

RECORD OF THE REGULAR MEETING OF THE BROOKLINE SCHOOL COMMITTEE ON **THURSDAY, FEBRUARY 1, 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 (remote), Steven Ehrenberg, Suzanne Federspiel, Valerie Frias (remote, until 8:45pm), Natalia Linos, Sarah Moghtader (remote), 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; Gabe McCormick, Senior Director for Teaching and Learning.

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

**1. ADMINISTRATIVE BUSINESS**

**a. Consent Agenda**

**ACTION 24-05**

On a motion of Dr. Ehrenberg, and seconded by Ms. Federspiel, the School Committee VOTED UNANIMOUSLY, by roll call, with 9 in favor (Mr. Pearlman, Dr. Liu, Ms. Charlupski, Dr. Ehrenberg, Ms. Federspiel, Ms. Frias, Dr. Linos, Ms. Moghtader, and Ms. Nobrega), 0 opposed, and 0 abstentions, to approve the following Consent Agenda items:

- i. Student Trip: Brookline High School Squash Team to the U.S. High School Squash Championship, February 22-25, 2024, Philadelphia, Pennsylvania (Attachment A).
- ii. Student Trip: Driscoll School 5<sup>th</sup> Grade to The Farm School, Athol, Massachusetts, Group 1: May 29-30, 2024, Group 2: May 30-31, 2024 (Attachment B).

**2. SUPERINTENDENT'S REPORT**

Dr. Guillory presented his report (Attachment C), including Community Highlights and a review of his School Visits. He congratulated the 11 Brookline High School students who successfully auditioned into the Massachusetts Music Educators Association's 70<sup>th</sup> All-State Music Festival, an event featuring top instrumentalists and singers from across the Commonwealth. The students – Henry Allen (trombone), Ronni Chang (violin), Antonia Duffield (alto voice), Rebecca Gale (soprano voice), Diane Kang (cello), Anthony Lee (clarinet), Rahimi Kianoush (bass voice), Elise Ruberg (soprano voice), Sophia Shahrooz (soprano voice), Noa Suk (violin), and Justina Wang (violin), will represent Brookline in a two-day festival, and perform at Boston Symphony Hall on March 23, 2024. Superintendent Guillory announced that Governor Healey and DESE will launch the 2024 Summer Food Service Food Program, also known as Summer Eats, in June. This U.S. Department of Agriculture-funded initiative provides free, nutritious meals to children when school is not in session. Brookline's Food Services team will once again be an active participant in this initiative, with more details to be in June. The Brookline LGBTQ+ Task Force is collaborating with PTOs to host a training for parents and caregivers who have LGBTQ+ youth in Brookline schools. The Zoom event, scheduled for February 5, will provide strategies and resources to help parents, caregivers, and others improve their LGBTQ+ competency. Dr. Guillory reminded the community that the Brookline Early Education Program

(BEEP) will conduct preschool screenings on Tuesday, March 19. This free and optional service is for preschool-aged Brookline residents who are not currently enrolled in BEEP. Student artists at BHS were invited to exhibit their drawings, paintings and photographs in Gallery M at Goddard House, a senior living community in Brookline. The exhibit is open to the public through February 26. Dr. Guillory closed his report with information about the 18 elementary and middle school concerts scheduled through February 7, including concerts for 4<sup>th</sup> Grade Strings, 5<sup>th</sup>-8<sup>th</sup> Grade Orchestras, 5<sup>th</sup>-8<sup>th</sup> Grade Band, and 6<sup>th</sup>-8<sup>th</sup> Grade Chorus.

Dr. Ehrenberg asked for an update on the restoration of the Advisory spaces for Jewish and Muslim students at Brookline High School. Dr. Guillory said he will check with BHS leaders and report back.

### **3. PUBLIC HEARING ON THE FY 2025 BUDGET AND SCHOOL CHOICE**

The School Choice Law contained in the Education Reform Act of 1993 presumes that each School Committee will admit non-resident students under the School Choice Program, unless there is a vote to the contrary by June 1 of each year. The vote must follow a hearing on the issue of whether or not to participate. This evening, we are combining the public hearings on the budget and School Choice. The School Committee plans to vote on the FY 2025 Initial Budget on February 8, 2024, and intends to vote on School Choice at the first School Committee meeting after the May 7, 2024 Town Election. The budget public hearing is an opportunity for the public to provide input on the proposed budget. The following members gave public comment: David Mann, Colin Stokes, Chi Chi Wu, Amir Grinstein, Harold Simansky, Danna Parry, Iris Alpert, Carolyn Thall, Marco Bitran, Vinay Gidwaney, and Limor Geller.

Mr. Mann, a PSB parent, is a leader in the Lincoln School parent group *Lincoln Initiative for Equity*. LIFE sponsors the Lincoln Culture Fest, supports the Lincoln LGBTQ community, sponsors events to connect METCO students with students who live in Brookline, and advocates for a more diversified teaching work force, among other equity goals and priorities. Mr. Mann noted his support of the equity goals embedded in the district's Strategic Plan and in the Superintendents FY25 Initial Budget Request, and he supports the proposed equity audit. He said that there are many PSB parents ready to support and assist the school district in its equity goals and initiatives. Mr. Stokes, PSB parent and Town Meeting Member, referenced some of the feedback contained in the Strategic Plan feedback report that was presented at the January 18, 2024 meeting. He spoke in strong support of the district's Strategic Plan, noting that the district's efforts to attend to *all* students is the very definition of inclusion. He is eager for the district to begin the implementation phase of the strategic plan, with a focus on providing opportunities for all students to learn and achieve at the highest level. Ms. Wu, former PSB parent and Chair of the BAAFN Steering Committee (Brookline Asian American Family Network), presented a petition to the Committee. The petition (Attachment D), signed by 355 parents, teachers, students, alumni and members of the Brookline community, is in support of the AAPI Leadership and Affinity Program (LEAP) at Brookline High School. LEAP provides affinity support, curriculum, and mentoring for AAPI students, as well as an opt-in weekly affinity Advisory session designed specifically for AAPI-identifying students. Ms. Wu pleaded with the Committee to continue funding for this important program that serves the specific needs of AAPI students, who represent nearly 20% of the BHS student body. She closed by noting strong support among PSB parents and caregivers for diversity and equity programs and initiatives. Mr. Grinstein, PSB parent, spoke

about the importance of Holocaust education, so that students will learn the complexities of how systematic atrocities happen: the depth of evil and the triumph of good over hate. He shared a survey, published in *The Economist*, showing that 20% of 18-29 year olds think that the Holocaust is a myth, and another 22% think that the horrors of the Holocaust are exaggerated. Studying the Holocaust would provide students with the historical knowledge and context to make their schools and communities better. Mr. Simansky, a BHS graduate and PSB parent, asked that the school district tackle hate speech the same way that it has tackled bullying. The creation of administrative protocols and procedures – in the district’s Bullying Prevention and Intervention Plan – caused cases of bullying to decrease. A similar focus on hate speech – with the same administrative protocols (investigations, forms, notifications, etc.) is a very important step to reduce the prevalence of hate speech. It would be a living document, with room for improvement over time; but creating one now is a very important first step. Ms. Perry echoed Mr. Simansky’s request for hate speech protocols, and reminded the Committee that she and others have been asking for something like this since the October 7 attacks. She noted that there has been a dramatic rise in anti-Semitic incidents since October 7, but without a system to record and monitor incidents in the PSB we have no data. She wondered if cases of anti-Semitism are going unreported, or unaddressed. Without a formal process, we can’t measure the problem or properly address it. Ms. Alpert, a longtime Brookline resident and parent of a BHS graduate, spoke in support of the request for hate speech protocols in the school district, in the form of a formal, written plan. She also suggested that Goal 3 in the Strategic Plan is the perfect place to address climate and culture issues, including anti-Semitism. She wants everyone – all religions, sexual orientations, races and ethnicities – to feel safe in their school community, with respect for each other’s narratives. Ms. Thall, Town Meeting Member, offered public comment about the FY 2025 Budget. She has two specific questions: Does the FY25 budget include continued funding for the South Brookline-BHS bus? Please explain the line item showing \$291,000 for cleaning at Pierce and Driscoll Schools. More broadly, she asked for confirmation that the 5.0 FTE increase at BHS will fully resolve the class size crisis that arose this year, and she asked that prior year actual allocations be provided in the budget book, so that readers will be able to make comparisons of spending trends and see the changes that have happened over time. She also asked for clarity on the 56% increase in spending on professional development. Mr. Bitran, PSB parent and Baker School/BHS graduate, asked that the school district develop and adopt a hate speech policy that includes anti-Semitism. The hate speech policy should include a vetted and standardized set of protocols to deal with incidents of hate speech, and clear guidelines so that students will understand what constitutes hate speech. He also advocated for the curriculum to include the study of the Holocaust. Mr. Gidwaney, PSB parent, was a member of the Community Planning Team that helped to draft the district Strategic Plan. He noted that the Strategic Plan has specific milestones and deliverables, and defines the core values that are important to everyone across the district. He asked the district to shift to the implementation phase of the Strategic Plan, with four important objectives: accountability, transparency of process, involvement of the community’s stakeholders, and a spirit of learning and iteration. Problem definition is important, but it can take away time and resources that are necessary for the critical implementation phase. He urged the Committee and the district to move to implementation, and ensure the budget resources are allocated to reflect the priorities in the plan. Ms. Geller, PSB parent, spoke about the rise in anti-Semitism fueled by misinformation on social media. She asked the school district to establish hate speech protocols, which is an important step to foster a safe environment for all students. She asked that students be taught to understand and value diversity, and that the district provide a

budget for professional development so that teachers can learn about anti-Semitism and hate speech to combat misinformation.

The Public Hearing on the FY 2025 Budget and School Choice concluded.

#### **4. PRESENTATIONS AND DISCUSSIONS OF CURRENT ISSUES**

##### **a. School Committee Discussion of FY 2025 Budget**

Dr. Guillory and Dr. Givens provided an update on the development of the FY 2025 Budget (Attachment E). Dr. Guillory noted that he and Dr. Givens recently met with the Town Administrator and Deputy Town Administrator; as part of that meeting, upon review by Town Counsel, it was discovered that the school department may not be subject to the annual February 15 deadline to provide a preliminary budget, as delineated in Brookline's by-laws. Dr. Guillory noted the mid-February deadline is difficult for the school district to meet, and suggested adjustments to the budget development calendar that provide some additional time to finalize the preliminary budget would be very advantageous for staff. No changes are planned to the FY25 budget cycle, but Dr. Givens suggested that this new interpretation of the by-law can serve as a starting point to a conversation with the Committee about a modified budget development calendar that will be more manageable for staff while not sacrificing any of the important public review, debate and feedback opportunities. Members suggested that no hasty decisions be made with regard to the long-standing budget development timeline, though expressed support for modifications that would be more practicable for staff. Any proposed changes to the budget development timeline (for FY26 and beyond) will be approved by the Committee after discussion and dialogue with staff.

Dr. Fortuna continued the discussion about the FY2025 Preliminary Budget, specifically with regard to K-8 English Language Arts. She shared a "questions and answers" document (Attachment F), created to answer questions posed at prior meetings. For the K-8 English Language Arts program, she provided the following information:

**When the ELA review was funded, did we commit to implementing the suggestions?  
Did we plan for it to be over the course of years?**

The ELA review is in process and will be completed by the end of April. The review was funded through the FY24 METCO grant this year as part of the mitigation strategy for disparate outcomes related to Tier 1 instruction. Based on what we know at this time, we urgently need a standards-aligned ELA curriculum K-8. At the end of the review, a comprehensive improvement plan will be developed. Since we don't know what all of the findings will be, we will need to unpack the recommendations before making any further changes.

We are planning for a three-year rollout of the curriculum. Since the last meeting we received a quote from our preferred vendor. We are pleased that the total estimated cost of a new ELA curriculum is lower than originally anticipated; approximately \$522,682 each year for the next three years. In total, the cost could reach \$1.6 million over the three-year implementation period. In year 1, we would roll out in K-2, Year 2 would be grades 3-5, and the final year of implementation would be grades 6- 8.



**Is the curriculum worthwhile without the PD? Can one staff member be trained and then serve as a teacher to our staff?**

Curriculum guides, instructional resources, assessments, and professional development are all necessary to fully implement a comprehensive vertically and horizontally aligned curriculum. Ideally, purchasing the entire bundle at once is preferred; however, if full funding is not available, we will phase in the implementation accordingly. Professional development is an essential component of a successful implementation and Train-the-trainer models are always preferable if that is something that is an option the company offers.

**How much money is available in the FY25 budget to pay for the new curriculum?**

The total cost of the program in year one is estimated to be \$522,682.

- Professional Development: \$58,530
- Instructional Supplies: \$317,187
- Print Materials: \$110,010
- Shipping: \$36,955

Dr. Fortuna noted that staff will work to close the gap between what is required to rollout the ELA curriculum (\$522,682) and what is available (approximately \$426,177 in the K-8 ELA FY25 budget request) using grant funds (for example, the professional development costs can be covered under the Title IIA grant, and some of the materials can be purchased using Title IVA grant funds). After the three-year rollout, the cost to maintain the program will be approximately \$200,000 annually. The draft recommendations of the ELA Review should be ready in April, after which staff will be able to make more concrete plans for purchase and implementation.

Dr. Givens provided follow-up to previous questions about current K-8 class sizes, to begin the discussion of possible consolidations to reduce the overall FY25 budget request. The recommended guidelines for average maximum class sizes are 22 students (for K-2 classrooms) and 25 students (for grade 3-8 classrooms). Current enrollment shows 12 class sections that – if reduced by 1 section in that school – would still fall within these guidelines. The potential savings from a reduction of 12 class sections would be approximately \$962,376. There are many factors involved in class sections and assignments, including physical space limitations in some schools. Members emphasized the educational value of small class sizes, and asked the Superintendent and principals to only consider consolidations when class sizes are extremely low. The discussion about class sizes at Brookline High School is scheduled for the February 8 School Committee meeting. Dr. Givens concluded her presentation with a response to the previous question about the items that are included in the Contracted Services budget line. She reported that the Contracted Services line item (also known as technical and professional services) funds advertising for open positions, the annual end of the year report audit, fees for athletic officials, custodial cleaning services, copier maintenance, security alarm monitoring, shredding, ice rink rentals, cell phone service, equipment maintenance, financial assistance, therapy services, internet services, program audits/reviews, moving expenses, delivery/mail services, medical/hospital tutoring services, and translation services.

Members asked, pursuant to a question during Public Comment, if funding for the South Brookline to BHS bus is included in the FY25 Initial Budget. Dr. Givens replied that yes, it is.

**b. Pierce School Project: Design Update Presentation and Design Development Budget Update**

Ms. Charlupski introduced the project management and architectural team working on the Pierce School Project. Joining the meeting, remotely, were Jim Rogers, Adam Keane, Andy Deschenes, and Lynn Stapleton from LeftField Project Management (the Owner's Project Manager, OPM); Will Spears, Margaret Clark, and Sara Leshner from Miller Dyer Spears (MDS) Architects (Architect of Record for the project); and Carla Ceruzzi from Sasaki Architects (Sasaki is responsible for exterior and landscape components). Mr. Rogers started the presentation (Attachment G) with an update on some of the budget and timeline details, reporting that the project is 12% committed, and 3% expended. There is a \$7.7 million construction contingency, and a \$3 million owner's contingency. Once the construction contract is finalized, the GMP contingency will be determined. The construction budget for the project is \$168 million, and the overall total project cost is \$211 million. The team received three design development estimates (between \$168.1 million and \$168.7 million). In order to meet these estimates, the team undertook a value management process, through which they identified items to be removed (totaling \$918,000) to bring the project budget back on track. None of the items to be cut impact educational programming. The team is preparing to release an early bid package for the project (includes demo, abatement and supportive excavation). The pricing for the early bid package must be presented to the Brookline Building Commission in March, to ensure the project is still on-budget. If the project is shown to be on-budget, the Building Commission is expected to approve the project for construction to start in July. If the construction begins in July, the team expects substantial completion by October 2027 and occupancy in January 2028.

Ms. Clark provided an overview of the main components of the new building (Attachment H) which will replace the 1970s structure and connect to the Pierce Historic Building (which will remain). The lower level will include garage parking, and a new pedestrian entrance from the corner of Harvard and School Streets with provide access to the multipurpose room, stage, and band room. The main entrance to the school will be from the Pierce Street loop. Throughout the project, water issues will be addressed and repaired. Ms. Leshner provided a detailed review of the interior spaces, highlighting the use of urban design principles – thinking of Pierce School as a city, and using the principles to create a school building in harmony with the existing neighborhood. In particular, she highlighted the use of “oasis” spaces (project spaces, courtyards, nooks and crannies) sprinkled throughout the building, and the work done to connect the interior of the school with the exterior. The central core of the school is referred to as the Town Square; the grade level bands of the building (PreK- 2, 3-5, 6-8) branch off from the Town Square, subtly differentiated by color coding, to create neighborhoods within the building. Consistent, simple and cost-effective designs and materials are being used, including clerestory windows to provide light for inner hallways, and the use of geometric patterns to soften the angles of the building. Natural colors form the foundation of the materials, the use of green (the Pierce School color) is highlighted, and bright colors are used as accents. Ms. Leshner provided plans to show the library, multipurpose room, gym, a typical classroom, and classroom corridors, as well as views into the Historic Building (with interior work designed to make these spaces feel continuous with the new building). Members remarked appreciatively on the work done to bring light into the building – both with windows and materials; the current school is quite dark inside.

Ms. Ceruzzi described the plans for the building exterior and landscape design. One of the two main entries to the school will be from the School Street Entry Plaza, the design for which

provides a safe, welcoming space with distinctive gateways to the school, intuitive wayfinding, universal access, and comfortable social spaces for interacting and waiting at drop-off and pick-up. The at-grade crosswalk across School Street delivers students/caregivers to this entry. Using principles of universal design, those arriving take a ramp to the main entrance, which also features an upper-level plaza for cafeteria overflow. The new school is primarily brick, with some metal; slate shingle material is being used strategically at the three main entrances to distinguish these areas. The service access, shared with the library, is being maintained. A “green ramp” will be constructed adjacent to the service driveway, to provide another, fully accessible, access point, while also softening the view to the service driveway. The playground, for students aged 3-7, will be built in just about the same location as the current playground (generally behind the Historic Building). The second main entrance for the school is from the Pierce Street Entry Plaza, and this area will also feature a safe, welcoming space for waiting and gathering. The main door is slightly above the drop off loop, and is fully accessible. The amphitheater will be located to the right of the Pierce Street entry way, and will feature universal access at the top and bottom for easy entry. It will seat 8-100 students, and allow for flexible programming opportunities. A great deal of work has been undertaken to manage stormwater on the site, including minimizing impervious surface area, reducing and slowing runoff, promoting infiltration when possible, and providing visible, educational displays of environmental stewardship (through visible details or signage, for example).

Member questions and comments:

*What about the geothermal heating/cooling system planned for the project?* The geothermal system will be constructed under the Pierce School Playground (across the street from the school). It's a very important feature of the new building. Ms. Charlupski noted that some Article 97 (Public Lands Preservation Act) questions are being addressed so that the installation of the system can proceed as planned.

*Please provide some additional information about the service driveway (shared with the library).* This existing driveway will remain, and will allow for easy deliveries to the cafeteria. The driveway will be shielded by plantings (along the Green Ramp), and a substantial fence. Because of the fence and planting, the driveway itself will not be in the direct line of sight by students while they are in the playground.

*What safety consideration are being undertaken for the new, at-grade crosswalk from the Pierce Playground to the school?* Ms. Clark noted that the team is meeting with Brookline Transportation staff tomorrow to discuss some of these issues, including traffic signalization and crosswalk flashers. This is a critical component of the project. School Street will be redesigned, and narrowed, with bike lanes in both directions. The crosswalk is raised, with speed bumps on both sides.

*What steps are being taken to discourage rodent burrows?* The team has been aware of this issue, and has been actively working to address it. No vegetables or edibles will be planted at ground level (only in raised beds). The team will look again at this issue to provide more information.

*What items were cut from the project as part of the value management process?* That list, approved by the School Building Committee, will be shared with the School Committee members after the meeting.

*As the number of extreme heat days each year continue to climb, what plans are being made to keep the building cool?* A robust building envelope has been designed to meet the energy code, including items such as triple glazed glass for the windows and some window shading. The engineers have designed a flexible cooling system, within the code, to accommodate predicted temperatures, while not creating an overly large system that would be wasteful. The proposed system is geothermal, conditioned air (like the system at Driscoll School). In developing an appropriate heating and cooling system, engineers strive for a balance between energy efficiency (sustainability) and comfort. Members did note that cooled classrooms are a public health issue, not just a learning issue and, especially for the youngest students, appropriately cooled spaces are important.

## **5. SCHOOL COMMITTEE ACTIONS**

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

Mr. McCormick presented the new courses for School Committee review (Attachment I), noting that they were unanimously approved by the Curriculum Subcommittee at their January 16, 2024 meeting. The BHS World Language department (in collaboration with the BHS English department) is proposing a new pathway: Spanish Heritage 1 & 2. This 2-year pathway is designed for heritage-Spanish speakers, which is defined as students who have acquired Spanish language skills through informal exposure at home, and not through formal education. These students will tend to have high levels of proficiency in speaking and listening, but lower levels of proficiency in writing and reading. BHS educators estimate that approximately 50 heritage-speaker students would be eligible for the year 1 course, with the number increasing to about 70 students who would be eligible for the year 2 course.

This pathway is designed to replace a student's current Spanish course by creating a two-year community of Spanish heritage speakers. Current world language courses at BHS are designed for second language learners; the instruction in the heritage-speaker pathway will be tailored for the specific needs of these students. The year 1 course will develop a student's literacy and communication skills more rapidly than in other Spanish courses, using differentiated instruction with both a Spanish teacher and an English teacher in the class. The instruction is tailored so that students can develop the skills they need to move into courses with higher proficiency targets such as Spanish IV Advanced or Spanish V AP, and will help to address the disproportionate number of Hispanic/Latinx students enrolled in college prep classes. This proposal has been submitted to the Innovation Fund for FY25-FY27 funding consideration. During the period of Innovation Fund (if approved), a co-teaching model will be used. When that funding expires, the course will have one teacher. The attachment includes the detailed course descriptions for WL4700 and WL4730 (new in 2024-2025) and WL4800 and WL4830 (new in 2025-2026).

Mr. Pearlman and Ms. Nobrega asked that the language in the course description that references the co-teaching model be removed. It is acknowledged that the co-teaching model will

only be for the 3-year period of Innovation Fund support; by including the language in the course description we run the risk of it accidentally being carried forward after Innovation Fund funding ends. It also creates the expectation that the course will always be co-taught. The district simply can't financially support a co-teaching model after the Innovation Fund funding ends. Dr. Ehrenberg commented that this is a meaningfully differentiated course, offering an exciting, culturally responsive pathway for a segment of our student body, and Ms. Moghtader noted her appreciation to the Innovation Fund for their consideration of supporting this exciting new course, including the temporary co-teaching component. Mr. Pearlman asked about eligibility for the course: is it proficiency based or heritage based? He is concerned about creating a course that is exclusive based on a student's heritage. Mr. McCormick replied that the WL department will consider both proficiency and heritage when placing students in the course. The goal is to provide the heritage speakers with a pathway that will lead them to higher level academic courses such as Spanish IV Advanced or Spanish V AP, courses in which they have typically been underrepresented. This is not an affinity space, but an academic space created in a culturally responsive manner.

**ACTION: 24-06**

On a motion of Dr. Liu, and seconded by Ms. Federspiel, the School Committee voted, with 5 in favor (Dr. Liu, Ms. Charlupski, Ms. Federspiel, Dr. Linos, and Ms. Moghtader), 3 opposed (Mr. Pearlman, Dr. Ehrenberg, and Ms. Nobrega), and 0 abstentions, to approve the WL 4700 and WL4730 Heritage Spanish -Speaker Pathway Courses for inclusion in the 2024-2025 BHS Course Catalog, and WL 4800 and WL 4830 Heritage Spanish-Speaker Pathway Courses for inclusion in the 2025-2026 BHS Course Catalog, as written in the attached course descriptions.

Mr. Pearlman and Ms. Nobrega both noted that their no vote was not a reflection of the merits or goals of the course, which they support, but rather reflect concern that the selection criteria used for the course is exclusionary. Mr. McCormick said that he will share this feedback with the WL team.

Mr. McCormick presented the second course: The History and Science of Gender and Sexuality. The Innovation Fund supports this course and is prepared to fund it, pending School Committee approval. The High School at one time had a Gender Studies course; this course is a reinterpretation of a typical Gender Studies course but through a scientific lens. It was developed by a Social Studies and a Science teacher, and will be a full-year elective for juniors or seniors to earn 1 credit through either the Science or Social Studies departments. When Innovation Fund funding ceases, the course will be part of the Social Studies department, taught by one teacher. While intended to support queer students at BHS, this is not an affinity space; this course is accessible and open to all BHS students. As an elective course, if there is not enough interest (enrollment) it will not run. The proposal is budget-neutral: the Innovation Fund will cover the FTEs for the teachers who teach the course in 24-25. Going forward, it will be an elective in the Social Studies department, only running as enrollment warrants. Dr. Linos, drawing on her public health experience, noted that the course description should more accurately read: "The History of Science of Gender, Sex, and Sexuality" (and the corresponding change should be made to the first line of the course description).

**ACTION: 24-07**

On a motion of Dr. Ehrenberg, and seconded by Ms. Nobrega, the School Committee VOTED UNANIMOUSLY, with 8 in favor (Mr. Pearlman, Dr. Liu, Ms. Charlupski, Dr. Ehrenberg, Ms. Federspiel, Dr. Linos, Ms. Moghtader, and Ms. Nobrega), 0 opposed, and 0 abstentions, to approve the course as described, for inclusion in the 2024-2025 BHS Course Catalog, subject to the title being changed to “The History and Science of Gender, Sex, and Sexuality”, and the corresponding edits being made to the first line of the course description.

**b. Proposed Revision of the PSB Wellness Policy (A 9),  
2<sup>nd</sup> Reading and Possible Vote**

Mr. Pearlman presented the revised Wellness Policy. Ms. Nobrega reiterated her comments (Attachment J) in the draft policy with regard to the lunch period. National best practices for school lunch, as described by the Centers for Disease Control (CDC), call for 20 minutes to eat after the meal is served. It was stated that school leaders report of the difficulty of scheduling longer lunch periods, given cafeteria sizes and the number of students that need to be served.

**ACTION 24-08**

On a motion of Ms. Federspiel, and seconded by Mr. Pearlman, the School Committee voted, with 7 in favor (Mr. Pearlman, Dr. Liu, Ms. Charlupski, Dr. Ehrenberg, Ms. Federspiel, Dr. Linos, and Ms. Moghtader), 1 opposed (Ms. Nobrega), and 0 abstentions, to approve the Public Schools of Brookline Wellness Policy as presented (Attachment K).

**c. Discussion and Possible Vote on 2024 Legislative Priorities**

Mr. Pearlman presented the draft 2024 Legislative Priorities for the School Committee’s review and consideration (Attachment L). These priorities were drafted and voted by the Government Relations Subcommittee at their meeting on January 25. Once approved, these priorities will be shared with the legislative delegation in preparation for the February 12 School Committee Meeting with Legislators.

**ACTION 24-09**

On a motion of Ms. Federspiel, and seconded by Dr. Linos, the School Committee VOTED UNANIMOUSLY, by roll call, with 8 in favor (Mr. Pearlman, Dr. Liu, Ms. Charlupski, Dr. Ehrenberg, Ms. Federspiel, Dr. Linos, Ms. Moghtader, and Ms. Nobrega) to approve the 2024 Legislative Priorities.

**d. Discussion and Possible Vote to Approve Memorandum of Agreement with  
AFSCME School Food Service Workers (Brookline High School Chef)**

Mr. Pearlman presented the Memorandum of Agreement between the Brookline School Committee and the AFSCME Local 1358 School Food Service Workers (Brookline High School Chef position).

**ACTION 24-10**

On a motion of Ms. Charlupski, and seconded by Ms. Federspiel, the School Committee VOTED UNANIMOUSLY to approve the Memorandum of Agreement (Attachment M) between the Brookline School Committee and AFSCME Local 1358 School Food Service Workers (Brookline High School Chef position).

**e. Discussion and Vote to Approve the District Strategic Plan**

Dr. Fortuna provided the most recent version of the Strategic Plan (Attachment N). In response to feedback from the School Committee, the definition of Goal 1 (Teaching and Learning) was revised again. It now reads, "Increase achievement for all students by establishing, implementing, and regularly assessing a consistent high quality, challenging curriculum delivered using evidence-based practices." Staff are eager to move to the implementation phase, and the Committee was reminded that this is a living document that will be tweaked and edited as needed. Dr. Guillory stated that the Strategic Plan will be presented to the School Committee annually for review. He noted that as we move to the implementation phase and the progress toward meeting goals is measured, we will be able to see what's working (and can be moved to the next level) and what's not working (and needs further refinement or support to meet targets). Data collection – clearly communicated to our stakeholders – will better inform programmatic decisions, and enable the school district to focus on its articulated priorities.

**ACTION 24-11**

On a motion of Ms. Federspiel, and seconded by Ms. Charlupski, the School Committee voted, by roll call, with 7 in favor (Mr. Pearlman, Dr. Liu, Ms. Charlupski, Ms. Federspiel, Dr. Linos, Ms. Moghtader, and Ms. Nobrega), 0 opposed, and 1 abstention (Dr. Ehrenberg), to approve the District Strategic Plan, as presented (Attachment N).

**6. NEW BUSINESS**

In response to the public comment earlier in the meeting, during which community members asked the school district to create policies and procedures to combat hate speech – Dr. Linos asked about the next steps. Mr. Pearlman indicated this is an item that the Policy Subcommittee can take up; and Dr. Linos suggested that it be a joint agenda item with the Diversity, Equity, Inclusion and Justice subcommittee.

**7. PROPOSED EXECUTIVE SESSION**

**ACTION: 24-12**

At 10:12 PM, on a motion of Mr. Pearlman, and seconded by Dr. Liu, the School Committee VOTED UNANIMOUSLY, by roll call, with 8 in favor (Mr. Pearlman, Dr. Liu, Ms. Charlupski, Dr. Ehrenberg, Ms. Federspiel, Dr. Linos, Ms. Moghtader, and Ms. Nobrega), 0 opposed, and 0 abstentions, to enter into Executive Session pursuant to Massachusetts General Laws chapter 30A section 21(a) for the following purposes: Purpose 3, to discuss strategy with respect to collective bargaining with the Brookline Educators Union (BEU) Unit A and Paraprofessional Unit, if an open meeting may have a

detrimental effect on the bargaining and litigating position of the public body and the chair so declares; and Purpose 7, to review and approve executive session minutes from the following meeting: October 26, 2023.

Mr. Pearlman announced that the Committee would not be returning to Open Session after the Executive Session.

**9. ADJOURNMENT**

Mr. Pearlman adjourned the meeting at 10:30 PM

Respectfully Submitted,  
Betsy Fitzpatrick  
Executive Assistant, Brookline School Committee





**THE PUBLIC SCHOOLS OF BROOKLINE**

OFFICE OF TEACHING AND LEARNING  
BROOKLINE, MASSACHUSETTS 02445

PHONE: 617-730-2432

FAX: 617-264-6451

LINUS J. GUILLORY JR., PHD  
SUPERINTENDENT OF SCHOOLS

JODI L. FORTUNA, Ed.D  
DEPUTY SUPERINTENDENT OF TEACHING AND LEARNING

BHS Squash HS Nationals Trip  
Out-of-State, Overnight Field Trip Application  
Philadelphia, PA  
February 22<sup>nd</sup> – February 25<sup>th</sup>, 2024

For review and consideration by the  
Brookline School Committee

Approval Route:	Approved	Denied	*Returned
Copies to:			
TEACHING & LEARNING	<i>JRF</i>		
SUPERINTENDENT	<i>JRF</i>		
SCHOOL COMMITTEE			
MEETING DATE			
*REASON RETURNED:			

PUBLIC SCHOOLS OF BROOKLINE

APPLICATION FOR ALL OUT-OF-STATE, OVERNIGHT FIELD TRIPS

Before the trip is announced to students, please submit this form to the Superintendent of Schools:

(a) three (3) months in advance if the trip is within the United States, or

(b) six (6) months in advance if the trip is out-of-the country.

For clarity, all forms are to be word-processed, NOT handwritten. To maintain the formatting, delete the lines.

**TRIP LOGISTICS:**

1. Name of Field Trip: BHS Squash HS Nationals Trip
2. Educator Requesting Field Trip Approval: Steve Lantos, Head Squash Coach
3. School: Brookline High School Grade Level: 9-12
4. Have you reviewed the *School Committee Policy 13 a. for School Sponsored Field Trips*? Yes
5. Have you reviewed the document "*Administrative Procedures for School Sponsored Field Trips*"? Yes

*If you need copies of the documents for #4 and #5,  
contact the Office of Teaching and Learning at 617-730-2432.*

6. What is your destination? Philadelphia, PA
7. What is the date and time you are leaving school? Thursday, February 22, 2024 11:00am
8. What is the date and time you are returning to school? Sunday, February 25, 2024 9:00pm
9. Do the dates of the trip conflict with any religious holidays or observances? No
10. How many days will students miss from school? 0
11. How are students being transported (school bus, chartered bus, plane, rail, etc)? We will be taking AMTRAK from BackBay Boston to 30<sup>th</sup> St. Philadelphia r/t

*If students are traveling via bus, please complete the  
Requirements for Field Trip Transportation via Bus form.*

12. How many students will be participating in the field trip? 16 students participating
13. What members of the student body are eligible for the trip? Qualifying members of the girls and boys squash teams
14. How are students selected to participate in this field trip? Students are qualified based on their prior performance on the team
15. Where will students be staying? Sheraton Philadelphia University City Hotel, 3549 Chestnut St, Philadelphia, PA 19104  
Phone: (215) 387-8000. This hotel has been recommended by US Squash for this tournament
16. What are the names and cell phone numbers of the primary staff chaperones on the trip?  
Steve Lantos (Head Coach), [REDACTED], Ron Rubin [REDACTED]
17. Other than those listed in #16 above, what are the names and roles (teacher, parent, etc) of other adult chaperones who will be on the trip? Other parents of players will attend including Dyan Bhatia, Cynthia Ehueklas, Brooks Ames, and Kristin Schreiber

**EDUCATIONAL RELEVANCE**

18. What is the purpose of the trip and how does it relate to Brookline's Learning Expectations (K-8) or BHS Course Syllabi? This trip is a culminating event of the winter squash season.
19. Describe activities planned before the trip to prepare students: Athletes will participate at a national level competition.
20. Describe activities planned after the trip for students to wrap-up/reflect: Season wrap up.

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**ACCESSIBILITY AND STUDENT SAFETY**

21. To what extent does the field trip group reflect the diversity of the school population? What efforts will be undertaken to ensure that, to the greatest extent possible, the participants in this field trip reflect the diversity of the school population? Among the 16 participants attending, 8 (50%) are DOE10 self-identified as White and 8 (50%) are Non-White or Mixed-Race. The BHS Girls and Boys Squash programs are open for all students to register and try out. If financial assistance is required and/or requested, systems are in place through both the BHS Athletic Department and the BHS Squash team's fundraising efforts, to provide for those athletes and families who qualify for and request aid. \_\_\_\_

22. What measures are planned to ensure student safety on the trip, including chaperone coverage, student behavior contracts, etc. The team has traveled to HS Nationals previously. The hotel facility is recommended by US Squash. It has common lobby entrance and security personnel.

23. What is the name and location of the medical facility closest to your destination? Hospital of the University of Pennsylvania, 800 Spruce St, Philadelphia PA (215) 662-4000

24. Will students be swimming? (Please note: if swimming is planned, parents must give explicit written permission for their child to swim; students who do not have this express written permission will not be allowed to swim) No \_\_\_\_\_

25. If travelling outside of the United States, please attach the appropriate Department of State Advisory Review and Notification and a copy of Consular statement. N/A

**FUNDING**

26. What is the total cost of the trip? Please detail the major components of the trip below and provide a total. (add/edit headings as necessary)

Lodging	\$120
Travel	\$160
Meals	\$120
TOTAL:	\$400 per student

27. How will the field trip be funded? The trip is funded by a combination of family player contributions and team fundraising. Tournament entry fees are paid by BHS Athletics.

28. What accommodations are made for students who cannot afford the expenses of this trip? Are partial and/or full scholarships available? Scholarships are available from our general fundraising efforts through the BHS Squash team. Fundraising will pay for nearly all of the students' expenses. Fundraising will also cover students requesting financial assistance.

29. If fundraisers are planned to help lower the cost of the trip for all students, please describe those plans here: See above. \_\_\_\_\_

PUBLIC SCHOOLS OF BROOKLINE

*If you need any assistance as you complete this application,  
please contact the Office of Teaching and Learning at 617-730-2432.*

**Signatures:**

Educator Requesting Field Trip Approval: Gene Lantos Date: 1-17-2024

Principal: [Signature] Date: 1-17-24



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**OFFICE OF TEACHING AND LEARNING**  
**BROOKLINE, MASSACHUSETTS 02445**

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**LINUS J. GUILLORY JR., PhD**  
SUPERINTENDENT OF SCHOOLS

**JODI L. FORTUNA, ED.D**  
DEPUTY SUPERINTENDENT OF TEACHING AND LEARNING

**Farm School**  
**In-State, Overnight Field Trip Application**  
**Athol, MA**  
**Group 1 – May 29<sup>th</sup>, 2024 – May 30<sup>th</sup>, 2024**  
**Group 2 – May 30<sup>th</sup>, 2024 – May 31<sup>st</sup>, 2024**

For review and consideration by the  
Brookline School Committee

Approval Route:	Approved	Denied	*Returned
Copies to:			
TEACHING & LEARNING	<u>JLF</u>	_____	_____
SUPERINTENDENT	<u>[Signature]</u>	_____	_____
SCHOOL COMMITTEE	_____	_____	_____
MEETING DATE	_____	_____	_____
*REASON RETURNED:	_____		

PUBLIC SCHOOLS OF BROOKLINE

APPLICATION FOR ALL IN-STATE, OVERNIGHT FIELD TRIPS

TRIP LOGISTICS:

1. Name of Field Trip: Farm School
2. Educator Requesting Field Trip Approval: David Youkilis
3. School: Driscoll School Grade Level: 5
4. Have you reviewed the *School Committee Policy 13 a. for School Sponsored Field Trips*? Yes
5. Have you reviewed the document "*Administrative Procedures for School Sponsored Field Trips*"? Yes
6. Have you reviewed the document "*Field Trip Planning Guide*"? Yes

*These documents can be found in the Staff Portal of the district website ([www.brookline.k12.ma.us](http://www.brookline.k12.ma.us))  
in the Office of Teaching and Learning link.*

7. What is your destination? Farm School, 488 Moore Hill Road Athol MA
8. What is the date and time you are leaving school? Group 1 5/29 Gr. 2 5/30 8:00 a.m. 01331
9. What is the date and time you are returning to school? Group 1 5/30 Gr. 2 5/31 2:00 p.m.
10. Do the dates of the trip conflict with any religious holidays or observances? No
11. How many days will students miss from school? 2 days each group
12. How are students being transported (school bus, chartered bus, plane, rail, etc)? Bus

*If students are traveling via bus, please complete the  
Requirements for Field Trip Transportation via Bus form.*

13. How many students will be participating in the field trip? 58
14. What members of the student body are eligible for the trip? All 5th Grade Students
15. How are students selected to participate in this field trip? They are not selected
16. Where will students be staying? In a dorm on the farm, in Athol, MA

17. What are the names and cell phone numbers of the primary staff chaperones on the trip?  
Francesca Stark [REDACTED] Viri Hawkins [REDACTED]  
Laura Zientek [REDACTED]
18. Other than those listed in #16 above, what are the names and roles (teacher, parent, etc) of other adult chaperones who will be on the trip?  
Terry Lui, para professional; Michael Roth, substitute

EDUCATIONAL RELEVANCE

19. What is the purpose of the trip and how does it relate to Brookline's Learning Expectations (K-8) or BHS Course Syllabi? The Farm School connects students to the land and each other. It relates to the 5th Grade Learning Expectations in social studies, language arts, visual arts, and composting at Driscoll School.

PUBLIC SCHOOLS OF BROOKLINE

20. Describe activities planned before the trip to prepare students: 5th grade engages in activities connected to Community as well as units on environment, sound and animal behavior.
21. Describe activities planned after the trip for students to wrap-up/reflect: After the trip, students create illustrations and writings about their experience.

**ACCESSIBILITY AND STUDENT SAFETY**

22. To what extent does the field trip group reflect the diversity of the school population? What efforts will be undertaken to ensure that, to the greatest extent possible, the participants in this field trip reflect the diversity of the school population? The entire 5th grade goes on this trip.

23. What measures are planned to ensure student safety on the trip, including chaperone coverage, student behavior contracts, etc. This is a well established Farm School that is licensed and very experienced in supervising children.

24. What is the name and location of the medical facility closest to your destination? Athol Memorial Hospital 2033 Main Street, Athol MA 01331 978-249-3511

25. Will students be swimming? (please note: if swimming is planned, parents must give explicit written permission for their child to swim; students who do not have this express written permission will not be allowed to swim) No

**FUNDING**

26. What is the total cost of the trip? Please detail the major components of the trip below and provide a total. (add/edit headings as necessary)

Lodging	9,400
Travel	3,000
Meals	
Admissions/Tickets	
TOTAL:	12,400

↑238.46

27. How will the field trip be funded? Students and families pay for the trip.

28. What accommodations are made for students who cannot afford the expenses of this trip? Are partial and/or full scholarships available? There are scholarships available, funded by the PTO.

29. If fundraisers are planned to help lower the cost of the trip for all students, please describe those plans here: None

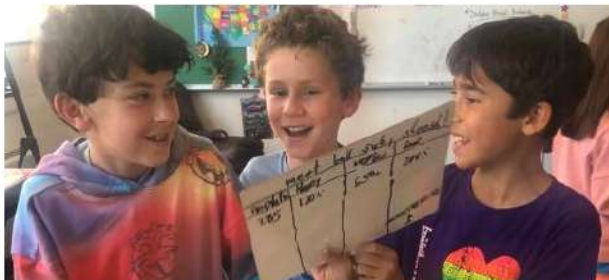
PUBLIC SCHOOLS OF BROOKLINE


*If you need any assistance as you complete this application,  
please contact the Office of Teaching and Learning at 617-730-2432.*

**Signatures:**

Educator Requesting Field Trip Approval: David Youkilis Date: 1/20/24  
Principal: [Signature] Date: 1/20/24





PUBLIC SCHOOLS of  
**BROOKLINE** 

# Superintendent's Update

February 01, 2024



# Agenda

- Community Highlights
- Superintendent's School Visits

# MMEA All-State Music Festival 2024

Huge congratulations to the following Brookline High School students who successfully auditioned into the the Massachusetts Music Educators Association's (MMEA) 70th All-State Music Festival, an event featuring top instrumentalists and singers from all over Massachusetts.

These students will represent the Public Schools of Brookline in the two-day festival and perform at the **Boston Symphony Hall** on **March 23, 2024**.

Henry Allen, <i>Trombone</i>	Rahimi Kianoush, <i>Bass Voice</i>
Ronni Chang, <i>Violin</i>	Elise Ruberg, <i>Soprano Voice</i>
Antonia Duffield, <i>Alto Voice</i>	Sophia Shahrooz, <i>Soprano Voice</i>
Rebecca Gale, <i>Soprano Voice</i>	Noa Suk, <i>Violin</i>
Diane Kang, <i>Cello</i>	Justina Wang, <i>Violin</i>
Anthony Lee, <i>Clarinet</i>	



# Summer Eats Meals Program

The Healey-Driscoll Administration, in collaboration with the state Department of Elementary and Secondary Education (DESE), will launch the 2024 Summer Food Service Food Program, or **Summer Eats**, as it is known in Massachusetts, in June.

Summer Eats is a U.S. Department of Agriculture-funded initiative that provides free, nutritious meals to children when school is not in session. In Massachusetts, DESE administers the program.

More than 520,000 children qualify for free or low-cost school meals during the school year. During the summer months, some children lose access to those meals, and families frequently find it difficult to replace them. Summer Eats provides healthy meals to children in eligible areas throughout the state. Summer meal sites include schools and other community locations, from parks to summer camps.

Many Summer Eats programs will open before July 4 and will continue serving meals until early September. Sponsors operate sites with close technical support from DESE and outreach assistance from the Child Nutrition Outreach Program at Project Bread.

# Training for Families of LGBTQ+ Students

The Brookline LGBTQ+ Task Force has collaborated with the PTOs to host a training for parents who have LGBTQ+ youth in Brookline schools.

The Zoom event will take place on **Monday, February 5 at 7pm**, and will be led by **Emily Lunardi**, a licensed mental health counselor and registered drama therapist working towards helping others improve their LGBTQIA+ competency.

Additional local resources will be shared by staff and parents from the Task Force.

Brookline PTOs Present

## Training for Families of LGBTQ+ Brookline Students



**FEBRUARY 5TH  
7-8PM**  
Zoom Link:  
<https://psbma-org.zoom.us/j/99888637185>  
Questions? Email Leah at  
[Leah\\_McGowan@psbma.org](mailto:Leah_McGowan@psbma.org)

Please join us for a Training with Emily Lunardi and members of Brookline's LGBTQ+ Task Force to learn about LGBTQ+ identities and community resources!



# Spring Preschool Screening

The Brookline Early Education Program (BEEP) will conduct preschool screenings on Tuesday, March 19, 2024. This is a free and optional service for preschool-aged Brookline residents (ages 2.6 to 5 years old) who are not currently attending BEEP.



# BHS Art Exhibit at Goddard House



The student artists at Brookline High School have been invited to exhibit their drawings, paintings, and photographs in **Gallery M at Goddard House**, a senior living community in Brookline. The art exhibit, *Together*, is an intergenerational opportunity to build an empathetic relationship between artists and viewers as we find connection and resonance in these paintings, drawings, and photographs. *Together* is a celebration of moments and experiences – big and small – that are common to us all, whether we are eighteen years old or eighty.

*Together* will be on exhibit until February 26 and is open to the public.

**Image:** Painting by **Ellie Churchill**, a BHS Junior taking the Advanced Portfolio Prep Class.



# Mock Caldecott Award 2024

More than 2,400 Brookline students in K-5 voted in the annual Brookline Mock Caldecott Award this year. Each year, in honor of the real Caldecott Medal given annually by the American Library Association for the "most distinguished American picture book for children," the Brookline K-8 librarians choose a selection of outstanding picture books to share with students across every school. Students learn about the elements that make up excellent picture books: plot, character, setting, style, and interpretation. Keeping these elements in mind, students then vote on their favorite book.

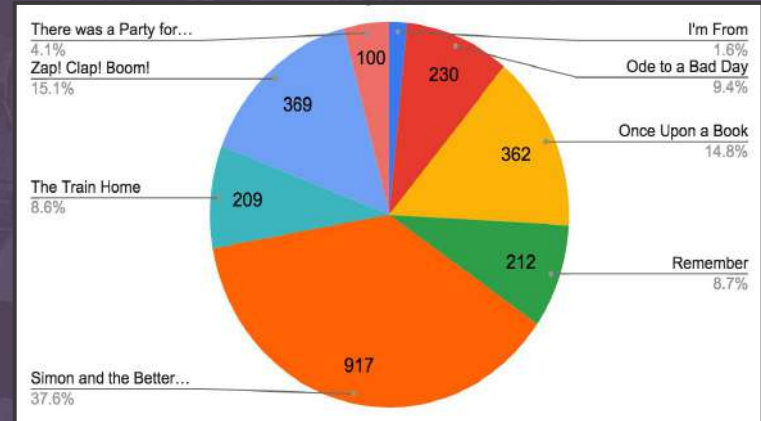
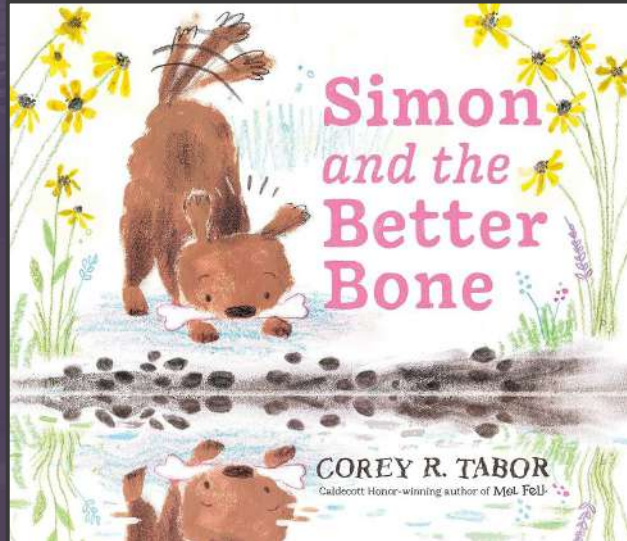
## This year's nominees were:

- *I'm From* written by Gary R. Gray Jr., illustrated by Oge Mora
- *Ode to a Bad Day* written by Chelsea Lin Wallace, illustrated by Hyewon Yum
- *Once Upon a Book* written by Kate Messner, illustrated by Grace Lin
- *Remember* written by Joy Harjo, illustrated by Michaela Goade
- *Simon and the Better Bone* written and illustrated by Corey R. Tabor
- *The Train Home* written and illustrated by Dan-ah Kim
- *There was a Party for Langston* written by Jason Reynolds, illustrated by Jerome Pumphrey and Jarrett Pumphrey
- *Zap! Clap! Boom!* written by Laura Purdie Salas, illustrated by Elly MacKay



# Mock Caldecott Award 2024

And the Brookline Mock Caldecott Award  
2024 winner was:



# Elementary and Middle School Concert Season

It's the Performing Arts Department's Elementary and Middle School Band, Orchestra and Chorus Winter Concert season.

## 4th Grade Strings and 5th-8th Grade Orchestras – directed by John Ferguson, Irina Naryshkova and Nina Bishop

- January 29, 2024: **Driscoll School**, in the Florida Ruffin Ridley School Multipurpose Room Auditorium at 6pm
- January 29, 2024: **Florida Ruffin Ridley School**, in the Florida Ruffin Ridley School Multipurpose Room at 7.15pm
- January 31, 2024: **Pierce School**, in the Lawrence School Auditorium at 6pm
- January 31, 2024: **Lawrence School**, in the Lawrence School Auditorium at 7:15pm
- February 1, 2024: **Roland Hayes School**, in the Baker School Auditorium at 6pm
- February 1, 2024: **Baker School**, in the Lawrence School Auditorium at 6pm
- February 7, 2024: **Runkle School**, in the Lincoln School Auditorium at 6pm
- February 7, 2024: **Lincoln School**, in the Lincoln School Auditorium at 6pm

# Elementary and Middle School Concert Season

## 5th-8th Grade Band Concerts – directed by Rick Stone, Chris Thoft-Brown, Elton Xhoja, Dylan Zobel and Steve Fell

- February 5, 2024: **Runkle School**, in the Florida Ruffin Ridley School Multipurpose Room at 6.30pm
- February 5, 2024: **Baker School**, in the Florida Ruffin Ridley School Multipurpose Room at 7.30pm
- February 7, 2024: **Lawrence School**, in the Florida Ruffin Ridley School Multipurpose Room at 6.30pm
- February 7, 2024: **Florida Ruffin Ridley School**, in the Florida Ruffin Ridley School Multipurpose Room at 7.30pm
- February 13, 2024: **Pierce School**, in the Driscoll School Auditorium at 6.30pm
- February 13, 2024: **Driscoll School**, in the Driscoll School Auditorium at 7.30pm
- February 14, 2024: **Roland Hayes School**, in the Driscoll School Auditorium at 6.30pm
- February 14, 2024: **Lincoln School**, in the Driscoll School Auditorium at 7.30pm

## 6th-8th Grade Chorus Concerts – directed by Lauren Cecchini, Meredith Huntley, Ali Ghassabian, Sarah Gardner, Tom Malone, Melodie Linhart, Becky Vinci, Maureen Meyers, and Mike Driscoll

- Feb. 7, 2024: **All Town Chorus Night One – Driscoll, Baker, Roland Hayes, Pierce and BHS Choruses**, in the Brookline High School Roberts/Dubbs Auditorium at 7pm
- Feb. 8, 2024: **All Town Chorus Night Two – Lawrence, Lincoln, Runkle, Florida Ruffin Ridley Choruses**, in the Brookline High School Roberts/Dubbs Auditorium at 7pm

# Other Performing Arts Events

## BHS Musical – ‘Chicago’

This Jazz Age musical takes you to 1920s’ Chicago, and into the lives of two rivals who are accused of murder and vying for the spotlight.

**When:** February 1, 2 and 3

**Where:** Roberts/Dubbs Auditorium, Brookline High School



## Chamber Music Festival

BHS Orchestra students will perform a wide range of repertoire spanning Brahms to Nintendo themes, at the February Chamber Music Festival.

**When:** February 5

**Where:** 22 Tappan Commons



# Superintendent's School Visits

## Recently Completed

BHS	Friday, January 19
Lincoln	Friday, January 19
BEEP	Monday, January 22
Pierce	Wednesday, January 24
Runkle	Friday, January 26
Ridley	Monday, January 29

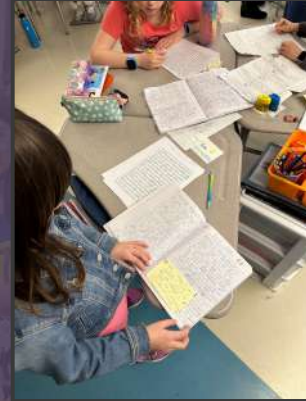
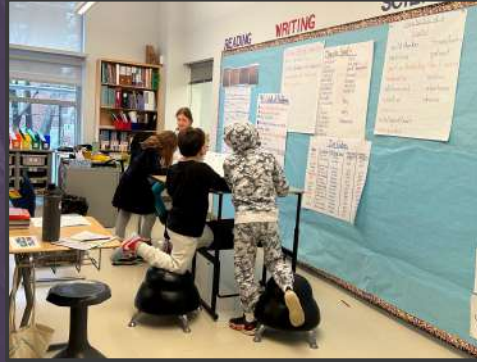
## Upcoming

Lawrence	Tuesday, February 6
Hayes	Thursday, February 8

# Superintendent's School Visits



# Superintendent's School Visits



The 355 undersigned parents, teachers, students, alumni and members of the Brookline community have signed on to the following petition in support of the AAPI Leadership & Affinity Program (LEAP).

Asian American Pacific Islander (AAPI) students make up nearly 1 in 5 students at Brookline High School. We are the largest community of color and a marginalized group at BHS. Only a handful of programs at BHS specifically support AAPI students. The newest and most innovative program, designed and implemented by BHS AAPI educators, is the AAPI Leadership & Affinity Program or LEAP. The program provides affinity support, curriculum, and mentoring for AAPI students. Currently, LEAP offers an opt-in weekly affinity Advisory session tailored for AAPI identifying students as well as the newly launched Asian American Literature course.

LEAP is only two years old, and is at risk of being terminated. We've been told that LEAP might be cut due to the budget situation in the Brookline Public Schools. LEAP only requires a modest amount of time from two teachers to be fully funded - each teacher only needs to be released from teaching one class (about 0.2 of a teaching load) in order to plan and lead LEAP Advisory sessions.

Over 50 AAPI students signed up to participate in LEAP last year, and more are eager for the opportunity. Support for an innovative program run by talented AAPI teachers that addresses the specific needs of AAPI students who represent nearly 20% of the BHS student body should grow each year, not risk being cut.

Signed

[List of signatures begins on next page, alphabetical by first name]



	C	D	E
1	Name (first and last)	Affiliation (optional)	Which school(s)? (Optional)
2	Abby Erdmann	Community Member	The High school
3	Abby O'Halloran	Brookline High School student	
4	Abby Silberman	Brookline High School student	
5	Abigail Ketema	Brookline High School student	
6	Abigail Tsai	Brookline High School student	
7	Addy Anyaosah	Brookline High School student	
8	Adithi Jayashankar	Brookline High School student	
9	Aileen Lee	Parent	BEEP @ Clark Road
10	Alexander Wong	Brookline High School student	
11	Alice MacGarvie Thom	Community Member	
12	Alice Michelson	Brookline High School student	
13	Alicia Hsu	Community Member	
14	Alisa Zheleznyak	Brookline High School student	
15	Alyssa Campos		
16	Amanda Huie	Brookline High School student	
17	Amarjot Ranu	Brookline High School student	
18	Amy Li	Parent	High school & FRR
19	Amy Sun	Brookline High School student	
20	Anastasia Kunicka	Brookline High School student	
21	Andie Cohen	Brookline High School student	
22	Andrew Leong	Community Member	
23	Angela Zhou		
24	Ania Bahlmann	Brookline High School student	
25	Anna Hughes	Parent	Bhs
26	Anna Son	Teacher	
27	Annabel Cloney	Brookline High School alumni	
28	Anne-Marie Carlson	Parent	
29	Annie O'Reilly		
30	anouk pierce	Community Member	
31	anthea chan	Brookline High School student	
32	Anthony Ortiz	Brookline High School student	
33	Arman Rasool	Alumni	
34	ash quasney-sandler	aapi community member (7th grade)	
35	Asha Hug	Brookline High School student	
36	Ashley Eng	Community Member	
37	Audrey Lee	Parent	
38	Audrey Navarrete	Brookline High School student	
39	Audrey Seeger	Brookline High School student	
40	Barbara Brown	former School Committee member	
41	Bayla Dollinger	Brookline High School student	
42	Bella Jacopille	Brookline High School student	
43	Bernardine Chan	Parent	Pierce School - 4 future BH
44	Betsy DeWitt	Community Member	

	C	D	E
45	Bonnie Bastien	Parent	Lincoln
46	Brianna Robinson	Brookline High School student	
47	Brietta Higgins	Brookline High School student	
48	Caelum Dulla	Brookline High School student	
49	Calla Paragiri	Brookline High School student	
50	Camilla Busco Arre'	Brookline High School student	
51	Carlos Rios	Community Member	
52	Carlotta Zanini	Brookline High School student	
53	Carol Seibert	Community Member	
54	Casey zhang	Brookline High School student	
55	Cecilia Nahra Garcia	Parent	
56	Char Lee		
57	Charlene Saji	Parent	
58	Charlotte Mullen	Brookline High School student	
59	Charlotte Norris	Brookline High School student	
60	Chelsy Co	Brookline High School student	
61	Chenling Lin	Parent	Baker School
62	Chi Chi Wu	Community Member	
63	Chloe Clark	Brookline High School student	
64	Chris Chanyasulkit	Parent	Driscoll
65	Christy Rodriguez	Parent	
66	Chunling	Parent	Brookline high school
67	Cian Hauser	Brookline High School student	
68	Cindy Liu	Parent	Driscoll
69	Cindy Yee-Lin	Parent	FRR, BHS in September
70	Clara Choi	Brookline High School student	
71	Clara Idlebrook	Brookline High School student	
72	Colin Stokes	Parent	BHS
73	Cynthia Tsao	Parent	BHS and Pierce
74	David Hong	Parent	Brookline HS
75	David Lau	Community Member	
76	Devin Sullivan	Brookline High School student	
77	Diana McClure	Community Member	
78	Diana Tsang	Parent	
79	Dominique Herard	Teacher	Pierce School
80	Donna Wong	Community Member	
81	Echo Kaufman	Brookline High School student	
82	edie kindall	Brookline High School student	
83	Edolie Yu	Alumni	
84	Elaine Shiang	Community Member	
85	Eliza Kamholz	Brookline High School student	
86	Elizabeth Jaime-Lopez	Brookline High School student	
87	Elizabeth Kane	Brookline High School student	
88	Elizabeth Schafer	Parent	Ruffin Ridley
89	Elizabeth Tytell	Brookline High School student	
90	Ellie Hong	Brookline High School student	
91	Ellie Hyde	Alumni	
92	Ellie Papakostas	Brookline High School student	
93	Ellora Jajoo	Brookline High School student	
94	Eloise Linas	Brookline High School student	
95	Emily	Brookline High School student	
96	Emma Scharfstein		
97	Emma Siver	Teacher	Brookline High School
98	Eric J. Hardt MD	former parent of 2 BHS students	

	C	D	E
99	Erika Anderson	Parent	BHS, Ruffin Ridley
100	Ethan Bracha	Brookline High School student	
101	Eva Kates	Brookline High School student	
102	Evan Boehs	Brookline High School student	
103	Evelyn Chen	Parent	Hayes
104	Evelyn Kosa	Brookline High School student	
105	Evelyn Shen	Community Member	
106	Ezra Weintroub	Brookline High School student	
107	Felina Silver	Community Member	
108	Finn Friedman	Brookline High School student	
109	Fiona McGill	Alumni	
110	Flannery Poon	Brookline High School student	
111	Frances Hochleutner	Brookline High School student	
112	Gabriel Aroesty	Brookline High School student	
113	gabriella el-chemaly	Brookline High School student	
114	Geo Elasmr	Brookline High School student	
115	Geoffrey Lee	Parent	
116	Giles Li	Parent	Lawrence
117	Gina Hahn	Community Member	
118	Ginny MacGregor	Brookline High School student	
119	Golda Mark	Brookline High School student	
120	Grace Kim	Parent	Clinical Associate Professor
121	Grace Watson	Parent	Brookline High School
122	Grace Yang		
123	Griffin Schroeder	Brookline High School student	
124	Grigoriy Lemeshuk	Brookline High School student	
125	Hae Kyung Choi	Parent	Brookline High
126	Haley Kim	Brookline High School student	
127	Hannah Wells	Brookline High School student	
128	Harvard Pan	Parent	
129	Haven Montgomery	Brookline High School student	
130	Hui Chu	Parent	Pierce Elementary
131	Hsiu-Lan Chang	Community Member	
132	Irshad Sideeka	Parent	
133	Isabel Oldham	Brookline High School student	
134	Isabell Wong	Brookline High School student	
135	Ja Young Kim-Muller	Parent	
136	Jacklyn Thibodeau	Brookline High School student	
137	Jackson Gani Daley	Former student	
138	Jaiden Blais-Ellis	Alumni	
139	Janet Cline	Parent	Washington Square Acader
140	Jay Lebed	Community Member	
141	Jeannie Park	Parent	
142	jeffrey benson	town meeting member	
143	Jemelle	Community Member	
144	Jen Wofford	Parent	BHS
145	Jenny Chu	Parent	
146	Jenny Ha		
147	Jenny Ho	Community Member	
148	Jenny Lau	Community Member	
149	Jeselle Linda Rosario	Brookline High School student	
150	Jessica Levasseur	Parent	BHS and FRR
151	Jessica Mols	Parent	Lincoln
152	Jessica Nguyen	Community Member	

	C	D	E
153	Jiayan Guo	Brookline High School student	
154	Jiayi guo	Community Member	
155	Jie Chen	Parent	Ridley
156	Jin Suk	Parent	Brookline High School
157	Joan Lancourt	Community Member	
158	John Card	Community Member	
159	John Co	Parent	BHS
160	John Hodgman	Community Member	
161	John Watson	Brookline High School student	
162	Jolie Revis	Brookline High School student	
163	Jon Stahl	Community Member	Parent of two students at Li
164	Jonathan Wong	Community Member	
165	Jou-Ku Chung	Parent	
166	Julia Price	Brookline High School student	
167	Julianna Watson	Brookline High alum	
168	Justin Liu	Brookline High School student	
169	Justina Wang	Brookline High School student	
170	Karen Hong	Parent	BHS, FRR
171	Karen Livingston	Community Member	
172	Karen Wong	Community Member	
173	Karim Azeb	Teacher	BHS
174	Karin Kahn	Community Member	
175	Karyn Wang	Community Member	
176	Katherine Torres-Perez	Brookline High School student	
177	Kayla Chen	Brookline High School student	
178	Keenan Sawada	Brookline High School student	
179	Keira Flynn-Carson	Teacher	Brookline High School
180	Kevin MacKenzie	Teacher	Lawrence
181	Khadija Khan	Parent	BHS
182	Kimberly Hahn	Teacher	Formerly Florida Ruffin Ridl
183	Kimberly Loscalzo	Parent	Driscoll
184	Kornel Chang	Parent	Brookline HS
185	Krista Lee	BHS Alumni	
186	Kristan Singleton	Parent	Brookline High School
187	Kristin Hung	Parent	FRR
188	Lan Dennie	Community Member	
189	Laura Chang	Parent	Brookline High School
190	Laura Cleves	Brookline High School student	
191	Leena Mittal	Parent	Runkle
192	Lihua Shorter	Retired teacher	BHS for 25 years
193	Lijia Li	Community Member	
194	Lila Hoffman	Brookline High School student	
195	Lila Yoon	alumnus	
196	Lilah Friedland	Brookline High School student	
197	Lilia Burtonpatel	Former Student and APAC Co-President 2021-2022	
198	Lily Jin	Community Member	
199	Lily Lockwood	BHS Alum and former APAC president	
200	Lily Sampson	Brookline High School student	
201	Lina Chang	BHS Alumni	
202	Linda Louie	Community Member	
203	Lindsay Davis	Teacher	BHS Spanish teacher
204	Lisa Bodine	Parent	BHS
205	Lisa Kang	Parent	Hays
206	Lisa Stahl	Parent	Brookline High School


	C	D	E
207	Liwei Tang	Community Member	
208	Liz Neill	Community Member	
209	Louis Kaufman	Brookline High School student	
210	Lucas Nanda	Brookline High School student	
211	Luna Sanchez		
212	Ly Yeung	Brookline High School student	
213	Maeve Ross	Brookline High School student	
214	Marcella Huang	Community Member	I am a BHS alum and Brook
215	Marco righi	Brookline High School student	
216	Margaret Lau	Community Member	
217	Maria Lee	Parent	Pierce now, BHS next year
218	Marianne Boxenhorn	Community Member	
219	Marina Turchin	Brookline High School student	
220	Martha Bialek	Leap alumni	
221	Mateo griffen	Community Member	Beaver country day school
222	Matthew Nock	Brookline High School student	
223	Maura Moran	Community Member	
224	Maya Huling	Brookline High School student	
225	Melanie Chernin	Community Member	
226	Melanie Ho	Brookline High School student	
227	Melina Fan	Parent	Brookline High School
228	Mia Fell	Brookline High School student	
229	Mia Fukuda	Former student	
230	Mia Pujols	BHS alum	
231	Michael Best	Parent	Runkle, Driscoll
232	Michael Burstein	Community Member	
233	Michael Lyons	Parent	FRR
234	Michael Saji	Parent	Pierce
235	Michelle An	Parent	
236	Michelle Li	Former BHS student	
237	Michelle Yang	Brookline High School student	
238	Mihailo Stevanovic	Brookline High School student	
239	Miles Leong	Teacher	BHS alum; substitute teacher
240	Min Song	Parent	one child at Ruffin Ridley and
241	Miriam Aschkenasy	Parent	BHS
242	molly cohen	Brookline High School student	
243	Momoka Mahara	Brookline High School student	
244	Monetsis Fields-Sande	Brookline High School student	
245	Monique Liu	Parent	Pierce, BHS
246	Nafisa Sideeka	Community Member	
247	Nancy Eng	Community Member	Parent of BHS graduates and
248	Nancy Lee	Parent	Brookline High School
249	Natalie Price	Brookline High School student	
250	Nicole	Brookline High Alum	
251	Nina Mayer	Brookline High School student	
252	Nixon, Victoria	Parent	
253	Noah Krewinghaus	Brookline High School student	
254	Nora Keenan	Parent	Pierce
255	Odile peroni	Parent	BHS
256	Oliver Caramello	Brookline High School student	
257	Onaome Ekelemu	Brookline High School student	
258	Patrice Desir	Brookline High School student	
259	Paul Hsieh	Community Member	
260	Pauline Ho Bynum	Community Member	I have lived in Brookline since

	C	D	E
261	Pauline Mak	Community Member	
262	Peter Bialek	Community Member	
263	Peter Hou	Parent	Brookline High School
264	phil chernin	Community Member	
265	Phil Kim	Parent	
266	Philip Chong	Parent	
267	Phoebe Reid Boyd	Brookline High School student	
268	Qiaoqing Zhong	Parent	Brookline High School
269	Quinn Silva	Brookline High School student	
270	Rachel Silverman	Community Member	
271	Rachna Balakrishna	Community Member	
272	Rafael Mendez	Brookline High School student	
273	rahim rajpar	Parent	
274	Raul Fernandez	Parent	Ruffin Ridley
275	Rebecca Winickoff	Brookline High School student	
276	riana richardson	Parent	
277	Robert Miller	Community member and retired	Brookline Public Schools Te
278	Rosemary Cheng	Brookline High School student	
279	Roslyn Feldberg	Community Member	
280	Ruiko Hou		
281	Sabrina Zhou	Community Member	
282	Samuel Lipton	Brookline High School student	
283	Sanjli	Parent	Florida Ruffin Ridley
284	Sarah Fung		
285	Sarah Wolozin	Parent	High School
286	Saskia Barrett	Brookline High School student	
287	Scott Kaplan	Parent	
288	Sean O'Halloran	Brookline High School student	
289	Selina chow	Community Member	
290	Shan Liu	Parent	Runkle
291	Shana Penna	Community Member	
292	Shane Chang	Parent	Brookline High School
293	Shanti Appavoo	Brookline High School student	
294	shihui guo	Parent	
295	Shoma Dhar	Parent	
296	Shwujen you	Parent	Brookline High
297	Sigal Solomon	Brookline High School student	
298	Simon Grossman	Community Member	
299	Simrah Bawa	Brookline High School student	
300	Siraj Batley	Brookline High School student	
301	Sita Hug	Brookline High School student	
302	Sofia Oviedo	Brookline High School student	
303	sofia sideeka	Brookline High School student	
304	Sophia Heinrich	Brookline High School student	
305	sophia ismail	Brookline High School student	BHS
306	Sophia Ma	Brookline High School student	
307	Sophie Grieves	Brookline High School student	
308	Sophie Nystuen	Brookline High School student	
309	Sophie O'Connell	alumni	
310	Sophie Shatzky	Brookline High School student	
311	Sophy Lo	Community Member	Baker Elemetary
312	Souyan Wong	Community Member	
313	Soyoung Kim	Parent	BHS, Pierce
314	Stephanie Fan	Current grandparent, former parent, community member	

	C	D	E
315	Stephanie Hunt	Teacher	BHS - AALSP Coordinator
316	Stephanie Wong	BHS grad	
317	Steve Watson	Parent	BHS
318	Sue Pira	Parent	BHS
319	Sunny Wang	Brookline High School student	
320	Susan Park	Parent	BHS
321	Susie Ma	Parent	BHS and Pierce
322	Suzette Abbott	Community Member	
323	Sylvia chu	Parent	Bhs
324	Taeyu Kim	Community Member	
325	Tal Berreby	Brookline High School student	BHS
326	Talia Lewis	Brookline High School student	
327	Tanya Hong	Parent	Lincoln
328	Tina Ni Riain	Parent	Brookline High
329	Torrey Androski	Community Member	
330	Tysen Klaus	Brookline High School student	
331	Vi Les	Brookline High School student	
332	Wai Mun Ong	Parent	Brookline High School
333	Wang Chen	Parent	discroll
334	Wei Liu	Parent	BHS
335	Wendy MacMillan	Community Member	
336	Wenjia Zhu		
337	Wenqi Qiu	Parent	FRR
338	William Finklea	Brookline High School student	
339	William Yoon	Brookline High School Alumni	
340	Wilson Wong	Parent	Pierce
341	xiaofen helen du	Community Member	
342	Xiaohong Zhang	Parent	Brookline High School
343	Yanqin Huang	Parent	Pierce
344	Yenna Paik	Brookline High School student	
345	Yesol Lee	Brookline High School student	
346	Yi Yan	Parent	
347	Yingyue Zhu	Community Member	
348	Yu Wei	Parent	
349	Yuki Ternan	Brookline High School student	
350	Yulia Grigoryeva	Brookline High School student	
351	Yutian Li	Student	Brookline High
352	Zara Osemwegie	Brookline High School student	
353	Zipora Ostroy	Community Member	
354	Zong Liu	Parent	Pierce
355	Zsuzsanna Kaldy	Parent	BHS
356	Zyad Balamoune	Brookline High School student	



PUBLIC SCHOOLS of  
**BROOKLINE**



# FY25 Budget Information

## February 1, 2024





# Agenda

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- Town/School Admin Meeting
- FY25 Grants
- ELA Program
- Class Size

All information also posted on <http://www.brookline.k12.ma.us/budget>



# Town & School Administration Meeting



# Budget Updates

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1. ELA
2. K-8 Class Size/Guideline
3. Contracted Services

# English Language Arts Program

Year 1 (2024-2025)	Year 2 (2025-2026)	Year 3 (2026-2027)
Grades K-2	Grades 3-5	Grades 6-8

## Year 1 Anticipated Costs

- Professional Development : \$58,530
- Instructional Supplies: \$317,187
- Print Materials: \$110,010
- Shipping: \$36,955

FY25 ELA Budget Request: \$426, 177



# K-8 Class Size/Guideline

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Recommended Guidelines:

K-2 average class size = 22

3-8 average class size = 25

At this time, there are 12 sections, if reduced by 1, would meet these guidelines.

12 sections @ M,5 (\$80,198) = \$962,376

# Contracted Services

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- Athletic Officials
- Annual Audit
- Advertising
- Cleaning Services
- Copier Maintenance
- Shredding
- Cell Phones
- Internet Service

All information also posted on <http://www.brookline.k12.ma.us/budget>

- Translation Services
- Therapeutic Services
- Mail/Delivery Services
- Hospital Tutoring
- Moving Services
- Program Reviews
- Program Audits
- Equipment Maintenance

## FY25 Budget Questions and Answers – February 1, 2024

### English Language Arts Program

- 1. When the ELA review was funded, did we commit to implementing the suggestions? Did we plan for it to be over the course of years?**

The ELA review is in process and will be completed by the end of April. The review was funded through the FY24 METCO grant this year as part of the mitigation strategy for disparate outcomes related to Tier 1 instruction. Based on what we know at this time, we urgently need a standards-aligned ELA curriculum K-8. At the end of the review, a comprehensive improvement plan will be developed. Since we don't know what all of the findings will be, we will need to unpack the recommendations before making any further changes.

We are planning for a three-year rollout of the curriculum. Since the last meeting we received a quote from our preferred vendor. We are pleased that the total estimated cost of a new ELA curriculum is lower than originally anticipated; approximately \$522,682 each year for the next three years. In total, the cost could reach 1.6 million dollars over the three year implementation period. In year 1, we would roll out in K-2, Year 2 would be grades 3-5, and the final year of implementation would be grades 6- 8.

- 2. Is the curriculum worthwhile without the PD? Can one staff member be trained and then serve as a teacher to our staff?**

Curriculum guides, instructional resources, assessments, and professional development are all necessary to fully implement a comprehensive vertically and horizontally aligned curriculum. Ideally, purchasing the entire bundle at once is preferred; however, if full funding is not available, we will phase in the implementation accordingly. Professional development is an essential component of a successful implementation and Train-the-trainer models are always preferable if that is something that is an option the company offers.

- 3. How much money is available in the FY25 budget to pay for the new curriculum?**

The total cost of the program in year one is estimated to be \$522,682.

- Professional Development: \$58,530
- Instructional Supplies: \$317,187
- Print Materials: \$110,010
- Shipping: \$36,955

There is \$426,000 in the budget for literacy K-8. This will cover the cost of most of the print materials, instructional supplies, and shipping. We can also designate Title IV-A (est. \$18,818) to further offset the cost of these resources. The FY25 Title II-A grant will be used to fund professional development (\$58,530).

## **Elementary Class Size & Guidelines**

- 1. How many sections in the budget can be collapsed and still achieve the recommended guideline of 22 in K-2 and 25 in 3-8?**

At this time, there are 12 elementary school sections that, if reduced by 1, would still meet the suggested class size guidelines of 22 in grades K-2 and 25 in grades 3-8. Twelve sections at a rate of \$80,198 (M,5) = \$962,376

## **Contracted Services**

- 1. Regarding the contracted services line item, is there a list somewhere of everything that contains?**

The Contracted Services line item (aka technical and professional services) funds advertising for open positions, the annual end of the year report audit, fees for athletic officials, custodial cleaning services, copier maintenance, security alarm monitoring, shredding, ice rink rentals, cell phone service, equipment maintenance, financial assistance, therapy services, internet services, program audits/reviews, moving expenses, delivery/mail services, medical/hospital tutoring services, and translation services.

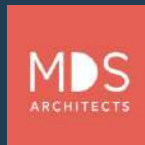


# SCHOOL COMMITTEE MEETING

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## John R. Pierce School

February 1, 2024



# TODAY'S AGENDA

- 01 Project Budget Review
- 02 Schedule Overview
- 03 Design Update

February 1, 2024

# JOHN R. PIERCE SCHOOL

## PROJECT BUDGET REVIEW



Committed: 12%

Expended: 3%

Design Development  
Progress: 100%

JOHN R. PIERCE SCHOOL - Brookline, MA										
December 31, 2023										
Total Project Budget Status Report										
ProPay Code	Description	Total Project Budget	Authorized Changes	Revised Total Budget	Total Committed	% Cmt'd to Date	Actual Spent to Date	% Spent to Date	Balance To Spend	Comments
FEASIBILITY STUDY AGREEMENT										
0001-0000	OPM Feasibility Study/Schematic Design	\$ 100,000	\$ 245,884	\$ 345,884	\$ 345,884	100%	\$ 345,884	100%	\$ -	*FSA 1, 4, 5
0002-0000	A&E Feasibility Study/Schematic Design	\$ 950,000	\$ 515,118	\$ 1,465,118	\$ 1,465,118	100%	\$ 1,451,966	99%	\$ 13,152	*FSA 1, 2, 3, 5, 6, 7
0003-0000	Environmental & Site	\$ 150,000	\$ (73,720)	\$ 76,280	\$ 76,280	100%	\$ 76,280	100%	\$ -	*CCC PCSD/CCC CAL 7
0004-0000	Other	\$ 800,000	\$ (687,282)	\$ 112,718	\$ 112,718	100%	\$ 112,718	100%	\$ -	*FSA 1, 2, 3, 4, 5, 6, 7
	SUB-TOTAL	\$ 2,000,000	\$ -	\$ 2,000,000	\$ 2,000,000	100%	\$ 1,986,848	99%	\$ 13,152	
ADMINISTRATION										
0101-0000	Legal Fees	\$ -	\$ -	\$ -	\$ -				\$ -	
	Owner's Project Manager	\$ 7,195,000	\$ (350,000)	\$ 6,845,000	\$ 6,802,800	99%	\$ 815,000	12%	\$ 6,030,000	
0102-0400	Design Development	\$ 700,000		\$ 700,000	\$ 700,000	100%	\$ 700,000	100%	\$ -	
0102-0500	Construction Documents	\$ 1,045,000		\$ 1,045,000	\$ 1,045,000	100%	\$ 115,000	11%	\$ 930,000	
0102-0600	Bidding	\$ 175,000		\$ 175,000	\$ 175,000	100%	\$ -	0%	\$ 175,000	
0102-0700	Construction Administration	\$ 5,000,000	\$ (350,000)	\$ 4,650,000	\$ 4,650,000	100%	\$ -	0%	\$ 4,650,000	
0102-0800	Closeout	\$ 180,000		\$ 180,000	\$ 180,000	100%	\$ -	0%	\$ 180,000	
0102-0900	Extra Services	\$ -		\$ -	\$ -	0%	\$ -	0%	\$ -	
0102-1000	Reimbursable Services	\$ 35,000		\$ 35,000	\$ -	0%	\$ -	0%	\$ 35,000	
0201-1100	Cost Estimates	\$ 60,000		\$ 60,000	\$ 52,800	0%	\$ -	0%	\$ 60,000	
0103-0000	Advertising & Printing	\$ 35,000		\$ 35,000	\$ -	0%	\$ -	0%	\$ 35,000	
0104-0000	Permitting	\$ -	\$ -	\$ -	\$ -	0%	\$ -	0%	\$ -	
0105-0000	Owner's Insurance	\$ 175,000	\$ -	\$ 175,000	\$ -	0%	\$ -	0%	\$ 175,000	
0199-0000	Other Administrative Costs	\$ 150,000	\$ -	\$ 150,000	\$ -	0%	\$ -	0%	\$ 150,000	
	SUB-TOTAL	\$ 7,555,000	\$ (350,000)	\$ 7,205,000	\$ 6,802,800	94%	\$ 815,000	11%	\$ 6,390,000	
Architectural & Engineering										
	A/E Basic Services	\$ 15,769,869	\$ -	\$ 15,769,869	\$ 15,769,869	100%	\$ 3,115,919	20%	\$ 12,653,950	
0201-0400	Design Development	\$ 3,705,919		\$ 3,705,919	\$ 3,705,919	100%	\$ 3,115,919	84%	\$ 590,000	
0201-0500	Construction Documents	\$ 6,229,098		\$ 6,229,098	\$ 6,229,098	100%	\$ -	0%	\$ 6,229,098	
0201-0600	Bidding	\$ 394,247		\$ 394,247	\$ 394,247	100%	\$ -	0%	\$ 394,247	
0201-0700	Construction Administration	\$ 5,046,358		\$ 5,046,358	\$ 5,046,358	100%	\$ -	0%	\$ 5,046,358	
0201-0800	Closeout	\$ 394,247		\$ 394,247	\$ 394,247	100%	\$ -	0%	\$ 394,247	
0201-9900	Other Basic Services	\$ -		\$ -	\$ -	0%	\$ -	0%	\$ -	
	Extra/Reimbursable Services	\$ 2,520,000	\$ (1,022,430)	\$ 1,497,570	\$ 129,849	8.67%	\$ 129,849	9%	\$ 1,367,721	
0203-0200	Printing (over min.)	\$ 75,000	\$ (75,000)	\$ -	\$ -	0%	\$ -	0%	\$ -	
0203-9900	Other Reimbursables	\$ 850,000	\$ (104,000)	\$ 746,000	\$ 20,773	3%	\$ 20,773	3%	\$ 725,227	
0204-0200	HazMat (incl. monitoring)	\$ 750,000	\$ (576,843)	\$ 173,157	\$ -	0%	\$ -	0%	\$ 173,157	
0204-0300	Geotechnical/Geo-Environmental	\$ 750,000	\$ (240,117)	\$ 509,883	\$ 70,226	14%	\$ 70,226	14%	\$ 439,657	
0204-0400	Site Survey & Site Requirements	\$ 75,000	\$ (20,220)	\$ 54,780	\$ 26,216	48%	\$ 26,216	48%	\$ 28,564	
0204-0500	Wetlands	\$ -		\$ -	\$ -	0%	\$ -	0%	\$ -	
0204-1200	Traffic Studies	\$ 20,000	\$ (6,250)	\$ 13,750	\$ 12,634	92%	\$ 12,634	92%	\$ 1,117	
	SUB-TOTAL	\$ 18,289,869	\$ (1,022,430)	\$ 17,267,439	\$ 15,899,718	92%	\$ 3,245,768	19%	\$ 14,021,671	
SITE ACQUISITION										
0301-0000	Land/Bldg. Purchase/Associated Services	\$ -		\$ -	\$ -	0%	\$ -	0%	\$ -	
	SUB-TOTAL	\$ -	\$ -	\$ -	\$ -	0%	\$ -	0%	\$ -	

February 1, 2024



# JOHN R. PIERCE SCHOOL

## PROJECT BUDGET REVIEW



Construction  
Contingency: \$7,701,133

Owner's Contingency:  
\$3,008,163

GMP Contingency:  
\$TBD

JOHN R. PIERCE SCHOOL - Brookline, MA

December 31, 2023

Total Project Budget Status Report

ProPay Code	Description	Total Project Budget	Authorized Changes	Revised Total Budget	Total Committed	% Comtd to Date	Actual Spent to Date	% Spent to Date	Balance To Spend	Comments
PRE CONSTRUCTION COSTS										
0501-0000	CMR Pre-Con Services	\$ 300,000	\$ 29,843	\$ 329,843	\$ 329,843	100%	\$ 119,843	36%	\$ 210,000	*1
	SUB-TOTAL	\$ 300,000	\$ 29,843	\$ 329,843	\$ 329,843	100%	\$ 119,843	36%	\$ 210,000	
CONSTRUCTION COSTS										
0502-0001	Construction Budget	\$ 168,022,660	\$ -	\$ 168,022,660	\$ -	0%	\$ -	0%	\$ 168,022,660	
0508-0000	Change Orders	\$ -	\$ -	\$ -	\$ -	0%	\$ -	0%	\$ -	
	SUB-TOTAL	\$ 168,022,660	\$ -	\$ 168,022,660	\$ -	0%	\$ -	0%	\$ 168,022,660	
ALTERNATES										
0506-0000			\$ -	\$ -	\$ -	0%	\$ -	0%	\$ -	
	SUB-TOTAL	\$ -	\$ -	\$ -	\$ -	0%	\$ -	0%	\$ -	
OTHER PROJECT COSTS										
0507-0000	Construction Contingency	\$ 7,701,133	\$ -	\$ 7,701,133	\$ -	0%	\$ -	0%	\$ 7,701,133	
	Miscellaneous Project Costs	\$ 3,000,000	\$ 14,651	\$ 3,014,651	\$ 1,119,555	37%	\$ 6,066	0.2%	\$ 3,008,585	
0601-0000	Utility Company Fees	\$ 200,000		\$ 200,000	\$ -	0%	\$ -	0%	\$ 200,000	
0602-0000	Testing Services	\$ 300,000		\$ 300,000	\$ -	0%	\$ -	0%	\$ 300,000	
0603-0000	Swing-Space/Modulars	\$ 1,500,000	\$ 14,651	\$ 1,514,651	\$ 1,113,489	74%	\$ -	0%	\$ 1,514,651	
0699-0000	Other Project Costs	\$ 1,000,000		\$ 1,000,000	\$ 6,066	1%	\$ 6,066	0.6%	\$ 993,934	
	Furnishings and Equipment	\$ 3,367,069	\$ -	\$ 3,367,069	\$ -	0%	\$ -	0%	\$ 3,367,069	
0701-0000	Furnishings	\$ 1,850,000		\$ 1,850,000	\$ -	0%	\$ -	0%	\$ 1,850,000	
0703-0000	Technology Equipment	\$ 1,517,069		\$ 1,517,069	\$ -	0%	\$ -	0%	\$ 1,517,069	
0801-0000	Owner's Contingency	\$ 1,680,227	\$ 1,327,936	\$ 3,008,163	\$ -	0%	\$ -	0%	\$ 3,008,163	*1
	SUB-TOTAL	\$ 15,748,429	\$ 1,342,587	\$ 17,091,016	\$ 1,119,555	7%	\$ 6,066	0.04%	\$ 17,084,950	
TOTAL PROJECT BUDGET		\$ 211,915,958	\$ -	\$ 211,915,958	\$ 26,151,916	12%	\$ 6,173,524	3%	\$ 205,742,434	
FUNDING SOURCES*										
Max w/ Contingency		Max w/o Contingency		*Funding Sources Amounts will be updated when Town receives PFA Amendment 1 for increased MSBA reimbursement.						
Maximum State Share		\$ 37,839,511	\$ 36,047,549	Project	Scope Items Excluded	Contingencies	Basis of Total	Reimbursement		
Local Share		\$ 174,076,447	\$ 175,868,409	Budget			Facilities Grant	Rate		
SUB-TOTAL		\$ 211,915,958	\$ 211,915,958	\$ 211,915,958	\$ 100,930,700	\$ 9,381,360	\$ 101,603,898	35.55%		
CONSTRUCTION COST ESTIMATES										
PSR Cost Estimate		Date: 09/17/21	Estimator: AM Fogarty	Amount: \$146,388,307	SF: 305,740	Cost Per SF: \$478.80				
CM SD Cost Estimate		Date: 10/27/22	Estimator: Consigli	Amount: \$168,022,660	SF: 246,123	Cost Per SF: \$682.68				
Feasibility Study Agreement Budget Transfers:										
FSA BRR 01	11/30/2020	Transfer \$225,000 from Other Contingency to OPM Feasibility Study/Schematic Design to fund OPM Base Contract for Feasibility Study/Schematic Design.								
FSA BRR 01	2/9/2021	Transfer \$344,466 from Other Contingency to A/E Feasibility Study/Schematic Design to fund A/E Base Contract for Feasibility Study/Schematic Design.								
FSA BRR 02	8/10/2021	Transfer \$1,650 from Other Contingency to A/E Feasibility Study/Schematic Design to fund survey of interior slab deflection. (A/E Contract Amendment #1)								
FSA BRR 03	9/14/2021	Transfer \$26,400 from Other Contingency to A/E Feasibility Study/Schematic Design to fund surveys of Garages A, B, D and E. (A/E Contract Amendment #2)								
FSA BRR 04	10/12/2021	Transfer \$19,800 from Other Contingency to OPM Feasibility Study/Schematic Design to fund cost estimating services for PSR and SD. (OPM Contract Amendment #1)								

# JOHN R. PIERCE SCHOOL

## PROJECT SCHEDULE\*

\* pending Building Commission approval of  
Early Release Package in March 2024



- 1/08/23 Design Development Draft Estimates Reconciled
- 1/15/24 Design Development Final Estimates Complete
- 1/16/24 Start of Value of Value Engineering
- 1/30/24 SBC Review of DD Submission, Value Engineering and Approval
- 2/05/24 DD Submission to MSBA (Pending Approval of SBC)
- 3/18/24 Early Release Package Bids In / Early Release Pricing Known
- 3/2024 Building Commission Votes to Approve Early Release Work
- 6/2024 End of School Building Move Out
- 7/8/24 Early Release Package Construction Starts
- 10/29/27 Substantial Completion of Building
- 1/1/28 New School Opens

February 1, 2024

# JOHN R. PIERCE SCHOOL

## DESIGN UPDATE



MDS

ARCHITECTS

SASAKI

February 1, 2024





**PIERCE SCHOOL  
BROOKLINE, MA**

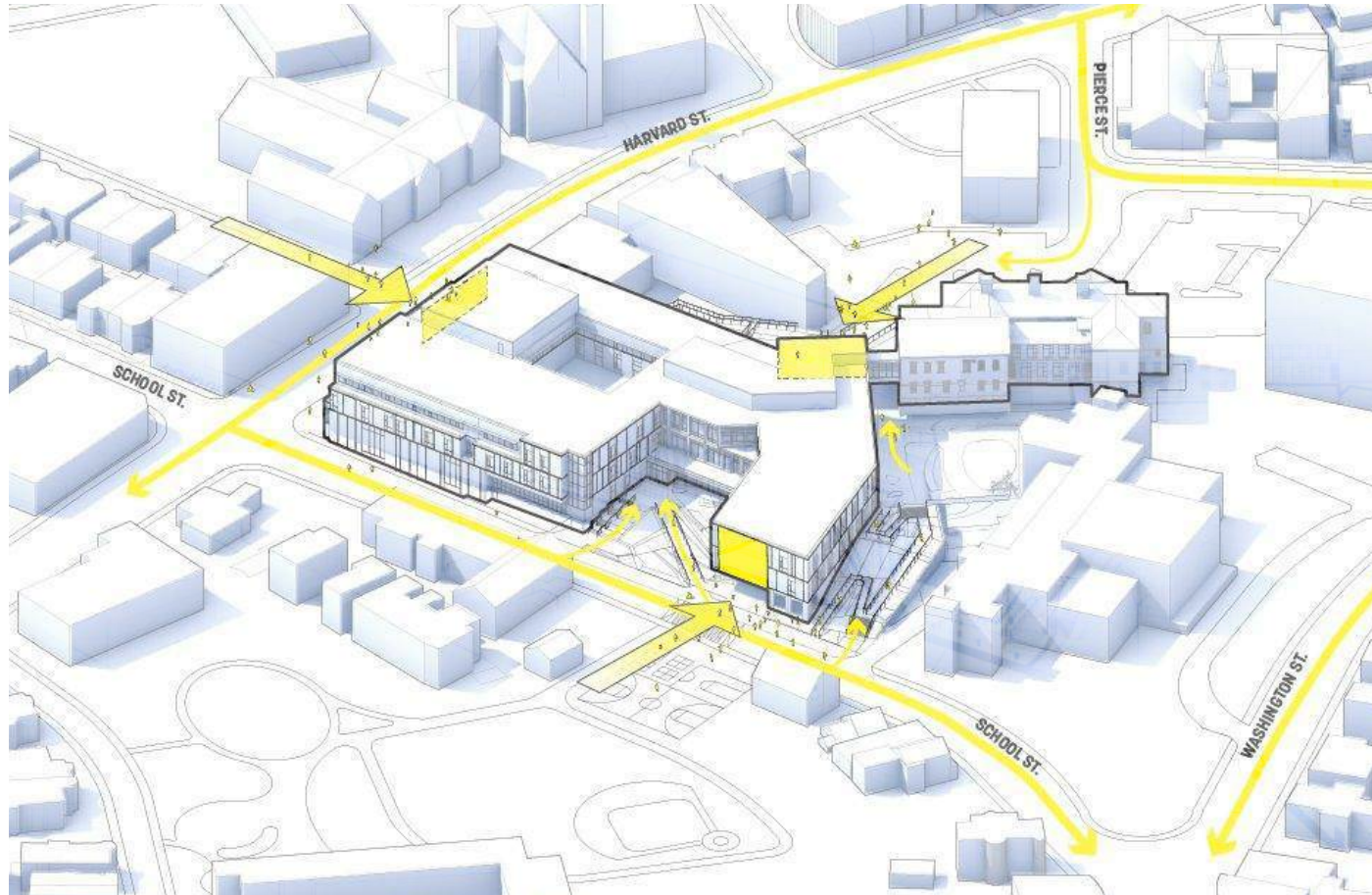
**SCHOOL COMMITTEE MEETING**

01 FEBRUARY 2024

**MDS**  
ARCHITECTS  
**SASAKI**

# DESIGN OVERVIEW

Circulation & Arrival



PROPOSED AXON VIEW





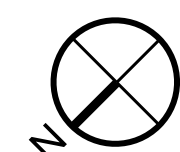






0 5 10 32'

1 SECOND FLOOR PLAN



1. CORE ACADEMIC
2. SPECIAL EDUCATION
3. ART & MUSIC
4. VOCATIONS & TECHNOLOGY
5. HEALTH & PHYSICAL EDUCATION
6. MEDIA CENTER
7. DINING & FOOD SERVICE
8. MEDICAL
9. ADMINISTRATION & GUIDANCE
10. CUSTODIAL & MAINTENANCE
11. OTHER
13. PARKING EXCLUDED
14. NON-PROGRAMED SPACE





1 THIRD FLOOR PLAN

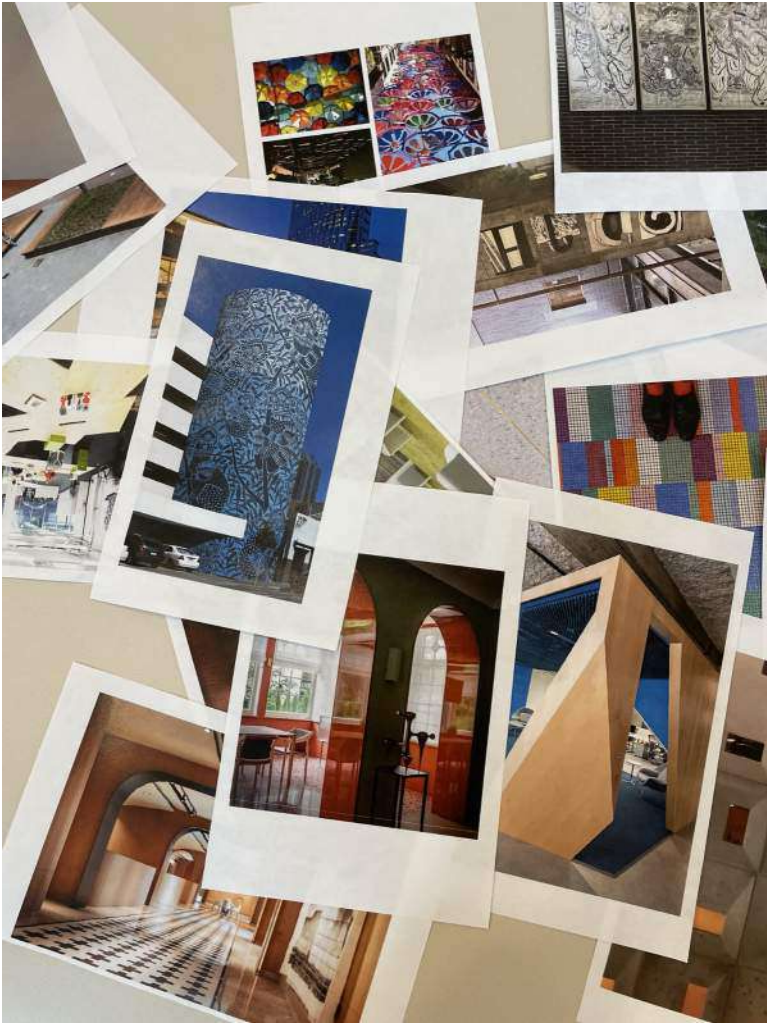
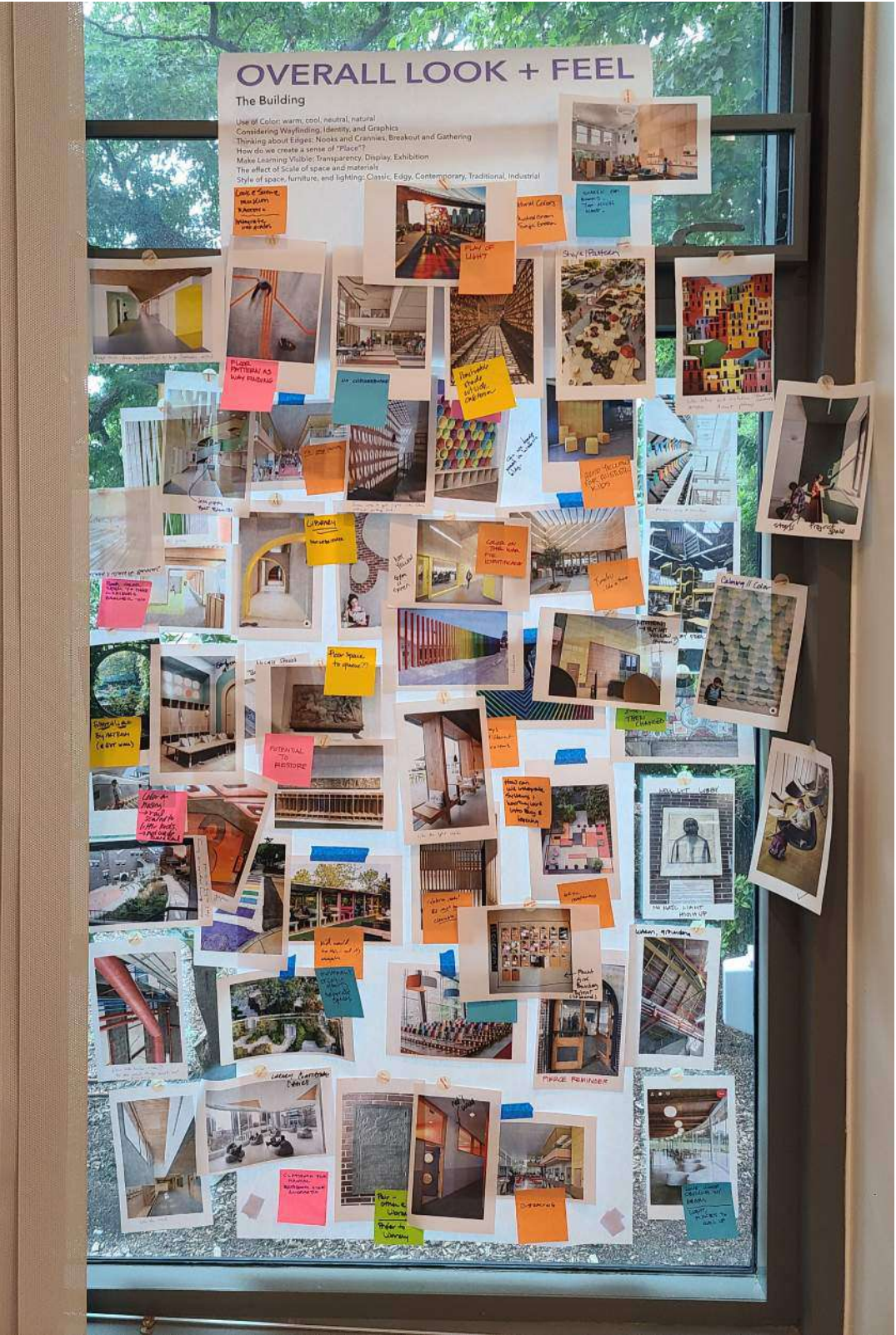
## THIRD FLOOR PLAN



## INTERIOR DESIGN



# DESIGN DEVELOPMENT WORKSHOP





# URBAN DESIGN PRINCIPLES

## Thinking of Pierce as a City

- Town Square
- Landmark
- Main Street
- Side Street
- Oases



### PATH

BOULEVARDS  
SIDE STREETS  
FOOT PATHS

CORRIDORS  
MEDIA CENTER CUT-THROUGH  
DINING / CAFETERIA CUT-THROUGH



### OASIS NODE

PROJECT SPACES  
COURTYARD  
NOOKS & CRANNIES



### LANDMARK

MONUMENTAL STAIR  
BRIDGE TO HISTORIC BUILDING  
COURTYARD WALL  
HISTORIC BUILDING ENTRY  
ARTWORK



### EDGE

ENTRY WALL OF CLASSROOMS  
CONNECTION TO THE LANDSCAPE  
PERIMETER OF SHARED SPACES  
EDGES OF CORRIDORS



### NEIGHBORHOODS DISTRICTS

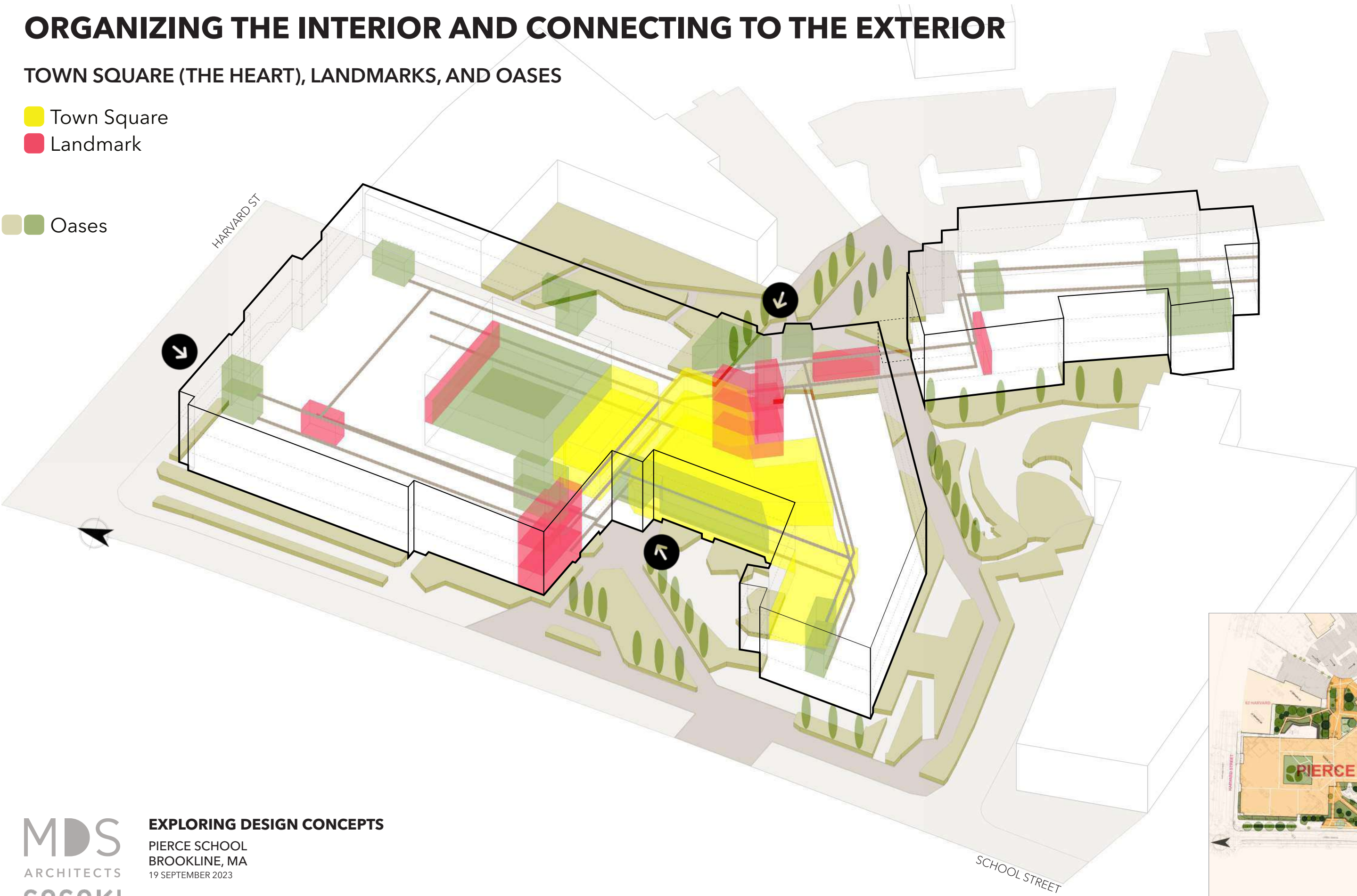
CLASSROOMS BY GRADE  
ADMIN AND SUPPORT SPACES  
SHARED RESOURCES

# ORGANIZING THE INTERIOR AND CONNECTING TO THE EXTERIOR

TOWN SQUARE (THE HEART), LANDMARKS, AND OASES

- Town Square
- Landmark

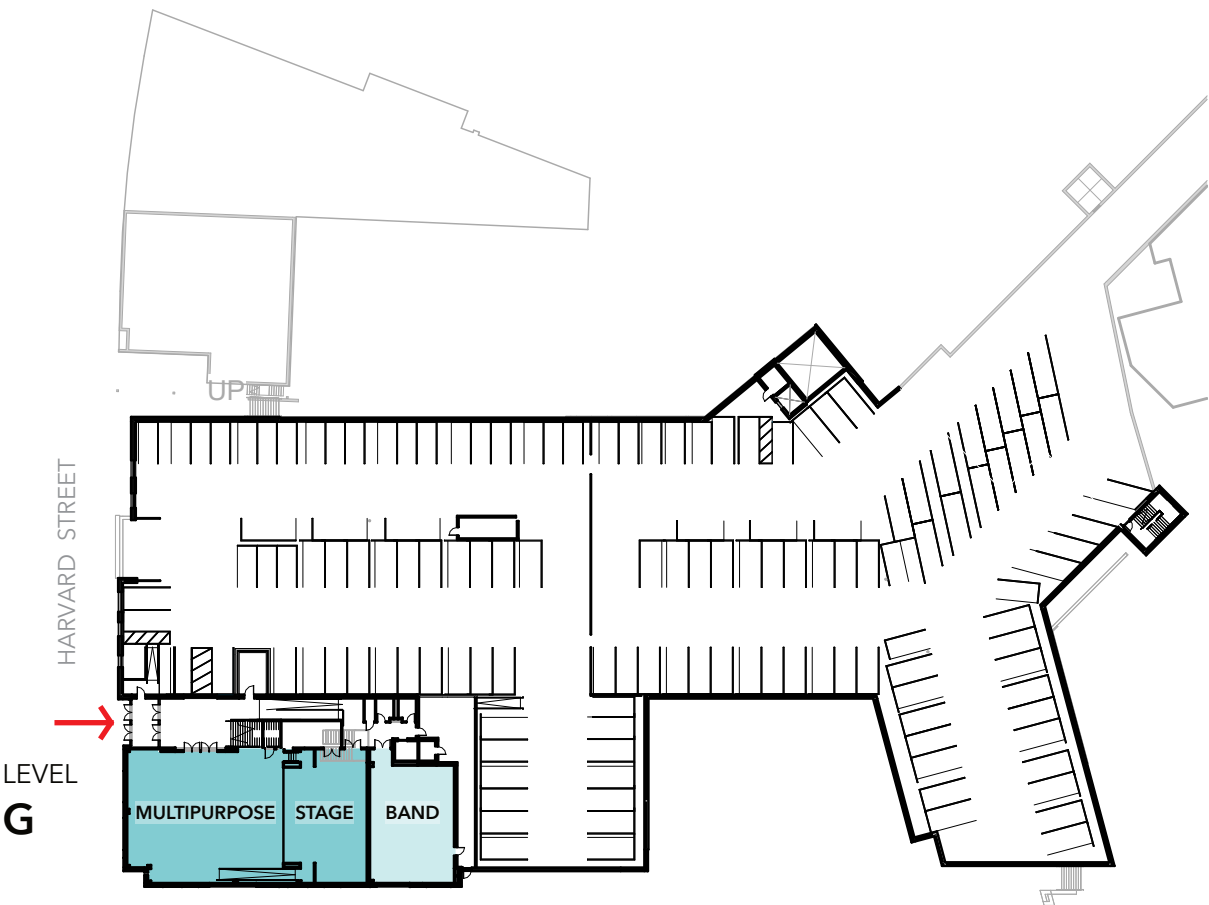
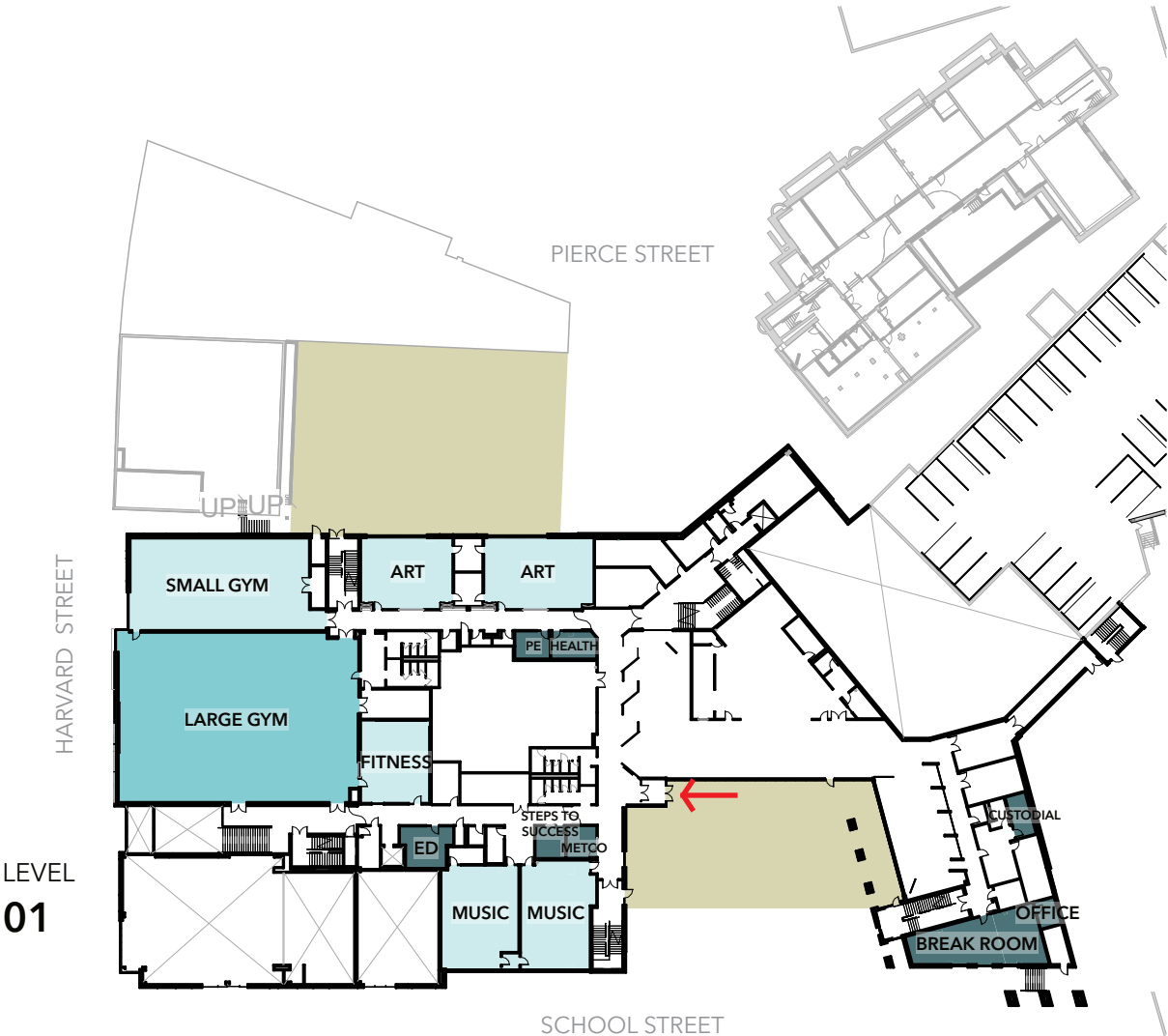
Oases



# MAPPING THE NEIGHBORHOODS

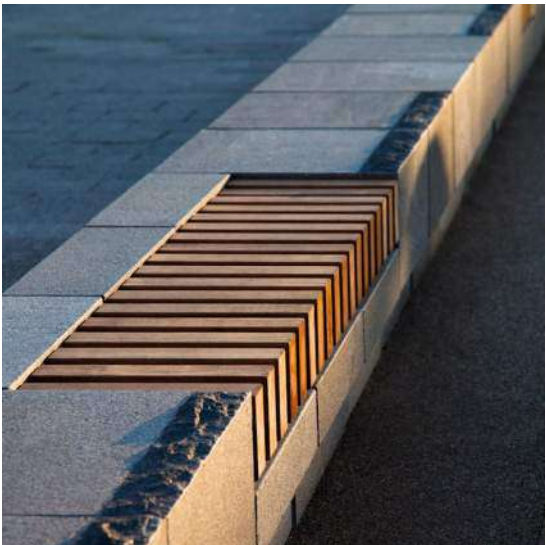
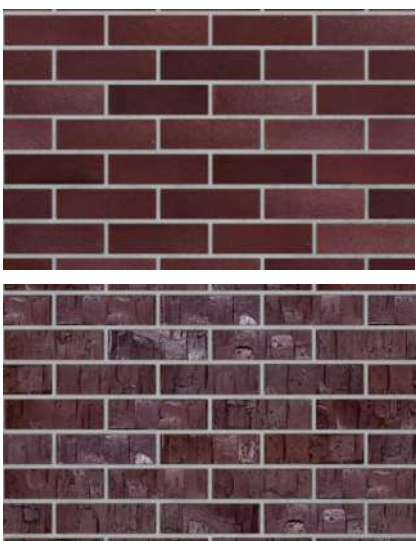
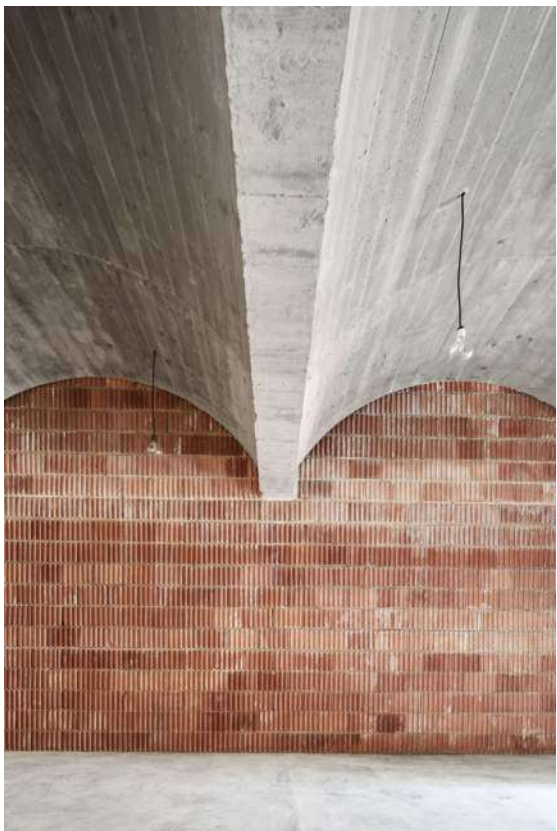
- Exploration Neighborhood - Pre K-2 Classrooms
- Creation Neighborhood - 3-5 Classrooms
- Innovation Neighborhood - 6-8 Classrooms

- Administrative / Support
- Shared Community Spaces and Specialty Classrooms
- Oases



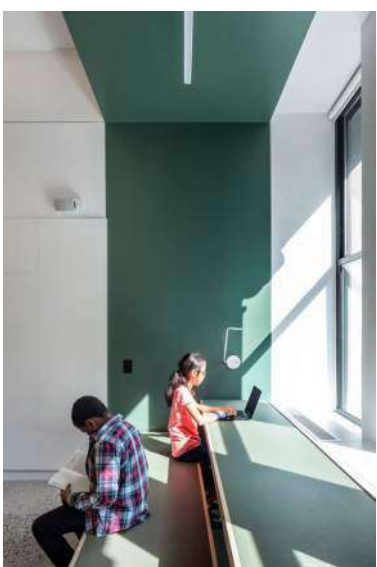


# URBAN NEUTRALS



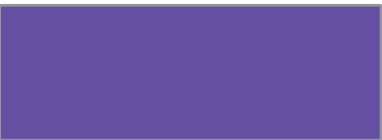
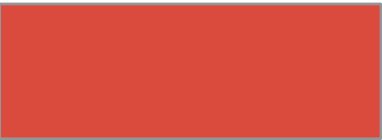


# GREEN AS A RANGE





BRIGHTS AS AN ACCENT



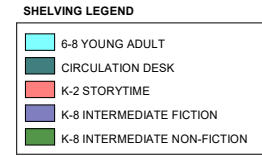


MAIN STAIR  
SECOND FLOOR

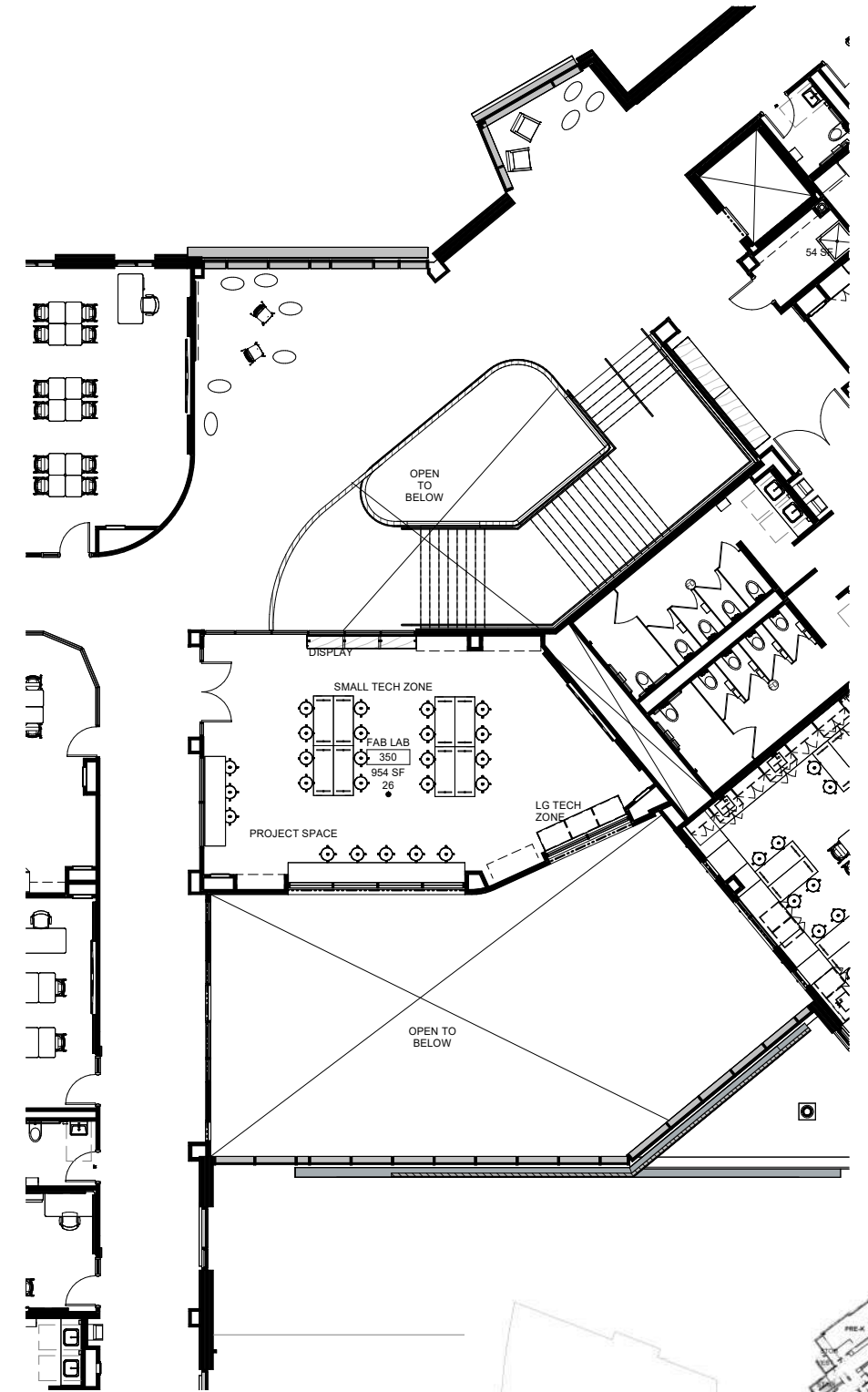




## FLOOR PLAN



## SECOND FLOOR PLAN



### THIRD FLOOR PLAN

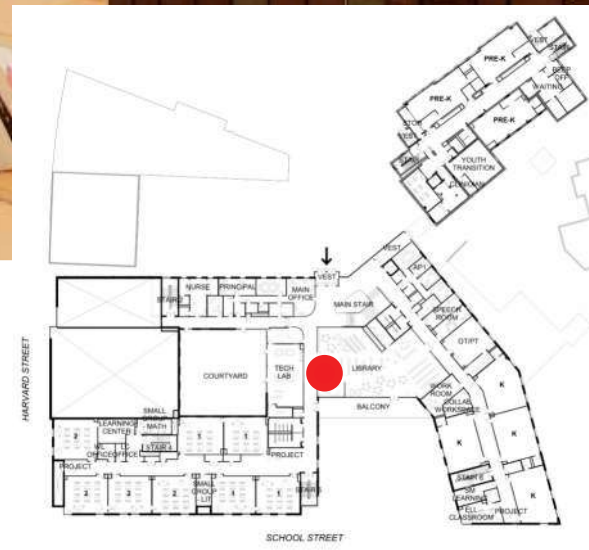


PIERCE SCHOOL  
BROOKLINE, MA  
24 OCTOBER 2023



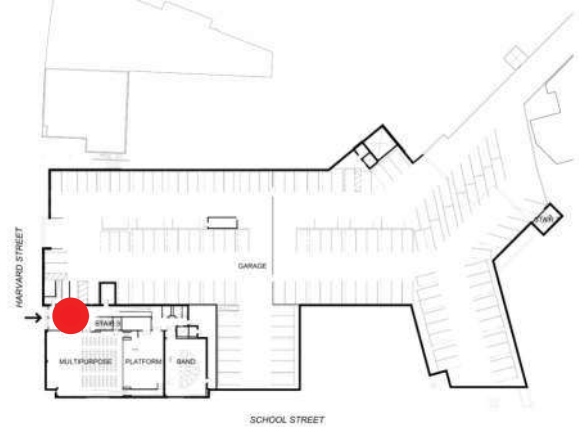


## A large, modern library interior with a curved wall covered in colorful book covers, wooden shelving, and a mezzanine level. A young girl is smiling in the foreground, and a floor plan inset is visible in the bottom right corner.



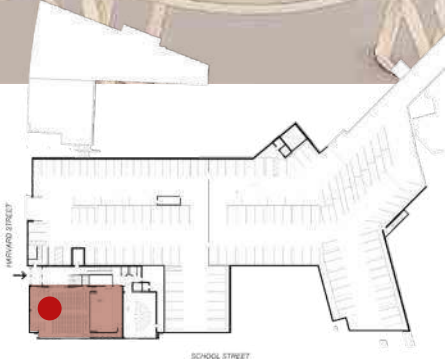


HARVARD STREET ENTRY



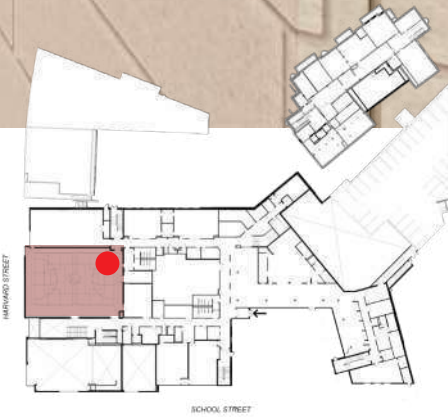


# MULTIPURPOSE ROOM





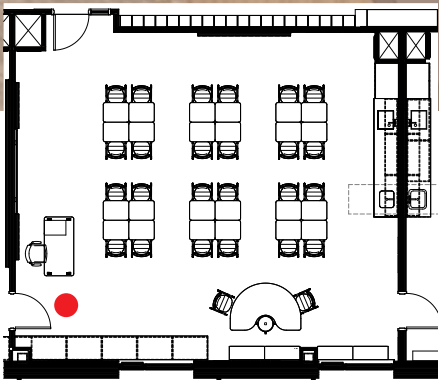
GYM  
3D VIEW





# CLASSROOM

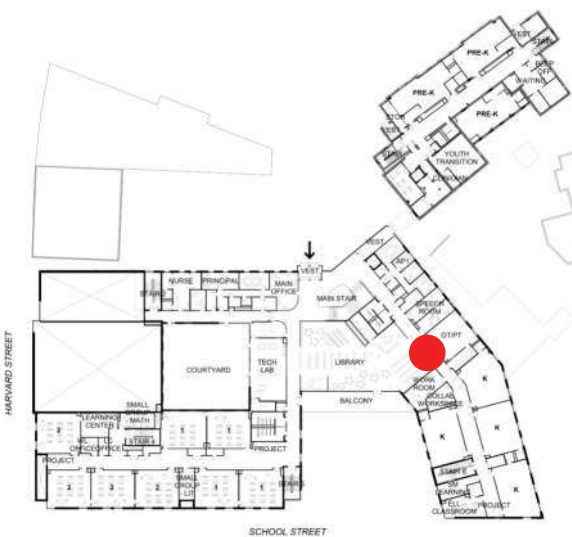
3D VIEW





# CLASSROOM CORRIDORS

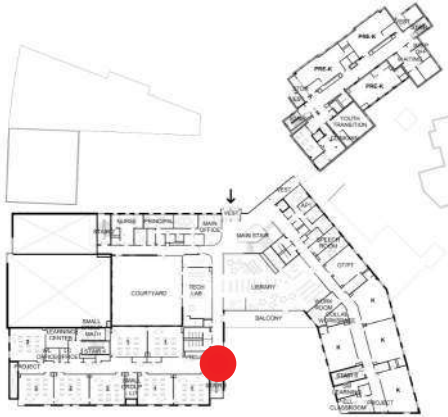
## EXPLORATION CORRIDOR (KINDERGARTEN)





# CLASSROOM CORRIDORS

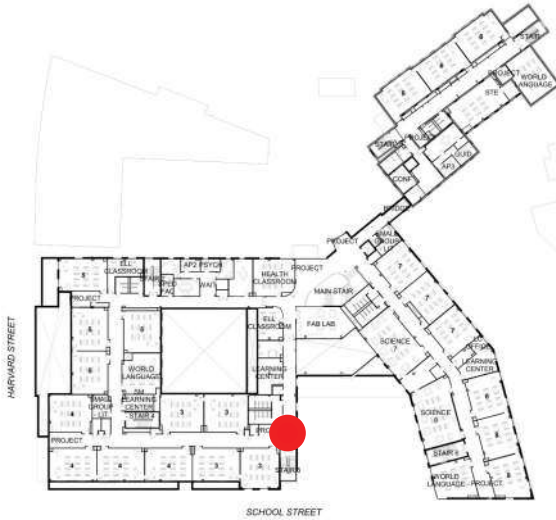
EXPLORATION CORRIDOR (GRADES 1, 2)





# CLASSROOM CORRIDORS

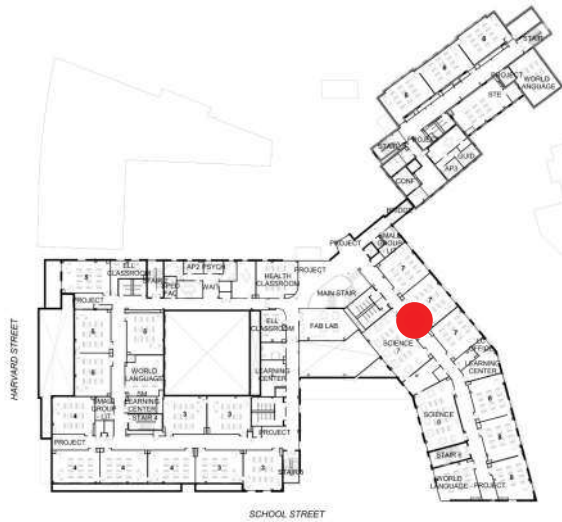
CREATION CORRIDOR (GRADES 3, 4, 5)





# CLASSROOM CORRIDORS

INNOVATION CORRIDOR - NEW CONSTRUCTION (GRADES 7 & 8)





## HISTORIC BUILDING

## EXPLORATION - PRE-K CORRIDOR





# HISTORIC BUILDING

## INNOVATION - 6TH GRADE CORRIDOR



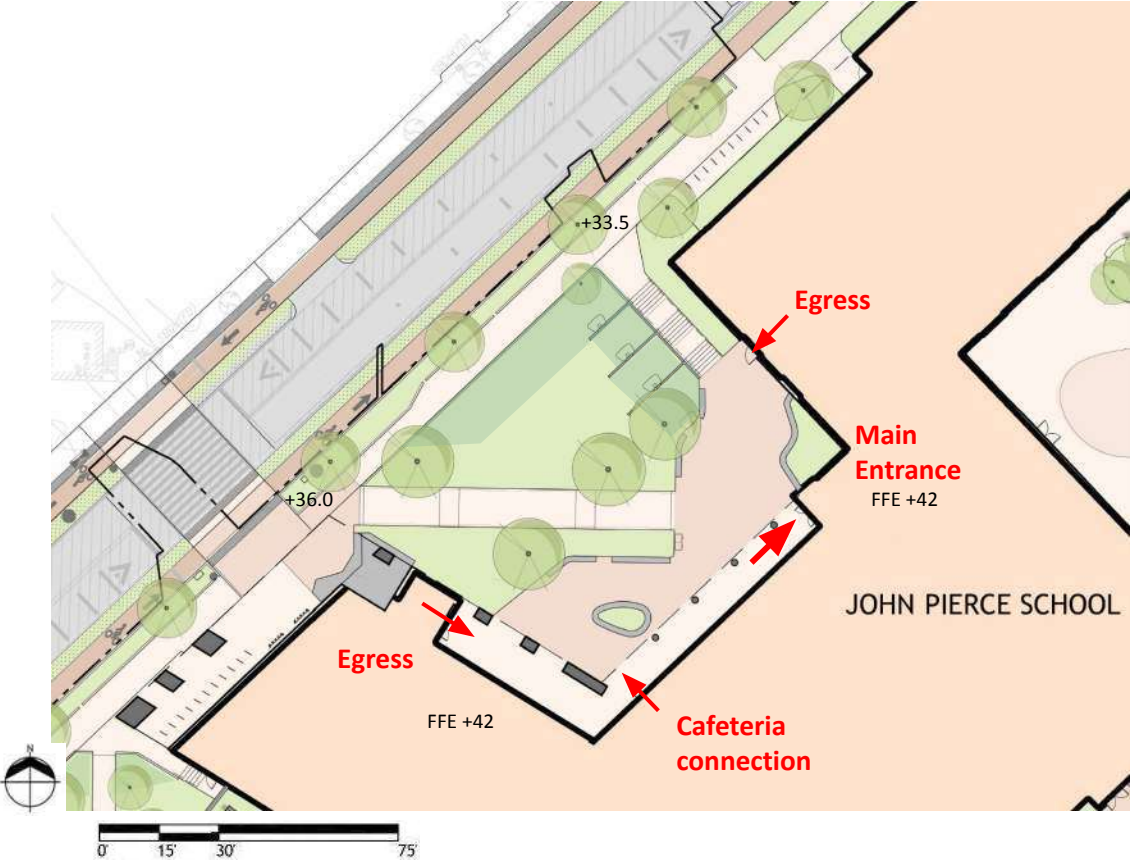


## EXTERIOR AND LANDSCAPE DESIGN

SITE PLAN



# SCHOOL STREET PLAZA

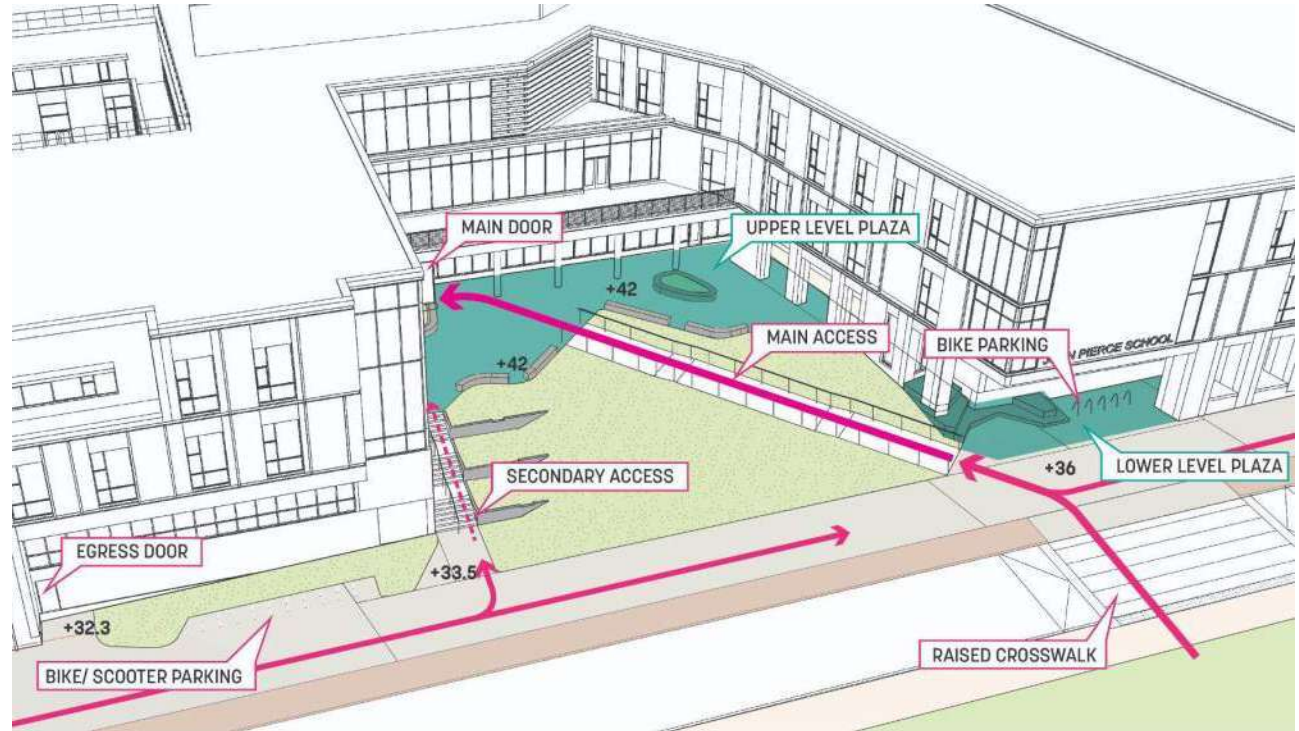




# SCHOOL STREET

## CIRCULATION

- Safe, welcoming and distinctive gateways to school
- Intuitive wayfinding
- Universal access
- Comfortable social spaces with amenities



**SCHOOL STREET**  
VIEW FROM CROSSWALK



# SCHOOL STREET PLAZA

VIEW FROM ENTRY RAMP



**MDS** **SASAKI**  
ARCHITECTS



# SCHOOL STREET PLAZA

VIEW FROM ENTRY VESTIBULE



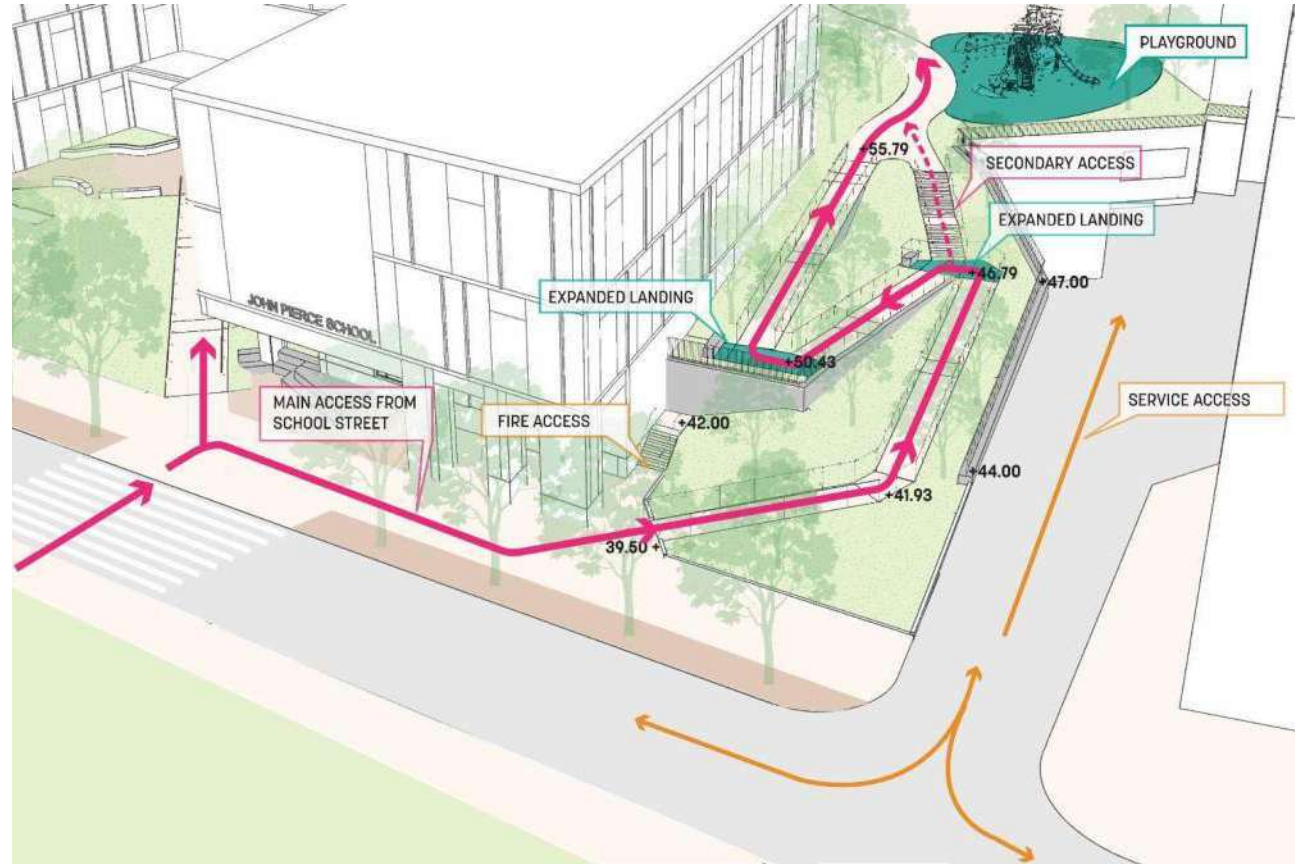
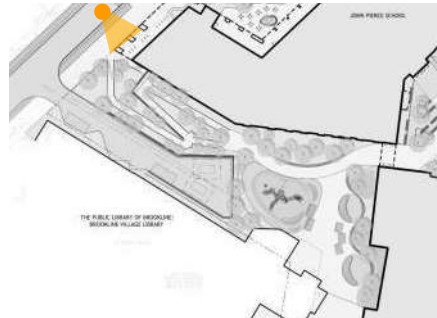
**MDS** **SASAKI**  
ARCHITECTS



# GREEN RAMP

## CIRCULATION

- Safe, welcoming and distinctive gateways to school
- Intuitive wayfinding
- Universal access



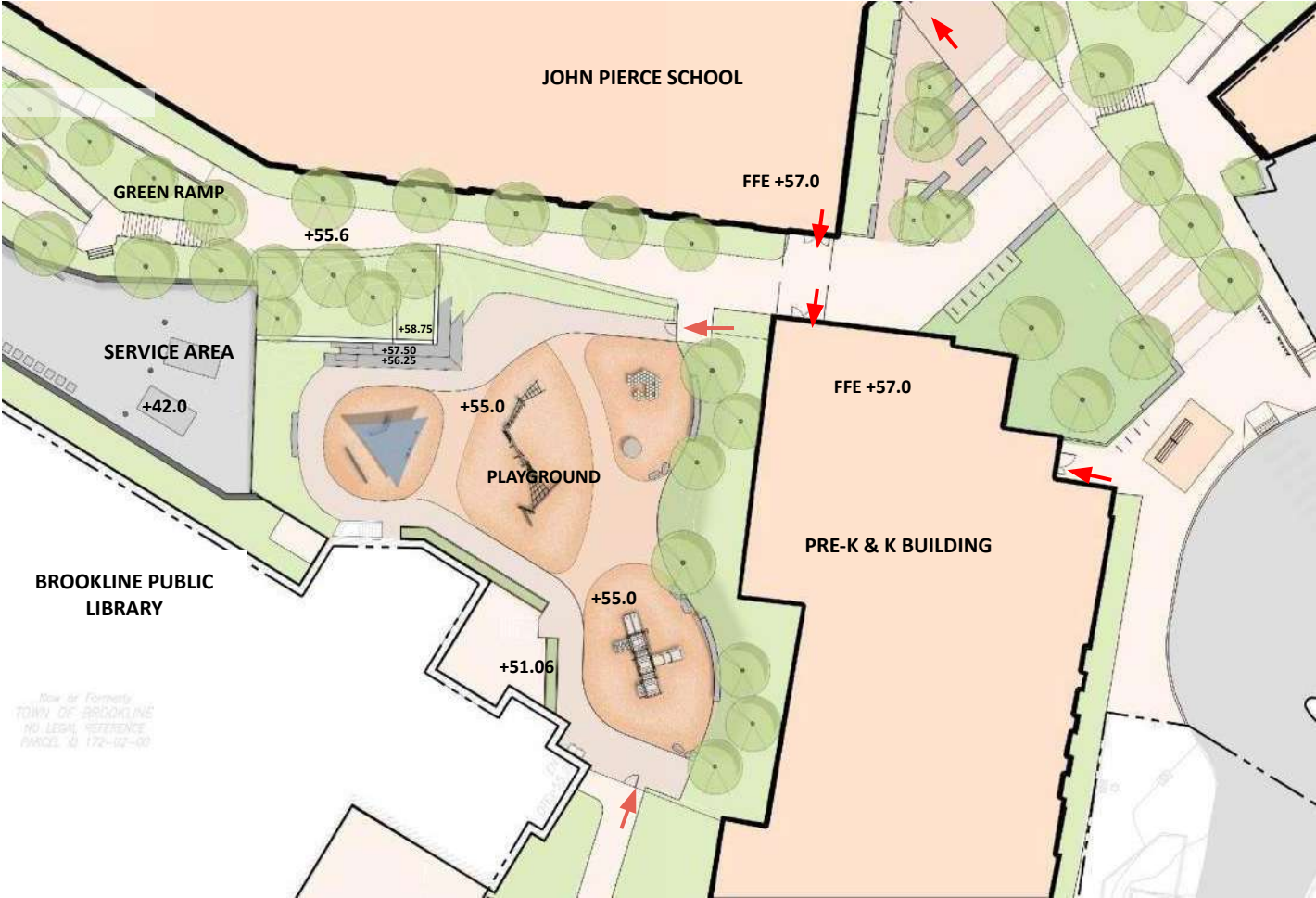
**GREEN RAMP**  
VIEW





# PLAYGROUND

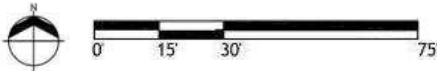
Revised Layout Study



Now or Formerly  
TOWN OF BROOKLINE  
NO LEGAL REFERENCE  
PARCEL ID: 172-02-00

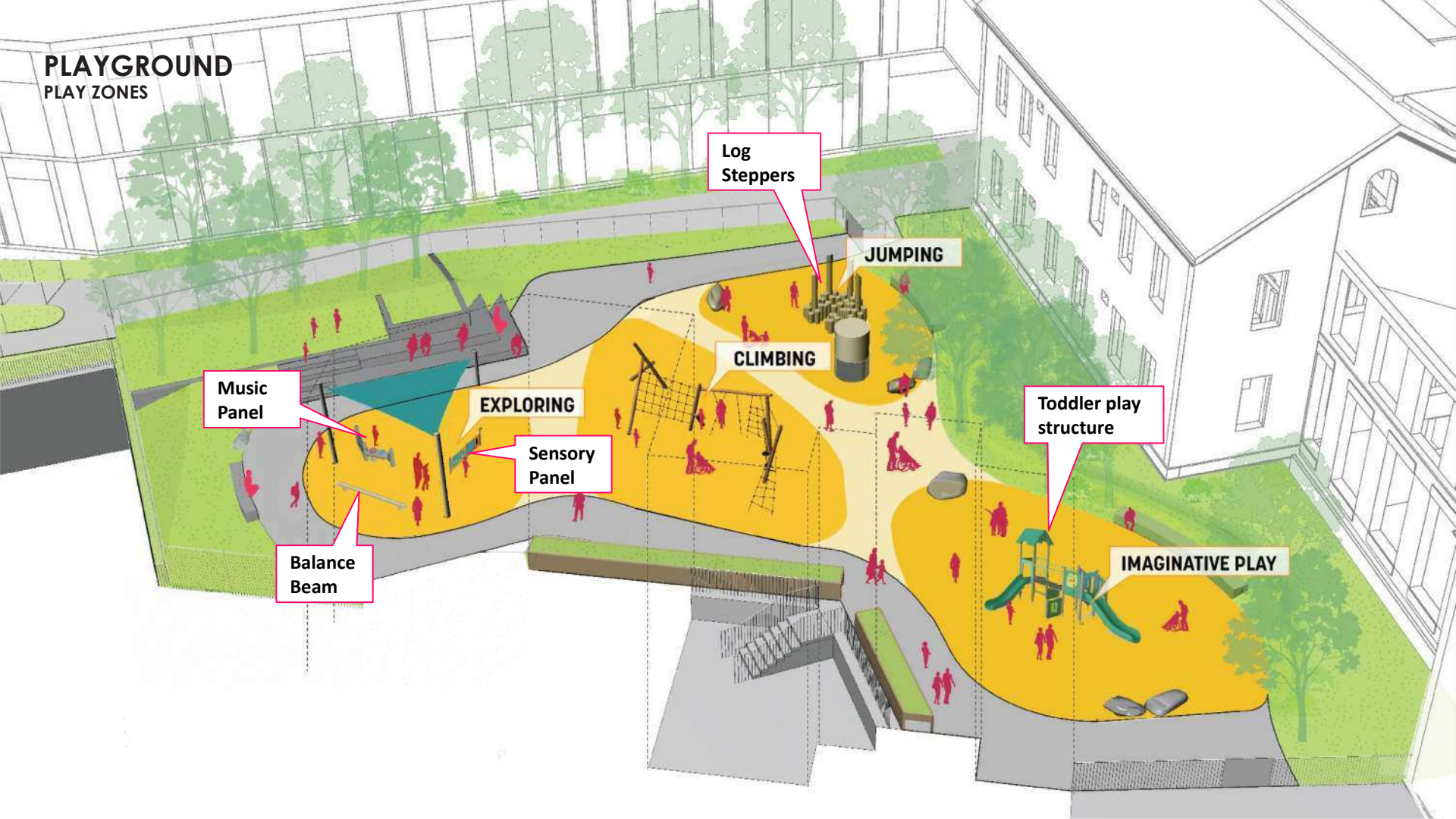
PREVIOUS LAYOUT

**MDS** **SASAKI**  
ARCHITECTS



# PLAYGROUND

## PLAY ZONES





PLAYGROUND EQUIPMENT EXAMPLES



CLIMBING

CLIMBING NET



JUMPING

STEPPER



SENSORY

SENSORY PLAY PANEL



MUSIC PLAY PANEL

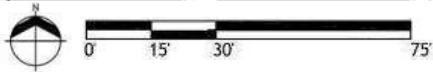
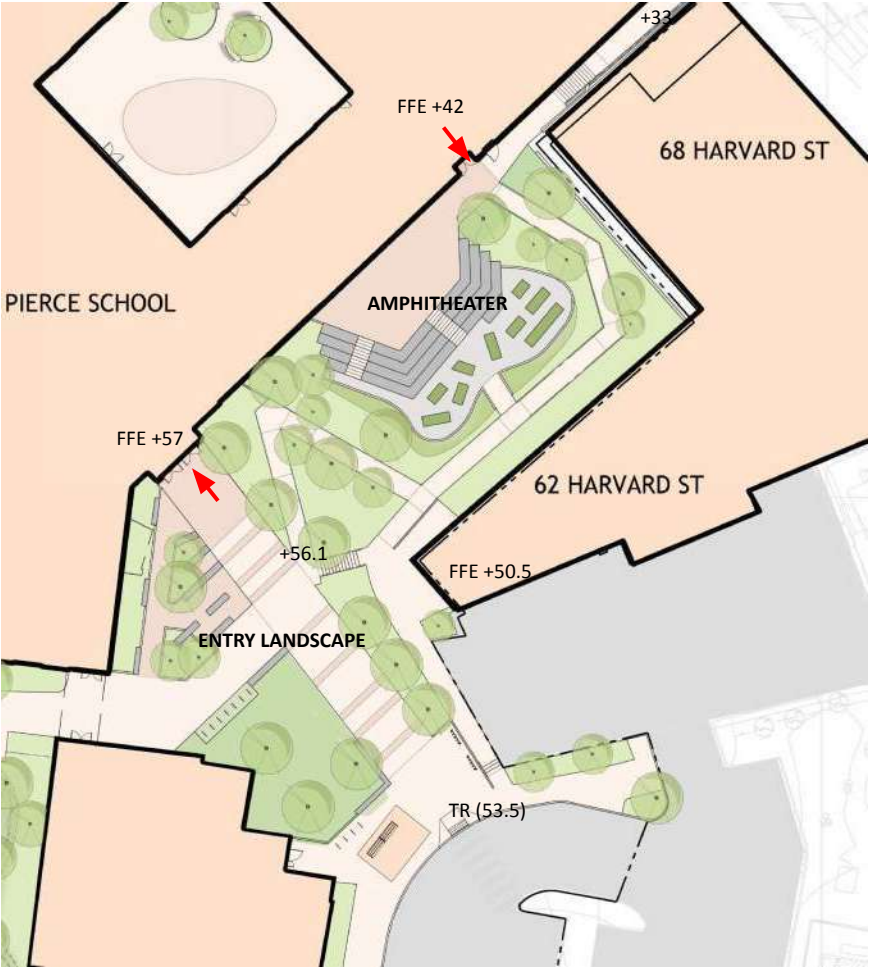


IMAGINATIVE

PLAY TOWER



# PIERCE STREET ENTRY & AMPHITHEATER LANDSCAPE

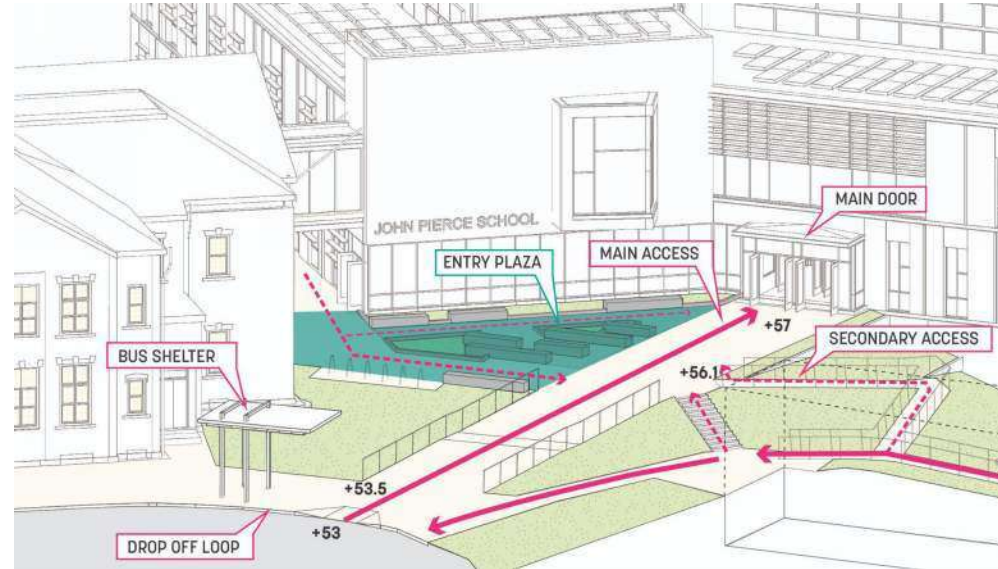


# PIERCE STREET ENTRY PLAZA

## CIRCULATION AND GATHERING



- Safe, welcoming and distinctive gateways to school
- Intuitive wayfinding
- Universal access



**PIERCE STREET ENTRY PLAZA**  
**VIEW FROM DROP-OFF LOOP**

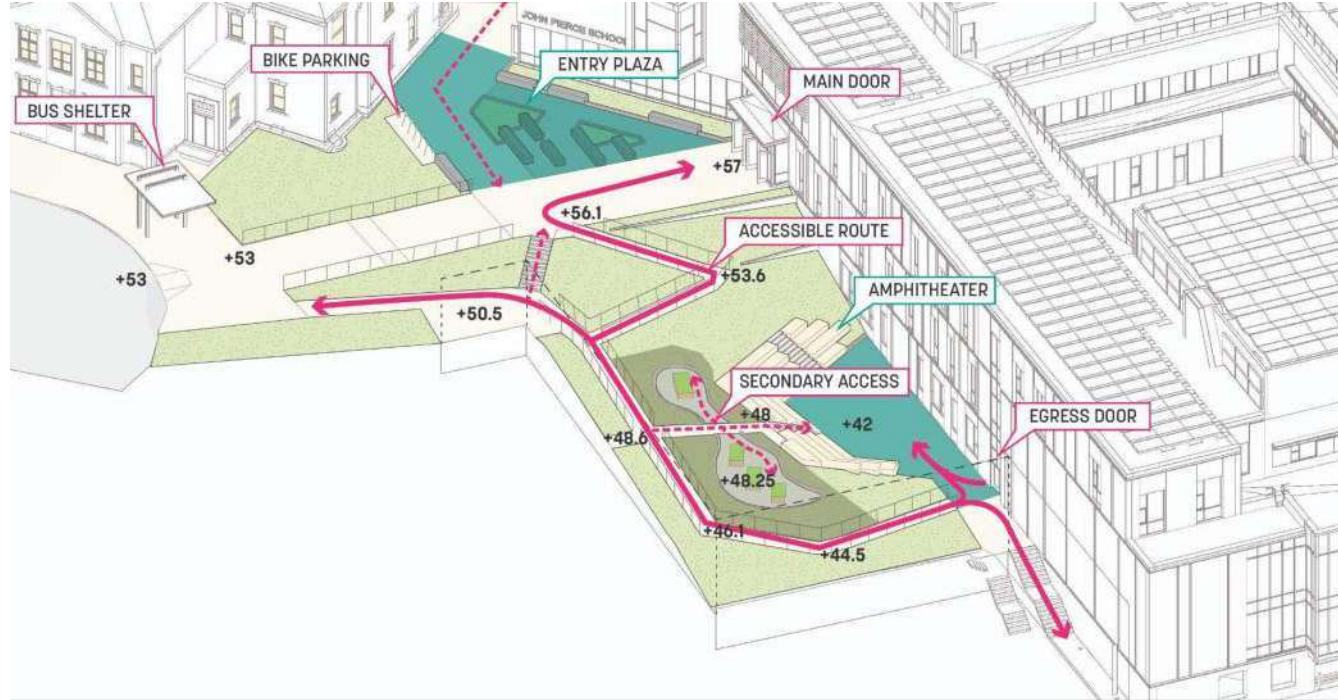
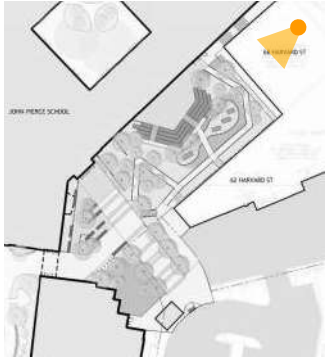




# AMPHITHEATER

## ENTRY AND ACCESS

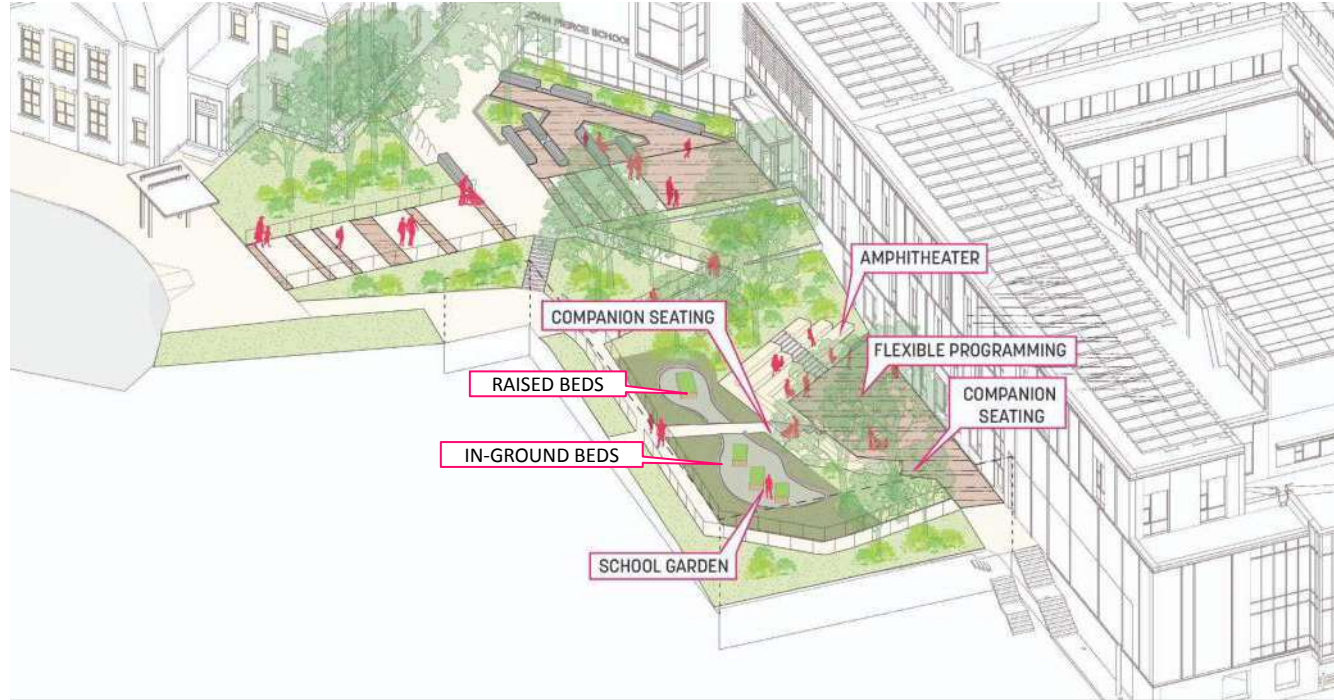
- Universal access at top and bottom of amphitheater



# AMPHITHEATER

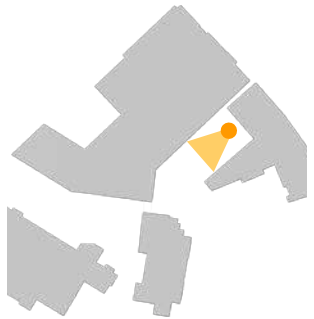
## SOCIAL GATHERING

- Amphitheater seating for 80-100 students
- ADA companion seating at top and bottom levels
- Flexible programming opportunities
- School Garden Program: Raised and in-ground beds



# AMPHITHEATER

VIEW FROM AMPHITHEATER

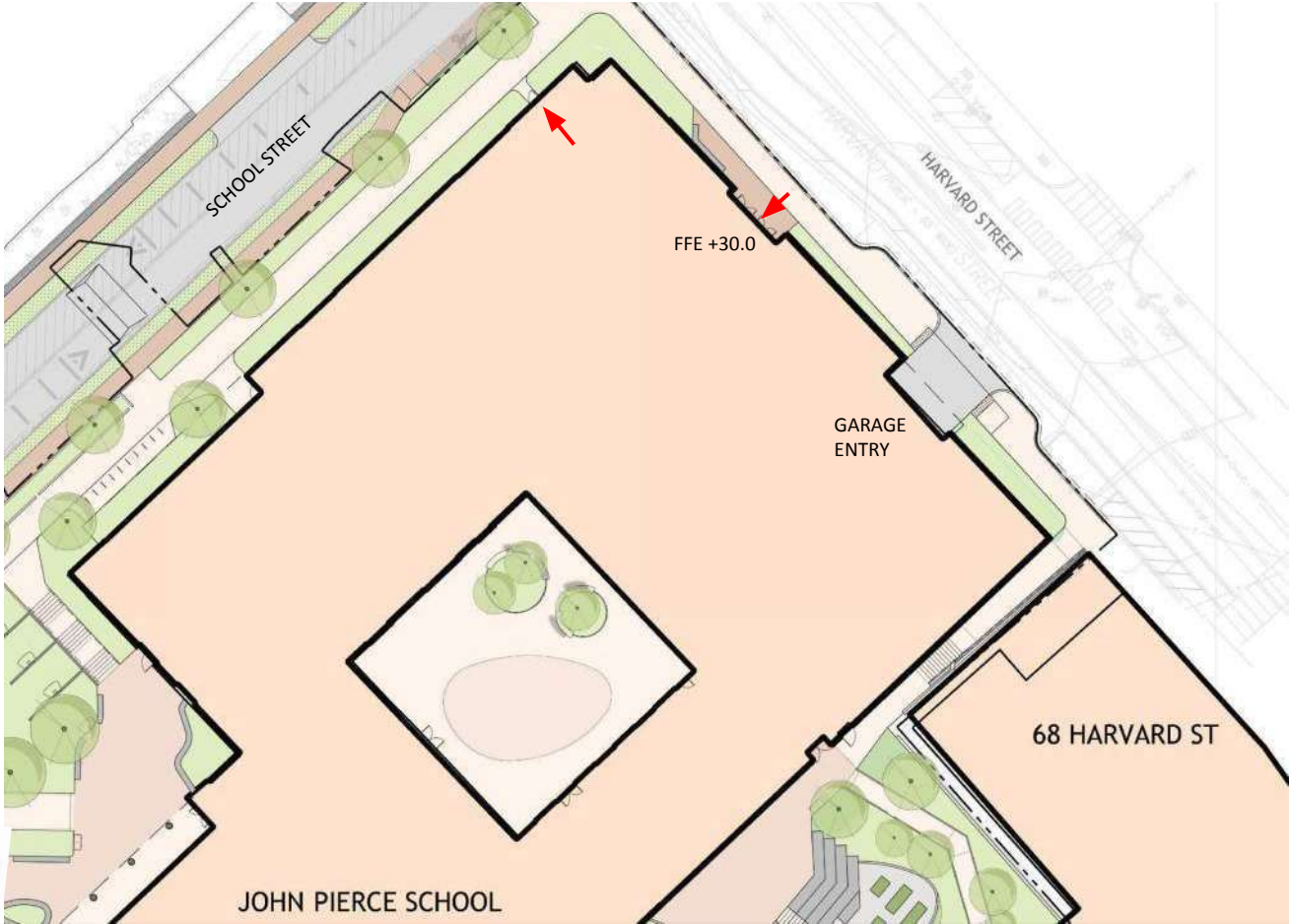


**MDS** **SASAKI**  
ARCHITECTS

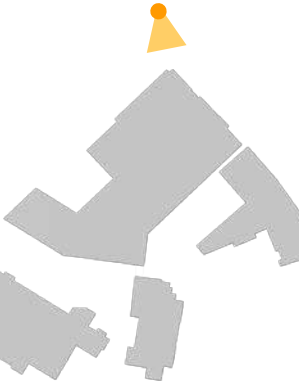




# HARVARD STREET STREETSCAPE



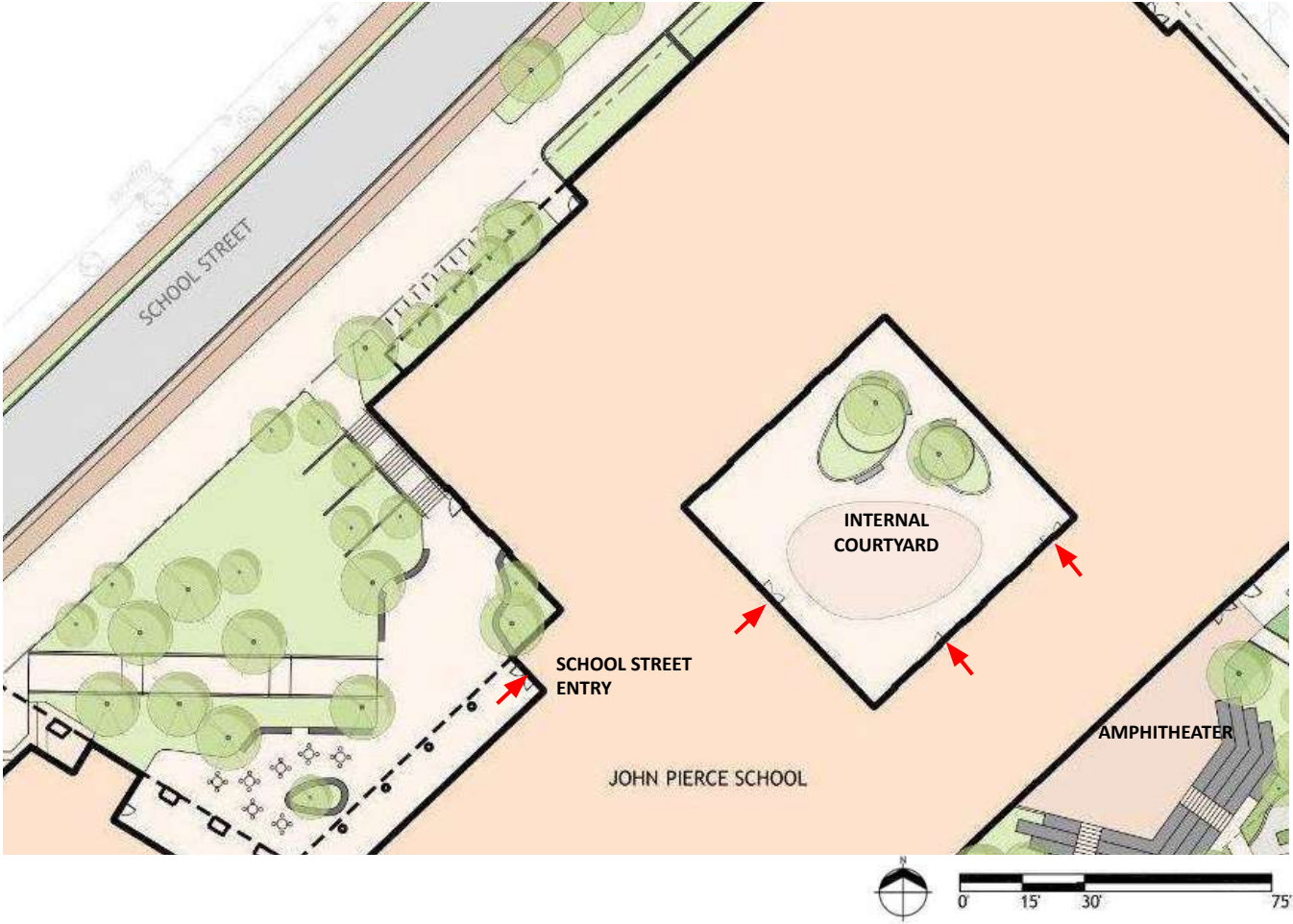
**HARVARD STREET**  
**VIEW**



**MDS** **SASAKI**  
ARCHITECTS



COURTYARD  
UPDATED PLAN

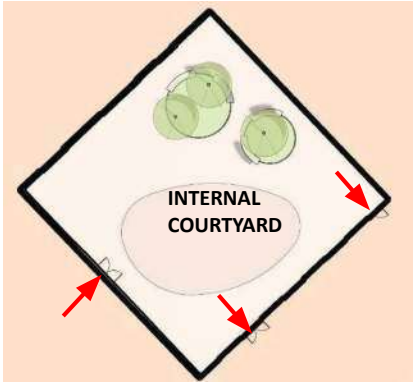




COURTYARD

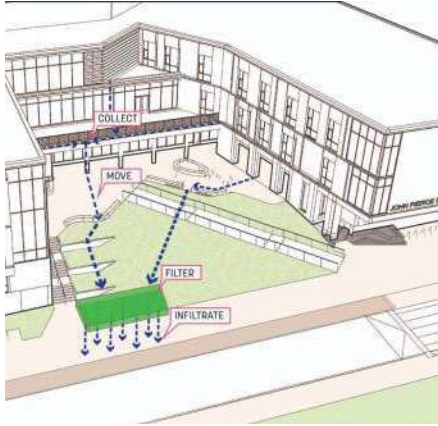


**MDS** **SASAKI**  
ARCHITECTS

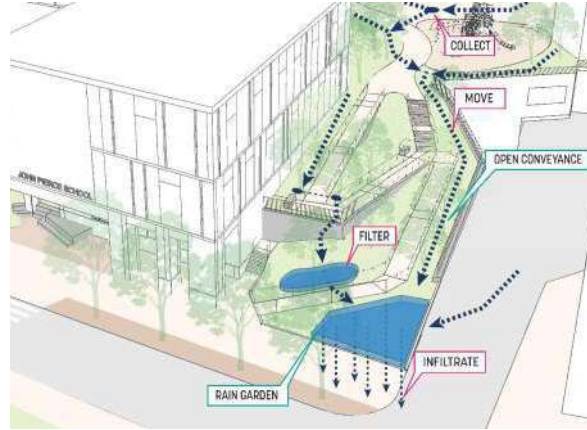


# GREEN INFRASTRUCTURE

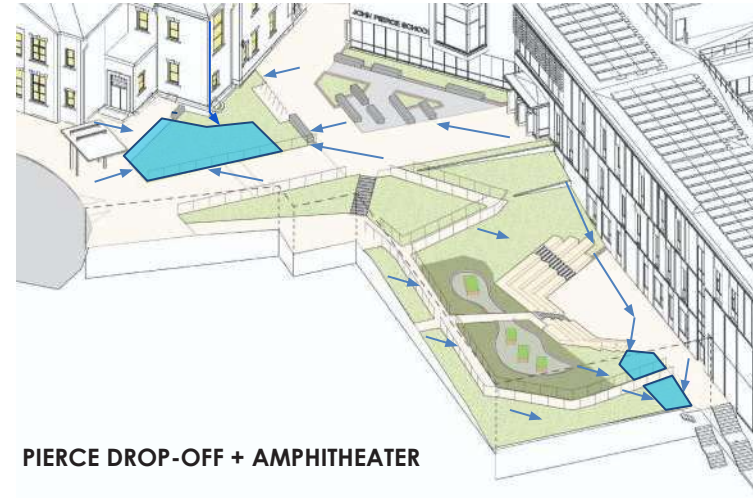
## Stormwater Management



SCHOOL STREET PLAZA



GREEN RAMP + PLAYGROUND



PIERCE DROP-OFF + AMPHITHEATER

- Minimize impervious surface area
- Reduce and slow runoff
- Promote infiltration when possible
- Provide visible, educational displays of environmental stewardship



# GREEN INFRASTRUCTURE

## PRECEDENTS



INTEGRATED INTO LANDSCAPE



CELEBRATE CONVEYANCE



INTERPRETIVE GRAPHICS AND EDUCATION



# DISCUSSION

**BHS Heritage  
Spanish-Speaker  
Pathway:  
Spanish Heritage 1 & 2**

Brookline High School  
World Language & English Departments

# Mis lenguas, mi herencia : Year 1 Plan

## Quarter 1:

- ❖ **Identity; my identity.** Elements that confirm one's identity
- ❖ **Hispanic Heritage Month:** culture, traditions, legends, myths

## Quarter 2:

- ❖ **Windows and Mirrors:** biographies of influential people in the Hispanic world
- ❖ **Dialects and accent** in the Hispanic world

## Quarter 3:

- ❖ **Migrations in the Latin American world**
- ❖ **Where do the things I consume come from?**

## Quarter 4:

- ❖ **Latine activism in Latin America and the US**
- ❖ **Gender and sexual identity in Latin America**

### Sample Course Readings:

*Mexikid*, by Pedro Martín  
Elizabeth Acevedo on identity  
*Mitos y leyendas de Latinoamérica*  
*Cajas de cartón*, by Francisco Jiménez  
*Aristóteles y Dante descubren el universo*, by Benjamin Alire Sáenz  
*Yo no soy tu perfecta hija mexicana*, by Erika L. Sánchez

### Examples of Assessments:

- Analytical paragraphs about texts;
- Personal essay about someone you know who has migrated; connection to readings
- Artistic project based on objects made in Latin America and regularly sold in the US
- Research on a myth from a country of origin and personal reflection on how a myth connects with personal beliefs and traditions



## New Course for 2024-25

### **WL4700 & WL4730 Heritage Spanish-Speaker Pathway- My Languages, My Heritage**

This course will provide heritage speakers of Spanish the opportunity to explore themes of identity in Spanish while developing literacy skills through textual analysis. In this first-year literature course for primarily 9th & 10th graders, students will focus on building literacy skills, similar to English courses. Units will center around texts that explore the Hispanic identity, and students will work on essay writing, discussions, and critical reading in their native/home language. With the expertise of a Spanish-speaking English teacher and a Spanish teacher, heritage students will have a genuine opportunity for their bilingual skills to flourish and to build academic strengths in ways that will both draw on and support the work they are doing in their English-language academic courses.

Level: Mixed Level

Periods per week: 4

Grade: 9-10

Credit: 1.0

Prerequisites: Intermediate-low proficiency in Spanish (determined by a placement process)

# **Mi herencia, mi cultura: Year 2 Plan**

## Quarter 1:

- ❖ **The impact of colonialism in Latin America**
- ❖ **The history of social classes in Latin America**

## Quarter 2:

- ❖ **Modern day realities in Central America: Migratory patterns in the 20th & 21st centuries, Migratory crises at the U.S. border, Political & social turmoil in 1980s Central America, United States influence in 20th century Central American governments**

## Quarter 3:

- ❖ **Politics, progress and populism: Cuba, Venezuela, Colombia, Chile, Mexico**

## Quarter 4:

- ❖ **Civil disobedience and memorials in Latin America**
- ❖ **Indigenous resistance, Environmental justice, Decolonizing modern cultures and societies**
- ❖ **Capstone Community Service Project**

## **Sample Course Readings:**

- ❖ *Cool Salsa (poems) by Lori Carlson*
- ❖ *Open Veins of Latin America by Eduardo Galeano*
- ❖ *The Island Under the Sea, by Isabel Allende*
- ❖ *Solito by Javier Zamora*
- ❖ *I, Rigoberta Menchú (Autobiography) by Rigoberta Menchú*
- ❖ *The Labyrinth of Solitude by Octavio Paz*

## **Examples of Assessments:**

- ❖ *Writing and illustrating a bilingual children's book using the theme of immigration*
- ❖ *Write and record original telenovelas (soap operas) with lens toward social change*
- ❖ *Creative project telling colonial history from the indigenous perspective*
- ❖ *Analytical essay about lasting legacy of colonialism drawing using resources from unit*

## New Course for 2025-26

### **WL4800 & WL4830 Heritage Spanish-Speaker Pathway- My Culture, My Heritage**

This course will continue the learning begun in My Languages, My Heritage and explore thematic units based on culture, history, politics, and social justice. Taught by two Spanish teachers, topics such as linguistic differences throughout the Spanish speaking world, power dynamics in how “proper” language is defined, how language impacts identity, assimilation and acculturation, and immigration will be explored through essential texts in Spanish. This course will include a culminating community service component that involves mentoring other heritage learners in K-8 schools or working in the greater Boston community with Hispanic/Latino organizations or populations.

Level: Mixed Level

Periods per week: 4

Grade: 10-12

Credit: 1.0

Prerequisites: Intermediate-low proficiency in Spanish, determined by a placement process or My Languages, My Heritage (Year 1 Heritage Spanish-speaker Pathway course).



# **History and Science of Gender and Sexuality**

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Brookline High School  
Social Studies & Science Departments

## **The History and Science of Gender and Sexuality Course Description**

This interdisciplinary course will teach students to think critically about the historical, social, and scientific construction of gender and sexuality. In doing this, students will engage with primary source readings from key social scientists of the last two hundred years and beyond as well as key scientific studies with the goal of understanding the relationship between social movements and science. Throughout the course students will use an intersectional lens to investigate how cultural contexts affect the kind of science that is conducted and the discoveries that are made.

Students will be expected to engage earnestly, deeply, and respectfully with historical and scientific texts, graded discussions, lectures, homework, and independent research on a wide array of topics. Assessments may include but are not limited to quizzes, tests, papers, projects, presentations and written reflections. This course is offered at the honors level.

Grades: 11, 12

Prerequisite: Junior or Senior Standing

Credit: 1.0 SC or SO

**PUBLIC SCHOOLS OF BROOKLINE  
POLICY MANUAL  
SECTION A  
FOUNDATIONS AND BASIC COMMITMENTS**

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**9. Wellness Policy (Voted: 9/28/06, #06-88; 12/7/17, #17-102; 6/19/18, #18-60; 2/1/24, #24-08  
(Note: policy was moved from PSB Policy Manual Section E: Support Services to Section A: Foundations and Basic Commitments 6/19/18)**

**I. INTRODUCTION**

The Public Schools of Brookline (PSB) is committed to providing school environments that promote and protect children’s health, well-being, and ability to learn by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment in which children learn about and participate in healthy decision-making. To support this commitment, the following core values guide this policy and its corresponding implementation and procedures:

- Provide a stigma-free meal environment in which all students are provided fresh, nutritious foods that support physical growth and learning.
- Cultivate a school culture that values wellness – the physical and mental health of all its students and their communities – by offering thoughtful, inclusive, and appropriate support and instruction in all schools.
- Provide comprehensive wellness education including but not limited to mental and physical health, nutrition and food literacy, physical activity and physical education, allergy and public health concerns, the impact of social media on mental health, healthy relationships, substance use, peer pressure, body image, and eating disorders. At its very core, comprehensive school health education is about keeping students healthy now and in the future, reinforcing positive healthy behaviors throughout the school day, and making it clear that good health and learning go hand in hand.
- Recognize and accept differences due to mental and physical health or disability, culture, race, religion, language, national origin, gender, gender identity, sexual orientation, or socio-economic status by providing space for public learning, conversation, and discussion.

**II. FOOD SERVICE PROGRAM OPERATIONS**

**A. Financial Management and Student Access**

1. Every PSB school will operate a food service program to ensure that all students have affordable access to the varied and nutritious foods they need to stay healthy and achieve their academic potential.



2. The management of food sales on school grounds will be under the management of the school food service program, except for food sold competitively.
3. The food service program will aim to be financially self-supporting. However, budget neutrality or profit generation must not take precedence over the nutritional needs of the students. If subsidy of the food service fund is needed, it should not be from the sale of foods that have minimal nutritional value and/or compete nutritionally with program meals. Conversely, when the program runs a profit, those funds will be re-invested in the program in the form of higher quality food options.
4. PSB will meet or exceed best administrative practices for enrollment, participation, and payment of food, including:
  - Developing a coordinated, comprehensive outreach and promotion plan through various methods including social media, etc., directed at both students and families, including a language access component to ensure language-appropriate documents, and highlighting access options for students with disabilities.
  - Continuing to collect Free and Reduced meal applications which allows for additional benefits to qualified students and families, such as Pandemic-Electronic Benefits Transfer (P-EBT), even though Massachusetts has permanently passed the Universal Free Meals program for all schools.
  - On a regular basis, checking and coordinating with county social services and similar public benefit administering agencies to ensure that every eligible child is enrolled in free/reduced price meal programs.
  - Ensuring compliance with the direct certification process for automatically-eligible students.
  - Implementing and maintaining pin numbers or similar payment systems in place that accurately tracks the student's meals for maximum state and federal reimbursement. Free and reduced priced meals will be served and sold in a manner indistinguishable by students or staff from the regularly priced meal.

## **B. Nutrition and Meal Planning**

1. PSB Food Services operates within the frameworks of the USDA National School Lunch Program (NSLP), USDA School Breakfast Program (SBP), USDA Summer Food Service Program and other supplemental programs. Every food option served by PSB Food Services meets or exceeds USDA School Breakfast and Lunch guidelines. Further, PSB Food Services operates in accordance with the Healthy, Hunger-Free Kids Act of 2010 as amended and applicable laws and regulations of the Commonwealth of Massachusetts. Schools will offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans. (See "Nutrition" for further information.)
2. The PSB adheres to (meets and, when possible, exceeds) state<sup>1</sup> and federal<sup>2</sup> School Meal Content Guidelines by taking advantage of exemptions for unprocessed fruits

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<sup>1</sup> <https://www.mass.gov/doc/105-cmr-225-nutrition-standards-for-competitive-foods-and-beverages-in-public-schools/download>

<sup>2</sup> <https://www.gpo.gov/fdsys/pkg/FR-2012-01-26/pdf/2012-1010.pdf>

and vegetables. The Nutrition Standards in the National School Lunch and Breakfast program (7 CFR Parts 210 and 220) require the availability of fruits, vegetables, whole grains, and fat free and low-fat fluid milk in school meals, and requires that the levels of sodium and saturated fat meet the nutritional needs of school children within their calorie requirements. These improvements to the school meal program, largely based on recommendations made by the Institute of Medicine of the National Academies, are expected to enhance the diet and health of school children and help mitigate the childhood obesity trend. To the extent that current nutrition science indicates a higher standard is the better practice, the higher standard should be applied.

3. In addition to federal/state nutrition and food services programs, PSB Food Services operates additional available nutrition-related programs and activities including the Farm to School, Breakfast After the Bell, school gardens, etc.
4. PSB Food Services' objectives are to:
  - a. serve fresh, freshly-prepared, real, minimally-processed and/or organic food without additives when budgetarily possible and available, to every student at every meal. Trans fats are not permitted.
  - b. aspire to make 50% of all meals served in each school plant-based
  - c. use locally- or regionally-sourced foods when available.
  - d. make ingredient, nutrition and allergy information for all foods and beverages, except for fresh fruits and vegetables and other whole foods, readily available to stakeholders (students, caregivers, PSB staff) before purchasing meals, and to caregivers online in advance of the school day.
  - e. plan menus with input from students, caregivers, and school personnel considering students' ethnic, cultural and dietary norms and preferences, special dietary needs, and individual choice.
  - f. provide systems that allow food service staff and others to accurately identify food allergies at the point of service.
5. PSB daily schedules will incorporate at least 20 minutes for lunch.
6. Snacks offered or sold to students as part of the food service program will comply with Smart Snacks or Massachusetts Department of Public Health (DPH) snack standards per regulations [7 CFR 210.11 105 CMR 225](#).
7. [PSB Food Services implements and adheres to the district Sustainability Policy \(voted 10/27/22 #22-87\)](#)

### **C. Staff Qualifications and Professional Development**

1. PSB will employ a Director of Food Services who is qualified, certified and/or credentialed, according to the USDA professional standards for School Nutrition professionals.
2. The district will employ food service staff that are trained according to the recommendations of the Director of Food Services, and who meet the USDA Guidelines for staff training.
3. The Director of Food Services is encouraged to inform and collaborate with classroom teachers about the school nutrition-food service environment and nutrition education.
4. All food service managers and cooks/chefs will have a current ServSafe Certification.

5. All staff will complete professional development as outlined by the Food Service Director and follow the USDA guidelines for staff training.

#### **D. Competitive Food and Beverages in School**

The following applies to all locations where food and beverages are offered or sold in schools during the school day other than food provided by Food Services, e.g., restaurants, student run culinary programs, cafes, vending machines, fundraisers, stores, and snack or other food carts. The school day is defined as the midnight before to 30 minutes after the end of the school day.

1. Foods and beverages must comply with the stricter of State<sup>3</sup> or Federal<sup>4</sup> Standards.
2. Snacks offered or sold to students through vending machines shall not compete with meals offered by the school food service program and must comply with Massachusetts standards at all times.
3. Food fundraisers, food sold on behalf of the schools, or foods offered at any school events (including testing days, assemblies, assemblies for parents/caregivers, curricular plans etc.) will also be consistent with the standards and objectives of the Wellness Policy.
4. To ensure the safety and inclusion of students with food allergies and other special health concerns, PSB will refer and adhere to by following the PSB Management Guidelines for Students who have Life-Threatening Allergies<sup>5</sup> when planning food related functions during the school day.

### **III. NUTRITION EDUCATION**

PSB will aim to provide nutrition, health, and food literacy education to students at every grade level as part of a sequential, comprehensive, standards-based health education curriculum and/or as embedding in multi-disciplinary units that meets state and national standards. [The 2023 MA Comprehensive Health and Physical Education frameworks will serve as a guide.](#)

Curriculum will be selected, developed, and coordinated so that both dedicated health and nutrition units as well as other classroom and non-classroom settings (lunchroom, recess, special events) are used in concert to further this goal.

Appropriately, the district will take steps to ensure trained and dually licensed physical and health educators will be identified and tasked with this coordination with appropriate content area partners. The K-12 Coordinator of Wellness Education will partner with appropriate content coordinators and food service leaders to prepare materials, conduct, or arrange for outreach and training, and provide technical assistance.

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<sup>3</sup> <https://www.mass.gov/doc/105-cmr-225-nutrition-standards-for-competitive-foods-and-beverages-in-public-schools/download>

<sup>4</sup> <https://www.fns.usda.gov/cn/tools-schools-focusing-smart-snacks>

<sup>5</sup> <https://www.brookline.k12.ma.us/cms/lib/MA01907509/Centricity/Domain/67/PSB-LTA-2018-2019.pdf>



Consistent with the values set forth in this policy, the PSB will:

1. Provide a food-positive school food environment, in which real and wholesome food is freshly prepared from whole or minimally processed ingredients to maximize naturally occurring nutrients and good taste while minimizing unnecessary additives and waste, whether in a meal program or any other school setting.
2. Teach students to be critical, astute consumers who know how to navigate both their food environment and their health support system, seek out current science, and modify their behavior to cultivate good health.
3. Teach students about the benefits of eating plant-based foods for human health, disease risk reduction, environmental sustainability, and animal welfare. Students will learn how to structure a healthy plant-based meal, and to identify nutritious plant-based foods that can be important aspects of plant-based eating. Students will learn about the benefits of plant-based eating through positive messaging surrounding plant-based foods.
4. Teach students about the benefits of eating fiber-rich proteins and minimally processed foods. The district will prioritize serving high-fiber proteins as well as minimally processed foods.
5. Teach food literacy in the classroom, in experiential learning settings like school gardens and teaching kitchens, in the cafeteria, and in other food settings; practice what is preached in nutrition education; and ensure that adult's model good choices throughout schools.
6. Promote fruits, vegetables, whole-grain products, lower fat, nutritionally rich products from all food groups, and healthy food preparation.
7. Link with school meals program, cafeteria nutrition promotion activities, school gardens,
8. Farm to School programs, other school foods and nutrition-related community services
9. Include enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens.

**Additional Considerations:**

- Fundraisers should promote physical activity and health enhancing eating habits.
- Non-food related fundraising alternatives such as walk- or read-a-thons, jump roping, fun runs, or programming competitions, will be promoted.
- Lunch time meetings will not be used, therefore tutoring, clubs, and meetings may take place during lunch time if students are provided with the opportunity to get lunch.
- Only Office of Administration and Finance approved brand names, trademarks, or logos from companies that offer only product lines (both in and outside of schools) that are consistent with the Wellness Policy nutrition guidelines will appear in schools, during school activities, or in school materials, including, but not limited to curriculum or educational materials, food and beverage containers, menus, school publications, posters, electronic media, or vending machines.
- Brookline High School's Career and Technology Education department offers a Culinary Pathway in food preparation and restaurant management. The courses in this pathway offer students the opportunity to explore and develop careers in the nation's largest industry in the BHS state-of-the-art student-run restaurant, Tappan Green. During the school day, meals served in the Tappan Green restaurant will be served to adult staff. Students enrolled in the program may participate in recipe development or testing.

#### **IV. HEALTH EDUCATION, PHYSICAL EDUCATION, AND PHYSICAL ACTIVITY**

The Public Schools of Brookline will provide a range of physical activity opportunities to all students, including regular physical education, daily recess, and physical activity breaks, before and after school activities, intramural/extramural sports, interscholastic sports, active academics as well as comprehensive health education.

Teachers and other school personnel will not use physical activity (*e.g.*, running laps, push-ups) or withhold opportunities for physical education or physical activity (*e.g.*, recess) consequently. The denial of recess will not be used as punishment/discipline unless the student's removal from recess has been determined as appropriate by the school principal or designee and communicated with the parents/caregivers.

##### **A. Physical Education**

All PSB students grades K-12, including students with disabilities, special health-care needs, and in in-district alternative educational settings, receive physical education each year. BHS students must earn wellness credits each year to meet graduation requirements. K-8 Physical Education classes will occur twice per week for a minimum of 40 minutes per class.

- Physical education will be taught by highly qualified specialists certified to teach physical education and/or wellness education. All physical education teachers will regularly participate in professional development activities to effectively deliver the physical education program.
- Teachers will provide a comfortable and safe learning environment. Physical education equipment will be age and developmentally appropriate. Age, ability, and developmentally appropriate modifications will be made to accommodate the needs of all students. Students will spend at least 70 percent of physical education class time participating in moderate to vigorous physical activity.
- Physical education classrooms (whether inside or outside) will receive priority when shared facilities present a conflict.

##### **B. Health Education**

PSB is committed to providing a school environment that promotes overall student wellness (physical, emotional, intellectual, and social) The PSB aims to implement a K-12 comprehensive health education program to meet state and national requirements and the nutrition education goals outlined above. Sixth grade has been identified as the next priority for health education.

- The health education program will utilize a skills-based approach designed to provide students with opportunities to develop and maintain the knowledge, skills, attitudes, and behaviors necessary to be healthy and physically active for a lifetime.
- The health education curricula will be aligned with the state and National Health Education Standards and the [MA DESE Frameworks](#). The PSB Health education will be

taught by a highly qualified specialist certified to teach health and/or wellness education (which includes physical education).

### **C. Daily Recess**

All children in grades kindergarten through five attending public schools shall receive 140 minutes of supervised, safe, and unstructured free-play recess each week, preferably outdoors, weather permitting, at the discretion of the school principal. Should the outdoor temperature fall below 20 degrees, recess shall occur indoors.

All children in grades 6 through 8 will receive at least 90 minutes of supervised, safe, and unstructured free-play recess each week, preferably outdoors, weather permitting, at the discretion of the school principal. Should the outdoor temperature fall below 20 degrees, recess shall occur indoors.

As used herein, the term “free-play” means an unstructured environment that is supervised by appropriate school personnel or staff.

### **D. Promoting Additional Movement Opportunities**

The PSB will promote practices to understand that short exercise bursts create increased brain activity, resulting in students who are more focused and ready to learn. Classroom educators will be provided with resources for increasing student heart rates periodically throughout the school day.

- Students in grades 5-8 will have access to intramural and extramural sports programs. High school students will have access to intramural physical activity programs as well as interscholastic sports programs.
- All schools will offer a range of activities that meet the needs, interests, and abilities of students, inclusive of genders, disabilities, and health status.

## **V. SOCIAL AND EMOTIONAL HEALTH AND WELLBEING**

PSB is committed to promoting the social and emotional development and wellbeing of all students. PSB will provide a comprehensive, multi-tiered approach to social-emotional health and wellbeing that is designed to promote development of social-emotional skills, support engagement in healthy behavior, and discourage risk-taking behavior. Brookline’s commitment to addressing student social-emotional development and wellness has six objectives:

1. **Create a safe, supportive, and affirming classroom and school culture for all students.** This work includes an intentional focus on promoting strong school belonging, supporting the development of healthy and positive relationships for students and staff, using inclusive language that reflects authentic respect for differences, and having ongoing conversations on how to effectively support individuals with mental health diagnoses and substance use issues and related needs, while encouraging a substance free



school community.

2. **Provide students with explicit instruction related to social-emotional learning and mental health.** This work includes providing students with ongoing instruction to promote development of skills related to self-awareness, self-management, social awareness, forming healthy relationships, and making responsible decisions.

Additionally, students will be taught strategies to actively promote their wellness and mental health, including skills that promote healthy behaviors in relation to nutrition, exercise, healthy activities, interpersonal relationships, use of social media and technology, stress management, mindfulness, injury prevention, and not using substances (alcohol, marijuana, pills, tobacco) to manage or avoid uncomfortable feelings.

Students will be actively taught health skills that align with the [National Standards](#). (Decision-Making, Analyzing Influences, Accessing Valid and Reliable Information, Interpersonal Communication, Goal Setting, Advocacy and Practicing health enhancing behaviors that promote risk reduction.) This skills-based approach will provide students with the opportunity to apply content knowledge.

3. **Raise awareness among students, caregivers, schools' staff, coaches, and other members of the community about the signs and symptoms of mental health diagnoses, social-emotional challenges, and substance use,** keeping in mind that many behavioral and academic struggles are often manifestations of compromised mental health or personal or family stresses.

In support of this objective, PSB will:

- Provide ongoing training to school professionals on how to reach out to students and their families in an affirming and culturally responsive way and help them access support and treatment services.
- Ensure that all school staff are trained on emergency procedures, including when and how to report concerns to administration and support staff.
- Provide staff training in appropriate safety procedures that include, but are not limited to, contacting parents/caregivers, Staff Crisis Manual, Policies, Crisis Teams, Mandatory Reporting Responsibilities, Harassment and Bullying, Life Threatening Allergies, Blood-borne Pathogens.
- Work with staff, students, and the community agencies to maintain a school environment that is free of vaping, tobacco and cannabis (smoking and edibles), alcohol, and other drugs.
- Provide literature for students that encourage the goals of these policies.
- Students perceived to be under influence are innocent until proven guilty or until students admit to being under the influence of illegal substances.

4. **Ensure that in-school support services (including guidance, social workers, adjustment counselors, psychologists, and/or nursing staff) are accessible to all students presenting with social, emotional, mental health, and substance use issues.** These school-based services include screening for mental health and substance use issues,

referrals for community-based mental health and substance use supports, school-based individual or group counseling, providing psychoeducation around mental health and substance use, and support substance use cessation. Students, staff, and caregivers will be aware of resources within the school and how to access them.

Trained licensed clinical staff will be available to respond to social service and psychiatric emergencies during school hours. We will endeavor to train all staff and administrators on how to respond to students and families who are perceived to be using illegal substances. Each school will have a written emergency response plan that addresses both medical and behavioral health crises to reduce the incident of life-threatening medical emergencies and behavioral health crises and to promote efficient and appropriate responses to such emergencies.

- 5. Provide specialized and targeted support and interventions for all students struggling with social and emotional issues to support their academic engagement and development.**
- 6. Promote wellbeing by supporting policies and practices that support a healthy balance between academic expectations/achievement and student mental health, and practices that encourage the development of healthy identities that support healthy decision-making.** PSB will collaborate with community and school-based wellness initiatives.

## **VI. WELLNESS POLICY IMPLEMENTATION ACTION PLAN**

LEGAL AUTHORITIES: 7 CFR Parts 210 and 210; 105 CMR 225.

### **A. Evaluation and Measurement of the Implementation of the Wellness Policy.**

The PSB Wellness Committee will update and make modifications to the Wellness Policy based on the results of the annual review and triennial assessments and/or as local priorities change, community needs change, wellness goals are met, new health information and/or technology emerges, and new federal or state guidance or standards are issued. The Wellness Policy will be assessed as indicated at least every three years following the triennial assessment.

The PSB School Wellness Committee aims to have representation from:

- School Administration
- School Guidance and Clinical Services
- School Health Services (including school physician consultant)
- Nutritional and Food Services
- School Wellness and Health Education Services

- Community Agencies (Brookline Department of Public Health and Human Services; Brookline Substance Use and Violence Prevention Program, B-PEN/B-CASA and Town Meeting Members)
- Parents/Caregivers
- School Committee
- Students

## **B. Triennial Progress Assessments**

The Wellness Committee will assess the PSB Wellness Policy to measure its compliance at least once every three years. This assessment will measure the implementation of our local school Wellness Policy, and include:

- The extent to which the PSB is in compliance with the local school Wellness Policy.
- The extent to which the PSB Wellness Policy compares to model local schools' wellness policies
- A description of the progress made in attaining the goals of the local school wellness.

## **C. Policy**

PSB will ensure that the Wellness Policy and most recent triennial assessment are available to the public. PSB will also actively notify the school community annually about any updates made to the Wellness Policy and the availability of the triennial assessment results.

## **D. Goals**

- PSB will ensure the most updated version of the Wellness Policy and triennial assessments are available on the school website for the public to view.
- PSB will present Wellness Policy updates, as applicable, during meetings with the Parent Teacher Organization, school committee, district superintendent, health and wellness committee and other interested groups or stakeholders.
- Wellness updates will be provided to students, parents/caregivers, and staff (through the PSB website and announcements in school newsletters, for example) to ensure that the community is informed and that public input is engaged.
- Each school will provide parents/caregivers with a complete copy of the PSB Wellness Policy at the beginning of the school year.
- Principals or vice-principals will ensure that each school complies with the Wellness Policy at their individual schools.
- PSB is committed to being responsive to community involvement and input, which begins with awareness of the Wellness Policy. PSB will actively communicate ways in which parents/caregivers, students, physical education teachers, school health professionals, the school committee, school administrators, food and nutrition professionals, and the public can participate in the development, implementation, and annual review of the PSB Wellness Policy.
- PSB will consider student needs in planning for a healthy nutrition environment. Students will be asked for input and feedback using surveys, and attention will be given to their comments.
- A team of district and community representatives will be established to support the food service director and teachers in implementing local purchasing and other farm to school



activities on an ongoing basis. Stakeholders and community members will be offered the opportunity to provide feedback.

- The activities of the Wellness Policy will align with Goal 6 of the Strategic Plan, which reads as follows: *Ethic of Wellness* - For our students and the world around them to thrive, our schools must contribute to an ethic of wellness. PSB will attend to the social and emotional development of its students, so that they may flourish personally, build positive relationships, and contribute to a more caring and just world. PSB will also teach and adopt sustainable practices, inspiring and empowering students to be good stewards of the Earth.

## **E. Resources**

The following resources were used in the development of the PSB Wellness Policy:

- Massachusetts Comprehensive Health and Physical Education Frameworks, 2023
- Massachusetts Nutrition Standards for Competitive Foods and Beverages in Public Schools
- United States Department of Agriculture Food and Nutrition Service: Team Nutrition
- DESE *Massachusetts School Wellness Coaching Program: Perfecting Policy*
- Centers for Disease Control and Prevention
- Massachusetts Coordinated School Health Program
- Center for Disease Control and Prevention - Smart Snacks <https://www.cdc.gov>

**THE PUBLIC SCHOOLS OF BROOKLINE**  
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Mariah Nobrega

**LEGISLATOR UPDATE AND LEGISLATIVE PRIORITIES 2024**

We welcome you to the annual Brookline School Committee Meeting with Legislators. We are pleased to report that the Public Schools of Brookline has enjoyed another successful year since we last met. We greatly appreciate your leadership and partnership in support of the school district.

There have been changes in the PSB since we met last January.

**(some updates to be added here)**

Voters across the Town of Brookline demonstrated their support for Public Schools of Brookline at the Town Election on May 2, 2023. In order to address a structural deficit (the result of fixed costs rising faster than recurring revenues due to the constraints of property tax growth under Proposition 2 ½), voters approved an operating override for the FY 2024 budget. The override provides \$6,998,367 in additional funding to the school district, phased in over three years. We are deeply appreciative of the Town's residents who voted to support this important override.

We are grateful for your support of the extension of Open Meeting Law provision that allows public officials to participate remotely in meetings, through at least March 31, 2025. Remote participation in public meetings allows for equitable access to participation in municipal government among those for whom in-person attendance is not always possible. We also thank you for your efforts to ensure that funds from the Fair Share Amendment are allocated to public school districts.

Brookline continues to be busy with school building projects:

- On December 4, 2023, school and municipal leaders, parents and caregivers, teachers and students, all celebrated the opening of the new Driscoll School on Washington Street. The celebration followed the full occupancy of the school on October 30, 2023. Demolition of the old Driscoll School is underway, after which the construction of the new playground on the site will represent the final piece of this exciting project. The project features geothermal HVAC along with photovoltaics to bring the school close to net zero. Faculty, students and families are all grateful for this state-of-the-art learning space.

- Voters in the May 2023 Town Election approved a debt exclusion override to fund the renovation of the Pierce School, and other site improvements including renovations and additions to the historic Pierce School Building facing Pierce Street, which dates to 1855; reconstruction and repair of the park across School Street; and reconstruction and repair of the Town Hall and Pierce School garages underneath the 1973 Pierce School building. The new school will have the capacity to educate approximately 725 K-8 students in a four-section, fully Americans with Disability Act-compliant building. The new Pierce School will also contain three classrooms for preschoolers in the Brookline Early Education Program, known as BEEP. The Public Schools of Brookline is partnering with the Massachusetts School Building Authority to fund this project. We are incredibly grateful to the Town's voters for their support of the Pierce School Project.



## 2024 Legislative Priorities

**1. Support for school-based early childhood programs.** As a Prek-12 school district, we are an integral part of the mixed delivery system for early childhood programs and care. Systems to better support public school districts to access early education funding must be developed so that Massachusetts can reach the goal of universal, high-quality preschool access for four-year-olds. For example, in Brookline, we provide scholarships to low-income residents to enable their participation in our preschool programs. A grant program to subsidize the cost of those scholarships would be beneficial for the school district. The current system of early childhood vouchers does not work for public school district.

**2. Universal Free School Meals:** We greatly appreciate that Governor Healey has reaffirmed her commitment to universal free school breakfast and lunch programs, and we ask that this critical program be fully funded to best serve the needs of students throughout the Commonwealth.

**3. Support for Governor Healey's Proposed Literacy Launch**

We support Governor Healey's proposed Literacy Launch program, specifically its focus on professional development and educator coaching, and strongly endorse new funds for school districts to implement high-quality literacy instruction.

**4. Full, stable funding for METCO:** We are in support of full, stable funding for METCO. We unanimously supported the Massachusetts Association of School Committee's (MASC) resolution, calling on the Governor to create a stable funding structure to support METCO and its partner districts that fully funds the support provided by METCO, and the cost of providing services delivered by METCO's partner districts.

**5. Support for the Municipal Empowerment Act:** We support the Municipal Empowerment Act, as announced by Governor Healey, which will, among other things, provide the Town of Brookline with more flexibility to raise revenue through hotel, meals and excise taxes.

**6. MCAS:** We support efforts to eliminate MCAS as a graduation requirement, either through legislative action or a ballot question. The Brookline School Committee unanimously supported the Massachusetts Association of School Committees' (MASC) resolution calling for a wider, more consensus-built strategy for an evaluation system with input from legitimate stakeholders; urging the Legislature to launch a comprehensive evaluation to investigate the extent of biases pertaining to MCAS testing and make those results public; urging Massachusetts to enact a moratorium on MCAS testing immediately; and urging Massachusetts to develop an alternative to the high-stakes MCAS tests.

**7. Chapter 70 Funding:** We appreciate the school district's Chapter 70 funding in FY24 (\$16,035,247), and the preliminary funding expected for FY25 (\$16,242,217). We advocate for increased funding for this critical local aid.

**8. Support for Senate Bill 309, An act establishing a Special Commission to review the adequacy and equity of the Massachusetts school building program:** The Public Schools of Brookline greatly appreciate the work of the Massachusetts School Building Authority (MSBA). We have successfully partnered with the MSBA on significant school building projects, including the recent Ruffin Ridley School project and the current Pierce School project. We are grateful for the Legislature's work to increase the reimbursement rate on school building projects (to more accurately reflect current and inflationary construction costs); for the Pierce School project, the adjusted rate increases the maximum reimbursement to the Town of Brookline by over \$7.5 million (from \$37,839,511 to \$45,403,459). We join with our partners in the Brookline Educators Union in supporting Senate Bill 309, which will enhance the MSBA's work and allow them to fund 21st century solutions to meet the needs of current and future school facility projects. The bill will also investigate and recommend the extent to which current state funding for the authority may need to be increased.

**9. Full funding for the Student Opportunity Act:** Federal COVID stimulus funding has made it possible for the legislature to fulfill its commitment to Chapter 70 and incremental adjustments to charter school mitigation, regional transportation funding, and special education transportation. We urge the legislature to continue that commitment, and to advocate for additional funds at the state level as the federal ARPA monies expire but the need continues to cover the extraordinary costs of services to children still recovering from the pandemic. (MASC)

**10. Further fund Special Education:** We appreciate the additional funding we have received for Special Education transportation. In addition, we continue to lobby for full funding of Special Education costs, along with maximum Circuit Breaker reimbursement and insurance participation for medically necessary treatment in school (for example, 1-on-1 nurses).

**11. Electric Bus grants or subsidies:** We would like your support to identify funding for a pilot for Brookline. There apparently was a pilot program for 3 communities in 2018.

**Memorandum of Agreement  
Between  
The Brookline School Committee (the “Committee”)  
And  
The American Federation of State, County and Municipal Employees, AFL-CIO,  
Council 93, Local 1358 (the “Union”)  
(School Food Service Employees)  
Collectively referred to as (“the Parties”)  
January 2024**

**WHEREAS**, the Committee and the Union are parties to a collective bargaining agreement (“CBA”) for the period July 1, 2021 through June 30, 2024; and

**WHEREAS**, in January 2023, the Parties executed a side letter providing that the position of “BHS Chef” would be included in the recognition clause of the CBA; and

**WHEREAS**, the Parties now wish to amend the recognition clause as it relates to the “BHS Chef” position.

**NOW THEREFORE**, the Parties hereby agree as follows.

1. **Introductory “Whereas” Clauses:** The introductory “Whereas” clauses above are incorporated into the Parties’ Agreement.
2. **Modify Article I, Recognition:** The Parties agree to remove the position of “BHS Chef” from Article I, Recognition of the CBA and further agree and acknowledge that the “BHS Chef” position is a non-union position.
3. **Waiver of Rights:** The Union agrees not to grieve, appeal, or otherwise challenge the provisions of this Agreement or any of the facts or circumstances that gave rise to this Agreement through the contractual grievance and arbitration process, or through the Department of Labor Relations.
4. **No Admission of Wrongdoing:** It is understood and agreed that this Agreement does not constitute an admission of wrongdoing by the Committee, including but not limited to, breaches of contract or violations of any federal or state law, policy, rule or regulation.
5. **Governing Law:** This Agreement shall be interpreted, enforced, governed, and construed by, under, and in accordance with the laws of the Commonwealth of Massachusetts.
6. **Severability:** If any term(s) or provision(s) of this Agreement shall be held to be invalid or unenforceable for any reason by a court of competent jurisdiction, the validity or enforceability of the remaining terms and provisions shall not be affected, and such invalid and/or unenforceable term(s) and/or provision(s) shall be deemed modified to the extent necessary to make it or them enforceable.



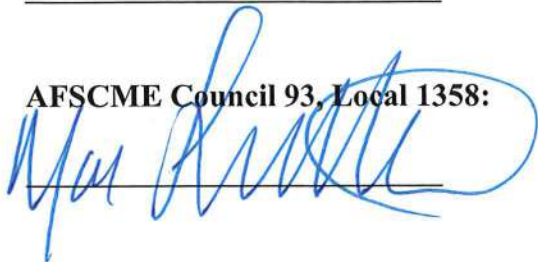
Agreed to January 2024 by:

**Brookline School Committee:**

\_\_\_\_\_

Date: \_\_\_\_\_

**AFSCME Council 93, Local 1358:**

\_\_\_\_\_

Date: 1-18-2024



# PUBLIC SCHOOLS of **BROOKLINE**

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## Draft- STRATEGIC PLAN

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## MISSION

The Public Schools of Brookline's mission is to educate and inspire every student to lead a fulfilling life and make positive contributions to our world.

## VISION

Brookline provides every student with an extraordinary education, through enriching learning experiences and supportive community, so that they may develop to their fullest potential.



# Core Values

## JOY IN LEARNING

Our schools are dedicated to teaching students to be involved, active learners who work hard, think critically and creatively, and communicate effectively. We emphasize high expectations for all students and seek to instill a lifelong joy in learning through a rich curriculum that will allow students to find and succeed at what they love, and flourish in their lives.

## EXCELLENCE IN TEACHING

Passionate, knowledgeable, skillful teachers are the core strength of our schools. Our educators provide a dynamic and rewarding learning experience for students. We are committed to supporting a professional community that creates and sustains an atmosphere of intellectual excitement, innovative instruction, personal growth, and strong relationships between faculty and students.

# Core Values

## CULTURE OF COLLABORATION

An extraordinary education requires the coordinated efforts of many. Towards this end, we strive to solicit and foster collaboration between and among educators, administrators, community organizations, government institutions, private sector, and other interested parties, with the best interest of students serving as our guiding principle.

## CELEBRATION OF DIFFERENCE

Brookline is presently and historically diverse. We celebrate this diversity, and we commit to providing an education that authentically and deeply reflects the different perspectives, cultures, and experiences of our community. We strive to include the full range of Brookline voices, not just in our academic curriculum but in all school-based activities.

# Core Values

## COMMITMENT TO EQUITY

We are committed to eliminating barriers to educational achievement in our schools. To this end, we create policies and practices so that every student, regardless of race, ethnicity, nationality, religion, gender, gender identity, sexual orientation, disability, or socioeconomic status, experiences a safe and welcoming environment in our schools, and receives the resources and support they need to take fullest advantage of the opportunities a Brookline education offers. We recognize the existence of great disparities in private means among PSB students, and will do everything possible to ensure that private resources do not determine student outcomes.

## ETHIC OF WELLNESS

For our students and the world around them to thrive, our schools must contribute to an ethic of wellness. PSB will attend to the social and emotional development of its students, so that they may flourish personally, build positive relationships, and contribute to a more caring and just world. PSB will also teach and adopt sustainable practices, inspiring and empowering students to be good stewards of the Earth.



# Process

Over the past year, the Public Schools of Brookline engaged over 100 stakeholders in developing this strategic plan. The plan was developed using the Massachusetts Planning for Success model. This three-phased model includes a create, align, and implement approach to district strategic planning. This plan aims to foster organizational consistency to support the district's current and future success.

At the core of the planning process is the multi-year plan that you have before you. This plan was built on the foundation of district data, stakeholder input, and the vision for Public Schools of Brookline. This plan will be the bedrock and road map for all other district systems and structures.

The Public Schools of Brookline would like to thank everyone who provided input into the creation of this plan.

# GOAL 1

## TEACHING AND LEARNING

Increase achievement for all students by establishing, implementing, and regularly assessing a consistent high quality, challenging curriculum delivered using evidence based practices.



# Increase achievement for each and every student by holding high academic expectations

## **SY 2024** **Foundational Year**

Conduct reviews in ELA and World Language

Complete 85% of Teacher Evaluations

Complete plan for providing Professional Development around MTSS including enrichment (Multi-Tiered Systems of Support)

Design middle school schedules that allow for consistent time for learning in each content area

Contract for equity audit

Establish working group to reduce impact of bias in the 8th to 9th transition process

Identify consultant to assist with a *Vision of a BHS Graduate*

## **SY 2025** **Year 1**

- Complete equity audit to diagnose issues related to Diversity, Equity, Inclusion, Belonging (DEIB)
- Selection, or creation, of curriculum materials in ELA and WL
- Complete 90% of Educator Evaluations
- 75% of PD will be on MTSS
- Design elementary schedules that allow for consistent time on learning in each content area
- Design clear process for *vision of a BHS Graduate* work with timeline and benchmarks

## **SY 2026** **Year 2**

- Comprehensive root cause analysis to understand the influences on the outcomes observed in the Year 1 analyses of DEIB
- Develop strategy to address root causes identified in the equity audit
- Completed scope and sequence with common assessments in ELA, math and World Language
- Selection or creation of high quality, bias free curriculum materials in science
- Complete 100% of educator evaluations
- Implementation of MTSS model
- 75% of PD will be on Professional Learning Communities (PLCs)
- Implement equitable K-12 schedules

## **SY 2027** **Year 3**

- Reform and Monitor - district and school leaders initiate the strategies in the Equity Framework, and implement research-based practices to address the inequities identified in Years 1 and 2
- Monitor the impact changes in DEIB policy and practices are making with stakeholders
- Complete scope and sequence with common assessments in science
- Complete 100% of educator evaluations on time
- Implement PLC model
- Develop and implement standards-based equitable report cards that reflect the changes in ELA, Math, Science, World Language





# Teaching and Learning Foundational Year Benchmarks

- Completed reviews and developed action plans for English Language Arts and World Language
- Completed professional development plan for multi-tiered systems of support
- Recommendations implemented to reduce the bias in the 8th to 9th grade transition process
- Recommendations for changes to middle school schedules brought forward to relevant stakeholders
- Completed analysis of trends in Child Study Team (CST) referrals to Special Ed evaluation for disproportionality by race for the purposes of establishing a baseline

# Teaching and Learning Year 1 Benchmarks

- 73% of Brookline students will attain proficiency on the ELA and Math MCAS\*
  - MCAS is currently the only common, valid and reliable assessment that we have to measure our growth. As the district builds its assessment literacy other measures will be included here
- 74% of Brookline students will attain proficiency on the Science MCAS
- Through robust equitable instruction, the percentage of Black/African American and Latine students who Meet or Exceed expectations in ELA and Math as measured by the MCAS will increase by 3 percentage points. The percentage of students in the aggregate who meet or exceed benchmarks will increase by a minimum of 1 percentage point
- Student growth percentiles in ELA and Math, for Black/African American and Latine students will reach a minimum of 50 as measured by the MCAS
- 30 out of 30 of completed educator observations reviewed show evidence of implementation or feedback towards, an equitable, consistent standards-based curriculum that holds each and every student to the highest academic standards.
- At Child Study Team (CST) meetings 95% of referring educators will identify at least 3 new strategies that they have implemented as a result of professional learning regarding MTSS. MTSS includes enrichment,



# Teaching and Learning Year 2 Benchmarks

- 74% of Brookline students will attain proficiency on the ELA and Math MCAS
- 75% of Brookline students will attain proficiency on the Science MCAS
- Through robust equitable instruction, the percentage of Black/African American and Latine students who Meet or Exceed expectations as measured by the MCAS will increase by 3 percentage points over the previous year.
- Student growth percentiles in ELA and Math, for Black/African American and Latine students will maintain a minimum score of 60
- After implementation of MTSS, each CST team will report out on baseline data the percentage of black/African American and Latine students that are referred for special education evaluations





# Teaching and Learning Year 3 Benchmarks

- 75% of Brookline students will attain proficiency on the ELA and Math MCAS
- 76% of Brookline students will attain proficiency on the Science MCAS
- Through robust equitable instruction, the percentage of Black/African American and Latine students who Meet or Exceed expectations as measured by the MCAS will increase by 3 percentage points over the previous year.
- Student growth percentiles, ELA and Math, for Black/African American and Latine students will reach a minimum score of 53
- 30 out of 30 of completed educator observations reviewed show evidence of implementation or feedback towards, equitable, consistent standards-based curriculum that holds each and every student to the highest academic standards.
- Each CST team will report out on the percentage of Black/African American and Latine students that are referred for special education services. These data will be evaluated to look for decreases in disproportionality, if they exist





# GOAL 2

## COMMUNITY AND CONNECTIONS

Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district and the community.



## Develop and implement a culturally responsive community engagement plan that fosters connections among caregivers, schools, the district and the greater community

### **SY 2024** **Foundational Year**

- Rebuild and relaunch the district website

### **SY 2025** **Year 1**

- Develop equitable, consistent systems of protocols and expectations for communication to effectively inform caregivers at the school and district levels
- Build a comprehensive system to obtain input from caregivers
- Review district partnerships

### **SY 2026** **Year 2**

- Ensure universal access to information for all stakeholders through multiple platforms
- Execute a comprehensive system to obtain input from caregivers about important district matters including *Vision of a BHS Graduate*
- Identify new partnerships that will meet the needs of PSB caregivers

### **SY 2027** **Year 3**

- Improve upon communication of student progress to caregivers and the broader community
- Inform the community of the *Vision of a BHS Graduate* to guide future planning and goals



# Community and Connections Year 1 Benchmarks

- The revamped district website will see an increase in traffic by 20% compared to the previous year
- The superintendent's newsletter, social media and other channels for community engagement will see a year-on-year increase in engagement by 25%, and a year-on-year increase in subscribers/followers by 15%
- 70% of district caregivers will report satisfaction with district communication



# Community and Connections Year 2 Benchmarks

- The district website will see an increase in traffic by 15% compared to the previous year
- The superintendent's newsletter, social media and other channels for community engagement and information access will see a year-on-year increase in engagement by 25%, and a year-on-year increase in subscribers/followers by 15%
- The input system will see a participation rate of at least 30% caregivers in the district
- 80% of district caregivers will report satisfaction with district communication

# Community and Connections Year 3 Benchmarks

- The district website will see an increase in traffic by 10% compared to the previous year
- The superintendent's newsletter, social media and other channels for community engagement and information access will see a year-on-year increase in engagement by 25%, and a year-on-year increase in subscribers/followers by 15%
- The input system will see a participation rate of 50% of caregivers in the district
- 90% of district caregivers will report satisfaction with district communication

# GOAL 3

## CLIMATE AND CULTURE

Partner with families and the community to  
create safe environments that promote  
belonging



# Partner with families and the community to create safe environments that promote belonging

## **SY 2024** **Foundational Year**

- Measure staff and family belonging using the Panorama Teacher/Staff and Family Surveys (to be done annually).
- Select a core Tier 1 SEL curriculum to use in all Pre-K to 5 classrooms.
- Select a core middle school SEL curriculum to use in all middle school advisories.
- Finalize the Life of the School Policy.
- Develop or revitalize relationships with at least 3 new community-based organizations that provide guardians and caregivers with access to resources and mental health support.
- Provide training to CST leaders that focus on interventions and practices that support belonging, engagement, and inclusion.
- Develop procedures and practices for providing targeted support to students experiencing low school belonging.

## **SY 2025** **Year 1**

- Implement the identified Tier 1 SEL curriculum in at least 70% of Pre-K to 5 classrooms.
- Implement the identified middle school SEL curriculum in at least 70% of middle school advisories.
- Establish district Climate and Culture working group to incorporate results from the staff and family Panorama surveys into strategic initiatives.
- Develop procedures and practices to enact the Life of the School Policy.
- Provide professional development and coaching to staff that focuses on inclusion and differentiation.
- Establish district Attendance and Engagement working group.
- Implement recommendations from Tiered Focused Monitoring (TFM) review to increase access to educational programming that protects students' civil rights.
- Develop processes and procedures for CST that support belonging, engagement, and inclusion.

## **SY 2026** **Year 2**

- Implement the identified Tier 1 SEL curriculum in at least 85% of Pre-K to 5 classrooms.
- Implement the identified middle school SEL curriculum in at least 85% of middle school advisories.
- Recommendations from the Climate and Culture working group will be developed to strengthen practices and supports across all schools that focus on increasing student, staff, and family school belonging.
- Recommendations from the Attendance and Engagement working group will be developed to strengthen practices and supports across all schools that focus on increasing attendance and engagement.

## **SY 2027** **Year 3**

- Implement the identified Tier 1 SEL curriculum in at least 95% of Pre-K to 5 classrooms.
- Implement the identified middle school SEL curriculum in at least 95% of middle school advisories.
- Use the annually conducted Panorama Teacher/Staff and Family Surveys to develop new strategic initiatives related to staff belonging.
- Use the tri-annually conducted Panorama Student Survey to develop new initiatives related to belonging, engagement, and mental health.





# Climate and Culture Foundational Year Benchmarks

- During the 2022-2023 school year, 14.5% of all PSB students were chronically absent. Students who are identified as Low Income (27.3%), High Needs (21.1%), English Language Learners (20.1%), Students with Disabilities (24.1%), African American/Black (21.2%), Hispanic/Latine (21.3%), or Multi-Race, Non-Hispanic/Latine (17.5), experienced higher rates of chronic absenteeism during the 2022-2023 school year.
  - By the end of the 2023-2024 school year, chronic absenteeism will have declined by 4 percentage points for all student groups, as compared to school year 2022-2023.
- A core Tier 1 SEL curriculum will be selected to use in all Pre-K to 5 classrooms.
- A core Tier 1 SEL curriculum will be selected to use in all middle school advisories.
- The Life of the School policy will be finalized by the school committee.
- Relationships with at least 3 new community-based organizations that provide guardians and caregivers with access to resources and mental health support will be established and or revitalized.
- Training will be provided to CST leaders that focus on interventions and practices that support belonging, engagement, and inclusion.
- The guidance and counseling department will develop procedures and practices for providing targeted support to students experiencing low school belonging.



# Climate and Culture Year 1 Benchmarks

- By the end of the 2024-2025 school year, at least 70% of PSB staff, across all demographic groups, will endorse strong school belonging.
- By the end of the 2024-2025 school year, at least 67% of PSB caregivers, across all demographic groups and student support variables, will endorse strong school belonging on the Panorama Family Survey.
- By the end of the 2024-2025 school year, at least 73% of students in grades 3 to 12 will endorse strong school belonging and discrepancies between students based on demographic or support variables will be reduced by an additional 5 percentage points.
- The selected Tier 1 SEL elementary-school curriculum will be implemented with fidelity in at least 70% of Pre-K to 5 classrooms.
- The selected Tier 1 SEL middle-school curriculum will be implemented with fidelity in at least 70% of middle school advisories.
- By the end of the 2024-2025 school year, chronic absenteeism will have declined by 12% for all student groups, as compared to school year 2022-2023.



# Climate and Culture Year 1 Benchmarks

- By the end of the 2024-2025 school year, a Climate and Culture working group (consisting of PSB and community stakeholders) will be created.
- By the end of the 2024-2025 school year, an Attendance and Engagement working group (consisting of PSB and community stakeholders) will be created.
- By the end of the 2024-2025 school year, practices and procedures will be developed to enact the Life of the School Policy.
- OSS and OTL will partner to provide teachers and educators with professional development that focuses on inclusion and differentiation.
- Recommendations from the Tiered Focused Monitoring review that center on civil rights will be implemented to increase student access to educational programming.
- OSS and OTL will partner to develop procedures and processes for Child Study Teams to use to support belonging, engagement, and inclusion for referred students.



# Climate and Culture Year 2 Benchmarks

- By the end of the 2025-2026 school year, at least 75% of all PSB staff, across all demographic groups, will endorse strong school belonging.
- By the end of the 2025-2026 school year, at least 74% of PSB caregivers, across all demographic groups and student support variables, will endorse strong school belonging on the Panorama Family Survey.
- By the end of the 2025-2026 school year, at least 77% of students in grades 3 to 12 will endorse strong school belonging and discrepancies between students based on demographic or support variables will be reduced by an additional 4 percentage points.
- The selected Tier 1 SEL elementary-school curriculum will be implemented with fidelity in at least 85% of Pre-K to 5 classrooms.
- The selected Tier 1 SEL middle-school curriculum will be implemented with fidelity in at least 85% of middle school advisories.
- By the end of the 2025-2026 school year, chronic absenteeism will have declined by 4 percentage points for all student groups, as compared to school year 2023-2024.
- Recommendations from the Climate and Culture working group will be made to strengthen practices and supports across all schools that focus on increasing student, staff, and family school belonging.
- Recommendations from the Attendance and Engagement working group will be made to strengthen practices and supports across all schools that focus on increasing attendance and engagement.





# Climate and Culture Year 3 Benchmarks

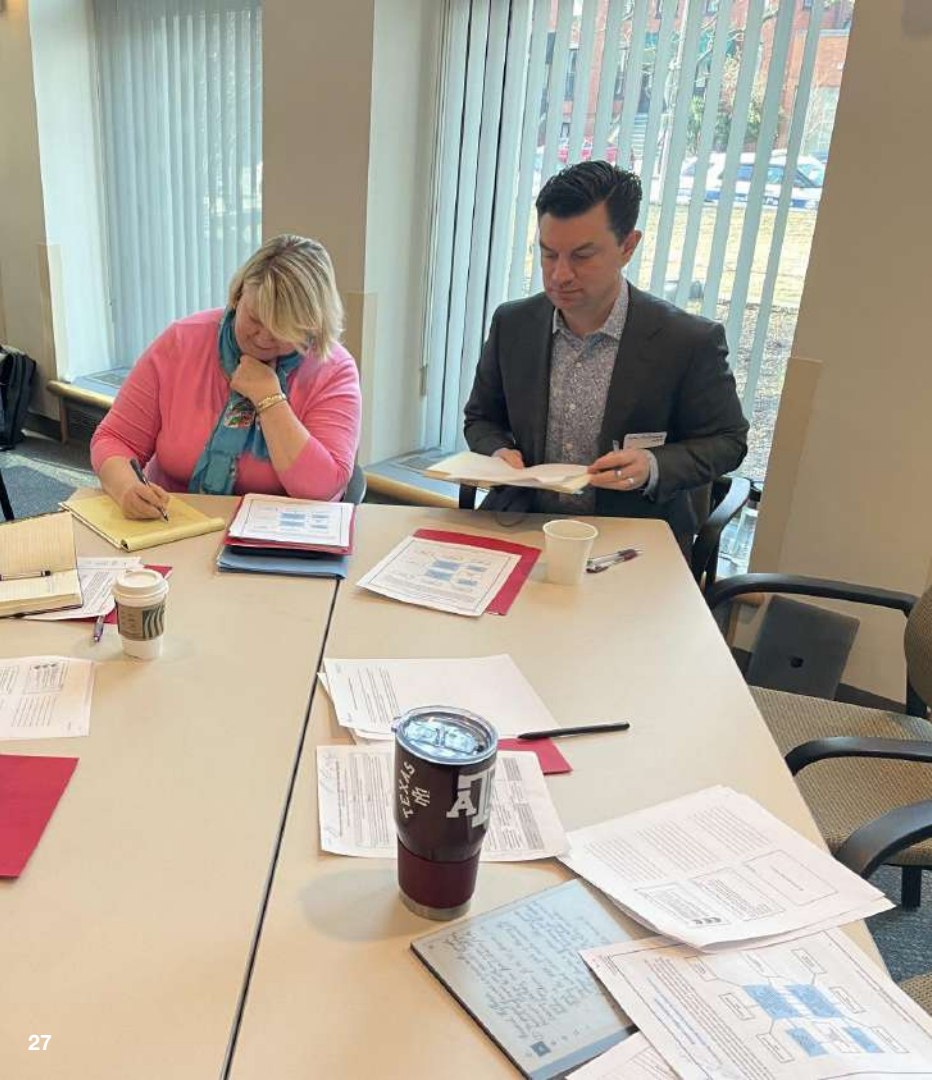
- By the end of the 2026-2027 school year, at least 80% of PSB staff, across all demographic variables, will endorse strong school belonging on the Panorama Teacher and Staff survey.
- By the end of the 2026-2027 school year, at least 80% of PSB caregivers, across all demographic groups and student support variables, will endorse strong school belonging on the Panorama Family Survey.
- By the end of the 2026-2027 school year, at least 80% of students in grades 3 to 12, across all demographic and support variables, will endorse a strong sense of belonging on the Panorama Student Survey.
- The selected Tier 1 SEL elementary-school curriculum will be implemented with fidelity in at least 95% of Pre-K to 5 classrooms.
- The selected Tier 1 SEL middle-school curriculum will be implemented with fidelity in at least 95% of middle school advisories.



# Climate and Culture Year 3 Benchmarks

- By the end of the 2026-2027 school year, chronic absenteeism will have declined by at least 20% for all student groups, as compared to school year 2022-2023.
- Recommendations from the Climate and Culture working group will be implemented to strengthen practices and supports across all schools that focus on increasing student, staff, and family school belonging.
- Recommendations from the Attendance and Engagement working group will be implemented to strengthen practices and supports across all schools that focus on increasing attendance and engagement.
- The annually conducted Panorama Teacher/Staff and Family Surveys will be used to develop new strategic initiatives related to staff belonging.
- The tri-annually conducted Panorama Student Surveys will be used to develop new initiatives related to belonging, engagement, and mental health.





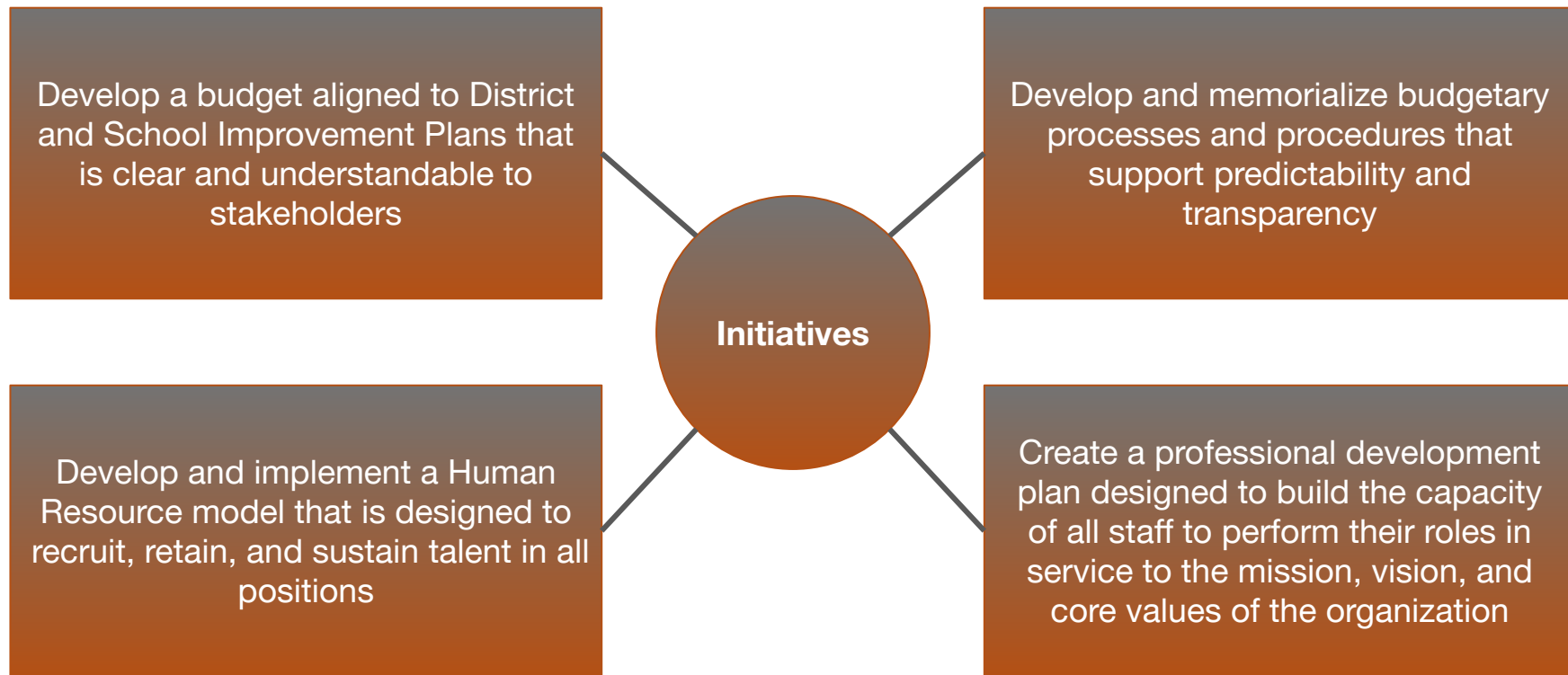
# GOAL 4

## MANAGEMENT AND CAPACITY BUILDING

Develop resource management and capacity-building systems that will ensure educational and organizational goals are accomplished timely and with transparency.



Develop resource management and capacity-building systems that will ensure educational and organizational goals are accomplished timely and with transparency.





# Develop resource management and capacity-building systems that will ensure educational and organizational goals are accomplished timely and with transparency.

## **SY 2024** **Foundational Year**

- Develop a building based budget that includes 3 years of financial data, two years of staffing, enrollment assumptions, all funding source that support recurring educational expenses, an executive summary, and narratives connecting spending to the strategic plan and SIPs.
- Develop a 10 year enrollment projection to guide program and staffing decisions and align strategic plan and school improvement plan (SIP) process to the budget development process.
- Develop and implement a Human Resource model that is designed to recruit, retain, and sustain talent in all positions.
- Create a space for centralized professional development and district resources at Baldwin.

## **SY 2025** **Year 1**

- Add additional year of enrollment, staffing, and financial data and other information to assist readers in understanding the relationship between spending and the District programming and improvement efforts.
- Develop and memorialize budgetary processes and procedures that support predictability and transparency in developing and monitoring the budget that includes roles and responsibilities of administrators and the Finance/School Committee as well as timelines and expectations for preparing and sharing information.
- Develop and implement a recruitment plan that includes strategies to attract and create a robust and diversified pool of qualified candidates for all position types, create partnerships with colleges, universities, associations, and employment agencies as well as develop a compelling marketing plan.
- The OAF will develop employee induction and mentoring programs for all OAF positions to support new employees as the transition into the organization.

## **SY 2026** **Year 2**

- Add additional year of enrollment, staffing, and financial data and evaluate the budget document using K-12 industry budgeting standards to identify possible areas for additional improvements.
- Implement best practices, policies, and procedures in developing, articulating, monitoring and reviewing the financial plan aligned with the educational plan (Strategic plan and SIP's, vision, values, mandates, etc.)
- Review, develop and implement employee induction, mentoring, and other employee support programs to reduce staff turnover, build employee capacity to be leaders within their profession, support employee well-being, and create esprit de corps within the organization around the shared values articulated in the strategic plan.
- The OAF will implement an employee induction and mentoring program for all OAF staff.
- OAF will work with the OEE, OSS and OTL to develop a leadership academy for new and emerging leaders.

## **SY 2027** **Year 3**

- Development of an onboarding and orientation program to assist new school officials and administrators in understanding processes, timelines, roles, and responsibilities related to budgeting.
- Reflect on the degree to which the HR model, recruitment plan, and retention programming has improved the experience of staff, the culture and climate within the organization, and staff turnover.
- The leadership academy will welcome the first cohort to this multi-year, program.



# Management and Capacity Building Outcomes

- The annual budget will be directly connected to achieving the district's vision and strategic plan. The budget will include data on enrollment, staffing, funding, goals and related narratives by cost center and fund.
- The School Committee and administrative staff understand their roles and responsibilities in the budget cycle (planning, developing, communicating, approving, monitoring/managing, and reviewing/reflecting).
- A comprehensive human resources model (recruit, hire, onboarding, induction, mentoring, employee engagement, etc.) will be designed to attract, develop, retain and sustain talent in all positions and reflect our values of diversity, inclusion, and equity.
- The district will implement processes for recruiting and retaining diverse, highly qualified staff so that all staff and students work and learn in an optimal environment.

# GOAL 5

## GOVERNANCE

Design and implement an organizational structure and related information systems that will enable the organization to achieve the District vision.



Design and implement an organizational structure and related information systems that will enable the organization to achieve its vision.





# Develop resource management and capacity-building systems that will ensure educational and organizational goals are accomplished timely and with transparency.

## **SY 2024** **Foundational Year**

- The Offices of Administration and Finance and Student Services will design an organizational structure that will meet the current and future needs of the district and develop job descriptions for all non-aligned positions.
- The OAF will -
  - assess and modify existing systems, workflows, policies and procedures related to recruiting, hiring, onboarding and separation to ensure they are simple, user friendly, effective, efficient and achieve intended outcomes;
  - implement and train staff to use these systems and procedures; and
  - create an administrative guidebook in Google Classroom with forms, policies, procedures, and how to videos.

## **SY 2025** **Year 1**

- The Office of Educational Equity will design an organizational structure that will meet the current and future needs of the district and develop job descriptions for all non-aligned positions.
- The OEE will -
  - assess and modify existing systems, workflows, policies and procedures related to the office of Educational Equity and realign duties to make workflow and positions function at optimal levels.
  - assess and modify existing systems, policies and procedures related to recruiting, hiring, and onboarding of BIPOC and LGBTQ staff.
  - implement mentoring program targeting BIPOC and LGBTQ staff.
  - implement new staffing models and job descriptions to achieve the goals of the organization and strategic plan.

## **SY 2026** **Year 2**

- The Office of Teaching and Learning will design an organizational structure that will meet the current and future needs of the district and develop job descriptions for all non-aligned positions.
- The OTL will -
  - assess and modify existing systems, workflows, policies and procedures related curriculum instruction and assessment so that they are user friendly, effective, efficient and achieve intended outcomes;
  - Realign duties to make the workflow and positions function at optimal levels.
  - implement new staffing models and job descriptions to achieve the goals of the organization and strategic plan.

## **SY 2027** **Year 3**

- The Office of the Superintendent will design an organizational structure that will meet the current and future needs of the district and develop job descriptions for all non-aligned positions.
- The OS will -
  - assess and modify existing systems, workflows, policies and procedures related to use of facilities, maintenance and repairs, work order systems, emergency response, security and safety, and transportation practices to ensure they are simple, user friendly, effective, efficient and achieve intended outcomes;
  - Realign duties to make the workflow and positions function at optimal levels.
  - implement new staffing models and job descriptions to achieve the goals of the organization and strategic plan.



# Governance Outcomes

- A comprehensive review of all aspects of the organization's structure will be performed by Senior Leadership to ensure that the structure supports the Vision, Mission, and Core values of the organization.
- The roles and responsibilities for all administrative and non-aligned positions will be clearly defined and codified in job descriptions.
- The district consistently assesses and reviews the efficacy, efficiency and effectiveness of programs, systems, policies, and procedures and makes adjustments that will enable the organization to function in a smooth and orderly fashion.
- Throughout the school district, the Strategic Plan guides current work and future planning across the district as evidenced by an explicitly stated connection to the mission, vision, core values, and theory of action.
- The district employs the organizational chart, roles, responsibilities, processes, and procedures in service to the Strategic Plan and widely communicates and enacts at all levels of the organization.
- Our facilities and infrastructure support the needs of our programs and staff and are safe, welcoming, and meet current health, fire, public safety, and building codes.



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# THANK YOU

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PUBLIC SCHOOLS of  
**BROOKLINE**