

PUBLIC SCHOOLS of
BROOKLINE



FY24 Budget

Advisory Committee
April 18, 2023

Agenda



- **Superintendency and District Evaluation**
- Budget background
- Programmatic Adjustments
- Failed Override Impacts

All information also posted on www.brookline.k12.ma.us/budget



Superintendent Landscape: *A look at Brookline*

Photo Credit: M.A.S.S Twitter

Public Schools of Brookline: Superintendents					
Last Name	First Name	Start Date	End Date	Years of Service	Comments
Guillory, Jr.	Linus J.	July 1, 2021			
Marini	Vincent	July 1, 2020	June 30, 2021	1	Interim
Lummis	Benjamin	August 19, 2019	June 30, 2020	1	Interim
Gittens	Nicole	August 12, 2019	August 18, 2019		Acting
Bott	Andrew	July 1, 2016	August 9, 2019	3	
Connelly	Joseph	November 1, 2015	June 30, 2016	1	Interim
Lupini	William	July 1, 2004	October 31, 2015	11	
Silverman	Richard	August 1, 2001	June 30, 2004	3	
Rowe	Peter	July 1, 2001	July 31, 2001		Acting
Walsh	James	July 1, 1988	June 30, 2001	13	
Sheridan	William	July 1, 1987	June 30, 1988	1	Acting
Slater	Charles	July 1, 1982	June 30, 1987	5	
Sperber	Robert	July 1, 1964	June 30, 1982	18	
Caverly	Ernest	July 1, 1931	Jan. 30, 1964	33	
Gallagher	Oscar	Oct. 1, 1919	June 30, 1931	12	
Aldrich	George	Sept. 1, 1900	Sept. 19, 1919	19	
Dutton	Samuel	Sept. 1, 1890	Aug. 1, 1900	10	
Daniels	D.H.	Sept. 1, 1882	Aug. 1, 1890	8	
Reid	William T.	Sept. 1, 1872	1874	2	

20 superintendents in ~150 years*
~seven superintendents in the last eight years~



Why?

Why are we doing this? Why are we doing it this way?

What?

Are we doing the right thing? How do we know?

How?

How does it connect to other things we are doing to have maximum impact?

Common Theme: Decision-making using data and information

First Year Focus: Entry Findings

Findings based on...

What I saw

Observations Within and Outside of our Schools

30+ official school visits conducted.

30+ “drop-in” visits.

What I heard

Formal and Informal Interviews

100+ meetings involving
430+ individuals within
the community.

What I counted

Analysis of District Data

Review of District artifacts,
existing policies and
bargaining contracts.

Opportunities for improvement

Common Theme: Decision-making using data and information

01	Every child achieving → excellence for all, across multiple domains	<ul style="list-style-type: none">A. Ensuring academic rigor*B. Social Emotional learning & mental health*C. Equitable access for all students*
02	Addressing operational challenges	<ul style="list-style-type: none">A. Budget/capital planning & sustainability*B. Personnel development*
03	Strategic planning for the future	<ul style="list-style-type: none">A. System of schools → School systemB. Shared understanding of PSB strategy

* included in School Committee 5-year budget guidelines

1A: Ensuring Academic Rigor

Common Theme: Decision-making using data and information

- Initiated external evaluations for program review
 - *Intent to cycle through all programs on a ~10 year basis*
 - Completed to date: English Language Education, Child Study Team/Response to Intervention, Middle School Scheduling
 - Stakeholder involvement of caregivers and staff
 - In process: World Language, Social Studies, Health/Sex Education
 - Full schedule in development
 - **Review “commendations” and “recommendations” used to improve instruction**
- Curriculum overviews Summer 2022 - ensure common understanding
 - www.brookline.k12.ma.us/domain/58
 - Next step: update curriculum to align with the MA Frameworks and other National Standards
 - Formalize cross-curricular learning, e.g. project-based
- Refocused on differentiated and inclusive Tier 1 instruction
 - Requires investment in professional development, academic intervention; savings realized on more costly Tier 2 and 3 interventions

1A: External Evaluations Continued

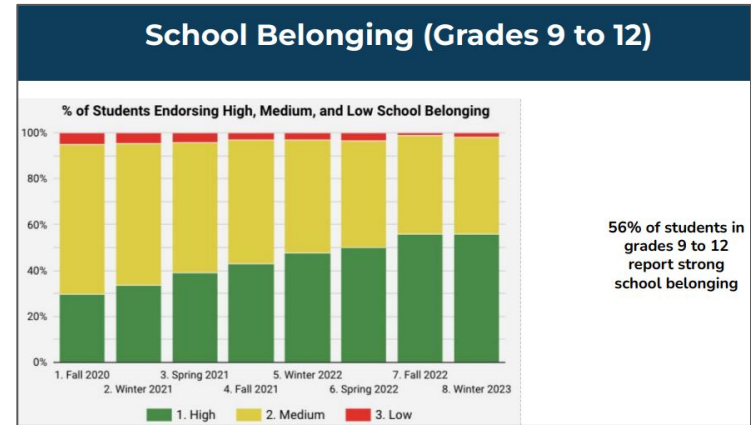
Common Theme: Decision-making using data and information

Program Under Review	External Evaluator	Review Dates	Funding Source	Key Findings
Response to Intervention/Child Study Teams (K-12)	New Teacher Center newteachercenter.org	July 2022 - Dec 2022	IDEA	<ul style="list-style-type: none"> - improve student data sources, particularly in math - establish clearer baseline expectations for Tier 1 instruction - establish stronger family/community engagement
English Language Education (ELE) Evaluation Findings CIMP (K-12)	Humanity Advanced humanityadvanced.com	April 2022 - Sept 2022	Title II	<ul style="list-style-type: none"> - program requires more robust curriculum - program requires more dedicated instructional space - build Sheltered English Immersion capacity in all educators for improved inclusion - increase family engagement support
Middle School Review (6-8) Stage 1: Discovery	New Solutions newsolutionsk12.com	May 2022 - March 2023	Title I; Title IV; IDEA	<ul style="list-style-type: none"> - set baseline middle school experiences w/ student choice - embed intervention into regular school day - provide central office scheduling support
Sex Education & Health Curriculum: Introduction to Adolescence (ITA)	Partners in Sex Education partnersinsexeducation.org/	Dec 2022 - June 2024	General Fund	<ul style="list-style-type: none"> - revising inclusive 5th grade ITA curriculum for Spring 2023 - expanded training and PD for 5th grade teachers - review curriculum grades 6-12
Social Studies Curriculum Review for Racial Equity and Cultural Responsiveness (6-12)	New Teacher Center newteachercenter.org	April 2022 - April 2023	METCO	<i>Tentative findings (full report 4/25/23)</i> <ul style="list-style-type: none"> - curriculum materials are incomplete - teachers need more PD on culturally responsive practices

1B: Socioemotional learning and mental health

Common Theme: Decision-making using data and information

- **Research shows: socioemotional learning improves academic performance by 11-17%**
 - “School belonging” and “supportive relationships at school” are among the two the strongest predictors of academic performance.
- Universal Screener Survey initiated in SY20-21
 - Recent data ([March 30th presentation](#)) show improved SEL data (compared to SY20-21), discrepancies across subpopulations, certain programs (e.g. Steps to Success) provide protective factors
- School teams use these data (and other sources of information) to:
 - Identify targets of whole-class SEL instruction
 - Identify students who need add'l support



Overall, 61% of students in grades 6 to 12 endorse strong school belonging.

- 47% of students who are AA/Black
- 59% of students who are AAPI
- 54% for students who are Latinx
- 64% of students who are White
- 48% for students who participate in STS
- 53% for students in Special Education
- 43% for student who participate in METCO
- 61% of students who are EL students

1C: Equitable access for all students

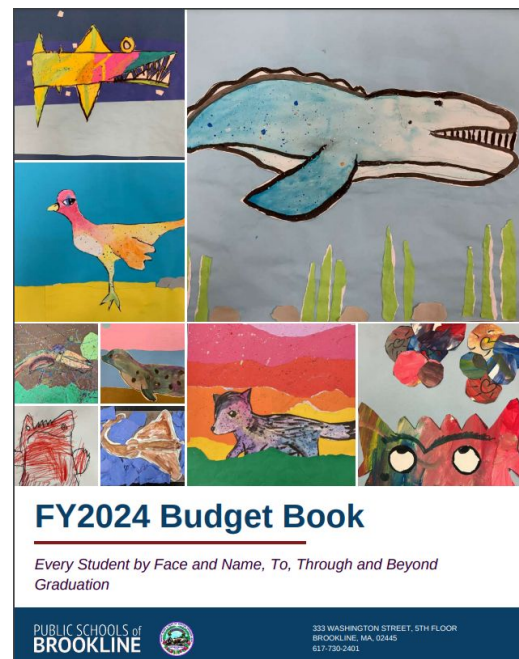
Common Theme: Decision-making using data and information

- **Unacceptable disparate outcomes for multiple populations, e.g. students with disabilities, Black/brown students, low-income students (“opportunity gap”)**
- Need: Get actionable data on student challenges
 - New: mClass literacy screener for K-2 → early identification of language-based learning disabilities, track individual student progress, timely intervention
 - Need data sources beyond mClass (e.g. math and intermediate reading)
- Invest in programs (e.g. Steps to Success) that improve SEL → academic performance (see prior slide) - disinvest in programs that don't meet our needs
- [External evaluation of special education program](#) identified opportunities for improvement that are being deployed

2A: Budget/capital planning & sustainability

Common Theme: Decision-making using data and information

- Emphasis on delivering timely, accurate information, compliance
- Reporting:
 - Budget book delivered in January 2022, 2023 with iterative improvements, e.g. inclusion of detailed PSB Capital Improvements Plan
 - Quarterly financial reports delivered, iterating toward standardized format
- Advancing compliance: Budget process engaging School Site Councils (state requirement), budget aligned with state requirements, clean audit of DESE end-of-year report, SC warrant signing
- New deputy for A&F hired: Dr. Susan Givens, beginning transition into the PSB
- Multi-year plan to return most of BEEP to elementary school buildings
- Defining and managing deferred maintenance



2B: Personnel development

Common Theme: Decision-making using data and information

- Providing both professional development and evaluation:
 - Routinized feedback on all areas of practice
 - Emphasis on Educational Equity
- Ensuring regular staff evaluations/feedback at every level of the organization
 - Formal evaluation of the Superintendent by the SC: re-initiated last spring following several interims (received 3, satisfactory, on a 4-point scale).
- Superintendent visits average of 2 schools/week (“Management By Walking Around”), providing principal feedback
- Recognition - “Spotlight on Excellence”
- Diversifying the PSB workforce: supporting SEL “sense of belonging” and “trusted adult”

BIPOC EDUCATOR AFFINITY CIRCLES

How do I center healing, resilience, and Joy for Black, Indigenous, and People of Color?

Experience what it looks, sounds, and feels like to engage in racial affinity conversations here in PSB. Through

OPEN TO ALL PSB EDUCATORS AND STAFF

"We are powerful because we have survived, and that is what it is all about - survival and growth." - Audre Lorde

Calling All AAPI Staff at PSB

JOIN US IN AAPI AFFINITY SPACE!

Open to all AAPI Identifying PSB Educators and staff

First Meeting:

Thursday, 1/12
Location: TBD

MEETING TIMES

- Thursday 1/12
- Thursday 2/9
- Thursday 3/30
- Thursday 4/13
- Thursday 5/18
- Wednesday 6/21

Sign-Up Here!

Come together to:

- Build community
- Share experiences
- Advocate for the change we wish to see in PSB
- Sometimes, share food together!

LOCATION

Alternating remote zoom meetings and in-person (school buildings, restaurants, TBD)

PDPs Available!

Conversation Topics & Goals

- Unpacking **Racialized Experiences** in cultural caucuses and ethnic groups
- **Healing Practices**, Mindfulness, and Groundings
- **Assessing Needs** of our Affinity Spaces
- **Racial Battle Fatigue** and Tokenization
- **Activate and embrace joy** throughout BIPOC communities
- **Scope and Sequence for launching and sustaining** an affinity space

AVAILABLE

3A: Going towards a school system

Common Theme: Decision-making using data and information

- Unifying practices across schools
 - E.g. middle school scheduling review demonstrated serious discrepancies between levels of instruction at different schools
- Improving use of student level data across schools to inform instruction
- Aligning common, district determined assessments across schools

3B: Shared understanding of PSB strategy

Common Theme: Decision-making using data and information

Strategic planning using the DESE Planning for Success model

- Developed principally by the district's Leadership Team and an inclusive Community Planning Team
- Informed by external evaluations
- Began with visioning: where do we want to go?
- Examined current relevant data indicators
- Public Community Meeting April 26 - learn more and RSVP at <https://www.brookline.k12.ma.us/strategicplan>



Outcome: comprehensive, multi-year strategic plan with goals and indicators of success.

Agenda

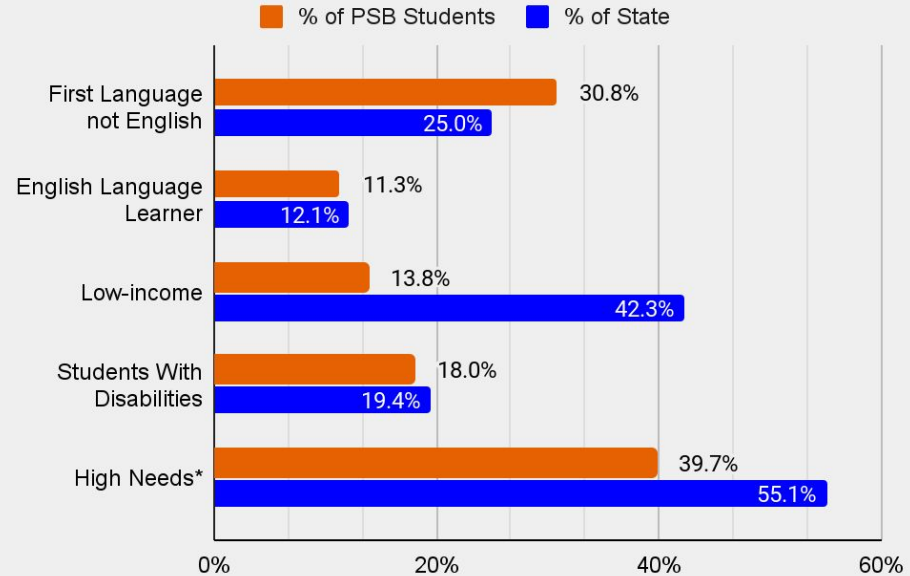


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PSB Selected Student Populations (FY23)

In-district PK-12 Enrollment: upward trend, particularly at BHS				
	Pre-K	K-8	9-12	Total
Oct 2023 (proj.)	248	4738	2195	7,195
Oct 2022	257	4716	2087	7,060
Oct 2021	255	4586	2087	6,928
Oct 2020	53	4703	2035	6,791
Oct 2019	252	5442	2083	7,777



All data except for FY24 projection taken from DESE School and District Profile as of October 2022.

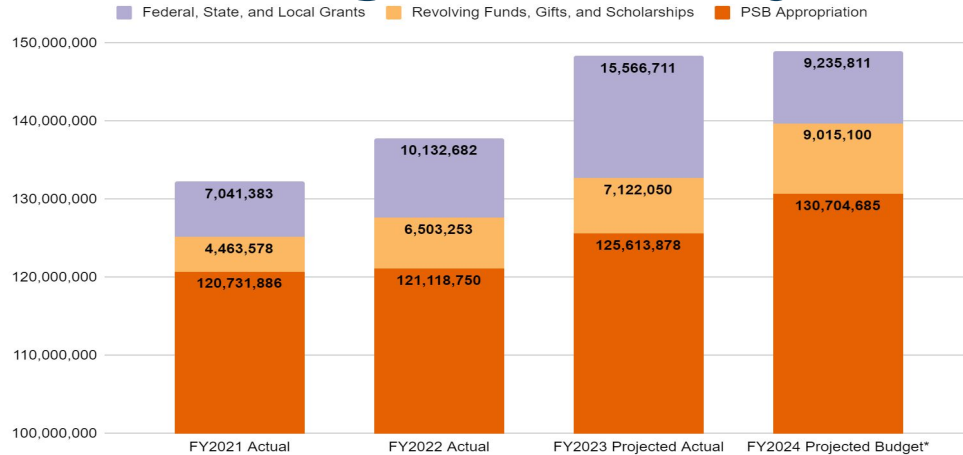
*According to DESE, "high needs" is defined as a student designated as Low Income, English Learner/Former English Learner OR a Student with Disabilities.

**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.

In spite of significant budgetary pressures, PSB controlling all-funds year-on-year growth



Key Takeaways

- PSB FY24 budget request has grown just 0.4% compared to FY23.
- Loss of one-time ARP/ESSER funds (\$5.6M+ in FY23) is the driver of financial stress.

	FY21 Actual	FY22 Actual	FY23 Proj. Actual	FY24 Proj. Budget*
PSB Appropriation	120,731,886	121,118,750	125,613,878	130,704,685
Revolving & Gift Funds	4,463.578	6,503,253	7,122,050	9,015,100
Federal, State, & Private Grants	7,041,383	10,132,682	15,566,711	9,235,811
Total FY Budget	132,236,847	137,754,685	148,302,639	148,955,596

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

If override fails, unprecedented cuts to education

	FY24	FY25	FY26
Town Allocation	\$127,002,815	\$131,648,054	\$135,674,677
PSB Projected Budget	\$131,864,685	\$138,196,490	\$144,726,604
INITIAL GAP	-\$4,861,870	-\$6,548,436	-\$9,051,927
Programmatic Adjustments	\$1,850,000	\$1,950,000	\$2,950,000
SUBSEQUENT GAP	-\$3,011,870	-\$4,598,436	-\$6,101,927
Student Services Support	-\$240,000	-\$251,520	-\$263,593
CUTS IF OVERRIDE FAILS	-\$3,251,870	-\$4,849,956	-\$6,365,520
Budget underfunded by:	3.7%	4.75%	6.25%

\$1.85M in programmatic adjustments taken by PSB that are already in the FY24 budget (rises to \$2.95M in FY26) - will be taken whether override passes or fails

\$3.25M in cuts that also must be made if override fails (nearly doubles to \$6.37M in FY26)

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- Failed Override Impacts

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What are the decision criteria for reductions?

Process informed by School Committee budget guidelines, bound by federal/state mandates, focused on minimizing impact to students

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

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

Federal & State Mandates

- Provide required academic programming as defined by state
- Provide all services outlined in IEPs & 504s
- Provide English Language Learner Services

Minimizing Impact

- Prioritizing student-facing positions whenever possible
- Retaining core non-student-facing positions, e.g. HR, payroll, that ensure district's continued functioning/compliance

Why are reductions focused on staff?

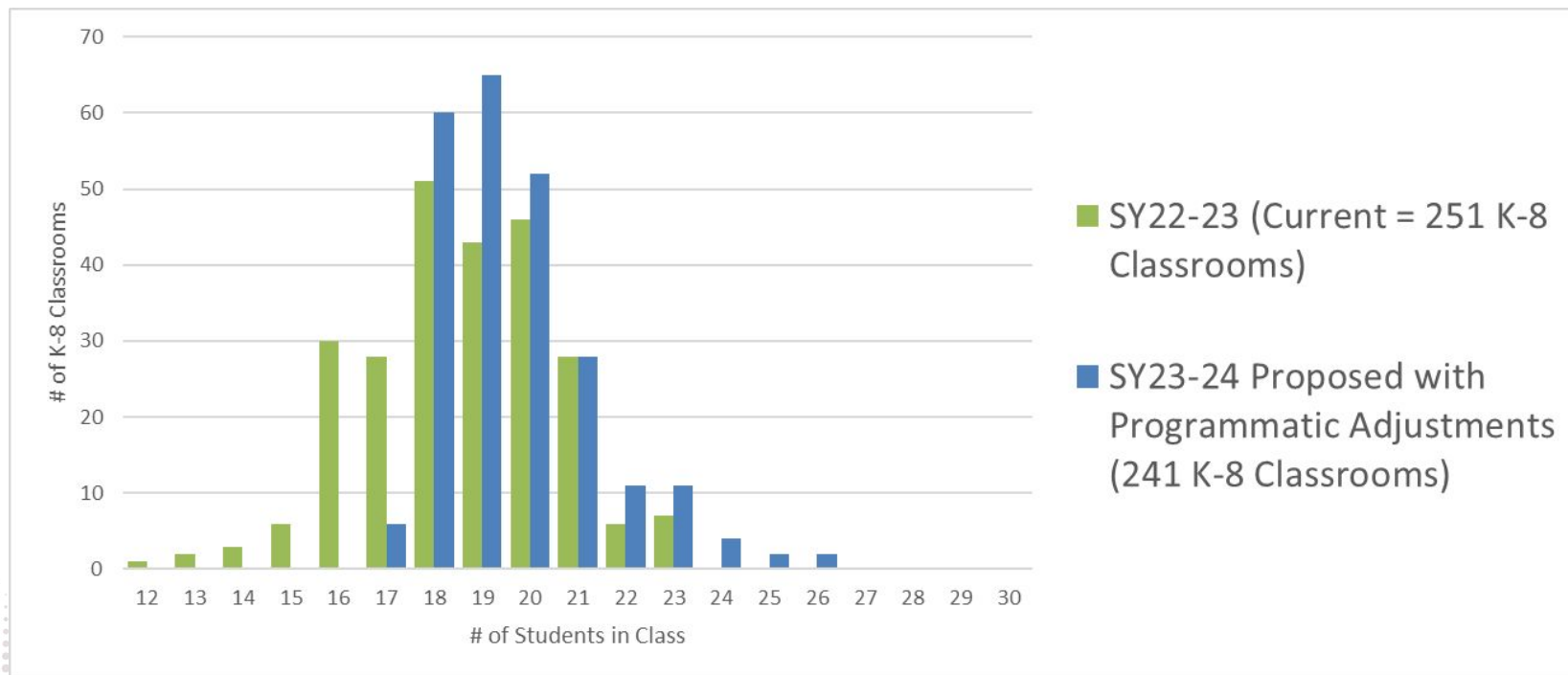
- PSB budget is 87% personnel; the remaining 13% is largely fixed costs
- Important to recognize:
 - Staff has already been reduced significantly from pre-pandemic; PSB is at 92% of pre-pandemic staff for 91% of pre-pandemic students
 - **Making further cuts requires changes to programs that PSB offers students**

\$1.85M Programmatic Adjustments in FY24 (happening regardless of override outcome)

1. Approximately 10 K-8 sections to be reduced (from 251 total to 241)
 - Equivalent to 13.0 FTE reduction (e.g., 10.0 FTE classroom teacher positions plus 3.0 FTE specialist positions, e.g. art)
2. Elimination of 7.3 FTE math and literacy coaches
 - Remaining coaches will support K-5 instruction
3. **Year 3 will require an additional \$1M to be cut** (not being outlined at this time)

Impact on K-8 Class Size of Section Reduction

Modeling shows noticeable impact but within acceptable parameters. Class sizes would range from 17-26, average 19.7. 2 of 241 (1%) exceed PSB class size guidelines.



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If operating override fails:

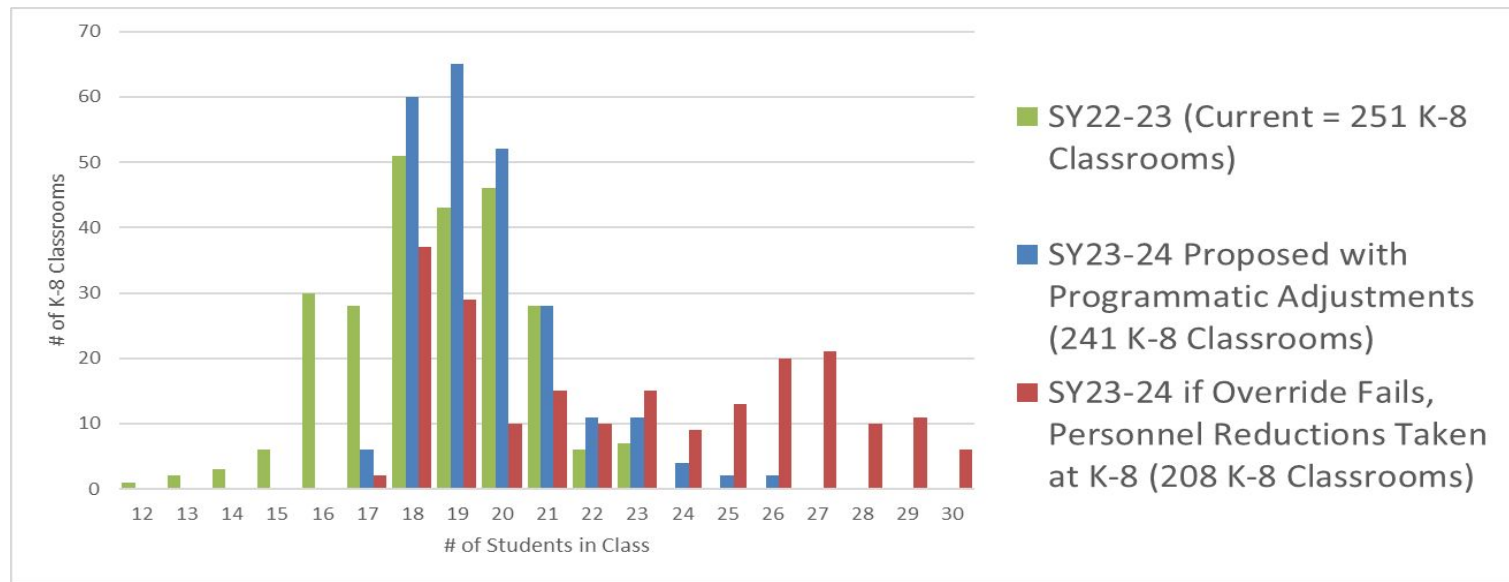
\$3.25M in additional cuts (above and beyond the programmatic adjustments) must be made immediately + an additional \$3.11M over following two years.

Impacts:

- \$3.25M equates to 43 teacher FTEs (5.2% of teachers) next year, 40 more over following two years (10% of teaching staff)
- Significant and gut-wrenching implications: would require both increased class sizes and programmatic reductions
- Student support/caseload implications would be a last resort

Impact on K-8 Class Size of Failed Override (\$3.25M reduction = 43 FTEs = 33 classrooms)

Severe Impacts. Class sizes range from 17-30, average 22.8.
68 of 208 (33%) exceed PSB class size guidelines.



Consequence: reduced ability for in-class “Tier 1” support (academic and socioemotional), with direct impacts on Tier 2/3 support

Impact on Programs of Failed Override (\$3.25M reduction = 43 FTEs)

- Because of the federal/state mandates, partial list of programs likely to be impacted are listed below
- No one program is large enough to address gap, multiple programs impacted
- Partial list of programs that may be impacted:
 - Athletics (9-12) - 3.5 FTE
 - Career and Technical Education (9-12) - 9.23 FTE
 - Libraries and Educational Technology (K-12) - 24 FTE
 - Performing Arts (K-12) - 27.07 FTE
 - Visual Arts (K-12) - 17.54 FTE
 - World Language (K-8) - 27.3 FTE

Consequence: reduced programming, larger class sizes (particularly at HS)

With override funding, PSB can:

- 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
- New initiatives (e.g. World Language redesign, SoBro fee-free bus) will be funded
- Programmatic adjustments will still be necessary but will be manageable

Questions and discussion