

School Committee Finance Subcommittee
Wednesday, June 26, 2024
5:00 PM – 6:25 PM
Remote via Zoom

Finance Subcommittee Members present: Mariah Nobrega (Chair), Valerie Frias, Sarah Moghtader, and Carolyn Thall.

Other School Committee Members present: Helen Charlupski, Suzanne Federspiel, and Andy Liu.

Staff present: Linus Guillory, Superintendent; Diane Johnson, Finance Director; Jodi Fortuna, Deputy Superintendent for Teaching and Learning; and Betsy Fitzpatrick.

Advisory Committee Schools Subcommittee members present: Ben Birnbaum and Cliff Brown.

Ms. Nobrega called the meeting to order at 5:00pm.

1. Approval of Finance Subcommittee Meeting Minutes: June 3, 2024

On a motion of Ms. Frias, and seconded by Ms. Thall, the Finance Subcommittee voted unanimously, by roll call, with 4 in favor (Ms. Nobrega, Ms. Frias, Ms. Moghtader, and Ms. Thall), 0 opposed, and 0 abstentions, to approve the June 3, 2024 Finance Subcommittee meeting minutes.

2. Acceptance of Grants

Ms. Nobrega directed members to the Request for Grant Acceptance memo, dated June 26, 2024 (attached). The memo details one grant requiring approval. The grant, in the amount of \$56,000, is awarded through the Department of Elementary and Secondary Education to support Civics Teaching and Learning, as required by Chapter 296 of the Acts of 2018. Dr. Fortuna answered questions about the grant.

On a motion of Ms. Moghtader, and seconded by Ms. Frias, the Finance Subcommittee voted unanimously, by roll call, with 4 in favor (Ms. Nobrega, Ms. Frias, Ms. Moghtader, and Ms. Thall), 0 opposed, and 0 abstentions, to recommend that the School Committee accept the grant as detailed on the attached memo.

3. Acceptance of Gifts

Ms. Nobrega directed members to the Request for Gift Acceptance memo, dated June 26, 2024 (attached). The memo details several gifts to the Baker School Library, in memory of Helen Sawyer, former Baker School Librarian. Gifts were also received to support the Boys Volleyball Team, and the Brookline Adult and Community Education program. Ms. Nobrega thanked the donors for their generous gifts.

On a motion of Ms. Nobrega, and seconded by Ms. Frias, the Finance Subcommittee voted unanimously, by roll call, with 4 in favor (Ms. Nobrega, Ms. Frias, Ms. Moghtader, and Ms. Thall), 0 opposed, and 0 abstentions, to recommend that the School Committee accept the gifts as detailed on the attached memo.

4. **FY2024 Budget: Discussion of Year-end Closeout, and Possible Vote to Request a Reserve Fund Transfer**

Ms. Johnson described the work of the PSB finance team to close out the FY24 budget. Final FY24 payrolls will post next week, after which the staff will be able to more accurately determine any remaining budget gap. In order to reduce the budget gap (from a projected high of \$1.7 million in mid-May), the finance staff worked to identify efficiencies and cuts; closed unnecessary purchase orders; modified/reduced open purchase orders to reflect actual spending; rejected or postponed some spending requests; and charged operating costs to grants and revolving funds, as appropriate and allowed. In addition, a coding error for FY24 circuit breaker funds was corrected, reducing the gap by an additional \$318,636. A School Committee meeting will be scheduled for Monday, July 8, to review the final FY24 figures and consider a Reserve Fund Transfer request, if necessary.

5. **Discussion of Class Size Guidelines**

Ms. Nobrega shared the attached draft section of the Policy Manual: Section J Placement. She asked that members review the Class Size and Sectioning portion of the policy (J 2 b 5) which was briefly introduced at the January 22, 2024, Policy Subcommittee meeting. The Class Size and Sectioning portion is new; no such language previously existed in the Policy Manual. School Committee Chair, Andy Liu, asked the Finance Subcommittee to review the class size guidelines, especially with regard to possible financial implications.

Subcommittee members discussed the draft policy. Comments included: consideration of class size language to match that in the collective bargaining agreement; adding a preamble to explain the budget implications of class size decisions; adding language to ensure the policy is supportive of the Superintendent and school leaders as they make class sectioning decisions; questions about the 22 student (K-2) and 25 student (3-8) “maximums” (how they were decided, and whether they reflect the current and best research on class sizes); whether a third tier (e.g., for grades 3-5) should be created; and consideration of multi-grade classrooms to address large class sizes (e.g., combining a 1st and 2nd grade classroom). Dr. Guillory described how student placements are made, especially over the summer, and how funding for any new FTEs is determined, including plans in future budgets to include reserve funds for this purpose.

Ms. Nobrega indicated that she will incorporate the feedback from today’s meeting into a new draft. The draft policy will now move to the Policy Subcommittee.

Ms. Nobrega adjourned the meeting at 6:25pm.



THE PUBLIC SCHOOLS OF BROOKLINE
BROOKLINE, MASSACHUSETTS 02445

LINUS J. GUILLORY JR., PhD
SUPERINTENDENT OF SCHOOLS

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

Request for Grant Acceptance

June 26, 2024

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

Source	Grant/Point Person/Purpose	Award	Account#/Name
State	FY2025: Civics Teaching and Learning Grant Point Person: Greg Porter/Donovan King (Ashley O'Sullivan) This grant would provide a combination of supports that will help to establish, support, and/or implement core Social Studies curriculum in grades K-5, including physical and digital instructional materials as well as vendor/partner and district provided professional development and support. The use of said materials will support equitable access to high quality, culturally responsive instruction across all eight schools in grades K-5. This grant, and the work it will support, is directly connected to Goal 1 for Teaching and Learning within the Strategic Plan: "Increase achievement for students by establishing, implementing, and regularly assessing an equitable, cohesive, culturally relevant, consistent standards-based curriculum in ELA, Math, Science, <u>Social Studies</u> and World Language delivered using evidence-based, culturally responsive instruction."	\$70,000.00 Pre Award \$56,000.00 Post Award	TBD

FY2025: Civics Teaching and Learning

Fund Code: 0589

Purpose:

The purpose of this competitive grant program is to support civics teaching and learning, as required by Chapter 296 of the Acts of 2018 and emphasized in the 2018 History and Social Science Framework. In addition, this grant aims to strengthen voter education and voter registration in the school setting, given the upcoming 2024 elections and persistent gaps in voting rates between youth and older adults.

This grant supports curriculum, professional development, and/or collaborative planning designed to further students' civic knowledge, skills and dispositions. This year, DESE is particularly interested in supporting work to provide meaningful civic learning experiences to students in grades K–5, but will consider proposals focused on strengthening civics teaching and learning at any grade level.

In addition, the grant supports implementation of grade 8 and high school civics projects, the hosting of local civics project showcases, participation in Massachusetts Regional Civics Project Showcases, and instruction and activities associated with the 2024 elections, including voter registration activities.

Priorities:

For details about the civics projects and other civics instructional information, please visit Civics.

DESE seeks to fund civics teaching and learning initiatives that exemplify:

- **Equity.** Grant-funded projects should increase all students' access to high-quality civic learning experiences and work to address historical inequities where they exist. In addition, projects should provide students with culturally and linguistically sustaining learning experiences that value and affirm their identities and linguistic resources, center student and community agency, and develop students' critical perspectives.
- **Civic deeper learning.** Grant-funded projects should help students master civic knowledge, skills and dispositions, appropriate to grade-level standards, through creative agency and opportunities to actively "do

civics." Civic action should be student-led and meaningful to students as individuals, with relevance to their identities and lived experiences. Civic learning should be an integrated part of the larger curriculum, not isolated experiences, lessons, or units.

- **Sustainability.** Grant-funded projects should take steps towards long-term enhancements to civics teaching and learning. Investments such as professional development for educators or acquisition of needed instructional materials can provide benefits long past the period of this grant, as opposed to "one-off" activities.

Competitive Priorities:

- Competitive priority in the scoring process will be given to LEAs with at least one school identified as requiring assistance according to the state accountability system.
- Additional competitive priority will be given to LEAs with a student population in which greater than 40% are designated as low-income.
- Additional competitive priority will be given to LEAs with projects that include grant activities in grades K–5.
- Additional competitive priority will be given to LEAs with a clear data plan regarding the student-led civics project that is likely to lead to successful and complete data collection.

Additional competitive priority will be given to LEAs with projects that include an interdisciplinary focus.

Eligibility:

All Massachusetts Local Education Agencies (districts, charter schools, and Collaboratives) are eligible to apply.

Curriculum Data Collection: In order to be eligible for this grant, districts must have completed their LEAs Curriculum Data Collection. The data should be viewable and up to date here: [Curriculum Data](#). Directions about the expectations and how to provide the data can be found here: [Curriculum Data Collection](#).

Note for districts implementing the Democratic Knowledge Project's Civic Engagement in Our Democracy curriculum: districts may apply for both this grant and funding through the [One8 Foundation](#). However, in an effort to support as many districts as possible, districts that are awarded the One8 grant will not receive curriculum or professional learning funds related to the Democratic Knowledge Project curriculum through this grant.

Funding Type:

Trust

Funding:

Approximately \$1,000,000 is available through this grant. Total amount of awards will be determined based on quality of proposals received.

Maximum award is determined by the total student enrollment of the applying LEA (or group of LEAs applying as a partnership).

Size Tier 1: LEAs or LEA groups enrolling up to 1,000 students (total)
May apply for up to \$20,000

Size Tier 2: LEAs or LEA groups enrolling 1,001-6,000 students (total)
May apply for up to \$40,000

Size Tier 3: LEAs or LEA groups enrolling 6,001 or more students (total)
May apply for up to \$70,000

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. Funds will be awarded based upon the number of high-quality proposals received.

Fund Use:

This grant may fund projects within one or more of the following categories.

1. Purchase of **curricular materials** intended to further students' civic knowledge, skills, and dispositions *at any grade level*. All curricular materials should be thoughtfully integrated if supplementing pre-existing curriculum. *Note that curricular materials must be among those listed in the K-12 History/Social Science Curricular Materials Review Guide.* *Clarification statement:* Funds may also be used to support curriculum materials and implementation for after-school programming intended to further students' civic knowledge, skills and dispositions. Materials for after-school programming do not need to be listed in the Review Guide.
2. **Professional development** and/or **collaborative planning** for teachers and/or administrators focused on curriculum implementation and/or instruction of civic knowledge, skills, and dispositions *in any grade level*.
3. Support for student-led **civics projects**, as required by Chapter 296 of the Acts of 2018 and described in the Civics Project Guidebook, *in grade 8*

and/or high school. This may include experiential learning activities undertaken in connection with the projects, such as field trips to the State House or local city government offices or opportunities to participate in community events.

4. **Hosting of local civics project showcases** and/or participation in a Massachusetts Regional Civics Project Showcase.
5. Support for instruction and experiential learning activities regarding **voting and elections** undertaken in conjunction with the 2024 election cycle, as well as **voter education and voter registration** activities for high school students.

Note that projects may support instruction across subjects (including in classes outside of history/social studies) and/or interdisciplinary collaboration in support of the student-led civics project.

Fund use may include, but is not limited to:

- Stipends for teachers and administrators to participate in professional development or planning, including but not limited to DESE's Civics Pathways.
- Purchasing curriculum/instructional materials listed in the K-12 History Social Science Curricular Materials Review Guide. Note: If curriculum is being purchased, districts should also have a plan to provide associated professional development to support implementation.
- Contracting with external partners, including institutions of higher education, professional development providers, and/or organizations that specialize in voter registration.
- Student transportation costs associated with hosting or participating in a local civics project showcase, student participation in a Massachusetts Regional Civics Project Showcase, and/or experiential learning activities connected to the student-led civics projects.
- Supplies associated with implementing the student-led civics projects
- Supplies, venue rental, and/or other costs associated with hosting a local civics project showcase.
- Costs associated with hosting a voter registration drive or other event or activity focused on the 2024 elections.
- Stipends for teachers who will manage voter education and registration events for the school, including coordination of events with the city or town clerk

- Costs associated with running a student civic leadership group focused on student voter registration and education

Funding restrictions:

- No funds may be dedicated toward salaries
- No funds may be used to purchase technology (e.g., Smart Boards, iPads)
- No greater than 5% of funds may be dedicated toward administrative costs associated with the grant
- If funds are being used to support curriculum implementation, curricular materials must be among those listed as highlighted materials in the K-12 History/Social Science Curricular Materials Review Guide.

Project Duration:

Upon Approval (no earlier than July 1, 2024) – June 30, 2025*

*The trust funded awardees (FC: 0589) will have the option to extend their fund use in FY2026 (July 1, 2025 — June 30, 2026). Once selected, grant recipients will be contacted with further information on the multi-year option.

0589 Civics Grant, FY25

*** Primary Grant Contact Name:** Greg Porter

*** Primary Grant Contact Email:** greg_porter@psbma.org

*** Business Office Contact Name:** Donovan King

*** Business Office Contact Email:** donovan_king@psbma.org

*** Project Description - Describe the intended grant activities, outcomes, participating schools and educators, and the approximate number of educators and students who would be directly impacted.**

The grant activities proposed here will be directly related to purchasing instructional materials, providing professional development, and supporting collaborative planning through teacher stipends within grades K through 5 in the Public Schools of Brookline (PSB).

Within K-2, PSB went through an intensive internal curriculum review process for grades K-5, then utilized the DESE K-12 History and Social Science Curricular Materials Guide to examine, review, and pilot multiple programs identified as high quality. In grades K-2, our process helped us identify InquirED's Inquiry Journey's as our curriculum choice. We signed a 5 year contract with InquirED ahead of FY24, and are looking to fund our FY25 subscription via this grant. As part of this purchase, teachers receive digital access to their standards aligned curriculum, as well as vendor-provided synchronous and asynchronous professional development. To support implementation year 2 across the district, it is our hope that this grant will support one grade level lead teacher for Kindergarten, Grade 1, and Grade 2, called an Inquiry Advocate, that will run grade level professional learning communities as well as deliver additional options for program training.

For grades 3 and 4, we have undergone the same internal and external curriculum review process, and are completing a full year pilot of two programs identified on the HSS Curriculum Materials Guide, InquirED and Investigating History, with the hope of implementation in FY25. Without knowing which program we will be implementing at the time of this grant, we are looking to establish grade level lead teachers in grades 3 and 4 via this grant, in the same way we have for K, 1, and 2, with a similar charge of leading grade level professional learning communities and additional options for program training for whichever curriculum we select.

For grade 5, we are entering year two of our implementation of the Investigating History curriculum. In support of this implementation we have two key components. One is the grade level lead teacher for grade 5, whose role is much the same as the lead teachers identified previously for K-4. Additionally, we would create a Civic Learning Partnership with Primary Source, which would include 12 educator seats in Primary Source programming including, but not limited to, Investigating History Learning Institutes, as well as Civics Connections professional development trainings for Investigating History units 1, 2, 3, and 4.

Lastly, in support of all six grade levels, this grant would support curriculum onboarding workshops during the summer of 2024, led by the grade level lead teachers, in service of new teachers, teachers that are switching grade levels, as well as teachers who have attended onboarding sessions in the past, in service of successful implementation in the fall of 2024.

*** Connection to Grant Priority: Equity - How will this project increase all students' access to high quality civic learning experiences? How will it provide students with culturally and linguistically sustaining learning experiences?**

During our review process, and in concert with the DESE K-12 History and Social Science Curricular Materials Guide, it was clear that Inquiry Journeys, implemented in grades K, 1, and 2 at all eight schools across the district, would create more equitable access to high quality instruction through the use of high quality instructional materials. Through our feedback, input, and observation process during year 1 of implementation, teachers have demonstrated an early proficiency in the inquiry process embedded in the program, and the work with students shows the program provides equitable access to the curriculum, while creating windows and mirrors into the experiences of their classmates and the broader school community. Should adoption of InquirED expand into grades 3 and 4 via our review and pilot process, these same components will support equity in these grade levels as well.

As additional context, included here are some of the strengths identified in the InquirED curriculum from the HSS Materials Guide in the area of Cultural Responsiveness:

“Students are asked to consider multiple perspectives and evaluate the validity of conflicting narratives. Lessons elevate a diversity of voices and experiences. Students use a critical lens to analyze the past through the inquiry process. There are many opportunities for students to connect their identity and experiences to their learning. Across all grade levels, there are opportunities for students to explore, affirm, and share their culture.”

Through our involvement in the pilot process and now implementation year 1 of Investigating History in grade 5, we have learned that this high quality instructional program provides similar benefits to those outlined in the description of InquirED. As noted on the Investigating History website:

“The curriculum is designed to allow for different access points, addressing all students' diverse and varied needs and supporting them in becoming better readers, writers, thinkers, and citizens. All students are engaged while learning challenging and relevant content and developing the skills of investigators and co-creators. Every lesson includes language objectives differentiated for students at different levels of English proficiency, as well as suggested scaffolds and supports for students with disabilities.

Investigating History is designed so that all students see themselves in the curriculum while also learning to appreciate the lives and stories of others from different backgrounds and cultures. By including multiple authentic sources and artifacts, students engage with a wide variety of narratives,

gaining a deeper understanding of the diversity, fluidity, and complexity found within and across groups. Through engaging questions and meaningful, civically oriented tasks, the materials help students critically and thoughtfully understand the perspectives of those from different times and places."

The points outlined in this summation have been observed in classroom visits as well as reported by experienced and novice IH teachers alike. Should the adoption of Investigating History expand into grades 3 and 4 via our review and pilot process, these same equity-focused components would be evident in these grade levels as well.

*** Connection to Grant Priority: Civic Deeper Learning - How will the project support deep learning of civics as described in the RFP?**

The structure of the InquirED Inquiry Journeys curriculum directly aligns with Deeper Civic Learning priority of this grant, evidenced by the overall structure and execution of the curriculum itself. Each unit, called an inquiry, begins with a compelling question, something to bring the students into the learning. This is followed by a question generation lesson that brings students together to frame out the next phase of inquiry, that being sustained investigation of content. Each inquiry concludes with an Inquiry Product, a student informed, generated, and defined action. In each school year, students get three opportunities to explore taking real action within their community connected to the learning done in the Social Studies classroom. This inquiry format is a part of all grade levels of Inquiry Journeys, including grades 3 and 4, should those grade levels be adopted.

For grade 5 and Investigating History, an inquiry process is also at the heart of the course. As noted on the IH website, "Investigating History will contribute to students' capacities to make informed civic choices and assume their roles in strengthening equality, justice, and liberty in the world." Furthermore, the IH curriculum was informed by the College, Career, and Civic Life (C3) framework, which centers, "...inquiry-based instruction and the role of history and social science education at all grade levels in preparing students for civic participation in a diverse democratic society." (Investigating History website). Within each unit of study, there are inquiries that drive students toward an analysis of both the historical content they are learning and the present-day connections and implications of these events. This civics-centered curriculum works to directly support the grant priority of deeper civic learning.

*** Connection to Grant Priority: Sustainability - How will improvements to civics teaching and learning made under this grant be sustained beyond the grant-funded period? For past recipients: How do your plans build on prior work and accomplishments?**

There are two key mechanisms in this grant proposal that support the sustainability of civics teaching and learning supported by this grant. First, the financial support of the existing K-2 curriculum, Inquiry Journeys, for FY25 will allow for current Social Studies department allotted funds to purchase additional years of our contract with InquirED. This is critical during this budget season (and annual budget seasons) when cuts to the Social Studies budget are almost always on the table. Because this program is digital, if our funding is cut, our access to the digital curriculum is gone. By utilizing grant funding in FY25, we should be able to purchase contract year FY26 and potentially FY27 all at once. Furthermore, the continued financial support of the Inquiry Advocates, teacher leaders for each grade level, will allow PSB to support the teachers more effectively and consistently in year two of implementation, in conjunction with the professional development provided via InquirED.

In terms of grades 3-5, the funding proposed will serve multiple purposes that speak to sustainability. First, grade 5 will enter year 2 of implementation of the Investigating History curriculum in FY25. This grant will support the ongoing training and programmatic support that we established in FY24 by supporting the diverse needs of both experienced teachers and teachers new to the Investigating History curriculum via the teacher-leader as well as partnership with Primary Source. For grades 3 and 4, this grant funding will help to establish flexible, foundational trainings and supports that are applicable to either program we adopt, InquirED or Investigating History, and creates the previously identified and valued grade level lead teacher within the district. Lastly, adoption of either program creates continuity across multiple grade levels, which is another contributing factor to the sustainability of the program.

*** SIMS Data Collection - In what courses/grade levels is the civics project implemented? What is your plan for collecting data regarding the civics project?**

The Civic Action Project is implemented in grades 8 and 11 in the Public Schools of Brookline. Each school is required to report to our district-based data team, who in turn reports out to the state on all students' access and completion of a Civic Action Project. Additionally, while no funding from this grant is being requested for the Civic Action Project, grant funding from previous years is allotted for the creation of school-based Civics Showcases this school year, and a districtwide Civics Showcase next year.

Proposed Budget

Grant Component	Proposed Funding
InquirED curriculum for K, 1, 2	\$30,000
Grade Level lead teachers for K, 1, 2, 3, 4, 5	\$7,200 (\$1,200/lead teacher)
Primary Source partnership	\$25,000
Summer Workshops	\$7,800

Total	\$70,000
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Fwd: FW: Awarded: FY25 FC589 Civics Teaching and Learning Grant

1 message

Gabriel McCormick <gabe_mccormick@psbma.org>

Wed, Jun 5, 2024 at 9:32 AM

To: Donna Chisholm <donna_chisholm@psbma.org>, Ashley O'Sullivan <ashley_osullivan@psbma.org>

Hi Donna,

Here's the email thread I mentioned. You'll see below the message from Rebekah at DESE that mentions awarding 80% of the initial request.

Regards,
Gabe

----- Forwarded message -----

From: **Greg Porter** <greg_porter@psbma.org>

Date: Tue, Jun 4, 2024 at 12:57 PM

Subject: Re: FW: Awarded: FY25 FC589 Civics Teaching and Learning Grant

To: Judson, Rebekah M (DESE) <Rebekah.M.Judson@mass.gov>, Gabe McCormick <gabe_mccormick@psbma.org>, Ashley O'Sullivan <ashley_osullivan@psbma.org>

Hi Rebekah,

I have added Gabe McCormick, Sr. Director for Teaching and Learning, and Ashley O'Sullivan, Grants Coordinator, to this email thread so that you can pass along all the pertinent information regarding this new grant. I was also hoping you could send us a copy of the grant award letter.

Thanks so much!
Greg

On Mon, Jun 3, 2024 at 2:12 PM Judson, Rebekah M (DESE) <Rebekah.M.Judson@mass.gov> wrote:

Hi Greg,

I'm realizing that Donovan no longer works for the district (which I did not see initially because it was an automated email). No wonder you didn't have the information. Could you share this with your new grants administrator and let me know who to follow up with about editing the grant within GEM\$?

All best,

Rebekah

Rebekah Judson (she/her/hers)

History/Social Science Coordinator

rebekah.m.judson@mass.gov

Center for Instructional Support – History, Social Science, and
Civics

Massachusetts Department of Elementary and Secondary Education

135 Santilli Highway, Everett, MA 02149

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From: Judson, Rebekah M (DESE) <Rebekah.M.Judson@mass.gov>

Date: Friday, May 31, 2024 at 4:53 PM

To: donovan_king@psbma.org <donovan_king@psbma.org>

Subject: Re: Awarded: FY25 FC589 Civics Teaching and Learning Grant

Hi Donovan,

I wanted to follow up on the below request to return a revised budget for this grant. Unfortunately, we can't move the paperwork along for any grants until each one is returned at this stage, so we do need it finalized as soon as possible! Please let me know if you anticipate any delays.

Best,

Rebekah

Rebekah Judson (she/her/hers)

History/Social Science Coordinator

rebekah.m.judson@mass.gov

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From: Judson, Rebekah M (DESE) <Rebekah.M.Judson@mass.gov>

Date: Thursday, May 16, 2024 at 4:57 PM

To: donovan_king@psbma.org <donovan_king@psbma.org>

Subject: Awarded: FY25 FC589 Civics Teaching and Learning Grant

Good morning,

Thank you for applying for the FY25 FC589 Civics Teaching and Learning Grant! We are delighted to inform you that **Brookline** has been awarded the grant for this upcoming fiscal year. Congratulations!

Due to the significant volume of applications for this grant and the Department's interest in catalyzing civics work across as many LEAs as possible, we chose to award recipients 80% of their requested funds. As such, while you initially requested \$70,000.00, your final award is **\$56,000** for FY25.

Next Steps:

In the next few days, you will receive a notification within GEM\$ that you have been awarded the grant “with revisions.” This notification may also note small budget coding errors. Please complete the following steps by 5pm on **Thursday, May 30**:

Revise your budget to align with your total award (\$56,000)

Resolve any budget errors that are referenced within GEM\$

Resubmit your application

Once your application has been resubmitted, we will continue to process your award.

The start date of this grant will be July 1, 2024. The awards still need to be processed by the Governor’s Office as well. Once we receive approval from the Governor’s Office, we will send your official award letter.

If you have any questions about this grant, please reach out to Rebekah Judson at Rebekah.M.Judson@mass.gov. If you have technical questions about the GEM\$ system, please reach out to Grants Management Customer Service at 781-338-6595.

Best,

The CIS Grants team

Rebekah Judson (she/her/hers)
History/Social Science Coordinator
rebekah.m.judson@mass.gov

Center for Instructional Support – History, Social Science, and
Civics
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Greg Porter
(he/him/his)
Social Studies Curriculum Coordinator (K-8)
Public Schools of Brookline
2 Clark Rd. #301
Brookline, MA
(617) 264-6418
greg_porter@psbma.org
[Link to PSB Cultural Observances Calendar and Resources \(June\)](#)

"Not everything that is faced can be changed, but nothing can be changed until it is faced."
- James Baldwin

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Gabriel McCormick (he/him/his)
Senior Director of Teaching & Learning for Secondary Education



Public Schools of Brookline
333 Washington Street,
Brookline, MA 02445-6853
617-730-2437



Budget Detail

Brookline (0046) Public School District - FY 2025 - FC 0589 Civics Teaching and Learning Grant (State/COMP) - Rev 0 - FC 0589 Civics Teaching

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Indirect Cost	
Total Contributing to Indirect Cost	\$56,000.00
Indirect Cost Rate	2.47%
Maximum Allowed for Indirect Cost	\$1,383.20

Filtering - 1 out of 1 Budget Details match selected filters

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Object Code

Function Code

Location Code

Narrative

01NM - Professional Sa...

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1

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Items 1-1 out of 1

Items/Page: 10

Budget Detail	Narrative Description
Object Code: 01NM - Professional Salaries (Non-MTRS) Function Code: TCHR - Teachers Location Code: Brookline (0046) Quantity: 6.00 Cost: \$1,200.00	Stipends paid to teachers for collaborative planning, serving on a committee, or other non-PD activities related to instruction. Grade Level lead teachers for K, 1, 2, 3, 4, 5 (\$1,200/lead teacher)

[Massachusetts Department of Elementary and Secondary Education \(DESE\)](#) | [Massachusetts DI](#)

Massachusetts Department of Elementary and Secondary Education | 135 Santil



Budget Detail

Brookline (0046) Public School District - FY 2025 - FC 0589 Civics Teaching and Learning Grant (State/COMP) - Rev 0 - FC 0589 Civics Teaching

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Budget Detail

Brookline (0046) Public School District - FY 2025 - FC 0589 Civics Teaching and Learning Grant (State/COMP) - Rev 0 - FC 0589 Civics Teaching

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[Funding](#)
[Reimbursement Requests](#)
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Indirect Cost	
Total Contributing to Indirect Cost	\$56,000.00
Indirect Cost Rate	2.47%
Maximum Allowed for Indirect Cost	\$1,383.20

Filtering - 1 out of 1 Budget Details are visible selected filters

[Show All / Clear All](#)

Object Code	Function Code	Location Code	Narrative
04MC - Contracted Serv...	All	All	No Options Selected

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<< First < Previous **1** Next > Last >> Items 1-1 out of 1

Items/Page: 10 ▼

Budget Detail	Narrative Description
Object Code: 04MC - Contracted Services (major) Function Code: PDEV - Professional Development Location Code: Brookline (0046) Quantity: 1.00 Cost: \$20,000.00	Professional development services to support grant activities. Civic Learning Partnership Brookline will partner with Primary Source for a year long Civic Learning Partnership, granting priority access for registration for 12 educators in our civics related courses throughout Summer 2024 and SY24-25. In-District Professional Development Seminars: Primary Source will provide 4 half-day in-district professional development seminars on identifying and implementing civic learning and engagement connections

[Massachusetts Department of Elementary and Secondary Education \(DESE\)](#) | [Massachusetts DI](#)

Massachusetts Department of Elementary and Secondary Education | 135 Santil



Budget Detail

Brookline (0046) Public School District - FY 2025 - FC 0589 Civics Teaching and Learning Grant (State/COMP) - Rev 0 - FC 0589 Civics Teaching

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Funding

Reimbursement Requests

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Return

Search

Inbox

Application Supplement

Funding

Reimbursement Requests

Project Overview

LEA Document Library

Address Book

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Indirect Cost	
Total Contributing to Indirect Cost	\$56,000.00
Indirect Cost Rate	2.47%
Maximum Allowed for Indirect Cost	\$1,383.20

Filtering - 1 out of 3 Budget Details match your search criteria

Show All / Clear All

Object Code	Function Code	Location Code	Narrative
05 - Supplies and Mate...	All	All	No Options Selected

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<< First < Previous 1 Next > Last >> Items 1-1 out of 1 Items/Page: 10

Budget Detail	Narrative Description
Object Code: 05 - Supplies and Materials Function Code: MATL - Instructional Materials and Technology Location Code: Brookline (0046) Quantity: 1.00 Cost: \$28,800.00	Costs associated with instructional materials. Note that all materials must be recommended in the DESE K-12 Curricular Materials Guide, found on the DESE History, Social Science, and Civics website. Costs for supplies and materials associated with grant-related events, such as local civics project showcases or voter registration/education activities. InquirED curriculum for K, 1, 2



Budget Detail

Brookline (0046) Public School District - FY 2025 - FC 0589 Civics Teaching and Learning Grant (State/COMP) - Rev 0 - FC 0589 Civics Teaching

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Total for all Budget Details:

Allocation:

Remaining:

[Return](#)



LINUS J. GUILLORY JR., PhD
SUPERINTENDENT OF SCHOOLS

THE PUBLIC SCHOOLS OF BROOKLINE
BROOKLINE, MASSACHUSETTS 02445

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

Request for Gift Acceptance

June 26, 2024

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
CT Ear and Throat Associates	\$250.00	Baker School Library/In Memory of Helen Sawyer, former Baker School Librarian	3300SEF1/Baker School Gift Account
Donna & Robert McKittrick	\$100.00	Baker School Library/In Memory of Helen Sawyer, former Baker School Librarian	3300SEF1/Baker School Gift Account
John & Laurie Lydon	\$50.00	Baker School Library/In Memory of Helen Sawyer, former Baker School Librarian	3300SEF1/Baker School Gift Account
John & Margaret Hallisey	\$50.00	Baker School Library/In Memory of Helen Sawyer, former Baker School Librarian	3300SEF1/Baker School Gift Account
Barry & Sally Shuman	\$50.00	Baker School Library/In Memory of Helen Sawyer, former Baker School Librarian	3300SEF1/Baker School Gift Account
Barbara & Elizabeth Cullen	\$36.00	Baker School Library/In Memory of Helen Sawyer, former Baker School Librarian	3300SEF1/Baker School Gift Account
Terry & Walter Jewel	\$25.00	Baker School Library/In Memory of Helen Sawyer, former Baker School Librarian	3300SEF1/Baker School Gift Account
Martin & Judy Dorf	\$100.00	Baker School Library/In Memory of Helen Sawyer, former Baker School Librarian	3300SEF1/Baker School Gift Account
Dr. Judith L. Wolf	\$50.00	Baker School Library/In Memory of Helen Sawyer, former Baker School Librarian	3300SEF1/Baker School Gift Account
Jeffrey A. Smagula	\$300.00	Brookline High School/Boys Volleyball	3300SEG1/Brookline High School Athletic Gift Account
Daniela Tomer	\$300.00	Brookline High School/Boys Volleyball	3300SEG1/Brookline High School Athletic Gift Account

Jennifer Spencer	\$200.00	Brookline High School/Boys Volleyball	3300SEG1/Brookline High School Athletic Gift Account
Alejandro Gutierrez	\$100.00	Brookline High School/Boys Volleyball	3300SEG1/Brookline High School Athletic Gift Account
Thor Stein	\$100.00	Brookline High School/Boys Volleyball	3300SEG1/Brookline High School Athletic Gift Account
David Martin	\$250.00	Brookline High School/Boys Volleyball	3300SEG1/Brookline High School Athletic Gift Account
Clare Horkan	\$25.00	Brookline High School/Boys Volleyball	3300SEG1/Brookline High School Athletic Gift Account
Anonymous	\$300.00	Brookline High School/Boys Volleyball	3300SEG1/Brookline High School Athletic Gift Account
Brookline MA Rotary Club	\$500.00	Brookline Community & Adult Education	3105SE22/BA&CE

\$711.00 – Baker School Library/In Memory of Helen Sawyer, former Baker School Librarian

\$1,575.00 – Brookline High School/Boys Volleyball

SECTION J STUDENTS

2. Placement

a. Kindergarten Entrance Age:

(Voted 5/11/93, #93-150; 5/18/93, #93-154; 3/1/94, #94-14; 3/14/96, #96-24; 2/7/02, #02-18; 3/21/02, #02-32; 4/25/02, #02-45; 11/15/10, #10-86)

In order for a child to be eligible to enter kindergarten, ~~he/she/they~~ must have reached the age of five (5) years on or before August 31 of the year in which ~~he/she/they~~ enters kindergarten. No exceptions shall be made.

J 2 b. Assignment of Students to Classes: (Voted 11/24/87, #87-576)

The grade level or class placement of students shall be determined by ~~school department~~ Public Schools of Brookline (PSB) staff in accordance with the following guidelines established by the staff and approved by the School Committee:

J 2 b. 1. Class Placement/Grade Level: Transferees: (Voted 11/24/87, #87-576)

1. ~~The Office of Registration and Enrollment will make preliminary grade placements of students transferring into PSB based on evidence shown at the time of registration. Final decisions regarding the transferee placement of students transferring into the Public Schools of Brookline from other systems shall be made by the Principal or Head of School in the Elementary Schools after consultation with appropriate specialists, and by the House Heads after consultation with the Guidance Counselors, and/or other staff as needed. Department Coordinators at the High School.~~
2. The following factors shall be considered:
 - a. The child's age, ability, achievement, social development, and previous grade.
 - b. Scores and evaluations on such tests as are utilized by ~~the Public Schools of Brookline~~ PSB.
 - c. Parent/~~caregiver~~ al input.
 - d. Input from the child's previous teacher(s), when ~~re~~ possible.
 - e. For children entering grade 1: If a student completes a kindergarten year successfully in a public school elsewhere in Massachusetts or a different US state, the student may enter grade 1. The student may not use any other private, parochial, or day care kindergarten as a substitute for a public school kindergarten program. Attendance of kindergarten outside of the United States cannot be substituted as completion of kindergarten in Brookline.
3. ~~Appeals~~
 - a. ~~Elementary school p~~Parents/~~caregiver(s)~~ may appeal the decision of the Principal/~~Head of School~~ to the ~~Assistant Deputy Superintendent for Curriculum and Instruction~~ Teaching and Learning and to the Superintendent of Schools. The decision of the Superintendent shall be final.
 - b. ~~High School parents may appeal the decision of the House Head to the Head of School to the Assistant Superintendent for Curriculum and Instruction, and to the Superintendent. The decision of the Superintendent shall be final.~~
4. ~~The Brookline Public Schools~~ PSB will not engage in or pay for additional testing or other diagnostic procedures as part of the placement process.

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Commented [NM1]: This is current practice - adding into policy to align.

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J 2 b. 2. Promotion and Retention of Students (Voted 11/24/87, #87-576; 2/12/09, #09-13)

1. Regular promotions of all pupils who have attained a satisfactory proficiency shall be made at the close of the school year with the approval of the ~~elementary school~~ Principal ~~/and the~~ Head of School ~~at the High School~~.
2. Student grade retention shall be determined as appropriate by the ~~elementary school~~ Principal ~~/or the High School~~ Head of School.
 - a. Factors to be considered in these actions shall include:
 1. The child's age, social development and previous grade and achievement levels.
 2. Scores and evaluations on such tests as are utilized by ~~PSB~~ ~~the Brookline Public Schools~~.
 3. The recommendations of the relevant Dean (BHS), ~~the~~ teacher(s), guidance counselor and social worker, as appropriate.
 4. Parent/~~caregiver~~ ~~at~~ input.

b. Pupils who for two consecutive years have been in the same class and who have been constant in attendance, and who produce a certificate from their teacher that they have worked faithfully during that time, may be promoted if deemed appropriate by the Superintendent of Schools.

3. ~~Parents/caregiver(s) may appeal the decision of the Principal/Head of School to the Deputy Superintendent for Teaching and Learning and to the Superintendent of Schools. The decision of the Superintendent shall be final. Appeal of a decision of the elementary school Principal or High School Head of School may be made to the Deputy Superintendent for Teaching and Learning and to the Superintendent of Schools. The decision of the Superintendent shall be final.~~

Commented [NM2]: I would like to understand whether this is actually something ever done - it sounds very outdated.

J 2 b. 3. Grade Acceleration

(Voted 2/12/09, #09-13)

1. ~~The Public Schools of Brookline~~ PSB recognizes that children develop cognitively, socially, emotionally, and physically at different rates. While the vast majority of children are well served by progressing through the preK-8 elementary system, there may be a few exceptional children who have mastered concepts and skills far beyond their grade level peers, have exhausted all available resources, and are in need of a different academic experience. In these situations, careful consideration must be taken to determine the best course of action for meeting the needs of these children.

Grade Acceleration, defined as students being placed in a grade ahead of their usual placement by age, may be one viable alternative. It should, however, be viewed as an exception in educational protocol, requiring careful consideration and support.

Grade Acceleration decisions will be based on a comprehensive evaluation of the child, using multiple measures including, but not limited to: ability tests, aptitude tests, achievement tests, measures of developmental areas and social skills, and samples of student work. In addition, students being considered for Grade Acceleration must demonstrate proficiency, or demonstrate the ability to become proficient independently, of the ~~Brookline-PSB Learning Expectations Curriculum~~ within the four core subjects of the grade(s) being skipped. Based on these outcomes and in collaboration with the parent(s)/caregiver(s) and the school personnel involved (principal, classroom teacher, ~~ECS resource teacher~~, guidance counselor, school psychologist, ~~ECS program coordinator~~ and other

educators/staff as applicable), ~~the School Department~~PSB will determine the best grade placement for the student.

J 2 b. 4. Student Grouping, Inclusion and Placement Practices: Originally approved: 1/9/97; 1/23/97, #97-4; Revised Policy Adopted by School Committee 3/11/10, #10-19.

~~The Public Schools of Brookline~~ (PSB) is committed to identifying and eliminating barriers to educational achievement and to providing educational opportunities that ensure every student meets our standards for achievement and is challenged in meaningful ways. To this end, we consciously and explicitly hold all students to high expectations and engage in grouping, inclusion and placement practices that create the necessary classroom conditions for all students to achieve at high levels.

Consistent with Massachusetts General Laws and the Individuals with Disabilities Education Improvement Act (IDEA) with respect to student grouping, inclusion and placement practices, it is the policy of the Brookline School Committee that:

- All students are expected to meet high learning standards as defined by High School Course Syllabi and Expectations and ~~pPK-8 Learning Expectations~~Curriculum in all grades, courses and levels. With thorough knowledge of their students' strengths and needs, and with resources and support available to them, classroom teachers will have primary responsibility for identifying, coordinating, and providing learning opportunities that promote high achievement for all their students.
- All classes and sections are open to all students, including elementary school enrichment programs, high school courses and, in the case of students with disabilities, general education classrooms. Parents/caregivers, school personnel and students (where appropriate) shall collaborate in the decision-making process to determine the placement that is in the best interest of the student consistent with state and federal law. The goal is for the student to be in the most challenging and least restrictive class/section available.
- Elementary classroom teachers will use a variety of grouping strategies to challenge and engage students in meaningful ways. Groups created in an elementary classroom or grade shall be flexible and dynamic so that the composition of these groups can change over the course of a year.
- When determining class placement of students at any grade level in elementary school and in the creation of middle school class lists, consideration shall be given to various student learning needs. In order to create effective learning environments and maintain valued diversity within each classroom, efforts will be made to place students with some peers who share similar profiles so that teachers can more effectively address the strengths and needs of all students.

Commented [NM3]: I believe that currently the co-teaching model that is present on IEPs is not available in honors/AP courses, so we are in violation of this policy.

Furthermore, the Superintendent is charged with developing and implementing the following programs and procedures:

- The Superintendent or ~~his/her~~their designee will develop guidelines outlining the classroom practices and school procedures aligned with this policy.
- The Superintendent or ~~his/her~~their designee, in collaboration with school principals, will create and implement programs and practices to support and develop teachers' understanding of content, instruction and classroom conditions that meet the needs of diverse learners consistent with M.G.L. c. 71, s. 38Q and in accordance with M.G.L. c. 71, s. 38Q½.

- The Superintendent or ~~his/her~~their designee will provide additional or alternative opportunities for students who demonstrate mastery of the learning expectations in a particular subject area. Mastery will be determined by various and multiple PSB assessments and by school personnel. These opportunities are intended to provide students with curricular challenge in a setting appropriate to the student's social and emotional development, and will include the possibility of elementary student enrollment in BHS courses, as well as high school student participation at local colleges or universities.
- The Superintendent or ~~his/her~~their designee will develop programs and processes that enable all high school students who wish to progress into a higher level class to attend courses, including, but not limited to, summer school classes that may be necessary for such progression.
- The Superintendent or ~~his/her~~their designee will develop programs and practices that encourage and enable teachers to provide instructional differentiation at all academic levels (~~including, but not limited to, enrichment and challenge support~~) so that all students are appropriately challenged academically and experiencing progress at the elementary level.
- The Superintendent or ~~his/her~~their designee will develop practices, aligned with the IDEA and M.G.L. c. 71B, s. 3, to ensure that students are educated in a general education setting (with appropriate support) to the maximum extent possible. Determination of educational setting will be made through the special education team process, informed by a child study team at each building.

J 2 b. 54. Class Size and Sectioning

Traditionally the district has had guidelines of less than 22 students in K-2 and 25 students in 3-8. These guidelines are not a firm cap. Both class size and number of class sections per grade are decisions made by the Principal and the Superintendent, and are informed by several factors in addition to the guidelines, including but not limited to:

- Classroom size and features
- Number of students with disabilities
- Teacher experience
- Whether there are additional educators assigned to support the classroom
- Feasibility of assigning new students to other elementary schools

When class size exceeds guidelines, the School Committee supports the district/building leadership in identifying ways to ensure student learning is maximized, including multi-grade classrooms, additional classroom supports, and other means as deemed appropriate and budgetarily feasible.

Commented [NM4]: Is this specific enough?

Commented [NM5]: Question on including these two terms as we don't do multi-grade classrooms now, nor do we necessarily have money for add'l supports.