services
- School Wellness and Health Education Services
- Community Agencies (Brookline Department of Public Health and Human Services; Brookline Substance Use and Violence Prevention Program, B-PEN/B-CASA and Town Meeting Members)
- Parents/Caregivers
- School Committee
- Students

B. Triennial Progress Assessments

The Wellness Committee will assess the PSB Wellness Policy to measure its compliance at least once every three years. This assessment will measure the implementation of our local school Wellness Policy, and include:

- The extent to which the PSB is in compliance with the local school Wellness Policy.
- The extent to which the PSB Wellness Policy compares to model local schools'
- wellness policies
- A description of the progress made in attaining the goals of the local school wellness.

C. Policy

PSB will ensure that the Wellness Policy and most recent triennial assessment are available to the public. PSB will also actively notify the school community annually about any updates made to the Wellness Policy and the availability of the triennial assessment results.

D. Goals

- PSB will ensure the most updated version of the Wellness Policy and triennial assessments are available on the school website for the public to view.
- PSB will present Wellness Policy updates, as applicable, during meetings with the Parent Teacher Organization, school committee, district superintendent, health and wellness committee and other interested groups or stakeholders.
- Wellness updates will be provided to students, parents/caregivers, and staff (through the through the PSB website and announcements in school newsletters, for example) to ensure that the community is informed and that public input is engaged.

- Each school will provide parents/caregivers with a complete copy of the PSB Wellness Policy at the beginning of the school year.
- Principals or vice-principals will ensure that each school complies with the Wellness Policy at their individual schools.
- PSB is committed to being responsive to community involvement and input, which begins with awareness of the Wellness Policy. PSB will actively communicate ways in which parents/caregivers, students, physical education teachers, school health professionals, the school committee, school administrators, food and nutrition professionals, and the public can participate in the development, implementation, and annual review of the PSB Wellness Policy.
- PSB will consider student needs in planning for a healthy nutrition environment. Students will be asked for input and feedback using surveys, and attention will be given to their comments.
- A team of district and community representatives will be established to support the food service director and teachers in implementing local purchasing and other farm to school activities on an ongoing basis. Stakeholders and community members will be offered the opportunity to provide feedback.
- The activities of the Wellness Policy will align with Goal 6 of the Strategic Plan, which reads as follows: *Ethic of Wellness* - For our students and the world around them to thrive, our schools must contribute to an ethic of wellness. PSB will attend to the social and emotional development of its students, so that they may flourish personally, build positive relationships, and contribute to a more caring and just world. PSB will also teach and adopt sustainable practices, inspiring and empowering students to be good stewards of the Earth.

E. Resources

The following resources were used in the development of the PSB Wellness Policy:

- Massachusetts Comprehensive Health and Physical Education Frameworks, 2023
- Massachusetts Nutrition Standards for Competitive Foods and Beverages in Public Schools
- United States Department of Agriculture Food and Nutrition Service: Team Nutrition
- DESE *Massachusetts School Wellness Coaching Program: Perfecting Policy*
- Centers for Disease Control and Prevention
- Massachusetts Coordinated School Health Program
- Center for Disease Control and Prevention - Smart Snacks https://www.cdc.gov

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
***10. Commitment to Accomplishment* (Voted 9/22/81, #81-431)**

The Brookline School Committee is committed to continuing a long-standing tradition of excellence in its school system. Historically, Brookline was the first to provide such programs as kindergarten, hot lunches, physical education and others. Currently, Brookline is committed to sophisticated programs for special needs children, an expanded and flexible High School curriculum, extensive programs for independent study and individualized instruction.

Our school system must not stand still. Continually we must be responsive to children's needs and continually we must evaluate and assess the relevance and usefulness of existing programs.

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
***11. Sustainability Policy* (Voted 10/27/22, #22-87)**

The Public Schools of Brookline (PSB) values sustainability and is committed to practices that support a healthy environment for present and future generations, and inspire students to be good stewards of the Earth and its people. The District will prioritize conservation of resources, carbon neutrality, and environmental education in concert with fiscal responsibility, health, and safety including:

Education and Engagement: The District will cultivate an understanding of environmentally sustainable practices and their urgency (i.e. environmental literacy) through incorporation of climate-focused sustainability into our core curricular values. Climate science and climate action will be addressed in a combination of units of study and courses, pedagogies, and through extracurricular organizations, clubs, teams, or parent/caregiver engagement. The PSB will support opportunities for civic engagement and student leadership within our schools to address climate change and its intersectionality with race, gender, geography, nutrition, economy, and well-being.

Energy and High Performance School Buildings: Energy is a significant expenditure for schools. Districts that target energy efficiency in their building operations and maintenance can typically reduce bills by 5-20%. The District will seek out opportunities for energy conservation, energy efficiency, and deployment of renewable energy technologies to capture both cost savings and reduced carbon emissions. The District will move in the direction of adopting green building standards, such as the following:

- Set an EUI of less than 21 kBtu/ft2/year.
- Commit to Fossil Fuel Free and Zero Emissions on-site.
- Optimize opportunities for passive energy use and “daylighting”.
- Install on-site photovoltaic solar panels and electricity storage to maximize on-site energy usage.
- Provide electric vehicle chargers for employee parking spaces.
- Plan for emergency sheltering to provide resiliency for the broader community during extreme weather events or other grid outages.
- Design new buildings and renovating existing ones as Net Zero Energy Projects.
- Integrate de-construction (as opposed to demolition) and materials reuse to minimize embodied carbon impacts.
- Perform building efficiency assessments on all PSB school buildings.
- Plan opportunities for efficiency projects through the CIP (such as building envelope upgrades, procurement of high efficiency appliances, and transitioning of lighting to LED).
- Provide a healthy and safe environment for students and staff through best practices in protection of indoor air quality (IAQ), as well as adhere to a green cleaning program (where the cleaning solutions contain no known carcinogens).
- Promote sustainability education campaigns such as “power down Fridays” with the District community.
- Work with and train staff on how to reduce individual plug loads within school buildings.

Schoolyards: Learning outdoors, surrounded by nature, has a diversity of benefits for students and staff alike, including academic success, improved mental and physical health, and education about real-life environmental issues and solutions. Where hardscape is needed, the PSB will minimize carbon-intensive, non-renewable materials such as asphalt. The District will maintain grounds according to best practices in organic management and Integrated Pest Management (IPM).

Food Services: The District will promote student health, sustainable agriculture, and environmental restoration through gardening, recycling, and composting, as well as the well-being of food chain workers across all food services activities. The District will promote sustainable food consumption by moving away from unsustainable foods, including but not limited to meat, poultry, and fish. The District will instead move towards and promote plant-based food options, including initiatives such as "Meatless Mondays." In addition, the District will:

- Provide nutritious vegan entrees at every meal.
- Encourage adoption of the Good Food Purchasing and the Farm to School programs, and prioritize procurement of food and drink produced within 250 miles of the Town of Brookline.
- Promote a transition to all natural and organic foods.
- Cultivate school gardens that could support edible schoolyards.

Waste: The District will promote resource conservation and efficient use of resources, including waste reduction for water, food, paper and other resources. The District will establish business procedures that give priority to environmentally preferable products and practices, and that consider environmental and social costs as well as short-term financial costs. The District will commit to reducing its waste through a variety of methods, such as:

- Supporting the Town's Zero Waste initiative through professional development, zero waste campaigns, waste audits and PTO presentations.
- Working with staff to introduce the 4 R's (Refuse, Reduce, Reuse, Recycle) to students.
- Providing composting opportunities at every school.
- Initiating a program to donate appropriate wasted food to the Brookline Food Pantry.
- Reducing single use food and drink service items served on-site (e.g. not distributing single use water bottles at events).
- Installing additional water bottle filling water stations.
- Installing automatic shut-offs at sinks.
- Evaluating irrigation techniques and potential for irrigation upgrades.
- Exploring the feasibility of water catchment projects.
- Transitioning from paper to electronic forms of writing, where appropriate.
- Purchasing paper made from recycled materials.
- Installing electronic hand dryers.

Transportation: The District will promote and explore measures supporting transport sustainability, such as expanding its electric vehicle fleet, retrofitting existing vehicles with technologies that reduce emissions, reducing idling time and educating vehicles at drop-off and pick-up about no-idling laws, adjusting bus schedules and routes to improve travel efficiency, reducing unnecessary trips, reducing solo automobile trips to shared

destinations, promoting use of public transportation, and encouraging walking, cycling, and use of human powered vehicles or other pedestrian conveyances where appropriate. The District will collaborate with town and state partners to maintain a transportation infrastructure at or near school properties that supports sustainable modes of travel.

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
12. Interacting with Law Enforcement Officers Engaged in Civil Law Enforcement
(Protect Act) (New policy, voted 9/30/26, #26-87)

In the Public Schools of Brookline, we recognize the importance of all students being known and valued, and we promote a safe, inclusive, and welcoming learning environment for all students. All of our students have a right to a free public education regardless of race, color, sex, gender identity, religion, national origin, immigration or citizenship status, disability, or sexual orientation.

The PROTECT Act states, except as required by state or federal law or as required for the Commonwealth or its subdivisions to administer a state or federally supported or funded program, civil arrests for civil law enforcement, including federal immigration enforcement, are not allowed on school grounds during school hours, student drop off and pick up windows, before- and after-school programming and school-sponsored events without a Judicial Warrant or Judicial Order.

The Superintendent shall implement PROTECT Act procedures consistent with the Model Procedures and the Guidance for K-12 Schools Related to Interacting with Civil Law Enforcement issued by the Governor's Office, the Executive Office of Education, and the Department of Elementary and Secondary Education.

The procedures shall be implemented, wherever applicable, in alignment with District Emergency Operations Plans, Medical and Behavioral Health Emergency Response Plans, and the School Resource Officer Memorandum of Understanding.

These procedures will be designed in accordance with the guidance provided and promote schools that are safe and accessible for students, staff and residents, and shall include, but not be limited to:

(i) Procedures for identifying and designating a senior administrator at each district superintendent's office or executive director's office, as the case may be, to serve as the individual responsible for having primary contact with law enforcement agents engaged in civil law enforcement for the school system and the central point of contact for schools on interactions with civil law enforcement;
(ii) Procedures for identifying and designating a senior administrator at each school to serve as the individuals responsible for having primary contact with law enforcement agents engaged in civil law enforcement who arrive on site at the school or request information about students, employees, or other persons affiliated with the school;

(iii) Procedures for contacting the school district's attorney;
(iv) Procedures for contacting the senior administrator at the school and the district superintendent/executive director's office in the event law enforcement agents engaged in civil law enforcement arrive on school grounds or request information about students, employees, or other persons affiliated with the school;
(v) Procedures for documenting all interactions with law enforcement agents engaged in civil law enforcement while on school grounds;
(vi) Procedures for notifying a student's parents or guardian or the student directly if the student is 18 years or older or emancipated, if a law enforcement agent engaged in civil law enforcement requests access to a student or student's information for any civil law enforcement purpose;
(vii) Procedures following the confirmation of law enforcement agents engaged in civil law enforcement on school grounds, including notifying parents and guardians, teachers, administrators, and school personnel;
(viii) Procedures to confirm and update students' emergency contacts, with allowance for more than one person to be listed, and alternative caregiver plans; and
(ix) A plan to share these procedures with students and families on the school district's website.

Once adopted, this policy and the accompanying procedures shall constitute the written emergency response plan required by the Act.

LEGAL REFS.: PROTECT Act, August 2026

SOURCE: MASC adapted from Massachusetts Department of Elementary and Secondary Education -August 2026