
RECORD OF THE REGULAR MEETING OF THE BROOKLINE SCHOOL COMMITTEE ON **THURSDAY, JANUARY 18, 2024** AT 6:00 PM IN THE WALSH SCHOOL COMMITTEE ROOM, 5TH FLOOR, TOWN HALL. STATUTORY NOTICE OF THIS MEETING WAS FILED WITH THE TOWN CLERK.

School Committee Members Present: David Pearlman (Chair), Andy Liu (Vice Chair) (remote), Helen Charlupski (remote, joined at 6:15pm), Steven Ehrenberg, Suzanne Federspiel, Valerie Frias (remote), Natalia Linos, Sarah Moghtader, and Mariah Nobrega (remote, and then in-person).

Student Representative: Laura Cleves.

Staff present: Dr. Linus Guillory, Superintendent; Dr. Jodi Fortuna, Deputy Superintendent for Teaching and Learning; Dr. Susan Givens, Deputy Superintendent for Administration & Finance.

Mr. Pearlman called the meeting to order at 6:00 PM.

1. ADMINISTRATIVE BUSINESS

a. Consent Agenda

ACTION 24-03

On a motion of Ms. Federspiel, and seconded by Dr. Ehrenberg, the School Committee VOTED UNANIMOUSLY, by roll call, with 8 in favor (Mr. Pearlman, Dr. Liu, Dr. Ehrenberg, Ms. Federspiel, Ms. Frias, Dr. Linos, Ms. Moghtader, and Ms. Nobrega), 0 opposed, and 0 abstentions, to approve the following Consent Agenda items:

- i. Past Records: January 4, 2024 School Committee Meeting Minutes
- ii. Approval of Grants (Attachment A)
- iii. Driscoll School Project: Change Order No. 34, Gilbane Building Company, \$67,180.00 (Attachment B)

2. STUDENT REPORT

Ms. Cleves introduced three fellow Brookline High School students – Saira Chander, Dhevin Nahata, and Amarjot Ranu-Laverdiere – who spoke on behalf of the BHS South Asian Student Association (SASA) to advocate that Diwali be designated as a Category II holiday for the purposes of the district's homework guidelines. Their presentation (Attachment C) highlighted the significance of Diwali: a holiday also known as the Festival of Lights, that symbolizes the victory of good over evil, and knowledge over ignorance, that is the most significant holiday in Hinduism. The celebration of Diwali is different for everyone and includes things such as praying, cooking special foods, lighting diyas (small clay oil lamps), exchanging gifts, and enjoying fireworks. A common thread in the celebration of Diwali is sharing the holiday with family and loved ones. Diwali is celebrated by 1 billion people worldwide, and by more than 6 million people in the United States. It is a holiday for people across many faiths including Hindus, Sikhs, Buddhists, Jains and Muslims.

Ms. Chander, Ms. Nahata and Ms. Ranu-Laverdiere shared a video in which BHS students talked about the difficulty of fully celebrating the holiday with their families and loved ones due to the stress and pressure of homework assignments. The SASA representatives also shared the

results of a student survey (772 BHS students responded and 99.5% of them want Diwali to be named a Category II holiday) and a staff survey (50 teachers responded and 98% of them support Diwali being named a Category II holiday). The students noted that 16% of the BHS Class of 2024 identifies as Asian, and 19% of the residents of the Town of Brookline identify as Asian (approximately 12,00 people). According to the students, some neighboring school districts have recently taken action to observe Diwali: Wellesley, Hopkinton, Westborough, and Acton-Boxborough have made Diwali a no-school holiday, and Newton South and Shrewsbury have made Diwali a no-homework holiday. The students closed their presentation by stating that designating Diwali as a Category II holiday in Brookline will demonstrate the district's commitment to equity. This proposal is supported overwhelmingly in the BHS community, a significant percentage of BHS students observe the holiday, students deserve to celebrate the holiday without the stress and pressure of homework, and Brookline should recognize the significance of Diwali, as it does for holidays in other religious faiths.

Members lauded the student's presentation for being so thorough, and for anticipating every conceivable question or concern. Members noted that homework guidelines – including the designation of Category II status – are established by the Superintendent. Dr. Guillory pledged to carefully review this request. School Committee members expressed their strong support of SASA's request, and took the following action.

ACTION 24-04

On a motion of Dr. Ehrenberg, and seconded by Ms. Federspiel, the School Committee VOTED UNANIMOUSLY, with 9 in favor (Mr. Pearlman, Dr. Liu, Ms. Charlupski, Dr. Ehrenberg, Ms. Federspiel, Ms. Frias, Dr. Linos, Ms. Moghtader, and Ms. Nobrega), 0 opposed, and 0 abstentions, to support the request presented by the BHS South Asian Student Alliance and recommend that Superintendent Guillory name Diwali as a Category II holiday in the district's homework guidelines.

3. SUPERINTENDENT'S REPORT, INCLUDING SPOTLIGHT ON EXCELLENCE

Dr. Guillory presented his report (Attachment D), including Community Highlights, an update on his School Visits, Important Dates, and the Spotlight on Excellence. Dr. Guillory offered congratulations to BHS student Matvey Borodin, who was named a Scholar at the Regeneron Science Talent Search 2024, the nation's oldest and most prestigious science and math competition for high school seniors, and he congratulated 18 BHS students who participated in the Massachusetts Music Educators Association (MMEA) Eastern Senior District Festival, all of whom delivered outstanding performances; the Superintendent announced that the district has partnered with Professionals in Education Advancing Research and Language Learning (PEARLL), who are affiliated with the University of Maryland, to assess the BHS World Language program, understand its strengths, and identify opportunities for growth. PEARLL has visited BHS World Language classrooms, interacted with teachers and students, and is presently administering a survey to students and parents/caregivers. Dr. Guillory announced that PSB has partnered with Massachusetts Partnership for Youth to hold a parent workshop, on January 24, to help parents and caregivers successfully navigate digital practices and habits, and he announced that Brookline Adult and Community Education has opened registration for a February vacation week program, for kids age 5-12, featuring arts, crafts, singing and dancing, to be held at Hayes School. The Brookline High School Play – written and directed by BHS seniors Joshua Chan and Ian Hansen – will be performed at the 22 Tappan Theatre on January 19. Superintendent

Guillory closed his report with a summary of his recent school visits (Hayes and Lawrence) and his upcoming school visits (BHS, Lincoln, BEEP, Pierce, Driscoll, Ridley and Baker).

Dr. Guillory announced the Spotlight on Excellence – the Pierce School Second Grade Community Projects - and he introduced Pierce Principal Jamie Yadoff. Ms. Yadoff joined the meeting with Grade 2 teachers and students Ms. Watts and Pau Agudo-Ruzo, Ms. Leipman and Dongxia Xue, Ms. Marsallo and Leela Chopra, and Ms. Quinn and Adam Kovari. The teachers and students enthusiastically described their community projects, including a community clean-up of Pierce Park; making and delivering pizzas and hand-made cards to the local Brookline fire station; painting kindness rocks and spreading them around Brookline Village for neighbors to see and collect; and making home-made gifts for senior residents of Goddard House, a nearby assisted living facility. Members thanked the students and teachers for their inspiring presentations and for their civic pride, and Dr. Guillory proudly presented them with the Spotlight on Excellence Award.

4. PRESENTATIONS AND DISCUSSIONS OF CURRENT ISSUES

a. Presentation of the Superintendent's Initial FY 2025 Budget Request

Dr. Guillory and Dr. Givens shared the FY25 Initial Budget Request (Attachment E), and budget presentation (Attachment F). Dr. Guillory extended his thanks to the community for their tremendous support of the school district, and his gratitude to principals, curriculum and program coordinators, and district staff who worked so hard to create this comprehensive budget document. He described the budget request as a strategic roadmap for the future: outlining the district's dedication to addressing current challenges, seizing new opportunities, and building a foundation for long-term success. The Superintendent noted that the initial budget request of \$138,642,989 represents a 6.08% increase from last year, and exceeds the Town's long range financial plan for the FY25 school allocation, requiring difficult decisions during the budget season. There were additional FY25 requests totaling about \$5 million that are not part of the request.

Dr. Givens provided an overview of the FY25 Initial Budget Request, a document that follows industry budget presentation standards and includes a Table of Contents (with continuous paging for easy reference), an Overview (Section 1, including the budget calendar; district mission, vision and goals; the School Committee's budget guidelines; the Superintendent's Executive Summary; enrollment history and projections; a district staffing plan, including a staffing analysis by FTE; and a narrative summary describing alignment with the draft Strategic Plan); District narrative and budget information (Section 2, including the Offices of Superintendent, School Committee, Administration and Finance, Educational Equity, Student Services, and Teaching and Learning); School narrative and budget information (Section 3, including BEEP, Baker, Driscoll, Hayes, Lawrence, Lincoln, Pierce, Ruffin Ridley, Runkle, and Brookline High School); and Other Funds (Section 4, including Capital Improvement Plan funds, special revenue funds will be added to the budget request document shortly).

Dr. Givens noted that the FY25 Initial budget request aligns to both the School Committee's Budget Guidelines and to the draft Strategic Plan. She summarized the enrollment history and projection that was undertaken to prepare the budget (FY25 enrollment projected to be 7,147 students). She will be presenting more detailed enrollment projections to the Committee in the coming weeks, including school-specific trends, based on information provided through two

reports commissioned with (1) Cropper McKibben and (2) New England School Development Council (NESDEC). She described the District Staffing Plan contained in the budget request, noting that staffing tables in the document include all staff that report to each location, regardless of funding source (this ensures that all teachers that teach in a building, and the sections by grade in the class size chart, agree with the staff reported in each school). In FY25, 1312.8 staff are funded by the General Fund, 113.2 are funded by Grants, and 40.7 are funded by Revolving Funds. Further, in the FY25 budget request, all FTEs are determined based on the full-time equivalent for the position. In the past, FTE calculations for paraprofessionals were counted based on the FTE for the position they covered in the collective bargaining agreement (formerly counted as 0.93, now counted as 1.0). Overall, the FY25 initial budget request represents a net change in FTE of 21.7 (8.2 are part of the General Fund request and include 5.0 at BHS to address class size concerns, 1.0 is for the new position of BHS Associate Director of Athletics, and 2.2 for net changes in the K-8 program; the other 14.5 FTEs reflect the fractional increases for the staff working in the BEEP program as the program moves to full-day, and will be funded by Revolving Funds). The 2.2 K-8 FTEs include a 1st grade paraprofessional at Pierce (1.0), a middle school ELA teacher at Baker (1.0), and a .2 increase for guidance counselor at Lawrence.

Dr. Givens emphasized that some of the changes in dollar amounts - compared to last year - are the result of the work to align the budget to state standards for school-based accounting, and do not reflect a change in practice. Comparing FY24 and FY25, therefore, may be confusing. Going forward, the accurate cost accounting will have been addressed, and year-to-year comparisons will be easier. This change in accounting practices is moving the district from a centralized model to a decentralized, site-based model, as required under the Education Reform Act. She shared a summary of school district expenses by major cost categories. The three biggest cost categories are: salaries (\$119.7 million), tuition for out-of-district special education schools (\$5.3 million), and transportation (\$4.5 million). The major cost drivers for the FY25 budget include breathing costs for steps, lanes and COLA pay increases (\$5.2 million, or 4.02% of the total 6% increase), 8.2 new positions from the General Fund (\$561,076, or 0.4 percent of the 6% increase), and mandated/legal services (\$1.9 million, or 1.54% of the 6% increase). Some additional considerations are: Pierce School staffing during the construction period while the school is in two campuses, increased costs for transportation (bus contract is currently out to bid), increased tuition costs for out-of-district schools, and costs related to Expanded Services Opportunity (an effort to return more students back to the district, from out-of-district school placements, to meet their special education needs here in Brookline).

Member comments and questions included:

Brookline High School has an additional 5.0 FTEs next year to address large class sizes. Does this represent what school leaders asked for, or what the district is able to provide? Dr. Givens reported that 5.0 FTE represents what the BHS leaders requested for FY 2025.

Please clarify the staffing budget for the Office of Educational Equity, specifically for the proposed Equity Leads at each school. Are these new staff? These are not new staff; these are stipends (\$2,000 each for 22 educators, for a total of \$44,000) paid to existing teachers who take on additional equity initiatives in their school.

Has the district budgeted for the literacy curriculum purchases and related professional development that are likely to be recommended as part of the ELA Review? Dr. Fortuna estimated that the district has approximately \$900,000 for literacy curriculum and PD in FY 2025, distributed across all of the schools. [Note: this information was subsequently corrected. The FY 2025 budget available for district-wide literacy curriculum and PD is closer to \$427,000. At the February 1, 2024 meeting, staff reported that they are planning for a three-year rollout of the new literacy curriculum. The cost (estimated by a preferred vendor) is approximately \$522,682 each year for the next three years.]

Staff are reminded that the Policy and DEIJ Subcommittees are considering a new “Inclusion in Life of the School Activities Policy” which, if enacted, will require funding. This should be part of the district’s “additional considerations” for FY 2025.

Contracted Services (in the slide presentation) totals \$2.8 million. Can you provide detail about the types of services covered in this section? Yes. Staff will provide this detail at the next meeting.

Please briefly describe the budget development process. Who is involved? How are decisions made?

Dr. Givens reported that school leaders and other budget managers are provided with the annual budget request forms, and also are given projected enrollment numbers for their planning purposes. The process is collaborative, and includes lots of dialogue and conversations with building leaders and senior staff, especially this year as we moved from district budgeting to site/school-based budgeting. The A&F team collapses all of the requests into the larger budget document, reconciling numbers throughout. Dr. Givens noted that the requirement to have the initial budget request ready by mid-January is challenging.

Does the initial budget request call for any teaching staff reductions? No. The only FTE reduction (1.0 FTE) is the loss of one position in the Human Resources department.

Staff are encouraged to look closely at the class sections across K-8, and consider consolidations whenever possible. The enrollment and staffing information indicate that consolidations could be made, while maintaining manageable class sizes. The Committee has identified a number of important new priorities that will require funding. Staff will review this, and provide more information at the next meeting.

The Office of Educational Equity has requested \$60,000 for an Equity Audit. What does this budget item cover? Dr. Givens’ understanding is that the \$60,000 is for an external consulting team to prepare and deliver the comprehensive Equity Audit, including a summary of findings.

Mr. Pearlman paused the Committee’s discussion of the FY 2025 Initial Budget Request to take public comment.

5. PUBLIC COMMENT

The following people made Public Comment: Shenandoah Paun, Isabella Delatorre, Susan Park, Amir Grinstein, Ruth Kaplan, Ruvi Kitov, Danna Perry, Carolyn Thall, and Paul Warren. Ms. Paun and Ms. Dellatorre, PSB teachers, spoke in favor of increased funding in the FY 2025 budget for the Elementary World Language (EWL) program. The initial budget proposal calls for

26 FTEs; they stated that, to be successful, the program requires 27.5 or 28 FTEs. They referenced the poor working conditions, including unmanageable teaching schedules, that caused many EWL teachers to leave the district in the recent past. The FTEs proposed for FY25 will serve to perpetuate these conditions and diminish the effectiveness and success of the program. Ms. Park, PSB parent and Town Meeting Member, addressed the Committee to ask for increased funding in the FY 2025 budget for substance abuse education at the high school, including marijuana and alcohol. She shared results from a recent Marijuana Landscape Assessment released by the Brookline Public Health Department. She suggested that mandatory health summits for students would be helpful, as would specific drug abuse education units taught as part of the Advisory Program. Mr. Grinstein, PSB parent, thanked staff for facilitating the recent listening session at Brookline High School. He requested funding for the action items that were identified at the session, including increased social and emotional supports for Jewish and Israeli students, reestablishing student affinity spaces, curriculum changes to include the study of the Holocaust, and professional development so that teachers will be equipped to address and discuss current world conflicts in class. Ruth Kaplan, Brookline resident, former School Committee member, and proud PSB graduate, recalled her experiences in the school district, which she described as diverse, welcoming, respectful and tolerant of all ethnic, racial, and socioeconomic differences among the student body – a real sense of belonging among all students. The current Jewish and Israeli students at BHS deserve to feel that same way. The FY 2025 budget should include funding for professional development, so that teachers can foster an environment in which students of all backgrounds feel meaningfully and fully part of our multicultural society. Funds for PD to support training on anti-Semitism, bias, bullying and harassment should also be prioritized in the FY 2025 budget. Mr. Kitov, PSB parent, noted that over 100 parents and caregivers attended the recent listening session for Jewish and Israeli families at BHS, and he thanked the staff involved in planning and facilitating it. He asked what comes next, what will be the tangible results of the dialogue? He is pleased to hear that the affinity spaces may be reestablished, so that Jewish and Muslim students can process their pain and alienation. He urged the district to create a definition of hate speech in the context of anti-Semitism. He asked that the FY 2025 budget include funding for curriculum and professional development to combat anti-Semitism, and include teaching about the Holocaust. Ms. Perry, PSB parent, thanked staff for coordinating the recent listening session at BHS. She reiterated her call for district attention in three specific areas: social and emotional support for Jewish and Israeli students (including affinity spaces); curriculum, professional development, and training so that educators can combat anti-Semitism; and specific protocols and guidelines for hate speech, including anti-Semitism. The budget is a reflection of our values, so these very important priorities should be accounted for in the FY 2025 budget. Ms. Thall, PSB parent, Town Meeting member, and Advisory Committee member, noted that funding to reduce class sizes at BHS must be a top priority; BHS is the crown jewel in the school system. She reported that at a Curriculum Subcommittee meeting in the fall, BHS leaders suggested that up to 10.0 FTEs would be necessary to correct the class size problem; she urged the district to be sure to provide appropriate funding in this area. Additional questions from Ms. Thall: please detail the 56% increase in professional development district-wide next year; explain the \$291,000 budget for cleaning at Driscoll and Pierce schools; is funding for the South Brookline bus included in the budget?; please explain the ½ million budgeted for claims and settlements. Mr. Warren, PSB parent and Select Board member, thanked school staff for creating a budget document that aligns with the draft Strategic Plan. The Town must create a balanced budget every year, and there is a finite amount of money for school and town operations; these budget decisions are very important. He asked the Committee to prioritize small class sizes, and

social and emotional support for students, especially our youngest students who still suffer the lingering effects of the pandemic.

Mr. Pearlman thanked everyone who provided public comment this evening.

PRESENTATIONS AND DISCUSSIONS OF CURRENT ISSUES

a. Presentation of the Superintendent's Initial FY 2025 Budget Request

(continued)

Mr. Pearlman reopened the discussion of the Superintendent's FY2025 Initial Budget Request. Comments and questions from the Committee were:

Class sizes are important, and equitable class sizes across all K-8 schools are also important. Does the reserve fund provide flexibility to manage class sizes? What is the process to consolidate class sections? Dr. Givens will look at current class cohorts in relation to our class size guidelines, and present that data to the committee at the next meeting. Brookline's K-8 model can make staffing – and consolidations – more challenging. Staff are aware of the importance of class sizes, and work to consolidate sections whenever possible. These decisions are made in collaboration with school leaders, and after conversations by and between the school principals.

Is the RISE program at Hayes School expanding into the middle school grades this year? Dr. Guillory will check with Ms. O'Connell and report back to the Committee.

Are the enrollment numbers presented in the Initial Budget Request based on October 1 official numbers? Yes. Staff did look at actual, current numbers, but there was no dramatic change from the official October 1 numbers. All sections were rolled forward, except for kindergarten. The enrollment projection report from Cropper GIS will be helpful in these enrollment conversations.

Mr. Pearlman asked the Committee to carefully review the budget request document, both to consider priorities and possible areas for reductions. The initial budget request exceeds the Town allocation, so decisions will have to be made. The Committee extended their thanks to Dr. Givens and Dr. Guillory for this thorough presentation and the illuminating discussion.

6. SCHOOL COMMITTEE ACTIONS

a. Proposed Revision of the Substance Use Prevention and Education Policy (I 3 e), 3rd Reading and Possible Vote

Mr. Pearlman presented the proposed, revised policy (Attachment G). The draft reflects language added by Town Counsel. He noted that during Public Comment we heard about the need for more specific details about the types of marijuana items (edibles) that should be included. Members asked about the requirement to provide substance abuse education in grades 5-12; is the district complying with this requirement? Are playgrounds and sidewalks adjacent to the school considered "school premises"? It should be clear that the policy does not apply to students who are taking legal and/or prescribed drugs. The policy will undergo further revisions and be presented for consideration at a future meeting.

a. Discussion and Vote to Approve the District Strategic Plan

Dr. Fortuna shared the results of the Strategic Plan community survey (Attachment H), and the most recent draft of the Strategic Plan (Attachment I). She thanked Ruiz Clark, who is an intern in the school district from the Harvard Graduate School of Education, for reviewing the survey results (from 371 community members), and preparing the detailed feedback report. Dr. Fortuna noted that the Strategic Plan is truly a plan developed by and for the community. She explained that, to analyze the feedback, the qualitative survey responses were coded into overarching categories, including achievement, assessment, or culturally responsive; after which they were assigned a qualifier - constructive, critical or supportive. Dr. Fortuna read the Executive Summary from the feedback report:

“Rigorous and challenging academics” scored a Net Promoter Score (NPS) of 61.3 and “Strong core subjects” scored 58.6. Conversely, targeted school support for the “individual needs of the school communities” scored the lowest at -25.8. Meanwhile, “culturally-relevant learning opportunities” also scored in the negative at -9.2.

When asked to force rank, the following items scored the highest: 1) Rigorous and challenging academics (67.7%); Strong core subject courses (42.5%); and 3) Caring and nurturing environment (35.3%). Meanwhile, the three lowest were: A) School supports that target the individual needs of the school communities (4.7%); B) Clear and consistent communication (5.8%); and C) Culturally relevant learning opportunities (12.6%).

The qualitative comments underscored these trends. For Goal #1, there were 57 comments that mentioned the need for Achievement, including references to topics such as enrichment as well as rigor. Meanwhile, there were 42 comments that mentioned “Culturally Responsive” (with 15 being constructive or critical) and 32 comments related to Diversity, Equity, and Inclusion (DEI), with 9 being constructive or critical. However, related to “Belonging,” there was an overwhelming positive opinion with 55 out of 60 comments showing support for this topic. Similarly, the notion of “Safety” elicited 54 mentions, of which 46 were supportive. Moreover, the topic that elicited the most mentions was “Family and Community Engagement,” with a total tally of 82 comments under Goal #2.

Given this, it can be surmised that the majority of respondents believe in partnering with families and the community to create safe environments that promote belonging while ensuring that students are held to high academic expectations.

Dr. Fortuna discussed the feedback for Goal 1 (Teaching and Learning). In response to this feedback (as described in detail, for this goal and all goals, in the survey report), the definition of Goal 1 was edited. The new draft reads, “Increase achievement for each and every student by holding high academic expectations.” It now reflects that *all* students will be challenged and held to high academic expectations. Goal 1 had previously read, “Increase achievement for students by establishing, implementing, and regularly assessing an equitable cohesive, culturally relevant, consistent standards-based curriculum in ELA, Math, Science, Social Studies and World Language delivered using evidence-based, culturally responsive instruction.” While the new goal is shorter and more direct, it still maintains all of the rigorous action steps. The goal, in this more

simplified language, may be easier for the community to access and understand. Members shared their feedback on this revision. Dr. Fortuna listened carefully to the feedback and, given the late hour, will incorporate it into a new draft for a vote at the February 1 meeting. Changes to Goal 3 (Climate and Culture) were more minor; the goal now reads, “Partner with families and the community to create safe environments that promote belonging.”

7. NEW BUSINESS

There was no new business to report.

8. ADJOURNMENT

The meeting adjourned at 10:05 PM.

Respectfully Submitted,
Betsy Fitzpatrick
Executive Assistant, Brookline School Committee



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

January 17, 2024

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

Source	Grant/Point Person/Purpose	Award	Account#/Name
Federal	<p>Sullivan, John J (DESE)</p> <p>As you know, the Commissioner recently started an initiative to battle Chronic Absenteeism. Districts were invited to participate in this initiative and 170 districts opted into the effort. All districts that opted in were issued a \$10,000 payment to be used to further goal of reducing chronic absenteeism. These payments have now been processed.</p> <p>The source of this funding was Federal ESSER III State Set-Aside (CFDA 84.425U). Districts should treat this like a DESE Administered Federal grant depositing these funds in a separate account available to the school committee without further appropriation. Funds must be expended by 9/30/24 and must be used in accordance with the attestation districts signed when they opted into this initiative. Districts should be prepared to report these expenditures with all other ESSER reporting requirements.</p> <p>For End of Year Financial Reporting, districts receiving these funds will be required to report expenditures as a DESE Administered federal grant on their annual End of Year Financial Report (EOYR).</p> <p>Point Person: Michelle Herman/Gabe McCormick</p>	\$10,000.00	TBD

On the Desktop

*A message from Commissioner Riley and the
Department of Elementary and Secondary Education
November 1, 2023*

Chronic Absenteeism Recovery Initiative

Dear Superintendents, Charter School Leaders, and Leaders of Collaboratives,

At the meeting of the Board of Elementary and Secondary Education on October 24, 2023, I provided a comprehensive update on the pressing issue of chronic absenteeism affecting students across the state and highlighted the importance of attending school regularly, not only to better support students' academic growth and social-emotional development, but also to provide access to important resources.

The Chronic Absenteeism Recovery Initiative is DESE's commitment and call to action to support schools and districts in their efforts to mitigate this ongoing crisis. To facilitate this effort, DESE has allocated approximately \$4 million of its remaining discretionary ESSER funds. Participating entities will receive \$10,000 with the expectation that additional contributions from local resources will be utilized to further support and enhance this critical effort. The initiative is open to school districts (including charter school districts and career technical education school districts) and education collaboratives.

All eligible entities, whether or not they intend to participate in the initiative, are strongly encouraged to complete this form by 11:59 p.m. on Friday, November 10, 2023.

Sincerely,

Jeffrey C. Riley
Commissioner



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You are receiving this message because you opted in to receive information and updates from the Massachusetts Department of Elementary and Secondary Education.

Our mailing address is:

Chronic Absenteeism Recovery Initiative

1. (untitled)

1. Please select your entity. (The dropdown menu is organized by districts alphabetically, then by collaboratives alphabetically).

Brookline 00460000

2. Name of authorized representative completing this form:

Matt DuBois

3. Title:

Senior Director of Clinical Services and SEL

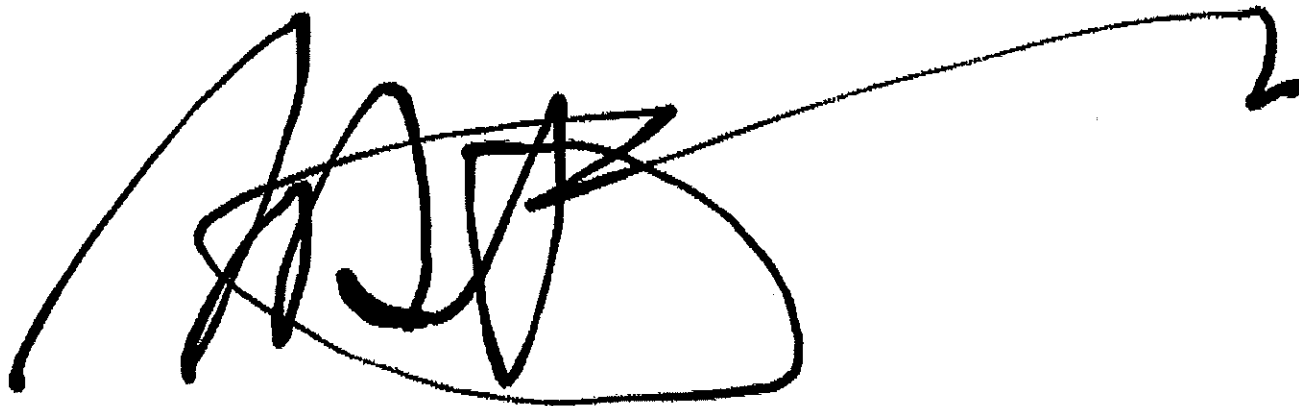
4. Email:

matthew_dubois@psbma.org

5. Phone:

6177302433

6. Signature

A large, stylized handwritten signature in black ink, likely belonging to Matthew DuBois. The signature is written in a cursive, flowing style with several loops and a long horizontal stroke extending to the right.

Signature of: Matthew DuBois

7. Please indicate whether the entity intends to participate in the Recovery Initiative for chronic absenteeism.

Yes. The entity would like to participate in the Recovery Initiative for chronic absenteeism.

8. Participating entities commit to implementing one or more of the following (check all that apply):

Implement robust tracking and monitoring systems for chronically absent students to provide the necessary support and intervention.

TOWN OF BROOKLINE
333 Washington Street, Brookline, Massachusetts 02145

PURCHASE ORDER CHANGE FORM

INVOICE DATE; 08-Jan-24

To: Gilbane Building Company
7 Jackson Walkway
Providence RI 02903

Purchase Order Number
22009076

Vendor Number
1299

BUDGET \$99,625,207.00
BALANCE \$61,841,495.64

FUND	ORGANIZATION	ACTIVITY	OBJECT
	2694C210		6C0002

PAYMENT AMOUNT
\$67,180.00

FOR: Driscoll School Renovation

Change Order # 34	Date 12/29/2023	Various Changes to Contract Work
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AMOUNT
\$67,180.00

BUILDING COMMISSION

APPROVAL OF:

Janet Fleman, Chairman

George Cole

Karen Breslawski

Nathan E. Peck

Brooke Duskin

BOARD OF SELECTMEN

APPROVAL OF:

Charles Carey, Town Administrator

Bernard Greene, Chairman

Michael Sandman

John VanScoyoc

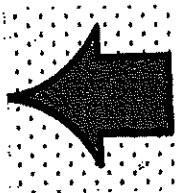
Miriam Aschkenasy

Paul Warren

SCHOOL COMMITTEE

APPROVAL OF:

Assistant Superintendent For Administration and Finance



Owner Change Order (OCO)

Project Name: Brookline - Driscoll
School
Gilbane Project No.: J08864.000



OCO:OCO-0034

PCI:BT-00141, BT-00142, BT-00143, BT-00144, BT-00180, OS-00260, OS-00326, OS-00337, OS-00344, OS-00349, OS-00369, OS-00370, OS-00385, OS-00389, OS-00399, OS-00403

Alternate Tracking #:

Attention: Tony Gulgli
Owner: Town of Brookline
Address: 333 Washington Street

Date Issued: 12/29/2023 12:02:45 PM

Brookline, MA 02445 US
Architect: Jonathan Levi Architects LLC, Mark Warner

The Contract changes as follows:

Scope Of Changes: OCO 34 Misc. Changes

Description: January Change Order for ATPs 275, 372, 385, 386, 387, 388, 389, 390, 393, 396, 397, 398, & 399

Additional Description**Attachments:**

Number	Title	PCI	Change Date	Revision
00000001	OCO 34 Backup.pdf		12/29/2023	

Job	PCI Code	Phase Code	Description	Subcontractor	Basis	Amount	Accept	ATP
J08864.000		01.09A.051001.S	Drywall / General Trades	Central Ceilings Inc	Final	\$1,868.00	<input checked="" type="radio"/> Yes <input type="radio"/> No	ATP-0390
J08864.000		01.09B.096000.X	Resilient Flooring	CJM Services, Inc.	Final	\$1,352.00	<input checked="" type="radio"/> Yes <input type="radio"/> No	ATP-0390

Job	PCI Code	Phase Code	Description	Subcontractor	Basis	Amount	Accept	ATP
J08864.000		01.09E.095100.X	Acoustic Tile	The Chevlot Corporation	Final	\$1,779.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0390
J08864.000		01.26A.110000.X	Electrical	Wayne J. Griffin Electric, Inc.	Final	\$3,304.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0390
J08864.000		02.89A.899900.X	GILBANE CONTINGENCY (YFH)			-\$8,325.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0390
J08864.000		99.975.996000.Z	Subcontractor Default Insurance			\$22.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0390
TOTAL FOR PCI No. BT-00141						\$0.00		
J08864.000		01.09E.095100.X	Acoustic Tile	The Chevlot Corporation	Final	\$2,954.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0390
J08864.000		01.26A.110000.X	Electrical	Wayne J. Griffin Electric, Inc.	Final	\$3,473.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0390
J08864.000		02.89A.899900.X	GILBANE CONTINGENCY (YFH)			-\$6,427.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0390
TOTAL FOR PCI No. BT-00142						\$0.00		
J08864.000		01.09E.095100.X	Acoustic Tile	The Chevlot Corporation	Final	\$897.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0390
J08864.000		01.26A.110000.X	Electrical	Wayne J. Griffin Electric, Inc.	Final	\$3,237.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0390
J08864.000		02.89A.899900.X	GILBANE CONTINGENCY (YFH)			-\$4,134.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0390
TOTAL FOR PCI No. BT-00143						\$0.00		
J08864.000		01.09A.051001.S	Drywall / General Trades	Central Ceilings Inc	Final	\$746.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0390
J08864.000		01.26A.110000.X	Electrical	Wayne J. Griffin Electric, Inc.	Final	\$3,237.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0390
J08864.000		02.89A.899900.X	GILBANE CONTINGENCY (YFH)			-\$3,992.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0390
J08864.000		99.975.996000.Z	Subcontractor Default Insurance			\$9.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0390
TOTAL FOR PCI No. BT-00144						\$0.00		
J08864.000		01.07C.074000.X	Metal Panels	Salem Glass Company	Final	\$5,903.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0396
J08864.000		02.89A.899900.X	GILBANE CONTINGENCY (YFH)			-\$5,974.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0396
J08864.000		99.975.996000.Z	Subcontractor Default Insurance			\$71.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0396
TOTAL FOR PCI No. BT-00180						\$0.00		
J08864.000		01.01B.000021.X	Rough Cleaning & Final Cleaning			\$1,523.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0275
J08864.000		01.21A.100000.I	Fire Protection	Johnson Controls Fire Protection LP	Final	\$2,731.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0275
J08864.000		01.23A.230000.TC	HVAC	Patrick J Kennedy & Sons Inc	Final	\$2,100.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0275
J08864.000		01.26A.110000.X	Electrical	Wayne J. Griffin Electric, Inc.	Final	\$10,942.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0275
J08864.000		93.926.890720.X	Dumpsters		Final	\$825.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0275

Job	PCI Code	Phase Code	Description	Subcontractor	Basis	Amount	Accept	ATP
J08864.000		99.970.950050.Z	Gen & Excess Liability Insurance		Final	\$448.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0275
J08864.000		99.970.997000.Z	Performance & Payment Bond		Final	\$95.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0275
J08864.000		99.975.996000.Z	Subcontractor Default Insurance		Final	\$0.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0275
J08864.000		99.999.999000.Z	Fee		Final	\$816.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0275
TOTAL FOR PCI No. OS-00260					\$19,480.00			
J08864.000		01.10B.101120.X	Signage	C & D Signs Inc d/b/a Metro Sign & Awning	Final	\$3,441.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0372
J08864.000		01.10B.101120.X	Signage	C & D Signs Inc d/b/a Metro Sign & Awning	Final	\$200.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0372
J08864.000		99.970.950050.Z	Gen & Excess Liability Insurance		Final	\$105.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0372
J08864.000		99.970.997000.Z	Performance & Payment Bond		Final	\$22.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0372
J08864.000		99.975.996000.Z	Subcontractor Default Insurance		Final	\$44.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0372
J08864.000		99.999.999000.Z	Fee		Final	\$191.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0372
TOTAL FOR PCI No. OS-00326					\$4,003.00			
J08864.000		01.07C.074000.X	Metal Panels	Salem Glass Company	Final	\$6,217.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0399
J08864.000		99.970.950050.Z	Gen & Excess Liability Insurance		Final	\$179.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0399
J08864.000		99.970.997000.Z	Performance & Payment Bond		Final	\$38.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0399
J08864.000		99.975.996000.Z	Subcontractor Default Insurance		Final	\$75.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0399
J08864.000		99.999.999000.Z	Fee		Final	\$325.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0399
TOTAL FOR PCI No. OS-00337					\$6,834.00			
J08864.000		01.09A.051001.S	Drywall / General Trades	Central Ceilings Inc	Final	\$5,028.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0385
J08864.000		99.970.950050.Z	Gen & Excess Liability Insurance		Final	\$145.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0385
J08864.000		99.970.997000.Z	Performance & Payment Bond		Final	\$31.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0385
J08864.000		99.975.996000.Z	Subcontractor Default Insurance		Final	\$60.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0385
J08864.000		99.999.999000.Z	Fee		Final	\$263.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0385
TOTAL FOR PCI No. OS-00344					\$5,527.00			
J08864.000		01.09A.051001.S	Drywall / General Trades	Central Ceilings Inc	Final	\$385.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0389
J08864.000		01.26A.110000.X	Electrical	Wayne J. Griffin Electric, Inc.	Final	\$1,098.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0389
J08864.000		99.970.950050.Z	Gen & Excess Liability Insurance		Final	\$42.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0389

Job	PCI Code	Phase Code	Description	Subcontractor	Basis	Amount	Accept	ATP
J08864.000		99.970.997000.Z	Performance & Payment Bond		Final	\$9.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0389
J08864.000		99.975.996000.Z	Subcontractor Default Insurance		Final	\$5.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0389
J08864.000		99.999.999000.Z	Fee		Final	\$77.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0389
TOTAL FOR PCI No. OS-00349						\$1,616.00		
J08864.000		01.09A.051001.S	Drywall / General Trades	Central Ceilings Inc	Final	\$3,359.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0388
J08864.000		01.26A.110000.X	Electrical	Wayne J. Griffin Electric, Inc.	Final	\$4,411.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0388
J08864.000		99.970.950050.Z	Gen & Excess Liability Insurance		Final	\$222.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0388
J08864.000		99.970.997000.Z	Performance & Payment Bond		Final	\$47.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0388
J08864.000		99.975.996000.Z	Subcontractor Default Insurance		Final	\$40.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0388
J08864.000		99.999.999000.Z	Fee		Final	\$404.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0388
TOTAL FOR PCI No. OS-00369						\$8,483.00		
J08864.000		01.26A.110000.X	Electrical	Wayne J. Griffin Electric, Inc.	Final	\$3,866.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0387
J08864.000		99.970.950050.Z	Gen & Excess Liability Insurance		Final	\$110.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0387
J08864.000		99.970.997000.Z	Performance & Payment Bond		Final	\$23.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0387
J08864.000		99.975.996000.Z	Subcontractor Default Insurance		Final	\$0.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0387
J08864.000		99.999.999000.Z	Fee		Final	\$200.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0387
TOTAL FOR PCI No. OS-00370						\$4,199.00		
J08864.000		01.23A.230000.TC	HVAC	Patrick J Kennedy & Sons Inc	Final	\$8,428.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0397
J08864.000		99.970.950050.Z	Gen & Excess Liability Insurance		Final	\$240.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0397
J08864.000		99.970.997000.Z	Performance & Payment Bond		Final	\$51.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0397
J08864.000		99.975.996000.Z	Subcontractor Default Insurance		Final	\$0.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0397
J08864.000		99.999.999000.Z	Fee		Final	\$436.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0397
TOTAL FOR PCI No. OS-00385						\$9,155.00		
J08864.000		01.08A.084003.E	Curtainwall	Salem Glass Company	Final	\$2,086.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0386
J08864.000		99.970.950050.Z	Gen & Excess Liability Insurance		Final	\$60.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0386
J08864.000		99.970.997000.Z	Performance & Payment Bond		Final	\$13.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0386
J08864.000		99.975.996000.Z	Subcontractor Default Insurance		Final	\$25.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0386
J08864.000		99.999.999000.Z	Fee		Final	\$109.00	<input type="radio"/> Yes <input type="radio"/> No	ATP-0386
TOTAL FOR PCI No. OS-00389						\$2,293.00		

Job	PCI Code	Phase Code	Description	Subcontractor	Basis	Amount	Accept	ATP
J08864.000		01.21A.100000.I	Fire Protection	Johnson Controls Fire Protection LP	Final	\$1,221.00	<input checked="" type="radio"/> Yes <input type="radio"/> No	ATP-0393
J08864.000		99.970.950050.Z	Gen & Excess Liability Insurance		Final	\$35.00	<input checked="" type="radio"/> Yes <input type="radio"/> No	ATP-0393
J08864.000		99.970.997000.Z	Performance & Payment Bond		Final	\$7.00	<input checked="" type="radio"/> Yes <input type="radio"/> No	ATP-0393
J08864.000		99.975.996000.Z	Subcontractor Default Insurance		Final	\$0.00	<input checked="" type="radio"/> Yes <input type="radio"/> No	ATP-0393
J08864.000		99.999.999000.Z	Fee		Final	\$63.00	<input checked="" type="radio"/> Yes <input type="radio"/> No	ATP-0393
TOTAL FOR PCI No. OS-00399						\$1,326.00		
J08864.000		01.07C.074000.X	Metal Panels	Salem Glass Company	Final	\$3,878.00	<input checked="" type="radio"/> Yes <input type="radio"/> No	ATP-0398
J08864.000		99.970.950050.Z	Gen & Excess Liability Insurance		Final	\$112.00	<input checked="" type="radio"/> Yes <input type="radio"/> No	ATP-0398
J08864.000		99.970.997000.Z	Performance & Payment Bond		Final	\$24.00	<input checked="" type="radio"/> Yes <input type="radio"/> No	ATP-0398
J08864.000		99.975.996000.Z	Subcontractor Default Insurance		Final	\$47.00	<input checked="" type="radio"/> Yes <input type="radio"/> No	ATP-0398
J08864.000		99.999.999000.Z	Fee		Final	\$203.00	<input checked="" type="radio"/> Yes <input type="radio"/> No	ATP-0398
TOTAL FOR PCI No. OS-00403						\$4,264.00		

Submitted \$67,180.00 Total: \$67,180.00
 Amt:

Signature of the Owner indicates agreement herewith, including any adjustment in the Contract Sum or the Contract Time

The Original Contract price was	\$94,298,030.00
Net change by previously authorized Change Orders	\$6,981,901.20
Contract Price prior to this Change Order	\$101,279,931.20
Contract Price will be changed by this Change Order in the Amount	\$67,180.00
The new Contract Price including this Change Order will be	\$101,347,111.20
The Contract Time will be changed by	0
The date of Substantial Completion for construction as of the date of this Change Order therefore is	08/14/2024

Gilbane Building Company

Gilbane Building Company	
Signed: 12/29/2023 12:02:45 PM Eastern Standard Time - By: Douglas Murphy (Project Executive)	
Gilbane Building Company: 10.126.8.57	

Jonathan Levi Architects LLC

DocuSigned by:	
By:	Carol Harris
Title:	Project Manager
Company:	Jonathan Levi Architects
Date:	1/2/2024
Printed Name:	Carol Harris

LEFTFIELD, LLC

DocuSigned by:	
By:	Lynn Stapleton
Title:	OPM
Company:	LeftField
Date:	12/29/2023
Printed Name:	Lynn Stapleton

Town of Brookline

By:	
Title:	
Company:	
Date:	
Printed Name:	

The background is a deep purple gradient. It features two large, intricate golden mandala designs on the left and right sides. Each mandala has a central flame-like motif surrounded by concentric circles and floral patterns. In the center of the image, the word "Diwali" is written in a large, elegant, golden serif font. Below it, the text "BHS South Asian Student Alliance & Student Council" is written in a smaller, white sans-serif font. The entire design is framed by a thin golden border. In each of the four corners, there are decorative elements: a cluster of small golden squares and a single golden dot. Additionally, there are four golden oil lamps (diyas) with flames, each enclosed in a golden circle, positioned at the corners of the central text area. The overall aesthetic is festive and traditional, celebrating the Diwali festival.

Diwali

BHS South Asian Student Alliance & Student
Council

About Diwali



What is Diwali?

- Festival of lights
 - Symbolizes the victory of good over evil and knowledge over ignorance
 - Most significant holiday in Hinduism
 - Most commonly celebrated for return/victory of Lord Rama
- Falls between mid-October and mid-November - 15th day of 8th month of Hindu lunar calendar
 - 2024: October 30th
 - 2025: October 21st
 - 2026: November 8th
 - 2027: October 27th

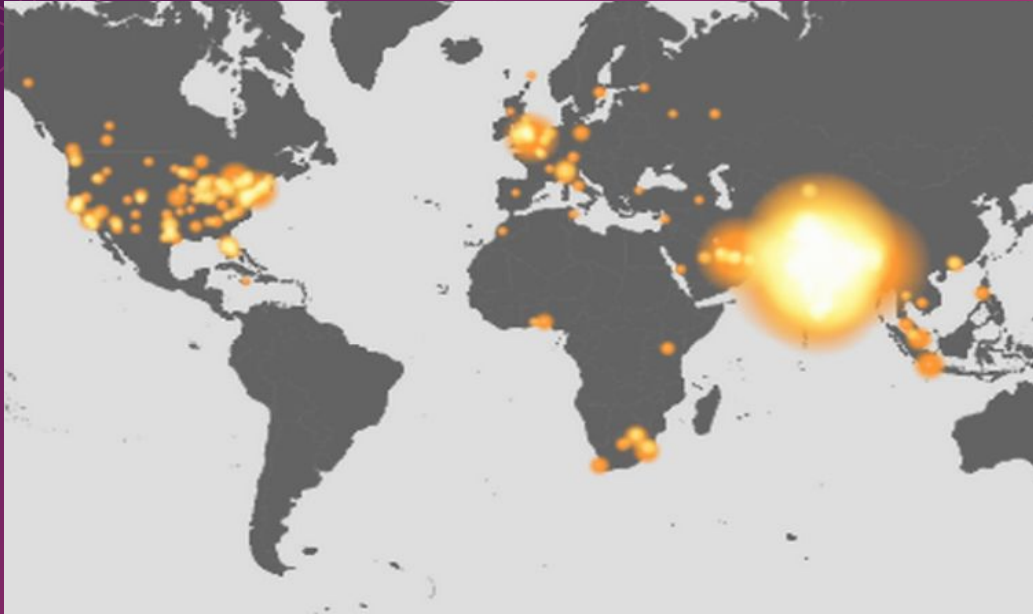


How is it celebrated?

- Meaning and celebration are different for everyone
- **Getting together with friends and family**
 - Prayer
 - Cooking
 - Reflection
 - Lighting Diyas
 - Rangoli
 - Gift Exchanging
 - Fireworks



Scale



- More than 1 billion people celebrate world-wide
 - More than 6 million in the US
 - People across faiths: Hindus, Sikhs, Buddhists, Jains and Muslims



Why Diwali Should Be A Category Two Holiday

Video

<https://youtu.be/mBemvA0NUe8>

Petition

How many students at Brookline High support Diwali becoming a category 2 holiday?

■ Yes: 99.5%

■ No: 0.5%



Out of the 772 BHS Students that responded to the petition, 767 of them want Diwali to be a Category 2 Holiday

How many teachers at Brookline High support Diwali becoming a category 2 holiday?



Out of the 50 teachers that responded to the petition, 49 of them fully support Diwali becoming a Category 2 Holiday



About SASA


- 80+ members
- Established for 3 years at BHS
- We are committed to educating our community about South Asian culture and improving the educational experience for all Students

Asian Student Population in Brookline

- 16% of the Brookline High Class of 2024 identifies as Asian
- 19% of the Town of Brookline is Asian identifying
 - ~12,000 people
- “The student body at the schools served by The Public Schools of Brookline is 19.4% Asian”
 - This equates to 1,345 students across the district

Recent Change

- Recently, Wellesley, Hopkinton, Westborough, and Acton-Boxborough Public School Committees have made Diwali a no-school holiday
- Newton South and Shrewsbury made Diwali a no-homework holiday
- In April, Pennsylvania unanimously passed a bill to make Diwali an official state holiday
- In June, New York City made it a public school holiday



“Goal 5: Commitment to Equity:
We are committed to eliminating barriers to
educational achievement in our schools.”
-Brookline Public Schools

Conclusions


- Overwhelming support from BHS community
- Significant percentage of population observe the holiday
- Students deserve to celebrate Diwali without academic pressures
- Brookline must recognize Diwali's importance, like other local and national public schools
- Students deserve equal recognition of Diwali, similar to other religions and cultures in the school district





Thank you



PUBLIC SCHOOLS of
BROOKLINE 

Superintendent's Update

January 18, 2024



Agenda

- Community Highlights
- Superintendent's School Visits
- Important Dates
- Spotlight on Excellence

Regeneron Science Talent Search 2024

Congratulations to Brookline High School's **Matvey Borodin**, who was named a Scholar at the Regeneron Science Talent Search 2024, the nation's oldest and most prestigious science and math competition for high school seniors. The competition is owned and produced by Society for Science.

Throughout its history, the competition's alumni have been honored with 13 Nobel Prizes, 11 National Medals of Science, six Breakthrough Prizes, 21 MacArthur Foundation Fellowships and two Fields Medals.



MMEA Eastern Senior District Festival

Congratulations to the following BHS students who participated in the Massachusetts Music Educators Association (MMEA) Eastern Senior District Festival on January 5 and 6.

The students did stellar work and gave outstanding performances, alongside top music students from thirty cities and towns in Massachusetts.

Henry Allen – Trombone	Diane Kang – Cello
Shanti Appavoo – Soprano	Kyoya Kobayashi – Alto Saxophone
Ingrid Aumiller – Alto	Lil Kuklewicz – Alto Voice
Ivy Bass – Alto Voice	Tony Lee – Clarinet
Ronni Chang – Violin	Elise Ruberg – Soprano Voice
Antonia Duffield – Alto Voice	Sophia Shahrooz – Soprano Voice
Sora Egozy – Clarinet	Noa Suk – Violin
Ivan Epworth – Bass Voice	Justina Wang – Violin
Daphne Jones – Soprano Voice	Brianna Yang – Viola

PEARLL BHS World Language Survey

The PSB has partnered with **Professionals in Education Advancing Research and Language Learning (PEARLL)**, to assess BHS' World Language program, understand its strengths and identify opportunities for growth. PEARLL is a Language Resource Center at the National Foreign Language Center at the University of Maryland, committed to improving the nation's capacity for teaching and learning languages.

PEARLL members visited the BHS World Language classes in October and November last year, and interacted with students and teachers. They are now administering an anonymous survey to get a better picture of students' experience learning a language at BHS. Their survey has been sent to students as well as parents/guardians.



Parent Workshop: 'The Digital Well-Being Playbook'

The PSB has partnered with the Massachusetts Partnership for Youth (MPY) to hold the parent workshop, *The Digital Well-Being Playbook*, on January 24, 2024 over Zoom.

The workshops aims to navigate the following:

- Achieving sustainable, positive digital practices with family and at work
- Optimizing digital habits for better mental health and family connection
- Preventing and recovering from sensory overload and digital overwhelm, and
- Positively shift your relationship with your devices so they fuel vs. fatigue your relationships

About the Speaker



Nina Hersher, MSW, is Chief Learning Officer at the Digital Wellness Institute, author of the bestseller, *Your Playbook for Thriving in the Remote Work Era*, and a highly sought after speaker. A leading expert in Digital Wellness, Hersher holds a specialized Master of Social Work in Digital Culture and Program Development. Hersher is also Co-founder of annual Digital Wellness Day, reaching over 7 million people in 36 countries.

BA&CE's Kids Activities Week



**GET READY FOR A
FEBRUARY FULL OF
FUN!**

20-23 FEBRUARY
HEATH SCHOOL/ 100 ELIOT ST

ACTIVITIES AGES 5-12

- Acting
- Arts & Crafts
- Singing
- Shark Tank Jr.
- Dancing
- Lego Future House
- Games

REGISTER NOW

www.brooklineadulted.org
617-730-2700

brookline
Adult & Community Education


SCAN ME

bacep@psbma.org

Brookline Adult & Community Education (BA&CE) is organizing a week-long program filled with fun, enriching and entertaining activities for kids aged 5-12, from February 20-23, 2024.

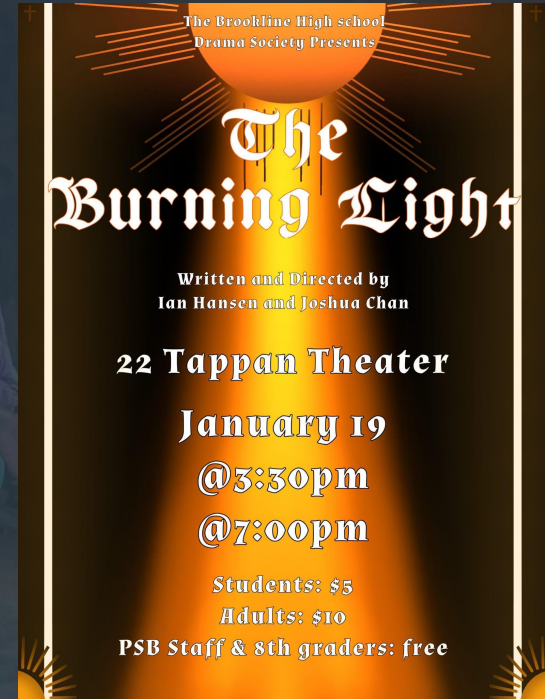
The week will feature full or half-day sessions featuring acting, singing, dancing, arts and crafts, Shark Tank Jr., Lego Future House, and more.

BHS' Senior Project Play

The Senior Project Play is a production that has, for the last several years, been written and directed by two BHS seniors. This year, seniors Joshua Chan and Ian Hansen were selected by the Drama teachers to take up the mantle.

The duo has co-written and co-directed *The Burning Light* – the story of a young lesbian growing up in 1989, a time when being gay isn't an option for the people around her or herself.

The Burning Light will be showcased on January 19 at the 22 Tappan Theater.



Superintendent's School Visits

Recently Completed	
Hayes	Wednesday, January 17
Lawrence	Thursday, January 18

Upcoming	
BHS	Friday, January 19
Lincoln	Friday, January 19
BEEP	Monday, January 22
Pierce	Wednesday, January 24
Driscoll	Friday, January 26
Runkle	Friday, January 26
Ridley	Monday, January 29
Baker	Tuesday, January 30

Important Dates

January 19

K-8 Early Dismissal (1.40pm) –
Teacher Collaborative Time

February 9

K-8 Early Dismissal (1.40pm) –
Teacher Collaborative Time

January 26

K-8 Early Dismissal (1.40pm) –
Teacher Collaborative Time

February 16

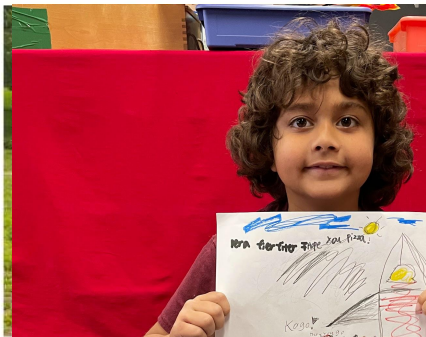
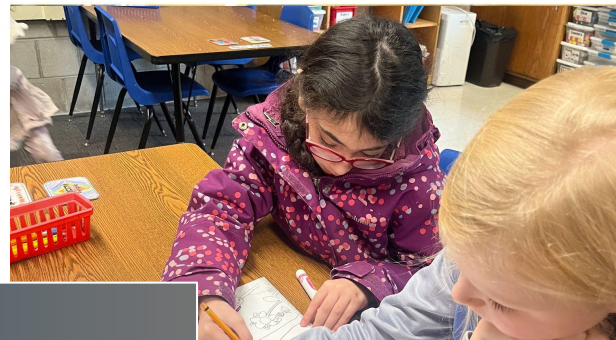
K-8 Early Dismissal (1.40pm) –
Teacher Collaborative Time


February 2

K-8 Early Dismissal (1.40pm) –
Teacher Collaborative Time

February 19-23

February Vacation (schools closed)



PUBLIC SCHOOLS of
BROOKLINE 

Spotlight on Excellence

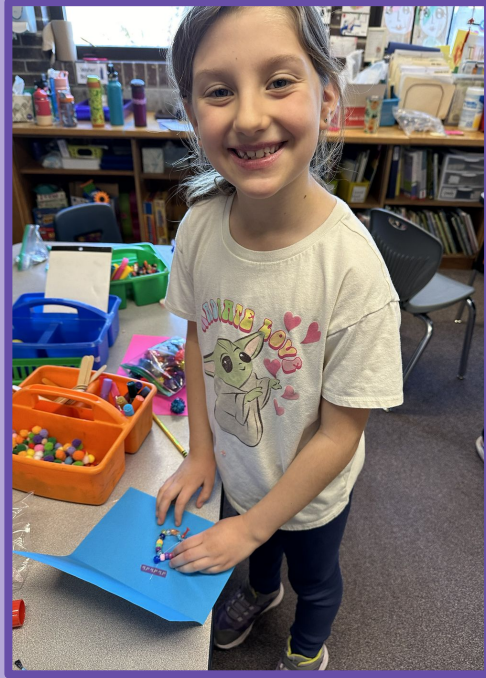
January 18, 2024



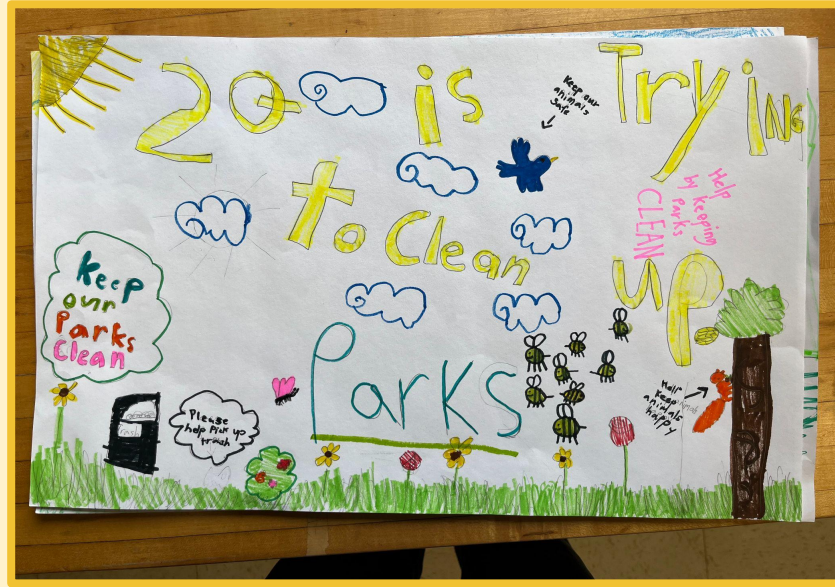
Pierce School Second Grade Community Projects



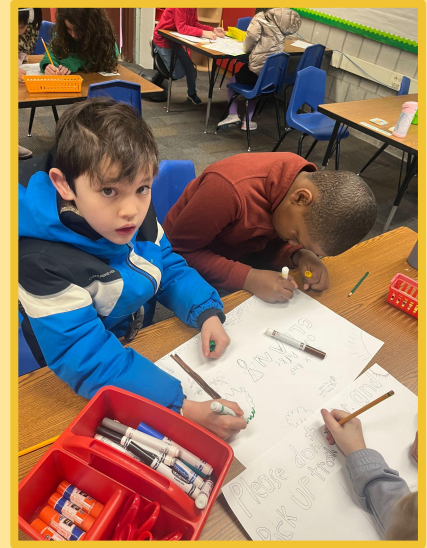
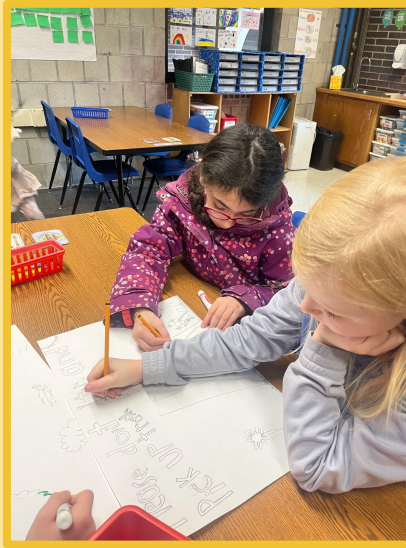
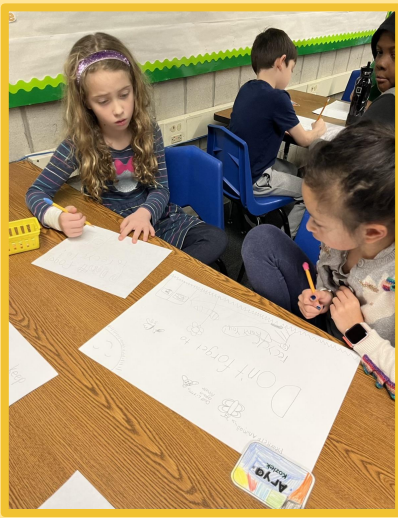
2M made gifts
for the residents
of of an assisted
living facility

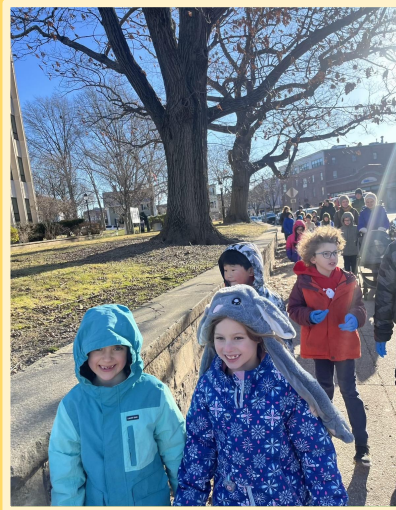


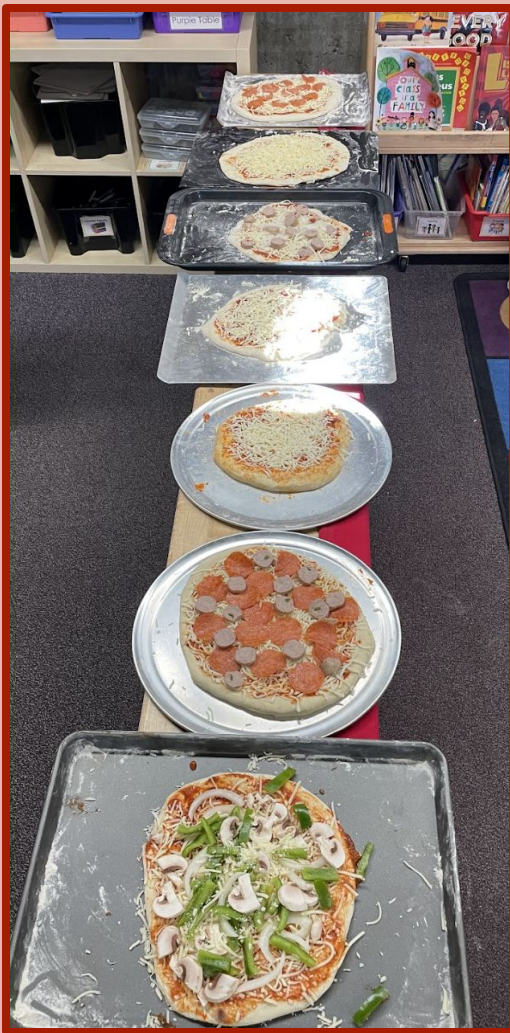




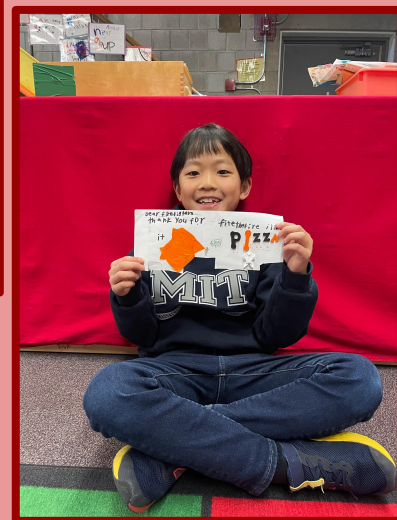
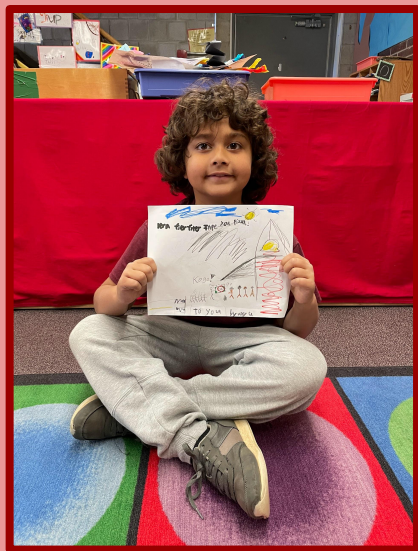
2Q Cleaned up Parks

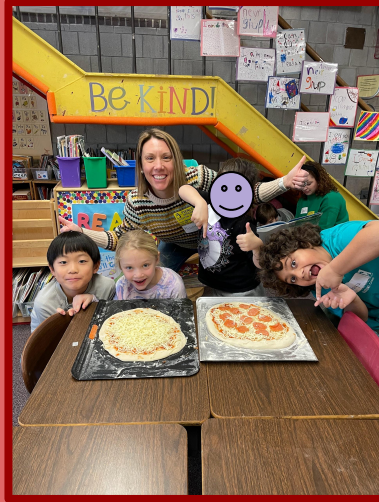
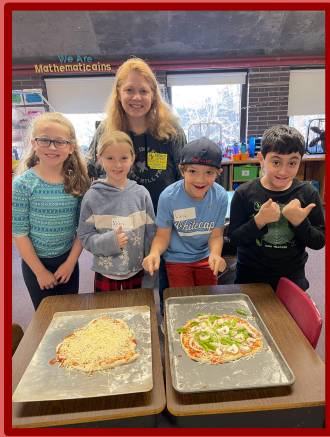






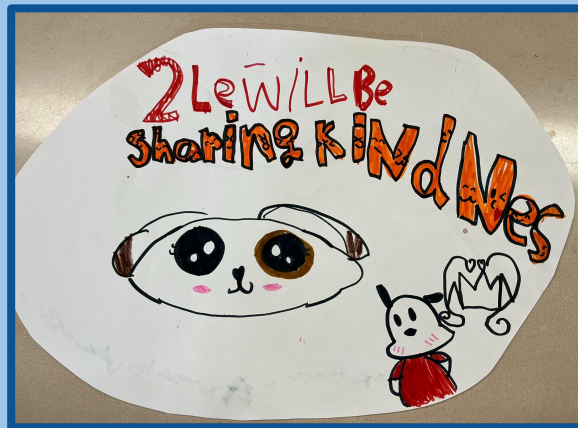
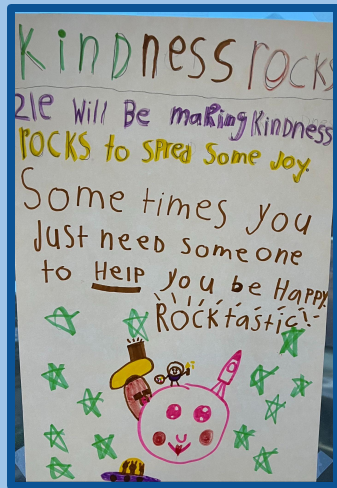
2W made pizza
and cards for
local firemen

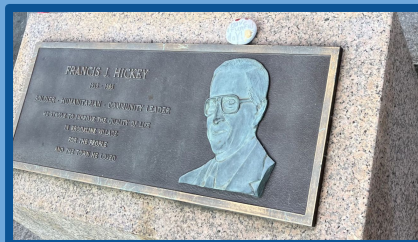
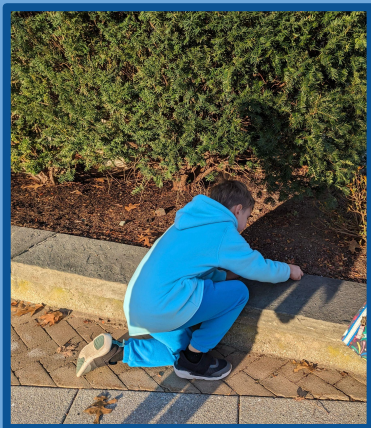






2Le made kindness rocks





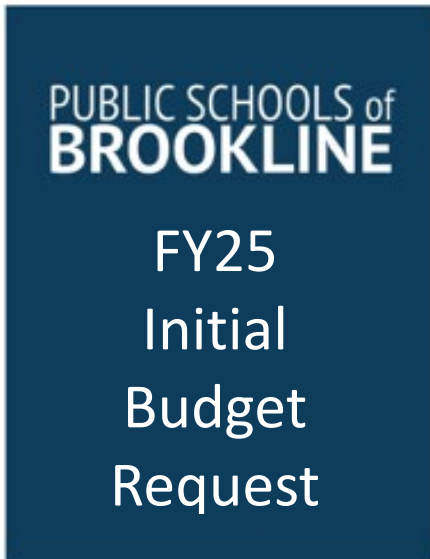


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Section 1: Overview

Section 1a: School Committee and Senior Leadership¹

SCHOOL COMMITTEE

David A. Pearlman – Chair
Andy Liu, Ph.D. – Vice Chair
Helen Charlupski
Steven Ehrenberg, Ed.D.
Suzanne Federspiel
Valerie Frias
Natalia Linos, Ph.D.
Sarah Moghtader
Mariah Nobrega

SENIOR LEADERSHIP

Linus Guillory Jr., Ph.D. – Superintendent of Schools
Susan Givens, Ed.D. – Deputy Superintendent, Administration & Finance
Claire Galloway-Jones – Executive Director, Educational Equity
Elizabeth O'Connell – Interim Deputy Superintendent, Student Services
Jodi Fortuna, Ed.D. – Deputy Superintendent, Teaching and Learning

SCHOOL PRINCIPALS

Margaret Eberhardt – BEEP Interim Principal
Saeed Ola – Baker Interim Principal
David Youkilis – Driscoll Principal
Asa Sevelius, Ed.D. – Hayes Principal
Vanessa Bilello – Lawrence Principal
Brian Denitzio – Lincoln Principal
Jamie Yadoff – Pierce Principal
Candice Whitmore – Ruffin Ridley Principal
Donna Finnegan – Runkle Principal
Anthony Meyer – Brookline High School Head of School

¹ Bios of school committee and senior leadership are in Appendix D.

Section 1b: FY25 Budget Calendar

Note: the four dates in bold are voted on by the committee; past dates are actual and dates in the future are proposed and subject to modification.

Capital Improvement Plan Reviewed by SC Capital Subcommittee	July/Aug 2023
Strategic Plan Review & Budget Priorities Established by the SC/Senior Leaders	Aug/Sept 2023
Capital Improvement Plan Reviewed and Approved by the SC	Sept 12, 2023
Capital Plan Submitted to the Town	Sept 15, 2023
Enrollment Reviewed by Finance Subcommittee.....	Oct 18, 2023
Budget Forms, Enrollment, Priorities, Guidelines Sent to Budget Managers	Oct 20, 2023
Budget Managers Review Requests with Deputy Superintendent	Nov 7-9, 2023
Principals Review their Budgets with Senior Leadership Team	Nov 13-15, 2023
District Budget Guidelines Voted	Nov 30, 2023
District Budget Proposal Developed by Senior Leadership	Dec 2023
Town Budget Model Presented by Deputy Town Administrator	Dec 2023
Initial District Budget Distributed to School Committee	Jan 12, 2024
School Committee submits budget questions to the Deputy Superintendent in preparation for upcoming review meetings	Jan 12-18, 2024
Initial District Budget Overview Presented to the School Committee	Jan 18, 2024
Initial District Budget Review/Deliberation by the School Committee	Jan 18-28, 2024
Revenue Estimates Received from the State (House 1)	Late Jan 2024
Public Hearing on the Initial District Budget	Feb 1, 2024
School Committee votes to send the FY25 Initial Budget Request to Town Administrator (before Feb 15 per town bylaw requirement)	Feb 8, 2024
FY25 Fees Reviewed/Approved by the Finance Subcommittee, School Committee	March – April 2023
Meetings with Town Officials, Budget Refinement.....	Feb – April 2024
SC Votes Final Budget Request to Submit to Town Meeting.....	April – May 2024
Town Meeting.....	May – June 2024
FY25 Begins	July 1, 2024

Section 1c: Organization Chart

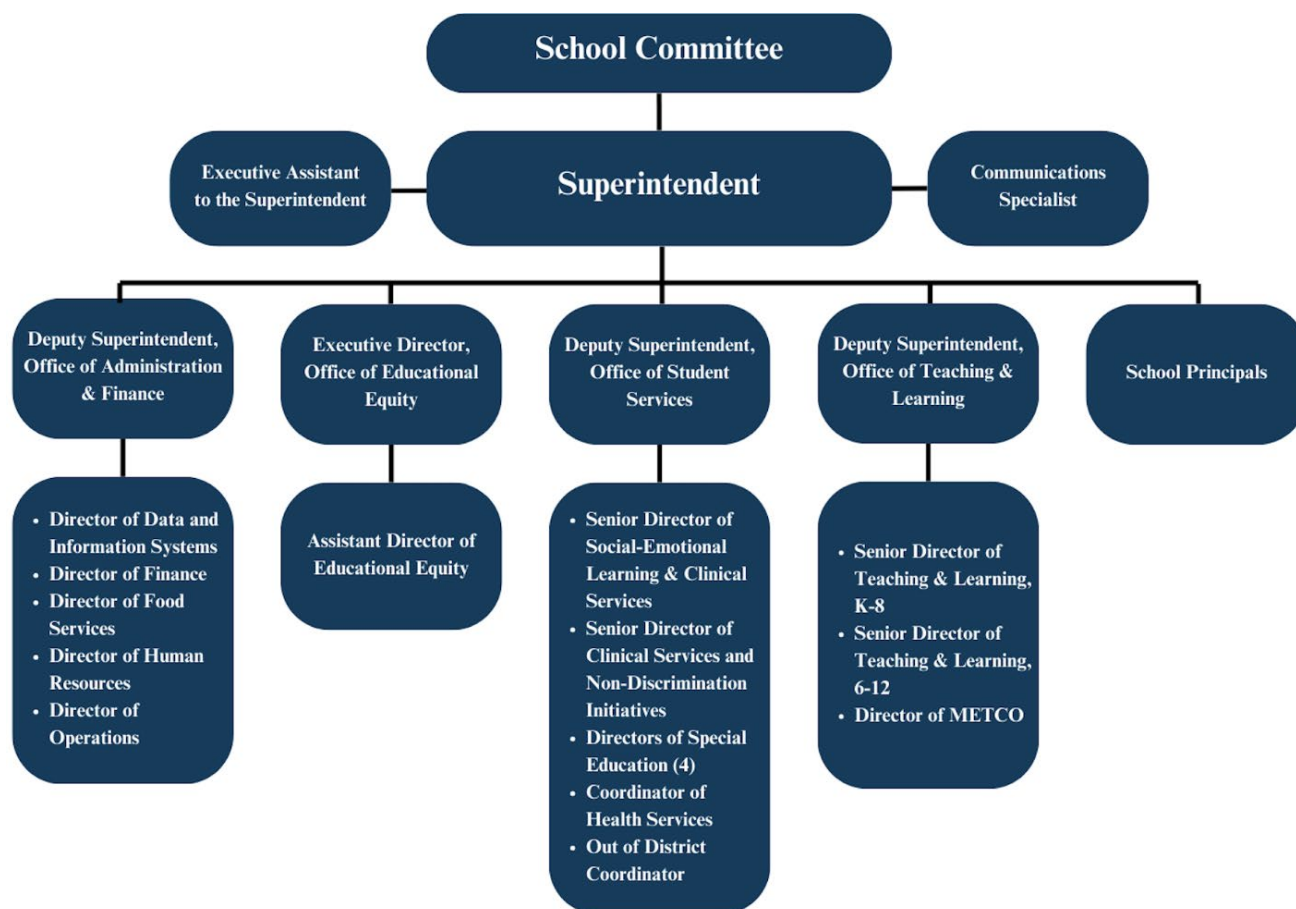


Figure 1c-1. Current PSB Organizational Chart

A significant goal (5) in the draft strategic plan calls for designing and implementing an organizational structure and related information systems, that will enable the organization to achieve its vision for the future. In service to this, the Senior Leadership is tasked with performing a comprehensive review of all aspects of the organization's structure as well as review the roles and responsibilities for all administrative and non-aligned positions.

One of the superintendent's goals last year was to begin to evaluate roles and responsibilities associated with the Office of Administration and Finance and the Office of Strategy and Performance (two areas that have experienced a high level of turnover the last several years.) One of the changes underway in FY24 is transitioning responsibilities for data, IT, and information systems from the Office of Strategy and Performance (which no longer exists) to the Office of Administration and Finance, within its Data and Information Systems area. This reconfiguration brings responsibility for all organizational systems, workflows and related processes together to ensure cohesive and well-integrated systems across domains are designed to meet current and future needs across all domains within the organization.

As part of this, the communications specialist now reports to the Superintendent given communication is a significant and important function within the Superintendent's Office.

Section 1d: Mission, Vision, Goals²

MISSION: The mission of the Public Schools of Brookline is to educate and inspire every student to lead a fulfilling life and make positive contributions to our world.

VISION: Brookline provides every student with an extraordinary education, through enriching learning experiences and a supportive community, so that they may develop to their fullest potential.

Goal 1: Joy in Learning

Our schools are dedicated to teaching students to be involved, active learners who work hard, think critically and creatively, and communicate effectively. We emphasize high expectations for all students and seek to instill a lifelong joy in learning through a rich curriculum that will allow students to find and succeed at what they love, and flourish in their lives.

Goal 2: Excellence in Teaching

Passionate, knowledgeable, skillful teachers are the core strength of our schools. Our educators provide a dynamic and rewarding learning experience for students. We are committed to supporting a professional community that creates and sustains an atmosphere of intellectual excitement, innovative instruction, personal growth, and strong relationships between faculty and students.

Goal 3: Culture of Collaboration

An extraordinary education requires the coordinated effort of many. Towards this end, we strive to solicit and foster collaboration between and among educators, administrators, community organizations, government institutions, private sector, and other interested parties, with the best interest of students serving as our guiding principle.

Goal 4: Celebration of Difference

Brookline is presently and historically diverse. We celebrate this diversity, and we commit to providing an education that authentically and deeply reflects the different perspectives, cultures, and experiences of our community. We strive to include the full range of Brookline voices, not just in our academic curriculum but in all school-based activities.

Goal 5: Commitment to Equity

We are committed to eliminating barriers to educational achievement in our schools. To this end, we create policies and practices so that every student, regardless of race, ethnicity, nationality, religion, gender, gender identity, sexual orientation, disability, or socioeconomic status, experiences a safe and welcoming environment in our schools, and receives the resources and support they need to take fullest advantage of the opportunities a Brookline education offers. We recognize the existence of great disparities in private means among PSB students, and will do everything possible to ensure that private resources do not determine student outcomes.

Goal 6: Ethic of Wellness

For our students and the world around them to thrive, our schools must contribute to an ethic of wellness. PSB will attend to the social and emotional development of its students, so that they may flourish personally, build positive relationships, and contribute to a more caring and just world. PSB will also teach and adopt sustainable practices, inspiring and empowering students to be good stewards of the Earth.

² Excerpted from PSB Draft Strategic Plan – see Appendix B for full link to draft strategic plan.

Section 1e: School Committee FY25-29 Budget Guidelines

The School Committee is responsible for approving and overseeing the District's annual budget. In accordance with our responsibilities, we present our suggested guidelines to inform construction of the budget for the upcoming and future fiscal years. The intent is that the guidelines will enable us to review all spending proposals through a shared lens and will guide us as we make difficult, important choices. Adhering to these guidelines will enable us to maintain a relentless focus on our priorities.

Importantly, this document is being drafted in parallel with the strategic plan/educational plan that you and your team are finalizing. In the absence of a final strategic plan, it is imperative that the leadership team ensure alignment with the plan as it stands in January when the preliminary budget is presented.

The proposed guidelines continue to take a multi-year approach, which will continue to serve us well as we develop coherence between the budget and the strategic plan that is currently in final revisions.

With this shared understanding of the importance of the strategic plan, the **primary guideline for FY25-29** is that all activities described in the strategic plan (and future iterations thereof) will have clearly identifiable funding in the budget and will be described as part of the work of the relevant unit(s) in their budget narrative.

- Conversely and to the extent possible, activities that are clearly not aligned with the strategic plan will be identified and defunded or a strategy (multi-year and/or starting in later years as needed) for exiting these activities will be described. This is doubly important, not only for the additional time/focus this gives us on our priorities, but also to support long-term budget sustainability.
- To the extent that dashboards or other tools for staff to track the plan's progress are not complete by the end of FY24, resources should be directed so these are developed in FY25.

Above and beyond the specific activities described in the strategic plan, specific guidelines include:

1. STAFFING/ENROLLMENT:

- a. **For FY25:** Address class sizes at the high school to ensure class sizes are closer to recent historical trends, with fewer larger classes, and broader availability of science classes for more students. Leverage new enrollment forecasts to identify where positions can be shifted.
- b. **For FY25:** Provide resources (for staffing and space adaptation) to transition to a full-day model, and return BEEP classrooms from Clark Road to the elementary schools and/or high school.

2. EQUITY:

- a. **For FY25:** Fund Extended School Year programming such that it complies with state recommendations for the number of hours offered.
- b. **For funding no later than the year following any adoption:** Should a policy on life of the school be adopted that requires funding to implement policy, identify said funding.
- c. **By FY26:** Fund an educational equity strategy, articulated by the Office of Educational Equity, that right-sizes the resources directed towards educational equity, whether they are centralized or decentralized.

- d. **By FY29:** Fund summer programming that meets a variety of student needs - for example, expanding summer offerings for high school students so that those on IEPs may access summer electives.

3. BUDGET:

- a. **For FY25:** To the extent possible, provide funds for approved School Improvement Plan activities to be expended at the building level.
- b. **Starting in FY26:** Align SIP process as part of budget cycle to ensure SIP activities are identifiable and funded in the budget. SIPs for FY26 will need to be adopted in late spring FY24 to allow for incorporation of the SIP into the FY26 budget which is created in FY25.
- c. **Starting in FY25:** Return to prior practice of holding reserve funds for a limited number of staff. This can be done over multiple years to lessen the impact of any one year.

Section 1f: Superintendent's FY25 Budget Executive Summary

Greetings Brookline,

It is with immense gratitude and enthusiasm that we present to you this year's initial budget request, a testament to the collaborative spirit and unwavering support of our incredible community. Your overwhelming approval of the operating override has not only demonstrated your trust in our vision but has also empowered us to make strategic investments that will shape the future of our community.

We extend our heartfelt thanks to each member of our community who participated in the override process. Your engagement, feedback, and commitment to our shared goals have been instrumental in crafting an initial budget request that aligns seamlessly with our collective aspirations. The override reflects not only a financial decision but a commitment to progress, growth, and the well-being of our community.

As you delve into the details within these pages, you will find a commitment to greater transparency. We believe in keeping our community informed about every aspect of our financial decisions, ensuring that you have a clear understanding of how resources are allocated and why specific investments have been prioritized.

This budget is more than just numbers; it is a strategic roadmap for the future. It outlines our dedication to addressing current challenges, seizing opportunities, and building a foundation for long-term success. Through careful planning and thoughtful consideration, we have aimed to maximize the impact of every dollar spent, ensuring that our community receives the greatest possible benefit.

In the following sections, you will discover the strategic investments we are making to enhance essential services, support community initiatives, and foster an environment where everyone can thrive. Our commitment to budget alignment ensures that every dollar is allocated in a way that directly contributes to our shared vision and goals.

Once again, we express our sincere appreciation for your ongoing support. Together, we are charting a course for a vibrant, resilient, and prosperous community. We invite you to explore the details of this budget, understanding that it reflects our collective efforts and a blueprint for a brighter future.

Thank you for being an integral part of this journey.

Sincerely,

Linus J. Guillory Jr.

Alignment to the School Committee Guidelines and draft Strategic Plan

The draft PSB strategic plan (Appendix B), under development for the past year and a half, identifies five goals for organization and instructional improvements. These goals and the school committee guidelines (Section 1e) will guide work District-wide over the next several years. As you will see as you read this budget request, much work is already underway. The information shared in this executive summary section will highlight the work we are doing and the implications it has for our funding request this year.

Our proposed budget is aligned with School Committee's five-year guidelines in the following ways:

Staffing/Enrollment:

1. **For FY25:** Address class sizes at the high school to ensure class sizes are closer to recent historical trends, with fewer larger classes, and broader availability of science classes for more students. Leverage new enrollment forecasts to identify where positions can be shifted.

This budget includes a request for 5.0 FTE for BHS educators to alleviate larger class sizes. The high school class size and enrollment table reflects the positive impact these additions have on class size in the core subject areas.

2. **For FY25:** Provide resources (for staffing and space adaptation) to transition to a full-day model, and return BEEP classrooms from Clark Road to the elementary schools and/or high school.

Planning is underway to transition BEEP to a full-day model as well as begin returning BEEP classrooms to District buildings/schools. This budget proposal reflects currently BEEP staff moving to a full school day work schedule next year the additional costs are allocated to the revolving fund and have no impact on this spending proposal. Program enrollment is estimated to increase by 65 students as a result of this change.

Three BEEP classrooms transitioned from Clark Road to Driscoll this year. Next year, another classroom will move to Driscoll and one will move to the Roland Hayes school to complete the transition out of the Clark Road Location.

Equity:

3. **For FY25:** Fund Extended School Year programming such that it complies with state recommendations for the number of hours offered.

OTL and OSS have prioritized summer learning experiences for students within their budget allocation.

4. **By FY26:** Fund an educational equity strategy, articulated by the Office of Educational Equity, that right-sizes the resources directed towards educational equity, whether they are centralized or decentralized.

OEE has requested expanded resources and supports for District staff including Equity leads for each school

Budget:

5. **For FY25:** To the extent possible, provide funds for approved School Improvement Plan (SIP) activities to be expended at the building level.

School Improvement Plans are being rewritten this year to align with the strategic plan. Current School Improvement Plan goals are included in the budget for each school and Principals have shared ways that funding is supporting the SIP in their budget commentary.

6. Starting in FY25: Return to prior practice of holding reserve funds for a limited number of staff. This can be done over multiple years to lessen the impact of any one year.

Potential reserve fund positions at the elementary level have been identified in the budget where applicable and 1.05 FTE of the new 5.0 positions has been set aside in the high school to address this concern.

Enrollment History & Projection

The FY25 budget was developed based on an enrollment of 7,147 students (Figure 1f-1) assuming enrollment patterns similar to FY24. The total estimated increase in enrollment for FY25 is 42 students. The most significant increase (65), we hope to realize in our Pre-K population based on interest in our expanded school day program in BEEP.

We anticipate the K-12 population will decline slightly by 22 students. The enrollment was determined based on moving each cohort of students up on grade level and estimating the incoming Kindergarten population based on recent enrollment trends provided by our Data team.

The Public Schools of Brookline welcomed 497 non-resident students in FY24; 299 METCO students and 198 non-resident students of School and Town employees. The same number of students are expected to attend next year. The District receives a modest annual tuition payment (\$3,332/student, \$600,000 in FY24), known as “material fee”, from Brookline employees for their children to attend PSB, and the state provides grant money for METCO students to offset the cost to Brookline. These resources fund a portion of our direct expenses and are an important part of the spending plan.

There are three groups tasked with developing enrollment projections in FY24 to inform future planning in the District: New England School Development Council (NESDEC, a non-profit organization supporting school district planning and management), Cropper-McKibben (a demographics research firm that previously produced a forecast for PSB), and a local group of community experts. The NESDEC report was completed in November and has been shared with the Town planning office, school administrators, School Committee members, and the other two groups preparing forecasts. This high-level projection predicts declining enrollment over the next 10 years at the district level, but does not provide school-level forecasts. Cropper-McKibben have been working closely with the Town’s planning department and our data team to better understand local demographic and migration patterns to inform their analysis. Their report will be presented in mid-February and will provide school-specific trends. The local community group will be presenting information soon as well.

Total Enrollment	FY22 2021	FY23 2022	FY24 2023	FY25 2024*	Change
Pre-K (BEEP)	255	257	256	321	65
Kindergarten	501	509	471	491	20
Grade 1	516	527	520	471	-49
Grade 2	507	547	527	520	-7
Grade 3	479	534	544	527	-17
Grade 4	534	504	537	544	7
Grade 5	480	544	511	537	26
Grade 6	503	467	519	511	-8
Grade 7	553	521	470	519	49
Grade 8	513	563	511	470	-41
Grade 9	544	510	570	511	-59
Grade 10	509	552	521	570	49
Grade 11	492	507	551	521	-30
Grade 12	518	497	513	551	38
Separate Programming Out of District	24	21	18	18	0
Total Enrollment	6,990	7,116	7,104	7,147	43

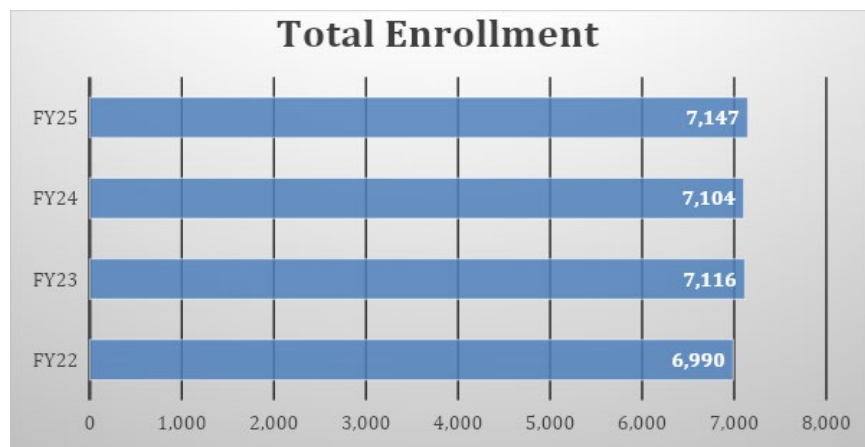


Figure 1f-1. Overall PSB PK-12 enrollment for FY22-24 (actual) and FY25 (projected.) Top: by grade; bottom: overall.

District Staffing Plan

Staffing tables in this document include all staff that report to each location regardless of funding source. Some staff are funded from grants and revolving funds. It is customary to include all staff reporting to a school in the FTE count to ensure that the staffing plan for the school includes all teachers that teach in the building and the sections by grade in the class size chart agree with the staff reported in the school.

In this budget, all FTE's are determined based on the full-time equivalent for the position. In the past, FTE's for paraprofessionals were counted based on the FTE for the position covered in the collective bargaining unit with the highest number of hours worked per day. This causes the overall FTE count to be slightly higher. The FTE count was calculated using the same methodology in FY24 and FY25; therefore, the changes reflect actual changes in staffing between the two years.

The FY25 budget includes a net change in FTE of 21.7. 6.0FTE of these positions are at BHS; one (Athletics Associate Director) was funded through the override process last spring and the other five are teachers at the high school level to address class size concerns in core subject areas. See the High

school budget commentary (Section 3j) for more information about this request. 2.2FTE are associated with net changes in our K-8 program as described in the table below. The balance (14.5) of the FTE count change are fractional increases for the staff working in Brookline Early Education Program (BEEP) now that will be working a full school day next year. The cost associated with this change have been allocated to the BEEP revolving fund.

Staffing Analysis by F.T.E.	2023-24	2024-25	Change	Reduce	Add	Comments
Building Specific Personnel:						
Principals Office	64.1	64.1	0.0			
School Counseling	52.3	52.5	0.2		0.2	Lawrence Guidance Counselor
Related Services	66.3	66.3	0.0			
Special Education	366.2	368.4	2.2		2.2	Increase BEEP staff to Full Day
Early Childhood (Pre-K)	40.7	53.0	12.3		12.3	Increase BEEP staff to Full Day
Kindergarten	56.0	56.0	0.0			
Grade 1	54.0	56.0	2.0		2.0	Add Pierce (teacher and para)
Grade 2	28.0	27.0	(1.0)	(2.0)	1.0	Reduce Hayes and Pierce, Add Driscoll
Grade 3	27.0	27.0	0.0	(1.0)	1.0	Reduce Driscoll, Add Runkle
Grade 4	28.0	27.0	(1.0)	(2.0)	1.0	Reduce Hayes and Runkle, Add Lawrence
Grade 5	26.0	27.0	1.0		1.0	Add Lincoln
Literacy Specialists	20.1	20.1	0.0			
English Language Arts	40.5	42.3	1.8		1.8	Add Baker MS and BHS
English Language Learners	25.5	25.5	0.0			
Math	52.5	53.3	0.8		0.8	Add BHS
Science	45.1	45.9	0.8		0.8	Add BHS
Social Studies	40.4	41.2	0.8		0.8	Add BHS
Health & Wellness	28.0	28.0	0.0			
Library Media/Tech Ed	21.0	21.0	0.0			
Performing Arts	18.7	18.7	0.0			
Visual Arts	16.1	16.1	0.0			
World Language	47.6	48.4	0.8		0.8	Add BHS
Building Support/Security Staff	18.0	18.0	0.0			
Scholars	1.7	1.7	0.0			
Alternative Choice in Education (ACE)	5.0	5.0	0.0			
School within a School	3.6	3.6	0.0			
Interdepartmental	1.4	2.5	1.1		1.1	Add BHS
Career Education (CTE)	11.0	11.0	0.0			
Athletics	4.0	5.0	1.0		1.0	Add BHS
Total School Personnel	1,208.8	1,231.5	22.7	(5.0)	27.7	
District Program & Support Personnel						
Office of the Superintendent and SC	5.0	5.0	0.0			
Office of the Administration & Finance	137.6	136.6	(1.0)	(1.0)		Reduce Human Resources
Office of Educational Equity	2.0	2.0	0.0			
Office of Student Services	26.7	26.7	0.0			
Office of Teaching and Learning	65.0	65.0	0.0			
Total District Personnel	236.3	235.3	(1.0)	(1.0)	0.0	
Total Staff All Funds	1,445.1	1,466.7	21.7	(6.0)	27.7	

Figure 1f-2. FY Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

General Fund Summary and Relation to Strategic Planning

Draft Strategic Plan, Goal 4 (resource management and capacity building) calls for the budget, and more broadly resource management, to be a focal area of improvement over the next several years. One of the perennial challenges in creating transparency and aligning resources to school and district improvement efforts in Brookline relates to a misalignment between the school district organizational design and the Massachusetts Education Reform Act of 1993.

The Education Reform Act shifted centralized control, management, and accountability of resources to a decentralized site-based model. The law fundamentally changed the way schools operate. Oddly, it does not appear that this change was fully implemented in Brookline. When this change occurred, school financial and human resource systems had to be redesigned to allow resources to be allocated and managed by cost center managers (principals, senior district leaders – those budgets as shown in Sections 2 and 3 of this budget) not program managers. The account code structure, controlled by the Town Comptroller's office, is not set-up to accommodate the site-based structure aligned to Department of Elementary and Secondary Education (DESE) reporting and accountability structures.

Prior Deputy Superintendents for Admin and Finance have attempted to change the system or find a way to work around the system to meet these requirements. This has caused inconsistencies in how to record, present, and report data. The data is not in a format that allows for easy comparison of information nor the ability to access information in a way that makes it easy to use data to inform decisions. In addition to the design challenge, there is a need to address some system set-up issues and reestablish data integrity cohesion in our database systems.

The chart of accounts, posting of expenses, and budget allocations have changed several times in recent years. For this reason, when viewing expenses horizontally across years, there can be wild shifts, making it difficult to make meaningful comparisons in spending. The Office of Administration and Finance, in collaboration with the Town Finance Office, are in the process of aligning school account codes to the DESE Chart of Accounts and the Uniform Massachusetts Accounting System (UMAS) account code structures. The FY25 Budget was created to more closely mirror the structure that will be in place next year. The FY24 expenses will be mapped to this coding system at the close of this year to ensure better alignment of expenses between fiscal years in the future. **To emphasize – though this budget provides multi-year comparisons of FY25 vs prior years in the different cost centers shown in Sections 2 and 3, any changes in those dollar amounts may be a result of the shift towards accurate cost accounting rather than signifying a change in practice.** Going forward (i.e. in the FY26 budget request), the accurate cost accounting will have been addressed.

Draft Strategic Plan, Goal 5 (Governance) focuses on the need to consider how the District organizational structure supports the vision for the future. One of the changes in structure that you will notice in the organization chart this year (Section 1c) is a move to streamline data under one Office. The Office of Strategy and Performance is therefore within the Office of Administration and Finance and renamed as Data and Information Systems. This move is integral to improving workflows across domains as well as support our goals are improving transparency, accuracy, and reporting of data in all domains of the organization. In year three of implementation, the final district wide organizational structure will be finalized.

The initial FY25 budget request presented for consideration is \$138,642,989, representing an overall increase of \$7,945,807. Last year, the estimated budgetary increase for the FY25 level service budget with a few new enhancements was \$137,101,490. What the budget planning could not account for when preparing the projection was the costs associated out-of-district tuition and transportation, above and beyond those forecast last year. The non-salary budgetary increases associated with these costs (see Section 2d) next year are \$1,943,220. The budgetary increase associated with the atypical class sizes in our honors and AP classes at the high school are \$401,000 (see Section 3j). Over the next several months we will continue review and refine our request in an effort to find additional ways we can relieve the impact this proposal has on the taxpayers in the community.

The following charts provide district-wide summaries of budget by cost center (district offices, schools) and by account. We hope that providing the information in these two formats will help the reader better understand the information presented in the budget. The account-based view collapses the cost center information in a way the mitigates the impact of the reclassification of expenses between district (centralized) and school (decentralized) cost centers over the three years.

Cost Center	FY23 Expense	FY24 Budget	FY 25 Proposal	FY24 vs. FY25
Superintendent	1,111,865	588,699	768,740	180,041
Administration & Finance	8,098,076	10,705,416	10,686,152	-19,264
Educational Equity	240,739	275,718	459,207	183,489
Student Services	18,578,443	13,240,218	12,849,648	-390,570
Teaching & Learning	5,055,425	3,243,717	4,910,047	1,666,330
Brookline Early Education Program	1,119,728	1,231,042	4,108,994	2,877,952
Edith C. Baker	9,268,797	9,956,934	10,054,501	97,567
Michael Driscoll	6,189,640	7,254,296	7,545,122	290,826
Roland Hayes	5,686,402	6,663,901	6,733,949	70,048
Amos A. Lawrence	7,251,653	8,787,451	8,963,987	176,536
William H. Lincoln	7,262,042	8,542,477	8,601,850	59,373
John Pierce	7,636,236	8,521,480	9,421,499	900,019
Florida Ruffin Ridley	10,125,572	11,623,884	11,979,065	360,375
John D. Runkle	7,574,081	8,820,256	9,093,192	272,936
Brookline High School	28,541,901	31,246,887	32,467,036	1,220,149
Grand Total	123,740,600	130,702,376	138,642,989	7,945,807

Figure 1f-3. Summary of budget by cost center (district offices, schools).

Account Description	FY23 Expense	FY24 Budget	FY 25 Proposal	FY24 vs. FY25
Salary	109,182,402	113,831,865	119,764,918	5,933,053
Online Books, Subscriptions & Tools	612,870	1,439,061	1,256,581	(182,480)
Professional/Technical Services	2,079,494	2,500,247	2,824,413	329,361
Legal Services	365,651	225,000	274,184	49,184
Transportation - Public Carrier	11,940	4,500	25,000	20,500
Transportation - Private Carrier	2,966,832	3,941,136	4,512,235	571,099
Field Trips	11,427	17,000	31,697	14,697
Tuition to Mass Schools	82,233	65,190	75,868	10,678
Tuition to out of State Schools	13,282	104,175	154,248	50,073
Tuition to Non Public Schools	3,839,466	4,060,633	4,659,568	598,935
Tuition to Collaboratives	-	376,250	413,875	37,625
General Supplies	2,128,798	1,915,488	2,056,353	140,865
Textbooks & Print Materials	282,647	371,944	321,090	(50,854)
Mileage	11,674	12,987	23,349	10,362
Education/Training/Conferences	147,077	293,252	456,667	163,415
School Athletics Insurance	8,600	8,600	8,918	318
LTD Insurance	37,284	40,000	40,000	-
Claims & Settlements	1,699,391	250,000	486,080	236,080
Gasoline	14,257	10,250	10,250	-
Annuity Employer Purchase	-	12,000	12,000	-
IT Infrastructure Equipment	125,797	68,480	68,480	-
Purchased Computers	37,800	105,000	105,000	-
Furniture/Fixtures/Equipment	41,677	13,000	25,896	12,896
Leased Computers	40,000	1,036,318	1,036,318	-
Grand Total	123,740,600	130,702,376	138,642,989	7,945,807

Figure 1f-4. Summary of budget by cost center (district offices, schools).

Note: The listed accounts are in account number order, which is not shown here for simplicity's sake.

Section 2: District

Section 2a: Office of the Superintendent and School Committee

Commentary

Presented by Dr. Linus Guillory

The budget for the Office of the Superintendent includes costs associated with the School Committee and the Superintendent's Office. Funding in this cost center supports memberships to trade associations, conference and workshop fees, travel, general supplies to run the office and conduct meetings, and contracts for professional and technical services. In addition, there are five full-time positions funded in this cost center budget including the Superintendent, two Executive Assistants (one to support the Superintendent and one to support the School Committee), a communications specialist (previously reported in the Office of Strategy and Performance, as noted in Section 1c), and the BEU president per the collective bargaining agreement. The BEU president does not teach and cannot be reported as an educational expense at the high school; therefore, it has been reclassified as a district, general administrative expense (previously it was reported in the high school budget). The majority of the increase in the salary line is associated with this reclassification.

Expenses and Staffing

Account Description	FY23 Expense	FY24 Budget	FY 25 Proposal	FY24 vs. FY25
Salary	451,052	463,049	661,090	198,041
Online Books, Subscriptions & Tools	209	300	300	-
Professional/Technical Services	4,336	90,150	50,150	(40,000)
Transportation - Private Carrier	440	1,000	1,000	-
General Supplies	23,928	7,700	13,000	5,300
Education/Training/Conferences	32,753	26,500	43,200	16,700
Claims & Settlements	599,148	-	-	-
Grand Total	1,111,865	588,699	768,740	180,041

Figure 2a-1. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY25 vs prior years, comparisons across years may be impacted by updated accounting practices, as described in the Executive Summary.

Staffing Analysis by F.T.E.	2023-24	2024-25	Change	Reduce	Add	Comments
Office of the Superintendent & School Committee (OS&SC)						
Superintendent	3.0	3.0	0.0			Executive Assistant and BEU President
School Committee	2.0	2.0	0.0			
Total OS&SC	5.0	5.0	0.0	0.0	0.0	

Figure 2a-2. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Section 2b: Office of Administration and Finance

Commentary

Presented by Dr. Susan Givens

The Office of Administration and Finance comprises five departments: finance, human resources, food services, data and information systems, and operations. The staff that provide these educational support services are committed to providing user-friendly systems, high-quality programs, and great customer service for an affordable price. In service to this commitment, the departments within the Office of Administration and Finance are reviewing the systems, structures, workflows and services currently provided to identify ways to better align and improve support systems across the district. The chart below outlines the services provided by each department. As noted in Section 1c, the Office of Strategy and Performance has been merged with the Office of Administration and Finance and is now title Data and Information Systems.

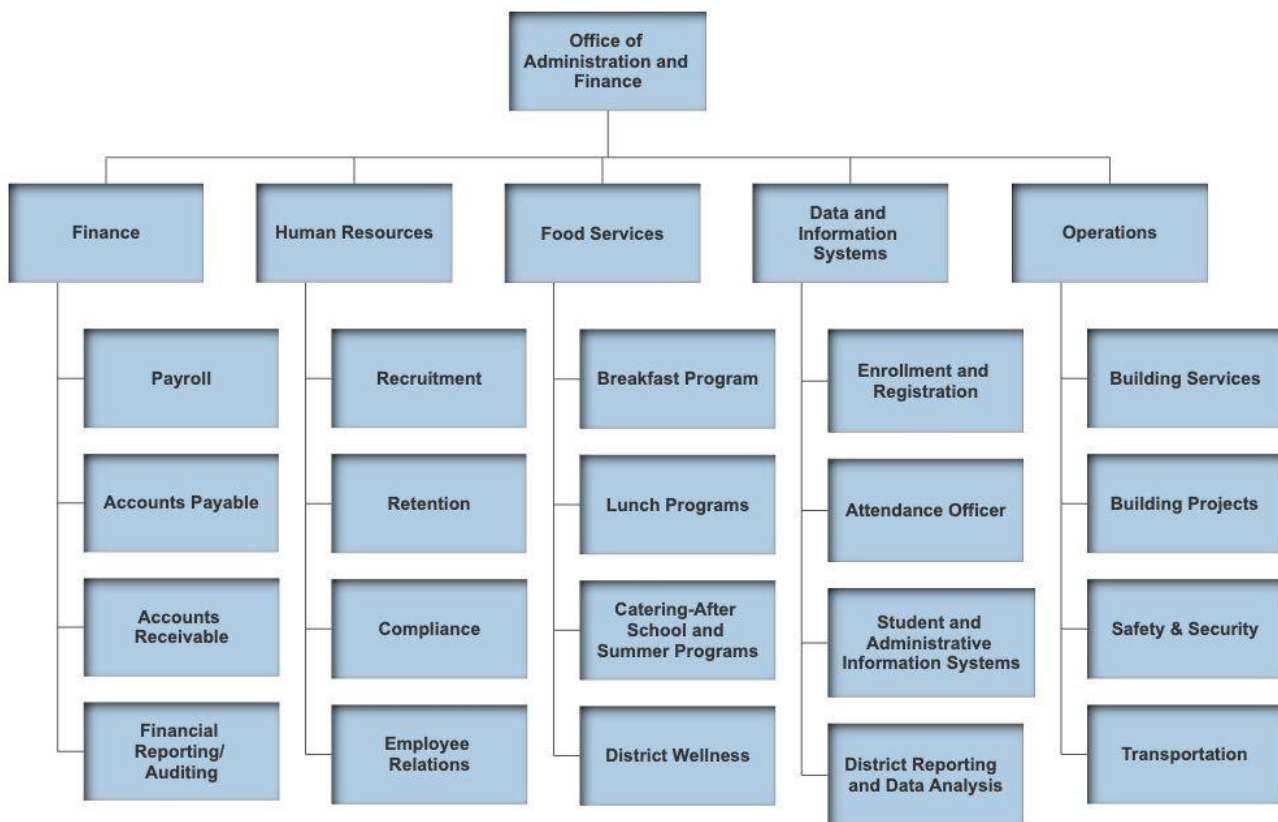


Figure 2b-1. Org chart by function.

The draft Strategic Plan (Appendix B) highlights five goals for organizational and instructional improvement. Goals 4 (management and capacity building) and 5 (governance) relate to the Office of Administration and Finance (OAF) in a very impactful way. In essence these two complementary goals call for a comprehensive review and redesign of organizational structures, systems, workflows, and procedures to ensure that employees have a positive, welcoming environment to work in, information is accurate and accessible in real time, and staff have an efficient, consistent, reliable way to access the

resources necessary to perform their job. In FY24, the focus areas for the Office of Administration and Finance are:

1. Creating a building-based budget that meets Department of Elementary and Secondary Education (DESE) and Department of Revenue (DOR) accounting/financial reporting requirements, industry budgeting standards, and School Committee guidelines;
2. Working with a consultant and other parties to update enrollment projections to aid planning;
3. Developing and implementing strategies to recruit, retain, and sustain talent in all positions;
4. Planning for relocation and/or relocating Clark Road and Pierce School programs and staff to space in town-owned facilities; and
5. Redesigning HR's and Payrolls organizational structure and related systems, workflows, and procedures for recruiting, hiring, onboarding and employment separation.

A few highlights of progress toward the achievement of these goals are summarized below.

Building Based Budget. The FY25 budget has been created with an eye to implementing a new accounting code structure that meets DESE and DOR requirements in July. The budget format aligns with level one industry standards for budget presentation and meets the School Committee budget document guidelines.

Enrollment Projections. There are three groups tasked with developing enrollment projections in FY24 to inform future planning in the District: New England School Development Council (NESDEC, a non-profit organization supporting school district planning and management), Cropper-McKibben (a demographics research firm that previously produced a forecast for PSB), and a local group of community experts. The NESDEC report was completed in November and has been shared with the Town planning office, school administrators, School Committee members, and the other two groups preparing forecasts. This high-level projection predicts declining enrollment over the next 10 years at the district level, but does not provide school-level forecasts. Cropper-McKibben have been working closely with the Town's planning department and our data team to better understand local demographic and migration patterns to inform their analysis. Their report will be presented in mid-February and will provide school-specific trends. The local community group will be presenting information soon as well. It is important to note that the FY25 budget was developed assuming enrollment patterns like FY24 (see Section 1f for more details.)

Process Improvements. The PSB Human Resources Department, PSB Payroll Office, and Town Payroll Office have been meeting regularly since July to evaluate strengths and challenges of existing systems (Munis, Talent Ed, AESOP, ASPEN) workflows, and procedures. Based on this assessment, PSB Payroll and HR departments have been redesigned with clear roles and responsibilities delineated for all positions. In addition, new workflows and procedures for setting up new employees and processing school payroll have been developed and are being implemented. Significant improvements to the systems and processing protocols are a high priority for the Town and School Finance offices this year.

Clark Road and Pierce School Relocation. Last year, a decision was made to terminate the lease at Clark Road at the end of June 2024. This location serves as the headquarters for the BEEP program, an annex for district central office employees, and houses several BEEP classrooms. The administration has taken this opportunity to consider all current and future facing programming needs for Town Hall

and Clark Road staff. The plan shifts staff at Town Hall and to Town Hall by functional area, moves some staff to the Baldwin school, and transitions others to schools within the District. To the extent possible, this plan is designed to provide most staff with a more permanent location to work within the District. For this plan to be habitable and functional for staff, Baldwin will need infrastructure updates and minor renovations. Capital Improvement Plan funds from FY24 are being used to update the plumbing, electrical, and HVAC systems at Baldwin this year. Additional funding has been requested through the CIP to complete the most urgent renovation over the summer to ensure staff are settled for the new school year. Last, renovations at the Newbury College site on Fisher Avenue and the Old Lincoln School are progressing nicely and will be ready to welcome Pierce students and staff by mid-June.

Human Resource Redesign. Hiring staff with the right skills, knowledge, and attitude, retaining them within the organization, and sustaining their enthusiasm for the work over time, is the most important function of the Human Resource department. First impressions matter. Our values of respect, treating people with dignity, diversity, and creating a welcoming environment for all who walk through our door should be reflected in all of our processes and interactions with people. With this in mind, the HR department has been reimagined. In FY24, our focus is on hiring and/or training staff to fill new and/or open positions and reengineering our hiring and onboarding systems, forms, and workflows to streamlining, diversifying, and simplifying our processes for applicants and new hires.

In addition to advancing the above FY24 goals, the Office of Administration and Finance will take a deeper look at financial, IT, and data systems, workflows, and procedures in FY25.

FY25 Budgetary Changes by Department

Overall, the expenses allocated to the Office of Administration and Finance appear to be less (by \$19,264) in FY25 than in FY24. This is due in part to the reduction of one position in the Human Resources Department. There is also a reclassification of transportation expenses from OAF to the athletics department at BHS. The only significant increase (\$291,631) in the OAF budget appears in the professional/technical services line. The majority of this increase is associated with additional necessary coverage for cleaning services at Driscoll and Pierce. Information regarding non-salary, operating expenses for each department is summarized below.

Data, Information Systems, IT Department. Expenses for Data, IS and IT include software licenses for our enrollment and registration office, student information system (ASPEN), and network infrastructure administration and security. There is also funding set aside for new computer equipment for infrastructure and leases for staff and student devices. Leasing devices allows us to maintain a high level of functionality with new equipment regularly phasing out older models. There is also funding for professional and technical services needed to maintain our systems as well as funds for general supplies/parts, and staff professional development.

Finance. Items funded in the budget for the Finance Department include premiums for long term disability and annuities, professional/technical services (auditing, shredding, and bank charges), memberships, dues, and fees to participate in Association of School Business Officials International (ASBO), Massachusetts Association of School Business Officials (MASBO) and area roundtable meetings and conferences.

Food Services. The Food Service program is funded exclusively from special revenue funds. Information on major, recurring special revenue funds is in Section 4b.

Human Resources. Costs associated with the Human Resources department include funds for hiring, recruiting, onboarding and staff attendance software as well as resources for recruitment, advertising, and retention related services. Modest amounts are also available for general supplies, association memberships, and attendance at trade association meetings, job/career fairs, and conferences.

Operations (Facilities and Transportation). The most significant expense in the Facilities budget is for the outsourced portion of our cleaning program that supplements our custodial services staff. The increased funding requested on the professional/technical service line supports additional custodial support for the Driscoll and Pierce school. There are no additional cleaning costs for the Baldwin site. The budget supports association dues and training resources for the operations department. There is also funding for cleaning supplies, paper products, and other consumable items used to maintain a clean and sanitary environment for staff and students.

Transportation in this cost center is associated with regular day transportation costs to transport students to and from school. This line item supports four daily bus runs for the elementary schools, and two late bus runs for the high school servicing south Brookline.

NOTE:

- There is some variation in expenses between FY24 and FY25 due to the reclassification of expenses related to Athletics transportation. In FY25 it is now back in the High School budget with the rest of the Athletics expenses, as it was in FY23 and earlier years.
- For the Pierce School renovation relocation, the transportation plan is for two buses to make two runs each from a designated pick-up point to the Fisher Avenue campus. Students attending the old Lincoln campus will be walking. The costs of this transportation will be funded from the Pierce construction budget; therefore, the funding does not appear here.

Expenses and Staffing

Account Description	FY23 Expense	FY24 Budget	FY 25 Proposal	FY24 vs. FY25
Salary	5,448,413	6,263,668	6,100,245	(163,423)
Online Books, Subscriptions & Tools	275,519	708,557	717,580	9,023
Professional/Technical Services	764,195	1,045,591	1,337,222	291,631
Legal Services	252,756	145,000	150,000	5,000
Transportation - Private Carrier	622,546	779,860	600,040	(179,820)
General Supplies	521,714	476,392	487,642	11,250
Mileage	514	500	500	-
Education/Training/Conferences	(68,193)	19,050	26,125	7,075
LTD Insurance	37,284	40,000	40,000	-
Claims & Settlements	3,807	-	-	-
Gasoline	8,400	5,000	5,000	-
Annuity Employer Purchase	-	12,000	12,000	-
IT Infrastructure Equipment	125,797	68,480	68,480	-
Purchased Computers	37,800	105,000	105,000	-
Furniture/Fixtures/Equipment	27,524	-	-	-
Leased Computers	40,000	1,036,318	1,036,318	-
Grand Total	8,098,076	10,705,416	10,686,152	(19,264)

Figure 2b-2. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY25 vs prior years, comparisons across years may be impacted by updated accounting practices, as described in the Executive Summary.

Staffing Analysis by F.T.E.	2023-24	2024-25	Change	Reduce	Add	Comments
Office of Administration and Finance						
Administrative Staff	2.0	2.0	0.0			
Finance	6.0	6.0	0.0			
Food Services	61.6	61.6	0.0			
Human Resources	5.0	4.0	(1.0)	(1.0)		Reorganization of HR and payroll functions
Operations & Facilities	52.5	52.5	0.0			
Data & Information Systems	10.5	10.5	0.0			
Total OAF	137.6	136.6	(1.0)	(1.0)	0.0	

Figure 2b-3. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Section 2c: Office of Educational Equity

Commentary

Presented by Claire Galloway-Jones

The Office of Educational Equity (OEE) advances the Public Schools of Brookline's commitment to equity by working to ensure a safe education and work environment for all. It champions and values the diversity of our district and works to eliminate bias and discrimination from impeding success for all. It recognizes the crucial role families, caregivers, and community partners in supporting our work. OEE will work with community partners to develop and align resources to eliminate barriers and expand learning access for all students.

OEE will continue to work to uplift and advance the district's core values and goals with an intentional focus on **Educational Equity**, where the Public Schools of Brookline are committed to identifying and eliminating barriers to educational achievement in our schools. OEE will ensure that the Public Schools of Brookline's profile is one of being a Culturally Competent and Responsive (CCR) School District with Culturally Competent and Responsive Educators (CCREs).

The Public Schools of Brookline
Office of Educational Equity Organization Chart (FY24)

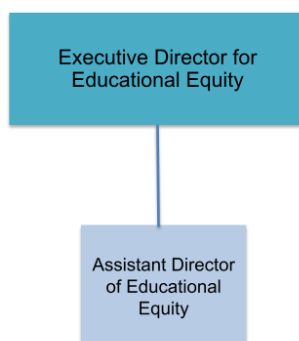


Figure 2c-1. Org chart.

FY25 Proposed budget priorities and accomplishments:

- Coordinating and delivering transformative, measurable professional development around diversity, equity, and inclusion (collaboration with Office of Teaching and Learning)
- Conducting curriculum reviews/ audits that will allow for anti-racist, anti-biased content and pedagogy across the district (collaboration with Office of Teaching and Learning)
- Enhancing our diverse educator pool and effectively supporting and retaining educators of color (collaboration with Office of Administration and Finance)
- Coaching administrators and educators on a comprehensive adaptation of Culturally Responsive Teaching practices (collaboration with Office of Teaching and Learning)
- Supporting the METCO program and working with educators and families on our "belonging" culture for all students and staff (collaboration with Office of Teaching and Learning)

Ongoing FY24 Accomplishments:

- Senior Leadership, Senior Directors of OTL, Director of Clinical Services and SEL, and High School Principal participating in MASS Racial, Equity, Diversity, and Inclusion (REDI) professional learning.
- Nine BIPOC Leaders across the district participated in the Leaders of Color Leadership Seminar and Harvard starting in October of 2023.
- Five SEED (Seeking Educational Equity and Diversity) Seminars are being facilitated across the district (2@HS and 3@K-8). We filled the vacant Assistant Director of Educational Equity position in November 2023.
- OEE leaders participated in the Building Bridges Conference in November 2023 and the METCO Directors Conference in December 2023—Equity Parent Engagement Series Planned for 2024.
- We have planned Professional Learning for teachers and staff for 2024, Initiatives for Developing Equity and Achievement for All Students (IDEAS).

Our goals will continue developing initiatives that move the district to a model that reflects a CCR School District with increased culturally responsive teaching practices. This is done by expanding individual capacity to engage in diversity and inclusion discussions, disrupting the legacy of systemic racism, and creating a school culture that is proactively responsive to the needs of students, families, staff, and our greater Brookline community. The department is looking to build on current partnerships and strengthen them. Active steps must be taken to improve the district and community relationship.

The OEE pathway to this portrait is growing educators through ongoing professional learning. While some of this can be done during our minimal time with leaders and staff, we need time outside of contractual hours, so providing staff with opportunities to engage in off-site focused learning is essential. We are committed to providing students with what they need to grow and excel; this can only happen with a commitment to a cultural shift and financial commitment to addressing the needs of our practitioners.

FY25 Budgetary Changes

The FY25 budget put forth by OEE reflects the need to continue to expand capacity and meet our goal of a CCR School District:

- Conduct a comprehensive Equity Audit of PSB (\$60,000), a systemic examination of data across schools and the district.
- Increase funding (\$44,000) to establish twenty-two Equity Leads to increase capacity at each school across the district.
- Increase funding (\$35,000) for sending staff to professional development workshops that align with the PSB Strategic Plan, OEE Goals, and School Improvement Plans across the district.
- Continue to enhance our diverse educator pool and effectively support and retain educators of color.

Expenses and Staffing

Account Description	FY23 Expense	FY24 Budget	FY 25 Proposal	FY24 vs. FY25
Salary	226,268	239,218	293,207	53,989
Professional/Technical Services	144	-	60,000	60,000
Transportation - Private Carrier	3,080	-	-	-
General Supplies	3,972	15,000	49,000	34,000
Education/Training/Conferences	7,275	21,500	57,000	35,500
Grand Total	240,739	275,718	459,207	183,489

Figure 2c-2. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY25 vs prior years, comparisons across years may be impacted by updated accounting practices, as described in the Executive Summary.

Staffing Analysis by F.T.E.	2023-24	2024-25	Change	Reduce	Add	Comments
Office of Educational Equity	2.0	2.0	0.0			

Figure 2c-3. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Section 2d: Office of Student Services

Commentary

Presented by Elizabeth O'Connell

The Office of Student Services (OSS) provides comprehensive support and services to each student in Brookline to ensure they have the optimal conditions to receive high-quality instruction and thrive in learning. Departments within (OSS) include Special Education, Clinical Services and Social and Emotional Learning, Nondiscrimination Initiatives (Title II, Title IV, Title IX, Section 504 of the Rehabilitation Act, McKinney-Vento Act), and Health and Medical Services. The Office of Student Services administrative structure is below.

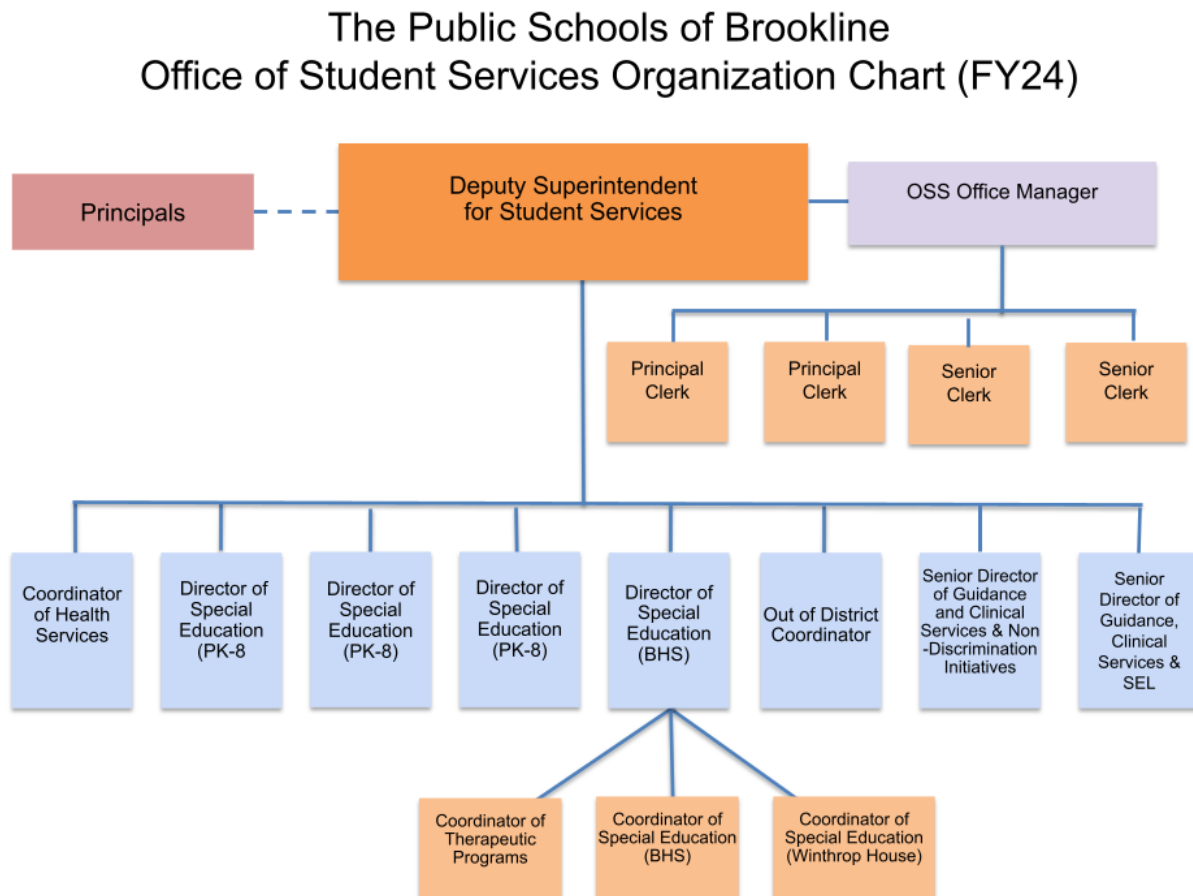


Figure 2d-1. Org chart by function.

Special Education

The Office of Special Education ensures that students have meaningful access to the general education curriculum through the provision of supports, services, accommodations and modifications as documented in the student's Individualized Education Program (IEP). OSS provides a continuum of placement options for the student to receive an appropriate education designed to meet their educational needs in the least restrictive environment with non-disabled peers. When the nature of the student's disability is so severe that their needs cannot be met with appropriate aids and services,

consideration is given to explore the full continuum of placement options. These options include a general education setting, substantially separate classrooms, out-of-district schools, or hospital settings.

In partnership with the Office of Teaching and Learning, the Multi-Tiered System of Support (MTSS) and Interventions provide additional system wide support around the MTSS process, the pre-referral process, and strategic tutoring support.

Clinical Services and Social Emotional Learning

The Office of Clinical Services realizes that students learn best when they feel safe and supported in school, both physically and emotionally. Fostering a sense of belonging creates an environment where learning can thrive. When learning feels open and collaborative, children feel safe to share ideas and develop confidence in taking risks and applying their knowledge and skills. At PSB, a sense of belonging is foundational to the work of all clinicians supporting students, helping to protect children against mental health challenges and improve their learning.

To this end, the OSS leadership team supervises district level guidance staff, school adjustment counselors and psychologists, ensuring that school-based staff use the most effective strategies to foster a safe learning climate and maximize student engagement and achievement. Skills taught help students with navigating school and life, including but not limited to:

- Managing and understanding emotions
- Understanding and being able to relate to others
- Appreciating diversity
- Identifying resources and supports
- Making responsible decisions through critical thinking
- Developing perspective taking and problem-solving skills

Nondiscriminatory Initiatives

The Office of Student Services is dedicated to protecting the dignity of every member of the community and our sustained connection to one another, to our campus, and to our draft Strategic Plan. PSB does not discriminate in its programs and activities on the basis of any legally recognized status, including, but not limited to race, color, sex, gender identity or expression, sexual orientation, religion, ethnic or national origin or ancestry, physical or mental disability, pregnancy, or veteran status.

For students in homeless situations, the McKinney-Vento Act guarantees access to education and other services that will allow them to meet the same student achievement standards to which all students in the Public Schools of Brookline are held.

The Office of Student Services also monitors the design and implementation of 504 Education Plans. Section 504 of the Rehabilitation Act of 1973, a federal law that requires the provision of reasonable accommodations to students with disabilities to access a free, appropriate public education (FAPE) and the opportunities and experiences associated with it, including after school activities.

Health and Medical Services

At PSB, the Office of Health and Medical Services develops and implements strategies and safeguards to protect, promote and manage the health and safety of students and staff, prevent and address student health concerns that may interfere with learning, as well as prevent illness and injury throughout the school year. This requires ongoing compliance with federal and state laws, maintaining health procedures that guide health practice and following public health recommendations.

Strategic Planning

The PSB draft Strategic Plan highlights priority goals for organizational and instructional improvement within the Office of Student Services:

- **Family and Staff Engagement:** OSS continues to cultivate an inclusive school culture by prioritizing social and emotional wellness and strengthening relationships so that all students, staff and families/caregivers feel engaged, safe and valued. As one example, the special education process survey was introduced as a routinized survey to seek parent/guardian feedback after every special education meeting. Feedback in real time has allowed members of the OSS leadership team to respond immediately to questions and/or concerns, creating a culture of transparency, trust and collaboration.
- **Teaching and Learning:** In partnership with the Office of Teaching and Learning (OTL), pre-referral practices across the District have been strengthened. District-wide Child Study and Student Intervention teams have been retrained with targeted professional development. Through in-district analysis, the continuity of programming across grade levels and among schools remains a critical element of providing coordinated programming for the most vulnerable students, allowing most students to remain in their home communities while achieving mastery of skills within the general education curriculum. Priorities remain the expansion of specific in-district programs for students with autism and those with significant mental health vulnerabilities. The updated Individualized Education forms for IEPs will go into effect in September 2024 and will require updated tools and resources for data driven IEPs. Additional focus on expanding opportunities for extended school year programming is in process but will require resources as well.
- **Community Engagement:** OSS continues to strengthen school, family and organizational partnerships in order to promote the social emotional learning of all students living in Brookline. This includes students attending out of district schools who deserve equitable access to Brookline's nonacademic and extra-curricular offerings.

FY25 Budgetary Changes

With the ongoing transition to a school-based budgeting system, salary expenses continue to migrate from their former home in centralized Student Services budgets out to locations directly serving students. In the FY25 budget, \$1,620,130 in salary expense is moving from the Student Services budget to the Early Education (BEEP) budget, while other shifts totaling \$713,660 are shifting to other schools. While this looks like a reduction in staffing to Student Services, it is simply a reallocation of staff to different budget locations.

With the non-salary expenses, Student Services is requesting an increase of \$1,943,220. The main elements of this request are transportation at \$943,174, out of district tuition at \$697,311 and legal services & settlements, which together will increase by \$280,264. There is also \$34,408 in increased professional development funding requested.

With the reallocation of staffing to student centered locations, the overall Student Services budget looks to have a decrease of \$390,570, but in fact the budget is rising by nearly \$2,000,000.

We anticipate our student population enrolled in out of district placements will remain steady in FY25.

Enrollment	FY22 2021	FY23 2022	FY24 2023	FY25 2024*	Change
Out of District	62	56	65	65	0

Figure 2d-2. Out of district placements by fiscal year.

Expenses and Staffing

Account Description	FY23 Expense	FY24 Budget	FY 25 Proposal	FY24 vs. FY25
Salary	11,190,115	5,292,358	2,958,568	(2,333,790)
Professional/Technical Services	38,852	39,800	550	(39,250)
Legal Services	112,895	80,000	124,184	44,184
Transportation - Public Carrier	11,940	-	20,000	20,000
Transportation - Private Carrier	2,340,766	2,920,691	3,863,865	943,174
Tuition to Mass Schools	82,233	65,190	75,868	10,678
Tuition to out of State Schools	13,282	104,175	154,248	50,073
Tuition to Non Public Schools	3,839,466	4,060,633	4,659,568	598,935
Tuition to Collaboratives	-	376,250	413,875	37,625
General Supplies	44,611	45,621	50,620	4,999
Mileage	2,104	-	2,314	2,314
Education/Training/Conferences	5,744	5,500	39,908	34,408
Claims & Settlements	896,437	250,000	486,080	236,080
Grand Total	18,578,443	13,240,218	12,849,648	(390,570)

Figure 2d-3. Expenses by account. NOTE:

- Though this budget provides multi-year comparisons of FY25 vs prior years, comparisons across years may be impacted by updated accounting practices, as described in the Executive Summary.
- BEEP expenses for students on IEPs were charged and funded through the Office of Student Services, District Accounts in FY23 and FY24. All expenses associated with BEEP now appear together in FY25.

Staffing Analysis by F.T.E.	2023- 24	2024- 25	Change	Reduce	Add	Comments
Office of Student Services						
Administrative Staff	9.0	9.0	0.0			
Administrative Support	5.2	5.2	0.0			
Related Services	12.5	12.5	0.0			
Summer School ESY	0.0	0.0	0.0			
Other OSS	0.0	0.0	0.0			
Total OSS	26.7	26.7	0.0	0.0	0.0	

Figure 2d-4. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Section 2e: Office of Teaching and Learning

Commentary

Presented by Dr. Jodi Fortuna

The Office of Teaching and Learning (OTL) is responsible for overseeing the development, implementation, and evaluation of teaching and learning, PreK-12. We work in collaboration, cooperation and coordination with other district leaders, caregivers and the community to provide the conditions for high academic achievement for all students and excellence in teaching. The OTL administrative structure is below.

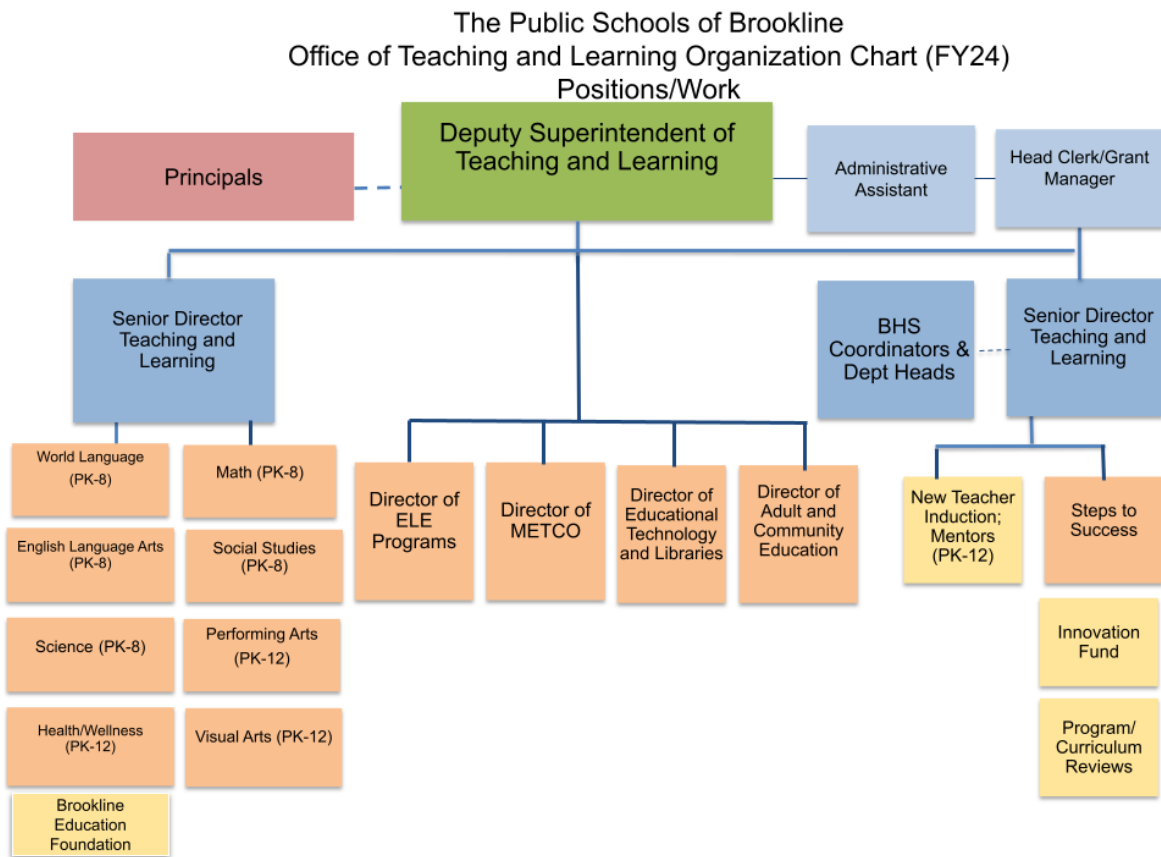


Figure 2e-1. Org chart.

FY24 Accomplishments

- A new Deputy Superintendent of Teaching and Learning, Dr. Jodi Fortuna, was hired.
- OTL partnered with the Hill for Literacy to conduct a thorough needs assessment of our literacy instruction preK-12.
- OTL's partnership with New School Solutions has allowed us to explore our middle school scheduling model with an eye towards making the experience more equitable for all students in the middle grades.
- OTL launched a K-8 world language redesign to create a robust program that serves the needs of our students to the highest extent possible, given the resources we have.

Summer Programming

Brookline's public schools offer a robust menu of summer programming in addition to ESY programming for our students with disabilities.

Project Discovery works to accelerate the reading progress of our elementary students. Project Discovery occurs over four weeks in the summer and meets each morning, Monday through Friday.

STAR Academy is a program that is designed for our students who are English Learners and/or participants in our Metco Program. This program meets for three weeks over the summer.

Our middle school learners have several robust offerings designed to accelerate their progress during the school year. The Calculus project meets for several weeks over the summer. It brings together middle and high school scholars to prepare for and ensure success in a rigorous course of study in high school mathematics.

Our Steps to Success Scholars also meet over the summer. Rising 8th and 9th-grade students meet in the Summer Connections Program four days a week. Our rising 10th through 12th-grade scholars meet five days a week in their Summer Work Connections program, which provides these students with internships.

Our Brookline High School Students also have the opportunity for credit recovery through the High School Summer School Program, which meets from the end of June through July.

Draft Strategic Plan

The first goal of the Strategic Plan highlights the work of OTL with the charge to “Increase achievement for students by establishing a standards-based curriculum delivered using evidence-based, inclusive instruction.” The FY25 budget reflects this priority in the following ways:

- Supporting the adoption of a new literacy curriculum and the professional development needed to implement the curriculum with fidelity.
- New common assessments in English Language Arts for grades K-8 and Math for grades 3-8.
- Redesigning our K-8 World Language Program to best meet the needs of our learners and community, including assessments in all domains of language.
- Sending a team of educators to the equity-based Standards Institute to further our institutional knowledge around the frameworks and how they set the stage for high expectations and standards-based instruction for each and every student.
- Designing and presenting professional development for staff members on multi-tiered systems of support to help scaffold learning for students so that they can meet and exceed the high academic expectations of the Public Schools of Brookline.

FY25 Budgetary Changes

Overall, the expenses allocated to the Office of Teaching and Learning appear to have increased by \$1,666,330 from FY24 to FY25. This is due to the reallocation of existing positions to OTL from other cost centers in the budget. We also made a significant reduction in professional technical services of \$142,000, through the elimination of our funds for consultants as we move to bring projects back under the direction of the talented OTL team.

Expenses and Staffing

Account Description	FY23 Expense	FY24 Budget	FY 25 Proposal	FY24 vs. FY25
Salary	4,409,758	2,686,506	4,444,867	1,758,361
Online Books, Subscriptions & Tools	20,825	34,000	34,000	-
Professional/Technical Services	247,467	405,061	263,061	(142,000)
General Supplies	90,218	13,000	16,074	3,074
Textbooks & Print Materials	15,400	44,000	44,500	500
Mileage	624	3,500	3,500	-
Education/Training/Conferences	71,133	57,650	104,045	46,395
Claims & Settlements	200,000	-	-	-
Grand Total	5,055,425	3,243,717	4,910,047	1,666,330

Figure 2e-2. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY25 vs prior years, comparisons across years may be impacted by updated accounting practices, as described in the Executive Summary.

Staffing Analysis by F.T.E.	2023-24	2024-25	Change	Reduce	Add	Comments
Office of Teaching and Learning(OTL)						
Administrative Staff	3.0	3.0	0.0			
Administrative Support	7.0	7.0	0.0			
Coordinators (K-8)	9.8	9.8	0.0			
English Language Learners	3.0	3.0	0.0			
Conservatory	6.8	6.8	0.0			
Math Specialists	2.0	2.0	0.0			
Literacy Coaches	5.0	5.0	0.0			
METCO	15.4	15.4	0.0			
BACE	5.0	5.0	0.0			
Steps for Success	8.0	8.0	0.0			
Total OTL	65.0	65.0	0.0	0.0	0.0	

Figure 2e-3. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Section 3: Schools

Section 3a: Brookline Early Education Program (BEEP)

Main Office: 2 Clark Road, Brookline, MA 02445

(617) 713-5471

SCHOOL SITE COUNCIL

Margaret Eberhardt
Interim Principal

Tricia Figler, Parent, Co-Chair

Stephanie Leiter, Parent

Marissa Vogt, Parent

Laura Shiman, PT

Andrea Schuettler, SLP

Mary O'Connell, Teacher

Nicki Farrington, Teacher

School Improvement Plan Goals

Our recently elected site council (October 26, 2023) is currently working on a new two-year School Improvement Plan (SIP). The goals of our 2023-2025 SIP will align with PSB's strategic plan and address the following areas:

- 1. Family and Staff Engagement:** Continue to cultivate our inclusive school culture by prioritizing social and emotional wellness and strengthening relationships so that all students, staff and families feel engaged, safe and valued.
- 2. Teaching and Learning:** BEEP educators will work collaboratively to create curricula that incorporates Heggerty (phonics), Foundations (reading) and Second Step (socioemotional learning), accounts for assessment, and are based on the National Association for the Education of Young Children (NAEYC), principles of playful learning.
- 3. Community Engagement:** Strengthen school, family/caregiver and organizational partnerships as the lead agency for the Coordinated Family and Community Engagement Grant (CFCE).

Principal's Budget Commentary

Presented by Margaret Eberhardt

Introduction

Founded in 1972 as a collaborative research project with Boston Children's Hospital, Brookline Early Education Program, affectionately known as BEEP, proudly celebrates 51 years of inclusive early childhood education in the Public Schools of Brookline. Our 24 classrooms in 7 buildings (Ruffin Ridley, Runkle, Driscoll, Hayes, Lynch Center, Putterham and Beacon) provide high quality and developmentally appropriate educational experiences that support the individual needs of each child, while nurturing confidence and independence. Thematic and emergent curriculum units focus on social and emotional skill building, early literacy, math, and science exploration. Families are invited to share their culture, language, and customs in the classroom and out in the community.

BEEP classrooms are “inclusive”, meaning there are typically developing students as well as students with identified special educational disabilities (i.e. Autism, Developmental Delay, Health, etc.). There are two special education programs designed to meet the educational needs of students: RISE (Reaching Independence through Structured Education) supports students living with autism, and/or complex social communication needs and our Comprehensive classrooms support students with more complex developmental or medical needs. Students with identified disabilities have an Individualized Educational Program (IEP) that details the services and educational support they require to make effective progress. The mix of needs, abilities, and interests of our students, along with the insights and expertise of our interdisciplinary team, results in an enriched and supportive learning environment for all students.

BEEP is excited to announce a new **full school day** schedule beginning in 2024-25. Our schedule will align with the start and end time of the PSB Elementary School Day. The new schedule for BEEP will be **Monday - Thursday, 8:00am - 2:30pm** and **Friday, 8:00am- 1:40pm**. We have been working toward this change for three years as we know that access to a high quality, full day public school early childhood program improves outcomes for children providing more opportunities for inclusion, skill building and social and emotional development.

BEEP Budget and Expansion to Full Day

BEEP is funded through three sources:

- 1) General Fund-supports special education programming/staffing as well as tuition assistance for approximately 40 families
- 2) Revolving fund-tuition charged to families (estimated FY25 revenue: \$2.5 million) supports materials, staffing, and curriculum needs of inclusive classrooms; and
- 3) Grants which fund family/caregiver engagement opportunities (Stem and Literacy Saturday Programs), Parent Child + (home visiting program) and Community Playgroups.

With the closure of Clark Road in June of 2024, BEEP will be relocating its administrative team, intake team, several specialists and three classrooms to several different locations in the District. We look forward to re-opening the BEEP@Hayes Classroom, adding a classroom at Driscoll and moving two of our specialists to the Florida Ruffin Ridley School. Locations for our administrative team are still being determined.

Student Enrollment

Admission to BEEP is determined through special education placement and the BEEP general education lottery.

- Special Education Placement: Students may be referred to BEEP for an evaluation as they age out of early intervention or at the request of their families. Students will undergo an evaluation with our intake team of specialists to determine if a placement in BEEP is needed to meet their educational needs.
- General Education Lottery: Families/caregivers may also apply for a spot in BEEP through our general education lottery. Families/caregivers apply from **December 1 to January 15** each year and are notified of their acceptance on **March 1**. We accept approximately 40 students

requiring financial assistance each year. When spots become available during the year, we refer to our waiting list to fill vacancies. We anticipate that the shift to a full day program will be attractive to many families and therefore anticipate an enrollment increase of 65 students in the upcoming year. The enrollment chart on the below provides a summary of our anticipated increase by location.

Staffing/Personnel

The shift from a half day program to a school day program will result in an increase in FTE for many of our teachers and paraprofessionals; however, this shift will not require the addition of any new staff. This increase in cost will not cause an increase to the operating budget; rather, the expenses will be charged to the BEEP revolving fund. The tuition for the Full Day Program has not yet been determined for the 2024-2025 school year; however, it is important to note that tuition will be higher than the current FY24 rate of \$12,209. All fees are subject to School Committee approval.

Non-Salary Operating Costs

There are no significant non-salary operating cost increases anticipated for BEEP in the upcoming school year aside from a modest increase in general supplies to accommodate the increase in enrollment. However, there will be an increase in our lease at the Beacon location to account for the additional time we will use the building next year. The lease is funded through the classroom expansion account in the Capital Improvement plan (see Section 4).

Summary

We are very excited to expand our program presence in our elementary schools. Next year we will have classrooms in Lynch, Driscoll, Hayes, Ruffin Ridley, and Runkle in addition to our offsite locations at Beacon and Putterham. Our move to a school day schedule will optimize learning experiences for students and families, increase learning opportunities and increase access for all families in Brookline.

BEEP Enrollment & Staffing

Enrollment	FY22 2021	FY23 2022	FY24 2023	FY25 2024	Change
Beacon	48	50	46	59	13
Clark	64	64	33	0	-33
Driscoll	0	0	32	65	33
Hayes	0	0	0	17	17
Lynch	54	50	55	65	10
Putterham	43	52	42	64	22
Ridley	31	26	32	34	2
Runkle	15	15	16	17	1
Total Enrollment	255	257	256	321	65
Total Financial Aid Seats: 42					

Figure 3a-1. Enrollment by fiscal year. Prior years are as of October 1, FY25 is projected.

Number of students with Individual Education Plans	
IEP Services, only	26
IEP Full Program	51
IEP Services, only not enrolled	12
Total IEPs	89

Figure 3a-2. Enrollment of students on Individualized Education Plans.

Staffing Analysis by F.T.E.	2023-24	2024-25	Reduce	Add	Change	Comments
Principals Office	5.0	5.0			0.0	
School Counseling	1.0	1.0			0.0	
Related Services	9.4	9.4			0.0	
Special Education	30.2	32.4		2.2	2.2	Increase staff FTE to Full Day
Early Childhood (Pre-K)	40.7	53.0		12.3	12.3	Increase staff FTE to Full Day
Total School Personnel	86.3	100.8	0.0	14.5	14.5	

Figure 3a-3. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Expenses

Account Description	FY23 Expense	FY24 Budget	FY 25 Proposal	FY24 vs. FY25
Salary	1,084,884	1,205,327	4,081,326	2,875,999
Online Books, Subscriptions & Tools	210	2,645	2,910	265
Professional/Technical Services	33,744	22,070	19,573	(2,497)
General Supplies	836	1,000	5,185	4,185
Education/Training/Conferences	55	-	-	-
Grand Total	1,119,728	1,231,042	4,108,994	2,877,952

Figure 3a-4. Expenses by account. NOTE:

- Though this budget provides multi-year comparisons of FY25 vs prior years, comparisons across years may be impacted by updated accounting practices, as described in the Executive Summary.
- BEEP expenses for students on IEPs were charged and funded through the Office of Student Services, District Accounts in FY23 and FY24. All expenses associated with BEEP now appear together in FY25.

Section 3b: Edith C. Baker School

205 Beverly Road, Chestnut Hill, MA 02467 (617) 879-4500

SCHOOL SITE COUNCIL

Saeed Ola
Interim Principal

Scott Lipman, Parent
Gareth Lawson, Parent

Lesley Tomion, Teacher
Dylan Rossi, Teacher

School Improvement Plan Goals

Goal 1: Culturally-responsive teaching practices and resources

If Baker School works to cultivate culturally-responsive teaching practices by providing teachers with support and resources, feelings of connectedness and engagement will increase among African-American/Black students, English Learner students, Asian students, Latinx students, and Arabic-speaking students as evidenced via the Social Emotional Learning (SEL) screening process.

Goal 2: Consistent progress monitoring and data analysis of all students

If Baker School implements consistent progress monitoring and data analysis mechanisms to identify students in need of intervention early, the literacy and mathematics performance for targeted subgroups will increase as evidenced by Benchmark Assessment System (BAS) and MCAS ELA/Math performance.

Goal 3: Built-in time for delivery of Tier 2 and Tier 3 interventions, SEL instruction and support, and enrichment/extension.

If the school schedule at Baker School is structured to allow for more Tier 2 and Tier 3 interventions, comprehensive SEL instruction and support, teacher consult/collaboration, and enrichment/extension, literacy and mathematics performance for targeted subgroups will increase as evidenced by BAS and MCAS ELA/Math performance.

Principal's Budget Commentary

Presented by Saeed Ola

Introduction

The Edith C. Baker School is a vibrant and caring community dedicated to fostering positive and productive relationships among students, teachers, school leadership, staff, and families. Nestled within our walls is a diverse student population that reflects a rich tapestry of cultures, languages, beliefs, and traditions. As a global community, we unite under the guiding principles of our school motto: "Work Hard. Be Kind. Help Others. Build Relationships."

At the heart of our school is a collaborative and dedicated staff committed to ensuring that our students are not only challenged but also supported on their educational journey. We believe in

providing learning experiences that cultivate a growth mindset, encouraging our students to embrace curiosity, innovation, and creativity. We recognize that learning is a social experience, shaping the way students think and engage with their community and the world at large.

The Baker School community strives to equip all students with the skills and knowledge necessary to lead happy and fulfilling lives in an ever-evolving global society. Through a commitment to our core values and a focus on building strong relationships, we aim to empower our students to become thoughtful, compassionate, and engaged citizens. The proposed budget provides an opportunity to explore the investments made in the future of our students and the ongoing efforts to create an environment where every learner can thrive.

Student Enrollment

The Edith C. Baker School proudly serves a vibrant community of 654 students. This diverse student body reflects the rich tapestry of cultures, languages, beliefs, and traditions that shape our inclusive and caring educational environment.

While our overall enrollment remains relatively consistent with previous post-pandemic academic years, we remain vigilant in monitoring external factors that could impact our future enrollment dynamics. Notably, the ongoing construction at Hancock Village is a key consideration, and we continue to assess its potential implications for our student population. As we roll forward the current student population, we anticipate overall enrollment will increase slightly in FY25 to 658 students.

As part of our commitment to providing an optimal learning environment, we closely adhere to district class size guidelines. A critical aspect of our enrollment management involves addressing the nearing upper limit of these guidelines, particularly in our rising grade 6 and grade 8. In response to the growing number of students in these cohorts, we anticipate the necessity of opening additional sections to maintain smaller class sizes and uphold our dedication to personalized attention and effective instruction at the Middle school level; an additional middle school FTE has been requested and is discussed below.

Staffing/Personnel

The projected staffing needs for the Edith C. Baker School are designed to align with our school's mission of fostering positive relationships, creating a vibrant learning environment, and preparing students for success in a global society. Our commitment to the school motto— "Work Hard. Be Kind. Help Others. Build Relationships."—is reflected in our allocation of resources to support a collaborative and dedicated staff.

Staffing at the Baker School reflects a commitment to providing a holistic and enriching educational experience for our diverse student population. Through intentional staffing, we are investing in the futures of our students and working towards creating an environment where every learner can thrive. With additional students at the Middle School level, we believe it is essential to add an English teacher to support the unique needs of students at the Middle school level. Rigor increases at this level in preparation for high school and ensuring students develop the literacy skills necessary for their success requires the addition of a certified Middle English school teacher.

Summary

The Edith C. Baker School remains committed to fostering a vibrant and supportive community for our diverse student population. Rooted in our core values and the guiding principles of our school motto, we prioritize strategic investments that align with our mission of providing a holistic and enriching educational experience.

As we navigate the evolving needs of our student body, our staffing projections demonstrate a commitment to excellence. From maintaining optimal class sizes to anticipating shifts in enrollment, we aim to provide an environment where every learner can thrive. The proposed adjustment underscores our dedication to addressing the unique needs of our students and ensuring their continued success in an ever-evolving global society.

Enrollment & Staffing

Class Size Chart	Grades									
	K	1	2	3	4	5	6	7	8	Total
FY24 October 2023 Enrollment	66	72	84	82	77	74	61	72	66	654
FY25 Projected Enrollment	70	66	72	84	82	77	74	61	72	658
Number of Classes	4	4	4	4	4	4	4	3	4	35
FY25 Projected Average Class Size	17.5	16.5	18.0	21.0	20.5	19.3	18.5	20.3	18.0	18.8

Figure 3b-1. Enrollment FY25 vs FY24, with planned sections and projected average class size.

Enrollment	FY22	FY23	FY24	FY25	Change
	2021	2022	2023	2024	
Kindergarten	77	68	66	70	4
Grade 1	64	82	72	66	-6
Grade 2	70	74	84	72	-12
Grade 3	64	77	82	84	2
Grade 4	73	76	77	82	5
Grade 5	68	76	74	77	3
Grade 6	64	66	61	74	13
Grade 7	85	66	72	61	-11
Grade 8	52	87	66	72	6
Total Enrollment	617	672	654	658	4

Figure 3b-2. Enrollment by fiscal year with change in enrollment by grade. Prior years are as of October 1, FY25 is projected.

<i>Staffing Analysis by F.T.E.</i>	2023- 24	2024- 25	Change	Reduce	Add	Comments
Principals Office	5.0	5.0	0.0			
School Counseling	4.0	4.0	0.0			
Related Services	7.2	7.2	0.0			
Special Education	23.1	23.1	0.0			
Kindergarten	8.0	8.0	0.0			
Grade 1	8.0	8.0	0.0			
Grade 2	4.0	4.0	0.0			
Grade 3	4.0	4.0	0.0			
Grade 4	4.0	4.0	0.0			
Grade 5	4.0	4.0	0.0			
Literacy Specialists	3.0	3.0	0.0			
English Language Arts	1.0	2.0	1.0		1.0	Middle School ELA Teacher
English Language Learners	4.0	4.0	0.0			
Math	4.6	4.6	0.0			
Science	3.0	3.0	0.0			
Social Studies	3.0	3.0	0.0			
Health & Wellness	3.1	3.1	0.0			
Library Media/Tech Ed	2.0	2.0	0.0			
Performing Arts	1.8	1.8	0.0			
Visual Arts	1.5	1.5	0.0			
World Language	3.6	3.6	0.0			
Building Support Staff	1.0	1.0	0.0			
Total School Personnel	102.9	103.9	1.0	0.0	1.0	

Figure 3b-3. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Expenses

Account Description	FY23 Expense	FY24 Budget	FY 25 Proposal	FY24 vs. FY25
Salary	8,960,609	9,621,874	9,730,092	108,218
Online Books, Subscriptions & Tools	27,490	67,753	67,036	(717)
Professional/Technical Services	111,516	75,731	72,566	(3,166)
Transportation - Private Carrier	-	315	327	12
Field Trips	2,713	3,000	2,462	(538)
General Supplies	131,983	137,316	137,497	181
Textbooks & Print Materials	27,586	34,631	26,218	(8,413)
Mileage	531	914	1,356	442
Education/Training/Conferences	6,369	15,400	16,947	1,547
Grand Total	9,268,797	9,956,934	10,054,501	97,567

Figure 3b-4. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY25 vs prior years, comparisons across years may be impacted by updated accounting practices, as described in the Executive Summary.

Section 3c: Michael Driscoll School

725 Washington Street, Brookline, MA 02446

(617) 879-4250

SCHOOL SITE COUNCIL

David Youkilis
Principal

Nicole McClelland, Parent
Scott Ananian, Parent
Jonathan Golden, Parent

Mackenzie Snow, Teacher
Erica Sullivan, Teacher
Michelle Bartley, Vice Principal

School Improvement Plan Goals

1. Social Emotional Goal

Identify individual student needs and social emotional health as a result of the pandemic. We want students to have a sense of belonging and feel respected and valued by their classmates and teachers.

2. Tiered Intervention in Math Across Grade Levels

Need to identify successful instructional strategies that provide robust tier 1 and tier 2 intervention in math across grade levels to address student regression due to the pandemic.

3. School Climate and Culture

Bridge the K-5 and 6-8 communities in order to solidify our identity as a K-8 school.

Principal's Budget Commentary

Presented by David Youkilis

Introduction

Driscoll school, located in the Washington Square area of Brookline, has an enrollment of approximately 510 students. On October 30th, 2023 we moved our entire school from our old building at 64 Westbourne Street, into our new building at 725 Washington Street. Enrollment increases and school lifespan were the main catalysts for the current Driscoll Building Project. The new building project, which began in the fall of 2021, was built within the current footprint of the old school and allowed students to continue to attend during the construction phase.

Now that the new building has been completed, Driscoll will be a four-section school that will accommodate up to 800 students. After the demolition of the old building is complete, we will have a new outdoor space for our students. This will include an artificial turf field, a full court basketball court, a new playground, a garden for outdoor classroom work, and a splash pad for the community. The completion of our outdoor space is set to be ready for the opening of school, September of 2024.

Student Enrollment/Class Size

Our enrollment is increasing school-wide, as we have added three BEEP classrooms in the new Driscoll School. Here are a few additions that we anticipate for the 2024-25 school year.

- Next year we plan to welcome one more [BEEP](#) classroom into Driscoll. We do have an open Kindergarten classroom available. This new BEEP classroom will occupy this space next year.
- Driscoll will also house District English Language Education staff in our school. We have open offices in the administration wing of the new Driscoll.

Staffing/Personnel

At Driscoll, for the 24-25 school year, our third grade will go from three sections to two sections because we currently have two sections of second grade. Our second grade will shift from two sections back to three sections. The class size average for our current (FY24) three sections of first grade is 19.6. The class size average for our current (FY24) two sections of second grade is 21. Our current third grade averages 22.6 students. We are keeping a close eye on this grade as enrollment continues to shift throughout the school year.

Non-Salary Operating Costs

For our non-salary budget, we are requesting an increase to include organizational materials for our 6-8 middle school students such as trapper keepers, classroom binders, and Dragon Books (assignment notebooks), which are all currently paid for by families. These are required materials for our middle schoolers as part of our programming. We do not feel that we should be charging families, so would like to request additional funds for these items through the General Supplies account. We are also requesting an increase in our education/ training/ conferences budget to cover workshops and resources to support the goals in our school improvement plan.

Summary

Moving into the new Driscoll, we anticipate that our student enrollment will continue to grow over the next several years and look forward to enjoying our new outdoor learning spaces next year. Our requests are modest but important to achieving our goals around equity, culture and climate. Continued support is greatly appreciated by the staff, students, and families at Driscoll.

Enrollment & Staffing

Class Size Chart	Grades										Total
	Pre-K	K	1	2	3	4	5	6	7	8	
FY24 October 2023 Enrollment	32	46	57	41	66	53	59	50	54	52	510
FY25 Projected Enrollment	65	61	46	57	41	66	53	59	50	54	552
Number of Classes	4	3	3	3	3	3	3	3	3	3	31
FY25 Projected Average Class Size	16.3	20.3	15.3	19.0	13.7	22.0	17.7	19.7	16.7	18.0	17.8

Figure 3c-1. Enrollment FY25 vs FY24, with planned sections and projected average class size.

Enrollment	FY22 2021	FY23 2022	FY24 2023	FY25 2024	Change
Pre- K	0	0	32	65	33
Kindergarten	33	51	46	61	15
Grade 1	56	36	57	46	-11
Grade 2	49	58	41	57	16
Grade 3	45	47	66	41	-25
Grade 4	54	53	53	66	13
Grade 5	55	47	59	53	-6
Grade 6	50	51	50	59	9
Grade 7	58	52	54	50	-4
Grade 8	54	61	52	54	2
Total Enrollment	454	456	510	552	42

Figure 3c-2. Enrollment by fiscal year with change in enrollment by grade. Prior years are as of October 1, FY25 is projected.

Staffing Analysis by F.T.E.	2023- 24	2024- 25	Change	Reduce	Add'	Comments
Principals Office	4.0	4.0	0.0			
School Counseling	5.0	5.0	0.0			
Related Services	4.3	4.3	0.0			
Special Education	24.4	24.4	0.0			
Kindergarten	6.0	6.0	0.0			
Grade 1	6.0	6.0	0.0			
Grade 2	2.0	3.0	1.0		1.0	section added, need 3 sections for rising 1st grade
Grade 3	3.0	2.0	(1.0)	(1.0)		section reduced, only need 2 sections for rising 2nd grade
Grade 4	3.0	3.0	0.0			
Grade 5	3.0	3.0	0.0			
Literacy Specialists	1.8	1.8	0.0			
English Language Arts	3.0	3.0	0.0			
English Language Learners	2.0	2.0	0.0			
Math	3.0	3.0	0.0			
Science	2.0	2.0	0.0			
Social Studies	2.0	2.0	0.0			
Health & Wellness	2.5	2.5	0.0			
Library Media/Tech Ed	2.0	2.0	0.0			
Performing Arts	1.4	1.4	0.0			
Visual Arts	1.0	1.0	0.0			
World Language	2.8	2.8	0.0			
Building Support Staff	1.0	1.0	0.0			
Total School Personnel	85.2	85.2	0.0	(1.0)	1.0	

Figure 3c-3. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Expenses

Account Description	FY23 Expense	FY24 Budget	FY 25 Proposal	FY24 vs. FY25
Salary	5,903,214	7,009,335	7,298,905	289,570
Online Books, Subscriptions & Tools	20,578	51,360	47,394	(3,966)
Professional/Technical Services	132,378	54,314	52,059	(2,255)
Transportation - Private Carrier	-	225	233	8
Field Trips	880	1,000	1,800	800
General Supplies	105,708	100,614	110,746	10,132
Textbooks & Print Materials	20,185	27,297	22,134	(5,163)
Mileage	413	662	1,092	430
Education/Training/Conferences	6,285	9,489	10,758	1,269
Grand Total	6,189,640	7,254,296	7,545,122	290,826

Figure 3c-4. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY25 vs prior years, comparisons across years may be impacted by updated accounting practices, as described in the Executive Summary.

Section 3d: Roland Hayes School

100 Eliot Street, Chestnut Hill, MA 02467 (617) 879-4570

SCHOOL SITE COUNCIL

Dr. Asa Sevelius
Principal

Anabelle Skalleberg, Parent

Nathalie Roberts, Parent

Lisa Kang, Parent

Lara Mego, Parent

Lynda Roseman, Community Member

Kim Sontag, Teacher

Lindsay Anderson, Librarian

Jennifer Watkins, Psychologist

Hang Yee Hung, Paraprofessional

School Improvement Plan Goals

1. Every student can advocate for and access what they need.

Our community is focused on developing and nurturing trusting relationships and fostering a sense of whole-school belonging. In particular, we want to prioritize creating affinity groups in an ever-increasing safe space, with dedicated opportunities and scheduling priorities for these group members. In addition, students should be supported both academically and emotionally. The Roland Hayes School should be a school where students can practice and learn good mental health hygiene, such as mindfulness, compassion, empathy, and the ability to show up as their authentic selves. When students experience success and/or failure, they do so in a safe and supportive manner. Staff, parents/guardians, and adults will serve as coaches and advocates to facilitate this process whenever necessary. Every student should be able to name and access a trusted school-based adult.

2. A positive increase in student data returns, particularly for students with disabilities and BIPOC students.

Staff should aim to continue reducing disparities in student learning by providing diverse materials and resources. In addition, staff should be able to provide an equitable learning experience for all students and families. Lesson planning and development will be approached through an anti-bias/anti-racist/anti-ableist lens. Staff will look at specific student growth in myriad areas over time, and seek to understand where students have gained momentum and skills and where they have not. Staff should also participate in their own cycles of reflection and inquiry: *What skills am I specifically teaching and why? How are these lessons helping students help themselves and others? How will my instruction lead to more equitable outcomes that empower my students?*

3. Continue to implement cycles of professional learning during faculty meetings.

Staff should be able to walk away from faculty meetings with resources and tools they can use immediately in their practice. Faculty time is productively used as learning time, professional

development, and other opportunities to enrich educators' abilities. Routines around adult learning are stable, consistent, and relevant to their work.

4. Serve as an educational ambassador to the greater PSB community.

The Roland Hayes School should adopt and integrate district-wide practices, policies, and values into their school environment. Recognizing that The Roland Hayes School has a cadre of talented practitioners serving a diverse community, many of the adopted practices can and will be adapted to meet the needs of our students and our shared core values. Members of the The Roland Hayes School community should continue to serve both as a pioneer for best practices (i.e., pilot new curriculum when able) and actively participate in and support larger district and town-wide educational initiatives

Principal's Budget Commentary

Presented by Dr. Asa Sevelius

Introduction

At the Roland Hayes School (formerly Heath School) **our primary objective is to ensure access, membership, and participation of all community members.** We have a particular emphasis on professional growth for all educators; student mental and social emotional health and wellness; and physical health and safety of students, staff, and families. These foci, along with an emphasis on core content standards, will – we believe – allow for the full access, membership, and participation of the students we serve.

As practitioners, staff and community members actively engage in cycles of inquiry and are asking ourselves the following questions:

- What is the impact of my teaching on students, both daily and over time?
- What does high-quality teaching and learning mean in an ever-changing society?
- What does fair assessment mean, and who decides?
- What systems and practices can we disrupt and/or create so that community members can enjoy full access to school?

Centering these educational quandaries across academic and social disciplines allows us to collectively reflect on the learning conditions we are establishing for students, reflect on our personal biases, and move our practice forward so that the most current educational philosophies and pedagogies are being implemented in our classrooms. Finally, we believe that children should be able to use all kinds of tools to impact their local community. Our students should be able to approach unstructured problems, define the problem, assess them, engage in cycles of inquiry and feedback – including success and failure, and work collaboratively towards innovative solutions.

The school fosters community in many ways, including: engaging students in restorative practices, offering hands-on, tech-driven, project-based learning opportunities, providing support for our LGBTQ+ students through our Rainbow Club and GSA (grades 3-8), hosting a Young Scholars Program for BIPOC students (grades 4-8), and by electing representatives in grades 4-8 to serve on Student Council. A number of school-wide events are held throughout the year, like author visits, the annual Thanksgiving

Parade, International Night, Mayfair, and performances by community groups, like Urban Improv. Each class has a partnership with an older or younger grade and share joint activities throughout the year.

Student Enrollment/Class Size

Enrollment at the Roland Hayes School has decreased over the past few years and projections for future enrollment remain flat. As of October 1, 2023 the enrollment is 434 students; pre-COVID building closures, the enrollment numbers were in the 550 range. Due to the decrease in enrollment and flat projections, we are right-sizing our school sections, using the current School Committee and BEU Unit A contract class-size cap guidelines (22 students as the preferred maximum grades K-2 and 25 students as the preferred maximum grades 3-8). Thus, during the past few years our school has begun to decrease sections across several grades.

Despite decreasing enrollment school-wide, we are seeing current and projected growth in pockets of the school population:

- [RISE](#) (*Reaching for Independence Through Structured Education*) launched at the school during the 2020-2021 school year with one classroom and 3 students. Now in year four, we serve 13 students across two specialized classroom settings serving 6 grade levels (K-5). We expect this level of program expansion to continue as the needs of our current and incoming students will more and more represent the full range of student needs, in this case students with an Autism/ASD diagnosis (severe).
- We plan to welcome a [BEEP](#) classroom back into the school next school year. In past years, pre-COVID pandemic, Roland Hayes School hosted two BEEP classrooms. With the decrease in class sections, the school will have the classroom space necessary to host a BEEP cohort once again, increasing the continuity of care for the students in our residency zone and providing an opportunity for neighborhood-centered high-quality early childhood education for our families.

Staffing/Personnel

The changing demographics of the school will necessitate some changes in staffing. As grade level sections decrease, fewer lead teachers will be needed at each grade level and staff with professional status will move into open roles in the school or across the district. We anticipate a possible decrease in 2.0 FTE in this area, depending on spring enrollment and fall enrollment projections.

Non-Salary Operating Costs

Beyond the requests made by Curriculum Coordinators, I seek stable funding (no change) across the standard budget domains, including but not limited to: school materials, online subscriptions, instructional supplies, and software licensure.

One shift is an increase in the EDUCATION/TRAINING/CONFERENCES line. Myriad opportunities arise each year and having a small fund of money to support teachers in their specific professional growth is appreciated.

Summary

At Roland Hayes School, our vision, decision-making, and budget requests reflect a desire to adequately and accurately support students in our care, improving personal outcomes by promoting greater access, membership, and inclusion for our students – now and over time. We collectively

endeavor to make decisions that consider first and foremost the direct academic and social impact on students, *particularly our highest needs students*, and seek authentic partnership with their families and caregivers so that we understand the depth and scope of each child's lived experiences. We recognize that we are nested in and beholden to the greater Brookline community and strive to be smart fiscal stewards, working within very real budgetary constraints to offer the highest quality educational programming and outcomes possible.

Enrollment & Staffing

Class Size Chart	Grades										
	Pre-K	K	1	2	3	4	5	6	7	8	Total
FY24 October 2023 Enrollment	0	41	40	49	50	55	59	57	37	46	434
FY25 Projected Enrollment	17	38	41	40	49	50	55	59	57	37	443
Number of Classes	1	2	2	2	3	2	3	3	3	2	23
FY25 Projected Average Class Size	17.0	19.0	20.5	20.0	16.3	25.0	18.3	19.7	19.0	18.5	19.3

Figure 3d-1. Enrollment FY25 vs FY24, with planned sections and projected average class size.

Enrollment	FY22 2021	FY23 2022	FY24 2023	FY25 2024	Change
Pre- K	0	0	0	17	17
Kindergarten	50	40	41	38	-3
Grade 1	50	51	40	41	1
Grade 2	57	51	49	40	-9
Grade 3*	51	57	50	49	-1
Grade 4	60	52	55	50	-5
Grade 5	41	64	59	55	-4
Grade 6	47	39	57	59	2
Grade 7	54	48	37	57	20
Grade 8	47	57	46	37	-9
Total Enrollment	457	459	434	443	9

Figure 3d-2. Enrollment by fiscal year with change in enrollment by grade. Prior years are as of October 1, FY25 is projected.

<i>Staffing Analysis by F.T.E.</i>	2023- 24	2024- 25	Change	Reduce	Add	Comments
Principals Office	3.0	3.0	0.0			
School Counseling	2.6	2.6	0.0			
Related Services	4.8	4.8	0.0			
Special Education	28.9	28.9	0.0			
Kindergarten	4.0	4.0	0.0			
Grade 1	4.0	4.0	0.0			
Grade 2	3.0	2.0	(1.0)	(1.0)		section reduced, only need 2 sections for rising 1st grade
Grade 3	2.0	2.0	0.0			
Grade 4	3.0	2.0	(1.0)	(1.0)		section reduced, only need 2 sections for rising 3rd grade
Grade 5	3.0	3.0	0.0			
Literacy Specialists	1.8	1.8	0.0			
English Language Arts	2.0	2.0	0.0			
English Language Learners	1.0	1.0	0.0			
Math	2.0	2.0	0.0			
Science	2.0	2.0	0.0			
Social Studies	2.0	2.0	0.0			
Health & Wellness	2.5	2.5	0.0			
Library Media/Tech Ed	2.0	2.0	0.0			
Performing Arts	1.0	1.0	0.0			
Visual Arts	1.0	1.0	0.0			
World Language	2.5	2.5	0.0			
Building Support Staff	1.0	1.0	0.0			
Total School Personnel	79.1	77.1	(2.0)	(2.0)	0.0	

Figure 3d-3. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Expenses

Account Description	FY23 Expense	FY24 Budget	FY 25 Proposal	FY24 vs. FY25
Salary	5,479,614	6,426,693	6,522,008	95,315
Online Books, Subscriptions & Tools	25,893	48,482	30,387	(18,095)
Professional/Technical Services	51,099	52,895	49,697	(3,198)
Transportation - Private Carrier	-	225	233	8
Field Trips	-	1,000	1,800	800
General Supplies	103,215	97,216	98,178	962
Textbooks & Print Materials	21,861	27,423	20,607	(6,816)
Mileage	452	665	1,094	429
Education/Training/Conferences	4,268	9,302	9,945	643
Grand Total	5,686,402	6,663,901	6,733,949	70,048

Figure 3d-4. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY25 vs prior years, comparisons across years may be impacted by updated accounting practices, as described in the Executive Summary.

Section 3e: Amos A. Lawrence School

27 Francis Street, Brookline, MA 02446

(617) 879-4300

SCHOOL SITE COUNCIL

Vanessa Bilello
Principal

Jessica Ullian, Parent

Alice Wong Tucker, Parent

Sally Madsea, Parent

Dominique Ferdinand, VP

Kirsten Alper, Staff

Laura Horst, VP

School Improvement Plan Goals

- 1) Grades K-8: Increase use of data to strengthen instruction and inform decision making for student learning and supports
 - Data can measure students' areas of success and areas to grow
 - Data can inform and guide educators decision about instruction and evaluate instructional effectiveness
 - Data can promote accountability
 - Data can ensure that all students learn
- 2) Grades K-5: Development & Implementation Equitable Classroom Practices
 - We believe it is important to continue to engage the Lawrence K -5 staff in learning about and growing their tool kit of effective equitable instructional practices that can be used in every classroom, office and space by educators to meet the needs of all students with an intentional focus on our students of color, students in special education, English language students and our students who are economically disadvantaged.
- 3) Grades 6-8: Development and Implementation of Grading for Equity Practices
 - The goal of creating a new grading policy is to ensure that our grading practices are "accurate, bias -resistant, and motivational" and that they "will improve learning, minimize grade inflation, reduce failure rates, and become a lever for creating stronger teacher -student relationships and more caring classrooms." This matches the district's equity goals as we are working to reform "grading practices that inadvertently perpetuate the achievement and opportunity gaps among our students."

Principal's Budget Commentary

Presented by Vanessa Bilello

Introduction

Amos A. Lawrence School is a safe, just and caring learning community of students, staff and families. We are a vibrant learning community with high expectations for academic excellence. At Lawrence School, students learn to respect themselves and others and to value and honor the diversity of

cultures, backgrounds, and learning differences. They develop the habits of mind, knowledge, and skills needed for high school and beyond, as they discover and cultivate a love of learning and a voice for self-expression. Students develop their capacity to work independently and cooperatively. They gain an understanding of their individual and collective responsibility to be contributing members to the Lawrence, Brookline, and larger global communities.

Lawrence School promotes a collaborative environment for faculty and staff that values and supports shared responsibility for all students. We provide all students with the differentiation, support and challenge necessary to make progress and achieve success. We are a professional learning community that cultivates reflective practice, excellence in teaching, and a passion for learning. Lawrence School values and encourages families to be active, involved, and well-informed partners in the learning process.

Student Enrollment/Class Size

As of December 1, 2023, Lawrence School's enrollment was 615 students, K-8th grade. In terms of the projections for next year, Lawrence School is anticipated to experience a slight (7) rise in enrollment in part due to the exit of three sections of 8th grade, and a new incoming kindergarten class sectioned for 4 homerooms. With our current fourth grade only at 3 sections and current third grade at 4 sections, it is necessary to add a fourth section back at 4th grade to maintain appropriate class sizes. Our middle school sections will shift slightly by grade, but overall numbers of students (and therefore overall numbers of homerooms) will remain the same.

Staffing/Personnel

Lawrence enrollment numbers at grade 3 will require an additional 4th grade section next year (up to 4 from current 3); potentially going down to 3 homeroom sections at 6th (but up to 4 at 7th) which is net zero change for middle school and 1.0 FTE addition at Grade 4. Additionally, Lawrence's overall school size of 622 students has resulted in a need for 3 full time guidance counselors, with one servicing students K-2, one 3-5 and one 6-8. Currently, Lawrence has had 2.8 FTE guidance counselors, resulting in on 4 days a week of counseling for our middle school students. However, Lawrence School had been approved for a full 3.0 FTE for guidance since prior to 2019, to address the mental health needs of today's youth. Given the current caseloads and overall demands on the counseling staff, Lawrence is now requesting raising the counseling staff to a full 3.0 FTE (an increase of 0.2 FTE).

Non-Salary Operating Costs

In terms of the Principal's Budget, the increases are to address additional needs in the areas of literacy. Specifically, PD for educators in the areas of literacy intervention, especially Specially Designed Instruction (SDI), which will support literacy development with our most struggling students. In addition, we are seeking supplies for literacy, as well as moving one literacy digital license currently used at 1st grade, that is currently being funded by our PTO, into the operating budget. All of the literacy-based increase requests are to support development of tiered curricular supports, especially at the Tier 2 and Tier 3 level to support literacy development.

Summary

The Lawrence administration has worked diligently to propose a fiscally responsible budget with regard to personnel increases, as well as non-salary line items including curriculum, supplies and equipment.

We believe these requests will help us advance our goals related to accessing education, advancing the literacy skills of all students, and providing a more equitable learning environment for our students.

Enrollment & Staffing

Class Size Chart	Grades									
	K	1	2	3	4	5	6	7	8	Total
FY24 October 2023 Enrollment	68	82	70	77	69	60	75	51	63	615
FY25 Projected Enrollment	70	68	82	70	77	69	60	75	51	622
Number of Classes	4	4	4	4	4	3	3	4	3	33
FY25 Projected Average Class Size	17.5	17.0	20.5	17.5	19.3	23.0	20.0	18.8	17.0	18.8

Figure 3e-1. Enrollment FY25 vs FY24, with planned sections and projected average class size.

Enrollment	FY22	FY23	FY24	FY25	Change
	2021	2022	2023	2024	
Kindergarten	72	81	68	70	2
Grade 1	80	75	82	68	-14
Grade 2	65	78	70	82	12
Grade 3	58	69	77	70	-7
Grade 4	79	59	69	77	8
Grade 5	54	77	60	69	9
Grade 6	68	52	75	60	-15
Grade 7	62	64	51	75	24
Grade 8	54	66	63	51	-12
Total Enrollment	592	621	615	622	7

Figure 3e-2. Enrollment by fiscal year with change in enrollment by grade. Prior years are as of October 1, FY25 is projected.

Staffing Analysis by F.T.E.		2023- 24	2024- 25	Change	Reduce	Add	Comments
Principals Office		4.0	4.0	0.0			
School Counseling		3.8	4.0	0.2		0.2	Increase Guidance Counselor to FT
Related Services		4.9	4.9	0.0			
Special Education		25.5	25.5	0.0			
Kindergarten		8.0	8.0	0.0			
Grade 1		8.0	8.0	0.0			
Grade 2		4.0	4.0	0.0			
Grade 3		4.0	4.0	0.0			
Grade 4*		3.0	4.0	1.0		1.0	section added, may need 4 sections for rising 3rd grade
Grade 5		3.0	3.0	0.0			
Literacy Specialists		2.6	2.6	0.0			
English Language Arts		2.5	2.5	0.0			
English Language Learners		4.5	4.5	0.0			
Math		4.5	4.5	0.0			
Science		2.5	2.5	0.0			
Social Studies		2.5	2.5	0.0			
Health & Wellness		3.0	3.0	0.0			
Library Media/Tech Ed		2.0	2.0	0.0			
Performing Arts		1.6	1.6	0.0			
Visual Arts		1.3	1.3	0.0			
World Language		3.3	3.3	0.0			
Building Support Staff		2.0	2.0	0.0			
Total School Personnel		100.5	101.7	1.2	0.0	1.2	

Figure 3e-3. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Expenses

Account Description	FY23 Expense	FY24 Budget	FY 25 Proposal	FY24 vs. FY25
Salary	7,009,052	8,483,321	8,672,689	189,368
Online Books, Subscriptions & Tools	25,693	68,243	43,455	(24,788)
Professional/Technical Services	44,737	62,922	60,106	(2,816)
Transportation - Private Carrier	-	292	303	11
Field Trips	960	1,000	2,351	1,351
General Supplies	137,984	124,962	142,612	17,650
Textbooks & Print Materials	26,046	33,627	26,750	(6,877)
Mileage	653	858	1,298	440
Education/Training/Conferences	6,528	12,226	14,423	2,197
Grand Total	7,251,653	8,787,451	8,963,987	176,536

Figure 3e-4. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY25 vs prior years, comparisons across years may be impacted by updated accounting practices, as described in the Executive Summary.

Section 3f: William H. Lincoln School

19 Kennard Road, Brookline, MA 02445

(617) 879-4600

SCHOOL SITE COUNCIL

Brian Denitzio
Principal

Christopher Blessen, Parent
Sandra Wesemann, Parent
Sarah Jay, Parent

Alejandra Traub, Teacher
Donald Petry, Teacher
Courtney O'Leary, Teacher

School Improvement Plan Goals

1. Take a multi-year systematic approach to identifying and ameliorating gaps in learning due to pandemic schooling.
2. Create a culture of care and mindfulness appropriate to each learner, educator and caregiver that builds life-long relationships and a supportive connected community.
3. Support students' sense of efficacy and belonging through work in four areas: educators; systems; curriculum; families.

Principal's Budget Commentary

Presented by Brian Denitzio

Introduction

William H. Lincoln School serves a diverse community of 474 learners in grades K-8. The animating value behind our work is to increase opportunities and access for students. The immediate work is to ensure access to high quality instruction, culturally responsive teaching, and rich extracurricular offerings. But it is also a long-term goal of ensuring that every student has choice and opportunities upon graduating from high school. A few ways we seek to accomplish this goal are through using available student data to make instructional decisions about student programming, building systems that support delivery of student services, and where possible partnering with community organizations to support students and families.

Student Enrollment/Class Size

Lincoln's enrollment has decreased 18 percent since the 2018-19 school year. Our total enrollment that year was 581 students. In October 2023, we were at 474 students. This overall enrollment decline was spread evenly across our nine grades, but had a particular impact on our current fifth grade. For that reason, we contracted the current fifth grade into two sections and anticipate that cohort remaining at two sections for the remainder of their time at Lincoln. While overall enrollment has declined, our population of EL students has increased since 2018-19. The EL enrollment at Lincoln

reached a low-point in 21-22 when it was 54 students out of a total population of 471. We now have 90 EL students out of a total population of 474.

Staffing/Personnel

In the 22-23 school year, Lincoln had three sections in each grade level Kindergarten through eighth grade. Due to shrinking enrollment, we contracted our fifth grade into two sections for the 23-24 school year. In 23-24, the third fifth grade teacher filled a role in middle school English/Language Arts that became open due to a retirement at the conclusion of the 22-23 school year. She will return to our three-section fifth grade next year. For that reason, we will have an open middle school English/Language Arts position in 24-25.

Non-Salary Operating Costs

The non-personnel items funded here would support our continued efforts to provide appropriate tiered interventions for students. In addition to utilizing Title 1 resources, we would use this funding for a school-wide license for the Lexia Core 5 reading program. Supplies here also support our Culture and Climate work to support student relationships and belonging via classroom buddies and the student activities via our Middle School Student Council. In recent years, this has included materials and supplies for our Spring Field Day as one example.

Summary

The budget proposed for Lincoln seeks to continue building upon recent successes in supporting student growth in both academics and social emotional development. We seek resources necessary to continue making data-informed decisions to meet student needs. Finally, the areas in which we seek increases in personnel reflect our desire to continue to provide appropriate tiered support for all learners and continue narrowing gaps in performance across demographic groups.

Enrollment & Staffing

Enrollment	FY22 2021	FY23 2022	FY24 2023	FY25 2024	Change
Kindergarten	48	54	52	52	0
Grade 1	49	50	60	52	-8
Grade 2	48	62	50	60	10
Grade 3	43	55	57	50	-7
Grade 4	58	43	55	57	2
Grade 5	54	59	41	55	14
Grade 6	56	53	51	41	-10
Grade 7	57	49	62	51	-11
Grade 8	58	60	46	62	16
Total Enrollment	471	485	474	480	6

Figure 3f-1. Enrollment FY25 vs FY24, with planned sections and projected average class size.

Class Size Chart	Grades									
	K	1	2	3	4	5	6	7	8	Total
FY24 October 2023 Enrollment	52	60	50	57	55	41	51	62	46	474
FY25 Projected Enrollment	52	52	60	50	57	55	41	51	62	480
Number of Classes	3	3	3	3	3	3	2	3	3	26
FY25 Projected Average Class Size	17.3	17.3	20.0	16.7	19.0	18.3	20.5	17.0	20.7	18.5

Figure 3f-2. Enrollment by fiscal year with change in enrollment by grade. Prior years are as of October 1, FY25 is projected.

Staffing Analysis by F.T.E.	2023-24	2024-25	Change	Reduce	Add	Comments
Principals Office	3.0	3.0	0.0			
School Counseling	2.8	2.8	0.0			
Related Services	5.4	5.4	0.0			
Special Education	30.0	30.0	0.0			
Kindergarten	6.0	6.0	0.0			
Grade 1	6.0	6.0	0.0			
Grade 2	3.0	3.0	0.0			
Grade 3	3.0	3.0	0.0			
Grade 4	3.0	3.0	0.0			
Grade 5*	2.0	3.0	1.0		1.0	section added, may need 3 sections for rising 4th grade
Literacy Specialists	2.5	2.5	0.0			
English Language Arts	2.0	2.0	0.0			
English Language Learners	3.0	3.0	0.0			
Math	3.5	3.5	0.0			
Science	2.0	2.0	0.0			
Social Studies	2.0	2.0	0.0			
Health & Wellness	2.5	2.5	0.0			
Library Media/Tech Ed	2.0	2.0	0.0			
Performing Arts	1.2	1.2	0.0			
Visual Arts	1.0	1.0	0.0			
World Language	2.8	2.8	0.0			
Building Support Staff	1.0	1.0	0.0			
Total School Personnel	89.7	90.7	1.0	0.0	1.0	

Figure 3f-3. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Expenses

Account Description	FY23 Expense	FY24 Budget	FY 25 Proposal	FY24 vs. FY25
Salary	7,025,897	8,261,485	8,304,892	43,407
Online Books, Subscriptions & Tools	26,358	52,413	46,094	(6,319)
Professional/Technical Services	51,695	84,982	83,452	(1,530)
Transportation - Private Carrier	-	247	256	9
Field Trips	960	1,000	1,837	837
General Supplies	128,627	103,107	133,803	30,696
Textbooks & Print Materials	21,069	28,132	19,701	(8,431)
Mileage	520	708	1,138	430
Education/Training/Conferences	6,918	10,403	10,677	274
Grand Total	7,262,042	8,542,477	8,601,850	59,373

Figure 3f-4. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY25 vs prior years, comparisons across years may be impacted by updated accounting practices, as described in the Executive Summary.

Section 3g: John Pierce School

50 School Street, Brookline, MA 02445

(617) 730-2580

SCHOOL SITE COUNCIL

Jamie Yadoff
Principal

Bernadine Chan, Parent
Molly Cohen, Parent (co-chair)
Brad Coleman, Parent
Susie Ma, Parent
Emily Weiss, Parent

Tracy Bare, Teacher
Dave Carter, Teacher
Beth Collins, Teacher
Anne Sheridan, Teacher
TBD, Community Rep.

School Improvement Plan Goals

Goal 1: Ensure that Pierce educators have the training, resources, and support they need to achieve a high level of growth in MCAS for students in subgroups that currently underperform on this measure.

Goal 2: Continue the work on building staff capacity for RtI implementation, including the increased use of Professional Learning Communities (PLC's) that focus on using student work to inform instructional practices and effective use of "what I need" (WIN) time in the schedule.

Goal 3: Ensure that students, staff and families remain connected as a Pierce community during the transition to a split campus.

Goal 4: Establish systems of communication that allow families to remain actively engaged in the process of planning for a Pierce School renovation, including the temporary relocation of Pierce staff and students to Old Lincoln School and Fisher Hill campus.

Principal's Budget Commentary

Presented by Jamie Yadoff

Introduction

The Pierce School is a community that is deeply committed to fostering equitable learning opportunities and cultivating a love of learning among its diverse student body. This budget not only addresses the immediate needs of the school, but aligns with our ongoing school and District initiatives to enhance cultural responsiveness, support teachers in meeting the needs of diverse learners, and leverages data-informed practices.

The Pierce School, situated in the heart of our district, is dedicated to providing an inclusive educational experience. As part of our commitment to cultural responsiveness, funds from this budget will be allocated to ensure the use of culturally responsive materials and teaching methods. This is one crucial step in creating a learning environment that reflects and honors the rich diversity of our student population, fostering a sense of belonging for every child.

In recognizing the unique needs of our students, particularly our students with disabilities and English language learners, a portion of this budget will be dedicated to ongoing professional development opportunities. These efforts aim to empower our educators to become even more confident and skilled in differentiating instruction for diverse learners. By providing targeted training and resources, we equip our teachers with the tools needed to create adaptive and inclusive learning experiences that cater to the increasingly varied proficiency levels present in our classrooms.

Moreover, in our commitment to educational excellence, this budget emphasizes the importance of using student work and learning data to inform instructional decisions. By investing in data-driven practices, we empower our educators to tailor their teaching methods to individual student needs. This strategic use of data ensures that instruction is not only responsive but also evolves dynamically to meet the ever-changing needs of our student body.

As the Pierce School prepares to undergo a substantial renovation, necessitating a temporary split between two campuses, these initiatives become even more critical. The seamless transition and maintenance of high-quality education across campuses will rely on our collective commitment to cultural responsiveness, differentiation, and data-informed decision-making. This may also require some additional staffing to support students across campuses.

In conclusion, this budget serves as more than a financial roadmap — it is a testament to our dedication to providing an exceptional and inclusive education at the Pierce School. As we allocate resources strategically, we affirm our commitment to fostering a learning environment that celebrates diversity, supports every learner, and uses data to continuously enhance instructional practices.

Student Enrollment/Class Size

Pierce School enrollment as of October 1st was 668 students in grades K-8. Though we are unsure how enrollment at Pierce will be impacted by the school renovation project, based on the current student enrollment pattern, we anticipate a potential decline of 24 students next year.

Average class sizes range from 15 to 20.7 and fall well within the class size guidelines, with one exception. Our rising 8th grade section average class sizes appear to be approximately 16 students, which is accurate for part of their day. In FY24 our enrollment in this cohort dropped. We held students in 4 sections for academics, with each teacher supporting a small group of students in Tutorial as their 5th class. For specials (world language, art, PE and health) students were collapsed into 3 sections, with average section numbers of 22-23 students per section. This cohort moves to 8th grade for FY24-25, and we will continue this model (barring a substantial increase in enrollment), allowing all students to receive core content instruction from a highly qualified teacher. It is also important to note that, with a possible move into swing spaces for SY 24-25, we may see a decrease in kindergarten enrollment. While we are budgeting for the expected 4 sections, we are prepared to make adjustments if necessary to reflect possible enrollment shifts.

Staffing/Personnel

We are requesting an additional 1st grade section to accommodate the rising Kindergarten (1st grade). In addition, Kindergarten and grade 1 classrooms are afforded a paraprofessional. For this reason, we are requesting 2 FTE for the 1st Grade. We anticipate one less section in the second grade next year, making the overall net increase in staffing 1.0.

Non-Salary Operating Costs

Many of our accounts are decreasing next year as we reevaluate the tools, classroom resources, and other materials we need in our new locations. The funds that remain are essential to our core programming we are using and the value students are receiving from our investment in these resources. We are requesting money to continue to build our library of professional development texts, in multiples, which allows us to use PLC time for book groups and community learning. Purchased texts will align with our School Improvement Plan goals.

Summary

This budget underscores our commitment to adapt to the evolving needs of our diverse community. It is a reflection of our dedication to providing an equitable and inclusive education that empowers every learner. This investment in programs, facilities, and resources, reflects Brookline's collective commitment building an outstanding learning environment that ensures opportunity, growth, and shared success for all. I look forward to our continued collective work ensuring that every dollar we spend reflects our goals and values, and is optimally utilized by our students and staff.

Enrollment & Staffing

Enrollment	FY22 2021	FY23 2022	FY24 2023	FY25 2024	Change
Kindergarten	74	73	68	60	-8
Grade 1	78	75	62	68	6
Grade 2	73	82	78	62	-16
Grade 3	75	75	78	78	0
Grade 4	81	77	74	78	4
Grade 5	69	82	78	74	-4
Grade 6	77	68	83	78	-5
Grade 7	95	87	63	83	20
Grade 8	99	86	84	63	-21
Total Enrollment	721	705	668	644	-24

Figure 3g-1. Enrollment FY25 vs FY24, with planned sections and projected average class size.

Class Size Chart	Grades									
	K	1	2	3	4	5	6	7	8	Total
FY24 October 2023 Enrollment	68	62	78	78	74	78	83	63	84	668
FY25 Projected Enrollment	60	68	62	78	78	74	78	83	63	644
Number of Classes	4	4	3	4	4	4	4	4	4	35
FY25 Projected Average Class Size	15.0	17.0	20.7	19.5	19.5	18.5	19.5	20.8	15.8	18.4

Figure 3g-2. Enrollment by fiscal year with change in enrollment by grade. Prior years are as of October 1, FY25 is projected.

Staffing Analysis by F.T.E.	2023-24	2024-25	Change	Reduce	Add	Comments
Principals Office	5.0	5.0	0.0			
School Counseling	4.0	4.0	0.0			
Related Services	6.2	6.2	0.0			
Special Education	20.5	20.5	0.0			
Kindergarten	8.0	8.0	0.0			
Grade 1	6.0	8.0	2.0		2.0	section added, need 4 sections for rising K + Para
Grade 2	4.0	3.0	(1.0)	(1.0)		section reduced, only need 3 sections for rising 1st grade
Grade 3	4.0	4.0	0.0			
Grade 4	4.0	4.0	0.0			
Grade 5	4.0	4.0	0.0			
Literacy Specialists	3.0	3.0	0.0			
English Language Arts	3.0	3.0	0.0			
English Language Learners	3.4	3.4	0.0			
Math	5.0	5.0	0.0			
Science	3.0	3.0	0.0			
Social Studies	3.0	3.0	0.0			
Health & Wellness	3.0	3.0	0.0			
Library Media/Tech Ed	2.0	2.0	0.0			
Performing Arts	2.0	2.0	0.0			
Visual Arts	1.5	1.5	0.0			
World Language	3.5	3.5	0.0			
Building Support Staff	3.0	3.0	0.0			
Total School Personnel	101.1	102.1	1.0	(1.0)	2.0	

Figure 3g-3. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Expenses

Account Description	FY23 Expense	FY24 Budget	FY 25 Proposal	FY24 vs.FY25
Salary	7,362,025	8,183,297	9,118,545	935,248
Online Books, Subscriptions & Tools	31,828	76,079	54,942	(21,137)
Professional/Technical Services	48,949	60,121	56,606	(3,516)
Transportation - Private Carrier	-	337	349	12
Field Trips	960	1,000	2,866	1,866
General Supplies	148,799	145,741	137,987	(7,754)
Textbooks & Print Materials	31,961	38,428	32,193	(6,235)
Mileage	569	1,021	1,469	448
Education/Training/Conferences	11,145	15,456	16,542	1,086
Grand Total	7,636,236	8,521,480	9,421,499	900,019

Figure 3g-4. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY25 vs prior years, comparisons across years may be impacted by updated accounting practices, as described in the Executive Summary.

Section 3h: Florida Ruffin Ridley School

345 Harvard Street, Brookline, MA 02446 (617) 879-4400

SCHOOL SITE COUNCIL

Candice Whitmore
Principal

Bertha Lee, Parent
Sara Sarkhili, Parent
Lori Preston, Parent
Sean Preston, Parent

Marianne O'Grady, Vice Principal
Daniel Lipton, Teacher
Amanda Donahue, Teacher

School Improvement Plan Goals

Goal 1: Math: Improvement in mathematical learning outcomes for all students through implementation of the National Council of Teachers of Mathematics (NCTM) Effective Mathematical Teaching Practices, development of mathematical mindsets for students K-8, and increasing math content knowledge for teachers K-5 alongside strengthening of math content area teachers' practices in 6-8 as shown by increased proficiency levels and student growth on both state and local assessment measures.

Goal 2: School Climate: Fostering a positive school culture by building and strengthening relationships between and among students, staff, and families through teacher-led and facilitated professional learning groups centered around texts that support the themes of groundwork on racial identity, family engagement, representation & centering students, and relationships.

Goal 3: Through the use of instructional strategies that encourage student agency, academic and social emotional instruction is delivered using culturally responsive strategies that honor/recognize students' identities while providing entry points for all students into the grade level content so that each student experiences growth and achievement.

Principal's Budget Commentary

Presented by Candice Whitmore

Introduction

The Florida Ruffin Ridley School serves Brookline's vibrant Coolidge Corner neighborhood and is the largest PreK-8 school in Brookline. It has a distinguished reputation as it welcomes students from all over the world, reflects, respects, and embraces human diversity, and it is the public school that President John F. Kennedy attended.

The Florida Ruffin Ridley School committed to creating a safe, welcoming, and respectful learning environment for all our students and staff. We strive to support each student on their path to engaged citizenship in our community and society at large. Students learn to respect themselves and others

while honoring the diversity of identities and learning differences that are part of the fabric of the Florida Ruffin Ridley School. To that end we support our staff as they provide students with the instructional and social emotional experiences, they need to achieve growth and success.

As educators at the Florida Ruffin Ridley School, we:

- believe that all students deserve the opportunity to achieve at high levels and feel connected, valued, and respected in our community.
- understand that different students need different supports and approaches to achieve equitable access and outcomes.
- believe in fostering citizenship amongst our students that promotes equity and social justice through increasing levels of cultural proficiency.
- believe that through our collaborative practices we will achieve a culture of reflection and action that works towards addressing the structures within our school that result in unintentional bias, structural racism, systems of oppression, and inequitable access and outcomes.

Student Enrollment/Class Size

Florida Ruffin Ridley School enrollment was 852 students in October 2023. For the 2025 year, we anticipate our enrollment to decline by 1.

Staffing/Personnel

The Florida Ruffin Ridley School staff represents a wide array of highly qualified educators. The school maintains a strong emphasis on adult learning. For the 2025 school year we do not expect any shifts in staffing and personnel.

Non-Salary Operating Costs

- Instructional supplies: decreased to \$40,164 to reflect the need to continue to purchase supplies for the school building. This is a -\$4,000 change from SY24 budget.
- Online Books and Subscriptions and tools: Decreased to \$56,263 to reflect the change in various departments purchasing subscriptions. This is a -\$33,419 change from SY24.
- Education/Training/Conference: Increase to \$21,934. This will allow us to send educators to professional development conferences or hire consultants that align with our School Improvement Plan work.
- Field Trips: Increased to \$3,307. Students take a variety of culturally and educationally enriching field trips during the school year. All students are encouraged to attend the field trips, regardless of cost. This will allow access to more field trips throughout the year, while lowering the overall cost to attend.

Summary

The Florida Ruffin Ridley School is committed to its school motto: “Work hard. Be kind. Help others.” Faculty, staff, students, and families illustrate this in words and actions throughout each school day as they are committed to creating safe, welcoming, and respectful learning environments. The investment in programs, staffing, and budgetary needs will ensure that our school community will continue to thrive.

Enrollment & Staffing

Class Size Chart	Grades										
	Pre-K	K	1	2	3	4	5	6	7	8	Total
FY24 October 2023 Enrollment	32	84	102	103	94	93	85	86	80	93	852
FY25 Projected Enrollment	34	90	84	102	103	94	93	85	86	80	851
Number of Classes	2	5	5	5	5	5	4	4	4	4	43
FY25 Projected Average Class Size	17.0	18.0	16.8	20.4	20.6	18.8	23.3	21.3	21.5	20.0	19.8

Figure 3h-1. Enrollment FY25 vs FY24, with planned sections and projected average class size.

Enrollment	FY22 2021	FY23 2022	FY24 2023	FY25 2024	Change
Pre- K	31	26	32	34	2
Kindergarten	102	93	84	90	6
Grade 1	97	105	102	84	-18
Grade 2	88	100	103	102	-1
Grade 3	87	96	94	103	9
Grade 4	81	85	93	94	1
Grade 5	90	89	85	93	8
Grade 6	83	81	86	85	-1
Grade 7	84	92	80	86	6
Grade 8	87	84	93	80	-13
Total Enrollment	830	851	852	851	-1

Figure 3h-2. Enrollment by fiscal year with change in enrollment by grade. Prior years are as of October 1, FY25 is projected.

Staffing Analysis by F.T.E.	2023- 24	2024- 25	Change	Reduce	Add	Comments
Principals Office	6.0	6.0	0.0			
School Counseling	5.0	5.0	0.0			
Related Services	6.9	6.9	0.0			
Special Education	47.0	47.0	0.0			
Kindergarten	10.0	10.0	0.0			
Grade 1	10.0	10.0	0.0			
Grade 2	5.0	5.0	0.0			
Grade 3	5.0	5.0	0.0			
Grade 4	5.0	5.0	0.0			
Grade 5	4.0	4.0	0.0			
Literacy Specialists	3.6	3.6	0.0			
English Language Arts	4.0	4.0	0.0			
English Language Learners	4.0	4.0	0.0			
Math	4.5	4.5	0.0			
Science	3.0	3.0	0.0			
Social Studies	3.0	3.0	0.0			
Health & Wellness	4.0	4.0	0.0			
Library Media/Tech Ed	2.0	2.0	0.0			
Performing Arts	2.2	2.2	0.0			
Visual Arts	1.7	1.7	0.0			
World Language	4.6	4.6	0.0			
Building Support Staff	3.0	3.0	0.0			
Total School Personnel	143.5	143.5	0.0	0.0	0.0	

Figure 3h-3. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Expenses

Account Description	FY23 Expense	FY24 Budget	FY 25 Proposal	FY24 vs. FY25
Salary	9,782,600	11,222,929	11,622,218	399,289
Online Books, Subscriptions & Tools	35,308	89,682	56,263	(33,419)
Professional/Technical Services	97,528	88,317	80,986	(2,137)
Transportation - Private Carrier	-	360	373	13
Field Trips	960	1,000	3,307	2,307
General Supplies	157,723	155,801	152,233	(3,568)
Textbooks & Print Materials	36,655	44,328	40,164	(4,164)
Mileage	744	1,134	1,587	453
Education/Training/Conferences	14,053	20,333	21,934	1,601
Grand Total	10,125,572	11,623,884	11,979,065	360,375

Figure 3h-4. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY25 vs prior years, comparisons across years may be impacted by updated accounting practices, as described in the Executive Summary.

Section 3i: John D. Runkle School

50 Druce Street, Brookline, MA 02445

(617) 879-4650

SCHOOL SITE COUNCIL

Donna Finnegan
Principal

Nina Max Daly, Parent - Chair

Devon Powell, Parent

Jonathan Miller, Parent

Todd MacFadden, Parent

Elizabeth Solinga, Parent

Lynne Chuang, Community Member

Chloe Crocker, Teacher

Jenny Murphy, Teacher

Rebecca Sneider, Counselor

Marian Voros, Teacher

Kathleen Kane, Teacher

Michiko Hattori, Teacher

School Improvement Plan Goals

Goal 1: Runkle Educators will be dedicated to teaching through the use of instructional strategies that are meaningful and relevant as well as culturally responsive to recognize identity, and to provide all students with learning experiences that allow for growth and achievement.

Goal 2: Runkle educators will be provided with cultural proficiency training and implement cultural proficiency learning in classrooms to decrease implicit biases and foster a community for understanding differences.

Goal 3: Runkle staff and families will strengthen, repair, and rebuild the school community so that all students, staff, and families feel connected, valued, respected, and aligned our school mission statement and core values so that they reflect our commitment as a community to anti-racist teaching practice, social justice work, and dismantling oppressive systems.

Principal's Budget Commentary

Presented by Donna Finnegan

Introduction

Diversity, equity, and inclusion (DEI) is a way of thinking and being in the world that helps us respect and transcend our differences. When students and teachers feel valued, dignified, and secure, they will learn and grow through collaboration and risk-taking with trusted peers. While we all experience the world differently, there's power in honoring our shared humanity.

Schools are perfect places to build these critical skills. In classrooms, students can discuss how to create a more inclusive world that values diversity, builds solidarity, practices empathy, and battles racism, sexism, homophobia, ableism, and more.

Runkle Mission Statement

We, the students, teachers, staff, and families of Runkle, are a community that values a love of learning, academic achievement, and knowledge in a broad range of subjects. Respect, hard work, responsibility, tolerance, empathy, and honesty serve as the basis for our relationship with each other.

The Runkle community has these goals:

- To promote academic excellence and a love of learning through the development and mastery of basic skills
- To promote an environment of responsible, respectful, and disciplined behavior
- To promote a strong and positive sense of self, valuing everyone's best effort
- To promote an attitude of lifelong learning built upon curiosity, creativity, and willingness to explore new ideas
- To promote a generous, participatory community spirit that respects diversity
- To promote global awareness

Student Enrollment/Class Size

The John D. Runkle School currently has an enrollment of 483 students, Pre-K - 8th grade. Our enrollment has declined each year since the pandemic. There were 610 students enrolled in March of 2020. All else being equal, we anticipate overall enrollment will decline slightly (-10 students) in FY25. We anticipate class sizes will range from 15 to 20.3, well within the guidelines of 22 for grades K-2 and 25 in grades 3-8.

Staffing/Personnel

The 2022-2023 school year was the first to see a reduction in sections at Runkle. We reduced our second grade to 2 sections due to lower numbers. This cohort has remained close to 40 students for the past two years. Due to a teacher's resignation and a one-year leave of absence, no staff were moved or displaced due to these reductions for the past two years.

Next year (2024-2025), the teacher on leave will return to third grade to complete three sections. A second-grade teacher will take a one-year LOA and a fourth-grade teacher has requested to move down to grade two. Again, no staff will be displaced for the 2024-2025 school year when grade four moves to 2 sections.

There are no other requests for additional staffing at Runkle at this time. We currently have two, 1.0 FTEs in World Language instruction teaching grades 3-8. We expect this to remain the same for 2024-2025.

Non-Salary Operating Costs

Runkle has requested an increase of \$1000 in General Consultative services. Our staff would benefit from professional development in Equity and Inclusion as a faculty. This will allow for alignment with PSB's Strategic Plan (Core Value of Commitment to Equity) and the accompanying objective to develop a culture and climate in which all students, staff, and families experience a strong sense of belonging and safety.

Runkle has also requested an increase in the meal line item to allow for snacks/lunch at professional development meetings. There is an increase to \$20,000 from \$18,000 for Instructional Supplies due to increase in all pricing, especially paper supplies.

Runkle’s Multipurpose Room requires many updates in staging, curtains, lighting, and the sound system. The Multipurpose Room is our “auditorium” where we gather for grade-level assemblies, music concerts, plays, and middle school musical productions. The technology has been failing. It is difficult to hear performers and discouraging to students and families who expect their practice and hard work to be enjoyed by their audience. Updates to this valuable space are included in the CIP request for the coming year (see Section 4)

Summary

Runkle’s budget proposal reflects the staffing, resources, and priorities necessary to accomplish the goals outlined in our School Improvement Plan, as well as Brookline’s current Strategic Plan. Runkle is particularly invested in the continued academic success of all of our students as well as improvement in their social/emotional well-being. We are committed to continued growth in the areas of equity and inclusion. We value a growth mindset in our students and ourselves where we can make mistakes learn from them, seek knowledge, and do better the next time we find ourselves in a challenging situation at the John D. Runkle School.

Enrollment & Staffing

Class Size Chart	Grades										
	Pre-K	K	1	2	3	4	5	6	7	8	Total
FY24 October 2023 Enrollment	16	46	45	52	40	61	55	56	51	61	483
FY25 Projected Enrollment	17	50	46	45	52	40	61	55	56	51	473
Number of Classes	1	3	3	3	3	2	3	3	3	3	27
FY25 Projected Average Class Size	17.0	16.7	15.3	15.0	17.3	20.0	20.3	18.3	18.7	17.0	17.5

Figure 3i-1. Enrollment FY25 vs FY24, with planned sections and projected average class size.

Enrollment	FY22 2021	FY23 2022	FY24 2023	FY25 2024	Change
Pre- K	15	15	16	17	1
Kindergarten	45	49	46	50	4
Grade 1	42	53	45	46	1
Grade 2	57	42	52	45	-7
Grade 3	56	58	40	52	12
Grade 4	48	59	61	40	-21
Grade 5	49	50	55	61	6
Grade 6	58	57	56	55	-1
Grade 7	58	63	51	56	5
Grade 8	62	62	61	51	-10
Total Enrollment	490	508	483	473	-10

Figure 3i-2. Enrollment by fiscal year with change in enrollment by grade. Prior years are as of October 1, FY25 is projected.

Staffing Analysis by F.T.E.		2023- 24	2024- 25	Change	Reduce	Add	Comments
Principals Office		3.0	3.0	0.0			
School Counseling		3.0	3.0	0.0			
Related Services		7.6	7.6	0.0			
Special Education		47.0	47.0	0.0			
Kindergarten		6.0	6.0	0.0			
Grade 1		6.0	6.0	0.0			
Grade 2		3.0	3.0	0.0			
Grade 3		2.0	3.0	1.0		1.0	section added, need 3 sections for rising 2nd grade
Grade 4		3.0	2.0	(1.0)	(1.0)		section reduced, only need 2 sections for rising 3rd grade
Grade 5		3.0	3.0	0.0			
Literacy Specialists		1.8	1.8	0.0			
English Language Arts		2.0	2.0	0.0			
English Language Learners		2.0	2.0	0.0			
Math		3.4	3.4	0.0			
Science		2.0	2.0	0.0			
Social Studies		2.0	2.0	0.0			
Health & Wellness		2.5	2.5	0.0			
Library Media/Tech Ed		2.0	2.0	0.0			
Performing Arts		1.2	1.2	0.0			
Visual Arts		1.0	1.0	0.0			
World Language		2.9	2.9	0.0			
Building Support Staff		1.0	1.0	0.0			
Total School Personnel		107.4	107.4	0.0	(1.0)	1.0	

Figure 3i-3. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Expenses

Account Description	FY23 Expense	FY24 Budget	FY 25 Proposal	FY24 vs. FY25
Salary	7,345,113	8,561,838	8,853,876	292,038
Online Books, Subscriptions & Tools	27,837	55,127	37,331	(17,796)
Professional/Technical Services	64,656	54,837	50,227	(4,610)
Transportation - Private Carrier	-	247	256	9
Field Trips	807	1,000	1,947	947
General Supplies	107,495	105,766	114,103	8,337
Textbooks & Print Materials	22,548	28,709	21,995	(6,714)
Mileage	615	721	1,155	434
Education/Training/Conferences	5,011	12,011	12,302	291
Grand Total	7,574,081	8,820,256	9,093,192	272,936

Figure 3i-4. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY25 vs prior years, comparisons across years may be impacted by updated accounting practices, as described in the Executive Summary.

Section 3j: Brookline High School

115 Greenough Street, Brookline, MA 02445

(617) 713-5000

SCHOOL SITE COUNCIL

Anthony Meyer
Head of School

Leigha Cuniberti, Parent
Annapurna Poduri, Parent
Young Park, Community Member
Sara Stoutland, Community Member
James Dyalchand-Ericson, Student

Brian Poon, Dean
Lisa Rodriguez, Teacher
Danielle Theissen, Teacher
Asha Puig, Student
Anna Krivstov, Student

School Improvement Plan Goals

1. Graduation Requirements - We continue to review BHS graduation requirements, pathways, and exceptions. With the help of our New England Association of Schools and Colleges (NEASC) accreditation findings post-Collaborative Conference, we hope to realize these efforts via a preK-12 (district-wide) Vision of a Graduate conversation.
2. Reimagine Ninth Grade - We continue an effort to Reimagine Ninth Grade in the core academic subject areas of English, Math, Science, Social Studies, and World Languages. The central goal is to broaden and ensure access to rigorous academic experiences offerings for all ninth-grade students.

Principal's Budget Commentary

Presented by Anthony Meyer

Introduction

Brookline High School (BHS) is the Town's only public high school and currently brings approximately 2200 students from our Pre K-8 schools together for their high school years. BHS offers comprehensive secondary school programming; our course catalog alone includes over 300 unique and engaging courses taught by excellent faculty.

In addition to myriad courses in English, Math, Science, Social Studies, Special Education, Wellness, and World Language, BHS has robust programming in the electives: Career and Technology Education, Performing Arts, and Visual Arts. We also have a robust continuum of special education programming for ninth through twelfth graders as well as our 18-22 population. Brookline High School has three alternative programs: Alternatives Choices in Education (ACE), School within a School (SWS), and Winthrop House.

The BHS Athletics program is one of the largest in the Commonwealth, measured by unique participants. Similarly, the BHS Performing Arts program offers classes in dance, drama, and music, and

hundreds of students participate in extracurricular productions throughout the year. Brookline High School also has over 100 student-run clubs with which students can be involved unless they wish to create their own.

Brookline High School's culture is guided by several beliefs which inform our work with young people:

- We create the culture we want.
- You're not done yet; we are not done yet.
- This is hard, you can do it, we will help you.
- Freedom and responsibility.
- Every student is a scholar, citizen, and caregiver.

Thanks to generous town support, Brookline High School recently completed a major renovation and expansion. A new 9th-grade building was added to the campus that includes 32 classrooms, a cafeteria, a library, and the school's Winthrop House program. The expansion also added a new STEM wing with a student-run restaurant, 16 biology and chemistry classrooms, and a large common area for students. Last year, the renovation focused on updating both the school's former science wing, including relocating the ExCEL program and adding a suite of special education offices. This culminating component of the program focuses on the school's historic Viola Pinanski Quadrangle, originally designed by the Olmsted brothers. These new spaces, along with the Unified Arts Building, Tappan Gymnasium, Kirrane Pool, Schluntz Gymnasium, and the 115 Greenough Street main building, coalesce into a unified, contiguous, and beautiful Brookline High School campus.

Student Enrollment/Class Size

Overall enrollment at BHS as of October 1 was 2,174. Next year's rising eight grade (511) is smaller than this year's outgoing 12 grade (513), therefore we expect a slight decrease (-2) in overall in FY25. Though the average class size in most departments fall within the guideline of 25, some courses and or course sections are higher, especially in some of the popular AP courses. For this reason, additional staff are being requested in this budget proposal.

Staffing/Personnel

We have several needs to address as we prepare for the 2024-25 school year.

- **Returning class size to historical levels.** Over the last couple years, BHS student enrollment has grown and high school staffing has not kept pace. More specifically, since the 2020-21 school year, the high school grew by 141 students, a 7% increase. This year, our class sizes are larger than is typical; particularly Honors and Advanced level courses in English, Math, Science, Social Studies, and World Language. To return to more historic class sizes, the school requires at least 5.0 FTE to distribute across departments, targeting the most highly enrolled courses. In the table below that follows, we distribute 3.95 of 5.0 FTE toward courses in English, Math, Science, Social Studies, and World Language. This chart shows .8 FTE distributed to Math, Science, Social Studies and World Languages and .75 to English. Importantly, it also retains 1.05 FTE to distribute based on student course selection and the high school's sectioning process.
- **Athletic supervisory support.** This position was approved as part of the spring override. A draft of the Job Description appears in Appendix C .

Non-Salary Operating Costs

We are prioritizing continued collaboration with Landmark School around instructional practices to meet the needs of all students. The line item in general consulting is approximately \$32,000 and supports continued professional learning for the high school faculty. We see this Landmark consulting as especially important given our Reimagining Ninth Grade project.

Similarly, we wish to highlight the \$13,000 that our English curriculum coordinator included in the workshop line. This is critical support for a two-week workshop to weave in the remaining teachers who have not participated in the ninth-grade pilot.

Finally, I wish to emphasize professional development as follow up from the World Language Review we are engaged in currently.

Summary

Having weathered the pandemic and a lengthy, disruptive renovation and expansion, Brookline High School is focused on providing all of our students access to a world-class education on our campus. We know we need to invest in teachers so that class sizes in core academics return to historic levels. We also know we must continue to support our excellent elective program and to continue to broaden access to rigor to all of our students as they begin their careers at Brookline High School in the ninth grade.

Enrollment & Staffing

Number of Grades	4
Student Body	2173
Periods/Day	6
Average Class size	19.8

Figure 3j-1. FY24 enrollment and class size overview

Enrollment	FY22 2021	FY23 2022	FY24 2023	FY25 2024*	Change
Grade 9	544	510	570	511	-59
Grade 10	509	552	521	570	49
Grade 11	492	507	551	521	-30
Grade 12	518	497	513	551	38
Separate Programming	24	21	18	18	0
Total Enrollment	2,087	2,087	2,173	2,171	-2

Figure 3j-2. Enrollment by fiscal year with change in enrollment by grade. Prior years are as of October 1, FY25 is projected.

CLASS SIZE CHART				
Core Departments	Courses	Sections	Enroll	Ave. Class Size
English	21	82	1,843	22.5
Mathematics	18	88	1,989	22.6
Science	18	89	1,961	22.0
Social Studies	18	86	2,009	23.4
World Language	38	86	1,906	22.2
Total Core	113	431	9,708	22.5
Other Departments	Courses	Sections	Enroll	Ave. Class Size
Career Education	22	69	1,841	26.7
English Language Edu	9	9	164	18.2
Performing Arts	28	41	891	21.7
SP	31	89	451	5.1
School within a School	18	19	381	20.1
TU	5	26	171	6.6
Visual Arts	25	60	1,206	20.1
Wellness	13	65	1,214	18.7
Total Other	151	378	6,319	16.7
Total All Departments	264	809	16,027	19.8

Figure 3j-3. Current average class sizes by department.

BROOKLINE HIGH SCHOOL

<i>Staffing Analysis by F.T.E.</i>	2023-24	2024-25	Change	Reduce	Add	Comments
Principals Office	11.3	11.3	0.0			
Principals Office Support	14.8	14.8	0.0			
Security	5.0	5.0	0.0			
School Counseling	21.1	21.1	0.0			
Related Services	9.6	9.6	0.0			
Special Education	89.6	89.6	0.0			
Scholars	1.7	1.7	0.0			
Alternative Choice in Education (ACE)	5.0	5.0	0.0			
School within a School (SWS)	3.6	3.6	0.0			
English	21.0	21.8	0.8		0.8	Add staff to reduce class sizes
English Language Learners	1.6	1.6	0.0			
Interdepartmental	1.4	2.5	1.1		1.1	Extra sections
Math	22.0	22.8	0.8		0.8	Add staff to reduce class sizes
Science	25.6	26.4	0.8		0.8	Add staff to reduce class sizes
Social Studies	20.9	21.7	0.8		0.8	Add staff to reduce class sizes
World Language	21.6	22.4	0.8		0.8	Add staff to reduce class sizes
Career Education	11.0	11.0	0.0			
Performing Arts	6.3	6.3	0.0			
Visual Arts	6.1	6.1	0.0			
Health & Wellness	4.9	4.9	0.0			
Library Media/Tech Ed	5.0	5.0	0.0			
Athletics	4.0	5.0	1.0		1.0	Athletic Supervisor per override
Co-Curricular	0.0	0.0	0.0			
Total School Personnel	313.1	319.1	6.0	0.0	6.0	

Figure 3j-4. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Expenses

Account Description	FY23 Expense	FY24 Budget	FY 25 Proposal	FY24 vs. FY25
Salary	27,503,790	29,910,967	31,102,391	1,191,424
Online Books, Subscriptions & Tools	95,123	184,420	118,888	(65,532)
Professional/Technical Services	388,198	363,456	588,160	224,704
Transportation - Public Carrier	-	4,500	5,000	500
Transportation - Private Carrier	-	237,337	45,000	(192,337)
Field Trips	3,187	7,000	13,327	6,327
General Supplies	421,985	386,252	407,672	21,420
Textbooks & Print Materials	59,336	65,369	66,828	1,459
Mileage	3,935	2,304	6,846	4,542
Education/Training/Conferences	37,735	58,432	72,861	14,429
School Athletics Insurance	8,600	8,600	8,918	318
Gasoline	5,857	5,250	5,250	-
Furniture/Fixtures/Equipment	14,154	13,000	25,896	12,896
Grand Total	28,541,901	31,246,887	32,467,036	1,220,149

Figure 3j-5. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY25 vs prior years, comparisons across years may be impacted by updated accounting practices, as described in the Executive Summary.

Section 4: Other Funds

Section 4a: FY25-30 Capital Improvement Plan

FY25-30 CIP Summary*

	Proposals	FY24 (Actual, Prior FY)	FY25	FY26	FY27	FY28	FY29	FY30	Total	Notes
PSB	Classroom Capacity (Leases)	2,026,982	640,332	665,945	692,583	720,286	749,098	TBA	5,495,227	missing FY30
	Failing Furniture & Fixtures Replacement	25,000	200,000	75,000	75,000	75,000	75,000	75,000	600,000	
	IEP Accommodations - School Modifications	N/A	50,000	50,000	50,000	50,000	50,000	50,000	300,000	
	Lawrence Cafeteria Expansion - Feasibility Study	N/A		50,000					50,000	
	Deferred Maintenance	1,000,000	2,120,675	1,073,000	825,000	1,405,000	1,025,000	870,000	8,318,675	
	Long Term Capital Plan		250,000						250,000	
	Baker School - Feasibility Study						2,600,000		2,600,000	
	Baker School - Construction							TBD	0	
PSB Subtotal		3,051,982	3,261,007	1,913,945	1,642,583	2,250,286	4,499,098	995,000	17,613,902	
DPW	Lincoln Playground Renovation							5,100,000	5,100,000	
	Heath Playground Renovation						4,200,000		4,200,000	
	Lawrence/Longwood Playground**								0	
	Baker Playground Renovation***							6,600,000	6,600,000	
DPW Subtotal		0	0	0	0	0	4,200,000	11,700,000	15,900,000	
Buildings	HVAC Equipment	200,000							200,000	pending
	Underground Tank removal		60,000	60,000	30,000	60,000	60,000	60,000	330,000	~50% PSB
	Town/School ADA Renovations	90,000	127,680	137,760	148,890	158,970	170,100	180,180	1,013,580	
	Town/School Elevator Renovations	250,000	100,000	250,000	250,000	250,000	250,000	250,000	1,600,000	~7% PSB
	Town/School Energy Conservation Projects								0	pending
	Town/School Energy Management Projects	130,000							130,000	pending
	Town School Building Envelope/Fenestration Repairs		1,747,731	3,337,417	575,919	1,043,883	6,764,586	1,202,856	14,672,392	~80% PSB
	Town/School Roof Repair/Replacement Program		500,000	550,000	600,000	650,000	700,000	750,000	3,750,000	~60% PSB
	Public Building Fire Alarm Upgrades	125,000	150,000	175,000	200,000	225,000	250,000	275,000	1,400,000	
	Town/School Building Security/Life Safety Systems	170,000	180,000	205,500	246,000	256,500	682,000	307,500	2,047,500	
	Town/School Compactor Replacements								0	none forecast
Buildings Subtotal		965,000	2,865,411	4,715,677	2,050,809	2,644,353	8,876,686	3,025,536	25,143,472	
Total		4,016,982	6,126,418	6,629,622	3,693,392	4,894,639	17,575,784	15,720,536	58,657,374	

Figure 4a-1. FY25-30 PSB Capital Improvement Plan Summary Table.

*Out year amounts provided as estimates. DPW and Buildings schools-related requests provided for informational purposes only; please see those departments for details on those requests. Yellow cells had incomplete information as of Fall 2023.

**Currently proposed for \$5.9M in future years and not shown here.

*** Currently proposed for FY29 in DPW request; moved to FY30 here to align with Baker project.

FY25 CIP Requests

Schools: Classroom Capacity (Leases)

The total FY25 request is estimated to be \$640,332 with a slight increase for the additional facility use for BEEP @ Beacon, a reduction of approximately \$1,386,650 from FY24.

Background

The Classroom Capacity account was first funded in order to address ongoing space needs for students and staff within the existing eight elementary schools. The original intent was for the funds to “expand in place.” In the past, the account has funded minor building modifications, e.g. reconfiguring walls and subdividing classrooms, as well as the addition of modular classrooms through lease-purchase agreements.

As K-8 enrollment increased, the space available to house BEEP classrooms in our elementary schools decreased. As a result, BEEP classrooms were moved to leased spaces. The leasing costs for these spaces are included in the appropriation for the Classroom Capacity account. The long-range plan is to return all BEEP classrooms to PSB owned property. **FY24 was the last year of the Clark Road lease.**

The FY25 request funds the continuation of the following two leases.

- BEEP @ Beacon - located at Temple Ohabei Shalom, Northeast corner of Brookline
 - The Temple Ohabei Shalom lease includes approximately 6,800 square feet of space that is shared with the Temple’s aftercare program which limits our use. The location houses five classrooms, two small offices, and a conference room.
 - The current plan is to continue the lease until completion of the new Pierce (FY28 target). The options years expire in FY30.
- BEEP @ Putterham - located at Temple Emeth, Southwest corner of Brookline
 - The Temple Emeth lease includes full-day access to approximately 9,800 square feet of space. Currently, four BEEP classrooms are housed at this location. The lease term is ten years with tenant options to extend beginning in FY24. The School Committee can exercise one-year options until the lease expires in FY29.
 - Because of the location of this site, there are no current plans to transition students out until a Baker reconstruction project occurs.

At the request of the School Committee, the leases for Temple Emeth and Temple Ohabei Shalom were to include tenant option years. Beginning in FY24 and going forward, PSB has the option to extend each lease for an additional year. Per the lease agreements, we are required to notify the landlord of our intent to either renew or terminate the lease no later than November 1.

School Committee Vote

The School Committee voted to renew the leases with Temple Emeth and Temple Ohabei Shalom for FY25. Notice has been sent to the landlords and the administration actively negotiating the impact of the shift to a full school day program for our Early Education Program.

Schools: Failing Furniture and Fixtures Replacement

The FY25 request is for \$200,000. Of this amount, \$75,000 is reserved for replacement of failing furniture and fixtures, and \$125,000 is specifically to replace cafeteria tables for the high school cafeteria.

Background

The \$75,000 request is a continuous program to replace and upgrade the furniture and fixtures in all school buildings, i.e. classroom and office furniture that is at end of life (desks, chairs, whiteboards/corkboards). The program replaces the most outdated and worn items. Annually, school furniture has significant wear and tear. Over time, nearly all items will require replacement prior to any construction/renovation project being approved and funded. Furniture life is extended through reuse of furniture at other locations whenever possible during a building project. For example: the Pierce library furniture will be reused at another school.

The remaining \$125,000 request is to replace high school cafeteria tables which were not funded as part of the building project. They were also requested for FY24 and not funded. The tables currently in use are from the 1990s and showing significant signs of use. Because they are exceptionally heavy, and cumbersome to move, it is more difficult to thoroughly clean the cafeteria floor. The current seating is due for replacement. The old tables would be replaced with mobile cafeteria tables and seating.

School Committee Vote

The School Committee voted to request \$200,000 for furniture replacement.

Schools: IEP Accommodations - School Modifications

The FY25 request is \$50,000.

Background

This is a new request identified in collaboration with the Building department and in conversation with the community. There are modifications required to buildings in response to IEP accommodations that are outside of the scope of compliance with the Americans with Disabilities Act (ADA), for which a separate line item is requested by the Building department. For example - a student may require a safety room with padded walls, but that type of safety support is not contemplated by the ADA and thus those building modifications are currently unfunded. In recent years the costs for these modifications have been tens of thousands of dollars a year. This would also include adaptive play equipment, such as adjustable-height basketball hoops.

School Committee Vote

The School Committee voted to request \$50,000.

Schools: Deferred Maintenance

The FY25 request is for \$2,120,675. The estimated cost over the next six years is \$8,318,675.

Background

This line item funds building repair needs that are not able to be completed in the annual maintenance of the schools by the Building department due to budget limitations, and thus have reached “deferred

maintenance” status. Some examples of items are necessary electrical panel upgrades, painting and flooring repair, and stairwell maintenance.

Following FY24’s extremely successful deferred maintenance program, which focused on Lincoln (first floor renewal, auditorium renewal, Baker (auditorium renewal), Runkle (painting, woodwork, bathroom faucets, window shades), and Heath (painting/flooring, acoustic panels), FY25 will focus on continuing the work at Lincoln to refresh the second and third floors, updating Baldwin so that it can be used (needed to transition key programs/offices from the Clark Road lease), electrical upgrades at Heath (a precursor to needed future HVAC improvements), repairs to the Runkle auditorium, and critical flooring/stair work at Lawrence and Baker.

The items included on the deferred maintenance list have varied over the last seven years. The projected deferred maintenance has ranged from \$14M to nearly \$19.6M during this time period - and is currently about half of that average (\$8.3M). The reason for this reduction is a tighter understanding of upcoming projects due to closer collaboration between PSB staff, Building department staff, and School Committee. Because of this tighter collaboration, many projects that have been shown in prior years as pending have either been removed - either due to completion (the list was outdated) or due to incomplete information that must be completed to be considered for future inclusion. However, we do not expect it to bounce back to prior year levels.

School Committee Vote

The School Committee voted to request \$2,120,675. As noted above - the scope, capacity, and details have been closely coordinated with the Town Building Department.

Long-Term Capital Plan

The last independent long-term capital plan for the Public Schools of Brookline was completed in February 2009. Since then, PSB has experienced significant changes to our buildings, and enrollment. Programmatic space needs have required leasing spaces for classrooms and offices. Additionally, market conditions have changed resulting in increased pricing and changes to cost estimates. This request was not funded in FY23 or FY24. The FY25 request is \$250,000 which is at the same level requested previously, but not funded.

School Committee Vote

The School Committee voted to request \$250,000 to fund an independent long-term capital plan.

Future-year CIP Projects

Lawrence Cafeteria Expansion - Feasibility Study

The Lawrence School has received several additions/expansions in recent years to accommodate additional student capacity. However, the cafeteria, which is in the basement, has not been expanded, its size is a serious limitation to the school functioning. The basement location is extremely challenging to work with. An estimate of \$50,000 for FY26 has been included to support a feasibility study of what can be done to improve the lunch conditions of the school.

Baker Feasibility Study: Renovation/Construction/Possible Expansion

After completion of the new Pierce School (target date FY28), Baker is the oldest elementary school requiring a feasibility study to determine enrollment and programmatic space requirements and renovations needed in order to meet state standards. Estimated cost for FY29 is projected to be \$2,600,000 for a feasibility study; there is a placeholder of \$1 in FY30 for construction.

Background

The Baker School is a K-8 school located at 205 Beverly Road. It has approximately 114,000 square feet. Sections of the building were constructed in 1936, 1950, 2000 and 2016. This includes the addition of two modular classrooms. The last renovation included most, but not all of the building. The site is in a residential neighborhood, abuts the Hoar Sanctuary, Town tennis courts, an athletic field of about 83,000 square feet, an elementary school playground and basketball court of approximately 21,500 square feet, and a kindergarten playground of roughly 3,600 square feet. Onsite parking on the side and back of the building can accommodate approximately 50 vehicles. Because the onsite parking cannot accommodate the entire school staff, employees park in front of the field on Beverly Road or in the surrounding neighborhood.

The building has been maintained. The HVAC system provides good ventilation. The building is heated by natural gas. During the summer of 2022, the third floor and kindergarten classrooms received air conditioning upgrades.

Analysis

The enrollment at the Baker School has experienced steady growth over the past 40 years:

Baker Enrollment Summary			
Decade	Avg Population	Low	High
1981 to 1990	411	370	462
1990 to 1999	606	462	667
2000 to 2009	648	608	719
2010 to 2019	751	678	814
2015 to 2022	721	617	793

Figure 4a-2. Enrollment by decade at Baker.

The pandemic shutdown and construction/renovation of existing housing units at nearby Hancock Village impacted the Baker School enrollment; ranging from 750 on October 1, 2019, to 650 students on October 1, 2020, to 617 students on October 1, 2021, to 672 students on October 1, 2022. As the Hancock Village renovations are completed and the units occupied, we anticipate enrollment at Baker will increase more likely to the 2010-2019 average of 751 rather than the 2000 to 2009 average of 648.

PSB has contracted with several entities for updated enrollment projections which will help refine these projections, as will the completion of the Chestnut Hill Realty Corporation new construction. The last project designed Baker as a 3 section school. The 2000 renovation/addition did not change most of the walls in the 1930 and 1950 wings. The result is that 22 of the 42 classrooms are below current state standards, including square footage for classrooms. The 2000 addition added 3

kindergarten classrooms. The cafeteria, with a seating capacity of 200, was expanded in place. It was not intended for more than 600 students or a 3 section school.

Post 2000, Baker enrollment increased, requiring the relocation of the Pre-K classrooms to rental property. The school schedule added lunch periods in order for the cafeteria to accommodate the increased enrollment. Smaller rooms were converted into classroom spaces. Some rooms in the 1930 section of the building are effectively capped, often under 20 students, due to the limited square footage. As enrollment continues to increase, a fully designed 4 section school should be considered.

Recommendation

PSB should consider submitting a Statement Of Interest (SOI) to the MSBA in 2026 or 2027 in an attempt to secure state funding for a feasibility study that would explore options for renovating or replacing the Baker School. The SOI should outline current and projected enrollment and programmatic space needs as well as the deficiencies of the building.

Section 4b: Special Revenue Funds

Coming soon.

Appendices

Appendix A: Account Descriptions³

Salary: Salaries include all compensation, including longevity, overtime, stipends, hourly pay, salaries and vacation buybacks for full, part-time and temporary staff employed by PSB.

Online Books, Subscriptions & Tools: This line includes all software licenses as well as online and regular subscriptions and tools, and e-books used for administrative and instructional purposes within the school district.

Professional/Technical Services: Professional/Technical Services include funding for any services rendered by an outside consultant, contractor, employment agency, or any other company (non-employee). Services include assessments, audits, equipment repair and maintenance, cleaning services, temporary employment agencies, etc.

Legal Services: Legal services fund costs associated counsel used to represent the district or advice the administration on matters related to complex investigations, complaints, compliance, and/or training

Transportation, public carrier: Costs of student transportation with the purchase of MBTA passes.

Transportation, private carrier: Costs for student transportation with private transportation companies. This includes regular education, Special education and McKinney Vento homeless.

Field Trips: This account funds all costs associated with field trips including transportation, entrance fees, etc.

Tuition to Mass Schools: Out of district tuition costs for special needs students attending other school programs in Massachusetts that are not private or Collaboratives are funded in this line item.

Tuition to Out of State Schools: Out of district tuition costs for special needs students attending school programs not in Massachusetts.

Tuition to Non Public Schools: Out of district tuition costs for special needs students attending private school programs in Massachusetts.

Tuition to Collaboratives: Out of district tuition costs for special needs students attending Collaborative programs in Massachusetts.

General Supplies: This line includes classroom supplies, office supplies, instructional supplies, athletic supplies, cleaning supplies and other non-textbook supplies.

Textbook & Print Materials: This line is for textbooks, books and other printed materials.

Mileage: Costs for staff to travel between buildings within the district to fulfill their duties.

Education/Training/Conferences: Costs associated with professional development, including fees for membership in associations, attendance and travel expenses for conferences, and other costs for professional learning opportunities.

School Athletics Insurance: Insurance for high school Athletics.

LTD Insurance: This line is for staff long term disability insurance premium payments.

³ Note: The listed accounts are in account number order, which is not shown here for simplicity's sake.

Claims & Settlements: A line for various legal settlement costs, as needed. These settlements could include employment, special education or other areas.

Gasoline: Gasoline for school department facilities vehicles.

Annuity Employer Purchase: This line is for staff annuity payments.

IT Infrastructure Equipment: Expenses for wireless connection points, servers, wiring, and other infrastructure equipment.

Purchased Computers: Devices and peripheral equipment purchased for use by the School department staff generally for specialized programs and/or to accommodate a specific need.

Furniture/Fixtures/Equipment: Funding for Instructional, facility, and/or program equipment and furniture such as floor scrubbers, kitchen equipment, appliances, kilns, book cases, files, etc.

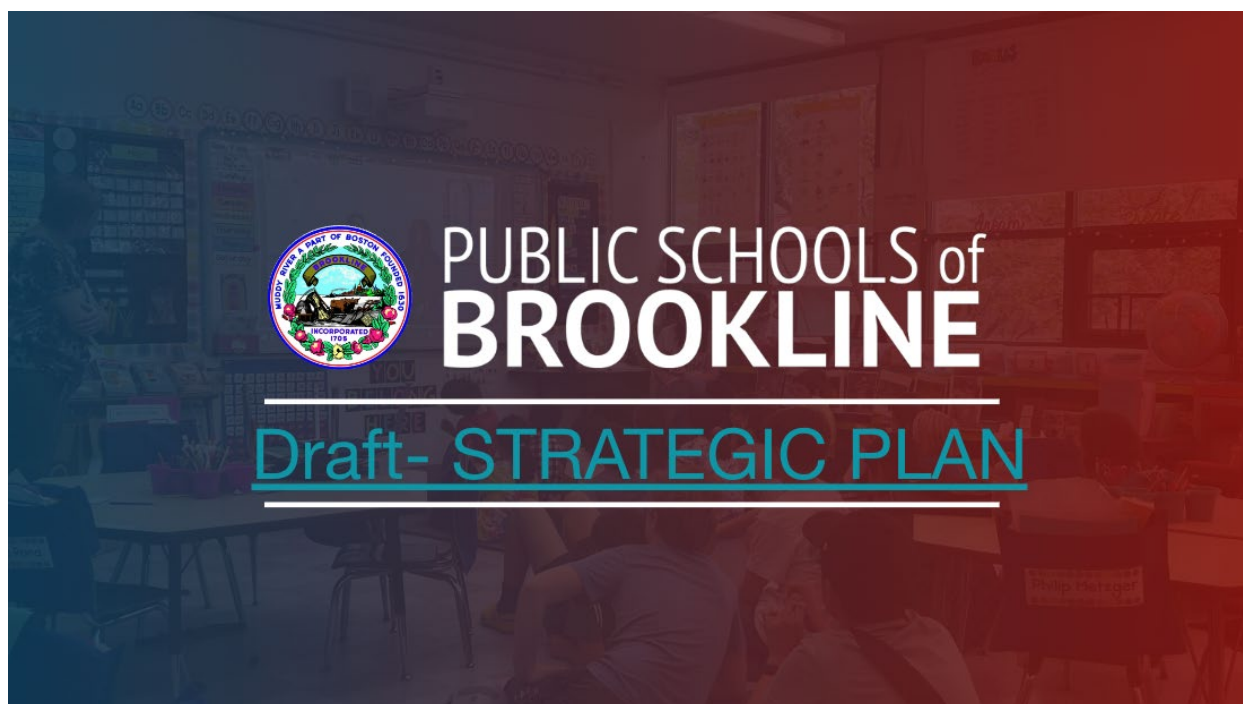
Leased Computers: Devices leased for students and staff. Leasing allows devices to be replaced on a 3-5 year cycle to ensure users have a constantly reliable means to access information and essential tools.

Appendix B: Draft Strategic Plan

Over the past year, the Public Schools of Brookline engaged over 100 stakeholders in developing this strategic plan. The plan was developed using the Massachusetts Planning for Success model. This three-phased model includes a create, align, and implement approach to district strategic planning. This plan aims to foster organizational consistency to support the district's current and future success.

At the core of the planning process is the multi-year plan before you. This plan was built on the foundation of district data, stakeholder input and feedback, and the vision for Public Schools of Brookline. This plan will be the bedrock and road map for all other district systems and structures.

The Public Schools of Brookline would like to thank everyone who provided input into this plan's creation.



Link: [DRAFT – STRATEGIC PLAN](#)

If link above does not work, the URL is <https://shorturl.at/klxRX>

Appendix C: Draft Job Description

JOB TITLE: ASSOCIATE ATHLETIC DIRECTOR

DATE REVISED: January 11, 2024

REPORTS TO: Director of Athletics

POSITION OVERVIEW: Provide assistance to the Director of Athletics

QUALIFICATIONS- REQUIRED:

- Demonstrated aptitude for work to be performed
- Passionate about working with students, families, and colleagues
- Ability to be flexible and collaborative
- Ability to multitask in a fast-paced, supportive environment that nurtures student growth
- Organization: meet ongoing, time-sensitive deadlines for work production
- Current authorization to work in the United States by the first day of employment

QUALIFICATIONS- PREFERRED:

- Masters Degree in Education or a sports related field.
- Coaching and athletic administration experience
- Experience as an athlete in organized sports
- Teaching experience
- NIAAA certification

ESSENTIAL DUTIES AND RESPONSIBILITIES:

This support will involve, but is not limited to:

- Supervision of athletic trainers, coaches, volunteers, and support staff
- Develop, organize and run student-athlete leadership programs - create a championship culture
- Enhance communication between home and school, athletics and academics, department staff and coaches.
- Expand opportunities for participation in athletic activities by students from all backgrounds and abilities
- Create a sense of joy, community, and belonging consistent with our BHS Athletic Pillars
- Collaborate with deans and school leadership to manage student discipline
- Regularly review department practices to ensure that they enhance access, equity, and inclusion
- Budget development and upkeep of supporting documents
- Coordinate athletic registration for all sports during each season
- Track and analyze participation data
- Develop short and long-range goals and objectives for the athletic program and evaluate their attainment.
- Manage fundraising and support by non school or town organizations.
- Coordinate care and upkeep of facilities and submission of maintenance requests
- Oversight of transportation and bus schedules, including night and weekend transport; scheduling and securing officials for all events
- Support the posting, interviewing and hiring process.

- Onboard and train athletic coaches, volunteers, and support staff - including seasonal trainings
- Develop, model and enforce professional standards of conduct among staff members and coaches.
- Sports information work dealing with local and regional media and social media outlets
- Website upkeep and maintenance, including online scheduling of events and MIAA online tournament entry process
- Confirm game dates, times and sites for all events and assist in the rescheduling process for postponed athletic contests
- Coordinate with relevant school, town, and outside facility staff for scheduling and access of buildings, fields, and facilities
- Track student-athlete eligibility along with database entry and completion of appropriate waiver forms
- athletic and special event planning and implementation; including coordination of staffing and security for home events, event set-up, take-down and administrative coverage, including night, weekend and vacation week competitions and activities
- oversight of inventory, ordering, allocation and return process for team uniforms and equipment.
- identifies and addresses bias and its impact on rigor and opportunity for students and staff
- Conducts information sessions for parents and constituents regarding rules, and regulations.
- Use social media to foster good school-community relations by keeping the community aware of and responsive to the athletic program.
- Facilitate athletic camps and clinics with district and Recreation leaders; ensure appropriate permissions are obtained
- Attend relevant Town and School board and commission meetings
- Assist with the interpretation and enforcement of all MIAA rules and regulations
- Assist with compilation of surveys, reports and other data pertaining to the department.
- Assist with distribution of plaques, certificates and special awards, including banquet logistics
- Any other relative duties as assigned by the Director of Athletics.

Appendix D: School Committee and Senior Leadership Bios

School Committee

David A. Pearlman – Chair

David Pearlman (he), Chair, was elected to the School Committee in 2018. He works as a child welfare attorney in the private counsel division of the Committee for Public Counsel Services, representing indigent parents and children at the Trial and Appellate levels. Mr. Pearlman has been elected three times to Brookline Town Meeting, where he continues to serve. He also volunteers his time to several Brookline neighborhood associations.

He earned his B.A. in American Studies from Brandeis University and his J.D. from Boston University. A near life-long resident of Brookline, Mr. Pearlman is a product of the Brookline Public Schools. He attended the Pierce School for pre-school, the Lincoln School for grades K-1, the Devotion School for grades 2-8, and Brookline High School for grades 9-12. Mr. Pearlman's present term expires in 2024.

Andy Liu, Ph.D. – Vice Chair

Andy Liu, Vice Chair, was elected to the School Committee in 2020. He holds a BA in philosophy from Harvard University and a PhD in mathematics from the University of California, Berkeley. Dr. Liu is a neuroscientist and works as a research fellow in neurobiology at Boston Children's Hospital, where he does experiments to understand how cells in the eye sense light and communicate with the brain.

Dr. Liu is a former Town Meeting Member, and he has a son who is a fifth-grader at Pierce School and a graduate of BEEP. Dr. Liu's present term expires in 2026.

Helen Charlupski

Helen Charlupski was first elected to the School Committee in 1992. She holds a BA and Master of Social Work from the University of Michigan. She was a member of the Early Childhood Advisory Council of the Massachusetts Department of Education from 1994-2004 and has been the Massachusetts Association of School Committees representative to the Department of Early Education and Care since its inception in 2005.

Ms. Charlupski was the Chair of EDCO (Education Collaborative, which Brookline belongs to along with 17 other communities west of Boston) from 2009-2012. Ms. Charlupski is married to Dr. Joseph Biederman and has three children who graduated from the Runkle School and Brookline High School. Ms. Charlupski's present term expires in 2025.

Steven Ehrenberg, Ed.D.

Steven Ehrenberg (he/him) was elected to the School Committee in 2021. Dr. Ehrenberg is an international educational development professional and has spent most of the past 15 years designing and directing education programs for global nonprofits, including FHI 360 and RTI International. Dr. Ehrenberg holds a BA in English literature from Williams College, an MS in Journalism from Columbia University, and an Ed.D. in International Educational Development from Teachers College, Columbia University.

He and his wife have two daughters attending Lawrence School. Dr. Ehrenberg's current term expires in 2025.

Suzanne Federspiel

Suzanne Federspiel (she/her/hers) was first elected to the School Committee in 2017. She has been an educator for more than thirty years in Connecticut and Massachusetts. Most recently she served as a special education teacher, a literacy coach, and then as an elementary school principal for the Boston Public Schools. She is currently a teacher mentor in Boston.

In addition to her degrees in education from U-Conn, Storrs, and U-Mass, Amherst, Suzanne has an MBA from Boston University. She and her husband have lived in Brookline since 1985. Their two children attended Pierce School and Brookline High School. Ms. Federspiel's current term expires in 2026.

Valerie Frias

Valerie Frias (she/her/hers) was appointed to the School Committee in July 2021 and then elected to a three-year term in 2022. She is an attorney and nonprofit leader with over 20 years' experience leading organizations serving marginalized populations. She has advised school districts on policy and legal matters related to special education, LGBTQ issues, and other issues related to civil rights and youth advocacy. She served as a PTO Co-Chair for Driscoll School, was a member of Brookline SEPAC (Special Education Parent Advisory Council), and served on the Driscoll School Principal Search Committee. Ms. Frias serves as Co-Chair of the Driscoll School Building Advisory Committee. She is mother to two PSB students and coaches therapeutic sports.

She earned her Juris Doctor degree from the Northeastern University School of Law and her B.A. in History and German from Tufts University. Her term expires in 2025.

Natalia Linos, Ph.D.

Natalia Linos (she/her) was elected to the School Committee in 2023. She is the Executive Director of the FXB Center for Health and Human Rights at Harvard and previously worked for over a decade at the United Nations. In Brookline, she is a Town Meeting Member (Precinct 6) and serves on the Advisory Council on Public Health. Natalia grew up in Greece and first came to Massachusetts to attend Harvard College.

She has a BA in Anthropology, and a masters and doctoral degree in social epidemiology from the Harvard School of Public Health. She and her husband have three children at Pierce. Dr. Linos' term expires in 2024.

Sarah Moghtader

Sarah Moghtader was appointed by a joint committee of the Select Board and School Committee to serve as a member of the School Committee from October 2023 to May 2024. She was a teacher in the Public Schools of Brookline for more than 15 years and is now a volunteer Instructional Coach in Boston.

Sarah earned a BA in French and Anthropology from Macalester College and a MEd from University of Massachusetts, Boston. She has presented to teachers in local and national conferences, she helped write standards for DESE and was a committee member who wrote the proposal for our elementary world language program. With her husband, she has three kids and the youngest is in 7th grade at Lawrence.

Mariah Nobrega

Mariah Nobrega (she/her/hers) was elected to the School Committee in 2020. She holds a BA in Political Science from NYU and an MBA from Northeastern, where she works in the College of Engineering. A near life-long resident of Brookline, Ms. Nobrega attended BEEP at Lynch Center, Lawrence School, and Brookline High School. She and her husband have three children at Brookline High School and Lawrence School.

She served as a Town Meeting Member 2009-2022, Brookline Advisory (finance) Committee member 2015-2020, Brookline Commission for Diversity, Inclusion and Community Relations member 2019-2021, and Pierce PTO Treasurer 2014-2019. Ms. Nobrega's present term expires in 2026.

Senior Leadership

Linus J. Guillory Jr., Ph.D. – Superintendent of Schools

Dr. Linus Guillory is the Superintendent for the Public Schools of Brookline. He brings a wealth of experience to the community, having been a classroom teacher, a principal, curriculum leader, and deputy superintendent over his 20-year career in education across the United States. The Public Schools of Brookline is excited to work with Dr. Guillory and his collaborative leadership team in putting students first and experiencing the joy of learning.

Prior to joining Brookline, Dr. Guillory served as the Chief Schools Officer in the Lowell Public Schools, where he led the improvement of instruction, professional development, and performance management for the district's twenty-five schools. Dr. Guillory also worked as the Deputy Superintendent of Teaching and Learning, Chief of Schools, and Director of Science at the Rochester City School District in Rochester, NY. In those capacities, Dr. Guillory helped shape the district's improvement efforts, co-chairing a 10-year strategic financial, facilities and education master planning team, as well as realigning and diversifying staff to appropriately support students and their needs.

In addition, he worked at the NASA Space Center in Houston for 6 years as an education specialist helping educators to access NASA education products. Dr. Guillory also served as the program director for the Johnson Space Center (JSC) Pre-Service Teacher Fellowship Institute, a program designed to recruit, identify, support, and expose underrepresented future teachers to NASA and establish networks with Historically Black Colleges and Universities and Hispanic-Serving Institutions.

Dr. Guillory earned his BA in Biology with a minor in chemistry at Texas A&M; he went on to earn his PhD in Environmental Science at Oklahoma State University.

Susan K. Givens, Ed.D. – Deputy Superintendent for Administration and Finance

Dr. Susan Givens joined the Public Schools of Brookline in 2023 as its new Deputy Superintendent of Administration and Finance, bringing a wealth of experience and knowledge gained during a long career in district leadership.

Before joining PSB, Dr. Givens served as Superintendent of Schools for the Newmarket School District in Newmarket, NH. Her tenure there included the development of best practices in recruiting, hiring and retaining staff, budgeting and resource management, communication and crisis management as well as the successful expansion and renovation of the district's junior/high school annex. Dr. Givens has also served for many years as Assistant Superintendent for Finance and Operations in the

Masconomet Regional School District in Boxford, MA, where she oversaw all aspects of digital learning, technology, finances, facilities, and human resources. Her 30+ years of educational leadership also includes serving the communities of West Newbury, Beverly, and Chatham, MA.

Dr. Givens has significantly contributed to the ongoing professional learning of the educational community. As the director of the LABBB Educational Collaborative, she spearheaded strategic initiatives for 21st-century teaching and learning practices. Her skills and contributions as a school leader have been recognized through numerous awards, including the Meritorious Budget Award and the Eagle Award – Distinguished Professional from the Association of School Business Officials, International, and the President’s Award from the Massachusetts Association of School Business Officials.

Dr. Givens earned her Doctorate in Education Leadership from the University of Pennsylvania, focusing on Instructional, Organizational, Public, and Evidence-Based Leadership. The research topic for her dissertation, Suburban Teacher Perceptions of Current Trends in High School Reform, broadened her understanding of the factors that influence the success of school improvement efforts in suburban high school settings. She earned her Master's in Leadership from Northeastern University and her Bachelor's in Business Administration from Salem State University.

Liza O'Connell – Interim Deputy Superintendent for Student Services

Elizabeth O’Connell has been appointed to the position of Interim Deputy Superintendent for Student Services in the Public Schools of Brookline. Ms. O’Connell previously served in the Dedham Public Schools for seven years as the Director of Special Education. Prior to her work in Dedham, she served the Acton-Boxborough Regional School District for over thirty years, as a special educator, Team Chairperson, and Director of Pupil Services.

Ms. O’Connell’s reflective and transparent leadership style was evident in facilitating targeted professional development for staff, and leading multiple study groups on essential topics and challenges in the area of student services. Ms. O’Connell is an experienced collaborator and facilitator, and has previously lectured at Fitchburg State College and Lesley University.

Ms. O’Connell is a seasoned leader with experience in all aspects of special education and student services. Her depth of experience has contributed to effective long-range strategic planning that reflects high standards, academic achievement, social and emotional gains, and a solid sense of citizenship.

Jodi Fortuna, Ed.D – Deputy Superintendent of Teaching and Learning

Dr. Jodi Fortuna joined the Public Schools of Brookline as the Deputy Superintendent for Teaching and Learning in 2023. An unwavering commitment to fostering excellence in schools and empowering students and educators has driven Dr. Fortuna’s 29-year career in education. Jodi’s educational journey began with a strong foundation in suburban Massachusetts. After earning her Bachelor’s degree in Special Education, she embarked on a career that would span nearly three decades, during which she would become a respected and transformative leader in education.

In her role as the superintendent of schools in Hudson, Massachusetts, Jodi oversaw every facet of the suburban school district. Her strategic vision and hands-on approach guided the district through

periods of growth, innovation, and change. Under her guidance, Hudson's schools flourished while fostering a nurturing and inclusive environment for students and faculty alike.

After her tenure in Hudson, Jodi served as a regional superintendent in the Boston Public Schools system. Her experience in a more urban setting allowed her to develop a nuanced understanding of the diverse needs and challenges students and educators face in different environments. Her hands-on approach to enhancing student outcomes and supporting teachers became a hallmark of her leadership.

Dr. Fortuna's academic pursuits reflect her commitment to continuous improvement and professional growth. In 2012, she earned her doctorate from Boston College. Her research focused on teacher leadership in professional learning initiatives. This academic achievement deepened her understanding of effective educational practices and positioned her as a thought leader in the intersection of pedagogy and leadership. Throughout her career, Jodi has championed the importance of collaboration, equity, and community engagement. An unwavering dedication to creating educational experiences that empower students to reach their full potential characterizes her leadership style. Colleagues often praise her ability to inspire and motivate those around her, fostering a culture of excellence and teamwork.

Claire Galloway-Jones - Executive Director of Education Equity

Claire Galloway-Jones has been appointed Executive Director of Educational Equity in the Public Schools of Brookline. Ms. Galloway-Jones previously served as the Director of Diversity, Equity, Inclusion, and Belonging in the Milton Public Schools. Before her work in Milton, she served as the METCO Program Director for nine years for the Sharon and Bedford School Districts and Boston Public Schools as an Instructional Math and Change Coach attached to the Academic Superintendent Teams.

Ms. Galloway-Jones will lead the development of a clear district mission committed to Educational Equity aligned with PSB core values and the Department of Elementary and Secondary Education (DESE) Educational Vision. In collaboration with the Office of Teaching and Learning and Student Services, the Office of Educational Equity will remove student barriers and work to ensure that equity is the foundation and the umbrella for all of our work.

Additionally, she will create and manage ongoing professional learning experiences for teachers, staff, and administrators. Oversee equitable access, process, treatment, and student outcomes; by partnering with students, families, and community members in a collective effort intentionally focusing on dismantling systemic racism.

Ms. Galloway-Jones received her Masters of Urban Education from Wheelock College, is a proud HBCU attendee, and is a METCO Program K-12 Alumna of Lincoln Public Schools and Lincoln Sudbury. She is an Inaugural Board member of the Association of Massachusetts School Equity Leaders (AMSEL) and is currently the President of the Massachusetts Partnership for Diversity in Education (MPDE).



PUBLIC SCHOOLS of
BROOKLINE



FY25 Initial Budget

January 18, 2024

Agenda

- Building the Budget
- FY25 Budget Guidelines
- Alignment to SC Guidelines and Draft Strategic Plan
- FY25 Enrollment Projections
- Staffing
- Expenses
- Additional Considerations

All information also posted on <http://www.brookline.k12.ma.us/budget>



Building the FY25 Budget



Newly Adopted District Goals

1. Joy in Learning
2. Excellence in Teaching
3. Culture of Collaboration
4. Celebration of Difference
5. Commitment to Equity
6. Ethic of Wellness





FY25 Initial Budget Book *A Summary View*

FY25 Initial Budget Book



FY25 Budget Guidelines

1. STAFFING/ENROLLMENT:

- a. **For FY25:** Address class sizes at the high school to ensure class sizes are closer to recent historical trends, with fewer larger classes, and broader availability of science classes for more students. Leverage new enrollment forecasts to identify where positions can be shifted.
- b. **For FY25:** Provide resources (for staffing and space adaptation) to transition to a full-day model, and return BEEP classrooms from Clark Road to the elementary schools and/or high school.

2. EQUITY:

- a. **For FY25:** Fund Extended School Year programming that increases access to ESY by providing coordinated wraparound opportunities, including but not limited to socioemotional learning, therapeutic recreational activities, and enrichment.
- b. **For funding no later than the year following any adoption:** Should a policy on life of the school be adopted that requires funding to implement policy, identify said funding.
- c. **By FY26:** Fund an educational equity strategy, to be articulated by the Office of Educational Equity and approved by School Committee, that right-sizes the resources directed towards educational equity, whether they are centralized or decentralized.
- d. **By FY29:** Fund robust summer programming that meets a variety of student needs - for example, expanding summer offerings for high school students so that those on IEPs may access summer electives. We encourage partial/full implementation to begin in earlier fiscal years, as resources allow.

3. BUDGET:

- a. **For FY25:** To the extent possible, provide funds for approved School Improvement Plan activities to be expended at the building level.
- b. **Starting in FY26:** align SIP process as part of budget cycle to ensure SIP activities are identifiable and funded in the budget. SIPs for FY26 will need to be adopted in late spring FY24 to allow for incorporation of the SIP into the FY26 budget which is created in FY25.
- c. **Starting in FY25:** Return to prior practice of holding reserve funds for a limited number of staff. This can be done over multiple years to lessen the impact of any one year.

Alignment to SC Guidelines and Draft Strategic Plan

(Page 11 & 12)

Staffing/Enrollment

Guidelines for FY25	District Response
Address class sizes at the high school to ensure class sizes are closer to recent historical trends , with fewer larger classes, and broader availability of science classes for more students. Leverage new enrollment forecasts to identify where positions can be shifted.	This budget includes a request for 5.0 FTE for BHS educators to alleviate larger class sizes. The high school class size and enrollment table reflects the positive impact these additions have on class size in the core subject areas.
Provide resources (for staffing and space adaptation) to transition to a full-day model , and return BEEP classrooms from Clark Road to the elementary schools and/or high school.	<p>Planning is underway to transition BEEP to a full-day model as well as begin returning BEEP classrooms to District buildings/schools. This budget proposal reflects currently BEEP staff moving to a full school day work schedule next year the additional costs are allocated to the revolving fund and have no impact on this spending proposal. Program enrollment is estimated to increase by 65 students as a result of this change.</p> <p>Three BEEP classrooms transitioned from Clark Road to Driscoll this year. Next year, another classroom will move to Driscoll and one will move to the Roland Hayes school to complete the transition out of the Clark Road Location.</p>

Budget Format Evolution & Highlights

- Industry Budget Presentation Standards
 - Table of Contents, continuous page numbers
 - Pyramid Approach with Section Parity
 - Enrollment, Staffing, Financial Data
 - Executive Summary
 - Cost Centers (Schools and District Departments)
 - Data presented in written narratives, tables, and graphs
- DESE and Department of Revenue Account Classifications

Alignment to SC Guidelines and Draft Strategic Plan

Equity

Guidelines for FY25	District Response
Fund Extended School Year programming such that it complies with state recommendations for the number of hours offered.	OTL and OSS have prioritized summer learning experiences for students within their budget allocation.
Fund an educational equity strategy, articulated by the Office of Educational Equity, that right-sizes the resources directed towards educational equity, whether they are centralized or decentralized.	OEE has requested expanded resources and supports for District staff including Equity leads for each school

Alignment to SC Guidelines and Draft Strategic Plan

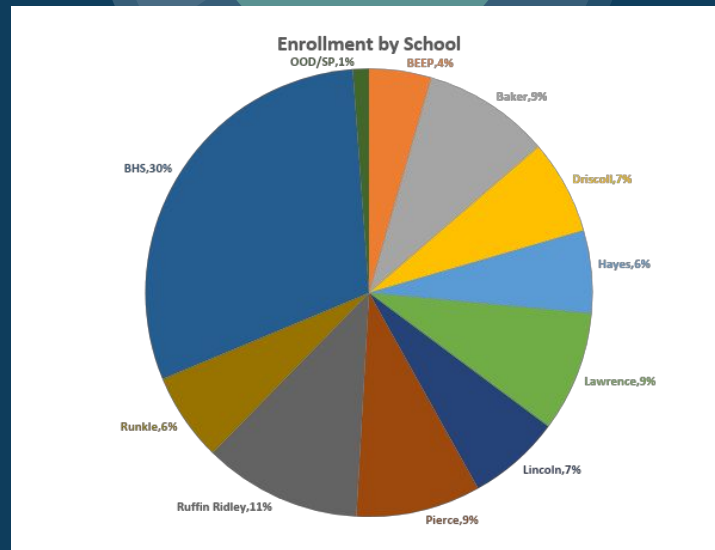
Budget

Guidelines for FY25	District Response
To the extent possible, provide funds for approved School Improvement Plan (SIP) activities to be expended at the building level.	School Improvement Plans are being rewritten this year to align with the strategic plan. Current School Improvement Plan goals are included in the budget for each school and Principals have shared ways that funding is supporting the SIP in their budget commentary.
Return to prior practice of holding reserve funds for a limited number of staff. This can be done over multiple years to lessen the impact of any one year.	Potential reserve fund positions at the elementary level have been identified in the budget where applicable and 1.05 FTE of the new 5.0 positions has been set aside in the high school to address this concern.

FY25 Enrollment Projections (Pages 12 & 13)

- FY25 – Similar enrollment patterns as FY24 (roll forward cohorts)
- NESDEC and Cropper McKibben 10 year enrollment forecasts

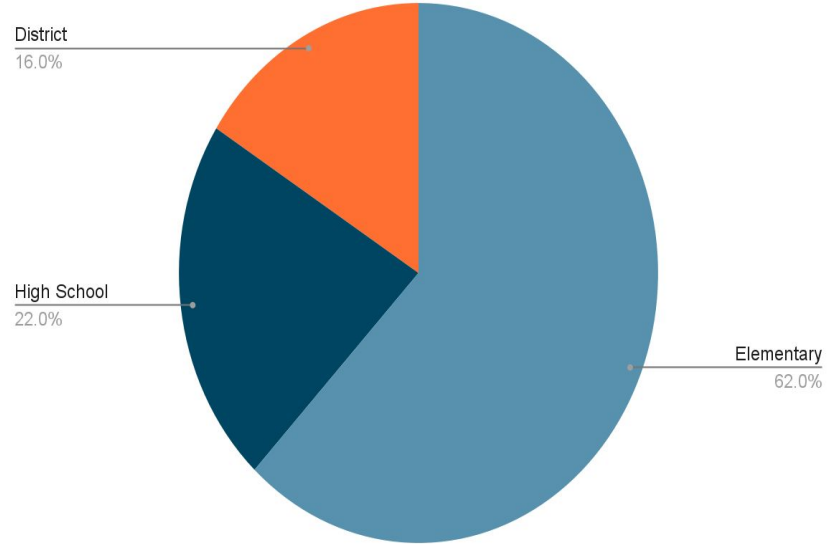
FY25 Estimated Enrollment	7,147
Change	+ 43
BEEP (Early Childhood)	+ 65
Elementary	- 20
BHS	- 2
SP/OOD	0



Staffing (Page 14)

- All staff are included in the FTE count regardless of funding source
- **Change in FTE Calculations for Paraprofessionals**
FTE of 1.0 based on position type now. Last year 1.0 = .93, this will cause the overall FTE count to be higher for FY24 than reported last year during the budget season
- The methodology used to count FTE in this document was the same for FY24 (1445.1) and FY25 (1466.7)

PSB Staff Allocation



Staff by Funding Source

Fund	Total FTE	New
General Fund*	1,312.8	8.2
Grants	113.2	0
Revolving	40.7	14.5
TOTAL	1,466.7	22.7

- **Change in FTE Calculations for Paraprofessionals**
FTE of 1.0 based on position type now. Last year 1.0 = .93, this causes the overall FTE count to be higher for FY24 than reported last year during the budget season



New Positions (8.2)

- Associate Athletic Director
- 1st Grade Paraprofessional (Pierce)
- Middle School ELA Teacher (Baker)
- 0.2 Guidance Counselors (Lawrence)
- 5 Teachers (High School)

- Note there is an increase of 14.5 FTE to increase existing BEEP staff to full time next year. This expense is allocated to the BEEP revolving fund

Expenses (Pages 16 & 17)

- The FY25 Budget was created to more closely mirror state financial standards
- Migration from Centralized, program based model to Decentralized site-based model per Ed reform act of 1993
- Reporting and accounts in FY23, FY24, and FY25 are not the same therefore, will be confusing. What may appear under normal circumstances to be an increase or decrease in spending will often just be a difference in how the information has been recorded and/or budgeted rather than any meaningful change
- This course correction will make it difficult this year but provide clarity and transparency moving forward

Expenses by Major Cost Categories

Particulars	Amount
Salary	119,764,918
Tuition	5,303,559
Transportation	4,537,235
Contracted Services	2,824,413
Supplies	2,056,353
Textbooks/Tools	1,577,671
Leased Computers	1,036,318
Legal	760,264
PD	456,667
All Other	325,591
TOTAL	138,642,989

Total Initial Request	\$ 138,642,989
Increase	6.08%



Major Cost Drivers

Fund	Amount	Increase %
Salaries		
• Breathing Costs (Step, Lane, COLA)	\$ 5,251,977	4.02%
• New Positions (Operating Fund)	\$ 561,076	0.4%
Non-Salary		
• Mandated/Legal Services	\$1,945,749	1.54%

Additional Considerations as we work through the FY25 Budget

- Pierce School Staffing for split campus
- OSS Expanded Services Opportunity
- OSS *Transportation Costs & OSD Tuition Costs*
 - *Currently out to bid*
 - *Continuing to assess the overall impact*

**PROPOSED REVISION OF THE PUBLIC SCHOOLS OF BROOKLINE
SUBSTANCE USE PREVENTION AND EDUCATION POLICY
JANUARY 18, 2024
3RD READING AND POSSIBLE VOTE**

I 3 e. Substance Use Prevention and Education (Voted 12/1/16, #16-76) (Replaced Teaching about Drugs, Alcohol, and Tobacco Voted 3/16/70, #70-92)

Purpose:

Mass. Gen Laws c. 71, s.96 requires each public school:

- to have policies regarding substance abuse prevention and the education of its students about the dangers of drugs, alcohol, and tobacco;
- to notify students' parents or guardians about the related policies and procedures, professional development support of staff; and
- to post the policies on the school district website. And requires schools to file these policies with the Department of Elementary and Secondary Education (DESE).

In accordance with state and federal law, and this policy the PSB shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, cannabis, e-cigarette/vaping devices, tobacco, and drug prevention education programs in grades 5-12.

The alcohol, cannabis, e-cigarette/vaping devices, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug ~~their~~ use, with emphasis on non-use by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, cannabis, e-cigarettes/vaping devices, tobacco, ~~or~~ other drugs.

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of children and youth on healthy decision-making:

- To prevent, delay, and/or reduce use of alcohol, cannabis, e-cigarettes/vaping devices, tobacco, and ~~drug~~ use other drugs among children and youth.
- To increase students' understanding of the legal, social, and health consequences of using alcohol, cannabis, e-cigarettes/vaping devices, tobacco, and ~~drug~~ use other drugs.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid use of alcohol, cannabis, e-cigarettes/vaping devices, tobacco, and ~~drug~~ use other drugs.
- To teach students to respect all members of their school community by refraining to use alcohol, cannabis, e-cigarettes/vaping devices, tobacco, and other drugs in a manner that could expose and thus adversely impact the health of others who abstain from such use. Specifically, students shall be instructed not to smoke anywhere on school grounds, including bathrooms.

The curriculum, instructional materials, and outcomes used in this program ~~shall~~ shall be recommended by the Superintendent or his/her designee.

In addition to providing the foregoing education on substance use, the district shall remind students that no person shall use a tobacco product or controlled substance within any school building or facility, or on a school bus. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance as defined in G.L. c. 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal. Pursuant to G.L. c. 94C, s. 32J and 21 U.S.C. s. 860, the possession of drugs, including marijuana, with the intent to distribute or sell said drugs will result, if convicted, in a mandatory sentence of not less than two years if the possession occurs within 300 feet of a school within the hours of 5 AM and midnight, regardless of whether the possessor is aware of the school's proximity. Pursuant to G.L. 272, s. 40A, anyone who gives, sells, or has in their possession any alcoholic beverage in any public school building can be punished by imprisonment up to thirty days or a fine of not more than one hundred dollars.

This policy shall be posted on the district's website and notice shall be provided to all students and parents in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

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Strategic Plan: Community Feedback

371 Responses as of January 5, 2024

PUBLIC SCHOOLS of
BROOKLINE



Executive Summary

“Rigorous and challenging academics” scored a Net Promoter Score (NPS) of 61.3 and “Strong core subjects” scored 58.6. Conversely, targeted school support for the “individual needs of the school communities” scored the lowest at -25.8. Meanwhile, “culturally-relevant learning opportunities” also scored in the negative at -9.2.

When asked to force rank, the following items scored the highest: 1) Rigorous and challenging academics (67.7%); Strong core subject courses (42.5%); and 3) Caring and nurturing environment (35.3%). Meanwhile, the three lowest were: A) School supports that target the individual needs of the school communities (4.7%); B) Clear and consistent communication (5.8%); and C) Culturally relevant learning opportunities (12.6%).

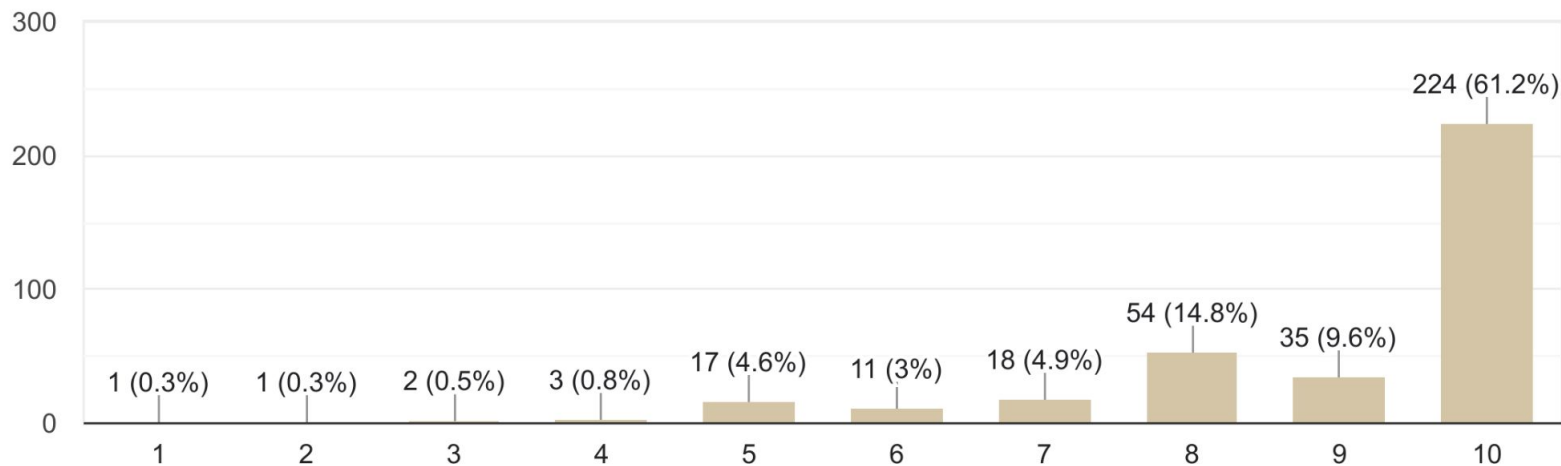
The qualitative comments underscored these trends. For Goal #1, there were 57 comments that mentioned the need for Achievement, including references to topics such as enrichment as well as rigor. Meanwhile, there were 42 comments that mentioned “Culturally Responsive” (with 15 being constructive or critical) and 32 comments related to Diversity, Equity, and Inclusion (DEI), with 9 being constructive or critical. However, related to “Belonging,” there was an overwhelming positive opinion with 55 out of 60 comments showing support for this topic. Similarly, the notion of “Safety” elicited 54 mentions, of which 46 were supportive. Moreover, the topic that elicited the most mentions was “Family and Community Engagement,” with a total tally of 82 comments under Goal #2.

Given this, it can be surmised that the majority of respondents believe in partnering with families and the community to create safe environments that promote belonging while ensuring that students are held to high academic expectations.

NET PROMOTER SCORE: 61.3

Rigorous and challenging academics

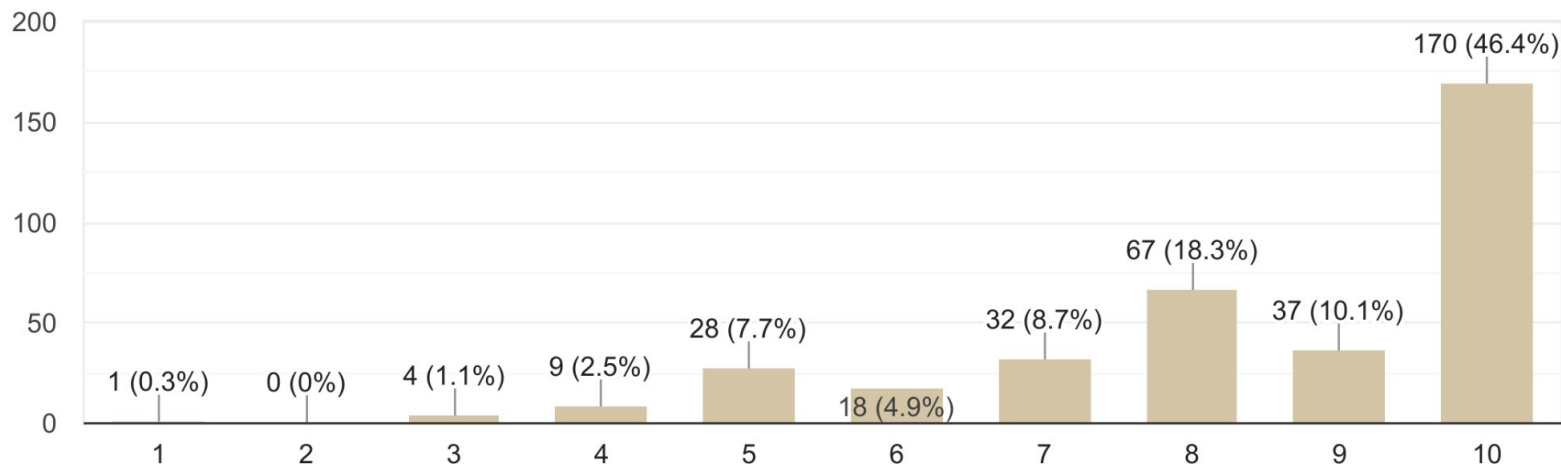
366 responses



NET PROMOTER SCORE: 40

Caring and nurturing environment

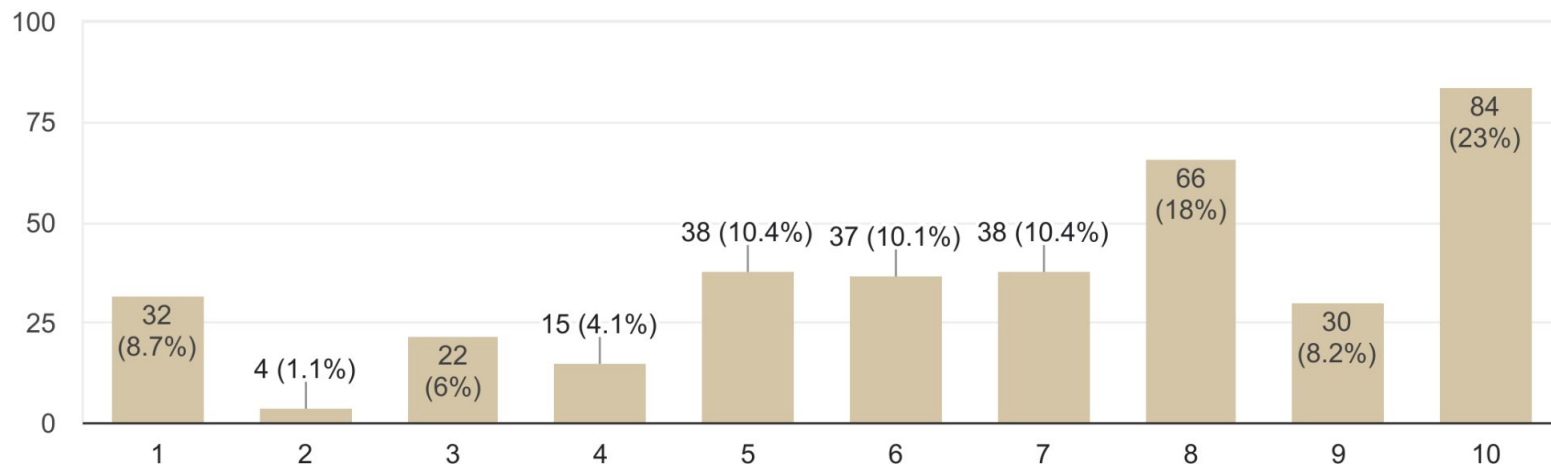
366 responses



NET PROMOTER SCORE: -9.2

Culturally-relevant learning opportunities

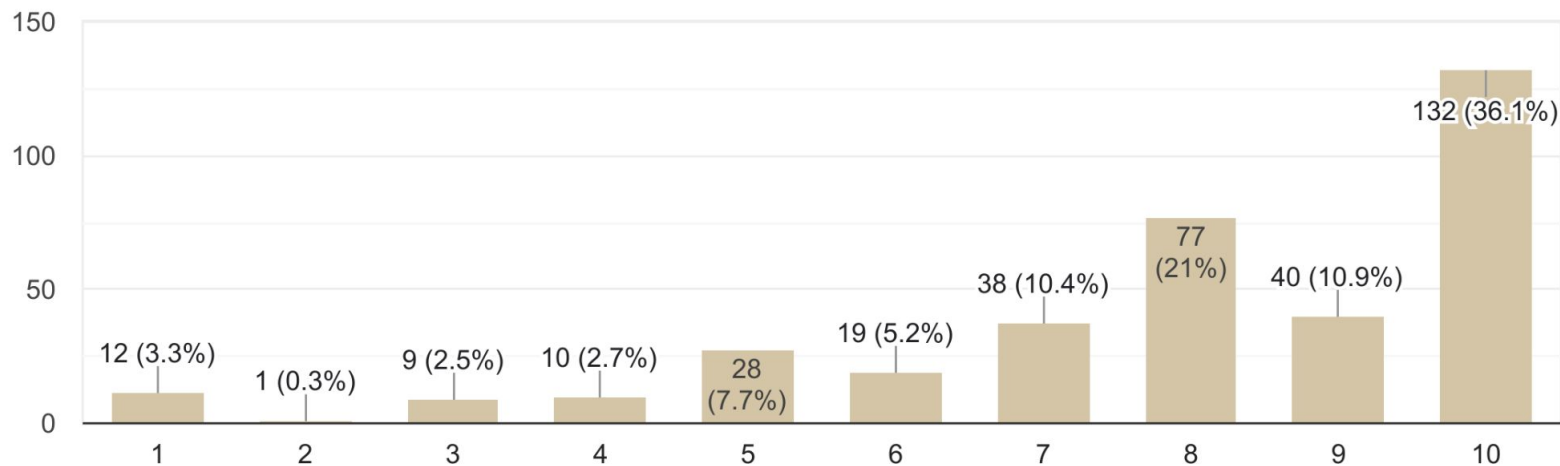
366 responses



NET PROMOTER SCORE: 25.3

School Supports that Focus on Students' Mental and Emotional Health

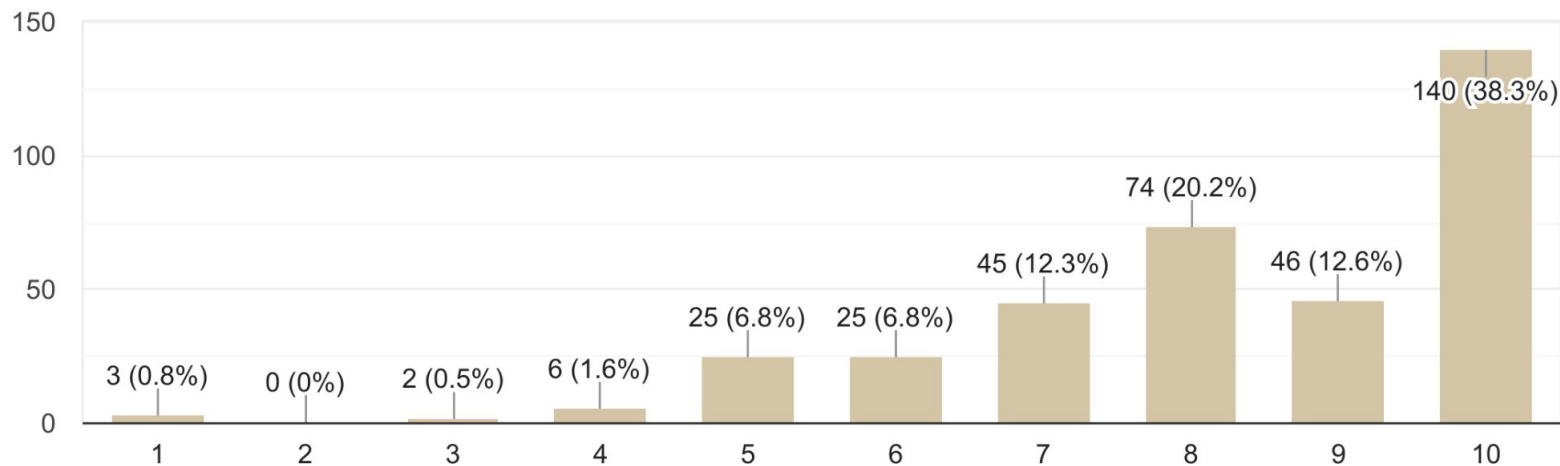
366 responses



NET PROMOTER SCORE: 34.4

Learning Programs and Opportunities that target students' individual needs

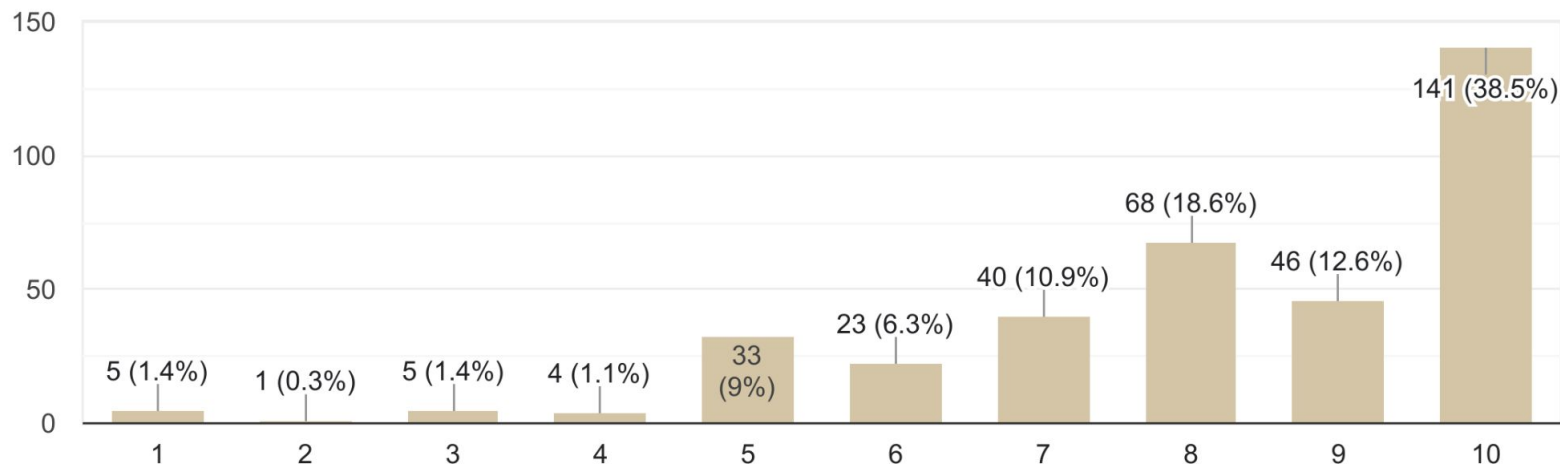
366 responses



NET PROMOTER SCORE: 34.6

Strong school cultures that set positive schoolwide expectations

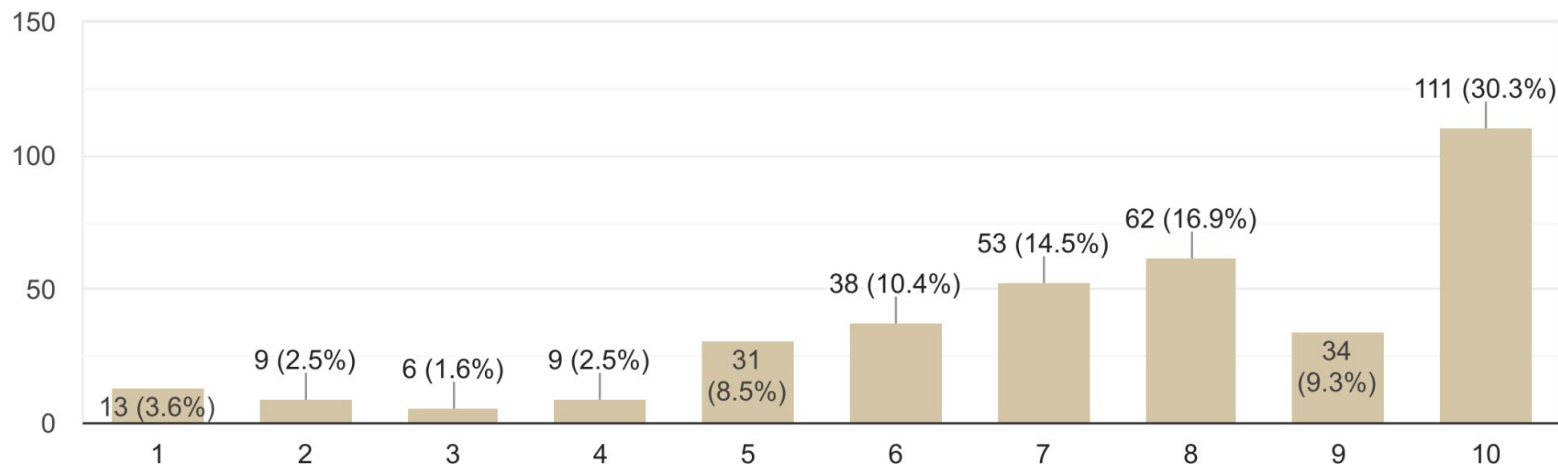
366 responses



NET PROMOTER SCORE: 10.5

Educational programs that support students' social emotional development

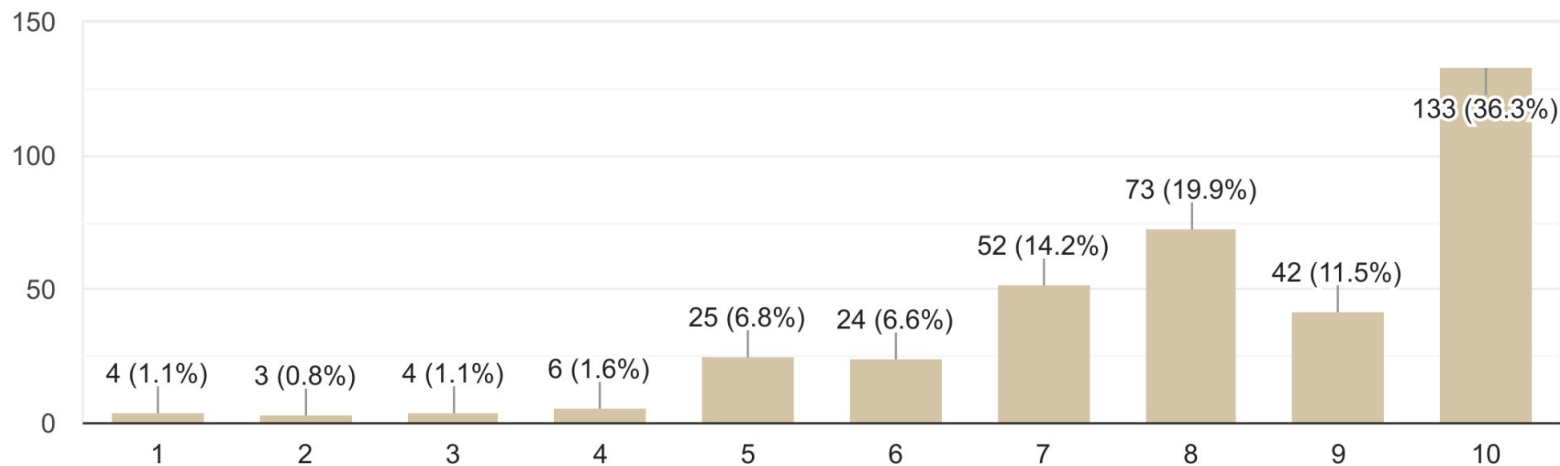
366 responses



NET PROMOTER SCORE: 29.8

Strong individual connections between students and teachers

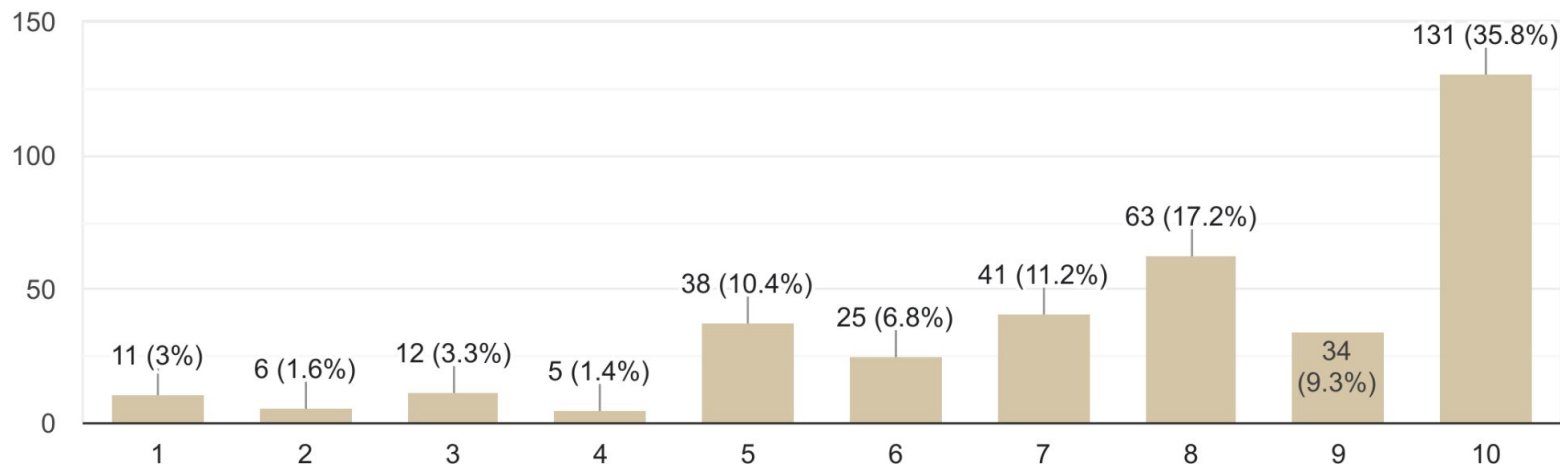
366 responses



NET PROMOTER SCORE: 21.3

School buildings and supports that focus on students' physical safety

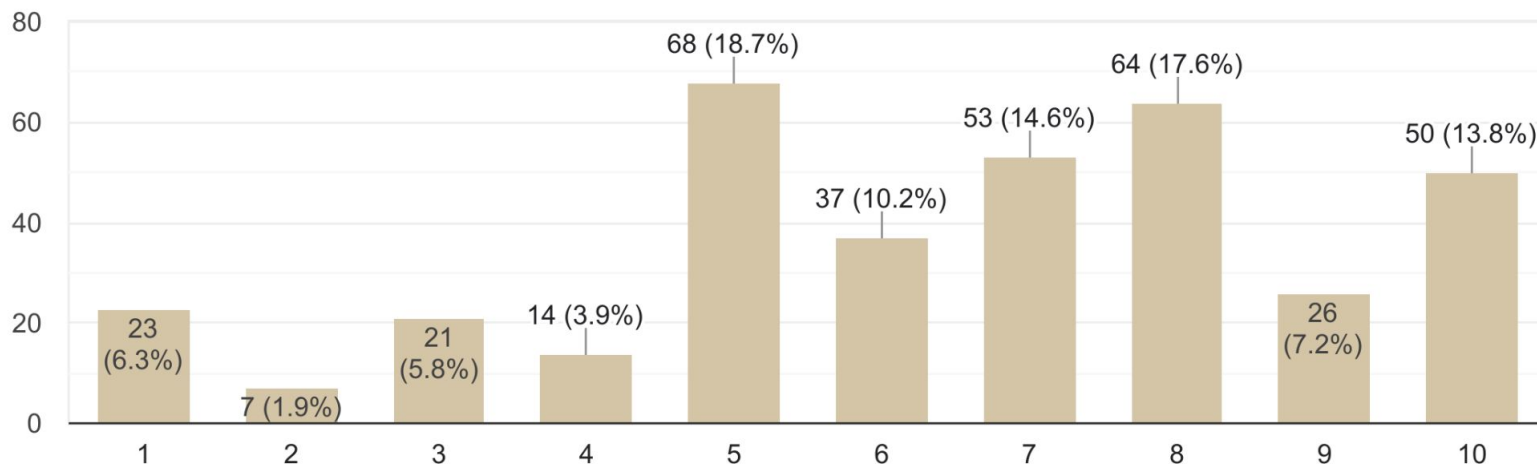
366 responses



NET PROMOTER SCORE: -25.8

School supports that target the individual needs of the school communities

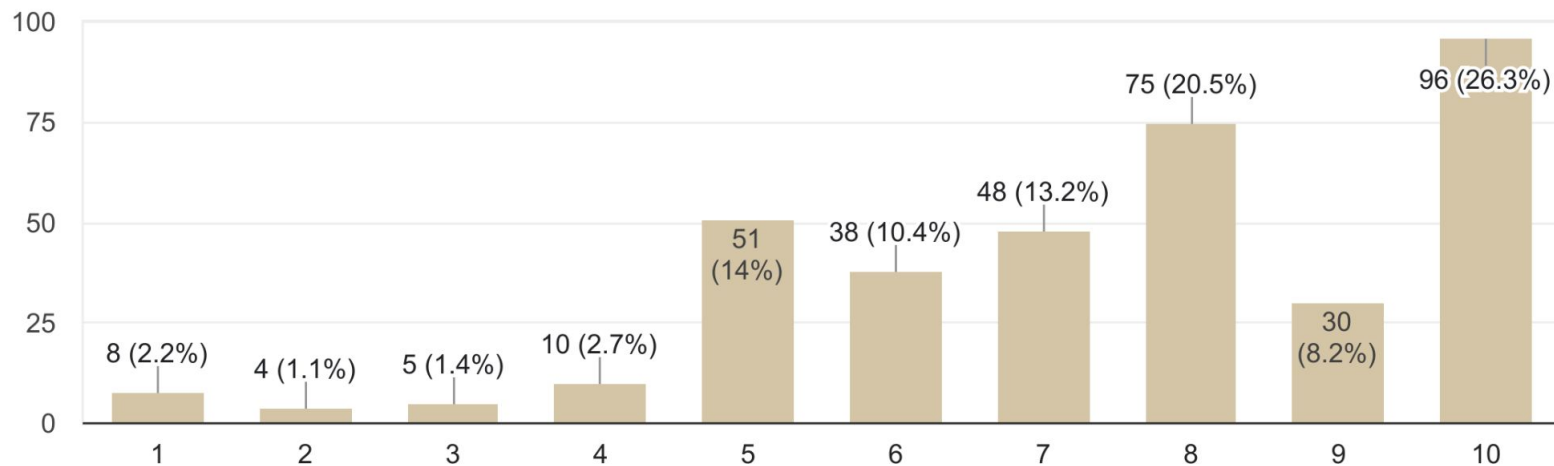
363 responses



NET PROMOTER SCORE: 2.7

Clear and consistent communication about district and school programs and events

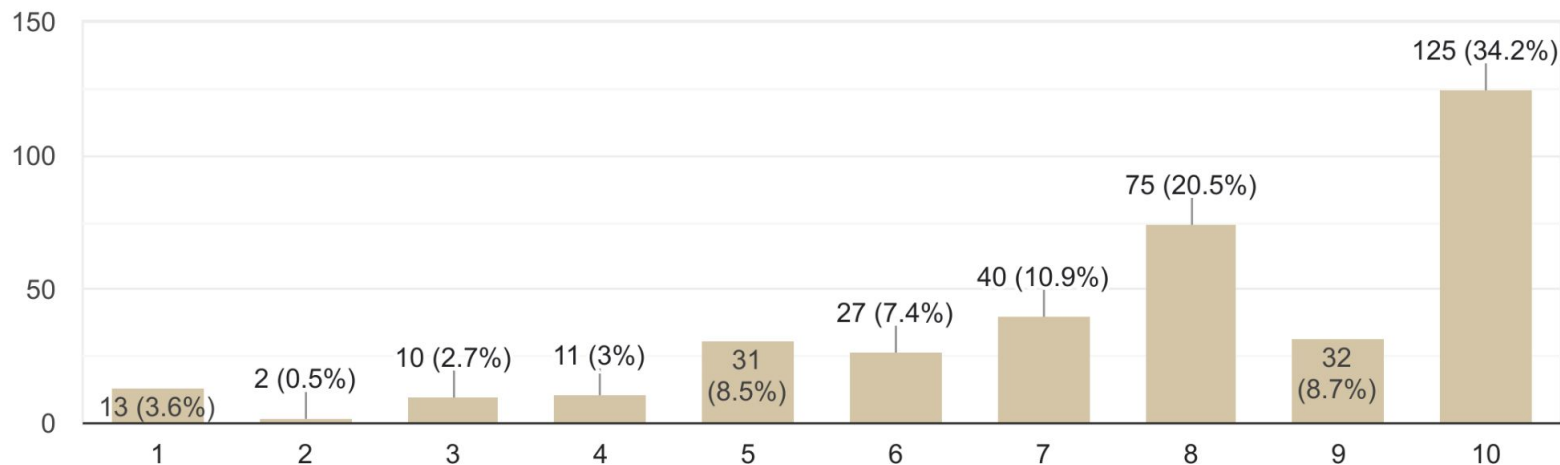
365 responses



NET PROMOTER SCORE: 17.2

Programs and supports targeted at struggling students

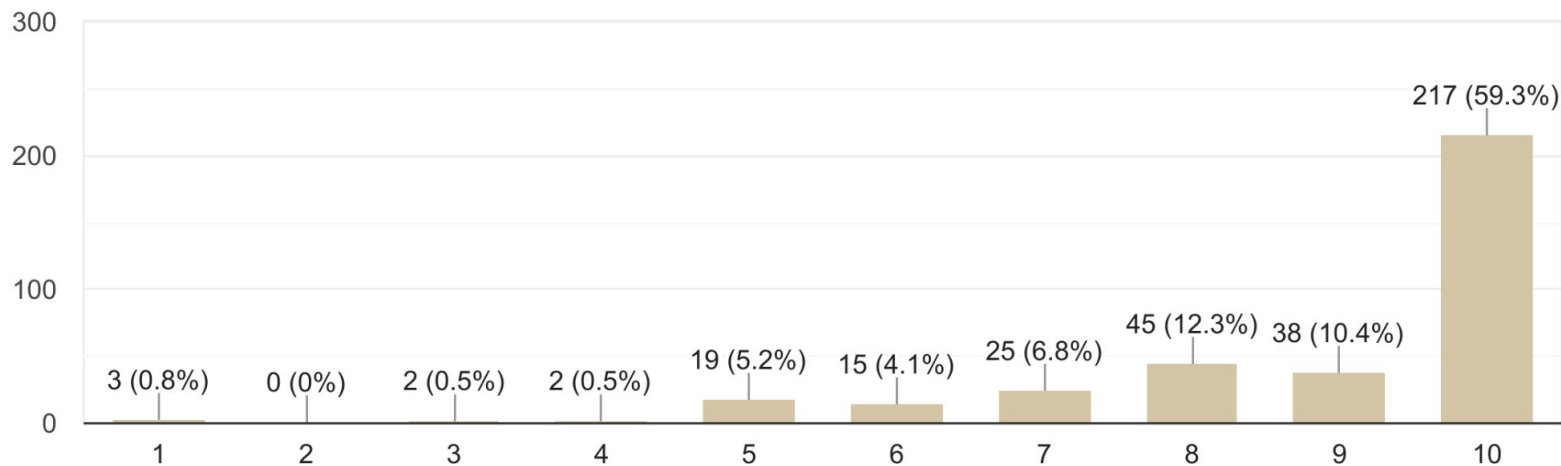
366 responses



NET PROMOTER SCORE: 58.6

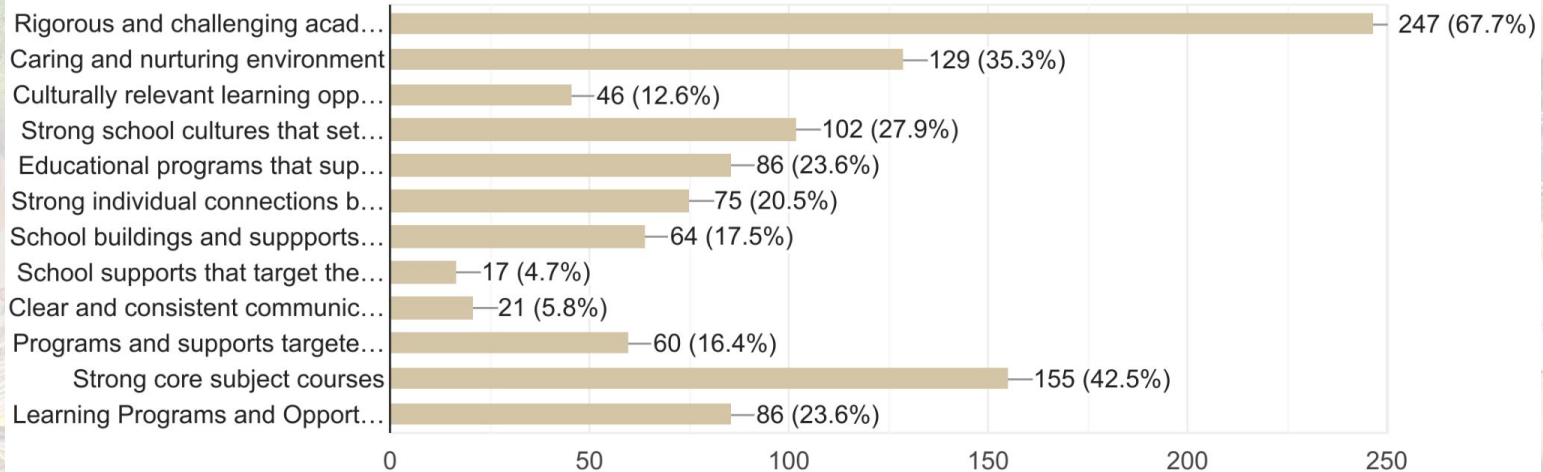
Strong core subject courses

366 responses



Using the same categories as above what are the top three most important areas the district should focus on. Please check only 3 boxes.

365 responses



A photograph of a classroom with students sitting at desks, facing a teacher and a large interactive screen. The room is decorated with various educational posters, including a calendar, a alphabet chart, and a 'YOU BELONG HERE' sign. The image has a red overlay and a white horizontal line passing through the center.

GOAL #1

WHAT RESONATED?

57% (125/221) qualitative comments were categorized as supportive, while 33% (72/221) were constructive or critical.

The topics that received the most mentions:

- Culturally Responsive Teaching: 42 mentions, of which 24 were supportive
- Achievement: 40 mentions, of which 19 were supportive
- Evidence-Based Practices: 26 mentions, of 25 were supportive
- Diversity, Equity, & Inclusion (DEI) 32 mentions, of which 22 were supportive
- Assessments: 17 mentions, of which 9 were supportive
- Terminology (especially in regards to CRT & DEI): 13 mentions, of which 1 was supportive

WHAT IS MISSING?

The topics that received the most mentions:

- Achievement / Enrichment / Rigor: 57 mentions
- Teachers / Teaching & Learning: 15 mentions
- Benchmarks, Measures, & Outcomes: 11 mentions

REPRESENTATIVE QUOTES

Achievement: The district can not continue to ignore its students who are already doing well. If the emphasis is only to ensure proficiency but not to encourage academic excellence and rigor, ensuring a high level of learning and a strong foundation of knowledge and thinking, the exodus to private schools will accelerate. Students should be challenged regardless of what level they start at. It is not fair to the higher achievers that they are not given the attention and focus provided to others. Also how will educators be supported in providing direct hands on teaching rather than using the internet as a learning source for students.

Culturally Responsive & DEI: It would resonate better if the words 'equitable cohesive, culturally relevant' were eliminated as they are poorly defined and provide the opportunity for dissonance. What does 'equitable cohesive' mean??what does cultural relevant mean (relevant to whom and with regard to what culture?. how does that remain 'consistent' from year to year as the culture and issues affecting us change? How do you avoid the introduction of bias when interpreting 'culturally relevant')? Same point with 'culturally responsive' instruction. These are modifiers to standards that completely interfere with the notion of unbiased measurable outcomes.

Assessments: In terms of measurement of success with respect to students, it is totally focused on MCAS. Would like to see other types of assessment.

Teachers / Teaching & Learning: Empowering teachers. Outcomes based benchmarking as opposed to the MCAS bureaucracy. If anything, the plan sounds a lot like a politically inspired mandate that's going to be forced on everyone and leave even less freedom to teachers than they have today. If we are to attract and retain top talent, we must trust them not mandate them into oblivion with standards and percentage targets.

Terminology: This is mostly a word-salad of nonsense. The goal here should be rigorous instruction of age-appropriate fundamentals in each content area. Not running a training camp for radical activists.

A photograph of a classroom with students seated at desks, facing a teacher and a large interactive whiteboard. The room is decorated with various educational posters, including a periodic table of elements, a calendar, and a 'YOU BELONG HERE' sign. The image has a red overlay and a white horizontal line passing through the center.

GOAL #2

WHAT RESONATED?

52% (99/190) of qualitative comments were categorized as supportive, while 18% (35/190) were constructive and/or critical.

The topics that received the most mentions:

- Family & Community Engagement: 84 mentions, of which 70 were supportive
- Culturally Responsive & DEI: 27 mentions, of which 12 were supportive (and 5 questioning terminology used)
- Communication: 11 mentions, of which 9 were supportive

WHAT IS MISSING?

The topics that received the most mentions:

- Culturally Responsive & DEI: 19 mentions
- Details: 13 mentions
- Benchmarks, Outcomes, & Measures: 10 mentions

REPRESENTATIVE QUOTES

Family & Community Engagement: What resonates with me is that this is common sense. We have always known that communication and connection between home and school is a rocket fuel to student investment, parent satisfaction and student learning. This should not be a revelation to us, this should be a foundational part of our mission. What is our mission, anyway? We need to articulate that concisely, clearly, consistently and much more publicly. We should see it hanging in the halls of every school. It should be an extension of our values. It should be apparent in student and staff behavior.

Culturally Responsive & DEI: Students need to learn to treat other people with empathy and respect, particularly at a time in our culture when social media and other cultural forces are encouraging just the opposite and stoking divisiveness.

Communication: Community is essential! appreciate the district's commitment to effective communication.

Details: I'm curious what action steps will be taken and how to ensure these become sustainable. One thought is that teachers need more time to effectively and consistently engage in community engagement. One way to accomplish this is to regularly provide dedicated time to do this important work.

Benchmarks, Outcomes, & Measures: What are the starting points against which metrics will be measured? Why were these numbers chosen? How will you know if you are reaching all caregivers? Or is your satisfaction benchmark X% of respondents? Because if it is, then how do you characterize those who did not respond?

A photograph of a classroom with students seated at desks, facing a teacher and a large interactive screen. The room is decorated with various educational posters, including a periodic table of elements, a calendar, and a 'YOU BELONG HERE' sign. The image is overlaid with a semi-transparent red filter.

GOAL #3

WHAT RESONATED?

66% (124/187) of qualitative comments were categorized as supportive, while 21% (40/187) were constructive and/or critical.

The topics that received the most mentions:

- Belonging: 60 mentions, of which 55 were supportive
- Safety: 54 mentions, of which 46 were supportive
- Community & Culture: 15 mentions, of which 11 were supportive
- DEI: 13 mentions, of which 8 were supportive

WHAT IS MISSING?

The topics that received the most mentions:

- Benchmarks, Measures, & Outcomes: 11 mentions
- DEI: 16 mentions, with 10 mentioning Jewish Identity & Antisemitism
- Safety: 13 mentions, with 3 mentions of Security

REPRESENTATIVE QUOTES

Belonging: I think this is extremely important, and I am glad that students' and staff sense of belonging is being treated with such importance. Procedures and processes for students with low school belonging - has the district considered implementing the successful middle school WIN period clubs initiative Jen Maylone has been pioneering at FRR?

Safety: The idea of safety resonates with us, especially today with what we see happening at school across our country.

Community & Culture: Developing a consistent behavior plan with clear expectations will develop a climate and culture.

DEI: I'd like to see a more explicit goal that explicitly calls out proactively battling hate. Throughout the years, we've seen different groups being targeted - Muslims after 9/11, Asians, Black and now Jews. Taking a clear stand against hate of all forms and people should be judged individually and not based on their group (ethnic, religion, etc.) should be a top priority, as this just keeps repeating itself over and over again taking slightly different shapes.

Benchmarks, Measures, & Outcomes: I think we need a benchmark of "by Year X, X% of students, faculty, and staff feel a strong sense of belonging." Endorsing is not equivalent to achieving it. Also, without knowing baselines, it's hard to give feedback on goals.

A photograph of a classroom with students seated at desks, facing a teacher and a large interactive whiteboard. The room is decorated with various educational posters, including a periodic table of elements, a calendar, and a 'YOU BELONG HERE' sign. The image has a red overlay and a white horizontal line passing through the center.

GOAL #4

WHAT RESONATED?

40% (60/149) of qualitative comments were categorized as supportive, while 19% (29/149) were constructive and/or critical.

The topics that received the most mentions:

- Transparency: 33 mentions, of which 28 were supportive
- Capacity: 7 mentions, of which 3 were supportive
- Clarity: 7 mentions, of which none were supportive

WHAT IS MISSING?

The topics that received the most mentions:

- Details, Transparency, & Clarity: 16 mentions
- Benchmarks, Outcomes, & Measures: 9 mentions

REPRESENTATIVE QUOTES

Capacity: Current lean-staffing practices and lack of transparency of whole should be contacted about which concerns inhibit the goals of timeliness and transparency mentioned here. I look forward to learning how adequate staffing of student support personnel, high school teachers (to avoid large class sizes), K-8 world language teachers, and specialist will factor into these goals regarding capacity-building.

Details, Transparency, & Clarity: Details re: initiatives and what time commitment outside of teaching would be required.

Benchmarks, Outcomes, & Measures: As far as transparency, curriculum and skill objectives for each grade MUST be published online. Without these it is impossible for parents to "partner" in assessing skills (and whether they have been taught or understood).

A photograph of a classroom with students seated at desks, facing a teacher and a large interactive screen. The room is decorated with various educational posters, including a periodic table, a calendar, and a 'YOU BELONG HERE' sign. The image has a red overlay and a white horizontal line passing through the center.

GOAL #5

WHAT RESONATED?

40% (56/139) of qualitative comments were categorized as supportive, while 29% (41/139) were constructive and/or critical.

The topics that received the most mentions:

- Organizational Structure: 13 mentions, of which 8 were supportive
- Information Systems: 9 mentions, of which all were supportive
- Administration: 7 mentions, of which 3 were supportive
- Redundancy: 8 mentions, of which none were supportive

WHAT IS MISSING?

The topics that received the most mentions:

- Details: 10 mentions
- DEI: 9 mentions
- Focus on Teachers: 7 mentions

REPRESENTATIVE QUOTES

Organizational Structure: Central Office has added many positions over the past 5-6 years and cut others. Not sure I know what the organization's "vision" is, exactly, or why we are calling PSB an "organization."

Information Systems: These days, information exchange is important.

Administration: This needs to happen in the near term. With the excessive turnover in recent years - most especially in leadership positions this goal would help us to weather changes with fewer interruptions to service.

Redundancy: Simplify. Less is more. Fewer juggling balls and fewer administrators is better. Keep it lean and efficient.

Details: The tactics for this goal seem vague aside from creating an administrative handbook and providing mentoring programs for BIPOC staff. What would this look like from curricular perspective? Knowing how decisions get made?

DEI: This section could more specifically name the role of policy in creating or removing barriers. Revising policies that lead to inequitable outcomes, and using equity as a lens on all policy creation, should be explicit.

Teachers: The voice of teachers is paramount. Their feedback should be put first.



PUBLIC SCHOOLS of **BROOKLINE**

Draft- STRATEGIC PLAN

MISSION

The Public Schools of Brookline's mission is to educate and inspire every student to lead a fulfilling life and make positive contributions to our world.

VISION

Brookline provides every student with an extraordinary education, through enriching learning experiences and supportive community, so that they may develop to their fullest potential.

Core Values

JOY IN LEARNING

Our schools are dedicated to teaching students to be involved, active learners who work hard, think critically and creatively, and communicate effectively. We emphasize high expectations for all students and seek to instill a lifelong joy in learning through a rich curriculum that will allow students to find and succeed at what they love, and flourish in their lives.

EXCELLENCE IN TEACHING

Passionate, knowledgeable, skillful teachers are the core strength of our schools. Our educators provide a dynamic and rewarding learning experience for students. We are committed to supporting a professional community that creates and sustains an atmosphere of intellectual excitement, innovative instruction, personal growth, and strong relationships between faculty and students.

Core Values

CULTURE OF COLLABORATION

An extraordinary education requires the coordinated efforts of many. Towards this end, we strive to solicit and foster collaboration between and among educators, administrators, community organizations, government institutions, private sector, and other interested parties, with the best interest of students serving as our guiding principle.

CELEBRATION OF DIFFERENCE

Brookline is presently and historically diverse. We celebrate this diversity, and we commit to providing an education that authentically and deeply reflects the different perspectives, cultures, and experiences of our community. We strive to include the full range of Brookline voices, not just in our academic curriculum but in all school-based activities.

Core Values

COMMITMENT TO EQUITY

We are committed to eliminating barriers to educational achievement in our schools. To this end, we create policies and practices so that every student, regardless of race, ethnicity, nationality, religion, gender, gender identity, sexual orientation, disability, or socioeconomic status, experiences a safe and welcoming environment in our schools, and receives the resources and support they need to take fullest advantage of the opportunities a Brookline education offers. We recognize the existence of great disparities in private means among PSB students, and will do everything possible to ensure that private resources do not determine student outcomes.

ETHIC OF WELLNESS

For our students and the world around them to thrive, our schools must contribute to an ethic of wellness. PSB will attend to the social and emotional development of its students, so that they may flourish personally, build positive relationships, and contribute to a more caring and just world. PSB will also teach and adopt sustainable practices, inspiring and empowering students to be good stewards of the Earth.

Process

Over the past year, the Public Schools of Brookline engaged over 100 stakeholders in developing this strategic plan. The plan was developed using the Massachusetts Planning for Success model. This three-phased model includes a create, align, and implement approach to district strategic planning. This plan aims to foster organizational consistency to support the district's current and future success.

At the core of the planning process is the multi-year plan that you have before you. This plan was built on the foundation of district data, stakeholder input, and the vision for Public Schools of Brookline. This plan will be the bedrock and road map for all other district systems and structures.

The Public Schools of Brookline would like to thank everyone who provided input into the creation of this plan.

GOAL 1

TEACHING AND LEARNING

Increase achievement for each and every student by holding high academic expectations



Increase achievement for each and every student by holding high academic expectations

SY 2024 **Foundational Year**

Conduct reviews in ELA and World Language

Complete 85% of Teacher Evaluations

Complete plan for providing Professional Development around MTSS including enrichment (Multi-Tiered Systems of Support)

Design middle school schedules that allow for consistent time for learning in each content area

Contract for equity audit

Establish working group to reduce impact of bias in the 8th to 9th transition process

Identify consultant to assist with a *Vision of a BHS Graduate*

SY 2025 **Year 1**

- Complete equity audit to diagnose issues related to Diversity, Equity, Inclusion, Belonging (DEIB)
- Selection, or creation, of curriculum materials in ELA and WL
- Complete 90% of Educator Evaluations
- 75% of PD will be on MTSS
- Design elementary schedules that allow for consistent time on learning in each content area
- Design clear process for *vision of a BHS Graduate* work with timeline and benchmarks

SY 2026 **Year 2**

- Comprehensive root cause analysis to understand the influences on the outcomes observed in the Year 1 analyses of DEIB
- Develop strategy to address root causes identified in the equity audit
- Completed scope and sequence with common assessments in ELA, math and World Language
- Selection or creation of high quality, bias free curriculum materials in science
- Complete 100% of educator evaluations
- Implementation of MTSS model
- 75% of PD will be on Professional Learning Communities (PLCs)
- Implement equitable K-12 schedules

SY 2027 **Year 3**

- Reform and Monitor - district and school leaders initiate the strategies in the Equity Framework, and implement research-based practices to address the inequities identified in Years 1 and 2
- Monitor the impact changes in DEIB policy and practices are making with stakeholders
- Complete scope and sequence with common assessments in science
- Complete 100% of educator evaluations on time
- Implement PLC model
- Develop and implement standards-based equitable report cards that reflect the changes in ELA, Math, Science, World Language



Teaching and Learning Foundational Year Benchmarks

- Completed reviews and developed action plans for English Language Arts and World Language
- Completed professional development plan for multi-tiered systems of support
- Recommendations implemented to reduce the bias in the 8th to 9th grade transition process
- Recommendations for changes to middle school schedules brought forward to relevant stakeholders
- Completed analysis of trends in Child Study Team (CST) referrals to Special Ed evaluation for disproportionality by race for the purposes of establishing a baseline



Teaching and Learning Year 1 Benchmarks

- 73% of Brookline students will attain proficiency on the ELA and Math MCAS*
 - MCAS is currently the only common, valid and reliable assessment that we have to measure our growth. As the district builds its assessment literacy other measures will be included here
- 74% of Brookline students will attain proficiency on the Science MCAS
- Through robust equitable instruction, the percentage of Black/African American and Latinx students who Meet or Exceed expectations in ELA and Math as measured by the MCAS will increase by 3 percentage points. The percentage of students in the aggregate who meet or exceed benchmarks will increase by a minimum of 1 percentage point
- Student growth percentiles in ELA and Math, for Black/African American and Latinx students will reach a minimum of 50 as measured by the MCAS
- 30 out of 30 of completed educator observations reviewed show evidence of implementation or feedback towards, an equitable, consistent standards-based curriculum that holds each and every student to the highest academic standards.
- At Child Study Team (CST) meetings 95% of referring educators will identify at least 3 new strategies that they have implemented as a result of professional learning regarding MTSS. MTSS includes enrichment,



Teaching and Learning Year 2 Benchmarks

- 74% of Brookline students will attain proficiency on the ELA and Math MCAS
- 75% of Brookline students will attain proficiency on the Science MCAS
- Through robust equitable instruction, the percentage of Black/African American and Latinx students who Meet or Exceed expectations as measured by the MCAS will increase by 3 percentage points over the previous year.
- Student growth percentiles in ELA and Math, for Black/African American and Latinx students will maintain a minimum score of 60
- After implementation of MTSS, each CST team will report out on baseline data the percentage of black/African American and Latinx students that are referred for special education evaluations



Teaching and Learning Year 3 Benchmarks

- 75% of Brookline students will attain proficiency on the ELA and Math MCAS
- 76% of Brookline students will attain proficiency on the Science MCAS
- Through robust equitable instruction, the percentage of Black/African American and Latinx students who Meet or Exceed expectations as measured by the MCAS will increase by 3 percentage points over the previous year.
- Student growth percentiles, ELA and Math, for Black/African American and Latinx students will reach a minimum score of 53
- 30 out of 30 of completed educator observations reviewed show evidence of implementation or feedback towards, equitable, consistent standards-based curriculum that holds each and every student to the highest academic standards.
- Each CST team will report out on the percentage of Black/African American and Latinx students that are referred for special education services. These data will be evaluated to look for decreases in disproportionality, if they exist





GOAL 2

COMMUNITY AND CONNECTIONS

Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district and the community.



Develop and implement a culturally responsive community engagement plan that fosters connections among caregivers, schools, the district and the greater community

SY 2024 **Foundational Year**

- Rebuild and relaunch the district website

SY 2025 **Year 1**

- Develop equitable, consistent systems of protocols and expectations for communication to effectively inform caregivers at the school and district levels
- Build a comprehensive system to obtain input from caregivers
- Review district partnerships

SY 2026 **Year 2**

- Ensure universal access to information for all stakeholders through multiple platforms
- Execute a comprehensive system to obtain input from caregivers about important district matters including *Vision of a BHS Graduate*
- Identify new partnerships that will meet the needs of PSB caregivers

SY 2027 **Year 3**

- Improve upon communication of student progress to caregivers and the broader community
- Inform the community of the *Vision of a BHS Graduate* to guide future planning and goals



Community and Connections Year 1 Benchmarks

- The revamped district website will see an increase in traffic by 20% compared to the previous year
- The superintendent's newsletter, social media and other channels for community engagement will see a year-on-year increase in engagement by 25%, and a year-on-year increase in subscribers/followers by 15%
- 70% of district caregivers will report satisfaction with district communication

Community and Connections Year 2 Benchmarks

- The district website will see an increase in traffic by 15% compared to the previous year
- The superintendent's newsletter, social media and other channels for community engagement and information access will see a year-on-year increase in engagement by 25%, and a year-on-year increase in subscribers/followers by 15%
- The input system will see a participation rate of at least 30% caregivers in the district
- 80% of district caregivers will report satisfaction with district communication

Community and Connections Year 3 Benchmarks

- The district website will see an increase in traffic by 10% compared to the previous year
- The superintendent's newsletter, social media and other channels for community engagement and information access will see a year-on-year increase in engagement by 25%, and a year-on-year increase in subscribers/followers by 15%
- The input system will see a participation rate of 50% of caregivers in the district
- 90% of district caregivers will report satisfaction with district communication

GOAL 3

CLIMATE AND CULTURE

Partner with families and the community to
create safe environments that promote
belonging



Partner with families and the community to create safe environments that promote belonging

SY 2024 **Foundational Year**

- Measure staff and family belonging using the Panorama Teacher/Staff and Family Surveys (to be done annually).
- Select a core Tier 1 SEL curriculum to use in all Pre-K to 5 classrooms.
- Select a core middle school SEL curriculum to use in all middle school advisories.
- Finalize the Life of the School Policy.
- Develop or revitalize relationships with at least 3 new community-based organizations that provide guardians and caregivers with access to resources and mental health support.
- Provide training to CST leaders that focus on interventions and practices that support belonging, engagement, and inclusion.
- Develop procedures and practices for providing targeted support to students experiencing low school belonging.

SY 2025 **Year 1**

- Implement the identified Tier 1 SEL curriculum in at least 70% of Pre-K to 5 classrooms.
- Implement the identified middle school SEL curriculum in at least 70% of middle school advisories.
- Establish district Climate and Culture working group to incorporate results from the staff and family Panorama surveys into strategic initiatives.
- Develop procedures and practices to enact the Life of the School Policy.
- Provide professional development and coaching to staff that focuses on inclusion and differentiation.
- Establish district Attendance and Engagement working group.
- Implement recommendations from Tiered Focused Monitoring (TFM) review to increase access to educational programming that protects students' civil rights.
- Develop processes and procedures for CST that support belonging, engagement, and inclusion.

SY 2026 **Year 2**

- Implement the identified Tier 1 SEL curriculum in at least 85% of Pre-K to 5 classrooms.
- Implement the identified middle school SEL curriculum in at least 85% of middle school advisories.
- Recommendations from the Climate and Culture working group will be developed to strengthen practices and supports across all schools that focus on increasing student, staff, and family school belonging.
- Recommendations from the Attendance and Engagement working group will be developed to strengthen practices and supports across all schools that focus on increasing attendance and engagement.

SY 2027 **Year 3**

- Implement the identified Tier 1 SEL curriculum in at least 95% of Pre-K to 5 classrooms.
- Implement the identified middle school SEL curriculum in at least 95% of middle school advisories.
- Use the annually conducted Panorama Teacher/Staff and Family Surveys to develop new strategic initiatives related to staff belonging.
- Use the tri-annually conducted Panorama Student Survey to develop new initiatives related to belonging, engagement, and mental health.



Climate and Culture Foundational Year Benchmarks

- During the 2022-2023 school year, 14.5% of all PSB students were chronically absent. Students who are identified as Low Income (27.3%), High Needs (21.1%), English Language Learners (20.1%), Students with Disabilities (24.1%), African American/Black (21.2%), Hispanic/Latinx (21.3%), or Multi-Race, Non-Hispanic/Latinx (17.5), experienced higher rates of chronic absenteeism during the 2022-2023 school year.
 - By the end of the 2023-2024 school year, chronic absenteeism will have declined by 4 percentage points for all student groups, as compared to school year 2022-2023.
- A core Tier 1 SEL curriculum will be selected to use in all Pre-K to 5 classrooms.
- A core Tier 1 SEL curriculum will be selected to use in all middle school advisories.
- The Life of the School policy will be finalized by the school committee.
- Relationships with at least 3 new community-based organizations that provide guardians and caregivers with access to resources and mental health support will be established and or revitalized.
- Training will be provided to CST leaders that focus on interventions and practices that support belonging, engagement, and inclusion.
- The guidance and counseling department will develop procedures and practices for providing targeted support to students experiencing low school belonging.



Climate and Culture Year 1 Benchmarks

- By the end of the 2024-2025 school year, at least 70% of PSB staff, across all demographic groups, will endorse strong school belonging.
- By the end of the 2024-2025 school year, at least 67% of PSB caregivers, across all demographic groups and student support variables, will endorse strong school belonging on the Panorama Family Survey.
- By the end of the 2024-2025 school year, at least 73% of students in grades 3 to 12 will endorse strong school belonging and discrepancies between students based on demographic or support variables will be reduced by an additional 5 percentage points.
- The selected Tier 1 SEL elementary-school curriculum will be implemented with fidelity in at least 70% of Pre-K to 5 classrooms.
- The selected Tier 1 SEL middle-school curriculum will be implemented with fidelity in at least 70% of middle school advisories.
- By the end of the 2024-2025 school year, chronic absenteeism will have declined by 12% for all student groups, as compared to school year 2022-2023.



Climate and Culture Year 1 Benchmarks

- By the end of the 2024-2025 school year, a Climate and Culture working group (consisting of PSB and community stakeholders) will be created.
- By the end of the 2024-2025 school year, an Attendance and Engagement working group (consisting of PSB and community stakeholders) will be created.
- By the end of the 2024-2025 school year, practices and procedures will be developed to enact the Life of the School Policy.
- OSS and OTL will partner to provide teachers and educators with professional development that focuses on inclusion and differentiation.
- Recommendations from the Tiered Focused Monitoring review that center on civil rights will be implemented to increase student access to educational programming.
- OSS and OTL will partner to develop procedures and processes for Child Study Teams to use to support belonging, engagement, and inclusion for referred students.



Climate and Culture Year 2 Benchmarks

- By the end of the 2025-2026 school year, at least 75% of all PSB staff, across all demographic groups, will endorse strong school belonging.
- By the end of the 2025-2026 school year, at least 74% of PSB caregivers, across all demographic groups and student support variables, will endorse strong school belonging on the Panorama Family Survey.
- By the end of the 2025-2026 school year, at least 77% of students in grades 3 to 12 will endorse strong school belonging and discrepancies between students based on demographic or support variables will be reduced by an additional 4 percentage points.
- The selected Tier 1 SEL elementary-school curriculum will be implemented with fidelity in at least 85% of Pre-K to 5 classrooms.
- The selected Tier 1 SEL middle-school curriculum will be implemented with fidelity in at least 85% of middle school advisories.
- By the end of the 2025-2026 school year, chronic absenteeism will have declined by 4 percentage points for all student groups, as compared to school year 2023-2024.
- Recommendations from the Climate and Culture working group will be made to strengthen practices and supports across all schools that focus on increasing student, staff, and family school belonging.
- Recommendations from the Attendance and Engagement working group will be made to strengthen practices and supports across all schools that focus on increasing attendance and engagement.



Climate and Culture Year 3 Benchmarks

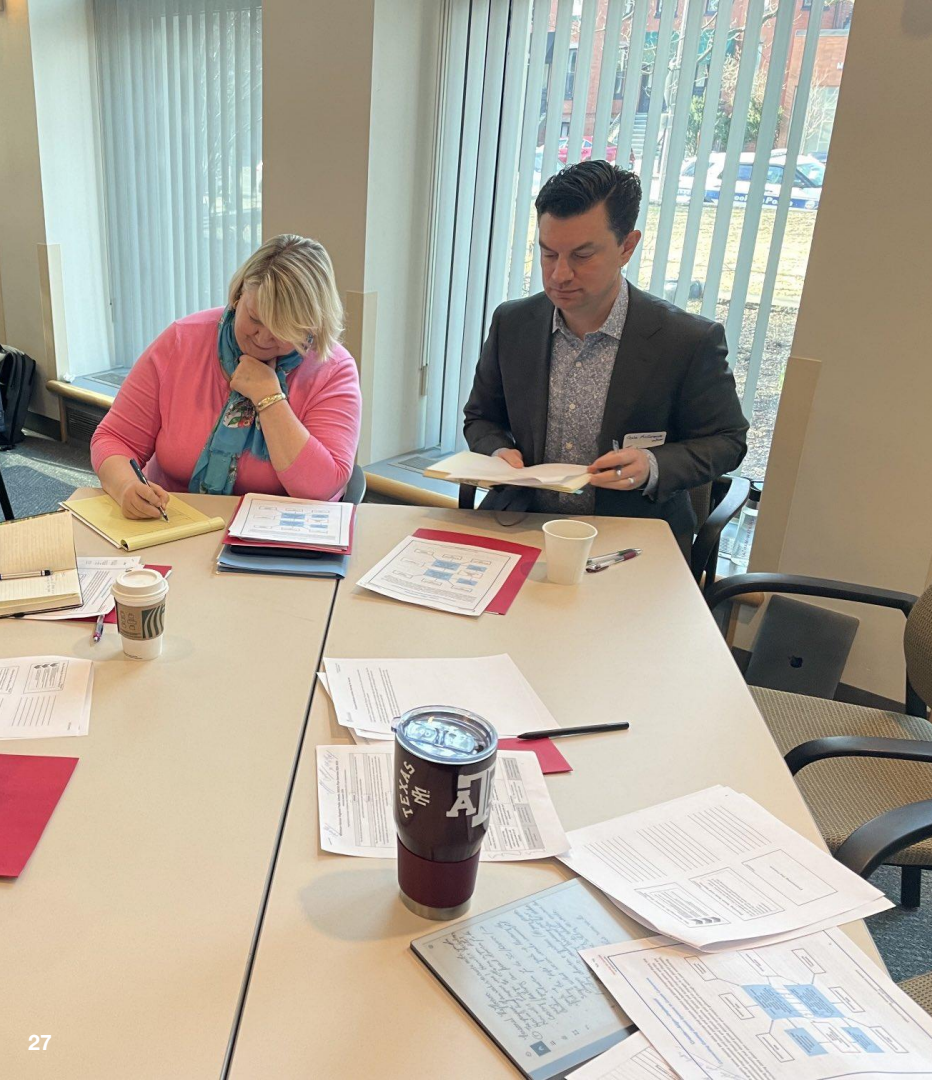
- By the end of the 2026-2027 school year, at least 80% of PSB staff, across all demographic variables, will endorse strong school belonging on the Panorama Teacher and Staff survey.
- By the end of the 2026-2027 school year, at least 80% of PSB caregivers, across all demographic groups and student support variables, will endorse strong school belonging on the Panorama Family Survey.
- By the end of the 2026-2027 school year, at least 80% of students in grades 3 to 12, across all demographic and support variables, will endorse a strong sense of belonging on the Panorama Student Survey.
- The selected Tier 1 SEL elementary-school curriculum will be implemented with fidelity in at least 95% of Pre-K to 5 classrooms.
- The selected Tier 1 SEL middle-school curriculum will be implemented with fidelity in at least 95% of middle school advisories.



Climate and Culture Year 3 Benchmarks

- By the end of the 2026-2027 school year, chronic absenteeism will have declined by at least 20% for all student groups, as compared to school year 2022-2023.
- Recommendations from the Climate and Culture working group will be implemented to strengthen practices and supports across all schools that focus on increasing student, staff, and family school belonging.
- Recommendations from the Attendance and Engagement working group will be implemented to strengthen practices and supports across all schools that focus on increasing attendance and engagement.
- The annually conducted Panorama Teacher/Staff and Family Surveys will be used to develop new strategic initiatives related to staff belonging.
- The tri-annually conducted Panorama Student Surveys will be used to develop new initiatives related to belonging, engagement, and mental health.





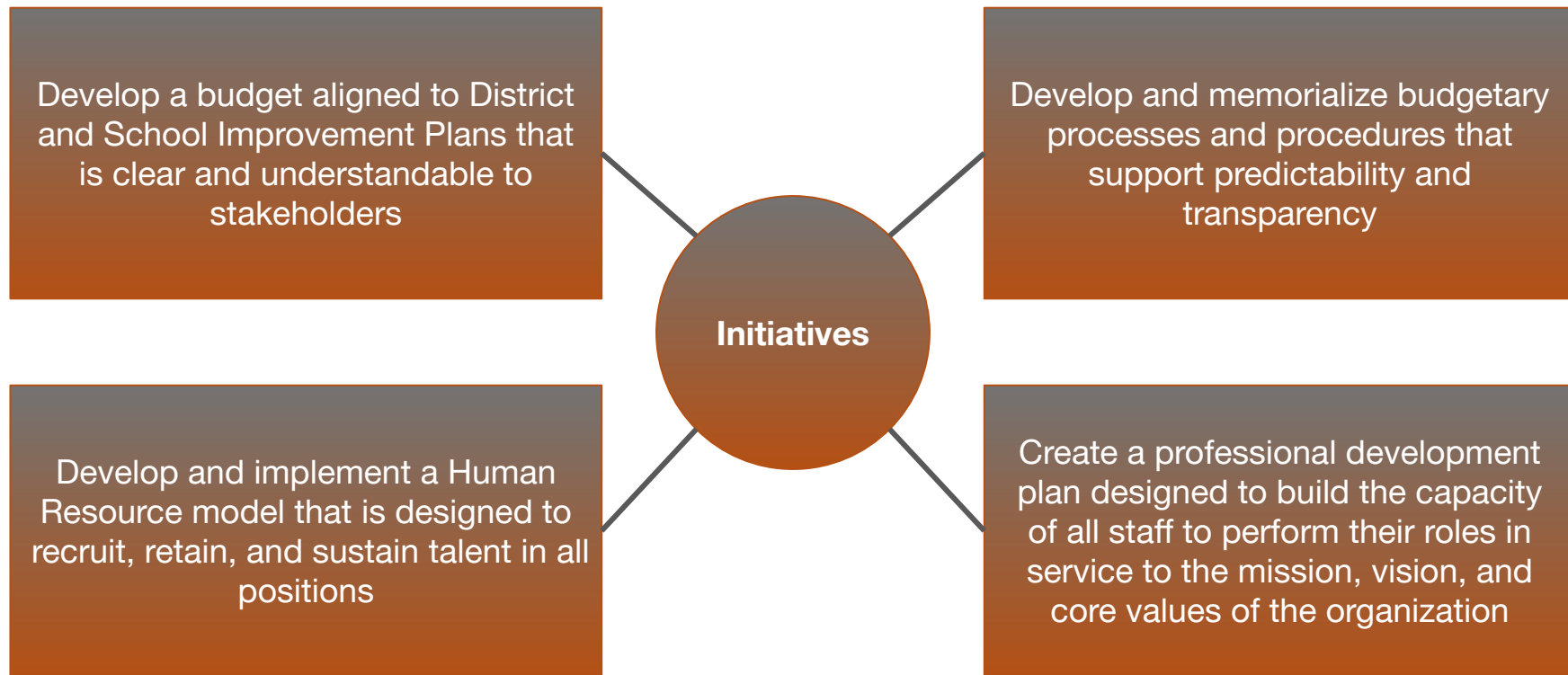
GOAL 4

MANAGEMENT AND CAPACITY BUILDING

Develop resource management and capacity-building systems that will ensure educational and organizational goals are accomplished timely and with transparency.



Develop resource management and capacity-building systems that will ensure educational and organizational goals are accomplished timely and with transparency.



Develop resource management and capacity-building systems that will ensure educational and organizational goals are accomplished timely and with transparency.

SY 2024 **Foundational Year**

- Develop a building based budget that includes 3 years of financial data, two years of staffing, enrollment assumptions, all funding source that support recurring educational expenses, an executive summary, and narratives connecting spending to the strategic plan and SIPs.
- Develop a 10 year enrollment projection to guide program and staffing decisions and align strategic plan and school improvement plan (SIP) process to the budget development process.
- Develop and implement a Human Resource model that is designed to recruit, retain, and sustain talent in all positions.
- Create a space for centralized professional development and district resources at Baldwin.

SY 2025 **Year 1**

- Add additional year of enrollment, staffing, and financial data and other information to assist readers in understanding the relationship between spending and the District programming and improvement efforts.
- Develop and memorialize budgetary processes and procedures that support predictability and transparency in developing and monitoring the budget that includes roles and responsibilities of administrators and the Finance/School Committee as well as timelines and expectations for preparing and sharing information.
- Develop and implement a recruitment plan that includes strategies to attract and create a robust and diversified pool of qualified candidates for all position types, create partnerships with colleges, universities, associations, and employment agencies as well as develop a compelling marketing plan.
- The OAF will develop employee induction and mentoring programs for all OAF positions to support new employees as the transition into the organization.

SY 2026 **Year 2**

- Add additional year of enrollment, staffing, and financial data and evaluate the budget document using K-12 industry budgeting standards to identify possible areas for additional improvements.
- Implement best practices, policies, and procedures in developing, articulating, monitoring and reviewing the financial plan aligned with the educational plan (Strategic plan and SIP's, vision, values, mandates, etc.)
- Review, develop and implement employee induction, mentoring, and other employee support programs to reduce staff turnover, build employee capacity to be leaders within their profession, support employee well-being, and create esprit de corps within the organization around the shared values articulated in the strategic plan.
- The OAF will implement an employee induction and mentoring program for all OAF staff.
- OAF will work with the OEE, OSS and OTL to develop a leadership academy for new and emerging leaders.

SY 2027 **Year 3**

- Development of an onboarding and orientation program to assist new school officials and administrators in understanding processes, timelines, roles, and responsibilities related to budgeting.
- Reflect on the degree to which the HR model, recruitment plan, and retention programming has improved the experience of staff, the culture and climate within the organization, and staff turnover.
- The leadership academy will welcome the first cohort to this multi-year, program.



Management and Capacity Building Outcomes

- The annual budget will be directly connected to achieving the district's vision and strategic plan. The budget will include data on enrollment, staffing, funding, goals and related narratives by cost center and fund.
- The School Committee and administrative staff understand their roles and responsibilities in the budget cycle (planning, developing, communicating, approving, monitoring/managing, and reviewing/reflecting).
- A comprehensive human resources model (recruit, hire, onboarding, induction, mentoring, employee engagement, etc.) will be designed to attract, develop, retain and sustain talent in all positions and reflect our values of diversity, inclusion, and equity.
- The district will implement processes for recruiting and retaining diverse, highly qualified staff so that all staff and students work and learn in an optimal environment.

GOAL 5

GOVERNANCE

Design and implement an organizational structure and related information systems that will enable the organization to achieve the District vision.



Design and implement an organizational structure and related information systems that will enable the organization to achieve its vision.



Develop resource management and capacity-building systems that will ensure educational and organizational goals are accomplished timely and with transparency.

SY 2024 **Foundational Year**

- The Offices of Administration and Finance and Student Services will design an organizational structure that will meet the current and future needs of the district and develop job descriptions for all non-aligned positions.
- The OAF will -
 - assess and modify existing systems, workflows, policies and procedures related to recruiting, hiring, onboarding and separation to ensure they are simple, user friendly, effective, efficient and achieve intended outcomes;
 - implement and train staff to use these systems and procedures; and
 - create an administrative guidebook in Google Classroom with forms, policies, procedures, and how to videos.

SY 2025 **Year 1**

- The Office of Educational Equity will design an organizational structure that will meet the current and future needs of the district and develop job descriptions for all non-aligned positions.
- The OEE will -
 - assess and modify existing systems, workflows, policies and procedures related to the office of Educational Equity and realign duties to make workflow and positions function at optimal levels.
 - assess and modify existing systems, policies and procedures related to recruiting, hiring, and onboarding of BIPOC and LGBTQ staff.
 - implement mentoring program targeting BIPOC and LGBTQ staff.
 - implement new staffing models and job descriptions to achieve the goals of the organization and strategic plan.

SY 2026 **Year 2**

- The Office of Teaching and Learning will design an organizational structure that will meet the current and future needs of the district and develop job descriptions for all non-aligned positions.
- The OTL will -
 - assess and modify existing systems, workflows, policies and procedures related curriculum instruction and assessment so that they are user friendly, effective, efficient and achieve intended outcomes;
 - Realign duties to make the workflow and positions function at optimal levels.
 - implement new staffing models and job descriptions to achieve the goals of the organization and strategic plan.

SY 2027 **Year 3**

- The Office of the Superintendent will design an organizational structure that will meet the current and future needs of the district and develop job descriptions for all non-aligned positions.
- The OS will -
 - assess and modify existing systems, workflows, policies and procedures related to use of facilities, maintenance and repairs, work order systems, emergency response, security and safety, and transportation practices to ensure they are simple, user friendly, effective, efficient and achieve intended outcomes;
 - Realign duties to make the workflow and positions function at optimal levels.
 - implement new staffing models and job descriptions to achieve the goals of the organization and strategic plan.



Governance Outcomes

- A comprehensive review of all aspects of the organization's structure will be performed by Senior Leadership to ensure that the structure supports the Vision, Mission, and Core values of the organization.
- The roles and responsibilities for all administrative and non-aligned positions will be clearly defined and codified in job descriptions.
- The district consistently assesses and reviews the efficacy, efficiency and effectiveness of programs, systems, policies, and procedures and makes adjustments that will enable the organization to function in a smooth and orderly fashion.
- Throughout the school district, the Strategic Plan guides current work and future planning across the district as evidenced by an explicitly stated connection to the mission, vision, core values, and theory of action.
- The district employs the organizational chart, roles, responsibilities, processes, and procedures in service to the Strategic Plan and widely communicates and enacts at all levels of the organization.
- Our facilities and infrastructure support the needs of our programs and staff and are safe, welcoming, and meet current health, fire, public safety, and building codes.



THANK YOU



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