

Budgetary Impact - Runkle

- The district has provided professional development in recently implemented programs (Investigations, mClass, Heggerty Phonemic Awareness, Spelling Connections and Decodable Texts). Runkle's budget was not impacted.
- Runkle's SEED cohort from SY21-22 continued to meet as a "Sprout" group this year. We have a new SEED cohort at Runkle this year. The Sprout group is engaged in critical conversations and book groups. Runkle's budget supported texts for this group.
- Again, the district has provided trainings and support through Matt DuBois around SEL Screeners, strategies for classroom teachers, the SEL newsletter and inclusion in agencies to provide counseling for students with needs the school cannot address (Cartwheel and Brighton Allston Mental Health Association)

Budgetary Impact - Pierce

- Pierce requested and received a budget of \$2000 for SY 22-23 to support online software subscriptions and software purchases that would support struggling students.
- Pierce requested and received a budget of \$2500 for SY 22-23 to send educators to professional development workshops and conferences that tie to our School Improvement Plan goals.
- Pierce requested and received funds to allow us to fund summer work tied to our SIP goals, as well as both general homework clubs and homework clubs that provide targeted small group support for struggling students. These funds will not be fully utilized this year due to staffing challenges.

Budgetary Impact - Lincoln

- Funding materials and also teacher time for summer planning for the launch of “Grading for Equity” with middle school team.
- Whole-school license for Lexia; funded by OTL this year, will need funding from Lincoln budget for next year if we continue.
- District-provided PD and resources around the Panorama universal screener and the Wayfinder curriculum for 6 and 7 advisory
- District-provided professional development in recently implemented programs (Investigations, mClass, Heggerty Phonemic Awareness, Spelling Connections and Decodable Texts).

Budgetary Impact - Lawrence

- Continued need for school site Lexia Licence to support literacy instruction to inform tier 1 instruction.
- Continue important and effective work in conjunction with the Office of Equity and Diversity to further our understanding of how to be stronger culturally proficient educators.
- Continue to support summer work for Lawrence middle school staff to fine-tune the Lawrence middle school Grading for Equity structure based on Joe Feldman's book, "Grading for Equity." This work started with students in September of 2021.

Budgetary Impact - Heath

- The district has provided **professional development** in recently implemented programs (Investigations, mClass, Heggerty Phonemic Awareness, Spelling Connections, and Decodable Texts). Heath's budget was not impacted.
- We have a new **SEED** (*Seeking Educational Equity and Diversity*) cohort at Heath this year, facilitated by two teachers. A one-time grant afforded us through METCO, Inc, along with generous funding from the BEF have allowed us the opportunity to launch SEED in our school. Heath's budget was not impacted.
- The district has provided trainings and support through the Guidance, Clinical Services, and **Social-Emotional Learning**. Heath's budget was not impacted.
 - We launched the **Universal Screener in grades K-2**, so are now able to see the social-emotional data for all children, *in particular can each student name a trusted adult in the school? And, if not, how are we providing supports if no trusted adult is named?*
 - We have launched the **Wayfinder** program in Grade 6 Advisory, a much needed tool to help us make the most of Advisory hours in our schedule
- **Student Affinity Groups** do have an impact on school budget (workshop budget almost entirely dedicated to facilitator stipends with METCO one-time grant)

Budgetary Impact - Driscoll

- During the summer our middle school staff used funds from our equity line to meet as a team for two full days. Our staff met to determine a set of guiding values for the middle school. They worked together to align learning, teaching, incentives, and code of conduct with common values. We also hired our Landmark Consultant, Ann Larson to train our staff on consistent two column note taking, classroom routines, trapper keepers, in classroom notebooks.
- Driscoll would like to see common materials, such as binders that our students carry (with a pocket for a Chromebook) as well as classroom binders that help our student organize their work, come out of our materials budget. Right now our students pay for these items.
- Looking at our SEL data from the Panorama survey, our Equity Team wrote a grant and was funded by the BEF to re-establish a mentor program at Driscoll for students who didn't identify a trusted adult in our school. Students will be paired with teachers, in a non academic way, to help them feel reestablished and reconnected in our community. We have more teachers and students than the grant can fund.

Budgetary Impact - BHS

- **Student Support and Administrative Structure:** Maintain commitment to to foster continuity of working relationships between students and their guidance counselors and deans, especially with the utilization of a mostly 9th grade building at 22 Tappan.
- **Pilot of Different Student Support Programs:** This includes Student Affinity Groups within our school-wide Hub Advisory Program (in support of both Asian American and Pacific Islander students and African American and Latinx students) and the Social Emotional Tutorial (SEL-T) program that builds on the school's Tutorial Program.
- **Expansion of the School Intervention Team (SIT):** The high school's version of a Child Study Team (CST), to address three interrelated school issues and needs: gathering and using data, bolstering support and practice around Social Emotional Learning, and articulating Multi-tiered Systems of Support (MTSS).
- **Reimagining Ninth Grade:** Core academic departments are in the process of examining and re-imagining our ninth grade offerings in English, Math, Science, Social Studies, and World Language. As part of these ongoing efforts, we will be requesting course releases in support of this work on curriculum, instruction, and assessment.

Budgetary Impact - BEEP

- Personnel costs associated with increasing the length of BEEP's school day: Increase in FTEs for teachers and paraprofessionals. (approx cost \$700,000)
- Non-personnel costs: purchase curriculum materials needed to update classroom environments. (\$30,000)
- Professional Learning: purchase curriculum resources (books, curriculum programs) for educators (\$10,000)