



THE PUBLIC SCHOOLS OF BROOKLINE
BROOKLINE, MASSACHUSETTS 02445

BELLA WONG, J.D., Ed.M.
INTERIM SUPERINTENDENT OF SCHOOLS

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

Request for Grant Acceptance

July 11, 2025

Motion: The School Committee accepts the grant awards as described below.

Source	Amount	Grant/Point Person/Purpose	Account Number/Name
DESE	\$70,000.00	<p>Genocide Education Grant</p> <p>Point Person: Greg Porter/Jen Martin</p> <p>The purpose of this competitive grant program is to support teaching and learning related to the history of genocide. As stated in Chapter 98 of the Acts of 2021, "Every school district shall, for the purpose of educating middle and high school students, provide instruction on the history of genocide consistent with the content standards articulated in the history and social science curriculum framework." This grant supports LEAs to develop and/or select curriculum materials, implement professional development, and design other enriching learning experiences intended to further secondary students' understanding of the history and patterns of genocide.</p> <p>These funds will be used for professional development for Social Studies teachers in grades 6-12. Teachers will be partnering with Facing History and Ourselves to conduct this professional development.</p> <p>Goal 1 - Teaching and Learning</p> <p>Goal 2 - Community and Connection</p> <p>Goal 3 - Climate and Culture</p>	3226SEM3/FY26 Genocide Education Grant
News Literacy Project	\$30,000.00	<p>News Literacy Project District Fellowship Program</p> <p>Point Person: Shelley Mains/Scott Moore</p> <p>The Public Schools of Brookline (PSB) has been selected to participate in the Fourth News Literacy District Fellowship Program, sponsored by the News Literacy Project (NLP). This fellowship will enable PSB to develop a coordinated approach to teaching news and media literacy at the middle and high school levels. In response to growing concerns about student reliance on misinformation, online</p>	TBD

		<p>bias, and the impact of generative AI, this initiative will build on existing efforts at Brookline High School to embed media literacy instruction into core English, Social Studies, and Advisory (HUB) classes. This three-year fellowship (2025–28) is a collaborative partnership. Participating districts will redesign how news and media literacy are taught, leading to long-term positive impact within their school communities.</p> <ul style="list-style-type: none"> ● Year 1: Planning and Capacity Building at BHS ● Year 2: Pilot Implementation and expansion into PSB middle schools ● Year 3: Scaling and Sustainability <p>Over the course of three years, NLP will provide professional learning opportunities, curriculum support and access to a national network of peers. To support participation, PSB will receive:</p> <ul style="list-style-type: none"> ● \$5,000 in September/October of each year and ● \$5,000 in February/March of each year (upon submission of a midyear milestone progress report) <p>for a total of \$30,000 in funding.</p> <ul style="list-style-type: none"> ● Fellowship funds will support professional development, stipends to support curriculum design, lesson development, and training. <p>Goal 1 - Teaching and Learning</p> <p>Goal 2 - Community and Connection</p> <p>Goal 3 - Climate and Culture</p>	
<p><u>Brookline Education Foundation</u></p>	<p>\$19,516.53</p>	<p>Brookline Education Foundation (BEF) Grants</p> <p>Point Person: TBD - Deputy Superintendent of Teaching and Learning</p> <p>BEF Grants are applied for by individual educators, groups of educators, and the district. The grants themselves are focused on educator professional development and professional renewal.</p> <p>For additional details see:</p> <p>https://brooklinefoundation.org/teacher-grants/</p> <p>https://brooklinefoundation.org/collaborative-grants/</p> <p>https://brooklinefoundation.org/systemwide-grants/</p> <p>Goal 1 - Teaching and Learning</p> <p>Goal 2 - Community and Connection</p> <p>Goal 3 - Climate and Culture</p>	<p>3226SE06/FY26 BEF Grants</p>

DESE	Applied for: \$237,071.85 Awarded: \$207,072.00	<p>FY26 FC0594: Partnership for Reading Success – Massachusetts (PRISM) III: Grades 4-12</p> <p>Point Person: Kristin Gray</p> <p>The purpose of the PRISM III grant is to purchase, launch, and implement high quality instructional materials (HQIM) for ELA/Literacy for grades 6-8. This grant will empower educators with hands-on support, high-quality instructional materials, and expert guidance to bring relevant, real-world literacy learning experiences for every student in grades 6-8. The grant will fund 50% of the total cost of HQIM for the ELA 6-8 educators and the 6-8 students. These funds will be needed to fund the remaining half of any curriculum adoption in grades 6-8. It will also provide stipends for a team of educators to serve on the PRISM Curriculum Council to guide the work, provide funding for educators to attend professional development outside contractual hours or substitutes during contractual hours, and provide funding for leadership coaching. The PRISM III grant supports ALL of PSB’s core values. It will increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high-quality, and challenging curriculum delivered using evidence-based practices. It will fulfill the target of selecting and implementing HQIM for ELA in grades 6-8 as well as building a scope and sequence that includes standards-based instruction and common assessments across PSB.</p> <p>Goal 1: Teaching and Learning</p>	TBD
DESE	\$25,784.00	<p>FY26 METCO (Metropolitan Council for Educational Opportunity) Targeted PAC Grant</p> <p>Point Person: Malcolm Cawthorne</p> <p>The purpose of this state funded grant is to provide METCO districts access to FY25 PAC’s grant funds through December 31, 2025. The METCO Program expands educational opportunities, increases diversity, and reduces racial isolation by permitting students in Boston and Springfield to attend public schools in other communities that have agreed to participate. The METCO program provides students of participating school districts the opportunity to experience the advantages of learning and working in a racially, ethnically, and linguistically diverse setting.</p> <p>Goal 1: Teaching & Learning</p> <p>Goal 2: Community & Connections</p> <p>Goal 3: Climate & Culture</p>	3226SEJ7/FY26 METCO Targeted PAC Grant

Budget

Brookline (0046) Public School District - FY 2026 - FC 0215 Genocide Education Grant (Trust/COMP) - Rev 0 - FC 0215 Genocide Education Grant (State/COMP)

Indirect Cost	
Total Contributing to Indirect Cost	\$69,000.00
Indirect Cost Rate	2.53%
Maximum Allowed for Indirect Cost	\$1,745.70

Object Code	Total
01NM - Professional Salaries (Non-MTRS)	\$29,000.00
03 - Other Salaries	\$0.00
04C - Contracted Services	\$15,000.00
04MC - Contracted Services (major)	\$26,000.00
05 - Supplies and Materials	\$0.00
08 - Indirect Costs	\$0.00
	Total \$70,000.00
	Allocation \$0.00
	Remaining (\$70,000.00)

Budget Detail

Brookline (0046) Public School District - FY 2026 - FC 0215 Genocide Education Grant (Trust/COMP) - Rev 0 - FC 0215 Genocide Education Grant (State/COMP)

01NM - Professional Salaries (Non-MTRS) - \$29,000.00 ▼

Budget Detail		Narrative Description
Object Code:	01NM - Professional Salaries (Non-MTRS)	Stipends paid to teachers for collaborative planning, serving on a committee, or other non-PD activities related to instruction The 10th grade world history team will be prioritized with a larger share of the available funds given the prevalence of genocide as a topic in their curriculum relative to the other grades. 10th grade team: \$7000 25 hours for 7 teachers = 125 total hours @ \$40/hr The other grade level teams (6, 7, 8, 9, 11, 12) will share the remaining \$22,000 in funding evenly. Each team will be structured approximately as follows: ~\$3,600 per grade level 18 hours for 5 teachers = 90 total hours @ \$40/hr
Function Code:	TCHR - Teachers	
Location Code:	Brookline (0046)	
Quantity:	<input type="text" value="725.00"/>	
Cost:	<input type="text" value="\$40.00"/>	
Line Item Total:	<input type="text" value="\$29,000.00"/>	
Item Key	138039	
Total for 01NM - Professional Salaries (Non-MTRS):		<input type="text" value="\$29,000.00"/>
Total for all other Object Codes:		<input type="text" value="\$41,000.00"/>
Total for all Object Codes:		<input type="text" value="\$70,000.00"/>
Allocation:		<input type="text" value="\$0.00"/>
Remaining:		<input type="text" value="(\$70,000.00)"/>

Budget Detail

Brookline (0046) Public School District - FY 2026 - FC 0215 Genocide Education Grant (Trust/COMP) - Rev 0 - FC 0215 Genocide Education Grant (State/COMP)

04C - Contracted Services - \$15,000.00 ▼

Budget Detail		Narrative Description	
Object Code:	04C - Contracted Services	Student transportation to experiential learning activities Partnership with the Hate Ends Now organization which will bring a Cattle Car Exhibit that includes a cattle car replica from the Holocaust and artifacts from the time period. All 10th grade students would visit the mobile museum which would arrive on campus for a period of 3 days, in order to give our 500+ sophomores access to the exhibit.	
Function Code:	SERV - Pupil Services		
Location Code:	Brookline (0046)		
Quantity:	<input type="text" value="1.00"/>		
Cost:	<input type="text" value="\$15,000.00"/>		
Line Item Total:	<input type="text" value="\$15,000.00"/>		
Item Key	124776		
		Total for 04C - Contracted Services:	<input type="text" value="\$15,000.00"/>
		Total for all other Object Codes:	<input type="text" value="\$55,000.00"/>
		Total for all Object Codes:	<input type="text" value="\$70,000.00"/>
		Allocation:	<input type="text" value="\$0.00"/>
		Remaining:	<input type="text" value="(\$70,000.00)"/>

Budget Detail

Brookline (0046) Public School District - FY 2026 - FC 0215 Genocide Education Grant (Trust/COMP) - Rev 0 - FC 0215 Genocide Education Grant (State/COMP)

04MC - Contracted Services (major) - \$26,000.00 ▼

Budget Detail		Narrative Description
Object Code:	04MC - Contracted Services (major)	Professional development to support grant activities 1 full day and 1 half day PD sessions with Facing History & Ourselves to train Sophomore World History teachers (10 teachers) with a particular focus on the Holocaust for the first day and exploration of other genocides on the second day. Reference Scope and Sequence document attached. The core SOW will cover \$26,000 in professional development for educators and to compensate guest speakers who are Holocaust survivors.
Function Code:	PDEV - Professional Development	
Location Code:	Brookline (0046)	
Quantity:	1.00	
Cost:	\$26,000.00	
Line Item Total:	\$26,000.00	
Item Key	124743	
Total for 04MC - Contracted Services (major):		\$26,000.00
Total for all other Object Codes:		\$44,000.00
Total for all Object Codes:		\$70,000.00
Allocation:		\$0.00
Remaining:		(\$70,000.00)



News Literacy Project District Fellowship Program

June 9, 2025

Dear Shelley,

We are excited to offer Brookline Public Schools a News Literacy Project (NLP) District Fellowship for the 2025–26, 2026–27 and 2027–28 academic years. After a thorough review of your application, we are confident in your district’s ability to lead innovative, districtwide efforts to integrate news and media literacy into teaching and learning.

To formally accept the fellowship, please complete and sign the fields below. Return to Shaelynn Farnsworth by Wednesday, June 18th, 2025.

Overview

The **NLP District Fellowship Program** supports visionary district leaders and teams in developing and implementing strategic plans that embed news and media literacy into K–12 education. Over the course of three years, NLP will provide professional learning opportunities, curriculum support and access to a national network of peers. In return, participating districts commit to ensuring all students receive news literacy instruction before graduation.

To support your efforts, your district will receive:

- **\$5,000 in September/October of each year** and
 - **\$5,000 in February/March of each year** (upon submission of a midyear milestone progress report)
- for a total of **\$30,000** in funding.

Fellowship Commitment

This three-year fellowship (2025–28) is a collaborative partnership. Participating districts will redesign how news and media literacy are taught, leading to long-term positive impact within their school communities.

- **Year 1: Planning and Capacity Building**
- **Year 2: Pilot Implementation**
- **Year 3: Scaling and Sustainability**

District Responsibilities and Key Deliverables

Throughout the fellowship, your district lead or designated personnel will participate in:



- Virtual kickoff event (August)
- Four all-cohorts virtual meetings (September, November, January, April)
- Three or four individual district virtual meetings
- One on-site district visit (fall or spring)
- One in-person fellowship convening (March)
- A districtwide needs assessment
- End-of-the-year report

Acceptance and Next Steps

To formally accept the fellowship, please complete and sign the fields below:

District Name: Brookline Public Schools

Fellowship Lead: Shelley Mains, BHS Librarian: shelly_mains@psbma.org

Signature: Shelley Mains **Date:** 6/10/25
 (By signing, you confirm your commitment to fully participate in the NLP Fellowship Program and your authority to represent the district in this matter.)

District Administrator:

Scott Moore, Director of Educational Technology and Libraries: scott_moore@psbma.org

Signature: Scott Moore **Date:** 6/11/25
 (By signing, you confirm district funds disbursement as detailed above.)

District Finance Contact (name and email):

Diane Johnson, Director of Finance diane_johnson@psbma.org

District Media or Public Relations Contact (name and email): Additional information about the Cohort 4 press release is included on the next page.

TBA (no one currently in the position)

Congratulations on your selection for this competitive opportunity and welcome to **Cohort 4** of the NLP District Fellowship! We look forward to partnering with you to create a lasting impact on news and media literacy.

Warm regards,



The NLP District Fellowship Team

Shaelynn Farnsworth

Director, District Fellowship Program

E: sfarnsworth@newslit.org

Elliott Goodman

Director, District Fellowship Program

E: egoodman@newslit.org

Press and Media Relations

Congratulations on your selection for the News Literacy Project District Fellowship! We want to spread the word about your commitment to teaching all students news literacy. Here is what we need from you when it comes to press and media relations, and what you can expect from us.

What we need from you:

- Announcement embargo: Please do not announce anything publicly about your selection until July 21st, 2025. We will provide a press release template your district can use for your own media outreach.
- Your district's media or public relations contact: Let us know who we need to be in touch with so we can keep them in the loop about our press efforts (in the space provided in the previous page).
- Your stories: Keep us in the loop when you have something noteworthy happening, if you have an idea for an op-ed or if there's anything else you think a reporter might want to cover.

What you can expect from us:

- A press release: We will send a press release to local and national news outlets to announce your inclusion in the fellowship.
- Media training: We will meet virtually as a cohort to learn tips for talking to the press and how to pitch your own stories, so the media covers your important work. Stay tuned for dates.
- Opportunities to talk to the press or write op-eds: We are always looking for educators to speak to reporters about the importance of news literacy and may reach out to ask if you'd like to be interviewed. We also may ask you to contribute to op-eds or letters to the editor. (Don't worry – we'll help you write it!)

Media relations contact: For any of your press and media relations questions, don't hesitate to contact Christina Veiga at cveiga@newslit.org.



News Literacy District Fellows Program Application

Questions? Contact Shaelynn Farnsworth, fellowship lead, at sfarnsworth@newslit.org

Send completed applications to Shaelynn Farnsworth at sfarnsworth@newslit.org

Applicant Name: Shelley Mains

Title: Librarian, Brookline High School

District/City/State: Public Schools of Brookline, Brookline, MA

Number of Schools in District: 8 preK-12 schools, one 9-12 high school (9 total schools)

Number of Students in District: 7023

District Address for Program Materials:

- General: Public Schools of Brookline, 333 Washington Street, Brookline, MA 02445
- This project: Brookline High School, 115 Greenough Street, Brookline, MA 02445

Phone Number: 617-713-5029

Supervisor/Manager Name: Scott Moore, Director of Educational Technology and Libraries

District Technology

1. Do students have access to devices (laptops, tablets, etc.)? Yes - students in lower grades have access to Chromebooks. The high school has a Bring Your Own Device policy, with Chromebooks available for students who do not have a device to bring to school.
2. Does the district use Google Single Sign-On (SSO), Microsoft SSO or something else? Yes, we use Google SSO.
3. What Learning Management System (LMS) does the district use? Google Classroom for 3-5 and Canvas for grades 6-12.
4. Does the district use the Clever platform for integration? Yes

Participating Educators (curriculum director, instructional coach, discipline lead)

Participant 1

Name: Jen Martin

Email: jen_martin@psbma.org

Position Title: Curriculum Coordinator, Social Studies, Brookline High School

Bio: A committed advocate for media literacy who is a respected school leader, well-positioned to support this initiative across her department. Her strong relationships with both high school and K-8 administrators will also support our planned expansion into middle schools in Year Two.

Participant 2

Name:

Marcella Anderson

Email: marcella_anderson@psbma.org

Position Title: English Teacher, Advisor to school newspaper

Bio: Veteran English teacher who was recommended for this project by the English curriculum coordinator.

Having already incorporated Checkology modules into her classes, Marcella is ready to help extend media literacy instruction throughout the English department and propose a column on media literacy for the *Cypress*, the BHS school newspaper for which she is the faculty advisor.

Participant 3

Name: Emily McGinnis

Email: emily_mcginnis@psbma.org

Position Title: Spanish teacher, Brookline High School Advisory (Hub) Coordinator

Bio: World Languages teacher and Coordinator of BHS Advisory/Hub. The Hub is BHS's reimagined homeroom, a weekly space for all students to build community and life skills. Emily will help develop short, engaging media literacy lessons for monthly use in Hub sessions.

Questions

1. Why are you applying for the fellowship? Why is news and media literacy learning important to your district faculty, staff and students?

An important role of K-12 education is to prepare students to find information from diverse sources, enabling them to think critically, make decisions, and formulate opinions based on factual, accurate, and up to date information. At the Public Schools of Brookline (PSBMA) as elsewhere, this work has become more and more challenging for many reasons, including the rise of digital media, the algorithms that drive social media, the capacity of AI to spread misinformation including "deep fakes," and the increasingly polarized politics of our country and the broader world (not to mention the difficulty of adding lessons to packed curricula taught by teachers facing competing demands on their time in the classroom). As elsewhere, these circumstances have led to negative consequences for our schools. For example, confusing posts about immigration and LGBTQ policies in the wake of the presidential election led to increased anxiety among large groups of students, while the polarized politics regarding the Middle East, inflamed by misinformation, contributed to rifts in our school communities. Teachers express concern that our students' skills are not up to the information challenges they face, observing that their increasing reliance on biased sources from the web and social media is evident in class discussions and written work. Their observations are backed up with student data. For example, in an assessment conducted with 4 classes of 11th grade students at Brookline High School (BHS) in fall 2024, we found that a clear majority of students get their news from social media and the web, yet only a small minority state that they check the claims or sources of their news. (Even when they

have been taught to evaluate sources for research, they do not transfer these skills to fact-checking the news.) Only 22 percent could correctly identify the number of ads on a *USA Today* web page, and only 62 percent could distinguish a news article (versus a clearly labeled opinion column) on a CNN website as the preferred source of factual information about a current event. Teachers' concerns about students' ability to find and use credible information have multiplied as the use of AI has grown, and teachers admit they lack the tools to teach students how to use chatbots responsibly and to avoid AI-generated misinformation.

Each year our high school wrestles with multiple reports of students spreading harmful and misinformed posts, videos and memes that target groups based on race, gender, sexuality, or religion, often under the guise of humor. Meanwhile, our school exists in a liberal bubble. Many students in our school tend to disregard views and disbelieve sources that don't confirm their beliefs. Students whose views differ from the "blue majority" have reported feeling marginalized, and students report that open discussion of controversial topics in classrooms can be difficult, at a time when the ability to listen and communicate respectfully across differences is needed not only to improve the school's academic and social climate, but more broadly, to support a healthy democracy. As discussed below, Brookline is facing dramatically increasing wealth disparities, and our students need skills to coexist, build understanding, and communicate respectfully across differences. Our school community will benefit from lessons that encourage students to recognize bias, whatever the source, actively seek out perspectives that may challenge their own, and thoughtfully consider the impact of their online activities. These are just a few of the reasons that education and skill-building for news and media literacy are of great importance to our district.

Unfortunately, although our students in our district engage with information around the clock and clearly need education on news/media literacy, there are no formal initiatives within the PSB K-12 curriculum dedicated to teaching media/information literacy, and no leadership or coordination of this instruction. Educators across the district have taken matters into their own hands. Librarians, educational technology specialists, and teachers from kindergarten to high school have developed lessons, in one class or another, to address misinformation and build information literacy. However, these efforts are not coordinated, they are often not maintained from year to year, and there is no mechanism for sharing or disseminating best practices within and across departments.

Despite past challenges, we have reached a moment in our district when more administrators and educators are recognizing the urgency of this work and are actively supporting its thoughtful integration into the curriculum, with the headmaster at BHS and curriculum coordinators (aka department heads) at the high schools and middle school levels voicing support for media/news literacy instruction. This growing momentum makes this the ideal moment to invest in a coordinated, school-wide media and news literacy initiative that will have a lasting impact, building on the foundation we've created. The NLP Fellowship provides the opportunity we are looking for.

One bright spot that provides a foundation for the Fellowship to build on: this year, a local foundation awarded BHS a professional development/collaboration grant for summer 2025 to work with NLP to train a team of teachers in basic media/news literacy education so they can pilot lessons in their courses across disciplines. We were gratified that teachers from the departments of Science, Math, Special Education, Social Studies, and English plus librarians, our ed tech specialist, and a social worker signed up to attend. (We're calling this team of teachers Warriors Against Misinformation, "WAM," because our high school mascot is the BHS Warrior.) While this is the kind of project that in the past would, at best, generate pockets of commitment to teaching media literacy, it would not be enough to lead to the kind of coordinated implementation our district needs. Tying this initial training and funneling the initial team of Warriors Against Information (WAM) into activities offered through the Fellowship, will enable the project--and other scattered efforts at teaching media literacy in our schools-- to have a lasting impact and spread to other teachers at the high school, followed by the middle schools.

2. How does the fellowship fit into your district's strategic plan?

Teaching news and media literacy supports the goals of the Brookline Public Schools 2024–2027 Strategic Plan in the following ways:

Goal 1: Teaching and Learning:

- As students learn to think critically, distinguish fact from opinion, examine data, analyze arguments, recognize bias, evaluate sources, and engage in civic society, they are receiving the "equitable, cohesive, culturally relevant, consistent standards-based curriculum" as outlined in this goal.

Goal 2: Community and Connections

- Media literacy classes will offer opportunities to connect students with local news outlets, including local African American, Latino, and Asian community news organizations and media professionals (many of whom reside in Brookline), furthering the district’s goal of developing a “culturally responsive community engagement plan.”

Goal 3: Climate and Culture

- Media/news literacy instruction supports this goal of developing “a climate and culture in which all students, staff, and caregivers experience a strong sense of belonging and safety” by encouraging students to expose themselves to perspectives beyond their “bubbles” and listen/communicate respectfully across differences. Students will learn to identify and resist spreading harmful misinformation that can lead to stress and conflict, and erode the overall sense of safety and belonging within the school community.

3. How would you describe your district? (enrollment, staff, buildings, demographics)

Enrollment: 7023 students from pre-kindergarten through grade 12

Buildings: One high school, 8 preK-8 schools, and one early childhood program.

Staffing: 582 teachers and 582 administrators (FTE)

Town of Brookline: Brookline is a residential community, defined as “semi-urban” and bordered on three sides by Boston, MA. The current population is approximately 59,000. Brookline has become more racially diverse over the past several decades with approximately 24.5% of the Town’s population being minority or mixed-race, and 26% are foreign-born. Economic disparities in Brookline are growing: since 2000 the town’s poverty rate has increased, and the town has seen a dramatic increase in the number of households in both the highest and lowest income categories, and a decrease in the number of households in the middle.

Public Schools of Brookline (PSB) Demographics:

PSB Enrollment by race/ethnicity (2024-2025)

- American Indian or Alaska Native 0.2%
- Asian 22.7%
- Black or African American 6.3%
- Hispanic or Latino 12.3%
- Multi-Race, Not Hispanic or Latino 11.1%

- Native Hawaiian or Other Pacific Islander 0.0%
- White 47.6%
- The METCO Program: PSB is a charter member of the Metropolitan Council for Educational Opportunity (METCO), a voluntary integration program founded in 1966 which provides K-12 education for approximately 300 students from Boston. Students in METCO participate in all aspects of the academic and extracurricular life of the schools.

Additional demographic information:

- Students whose families are economically disadvantaged: 14.6%
- Students with disabilities: 18.7%
- Students from a background where English is not the first language: 39%
- Number of students' countries of origin: 69
- English language learners (representing 44 language groups): 11.3%
- Students with Disabilities 18.7%

4. Year 1 of the fellowship will focus on creating a detailed action plan for implementation. With this understanding, describe your initial ideas to implement news and media literacy learning in your district if selected. Include a budget that provides ideas for how the district plans to spend the yearly \$10,000 stipend. (300-word limit)

Year One Plan

Our work will begin with regular meetings of our core fellowship team. We will build on the foundation of BHS's existing media literacy efforts, including librarian-led quarterly lessons in Freshman English and the WAM team's pilot efforts for the upcoming year. Our first priority will be to assess current instruction via a needs assessment and convening the WAM team and other faculty teaching any aspects of media and news literacy. We will map existing lessons against NLP's grade band competencies, identify gaps, and create an action plan to address them. Two examples of how media literacy lessons might be integrated into content-area curricula: social studies is expanding its focus on civics junior American History. Current events will be a part of this work, providing a natural entry point for media literacy instruction.. In 10th grade English, the Real World Literature course teacher team plans to add a unit on nonfiction, providing an excellent opportunity to introduce lessons on information/misinformation and beyond. Our team will identify other points of entry into curricula, and design lessons to complement course content. In addition, we will collaborate on new lessons to pilot monthly in HUB beginning in Semester II.

Fellowship funds will support professional development for all English, Social Studies, the HUB

coordinator, and Library/Educational Technology staff at fall and spring in-service days. We will also invite middle school educators to the spring session as a launch for Year Two's expansion into middle school English and Social Studies. As described below, teachers may also use funding to attend additional trainings on related topics of interest.

Budget:

Year 1:

Training: 6000 (for fall/spring training described above, and additional training opportunities for individual teachers)

Stipends for meetings and curriculum development: 2000

Substitute Teacher Coverage for training days: 2000

5. What challenges do you foresee arising during the fellowship? How do you plan to address them?

One ongoing challenge we've faced in promoting media and news literacy is the pressure teachers feel to prioritize their core content. While many recognize the value of media literacy, they often see it as secondary to their primary curriculum. A key strategy for addressing this is to support departments in developing lessons that embed media and news literacy into existing units. That's why we're using Fellowship funds to broadly train Social Studies and English teachers—so they can collaborate on integrated lessons that enhance, rather than compete with, core instruction. We'll also draw on the experiences of earlier Fellowship cohorts to guide effective integration across disciplines.

Another recurring issue is determining who "owns" media and news literacy. During the Fellowship, we'll build a model of shared departmental ownership by securing buy-in from leaders and key teachers in both the English and Social Studies departments at the high school, the HUB Advisory program, and from colleagues at the middle school.

Since media literacy often involves "controversial" topics, some teachers may feel unsure about how to approach them. Fortunately, resources like NLP's Checkology modules help make this content approachable and manageable. The Fellowship team will ensure teachers receive the training and ongoing support they need to implement these lessons confidently and thoughtfully.

Logistically, getting teachers together for training and collaboration can be a challenge. To address this, we will use existing mandated professional development days to train English and Social Studies teachers. In addition, the budget includes funding for optional trainings tailored to individual

interests, along with substitute coverage to support teachers who are out for training or curriculum development. We've also allocated funding for stipends to compensate teachers for the time they spend—individually or in teams—developing lessons, reflecting on instruction, and contributing to other aspects of this initiative.

6. Explain how your district plans to sustain news and media literacy learning beyond the fellowship years. (300-word limit).

We have several opportunities to sustain this work:

- Embedding media/literacy into existing content: Incorporating media literacy lessons into existing curricula (including Hub/Advisory), rather than creating a new standalone course, not only insures that more students will receive the instruction, but it makes the content sustainable, as core courses tend to have continuity from year to year.
 - Institutionalizing Leadership: This model embeds ownership of media literacy instruction in departments: English, Social Studies, Libraries/Educational Technology and Hub/ Advisory at the high school, with coordination between these departments. We will evaluate this model in year one, learning from our colleagues in other fellowship cohorts, and adapt it as necessary to ensure effective leadership can be sustained over time and replicated in the middle schools. We have the buy-in from curriculum leaders to support this.
 - Relationship with NLP: Developing an institutional relationship with NLP and other fellowship schools will help us sustain this work in our district long-term. The resources, advice, and support from experts in the field as well as colleagues during the work will be invaluable, and many of these are free of charge! NLP is also a wonderful resource to connect us to other organizations that will support our continuation of this work, such as the DBI Institute at Boise State.
 - Continued funding: Brookline schools have access to support from local funders for professional development and innovative projects that support teaching and learning in the district. None of these offer the focused expertise, collaboration, comprehensive funding and support offered by this fellowship, but occasional funding will be available in the future to address needs that arise.
7. Describe how the implementation of the action plan will increase access to equitable opportunities for all students, especially historically underserved students (including students

from a variety of backgrounds, cultures, socioeconomic classes, etc.)? How will you measure progress toward higher levels of access? (500-word limit)

Brookline is a town with growing economic disparities, reflected in a persistent “digital divide.” This divide encompasses not only unequal access to technology, but also disparities in opportunities for explicit guidance, instruction, and practice in ways to use digital tools effectively, to seek out reliable information, and to recognize bias and manipulation in media. Our goal is to create a sustainable, equity-focused model for media and information literacy that reaches all students. Embedding lessons in these required courses ensures that students do not need to opt into advanced or elective classes in order to receive this instruction. Additionally, we will use our school’s Hub/Advisory program as a platform for reaching students in mixed-level groups. Some Hubs are intentionally identity-based (e.g., affinity groups or support cohorts), giving us the opportunity to tailor content in culturally responsive ways and to learn how different students experience news, media and misinformation.

Brookline High School also offers several programs designed to close achievement gaps and provide learning environments that support students’ diverse identities and needs. Some of the educators who work in these programs will become part of the WAM team this summer. Their experience will be vital in shaping inclusive lessons, differentiating instruction, and addressing the specific challenges students may face navigating the information landscape.

To measure progress toward more equitable access, we will use a mix of quantitative and qualitative tools. Pre- and post-lesson assessments will help us evaluate growth in specific media/news literacy knowledge and skills. Student reflections and feedback—particularly from identity-based Hub groups—will offer insights into students’ subjective experiences when engaging with media. We also plan to collect teacher feedback about student engagement and understanding, and will as revise our instructional approach based on that data.

Ultimately, our aim is to equip all students—not just the most academically advanced or tech-savvy—with the tools to critically analyze media, combat stereotypes and bias, and develop a strong sense of voice and civic responsibility. By embedding this work throughout the school day and collaborating across disciplines and programs, we hope to build a more informed, inclusive, and supportive school culture that prepares students to think critically and engage actively as citizens in the broader world.

8. In this area, please share with us any special circumstances or information specific to your district that would be pertinent for us to consider).

PSB has several initiatives that can be tapped to strengthen the impact of this grant, including:

- **Community Response to Emerging World Events (CREWE):** Developed by educators in summer 2024, this framework helps teachers and students respond to fast-moving global news events (like the war in the Middle East or the 2024 election). It prioritizes critical thinking over telling students what to think and includes strategies for classroom use and communication with families. A key takeaway: students need a foundation in news literacy before—not during—a crisis.
- **Schoolwide Opportunities:** All-school “Days Of” allow for deep reflection on timely issues and are a natural fit for media literacy work. Student-led programs like Peer Leaders and Theater for Social Change already address topics like online harm and digital citizenship and are ready to support this project in both the high school and middle schools.
- **Student Engagement:** The library’s popular “Fact Check Friday” board invites students to vote weekly on whether recent media posts are true or misleading, then explains the fact-checking process—often using NLP resources.



Ashley O'Sullivan <ashley_osullivan@psbma.org>

Re: FY26 BEF Grant Payment Worksheet

1 message

Jennie Roffman <jennie@brooklineeducation.org>

Mon, Jun 23, 2025 at 2:37 PM

To: Ashley O'Sullivan <ashley_osullivan@psbma.org>

Cc: Kim Barnum <kbarnum@brooklineeducation.org>, Gabe McCormick <gabe_mccormick@psbma.org>, Michelle Herman <michelle_herman@psbma.org>, Michelle McComiskey <michelle_mccomiskey@psbma.org>

Hi- yes, the Teacher and Collaborative grants are set and we don't anticipate much change beyond the usual types of things when teachers encounter unpredictable hiccups along the way. We'd expect PSB to pay for the things on the blue side of the PSB-BEF Joint Payment Tracker sheet, which we would then reimburse next June. It's just the Systemwide that are up in the air. Kim is away this week but back next week and we're hoping to arrive at some more answers about Systemwide in July, which we'll share with you to take to the Finance Office.

Thanks!
Jennie

On Mon, Jun 23, 2025 at 2:31 PM Ashley O'Sullivan <ashley_osullivan@psbma.org> wrote:

Hi Jennie,

Thank you for sharing! To confirm, would PSB just be responsible for paying for the Teacher and Collaborative Grants for now from what's reflected on the spreadsheet?

We can revisit the Systemwide grants amount when you have more information and I can provide that to our Finance Office to present to the School Committee when it's available. Let me know if that plan works for you.

Best,

Ashley O'Sullivan
Grants Assistant
Office of Teaching and Learning
Public Schools of Brookline
Office: [617-730-2435](tel:617-730-2435)
brookline.k12.ma.us

On Mon, Jun 23, 2025 at 11:20 AM Jennie Roffman <jennie@brooklineeducation.org> wrote:

Hi Ashley! Hope you are well and hanging in there. I have shared the FY26 spreadsheet with you - and you can find it [HERE](#). Let me know if you have any questions or difficulty accessing it. Here are a few notes:

The sheet for Systemwide is in flux - many of the grants we approved will be either canceled or modified with the turnover in central administration staff, and there might be new grants approved in place of some of the old ones. I'll keep updating it as I learn more.

I will add a sheet for Idea Lab in the fall when we open that cycle.

Three of the Collaborative grants, C5, C8, and C9, have participants TBD. As soon as those lead applicants share the names of the educators who will be participating, I'll add them into the spreadsheet so when you receive time sheets from them you will know why. Brian Poon and Shelley Mains should have names for me over the summer and John Andrews/Jen Martin will come later after they invite educators to apply for those spots.

I think that's it for now! Thanks so much!!

Jennie

--

Jennie Roffman, Associate Director

Brookline Education Foundation
617-948-6999
brooklineeducation.org



Collaborative Time	Substitute Teachers (if available)	Paid by PSB
	\$1,080.00	<input type="checkbox"/>
	\$270.00	<input checked="" type="checkbox"/>
\$227.28		<input type="checkbox"/>
\$767.70	\$1,620.00	<input checked="" type="checkbox"/>
\$829.32		<input type="checkbox"/>
\$4,806.23		<input type="checkbox"/>
	\$1,620.00	<input checked="" type="checkbox"/>
	\$1,350.00	<input type="checkbox"/>
\$5,866.00		<input checked="" type="checkbox"/>
	\$540.00	<input type="checkbox"/>
	\$540.00	<input checked="" type="checkbox"/>
\$12,496.53	\$7,020.00	\$19,516.53



Patrick Tutwiler | Interim Commissioner

June 20, 2025

Dear Kristin Gray,

Congratulations on receiving funding, pending final approval, for the FC0594 PRISM III grant! We are excited to support you, your team, and DESE-approved PRISM III Curriculum and Instruction Coach to advance equitable access to high quality instructional materials for all students, especially those who have been historically underserved. Thank you for your attention to this letter, which contains important information and next steps.

DESE has recommended that Brookline Public Schools be awarded \$207,072 for use from July 1, 2025 – August 31, 2025 for the PRISM III grant, pending full approval. The amount of summer grant funding awarded reflects the funding available, the track to which you applied, and your submitted budget. Please note that, because of the federal regulations of the Comprehensive Literacy State Development (CLSD) grant, your LEA is not eligible for continuation after August 31, 2025. All funds for purchasing HQIM and participating in initial professional development from a DESE-approved PRISM Curriculum and Instruction Coach must be encumbered before August 31, 2025. *Please remember that DESE must pre-approve all PRISM III purchases. Unapproved purchases will not be reimbursed.*

To both celebrate our upcoming work together and review important grant information, ***we kindly ask that you please keep the following date available for the kick-off meeting!***

1. **Summer Kick-Off on Tuesday, July 22 at 3:00 pm**
 - a. Who?
 - i. Grant Leads
 - b. Where?
 - i. On Zoom! [Register here.](#)

In the short term, we ask that you set up a time to meet with me 1 on 1 where we will discuss how to edit your budget on GEM\$, important considerations for selecting and purchasing HQIM, and summer 2025 grant activities. **Please [click here](#) to schedule a meeting with me within the next two weeks.** If none of these dates work for you, please reach out to me directly.

Additionally, as participants in the PRISM III grant, your school(s) serving grades K-3 are required to submit data to DESE from your approved early literacy screening assessment. Please see the attached *Early Literacy Screening Data Sharing Overview* letter for more information, including next steps to be completed to meet this requirement.

I look forward to meeting with you soon and partnering with Brookline Public Schools as you work to improve literacy experiences for all students. Please reach out to me should you need assistance.

Best,

A handwritten signature in cursive script that reads "Lori McNally".

Lori McNally, On Behalf of the DESE Literacy Team

Budget

Brookline (0046) Public School District - FY 2026 - FC 0594 FY26 Partnership for Reading Success - Massachusetts III Grades 4-12 (State/COMP) - Rev 0 - FC 0594 FY26 Partnership for Reading Success - Massachusetts III Grades 4-12 (State/COMP)

Indirect Cost	
Total Contributing to Indirect Cost	\$168,192.00
Indirect Cost Rate	2.53%
Maximum Allowed for Indirect Cost	\$4,255.25

Object Code	Total
01NM - Professional Salaries (Non-MTRS)	\$76,000.00
03 - Other Salaries	\$0.00
04C - Contracted Services	\$15,000.00
04MC - Contracted Services (major)	\$63,880.00
05 - Supplies and Materials	\$52,192.00
07 - Equipment	\$0.00
08 - Indirect Costs	\$0.00
	Total \$207,072.00
	Allocation \$0.00
	Remaining (\$207,072.00)

Budget Detail

Brookline (0046) Public School District - FY 2026 - FC 0594 FY26 Partnership for Reading Success - Massachusetts III Grades 4-12 (State/COMP) - Rev 0 - FC 0594 FY26 Partnership for Reading Success - Massachusetts III Grades 4-12 (State/COMP)

01NM - Professional Salaries (Non-MTRS) - \$76,000.00 ▼

Budget Detail		Narrative Description
Object Code:	01NM - Professional Salaries (Non-MTRS)	<p>Stipends for educators to serve on the PRISM Curriculum Council. Enter the amount from your budget calculator for teachers here.</p> <p>Stipends for Educators and/or Substitute Coverage. The grant will fund PRISM work beyond contractual hours and/or support PRISM III work during contractual hours. We would pay teachers for an additional hour per week to plan by grade level teams, including special educators and ELE teachers, to ensure all students are receiving the proper support.</p>
Function Code:	TCHR - Teachers	
ISA Object Class Lst:		
Location Code:	Brookline (0046)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$60,000.00"/>	
Line Item Total:	<input type="text" value="\$60,000.00"/>	
Item Key	155705	
Object Code:	01NM - Professional Salaries (Non-MTRS)	<p>Stipends for educators to serve on the PRISM Curriculum Council. Enter the amount from your budget calculator for teachers here.</p> <p>Stipends for Educators to serve on the PRISM Curriculum Council. The grant will fund monthly meetings, work on planning, and facilitating presentations/meetings.</p>
Function Code:	TCHR - Teachers	
ISA Object Class Lst:		
Location Code:	Brookline (0046)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$16,000.00"/>	
Line Item	<input type="text" value="\$16,000.00"/>	

Total:		
Item Key	155704	

		Total for 01NM - Professional Salaries (Non-MTRS):	\$76,000.00
		Total for all other Object Codes:	\$131,072.00
		Total for all Object Codes:	\$207,072.00
		Allocation:	\$0.00
		Remaining:	(\$207,072.00)

Budget Detail

Brookline (0046) Public School District - FY 2026 - FC 0594 FY26 Partnership for Reading Success - Massachusetts III Grades 4-12 (State/COMP) - Rev 0 - FC 0594 FY26 Partnership for Reading Success - Massachusetts III Grades 4-12 (State/COMP)

04C - Contracted Services - \$15,000.00

Budget Detail		Narrative Description
Object Code:	04C - Contracted Services	Enter the amount of contracted services for Leadership Coaching from your budget calculator for PRISM Curriculum and Instruction Coach and Curriculum-based Professional Learning. If the amount is over \$25,000 please enter the amount in Object Code 04MC - Contracted Services Leadership coaching/consultation from a DESE-approved and selected PRISM Curriculum and Instruction Coach to analyze the current state of curriculum and instruction, systems, structures and roles within the LEA to support HQIM implementation, as well as set up PRISM Curriculum Council.
Function Code:	PDEV - Professional Development	
ISA Object Class Lst:		
Location Code:	Brookline (0046)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$15,000.00"/>	
Line Item Total:	<input type="text" value="\$15,000.00"/>	
Item Key	155717	

Total for 04C - Contracted Services:

Total for all other Object Codes:

Total for all Object Codes:

Allocation:

Remaining:

Budget Detail

Brookline (0046) Public School District - FY 2026 - FC 0594 FY26 Partnership for Reading Success - Massachusetts III Grades 4-12 (State/COMP) - Rev 0 - FC 0594 FY26 Partnership for Reading Success - Massachusetts III Grades 4-12 (State/COMP)

04MC - Contracted Services (major) - \$63,880.00

Budget Detail		Narrative Description
Object Code:	04MC - Contracted Services (major)	Enter the amount of contracted services for Leadership Coaching from your budget calculator for PRISM Curriculum and Instruction Coach and Curriculum-based Professional Learning. If the amount is under \$25,000 please enter the amount in Object Code 04C - Contracted Services Partnership with Fishtank for an annual all-access school site license for HQIM for grades 6-8. Anticipated to support approximately 50% of the district's HQIM cost. Cost for the license is \$127,760.00 Fishtank will also provide two professional development days to support at no additional cost. $\$127,760.00 \times .5 = \$63,880.00$
Function Code:	PDEV - Professional Development	
ISA Object Class Lst:		
Location Code:	Brookline (0046)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$63,880.00"/>	
Line Item Total:	<input type="text" value="\$63,880.00"/>	
Item Key	155696	

Total for 04MC - Contracted Services (major):

Total for all other Object Codes:

Total for all Object Codes:

Allocation:

Remaining:

Budget Detail

Brookline (0046) Public School District - FY 2026 - FC 0594 FY26 Partnership for Reading Success - Massachusetts III Grades 4-12 (State/COMP) - Rev 0 - FC 0594 FY26 Partnership for Reading Success - Massachusetts III Grades 4-12 (State/COMP)

05 - Supplies and Materials - \$52,192.00

Budget Detail		Narrative Description	
Object Code:	05 - Supplies and Materials	Enter the budget for 50% of the cost to purchase the selected HQIM. ELA texts for grades 6-8 through The Reading Warehouse. Supporting approximately 50% of the district's HQIM costs. $\$104,384 \times .5 = \$52,192$	
Function Code:	MATL - Instructional Materials and Technology		
ISA Object Class List:	FF - Programmatic facility operatio...		
Location Code:	Brookline (0046)		
Quantity:	1.00		
Cost:	\$52,192.00		
Line Item Total:	\$52,192.00		
Item Key	156723		
		Total for 05 - Supplies and Materials:	\$52,192.00
		Total for all other Object Codes:	\$154,880.00
		Total for all Object Codes:	\$207,072.00
		Allocation:	\$0.00
		Remaining:	(\$207,072.00)

Budget

Brookline (0046) Public School District - FY 2026 - FC 0317B METCO (State/ENT) - Rev 0 - FC317B METCO PAC Grant

Indirect Cost	
Total Contributing to Indirect Cost	\$25,148.00
Indirect Cost Rate	2.53%
Maximum Allowed for Indirect Cost	\$636.23

Object Code	Total
01NM - Professional Salaries (Non-MTRS)	\$0.00
02 - Administrative Support Staff Salaries/Stipends	\$0.00
03 - Other Salaries/Stipends	\$0.00
04C - Contracted Services (<\$25k ONLY)	\$0.00
04MC - Contracted Services (>\$25k)/Transportation Contract	\$25,148.00
05 - Supplies and Materials (<1 year & <\$5k)	\$0.00
06 - Other Expenses	\$0.00
07 - Equipment (>1 year & >\$5k)	\$0.00
08 - Indirect Costs	\$636.00
	Total \$25,784.00
	Allocation \$25,784.00
	Remaining \$0.00

Budget Detail

Brookline (0046) Public School District - FY 2026 - FC 0317B METCO (State/ENT) - Rev 0 - FC317B METCO PAC Grant

04MC - Contracted Services (>\$25k)/Transportation Contract - \$25,148.00 ▼

Budget Detail		Narrative Description
Object Code:	04MC - Contracted Services (> \$25k)/Transportation Contract	<p>Please note the name of the individual/organization, a brief description of the service they provide, and the contracted rate. As a reminder, this section should only include individual line item costs under \$25,000 (the 04MC Contracted Services category supports individual line items greater than \$25,000).</p> <p>METCO Student Transportation</p> <p>We are contracted with Local Motion / Beacon Mobility Corp.</p> <p>The PAC funds will cover part of the cost of transportation to and from summer programs.</p>
Function Code:	TSER - Other Teaching Services/Direct Student Supports	
METCO:	Other	
Location Code:	Brookline (0046)	
Quantity:	1.00	
Cost:	\$25,148.00	
Line Item Total:	\$25,148.00	
Item Key	171004	
Total for 04MC - Contracted Services (>\$25k)/Transportation Contract:		\$25,148.00
Total for all other Object Codes:		\$636.00
Total for all Object Codes:		\$25,784.00
Allocation:		\$25,784.00
Remaining:		\$0.00

Budget Detail

Brookline (0046) Public School District - FY 2026 - FC 0317B METCO (State/ENT) - Rev 0 - FC317B METCO PAC Grant

08 - Indirect Costs - \$636.00 ▼

Budget Detail		Narrative Description
Object Code:	08 - Indirect Costs	Indirect costs
Function Code:	INDIRECT - Indirect Costs	
METCO:	Other	
Location Code:	Brookline (0046)	
Quantity:	1.00	
Cost:	\$636.00	
Line Item Total:	\$636.00	
Item Key	171005	

Total for 08 - Indirect Costs: \$636.00

Total for all other Object Codes: \$25,148.00

Total for all Object Codes: \$25,784.00

Allocation: \$25,784.00

Remaining: \$0.00