

School Committee Finance Subcommittee  
Wednesday, March 20, 2024  
5:00 PM – 6:05 PM  
Remote via Zoom

*Finance Subcommittee members present:* Mariah Nobrega (Chair), Dr. Natalia Linos, and Sarah Moghtader.

*Finance Subcommittee members absent:* Dr. Andy Liu.

*Staff present:* Susan Givens, Deputy Superintendent for Administration and Finance; Margaret Eberhardt, Principal, Brookline Early Education Program; Diane Johnson, Finance Director; and Betsy Fitzpatrick.

*Advisory Committee Schools Subcommittee Members present:* Ben Birnbaum, Cliff Brown, and Perry Grossman.

Ms. Nobrega called the meeting to order at 5:00pm.

**1. Approval of Finance Subcommittee Meeting Minutes: February 28, 2024 and March 6, 2024**

On a motion of Dr. Linos, and seconded by Ms. Moghtader, the Finance Subcommittee voted unanimously, by roll call, with 3 in favor (Ms. Nobrega, Dr. Linos, and Ms. Moghtader), 0 opposed, and 0 abstentions, to approve the February 28, 2024 and March 6, 2024 Finance Subcommittee meeting minutes.

**2. Acceptance of Grants**

Ms. Nobrega referred to the attached Request for Grant Acceptance memo, dated March 20, 2024. The grants include additional funding for an existing SEL and Mental Health Grant (\$14,375), and a new DESE Civics Teaching and Learning Grant for FY25 (\$70,000).

On a motion of Dr. Linos, and seconded by Ms. Moghtader, the Finance Subcommittee voted unanimously, by roll call, with 3 in favor (Ms. Nobrega, Dr. Linos, and Ms. Moghtader), 0 opposed, and 0 abstentions, to approve the grants as described on the attached Request for Grant Acceptance memo, dated March 20, 2024.

**3. Acceptance of Gifts**

Ms. Nobrega referred to the attached Request for Gift Acceptance memo, dated March 20, 2024. The gifts support the Whipple Writing Fellowship, STEM activities at BHS, and the BHS Boys Volleyball program. Ms. Nobrega thanked donors for their generous gifts.

On a motion of Ms. Moghtader, and seconded by Dr. Linos, the Finance Subcommittee voted unanimously, by roll call, with 3 in favor (Ms. Nobrega, Dr. Linos, and Ms. Moghtader), 0 opposed, and 0 abstentions, to approve the gifts as described on the attached Request for Gift Acceptance memo, dated March 20, 2024.

**4. Update on the South Brookline-BHS Bus Route (Ridership, Costs)**

Dr. Givens provided an update on the South Brookline-BHS bus (see attached memo). She reported that the cost to operate the two buses in FY24 is \$189,000, and will increase to \$198,000 in FY25. Ridership has increased since fees were eliminated. Historically, between 120-130 students per day took the bus. Presently there are 200 students registered for this bus route.

**5. FY2025 Revolving Fund User Fees Review and Possible Vote**

Ms. Nobrega noted that all fees were reviewed in detail at the March 6, 2024 meeting. Dr. Givens' memo (attached) provides updates and answers to questions posed at that meeting. She reported on the fees that are recommended for an increase in FY25: the Staff Materials Fee Program (recommended to increase by 3%); academic testing fees (fees collected by the district, but set by and passed through to the testing services such as SAT and ACT); and the tuition for the Brookline Early Education Program (BEEP).

Dr. Givens and Ms. Eberhardt provided additional information about BEEP, including that it will transition to a full school day program in FY25. BEEP is essentially two programs: a mandatory inclusion program that provides students on IEPs with support in a classroom alongside peer role models, and a non-mandatory, early childhood preschool program. In the 2023-2024 school year, 55 BEEP students are IEP/Inclusion, 23 students pay tuition and receive mandatory IEP services, and 210 students pay full tuition with no IEP services. Tuition rates for private and public preschools in the area were shared: the average private preschool tuition is \$22,029, and the average public preschool tuition is \$10,224. The current BEEP tuition rate (for a half-day model, school day ends at 12:15pm) is \$12,000. It is recommended that the FY25 tuition rate be set at \$15,000. Dr. Givens also outlined the costs associated with operating the BEEP program, including funds through the classroom capacity line of the CIP (to lease non-PSB classroom space) and benefits paid to PSB educators who teach in the program. It was noted that, going forward, all revolving fund and user fees (including the BEEP tuition) will be reviewed in the fall.

Mr. Brown commented on the override vote last spring, and the representations made at that time about the expanded BEEP program. He reported that during those presentations the FY25 BEEP tuition was projected to be \$17,500, in order to ensure that the expanded program would be covered solely by revolving fund fees with no impact on the operating budget. Dr. Givens noted that all increased staff costs (except for special educators as part of mandated IEP services) for the BEEP full school day are budgeted for, and will be covered by, the revolving fund. Ms. Nobrega recalled that the projected \$17,500 tuition was calculated after reviewing an enrollment range, and was based on an enrollment of 177 tuition-paying students. At this time, the number of tuition-paying students is projected to be 193, thereby reducing the per student tuition required to break-even. Ms. Nobrega noted that the BEEP revolving fund had an FY23 end of year balance of just over \$2 million which, if necessary, can be used to cushion any discrepancies on a one-time basis as the program model transitions to a full school day in FY25. Ms. Eberhardt offered to review actual BEEP enrollment figures with the subcommittee in the fall in order to consider any necessary adjustments. That review in the fall will also include a summary of BEEP financial assistance, including data about the number of students receiving free or reduced rates and the total amount awarded. Ms. Nobrega suggested a small contingency (3%) be added to the proposed tuition rate.

On a motion of Ms. Moghtader, and seconded by Dr. Linos, the Finance Subcommittee voted unanimously, by roll call, with 3 in favor (Ms. Nobrega, Dr. Linos, and Ms. Moghtader), 0 opposed, and 0 abstentions, to recommend that the full School Committee set the FY25 tuition rate for the Brookline Early Education Program (BEEP) at \$15,500.

On a motion of Dr. Linos, and seconded by Ms. Nobrega, the Finance Subcommittee voted unanimously, by roll call, with 3 in favor (Ms. Nobrega, Dr. Linos, and Ms. Moghtader), 0 opposed, and 0 abstentions, to recommend that the full School Committee adopt all FY25 Revolving Fund Fees and FY25 Building User Fees, including the new BEEP tuition rate of \$15,500.

**6. Adjournment**

Ms. Nobrega adjourned the meeting at 6:05pm.



THE PUBLIC SCHOOLS OF BROOKLINE  
BROOKLINE, MASSACHUSETTS 02445

LINUS J. GUILLORY JR., PhD  
SUPERINTENDENT OF SCHOOLS

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

Request for Grant Acceptance

March 20, 2024

Motion: School Committee Accepts the grant award as determined by the awarding authority for the grants listed below:

Source	Grant/Point Person/Purpose	Award	Account#/Name
State	<p><b>SEL and Mental Health Grant</b></p> <p>Point Person: Matthew DuBois/Tham Tran</p> <p>This grant is providing additional funds related to the pre-existing FY 24 Supporting SEL, Behavioral &amp; Mental Health, and Wellness grant. These funds will be used to help support SEL programming across the district. Specifically, this grant will be used to fund a contract with Care Solace (which provides students with rapid access to mental health services) and to provide middle school advisories with resources and materials to support SEL skill development.</p>	\$14,375.00	3224SK5/FY24 SEL and Mental Health Grant
State	<p><b>FY2025: Civics Teaching and Learning Grant</b></p> <p>Point Person: Greg Porter/Donovan King</p> <p>This grant would provide a combination of supports that will help to establish, support, and/or implement core Social Studies curriculum in grades K-5, including physical and digital instructional materials as well as vendor/partner and district provided professional development and support. The use of said materials will support equitable access to high quality, culturally responsive instruction across all eight schools in grades K-5.</p> <p>This grant, and the work it will support, is directly connected to Goal 1 for Teaching and Learning within the Strategic Plan: "Increase achievement for students by establishing, implementing, and regularly assessing an equitable, cohesive, culturally relevant, consistent standards-based curriculum in ELA, Math, Science, <u>Social Studies</u> and World Language delivered using evidence-based, culturally responsive instruction."</p>	\$70,000.00	TBD

# FY2025: Civics Teaching and Learning

Fund Code: 0589

## **Purpose:**

The purpose of this competitive grant program is to support civics teaching and learning, as required by Chapter 296 of the Acts of 2018 and emphasized in the 2018 History and Social Science Framework. In addition, this grant aims to strengthen voter education and voter registration in the school setting, given the upcoming 2024 elections and persistent gaps in voting rates between youth and older adults.

This grant supports curriculum, professional development, and/or collaborative planning designed to further students' civic knowledge, skills and dispositions. This year, DESE is particularly interested in supporting work to provide meaningful civic learning experiences to students in grades K–5, but will consider proposals focused on strengthening civics teaching and learning at any grade level.

In addition, the grant supports implementation of grade 8 and high school civics projects, the hosting of local civics project showcases, participation in Massachusetts Regional Civics Project Showcases, and instruction and activities associated with the 2024 elections, including voter registration activities.

## **Priorities:**

For details about the civics projects and other civics instructional information, please visit Civics.

DESE seeks to fund civics teaching and learning initiatives that exemplify:

- **Equity.** Grant-funded projects should increase all students' access to high-quality civic learning experiences and work to address historical inequities where they exist. In addition, projects should provide students with culturally and linguistically sustaining learning experiences that value and affirm their identities and linguistic resources, center student and community agency, and develop students' critical perspectives.
- **Civic deeper learning.** Grant-funded projects should help students master civic knowledge, skills and dispositions, appropriate to grade-level standards, through creative agency and opportunities to actively "do

civics." Civic action should be student-led and meaningful to students as individuals, with relevance to their identities and lived experiences. Civic learning should be an integrated part of the larger curriculum, not isolated experiences, lessons, or units.

- **Sustainability.** Grant-funded projects should take steps towards long-term enhancements to civics teaching and learning. Investments such as professional development for educators or acquisition of needed instructional materials can provide benefits long past the period of this grant, as opposed to "one-off" activities.

#### Competitive Priorities:

- Competitive priority in the scoring process will be given to LEAs with at least one school identified as requiring assistance according to the state accountability system.
- Additional competitive priority will be given to LEAs with a student population in which greater than 40% are designated as low-income.
- Additional competitive priority will be given to LEAs with projects that include grant activities in grades K–5.
- Additional competitive priority will be given to LEAs with a clear data plan regarding the student-led civics project that is likely to lead to successful and complete data collection.

Additional competitive priority will be given to LEAs with projects that include an interdisciplinary focus.

#### Eligibility:

All Massachusetts Local Education Agencies (districts, charter schools, and Collaboratives) are eligible to apply.

Curriculum Data Collection: In order to be eligible for this grant, districts must have completed their LEAs Curriculum Data Collection. The data should be viewable and up to date here: [Curriculum Data](#). Directions about the expectations and how to provide the data can be found here: [Curriculum Data Collection](#).

Note for districts implementing the Democratic Knowledge Project's Civic Engagement in Our Democracy curriculum: districts may apply for both this grant and funding through the [One8 Foundation](#). However, in an effort to support as many districts as possible, districts that are awarded the One8 grant will not receive curriculum or professional learning funds related to the Democratic Knowledge Project curriculum through this grant.

**Funding Type:**

Trust

**Funding:**

Approximately \$1,000,000 is available through this grant. Total amount of awards will be determined based on quality of proposals received.

Maximum award is determined by the total student enrollment of the applying LEA (or group of LEAs applying as a partnership).

Size Tier 1: LEAs or LEA groups enrolling up to 1,000 students (total)  
May apply for up to \$20,000

Size Tier 2: LEAs or LEA groups enrolling 1,001-6,000 students (total)  
May apply for up to \$40,000

Size Tier 3: LEAs or LEA groups enrolling 6,001 or more students (total)  
May apply for up to \$70,000

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. Funds will be awarded based upon the number of high-quality proposals received.

**Fund Use:**

This grant may fund projects within one or more of the following categories.

1. Purchase of **curricular materials** intended to further students' civic knowledge, skills, and dispositions *at any grade level*. All curricular materials should be thoughtfully integrated if supplementing pre-existing curriculum. *Note that curricular materials must be among those listed in the K-12 History/Social Science Curricular Materials Review Guide. Clarification statement:* Funds may also be used to support curriculum materials and implementation for after-school programming intended to further students' civic knowledge, skills and dispositions. Materials for after-school programming do not need to be listed in the Review Guide.
2. **Professional development** and/or **collaborative planning** for teachers and/or administrators focused on curriculum implementation and/or instruction of civic knowledge, skills, and dispositions *in any grade level*.
3. Support for student-led **civics projects**, as required by Chapter 296 of the Acts of 2018 and described in the Civics Project Guidebook, in grade 8

*and/or high school.* This may include experiential learning activities undertaken in connection with the projects, such as field trips to the State House or local city government offices or opportunities to participate in community events.

4. **Hosting of local civics project showcases** and/or participation in a Massachusetts Regional Civics Project Showcase.
5. Support for instruction and experiential learning activities regarding **voting and elections** undertaken in conjunction with the 2024 election cycle, as well as **voter education and voter registration** activities for high school students.

Note that projects may support instruction across subjects (including in classes outside of history/social studies) and/or interdisciplinary collaboration in support of the student-led civics project.

Fund use may include, but is not limited to:

- Stipends for teachers and administrators to participate in professional development or planning, including but not limited to DESE's Civics Pathways.
- Purchasing curriculum/instructional materials listed in the K-12 History Social Science Curricular Materials Review Guide. Note: If curriculum is being purchased, districts should also have a plan to provide associated professional development to support implementation.
- Contracting with external partners, including institutions of higher education, professional development providers, and/or organizations that specialize in voter registration.
- Student transportation costs associated with hosting or participating in a local civics project showcase, student participation in a Massachusetts Regional Civics Project Showcase, and/or experiential learning activities connected to the student-led civics projects.
- Supplies associated with implementing the student-led civics projects
- Supplies, venue rental, and/or other costs associated with hosting a local civics project showcase.
- Costs associated with hosting a voter registration drive or other event or activity focused on the 2024 elections.
- Stipends for teachers who will manage voter education and registration events for the school, including coordination of events with the city or town clerk



- Costs associated with running a student civic leadership group focused on student voter registration and education

**Funding restrictions:**

- No funds may be dedicated toward salaries
- No funds may be used to purchase technology (e.g., Smart Boards, iPads)
- No greater than 5% of funds may be dedicated toward administrative costs associated with the grant
- If funds are being used to support curriculum implementation, curricular materials must be among those listed as highlighted materials in the K-12 History/Social Science Curricular Materials Review Guide.

**Project Duration:**

Upon Approval (no earlier than July 1, 2024) – June 30, 2025\*

\*The trust funded awardees (FC: 0589) will have the option to extend their fund use in FY2026 (July 1, 2025 — June 30, 2026). Once selected, grant recipients will be contacted with further information on the multi-year option.

## **0589 Civics Grant, FY25**

**\* Primary Grant Contact Name:** Greg Porter

**\* Primary Grant Contact Email:** greg\_porter@psbma.org

**\* Business Office Contact Name:** Donovan King

**\* Business Office Contact Email:** donovan\_king@psbma.org

**\* Project Description - Describe the intended grant activities, outcomes, participating schools and educators, and the approximate number of educators and students who would be directly impacted.**

The grant activities proposed here will be directly related to purchasing instructional materials, providing professional development, and supporting collaborative planning through teacher stipends within grades K through 5 in the Public Schools of Brookline (PSB).

Within K-2, PSB went through an intensive internal curriculum review process for grades K-5, then utilized the DESE K-12 History and Social Science Curricular Materials Guide to examine, review, and pilot multiple programs identified as high quality. In grades K-2, our process helped us identify InquirED's Inquiry Journey's as our curriculum choice. We signed a 5 year contract with InquirED ahead of FY24, and are looking to fund our FY25 subscription via this grant. As part of this purchase, teachers receive digital access to their standards aligned curriculum, as well as vendor-provided synchronous and asynchronous professional development. To support implementation year 2 across the district, it is our hope that this grant will support one grade level lead teacher for Kindergarten, Grade 1, and Grade 2, called an Inquiry Advocate, that will run grade level professional learning communities as well as deliver additional options for program training.

For grades 3 and 4, we have undergone the same internal and external curriculum review process, and are completing a full year pilot of two programs identified on the HSS Curriculum Materials Guide, InquirED and Investigating History, with the hope of implementation in FY25. Without knowing which program we will be implementing at the time of this grant, we are looking to establish grade level lead teachers in grades 3 and 4 via this grant, in the same way we have for K, 1, and 2, with a similar charge of leading grade level professional learning communities and additional options for program training for whichever curriculum we select.

For grade 5, we are entering year two of our implementation of the Investigating History curriculum. In support of this implementation we have two key components. One is the grade level lead teacher for grade 5, whose role is much the same as the lead teachers identified previously for K-4. Additionally, we would create a Civic Learning Partnership with Primary Source, which would include 12 educator seats in Primary Source programming including, but not limited to, Investigating History Learning Institutes, as well as Civics Connections professional development trainings for Investigating History units 1, 2, 3, and 4.

Lastly, in support of all six grade levels, this grant would support curriculum onboarding workshops during the summer of 2024, led by the grade level lead teachers, in service of new teachers, teachers that are switching grade levels, as well as teachers who have attended onboarding sessions in the past, in service of successful implementation in the fall of 2024.

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**\* Connection to Grant Priority: Equity - How will this project increase all students' access to high quality civic learning experiences? How will it provide students with culturally and linguistically sustaining learning experiences?**

During our review process, and in concert with the DESE K-12 History and Social Science Curricular Materials Guide, it was clear that Inquiry Journeys, implemented in grades K, 1, and 2 at all eight schools across the district, would create more equitable access to high quality instruction through the use of high quality instructional materials. Through our feedback, input, and observation process during year 1 of implementation, teachers have demonstrated an early proficiency in the inquiry process embedded in the program, and the work with students shows the program provides equitable access to the curriculum, while creating windows and mirrors into the experiences of their classmates and the broader school community. Should adoption of InquirED expand into grades 3 and 4 via our review and pilot process, these same components will support equity in these grade levels as well.

As additional context, included here are some of the strengths identified in the InquirED curriculum from the HSS Materials Guide in the area of Cultural Responsiveness:

"Students are asked to consider multiple perspectives and evaluate the validity of conflicting narratives. Lessons elevate a diversity of voices and experiences. Students use a critical lens to analyze the past through the inquiry process. There are many opportunities for students to connect their identity and experiences to their learning. Across all grade levels, there are opportunities for students to explore, affirm, and share their culture."

Through our involvement in the pilot process and now implementation year 1 of Investigating History in grade 5, we have learned that this high quality instructional program provides similar benefits to those outlined in the description of InquirED. As noted on the Investigating History website:

"The curriculum is designed to allow for different access points, addressing all students' diverse and varied needs and supporting them in becoming better readers, writers, thinkers, and citizens. All students are engaged while learning challenging and relevant content and developing the skills of investigators and co-creators. Every lesson includes language objectives differentiated for students at different levels of English proficiency, as well as suggested scaffolds and supports for students with disabilities.

Investigating History is designed so that all students see themselves in the curriculum while also learning to appreciate the lives and stories of others from different backgrounds and cultures. By including multiple authentic sources and artifacts, students engage with a wide variety of narratives,

gaining a deeper understanding of the diversity, fluidity, and complexity found within and across groups. Through engaging questions and meaningful, civically oriented tasks, the materials help students critically and thoughtfully understand the perspectives of those from different times and places."

The points outlined in this summation have been observed in classroom visits as well as reported by experienced and novice IH teachers alike. Should the adoption of Investigating History expand into grades 3 and 4 via our review and pilot process, these same equity-focused components would be evident in these grade levels as well.

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**\* Connection to Grant Priority: Civic Deeper Learning - How will the project support deep learning of civics as described in the RFP?**

The structure of the InquirED Inquiry Journeys curriculum directly aligns with Deeper Civic Learning priority of this grant, evidenced by the overall structure and execution of the curriculum itself. Each unit, called an inquiry, begins with a compelling question, something to bring the students into the learning. This is followed by a question generation lesson that brings students together to frame out the next phase of inquiry, that being sustained investigation of content. Each inquiry concludes with an Inquiry Product, a student informed, generated, and defined action. In each school year, students get three opportunities to explore taking real action within their community connected to the learning done in the Social Studies classroom. This inquiry format is a part of all grade levels of Inquiry Journeys, including grades 3 and 4, should those grade levels be adopted.

For grade 5 and Investigating History, an inquiry process is also at the heart of the course. As noted on the IH website, "Investigating History will contribute to students' capacities to make informed civic choices and assume their roles in strengthening equality, justice, and liberty in the world." Furthermore, the IH curriculum was informed by the College, Career, and Civic Life (C3) framework, which centers, "...inquiry-based instruction and the role of history and social science education at all grade levels in preparing students for civic participation in a diverse democratic society." (Investigating History website). Within each unit of study, there are inquiries that drive students toward an analysis of both the historical content they are learning and the present-day connections and implications of these events. This civics-centered curriculum works to directly support the grant priority of deeper civic learning.

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**\* Connection to Grant Priority: Sustainability - How will improvements to civics teaching and learning made under this grant be sustained beyond the grant-funded period? For past recipients: How do your plans build on prior work and accomplishments?**

There are two key mechanisms in this grant proposal that support the sustainability of civics teaching and learning supported by this grant. First, the financial support of the existing K-2 curriculum, Inquiry Journeys, for FY25 will allow for current Social Studies department allotted funds to purchase additional years of our contract with InquirED. This is critical during this budget season (and annual budget seasons) when cuts to the Social Studies budget are almost always on the table. Because this program is digital, if our funding is cut, our access to the digital curriculum is gone. By utilizing grant funding in FY25, we should be able to purchase contract year FY26 and potentially FY27 all at once. Furthermore, the continued financial support of the Inquiry Advocates, teacher leaders for each grade level, will allow PSB to support the teachers more effectively and consistently in year two of implementation, in conjunction with the professional development provided via InquirED.

In terms of grades 3-5, the funding proposed will serve multiple purposes that speak to sustainability. First, grade 5 will enter year 2 of implementation of the Investigating History curriculum in FY25. This grant will support the ongoing training and programmatic support that we established in FY24 by supporting the diverse needs of both experienced teachers and teachers new to the Investigating History curriculum via the teacher-leader as well as partnership with Primary Source. For grades 3 and 4, this grant funding will help to establish flexible, foundational trainings and supports that are applicable to either program we adopt, InquirED or Investigating History, and creates the previously identified and valued grade level lead teacher within the district. Lastly, adoption of either program creates continuity across multiple grade levels, which is another contributing factor to the sustainability of the program.

**\* SIMS Data Collection - In what courses/grade levels is the civics project implemented? What is your plan for collecting data regarding the civics project?**

The Civic Action Project is implemented in grades 8 and 11 in the Public Schools of Brookline. Each school is required to report to our district-based data team, who in turn reports out to the state on all students' access and completion of a Civic Action Project. Additionally, while no funding from this grant is being requested for the Civic Action Project, grant funding from previous years is allotted for the creation of school-based Civics Showcases this school year, and a districtwide Civics Showcase next year.

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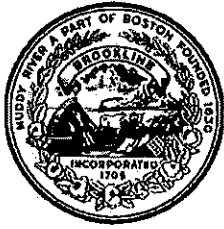
**Proposed Budget**

Grant Component	Proposed Funding
InquirED curriculum for K, 1, 2	\$30,000
Grade Level lead teachers for K, 1, 2, 3, 4, 5	\$7,200 (\$1,200/lead teacher)
Primary Source partnership	\$25,000
Summer Workshops	\$7,800

**Total**

**\$70,000**





THE PUBLIC SCHOOLS OF BROOKLINE  
BROOKLINE, MASSACHUSETTS 02445

LINUS J. GUILLORY JR., PhD  
SUPERINTENDENT OF SCHOOLS

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

Request for Gift Acceptance

March 20, 2024

The School Department requires specific authorization for acceptance of gifts.

Motion: School Committee Accepts the donations listed below for school department use:

Donor	Amount	Recipient/Purpose	Account Number/Name
Fidelity Charitable – Anonymous Donor	\$500.00	Public Schools of Brookline/No designation by donor	3300SEH8/PSB Districtwide Gift Account
Brookline Community Foundation, Inc. – David Zadoc Whipple Fund	\$24,000.00	Brookline High School/The Whipple Writing Fellowship	3220SEH4/Whipple Writing Fellowship Gift Account
Society for Science	\$2,000.00	Brookline High School/Science Department for STEM activities	3300SEF9/Brookline High School Gift Account
Jedidiah B. Miller	\$500.00	Brookline High School/Boys Volleyball	3300SEG1/Brookline High School Athletic Gift Account
Peter B. Miller	\$100.00	Brookline High School/Boys Volleyball	3300SEG1/Brookline High School Athletic Gift Account
Luis F. Alvarez	\$20.00	Brookline High School/Boys Volleyball	3300SEG1/Brookline High School Athletic Gift Account
Essence Denton	\$35.00	Brookline High School/Boys Volleyball	3300SEG1/Brookline High School Athletic Gift Account
Richard Radford	\$100.00	Brookline High School/Boys Volleyball	3300SEG1/Brookline High School Athletic Gift Account



## The Whipple Writing Fellowship

### Summary

*The Whipple Writing Fellowship offers Brookline High Students who love the written word an opportunity to develop and expand their skills as non-fiction writers. The fellowship sponsors a summer residency as well as multiple events throughout the year that encourage Brookline High School students to build their skills as writers and showcase their talents.*

*The cornerstone of the program is the summer writing fellowship focused on non-fiction writing. As Fellows, participants join a supportive cohort of fellow aspiring writers, receive stipends to encourage their work, and learn from writers across a spectrum of professional writing styles how to craft a piece of writing that will ultimately be presented in a public forum and submitted for publication.*

*Common to the experience of all Whipple Fellows is an intensive focus on developing their ideas via writing, regardless of the topic. The goal of the fellowship is to develop the student's capacity to write with a purpose. Whether the Fellows are researching something of particular interest such as humor writing, sports writing, telling the story of an unsung hero, or bringing to light an untold chapter of local history, all Fellows engage in a similar process to develop skills under the tutelage of master teachers.*

*After applying and being accepted to the program in the month of April, the twelve Fellows begin working in the Spring to craft a writing proposal for the Summer Residency, a six week intensive period at the heart of the Fellowship. Once proposals have been finalized, Fellows participate in the Summer Residency beginning in July to work intensely on their selected writing piece. The combination of the spring meetings and the summer residency support the Fellows in developing their initial ideas; expand and formalize their proposals through intensive research; draft and revise preliminary writing; outline the process for the length of the Fellowship, set goals and objectives tied to waypoints through the process, and ultimately culminate in the creation of an outstanding piece of original writing.*

*In the Fall following their residency, the Whipple Fellows gather for an evening of public presentations that is open to the community and includes the Fellows, their families, teachers, and the Whipple/Gladstone family in order to celebrate the Fellows' tremendous accomplishment.*

*In addition to the summer fellowship, there are several other opportunities for students to participate in Whipple sponsored writing workshops and events. In the winter, the*

BHS Moth Story Hour is hosted to showcase student stories around a different theme each year. Students submit story ideas and receive coaching on how to turn their ideas into compelling stories to tell during our story hour. In addition, the Fellowship sponsors visits from nonfiction writers to BHS classes throughout the school year. The Fellowship also partners with other groups that endeavor to encourage nonfiction writing such as the nascent High School Journal of Law and Society which was founded by a BHS graduate and celebrates young, nonfiction writers across the country.

To: Finance Subcommittee  
From: Susan K. Givens, Ed.D  
Deputy Superintendent, Office of Administration and Finance  
Date: March 20, 2024  
Subject: Fee Program Follow-up Information

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## South Brookline Transportation Update

The cost to operate the two BHS South Brookline buses is \$189,000 this year and \$198,000 next year.

Ridership on these buses has increased since the School Committee made the decision not to charge fees for this service. Historically ridership was between 120-130 per day. There are currently 200 students registered for the South Brookline bus, which runs at full capacity in the morning and afternoon on the 3:00 PM after-school bus. The 4:00 PM after-school bus can vary depending on whether students have athletics or stay after for various reasons.

## FY25 User Fees Review - Food Services Revenue Collection

The District submits claims to the State at the end of each month, and the State reimburses the District for these expenses the following month. The funds are deposited into the Food Service revolving fund.

## FY25 User Fees Review - Academic Testing Fees

\$20 - Pre-ACT	Set by the College Board, not PSB. Funds pass through for testing expenses.	<b>\$ 3,400</b> (estimate 170 students)
\$68 - ACT		<b>\$11,560</b> (estimate 170 students)
\$20 - PSAT		<b>\$10,000</b> (estimate 500 students)
\$98 per AP Exam		<b>\$64,680</b> (estimate 660 students)

*Note: Participation numbers were provided by the High School Administrative team.*

## FY25 User Fees Review - BEEP - Costs, Participation, and Tuition Comps

The Brookline Early Childhood Program is essentially two programs under one umbrella: an early/special education program and an early childhood preschool program. The first program is an essential, mandatory component of our special education services and is funded through the District operating budget. The second program is associated with tuition paid by families.

Early Childhood Enrollment - Enrollment is divided into three categories: Inclusion (program 1), Tuition + IEP services (hybrid), and Tuition Paying (program 2).

School Year	IEPs Inclusion	Tuition w/IEP Services	Tuition	Total
19-20	46	18	228	292
20-21	42	10	131	183
21-22	53	16	224	293
22-23	53	20	197	270
23-24	55	23	210	288

*Note: Enrollment and tuition data provided by BEEP program staff.*

Inclusion Program ([603 CMR 28:00:7e](#)) - An early childhood inclusion program provides students on IEPs with support in a classroom with peer role models. The ratio of peers to students on IEPs in a classroom varies (50 - 75% peers to students on IEPs).

For illustration purposes, we will use a ratio of 60% to determine the number of peers that would be associated with the BEEP inclusionary program. This year, we have 55 students on IEPs enrolled in the full inclusion program at BEEP. To support 55 students on IEPs in this program, we would need 83 peers to form our early intervention/special education program. The total enrollment associated with this program would be 138 students of the 288 students enrolled in BEEP this year.

*Note 1:* Public school tuition rates for students attending an early childhood inclusion program are less than traditional private preschool programs (see tuition comparison chart below).

*Note 2:* Once the Pierce School is constructed, the District will have enough space in Brookline schools to house this program.

Tuition Program - The non-mandatory, early childhood preschool program enrollment is approximately 150 students (288-138=150). Tuition for local, private early childhood preschool programs would correlate more closely with this segment of the BEEP program.

Tuition Comparisons - Below is information, including the tuition rates and hours of operation of other early childhood inclusionary and private preschool programs in the area.

Private Schools	Location	Hours of Operation	Sept - June Tuition Total
Clinton Path Preschool	Brookline	8:30am - 12:30pm: 5 Days	\$13,325
		Extended Day until 3pm	\$35/ hr (\$8,328)
Soule Early Childhood Center	Brookline	8:00 am - 4:00 pm Full Day program	\$20,150
Apple Orchard School	Brookline	8:30am - 12:15pm Morning program	\$21,200
The Children's Center of Brookline	Brookline	8 am to 4 pm? Not sure of hours	\$25,140
Trust Center for Early Education	Brookline	9:00am - 3:00pm	\$22,000
<b>Public Schools</b>			
Brookline Early Education Program	Brookline	8:00 am - 2:30 pm M-Th 8:00 am - 1:40 pm F	TBD
Preschool at Wellesley Schools	Wellesley	8:45am - 2:45pm 4 days	\$8,640
Natick Preschool	Natick	9:00 to 3:00 pm	\$11,028
Needham Public	Needham	9:00 to 3:10	\$13,200
Newton Early Education Program	Newton	8:30am - 1:30pm	\$9,610
Preschool at Wellesley Schools	Wellesley	8:45am - 2:45pm : 4 Days	\$8,640

Based on the data provided above, the average public tuition rate for public schools is \$10,224. The average private school tuition is \$22,029. The current tuition at BEEP is \$12,000. The tuition charged to families who participate in inclusionary programs is less to ensure that there are enough peers to offer a robust, comprehensive program for students on IEPs. In practice, BEEP co-mingles these two programs to provide families with convenient options at different locations in Brookline.

The Program Director recommends a tuition rate between \$14,000 and \$15,000 for the school day program in FY25. The rates can be re-evaluated for FY26 in the fall (November 2024) once enrollment data for the year is available. Estimated revenue based on an Tuition paying enrollment of 193 follows:

Tuition Enrollment	233 (288-55)
Less Financial Assistance*	<u>- 40</u>
Tuition Paying Enrollment	193
Revenue Estimate (\$14,000):	\$2,702,000
Revenue Estimate (\$15,000):	\$2,895,000
Revenue Estimate (\$16,000):	\$3,088,000
Revenue Estimate (\$17,000):	\$3,281,000

*Note: The BEEP revolving fund balance at the end of FY23 (June 30, 2024) was \$2,020,994.*

*\*There is no legal prohibition associated with financial assistance being a revolving fund expense or excluding non tuition paying students when calculating revolving fund revenue.*

Cost - The cost associated with the BEEP program includes expenses charged to five different funds; the school operating budget (inclusionary program), the BEEP revolving fund (tuition), grants, the Classroom Capacity capital fund, and the Town operating budget (benefits).

School Operating Budget	\$4,108,994
Revolving Fund Expenses	2,902,785
Grants	210,871
Classroom Capacity	717,332
Benefits*	<u>1,077,313</u>
Total Cost of BEEP	\$9,017,295

\*The majority of staff are enrolled in the Town's health (70%) and dental (63%) insurance programs. Benefit costs reduce the amount of money available to be allocated for school operational expenses.

***If the number of tuition paying students remains the same in FY25 (193), a tuition rate of \$15,040 will generate enough revenue to cover the expenses charged to the BEEP revolving fund in FY25 (\$2,902,785).***