

RECORD OF THE REGULAR MEETING OF THE BROOKLINE SCHOOL COMMITTEE ON **THURSDAY, JANUARY 4, 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), Helen Charlupski (remote), Steven Ehrenberg (remote, arrived at 6:05pm), Suzanne Federspiel (remote), Valerie Frias (remote), Natalia Linos (remote), Andreas Liu, Sarah Moghtader (remote), and Mariah Nobrega (remote).

Staff present: Dr. Linus Guillory, Superintendent; Dr. Jodi Fortuna, Deputy Superintendent for Teaching and Learning (remote); Sophya Williams-Louis, PSB Director, Steps to Success Program; Nia Jacobs, Executive Director, Steps to Success, Inc.; Gabe McCormick, Senior Director for Teaching and Learning (remote); Jen Martin, BHS Social Studies Curriculum Coordinator (remote); and Michelle Herman, Senior Director for Teaching and Learning (remote).

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

1. ADMINISTRATIVE BUSINESS
a. Consent Agenda

ACTION 24-01

On a motion of Dr. Liu, and seconded by Ms. Charlupski, the School Committee VOTED UNANIMOUSLY, by roll call, with 8 in favor (Mr. Pearlman, Dr. Liu, Ms. Charlupski, Ms. Federspiel, Ms. Frias, Dr. Linos, Ms. Moghtader, and Ms. Nobrega), 0 opposed, and 0 abstentions, (Dr. Ehrenberg was not present for the vote), to approve the following Consent Agenda items:

- i. Past Records: December 14, 2023 School Committee Meeting Minutes
- ii. Acceptance of Gifts (Attachment A)
- iii. Acceptance of Grants (Attachment B)

2. SUPERINTENDENT'S REPORT, INCLUDING SPOTLIGHT ON EXCELLENCE

Dr. Guillory presented his report (Attachment C), highlighting the kindergarten registration support sessions scheduled for January 8, January 10, and January 11, which are designed to provide parents and caregivers with in-person assistance and computer access to ease the new student registration process; reminding district educators that the Brookline Education Foundation has scheduled grant information sessions on January 10 and January 18, so that teachers can learn more about applying for BEF Teacher and Collaborative Grants to support their classroom activities; and summarizing his recent school visits (to almost every school before the winter break) and upcoming visits (to BEEP, Hayes, Baker, Lawrence, BHS and Lincoln) over the next two weeks. Superintendent Guillory introduced the Spotlight on Excellence recipients: the Hayes School Soapbox Derby Race! Hayes teacher Matt Durant, and Hayes students Batsheva Eisen, Simcha Eisen, Mi Mi Mego, and Kaduse Ayele, joined the meeting to share some of the exciting details of the 7th Annual Soapbox Derby Race. Students designed, engineered, and created their own soapbox derby racer, each one unique, creative, safe, and fast! Race day - on the Hayes School sledding hill - was a thrilling success in front of a large, energetic, and supportive crowd. The students eagerly shared what they learned throughout the process, members congratulated

them on their efforts and their success, and Dr. Guillory presented the Spotlight on Excellence Award to Mr. Durant and the students.

3. PUBLIC COMMENT

Yana Schechterman addressed the Committee. She thanked the BHS and district leadership for the work they are doing to arrange an important listening session with parents and caregivers next week. She recounted that after the BHS Day of Racial Reform and Solidarity, she addressed the Committee to share the pain and anguish of Jewish and Israeli families, and was dismayed when, at the last School Committee meeting, other parents spoke more about the importance of free speech than the psychological safety of our students. She does not seek to limit or stifle free speech, and only wants all students to enjoy a safe and supportive educational environment. Danna Perry thanked staff who have been working to address the community's needs following the aftermath of the Israel and Hamas conflict; this work is long overdue, and she is appreciative. She believes that dialogue is our strength; silence creates a vacuum through which misinformation and incorrect assumptions take hold. She noted that many members of the school community are experiencing sadness, and encouraged everyone to support each other with compassion and empathy at this difficult time. Ruvi Kitov spoke and stated that the Massachusetts Teachers Association (MTA) recently issued a statement in which they urge President Biden to call for an immediate ceasefire in Gaza and stop U.S. support for the Israeli government. He believes the MTA statement is naïve and ill-informed, and he applauded the Newton Educators Association for disassociating themselves from the MTA statement, which they describe as anti-Semitic dog-whistling. He questioned why the Brookline Educators Union has not taken a similar, unequivocal, moral stance against the MTA statement, and said the BEU's silence is deafening and can only be interpreted as support for the MTA's position.

4. PRESENTATIONS AND DISCUSSIONS OF CURRENT ISSUES

a. Presentation: Steps to Success Program

Sophya Williams-Louis, PSB Director of the Steps to Success program, and Nia Jacobs, Executive Director of Steps to Success, Inc., joined the meeting to provide an update on their work with PSB students (Attachment D). The mission of Steps to Success is to promote equity for students from low-income families in Brookline by expanding their horizons, building upon their skills, and supporting their educational journey in order to maximize their life choices. Steps to Success is really a partnership of three separate organizations working closely and collaboratively together: the Public Schools of Brookline, Steps to Success, Inc., and the Brookline Housing Authority. The program primarily serves students who reside in Brookline Housing Authority properties, but also serves Brookline residents who are eligible for free or reduced lunch, and any student who is eligible for services and protections through the McKinney-Vento Homeless Assistance Act. The current enrollment of STS students is: 131 students at BHS, 25 students at Lawrence, 48 students at Lincoln, 30 students at Pierce, and 14 students between Hayes, Driscoll and Runkle schools. In order to effectively and comprehensively support students in the program, there is a cap of 50-52 students per STS advisor. This allows advisors to really get to know their students, and be able to respond to their needs. This means that, sometimes, the program must turn students away or put them on a waitlist.

Ms. Williams-Louis and Ms. Jacobs described some of the activities happening at Brookline High School, including: the Steps to Success Tutorial (6:1 student-teacher ratio, with a

focus on literacy); Steps to Success community meetings; a thriving partnership with The Child and Family Wellness Center; affinity groups such as the Joy Project and Youth Enrichment Services; and the creation of two new STS Inc. positions – Director of High School & College and Career Success Programs, and Assistant Director of the College Success Initiative. Their work centers around increasing engagement and programming for students, and caregivers, to increase student belonging and contribute to improved educational outcomes. STS Inc. has worked to design and implement high school programming to act as a direct feeder to successful post-secondary plans, and they are proud of the growing number of community partnerships they have nurtured and strengthened. They described their focus on the 9th grade experience, a coordinated continuum of support begins in March of the 8th grade year, and continues through June of the 9th grade year, and includes a “shadow” day for 8th graders to experience BHS for a day, panel discussions and meetings to understand the importance of the 9th grade year, and many opportunities to meet and strengthen their relationship with the STS advisors at the High School.

Ms. Williams-Louis and Ms. Jacobs provided an overview of Steps to Success programming for students in grades 3-8, After Hours University (AHU) and Teen Advantage (TA), available at three sites (Lincoln, Ridley, and Lawrence/Pierce). They reported that attendance rates for STS after-school programming increased to 91% (from 68% in fall 2022), and there has also been an increase in the percentage of eligible participants who are enrolled, at 74%, up from 39% in fall 2022. Their areas of focus for after-school programs in the 23-24 school year are: increased homework support, stronger implementation of the SEL Second Step Curriculum, building new STEAM enrichment opportunities, and strengthening college and community partnerships. Ms. Williams-Louis reported that 54% of 3-8th grade students enrolled in STS have an IEP. Additional funding would allow for the hiring of reading and math specialists for the homework centers to help students meet the goals identified in their IEPs, boost MCAS scores, and prepare students for the academic expectations at the High School.

Members expressed their appreciation to Ms. Williams-Louis and Ms. Jacobs for this wonderful presentation. Members had questions and comments about: the work done to prepare 8th graders for high school, including success plans and how those are shared with the BHS team; suggestion to explore connections with Norfolk Agricultural High School, and consider early college credit opportunities; how can the School Committee support the request for additional reading and math support in the afterschool homework program, and how can the Committee support STS more broadly to enable it to be an even more robust presence in our school community; more information about their family engagement efforts; overview of the funding for both the Steps to Success program and Steps to Success, Inc.; and a request for follow-up on course levels/tracking for STS students as they enter BHS.

b. Presentation and Possible Vote on Brookline High School Course Catalog Changes for 2024-2025

Dr. Jen Martin, Social Studies Coordinator at the High School, joined the meeting to discuss the proposed addition of an African American Studies Course (for AP/Honors credit) to the 2024-2025 high school course catalog (Attachment E). While this is *technically* a new course for approval, African American Studies (for Honors/Standard credit) has actually been taught at the High School since 1968; it was not offered this year due to low enrollment. Many high school students, especially seniors, seek to extend their learning, challenge themselves academically, and

burnish their transcript by taking AP courses. Dr. Martin believes that by offering the African American Studies course for AP/Honors credit (students self-select the level they want), more students will express an interest in the course again. The BHS World Language department has been successful at offering courses for AP/Honors credit; the underlying course material is the same, what differentiates the two levels is the amount of independent work (extra projects, essays, and readings). Dr. Martin met with educators in the field, convened two student focus groups including students enrolled in the African American Latino Scholars Program, and surveyed the entire BHS social studies department to gather feedback and create this proposal. The course is designed to be both inclusive and challenging. The AP framework from the College Board provides robust materials to support teachers, while still allowing for a high level of autonomy. There is no budgetary impact from this course addition. The Curriculum Subcommittee, at their meeting on December 19, 2023, voted unanimously to recommend that the School Committee approve this course catalog addition.

ACTION 24-02

On a motion of Dr. Liu, and seconded by Ms. Federspiel, the School Committee VOTED UNANIMOUSLY, by roll call, 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 approve the addition of the African American Studies Course (for AP/Honors credit) to the 2024-2025 BHS Course Catalog.

c. Report on Early Literacy Assessments

Michelle Herman presented a report on the results of the administration of the mCLASS screener, reviewed current data trends for aggregate and some selected sub-groups, and shared next steps (Attachment F). She reminded the Committee that the mCLASS screener is administered as part of the Early Literacy Screening Regulation (603 CMR), adopted by the Board of Elementary and Secondary Education in September 2022, that requires school districts to assess, at least twice per year, each student's reading ability and progress in literacy skills, from kindergarten through at least third grade. All grade 1-3 students (not just those who are at-risk) were assessed with the mCLASS screener in the Beginning of the Year window (September 11, 2023 – October 3, 2023). The data from this first assessment will be used for benchmarking. A Middle of the Year (MOY) assessment is scheduled for January 3, 2024 - January 26, 2024, and the End of Year (EOY) assessment will take place from May 13, 2024 - June 7, 2024. Kindergarten students did not participate in the BOY assessment, but will take part in the MOY and EOY assessments. The mCLASS screener includes the following subtests: Letter Naming Fluency (LNF); Phonemic Segmentation Fluency (PSF); Nonsense Word Fluency (NWF); Word Reading Fluency (WRF); Oral Reading Fluency (ORF); Maze (only for grade 2 students, assessing a student's ability to make meaning from a text); Spelling; and Rapid Automatized Naming (RAN). Ms. Herman reported that the participation rates for the BOY assessment were quite high: Grade 1 - 97% participation; Grade 2 - 98% participation; and Grade 3 - 96% participation. Ms. Herman's presentation included the results of district BOY performance by grade (in 22-23, and 23-24), and performance in the BOY by school (in 22-23, and 23-24). Overall, the results from 22-23 to 23-24 are relatively flat. Ms. Herman discussed "risk indicators", which identify children who might fall through the cracks or who are at-risk of a poor outcome. These students are a smaller subset of those who scored below or well below benchmark, and represent students for whom more than just Tier 1 instruction in the classroom is required. These students

are watched closely, and instruction and specific interventions are tailored to meet their needs. A review of subtest data enables educators to determine the specific type of literacy support that is required. Ms. Herman continued her presentation, providing a closer review of some subgroup results. Of the total number of students assessed in the BOY (1,578 students), 27% scored below or well below benchmark. Of the total assessed, 174 of those students (11% of the total) are Black/African-American, and 45% of them scored below or well below benchmark; and 358 of the total (23%) are English Learners (EL), and 44% of them scored below or well below benchmark.

Staff carefully review the data from these assessments, and use the results to develop and implement next steps. The CMR regulation requires that “within 30 school days of a screening result that is significantly below the relevant benchmarks, the school shall inform the student’s parent or guardian of the screening results and the school’s response and shall offer them the opportunity for a follow-up discussion.” This correspondence to PSB families is presently in the works. The district also is working to provide teachers with support of Tier 1 instruction including materials (Heggerty and Foundations), coaching in the classroom, Child Study Team leader training, data literacy training, and progress monitoring. The mCLASS data will also form part of the upcoming literacy curriculum review (needs assessment).

Members thanked Ms. Herman for this detailed presentation. They had questions and comments about the assessments, including: Can the mCLASS results be readily shared with parents and caregivers (perhaps in Aspen)? These assessments are so valuable, we should take advantage of every opportunity to share the results, and demonstrate the value we place on early literacy instruction. Are the mCLASS results being shared at parent-teacher conferences? Can a deeper dive into the sub test results be scheduled for an upcoming Curriculum Subcommittee meeting? Do the results point to anything that might be missing in our Tier 1 instruction? Are we seeing any indication that the implementation of Heggerty and Foundations is improving phonemic awareness in our students? Is the district properly supporting the implementation of Heggerty and Foundations in the classroom? The work of remedying the outcomes for out at-risk students should be an urgent priority, for reasons of both equity and academic excellence. When the results are shared with parents and caregivers, it will be helpful to have specific suggestions for how families can support their student’s literacy growth and development. It will be important to track sub test results, and sync that up with interventions, so that we can see what’s working and what’s not working. What makes a student at-risk? Are we underserving students with dyslexia? Identifying a discrepancy between oral language and reading level might be an important measure to identify students who need additional support.

5. SUBCOMMITTEE AND LIAISON REPORTS

a. Capital Subcommittee

Ms. Charlupski reported that the Capital Subcommittee will meet on Friday, January 26 at 9:00am, remote via Zoom. She announced that the Pierce School Building Committee will meet on Thursday, January 11 at 4:00pm, and the agenda will focus on sustainability practices and systems that are part of the proposed project. An update on the Pierce School project will be presented to the School Committee at the February 1, 2024 meeting. Ms. Frias reported that there has been a short delay in the demolition of the old Driscoll School (due to utility shut-off delays). The Owner’s Project Manager estimates that the demolition will begin in mid-January, and it should not delay the scheduled opening of the new playground.

b. Curriculum Subcommittee

Ms. Federspiel announced that the Curriculum Subcommittee held a joint meeting with the Finance Subcommittee on December 19. The agenda included a review of the BHS Course Catalog addition, and a preview of summer 2024 summer programs.

c. Diversity, Equity, Inclusion and Justice Subcommittee

Ms. Frias reported that the DEIJ Subcommittee is scheduled to meet on January 8 (meeting was subsequently rescheduled to January 16), and the agenda is expected to include a discussion of the Equity Audit proposed by the Office of Educational Equity, and a review of the most recent draft of the Inclusion in Life of the School Activities Policy.

d. Finance Subcommittee

Ms. Nobrega noted that the December Finance Subcommittee meeting was held jointly with Curriculum, as previously reported. Administration and Finance staff are busy finalizing the FY 2025 Preliminary Budget Request, which should be available in mid-January.

e. Government Relations Subcommittee

Ms. Frias announced that the Government Relations Subcommittee will meet in mid-January to discuss and review the 2024 Legislative Priorities. It is expected that the 2024 Legislative Priorities will be presented to the full School Committee at the February 1, 2024 meeting, and then shared with legislative delegation in advance of the February 12 Meeting with Legislators.

f. Policy Review Subcommittee

Mr. Pearlman reported that the Policy Subcommittee will meet on Monday, January 22. One of the items on the agenda will be a review and consideration of the most recent draft of the Inclusion in Life of the School Activities Policy.

6. NEW BUSINESS

There was no new business to report.

7. ADJOURNMENT

The meeting adjourned at 9:05 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 & FINANCE

Request for Gift Acceptance

December 20, 2023

The School Department requires specific authorization for acceptance of gifts.

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

Donor	Amount	Recipient/Purpose	Account Number/Name
Lawrence School PTO	\$3,872.00	Lawrence School/Lexia License	3300SEF5/Lawrence School Gift Account
Health Resources in Action	\$1,000.00	Lawrence School/Wellness Education Materials, Resources or Professional Development	3300SEF5/Lawrence School Gift Account



THE PUBLIC SCHOOLS OF BROOKLINE
BROOKLINE, MASSACHUSETTS 02445

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SUPERINTENDENT OF SCHOOLS

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

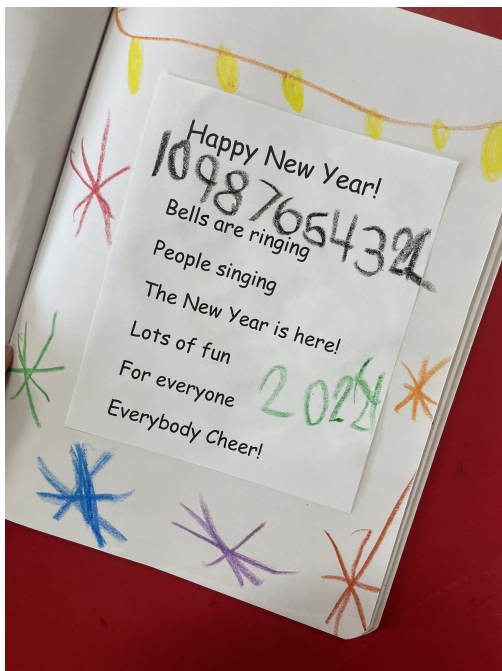
Request for Grant Acceptance

December 20, 2023

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

Source	Grant/Point Person/Purpose	Award	Account#/Name
State	<p>Special Olympics MA Unified Sports Grant</p> <p>Point Person: Kyle Williams</p> <p>This one-time grant is available to schools to support the launch of Unified Sports in partnership with Special Olympics MA. This enables us to pilot Unified Basketball at Brookline High School during the Fall Season and set a foundation to eventually expand to other Unified Sport offerings. This aligns with department and district goals to provide inclusive opportunities for student activity, engagement, and community building.</p>	\$2,000.00	3105SE26/School (BHS) Athletics Revolving
Federal	<p>FY2024: Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Secondary Allocation Grant</p> <p>Point Person: Britt Stevens</p> <p>The Perkins V grant, also known as Strengthening Career and Tech. Education for the 21st Century, provides federal funding to programs to support students with developing the technical, employability, and academic skills required to enter the workforce.</p> <p>The objective of the grant is to support student acquisition of industry-recognized skills and credentials and access to work-based learning experiences.</p> <p>Examples of the grant expenditures include:</p> <ul style="list-style-type: none">• Professional Development for teachers focused on new skill acquisition to support curriculum revisions• Equipment to support program enhancements and innovative approaches to embedded work-based learning experiences• Workshop or conference attendance for coordinator and/or teachers to stay current with emerging industry trends	\$71,147.00	3224SE10/FY24 Perkins Grant

	<ul style="list-style-type: none"> Student access to learning experiences, tools, or materials per the suggestion of Advisory Committees or local employment partners <p>Goal 1: Every Student Achieving Goal 2: Every Student Invested in Learning Goal 3: Every Student Prepared for Change and Challenge Goal 4: Every Educator Growing Professionally</p>		
Federal	<p>FY2024: Individuals with Disabilities Education Act (IDEA) Federal Special Education Entitlement Grant</p> <p>Point Person: Elizabeth O'Connell/Tham Tran</p> <p>Adhering to IDEA District priorities, the Grant will be used to support programmatic and paraprofessional staffing costs that address student learning; curriculum design and implementation, services delivery, and IEP regulatory obligations. To ensure that children with disabilities receive a free and appropriate public education (FAPE), all IEP teams consider, as appropriate, whether a child needs extended school year (ESY) services. With the purpose of minimizing substantial regression and reduce recoupment time, the Grant supports the provision of summer services designed to help each child maintain skills and not lose progress made towards IEP goals. The IDEA Grant further provides a critical source of revenue for contracted services providers that target new ways to meet the unique needs of children. The Public Schools of Brookline believe that the key driver of student achievement is a culturally relevant, socially appropriate, and academically challenging experience. To that end, building the capacity of educators, Child Study Teams (CST), and school leaders through targeted professional development is required. The IDEA Grant will provide funding for collaborative learning and the development of a more robust CST and RtI models, as well as anti-racist organizational partnerships such as CARE, Calculus project, and MSAN.</p>	2,446,210.00	3224SE18/FY24 IDEA Grant
Federal	<p>FY2024: Early Childhood Special Education (ECSE) Program Federal Entitlement Grant</p> <p>Point Person: Elizabeth O'Connell/Tham Tran</p> <p>Supported by the 262 Grant, consultation and targeted professional development ensures that preschool and kindergarten-age children (ages 3-5), who receive special education services and activities, receive a free and appropriate public education in the District's early childhood programs. Consultation and services focus on communication, language, and behavioral support in both 1:1 and small group settings. Programming is developed in consultation with parents and guardians with a pragmatic focus on increasing a child's ability to interact appropriately and learn within their educational environment, promoting academic skills, social play, and activities of daily living. Funding ensures that eligible children are educated alongside their typical peers within their neighborhood communities, the least restrictive environment.</p>	40,365.00	3224SE19/FY24 ECSE Grant



Superintendent's Update

January 4, 2024

PUBLIC SCHOOLS of
BROOKLINE



Agenda

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

Kindergarten Registration Support Sessions

The Office of Registration and Enrollment will be holding the 2024-25 Kindergarten Registration Support Sessions in the coming weeks. These sessions will allow incoming kindergarten parents to have their questions answered, check their documentation and will provide computers for those who may not otherwise have access.

These sessions will ensure a smooth registration process for our incoming families!

PUBLIC SCHOOLS of BROOKLINE
INVITE YOU TO 2024-25

KINDERGARTEN REGISTRATION SUPPORT SESSIONS

✓ OPEN TO BEEP FAMILIES ONLY	✓ OPEN TO THE GENERAL PUBLIC
LYNCH WEDNESDAY, JANUARY 3 8:00AM TO 9:00AM	TOWN HALL 5TH FLOOR MONDAY, JANUARY 8 8:00AM TO 12:00PM
BEACON THURSDAY, JANUARY 4 8:00AM TO 9:00AM	TOWN HALL 5TH FLOOR WEDNESDAY, JANUARY 10 4:00PM TO 7:00PM
PUTTERHAM FRIDAY, JANUARY 5 8:00AM TO 9:00AM	PUTTERHAM LIBRARY THURSDAY, JANUARY 11 3:00PM TO 5:30PM
CLARK RD. TUESDAY, JANUARY 9 8:00AM TO 9:00AM	

STAFF CAN HELP ANSWER QUESTIONS, CHECK DOCUMENTATION, HELP YOU REGISTER, AND MORE!

OFFICE OF REGISTRATION AND ENROLLMENT
ENROLL@PSBMA.ORG
PHONE: (617) 264-6492
TEXT: (617) 906-6769

BEF Grant Information Sessions

BEF Teacher and Collaborative grants are available to Pre-K through 12th grade teachers, specialists, curriculum coordinators and administrators.

The BEF will be offering grant information sessions on January 10 and 18 for teachers to learn more about applying for grants to support their excellent work in our classrooms.

-Wednesday, Jan. 10, 3:15-4:15 pm, Runkle School Library

-Thursday, Jan. 18, 3:15-4:15 pm, Lincoln School Library



Superintendent's School Visits

Recently Completed

Hayes	Friday, December 15
Ruffin Ridley	Monday, December 18
Driscoll	Monday, December 18
Pierce	Tuesday, December 19
BEEP	Thursday, December 21
BHS	Thursday, December 21
Lawrence	Friday, December 22

Upcoming

BEEP	Wednesday, January 17
Hayes	Wednesday, January 17
Baker	Thursday, January 18
Lawrence	Thursday, January 18
BHS	Friday, January 19
Lincoln	Friday, January 19

Important Dates

January 15

**School Closed: Martin Luther King, Jr.
Holiday**



Engineer, Design, Make, Build Confidence, Race, Celebrate

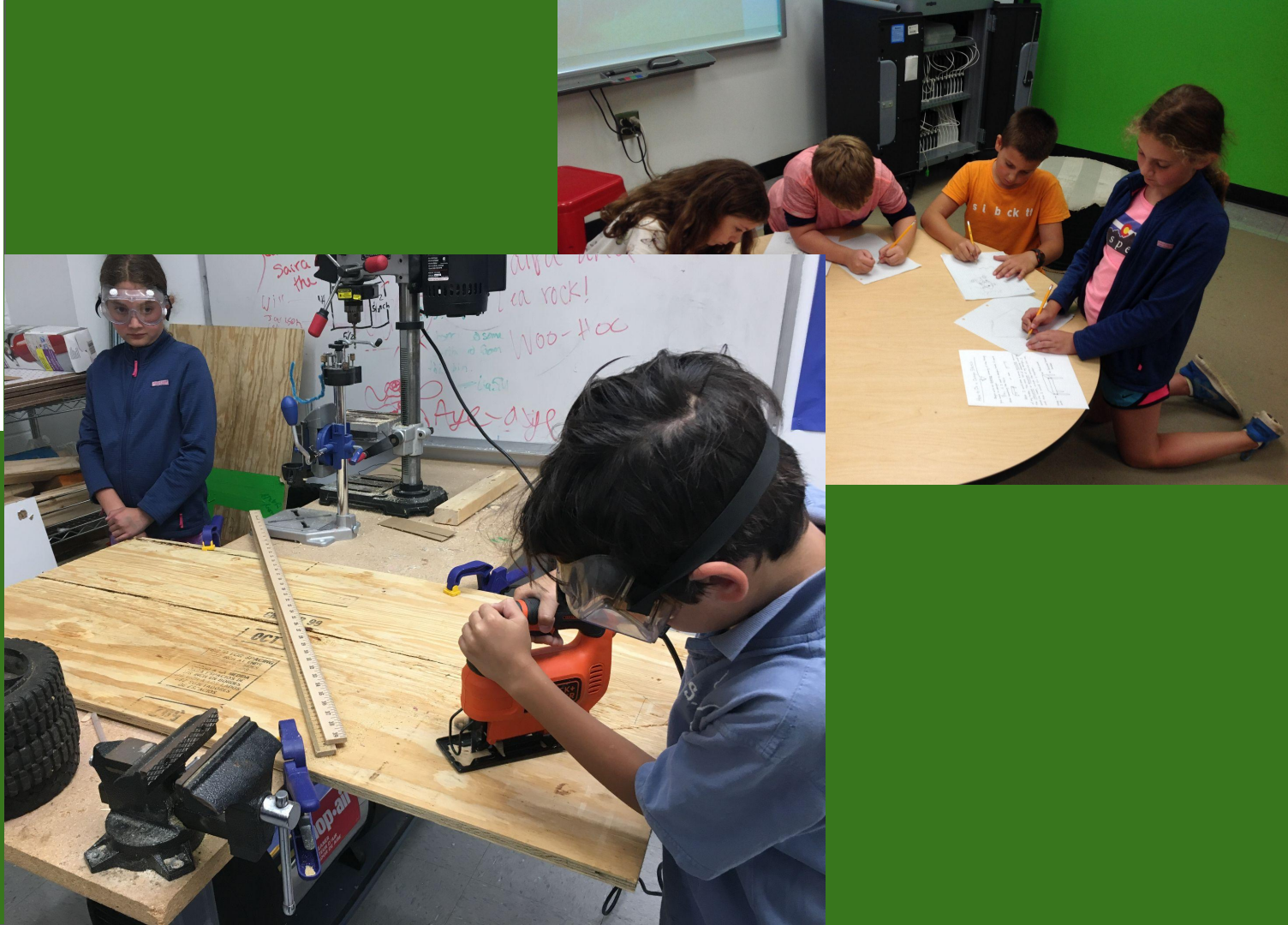


Spotlight on Excellence

**PUBLIC SCHOOLS of
BROOKLINE**



Engineering and Designing + Safely Building



Building our Racers



Cool Designs + Safety Features



Cool Designs + Safety Features



Cool Designs + Safety Features



Building Confidence



Race Day - Mass Start



Race Day - *Mass Start*





PSB School Committee Meeting Presentation

January 4, 2024

The mission of Steps to Success is to promote equity for students from low-income families in Brookline by expanding their horizons, building upon their skills, and supporting their educational journey in order to maximize their life choices



What is Steps to Success?

It is...

- An Independent Non-Profit
- A School Program
- A Civic Partnership

... serving Brookline-residing students from low-income families



Who We Serve

We prioritize serving STS students based on the following (as space and funding are available), in order of priority:

- ❑ BHA Residents
- ❑ Brookline Residents eligible for free lunch
- ❑ McKinney Vento students living in a different city/town
- ❑ Brookline Residents eligible for reduced lunch



STS

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PSB

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BHA

PARTNERSHIP POWER

Steps to Success Enrollment & Demographics

School	Student Enrollment	Students of Color	IEP	Eligible for Free Lunch
BHS	131	89%	53%	81%
Lawrence	25	84%	56%	84%
Lincoln	48	94%	54%	71%
Pierce	30	100%	40%	77%
Ridley	49	77%	49%	94%
Hayes, Driscoll, and Runkle	14	64%	57%	57%

PSB: What's Happening at Brookline High School

- ❑ [Steps to Success Tutorial](#): 6:1 student-teacher ratio, literacy focus, all six students passed Q1 and on track to earn a passing grade for Q2.
- ❑ [Steps to Success Community Meetings](#)
- ❑ Partnership with [The Child and Family Wellness Center](#)
- ❑ [Youth Enrichment Services](#)
- ❑ [Supporting Cultural Identity Programs](#)
- ❑ [The Joy Project](#)



STS



PSB



BHA

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STS, Inc.: What's Happening at Brookline High School

New Roles

- ❑ Director of High School & College and Career Success Programs
- ❑ Assistant Director of College Success Initiative



Goals/Outcomes

- ❑ Balance of programmatic oversight (8 years E/M, 8 years HS/CSI)
- ❑ **Direct oversight** of staff involved in program execution
- ❑ **Increased engagement** of HS students through new and returning programs
- ❑ Emphasis on design and implementation of HS programming as direct feeder to **successful post-secondary plans**
- ❑ Creation of a **clear feedback loop**
- ❑ **Growth of community partnerships** through streamlined points of contact and conversation

STS

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PSB

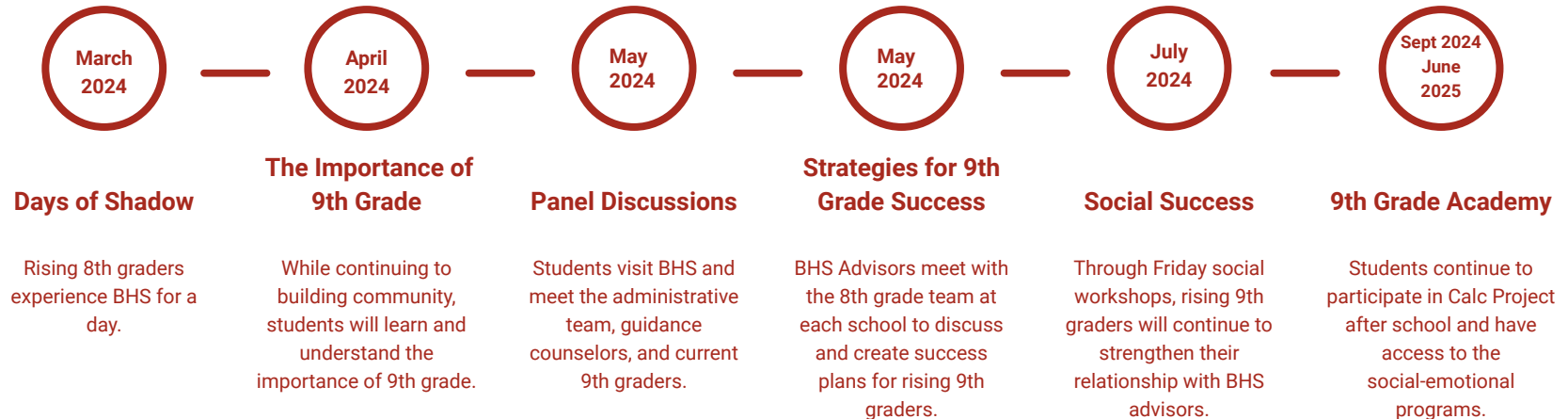
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BHA

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The 9th Grade Experience

"As students transition from middle school to high school, they find themselves in environments that are larger and less nurturing, with more demanding courses." -www.hanoverresearch.com



STS



PSB



BHA

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3 Sites, 6 Programs, & Equitable Inclusive After School Programs

We had a significant achievement at the start of the school year with After Hours University (AHU) and Teen Advantage (TA) being staffed and enrolled.

	Lawrence/Pierce	Lincoln	Ridley
AHU	14 (waitlist)	9	16 (waitlist)
TA	9	13	11

Fall 2023: Afterschool Programming Data

- ❑ Attendance rates have increased from an average of 68% during Fall 2022 to a 91% average for after-school programming in Fall 2023
- ❑ Eligible participants enrolled increased from 39% in Spring 2022 to 74% in Fall 2023
- ❑ Successful integration of arts programming alongside our strong STEM focus
 - ❑ Students eagerly engaged in dance, theater, and photography, building transferable skills, fostering a vibrant community, showcasing their creative achievements with enthusiasm
- ❑ Integration of 3rd Grade into the AHU program has fostered natural connections that have increased peer engagement and mentorship
- ❑ Focus on afterschool programs for SY23-24:
 - ❑ Increased homework support
 - ❑ Stronger implementation of SEL Second Step Curriculum (Growth Mindset, Emotion Management, Empathy & Kindness)
 - ❑ Building new STEAM enrichments
 - ❑ Strengthening college and community partnerships

STS

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PSB

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BHA

PARTNERSHIP POWER

Literacy and Math Support

54% of students (3rd-8th) enrolled in the Steps to Success program have an Individual Education Plan. To help students meet the goals identified on their IEP, Steps to Success Homework Center should offer reading and math specialists. Consequently, students will improve on the MCAS and reading and math assessments. Ultimately, preparing students for the academic expectation of BHS.



Image courtesy of www.slj.com

STS

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PSB

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BHA

PARTNERSHIP POWER

A Lived Mission: In Their Own Words



Leadership at Steps to Success

Sophya Williams-Louis - District Director of Steps to Success - Public Schools of Brookline

- sophya_williamslouis@psbma.org

Nia Jacobs - Executive Director - Steps to Success, Inc.

- njacobs@stepstosuccessbrookline.org

African American Studies AP/Honors

Brookline High School
Social Studies Department

Brookline High & National Context



- ★ History of the African American Studies Course at BHS
- ★ National Controversy

Research Conducted



- ★ Met with several educators who taught the course, have expertise in this field, or are stakeholders in some capacity
- ★ 2 focus groups with students
- ★ Surveyed entire BHS SO Department

Course Concept



- ★ AP/Honors Model
- ★ Use AP Framework
- ★ Student self-select their interest in getting AP/Honors credit



Why Offer AP/Honors?



Increased Enrollment

AP Designation has historically appealed to BHS Seniors.



Inclusive and Challenging

Offering 2 levels will allow any senior to see themselves as a scholar of African American Studies



Robust Support Materials

A national curriculum provides teachers a significant bank of resources, while still having a level of autonomy

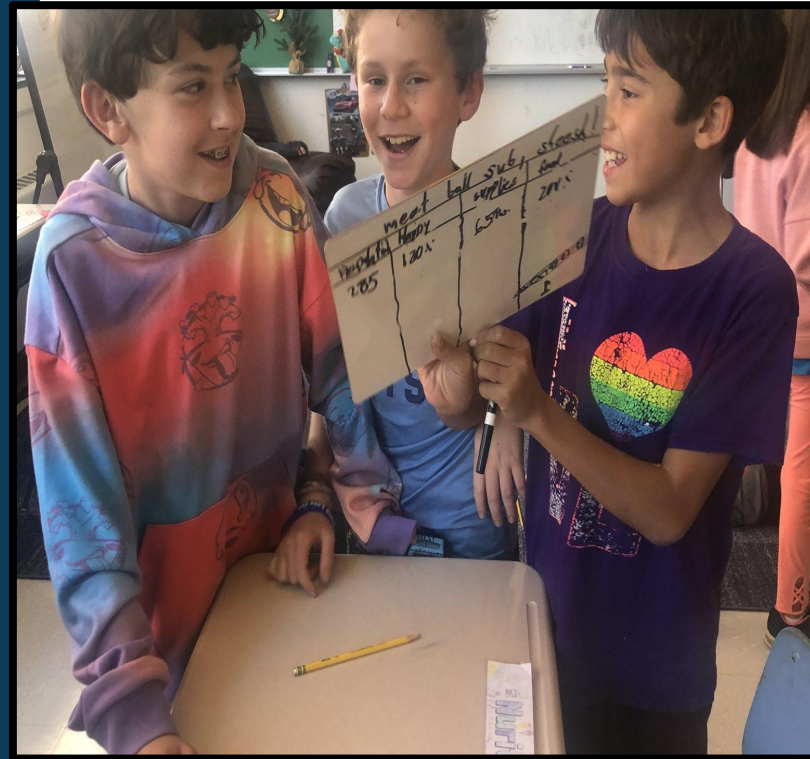


PUBLIC SCHOOLS of
BROOKLINE



Objectives:

- Update on administration of mCLASS Screener
 - Review current data trends for the aggregate and selected sub-groups
 - Share next steps
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Why We Assess

Early Literacy Screening Regulation 603 CMR 28.03(1)(f)

In September 2022, the Board of Elementary and Secondary Education adopted a regulation that requires school districts to assess, at least twice per year, each student's reading ability and progress in literacy skills, from kindergarten through at least third grade. The regulation states:

Early Literacy Screening. Effective July 1, 2023, each school district shall at least twice per year assess each student's reading ability and progress in literacy skills, from kindergarten through at least third grade, using a valid, developmentally appropriate screening instrument approved by the Department. Consistent with section 2 of chapter 71B of the general laws and the Department's dyslexia and literacy guidelines, if such screenings determine that a student is significantly below relevant benchmarks for age-typical development in specific literacy skills, the school shall determine which actions within the general education program will meet the student's needs, including differentiated or supplementary evidence-based reading instruction and ongoing monitoring of progress. Within 30 school days of a screening result that is significantly below the relevant benchmarks, the school shall inform the student's parent or guardian of the screening results and the school's response and shall offer them the opportunity for a follow-up discussion.

Overview of Administration

ASSESSMENT WINDOW

Beginning of the Year
(used for benchmarking)

Middle of the Year

End of the Year

9/11/23 - 10/3/23

1/3/24 - 1/26/24

5/13/24 - 6/7/24

ALL students in K-3 must be administered the mClass screener.



mClass Subtests	PURPOSE
Letter Naming Fluency (LNF)	Provides a measure of risk for reading achievement. (K,1)
Phonemic Segmentation Fluency (PSF)	Assesses students' phonemic awareness skills and their ability to fluently segment 2-6 phoneme words into their individual phonemes. (K,1)
Nonsense Word Fluency (NWF)	Assesses students' ability to decode words based on the alphabetic principle. (K-3)
Word Reading Fluency (WRF)	Assesses students' ability to read a list of words accurately and fluently.(K-3)
Oral Reading Fluency (ORF)	Assesses students' ability to read words in connected text. (1 and on)
Maze	An assigned subtest that assesses students' ability to make meaning from a text. Only students in Grade 2 are administered this subtest. (2 and up)
Spelling	An additional assigned, untimed subtest where students are asked to spell 12 words that cover the grapheme/phoneme correspondences students are expected to learn over the school year.
Rapid Automatized Naming (RAN)	An additional assigned subtest where students are asked to name numbers aloud. It provides an indication of retrieval of phonological information.

2022-2023 Goal of Administering the Screener

Brookline Public
School Dist

Grade K

22-23 BOY



536

84%

16%

Grade 1

22-23 BOY



558

85%

15%

Grade 2

22-23 BOY



570

87%

13%

2023-2024

Grade 1

23-24 BOY



530

97%

3%

Grade 2

23-24 BOY



534

98%

2%

Grade 3

23-24 BOY



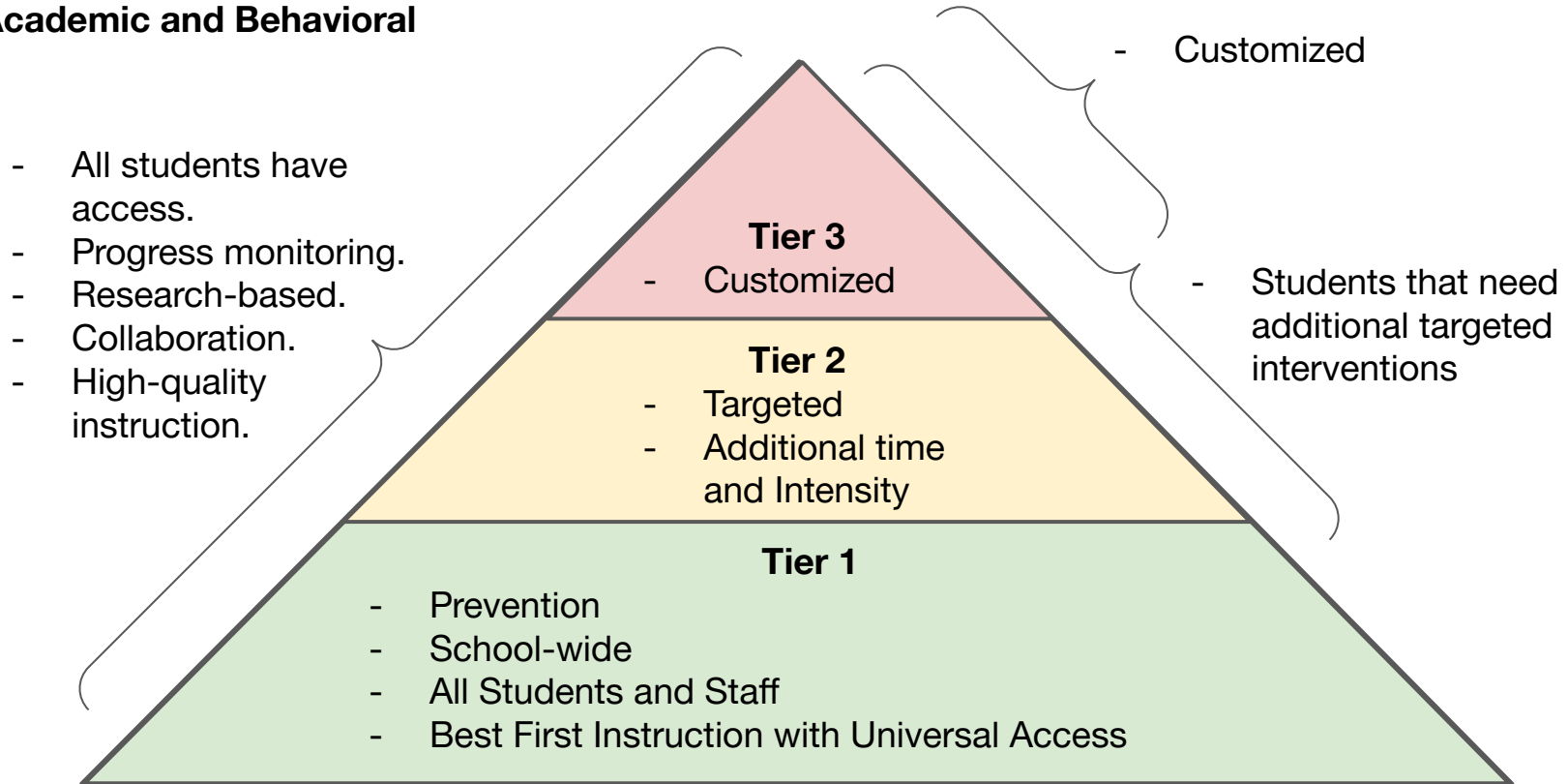
561

96%

4%

Relation to MTSS/RTI

Response to Instruction and Intervention Academic and Behavioral



District Performance BOY 2022-2023

Account	District	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Total Students
▼ Brookline Public School Dist		Current as of 12/31/2023				
▼ Grade K		Reference Data (Compare these results against a wider population)				
Brookline Public School Dist		22-23 BOY	<div><div></div><div></div><div></div><div></div></div>			452
▼ Grade 1		Reference Data (Compare these results against a wider population)				
Brookline Public School Dist		22-23 BOY	<div><div></div><div></div><div></div><div></div></div>			475
▼ Grade 2		Reference Data (Compare these results against a wider population)				
Brookline Public School Dist		22-23 BOY	<div><div></div><div></div><div></div><div></div></div>			496

District Performance BOY 2023-2024

Brookline Public School Dist		Current as of 01/02/2024				
Grade 1	Reference Data (Compare these results against a wider population)					
Brookline Public School Dist	23-24 BOY	<div><div></div><div></div><div></div><div></div></div>				516
		89(17%)	50(10%)	147(28%)	230(45%)	
Grade 2	Reference Data (Compare these results against a wider population)					
Brookline Public School Dist	23-24 BOY	<div><div></div><div></div><div></div><div></div></div>				523
		99(19%)	56(11%)	155(30%)	213(40%)	
Grade 3	Reference Data (Compare these results against a wider population)					
Brookline Public School Dist	23-24 BOY	<div><div></div><div></div><div></div><div></div></div>				539
		71(13%)	63(12%)	132(24%)	273(51%)	



Performance by School BOY 2022-2023

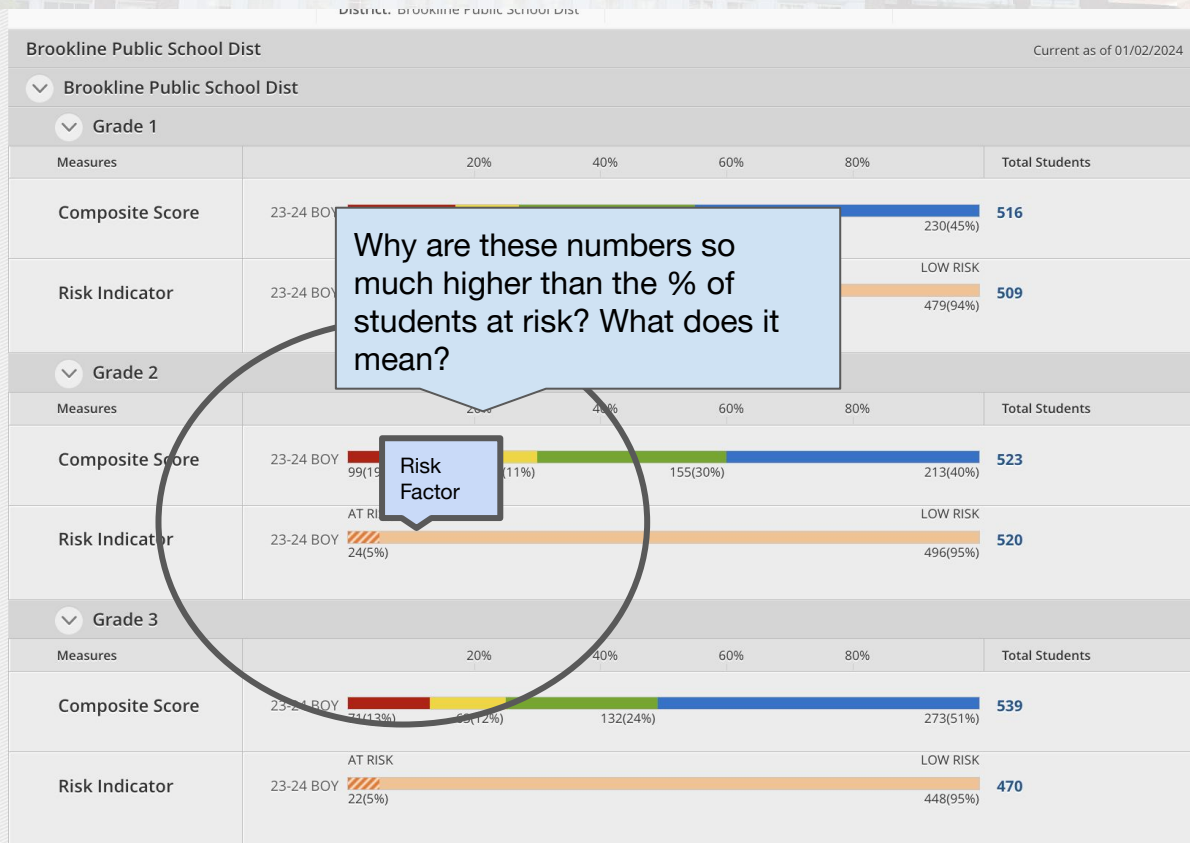
Brookline Public School Dist		Current as of 12/31/2023	
	Reference Data (Compare these results against a wider population)		
Amos A. Lawrence School	22-23 BOY <div><div></div><div></div><div></div><div></div></div> <div>20(10%) 22(11%) 70(35%) 86(44%)</div>	198	
Edith C. Baker School	22-23 BOY <div><div></div><div></div><div></div><div></div></div> <div>35(18%) 20(10%) 46(23%) 96(49%)</div>	197	
Florida Ruffin Ridley School	22-23 BOY <div><div></div><div></div><div></div><div></div></div> <div>55(21%) 39(15%) 61(23%) 113(41%)</div>	268	
Heath School	22-23 BOY <div><div></div><div></div><div></div><div></div></div> <div>27(20%) 26(20%) 36(27%) 43(33%)</div>	132	
John D. Runkle School	22-23 BOY <div><div></div><div></div><div></div><div></div></div> <div>24(18%) 14(11%) 41(31%) 53(40%)</div>	132	
John Pierce School	22-23 BOY <div><div></div><div></div><div></div><div></div></div> <div>33(15%) 29(13%) 52(24%) 101(48%)</div>	215	
Michael F. Driscoll School	22-23 BOY <div><div></div><div></div><div></div><div></div></div> <div>24(17%) 12(9%) 36(26%) 68(48%)</div>	140	
William H. Lincoln School	22-23 BOY <div><div></div><div></div><div></div><div></div></div> <div>21(15%) 24(17%) 38(27%) 58(41%)</div>	141	



Performance by School BOY 2023-2024

Brookline Public School Dist		Current as of 01/02/2024	
	Reference Data (Compare these results against a wider population)		
Amos A. Lawrence School	23-24 BOY	<div><div></div><div></div><div></div><div></div></div> <div>23(10%)15(7%)72(32%)116(51%)</div>	226
Edith C. Baker School	23-24 BOY	<div><div></div><div></div><div></div><div></div></div> <div>43(18%)26(11%)54(23%)115(48%)</div>	238
Florida Ruffin Ridley School	23-24 BOY	<div><div></div><div></div><div></div><div></div></div> <div>54(18%)43(14%)84(28%)120(40%)</div>	301
Heath School	23-24 BOY	<div><div></div><div></div><div></div><div></div></div> <div>24(18%)13(9%)50(37%)50(36%)</div>	137
John D. Runkle School	23-24 BOY	<div><div></div><div></div><div></div><div></div></div> <div>20(15%)19(14%)29(22%)66(49%)</div>	134
John Pierce School	23-24 BOY	<div><div></div><div></div><div></div><div></div></div> <div>42(20%)23(11%)53(25%)96(44%)</div>	214
Michael F. Driscoll School	23-24 BOY	<div><div></div><div></div><div></div><div></div></div> <div>23(14%)14(9%)42(26%)84(51%)</div>	163
William H. Lincoln School	23-24 BOY	<div><div></div><div></div><div></div><div></div></div> <div>30(18%)17(10%)50(30%)69(42%)</div>	166

Risk Indicators BOY SY23-SY24



Performance by Subgroup

Grades 1-3	Number of Students Assessed	Percentage of Students	Percentage of Students At or Above Benchmark	Percentage of Students Below or Well Below Benchmark
Aggregate	1578		73%	27%
Black/African American	174	11%	55%	45%
EL	358	23%	56%	44%

Performance by Subgroup Below and Well Below Benchmark

Grades 1-3	Number of Students	Percentage of Students Below or Well Below Benchmark
Aggregate	428	
Black/African American	78	18%
EL	157	37%



Next Steps

- Early Literacy Screening, Regulation 603 CMR 28.03(1)(f) – Effective July 1, 2023
“ Within 30 school days of a screening result that is significantly below the relevant benchmarks, the school shall inform the student's parent or guardian of the screening results and the school's response and shall offer them the opportunity for a follow-up discussion.”
- Provide classroom teachers support for Tier I instruction
 - Materials
 - Coaching in the Classroom
 - Child Study Team Leader Training
 - Review sub test data to determine type of literacy support
 - Data Literacy Training
 - Progress Monitoring
- Literacy Curriculum Review



