



# Update on 2019-2020 District Priorities

Brookline School Committee  
February 27, 2020

# Superintendent's Priorities

## Culture

- Lead with civility and positivity
- Support kindergarten teachers
- Support principals
- Support district leaders
- School-based leadership teams
- Positive and productive relationship with BEU

## Strategic & Operational

- Address expected FY21 deficit
- Complete CCS naming
- Driscoll - debt exclusion and design development - Dec 2019
- Building & Program moves - Pierce, Clark Road, BEEP, Heath, Runkle
- Collective Bargaining Agreement Negotiations
- Pierce building project
- Launch School Assignment revision

# Superintendent's Priorities: 2019-20

Priorities: Strategic and Operational	Progress/Hindering Progress
Address expected FY21 deficit	<ul style="list-style-type: none"> <li>● Ongoing: Used a collaborative approach to identify targeted adjustments and address \$2.8 million gap between resources and expenses</li> <li>● Developed a new, more collaborative process for budget development resulting in improved understanding and ownership of school and department budgets</li> </ul>
Coolidge Corner School Naming	<ul style="list-style-type: none"> <li>● Successfully completed renaming process. School name will be officially changed to Florida Ruffin Ridley School on September 1. First planning meeting for opening celebration scheduled for 2/28</li> </ul>
Building & Program moves - Driscoll, Pierce, Clark Road, BEEP, Heath, Runkle	<ul style="list-style-type: none"> <li>● Driscoll: Successful Townwide debt exclusion vote. Design development fully underway. Working out project management kinks</li> <li>● Pierce: Enrollment projections work completed. Scheduled to be at MSBA Board Meeting in April for vote to move into Feasibility Phase</li> <li>● Clark: Led inclusive process that resulted in SC decision to expand BEEP, keep Pierce intact, and reduce the number of leases</li> <li>● Heath and Runkle: Planning to begin RISE at Heath underway and on schedule</li> </ul>
Collective Bargaining Agreement Negotiations	<ul style="list-style-type: none"> <li>● Ongoing: Negotiations with Unit A, Unit B, and Paraprofessionals Unit underway. Bargaining sessions scheduled into March</li> </ul>
Launch school assignment revision	<ul style="list-style-type: none"> <li>● No capacity to do this at this time</li> </ul>

# Superintendent's Priorities: 2019-20

Priorities: Culture	Progress/Hindering Progress
Lead with civility and positivity	<ul style="list-style-type: none"> <li>Proactive messaging from Superintendent in messages to all staff and families; reiterating this message at many public meetings; Principals and Directors reinforced this message; Continue to need others to stand up and speak up for leading with civility</li> </ul>
Support: <ul style="list-style-type: none"> <li>Kindergarten teachers</li> <li>Principals</li> <li>District leaders</li> </ul>	<ul style="list-style-type: none"> <li>Kindergarten Teachers: Completed 3 of 4 professional development sessions with kindergarten teachers</li> <li>Principals: Each principal has a primary support person and evaluator on Senior Leadership. Approach has improved response time when principals need support or answers</li> <li>District Leaders: Superintendent holds weekly meetings with member of Senior Leadership and Director of Human Resources. Increased access to and support from Superintendent</li> </ul>
School-based leadership teams	<ul style="list-style-type: none"> <li>Have completed two impact bargaining sessions with BEU leadership</li> </ul>
Positive and productive relationship with BEU	<ul style="list-style-type: none"> <li>Continue to work through grievances and negotiations</li> </ul>

## District Priorities 2019 - 2020

Finance & Administration	Student Services	Equity	Teaching & Learning	Strategy, Performance, & Community Engmt
Establish Budget as a Policy Document	Continue implementation and training on new Code of Conduct	Continue to establish the Office of Educational Equity	Continue to develop Brookline's Essential Curriculum	Launch School-based Leadership Teams
Establish Five Year Capital Improvement and Infrastructure Plan	Build intensive reading services at each K-8 school	Introduce common definition of equity and core instructional practices	Continue PK - 12 Math Program Review and introduction of K-8 math curriculum	Effective Planning and Rollout of all efforts
Design & Implement Emergency Response & Preparedness Plan	Continue to build professional learning opportunities for paraprofessionals	Increase staff diversity	Work with Kindergarten teachers to build consensus on PSB's Kindergarten Program	Continue to Improve District-wide Communications
Update Human Resources Practices	Define PSB's social emotional learning (SEL) approach PK-12	Engage in community outreach on educational equity	Launch Middle School Review	Revise Methodology for Enrollment Projections <sup>5</sup>

# Office of Student Services: 2019-20

Priorities	Progress	Hindering Progress
Define PSB's Social Emotional Learning (SEL) approach PK-12	<ul style="list-style-type: none"> <li>School &amp; district members participate in year 2 of network group addressing district-wide SEL implementation</li> <li>CNM completed SEL course on development and support of SEL work</li> <li>Three-year strategic plan to be complete by EOY</li> </ul>	<ul style="list-style-type: none"> <li>Problem Resolution System (PRS) Filings</li> <li>Student Records Requests</li> <li>Bullying Reports</li> </ul> <p>*Require significant amount of OSS and school-based staff time and have not resulted in significant findings to date</p>
Continue implementation and training on new Code of Conduct	<ul style="list-style-type: none"> <li>Supported development of two trainings for school based staff on the new Code of Conduct policy and procedures</li> </ul>	
Build intensive reading services at each K-8 school	<ul style="list-style-type: none"> <li>Model for services and programming identified</li> <li>Pilot program development in the works</li> </ul>	
Continue to build professional learning opportunities for paraprofessionals	<ul style="list-style-type: none"> <li>19-20: In-house designed and delivered PD series</li> <li>20-21: Developing partnership with BU Wheelock School of Ed to design differentiated modules</li> </ul>	

# Office of Teaching & Learning: 2019-20

Priorities	Progress	Hindering Progress
<p>Continue PK-12 Math Program Review</p> <ul style="list-style-type: none"> <li>Continue review and introduction of K-8 math curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Pilots are happening in grades K-5</li> <li>Grade 3-5 teachers are completing Developing Mathematical Ideas PD this year</li> <li>Phase 2 of Program Review for Grades PK - 8 has begun</li> <li>6-8 math teachers are using the new math curriculum</li> <li>9-12 Program review still in beginning stages</li> </ul>	<ul style="list-style-type: none"> <li>Staff capacity</li> </ul>
<p>Continue to develop Brookline's Essential Curriculum</p>	<ul style="list-style-type: none"> <li>Shell of scope and sequences and unit mapping completed for grades K-8</li> <li>Listening sessions and calibration with available teachers</li> </ul>	<ul style="list-style-type: none"> <li>Have not moved forward with <i>Portrait of a Graduate</i> work to ensure that lessons and skill development are aligned with expected outcomes</li> <li>Little to no time available with teachers to vet lessons that fit most appropriately with scopes and sequences in a systematic way</li> </ul>

# Office of Teaching & Learning: 2019-20

Priorities	Progress	Hindering Progress
<p>Work with Kindergarten teachers to build consensus on PSB's Kindergarten program</p>	<ul style="list-style-type: none"> <li>Kindergarten Teachers: Completed 3 of 4 professional development sessions with kindergarten teachers. Sessions have allowed teachers to collaborate on integrated units, discuss English language arts instruction, share scheduling ideas, and connect on a professional level.</li> </ul>	<ul style="list-style-type: none"> <li>Building consensus on what practices are expected</li> <li>Need to further support K teachers on how to speak with parents about progress on reading and what is developmentally appropriate</li> </ul>
<p>Begin review of Middle School programming</p>	<ul style="list-style-type: none"> <li>In the process of identifying a consultant to gather data and create a report on middle school</li> <li>Curriculum Subcommittee meeting to discuss middle school scheduling and School Committee concerns</li> </ul>	<ul style="list-style-type: none"> <li>Middle school is not a program or content area so there is a need to create a Program Review process that is different than what has happened in past program reviews.</li> </ul>



# Office of Educational Equity: 2019-20

Priorities	Progress/Hindering Progress
Continue to establish the Office of Educational Equity	<ul style="list-style-type: none"><li>● Developed a budget for the office</li><li>● Continued coaching and support to administrators on real time microaggressions and implicit bias as it connects to teaching and learning</li><li>● Support school leaders on helping to identify targeted professional development for teachers</li></ul>
Increase diversity in our staff through recruitment, hiring, and retention, and by developing our pipeline for paraprofessionals of color to become licensed teachers	<ul style="list-style-type: none"><li>● Attended Mass Partnership for Diversity Educators (MPDE) conference</li><li>● Paraprofessional Pipeline: Developed a library of resources and preparation materials for the various MTEL exams. Paraprofessionals are using them and begun developing study teams</li><li>● Have developed individual relationships in an effort to help with career mapping</li><li>● Affinity Groups (Asian, Latinx, Black, LGBTQ) have four gatherings scheduled this year. All groups have had two gathering thus far</li></ul>

# Office of Educational Equity: 2019-20

Priorities	Progress/Hindering Progress
<p>Help PSB staff to understand a common definition of and the core practices of educational equity and be able to use them in their daily practice</p>	<ul style="list-style-type: none"> <li>● Have completed three of four PD sessions on Cultural Proficiency for 188 educators               <ul style="list-style-type: none"> <li>○ Course defines the theory of cultural proficiency and provides opportunity to practice strategies that counter the negative effects of microaggressions, implicit bias, stereotype threat, etc.</li> </ul> </li> <li>● Have developed a written definition of equity and begun to share it throughout the district</li> </ul>
<p>Engage in community outreach on educational equity</p>	<ul style="list-style-type: none"> <li>● Working with community organizations (BRJE, PAC) to share the definition of equity and develop a district wide practice when dealing with ignorance, hate, and bias</li> <li>● Have given presentations to Driscoll and BHS PTO on:               <ul style="list-style-type: none"> <li>○ The definition of equity</li> <li>○ How to talk to children about race</li> </ul> </li> </ul>

# Office of Administration & Finance: 2019-20

Priorities	Progress	Hindering Progress
<p>Establish budget as a policy document: “What is written is what is funded”</p> <ul style="list-style-type: none"> <li>● District training for finance &amp; human resource process &amp; procedures</li> <li>● Financial policies &amp; internal controls for personnel &amp; expenses</li> <li>● Student activities policy and procedure update</li> </ul>	<ul style="list-style-type: none"> <li>● Budget:               <ul style="list-style-type: none"> <li>○ OpenGov developed and released February 2020</li> <li>○ Need to schedule Training of Budget Managers and their review of accounts</li> </ul> </li> <li>● Chart of Accounts and Employee Transaction form review               <ul style="list-style-type: none"> <li>○ Agreement with Town to revamp and rewrite COA over next 24 months to comply with DESE reporting and School Committee desire to see building based budgets.</li> </ul> </li> <li>● Student Activities:               <ul style="list-style-type: none"> <li>○ Review of GASB 84 ruling and guidance impact</li> <li>○ Review and update policy in draft</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Public Records Requests</li> <li>● Number of Building Projects and Planning (BHS, Driscoll, Pierce, Clark Road moves, lease negotiations)</li> <li>● The amount of time needed to build OpenGov especially in a truncated timeline (December to February)</li> </ul>

# Office of Administration & Finance: 2019-20

Priorities	Progress	Hindering Progress
<p>Establish five year capital improvement and infrastructure plan</p> <ul style="list-style-type: none"> <li>5 Year CIP Plan - Updated and published annually &amp; building planning (short term- long term)</li> </ul> <p>Building Projects</p> <ul style="list-style-type: none"> <li>BHS building project</li> <li>Driscoll Building Project</li> <li>Pierce MSBA building project</li> <li>Clark Road</li> </ul>	<p>Five Year Capital Improvement Plan</p> <ul style="list-style-type: none"> <li>Working on Completing Facility Inventory (2 of 15) and Security Assessment Plans (13 of 15) by June</li> </ul> <p>Building Projects</p> <ul style="list-style-type: none"> <li>Pierce: Currently in Eligibility Period until March 30, 2020.</li> <li>BHS Building in progress</li> <li>Driscoll - Design development</li> <li>Clark/Pierce/Baldwin/SEC- In action planning for upcoming moves</li> </ul>	<ul style="list-style-type: none"> <li>Pierce: Enrollment letter process taking longer than anticipated</li> <li>Facility inventory and security planning takes time</li> </ul>

# Office of Administration & Finance: 2019-20

Priorities	Progress/Hindering Progress
<p>Design and implement Emergency Response &amp; Preparedness Plan</p> <ul style="list-style-type: none"> <li>• ID badges &amp; general security</li> <li>• Update to protocols and procedures and documentation</li> <li>• Completion of emergency planning review, development of plan for revised training, and initial round of training</li> </ul>	<ul style="list-style-type: none"> <li>• Issued Process and Protocol for ID Badges</li> <li>• Continuing final edits and review of protocols and procedures to be completed by June and issued in September</li> <li>• Completed all but 2 schools for Options Based response training with BPD.</li> </ul>
<p>Update human resources practices</p> <ul style="list-style-type: none"> <li>• Non-Union/Non-Aligned classification plan adopted by School Committee</li> <li>• Negotiating collective bargaining agreements with unionized staff (Ch. 150E, Section 1).</li> <li>• Establishing compensation parameters for administrators and other employees not subject to collective bargaining, including principals and non-aligned employees (Ch. 71, Sec. 59B).</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing Non-aligned plan will be updated by 3/12</li> <li>• Negotiations ongoing with Brookline Educators Union; Negotiations completed with AFSCME</li> <li>• Will be complete with Non-Union/Non-Aligned plan</li> </ul>

# Office of Strategy, Performance & Community Engagement: 2019-20

Priorities	Progress/In the way of Progress	Hindering Progress
Launch School-based Leadership Teams	<ul style="list-style-type: none"> <li>Have completed two impact bargaining sessions with BEU leadership. Proposals are far apart.</li> </ul>	Superintendent leading process
Effective planning and implementation of district-wide priorities	<ul style="list-style-type: none"> <li>Supported development of two trainings for school based staff on the new Code of Conduct policy and procedures (August 2019)</li> <li>Successful implementation of high quality district-wide professional development on Cultural Proficiency, K-8 math curriculum, and Restorative Practices in PK-8. (July - August 2019).</li> </ul>	<ul style="list-style-type: none"> <li>Much of this work is being take on by the Superintendent</li> <li>Building projects - Still working through the appropriate management to support these as well as in the past</li> <li>Lack of Strategic Plan continues to lead to decisions being made based too often on anecdotal statements and one-off advocacy</li> </ul>
Continue to improve district-wide communications	<ul style="list-style-type: none"> <li>During first half of the year, provided regular updates to families and staff through email newsletters, email, website, and social media about budget process, changes in math curriculum, capital projects, and district-wide news</li> </ul>	<ul style="list-style-type: none"> <li>No senior staff member focusing on communications</li> <li>With Enrollment and Community Engagement Specialist now focusing on registration and enrollment, communications is less frequent and more sporadic</li> </ul>
Revise methodology for enrollment projections	<ul style="list-style-type: none"> <li>Completed new enrollment forecast</li> <li>Presented to School Committee on February 6, 2020</li> </ul>	

## District Priorities 2019 - 2020 - Focus Areas for Remainder of the Year

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