

RECORD OF A REGULAR MEETING OF THE BROOKLINE SCHOOL COMMITTEE ON **THURSDAY, MARCH 14, 2024** AT 6:00 PM, IN THE WALSH SCHOOL COMMITTEE ROOM, 5<sup>TH</sup> 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), Helen Charlupski, Steven Ehrenberg, Suzanne Federspiel, Valerie Frias (remote), Natalia Linos (remote), Sarah Moghtader, and Mariah Nobrega.

*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. PRESENTATIONS AND DISCUSSIONS OF CURRENT ISSUES**  
**a. Staff Presentation of Possible FY 2025 Programmatic Adjustments**

Dr. Guillory opened the presentation, sharing the following statement with the school community:

*Greetings,*

*When I presented the FY25 budget to the school committee in January, I shared that this was going to be a tough budget season and the committee would be faced with complex and difficult decisions. These challenges have necessitated a thorough reassessment of our programs and services while also providing the opportunity to realign resources to student needs. To that end, our adopted budget guidelines, strategic plan as well as our commitment to core priorities of high-quality teaching and learning, a foundation of equity, improving our time on learning and a commitment to enhancing literacy for all, serve as the beacons for this budget cycle.*

*During the development of our educational plan which drives budget development, we had many more requests than we had financial resources to cover. For FY25, we submitted an operating budget of \$138.6MM. When assessing our budget operating costs, the major drivers are: contractual obligations, increased costs/assessments, utilities, tuition increases, and special education transportation. Thanks to an operating override last year, our district allocation increased to \$137.1MM. We are not immune to economic difficulties faced by many municipalities and school districts across the state. Shortly after our budget presentation in January, we were informed of an additional financial obligation of \$1.0M for other operating costs; this increased our total initial deficit to \$2.5M.*

*The challenging realities regarding our school district's operating budget are pressing. Over the past several months, our administrative team worked diligently to build a budget that aligns with our mission, vision and core values and we thank them for that hard work. We realize that our year over year operating costs are outpacing our projected budget allotments; furthermore, we continue to shift our operating budget away from one-time resources to cover recurring costs. After careful evaluation and consideration of available options i.e. reducing non-personnel*

---

*costs/attrition/retirements, etc., we cannot address our financial challenges without impacting staff.*

*These recommendations will unfortunately involve difficult decisions and choices, including programmatic adjustments, shifts in services and staff layoffs. I understand that this news is distressing and unsettling. The budget currently stands at a \$2MM deficit. The school committee asked the administration to bring forth \$3MM in options to consider. At tonight's school committee meeting, we will walk the committee through various options that total \$3M. The school committee anticipates voting the final budget March 28<sup>th</sup> or April 11<sup>th</sup>.*

*The suggested reductions focus on the following areas:*

- *Additional reductions in supplies/materials/services*
- *Special education transportation*
- *K-5 World Language*
- *Literacy Coaches*
- *Education Technology Specialists*
- *BESA (Secretaries)*
- *BHS Staffing*
- *Administrative Position*
- *Pierce split campus staffing: recommend funding through project costs*

*As we move forward, I understand that you may have questions or concerns, and I encourage you to reach out to directly. Additionally, I want to assure you that we will do everything possible to support those affected by these changes and to minimize any disruptions to our educational programs and services.*

*Thank you for your understanding, your resilience, and your ongoing support as we work through these difficult decisions.*

Dr. Guillory shared the presentation (Attachment A), noting that the Committee's directive to staff was to identify \$3 million in possible reductions to meet the FY 2025 budget gap. Dr. Givens continued the presentation, noting that the priorities in developing the FY 2025 budget were: alignment with the Strategic Plan; a clear focus on high-quality teaching and learning; building and strengthening a foundation of equity; improving time on learning; and enhancing literacy for all. She noted that budget reductions are more than just numbers; we are an interconnected system of staff and programs. When difficult reductions are proposed, there is a ripple effect on the entire system. She provided a summary of the FY 2025 budget request figure: the Superintendent's initial budget request was \$138,642,989; the Town's current budget allocation for the school department (as of February 6, 2024) is \$136,413,421; this leaves a gap of \$2,229,568. Dr. Givens provided an update on some budget reductions that have previously been discussed, including: reducing the cleaning contract by \$134,000; shifting Teaching and Learning (\$13,000) and Educational Equity (\$13,997) education and training costs to the Title IIA Grant; and shifting the cost for the Equity Leads (\$44,000) to the Title IIA Grant. These reductions total \$204,997, reducing the gap to \$2,024,571.

Dr. Givens shared a list of other reductions, including: the transportation request is reduced by \$100,000 to reflect the favorable special education bus bids that the district received; the BEU President's salary, embedded in the budget, is reimbursed by the union, reducing the budget request by \$109,055; district-wide general supplies and online subscriptions will be reduced by \$220,000; and administrative reductions in the Office of Teaching and Learning will save \$132,332. It was also proposed that staff work to move the \$138,680 for additional staff to accommodate the Pierce School split campus (during the construction period) to the school construction project budget, and that the proposal to expand the Winthrop House program to grades 6-8 be reduced by \$235,000. *These reductions total \$935,067.* Additional reductions, to reach \$3 million, include: (1) elimination of the K-5 World Language program (representing 12.6 FTE at a savings of \$1,079,213); (2) reduction of 4 elementary Literacy Coaches, at a savings of \$432,655; (3) reducing the district's Education Technology Specialists from 8 to 4, at a savings of \$419,589; and (4) reducing two non-student-facing positions at BHS for a savings of \$133,476. *These reductions total \$2,064,933.*

Dr. Fortuna provided more information about the recommended cuts for world language, literacy coaches, and educational technology specialists. The proposed world language reduction would not change world language instruction for grades 6-8: grade 6 would continue to receive world language instruction three times per week, and grades 7 and 8 would continue to receive world language instruction five days per week. If the district discontinues K-5 world language instruction, that would increase time on learning for literacy, science, and social studies: 36 additional hours per year for early literacy instruction in grades K-2, and 54 additional hours per year for science and social instruction in grades 3-5. If the Committee chose to reinstate grades 3-5 World Language, that would add back \$536,000 (5.0 FTE); and if the Committee chose to reinstate grade 4-5 World Language, that would add back \$337,000 (2.7 FTE). She stated that the district currently has 3.8 FTE of Literacy Coaches deployed across the eight K-8 schools; this is not sufficient to fully offer impactful literacy coaching to our staff. The 3.8 FTE reduction in Literacy Coaches would be combined with a review of the deployment of literacy specialists across the K-8 schools to provide greater parity among schools. Dr. Fortuna noted that the proposed cut for Educational Technology Specialists would result in a reduction of 4 FTEs.

For clarification, members summarized the requests they made, at the February 29 meeting, for additional items to add to the FY 2025 budget request. Those additional items included: (1) \$19,157 for ELA curriculum implementation; (2) \$160,396 for the addition of 2.0 FTE at the High School to address class sizes; (3) \$138,680 for additional staffing for the Pierce School when it is split between two campuses during the construction process; and, (4) \$225,230 to fund an expansion of the Winthrop House program to serve grades 6-8, with consideration given to any cost savings that might be realized through reduced transportation when students remain in-district.

Member questions and comments included:

- Are the Educational Technology Specialist positions being cut entirely? *No. The ETS positions are being reduced from 8 to 4. Each K-8 school currently has one ETS; the reduction would mean that two schools would share one ETS.*

- Does the \$100,000 reduction for the lower-than-expected bus contract only reflect special education transportation? What about general education transportation? *It only reflects special education transportation; that is the contract that was up for a bid. We are currently still in an existing contract for general education transportation.*
- How did staff arrive at the \$133,476 figure for the proposed BHS reduction if the positions have not yet been identified? *Staff balanced the average cost to arrive at an approximate savings.*
- The elimination of World Language for grades K through 5 is a very big change. Is it possible to retain grades 3-5, or grades 4-5? *Staff shared the cost to retain world language instruction in those grades, spoke about the impact on school schedules and instructional time, and reiterated the difficulty of hiring and scheduling teachers for these fractional periods. The district recommends focusing on the Grade 6-12 World Language program to make it the highest caliber program possible.*
- If the district is seeking to increase instructional time for K-5, can that additional time only be found by cutting K-5 world language instruction? What about cuts to art or music? *The schedule block for art, music and physical education in the school schedule creates the contractually required prep periods for teachers in their school day. K-5 world language instruction, in which the teachers remain in the classroom, does not provide that contractual prep time.*
- Inquired about the proposed OTL administrative reduction. *This includes a .5 FTE reduction for the K-8 World Language Curriculum Coordinator, and .5 reduction for the Library/Technology Services secretary position.*
- Referenced the Massachusetts regulation on structured learning time for elementary school students, and its impact on the school schedule.
- Noted that the district just completed an excellent World Language Program Review process. Consideration should be given to keeping at least some portions of the elementary world language program, incorporating the recommendations that were part of the report.
- What is the status of employee health insurance costs (through the GIC)? *The town administrator's office has budgeted for a 10% increase. At this time, there is no new information. If those numbers come in lower, there may be additional funding available to meet the budget gap.*

Superintendent Guillory thanked his senior team and all of the building leaders for their work developing the FY 2025 budget, and commented on the careful consideration that has been undertaken to present proposed programmatic reductions.

Members asked for an update on their previous requests for consideration of K-8 classroom consolidations. Dr. Givens presented a school-by-school summary of class enrollment (Attachment B). She reviewed the grade-by-grade enrollment across all sections (using March 2024 enrollment numbers), including the average class size, the class size guideline, and the average class size if one section was collapsed in each grade. She did note that middle school reductions are not as clear cut as they may seem, since the teachers in middle school each teach one subject. While some K-8 consolidations could be considered, the resulting enrollments would then be perilously close to the maximum class size guideline. The district needs to maintain some flexibility to accommodate new families and buffer zone assignments.

Members discussed the FY 2025 budget process moving forward. The Committee expects to vote on the final FY 2025 Budget Request at the March 28 meeting, and looks forward to feedback from the community between now and then. Members thanked the staff for all of the work they undertook to prepare these recommendations.

**2. PUBLIC COMMENT**

Ezra Kleinbaum, student at Brookline High School, addressed the Committee to advocate for more gender-neutral bathrooms at Brookline High School. There is one gender-neutral bathroom per floor at the High School; to use one, a student might miss class time if they need to get to the other side of the building. Sometimes these bathrooms are not even open. He asked the School Committee to prioritize this work. PSB parent Lisa Stahl presented the attached petition (Attachment C) in support of educational equity in the Public Schools of Brookline, circulated by the Coalition for Antiracism in Education (CARE). The petition calls for funding for an Equity Audit, support for the proposal to create Equity Leads in each school, and support for the LEAP (AAPI) program at BHS. Ted Lewis, PSB parent, shared his alarm about the proposed budget cuts. He believes this financial crisis is a manufactured crisis; his research leads him to believe that Brookline is financially healthy and stable, with the resources to fully fund the school district budget. Erika Anderson, PSB parent, spoke in support of equity and diversity efforts in the school district. She spoke in favor of the Equity Audit because of the valuable information it will provide as we work to dismantle systemic barriers to equity. Abby Erdmann was unable to attend the meeting; Colin Stokes read her remarks. In her remarks she asked the Committee to fund the Equity Audit and the Equity Leaders, so that structures and habits can be challenged and changed, and the district can move more fully in the direction of justice and equity.

**3. NEW BUSINESS**

There was no new business to report.


**4. ADJOURNMENT**

Mr. Pearlman adjourned the meeting at 8:10pm.

Respectfully Submitted,  
Betsy Fitzpatrick  
Executive Assistant  
Brookline School Committee



PUBLIC SCHOOLS of  
**BROOKLINE**



# FY25 Budget Proposed Reductions

March 14, 2024

# Agenda

---

- Directive
- Budget Journey
  - Reductions to Date
- Budget Reduction
- Data regarding Buckets



# Opening Charge

---

The school committee asked the administration to bring forth \$3MM in options to consider. At tonight's school committee meeting, we will walk the committee through various options that total \$3M. The school committee anticipates voting the final budget March 28th or April 11th.



# FY25 Priorities

---

- Strategic Plan
- High-quality teaching and learning
- A foundation of equity
- Improving time on learning
- Enhancing literacy for all

# Summary

---

Budget Requests	= \$143,642,989
Initial Reductions	<u>-5,000,000</u>
Initial Budget Proposal	= \$138,642,989
Town Budget Allocation*	= <u>\$136,413,421</u>
GAP	\$ 2,229,568

\*As of February 6, 2024

# Budget Changes – Reductions

Account Description	Amount	Note
OAF - Tech/Prof Services	\$134,000	Cleaning Contract Reduction
OTL - Education/Training/Conf.	\$ 13,000	Shift Standards Conference to Title IIA grant
OEE - Education/Training/Conf.	\$ 13,997	Shift IDEAs Membership to Title IIA grant
OEE - Salary	\$ 44,000	Shift Equity Leads to Title IIA grant

**Total Reductions \$204,997**



# Current Gap

---

GAP	\$ 2,229,568
Reductions	<u>\$ 204,997</u>
New GAP	\$ 2,024,571

\*As of February 6, 2024

# Budget Reductions - Prioritized

Location	Reduction	Amount
OSS	Transportation - Bids Favorable	100,000
OSSC	BEU President Salary Reimbursement	109,055
District-Wide	General Supplies & Online Subscriptions	220,000
OSS (Add)	Winthrop House - Only with alt. funding	235,000
Pierce	Staff-Campus Split - Only with alt. funding	138,680
OTL	Administrative (FTE - 1.5)	132,332

Sub-Total

\$935,067



# Budget Reductions - Prioritized

Location	Reduction	Amount
Elementary	K-5 World Language (FTE - 12.6)	1,079,213
Elementary	Literacy Coaches (FTE - 4)	432,655
Elementary	Education Technology Specialist (FTE - 4)	419,589
BHS	Position(s) TBD	133,476

Sub-Total

\$2,064,933

# World Language: Recommendation

---

Offer world language in grades 6-8 only. Grade 6 would continue to meet as they currently are 3 times per week. Grades 7 and 8 would meet 5 days a week as they currently are.

# World Language: Time on Learning

---

Not enough time in a day/week/year for all that the Brookline community wants to see happen in schools

**If we offer world language in grades 6-8 we would be able to:**

- add 36 hours to early literacy instruction in grades K-2
- add 54 hours to science and social studies instruction in grades 3,4,5



# World Language: Early Literacy

---

- “Being able to read, write, and speak are essential for full participation in our society. Literacy affords access to ideas, opportunities, and so much more. But in the Massachusetts school system today, many children do not receive the instruction and support they need to develop a strong foundation for literacy in grades preK–3.” (Mass Literacy, DESE Retrieved 3/4/23) This includes PSB.

(Mass Literacy, DESE Retrieved 3/4/23)

# World Language: Early Literacy

---

“**Grade one** is a momentous year for reading development. Seminal studies have shown that virtually all children can develop grade-level word reading skills by the end of grade 1 with appropriate instruction, setting them up for future success (Foorman & Al-Otaiba, 2009).

Furthermore, longitudinal studies have shown that students who do not develop grade-level word reading skills by the end of first grade “almost never” catch up in reading later in elementary school (Torgesen, 2002). “

(Mass Literacy, DESE Retrieved 3/4/23)

# World Language: Science and Social Studies

---

“Not only can learning more about the world around them enhance young students’ reading skills, elementary lessons in these subjects develop foundational methods of analyzing information that students will need to use in later grades, experts say.

A 2020 quasi-experimental study from the Fordham Institute took a closer look at this theory, in social studies. Researchers examined how much daily classroom time the country’s K-5 students spent learning social studies, as well as the 5th grade English/language arts test scores of these students.

They found that students who received an additional 30 minutes of social studies instruction per day in grades 1-5 outperformed students who received less social studies instruction on ELA tests—even when controlling for the students’ kindergarten reading ability and other demographic and school factors. “

(EdWeek, Retrieved 3/4/24)

# Literacy Coaches

---

- We currently have 3.8 FTE of Literacy Coaches to be deployed across the 8 K-8 Schools
- This is not sufficient FTE to fully offer impactful literacy coaching to our staff.
- Along with this reduction we would deploy our literacy specialists across our 8 schools in a manner that provides parity between schools and the amount of support that is available to the students



# Educational Technology Specialists (ETS)

---

- The proposed cut would leave us with 4 Educational Technology Specialists to be deployed across our 8 K-8 schools
- Their time is not built into the student schedule therefore students would not experience the loss of a special subject
- We have a partnership with the town help desk to assist with technical issues



# Questions?



# Town School Partnership & CIP Update

Capital Improvement Plan				
FY25 Request vs. Approved Capital Improvement Plan				
February 23, 2024				
	Projects	Request	Approved	Change
PSB	Classroom Capacity (Leases)	640,332	717,332	77,000
	Failing Furniture & Fixtures Replacement	200,000	200,000	0
	IEP Accommodations - School Modifications	50,000	200,000	150,000
	Deferred Maintenance	2,120,675	4,670,209	2,549,534
	Long Term Capital Plan	250,000	250,000	0
	<b>PSB Subtotal</b>	<b>3,261,007</b>	<b>6,037,541</b>	<b>2,776,534</b>
DPW	Lincoln Playground Renovation			
	Heath Playground Renovation			
	Lawrence/Longwood Playground			
	Baker Playground Renovation			
	<b>DPW Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>
Buildings	HVAC Equipment		100,000	100,000
	Underground Tank removal	60,000	100,000	40,000
	Town/School ADA Renovations	127,680	90,000	-37,680
	Town/School Elevator Renovations	100,000	400,000	300,000
	Town/School Energy Conservation Projects		205,000	205,000
	Town/School Energy Management Projects		100,000	100,000
	Town School Building Envelope/Fenestration Repairs	1,747,731	500,000	-1,247,731
	Town/School Roof Repair/Replacement Program		0	-500,000
	Public Building Fire Alarm Upgrades	150,000	225,000	75,000
	Town/School Building Security/Life Safety Systems	180,000	170,000	-10,000
	Town/School Compactor Replacements		0	0
	<b>Buildings Subtotal</b>	<b>2,865,411</b>	<b>1,890,000</b>	<b>-975,411</b>
	<b>Total</b>	<b>6,126,418</b>	<b>7,927,541</b>	<b>1,801,123</b>

REVENUE	FY24 BUDGET	FY25 Forecast	FY25 Forecast	FY25 Forecast	CHANGE
Property Taxes	297,988,918	313,138,448	312,112,210	312,112,210	-
Local Receipts	30,028,757	31,718,810	33,050,910	33,050,910	-
State Aid	23,966,611	24,319,611	24,317,674	24,317,674	-
Other Available Funds	4,407,669	4,390,155	7,029,580	7,029,580	-
Free Cash	20,008,705	16,800,000	16,800,000	22,422,386	5,622,386
<b>TOTAL REVENUE</b>	<b>376,400,660</b>	<b>390,367,024</b>	<b>393,310,374</b>	<b>398,932,760</b>	<b>5,622,386</b>
<b>\$S INCREASE</b>		13,966,364	16,909,714		2,943,350
<b>% INCREASE</b>		3.7%	4.5%		0.8%
<b>EXPENDITURES</b>					
Departmental*	90,741,569	94,402,821	94,402,821	94,806,742	403,921
Schools	130,702,376	137,701,490	138,642,989	138,642,989	-
Non-Departmental - Benefits	80,044,128	84,760,257	85,289,197	85,289,197	-
Non-Departmental - General	6,382,149	3,769,968	3,804,407	3,804,407	-
Non-Departmental - Debt Service	36,093,387	38,310,079	36,902,341	36,902,341	-
Non-Departmental - Reserve Fund	3,069,471	3,245,681	3,245,681	3,245,681	-
Special Appropriations (CIP)	18,781,566	19,838,407	22,994,675	22,994,675	-
Non-Appropriated	10,586,014	9,999,338	9,853,909	9,853,909	-
<b>TOTAL EXPENDITURES</b>	<b>376,400,660</b>	<b>392,028,041</b>	<b>395,136,020</b>	<b>395,539,941</b>	<b>403,921</b>
<b>\$S INCREASE</b>		15,627,381	18,735,360		
<b>% INCREASE</b>		4.2%	5.0%		
<b>CUMULATIVE SURPLUS/(DEFICIT)</b>		(1,661,017)	(1,825,646)		
<b>DEFICIT AS A % OF REVENUE</b>		-0.4%	-0.5%		
Total Town Surplus/ (Deficit)	35%	(581,356)			
Total School Surplus/(Deficit)	65%	(1,079,661)			

Baker										
Class Size Chart	Grades									
	K	1	2	3	4	5	6	7	8	Total
FY24 MARCH 2024 Enrollment	68	73	79	85	77	80	66	71	67	666
FY25 Projected Enrollment	70	68	73	79	85	77	80	66	71	669
Number of Classes	4	4	4	4	4	4	4	3	4	35
FY25 Projected Average Class Size	17.5	17.0	18.3	19.8	21.3	19.3	20.0	22.0	17.8	19.1
GUIDELINE	22	22	22	25	25	25	25	25	25	
IF COLLASPED	23	23	24	26	28	26	27	33	24	
ENROLLMENT CHANGE OCTOBER TO MARCH				12						

Driscoll											
Class Size Chart	Grades										
	Pre-K	K	1	2	3	4	5	6	7	8	Total
FY24 March Enrollment	43	46	58	43	67	54	59	52	56	53	531
FY25 Projected Enrollment	65	61	46	58	43	67	54	59	52	56	561
Number of Classes	4	3	3	3	2	3	3	3	3	3	30
FY25 Projected Average Class Size	16.3	20.3	15.3	19.3	21.5	22.3	18.0	19.7	17.3	18.7	18.7
GUIDELINE	22	22	22	22	25	25	25	25	25	25	
IF COLLASPED	22	31	23	29	43	34	27	30	26	28	
ENROLLMENT CHANGE OCTOBER TO MARCH				21	(BEEP = 11)						



Hayes											
Class Size Chart	Grades										
	Pre-K	K	1	2	3	4	5	6	7	8	Total
FY24 March Enrollment	0	43	40	48	51	51	58	57	37	46	431
FY25 Projected Enrollment	17	38	43	40	48	51	51	58	57	37	440
Number of Classes	1	2	2	2	2	2	3	3	3	2	22
<b>FY25 Projected Average Class Size</b>	<b>17.0</b>	<b>19.0</b>	<b>21.5</b>	<b>20.0</b>	<b>24.0</b>	<b>25.5</b>	<b>17.0</b>	<b>19.3</b>	<b>19.0</b>	<b>18.5</b>	<b>20.0</b>
GUIDELINE	22	22	22	22	25	25	25	25	25	25	
IF COLLASPED		38	43	40	48	51	25.5	29	28.5	37	
ENROLLMENT CHANGE OCTOBER TO MARCH				-3							

Lawrence										
Class Size Chart	Grades									
	K	1	2	3	4	5	6	7	8	Total
FY24 March Enrollment	67	82	72	77	67	63	71	53	63	615
FY25 Projected Enrollment	70	67	82	72	77	67	63	71	53	622
Number of Classes	4	4	4	4	4	3	3	4	3	33
<b>FY25 Projected Average Class Size</b>	<b>17.5</b>	<b>16.8</b>	<b>20.5</b>	<b>18.0</b>	<b>19.3</b>	<b>22.3</b>	<b>21.0</b>	<b>17.8</b>	<b>17.7</b>	<b>18.8</b>
GUIDELINE	22	22	22	25	25	25	25	25	25	
IF COLLASPED	23	22	27	24	26	34	32	24	27	
ENROLLMENT CHANGE OCTOBER TO MARCH				0						

Lincoln										
Class Size Chart	Grades									
	K	1	2	3	4	5	6	7	8	Total
FY24 October 2023 Enrollment	53	61	51	56	55	43	50	62	46	477
FY25 Projected Enrollment	52	53	61	51	56	55	43	50	62	483
Number of Classes	3	3	3	3	3	3	2	3	3	26
<b>FY25 Projected Average Class Size</b>	<b>17.3</b>	<b>17.7</b>	<b>20.3</b>	<b>17.0</b>	<b>18.7</b>	<b>18.3</b>	<b>21.5</b>	<b>16.7</b>	<b>20.7</b>	<b>18.6</b>
GUIDELINE	22	22	22	25	25	25	25	25	25	
IF COLLASPED	26	27	31	26	28	28	43	25	31	
ENROLLMENT CHANGE OCTOBER TO MARCH				3						

PIERCE										
Class Size Chart	Grades									
	K	1	2	3	4	5	6	7	8	Total
FY24 March Enrollment	72	62	78	78	72	81	80	63	87	673
FY25 Projected Enrollment	60	72	62	78	78	72	81	80	63	646
Number of Classes	4	4	3	4	4	4	4	4	4	35
<b>FY25 Projected Average Class Size</b>	<b>15.0</b>	<b>18.0</b>	<b>20.7</b>	<b>19.5</b>	<b>19.5</b>	<b>18.0</b>	<b>20.3</b>	<b>20.0</b>	<b>15.8</b>	<b>18.5</b>
GUIDELINE	22	22	22	25	25	25	25	25	25	
IF COLLASPED	20	24	31	26	26	24	27	27	21	
ENROLLMENT CHANGE OCTOBER TO MARCH				5						

Ridley											
Class Size Chart	Grades										
	Pre-K	K	1	2	3	4	5	6	7	8	Total
FY24 March Enrollment	Ridley	85	101	102	98	94	86	84	81	90	821
FY25 Projected Enrollment	34	90	85	101	102	98	94	86	84	81	855
Number of Classes	2	5	5	5	5	5	4	4	4	4	43
<b>FY25 Projected Average Class Size</b>	<b>17.0</b>	<b>18.0</b>	<b>17.0</b>	<b>20.2</b>	<b>20.4</b>	<b>19.6</b>	<b>23.5</b>	<b>21.5</b>	<b>21.0</b>	<b>20.3</b>	<b>19.9</b>
GUIDELINE	22	22	22	22	25	25	25	25	25	25	
IF COLLASPED		23	21	25	26	25	31	29	28	27	
ENROLLMENT CHANGE OCTOBER TO MARCH				-31							

Runkle											
Class Size Chart	Grades										
	Pre-K	K	1	2	3	4	5	6	7	8	Total
FY24 October 2023 Enrollment	16	46	45	52	42	63	55	55	52	60	486
FY25 Projected Enrollment	17	50	46	45	52	42	63	55	55	52	477
Number of Classes	1	3	3	3	3	2	3	3	3	3	27
<b>FY25 Projected Average Class Size</b>	<b>17.0</b>	<b>16.7</b>	<b>15.3</b>	<b>15.0</b>	<b>17.3</b>	<b>21.0</b>	<b>21.0</b>	<b>18.3</b>	<b>18.3</b>	<b>17.3</b>	<b>17.7</b>
GUIDELINE	22	22	22	22	25	25	25	25	25	25	
IF COLLASPED		25	23	23	26	42	32	28	28	26	
ENROLLMENT CHANGE OCTOBER TO MARCH				3							

C

**Coalition for Antiracism in Education (CARE)**  
**Petition in Support of Educational Equity at PSB**  
presented March 14, 2024

We stand united, both community members of color and community allies to acknowledge many in our community who have experienced racism, cultural insensitivity, and a lack of belonging here in Brookline Public Schools. This is currently a reality that harms us all.

Equity means excellence for all students. Attention to diversity, equity, and inclusion does not take away from the excellence of Brookline's education. Rather, they are the key to it.

As the strategic plan is finalized and moves into implementation, we ask you to allocate funding so that equity can truly lead to excellence. Fund the Equity Audit so that we can know what real work must be done.

Support Equity Specialists in each school so that there are funded teacher leaders ready to step in as we know problems around racism will arise.

S I G N E D

Abby Erdmann	Eliza Juster	Julia Mangan	Min Song
Abigail Ortiz	Elizabeth Schonhoft	Karen Hong	Monica Makhija
Alicia Hsu	Emily Mann	Karen Shashoua	Odile Peroni
Alisa Conner	Erika Anderson	Kate Piper	Pamela Brazeau
Amalia Tagaris	Evan Guttell	Keira Flynn-Carson	Patricia Maher
Andrew Guttell	Felicia Huggins	Kimberly Loscalzo	Paul McLean
Angelica Rona	Frank Perry	Kristin Hung	Pooja Sharma
Anna Housley Juster	Gabrielle Kyriakides	Kristina Colbert Lourie	Qiaoqing Zhong
Anne-Marie Carlson	Giles Li	Kristina Tobey	Rachel Ghosh
Bernardine Chan	Harriet Yoffee	Larry Jordan	Rahim Rajpar
Bonnie Bastien	Hui Chu	Laura Perras	Raul Fernandez
Brian Carlson	Ingrid Cooper	Lauren Post	Sammy Guttell
Cheryl Lynch	Ivan Brens	Leah McGowan	Sammy Lipton
Chi Chi Wu	Jana Young	Leslie Forde	Sanjli Gidwaney
Christina Kovach	Janet Cline	Leslie O'Toole	Sara Gooding-Landry
Christy Rodriguez	Jen Doubilet	Lil Kuklewicz	Sarah Wolozin
Claire Hochleutner	Jen Martin	Lisa Bodine	Sean Leckey
Colin Stokes	Jenna Laib	Lisa Stahl	Shirley Porcena
Cynthia Tsao	Jennifer Casas	Liz Blocker	Shruti Sonni
Daniel Rodriguez	Jennifer Wofford	Liz Schneider	Soyoung Kim
Dannielle Pinson	Jessica Chicco	Lnda Louie	Susan Park
Dara Lewis	Joan Lancourt	Luke Montrose	Suzette Abbott
David Chaet	Jon Stahl	Lynne Layton	Sweta Singh
David Mann	Jou-Ku Chung	Mary D'Amore	Sydney Hou
Diane Daria	Julia Hodgson	Maurene Doherty	Ted Lewis
Dorothy Lloyd Charles	Julia Lanham	Miguel Serrano	Vanessa Dopazo