

# PUBLIC SCHOOLS of **BROOKLINE**

**FY24 Preliminary Budget Presentation to  
Advisory Committee's Schools Subcommittee - March 8, 2023**



# Agenda



- **Budget Process and Overview**
- Enrollment and Staffing Trends
- Operating Override Request
- Other Advisory Questions

*All information also posted on [www.brookline.k12.ma.us/budget](http://www.brookline.k12.ma.us/budget)*

PSB

**August-December**  
PSB develops and reviews budgets with budget managers (curriculum coordinators, principals, etc); SC votes budget guidelines

**January**  
PSB submits preliminary budget based on district needs and requests  
  
Budget: \$131,864,365

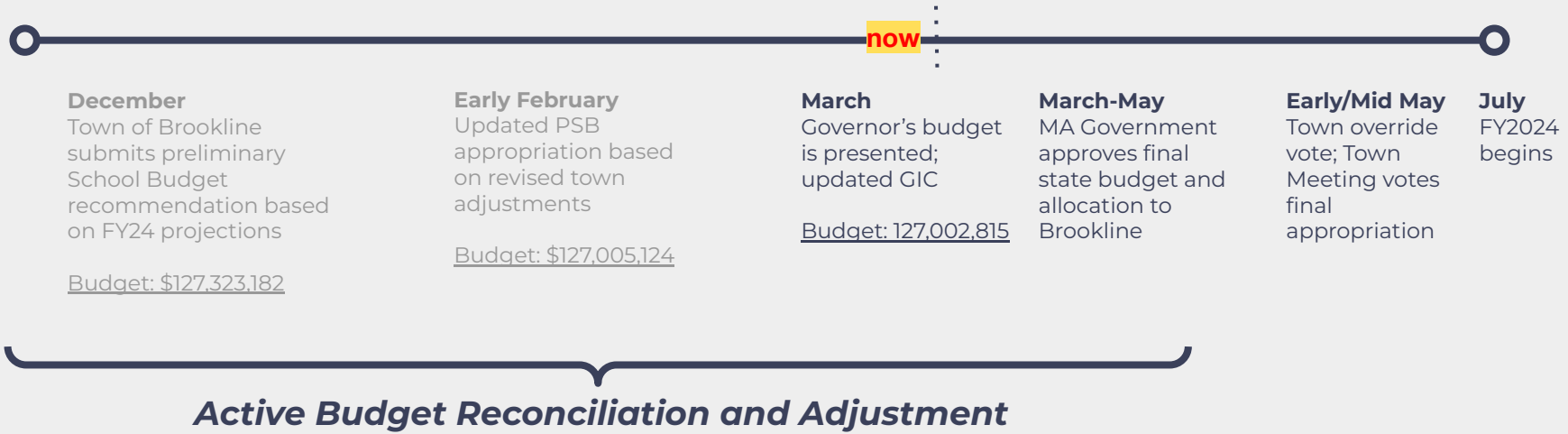
**February**  
Mandated budget hearing (2/02), preliminary vote (2/09)

**February-May**  
PSB refines budget, based on discussions at finance subcommittee, School Committee, Advisory Committee, Select Board, public forums, etc.  
  
Budget (presented 2/14 to AC/SB): \$130,704,685

**Early May**  
School Committee votes final budget

**June**  
Further refinement (if needed)

NONPSB



# PSB Budgeting Occurs Year-round: Timeline

# PSB Budget Multi-year Guidelines voted by SC (Oct 22)

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*Paraphrased for purpose of this presentation*

1. Ensure equitable access to curriculum and services for all students
2. Build a budget that is optimized for efficiency and sustainability
3. Continuous improvement of academic programming including curriculum implementation, program support, and program review
4. Continue to provide enhanced support for the social emotional needs of students
5. Improve the experience of a PSB employee, including employee growth through professional development and leadership opportunities

<b>FY2023 Operating Budget</b>	<b>\$125,613,878</b>
Loss of ESSER and ARP Funds	5,639,984
Contractual Obligations/Inflationary Pressures	2,211,113
Anticipated Turnover	-600,000
1 year stop gap - BEEP Revolving Account	-1,000,000
<b>FY2024 Superintendent's <u>Initial</u> Budget Request</b>	<b>\$131,864,685</b>
Programmatic Adjustments	-1,850,000
New Initiatives	690,000
<b>FY2024 Superintendent's <u>Revised</u> Budget Request</b>	<b>\$130,704,685</b>

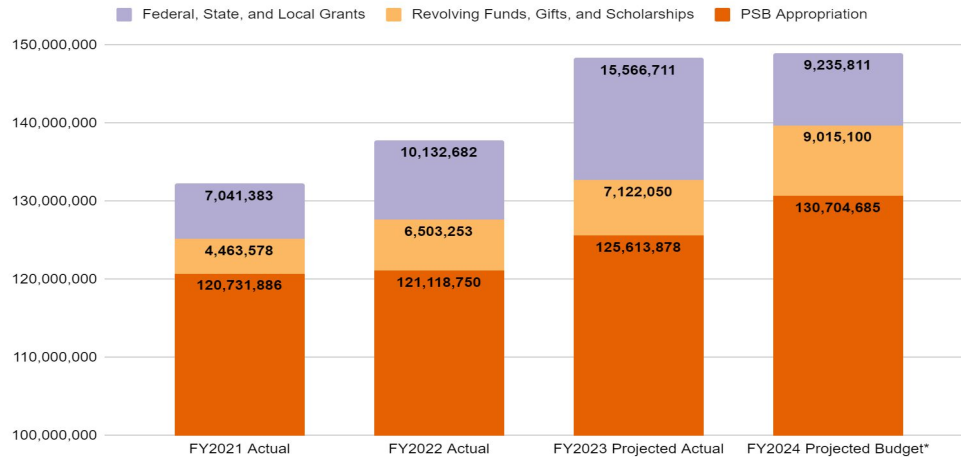
**Budget-to-Budget change has clear causes**

# AC Question 5

*Excess funds in the BEEP revolving fund are being utilized to offset general PSB operations in FY24. What is the rationale behind that and how does using them mesh with revolving fund guidelines/rules?*

- Over a period of two years (FY20 and FY21), PSB shifted costs related to BEEP special education from the BEEP revolving fund to the operating budget. This was done in response to a former deputy superintendent's analysis that special education is the responsibility of the district and should not be fully carried on the revolving fund.
  - We emphasize there is no restriction against the previous practice.
- The staff costs for the program are split between the operating budget and the revolving fund and are reviewed annually to determine the amounts charged to account.
- As a result of this shift in costs, the BEEP revolving fund has accrued a large balance.
- The \$1M that is being described in the question as an “offset to general PSB operations” will be used not for general PSB operations but rather to fund a portion of the BEEP personnel costs described above.
- At this time staff project that the revolving fund does not have the capacity to carry more than \$1M for one year.

# PSB controlling all-funds year-on-year growth

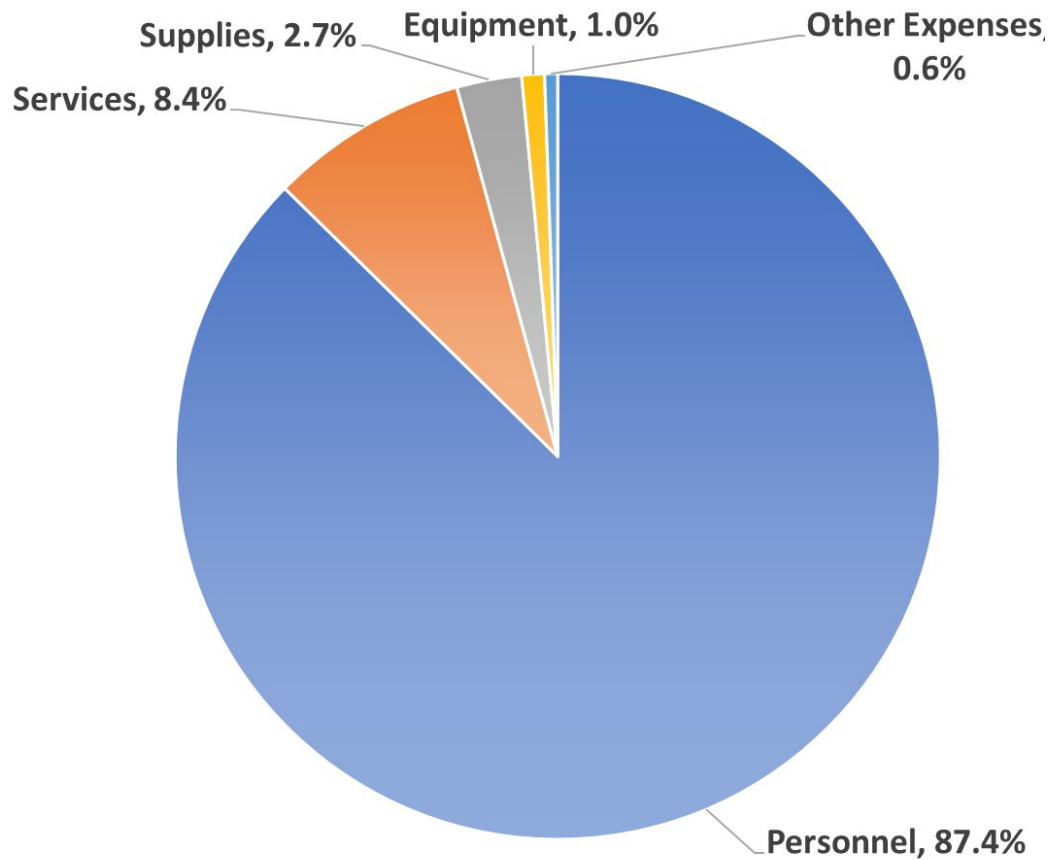


## Key Takeaways

- PSB FY24 initial budget grew at just 1.2% compared to FY23 (now 0.4%).
- Loss of one-time ARP/ESSER funds (\$5.6M+ in FY23) contributes to shift from grants (purple) to PSB request (orange)

	PSB Appropriation	Revolving & Gift Funds	Federal, State, & Private Grants	Total FY Budget
FY2021 Actual	120,731,886	4,463,578	7,041,383	132,236,847
FY2022 Actual	121,118,750	6,503,253	10,132,682	137,754,685
FY2023 Projected Actual	125,613,878	7,122,050	15,566,711	148,302,639
FY2024 Proj. Budget*	130,704,685	9,015,100	9,235,811	148,955,596

\*Town allocation as of 12/15/22 is \$127,323,182, \$125,005,124, \$127,002,815



- Personnel costs are 87%+
- Personnel contractual obligations are a significant cost-driver (second largest behind loss of one-time federal funds)

# PSB Preliminary Request By Budget Category

(note: does not reflect adjustments proposed in revised budget)

# FY24 Operating Budget Staff by Classification

(note: does not reflect adjustments proposed in revised budget)

Personnel, by Major Job Classification	FTE	PERCENT
District Leadership/Support	29.02	2.33%
School Leadership	19.20	1.54%
Vice Principal/Curriculum Coordinators	40.00	3.21%
Secretarial	37.50	3.01%
Teachers	829.33	66.51%
Paraprofessionals	247.58	19.85%
Custodians	44.38	3.56%
<b>TOTAL PERSONNEL</b>	<b>1,247.01</b>	<b>100.00%</b>

**96+% unionized**

# What does each budget represent?

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## **\$131.8M initial request: “Maintenance of Effort”**

- Maintains current excellence while implementing a Strategic Plan whose impact is factored into FY25 plan. Reflects:
  - Continued investment in curricular materials/resources
  - Continued investment in culturally responsive teaching through continued professional development, and the recruitment and retention of educators of color
  - Continued analysis and targeted investment in Special Education
  - Continued mitigation of disproportionality
  - Continued support for the social emotional/academic needs of our students
- Ensures innovative instructional practices as well as ongoing program reviews
- Maximizes operational and financial efficiencies
- Did not include new initiatives

## **\$130.7M revised request**

- Includes 5 new initiatives
- Most programs are continued; several programmatic adjustments contemplated (which programs will be modified is not yet for public discussion)

**Both budgets require an operational override to implement (more details on override impact later in presentation)**

# Agenda



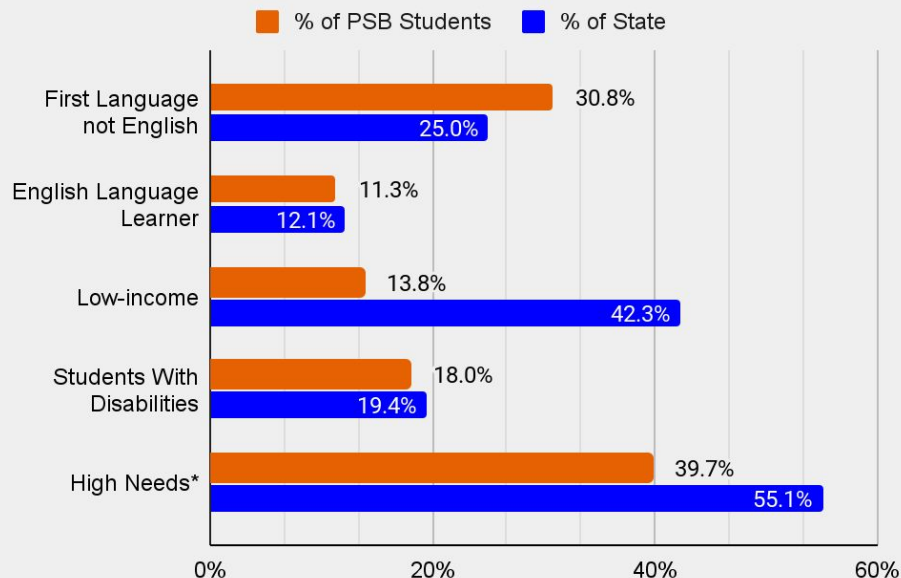
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## PSB Enrollment by Groups (FY23)

<b>BEEP**</b>	257
<b>K-8</b>	4,716
<b>BHS***</b>	2,087
<b>Out-of-District****</b>	74
<b><u>Total</u></b>	<b><u>7,134</u></b>

## PSB Selected Student Populations (FY23)



**All data taken from DESE School and District Profile as of October 2022.**

\*According to DESE, "high needs" is defined as a student designated as Low Income, English Learner/Formal English Learner OR a Student with Disabilities.

\*\*Under PSB policy, students can enter preschool as early as 2.9 years of age; however, DESE does not include students under the age of 3 as part of district enrollment data.

\*\*\*BHS enrollment includes PSB students between the ages of 18-22 who are participating in special education programs (SP) beyond grade 12.

\*\*\*\*Out-of-District denotes students between the ages of 2.9-22 that are not enrolled at a PSB school but receive Special Education services, supports, and resources from PSB staff.

# Who are PSB students? District Demographics

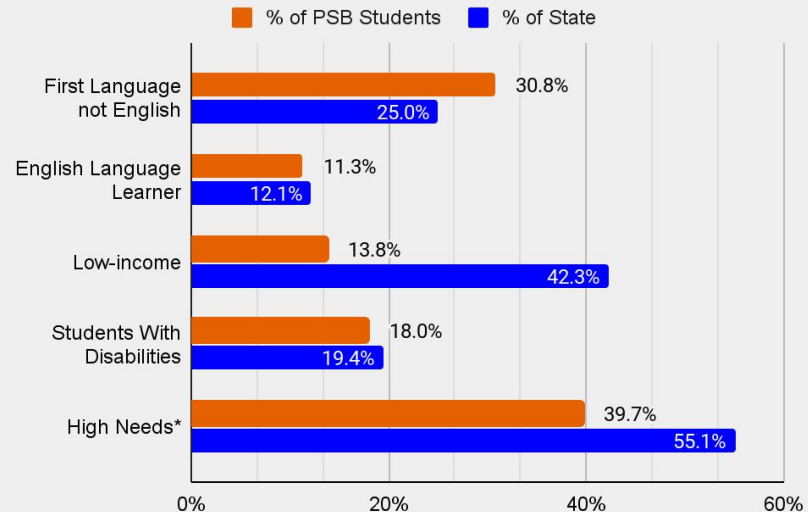
# AC “Overarching” Question

“Every Child Achieving” is the PSB’s first stated goal. While, “With override funding, PSB will remain one of the best school districts in the Commonwealth” was the final statement in the administration’s override presentation to the SB and AC.

1. **What does ‘every child achieving’ mean? It seems very nebulous and almost an incomplete statement. It begs the question ‘achieving what?’**
2. How does the PSB Administration or the SC measure and evaluate the School System? Where do we see these metrics most clearly reflected in the current proposed budget?
3. How does the PSB Administration and the SC know that the PSB is one of the best school districts in the Commonwealth?

- Each child has a different achievement profile related to their particular situation and needs, e.g.
  - Academic
  - Social/Emotional
  - Physical/Motor
  - Communication/Language
- Nearly 40% of PSB students are high-needs, which provides a sense of the scale of PSB work beyond strictly academic achievement.

PSB Selected Student Populations (FY23)



# Enrollment up 200 students from 2020

- Enrollment remains dynamic, with an upward trend
- As of March 1st, 323 students have completed kindergarten registration for SY23-24.
  - Last year at this time, the number was **314** (SY22-23).
- Mobility and churn remain important data points

In-district PK-12 Enrollment	
February 2023	7,092
January 2023	7,072
October 2022	7,060
January 2022	7,000
October 2021	6,928
<i>October 2020</i>	<i>6,891</i>
<i>October 2019</i>	<i>7,777</i>

# Staffing has followed enrollment trends

## (92% of pre-pandemic staff / 91% of pre-pandemic students)

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Year	FTE	Notes
19-20 (Pre- pandemic)	1378.4	DESE actual educator data; does not include some categories, e.g. custodial
20-21	1348.2	
21-22	1299.4	
22-23	1270.77	FY23 projected FTE- still undergoing final verification with DESE (92% of pre-pandemic, compared to 91% of students)

Source prior years: <https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=00460000&orgtypecode=5&leftNavId=817&>

# AC Question 1

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*Current enrollment (2/1/23) by grade (p-k, k-8, HS) and by school with comparison to last year.*

- Data is reported to state for March 1 (takes several weeks to process); we can provide this information to AC at a later date (unless October 1 data suffices). There is no February 1 equivalent that we can use.

# AC Question 2

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*Where is the actual analysis and rationale for projected student enrollment next year?*

- a. *How does the projected enrollment next year compare to what was the projected enrollment for this year (a number that was not close to being met)*
- b. *Are we seeing new students from new construction on top of the October number? Are those portions of Hancock Village included in the Cropper study generating the level of enrollment forecasted by Cropper? If not, what is our actual experience and how does that inform future estimates?*
- c. *What evidence exists, beyond new construction that may or may not occur, to suggest that the historic drivers of enrollment will lead to significant increase in enrollment over the next three years?*

- a. Projected enrollment for FY24 is 7,195; FY23 projection was 7016 (low) to 7247 (mid). 7,195 uses “mid” methodology (single-point projection + international return data).
- b. Planning Dept data showed 90 students expected from CHR ROSB properties for 22-23. We have a net of 3 students at Baker since 10/1 (10/1/21: 617 to 10/1/22: 672 = 55) but no data yet on where their residence is.
- c. we are not predicting a significant increase in enrollment over the next three years.

# AC Question 3

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3. *Is there any sense as to in which districts population growth will occur? Is there a shift in concentrations of students forecasted? What will this mean for placement and space utilization?*

- There is no data on this at this time. The district plans to rely on the existing buffer zones to address space and placements.

# Agenda



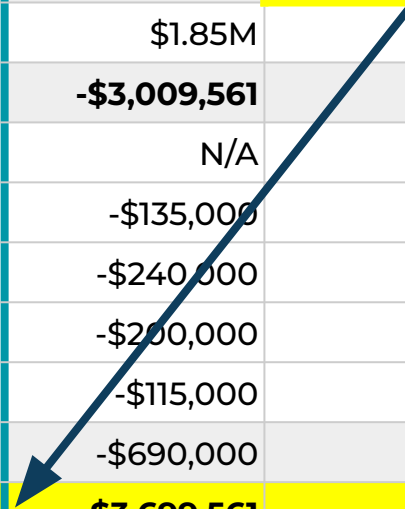
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# Operating Override Calculations and Request

PSB has reduced from a \$4.5M gap (override request) to a \$3.7M gap while adding five important initiatives

	FY24 v3	FY24 v2	FY24	FY25	FY26
<b>Town Allocation</b>	<b>\$127,002,815</b>	<b>\$127,005,124</b>	<b>\$127,323,182</b>	<b>\$131,648,054</b>	<b>\$135,674,677</b>
PSB Projected Budget	\$131,864,685	\$131,864,685	\$131,864,685	\$138,196,490	\$144,726,604
<b>INITIAL GAP</b>	<b>-\$4,861,780</b>	<b>-\$4,859,561</b>	<b>-\$4,541,503</b>	<b>-\$6,548,436</b>	<b>-\$9,051,927</b>
Programmatic Adjustments	\$1.85M	\$1.85M		\$1.95M	\$2.95M
<b>SUBSEQUENT GAP</b>	<b>-\$3,011,780</b>	<b>-\$3,009,561</b>		<b>-\$4,598,436</b>	<b>-\$6,101,927</b>
Full-day BEEP	N/A	N/A		\$0	\$0
Athletics Support	-\$135,000	-\$135,000		-\$282,960	-\$296,542
Student Services Support	-\$240,000	-\$240,000		-\$251,520	-\$263,593
South Brookline No-Fee Bus	-\$200,000	-\$200,000		-\$200,000	-\$200,000
World Language redesign	-\$115,000	-\$115,000		-\$120,520	-\$126,305
SUBTOTAL NEW INITIATIVES	-\$690,000	-\$690,000		-\$855,000	-\$886,440
<b>NEW GAP (OVERRIDE REQUEST)</b>	<b>-\$3,701,780</b>	<b>-\$3,699,561</b>		<b>-\$5,453,436</b>	<b>-\$6,988,367</b>
<b>NEW PROJECTED BUDGET</b>	<b>\$130,704,685</b>	<b>\$130,704,685</b>		<b>\$137,101,490</b>	<b>\$142,663,044</b>



# AC Question 9

From February 9<sup>th</sup> to February 14<sup>th</sup>, the proposed PSB 'ask' increased a total of \$448,271. Of that, \$300,000 is for base PSB operating funds (so, not a steady-state request) and the first-year request went up by \$1,050,000. Please provide a detailed breakdown of the components of the changes that are incorporated in the 'subsequent gap' lines between the two submissions:

## Feb 9 Presentation to SC

	FY24	FY25	FY26
Town Allocation	\$127,005,124	\$131,648,054	\$135,674,677
PSB Projected Budget	\$131,864,685	\$138,196,490	\$144,726,604
INITIAL GAP	-\$4,859,561	-\$6,548,436	-\$9,051,927
Programmatic Adjustments	\$2.9M	\$3.1M	\$3.25M
SUBSEQUENT GAP	-\$1,959,561	-\$3,448,436	-\$5,801,927
Full-day BEEP	N/A	\$0	\$0
Athletics Support	-\$135,000	-\$141,480	-\$148,271
Student Services Support	-\$240,000	-\$251,520	-\$263,593
SoBro Fee-Free Bus	-\$200,000	-\$200,000	-\$200,000
WL redesign	-\$115,000	-\$120,520	-\$126,305
SUBTOTAL NEW INITIATIVES	-\$690,000	-\$713,520	-\$738,169
NEW GAP (OVERRIDE REQUEST)	-\$2,649,561	-\$4,161,956	-\$6,540,096
NEW PROJECTED BUDGET	\$129,654,685	\$135,810,010	\$142,214,773

## Feb 14 Presentation to SB

	FY24	FY25	FY26
Town Allocation	\$127,005,124	\$131,648,054	\$135,674,677
PSB Projected Budget	\$131,864,685	\$138,196,490	\$144,726,604
INITIAL GAP	-\$4,859,561	-\$6,548,436	-\$9,051,927
Programmatic Adjustments	\$1.85M	\$1.95M	\$2.95M
SUBSEQUENT GAP	-\$3,009,561	-\$4,598,436	-\$6,101,927
Full-day BEEP	N/A	\$0	\$0
Athletics Support	-\$135,000	-\$282,960	-\$296,542
Student Services Support	-\$240,000	-\$251,520	-\$263,593
South Brookline No-Fee Bus	-\$200,000	-\$200,000	-\$200,000
World Language redesign	-\$115,000	-\$120,520	-\$126,305
SUBTOTAL NEW INITIATIVES	-\$690,000	-\$855,000	-\$886,440
NEW GAP (OVERRIDE REQUEST)	-\$3,699,561	-\$5,453,436	-\$6,988,367
NEW PROJECTED BUDGET	\$130,704,685	\$137,101,490	\$142,663,044

- \$300K is not an increase in base but a reduction in the magnitude of reductions taken in Year 3 due to SC feedback (see yellow highlight, was \$3.25M in Y3, reduced to \$2.95M)
- \$448,271 reflects that \$300K reduction + Athletics Programming initiated in Y2 (+\$148,271, blue highlight) that was presented at Feb. 8 SC finance but erroneously wasn't on Feb. 9 SC chart (it was verbally discussed by SC on Feb. 9.)

# New Initiative 1: Full-Day BEEP

## NEED:

- BEEP's current 8am to 12:15 pm programming is outdated and does not work for many families.
- BEEP been in most elementary schools and due to enrollment challenges was moved.

## APPROACH:

- **Extend BEEP program to match elementary school day (8am-2:30pm)**
- Reestablish BEEP's inclusive classrooms in the Public Schools of Brookline.

Together, these will optimize learning experiences for children and families and align with the district's values of high achievement for all and educational equity.

## Override Request: \$0

Cost initially scoped at \$600K starting in FY24; subsequently staff planning revealed (1) an FY25 start was better and (2) increased revenues from full-day programming would offset the cost.

## FY25 FTE Increases:

- 18 General Education/Inclusive PK Teachers from .85 to 1.0 FTE
- ~32 Paraprofessionals: .67 to .85 FTE
- Remainder of BEEP Educators (42) no increase

FY25 Tuition (proj.): \$17,500 (FY24: \$12,210, up 43%)

- School week from 21.25 to 31.7 hours (up 49%)
- Other programs currently charge \$16,000-\$20,150 (BEEP with extended day pays \$19,297/year)
- Anticipated enrollment of 190-217 tuition paying seats

# AC Question 6

Where is the breakeven analysis for the BEEP extended day proposal?

Cost/Revenue Analysis All day Preschool						
	FY23	FY24	FY25	FY26	FY27	FY28
Total Salary Costs - Status Quo	5,764,349	6,062,767 5.18%	6,395,076 5.48%	6,722,880 5.13%	7,087,644 5.43%	7,423,669 4.74%
Total Salary Costs - Full Day in FY25	5,764,349	6,062,767	6,907,712	7,265,558	7,663,420	8,030,799
Additional Program Costs Per Year		298,418	844,945	357,846	397,862	367,379
Tuition (assuming \$500/year in later years)	11,796	12,210	17,500	18,000	18,500	19,000
% Increase		3.51%	43.33%	2.86%	2.78%	2.70%
Variance		414	5,290	500	500	500
Additional Revenue Based on the Following Participants						
200		82,800	1,058,000			
190			1,005,100			
180			952,200			
170			899,300			
<b>160</b>			<b>846,400</b>			
				<b>THIS IS THE BREAK EVEN POINT</b>		
Total Projected Revenue Based on the Following Participants						
200	2,442,000	3,500,000	3,600,000	3,700,000	3,800,000	
190	2,319,900	3,325,000	3,420,000	3,515,000	3,610,000	
180	2,197,800	3,150,000	3,240,000	3,330,000	3,420,000	
170	2,075,700	2,975,000	3,060,000	3,145,000	3,230,000	
160	1,953,600	2,800,000	2,880,000	2,960,000	3,040,000	

all staff, subs, workshops and custodian

## THINGS TO CONSIDER:

- 1.) The 3.5% increase in FY24 does not cover the increased cost of the existing program. Given the large fund balance, should not be problematic even with additional charges to the revolving account.
- 2.) Do we know how many parents would actually participate in a full day program? Some parents may prefer the current half-day schedule.
- 3.) Annual tuition increases, after the FY25 adjustment will need to be in the range of 4-5% (depending on actual staffing) in order for the program to remain budget neutral.

# AC Question 7

7. Why does the Override Request not include any potential excess revenue from BEEP extended day as proposed? Possible uses include:

- a. Partial payment of leases
- b. Payment for services at Clark Road or to BEEP elsewhere that are currently absorbed by the Town.
  - i. What services does the Town provide to BEEP?
- c. Is the SD charging BEEP an appropriate overhead charge?
  - i. Does a school revolving fund have different rules than a municipal one and, if so, in what ways are they different (citations, please).

- BEEP has an anticipated enrollment of 190-217 tuition paying seats; exact enrollment will determine revenue and any excess revenue
- Initial calculations have determined the breakeven is at 160 seats (see question 6); additional revenue may enable contribution toward remaining leases (e.g. Putterham) or towards general operating expenses, e.g. custodial
- The building department receives funds from PSB to provide repair/maintenance of Town-owned facilities as well as some leased facilities, depending on the terms of the lease.
- Revolving funds are uniformly dealt with under MGL Ch 44 Section 53E

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleVII/Chapter44/Section53E1~2>

# New Initiative 2: Athletics Support

## NEED:

- 25% growth in participation from FY14 to FY23
- Activities 275 calendar days/year, 70% of those off campus
- FY15: 1.5FTE staff reduction
- 120+ staff to supervise, support, and develop

## APPROACH:

### Year 1 (FY24):

- **Maintain current programming - improve experience**
- **Account for 25% growth and increased complexities**

### Year 2 (FY25) on:

- **Improve communication and supervision of coaches, students, events**
- **Develop student leadership program**
- **Integrate athletics into BHS DEI programming**
- **Build inclusive Unified Sports programming**

## Override Request:

**\$135K in FY24 to \$297K in FY26**

### FY24 FTE Increases

- Administrative Asst from 0.5 to 1.0 FTE (return FY15 position)
- Asst Athletic Trainer - 1.0 FTE (return FY15 position)
- Asst to the Athletic Director - increase 30 contracted days
- Athletic Director - increase 31 contracted days

### FY25 FTE increases

- Add 1.0 FTE supervisory position

# New Initiative 3: Student Services Support

## NEED\*:

- In FY21 due to COVID financial constraints, one of the three PK-8 Special Education Directors was removed from the budget. The Special Education Program Review (external evaluation) completed in FY22 identified this as a deficiency to be corrected.
- COVID health services-specific state grant funding has supported a 1.0 FTE nurse that in addition to supporting COVID needs, has been instrumental in providing additional needed medical support. The deputy superintendent has recommended that position be funded.

## APPROACH:

- **Fund 2.0 FTE.**

**Override Request:  
\$240K in FY24 to \$263K in FY26**

### FY24 FTE Increases

- 1.0 FTE PK-8 Special Education Director
- 1.0 FTE Nurse

\*Also discussed on November 21, 2022 SC meeting

<https://www.youtube.com/live/NZTJlIbVHTs?feature=share&t=2704> and  
[https://www.brookline.k12.ma.us/cms/lib/MA01907509/Centricity/Domain/62/\\_11.21.2022%20OSS%20School%20Committee%20Update.pdf](https://www.brookline.k12.ma.us/cms/lib/MA01907509/Centricity/Domain/62/_11.21.2022%20OSS%20School%20Committee%20Update.pdf)

# New Initiative 4: S. Brookline Fee-Free Bus

## NEED:

- Students and caregivers in South Brookline had previously expressed the need for reliable student transportation to BHS for those without access to cars. The MBTA bus had not been reliable.
- PSB added two AM buses and one PM bus in 2018 with a \$400 fee to access the bus which is a burden to families, especially those with more than one HS student. In comparison, K-8 students who qualify to ride the bus do not pay a fee.
- Currently 120 students pay to ride the bus (\$48K in fees per year).
- Survey in early 2023 indicates ridership would increase if fee were removed.

## APPROACH:

- **Provide bus service without fee.**

## Override Request: \$200K starting in FY24

- No FTE increase
- Funds requested will remove the current \$400 fee and allow for additional AM/PM buses needed for projected increase in ridership based on survey results.

# New Initiative 5: World Language Redesign

## NEED:

- Elementary World Language was funded in 2008 but was not implemented as initially structured. WL program review is currently being bid out for completion by early FY24 and we anticipate program recommendations.

## APPROACH:

- **Use recommendations from WL program review to redesign K-12 WL program to enhance language learning.**
- **Opportunity to consider recommendations from this year's English Language Learner program review on immersion/bilingual programming.**

**Override Request:  
\$115K in FY24 to \$126K in FY26**

### FY24 FTE Increases

- 1.0 FTE Program Design Coordinator/Specialist

Redesign anticipated for 3 years requiring both visioning and practicalities of implementation such as scheduling. Years 1-2 for design, year 3 for pilot.

Redesign is intended to be scoped not to exceed current costs of K-5 World Language.

# AC Question 8

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*There is \$115,000 for world languages. This has been described as, in the first year, an evaluation of the elementary world language program.*

*a. Why does it carry over into future years at the same (inflated) amount?*

*i. If initially for a study, continuing the funding implies a conclusion that some change will happen and that the change will cost at least as much as the study itself*

- The requested funding is for a 1.0 FTE dedicated to program redesign (with an annual salary inflation factor). It has not been described by PSB as an evaluation of the elementary world language program. The world language “evaluation” (program review) is currently being bid out. The function of this individual will be to take the recommendations from the review and consider program redesign.
- The expectation is that a program redesign is not a single-year activity; planning of this magnitude is a multi-year endeavor.

# AC Question 4

*ESSER and ARPA funds were used to support both ongoing and one-time/short-term acute needs. What were those one-time and short-term acute needs, are they still being funded and, if so, why?*

- ESSER, ARP and CARES/CVRF funds were used to fund one-time short-term acute needs, principally for **FY21**.
- ESSER and ARP supported ongoing operational budget shortfalls caused by the mismatch between expense growth rate and revenue growth rate.
  - As discussed in last year's discussion, from FY21 to FY22, PSB allocation from town increased just 0.3%, which has been a significant driver of the structural deficit/use of one-time funds for operations.

From the May 2021 budget summary sent to all Town Meeting Members:  
*"The impact of the COVID-19 pandemic on the Public Schools of Brookline (PSB) over the course of FY2021 was significant. The district faced unprecedented challenges that required:*

- *Creation of the Remote Learning Academy, a brand-new, fully online school for over 600 PSB students in grades K-8*
- *Technology to enable remote access for all students while we operated in a remote and hybrid model*
- *Reduction in class size to meet distancing requirements for students attending in-person classes*
- *Enhanced air ventilation systems in all schools to provide increased and improved air flow*
- *Enhanced Personal Protective Equipment*
- *Furniture that allowed students and educators to use the classrooms*
- *Many other improvements and enhancements to keep students and staff safe*

*The collective one-time cost of these needs currently exceeds \$6,887,545. This extraordinary expense was only partially met by Federal and other relief funds totaling \$5,515,459, leading to a COVID-specific shortfall of \$1,372,086."*

<https://www.brookline.k12.ma.us/cms/lib/MA01907509/Centricity/Domain/51/FY22%20Budget%20Highlights%20Revised%205.20.2021.pdf>

# **Without override funding: \$3.7M operating gap**

- New initiatives will not be funded (~\$700K).
- Significant changes to staffing to close remaining \$3M gap:
  - For example, @\$78K, equivalent to 39 FTE out of 829.33 FTE (Unit A teachers), ~5%
  - Increased class sizes and caseloads
  - Program removal/significant reductions (in addition to the \$1.85M in reductions already identified)
  - Student Support implications

# **With override funding, PSB will remain one of the best school districts in the Commonwealth**

- Continue to serve all students at high levels with outstanding academic programs and robust student service/support programs
- Maintain, attract and retain a highly-skilled workforce

# Agenda



- Budget Process and Overview
- Enrollment and Staffing Trends
- Operating Override Request
- **Other Advisory Questions**

*All information also posted on [www.brookline.k12.ma.us/budget](http://www.brookline.k12.ma.us/budget)*

# AC “Overarching” Question

“Every Child Achieving” is the PSB’s first stated goal. While, “With override funding, PSB will remain one of the best school districts in the Commonwealth” was the final statement in the administration’s override presentation to the SB and AC.

1. What does ‘every child achieving’ mean? It seems very nebulous and almost an incomplete statement. It begs the question ‘achieving what?’
2. **How does the PSB Administration or the SC measure and evaluate the School System? Where do we see these metrics most clearly reflected in the current proposed budget?**
3. **How does the PSB Administration and the SC know that the PSB is one of the best school districts in the Commonwealth?**

- There is a formal evaluation of the Superintendent by the SC, which was re-initiated last spring following several interims (rating received: 3, or satisfactory, on a 4-point scale).
- There are numerous indicators that PSB is one of the best school districts (e.g. DESE data, right), **and** indicators that the success is not equitably distributed.
- Through the strategic planning process, we will define what we believe are meaningful measures of success.

School name	Enrollment (2021-22 school year)				Grade 10 MCAS (2022)				Other High School and Postsecondary indicators				
	Total Enrollment (2021-22)	EL %	Low Inc %	SWD %	ELA % M/E	Math % M/E	ELA Avg SGP	Math Avg SGP	Mass Core completion rate (2021)	Dropout rate (2021)	5-yr grad (2020 cohort)	4-yr grad (2021 cohort)	College enrollment (class of 2021)
Acton-Boxborough - Acton-Boxborough Reg'l High	1,703	1.1	9.4	11.0	89.0	90.0	56.3	61.2	86.1	0.2	98.9	98.8	81.4
Arlington - Arlington High	1,483	1.2	12.3	12.1	82.0	83.0	50.9	62.6	100.0	0.2	97.1	96.7	73.8
Belmont - Belmont High	1,329	1.9	12.3	10.2	86.0	82.0	56.4	51.4	100.0	0.0	99.4	99.7	74.6
Brookline - Brookline High	2,087	2.2	16.2	18.4	82.0	82.0	53.2	58.8	95.5	0.1	96.5	95.6	70.1
Lexington - Lexington High	2,273	2.9	7.7	12.3	88.0	86.0	55.7	57.1	100.0	0.3	99.5	98.7	78.6
Needham - Needham High	1,669	1.2	7.9	17.2	84.0	83.0	52.2	48.1	100.0	0.1	99.0	98.1	83.2
Newton - Newton North High	2,098	2.3	15.9	19.9	81.0	79.0	63.2	70.3	85.4	0.2	96.6	97.1	72.5
Newton - Newton South High	1,837	2.2	12.0	17.4	79.0	80.0	56.4	65.2	91.2	0.3	98.8	98.4	74.2
Wellesley - Wellesley Sr High	1,406	0.2	7.3	16.3	83.0	84.0	50.8	71.6	99.7	0.1	99.2	97.9	78.6
Winchester - Winchester High	1,349	1.1	9.1	16.2	90.0	84.0	60.8	56.2	84.8	0.6	98.8	98.9	82.4

**One indicator of quality: DESE data showing strong PSB outcomes compared to peer districts**

# AC “Operational” Questions

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10. *Update and information on the Strategic Plan. Has someone been hired? What is the estimated cost of the process to develop the plan? Where is that budgeted? What, if anything, is included in the override request?*
11. *Update on efficiency consultant hire*
12. *Update on CFO search*
3. *How are things like broken screens and water leaks tracked, managed, repaired? Which repairs are considered low priority, and which get immediate attention?*
4. *Status update on open positions*
5. *What is our experience YTD on non-salary expenses (inflation observations)*
6. *What changes, if any, to operations have already been made and efficiencies identified? Quantifiable?*
7. *PD is of the few areas that was increased last year (by \$194K to total \$480K). If the FY24 request is to keep that level, what is the reasoning? What is the district 'getting' for \$480,000? Why did this area increase so significantly last year? The FY24 Budget Book says PD will be “measurable” — can that be explained?*

- Q10: Dr. Ruth Gilbert-Whitner has been hired. The Strategic Plan was originally included in consulting for FY23 and then stripped out in the budgeting process. The consultant was subsequently directly funded by the BEF.
- Q11: Outreach to a few; focus is on filling deputy role and refining RFP with new deputy.
- Q12: PSB has interviewed several candidates.
- Q3: School dude system is used by entire Town for all buildings
- Q4: see above
- Q5: Budget managers were asked to check in with some of their larger vendors/suppliers to determine what we should anticipate and budget for in regard to pricing increases for FY2024. Many found that the anticipated increases would be less than the 5% we had provided as guidance.

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- Q6: Staffing has been reduced commensurately as shown earlier, scheduling efficiency work to be presented next week to SC, purchasing efficiencies such as group buying practices have been implemented.
- Q7: PD data for FY22-24 will be provided offline after the meeting. The budget book says PD will be measurable for the Office of Educational Equity, meaning that actual PD activities can be pointed to.

# AC “Classroom” Questions

1. *The number of classes (250) exceeds what the original PSB budget was (246), much less reducing it as proposed in the spring (237)*
  - a. *What were the savings from those reductions expected to be (\$1.8 million—going from 258 in 21-22 to 237 this year)?*
  - b. *What was cut to achieve those reductions...cutting 8 classrooms couldn't have been much more than \$700k?*
2. *Guidelines are just that aren't they? If an option was two classes with 2 children over the upper guideline versus three classes at 4 children under the lower guideline, why default to the latter, more conservative number, especially with buffer flexibility for mid-year enrollments?*
3. *Our achievement gap seems to be growing. Are we doing worse than peer communities? What are the system's plans to 'do better' in this area?*

- Q1: The reduction from 258 to 237 classrooms would be \$1.58M at ~\$75K per FTE; remaining at 250 would reduce that to \$600K. The savings were achieved through other salary adjustments.
- Q2: Student academic and SEL needs following the pandemic are still acute. PSB is focused on providing Tier 1 (i.e. in-classroom) supports for students. Lower student-teacher ratios support this vision. This approach also saves on more intensive Tier 2+ interventions, which occur at even lower ratios.
- Q3: Because of the pandemic, recent state data measurements cannot be compared across years. However, within years, MCAS data from similar districts shows similar trends for Brookline's performance shows similar trends for students in grades 3-8 and 10 for students identified as high needs. Recently, the district has collaborated with New Solutions K-12 to study middle school programming and New Teacher Center to strengthen the process to provide student support. A K-2 district literacy assessment has been implemented In order to measure each student's trajectory in learning to read and to provide targeted instruction to ensure the students are on track. The district is working to offer equitable opportunities for every student across all schools and provide targeted support to students in need.