

**Response to
Expenditures and Revenue Study Committee (E&RSC)
Questions**

Background:

The key areas of focus requested from each department were:

- Need-to-haves/vital services not being met
- Cost control measures
- Revenue opportunities
- Opportunities for collaboration with schools
- Comparison to peer communities
- Public requests for new services and service gaps

PSB is not expected to create new comparisons to “comparable” districts, but rather to provide any requested comparisons that may already exist. In addition, if a comparison has not been done, PSB is requested to kindly direct E&RSC to sources for the relevant data (e.g., website links) so that E&RSC can create the comparisons itself.

In the case of PSB, we have created a specific set of questions to help us understand the financial and process models that undergird the school system. Given the large percentage of the overall Town budget that the schools utilize, we aim to clearly understand those areas in which there exists less predictability (e.g., special education services) and non-mandated programs.

Special Education

- Please provide any analyses that PSB has undertaken of the costs associated with our out-of-district and “settlement” placements?

PSB takes into consideration programs that may be offered for in district service in order to mitigate placements out of district. For example, to this end new programs have been added in recent years to support students with ASD or emotional disabilities. We have also enhanced counseling services across the schools. Out of district placements are reviewed annually whether they should be continued or not.

- Provide the planned/actual data for FY25 (please provide for FY24, if available).
- Provide the proposed budgeted amounts for FY26.

Out of District Tuition/Settlements	FY23 Expenses	FY24 Expenses	FY25 (Est.) Expense	FY26 Budget*
Out of District Tuition	3,934,981	4,588,068	5,189,302	2,968,629
Claims & Settlements	896,437	644,922	659,302	1,418,360
Circuit Breaker Fund	2,985,797	3,280,301	3,633,292	6,201,672
Total	7,817,214	8,513,291	9,481,896	10,588,661
Transportation	2,352,706	4,503,396	4,120,006	4,674,221
	10,169,920	13,016,687	13,601,902	15,262,882
		27.99%	4.50%	12.21%

*The FY26 budget was balanced by allocating an additional \$1,943,064 in tuition exp. to the CB fund.

- Please explain the intake practice for students experiencing challenges.

PSB has a robust system of services and supports and uses a systematic and preventative model to wrap services, supports and resources around students at the point of need. This provides assessment, intervention, stabilization and support services to ameliorate challenges and provide early intervention. Through the tiered support process and student intervention team process, students who are experiencing challenges may receive tier one instructional support in their classroom, and may receive tiered support in small groups individually in and outside of the classroom setting. Interventions are progress monitored to ensure students are making effective progress. Parents may refer their child for a special education for a suspected disability at any time.

- Please describe the existing process for continual evaluation and review of supplied services.

There are multiple structured teaming processes in general education that provide ongoing and continuing evaluation of all services. Students can be referred to the Student Intervention Team (SIT) to determine if general education interventions are appropriate. Progress is monitored on a regular basis as needed.

If a student is receiving special education, IEP teams are continuously reviewing progress data. An annual review of the IEP by educators with families and students is mandated.

- Do you anticipate numbers to increase/decrease when more initiatives for Multi-Tiered Systems for Support (MTSS) are rolled out?

Research has shown that when districts provide robust tiered instruction, intervention and supports, rates of referrals to special education decrease. This is particularly the case when districts adopt evidence-based literacy and reading instruction in the early grades (K-3). PSB has undertaken this shift with its new ELA curriculum and structured literacy approach.

- Please explain why you believe the served student population will change.

See above

- What is your current analysis of the caseloads and workloads for Special Education Teachers – are they appropriate when considering cost as well as meeting student needs?

Current caseloads and workloads for special education teachers are appropriate on the average. Caseloads are reviewed annually. There are areas across the district preK-12 where analysis of service delivery models may yield efficiencies.

- Please provide details on these suggested revenue generators.
Maximize Circuit Breaker (this is a fixed cost per student served)

Circuit Breaker provides 75% reimbursement of the costs beyond the state per pupil foundation (ppf). For FY25, the ppf was \$52,419 and for FY26, it is \$53,431. The district makes every effort to maximize the entitled circuit break reimbursement by ensuring a tuition by tuition analysis against the state formula. IEPs are reviewed annually to ensure that they are written to capture maximum circuit breaker reimbursement.

- Maximize Medicaid (does PSB collect all available funds?)

PSB staff track and report Medicaid eligible student services and submit claims for Medicaid reimbursement. The cost for the billing service as well as all staff time to collect the data, provide quarterly reporting, and reconcile this information is borne by PSB but the revenue generated is a Town general fund receipt. Actual year over year revenue information from this source can be provided by the Town Finance Team.

- Tuitioned-in students

PSB has not historically tuitioned in students. However, the district is currently evaluating the possibility of this for some of our substantially separate and therapeutic programs to enhance the cohort and as a potential revenue source.

- Please provide details on these suggested recommendations.
 - Special Education Stabilization Fund (Section 24 of Chapter 218 of the Acts of 2016): Town & School Partnership (Up to 2% of the PSB annual net spending can be appropriate to this Fund)

See response below

- For unanticipated or unbudgeted costs of special education, including both in-district and out-of-district expenses and transportation.

PSB maintains a neutral stance on whether a Special Education Stabilization Fund should be established. State funding of the circuit breaker reimbursement accounts has been stabilized at maximum allowance by statute for over a decade. The purpose of a stabilization fund would be to offer one time funding to mitigate unanticipated tuition expenses which may occur from time to time. The regular availability and management of cb reimbursement monies received to offset tuition costs for succeeding fiscal years has significantly mitigated the impact of unanticipated tuition/transportation costs. Since tuition volatility is not a significant concern at present PSB maintains a neutral stance on whether it is beneficial to restrict funds in perpetuity for this purpose.

PSB would not support current or anticipated net school spending operating costs to be allocated to fund the reserve.

- Monthly OSS calibration meetings.

Standing meetings occur with all OSS leadership personnel twice a month to address strategic initiatives, budget and operational matters.

- Please outline the process for these review meetings
 - Monthly meetings OSS & OAF
 - Point in time ODD count & budget
- OSS and OAF personnel meet at least monthly to review OOD tuition, contracted services, transportation, grants, staffing and other OSS financial and operational needs. This assures there is a shared understanding of OSS funding, transportation, contract, and staffing needs as they evolve during the year and ensures adjustments are made to contracts and purchase orders timely. These

meetings allow the administration to plan and address budgetary and operational issues proactively.

- Is a quarterly frequency more attainable than a monthly one?

In preparation for the quarterly report, data is reviewed to ensure all adjustments have been processed so reports are accurate and reflect the financial position at that time. A quarterly snapshot offers a broader perspective for the purpose of identifying trends.

- Dynamic budget projections and adjustments throughout the year
Monthly report to School Committee
Is a bimonthly report schedule more appropriate?

PSB has placed quarterly reports on the SC calendar for FY26. This is a reasonable balance between the time that is required to compile the report versus the time needed to perform other daily and planning functions to best support the operations required of the school department.

- Has PSB broken out costs for Tier 1, Tier 2, Tier 3 Special Education Services in more detail than the aggregated numbers provided in the DESE report?

Tiered Support is part of general education and multi-tiered systems of supports (MTSS). They are not special education services. Services are not defined by a tier and are available in all three tiers to all students based on need. Students move fluidly through tiers. The cost cannot be separated out by tier.

Special education placements are determined by the least restrictive environment in which the IEP can be implemented in order to provide the students with a Free and Appropriate Public Education (FAPE). Students' services are provided from least restrictive in full inclusion to most restrictive in out of district placements.

- For the express purpose of determining program cost, can you kindly provide the number of residents, materials fee and METCO students in each of the Tiers?

We believe this question is asking about special education services, not tiered supports. Below is a chart with this information.

	Residents	Materials Fee	METCO
Full Inclusion	780	29	84
Partial Inclusion	154	6	16
Substantially Separate	82	5	4
Out of District	58 (+20 settlements)	0	0
Special Ed Total	1,094	40	104
Total Student Enrollment	6458	191	299

Grade	Mat'l Fee	METCO	Resident	Grand Total
K	14	22	416	452
1	12	23	455	490
2	11	21	453	485
3	15	23	503	541
4	16	21	463	500
5	16	24	504	544
6	18	18	487	523
7	15	28	460	503
8	13	31	472	516
9	14	26	458	498
10	13	19	501	533
11	15	23	546	584
12	18	20	480	518
SP	1		9	10
Grand Total	191	299	6458	6948

- The DESE report shows expenditures of \$4,292,991 from grants and revolving funds in FY23-24. Is there a document or link that specifies those grants and revolving funds and shows whether the expenditures were for in-district and out-of-district services?

We are unclear what report this question refers to.

Other programs

- Please provide the 24-25 and 25-26 BEEP budget documents.

(See information regarding BEEP in the BEEP section below.)

- How are determinations of tuition assistance (no fee or reduced fee) made?

The School Committee's financial assistance program is income based and applies to all fee based programs offered at PSB. [Link to program guidelines.](#)

- Brookline is responsible for providing the required in-district student services for METCO students. Please provide the annual expenses incurred by the District for providing these services (FY23, FY24 and FY25).

Student Services includes services to all students in general and special education. It includes: nursing and health services, guidance and counseling services, 504's and special education. The district does not currently have a cost analysis breakdown by student or student group for the provision of student services. PSB does not currently have available this analysis which for high level specificity would be individualized by student as to the type, level, frequency and intensity of services provided.

- Brookline is responsible for providing the required student services for Materials Fee students. Please provide the annual expenses incurred by the District for providing these services (FY23, FY24 and FY25).

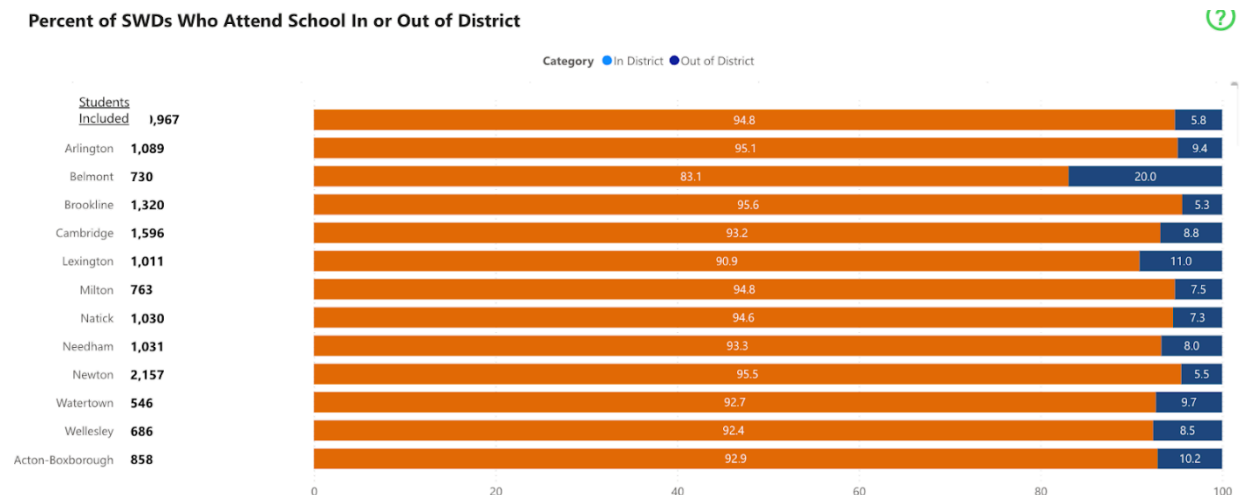
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- Comparable district observations

What similarities or differences exist in PSB as compared to neighboring school districts in terms of in-district and out-of-district placements?

The PSB has one of the **lowest rates** of out of district (OOD) students in the state. The table linked and below shows PSB's OOD percentages benchmarked against the districts that the town is using for comparative analyses as well as its DESE designated demographically similar districts (Brookline is generally more diverse than all its benchmarked districts). At 5.3%, PSB has the lowest OOD percentage of all the comparison districts. This is due to the level, expertise and range of services provided in-district.

DESE RADAR OOD Benchmarking



Source DESE RADAR: Resource Allocation and District Action Reports (RADAR) Special Education Dashboard

- What are the best sources of data to perform such a comparison?
Are there local or state standards that address how the decisions between in-district and out-of-district are made?

PSB is obligated to comply with state and federal legal mandates and standards. PSB is not permitted to apply a separate local standard. Decisions regarding placement are based on what is the least restrictive environment (LRE) that provides the student with a free and appropriate public education (FAPE). This is part of the regulatory state and federal framework.

- Are PSB student support recurring evaluations performed on a similar timetable to that of comparable districts?

Special education evaluations occur at least every three years by regulation (603 CMR 28.00). All districts must comply with this timetable.

- Can you comment on the costs summarized by DESE for special education expenses as “direct expenditures” and explain what is included? Do these direct costs include employee benefits, general support, administrative overhead, infrastructure and occupancy cost, among other things?

When the Massachusetts Department of Elementary and Secondary Education (DESE) **603 CMR 10.07** reports **special education expenses as “direct expenditures”**, they are referring to costs that are directly attributable to providing special education services to students.

Included in “direct expenditures”:

- Salaries of special education teachers, paraprofessionals, and related service providers (speech/language, OT, PT, psychologists, etc.).
- Costs of instructional materials, specialized equipment, and contracted services provided specifically for special education students.
- Tuition for out-of-district placements.
- Transportation for students whose IEPs require it.

Not included (these are considered *indirect or overhead costs*):

- Employee benefits such as health insurance, retirement contributions, payroll taxes.
- General administrative support and central office functions.
- District-wide overhead (finance, HR, IT support).
- Infrastructure and occupancy costs like utilities, maintenance, and building costs.

- Does PSB utilize an educational collaborative model to provide any SPED services? If so, please provide the background. If not being used at the present time, please provide the rationale.

PSB is not a current member of a collaborative because it is not within the geographic jurisdiction of any current educational collaborative. The last educational collaborative PSB was a member of, was EDCO which ceased to operate in 2022. However, PSB continues to place students in educational collaborative programs which include LABBB Collaborative, SEEM Collaborative, ACCEPT Educational Collaborative, and CASE Collaborative.

BEEP

- Please provide the 2024-2025 and 2025-2026 BEEP budget documents. How are determinations to tuition assistance (no fee or reduced fee) made?
- Our understanding is that municipalities are required to provide pre-kindergarten services for children with special needs, and these programs must meet state requirements regarding total class size (including students with and without disabilities) and teacher and aide support, depending on the number of students with disabilities. Is that correct? (Please correct any misunderstanding)
- Could you please provide information on the number of students with and without disabilities, total class sizes, and the number of teachers and aides in BEEP classes compared to state requirements for the most recent year? Are you aware of such information for programs in any “comparable” communities that you can provide?
- Could you please provide information about BEEP’s programs, hours, and fees? Would you kindly also provide this information for any extended-day programs that might supplement BEEP? It has been reported that at the time of the last override, BEEP was considering a full day option with commensurate tuition charges. Is that correct? What is the current status and timeline regarding this matter? Is the current extended-day option working?
- Would you kindly provide information that you may have regarding programs, hours, and fees for the pre-K services (such as BEEP and/or extended day) in “comparable” school districts and by providers other than PSB in Brookline (e.g., for-profit, not-for-profit providers)? Is BEEP oversubscribed with regard to students it is not mandated to serve? If so, please provide the number of such applications that BEEP did not accept in fiscal years 2023, 2024, and 2025.

- Could you please provide any information you may have on the costs of running BEEP, including salaries, benefits and non-salary expenses such as rent, transportation and allocable space and support costs? Can that be broken down on a basis that separates children with needs (free) and typically developing children? What revenue has been collected in recent years and is projected for FY26?
- How are the costs allocated to BEEP programs that are housed in the schools and how will costs (including the operation of classrooms) be allocated for BEEP classes returning to the K-8 schools?

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 a mandatory component of our special education services and is funded through the District operating budget, grants, and the CIP Classroom Capacity fund. We are required to offer special education services to students aged 3 to 22, if eligible. To support the early/special education program we are required to maintain an enrollment of students without IEPs to serve as peers. The second program is associated with tuition paid for by families.

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. In FY25, we had 40 students on IEPs enrolled in the full inclusion program at BEEP. To support 40 students on IEPs in this program, we would need 60 peers to form our early intervention/special education program. The total enrollment associated with this program would be 100 students of the 283 students enrolled in BEEP last year.

Note 1: Once the Pierce School is constructed, the District may have enough space in Brookline schools to house the mandatory portion of the program (assuming approximately 100 students).

Early Childhood Enrollment - Enrollment is divided into several categories: Inclusion, Tuition + IEP services (hybrid), Tuition Paying Peers and IEP services provided at BEEP locations that are not related to attendance in the BEEP program.

School Year	* Full IEP Seats	*Financial Aid	IEP w/tuition	Tuition Paying Seats	Total Enrollment	Services only
SY 24-25	40*	38	11	204	283	16
SY 23-24	47	37	14	196	280	15
SY 22-23	53	38	20	197	270	26
SY 21-22	53	40	16	200	293	28

Note: Enrollment and tuition data provided by BEEP program staff in Dec.2024.

**Full IEP seats will continue to increase throughout the year.*

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

BEEP Cost Estimate from December 2024,

School Operating Budget (FY26 Est)	\$4,314,444
Revolving Fund Expenses (FY26 Est)	3,047,924
Grants	210,871
Classroom Capacity	761,948
Benefits*	<u>1,185,044</u>
Est. Total Cost of BEEP	\$9,520,231

*Assumption from Town (\$30,000 per employee)

Tuition:

FY24: \$12,210

FY25: \$15,500 x 201 est. students = \$3,115,500

FY26: \$16,740 x 201 est. students = \$3,364,740

Tuition Comparison, March 2024:

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
Public Schools			
Brookline Early Education Program	Brookline	8:00 am - 2:30 pm M-Th 8:00 am - 1:40 pm F	15,500
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 above, the average public tuition rate, excluding PSB, was \$10,224. The average private school tuition was \$22,029. The FY24 tuition for BEEP was \$12,000. BEEP transitioned to a full day program with a tuition based extended day program effective FY25. Based on this and the market analysis above, the School Committee raised tuition by 29% to \$15,500 in FY25 and \$16,740 (8%) in FY26. The rate is tentatively scheduled to increase by an additional 8% in FY27 and FY28 with a goal of covering all direct costs for the nonmandatory EC programming and a portion of the benefits.

BEEP Extended Day Program - December 2024

1. Estimated FY26 Cost

<i>a. Salary</i>	<i>\$196,271</i>
<i>b. Benefits*</i>	<i><u>180,000</u></i>
	<i>376,271</i>

*Assumption from Town (\$30,000 per employee)

2. *Participation/Enrollment: 30 Students*

3. *Est. Annual Cost per Pupil: \$12,542*

4. ***Tuition (monthly):***

FY24 \$575

FY25 \$800

FY26 \$1,000

FY27 \$1,200 Tentative

FY28 \$1,400 Tentative

METCO

- What is the process for parents to follow to apply to the METCO program?

Caregivers apply through METCO Inc. There are different things they need to show but primarily they have to provide proof of residency in Boston and the child's age. METCO Inc. does a lottery. Parents can rank their choice of district but the lottery determines where a student falls on the list for any district. PSB typically accepts applications for students going into grades K-4. The PSB Office of Enrollment and Registration determines how many spaces we have available. The PSB METCO Director then asks METCO Inc. for a number of referrals that matches the space available. PSB will occasionally accept students gr 5-10 to accommodate siblings or to fill spaces vacated by other METCO students who may leave before graduating.

- What level of detail is provided to PSB by the METCO applicant about the student(s) applying to attend PSB?

Families are mandated to share the information from the student's original application and provide a copy of their most recent physical/medical report. PSB requests and families may share more information to support placement. If a student has special needs the district will ascertain whether PSB has adequate in-district supports and space available before accepting the student.

- Brookline is responsible for providing the required student services for METCO students. Please provide the annual expenses incurred by the District for providing these services (FY23, FY24 and FY 25).

Student Services includes services to all students in general and special education. It includes: nursing and health services, guidance and counseling

services, 504's and special education. The district does not currently have a cost analysis breakdown by student or student group for the provision of student services. PSB does not currently have available this analysis which for high level specificity would be individualized by student as to the type, level, frequency and intensity of services provided.

- What is the per pupil METCO grant amount for FY23 to FT 26? What costs are supported by that grant?

FY23 Grant - 2,291,283 / 284 Enrollment = \$8,068 Per Pupil

FY24 Grant - 2,354,849 / 299 Enrollment = \$7,876 Per Pupil

FY25 Grant - 2,394,046 / 303 Enrollment = \$7,901 Per Pupil

FY26 Grant - 2,387,684 / 299 Enrollment = \$7,986 Per Pupil

The state grant covers staffing (PSB METCO), transportation, supplies and contractual services. The Brookline METCO Program spends more than 90% of the budget on METCO salaries and transportation. Within that expenditure, the Brookline METCO Program also funds two literacy specialists, two math specialists, and a special education teacher at BHS that provide academic services to METCO students. The specialists also provide some services to non-METCO staff.

When students in the METCO program enroll in PSB, **Chapter 70** state aid to schools increases in proportion.

- How do you determine how that amount compares to costs, including METCO-specific administration costs, indirect infrastructure costs, teaching, transportation costs, materials, benefits for all personnel and any additional special education and other support costs (classroom aides, other support costs) for METCO students? Would you kindly provide such analysis?

Every METCO district has a director. This is an agreement between every METCO district, METCO Inc., and DESE. All Brookline METCO Staff are under the Brookline Educators Union (BEU) which determines their salaries or hourly wages; our secretary is in the Brookline Educational Secretaries Association (BESA) which determines their salary or hourly wage. We work with Operations to have transportation contracts specifically for METCO and METCO pays for bus transportation with the exception of those that have a special need. The Brookline METCO Program's staffing has to fit within its budget.

The METCO grant pays for METCO specific programming, not educational programming offered to all students at PSB. The grant does not cover all of the benefit expenses associated with METCO staff (director, secretary, counselors, liaisons, etc.); however, it does allocate \$46,000 annually to offset a portion of these costs.

- What was the in-district special education service cost for METCO students and how was it derived?

The district does not currently have a cost analysis breakdown by student or student group for the provision of special education services.

- It is our understanding that PSB is not responsible for out-of-district (OOD) placement expenses for any METCO students. If that is not correct, for how many METCO OOD students has PSB paid in FY23, FY24 and FY25 and at what cost (including tuition, transportation, and any other related costs)?

There are **no** METCO students in out-of-district (OOD) placements. PSB does not incur OOD expenses for students participating in the METCO program. The Boston Public Schools is responsible for students who may need an OOD placement.

Materials Fee

- What is the process for applying to the Materials Fee program? Does a student's family need to reapply annually after the student enters the program? Does the application include collecting information about whether the incoming student requires any accommodations?

The Staff Materials Fee program allows benefits-eligible PSB and Town of Brookline staff members to apply for their child(ren) to attend PSB schools on a space available basis for a fee. The application period opens on January 15 and closes on February 28. The parent is asked to provide their top three preferences for school placement.

Once the application period has closed, the Registration and Enrollment Department and the Executive Assistant to the Superintendent review the applications and assign placements based on the parent's preferences and available space in that student's grade. In most cases, we are able to make a placement in one of the parent's preferred schools. If we are not able to honor the preference, we will make a placement in another PSB school. In some cases, a student is not offered a placement at all because the resident enrollment in that particular grade is unusually large. Once the placement is made, the parent has the option to accept or decline.

If a student is offered a placement and that placement is accepted, the student remains in the materials fee programs in subsequent years (as long as a parent remains employed by the PSB or Town of Brookline) and does not have to apply annually to the program. If the student is not placed, the parent is welcome to apply again the following year.

We do ask the parent to provide a copy of the student's IEP at the time the application is submitted, if applicable.

- Brookline is responsible for providing the required student services for Materials Fee students. Please provide the annual expenses incurred by the District for providing these services (FY23, FY24 and FY25).

Student Services includes services to all students in general and special education. It includes: nursing and health services, guidance and counseling services, 504's and special education. The district does not currently have a cost analysis breakdown by student or student group for the provision of student services. PSB does not currently have available this analysis which for high level specificity would be individualized by student as to the type, level, frequency and intensity of services provided.

- What are the fees charged by Brookline for its Materials Fee program? What is the history of the fee levels?

FY24:	\$3,332
FY25:	\$3,432 (3%)
FY26:	\$3,535 (3%)
FY27:	TBD

In FY25 and FY26, material fee revenue funded eight (8) teacher salaries. The estimated cost of these salaries in FY26 is \$678,400

- Have you determined how that compares to “comparable” communities?

Both Newton and Needham offer a comparable program but do not charge a fee.

- How do you determine the cost to Brookline (and “comparable” communities, if available) of these non-mandated programs, again including not just “materials” but also any additional special education and other support costs (classroom aides, other support costs), including benefits for all personnel, for Materials Fee students? Would you kindly provide any such analysis?

The fee has been increased over time from \$300 to its current rate of \$3,535. The School Committee has increased the rate by 2.0% - 3.5% annually over the past 10 years.

- To the extent not already provided, how many Materials Fee students require in-district special education services?

40 students (Please see prior table)

- Are any Materials Fee students in out-of-district placements paid for by PSB? If so, how many and at what cost (including tuition, transportation and any other related costs)?

There are no Materials Fee students in out-of-district (OOD) placements. The students' resident districts are required to provide and pay for any out-of-district placement costs.

Extended Day and Summer Programs

These programs utilize school properties.

- Please provide any analysis of the costs associated with providing such occupancy, including allocations of capital, maintenance and personnel costs, as well as benefits.

	Revenue	Expenses
FY22	229,491	119,650
FY23	290,603	452,915
FY24	318,290	334,501
FY25	383,752	284,441
FY26 (Est.)	314,415	299,720

Building rental fees were last reviewed in the spring of 2023. Information related to the changes in the fees can be found at [this link](#).

- How are revenues from such programs allocated between PSB, town departments or other providers?

School facility rental revenue fund 2 full time custodians and \$150,000 in OT.

Compensation

- What are the details of the teaching staff salary levels and progressions (E.g., “steps” and “lanes”)? Can you explain how this increases expenditures year after year in salary? What is the impact of COLA?

Included in the FY26 budget, are the following:

Steps (All unions)	\$1,877,771
Lanes-Unit A&B	165,711
COLA (2.75%)	<u>3,255,971</u>
Total	\$5,299,453

All union contracts in public schools include a salary guide with steps. Teacher (BEU unit A) and mid-level administrators (BEU unit B) contracts also include columns for degree credits (aka lanes). Educators are required to acquire a masters degree within 5 years of certification and must continue to advance their learning through formal education, workshops, etc. in order to maintain their professional license.

- What are the details of how benefits are provided to teachers, including but not limited to health insurance, leave and personal or sick days? What are the specifics of the municipality’s contribution to these benefits?

The Town HR and Finance Teams manage health, dental, life, and LTD benefits for the schools. The Town pays either 83% or 65% of the cost of Health Insurance for employees depending on the plan selected. Employees pay 100% of the cost of Dental Insurance

- Have you assembled information on salary levels and salary progressions (e.g., “steps” and “lanes”) and on benefits (e.g., insurance, leave, personal or sick days, etc.) and municipality contribution levels in Brookline or “comparable” districts (for example, in connection with past collective bargaining) for educators and paraprofessionals? Could you please provide any publicly available information?

We have not compiled this data at this time.

- Similarly, would you kindly provide publicly available information on contractual requirements (teaching load, hours, class size, etc.) in Brookline and “comparable” districts?

We have not compiled this data at this time.

- Have you assembled information on actual teaching loads (e.g., number of hours or sessions per day, maximum number of students per class/section) in comparison to contractual teaching load provisions (deleting individual education identifications)?

We have not compiled this data at this time.

Class size and classroom and building usage

- Please provide a tabulation of the anticipated FY26 class sizes in grades K-8, organized by school, across the district.
[Link to FY26 K8 class sizes by school and grade level \(March. 2025\)](#)
- What is your analysis of potential classroom consolidations or proposed buffer zone changes for FY27?

Collapsing sections and/or adding sections at the K-8 level typically occurs as part of the budget development process based on enrollment projections. Enrollments are monitored over the winter and spring and section adjustments are made May-August. Ideally adjustments are made in the late spring months so that staff can be informed of changes that may impact them and/or so that staff can be hired prior to the start of the school year. Based on recent projections by Cropper and McGibbon (2024) and NESDEC (2024), overall enrollment will decrease slightly over the next several years and then incrementally increase thereafter.

In addition to enrollment, other factors that influence class size are classroom square footage, fire codes, and student needs. Some classrooms are smaller than others and some schools house some of our in-house special education programs (Driscoll, Hayes, Lincoln, Ruffin-Ridley, Runkle). Without these District programs many of the students would be in costly out of district placements.

Once school begins, sections remain stable for the remainder of the school year. Similarly, sections at the high school are determined for the fall when the master schedule is created May-July. Sections at the High school may be adjusted in January/February at the beginning of the second semester. This year we collapsed three sections and added three sections at the K8 level.

There have been no recent discussions related to changes in buffer zones.

- What is the plan regarding the space leased by BEEP when the existing leases expire? Kindly provide any such analyses or plans. NOTE: The 3/3/25 class size data does not provide BEEP classroom usage.

In July of 2025, the school district ended one of three leases (Clark Road) that accommodate some of our BEEP classrooms. This was made possible in part because Driscoll school construction was complete and additional space was available in the school. When the Pierce building project is complete, additional classroom space will be available for the BEEP program; however, leases will still be necessary, minimally at Putterham, for the foreseeable future unless enrollment declines in a significant way in the South Brookline area or the Baker school is expanded.

Building Utilization

- What analysis, if any, has been done on room utilization across all school buildings (inclusive of buildings like Baldwin)?

In the spring of 2024, the School Committee made a decision to sunset the Clark Road lease and relocate 6 BEEP classrooms, the BEEP administration (3), and 38 PSB staff (curriculum coordinators and administrative support, ELL administration, OSS Directors and administrative support, OAF Operations and Food Service administrative staff, Steps to Success, METCO (2), and all files and curriculum materials) at the end of the FY24 school year. This action saved the Town \$1,260,000 annually. To make this shift, space availability across the district was evaluated. Unfortunately there was not enough space within the schools to accommodate all Clark road programs and staff so a significant portion of the staff were relocated to Baldwin school because this building was unoccupied.

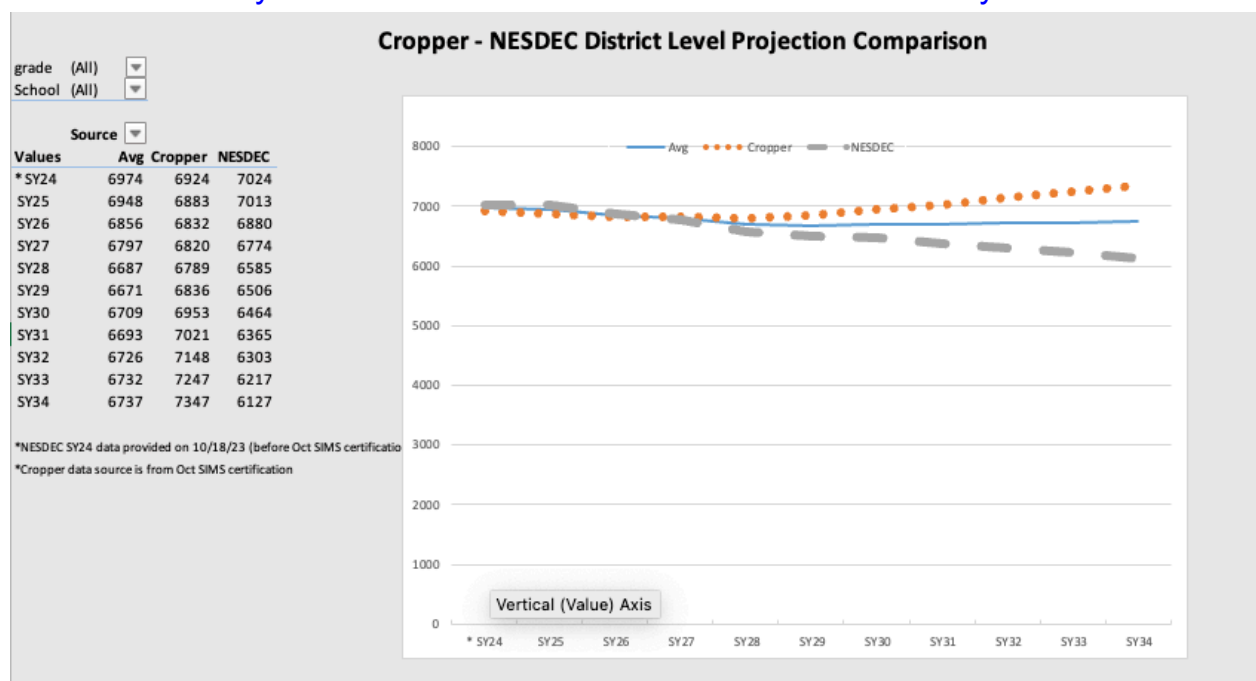
The BEEP classrooms were relocated to Driscoll (3), FRR (2), and Hayes (1). Steps to Success and 1 METCO staff member were moved to BHS. The ELE program was moved to Driscoll, BEEP administration was moved to Lynch, Special Education staff were moved to different schools throughout the District and Baldwin, and the Operations, Food Service, and Curriculum staff were moved to Baldwin. At the same time, Pierce staff and programs had to be moved out of the Pierce school to OLS and Newbury/Fisher Hill to begin the construction project.

Currently, the only school building with some capacity to expand is Driscoll. This school was built as a four section school and we are currently running three sections for grades K-4 and 6-8. With this in mind, we introduced a Middle school Winthrop house program in FY25 which is

using 2 Middle School classrooms. In short, at this time Driscoll has 6 open classrooms. Some of these rooms have been dedicated to the Extended Day program as a convenience while the space is available.

- Is our space fully utilized for school programs during the school year/hours now?
Yes, except for the 6 classrooms at Driscoll.
- For projected enrollment in the next several years?

Based on enrollment forecasts conducted by Cropper McGibbens and NESDEC in 2024, the District anticipates a slight decrease in overall enrollment through FY28 followed by an incremental increase in enrollment annually thereafter.



It is important to note that the Pierce school will be back online in FY28 and will be a 4 section school. This should help mitigate the impact of increasing enrollment as the trend shifts upward.

- If not, what is the amount of unutilized or underutilized space?
See information above.
- What analysis, if any, has been done regarding possible usage of existing facilities for additional programs outside of school hours?

The Town and Schools are currently in the process of developing an MOA that outlines school use during off hours. The order of priority in school

spaces will be that all school activities take precedence over any other use. Where and when possible, the Town recreation department will have access to targeted spaces such as gyms, cafeterias, UAB spaces, etc. to run Town recreational programs. School partners such as Extended Day Programs and other renters will have access to space not in use for school or recreation department programs. As recreation department programming expands its footprint, less space will be available to rent.

- Is there more opportunity to increase revenue from this space?

With increased recreation department use, there will be less opportunity to increase revenue from building rentals.

- What are the costs associated with supporting such programs?

Increased utilization of School facilities will impact life expectancy of furniture, fixtures, equipment and finishes in the buildings. In addition to capital costs, utilities and staff coverage during off school hours also increase.

- NOTE: Even if there are uses that would not generate revenue, organizations, e.g., the Commission on Aging/Senior Center, might benefit from utilizing empty building spaces at little or no cost to provide additional community services.